



Unlocking Public and Private  
Finance for the Poor

## United Nations Capital Development Fund REQUEST FOR APPLICATION FOR

### Uganda teacher's Digital Literacy curriculum, training toolkit and delivery channels

**EXTENDED DEADLINE: Jun 22 2021 23:59 (EDT)**

#### SUMMARY

The United Nations Capital Development Fund (UNCDF) makes public and private finance work for the poor in the world's 46 least developed countries. With its capital mandate and instruments, UNCDF offers "last mile" finance models that unlock public and private resources, especially at the domestic level, to reduce poverty and support local economic development.

UNCDF is implementing the ["Leaving No One Behind in the Digital Era"](#) Strategy aiming to contribute to the achievement of both Uganda's development agenda and the global SDG's. This aligns with the guiding principles and objectives of UNCDF's Strategic Framework of (1) Making finance work for inclusion, (2) Responding to the needs of least developed countries, (3) Focusing on the last mile and risk appetite, and (4) Aligning with global agendas.

In Uganda, UNCDF in partnership with the Ministry of Education and Sports and NITA-U is looking to work with a legally established entity in Uganda to develop and pilot a **digital literacy curriculum, training toolkit and delivery channels for the education sector**. The training resources development will focus on the digital literacy needs of primary and secondary school teachers/aspirant teachers. The curriculum and toolkit will be piloted in northern Uganda and in the West Nile region to eventually be scaled up countrywide.

Applicants can apply independently or in a consortium, provided that the consortium has a pre-established partnership prior to when this request for applications was issued. Please verify the eligibility conditions on Section 3.1. of the RFA.

UNCDF will award to one (1) applicant, who scores the highest in accordance with the Evaluation Criteria as set forth in section 3.2. the following:

- A grant contribution to implement the project with a range from 200,000 to 250,000 USD.
- Technical assistance by UNCDF team and the NITA-U team through the lifetime of the project.

UNCDF will sign a Performance-Based Agreement<sup>1</sup> (PBA) with the selected applicants.

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<sup>1</sup> A performance-based grant implies that grant amounts that are contingent on the successful achievement of pre-determined milestones. Achieving a milestone will therefore trigger a grant payment. Grant payments will be reimbursements for funds spent by the grantees, according to the project implementation plan and pre-agreed milestones. The Grantee will be responsible of providing a comprehensive and compliant financial report reporting all the financial transactions relating to grant. The Grantee will need to keep supporting documents related to these transactions to justify all actual costs incurred.



Please refer to the PBA sample available on this RFA website.

Inquiries to this request for applications may be submitted by email to [chris.lukolyo@uncdf.org](mailto:chris.lukolyo@uncdf.org) cc [uncdf.rfa@uncdf.org](mailto:uncdf.rfa@uncdf.org)

**All applications must be submitted by **EXTENDED DEADLINE: Jun 22 2021 23:59 (EDT)** using UNCDF's online application platform: [https://apply.uncdf.org/prog/uganda teachers digital literacy curriculum training toolkit and delivery channels](https://apply.uncdf.org/prog/uganda_teachers_digital_literacy_curriculum_training_toolkit_and_delivery_channels)**

## 1. INTRODUCTION

Information and Communication Technology (ICT) is taking root steadily in the Ugandan society. In 2006 the Ugandan government launched a national ICT policy framework that envisioned a country where, national development broadly and human resource development more specifically, would be achieved through efficient application of ICT and digital literacies. In that regard, several initiatives have been launched to promote digital literacy and ICT integration in educational institutions across the country. To date, however, very little is known about the real extent to which the ICT policy has promoted digital literacy amongst teachers and teacher educators to improve pedagogical practice. Evidently, there is need for detailed empirical studies into the ongoing ICT initiatives in schools and communities to inform policy and curriculum development, considering the social, cultural and political histories of different local settings.

