

ANNOUNCEMENT

CALL FOR LOCALLY LED DEVELOPMENT CONCEPTS ON THE READING CHAMPIONS

ADDENDUM #11 TO

LOCALLY LED DEVELOPMENT ANNUAL PROGRAM STATEMENT

APS No.: 7200AA19APS00007

APPLICANTS - PLEASE NOTE: This is an addendum to an existing announcement. All interested organizations must carefully review both this addendum AND the full announcement, which can be found here: <https://www.grants.gov/web/grants/view-opportunity.html?oppld=314757>
Important information contained in the full worldwide announcement is not repeated in this specific addendum.

This program is authorized in accordance with the Foreign Assistance Act of 1961, as amended.

Through this Addendum to the Locally Led Development Annual Program Statement (APS) No. 7200AA19APS00007 USAID/Kenya and East Africa (KEA) is making a special call to local actors for the submission of concepts to establish a new after-school community reading remediation program for primary school students facing the greatest learning needs in Kenya. The deadline for concept submissions is **November 23, 2021 at 10:00am Nairobi, Kenya time**.

USAID/KEA invites eligible local organizations to submit concept notes outlining innovative evidence-based approaches for a **pilot community after-school reading program** providing reading remediation to help primary school students, starting with learners in grade 3, increase their English fluency. (Kiswahili reading remediation may be added at a later time to be determined with USAID.) To do this, Reading Champions will harness the skills, talent, and leadership of local youth-led organizations whose remediation and community development capacity will be developed to successfully support the needs of these students.

Subject to availability of funds, USAID/KEA anticipates supporting one or more five-year award(s) of up to \$4,950,000.

Unless otherwise stated herein, all terms and conditions of the Locally Led Development APS apply (<https://www.grants.gov/web/grants/view-opportunity.html?oppld=314757>).

Section 1: Background Reading Champions is an activity under USAID/KEA's basic education program which seeks to improve and sustain student learning through a resilient and accountable education system together with families, communities, and other Kenyan partners. The program aligns with USAID/KEA's 2020-2025 Country Development Cooperation Strategy (CDCS) goal of helping the private sector, communities, civil society organizations, and public

sector to drive inclusive growth and well-being for Kenya's self-reliance. Within this context, USAID/KEA seeks to collaborate with youth and their communities to build sustainable partnerships around an after-school reading program. Because Reading Champions is part of a larger portfolio of USAID basic education activities, the successful applicant is expected to coordinate and collaborate with other USAID/KEA key partners, activities, and resources to advance the addendum's development objectives.

Learning Gaps in the Kenyan Context: Kenya's self-reliance is dependent on equipping children with the right skills to transform the country's future. Those "right skills" begin with literacy, a critical foundational skill for lifelong learning and citizen engagement. USAID has increased access to quality reading instruction under Tusome, its flagship activity with the Ministry of Education (MOE). Tusome is implemented in every public primary school and over 1,500 low-cost private primary schools. While Tusome has increased the reading skills of some students, others continue to struggle. A 2020 endline evaluation report revealed that 46percent¹ of English learners at the end of grade 2 were either non-readers or beginning readers. This number has since increased following the nine-month COVID-19 national school closure that disrupted learning for over 3.2 million grades 1-3 learners. As COVID-19 and its impact on education continues to evolve, concept notes should reflect current contexts.

The Case for Practicing Reading in the Community: To be effective, catch up learning requires innovative and sustainable solutions out of school to provide necessary learning time. While USAID supports in-school targeted instruction and remediation, it expects to work through Reading Champions to support after-school targeted instruction and remediation. Close coordination between the two programs as well as other activities identified by USAID will be essential to ensure alignment between in-school learning and after-school remediation.

The Vital Role of Youth in Early Grade Reading at the Community Level: After a decade of investment and support, USAID believes Kenyan youth-led organizations are primed to **transition from beneficiaries to development partners**. Reading Champions seeks to build the technical capacity of youth to be drivers of positive change in their communities. Recent youth surveys indicate strong support for this approach. For example, 75 percent of youth respondents volunteered to help their communities with COVID-19. Yet, a majority felt they could do more if given the opportunity for sustainable, long-term engagement. An opportunity exists with Reading Champions to tap into this underutilized resource.

