

**MID-TERM EVALUATION  
OF  
AFRICAN GIRLS CAN CODE INITIATIVE (AGCCI)**

**FINAL DRAFT REPORT**

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The report is a product of an independent mid-term evaluation and does not necessarily reflect UN Women or other agencies views and/or opinions. Responsibility for the information and views expressed in this report lies with the author.

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## List of acronyms

AGCCI	African Girls Can Code Initiative
AUC	African Union Commission
DAC	Development Assistance Committee
GERAAS	Global Evaluation Report Assessment and Analysis System
ICT	Information Communication and Technology
ITU	International Telecommunication Union
M&E	Monitoring and Evaluation
MTE	Mid-term Evaluation
MoST	Minister of Science and Technology
OEEF	Organisational Effectiveness and Efficiency Framework
RBM	Result Based Management
SDG	Sustainable Development Goal
SMART	Specific, Measurable, Achievable Realistic and Time-bound
STEM	Science Technology Engineering and Mathematics
TOR	Terms of Reference
TOT	Trainer of Trainers
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNEG	United Nations Evaluation Group
UNESCO	United Nations Education Scientific and Cultural Organisation
UN SWAP	United Nations System-wide Action Plan

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Picture 1: “The first AGCCI coding camp participants and organisers Addis Ababa August 2018”. Credit: Africa 24 for UN Women

## Executive summary

The African Girls Can CODE Initiative (AGCCI) is a four-year project being implemented by UN Women, in partnership with International Communication Union (ITU) and the African Union Commission (AUC), with aim of narrowing the digital gender gap in Africa through equipping young girls with digital literacy, coding and personal development skills. The project commenced in April 2018 and is slated to end in 2022.

Project conception and design was intended to address deficits for ICT literacy skills among women and girls averaging at 28.4percent globally and 30 percent in Africa (UNESCO – UIS Fact Sheet, 2015). The AGCCI project interventions have been delivered under four components, namely: 1) CODING Camps in countries across Africa targeting young girls aged between 17 – 20 years; 2) Mainstream ICT, Coding and gender into the national curricula in 10 African countries, namely Burkina Faso, Burundi, Guinea Bissau, Egypt, Ethiopia, Kenya, Nigeria, Rwanda, Senegal and Zimbabwe; 3) National media campaigns involving role models such as women and men in ICT, female teachers in schools training (same countries mentioned above); and 4) Online digital platform. The project outcomes are:

- i) Young girls are accessing educations and careers within CODING and ICT;
- ii) Ministries of Education and Ministries of ICT in all countries across Africa have mainstreamed ICT, gender and coding into the national curricula;
- iii) Young girls and women seek employment through connections with key actors in the ICT sector.

During project conception, all AU member states were targeted but later 32 countries participated in the first coding camp while the ten above-mentioned countries were identified to be involved in the workshop for mainstreaming ICT, coding and gender into national curricula.

The purpose of the mid-term evaluation was to provide an in-depth assessment of the results against the three outcomes of the programme.

The mid-term evaluation adopted a mixture of methods and approaches. It adopted mostly qualitative methods with a purpose of enhancing the validity of the findings.

Data was collected using review of literature, key informant interviews and group interviews.

## Findings

### Relevance

The AGCCI project was exceptionally designed to address challenges of girls' access to ICT education. The project response was through four components namely: a) coding camps; b) mainstreaming ICT, coding and gender into national curricula; c) media campaigns; and d) digital online platform for girls to stay connected and inspire each other.

AGCCI 2018-22 is aligned with the UN Women Strategic Plan 2018-21 under OEEF Output 3: High quality of programmes through knowledge, innovation, results-based management and evaluation; where it is stipulated that “UN Women will explore partnerships to support efforts to reduce the digital divide between women and men in partnership with the International Telecommunications Union and other partners”

AGCCI was designed and planned by UN Women in partnership with ITU and AUC which exposed and equipped the beneficiary young girls with digital literacy, coding and personal development skills.

### Project effectiveness

Enhanced access of young girls to education and careers within CODING and ICT and notable outputs had been realised by the time of the mid-term evaluation. Five coding camps were organised and held across Africa between June 2018 to December 2019; one continental camp was held in Ethiopia; three national coding camps were held also in Ethiopia and one regional camp was held in South Africa. The coding camps equipped learners with practical skills which they were able to create innovative projects that address known societal problems.

*Factors that facilitated success* of the continental and regional coding camps include the role of AU member states through their respective Ministries of Education nominating girls to participate in the camps. In addition to this, the training materials were translated into French, Arabic and Amharic for easy comprehension by girls from other Non-English-speaking countries.

*Factors constraining successful implementation* of the regional coding camps were related to planning and coordination of some of the regional activities, like on the selection of the participants, whose names were received with delay.

### Project efficiency

There was efficiency of human resources because the AGCCI mostly relied on competent personnel with national and international expertise to undertake most of its activities. For

instance, AGCCI hired an international consultant to develop the training manual for mainstreaming ICT, coding and gender into the national curricula.

Efficiency of financial and time resources. The regional coding camp as an implementation strategy was not cost-effective because they involved facilitating air travels for participating girls, acquiring visas, lodging, ground transportation costs, meals, interpretation and health and well-being of participating girls thus overshooting the initial budget. However, these cost-inefficiencies were overcome through organising national coding camps that did not necessitate expenses on air travel, accommodation expense, acquiring visas and costs for interpretation of training materials.

### ***Sustainability***

AGCCI has created partnerships with government institutions for purposes of sustaining the project. During the mainstreaming workshop action plans and approaches were put in place with the respective Ministries of Education for 10 countries to mainstream ICT, coding and gender into the national curricula. Of the 10 selected countries, representatives from 9 countries participated in the above-mentioned workshop, namely Burkina Faso, Egypt, Ethiopia, Kenya, Nigeria, Republic of Guinea, Rwanda, Senegal and Zimbabwe.

The innovativeness of the projects developed by AGCCI coding camps trainees stimulated ownership and commitment by AU member states, UN agencies and potential donors to support the AGCCI project. For instance, the Ministry of Higher Education for Ethiopia appointed ministry officials on the curriculum review committee for mainstreaming ICT, coding and gender manual.

The AGCCI initiatives will be sustained because the project supported capacity development for local institutions and actors for example partnership with media and ministries in implementing institutions. The project targeted personnel from the Ministries of Education and ICT who were trained in mainstreaming ICT, coding and gender into national curricula. The trained personnel developed action plans to implement returning to their respective countries.

Partnerships with local media have many advantages accruing to project sustainability. The AGCCI messages, information and facts distributed through local media are archived and will continue to inspire young girls and women into educations and careers with ICT and CODING.

***Management and Coordination*** was by competent staff including the Regional Programme Advisor, Project Analyst, M&E Analyst, Communication Specialist and the junior consultants though the junior consultants lacked expertise given the responsibilities they were assigned.



*Interagency partnerships* were critical in that the AGCC initiative. Strategic interagency partnerships were part of the programme development and implementation. AGCCI is implemented by UN Women as the main Implementing Party (IP) and the International Telecommunication Union (ITU) as the Responsible Party (RP) as ICT specialized organization. ITU was assigned the overall responsibility of developing and running the training programme for the coding camps.

*Efficacy of the M&E and reporting framework.* UN Women M&E Analyst provided technical support to the programme through development of M&E tools that were used for the collection of data and for reporting to the donor about the project progress towards achievement of desired outputs and outcomes.

*Relevancy of the indicators in measuring progress.* The programme developed SMART (Specific, Measurable, Achievable Realistic and Time-bound) indicators that were evaluated to be relevant in assessing the programme progress. Some of the indicators can be measured based on the lifetime of the project.

*Project reporting mechanisms.* The evaluation identified two levels of reporting. The first level included reporting as per UN Women corporate system i.e. annual reporting against indicators, outputs and outcomes and quarterly reports on activities implemented as per the annual work plan. The second level of reporting is donor report based on agreement whereby UN Women submits a narrative and financial report to the donor on annual basis.

## **Conclusion**

Significant strides have been made in realising the intended objectives and there is evidence that concrete achievements have been realised with the first cohort of girls having acquired the skills in coding which has enabled them in self-advancement and career pursuits in coding and ICT.

The AGCCI addressed rights, promoted gender equality as demonstrated in the relevance of the issues it addressed such as coding, inclusion of ICT and coding in the curricular and providing beneficiaries with equipment like laptops.

The project is very much on track with regards to the number of participants and mainstreaming of ICT, gender and coding and the evaluation concludes that it has been effective because it has benefitted 576 girls out of 1000 targeted held five coding camps with in the four years project life and established foothold in 23 countries out of 55 state members.

The project can be rated as efficient given the prudent management of resources available and value for money exemplified in the quality of services and skills imparted to the targeted beneficiaries.

Sustainability of the project is assured given that project results have been institutionalised at international level backed by UN Women and ITU, regional level by AUC and most importantly at the national level through the development of the mainstreaming ICT, coding and gender in the curricular manual and the training provided to 9 African countries.

Ethiopia seems to be taking a lead given the fact that the country has cascaded the coding to three regions and shows commitment from the Ministry of Education of Ethiopia regional education bureaus to adapt and implementing the coding on annual basis.

### ***Lessons learnt***

Bringing together likeminded stakeholders is very important in marshalling necessary resources and technical expertise for effective and efficient implementation of a programme. For example, UN Women, ITU and the Embassy of Denmark in Ethiopia were critical for the design and successful implementation of the AGCCI first phase.

Considering the local context organise local resources was critical for implementation the programme activities such as coding camps and media campaigns.

Phasing of implementation of activities is quite important for success of interventions as lessons learnt from initial activities inform the next ones. For instance, subsequent coding camps were better organised in terms of expenses and logistics than the first continental one.

Promotion of rights and gender equality for girls are better done if there is an all-inclusive involvement of all stakeholders and institutional arrangements cascading from upstream to downstream just as the delivery mechanism of AGCCI were organised from continental to national level.

Lack of fulltime staff for coordination and implementation of exclusively AGCCI regional activities renders implementation of regional activities ineffective. In addition, unlike the country specific component, it is a challenge to attract funding for the regional component compared to country specific component that can attract funding through the line ministries.

Given the fact that the coding camps are eventful spanning over two weeks, they are highly intensive and require professional events manager for proper planning, coordination and logistical management. Without competent events managers, planning and coordination of coding camps becomes ineffective.

### ***Recommendations***

#### **To UN Women**

- 1) To make the project more effective, there should be an increase on the number of countries piloting the mainstreaming of ICT, coding and gender from the current 9 countries to at least 25 countries evenly distributed within regional economic blocks on the African continent. This wide roll out of the piloting will ensure access to more coverage and therefore the need to mobilise more additional financial resources from UN Women, donors and the regional blocks and individual countries. The project needs to develop modalities of upscaling media campaigns in all AU member states where AGCCI plan to implement interventions for further scale –up to create awareness and readiness for the targeted countries and the beneficiaries therein.
- 2) There should be enhanced continuous learning, sharing and development of innovative programming applications, girls’ connectivity online needs to be maintained. The project needs to devise means of ensuring that girls stay connected given that they were provided with laptops and created personal accounts in their names.
- 3) There is need for a robust monitoring and evaluation framework specifically for assessing how developed action plans for mainstreaming ICT, coding and gender into national curricula could be monitored for the different countries.
- 4) In area of management and coordination:
  - a. There is need for more coordination meetings among UN Women, ITU and donor to enable a smooth and timely monitoring and reporting mechanism for better management of the programme.
  - b. Interagency collaboration should be strengthened by allocating the specific budget to enable contribute effectively in terms of tasks they are assigned to execute.
- 5) For the next phase:
  - a. The design should be adjusted so that the four project components can be implemented holistically. This is to ensure that the design is more relevant to the beneficiaries’ needs and priorities and national and international development frameworks and policies.
  - b. UN Women, ITU, donors, national governments ministries in charge of education and the girls themselves as key stakeholders should have an input into the project planning and design to stimulate ownership and buy-in and for the sustainability of the project beyond its lifetime.
  - c. The project document should be revised based on the implementation, best practices and lessons learnt to include sustainability elements.

### **To ITU**

- 6) All trainers need to attend gender sensitivity trainings which are key in the promotion of gender equality and empowerment of women and young girls and closing the gender digital gap.

- 7) The project should ensure that senior and well-seasoned consultants are employed all the time to ensure efficiency in timely delivery of outputs. There is need to recruit human resources for mainstreaming ICT, coding and gender into the national frameworks in the AU member states. There should be deliberated plans to balance national with international trainers to synergise the critical skills brought on board by both local and international trainers. First of all, helping the international consultants understand and appreciate the local context while the local ones also acquire much needed confidence and additional skills to handle future national coding camps independently.

### **To the implementing countries**

- 8) The nomination process of coding camp participants should allow the participation of deserving and qualified participants
- 9) The beneficiary girls from the coding camps who were not given laptops should be supported to access any affordable smartphones, tablets or office/school based desktops and connectivity for a period of at least one year to ensure they continue with what they have learnt; an approach likely to support scale up and sustainability.

## 1.0 BACKGROUND AND PROGRAMME DESCRIPTION

This report presents the mid-term review findings of the African Girls Can CODE Initiative that is being implemented by UN Women together with International Telecommunication Union (ITU) and African Union Commission (AUC) and funded by the Government of Denmark through the Royal Danish Embassy in Ethiopia. Structured in five sections, the report highlights the project background, evaluation purpose, methodology, findings as well as conclusions and recommendations respectively. This independent evaluation was conducted by **Cliff Bernard Nuwakora** between December 2019 and January 2020 under the auspices of UN Women Ethiopia Country Office.

The African Girls Can CODE Initiative (AGCCI) is a four years' project being implemented with aim of closing the digital gender gap in Africa through equipping young girls with digital literacy, coding and personal development skills. The project commenced in 2018 and is slated to end in 2022. It envisaged undertaking a mid-term evaluation during the second year of implementation to assess the process and results of Phase I (2018-2020). Therefore, this mid-term evaluation meets a critical condition in the project design, and it is part of AGCCI project M&E plan.

### 1.1 Project background

Project conception and design was informed by the increasing need for ICT literacy skills among women and youths who constitute the largest population in Africa and the World over. Women's and girls' participation in the Science, Technology, Engineering and Mathematics (STEM) was at the start of this project been noted to be low; averaging at 28.4% globally and 30% in Africa<sup>1</sup>.

With increasing potential of ICT sector as key driver of growth and development, prioritizing education in ICT is necessary to foster a culture of scientific interest, inquiry and invention that would in turn support the achievement of the AU's ambitious goals for this century, *"A trained and highly skilled class of technologists and scientists across the continent will not only lead in achieving an African renaissance but will also provide the knowledge base to sustain it"*<sup>2</sup>.

#### Key programme stakeholders and partners

This mid-term evaluation noted that key partners were AUC, UN Women, ITU and Embassy of Denmark at the upstream of the programme implementation<sup>3</sup>. Downstream partners and stakeholders were the Ministries of Education and ICT of participating

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<sup>1</sup> <http://uis.unesco.org/sites/default/files/documents/fs34-women-in-science-2015-en.pdf>

<sup>2</sup> Ibid.

<sup>3</sup> Annex 2- Draft Report of the African Girls Can Code Initiative (AGCCI) First Coding Camp 2018 African Union Commission August 20 - 31, 2018

countries, women in ICT, the media, and female teachers in schools, ICT and Coding industries<sup>4</sup>.

### Overall programme budget by component

The overall programme budget for the four-year period (2018-2022) was estimated at 7,500,000 USD. The first phase ran from 2018 to 2019 was funded by Government of Denmark through the Royal Danish Embassy in Ethiopia to the tune of 1,600,000 USD

### Geographical scope:

The programme envisaged to cover the entire African continent by holding 15 coding camps across Africa covering countries in Southern, Northern, Eastern, Central and Western Africa and directly involving more than 1,000 girls. By the time of this mid-term evaluation, 32 AU Member States had participated in the 5 coding camps held in Ethiopia and South Africa involving 567 girls across the continent<sup>5</sup>.

### Implementation status

By the time of this mid-term evaluation, five coding camps have been held, namely:

- The first one in Addis Ababa (Ethiopia) held on 20-30 August 2018 with 88 young girls aged 17-20 years from 32 AU Member States
- A regional coding camp was held in Pretoria, South Africa on 13-29 April 2019 with the participation of 43 young girls from southern and eastern Africa.
- In addition to this, three national coding camps were held simultaneously in Addis Ababa, Adama and Hawassa from 16 July to 4 August 2019 with the participation of 444 Ethiopian young girls.

The Manual on how to mainstream ICT, gender and coding into the national curricula, available in English, was translated into French and Arabic and distributed to the 10 targeted countries. A three-day comprehensive training program on Mainstreaming ICT, gender and coding into the National Curricula was conducted in Addis Ababa in 8-12 July 2019. The training targeted focal persons from various relevant ministry personnel, from Ministry of Education, Ministry of Science and Technology or Ministry of ICT specifically from the following countries: Burkina Faso, Burundi, Egypt, Ethiopia, Kenya, Nigeria, Republic of Guinea, Rwanda, Senegal and Zimbabwe. The training also targeted an additional eight UN Women Country Offices designated focal person from the countries as mentioned above who will provide all logistical and technical support for the implementation of the work-plans. A total of 28 participants attended the training.

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<sup>4</sup> Annex 4 ITU first coding camp training report

<sup>5</sup> Annex 2-AGCCI First CODING Camp Draft Report- Draft Report of The African Girls Can Code Initiative (AGCCI) First Coding Camp 2018 African Union Commission August 20 - 31, 2018

UN Women Ethiopia Country Office in collaboration with the Federal Ministry of Higher Education of Ethiopia specifically with the Education, Women, Children and Youth Directorate organised a five-day comprehensive training program (2-6 December 2019) on 'Mainstreaming ICT, Gender and Coding into the National Curricula' with the support of five trainers from the Ministry of Education who attended the training of trainers (TOT) held in June 2019. The training targeted various relevant personnel such as teachers from the Addis Ababa Gender club coordinators from selected secondary public schools (22 participants), Gender experts from the 11 regional Education Bureaus (11 participants), and Experts from Curriculum, ICT and TDP Directorates (10 Participants).

A media campaign was implemented in Burkina Faso, Burundi, Egypt, Ethiopia, Kenya, Nigeria, Republic of Guinea, Rwanda, Senegal and Zimbabwe. The hired company, Artful Eyes Productions also developed multimedia content in Arabic, French, English and Amharic, which included:

- Videos – 4 Minutes Promotional Video and 1 Minute Adverts for AGCCI. Videos in different languages namely; Arabic, Amharic, French and English. The videos ran YouTube, Facebook, Instagram and Twitter.
- Newspaper article titled “How girls are using technology to solve everyday problems” which was published by The Standard Newspaper a subsidiary of Standard Media Group, which is the second largest newspaper in Kenya by readership. The newspaper has a daily reach of over 2 million. It was published on July 4, 2019.
- Electronic Posters and Banners for Facebook, Twitter and Instagram.

