

## **PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)**

### **FY 2022 Pan Africa Youth Leadership Program Funding Opportunity Number: SFOP0008507 Office of Citizen Exchanges Youth Programs Division**

The POGI guidelines apply specifically to the Notice of Funding Opportunity (NOFO) issued by the Office of Citizen Exchanges, Youth Programs Division for the FY 2022 Pan Africa Youth Leadership Program. Your proposal must conform to the solicitation, the guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Any application not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific guidelines and the program information supplied in the accompanying solicitation, the solicitation is to be the dominant reference.

#### **I. STATEMENT OF WORK**

The Bureau of Educational and Cultural Affairs (ECA) and the Public Affairs Sections (PAS) of the U.S. embassies in countries of Sub-Saharan Africa are supporting the participation of secondary school youth and adult educators in intensive, substantive three-week exchanges in the United States. The exchange activities will introduce the participants to a comprehensive survey of civic education, community service, and youth leadership development. Activities will focus on building their knowledge and skill levels in these areas. The participants will participate in workshops, community service activities, meetings with community leaders, and discussion groups and they will have opportunities for substantive interaction with each other and their American peers.

The responsibilities of the award recipient will be the following:

##### 1) Preparation

- a) Contact participants before the program to provide them with program information, pre-departure materials, and to gather information about their specific interests, in collaboration with PAS.
- b) Collect medical information from the participants and ensure that each participant has the necessary health documents for the program.
- c) Enroll participants in the Bureau's Accident and Sickness Program for Exchanges (ASPE) health benefits plan for the duration of the exchange and assist with claims as necessary.
- d) Prepare emergency contact information/cards for participants. Participants must receive cards prior to traveling to the United States.
- e) Hire and train staff, as needed, to accompany participants during the exchange period. Criminal background checks, including a search of the Department of Justice's National

Sex Offender Public Registry, must be conducted for all staff.

- f) Issue DS-2019 forms. All foreign participants will travel on a U.S. Government designation for the J Exchange Visitor Program.
- g) Make housing arrangements. Carefully recruit, screen, and select diverse local host families to offer homestays (lodging and meals) to the participants for part of the exchange period. Criminal background checks, including a search of the Department of Justice's National Sex Offender Public Registry, must be conducted for each member of the host family household who are 18 years of age or older. Monitor housing arrangements to ensure the health and safety of participants.
- h) Orient participating organizations, staff, and host families to the goals of the program and to the cultures and sensitivities of the visitors.
- i) Arrange and purchase participants' international and domestic travel (complying with the Fly America Act), including any domestic expenses within Africa (such as passport fees, travel allowances, and inter-country travel to the capital city for visa interview, pre-departure orientation, and/or international departure, as needed).
- j) Arrange for ground transportation, group meals, and the pocket money disbursement.
- k) Make arrangements for French interpreters, as needed.

## 2) Exchange Activities

- a) Plan and implement intensive and substantive three-week exchanges on the stated themes. The program should be somewhat flexible, as the proposed exchange dates may be adjusted once the award has been made due to the number of participating African countries and varying academic calendars. Exchange activities must promote program goals. Activities will be school and community-based. Recruit peers from the United States to be engaged in activities with the exchange participants.
- b) Provide opportunities, outside of joint activities with youth participants, for the adult participants to work with their peers and other professionals, volunteers, and youth advocates with whom they can discuss the support of youth development. Programming for adult participants must be discussed within the proposal.
- c) Arrange appropriate community, cultural, social, and civic activities.
- d) Engage participants in at least two community service activities during the exchange. The program should provide context for the participants – identifying community needs, volunteerism, charitable giving, etc. – and a debriefing so that the service activity is not an isolated event and helps participants see how to apply the experience at home.
- e) Provide day-to-day monitoring of the participants' well-being, preventing and dealing in a timely manner with any misunderstandings or adjustment issues that may arise. The award recipient will be required to provide proper staff supervision to ensure that the teenagers have safe and pedagogically rich programs. Staff will assist the youth with cultural adjustments, provide societal context to enhance learning, and counsel students as needed. Award recipients must immediately inform ECA about any significant health or safety issues affecting program participants as they arise.
- f) Provide a welcome orientation to serve as an introduction to the program and its objectives as well as an introduction to the United States.
- g) Provide a closing session to summarize project activities, prepare participants for their

return home, and plan for the future.

