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

Type of Contract: Consultancy (1 International consultant and 1 national consultant)
Based in: Addis Ababa, Ethiopia
Consulting days: 30 working days
Consultancy time: 31 Oct – 31 Nov 2019
Application Deadline: 26 October 2019

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.[1]

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[2.] 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[3]. 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.[4]

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 female voices and virtual reality technologies that disproportionly impose motion sickness on women[5]. So even though at this early

[1] http://uis.unesco.org/sites/default/files/documents/fs34-women-in-science-2015-en.pdf
[2] World Economic Forum (2016): The Future of Jobs
[3] http://www.un.org/sustainabledevelopment/blog/2017/10/with-fast-growing-youth-population-africa-boasts-enormous-market-potential-un-deputy-chief/
[4] 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)
[5] https://www.theguardian.com/lifeandstyle/2017/aug/08/why-are-there-so-few-women-in-tech-the-truth-behind-the-google-memo

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)[6]. 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[7]. 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[8].

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[9].

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

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

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[6] "ICT Facts & Figures 2016" at: www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2016.pdf

7 www.futuristspeaker.com/business-trends/2-billion-jobs-to-disappearby-2030/

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

[9] See further aligment details In Programme Document, page 12.

Union (ITU) [10] 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
- 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.

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[10]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.

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 Evaluation Team 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 evaluation team 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 evaluators 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 evaluation team 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		
	Rapid evaluability assessment of the programme	8 days	
	Evaluation design and inception report drafting, including data collection tools and instruments		
Phase 2 Conduct	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.)
Phase 3 Reporting	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
Inception Report This report will be completed after initial desk review of programme documents. It will be maximum 7 pages in length and will include: ▪ Introduction ▪ Background to the evaluation: objectives and overall approach ▪ Identification of evaluation scope ▪ Main substantive and financial achievements of the programme ▪ Description of evaluation methodology/methodological approach, data collection tools, data analysis methods, key informants, an Evaluation Questions Matrix, Workplan and deliverables ▪ Criteria to define the mission agenda, including "field visits" This report will be used as an initial point of agreement and understanding between the consultant and the evaluation manager and reference group.	5-8 days	Evaluation Team with engagement of the Evaluation Reference Group and approved by Evaluation Management Group	20%

Draft evaluation Report The draft report will contain the same sections as the final report and will be 20-30 pages in length. 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.	8 days	Evaluation Team. To be reviewed by the Evaluation Reference Group	**40%**
Incorporate the first comment and produce PowerPoint	1 day	Evaluator	
Final Evaluation Report (incorporating comments made on the draft report in addition to having annexes of specific findings from the evaluation and recommendations) It will be maximum 30 pages in length and will include: • Cover Page • Executive summary (maximum 2 pages) • Programme description • Evaluation purpose and intended audience • Evaluation methodology (including constraints and limitations on the study conducted) • Evaluation criteria and questions • Findings and Analysis • Conclusions • Recommendations (prioritized, structured and clear) • Lessons Learnt • Annexes, including interview list (without identifying names for the sake of confidentiality/anonymity) data collection instruments, key documents consulted, TOR, RG members, etc. 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. •	5 days	Approved by Evaluation Management Group	**20%**

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)	• 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.
	• 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.
	• 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
Evaluation manager	• 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:
	• Consult partners regarding the evaluation and the proposed schedule for data collection
	• 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
	• Ensure the stakeholders identified through the stakeholder analysis are being included, and provide logistical support as necessary contacting stakeholders and arranging for transportation.
	• 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.

Evaluation Management group	• To oversee the evaluation process and will be coordinated by the evaluation manager. • Provide substantive comments and operational assistance throughout the preparation of reports. • Where appropriate, participates in meetings and workshops with other key partners and stakeholders before finalization of reports. • Have the responsibility of final approval of the evaluation ToR, selection of the external evaluation team, inception report and final evaluation report.
Evaluation reference group	• Serve as sounding board and consultative body to ensure the active involvement of stakeholders • Serve as the primary contact point for the evaluation team • Provide a balanced picture of views and perceptions regarding achievements and limitations of the programme • Provide inputs and feedback throughout the evaluation process • 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. • Review ToR, inception report, methodology and data gathering tools; • Take part in the evaluation inception and debriefing session and provide feedback on the different evaluation products (evaluation inception and draft report); • Provide relevant background information to the evaluation team as relevant • Review the draft and final evaluation report; • Participate in stakeholder meetings and feedback sessions where deemed necessary; • Participate in the validation meeting of the final evaluation report and support dissemination of evaluation results • A ToR with detail roles and responsibilities can be drafted by the evaluation manager and agreed upon by the group themselves

XI. Evaluation team composition, skills and experiences

The assignment will be manged by one International and one National consultant. The evaluation team members are expected to have the educational backgrounds and key experiences indicated below.

Required Background and Experience

International consultant:
- 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.

National consultant:
- Advanced Degree in Social Sciences, Development Studies, Gender, Education studies or other relevant field and with formal research skills.
- At least five years of experience in conducting evaluations
- High proficiency in English
- A special training in Monitoring and Results-Based Management is considered an asset.
- Fluent in Amharic / local language

- 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 for both International / National consultant

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.

Applying for the consultancy

Applications should include:

PROPOSAL

- Brief summary (not more than 3 pages) of the proposed methodology for the evaluation, including the involvement of stakeholders during each step.
- Proposed process for disseminating the results of the evaluation.
- Team structure, roles and responsibilities and time allocation if applicable.
- Detailed work plan.

The following items should be included as attachments (not included in the page limit):

- Cover letter stating why you want to do this work, your capacity and experience and available start date.
- Detailed CV (UN Women P11) - of all the participating consultants. This can be downloaded from the UNDP website.
- At least three sample reports from previous consulting projects (all samples will be kept confidential) or links to website where reports can be retrieved (highly recommended)
- List of the most relevant previous consulting projects completed, including a description of the projects and contact details for references.

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