<https://www.facebook.com/267978826632355/posts/2589877917775756>

<https://twitter.com/legitngnews/status/1148562306479087617>

[https://www.youtube.com/watch?v=XrZ7BX\\_4IFc](https://www.youtube.com/watch?v=XrZ7BX_4IFc)

### **Summary descriptions of all outputs under each outcome**

As a result, the project envisages achieving three outcomes below:

#### ***Outcome 1. Young girls are accessing educations and careers within CODING and ICT***

Output 1.1: Young girls have increased skills in digital literacy, coding, and personal development through Coding Camps across Africa

Output 1.2: Young girls have confidence in ICT and coding and feel that they are able to overcome prejudice and traditional gender roles

Output 1.3: Young girls and women are inspired by media to choose education and career within coding and ICT.

**Outcome 2. Ministries of Education and Ministries of ICT in all countries across Africa have mainstreamed ICT, gender and coding into the national curricula**

Output 2.1: Relevant ministries have the capacity (tools) to mainstream and implement ICT, gender and coding into the national curricula

Output 2.2: Relevant ministries have the capacity to mobilize resources for strengthening educations on ICT and coding.

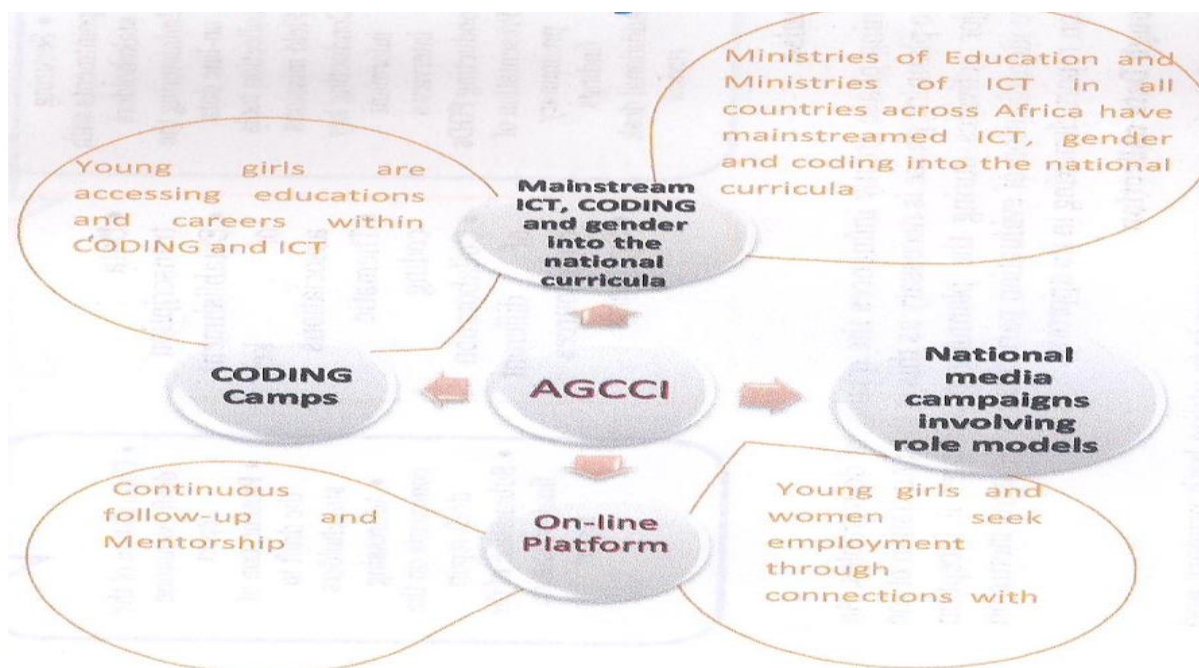
Output 2.3: Secondary and high schools include education and career options within ICT and coding in their career advice to girl students.

**Outcome 3. Young girls and women seek employment through connections with key actors in the ICT sector.**

Output 3.1: Girls that have participated in the Coding Camps are able to approach tech clubs, tech companies and CSOs working within ICT and Coding.

Output 3.2: Role models - including male role models - from different sectors (teachers, entrepreneurs, artists, politicians, community leaders etc.) are encouraging young girls and women to access an education and career within ICT and coding<sup>6</sup>.

The AGCCI project intervention logic is summarised in figure 1.1 below.



Source: AGCCI Programme document. Figure developed by consultant, December 2019.

<sup>6</sup> Funding agreement AGCCI programme document clean version 2018-120418



## **2.0 SCOPE AND PURPOSE OF THE MID-TERM EVALUATION**

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### **2.1 Evaluation purpose**

#### **The Scope**

This mid-term evaluation specific scope is the first phase of the programme period that was implemented between April 2018 - December 2019 and its three Outcomes. Being a formative assessment, the mid-term evaluation was set out to document the achievements so far registered by the first phase and proposes the actionable recommendations for sustainability and improvement of future programming. In terms of geographical focus, the evaluation documents evidence of all activities undertaken in the African countries covered during the programme period. It also engaged all partners so as to gain and capture better understanding of programme planning and implementation phases. The evaluation was also supposed to document limitations in terms of stakeholders and relationships included/excluded in the evaluation exercise<sup>7</sup>.

#### **The Purpose**

The purpose of the evaluation was to provide an in-depth assessment of the results against the three outcomes of the project. The mid-term evaluation assessed the performance of the project in terms of the relevance, effectiveness, efficiency, sustainability, impact, inclusiveness, participation and equality. The mid-term evaluation also aimed at identifying lessons learned, good practices, challenges and factors that facilitated or hindered the project from achieving its intended outcomes. The evaluation results are intended to contribute to accountability, learning and decision-making on future programming for the next scaling-up phase of the project including suggesting practical recommendations to inform the design, implementation, management and coordination of the second phase of the programme.

##### **2.1.1 Specific objectives**

*Specifically, the mid-term evaluation intended to:*

- Assess the extent to which the results of the programme are achieved or are on track and examine the extent the programme is aligned with relevant International and AU agreements and conventions, national needs and government priorities.
- Check on availability of data and evidence to allow informed and credible analysis of performance, and the 'evaluability' of the programme with a view to make amendments for the implementation for the next phase of the programme.
- Review the programme design, implementation strategy, institutional arrangements as well as management and operational systems.

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<sup>7</sup> Ibid

- Assess effectiveness and organizational efficiency in progressing towards the achievement of gender equality and women’s empowerment results as defined in the intervention, with a special focus on innovative and scalable and replicable interventions.
- Provide recommendations and practical suggestions to inform UN Women strategic planning, as well as the phase II of the initiative or otherwise any future programming in related issues.
- Assess the sustainability of the intervention in achieving sustained gender equality and women’s empowerment.
- Determine the impact of the intervention with respect to gender equality and women’s empowerment.
- Document good practices, innovations and lessons learnt and provide concrete and actionable recommendations for future programming.

## **3.0 EVALUATION APPROACH AND METHODOLOGY AND REVIEW PROCESS**

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### **3.1 Technical approaches**

The evaluation adopted a mixture of methods and approaches. It adopted both the qualitative and quantitative methods with the purpose of enhancing the validity of the findings. Qualitative data was captured through key informant interviews and group discussions involving purposively selected key stakeholders at UN Women in Ethiopia and Ethiopia Ministry of Education officials. Some statistical data on the other hand was extracted from secondary data i.e. review of programme documents including donor reports, annual reports and activity reports i.e. coding camps and mainstreaming reports.

Since this was a formative evaluation that is gender responsive, it adopted an approach that promotes inclusion and participation of female project staff at AGCCI and other implementing partners/responsible parties. It was employed as one of the women empowerment approaches promoted by the UN Women Evaluation Handbook. The mid-term evaluation assessed how the project closed the gender digital gap to address gender and social inequalities and empowering girls to pursue careers and education and in ICT and be able to compete favourably in the labour market.

In addition, the mid-term evaluation was conducted in accordance in line with UN Evaluation Group (UNEG) Norms and Standards, UN Women Evaluation Handbook, the Ethical Guidelines for UN evaluations, UNEG Technical Note on UN SWAP United Nations System-Wide Action Plan Indicators, and the Global Evaluation Report Assessment and Analysis System (GERAAS) as well as the Terms of Reference.

The use of these guiding procedures and tools ensured that the evaluation findings, lessons learned, and recommendations are adopted for scaling and informing the next phase of the AGCCI project.

## **3.2 Data collection methods and analysis**

### **3.2.1 Data collection methods**

In order to fully address and satisfy the evaluation objectives and questions stated in the introductory section and evaluation matrix included in Annex 1 of the report, the overall execution of the assignment was based on **“Assessment to Action”** approach. This is methodological approach that outlines specific but complementary activities that were undertaken at each phase of the evaluation implementation.

As part of this final mid-term evaluation report, key stakeholders were consulted and the respective tools to guide the discussions were developed based on the evaluation matrix. It should be noted that although some of the respondents to be interviewed were determined at inception, some respondents were selected as the evaluation proceeded. The evaluation therefore adopted and used a variety of methods to collect the data which include the following;

#### **Review of literature**

Review of literature formed part of data collection methods and basically review of literature followed a three-step process including; determining the required information, identifying and obtaining key documents and extracting summarised data for subsequent analysis. The literature was guided by a checklist with relevant questions that were derived from the evaluation matrix.

The key documents that were reviewed included project document, AGCCI annual report, coding camps activity reports, financial reports among other (see list in the Annex 2). The relevant documents were shared online with the evaluation team by the AGCCI project staff.

#### **Key informant interviews**

A total of nine interviews were conducted with the purposively selected stakeholders and implementing partners to enlist their perspectives about the first phase of the AGCCI programme. The key informant interviews included skype as well as face to face interviews with AGCCI staff and ITU as the Responsible Partners. The list of consulted key informants is appended in the report (see Annex 3).

#### **Group interviews**

One group interview was conducted with the officials from the Ethiopian Ministry of Higher Education. These ministry officials were purposively selected with the guidance of the AGCCI project staff. The group interviews were conducted using an in-depth interview guide.

### 3.2.2 Data analysis

Qualitative data gathered through key informant interviews and group interviews was analysed using thematic analysis. The results of thematic analysis were triangulated with data from the document review. Analysis was an on-going process cutting across all evaluation data collection phases. For instance, analysis was undertaken during the inception phase and during the actual evaluation exercise. Content analysis was mainly applied during document review. Statistical data extracted from secondary sources was mainly used to assess the progress towards achievement of desired project outputs while qualitative data mainly assessed the project's relevancy, effectiveness, efficiency and sustainability in realising the desired project milestones. Data analysis was primarily based on the evaluation criteria.

### 3.2.3 Sampling procedure

Key respondent and stakeholder mapping was conducted with participation of the UN Women AGCCI team. The evaluation used a purposive sampling in identification of primary project respondents as stipulated in the availed project documents i.e. project advisor, project analyst, project communication specialist, M&E analyst and officials from the line Ministry of Higher Education from Ethiopia. A field trip was conducted to Addis Ababa (Ethiopia) to collect data from targeted selected stakeholders.

### 3.2.4 Ethics

The evaluation upheld **evaluation ethics** respecting participants' right to confidentiality and respect to race, gender and age. Data collection was done in English as the recommended language as per ToR and care was taken to ensure that the respondents would comprehend the questions and respond constructively and insightfully. Where respondents did not understand English, care was taken by use of a translator to facilitate the interview process of the data collection with utmost success.

### Limitations of the study and methodology

Due to limited time for the evaluation, only Ethiopia could be visited and therefore reliance on secondary data could not generate country specific contextual experiences of the beneficiary girls.

Because this is a mid-term evaluation, it was too early to identify concrete evidence on full realisation of the most outcomes of the programme.

## **4.0 EVALUATION FINDINGS**

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### **4.1 Relevance and appropriateness**

The relevance of the AGCCI project was assessed in terms of the project defined needs and priorities of beneficiaries, the extent AGCCI was aligned to national frameworks, alignment to SDGs and the AU agenda, assessed what AGCCI programme did better compared to other players in promoting gender equality and closing the gender digital literacy gap and the effectiveness of AGCCI implementation strategies. The evaluation also examined how the AGCCI strategies and activities were the best option to respond to the identified girls' and women digital literacy and equality problems and priorities.

#### **4.1.1 Relevancy to the needs and priorities of target beneficiaries**

The project document identifies a number of needs and priorities, girls face in the field of ICT and Coding. It notes that few girls and women across Africa continue to pursue a career in ICT and STEM, very few are engaged in creation of new knowledge, products and initiatives. Across Africa, only 28.4%<sup>8</sup> of girls and women are engaged in STEM because they face higher barriers in their initial access to ICT and coding. Due to stereotyping, gender and culturally based biases, there are a few female role models in ICT and coding to inspire girls and women to choose education and a career in ICT. The AGCCI project was exceptionally designed to address the above challenges through its four components including the coding camps, mainstreaming ICT, coding and gender into national curricula, media campaigns and creation of online platforms for girls to stay connected and inspire each other.

The coding camps for example were intended to increase girls' skills in digital literacy, coding and personal development. The camps' activities were noted to be relevant in addressing the ICT and coding literacy gaps. The camps were segmented into programming and animation sessions that empowered girls to create new programmes that address society problems. Empowerment sessions facilitated by motivational speakers brought girls closer to role models for inspiration to pursue education and careers in ICT and coding. The motivation speakers were identified by UN Women. This was a golden opportunity for the participating girls to get access to female role models who equipped them with new skills in designing innovative projects/apps that could solve identified gender equality and equitable societal problems for the realization of SDGs. Group exercises during the camps also enabled girls to share their innovative designed projects which was key in building the girls' confidence in the use of IT.

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<sup>8</sup> <http://uis.unesco.org/sites/default/files/documents/fs34-women-in-science-2015-en.pdf>

Through the initiative of mainstreaming ICT, coding and gender into national curricula, a workshop was held from 8 to 12 July of 2019 in Addis Ababa with the participation of staff from relevant Ministries from the following countries: Burkina Faso, Burundi, Egypt, Ethiopia, Kenya, Nigeria, Republic of Guinea, Senegal and Zimbabwe<sup>9</sup> was an appropriate strategy put in place mechanisms to roll out ICT and coding to cover the entire continent. Thus, AGCCI uniquely responded to barriers that girls and women face in their initial access to ICT and digital services during their secondary education. Mainstreaming ICT, coding and gender into national curriculum could in the long run also address the challenges of gender and socially normalized discrimination against girls and women in access digital literacy in Africa.

The AGCCI strategy was appropriate in addressing stereotypes and myths against young women and girls. The AGCCI created a supportive learning and professional environment to curtail these normalized gender biases. The media campaigns for example addressed this through promotion of national debates on gender roles, gender digital divide and importance of girls in ICT and coding. The initiative also supports young girls and women to have access to tech companies and role models from the different sectors. This is intended to inspire girls to pursue education and career in ICT and coding while fighting the stereotypes and myths in the long run.

#### **4.1.2 Relevancy of the project to national frameworks, structures and processes**

The project design was evaluated to be relevant to national frameworks and policies in the sense that it strived to fast track gender inequalities in education policies. This was done by empowering and inspiring girls to choose an education and career within ICT and Coding. The African governments have realized that education policies give girls and boys equal opportunities but still more girls do not choose an education and career within ICT and coding<sup>10</sup>. The AGCCI project contributed directly to this aspiration through working with the Ministries of Education to mainstream ICT, coding and gender into the national curricula countries in Burkina Faso, Egypt, Ethiopia, Kenya, Nigeria, Republic of Guinea, Senegal and Zimbabwe. Selected technical officials 28 and UNW staff from these countries were trained on 'Mainstreaming ICT, Gender and Coding into National Curricula' in a five-day workshop organized by African Union Commission (AUC), International Communication Union (ITU) and UN Women. The training aimed at introducing the relevant ministry officials to the concepts of the framework and supply the skills they need to train selected officials on the mainstreaming guide back in their home

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<sup>9</sup> Workshop Report Capacity Building Training for Ministry Personnel and UN Women staff on 'Mainstreaming ICT, Gender and Coding into National Curricula' Organised by African Union Commission (AUC), International Communication Union (ITU) and UN Women July 8 -12, 2019 The Economic Commission for Africa (ECA), Addis Ababa, Ethiopia

<sup>10</sup> <http://www.adeanet.org/en/blogs/how-african-policies-are-promoting-gender-equality-in-education>

countries. To undertake this initiative, the AGCCI developed a strategic framework and guide for Mainstreaming ICT, Gender and Coding into national curricula across Africa<sup>11</sup>.

In addition, the project also contributed to the AU member states' aspiration of development of education policies that not only provide the youth and children with knowledge but with literacy that contributes directly to poverty reduction. Through the coding camps where girls are equipped with practical coding, animation and personal development skills to become designers and creators, the project contributes directly to this AU states' goal. Therefore, the project was aligned to the national aspirations of the participating AU member states that aim at having in place gender sensitive education policies that give girls equal opportunities to choose an education and career within ICT and Coding with practical literacy skills to tackle poverty and societal problems.

Overall, the mid-term evaluation noted that the project was relevant in addressing the gender digital divide entrenched into national education policies and exacerbated by gender-based biases and normalised discrimination that discourage girls from entering ICT and coding. It should be noted that the relevancy of the project is still at conceptual level and its practicability will be assessed in the long-term.

#### **4.1.3 Relevancy to international and Regional Development Agenda**

The evaluation noted that the AGCCI 2018-22 is part of the UN Women Strategic Plan 2018-21 and OEEF Output 3 where it is stipulated that “UN Women will explore partnerships to support efforts to reduce the digital divide between women and men in partnership with the International Telecommunications Union and other partners”. It states that this can be realised through awareness creation, affordable access to ICT for women and girls through development and implementation of inclusive policies and supporting skills for women and girls to become both ICT users and developers. This strategic aspiration is well aligned to AGCCI's components on mainstreaming ICT, coding and gender into national curricula, the coding camps aimed at equipping girls with skills to become ICT users and developers and media campaigns that promote debates on gender roles, gender digital divide and importance of girls into ICT.

The coding camps' aim of equipping girls and women with programming, animations and coding skills further contributes to SDG 5 on gender equality. Specifically, SDG 5 under indicator 5.b aims at achieving gender equality and empowering all women and girls through enhancing the use of enabling technology, information and communications technology, to promote the empowerment of women. The coding camps equipped girls with programming and personal development skills to respond to societal problems, which

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<sup>11</sup> Workshop Report Capacity Building Training for Ministry Personnel and UN Women staff on 'Mainstreaming ICT, Gender and Coding into National Curricula' Organised by African Union Commission (AUC), International Communication Union (ITU) and UN Women July 8 -12, 2019



was an act of empowering young girls and narrowing the digital gender literacy gap. It is also relevant to SDG4 under indicator 4.7 which advocates for the promotion for acquisition of skills by girls and women needed to promote sustainable development and get employment and decent jobs.

By mainstreaming ICT, coding and gender into the national curricula, the project contributes directly to SDG 4 which aims at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. AGCCI also contributes directly to SDG 8 on full and productive employment and decent work through ensuring that everyone including girls and women have adequate digital literacy skills and access to job opportunities and decent work through online job searches. Specifically, the project contributes to SDG 8 this through the coding camps that equip girls with coding and programming skills and also the national media campaigns that are aimed at ensuring that girls have access to role models in different sectors as an inspiration to pursue educations and career in ICT and coding.