The TISSA report (2013) recommended the development of a National Teacher Policy (NTP), which the Ministry of Education and Sports adopted and approved by Cabinet on April 2019. The NTP recommends the establishment of The National Teacher Council (NTC) as the regulating entity for the teaching profession in Uganda. The Policy also recommends the establishment of the Uganda National Institute of Teacher Education (UNITE) as an organ of the National Teacher Council to take responsibility for teacher training as well as continuous professional development of all teachers in the country.

Alongside this development, the Ministry reviewed the Lower Secondary School Curriculum (LSC) with the aim of fostering learner-centered pedagogy in a competence based approach. The revised Lower Secondary Curriculum started in 2020 with S1 class. One of the key pillars on which the LSC is hinged is the utilization of ICT as a vehicle to enhance and accelerate the teaching and learning process. This is fully in line with the Ministry's "Digital Agenda" strategy which seeks to utilize digital facilities and solutions as enablers to overcome the strategic bottlenecks which constrain Uganda's education system and economy.



The above mentioned interventions are in line with SDG Goal 4, e.g. “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Information and Communication Technology is one of the opportunities available to educators not only to make learning more interesting and real, but also to hasten the delivery of quality education to learners. However, so far, the implementation of ICT in Education in the country is not very significant because there is lack of access to reliable ICT infrastructure in the majority of Ugandan institutions of learning.

Coupled with this is the limited human resource capacity. Individual and collective capacity to integrate ICT in teaching and learning, to gain access and participate in continuous professional development or to have access to ongoing support mentoring and coaching facilities is largely confined to a few institutions and teachers in urban settings. Even those few teachers in rural-based schools who have the skills and knowhow to integrate ICT in education fail to practice because learning institutions lack the infrastructure and finance to facilitate this mode of delivery.

Whereas Government and institutions have tried to invest in ensuring the availability of ICT hardware, such as a limited number of locally networked personal computers, especially in secondary schools, these PCs are situated in computer laboratories, which means teachers must operate from these confined spaces in order to utilize the computers. The ratio of PCs available for students is very low, making easy access a challenge.

The effective utilization of these ICT resources for teaching and learning purposes is also affected by poor support and maintenance due to low budgets and limited investment in technical back up and maintenance. The lack of access to reliable ICT infrastructure and financing means that educators generally lack access to relevant digital and non-digital educational resources both on and off line, even Open Education Resources and Repositories are remotely available.

In the context of Covid-19 pandemic learning institutions closed and the overall education sector was greatly affected. As a mitigation measure, online studies took over. However, teachers were not prepared for this abrupt change to the virtual/digital education. The need for digital services, infrastructure and literacy became the number one priority in the education sector. Internet subscriptions increased with an unusual performance in January -March 2021 that can in part be attributed to the adoption of digital work methods, and ‘Work-From-Home’ offers, as seen by growth in broadband traffic from Monthly average 16.34 billion MBs downloaded per month, peaking at 18.3 billion in March 2020 when Coronavirus lockdown prevention measures went into effect.



## **PROBLEM STATEMENT.**

Globally, ICT has been recognized as an important resource with great potential for educational and social change. The World Bank reports<sup>2</sup> that while digital has great potential to promote economic development, only some of that potential has so far been realized. Workers, entrepreneurs, and public servants need the right skills to take advantage of opportunities in the digital world. Equally, while ICT awareness is generally on the rise in Africa, skills for the application of ICT to various subject areas has not been fully developed in most African educational institutions. African educational institutions are still confronted with a dilemma of turning on-going ICT initiatives into opportunities for understanding what ICTs really mean to the transformation of education in general, to research, teaching, and learning, more specifically.