3) Follow-on Activities

- a) Provide guidance and support (to include mini-grant funding opportunities) for participants' implementation of service projects that reinforce values and skills imparted during the exchange program to help them apply what they have learned upon returning to their schools and communities.
- b) Present creative and effective ways to address project themes, for both program participants and their peers, as a means to amplify program impact.
- c) Plan, organize, and manage, in consultation with PAS and ECA, follow-on activities that foster continued engagement among the participants.
- d) Support participants in preparing blogs/presentations/articles to share their experiences once they return home.
- e) Connect newly returned program alumni with the alumni of previous program years and other U.S. Government sponsored programs to help reintegrate them into their home communities post-exchange, and to build and strengthen the alumni network.

4) Monitoring and Evaluation

Design a Performance Monitoring Plan (PMP) that outlines plans to track progress towards the proposed program's goals and objectives through indicators and corresponding data collection questions. Please see section D.10. Program Monitoring and Evaluation (M&E) in the NOFO for more information.

5) Administrative

- a) Work in consultation with ECA and PAS in the implementation of the program, provide timely progress reports to ECA and PAS, and comply with financial and program reporting requirements.
- b) Manage all financial aspects of the program, including stipend disbursements to the participants and management of any sub-award relationships with partner organizations.

**Please note:** In a cooperative agreement, the Department is substantially involved in program activities above and beyond routine monitoring. The responsibilities of the Department are as follows:

- 1) Provide advice and assistance in the execution of all program components.
- 2) Manage participant recruitment and selection of primary and alternate participants; facilitate pre-departure briefings, and alumni engagement.
- 3) Issue J-1 visas to approved visa applicants. All foreign participants will travel on a U.S. Government designation for the J Exchange Visitor Program. [The award recipient will complete the DS-2019 process.]
- 4) Provide the Accident and Sickness Program for Exchanges (ASPE) health benefits plan for foreign participants. [The award recipient will enroll participants in ASPE.]
- 5) Facilitate interaction within the U.S. Department of State, which includes ECA, the regional bureaus, and participating overseas posts.
- 6) Arrange meetings with U.S. Department of State officials in Washington, D.C.

- 7) Approve all printed or web-based program materials, including applications, publicity materials, and the final calendar of exchange activities.
- 8) Approve participant accommodation arrangements.
- 9) Monitor and evaluate the program, through regular communication with the award recipient and possibly one or more site visits, as necessary.
- 10) Perform an annual performance evaluation/review of the primary award recipient to ensure program goals are being met. Make recommendations for changes or replacement of sub-award partners when program goals are not being sufficiently met. Satisfactory performance and the availability of funds is a condition of continued administration of the program and execution of all non-competitive continuation years.

## **II. PROGRAM SPECIFIC GUIDELINES**

Participant Selection: U.S. embassies in the participating countries will recruit, screen, and nominate the participants and ECA will make the final selection. The award recipient will not be involved in participant selection. The final list(s) of participants will be sent to the award recipient prior to the start of the exchanges. It is anticipated that at least three participants will be selected from each country, though final numbers will depend on post interest and other factors. The youth participants will be high school students aged 15 to 18 years old at the start of the exchange who have demonstrated leadership potential through academic work, community involvement, and extracurricular activities. Each exchange delegation will include adult participants who are teachers, trainers, or community leaders who work with youth. They will have the role of exchange participant, chaperone, and post-exchange mentor. Please note that while each delegation will include adult educators, it is possible that not every country cohort will include an adult educator. ECA will give priority to adult nominees from countries where post finds it essential to have an adult travel with the group.

International Travel and Domestic Travel within Africa: The applicant should detail a plan for making the participants' international travel arrangements, in consultation with participating embassies, and include appropriate costs in the budget. The applicant should budget for and detail a plan for providing funds to participants to cover their required costs within Africa such as passport fees, travel allowances, and domestic travel to the capital city (including overnight lodging when necessary) for visa interviews, pre-departure orientations, and international departure, as needed.

Orientations: PAS will provide a pre-departure orientation for the participants, with program-specific information provided by the award recipient. The award recipient should coordinate with participating embassies and consider participating virtually. The award recipient will conduct a welcome orientation for participants upon their arrival in the United States, introducing them to the host community and preparing them for the activities ahead. The orientations should include a general political, historical, educational, and cultural introduction to the United States, information related specifically to the objectives and themes of the program, and practical and administrative information.