The evaluation findings suggest that AGCCI also contributes to AU's Agenda 2063 which stipulates that Africa should be "a continent on equal footing with the rest of the world as an information society, an integrated e-economy where every government, business and citizen has access to reliable and affordable ICT services and providing access to ICT to children in schools"<sup>12</sup>. The project contributes to this African Agenda through mainstreaming ICT, coding and gender into the national curricula where barriers to initial access to ICT and coding services are addressed. The AGCCI proposed media campaigns and online platforms directly contribute to the AU Agenda of having an information society where people are connected and inspire each other.

#### **4.1.4 Appropriateness of the project design**

The AGCCI was designed and planned by UN Women in partnership with ITU and Africa Union Commission with the aim of exposing and equipping young girls with digital literacy, coding and personal development skills. To realise the programme goal, AGCCI adopted an all-inclusive planning involving key stakeholder that include development partners, member countries specifically ministries of Education and ICT, gender, private sector and donors. The AGCCI strategy sought to first, bridge the technological divide through provision of tangible programmes such as animation, programming and coding. The best strategy to achieve this was through the coding camps organised first at regional level and later cascaded to national. Secondly, it sought to address gender inequalities and the widening gender digital gap through mainstreaming ICT, coding and gender into the national curricula as the most appropriate strategy. It also aimed at enhancing access to role models through media campaigns for purposes of inspiring girls to choose education

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<sup>12</sup> <http://www.un.org/en/africa/osaa/pdf/au/agenda2063.pdf>



and career within ICT and coding. Lastly, the strategy aimed at ensuring the girls who participated in the coding camps stay connected, access advice from roles models and inspire each other through creation of online platforms.

The mid-term evaluation noted that the project was rather a very ambitious initiative both at national and regional level. This is because it projected to cover the entire continent and also undertake activities which require meticulous planning in a short time like streamlining coding and ICT in national curricular, media campaigns and bringing on board more of rural girls who had limited or no computer literacy at all. In Ethiopia, in Adama coding camp, issues of limited literacy in English presented a challenge. By the time of the evaluation, the components on media campaigns had been implemented but to a limited extent in Kenya and Ethiopia and the online platform had been partially implemented while the two activities are supposed to be complementary in nature. For the design to be more relevant to the beneficiaries' needs and priorities and national and international development frameworks and policies, the four project components should have been implemented holistically.

The mid-term evaluation further noted that the strategy was broad to appropriately address the contextual and country needs of girls and women. It was found that AGCCI was conceived by UN Women Ethiopia Country Office with limited country specific input from the African Union member states which rendered the strategies to be broad in natural and not narrowing to country specific contexts. The review of the programme document reveals that the situational analysis gave a broad contextual analysis and lacked sufficient country specific data that could render the strategy more focussed in addressing country specific digital literacy needs and priorities of girls and women. The evaluation therefore recommends to review the project document to capture contextualized country evidence.

## **4.2 Project effectiveness**

The mid-term evaluation assessed the effectiveness of AGCCI project by examining the progress made towards achievement of outputs and results, reasons for the achievement and non-achievement of intended targets, extent AGCCI contributed to SDGs and the changes that were brought by the project at national and regional level.

Here below are the outputs achieved under each outcome by time of this mid-term evaluation:

The key results achieved during period evaluated by the mid-term review:

**Outcome 1: Young girls are accessing educations and careers within coding and ICT.**

A total of 576 girls participated in 5 coding camps held in African countries from August 2018 to 16 August 2019<sup>13</sup>. The targeted coding camps for the entire programme period was supposed to be more than 15<sup>14</sup> and for the Phase I the number was 5 coding camps which accounts for almost one third of the coding camps have been held. The total number of girls targeted to be direct beneficiaries by the programme is more 1000<sup>15</sup> and by mid-term has slightly exceeded 50 per cent implying that in terms of targeting the programme performed well. In Ethiopia alone the targeted regional camps as per programme design were 3-5 so far 3 national camps held in Addis Ababa, Adama and Hawassa.

## **Outcome 2: Ministries of Education and Ministries of ICT in all countries across Africa have mainstreamed ICT, gender and coding into the national curricula**

During the period under review of the programme UN Women, in collaboration with AUC and ITU developed a guide on mainstreaming ICT, gender and coding into the national curricula of relevant ministries in African countries and also organised a three-day training with 28 participants from targeted countries followed by a two-day TOT for Ethiopia. The trainers were guided on how to prepare action plans when in their home countries on mainstreaming ICT, gender and coding in the national curricula. The targeted beneficiaries were the focal persons from Ministry of Education, Ministry of Science and Technology or Ministry of ICT. The personnel selected were regarded as high-level officers from the ministries of education and ICT from the following countries: Burkina Faso, Burundi, Egypt, Ethiopia, Kenya, Nigeria, Republic of Guinea, Rwanda, Senegal and Zimbabwe<sup>16</sup>. The training also targeted an additional eight UN Women Country Offices designated focal person from the countries as mentioned above who will provide all logistical and technical support for the implementation of the work-plans<sup>17</sup>. A review of the vision and goals for each country as prescribed in the training report indicates commitment for streamline the coding in curricular with emphasis on skilling teachers and practical training to all learners. Although the target as per programme document indicates streamlining the curricula in across African countries, the evidence from reports available show that only 9 countries out of the 55 African states did participate in the training based on a selection criteria developed and approved by UN Women, ITU and AUC. This means more needs to be done to bring many more countries on board in the next phase of the programme. Thus, mainstreaming the ICT and coding in the curricula across the African countries is thus still lagging behind.

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<sup>13</sup> First AGCCI coding report, Hawassa coding Report, Adama coding report and Southern Africa regional coding reports

<sup>14</sup> Funding agreement AGCCI programme document

<sup>15</sup> Ibidum

<sup>16</sup> Mainstreaming ICT gender and coding into the national curricula

<sup>17</sup> Ibidum

### **Outcome 3: Young girls and women seek employment through connections with key actors in the ICT sector**

The progress of achievement the outputs under this outcome by mid-term review is as follows: three tech clubs were identified by UN Women, namely Omnitech and Aterere in Ethiopia and SisTech in Kenya to be part of the tech club's database. ITU developed the TOR<sup>18</sup> for the developer of the platform and published the advertisement via their website. A Regional Media company<sup>19</sup> was identified to cover and produce news to reach out to their wide network of media houses across Africa – hence creating public awareness of the AGCCI<sup>20</sup>.

#### **4.2.1 Enhanced access of young girls to education and careers within CODING and ICT**

Under this component, AGCCI intended to increase young girls' skills in digital literacy, coding and personal development through the coding camps across Africa. AGCCI also aimed at enhancing young girls' confidence in ICT and coding and to empower them to overcome prejudices and traditional gender roles. It also intended to inspire girls and women to choose education and career within coding and ICT sector. Notable outputs had been realised by the time of the MTR. However, the extent of achievement under this component will be determined in the long-term. For instance, the mid-term evaluation noted that although five coding camps were organised across Africa in South Africa and Ethiopia, the extent to which they contributed to narrowing the gender digital divide remains to be seen in the long-term. This was challenging to assess in the short run by mid-term evaluation.

By the time of the evaluation a total of five coding camps held across African countries and hosted in Ethiopia (four coding camps, of which one continental and three nationals) and South Africa (one regional coding camp) from June 2018 to Dec 2019. A total of 576 girls benefited in the period covered by this mid-term evaluation. The duration for camps varied from 12 to 21 days. The camps encompassed digital literacy training, empowerment sessions by motivational speakers, and group exercises. The skills acquired from the coding camps were to be practically applied to design innovative projects that address societal challenges.

The mid-term evaluation noted that a meticulous selection criterion was used to nominate the beneficiaries. Evidence from the documents reviewed show that AGCCI established criteria based on the following:

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<sup>18</sup> see Annex 5: TOR for the Developer of the Platform

<sup>19</sup> see Annex 6: TOR for the Regional Media Company

<sup>20</sup> Door Report-Annual Report to the Government of Denmark- April 20, 2018 – December 31, 2018

- High academic achievement from 1<sup>st</sup> to 3<sup>rd</sup> with a report card as proof accompanied by a testimony of academic excellence from a letter of recommendation from a teacher.
- Interest in Science Technology Engineering Math, ICT and related subjects.
- Agree to be AGCCI ambassador by sharing ideas and experiences with others in their school.
- Having a valid passport for at least 6 months from beginning camp.
- Have no medical restriction to travel by air and provide a certificate of good health
- Provide a written permission from parents or legal guardian to travel from Ethiopia for two weeks to participate in the coding camp. This must be in form of a letter and by filling the attached consent form
- Provide a valid phone number and mailing address<sup>21</sup>.

The evaluation assessment of the criteria is that it was intended to bring on board girls with both the high academic standing as well as interest in the subject matter capable of quickly up taking the skills and knowledge acquired during the coding camps given the short duration of the available time. This selection criterion therefore was up to the marker in terms of promoting the ICT and coding among the direct and indirect beneficiary girls. However, there were reported weaknesses inherent in the criteria that the administrators were not able to immediately bridge due to time constraints and administrative challenges. Notable among the many was the delegation of the nomination process made it difficult to UN Women to oversee the process rendering it susceptible to favouritism and the selection of unqualified participants of the coding camp; limited number of girls from the rural areas participating in the coding camps; and most of the participants came from privileged families in urban areas leaving out the most deserving girls from rural areas.

The coding camps equipped learners with practical skills which they were able to apply to create innovative projects in form of applications that address identified societal problems. For instance, during the first coding camp, a group of learners created a logo for the AGCCI project through a competitive process. In addition, the participants in the first coding camp designed 72 logos through a competitive exercise. 65 email accounts were created for the participants for the first time to enable girls to share their innovative projects and inspire each other while 88 programming tools were created for designing innovative projects such as rural empowerment projects, climate smart agriculture and irrigation supported farming. A group of girls developed an application to respond to floods that had hit the Adama region in Ethiopia. The application was designed in such a way that it turns red to alert communities when in danger of floods as a way of preparing them to vacate their homes. This was a clear indication that the participants had acquired practical skills for responding to societal problems back home. In addition, the projects

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<sup>21</sup> Annex 9-NV sent to AU member states

enhanced the skills of ICT local trainers and coaches who in turn became a resource back in their communities. Evidence shows that for Ethiopia there were 11 national and 3 international trainers recruited and directed by ITU for the Coding camp. The trainer team was reputed to be consisted of highly experienced coding, IT, Cyber security, and software engineering professionals<sup>22</sup>. These programmes were developed as pilot initiatives, but the learners will further be supported to improve on their innovations.

Another key output was the open house exhibitions during the coding camps that enabled girls to showcase innovative individual projects which built their self-confidence. In 2018, the motivation speakers were very high profile drawn from UN Women, AU and Education Ministry of Ethiopia who in the coding camps were reported to have encouraged girls to showcase their designed innovative projects during the exhibition houses. The topics motivational speakers focus on role of women in development and how to achieve their aspirations and ICT and coding skilling for better employment opportunities. This served as an opportunity for the girls to show the public and potential partners the skills they had acquired in developing innovative projects that address societal problems back home. The motivation speakers also shared their experiences and lifetime stories for purposes of moulding girls into successful personalities while building on their confidence. The major themes of the motivational speeches revolved around personal self-development skills such as decision making, problem solving and goal setting.

Another key achievement of the coding camps was the positive feedback and commitment from the different agencies and African countries that appreciated the innovativeness of the AGCCI project. The African countries participation in workshops to streamline ICT and coding in education curricular and donor commitments to support the next phases of the programme are indeed evidence of positive feedback and commitment to the programme. Several participants from the AU member states, AUC, Denmark embassy, the UN Women and Ethiopia Government officials including the Minister of Science and Technology (MoST) all appreciated the innovativeness of the project exemplified in commitments to scale up and provide further support on the African Continent.

The TOT report shows the ownership and commitment to support the AGCC project by the AU member states specifically the 9 countries that participated in the workshop to mainstream ICT, gender and coding in the national education curricular. The evaluation further noted that holding the first coding camps and the launch event at the AUC was a huge achievement because it allowed AU Member States to own and engage in the AGCCI activities. It presented a unique opportunity for the project to encounter with

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<sup>22</sup> Coding Camp Report Adama

potential donors and the AUC and UN partners such as AUC, UN Women and ITU to witness the innovativeness of the project.

On the other hand, the national coding camps created a working relation with the Ministry of Higher Education in Ethiopia as expressed by the will to streamline coding in the education curricula as well as hosting and scaling up the coding nationally. For example, Ethiopia organised three national camps hosted in Addis Ababa, Adama and Hawassa. This was effective in stimulating commitment by the respective regional education bureaus within Ethiopia to support the replication of the coding initiative in their respective countries for purposes of closing the gender digital literacy gap.

AGCCI was selected to participate in the Paris Peace Forum 2019 along with 140 other projects. Participation in the Paris Peace Forum enabled the project to showcase its innovative products using posters and banners and programme Apps addressing societal challenges. These enable the project to attract attention from high level delegations. For instance, AGCCI was visited by a group of ten European ambassadors who expressed interest in the initiative after being impressed by the innovative and unique programming applications developed by the participating girls that address societal problems.

The AGCCI project enabled learners to stay connected and to continuously share knowledge and developed products online through provision of personal laptops and creation of personal email accounts. In total 576 were given out during the 5 coding camps. These serve as personal laptops and have enabled the participating girls to continuously practice and for continuous improvement of developed projects. They will also facilitate the development of new innovative projects back home. Although there were instances where the laptops arrived late in coding camps, provision of personal laptops enabled the participating girls to open personal email account with a username. This was effective in enabling the beneficiary girls to stay connected, share knowledge and continuously to develop products and inspire each other online.

### ***Factors that facilitated success of coding camps***

- The regional and national coding camps were successful because of the meticulous planning and implementation in terms selection of the trainers, participants, selection and logistical adequacy with lessons learnt from each previous camp used to inform the preparation of subsequent camps. The leadership of the African Union Commission, UN Women earn the credit for the effective mobilisation by working hand in hand with AU member states to nominate girls to participate in the camps. For the national coding camps, the Ministry of Higher Education in Ethiopia was key in their coordination and implementation arrangements which partly rendered them successful.

- There was an AGCCI steering committee meeting that brought together all the partners i.e. AUC, UN Women and ITU, the Embassy of Denmark to jointly plan and coordinate the camps.
- For the continental coding camp, the training materials were translated into French, Portuguese and Arabic for easy comprehension by girls from other Non-English-speaking countries.
- The success of the coding camps is also partly attributed to the professional branding and visibility of the camps. During the launch of the first coding camp AGCCI hired a media company i.e. A24 which raised awareness and popularized the project among the in public and also delivered quality footage and photos.
- The successful implementation of the coding camps is also partly attributed to the partnerships between the line's ministries especially the Ministry of Higher Education in Ethiopia and AGCCI staff in organising the national coding camp. The Ministry of Higher Education supported the project to develop a selection criterion in conjunction with UN Women and ITU for the selection of the 3 regions together with the participating girls.

#### ***Factors constraining successful implementation of the coding camps***

- The planning and coordination of the first and regional coding camps was accorded insufficient time. For instance, nomination of girls to participate in the regional camps was not given enough time yet the AU member states are geographically diverse.
- The UNW project implementation standardized guidelines were used to guide the coordination of the different coding camps. However, guidelines to guide the coordination and implementation of the eventful coding camps were not flexible enough especially when it came to national coding camps where local languages were used in case of Ethiopia.
- The language barrier especially for the continental coding camp held in Ethiopia affected the effectiveness of the training for the Portuguese and Arabic speakers whose translation support was rather not fully prepared in the first coding camp. During the first coding camp, the language used by the facilitators and the training materials were not sufficiently comprehended by some participants especially from the non-English speaking countries.
- There was no pre-training survey for the first coding camp (continental) due to oversight of the organisers. Pre-training surveys were later on considered necessary because they were critical to assess the girls' digital skill gaps to inform development of the training manual and other materials and focus of trainers in conducting the camp. However, the pre-training surveys were later developed for the subsequent regional and national coding camps.

- Given that the camps were more focused on ICT and coding, personal development skills and the empowerment sessions were not given adequate time and focus. This affected the holistic and complementary nature envisaged in the project design.
- Delayed delivery of laptops after the start of the coding camps impacted on their effectiveness because these trainings are hands-on necessitating each girl to have an individual laptop from the start to the end.

#### **4.2.2 Mainstreamed ICT, gender and coding into national curricula in Education and ICT Ministries across Africa countries**

Under this component, the project envisaged mainstreaming ICT, coding and gender in the national curricula particularly the Ministries of Education and Ministries of ICT of AU member states. This was to be achieved through building the capacities of these relevant ministries in mainstream and implementing ICT, coding and gender. The 28 selected officials from the nine countries were high-level officers from the ministries of education and ICT. The training then focused on knowledge/theoretical aspects of the concept of mainstreaming ICT, gender and coding. The results of the training were the action plans and management performance with specific focus in monitoring and evaluation of the interventions. AGCCI also aimed to build the capacity of the ministries in resources mobilization to take on and implement this new commitment. Although the project had initially envisioned targeting all the countries across Africa, by the time of the evaluation, only 10 countries (Burkina Faso, Burundi, Egypt, Ethiopia, Kenya, Nigeria, Republic of Guinea, Senegal and Zimbabwe and Rwanda) had been jointly selected by UN Women and ITU as an ICT specialised organisation. Selection of a few countries for the roll out phase was seen as strategic because the AGCCI could at a later stage build on their experience for replication to other AU member states.

AGCCI developed selection criteria to guide in the selection of the first 10 countries for the mainstreaming component. The key elements of the criteria included geographical representation and recognition of the GEWE and membership to a regional economic block. Although the 10 selected countries were expected to institutionalise the mainstreaming guidelines and to ensure that the national curricula are reviewed, this remains to be assessed in the long term. The 10 selected countries included Burkina Faso, Burundi, Egypt, Ethiopia, Kenya, Nigeria, Republic of Guinea, Rwanda, Senegal and Zimbabwe.

The mainstreaming training provided participants with skills that could mould them to be effective trainers on the AGCCI mainstreaming framework in their respective ministries back home. Relatedly, the trainees underwent the Training of Trainers (ToT) session which was key in providing relevant skills that allow the trainees to become trainers and duplicate the training to the selected staff in their respective ministries back home. The



trainees were also supported to develop their plans of action including activity schedules that could guide them on rolling out the training back home. This is indication of scaling and sustaining the mainstreaming initiative beyond the training although the evaluation was unable to get evidence of the feedback on how far the implementation has done at national level.

Other noted key achievements included trainees and country teams sharing their good practices with regards to their ministries efforts to mainstream ICT, coding and gender into national curricula in their respective countries. The evaluation findings suggest that this was key in encouraging participants to duplicate good mainstreaming experiences shared by participants from the 9 different countries. In addition, the trainees were provided with the AGCCI mainstreaming guide and were requested to adopt it to their context for purposes of improving their existing ministries' curricula. The AGCCI mainstreaming guide was also envisaged to act as a foundation for formulating new frameworks at ministry level in their respective countries. This was seen as strategic in terms of replicating and duplicating mainstreaming beyond the ToT training.