As trusted community members, youth have valuable connections with local stakeholders and access to community resources to implement successful reading programs. For over five years, Tusome provided grant assistance to 23 registered local youth-led organizations to provide after-school reading support (e.g., through community libraries, reading clubs, and parental sensitization activities), though not specifically reading remediation. Reading Champions will support similar activities *in addition* to a core focus on reading remediation. To succeed at reading remediation, Reading Champions youth facilitators will require capacity building and technical support. Lessons from Tusome further indicate that youth-led organizations require

¹ At baseline this number was 66 percent.

substantial support on grants management including MEL and reporting. Qualitative data demonstrates that with guidance, the capacity of youth-led organizations increased over time.

The Influence of Communities: To achieve sustainable outcomes, learning must extend into the wider social ecosystem that students live in. Kenya's Constitution guarantees every child the right to free basic education and obligates both the state and families to facilitate quality education to all children. Family and community engagement is particularly critical now as schools reopen under strict public health measures. In areas with persistent learning gaps, community leaders and elders can have pivotal influence on children's education and social development.

Section 2: Objectives: Reading Champions will engage youth and communities in **1)** measurably reducing learners' reading skills gaps through community-based interventions; **2)** building a culture of reading through community engagement; and **3)** supporting community development by strengthening linkages between schools, communities, and homes to improve learning and student well-being.

In the initial phase of implementation, priority should be placed on remediating grade 3 learners in English to ensure foundational skills are solidified. Implementation of CLA and MEL approaches and close consultation with USAID will help determine if and when the program may be scaled to include other grades and Kiswahili.

USAID encourages Applicants to build upon and leverage the work of relevant USAID-funded activities that engage youth *bunges* and other youth-led organizations such as those engaged under Tusome or the National Youth Bunge Association. Applicants shall describe how they will select and engage youth-led organizations through grant assistance and how they will build the capacity of those organizations and their members to effectively mobilize communities (including other youth), acting as change agents addressing young students' learning needs.

USAID envisions that youth could be engaged in two ways: as facilitators (from youth-led organizations) and as volunteers (from communities engaged in after school remediation). First, Reading Champions could provide small grants to youth-led organizations whose members could serve as reading remediation facilitators, working directly with students in their communities. Once the pilot has been tested and proven, these USAID-supported youth facilitators could mobilize their peers from the community to become Reading Champion volunteers who continue the work of the youth facilitators. These volunteers will help scale Reading Champions to reach more learners and expand into new communities while youth facilitators from the pilot could serve as coaches and mentors. If Reading Champions expands to grade 2 learners or Kiswahili, the remediation will once again be piloted through USAID-supported youth facilitators before engaging with youth volunteers.

Concept notes shall propose an approach similar to the above and consider how a network of youth volunteers can sustain and expand Reading Champions into communities and counties beyond the reach of this addendum. An understanding of the drivers of volunteering and the

tangible and intangible rewards associated with it will be critical to developing an approach that reflects USAID's sustainability objectives.

Regular participation in after-school programs can lead to improved social and emotional learning (SEL) [competencies](#), including intrinsic motivation and better concentration efforts which impact in-school learning [outcomes](#). SEL skills development is critical to USAID's [priority](#) of helping children and youth gain literacy and social-emotional skills that are foundational to future learning, well-being, and success. Applicants shall consider opportunities to collaborate with Tusome and other USAID-funded activities to include SEL approaches.

The holistic approach outlined below will strengthen family and community engagement, leading to increased commitment and investment in their children's education. This will contribute to a strengthened education system that is accountable and more transparent. Concept notes shall propose expected outcomes for each objective and Applicants should consider opportunities to amplify SEL where appropriate. Applicants shall describe how each objective can be sustained by communities beyond USAID support.

Objective 1 – Reduce learners' reading skills gaps through community-based

interventions: This objective is the core focus of Reading Champions and is the most critical component of the concept note.

USAID anticipates collaborating with a local partner to co-create a program that provides evidence-based English (and potentially Kiswahili) reading practice outside of school hours to targeted primary school students. Applicants shall describe their proposed approach to reading remediation including how learners will be identified and assessed, key skills that will be addressed, the duration and frequency of the remediation period for learners, the resources needed, and expected outcomes. Applicants shall propose home-based activities that are easily replicated by families to reinforce learning. Proposed activities shall be age appropriate, safe, engaging, encourage consistent attendance, and support SEL for student well-being.