Exchange Activities: The award recipient will design and plan exchange activities that provide a creative and substantive program that develops the participants' knowledge and skill base in specified themes. The program should consist primarily of interactive activities, practical experiences, and other opportunities that provide an introduction to the civic, cultural, and educational institutions of the United States. Activities should use hands-on methods to help the participants learn about the fundamentals of civil society, community service and conflict resolution; activities also should help participants build leadership skills and develop similar activities for their peers back home. The Bureau urges applicants to present innovative, resourceful, and effective programming ideas. Applicants should justify their choices by explaining how their program plan will meet the stated goals.

The exchange should include a visit to Washington, D.C., at any point in the exchange, for educational activities that focus on the U.S. political system and citizen involvement in public life. This time may include a visit to the U.S. Department of State to provide exposure to U.S. foreign policy with Africa. This segment and the remaining weeks in communities outside Washington, D.C. will include a variety of activities and will offer the participants exposure to the diversity of American life.

The activities could include a mix of workshops or training sessions, simulations and role-playing, teambuilding exercises, case studies, volunteer service, leadership training, meetings, classroom visits, site visits, and social time among peers. Many of these should be planned in conjunction with participation in school and community activities (when possible) in a way that is educational both for the exchange participants and their hosts/peers. Exchange participants should not attend classes in a school for more than a few days. All programming should include American students wherever possible. For French language exchanges, classroom activities may include visits to high school French language classes, as an example. Cultural and recreational activities will balance the schedule.

Examples of the kinds of program activities that may be included:

- Community service/volunteer activities
- Peer training/education workshops
- Teambuilding exercises
- Fundraising strategies
- Project/time management workshops
- Leadership development with workshop trainers or organizations
- Meetings with government, community, and business leaders
- Media literacy training that emphasizes research, critical thinking and analysis, and the use of computers, the Internet, and social media platforms as resources and tools in education and business
- Exercises related to conflict resolution, increasing tolerance and developing strategies for future collaboration and cooperation among participants
- Dialogues, simulations, role plays and other activities aimed at helping participants articulate their thoughts about the project's themes

- Exercises or simulations related to rule of law and citizen participation in government and in addressing societal problems (e.g., the environment or drug abuse prevention)
- Visits to historical sites, government and community centers, museums and landmarks that combine learning about principals of government, history, and society with tourism
- Sports, drama, fine arts, musical and other extracurricular activities that provide opportunities for participants to work and play together

The adult participants will have many program elements in common with those provided for the students but also must have some activities designed exclusively for them to help them foster youth leadership and civic education programs at home. Their shared experiences with the students will allow them to serve as adult advocates for the alumni once they have returned home. Although some of their activities will overlap with the students, the educators must be provided with ample opportunities to work with their American peers to discuss civic education curricula, extracurricular youth leadership activities, volunteerism, civic participation activities for youth, and the organization and management of youth activities. Examples of activities should be included in the proposal.

The award recipient will conduct a welcome orientation for the participants upon arrival in the United States to introduce them to the program and the community. Exchanges will end with a closing session summarizing the experience, sharing action plans for activities at home, and preparing for re-entry. The participants should be encouraged and assisted with developing projects to implement on their return home. The ideas and action plans to be implemented at home will come from the participants, but the project staff should be prepared to encourage, assist and direct the participants in developing these plans both during the exchange and during the follow-on period.

Sites: In addition to visiting Washington, D.C., the delegations should spend time in no more than one or two locations to allow the participants time to familiarize themselves with a community. Applicant organizations should describe the rationale for their location selections. The Bureau encourages applicants to consider proximity to sites of historical or cultural interest, access to organizations that can conduct appropriate workshops, and representation of the diversity of the United States.

Accommodations: Homestays with local families are an important part of cultural exchange and must be arranged for a significant portion of the exchange. For the French language participants, the award recipient must place the participants in host families where at least one member speaks French. A dormitory, hotel, or other housing with appropriate adult supervision is an acceptable arrangement for other segments of the program, such as the welcome orientation, the closing session, or special workshops. Adult participants may not share a hotel or dormitory room with a minor.