Another key outcome of the mainstreaming training was that AGCCI influenced the Ethiopian Ministry of Education to establish structures and committees tasked with the review of the national curricula and embark on the process of integrating ICT, coding and gender. For instance, the Ethiopian Ministry of Education appointed a ministry official linked to the AGCCI project to be part national curricula review committee. This was a key milestone but within a short-term possibly pending finalisation and roll of the new curriculum. The appointment of ministry officials to the review taskforce was also seen as a strategy for enhancing ownership of AGCCI mainstreaming initiative while entrenching its sustainability beyond AGCCI life span. However, the functionality of the formed review committees in spearheading the mainstreaming will be assessed in medium and long-term.

### ***Constraining factors in mainstreaming ICT, coding and gender***

- Lack of a robust monitoring and evaluation framework specifically for assessing how developed action plans for mainstreaming ICT, coding and gender into national curricula could be monitored for the different countries. By the time of the evaluation, it was practically hard to ascertain whether trainees had embarked on efforts to mainstream ICT, coding and gender in their respective ministries back home.
- Lack steering committee to spearhead the implementation of this initiative in the respective countries and ministries made it difficult to mobilise for financial and human resources for implementing the mainstreaming initiative.

### **4.2.3 Media Campaigns to increase the number of young girls and women who seek employment through connections with key actors in the ICT sector**

Under this component, the AGCCI project aimed at empowering the girls to approach tech clubs, tech companies and CSOs working within the ICT and coding sector and also to have access to female role models including male role models from the different sectors to get inspired towards pursuing education and career through ICT and coding.

To achieve the above, the UN Women Ethiopia Country Office Communication specialist, AGCCI Project Staff and ITU team developed an evaluation criterion to guide the selection of media/communication companies to lead the media campaigns. The selection criteria included having presence in the target countries to allow for periodic monitoring while building on their regional media and communication experience. This is a clear indication the selection of the media/communication companies followed a technical and transparent selection criteria and only competent and experienced firms were selected. Media contracts were also awarded to three media/tech firms that demonstrated ability to undertake media campaigns in each one of the four major languages i.e. English, French, Portuguese and Arabic, languages spoken in targeted countries. The selected three tech firms include Omnitech and Aterere in Ethiopia and SisTech in Kenya. These were strategically positioned to lead media campaigns and promote young girls and women to access tech clubs in collaboration with the implementing partner ITU. The MTR however did not come across any evidence on the progress so far achieved by the media companies in terms of coverage in the 10 selected countries.

AGCCI also initiated debates as part of the national media campaigns with support from professional media bureaus and prominent male and female role models which was strategic in continuously mentoring of girls in digital literacy and the importance of girls in ICT and coding. AGCCI project staff participated in a seminar by Next Einstein Forum (NEF) in partnership with UNESCO – International Institute for Capacity Building in Africa (UNESCO-IICBA), Ethiopian Young Academy of Sciences (EtYAS) and Jinka University which enabled AGCCI staff to identify tech clubs already running debates on equipping young girls in high school with digital literacy skills and supporting them in developing apps to address societal problems. Omnitech and Aterere expressed interest in collaborating with AGCCI programme to further these debates and equip young girls with digital literacy skills. This has given an opportunity for girls to be mentored by tech clubs' specialists through debates. The evaluation noted that the participating girls were able to register as member of the tech club in their own country and will continue to harness and develop their ICT and coding skills through these online platforms. This contributes directly to SGD 5 which advocates for increasing the number of youth, girls and women with relevant skills for employments and decent jobs. The evaluation hopes that the

participants will continue to use the online platform to showcase their innovative programmes back in their countries.

The media firms utilised the coding camps to disseminate the different products of the media campaigns to participating AU member states and share best practices. The evaluation noted that through the coding camps, best experiences and stories from the ICT experts and role models from the different sectors were shared with the participants on the UN Women website. In addition, the coding camp in South Africa provided an opportunity for the media campaign to share best experiences and stories of what had transpired in the other coding camps held in Ethiopia through a three-minute video. Therefore, media platforms served as a strategic avenue for participants to learn and share best experiences from what had inspired in the other coding camps and build on the best practices to enrich and improve their projects.

The contracted tech firms uploaded a video online for easy access by girls for purposes of inspiring them to choose education and career in ICT and coding. AGCCI contracted an African wide communications company A24 Media from Kenya and tasked it with the responsibility of capturing the girls in action, interviewing them and producing news stories for public media houses across Africa and beyond. A24 uploaded the video online (<https://www.youtube.com/watch?v=Ybjsvxl6ueE>). It was also widely disseminated on social media for easy access by AU members and to target other girls who had not attended the coding camps. However, the extent of use of uploaded video could not be determined by the evaluation but will be assessed in the long term.

In addition, through the media campaigns, AGCCI managed to enlist some role models as AGCCI ambassadors with fulltime availability to facilitate media campaigns through giving talks to girls to inspire them to choose a career in ICT and coding. By the time of evaluation, at least 8 role models (7 females and 1 male) were identified from the different AU member states i.e. Ethiopia (4 role models), Nigeria (1 role model), Malawi (1), South Africa (1) and Kenya (1). These have committed themselves to the AGCCI media campaigns in their respective countries and will be available whenever called upon to encourage and inspire young girls to choose education and careers in STEM. The evaluation noted that enlisting role models as ambassadors will sustain the media campaigns in their respective countries.

There were also second media campaign conducted by Artful Eyes Productions that developed multimedia content in Arabic, French, English and Amharic, which included: Videos – four-minute promotional video and one-minute adverts for AGCCI. Videos in different languages namely Arabic, Amharic, English and French. The videos ran YouTube, Facebook, Instagram and Twitter and published on newspaper an article titled “How girls are using technology to solve every day problems” which was published by

The Standard Newspaper a subsidiary of Standard Media Group, which is the second largest newspaper in Kenya by readership. The newspaper has a daily reach of over two million. It was published on 4 July 2019; and Electronic Posters and Banners for Facebook, Twitter and Instagram such as the ones below:

<https://www.facebook.com/267978826632355/posts/2589877917775756>

<https://twitter.com/legitngnews/status/1148562306479087617>

[https://www.youtube.com/watch?v=XrZ7BX\\_4IFc](https://www.youtube.com/watch?v=XrZ7BX_4IFc)

However, the project needs to develop modalities of coordinating media campaigns in other AU member states where AGCCI does not have an office.

The evaluation findings suggest that by the end of phase I, streamlining the ICT and coding in the national curricula. Tech labs and media campaigns as outputs had been realised. In addition, eight role models had been identified and enlisted from the different sectors, very few debates on gender roles, gender digital divide and role of girls in ICT and coding had been undertaken through the media campaigns. Generally, this component should be strengthened in the next phase because it is very strategic and effective in inspiring women and girls to choose a career in ICT and coding.

### ***Constraining factors to the media campaigns***

By implication, funds to run media campaigns were inadequate to produce satisfactory intended products. It was never envisioned during the project design that the media campaigns run during coding camps could require substantial financial resources because basically media campaigns had been planned for the second part of phase I.

#### **4.2.4 Creation of online platforms for participants (and other young girls) at the CODING Camps**

Under this component, AGCCI intended to create an online platform that will facilitate in mentoring and helping the participating to develop their ideas and projects further. The online platforms were also intended to build girls' confidence and leadership and strengthen their positive perception on their roles and opportunities in innovation and ICT.

AGCCI hired a website developer as part of the collaboration agreement with ITU to develop a project website and create individual accounts for participating. The digital platform aimed at helping girls to stay connected, share experiences and inspire others after the camps. However, the evaluation discovered that the developed website is not fully functional to serve its purpose although funds were allocated to hire a developer and procure laptops for the participating girls. In addition, lack of a fully developed and functional website meant that there are no online mentorship and job searches as envisaged during the project design including such as job opportunity postings and

promotion of innovative programmes developed by participants using usernames was not fully realized.

Evaluation findings further suggest that AGCCI lack control over the online platforms which limits utilization by intended users. It was reported that the online platforms are managed by ITU. For instance, the AGCCI staff showed limited control of the project's Facebook and Twitter platforms as well as the AGCCI website, which limits beneficiary girls of the coding camps to be linked to their trainers and roles models for advancing and building on their innovative projects developed during the camps. Control of the AGCCI online platforms needs to be well streamlined to ensure fully usage by intended users.

With the limited utilization and functionality of online platforms, the evaluation notes that there is still limited provision of information to girls who participated in the coding camps on higher education, job opportunities and writing a winning resume as envisaged in the project document. By the time of the evaluation, there was limited evidence that after the coding camps, girls were staying connected online to discuss and inspire each other and build on their innovative projects. The evaluation also observed that despite having laptops staying connected by girls requires connectivity, a cost that is not itemized in the project budget.

### **4.3 Project efficiency**

In assessing the efficiency of the AGCCI, the evaluation sought to determine the extent to which management supported the efficient implementation, whether resources were used efficiently to support the implementation strategies and what were the cost-effective implementation modalities. It also assessed whether the project activities were delivered in a timely manner and the bottlenecks encountered in delivery of project outputs. It also assessed whether outputs could have been achieved at a lower cost through adopting alternative implementation strategies or whether there were measures introduced to increase efficiency

#### **4.3.1 Efficiency of human resources**

The AGCCI mostly relied on competent personnel with local and international expertise to undertake most of its activities. This was seen by the evaluation team as using the human resources in the most efficient way to deliver the project. For instance, AGCCI hired an international consultant to develop the training manual for mainstreaming ICT, coding and gender into the national curricula. This was strategic because the project had no staff with expertise in mainstream ICT, coding and gender into national frameworks. In addition, AGCCI also worked with regional media and tech firms for developing its media campaigns and online platforms. Relying on experienced competent high-tech firms signifies that AGCCI used its resources more efficiently to support the efficient implementation of the project.

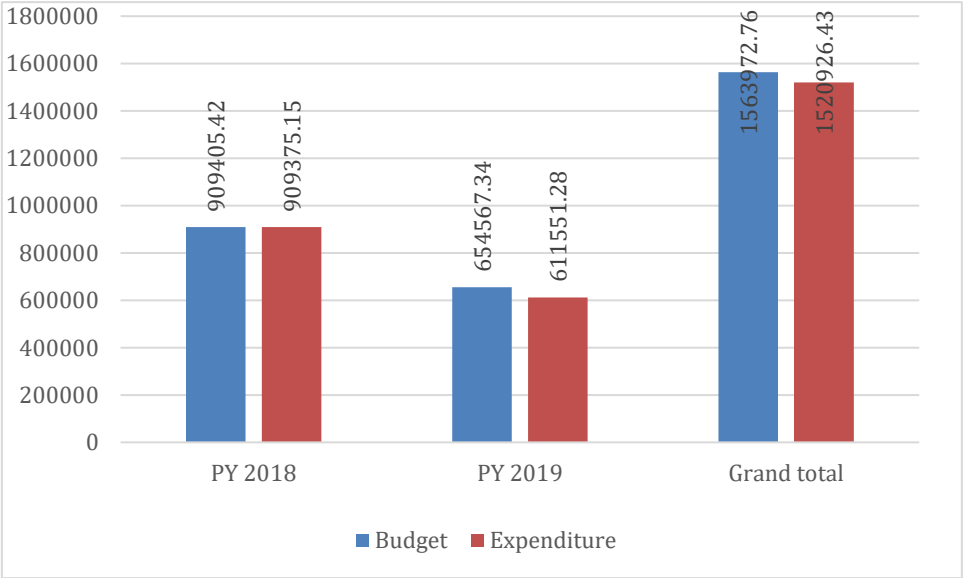
The evaluation however observed that relying on junior consultants for project management was not efficient and often it was a constrain to timely delivery of project outputs because they lacked the necessary skills to execute most of the activities. Secondly, at institutional level especially at the ministry level for the respective AU member states, there are no sufficient and well facilitated human resources for mainstreaming ICT, coding and gender into the national frameworks.

The original timeframe of implementation of the AGCCI project was from April 2018 to June 2019. However, UN Women requested a No Cost Extension of the project until December 2019 to ensure all activities are implemented.

**4.3.2 Efficiency of financial and time resources**

The regional and continental coding camps as an implementation strategy were not cost effective because they involved facilitating air travels for participating girls, acquiring visas, lodging, ground transportation, meals, interpretation and health and well-being of participating girls. This cost was noted to be above what was initially budgeted for in the initial project design, planning and budgeting. The high cost of the coding camps meant that the project had to divert funds from other components which may have impacted on their implementation. However, the evaluation was not able to capture and analyze expenditures per project components or output which would have best substantiated the level of resource diversion. Nevertheless, the project implementation was kept within the initially planned budget with resource absorption rate standing at 97.2 percent as shown in figure 4.1.

**Fig 4.1: Project planned Budget and Expenditure analysis.**



The evaluation found out that AGCCI should have exploited other less-costly strategies such as exploring the inter-agency collaborations to request the Ministries of Education for less costly venues for accommodation and training. For instance, AGCCI should have requested the Ministry of Education to also request its affiliate educational institutions and colleges for venues for accommodation and training. This could have been cost effective in addition to providing a safer environment for girls than hiring hotels. The resources saved here could have catered for other underfunded items such as media campaigns and creation of online platforms especially during the coding camps.

Despite the high cost of the coding camps, the evaluation commended value for money in terms of the high quality of meals, accommodation, security for young girls and protocol, full time medical coverage, good quality of trainers, full time vans and drivers for ground transport among others. However, the evaluation noted that the translations of first coding training materials specially to French and Portuguese were hurriedly done which demonstrates cost-inefficiency.

The evaluation also found out that there was also limited time to plan for all the logistics during the continental coding camp which led to inefficiencies in the execution of planned activities. For instance, bringing young girls majority of whom were travelling to Addis Ababa for the first time was not time-effective because the girls needed more time to adapt to the new environment while at the same time venture into ICT and coding which to most was completely a new concept. However, AGCCI adopted more efficient work methods by holding the subsequent in-country camps as was the case in Ethiopia which was cost effective. This saved on time and money involved in travelling while increasing on the efficiency. For instance, in country specific camps, translations were done, language and cultural barriers were curtailed, reduced on traveling expenses and allowed the project to target and train more young women and allowed for building of local capacity through using local ICT trainers and coaches.

The evaluation found out that the UNW procurement process for key logistics was a protracted process which was a bottleneck and key constrain to timely delivery of project outputs. For instance, procurement of project items including laptops which involved a long procurement process including shipping them from overseas meant that the activities that required laptops to be implemented were not timely done. For example, for the first coding camps the laptops were not delivered timely. However, the AUC tried to overcome this challenge by providing rooms with laptops from the girls to use. In addition, AUC recommended local suppliers to make timely deliverables and laptops were received before the end of the coding camps. Relatedly, the procurement of booklets, banners, a backdrop, t-shirts, bags and other items begun late, which impacted on their quality because the company producing them was put under pressure to produce them. According to the first coding camp report (Continental camp, 2018), the above referenced



stationery items had some mistakes including spelling errors that rendered them unusable hence there was no value for money.

Although some of the training materials were delivered somehow late, generally the evaluation is of the view that in all they were developed in a timely manner but lacked proper translation especially the French translations. This made the work methods inefficient and the evaluation findings suggest that the funds used for French translations were not used in the most efficient manner. In addition, the Portuguese and Arabic translations during the first coding camps were not timely delivered which impacted the efficiency of the camps especially for participants from Non-English-speaking countries.

#### **4.4 Sustainability**

The MTR examined sustainability of the AGCCI project in terms of how the project enhanced ownership and contributed to development of capacity, the likelihood that the project benefits could be maintained, how AGCCI supported national and local institutions and the extent AGCCI will be scale-up up at national level.

AGCCI has created partnerships with government institutions for purposes of sustaining the project. Through the mainstreaming component, AGCCI influenced the Ethiopian Ministry of Higher Education to establish structures and working committees for reviewing the national curricula and mainstreaming ICT, coding and gender. In addition, officials linked to the project were appointed to the working committees that did all they could to expedite and support the programme activities. This is strategic in enhancing the sustainability of the project because the formed structures being the long-term structures will spearhead the mainstreaming within the respective ministries of the beyond the project lifetime.

The innovativeness of the projects developed by AGCCI coding camps trainees stimulated ownership and commitment by AU member states, UN agencies and potential donors to support the AGCCI project. The commitments and ownership of the project will sustain its impacts because some of the AU member's states showed willingness to duplicate the initiatives especially the mainstreaming component into their own national frameworks. The interagency partnerships also stimulated ownership, support and financial commitment towards AGCCI programme among the UN agencies and AU member states which will sustain the project in the long run.

The AGCC initiative will be sustained because it supported capacity development for local institutions and actors like Ministries of Education and ICT, streamlining ICT and coding in the curriculum. In addition, AGCCI targeted local coaches and trainers during the coding camps and the capacity building training for mainstreaming ICT, coding and



gender. The local trainers were also trained in ToT which will enhance their capacity for duplicating the training in their own communities. In addition, the training targeted bureaucrats at the ministry level who were empowered to spearhead the initiative within their respective ministries. A training manual on mainstreaming has also been developed which the local and ministry actors will utilize to mainstream ICT, coding and gender.

Enlisting female and male role models as AGCCI ambassadors are likely to sustain the AGCCI beyond the project lifetime. These will lead media campaigns to sustain debates on gender roles, gender digital divide and importance of girls in ICT and coding in their respective countries. The challenge is the lack of financial capacity to sustain the media campaigns by the role models beyond the project lifetime.

The UN Women Ethiopia Country Office integration of some of the AGCCI interventions and tasks within its Country strategy especially under the Women Economic Empowerment portfolio (WEE) is a logical step which was adopted in Ethiopia. In addition to that, under the Liaison unit, there is an activity that envision the provision of technical guidance to other AU participating countries that may be interested.