The need to adopt ICT in Education has resulted from the evolvment of the entire world into a global digital village. This change in thinking has resulted in a generation of digital learners who need to be engaged by utilizing technology as a pedagogical tool. Not only would this make school more stimulating and meaningful to them, but would also help improve the quality of teaching and learning and overcome several teacher deficiencies. In Uganda, the President and Cabinet have long identified the use of ICT as a key to development. The National ICT policy was developed in 2003 and among the key potential beneficiaries of this policy was the education sector. However, despite this political goodwill coupled with international and continental agendas, most teachers and learners at education institutions in Uganda remain challenged with lack of affordable, connected digital resources, which can be utilized to augment the teaching and learning process. What role, therefore, can digital technology and digital literacy play in improving teacher education in rural Ugandan primary and secondary teachers.

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<sup>2</sup> <https://www.worldbank.org/en/publication/wdr2016>



## 2. SCOPE OFWORK

### 2.1 Areas of intervention

For this request for applications (RFA), UNCDF invites applications from registered entities in Uganda to:

- Conduct a user assessment and identify skills priorities for different stakeholders in the education sector.
- Identify ICT skills that shall facilitate the improved utilization of ICTs in improving teaching, learning, evaluation and research including but not limited to technical skills, teaching skills and pedagogical skills.
- Conduct workshops for teams of education leaders, experts and stakeholders to:
  - o Advise and develop a framework for the nature of knowledge, skills and equipment required.
  - o Develop ICT in Education training packages and educational materials (both digital and conventional) for both pre and in-service teachers based on the agreed framework.
- Develop, test and refine the digital training packages and educational materials (curriculum, toolkit and delivery channels).
- Develop data analytics strategies and tools to help understand learning experiences and build more flexible solutions.
- Propose and pilot innovative models of delivery of the trainings at scale taking into consideration the Covid-19 pandemic safety guidelines.
- Organize trainings for Teacher Educators, education leaders, experts and stakeholders to serve as Master trainers to teachers in the country.
- Organize trainings for the determined categories of teachers in the country.
- Commission the trained teachers and equip them with the agreed upon digital tools to begin practicing the integration of ICT in their practice.
- Monitoring of teaching to assess the level of ICT in the teaching and learning process.
- Hold review meetings to give feedback to the teachers and relevant education stakeholders, based on findings from the monitoring exercises.
- The training be delivered in partnership with a government ICT-related institution.



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- Evaluation of the intervention.

Areas of intervention	Challenges/ Problem Statement and Objectives for solution
<p>1 Uganda Digital Literacy curriculum, Training Toolkit and delivery channels for Teachers and Aspirant Teachers</p>	<p><b>Challenge:</b> Teachers using digital solutions especially in rural Uganda have limited capacity to use available solutions and online resources in part due limited knowledge on how to manipulate digital devices and how to consult online knowledge resources.</p> <p><b>Objectives:</b></p> <p>A. Adapt existing digital literacy materials that target primary and secondary school teachers. Undertake market scoping to map user digital literacy needs for primary and secondary school teachers and aspirant teachers in Northern Uganda (Acholi, West Nile and Kiryandongo). Work closely with UNCDF, the Ministry of Education and Sport TIET Department, and consult with relevant institutions, such as National Curriculum Development Centre and/or Kyambogo University, UNITY and National Information Technology Authority Uganda.</p> <p>The development of the training curriculum and toolkit is required to employ human centered design methodologies ensuring the users are involved in the co-creation so that the tools address their capacity needs.</p> <p>B. Second phase: Pilot test the curriculum / toolkit to gather evidence base on the effectiveness and inform for future nationwide scale up. Pilot testing will aim to reach at least 20,000 primary school teachers, 20,000 secondary school teachers and 20,000 aspirant teachers. The pilot will evaluate the efficacy of the training materials and delivery channels.</p> <p>Approaches proposed should take consideration of the Covid-19 context considering innovative ways to ensure the delivery mechanisms / channels used do not lead to potential exposure to the pandemic.</p> <p><i>The final product is envisioned to be a public good owned by the Ministry of Education and sport and hosted by the National Information Technology Authority of Uganda (NITA-U).</i></p>



The examples of solutions in the identified areas of intervention are not exhaustive. The team at UNCDF is excited to hear what potential applicants have in mind outside these examples as long as your scale, commercial viability and impact objectives are aligned.