The award recipient must have a clear and detailed host family recruitment, screening, and selection process. They must provide the families an orientation, prior to their exchange

participants' arrival, that emphasizes the program's goals. Screening must include a visit to the home to meet all members of the household to ensure that the host family is capable of providing a comfortable and nurturing home environment. Criminal background checks, including a search of the Department of Justice's National Sex Offender Public Registry, must be conducted for members of host families (and others living in the home) who are 18 years or older. The orientation will provide families with detailed information on the exchange program, the parameters of their participation, duties and obligations, and information on cultural differences and practices.

ECA encourages diversity in the recruitment and selection of host families. Host families may represent diversity in family size and structure, race and ethnicity, socio-economic status, religion, and geography. Exchange participants should be afforded private space in the home. While exchange participants may share a room with someone of a similar age and the same gender, they must have their own bed. Participants may be placed with host families as singles or in pairs. Youth participants and adult mentors will not be placed with the same host family. Host families need to have adequate financial resources to undertake hosting obligations, and adequate/meaningful time to spend with the participants. U.S. host families may not receive any compensation, monetary or otherwise, for hosting.

Follow-on Activities: Provide guidance and support to participants while in the U.S. by advising and supporting them in planning the implementation of community service projects, and offering opportunities to reinforce the ideas, values and skills learned during the exchange. Participants should return home from the exchange prepared to implement projects that serve a need in their schools or communities. To amplify program impact, proposals should present creative and effective ways to address the project themes, for both program participants and their peers. While virtual follow-on activities are encouraged, proposals should address alternative ways to support alumni without reliance on the Internet and technology, which may not be accessible to all participants. Internet-based correspondence and project activities should be facilitated for those who do have access, in part by using the International Exchange Alumni ([alumni.state.gov](http://alumni.state.gov)) and ExchangesConnect ([exchanges.state.gov](http://exchanges.state.gov)) websites. All alumni contact information gathered by award recipients on behalf of this program must be available to the Department of State. Please refer to the PSI for additional guidance.

Other notes: The award recipient is responsible for all components of the program outlined in this document. The Bureau requires the recipient organization to communicate with ECA and the Public Affairs Section of the participating U.S. embassies or consulates on a regular basis about program activities, including host family recruitment and selection, pre-departure and welcome orientations, publicity, and follow-on activities. The recipient also must inform the ECA Program Officer about progress at each stage of the project's implementation in a timely fashion and obtain approval of any significant program changes in advance of implementation. All materials and correspondence related to the program will acknowledge this as a program of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The Bureau will retain copyright use of and will distribute materials related to this program as it sees fit.

### III. PROPOSAL CONTENTS

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner.

Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

**NOTE:** Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)  
Prior to submitting applications through Grants.gov, please ensure you meet all Grants.gov system and software requirements, including Adobe software compatibility. You can verify if your version of Adobe software is compatible with Grants.gov, by visiting <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>.
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items. All documents should be appropriately and clearly titled.

#### **Online Forms**

- SF-424, “Application for Federal Assistance”
- SF-424A, Budget Information – Non-Construction Programs
- SF-424B, “Assurances – Non-Construction Programs,” (only required for organizations if its representations and certifications have not been completed in the System for Award Management (SAM.gov). If an organization is exempt from registering in SAM.gov, then it would still need to provide the form as part of its application.)
- Include other attachments, if applicable, such as the Negotiated Indirect Cost Rate Agreement (NICRA), form 990 Return of Organization Exempt From Income Tax, SF-LLL Disclosure of Lobbying Activities (only required for organizations that engage in lobbying activities), etc.

#### **Program Narrative**

Executive Summary (One page)

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Proposed theme
4. Nature of activity
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
6. Scope and Goals
  - a. Number and description of participants
  - b. Wider audience benefiting from program (overall impact)
  - c. Geographic diversity of program, both U.S. and overseas
  - d. Fields covered
  - e. Anticipated results (short and long-term)

### **Narrative**

Within 20 double-spaced, single-sided pages, provide a detailed description of the project addressing the areas listed below:

- 1) **Vision and Motivation:** Describe the program objectives, goals, and the desired outcomes, i.e., the knowledge, skills, and/or attitudinal changes that the participants will acquire.
- 2) **Participating Organization(s):** Identify critical partner organizations (and/or consultants) for the program, their roles, and the reasons for including them. Applicants must describe their working relationship with the partner organization(s) and detail the division of program responsibilities between the award recipient and the partner organization(s).
- 3) **Project Activities:** Describe the components of the exchange and how they relate to program themes, including program planning, orientations, educational and cultural activities, meetings, site visits, community service, and the closing session. A detailed outline of the three-week exchange should be included as an appendix. Also, describe support for follow-up activities.
- 4) **Travel, Housing, and Other Logistics:** Detail international travel arrangements (in compliance with the Fly America Act); domestic travel; homestays (be specific about the recruitment, screening, and monitoring processes) and other housing arrangements; ground transportation; stipend disbursement; and relevant administrative matters.
- 5) **Participant Monitoring:** Detail a plan for the well-being, safety, and security of program participants during all stages of the program. A competitive monitoring plan should include the following:
  - a) information provided in pre-departure orientation materials on safety and the avenues for youth to communicate concerns to staff
  - b) staff supervision plan when the participants are in hotels and/or dormitories
  - c) host family screening plan, which includes criminal background checks for all household members over the age of 18

- d) participant monitoring plan for homestays
  - e) comprehensive emergency action plan
- 6) **Program Monitoring:** In the submitted proposal, applicants should include a plan describing how they will work with ECA to measure and meet program monitoring goals.
  - 7) **Diversity:** Explain how the program managers will proactively support diversity in program content, demonstrating how diversity can contribute to a vibrant civil society. Diversity should be defined broadly to include geographic, urban/rural, ethnic, racial, socio-economic, sexual orientation, and religious diversity.
  - 8) **Institutional Capacity and Project Management:** Outline the applicant's capacity to conduct programs of this nature, focusing on three areas of competency: provision of educational and thematic programs, age-appropriate programming for youth, and any previous work in Southeast Asia. Describe the program staffing (individuals by name and responsibilities), qualifications, structure, and resources. If applicable, include this information for partner organizations as well.
  - 9) **Work Plan/Schedule:** Outline the phases of the project planning and implementation for the entire award period. Provide a draft schedule of daily activities of the exchanges in an appendix.
  - 10) **Non-Competitive Continuations:** Applicants should provide a brief commitment to implement the program for the FY 2022 base year, plus two additional non-competitive continuations in FY 2023 and FY 2024, pending successful program performance and the availability of funds.

#### **Additional Information to be Submitted**

- Detailed Budget

The ECA level of funding available for the Pan Africa Youth Leadership Program for the FY 2022 base year is \$1,600,000. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and the availability of funds.

Please submit a comprehensive line item budget, as stated in the PSI. An explanatory budget narrative must be included.

Suggested program costs include, but are not limited to, the following:

- Staff travel
- Participant travel (international, domestic, ground transportation, passport fees)
- Educational materials
- Orientations
- Cultural and social activities

- Meeting costs
- Lodging, when not in homestay
- Food (primarily group meals)
- Interpreters for French language exchanges
- Follow-on activities
- Mini-grant funding for follow-on projects
- Monitoring and Evaluation (M&E)
- Pocket money for participants' incidental expenses
- Other justifiable expenses directly related to supporting program activities

Stipends for homestays or for host families **are not** allowed

Significant cost-sharing is encouraged and will enhance the proposal.

Please note that there are no fees for the J-1 visas that foreign participants will use to enter the United States. Applicants should budget for foreign program participants to travel to the applicable U.S. embassy for visa interviews and should budget to cover the cost of participants' passports, if necessary.

Exchange participants will be enrolled by the award recipient in the Bureau's Accident and Sickness Program for Exchanges (ASPE). This cost of the ASPE coverage does not need to be included in the budget.

Please refer to the PSI for allowable costs and complete budget guidelines and formatting instructions.

- Calendar of activities/itinerary
- Letters of endorsement: Include pledges to participate in the program's implementation from significant partner organizations and any receiving a sub-award. Letters from elected officials are generally not advised.
- Resumes of all staff should be included in the submission; no resume should exceed two pages.
- Attachments/appendices: Please limit those materials essential for understanding the proposed program, such as a draft schedule, to no more than 10 pages (in addition to the 20-page narrative). Extensive attachments will detract from your proposal.
- First Time Applicant Attachments, if applicable. (Please see PSI)

### **APPLICATION SUBMISSION**

The solicitation document indicates the date the complete proposal is due and the manner in which proposals must be submitted. **There are NO EXCEPTIONS to this deadline.** For further information regarding this program, contact Pamela Rasmussen at [Rasmussenp@state.gov](mailto:Rasmussenp@state.gov).

(END)