The UN Women, ITU and AUC approaches ensured that the planned engagement of the relevant stakeholders at the national level especially the targeted beneficiaries (girls) in the second regional coding camp and the media campaign were very key to making the programme results up scaled and replicated once the programme came to an end. Back home, there could be possibilities of sharing with relations, school mates and neighbours that had not benefited in the first instance. This could result sustainability of the results. The ownership of the programme by the ministries of education and technology in the targeted countries means national ownership through budget subventions and policy initiatives in line with promoting the curricula embedded in the learning courses within each country's education system for the 10 countries pioneering the project. This means that there will be capacity building initiatives from ministry level to education institutions and grassroots in support of the AGCCI.<sup>23</sup>

The media company employed for the implementation of the media campaign undertook to partner with local media about the AGCCI and how ICT, coding and gender are likely to have significant impact on the future of Africa. Partnerships with local media have many advantages accruing to sustainability. The AGCCI messages, information and facts spread through local media will inspire young girls and women into educations and careers with ICT and CODING. The other added advantage is that the national media was likely to produce programmes aimed at promoting AGCCI results and adopt teaching and learning programmes as part of their education programmes targeting the girl child. There is also a big opportunity for telecommunications companies running mobile platforms to provide coding services as form of corporate social responsibility by

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<sup>23</sup>Annual Report to the Government of Denmark-April to December 2018

supporting AGCCI results hence replication which could be a form of financial sustainability.<sup>24</sup>

Since the AGCCI aimed at covering the entire continent and so far the first cohort of the girls come from each economic block of Africa, using official AU languages (Anglophone, Lusophone and Francophone etc.) and local languages like Amharic in Ethiopia. The evaluation is of the view that future use of translated materials based on the traditional African economic blocks the area official languages such English, Swahili (EAC, ECOWAS & SADC), French (ECOWAS), Portuguese (SADC) and Arabic (North Africa-the Sahel) not to mention local national languages like Amharic in Ethiopia will strongly promote coding activities. This approach will enhance support as AGCCI results are replicated in each of the regions. Also, the adoption of the local languages such as Amharic as was the case in Ethiopia means easy access and dissemination of the skills acquired by beneficiaries to their peers especially in rural areas hence sustainability.<sup>25</sup>

The evaluation also noted that sustainability was also inherent in the age group targeted by AGCCI. The girls targeted were between 17-20 years.<sup>26</sup> First of all, it is an age group with aspirations focused on their potential through education and here comes the AGCCI providing opportunity of acquiring skills in how to earn money while schooling but also networking through coding camps for friendship that will widen their horizons. The age group is also the next generation targeted by variety of policy interventions like SDGs and local development initiatives that put them at the centre of focus which provides them lifelong and impactful skills they will pass on to the next generation as ambassadors and future mothers on return to their respective countries which were viewed as a key element to sustainability. However, what appears a challenge to sustainability is lack of support in terms of financial and material resources at the national level for the beneficiary girls to enable them to exploit their potential as well as network for opportunities.

#### **4.5 Management and Coordination**

The project was managed by competent staff, initially a project manager, then project analyst under the guidance and support of the regional Liaison advisor, M&E analyst, a communication specialist and junior consultants. One of the major bottlenecks mentioned during the evaluation was the limited experience of some of the junior consultants in the timely delivery of project outputs which was address by changing a readjusting the team. A good example was during the commissioning of the media campaigns, some products were not produced due to lack of the required technical skills and coordination abilities by the junior consultants. The evaluation therefore recommends that each project

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<sup>24</sup> UN Women- The AGCCI Media Campaign Report

<sup>25</sup> Annex 7 Steering Committee meeting notes- Minutes of the first Coding Steering Committee Meeting: African Girls Can Code (AGCCI) Held on 29 October 2018 in Caucus Room 16, AUC Conference Complex

<sup>26</sup> Draft Report African Girls Can Code Initiative (AGCCI) National Coding Camp, Hawassa, Ethiopia, 28 July - 17 August 2019

component is assigned competent human resources for their efficient implementation and as a cost-effective work method.

The evaluation found out that the management role was assigned initially to a project manager and then to the regional Liaison advisor at the Ethiopia UN Women Country Office. In order to support the team, staff from the Country Office were assigned in 2019 to support the implementation of the component of coding camps in Ethiopia.

For the regional coding camps coordination of AGCCI project activities was weak and not assigned adequate competent human resources yet the project is in its infancy stage that critically required competent staff for planning and execution. The evaluation noted that at regional level, there were no adequate resources to coordinate the different project activities across the AU member states and to mainstream ICT, coding and gender into the respective their national curricula through the Ministries of Education. This was properly manifested during the coding camps outside Ethiopia where coordination was insufficiently done due to lack of dedicated staff to oversee their planning and coordination. The evaluation also noted that there were limited periodic coordination meetings among the implementing partners to discuss progress, factors affecting implementation and to forge a way forward.

#### **4.6 Interagency partnerships**

The evaluation examined how partnerships and interagency collaborations were key in the successful conceptualization and implementation of AGCCI project. Findings show that the AGCCI initiative was conceived and implemented through strategic interagency partnerships. AGCCI is implemented by UN Women as the main Implementing Party (IP) and ITU as the Responsible Party (RP) and ICT specialized organization. ITU was assigned the overall responsibility of developing and running the training programme for the coding camping. ITU is also responsible for hosting, creating and updating the AGCCI digital platform and the database with tech clubs, companies and CSOs. This provided the project an efficient way of delivering the project outputs because the interagency was used as a strategy to tap into the expertise of partners' in their respective sectors. For instance, ITU has a niche in IT while UN Women is strategically positioned to spearhead gender equality and human rights issues. ITU was also tasked to develop a communication strategy and ensure its' effective implementation. However, ITU also benefited from the technical support of the UN Women Communication Specialist. This was another way of ensuring that project is cost-effective through relying on the already available resources. The interagency also created steering committees mandated with provision of strategic and leadership guidance for the AGCCI. Guided by the AGCCI programme document, the steering committee was comprised of senior officials from UN Women, AUC, ITU and the Danish Embassy in Ethiopia and met twice to provide strategic guidance for the efficient implementation of the project.

The interagency partnerships created formal working relations between UN Women and other agencies for the efficient delivery of the project. Working relations were formalized between UN Women and other partners through Memorandums of Understanding (MOUs). For instance, the coding camps conducted in Ethiopia were operationalized and formalized through a MOU that was signed by the Ministry of Education and UN Women. This resulted into an official working relationship and official commitments to support the AGCCI project. For instance, the Minister of Education opened the Addis Ababa coding camp and closed the Adama camp during which he committed Government support towards the project. In addition, the formal working relationship between partners facilitated sharing of experts in the different sectors and sharing of roles. UN Women provided international experts and trainers in communication and gender while the Ethiopian Education Ministry was part of the organization and coordination team for the coding camp in Ethiopia.

The UN Women East and Southern Africa Regional Office (ESARO), A24 Media from Kenya and AUC communications team from the Social Affairs Department covered and effectively popularized the launch of the coding camps. Afro FM conducted interviews with the Heads of AGCCI partnering organizations. The UN Women ESARO provided detailed analysis of the social media engagements while tech clubs developed tweets with an impressive 354.4K project brands for over five days with the most engagements held during the press briefing. Therefore, the different roles played by the interagency partners ensured that the available partners were used efficiently as a key resource to increase the visibility of the coding camps and raised awareness among the public. Involving the different players with technical expertise and experience, was key in the efficient delivery of the different project outputs such as quality footage, videos and articles during the coding camps.

The interagency partnerships stimulated ownership, support and financial commitment towards AGCCI programme among the UN Women and AU member states. AGCCI worked with the African Union Commission through Department of Social Affairs, to bring on board AU Member States for national ownership and support towards the programme. For instance, for the first continental coding camp organized at the AUC compound, the AUC was able provided free protocol, security and medical care. Furthermore, laptops were provided by AUC because procurement of project laptops was delayed, and they were delivered after a long shipping process during the end of the coding camp.

However, the effectiveness of some interagency collaboration was often affected by weak coordination in execution of some of the key activities. The evaluation found that during the project design, partners were assigned mandates and responsibilities without equivalent attendant budgets. For instance, ITU was the ICT specialized organization that was tasked to provide ICT experts but was inadequately facilitated to execute its new role

which was taken into account afterwards when signing a Memorandum of Understanding (MoU) with the Ministry of Education.

#### **4.7 Efficacy of the M&E and reporting framework**

The mid-term evaluation examined the usefulness and reliability of the existing M&E strategy for measuring progress towards achievement of the project outputs in the short-term. Findings reveal that the programme M&E function is supported by M&E Analyst who provides technical assistance in the development of M&E systems and tools. The M&E tools were used for the collection of data and for reporting to the donor about the project progress towards achievement of desired outputs and outcomes.

The M&E for the coding camps tools were categorised as pre-assessment and post-assessment. The categorisation of tools enabled the programme to assess the situation before and after the AGCCI intervention. For instance, the pre-assessment tools assessed the IT skills of girls before enrolling for the coding camps in terms of what technologies they were familiar with and their level of interest in ICT and coding. The post-assessment tools examined the skills the girls had acquired at the end of the coding camps. Therefore, the AGCCI M&E tools were relevant in measuring whether the project actually equipped the girls with the necessary digital skills necessary to improve their digital literacy, coding and personal development.

The evaluation examined whether some of AGCCI project indicators feed into the SDGs. Results suggest that although not all the project indicators feed into the SDGs, several indicators actually feed directly into SDG4 which aims at increasing the number of youth and women who have relevant skills for employment and decent jobs, ensuring enrolment for girls and women in higher education and training in ICT, technical, engineering and scientific programmes. AGCCI indicators also feed directly into SDG5 which advocates for enhancement and use of enabling technology and ICT to promote empowerment for women and also adoption of and strengthening of sound policies and enforceable legislation for promotion of gender equality and empowerment of all women and girls at all levels.

The evaluation also noted that some of the project indicators feed directly into SDG 4 and SDG 5. For instance, AGCCI indicator 2.A-number of African countries that have ICT and coding as part of their national curricula, indicator 1.A - number of girls entering higher education in ICT and coding, indicator 1.1.A - young girls will have increased skills to be builders and entrepreneurs. 1.2.A - confidence levels of young girls in ICT and Coding. These project indicators were assessed to feed and contribute directly to the two SDGs i.e. SDG 4 and SDG 5. However, their actual contribution will be assessed in the long term.

##### **4.7.1 Relevancy of the indicators in measuring progress**

The programme developed SMART (Specific, Measurable, Achievable Realistic and Time-bound) indicators that were evaluated to be relevant in assessing the programme progress. Some of the indicators can be measured based on the lifetime of the project. For instance, the indicators can measure whether the Ministries of Education mainstreamed ICT, coding and gender into the national curriculum in the long-run. However, some indicators are too ambitious and may not be achievable in during the project lifetime. For instance, indicator 2A-number of African Countries that have ICT and coding as part of their national curricula may be hard to attain due to the wide geographical scope of AGCCI but without control of AU states' Ministries of Education priorities.

#### **4.7.2 Project reporting mechanisms**

The evaluation identified two levels of reporting. The first level included reporting as per UNW corporate system i.e. annual reporting against indicators, outputs and outcomes. The UNW corporate system also comprised of quarterly reports on activities implemented as per the annual work plan. The second level of reporting is the donor report based on the donor agreement whereby UNW submits a narrative and financial report to the donor on annual basis.

The above reports were used to compile donor reports that were based on the signed donor agreement whereby the UNW is required to submit a narrative and a financial report to the donor on annual basis. The evaluation noted that the donor reports cover all project activities implemented and also make a deeper and critical analysis of the key activities implemented and factors facilitating or inhibiting their successful implementation.

## **5.0 CONCLUSIONS, LESSONS LEARNED AND RECOMMENDATIONS**

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### **5.1 Conclusions**

Significant strides have been made in realising the intended objectives and there is evidence that concrete achievements have been realised with the first cohort of girls having acquired the skills in coding which has enabled them in self-advancement and career pursuits in coding and ICT.

The AGCCI addressed rights, promoted gender equality as demonstrated in the relevance of the issues it addressed such as coding, inclusion of ICT and coding in the curricular and providing beneficiaries with equipment like laptops.

The project is very much on track with regards to the number of participants and mainstreaming of ICT, gender and coding and the evaluation concludes that it has been effective because it has benefitted 576 girls out of 1000 targeted held five coding camps

with in the four years project life and established foothold in 23 countries out of 55 state members.

The project can be rated as efficient given the prudent management of resources available and value for money exemplified in the quality of services and skills imparted to the targeted beneficiaries.

Sustainability of the project is assured given that project results have been institutionalised at international level backed by UN Women and ITU, regional level by AUC and most importantly at the national level through the development of the mainstreaming ICT, coding and gender in the curricular manual and the training provided to 9 African countries.

Ethiopia seems to be taking a lead given the fact that the country has cascaded the coding to three regions and shows commitment from the Ministry of Education of Ethiopia regional education bureaus to adapt and implementing the coding on annual basis.

## **5.2. Lessons learnt**

Bringing together likeminded stakeholders is very important in marshalling necessary resources and technical expertise for effective and efficient implementation of a programme. For example, UN Women, ITU and the Embassy of Denmark in Ethiopia were critical for the design and successful implementation of the AGCCI first phase.

Considering the local context organise local resources was critical for implementation the programme activities such as coding camps and media campaigns.

Phasing of implementation of activities is quite important for success of interventions as lessons learnt from initial activities inform the next ones. For instance, subsequent coding camps were better organised in terms of expenses and logistics than the first continental one.

Promotion of rights and gender equality for girls are better done if there is an all-inclusive involvement of all stakeholders and institutional arrangements cascading from upstream to downstream just as the delivery mechanism of AGCCI were organised from continental to national level.

Lack of fulltime staff for coordination and implementation of exclusively AGCCI regional activities renders implementation of regional activities ineffective. In addition, unlike the country specific component, it is a challenge to attract funding for the regional component compared to country specific component that can attract funding through the line ministries.



Given the fact that the coding camps are eventful spanning over two weeks, they are highly intensive and require professional events manager for proper planning, coordination and logistical management. Without competent events managers, planning and coordination of coding camps becomes ineffective.

### 5.3. Recommendations

#### **To UN Women**

- 1) To make the project more effective, there should be an increase on the number of countries piloting the mainstreaming of ICT, coding and gender from the current 9 countries to at least 25 countries evenly distributed within regional economic blocks on the African continent. This wide roll out of the piloting will ensure access to more coverage and therefore the need to mobilise more additional financial resources from UN Women, donors and the regional blocks and individual countries. The project needs to develop modalities of upscaling media campaigns in all AU member states where AGCCI plan to implement interventions for further scale –up to create awareness and readiness for the targeted countries and the beneficiaries therein.
- 2) There should be enhanced continuous learning, sharing and development of innovative programming applications, girls’ connectivity online needs to be maintained. The project needs to devise means of ensuring that girls stay connected given that they were provided with laptops and created personal accounts in their names.
- 3) There is need for a robust monitoring and evaluation framework specifically for assessing how developed action plans for mainstreaming ICT, coding and gender into national curricula could be monitored for the different countries.
- 4) In area of management and coordination:
  - a. There is need for more coordination meetings among UN Women, ITU and donor to enable a smooth and timely monitoring and reporting mechanism for better management of the programme.
  - b. Interagency collaboration should be strengthened by allocating the specific budget to enable contribute effectively in terms of tasks they are assigned to execute.
- 5) For the next phase:
  - a. The design should be adjusted so that the four project components can be implemented holistically. This is to ensure that the design is more relevant to the beneficiaries’ needs and priorities and national and international development frameworks and policies.
  - b. UN Women, ITU, donors, national governments ministries in charge of education and the girls themselves as key stakeholders should have an input into the project planning and design to stimulate ownership and buy-in and for the sustainability of the project beyond its lifetime.



- c. The project document should be revised based on the implementation, best practices and lessons learnt to include sustainability elements.

### **To ITU**

- 6) All trainers need to attend gender sensitivity trainings which are key in the promotion of gender equality and empowerment of women and young girls and closing the gender digital gap.
- 7) The project should ensure that senior and well-seasoned consultants are employed all the time to ensure efficiency in timely delivery of outputs. There is need to recruit human resources for mainstreaming ICT, coding and gender into the national frameworks in the AU member states. There should be deliberated plans to balance national with international trainers to synergise the critical skills brought on board by both local and international trainers. First of all, helping the international consultants understand and appreciate the local context while the local ones also acquire much needed confidence and additional skills to handle future national coding camps independently.

### **To the implementing countries**

- 8) The nomination process of coding camp participants should allow the participation of deserving and qualified participants
- 9) The beneficiary girls from the coding camps who were not given laptops should be supported to access any affordable smartphones, tablets or office/school based desktops and connectivity for a period of at least one year to ensure they continue with what they have learnt; an approach likely to support scale up and sustainability.

## Annexes

Annex 1: Evaluation Matrix

Annex 2: Annex 2: Documents reviewed

Annex 3: List of interviewees

Annex 4: Terms of Reference for Midterm Evaluation of Programme on African Girls  
Can Code Initiative (AGCCI)

## Annex 1: Evaluation Matrix

Relevant evaluation criteria/ Key Questions	Specific Sub-Questions	Data Sources	Data collection Methods/Tools	Indicators/ Success Standard	Methods for Data Analysis
<p>• <b>Design level:</b></p> <p><b>Relevance: The extent to which the objectives of a development intervention are consistent with the needs and interest of the people, the needs of the country and the SDGs.</b></p>					
<p>To what extent is the intervention relevant to the needs and priorities as defined by beneficiaries? Are they aligned to national priorities?</p>	<p>What is the relevancy of programme to targeted beneficiaries?</p> <p>How are the interventions feeding into national development agenda</p>	<p>AGCCI programme document-2018-2021</p> <p>UNDAF –Ethiopia</p> <p>UN Women Ethiopia Country strategy</p> <p>Ethiopia National Development plan/Strategy, Programme monitoring reports</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p> <p>Observations</p> <p>Photography</p>	<p>Criteria for selection and targeting of beneficiaries</p> <p>Supportive national policy frameworks</p>	<p>Content and thematic analysis procedures</p>
<p>To what extent is the intervention aligned with relevant normative frameworks for gender equality and women’s empowerment?</p>	<p>What forms of gender equality does the programme address?</p> <p>What forms of women empowerment are ingrained in programme interventions</p>	<p>AGCCI programme document-2018-2021</p> <p>UNDAF –Ethiopia</p> <p>UN Women Ethiopia Country strategy</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>Gender inequality issues addressed</p> <p>Evidence of emerging empowerment gained by the targeted beneficiaries</p>	<p>Content and thematic analysis procedures</p>