The success of the Reading Champions remediation model depends on the strength of youth partners to deliver reading remediation. Applicants shall consider how the capacity of youth organizations, as well as youth themselves, will be developed to deliver on the objectives and the sustainability of Reading Champions. Establishing opportunities to recognize the commitment and impact of youth facilitators will be critical.

Applicants shall propose how youth-led organizations engaged with Reading Champions will mobilize a volunteer network of youth to take the after-school remediation model to scale.

Illustrative outcomes:

- Percent of learners with improved reading skills after receiving remediation as a result of U.S. Government assistance.
- Percent of individuals with improved reading skills following participation in U.S. Government assisted programs.

- Number of youth trained to provide after school remediation.

Objective 2 – Build a culture of reading through community engagement: Learners from disadvantaged households often do not benefit from parental involvement in learning activities at home. Through Tusome, youth-led organizations sensitize families and community leaders on the importance of reading in and out of the classroom. These activities improved parental attitudes and participation towards literacy and increased their support. While Applicants may look to Tusome as a model, USAID welcomes concept notes that propose other innovative youth-led solutions that catalyze communities to nurture a culture of reading. Applicants shall consider opportunities for youth-led organizations to collaborate with their communities to develop targeted solutions/activities that address their children’s specific needs.

Illustrative Outcomes:

- Number of youth-led community activities designed to promote a culture of reading.
- Number of parents and/or caregivers trained to support their children’s reading outcomes.
- Percentage of communities advancing a culture of reading.

Objective 3 – Support community development through strengthening linkages between schools, communities, and homes to improve learning and student well-being:

Community and family engagement in learning is vital for education attainment, mobilizing resources, and increasing accountability for results. Kenya has a strong record of community engagement, with active parent associations, school management committees, and civil society organizations. Close collaboration with these organizations will be critical. Applicants shall respond to how the alignment between the after-school remediation (Objective 1) and the community reading culture (Objective 2) are amplified through unified support from schools, communities, and homes. Concept notes shall describe how youth-led organizations will effectively engage these three sectors in a holistic approach that supports student learning outside of school. Concept notes shall propose an engagement approach and expected outcomes aligned to in-school learning and designed to increase meaningful participation and accountability from communities and families in academic progress and social emotional well-being.

The COVID-19 pandemic has amplified the challenges confronting children and underscored the need to address their well-being in concert with learning. Concept notes shall offer solutions that enable youth-led organizations to encourage families and communities to support a return to school for all students through a comprehensive communication strategy. Messaging shall also focus on educating families on COVID-19 and the public health precautions undertaken by the MOE to ensure safety.

Applicants shall consider scalable approaches to build youth capacity in community development.

Illustrative outcomes:

- Percent of families with increased participation in the education outcomes of their children as a result of U.S. Government assisted programs.
- Percent of communities supporting schools and families in promoting a culture of reading.
- Number of youth trained in social or leadership skills through U.S. Government assisted programs.

Geographic Focus: Persistent learning gaps exist in certain populations such as those in arid and semi-arid lands, rural communities, and low-income urban settlements. When proposing the geographic focus, Applicants shall consider community needs and describe a scaled approach to pilot and test Reading Champions. Applicants shall describe the selection criteria they will use to identify communities and ensure local ownership. USAID looks forward to collaborating with communities that are ready to dedicate in-kind resources and support to advance shared objectives. Final geographic determination will be agreed upon during co-creation.

Monitoring, Evaluation, and Learning (MEL): Concept notes shall succinctly articulate an MEL approach that tracks whether activities are achieving the intended results on student learning and informs decision-making. Applicants shall describe how learners will be identified and how their progress will be monitored; and how and when to scale to other locations. Applicants shall present a plan for analyzing, synthesizing, and disseminating data and findings that will inform current and future programming and contribute to sustainable impact.

The successful Applicant shall conduct ongoing monitoring, data collection, and internal analysis of results and employ CLA principles and rigorous MEL that can be used by USAID and its partners in decision making and planning future needs. The successful Applicant shall support the collection, synthesis, sharing, and dissemination of data, reports, and other programmatic and financial information to contribute to USAID's internal and external evaluation, research, and learning activities. The findings, best practices, and lessons learned from internal and/or external evaluations may serve to inform future programming. The successful Applicant shall develop annual work plans, budgets, and MEL plans in consultation with partners identified by USAID, potentially including but not limited to county governments, MOE staff, youth-led and youth-serving organizations, private sector partners, and other USAID implementing partners.