## 2.2 How UNCDF works with partners

UNCDF takes a tailored approach to engagement with partners, working with each throughout to identify business and customer needs, and helping to design, pilot and scale up the solution along the way. Some examples of the ways in which UNCDF works with partners include:

- **Product Research:** Sharing market research and knowledge to deepen partners' understanding of customers' behaviours, needs, constraints and aspirations. This also includes providing transaction data analysis and training to the business teams.
- **Product design:** Providing human-centered design expertise to better understand the customer journey - physical and financial – for better product design and use-case development tailored to the needs of low-income customers and their families. The efforts may also involve analyzing the transaction data from a customer lens.
- **Provisioning:** Providing technical assistance to help design, pilot, deploy, and scale up solutions for impact. Technical assistance is provided by digital experts who are experienced in product design, business model development and go-to-market strategies in some of the most challenging markets in Africa and Asia.
- **Partnerships:** Facilitating strategic partnerships with stakeholders – including cross-border payment hubs, mobile network operators, financial institutions, and non-bank financial institutions – to enable partners to reach last-mile customers, and to grow sustainably. UNCDF is uniquely positioned to be a neutral broker of partnerships and has a record of building strong relationships with private and public organizations across Africa, Asia, and Pacific.
- **Policy and Advocacy:** Convening efforts to support an enabling environment and build policy and advocacy capacity for human-centered products and services to be piloted and potentially scaled.

In the RFA, applicants may identify and suggest areas where the technical support from UNCDF and its network of expertise is sought.



## 2.3 Expected results

According to the project and solution presented, applicants must include in the proposal a complete list of results, outcome indicators and targets for monitoring achievement of different results. Below is a non-exhaustive list of key performance indicators (KPIs) for the project. Other indicators would be finalized based on the nature of the project and tracked to ensure its success.

Deliverables would be derived from key project milestones to be agreed mutually between UNCDF and the selected applicant in accordance to the identified milestones, outcomes and targets of the KPIs, during the due-diligence and negotiation phase.

For illustration, milestones can include market research conducted, and go-to-market strategy finalized.

In the application form candidates will have to provide set reliable and attainable targets for each of the following indicators.

<b>Indicators</b>	<b>Disaggregation</b>
Number of new or improved digital services and business models piloted (e.g. curriculum, digital literacy training toolkit, training delivery model)	Total:
Number of capacity building activities (Includes events, trainings, workshops, and exposure visits)	Total: District: Sub county:
Number of participants of capacity building activities. (including training, workshop, dialogue, conferences etc.)	Total: % Women: % Men:
Number of people that received digital literacy training	Total: % Women: % Men
Number of people with improved digital skills (acquired and enhanced through practice, repetition, and education, proficiency (e.g. device manipulation, collaboration systems, communication systems, eLearning solution, etc., improvement could be determined with post training evaluation/assessment)	Total: % Women: % Men

Please note that during the negotiations process of the Performance based-Agreement, applicants shall be required to integrate the monitoring framework with additional KPIs.



### 3. ELIGIBILITY FOR APPLICATION AND EVALUATION CRITERIA

Only applications that meet the eligibility requirements and minimum criteria for the submission will be scored.

#### 3.1 Eligibility requirements

##### **Entity registration**

- The applicant/ lead applicant must be a registered entity in Uganda, with at least three (3) years of operations.
- The applicant/ lead applicant must have audited financial statements for at least one operating year.

##### **Consortiums (when applicable)**

- Applicants can apply only once under this RFA, whether independently or in a consortium.
- Joint applications between market players in the country are encouraged if the solution proposed will expand delivery networks and promote rural and/or other last-mile access to / usage of digital services.
- Applications from consortiums of organizations must show that the partnership was established prior to this call for applications.
- The lead applicant and their partner must be registered entities with at least two (2) years of operation, and must have statutory accounts and audited financial statements for at least one operating year.