		Ethiopia National Development plan/Strategy National Gender strategy		Favourable policy frameworks for women empowerment	
What are UN Women's comparative advantage in this area of work compared with other UN entities and key partners?	What has UN women done better compared to other UN agencies	AGCCI programme document-2018-2021 UNDAF –Ethiopia UN Women Ethiopia Country strategy Ethiopia National Development plan/Strategy National Gender strategy	Document review Key informant interviews Group interviews Skype interviews	UN niche and technical capacity in the programme area	Content and thematic analysis procedures
Do the activities and strategies address the problems identified?  Are the planned outputs and results relevant and realistic for the situation on the ground?	What activities address the issues at hand?  Are the strategies employed appropriate?  How do the outputs and results appropriate for the context?	AGCCI programme document-2018-2021 UNDAF –Ethiopia UN Women Ethiopia Country strategy Monitoring Reports Beneficiaries	Document review Key informant interviews Group interviews Skype interviews	Relevancy of the programme activities  Appropriateness of the strategies employed	Content and thematic analysis procedures
To what extent was this programme designed,	Was the design of the programme appropriate?	AGCCI programme document-2018-2021 Monitoring Reports	Document review Key informant interviews	Appropriateness of the programme design, implementation modalities and	Content and thematic

implemented, monitored and evaluated?	<p>What is your view on the implementation modalities of the programme?</p> <p>How effective was the M&amp;E activities of the programme?</p>	Programme Officials	<p>Group interviews</p> <p>Skype interviews</p>	monitoring and evaluation activities	analysis procedures
To what extent was this programme the best option to respond to development challenges stated in the programme document?	<p>Why was the programme the most appropriate intervention?</p> <p>Did the programme address the challenges at hand?</p>	<p>AGCCI programme document-2018-2021</p> <p>Monitoring Reports</p> <p>Programme Officials</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>Challenges addressed by the programme</p> <p>Supportive evidence of why the intervention was best option</p>	Content and thematic analysis procedures
How strategic are partners in terms of mandate, influence, capacities and commitment? To what extent had implementing partners an added value to solve the development challenges stated in the programme document?	<p>What is the contribution of partners to the achievements of the programme activities so far?</p> <p>What kind of support have the partners contributed solutions to the challenges the programme intended to address?</p>	<p>AGCCI programme document-2018-2021</p> <p>Monitoring Reports</p> <p>Programme Officials</p> <p>Programme Partners</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	Strategic partners and their contribution to programme achievements	Content and thematic analysis procedures
To what extent did the programme have a useful and reliable M&E strategy that contributed to	How helpful was the M&E plan in measuring programme results?	<p>AGCCI programme document-2018-2021</p> <p>Monitoring Reports</p>	<p>Document review</p> <p>Key informant interviews</p>	Strengths and weakness of the M&E strategy	Content and thematic

measure development results?	How appropriate was the M& Strategy?	Programme Officials Programme Partners	Group interviews Skype interviews		analysis procedures
How appropriate and useful are the indicators described in the programme document in assessing the programme's progress?	How coherent is the programme logframe?  Do the indicators meet the SMART criteria?  What indicators feed into the SDGs	AGCCI programme document-2018-2021  Monitoring Reports  Programme Officials  Programme Partners	Document review  Key informant interviews  Group interviews  Skype interviews	Extent to which indicators meet the SMART criteria  Coherence of the log frame matrix  Evidence of the indicators feeding into SDGs	Content and thematic analysis procedures
Are the targeted indicator values realistic and can they be tracked? If necessary, how should they be modified to be more useful? Are the means of verification for the indicators appropriate?	To what extent are indicators values achievable?  To what extent are the indicators measurable? Are the means of verification easy to measure in time and space?	AGCCI programme document-2018-2021  Monitoring Reports  Programme Officials  Programme Partners  Beneficiaries	Document review  Key informant interviews  Group interviews  Skype interviews	The extent to which indicator values are measurable in terms of quantity and qualitative change	Content and thematic analysis procedures
<b>Process level: Efficiency: Extent to which resources/inputs (funds, time, human resources, etc.) have been turned into results.</b>					
To what extent does the management structure of the intervention support	Was the programme management appropriate?	AGCCI programme document-2018-2021  Monitoring Reports	Document review  Key informant interviews	Strength and weakness of the management structure	Content and thematic

efficiency for programme implementation?	To what extent did programme management contribute to best use of programme resources	Programme Officials Programme Partners Beneficiaries Indicator Survey Reports		Best practices and lesson learnt about efficiency in resource use	analysis procedures
Have resources been used efficiently? Have activities supporting the strategy been cost-effective?	Was there value for money?  What were the cost effective ways deployed to ensure adequate coverage of the targeted beneficiaries	Perception Index Surveys , Programme Officials  Quarterly and Annual Reports  Monitoring Reports  AGCCI programme document  Government Officials	Document review  Key informant interviews  Group interviews  Skype interviews	Efficiency resource use and cost effective ways in implementation of the programme activities.	Content and thematic analysis procedures
Have programme funds and activities been delivered in a timely manner? If not, what were the bottlenecks encountered?	Were activities done as planned?  What caused delays in implementation of the some activities?	Quarterly and Annual Reports, Perception Index Surveys , Programme Officials  Monitoring Reports  AGCCI programme document  Government Officials	Document review  Key informant interviews  Group interviews  Skype interviews	Extent of timely delivery of funds for activities and delivery of activities as planned	Content and thematic analysis procedures
Were there any constraints (e.g. political, practical, and bureaucratic) to addressing the rights of women and	What were the political constraints to addressing the rights of women and girls	Perception Index Surveys , Programme Officials	Document review	Political practical and bureaucratic constraints	Content and thematic

<p>girls efficiently during implementation? What level of effort was made to overcome these challenges?</p>	<p>efficiently during implementation?</p> <p>What were the bureaucratic constraints to addressing the rights of women and girls efficiently during implementation?</p> <p>What were the practical constraints to addressing the rights of women and girls efficiently during implementation?</p> <p>How were the challenges addressed?</p>	<p>Quarterly and Annual Reports</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p> <p>Government Officials</p>	<p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>to addressing rights of women and girls</p>	<p>analysis procedures</p>
<p>To what extent and in what ways did the AGCCI increase or reduce efficiency in delivering outputs and attaining outcomes?</p>	<p>How did AGCCI increase efficiency in delivery of outputs and outcomes?</p> <p>How did AGCCI reduce efficiency in delivery of outputs and outcomes?</p>	<p>Reports Programme Officials</p> <p>Quarterly and Annual Reports</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>Ways in which AGCCI increased or reduced efficiency in delivery of outputs and attainment of outcomes</p>	<p>Content and thematic analysis procedures</p>
<p>Is the programme cost-effective, i.e. could the outcomes and expected results have been achieved</p>	<p>To what extent have the outcomes been achieved?</p>	<p>Financial management reports , Procurement Reports Programme Officials</p>	<p>Document review</p> <p>Key informant interviews</p>	<p>Cost effective methods deployed visa avis alternative approaches</p>	<p>Content and thematic</p>



at lower cost through adopting a different approach and/or using alternative delivery mechanisms?	What alternative delivery mechanism can you consider cost effective?	Quarterly and Annual Reports Monitoring Reports AGCCI programme document	Group interviews Skype interviews		analysis procedures
What measures have been taken during planning and implementation to ensure that resources were efficiently used?	How were resources used during planning and implementation of the programme?	Financial management reports , Procurement Reports Programme Officials Quarterly and Annual Reports Monitoring Reports AGCCI programme document Government officials UN women UN country Office	Document review Key informant interviews Group interviews Skype interviews	Measures for effective resource use during planning and implementation of the AGCCI	Content and thematic analysis procedures
What type of work methodologies, financial instruments, and business practices have the implementing partners used to increase efficiency in delivering as one?	What methodologies were employed to improve efficiency?  What financial management tools were deployed to improve efficiency in delivering as one?	Audit Reports, Financial management reports , Procurement Reports Programme Officials Quarterly and Annual Reports Monitoring Reports	Document review Key informant interviews Group interviews Skype interviews Observations	Evidence of the extent to which programme Strategies, financial instruments, business contributed to efficiency of delivering as one	Content and thematic analysis procedures

		AGCCI programme document Government officials UN women UN country Office	Photography		
Have the outputs been delivered in a timely manner?	How have activities been implemented in a timely manner?  Are there any activities that have not been implemented as planned?	Beneficiaries, Programme Officials  Quarterly and Annual Reports  Monitoring Reports  AGCCI programme document Government officials UN women UN country Office	Document review  Key informant interviews  Group interviews  Skype interviews  Observations  Photography	Extent of implementation of planned activities	Content and thematic analysis procedures
Are there sufficient resources (financial, time, people) allocated to integrate human rights and gender equality in the design, implementation, monitoring and evaluation of the AGCCI?	How well were the human rights and gender integrated in the design of AGCCI?  Were adequate resources deployed to mainstream human rights and gender equality in the implementation of AGCCI?	Beneficiaries, Programme Officials  Monitoring Reports  AGCCI programme document Government officials UN women	Document review  Key informant interviews  Group interviews  Skype interviews  Observations	Adequacy of resources to integrate human rights and gender equality in the design, implementation, monitoring and evaluation of AGCCI	Content and thematic analysis procedures

	To what extent were adequate resources deployed to monitor and evaluate the integration of Human Rights and Gender Equality of the AGCCI?	UN country Office	Photography		
<b>Ownership in the process: Effective exercise of leadership by the country's national/local partners in development interventions.</b>					
To what extent did the targeted population, citizens, participants, local and national authorities make the programme their own, taking an active role in it? What modes of participation (leadership) have driven the process?	<p>To what extent did the citizens participate in programme design and implementation?</p> <p>To what extent did the population participate in programme design and implementation?</p> <p>To what extent did the national authorities participate in programme design and implementation?</p> <p>To what extent did the local authorities participate in programme design and implementation?</p>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p> <p>Government officials</p> <p>UN women</p> <p>UN country Office</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	Level of Participation of targeted population, citizens, local and national authorities in programme design and implementation	Content and thematic analysis procedures

Have the stakeholders taken ownership of the programme concept?	What shows that stakeholders own the programme idea?  Did the stakeholders participate in the design of the concept?	Beneficiaries, Programme Officials  Monitoring Reports  AGCCI programme document  Government officials  UN women  UN country Office	Document review  Key informant interviews	Document review  Key informant interviews	Content and thematic analysis procedures
To what extent and in what ways has ownership or the lack of it, impacted in the efficiency and effectiveness of the AGCCI?	What is the evidence to show ownership of the programme by beneficiaries?  How has the extent of the ownership AGCCI affected its efficiency and effectiveness ?	Beneficiaries, Programme Officials  Monitoring Reports  AGCCI programme document  Government officials  UN women  UN country Office	Document review  Key informant interviews  Group interviews  Skype interviews	Evidence or lack of ownership AGCCI and its impact on effectiveness and efficiency of the programme.	Content and thematic analysis procedures
<p><b>Results level:</b></p> <p><b>Effectiveness: Extent to which the objectives of the development intervention have been achieved.</b></p>					
What has been the progress made towards achievement of the	What expected outcomes have been achieved so far?	Beneficiaries, Programme Officials	Document review	Achievements so far made	Content and thematic

<p>expected outcomes and expected results? What are the results achieved?</p>	<p>What results have so far been achieved?</p>	<p>Monitoring Reports AGCCI programme document Government officials UN women UN country Office</p>	<p>Key informant interviews Group interviews Skype interviews Observations</p>		<p>analysis procedures</p>
<p>What are the reasons for the achievement or non-achievement?</p>	<p>Why some were results and outcomes achieved?  Why is it that some results and outcomes have not been achieved?</p>	<p>Beneficiaries, Programme Officials Monitoring Reports AGCCI programme document Government officials UN women UN country Office</p>	<p>Document review Key informant interviews Group interviews</p>	<p>Reasons for achievement and none achievement for expected results in the midterm</p>	<p>Content and thematic analysis procedures</p>
<p>To what extent and in what way did the AGCCI contribute: To the SDGs at the local and national levels?</p>	<p>How has AGCCI aided implementation SDGs in local governments?  How has AGCCI aided implementation SDGs in local governments?</p>	<p>Beneficiaries, Programme Officials Monitoring Reports AGCCI programme document Government officials UN women UN country Office</p>	<p>Document review Key informant interviews Group interviews Skype interviews</p>	<p>Contribution of AGCCI to SDGs at local and national level</p>	<p>Content and thematic analysis procedures</p>

<p>To the Paris Declaration, in particular the principle of national ownership?</p>	<p>How is the Paris declaration been adopted within the national institutions?</p> <p>Are there deliberate efforts to mainstream the declaration in all targeted MDAs</p>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p> <p>Government officials</p> <p>UN women</p> <p>UN country Office</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>Adoption strategy of the Paris declaration in MDAs</p>	<p>Content and thematic analysis procedures</p>
<p>To the goals of Delivering as One at country level?</p>	<p>Are the objectives of UN as one adhered to?</p> <p>How are they being adhered to at national level?</p>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p> <p>Government officials</p> <p>UN women</p> <p>UN country Office</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>Adherence to the principle of delivering as one in implementation of programme activities</p>	<p>Content and thematic analysis procedures</p>
<p>What are the changes produced by the programme on legal and policy frameworks at the national and regional level?</p>	<p>What are the legal and policy reforms supported by the programme?</p> <p>What has changed at the local and regional level as result of the legal and policy reforms?</p>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p> <p>Government officials</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>Legal and policy reforms</p>	<p>Content and thematic analysis procedures</p>

<p>To what extent have capacities of government participating organizations, gender equality advocates and women institutions been strengthened because of the AGCCI?</p>	<p>How have the government institutions been strengthened?</p> <p>Is there improvement in capacity of gender equality advocates and women institutions?</p>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>Evidence of capacity strengthening of beneficiary government institutions, gender equality advocates and women institutions.</p>	<p>Content and thematic analysis procedures</p>
<p>Have any good practices, success stories, lessons learned, or transferable examples been identified? Please describe and document them.</p>	<p>What were the lessons learnt?</p> <p>What are success stories of the programme?</p> <p>What are the best practices</p>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p> <p>Observations</p> <p>Photography</p>	<p>Documented Success stories, lessons learnt and good practices</p>	<p>Content and thematic analysis procedures</p>
<p><b>Impact:</b></p>					
<p>To what extent was gender equality and women's empowerment advanced as a result of the intervention?</p>	<ul style="list-style-type: none"> <li>• What specific strategies have been devised to mainstream gender?</li> <li>• Are the project results disaggregated by gender?</li> </ul>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p>	<p>Document review</p> <p>Key informant interviews</p>	<p>Evidence of promoting Gender equality and empowerment</p>	<p>Content and thematic analysis procedures</p>

	<ul style="list-style-type: none"> <li>What is the degree to which gender issues are addressed in the programme</li> </ul>		<p>Group interviews</p> <p>Skype interviews</p> <p>Observations</p> <p>Photography</p>		
What were the unintended effects, if any, of the intervention?	<p>What were the attendant effects?</p> <p>How did they affect the beneficiaries?</p>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p>	<p>Document review</p> <p>Key informant interviews</p>	Unintended effects of the programme	Content and thematic analysis procedures
What are the notable impacts of the programme on the lives of women, girls, boys and men?	<p>How have men been impacted by the programme? How have boys been impacted by the programme?</p> <p>How have boys been impacted by the programme?</p> <p>How have girls been impacted by the programme?</p>	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p> <p>Government Officials</p>	<p>Document review</p> <p>Key informant interviews</p>	Lifelong prominent changes on lives of women, girls, boys and men	Content and thematic analysis procedures
How did the interventions of this programme impact the socio-economic life of beneficiaries at all levels?	What are noticeable long - terms changes of the livelihoods of beneficiaries?	<p>Beneficiaries, Programme Officials</p> <p>Monitoring Reports</p> <p>AGCCI programme document</p>	<p>Document review</p> <p>Key informant interviews</p>	Lasting Social economic changes on conditions on girls and women at national and local level	Content and thematic analysis procedures



	What are the changes in the social status of beneficiaries at both national and local level?	Government Officials	Group interviews Skype interviews Observations Photography		
What are the positive and negative changes produced directly or indirectly by the AGCCI on the opportunities of women, and on the socioeconomic conditions of their families and localities?	What are direct positive and negative changes? What are indirectly positive and negative changes? How has programme improved the livelihoods of families? What opportunities has the AGCCI created for women?	Programme Officials Monitoring Reports AGCCI programme document Government Officials	Document review Key informant interviews Group interviews Skype interviews Observations Photography	Direct and indirect positive and negative changes in terms of access to opportunities for women and effect on the socio-economic conditions of their families and localities	Content and thematic analysis procedures
To what extent can the changes that have occurred as a result of the AGCCI be identified and measured?	How are the changes linked to AGCCI? To what extent can the changes be qualified?	Monitoring Reports AGCCI programme document	Document review Key informant interviews	Changes brought about by AGCCI	Content and thematic analysis procedures

How did the programme contribute to the identified changes?	What changes have come about as result of the programme activities?  Are the changes positive or negative	Monitoring reports  Government Officials  Perception Surveys	Document review  Key informant interviews  Skype interviews	Changes brought about by the programme to girls	Content and thematic analysis procedures
<b>Sustainability: Probability of the benefits of the intervention continuing in the long term.</b>					
How has the programme enhanced ownership and contributed to the development of national capacity of the targeted countries in order to ensure sustainability of efforts and benefits?	What capacity has been built for national institutions?  What is the evidence that the capacity will be sustained in the future?	Annual works plans and activity and annual monitoring reports	Document review  Key informant interviews  Group interviews  Skype interviews  Observations  Photography	Elements of the national ownership  Capacity o acquired by institutions implementing the programme activities	Content and thematic analysis procedures
What is the likelihood that the benefits from the AGCCI will be maintained for a reasonably long	What is the evidence that the interventions shall continue beyond the programme funding period?	Programme exit strategy  Interviews with gov't officials & UN women and AGCCI staff	Document review  Key informant interviews  Document review	Evidence of the exit strategy  Supportive national	Content and thematic analysis procedures

period of time if the programme were to cease?	What factors would favour or inhibit sustainability of the interventions?	National policies & institutional arrangements	Key informant interviews	policies and programmes.  Opportunities and threats	
To what extent have the AGCCI decision-making bodies and implementing partners undertaken the necessary decision and course of actions to ensure the sustainability of the effects of the AGCCI?	Is there a sustainability plan? What are its features?  What are the key strengths, weaknesses, gaps are inherent in the sustainability strategy?  What opportunities and threats underlie the sustainability plan	AGCCI programme document  Monitoring Reports  Annual Work plans	Document review  Key informant interviews	Availability of a sustainability plan for the gains.	Content and thematic analysis procedures
Is AGCCI supported by national/local institutions? Do these institutions demonstrate leadership commitment and technical capacity to continue to work with the AGCCI or replicate it?	Which government institutions are implementing the programme activities?  What is the leadership capacity of the institutions participating in the programme activities	AGCCI programme document ,Capacity building strategy and capacity building reports  Monitoring reports, Government Official	Document review  Key informant interviews  Group interviews  Skype interviews	Leadership commitment and Capacity of local /national institutions	Content and thematic analysis procedures

Have operating capacities been created and/or reinforced in national partners?	<p>What skills and knowledge have been imparted?</p> <p>Which institutions or individuals have been targeted for capacity building and how are skills to transferred to other staff and institutions</p>	<p>AGCCI programme document ,Capacity building strategy and capacity building reports</p> <p>Monitoring reports, Government Officials</p>	<p>Document review</p> <p>Key informant interviews</p>	<p>Institutional capacity built</p> <p>Retention and transfer of skills and knowledge to new staff and overtime</p>	Content and thematic analysis procedures
Do the implementing government partners have the financial capacity to maintain the benefits from the AGCCI?	<p>To what extent have the MDA budgets been enhanced to support the programme results?</p> <p>What is the MDA contributions are to promote AGCCI benefits?</p>	<p>AGCCI programme document ,MDA budgets</p> <p>Monitoring Reports, Government Officials</p>	<p>Document review</p> <p>Key informant interviews</p>	<p>Document review</p> <p>Key informant interviews</p>	Content and thematic analysis procedures
Are requirements of national ownership satisfied?	<p>How has the government of Ethiopia adopted the programme results?</p> <p>To what extent has there been skilling of staff in MDA to support and roll out results?</p>	<p>AGCCI programme document</p> <p>MDA budgets</p> <p>Monitoring Reports Government Officials</p> <p>Programme Officials</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p> <p>Skype interviews</p>	<p>Local initiatives in support of the programme</p>	Content and thematic analysis procedures
To what extent will the AGCCI be replicable or scaled up at national or local levels?	<p>To what extent are the results being adopted at policy level?</p>	<p>AGCCI programme document</p>	<p>Document review</p> <p>Key informant interviews</p> <p>Group interviews</p>	<p>Policy reforms to support AGCCI results</p>	Content and thematic analysis procedures