Local actors are not required to propose a fully designed activity for this addendum -- a concept that suggests a process to identify and then act on solutions from the local context is fully within the intent of the Locally Led Development APS.

GUIDING PRINCIPLES

The implementation approach of Reading Champions shall adhere to the guiding principles elaborated below. Every element of Reading Champions should contribute to empowering families and communities to contribute to their children's education. Additionally, specific child safeguarding regulations and requirements shall be developed with communities to prevent incidents of child abuse, exploitation, or neglect.

All Reading Champions activities shall embed an [evidence-based](#) approach as defined in ADS Chapter 201.

Applicants are encouraged to think holistically about [sustainability](#), and concept notes shall describe how Reading Champions will continue beyond USAID funding. USAID expects Reading Champions to leverage community resources and cost-share as appropriate.

[Collaboration, Learning, and Adaptation \(CLA\)](#) shall be embedded throughout implementation with continuous engagement between youth, schools, and communities being central to systematically monitoring, tracking, and reporting on expected outcomes. Reading Champions will drive an implementation strategy that is learning-focused, innovative, and adaptive.

Reading Champions will support [positive youth development](#) and emphasize youth ownership of local education development and provide the necessary capacity building in reading remediation and community development.

Reading Champions shall consider approaches that encourage **gender equity** and reduce gender-related barriers to education and learning opportunities. Gender equity shall also be reflected in the youth-led organizations and youth facilitators engaged by Reading Champions.

Section 3: Minimum Requirements for Concept Submissions

Applicant Eligibility

Eligible applicants:

1. Must be local actors in Kenya. When determining if an entity is a “local actor” for the purposes of this APS, USAID will consider:
 - a. Whether the entity is legally organized under the laws of Kenya;
 - b. Whether the entity has its principal place of business or operations in Kenya;
 - c. Whether the entity is majority owned and controlled by individuals who are citizens or lawful permanent residents of Kenya; and
 - d. Whether the entity is managed by a governing body, the majority of whom are citizens or lawful permanent residents of Kenya.
2. Cannot have received more than \$5 million in direct funding from USAID in the past five years.
3. Cannot be a U.S.-based organization. U.S.-based organizations are not eligible as prime awardees under this APS.
4. Must have demonstrated expertise in early grade reading pedagogy in the Kenyan context.

Locally Led Development Approaches

Concepts **must incorporate one or more** of the following approaches or propose a different approach(es) that reflects the Applicant’s own locally led development learning goals.

1. **Feedback mechanisms** that improve the flow of information among local constituents, partners, and USAID to improve program effectiveness and to strengthen accountability to local constituents for achieving and sustaining results.
2. **Systems-based analytical approaches**, which may allow us to better understand the complex environments in which we operate.
3. **Participatory decision-making**, which includes locally led priority-setting, collaborative design, and other means of shifting decision-making power and control to local actors and ensuring inclusive local leadership.
4. **Mobilizing local resources**, which includes community philanthropy; partnerships that leverage resources from the local private sector, faith-based organizations, government, civil society, and academia; and other sources of local skills and finances to replace those of international donors.
5. **Strengthening local networks**, which may include understanding and supporting existing and emerging networks of local actors, supporting the work of local organizations, market facilitation, collective action, collective impact, and other demand-driven approaches to connecting local needs with local resources.
6. **Locally led approaches to design, monitoring, evaluation, and learning** that prioritize local definitions of success and enhance local actors' role in managing and using data and learning related to development solutions, the development process, and the sustainability of results achieved.
7. **Supporting strategic transitions**, which includes strengthening the role of local institutions and actors to sustain development outcomes with an eye toward ending the need for foreign assistance.
8. **Locally led development in non-permissive environments**, which allows us to better understand how local actors adaptively manage and find creative ways of advancing local development objectives in complex environments where uncertainty, instability, inaccessibility, or insecurity constrain USAID's ability to operate safely and effectively. This may include environments such as those affected by natural disasters, inaccessible physical geographies, active conflict, corruption, closing political spaces, criminality, and pandemics, where local approaches are essential for long-term resilience and sustainability.

For further information on USAID's Locally Led Development Initiatives and locally led development approaches, please visit the [Local, Faith, and Transformative Partnerships Hub website](#).