##### **Exclusionary criteria:**

- Application shall use UNCDF submission formats and submit a complete application, otherwise will be excluded
- Applicants shall not have been the subject of bankruptcy, liquidation, judicial settlement, safeguarding, cessation of activity or any other similar situation resulting from a similar procedure.
- Applicants and any of their staff or member of their board of directors shall not be included in the United Nations financial sanctions lists,<sup>5</sup> particularly in the fight against the financing of terrorism and against attacks on international peace and security or in the UNDP list of excluded vendor<sup>3</sup>; and
- Applicants must not be involved in any of the following activities<sup>4</sup>
  - Manufacture, sale or distribution of controversial weapons or their

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<sup>3</sup> See: <https://www.un.org/securitycouncil/content/un-sc-consolidated-list>

<sup>4</sup> See UNDP Policy on Due Diligence and Partnerships with the Private Sector (2013): [https://popp.undp.org/\\_layouts/15/WopiFrame.aspx?sourcedoc=/UNDP\\_POPP\\_DOCUMENT\\_LIBRARY/Public/BERA\\_Partnerships\\_UNDP%20private%20sector%20due%20diligence%20policy%202013\\_FINAL.pdf&action=default](https://popp.undp.org/_layouts/15/WopiFrame.aspx?sourcedoc=/UNDP_POPP_DOCUMENT_LIBRARY/Public/BERA_Partnerships_UNDP%20private%20sector%20due%20diligence%20policy%202013_FINAL.pdf&action=default)



components, including cluster bombs, anti-personnel mines, biological or chemical weapons or nuclear weapons

- Manufacture, sale or distribution of armaments and/or weapons or their components, including military supplies and equipment
  - Replica weapons marketed to children
  - Manufacture, sale or distribution of tobacco or tobacco products
  - Involvement in the manufacture, sale and distribution of pornography
  - Manufacture, sale or distribution of substances subject to international bans or phase-outs, and wildlife or products regulated under the CITES
  - Gambling including casinos, betting etc. (excluding lotteries with charitable objectives)
  - Violation of human rights or complicity in human rights violations
  - Use or toleration of forced or compulsory labor
  - Use or toleration of child labor
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- Applicants shall have fulfilled all the obligations relating to the payment of social security contributions or obligations relating to the payment of taxes in accordance with legal provisions in force in the country of incorporation.

UNCDF reserve the right to request additional supporting documents or clarifications once the RFA is closed.

UNCDF will conduct due diligence on selected applicants. Applicants must have documents ready for confirmation that they meet the eligibility criteria including certificate of compliance with the tax authorities and any other documentary evidence that might be requested by UNCDF besides the application form.



### 3.2 Evaluation criteria

The Evaluation Committee will score the applications according to the below evaluation criteria.

Only applications that score at least 70 out of 100 will be considered successful and move to the due-diligence stage.

<b>Evaluation Criteria</b>	<b>Max Score</b>
<p><b>RELEVANCE</b> To what extent the training modules and approach answers to the training needs of the target population segments? Has the applicant demonstrated good understanding and proven experience in working with the target population segments?</p>	<b>30</b>
<p><b>METHODOLOGY</b> Has the applicant outlined a clear methodology and approach? The applicant explains in detail how the entity will be able to reach the end-users and attain the foreseen target? Are the proposed targets, backed by a sound logic (e.g., current user base, applicant's ability to deliver)?</p>	<b>20</b>
<p><b>ENTITY AND TEAM EXPERIENCE</b> What is the team composition? Size and roles? Does the applicant demonstrate relevant experience in business Development, capacity development, technical Assistance, digital and financial literacy? Does the applicant have the human resources, financial, infrastructure, technology, brand recognition, geographical footprint?</p>	<b>25</b>
<p><b>INNOVATION</b> The extent to which the solution proposed is innovative? Is the solution considering Uganda's current digital and technology infrastructure?</p>	<b>25</b>

### 3.3 Eligible costs

The criteria for eligible expenditure determine whether a cost qualifies for funding under UNCDF rules and procedures.