	<p>How are the beneficiaries sharing the skills and knowledge with others</p>	<p>Education policy framework</p> <p>National Curriculum Reforms</p> <p>Monitoring Reports</p> <p>Service Perception Survey Reports</p> <p>Government Officials</p> <p>Programme Officials</p>	<p>Skype interviews</p>	<p>Evidence of beneficiaries sharing knowledge and skills</p>	
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## Annex 2: Documents reviewed

1. Workshop Report-Capacity Building Training for Ministry Personnel and UN Women staff on 'Mainstreaming ICT, Gender and Coding into National Curricula'- Organised by African Union Commission (AUC), International Communication Union (ITU) and UN Women, July 8 -12, 2019,The Economic Commission for Africa (ECA), Addis Ababa, Ethiopia.
2. AGCCI Regional Camp Report- South Africa 2019
3. AGCCI Donor Annual Report to the Government of Denmark-April to December 2018
4. AGCCI First Coding Camp Report Addis Ababa2018
5. AGCCI Media Campaign Report
6. Steering Committee meeting notes- MINUTES OF THE First Coding Steering Committee Meeting: African Girls Can Code (AGCCI) Held on 29th October 2018 in CAUCUS ROOM 16, AUC CONFERENCE COMPLEX
7. AGCCI National Coding Camp Report Hawassa 20192019
8. AGCCI National Coding Camp Report Adama 2019
9. AGCCI National Coding Report Addis Ababa 2019
10. ITU First Coding camp training report- 2018
11. AGCCI Newsletter on the case stories of the AGCCI Participants
12. Manual on Mainstreaming ICT Gender & Coding in National Curricula in Africa

### Annex 3: List of interviewees

<b>Name</b>	<b>Organization</b>	<b>Title</b>
Anna Parini	UN Women Ethiopia	Deputy Country Representative
Marie Goretti NDUWAYO	Liaison to the African Union, and Economic Commission for Africa UN Women Ethiopia	Regional Liaison Advisor
Ida Jallow	ITU Regional Office for Africa	Program Coordinator
Tsion Teklay	UN Women Ethiopia	Program Analyst
Ana Gomez	UN Women Ethiopia	M&E Analyst
Bethelehem Negash	UN Women Ethiopia	Communication specialist, Advocacy, Strategic Partnership and Communication
Carla Greiber	Embassy of Denmark	First Secretary
Twambo Mumba	UN Women seconded to African Union – Department of Social Affairs	Junior Consultant
Hanna Wasihun	Micro Link Information Technology College	Participant of the AGCCI coding camp – 1 <sup>st</sup> Year Computer Engineering Student

## Annex 4: Terms of Reference for Midterm Evaluation of Programme on AFRICAN GIRLS CAN CODE INITIATIVE (AGCCI)

### I. Background (programme/project context)

Prioritizing education in ICT is necessary to foster a culture of scientific interest, inquiry, invention and achievement that would support the AU's ambitious goals for this century, A trained and highly skilled class of technologists and scientists across the continent will not only lead in achieving an African renaissance but will also provide the knowledge base to sustain it. UNESCO's "The Gender Gap in Science" report cites that globally, only 28.4 per cent of people engaged in Science, Technology Engineering and Mathematics STEM careers are women and in Sub Saharan Africa only an average of 30.0 per cent are women. It is important that girls learn to CODE. Teaching girls to CODE is needed to close the gender gap in the tech world, and the overall gender digital divide.<sup>27</sup>

Learning to CODE is needed because 90 per cent of future jobs will require ICT skills, and some two million new jobs will be created in the computer, mathematical, architecture and engineering fields<sup>28</sup>. If African girls and women are to be part of the fast-growing sectors in the future job market, they need to be able to develop the ICT skills needed. Through AGCCI, young African girls will have the necessary skills to pursue an education and a career in the sector of ICT and CODING. In Africa, Women make up over 50 per cent of the work force. Equipping girls and women in ICT skills is essential for the continent's economic development and for the individual girls' opportunities at the future labor market.

Across the African continent, youth comprise nearly 60 per cent of the population<sup>29</sup>. This number by itself makes the case for prioritizing the training of youth in ICT. This education will not only be a means to empower them but also the key to unlocking Africa's development potential across sectors.

The dim reality is that the number of young women choosing a career in ICT and STEM (Science, Technology, Engineering and Math) are very low. Globally, only 28.4 per cent of women are engaged in STEM careers and in Sub Saharan Africa only an average of 30.0 per cent are engaged. This is due to many factors. Women face higher barriers when it comes to initial access, affordability of digital services and use of ICT. Particularly, lower levels of technical and digital literacy skills as well as lower confidence impact women's access to, and use of, ICT. In general, more women than men report difficulties in using mobile phones or the internet: Women are 1.6 times more likely to report lack of skills as a barrier to internet use. Women also tend to have little formal training in ICT skills compared to men.<sup>30</sup>

In the future ICT, CODING and algorithms will influence our lives to a higher degree. This will happen in communication, in healthcare, in the transport system and in legislation. So, gender equality in ICT and CODING is not only about being fair and equal to employees in tech companies. It is also about promoting the development of new apps and software that are useful for both women and men. We have seen examples of the opposite, like voice recognition technologies that, trained and tested solely by men, struggle to understand

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<sup>27</sup> <http://uis.unesco.org/sites/default/files/documents/fs34-women-in-science-2015-en.pdf>

<sup>28</sup> World Economic Forum (2016): The Future of Jobs

<sup>29</sup> <http://www.un.org/sustainabledevelopment/blog/2017/10/with-fast-growing-youth-population-africa-boasts-enormous-market-potential-un-deputy-chief/>

<sup>30</sup> [https://www.itu.int/en/ITU-D/Digital-Inclusion/Women-and-Girls/Girls-in-ICT/Portal/Documents/Study\\_Womens%20pathways%20to%20the%20digital%20sector.pdf](https://www.itu.int/en/ITU-D/Digital-Inclusion/Women-and-Girls/Girls-in-ICT/Portal/Documents/Study_Womens%20pathways%20to%20the%20digital%20sector.pdf)



female voices and virtual reality technologies that disproportionately impose motion sickness on women<sup>31</sup>. So even though at this early moment in its history, the tech industry has already plenty of examples of products that have gender bias effectively programmed into them.

It is important that girls also learn to CODE. CODING for girls is basically needed to close the gender gap in the tech world and is part of closing the overall gender digital divide. There are for example some 250 million fewer women online than men, and the gap is widening (from 11 per cent in 2013 to 12 per cent in 2016 – ITU)<sup>32</sup>. And CODING and other ICT skills are essential in the future labour market. By 2020, it is expected that more than 7.1 million jobs will be displaced, and by 2050, half of the jobs that currently exist will have disappeared<sup>33</sup>. That means that 65 per cent of the children entering primary school today could eventually work in jobs that do not yet currently exist. So, if African girls and women are to be part of the fast-growing sectors in the future job market, they need to be able to develop the ICT skills needed. In the past ten years growth in STEM jobs has been three times faster than growth in non-STEM fields according to US Department of Commerce<sup>34</sup>.

AGCCI 2018-22 is part of the UN Women Strategic Plan 2018-21, OEEF Output 3 where it is formulated that “UN Women will explore partnerships to support efforts to reduce the digital divide between women and men in partnership with the International Telecommunications Union and other partners, focused on: 1) Awareness raising; 2) Affordable access for women and girls through the development and implementation of inclusive policies and investment; 3) Supporting skills for women and girls to become both ICT users and developers; and 4) Added-value services to ensure that women and girls can leverage ICTs for empowerment.”

Regarding the alignment of the programme with SDGs, AGCCI is aligned with SDG 5 on gender equality and target 5.b; Goal 4 on quality education and target 4.5; and goal 8 on decent work and target 8.2<sup>35</sup>.

The programme document envisions a midterm evaluation to take place during the second year of implementation which will focus on evaluating processes and results of Phase I of the initiative. The Phase I of the programme, which initially was up to June 2019, was extended to December 2019. The midterm evaluation will aim at providing feedback to improve programme management and the results framework for Phase II.

Therefore, the UN Women Ethiopia Country Office is thus seeking a consultant to conduct the midterm evaluation of the programme. The evaluation should follow the guiding documents for evaluation at UN Women, including the Evaluation Policy, Evaluation Chapter of the POM, the GERAAS evaluation report quality checklist, the United Nations System-wide Action Plan Evaluation Performance Indicator (UN-SWAP EPI) and the UN Women Evaluation Handbook. These documents serve as the frame of reference for the Evaluation Manager and the evaluation consultant for ensuring compliance with the various requirements and assuring the quality of the evaluation report.

## II. Description of the programme/project

<sup>31</sup> <https://www.theguardian.com/lifeandstyle/2017/aug/08/why-are-there-so-few-women-in-tech-the-truth-behind-the-google-memo>

<sup>32</sup> “ICT Facts & Figures 2016” at: [www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2016.pdf](http://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2016.pdf)

<sup>33</sup> [www.futuristspeaker.com/business-trends/2-billion-jobs-to-disappearby-2030/](http://www.futuristspeaker.com/business-trends/2-billion-jobs-to-disappearby-2030/)

<sup>34</sup> Sophie Roth-Douquet: The Five Reasons why Girls Should Code (Huffington Post, 18/11 2015)

<sup>35</sup> See further alignment details In Programme Document, page 12.

African Girls Can CODE Initiative AGCCI 2018-21 identifies two areas that are critical to achieving the desired objective for girls and women's empowerment and development:

- Bridging the technological divide by providing tangible programmes to increase women's access to modern technology.
- Empowerment through access to Education and Employment providing young girls and women with pathways to contribute and participate in material ways to Africa's innovation, industrialization and growth by mastering ICT.

AGCCI is being implemented by UN Women in collaboration with the African Union Commission and International Telecommunication Union (ITU)<sup>36</sup> and is designed to expose and equip young girls with digital literacy, CODING and personal development skills.

The four-year programme with a total programme budget of US\$7,5Million will train young girls to become programmers, creators and designers, placing them on track to take up educations and careers in ICT and CODING through the following four overall components:

1. **CODING Camps** in countries across Africa targeting young girls aged between 17 – 20 years from African countries.
2. **Mainstream ICT, CODING and gender into the national curricula** – AGCCI will work closely with Ministries of Education and Ministries of ICT in countries across Africa to mainstream ICT, gender and CODING into the national curricula. This part of the Initiative will allow millions of both urban and rural girls to learn IT skills from the early stages of their primary, middle and high school education. This approach will allow interest in ICT to be engrained in the young girls and place them on the path to reap benefits of the global digital boom.
3. **National media campaigns involving role models** (e.g. women in ICT, female teachers in schools) – inspiring young girls and women to choose educations and careers within CODING and ICT.
4. **Online platform** – As a follow-up for the girls attending the CODING Camps, an online platform is developed. On the online platform the training will continue, and the girls will stay connected and discuss and inspire each other after the camps. The platform will contain a mentorship part where mentors with a good understanding of gender and ICT can support and encourage the girls. The platform will also be used for informing the public about the initiative and issues of gender, ICT and CODING.

This programme adopts a results-based management (RBM) approach and is informed by UN Women's Global Strategic Plan, the Africa Regional Strategy and the Ethiopia Strategic Plan. In addition, the results framework of this programme draws from UN Women's approach of Flagship Initiatives (FPIs).

The AGCCI has the following three outcomes:

- Outcome 1: Young girls are accessing educations and careers within CODING and ICT

<sup>36</sup>AGCCI is an important project for UN WOMEN, ITU and the African Union commission and the highest levels of the agencies support the Initiative. In brief, the objective is to ignite interest among African girls to pursue careers in ICT and coding. AGCCI will address three overall issues: 1: Education 2: Employment 3: Gender Equality.

- Outcome 2: Ministries of Education and Ministries of ICT in all countries across Africa have mainstreamed ICT, gender and coding into the national curricula
- Outcome 3: Young girls and women seek employment through connections with key actors in the ICT sector.

The AGCCI Implementation Plan is divided into two phases as follows:

**Phase I:** Roll Out Strategy (April 2018 – June 2019, which implementation was extended to December 2019) – Implemented with funding from Denmark (US\$1,6 Million). As a UN Women programme with ITU as the main Responsible Party.

**Phase II:** Scale Up Strategy (January 2020 – April 2022) – this phase will be implemented with funds (US\$5,9Million) to be mobilized during Phase I. Based on lessons learnt from Phase I, the Programme Document and the Results and Resources Framework will be revised to consider realistic cost estimates and capacities to implement this ambitious initiative at national and regional levels.

Under the overall supervision of the UN Women Representative to Ethiopia and Africa Union, and with the technical guidance of the regional Liaison Advisor and Deputy Representative of the Country Office, the programme was managed by the AGCCI team composed by a Programme Officer with full time dedication to the project, supported by junior consultants and two UNW Programme Officers dedicated part-time to the programme, based on demand of activities. In addition to that, a Programme Manager and IT Specialist support were provided by ITU for the programme implementation.

### III. Purpose (and use of the evaluation)

As per the Programme Document where it is stated the need of conducting a Midterm review after a year and a half of implementation, UN Women ECO is initiating a mandatory midterm evaluation of the Phase I of the AGCCI programme document. The purpose of the evaluation is to provide an in-depth assessment of the results against the three outcomes of the programme and performance in terms of the relevance, effectiveness, efficiency, sustainability, impact, inclusiveness, participation, equality, non-discrimination, and social transformation.

It should identify lessons learned, good practices, challenges and factors that facilitated/hindered achievement. Through this, it aims to contribute to accountability, learning and decision-making on future programming, including practical recommendations to inform the design, implementation, management and coordination of the second phase of the programme.

#### **Accountability:**

- Provide credible and reliable judgements on the programmes' results, including in the areas of programme design, implementation, impact on beneficiaries and partners, and overall results.

#### **Learning:**

- Identify novel/unique approaches to catalyze processes toward the development of gender equality commitments.
- Identify approaches and methodologies that are effective in meaningfully and tangibly advancing women and girls in ICT.

#### **Improved evidence-based decision making:**

- Identify lessons learned from the AGCCI implementation in order to influence policy and practice at national, regional and global levels.
- Inform and strengthen participating United Nations and government agencies' planning and programming by providing evidence-based knowledge on what works, why and in what context.

The midterm evaluation will be undertaken with the following key stakeholders in mind:

- Relevant staff from IPs, like ITU, (the company which conducted the media campaign??) and partners such as AU and Ministries of Education (Including through Focal persons who attended the TOT and the Ministries of Education and ICT in South Africa);
- Target beneficiary communities and individuals

- UN Women ECO programme staff
- Development partners

## IV. Objectives

The specific objectives of the evaluation are to:

- Assess the extent to which the results of the programme are achieved or are on track, including unintended results and examine to what extent the programme is aligned with relevant International and AU agreements and conventions, national needs, government priorities.
- Revision of the programme's theory of change for each of the relevant impact areas.
- Check on availability of data and evidence to allow informed and credible analysis of performance, and the 'evaluability' of the programme with a view to make amends for the implementation of the rest of the programme.
- Review the programme design, implementation strategy, institutional arrangements as well as management and operational systems.
- Assess effectiveness and organizational efficiency in progressing towards the achievement of gender equality and women's empowerment results as defined in the intervention, with a special focus on innovative and scalable and replicable interventions.
- To provide recommendations and practical suggestions to inform UN Women strategic planning, as well as a the Phase II of the initiative or otherwise any future programming in related issues.
- Assess the sustainability of the intervention in achieving sustained gender equality and women's empowerment.
- Determine the impact of the intervention with respect to gender equality and women's empowerment.
- Document good practices, innovations and lessons learnt and provide concrete and actionable recommendations for future programming.

*Below is a list of preliminary evaluation questions, the specific midterm evaluation questions and relevant evaluation instruments will be determined during the inception stage. The evaluation questions should be defined in consensus with the evaluation management group and the evaluation reference group. The evaluation should be based on the following criteria:*

- **Design level:**  
**Relevance:** The extent to which the objectives of a development intervention are consistent with the needs and interest of the people, the needs of the country and the SDGs.
  - To what extent is the intervention relevant to the needs and priorities as defined by beneficiaries? Are they aligned to national priorities?
  - To what extent is the intervention aligned with relevant normative frameworks for gender equality and women's empowerment?
  - What are UN Women's comparative advantage in this area of work compared with other UN entities and key partners?
  - Do the activities and strategies address the problems identified?
  - Are the planned outputs and results relevant and realistic for the situation on the ground?
  - To what extent was this programme designed, implemented, monitored and evaluated?
  - To what extent was this programme the best option to respond to development challenges stated in the programme document?
  - How strategic are partners in terms of mandate, influence, capacities and commitment? To what extent had implementing partners an added value to solve the development challenges stated in the programme document?
  - To what extent did the programme have a useful and reliable M&E strategy that contributed to measure development results? How appropriate and useful are the indicators described in the programme document in assessing the programme's progress? Are the targeted indicator values realistic and can they be tracked? If necessary, how should they be modified to be more useful? Are the means of verification for the indicators appropriate?
- **Process level:**  
**Efficiency:** Extent to which resources/inputs (funds, time, human resources, etc.) have been turned into results.
  - To what extent does the management structure of the intervention support efficiency for programme implementation?
  - Have resources been used efficiently? Have activities supporting the strategy been cost-effective?

- Have programme funds and activities been delivered in a timely manner? If not, what were the bottlenecks encountered?
- Were there any constraints (e.g. political, practical, and bureaucratic) to addressing the rights of women and girls efficiently during implementation? What level of effort was made to overcome these challenges?
- To what extent and in what ways did the AGCCI increase or reduce efficiency in delivering outputs and attaining outcomes?
- Is the programme cost-effective, i.e. could the outcomes and expected results have been achieved at lower cost through adopting a different approach and/or using alternative delivery mechanisms?
- What measures have been taken during planning and implementation to ensure that resources were efficiently used?
- What type of work methodologies, financial instruments, and business practices have the implementing partners used to increase efficiency in delivering as one?
- Have the outputs been delivered in a timely manner?
- Are there sufficient resources (financial, time, people) allocated to integrate human rights and gender equality in the design, implementation, monitoring and evaluation of the AGCCI?

**Ownership in the process: Effective exercise of leadership by the country's national/local partners in development interventions.**

- To what extent did the targeted population, citizens, participants, local and national authorities make the programme their own, taking an active role in it? What modes of participation (leadership) have driven the process?
- Have the stakeholders taken ownership of the programme concept?
- To what extent and in what ways has ownership or the lack of it, impacted in the efficiency and effectiveness of the AGCCI?