Local Resources: USAID requires that Applicants propose realistic and reasonable opportunities for cost share and/or leverage. USAID is requiring a 10% cost share. Applicants should consider what resources their organization can contribute, and/or leverage from other local actors, to demonstrate strong local support for proposed approaches during and after the life of the award. This should include securing appropriate in-kind resources from the communities identified in their Geographic Focus.

Cost share may include cash or in-kind resources or any combination of the two. In-kind resources include, but are not limited to, services, property, goods, staff time, and intellectual

property. For more information on eligible cost share sources, please refer to the requirements of [2 CFR 200.306](#). One example of an in-kind resource appropriate for Reading Champions is a community venue for after-school reading remediation and the related utilities and security costs of maintaining that venue.

Leverage includes resources that the awardee brings to the partnership after the award is made, which otherwise would not have been accessible. For example, this could include access to resources from the private sector or faith-based networks. Leverage can include anything of value that is measurable, including financial contributions, third party contributions, donated services or property, or intellectual property. It cannot be audited. More information on the difference between cost share and leverage is available [here](#).

Award Amount Considerations for Self-Reliance

As part of their concept submissions, Applicants shall propose a budget that reasonably reflects their existing resources and capacity to grow and provide justification of this. It is not USAID's intention to temporarily flood a local organization with funding that artificially expands its size beyond what can reasonably be sustained through local resources after an award ends.

Section 4: Merit Review Criteria

Concepts meeting the minimum requirements will be evaluated based on the criteria below. All merit review criteria are weighted equally. All subfactors within merit review criteria are also weighted equally.

The following APS specific merit review criteria will also be used:

1. Local Ownership, Leadership, and Relevance to Local Priorities: The Applicant demonstrates a strong understanding of the local context and is transparent, accountable, and responsive to the people they serve. The proposed strategy substantively responds to local priorities or demonstrates a way to determine local priorities before beginning implementation. The proposed strategy and any teaming arrangements effectively shift the locus of development priority setting and response to local actors. The Applicant demonstrates a strong commitment to learning that advances the practice of locally led development for themselves, their constituents, and the wider development community.

2. Locally Led Development Approach and Impact: The proposed strategy lays out a logical path for utilizing a locally led development approach(es) to achieve anticipated results. The Applicant demonstrates a commitment to adaptive management in response to shifting local realities as they carry out the proposed strategy. The proposed strategy integrates issues of gender equality and female empowerment through program design, implementation, and staffing in accordance with [USAID's Gender Equality and Female Empowerment Policy](#).

3. Strengthening Local Capacity: The Applicant presents a clear explanation for how their strategy will lead to sustainability of results. USAID's investment in this work is expected to strengthen the capacity of local organizations, networks, and/or communities to deliver results beyond the end of the funded activities.

In addition, the following evaluation criteria specific to USAID/Kenya will be used:

4. Reading Remediation Approach: The Applicant demonstrates their strong capacity by proposing a rigorous, evidence-based, results-driven approach to support reading remediation and increase reading outcomes in Kenya during and beyond the COVID-19 pandemic. The proposed technical approach addresses the stated objectives of Reading Champions and the scope of the program including the number of learners targeted and the number of youth facilitators required to support the desired geographic focus. The Applicant supports an effective assessment process to identify struggling learners that need remediation the most. This includes assessing and identifying non-readers and beginning readers to target in the activity. The Applicant describes the selection and vetting of youth facilitators that will ensure safeguarding of children participating in Reading Champions as well as the process for training and overseeing youth facilitation of reading remediation activities. The Applicant further demonstrates their ability to effectively engage youth as development partners to deliver on the programmatic objectives.

5. Monitoring, Evaluation, and Learning: The Applicant proposes an effective MEL approach that tracks and monitors the learning progress of non-readers and beginning readers. The applicant explains how it will track and monitor the effectiveness of youth-led organizations and youth facilitators in providing remediation, establishing a culture of reading, and strengthening community linkages. The Applicant appropriately considers cost effective and sustainable opportunities to scale; provides for programmatic learning opportunities and recalibration; and proposes illustrative outcomes and targets.

Proposed concepts must be consistent with USAID legal and policy restrictions, including those set forth in USAID's Automated Directives System and in the Foreign Assistance Act of 1961.

While merit criteria are paramount, cost considerations may also be a factor for award. The U.S. Government is not obligated to make an award on the basis of lowest proposed cost or to the Applicant with the highest merit evaluation score.