The general criteria for eligibility of costs under UNCDF funding include the following.

- Eligible costs must be incurred by the applicant **during the project** (after the signature of the Performance-based Agreement and up to the end of the Grant period).
- Eligible costs should be indicated in the estimated overall budget of the action attached to the Performance-based Agreement.
- Costs must be identifiable and verifiable, in particular being recorded in the accounting records of the applicant and determined according to the applicable accounting standards of the country where the lead applicant is established.
- Costs must comply with the requirements of applicable tax and social



legislation.

- Costs must be reasonable, justified and comply with the principle of sound financial management, in particular regarding economy and efficiency.
- Consultancy costs – under studies, technical assistance and other advisory services under the programme carried out by international and national consultants – are eligible as follows. Professional and consultancy services are services rendered by people with a special skill, and who are not officers or employees of the organization applying for the grant. Consulting services must be justified, with information provided on their expertise, primary organizational affiliation, normal daily fee, and number of days of expected

service. Consultants' travel costs, including for subsistence, are to be shown as travel expenditure. The applicant may be required to justify the daily fee.

Workshop costs are eligible, for the workshop venue, food and beverages, and publication material.

Training expenditure (financial education, digital education, soft skills) for the project's final beneficiaries is eligible. If applicable, this will include all related expenditure, such as the cost of the venue, participant travel, and so on.

Investment costs directly attributable to the project, relating to research and innovation, are allowable.

### 3.4 Ineligible costs

The following costs are ineligible and not accepted:

- Returns on capital and dividends paid by a beneficiary;
- Debt and debt service charges;
- Provisions for losses or debts;
- Interest owed;
- Costs declared by the applicant in the framework of another action receiving a grant financed from another donor;
- Indirect costs, also called overheads.



## 4. AGREEMENT PARAMETERS

Applicants shall give evidence that their solutions are aligned to the following parameters.

### 4.1 Applicants

Eligible candidates can apply alone or as lead applicant in a consortium of firms, as long as they comply with the eligibility requirements set forth in section 3.1 in case of a consortium of entities applying to the RfA, the lead applicant shall comply with the eligibility requirements. The lead applicant will be responsible of:

- i. submitting the application form on behalf of the consortium
- ii. ensuring that each partner is fully aware of the composition of the partnership and of the contents of the Application Form;
- iii. signing the Performance-based Agreement with UNCDF<sup>5</sup>;
- iv. fulfilling all obligations set out in the Performance-based Agreement;
- v. ensuring the allocation and the fulfilment of the funds amongst the partner in the consortium in compliance with the Performance-based Agreement;
- vi. ensuring the allocation and the fulfilment of the tasks amongst the partner in the consortium in compliance with the Performance-based Agreement

### 4.2 Target segment

Initial pilot-testing target is primary and secondary school teachers/aspirant teachers in Uganda. The teachers will be engaged in the toolkit development to make sure the resources meet their needs and will be pilot testing target audience. Pilot testing population will be aiming to reaching 60,000 teachers in Northern Uganda (i.e. Acholi, Teso, West Nile sub regions and Kiryandongo District).

### 4.3 Training toolkit ownership and use

The curriculum and toolkit developed will be a public good owned by the Ministry of Education and Sports and hosted by NITA-U for wider application and use. The selected partner developing the solution will be required to handover ownership of all training materials developed and pilot testing reports to UNCDF for onward provision to NITA-U.

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<sup>5</sup> Include a link with the agreement template where applicant can download the template



#### 4.4 Geographical scope

Uganda with pilot testing of training materials focused on Northern Uganda (Acholi, West Nile, Kiryandongo).