**Results level:**

**Effectiveness: Extent to which the objectives of the development intervention have been achieved.**

- What has been the progress made towards achievement of the expected outcomes and expected results? What are the results achieved?
- What are the reasons for the achievement or non-achievement?
- To what extent and in what way did the AGCCI contribute: To the SDGs at the local and national levels?
- To the Paris Declaration, in particular the principle of national ownership?
- To the goals of Delivering as One at country level?
- What are the changes produced by the programme on legal and policy frameworks at the national and regional level?
- To what extent have capacities of government participating organizations, gender equality advocates and women institutions been strengthened because of the AGCCI?
- Have any good practices, success stories, lessons learned, or transferable examples been identified? Please describe and document them.

**Impact:**

- To what extent was gender equality and women's empowerment advanced as a result of the intervention?
- What were the unintended effects, if any, of the intervention?
- What are the notable impacts of the programme on the lives of women, girls, boys and men?
- How did the interventions of this programme impact the socio-economic life of beneficiaries at all levels?
- What are the positive and negative changes produced directly or indirectly by the AGCCI on the opportunities of women, and on the socioeconomic conditions of their families and localities?
- To what extent can the changes that have occurred as a result of the AGCCI be identified and measured?  
How did the programme contribute to the identified changes?

**Sustainability: Probability of the benefits of the intervention continuing in the long term.**

- How has the programme enhanced ownership and contributed to the development of national capacity of the targeted countries in order to ensure sustainability of efforts and benefits?
- What is the likelihood that the benefits from the AGCCI will be maintained for a reasonably long period of time if the programme were to cease?
- To what extent have the AGCCI decision-making bodies and implementing partners undertaken the necessary decision and course of actions to ensure the sustainability of the effects of the AGCCI?
- Is AGCCI supported by national/local institutions? Do these institutions demonstrate leadership commitment and technical capacity to continue to work with the AGCCI or replicate it? Have operating capacities been created and/or reinforced in national partners?
- Do the implementing government partners have the financial capacity to maintain the benefits from the AGCCI?
- Are requirements of national ownership satisfied?

- To what extent will the AGCCI be replicable or scaled up at national or local levels?

## V. Scope of the evaluation

The midterm programme evaluation will cover the first phase of the programme from April 2018 - December 2019 and its three Outcomes. This evaluation is a formative assessment of the programme providing an evaluation on achievements as well as actionable recommendations for sustainability and improvement of future programming. The evaluation will focus on all activities undertaken in the African countries covered by during the programme period. All main partners of the programme will be at the centre of the evaluation.

The evaluation manager is expected to establish the limitations for the evaluation, especially in terms of which stakeholders and relationships will be included or excluded from the evaluation. These will need to be discussed in the inception workshop. The evaluation manager is expected to undertake a rapid evaluability assessment in the inception period and an initial assessment of the availability of secondary data in the country office necessary for the evaluation. Additionally, if the evaluation manager will encounter any constraint – such as limited travel or accessibility to project sites - these limitations should be understood and generalizing findings should be avoided where a strong sample has not been used. In addition, cultural aspects that could impact the collection of data should be analysed and integrated into data collection methods and tools. The evaluator is expected to include adequate time for testing data collection tools.

## VI. Evaluation design (process and methods)

The evaluation should follow a formative approach and promote inclusion and participation by employing gender equality and human rights responsive approaches with a focus on utilization, empowerment or feminist approaches. The design should take into consideration that no comprehensive baseline document exists and that this information will first have to be gathered from various documents and resources (Annual Workplans, Implementing Partner Agreements, etc.).

The evaluation will be carried out following the UN Evaluation Group (UNEG) Norms and Standards (see <http://www.unevaluation.org/document/detail/1914>), UN Women Evaluation Policy as well as the Ethical Guidelines for evaluations in the UN system. The evaluation will also apply the UN Women GERAAS evaluation report quality checklist, the UNEG Technical Note on the SWAP Evaluation Performance Indicator and the UNW Evaluation Handbook. In line with Norms and Standards a management response will be prepared for this evaluation as practical means to enhance the use of evaluation findings and follow-up to the evaluation recommendations. The management response will identify who is responsible, what are the action points and deadlines.

## Methods

The midterm evaluation methodology will be developed by the Evaluator and presented for approval to the Evaluation Reference Group. It should enable achievement of the evaluation purpose, be aligned with the evaluation design, address the evaluation criteria and answer the key questions through credible and gender-responsive techniques for data collection and analysis. Gender-responsive evaluation applies mixed-methods (quantitative and qualitative data collection methods and analytical approaches) that are appropriate to address the main evaluation questions, to account for complexity of gender relations and to ensure participatory and inclusive processes that are culturally appropriate.

The evaluation will use methods and techniques as determined by the specific needs of information, the questions set out above, the availability of resources and the priorities of stakeholders. The consultant is expected to identify and utilize a wide range of information sources for data collection (documents, filed information, institutional information systems, financial records, monitoring reports) and key informants (beneficiaries, staff, funders, experts, government officials and community groups). The consultant is also expected to analyse all relevant information sources and use interview and focus group discussions as means to collect relevant data for the evaluation, using a mixed-method approach that can capture qualitative and quantitative dimensions. To document some key individual and sub-group level results, it is also imperative to design a data collection tool that helps to identify the most significant result. The methodology and techniques (such as a case study, sample survey, etc.) to be used in the evaluation should be described in detail in the inception report and in the final evaluation report and should be linked to each of the evaluation questions in the Evaluation Matrix. When applicable, a reference should be made regarding the criteria used to select the geographic areas of intervention that will be visited during the mission.

The evaluator is encouraged to use a wide range of relevant participatory data collection tools, including:

- (Group) Interviews and Skype interviews for focal points in targeted countries of the region.
- Secondary document analysis
- Observations
- Multimedia (photography, drawing)
- Questionnaires

The evaluator should take measures to ensure data quality, reliability and validity of data collection tools and methods and their responsiveness to gender equality and human rights. For instance, the limitations of the sample (representativeness) should be stated clearly and the data should be triangulated (cross-checked against other sources) to help ensure robust results.

## VII. Stakeholder participation

The evaluator is expected to discuss during the Inception Workshops how the process will ensure participation of stakeholders at all stages:

- Preparation (inception workshop)
- Conduct (consultation of stakeholders; stakeholders as data collectors; interpretation)
- Reporting and use

The evaluator is encouraged to further analyse stakeholders' role according to the following characteristics:

- System roles (target groups, programme controllers, sources of expertise)
- Gender roles (intersections of sex, age, household and, community roles)
- Human rights roles (rights holders, principal duty bearers, primary, secondary and tertiary duty bearers)
- Intended users and uses of the respective evaluation

The evaluator is encouraged to extend this analysis through mapping relationships and power dynamics. It is instrumental to a successful evaluation to focus in particular on participation of rights holders - especially women to ensure the application of a gender-responsive approach. It is also important to specify ethical safeguards that will be employed.

The evaluator is expected to validate findings engaging with stakeholders through workshops, debriefings or other forms of engagement.

## VIII. Time frame

The evaluation will be done within 30 working days starting from 15 October 2019. A detailed work plan will be developed by the evaluator during the inception phase based on inputs received from the Evaluation Reference Group.

Evaluation Phases	Deliverables	Dates/ working days	Meetings
Phase 1 Preparation	Desk review	8 days	
Phase 2 Conduct	Rapid evaluability assessment of the programme		



	Evaluation design and inception report drafting, including data collection tools and instruments		
	Presentation of inception report and data collection tools and instruments	10 days	Yes (Evaluation Reference Group)
	Submission of final inception report		
	Data collection and field visits		Yes (participating agencies, government, Donor group for gender equality (DGGE), partners, beneficiaries etc.)
	Presentation of preliminary findings		Yes (participating agencies, government, Donor group for gender equality (DGGE), partners, beneficiaries etc.)
<b>Phase 3 Reporting</b>	Preparation of draft evaluation report	7 days	
	Presentation and validation of evaluation findings to stakeholders and collect feedback		Yes (Evaluation Reference Group)
	Preparation of final evaluation report	5 days	

### IX. Expected deliverables

Deliverable	Time frame for submission	Person responsible [evaluation manager, evaluation consultant, etc.]	Payment schedule
<p><b>Inception Report</b></p> <p>This report will be completed after initial desk review of programme documents. It will be maximum 7 pages in length and will include:</p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Background to the evaluation: objectives and overall approach</li> <li>▪ Identification of evaluation scope</li> <li>▪ Main substantive and financial achievements of the programme</li> <li>▪ Description of evaluation methodology/methodological approach, data collection tools, data analysis methods, key informants, an Evaluation Questions Matrix, Workplan and deliverables</li> <li>▪ Criteria to define the mission agenda, including “field visits”</li> </ul> <p>This report will be used as an initial point of agreement and understanding between the consultant and the evaluation</p>	5-8 days	Evaluation Team with engagement of the Evaluation Reference Group and approved by Evaluation Management Group	20%



manager and reference group.			
<p><b>Draft evaluation Report</b></p> <p>The draft report will contain the same sections as the final report and will be 20-30 pages in length.</p> <p>It will also contain an executive report of no more than 2 pages that includes a brief description of the programme, its context and current situation, the purpose of the evaluation, its methodology and its main findings, conclusions and recommendations.</p>	8 days	Evaluation Team. To be reviewed by the Evaluation Reference Group	<b>40%</b>
Incorporate the first comment and produce PowerPoint	1 day	Evaluator	
<p><b>Final Evaluation Report</b> (incorporating comments made on the draft report in addition to having annexes of specific findings from the evaluation and recommendations)</p> <p>It will be maximum 30 pages in length and will include:</p> <ul style="list-style-type: none"> <li>Cover Page</li> <li>Executive summary (maximum 2 pages)</li> <li>Programme description</li> <li>Evaluation purpose and intended audience</li> <li>Evaluation methodology (including constraints and limitations on the study conducted)</li> <li>Evaluation criteria and questions</li> <li>Findings and Analysis</li> <li>Conclusions</li> <li>Recommendations (prioritized, structured and clear)</li> <li>Lessons Learnt</li> <li>Annexes, including interview list (without identifying names for the sake of confidentiality/anonymity) data collection instruments, key documents consulted, TOR, RG members, etc.</li> </ul> <p>An executive summary will include a brief description of the programme, its context and current situation, the purpose of the evaluation, its intended audience, its methodology and its main findings, conclusions and recommendations. The Executive Summary should “stand alone” and will be translated to ensure access by all stakeholders if needed.</p> <ul style="list-style-type: none"> <li></li> </ul>	5 days	Approved by Evaluation Management Group	<b>20%</b>

The evaluation manager (UN Women M&E focal point) will assure the quality of the evaluation report. The draft and final evaluation report will be shared with the Evaluation Reference Group and the Evaluation Management Group for quality review. The final report will be approved by the evaluation management group. The final evaluation report will be independently assessed using quality standards outlined in the [UNW Global Evaluation Reports Assessment and Analysis System](#) (GERAAS). The final evaluation report and evaluation management responses will be publicly disclosed in the [UNW GATE system](#).

The final report should follow the standard table of contents for an evaluation report:

- I) Title and opening pages
- II) Executive summary
- III) Background and purpose of the evaluation
- IV) Programme description and context
- V) Evaluation objectives and scope
- VI) Evaluation methodology and limitations
- VII) Findings
- VIII) Conclusions
- IX) Recommendations
- X) Lessons Learned

ANNEXES: ToR; Documents consulted; lists of institutions/stakeholders interviewed or consulted and sites visited; analytical results and methodology related documentation, such as evaluation matrix; list of findings and recommendations.

## X. Management of evaluation

At UN Women the evaluation phases are:

Stage 1: Planning

Stage 2: Preparation: This includes the stakeholder analysis and establishment of the Reference Group, Evaluation Management Group, development of the ToR, and recruitment of the evaluation team

Stage 3: Conduct: Inception workshop, data collection and analysis

Stage 4: Reporting: Presentation of preliminary findings, draft and final reports

Stage 5: Use and follow up: Management response, dissemination of the report, and follow up to the implementation of the management response

The evaluations will have the following management structures:

**Country Office Evaluation Manager:** for coordination and day-to-day management with support from AGCCI programme team;

**Evaluation Management Group for administrative support and accountability:** Country Representative or Deputy Country Representative, M&E Officer, Regional Evaluation Specialist (in advisory capacity), AGCCI Programme Officer.

**Evaluation Reference Group for substantive technical support:** UN Women programme staff, national government partners, development partners/donors, UNCT representatives.

The main roles and responsibilities during the process are:

- |   |   |
|---|---|
| Evaluation team/evaluation consultant (s) | <ul style="list-style-type: none"> <li>• To avoid conflict of interest and undue pressure, the members of the evaluation team need to be independent, implying that they must not have been directly responsible for the design, or overall management of the subject of the evaluation, nor expect to be in the near future.</li> <li>• The evaluator must have no vested interest and must have the full freedom to conduct their evaluative work impartially. They must be able to express their opinion in a free manner.</li> <li>• The evaluator prepares all evaluation reports, which should reflect an agreed- upon approach and design for the evaluation from the perspective of the evaluation team and the evaluation manager</li> </ul> |
| Evaluation manager                        | <ul style="list-style-type: none"> <li>• To maximize stakeholder participation and ensure a gender-responsive evaluation, the evaluation manager should support the evaluator(s) during data collection in the following ways:</li> <li>• Consult partners regarding the evaluation and the proposed schedule for data collection</li> </ul>  |

	<ul style="list-style-type: none"> <li>• Arrange for a debriefing by the evaluator(s) prior to completion of data collection to present preliminary and emerging findings or gaps in information to the evaluation manager, evaluation management and reference groups</li> <li>• Ensure the stakeholders identified through the stakeholder analysis are being included, and provide logistical support as necessary contacting stakeholders and arranging for transportation.</li> <li>• Ensure that a gender equality and human rights perspective is streamlined throughout the approach, and that the evaluator(s) is abiding by the ethical principles outlined below.</li> </ul>
Evaluation Management group	<ul style="list-style-type: none"> <li>• To oversee the evaluation process and will be coordinated by the evaluation manager.</li> <li>• Provide substantive comments and operational assistance throughout the preparation of reports.</li> <li>• Where appropriate, participates in meetings and workshops with other key partners and stakeholders before finalization of reports.</li> <li>• Have the responsibility of final approval of the evaluation ToR, selection of the external evaluation team, inception report and final evaluation report.</li> </ul>
Evaluation reference group	<ul style="list-style-type: none"> <li>• Serve as sounding board and consultative body to ensure the active involvement of stakeholders</li> <li>• Serve as the primary contact point for the evaluation team</li> <li>• Provide a balanced picture of views and perceptions regarding achievements and limitations of the programme</li> <li>• Provide inputs and feedback throughout the evaluation process</li> <li>• Provide support to ensure ownership of evaluation findings and recommendations through prompting users of the evaluation and other stakeholders into action during and after the evaluation.</li> <li>• Review ToR, inception report, methodology and data gathering tools;</li> <li>• Take part in the evaluation inception and debriefing session and provide feedback on the different evaluation products (evaluation inception and draft report);</li> <li>• Provide relevant background information to the evaluation team as relevant</li> <li>• Review the draft and final evaluation report;</li> <li>• Participate in stakeholder meetings and feedback sessions where deemed necessary;</li> <li>• Participate in the validation meeting of the final evaluation report and support dissemination of evaluation results</li> <li>• A ToR with detail roles and responsibilities can be drafted by the evaluation manager and agreed upon by the group themselves</li> </ul>

## XI. Evaluation team composition, skills and experiences

The assignment will be managed by **one International consultant**. The evaluation consultant is expected to have the educational backgrounds and key experiences indicated below.

### Required Background and Experience

- A Masters or higher-level degree Advanced qualifications in Social Sciences such as Gender and Women's Studies, International Studies or related field. Additional qualifications in working on

projects/programmes such as Girls in ICT, Coding or STEM is strongly preferred.

- At least 7 years' experience in conducting evaluations of similar development programme related to development, economic empowerment / gender equality and women's empowerment programs and with a team comprised of the above educational qualifications.
- Experience in working in the Africa region is preferred.
- Experience in undertaking gender-sensitive evaluations.
- Ability to manage and supervise evaluation teams and ensure timely submission of quality evaluation reports.
- High proficiency in English
- Knowledge of French language is desirable
- Excellent English writing and communication skills are required

### Required competencies

#### Required competencies:

- Experience working on policy and/or research related to girls in ICT; demonstrated skills in gender analysis, particularly in relation to ICT and Coding is highly desirable;
- Substantial experience in content editing and writing as well as publication of manual/strategy of similar nature;
- Familiarity with UN and/or AU report writing style preferred;
- Excellent facilitation and communication skills;
- Ability to deal with multi-stakeholder groups;
- Ability to write focused evaluation reports;
- Wide experience in quantitative and qualitative data collection methods;
- Willingness and ability to travel to the different programme sites in the country;
- Ability to work in a team.

#### Core values / guiding principles

The evaluators will adhere to the following core values and guiding principles:

- Integrity: Demonstrating consistency in upholding and promoting the values of UN Women in actions and decisions, in line with the UN Code of Conduct.
- Cultural Sensitivity/Valuing diversity: Demonstrating an appreciation of the multicultural nature of the organization and the diversity of its staff. Demonstrating an international outlook, appreciating differences in values and learning from cultural diversity.

## XII. Ethical code of conduct

The evaluation of the programme is to be carried out according to ethical principles and standards established by UNEG.

- Anonymity and confidentiality. The evaluation must respect the rights of individuals who provide information, ensuring their anonymity and confidentiality.
- Responsibility. The report must mention any dispute or difference of opinion that may have arisen among the consultants or between the consultant and the heads of the Programme in connection with the findings and/or recommendations. The team must corroborate all assertions, or disagreement with them noted.
- Integrity. The evaluator will be responsible for highlighting issues not specifically mentioned in the TOR, if this is needed to obtain a more complete analysis of the intervention.
- Independence. The consultant should ensure his or her independence from the intervention under review, and he or she must not be associated with its management or any element thereof.

- Incidents. If problems arise during the fieldwork, or at any other stage of the evaluation, they must be reported immediately to the manager of the evaluation. If this is not done, the existence of such problems may in no case be used to justify the failure to obtain the results stipulated in these terms of reference.
- Validation of information. The consultant will be responsible for ensuring the accuracy of the information collected while preparing the reports and will be ultimately responsible for the information presented in the evaluation report.
- Intellectual property. In handling information sources, the consultant shall respect the intellectual property rights of the institutions and communities that are under review.
- Delivery of reports. If delivery of the reports is delayed, or in the event that the quality of the reports delivered is clearly lower than what was agreed, the penalties stipulated in these terms of reference will be applicable.

## ANNEXES

After the selection of the evaluation consultant/firm, the following documents should be appended to the ToR:

- [UN Women GERAAS evaluation report quality checklist](#)
- [UN Women Evaluation Consultants Agreement Form](#)
- UNEG [Norms for Evaluation in the UN System](#)
- UNEG [Standards for Evaluation in the UN System](#)
- [UN Women Evaluation Handbook](#)