Section 5: Concept Format and Submission Instructions

Concepts are to be sent to USAID/Kenya and East Africa to the attention of Agreement Officer Ms. Sandra Asiedu at sasiedu@usaid.gov with a copy to Senior Agreement and Assistance Specialist Mr. Ketan Sood at ksood@usaid.gov. Concepts must be submitted by the deadline specified above to be considered.

Concepts must be submitted as a concept paper in English not exceeding five pages in total.

Applicants must provide the following information in concept submissions:

A. SUMMARY INFORMATION

1. Name and contact information of Applicant
2. Organization type and country of legal registration
3. Statement that the Applicant has not received more than \$5 million in direct funding from USAID in the past five years
4. Title of proposed activity
5. Location of proposed activity
6. Name, contact information, and country of legal registration for other partner organizations collaborating on concept (if any)
7. Name of the USAID OU to which this concept is submitted

8. Overall objective of activity (1-2 sentences)
9. Brief description of the locally led development approaches included in the proposed activity (1-2 sentences)
10. Brief description of the approach to local resources included in the proposed activity (1-2 sentences)
11. Amount of funding requested from USAID \$ _____
12. Explanation of how the requested funding amount reasonably reflects the organization's existing resources and capacity to grow

B. NARRATIVE DESCRIPTION

Successful narrative descriptions will include a discussion of the components below. Please note that each component aligns with a specific merit review criterion.

Local Ownership, Leadership, and Relevance to Local Priorities:

- How do local people experience the challenge(s) that the concept addresses, and what is important to them? How do you know?
- How will local actors, including any partners, lead priority setting and response?
- How will your strategy enable and share learning to advance the practice of locally led development? With whom?

Locally Led Development Approach and Impact:

- What is your strategy for addressing the challenge(s)?
- How will your locally led development approach(es) and activities lead to expected results?
- How will you adapt your strategy based on what you are learning during implementation, especially when realities shift in the local context?
- How does your strategy integrate gender equality and female empowerment?

Strengthening Local Capacity:

- How do you define sustainability of results of your strategy? What will this look like in local communities?
- How does your strategy strengthen the capacity of local organizations, networks, and/or communities to deliver results beyond the end of the funded activities?

Reading Remediation Approach:

- What is your proven, evidence-based reading remediation approach?
- How will your proposed approach increase reading outcomes?
- How will youth capacity be developed to effectively remediate young learners?
- How have you successfully addressed Kenyan students' reading needs?
- How is your organization prepared to engage youth as development partners rather than beneficiaries?

Monitoring, Evaluation, and Learning:

- How will you identify learners that require remediation the most?
- How will you assess/track learner progress?

- How will you know if the Reading Champions pilot is successful to inform decisions on scaling?

Section 6: Concept Review Process and Co-Creation

USAID/KEA is responsible for the review process and management of any awards issued under this Addendum. USAID/KEA will confirm receipt of the concept within one week of submission.

If selected to co-create an activity with USAID/KEA, the Applicant will be contacted by an Agreement Officer (AO) from USAID/KEA and given instructions for the co-creation period and pre-award requirements. Applicants not selected to advance will also be notified.

USAID/KEA may also review all concepts and decide to invite selected Applicants to enter a period of multi-stakeholder co-creation, in which they will collaborate on and refine approach(es) with one another and USAID for award consideration. Prior to award, USAID/KEA and the Applicant must have significant interaction in-person, via phone, and/or electronically to co-create the activity.

The subsequent steps in the award process can be found in Section 7: Concept Submission Instructions and Next Steps for Applicants of the Locally Led Development APS. Section 10, Federal Award Information of the Locally Led Development APS includes the requirements that an applicant must meet if they are requested to co-create an activity and receive an award from USAID. Please note that **these requirements do not have to be met in order to submit a concept under the APS.**

Section 7: Sharing of Concepts

If USAID identifies opportunities to strengthen or fund a concept or application by connecting it with other USAID mechanisms, other potential funders, and/or external partners, USAID may make that concept or application available internally or externally for appropriate consideration.

Section 8: Questions and Further Assistance

Questions regarding this addendum may be directed to sasiedu@usaid.gov with a copy to ksood@usaid.gov. Questions must be submitted on or before November 15, 2021 at 10:00am Nairobi, Kenya time.

For additional information regarding guidelines and procedures to submit a concept, please refer to the Locally Led Development APS, which can be found at the following website:
<https://www.grants.gov/web/grants/view-opportunity.html?oppld=314757>