#### 4.5 Project duration

The project is expected to have 15 months duration. Final and assessment report will have to be submitted no later July 2022.

#### 4.6 Language

The deliverables and any correspondence between the applicant organization and UNCDF must be in English

#### 4.7 Budget

UNCDF will provide a grant to the selected applicant with the best score over 70/100 in accordance to the Evaluation Criteria as set forth in section 3.2 UNCDF. Contributions may range from 200,000 USD to 250,000 USD

Candidates will need to describe how they will deploy the Grant and if any technical assistance or mentorship services are being sought. Additional technical assistance services will be provided by UNCDF through a separate budget line.

### 5. APPLICATION REQUIREMENTS AND PROCESS

#### 5.1 Structure of the application

**All applications must be submitted by **EXTENDED DEADLINE: Jun 22 2021 23:59 (EDT)** using UNCDF's online application platform:**

**[https://apply.uncdf.org/prog/uganda teachers digital literacy curriculum training toolkit and delivery channels](https://apply.uncdf.org/prog/uganda_teachers_digital_literacy_curriculum_training_toolkit_and_delivery_channels)**

• In addition to the technical proposal, budget and workplan, the applicant should supplement the submission with:

1. Certificates of registration and commencement of business
2. Certificate from the relevant authorities that the lead applicants must have fulfilled all obligations relating to the payment of social security contributions or obligations relating to the payment of taxes per the legal provisions in the registration country
3. Management accounts for 2020



4. Audited Financial statements of company for at least one year of operations
5. Workplan and budget of the initiative (Annex 2)
6. CVs of the employees participating in the project in the form of a PDF file,

All submissions must be completed in English.

UNCDF may request additional information and documentation to proceed to the technical evaluation of proposals.

## 5.2 Application deadline

**All applications must be submitted by **EXTENDED DEADLINE: Jun 22 2021 23:59 (EDT)** using UNCDF's online application platform:**

**[https://apply.uncdf.org/prog/uganda\\_teachers\\_digital\\_literacy\\_curriculum\\_training\\_toolkit\\_and\\_delivery\\_channels](https://apply.uncdf.org/prog/uganda_teachers_digital_literacy_curriculum_training_toolkit_and_delivery_channels)**

## 5.3 Selection process:

- Step 1: Eligibility screening – eligibility will be assessed according to the eligibility requirements as set forth in section 3.1.
- Step 2: Evaluation of eligible applications by UNCDF's technical evaluation panel based on the evaluation criteria set out in section 3.2.
- Step 3: Due diligence – due diligence on the applications and their applicants will be conducted on applications that receive the minimum qualifying score (70/100).
- Step 4: Notification of applications – all applicants will be notified of the status of their applications.
- Step 5: Pre-Grant negotiation and Performance-based Agreement – the selected applicants will finalize the scope of the grant and finalize budgets, indicators and targets, workplan and disbursements of the Grant that will be released on achievement of each milestone.
- Step 6: Approval of the selected applications by the Investment Committee. Pre-selected applications will be reviewed, discussed for approval by UNCDF's Investment Committee. Any further due diligence requirements, risk analysis or milestone recommendations from the Investment Committee will be followed in later steps.
- Step 7: Notification of applications - all applicants will be notified of the status of their applications after final approval from UNCDF Investment Committee .



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## 5.4 Timeline

April 16, 2021	Application window opens
May 6, 2021	Deadline for questions
EXTENDED DEADLINE: Jun 22 2021 23:59 (EDT)	Deadline for submission

## 5.5 Real-time assistance from UNCDF

Inquiries to this request for applications may be submitted by email to [chris.lukolyo@uncdf.org](mailto:chris.lukolyo@uncdf.org) cc [uncdf.rfa@uncdf.org](mailto:uncdf.rfa@uncdf.org)