2022 Request for Leadership Institute Applications (RFA)

ISSUANCE DATE: Thursday, September 2, 2021
APPLICATION DEADLINE: Friday, October 15, 2021
PERFORMANCE PERIOD: January 15, 2022 to September 15, 2022

INTRODUCTION

The Mandela Washington Fellowship for Young African Leaders, a groundbreaking initiative launched in 2014, is seeking U.S.-based post-secondary educational institutions, including accredited colleges and universities, and non-governmental organizations to implement six-week Leadership Institutes in the summer of 2022. The objective of the Mandela Washington Fellowship is to build mutual understanding by empowering leaders through leadership development and cross-cultural exchange, forming a sustainable, prestigious network of effective leaders in critical sectors in Sub-Saharan Africa and the United States. The Mandela Washington Fellowship is sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by IREX.

The Mandela Washington Fellowship Leadership Institutes are comprehensive executive-style programs designed to build skills and empower Fellows to lead in their respective sectors and communities through the themes of Business, Civic Engagement, and Public Management. The six-week Institutes, held on U.S. college and university campuses, support the development of Fellows' leadership skills through academic study, workshops, mentoring, networking with U.S. leaders, and collaboration with U.S. counterparts. Each Institute also offers insights into U.S. society through site visits and cultural exchange. The Institutes strengthen connections between the United States and Africa and establish enduring partnerships between Fellows, local communities, and private businesses.

The Fellows, who are between the ages of 25 and 35, have established records of promoting innovation and positive change in their organizations, institutions, and communities, and are recruited from all 49 countries in Sub-Saharan Africa. All 700 Fellows selected for the 2022 Fellowship will have the opportunity to hone their skills through a six-week Leadership Institute and a Summit in Washington, D.C., and some will engage in subsequent professional placements across the country. Upon returning home, Fellows will continue to build on the skills and connections developed during their time in the United States through access to ongoing professional development, networking, and collaboration opportunities with support from the U.S. Department of State and affiliated partners. Mandela Washington Fellowship Alumni form a vibrant network of young African leaders with the skills and motivation to spur economic growth and prosperity, strengthen democratic institutions and governance, and enhance peace and security across Africa.

Bureau of Educational and Cultural Affairs (ECA) Strategic Priorities
As the flagship program of the Young African Leaders Initiative (YALI), which represents the U.S. Government's signature effort to invest in the next generation of African leaders, the Mandela

Washington Fellowship directly supports U.S. foreign policy goals for Africa, including strengthening U.S.-Africa relations. To advance these goals, the Bureau of Educational and Cultural Affairs (ECA) at the U.S. Department of State, which provides funding and visionary oversight for the Mandela Washington Fellowship, has identified the following priorities and expectations for the 2022 Leadership Institutes:

- **Programming incorporates key U.S.-Africa strategic policies and topics**
- **Programming prioritizes diversity, equity, inclusion, and access for Fellows of all abilities**
- **Programming internationalizes U.S. campuses and communities**
- **Programming prioritizes leadership development and critical thinking**
- **Programming reflects diverse viewpoints and aspects of U.S. culture**
- **Fellow health, safety, and welfare are prioritized**
- **Communications reflect U.S. Department of State brand equities**

Further information about each of these priorities can be found under "Institute Overview & Guidelines" (Section IV) and in the designated sections below.

IREX, in collaboration with ECA, will select up to 28 U.S.-based educational institutions and non-governmental organizations ("Institute Partners") to receive subawards of up to $215,000 to host 25 young African leaders for a non-credit, non-degree, six-week intensive executive-style leadership and professional development program. Grant guidelines mandate that selected hosts must contribute a minimum of $37,000 in cost share. Each Institute should center on a customized thematic track: Leadership in Business, Leadership in Civic Engagement, or Leadership in Public Management. Due to the ongoing COVID-19 pandemic, selected Institute Partners must demonstrate the flexibility and responsiveness to adjust planning and programming as necessary to meet the needs of the Fellowship and individual Fellows.

To best support the role of Institutes in strengthening connections between the United States and Africa, IREX and ECA are interested in building sustained partnerships with selected Institute Partners through the duration of IREX's three-year prime award, contingent on available funding and continued strong performance of subaward recipients.

Minority-serving institutions are encouraged to apply. Non-governmental organizations are also eligible to apply as subaward recipients; however, Leadership Institutes must take place on a U.S. college or university campus. Joint applications between two educational institutions are permitted, particularly in cases where a smaller institution may wish to partner with a neighboring institution to leverage complementary resources. All joint applications must designate one official entity as the lead administrator on the subaward and should delineate how responsibilities will be shared. Institutions receiving a subaward from IREX for the Mandela Washington Fellowship will be subject to the Office of Management and Budget's Circular 2 CFR Parts 200 and 600, and the applicable cost principles.

Qualified U.S.-based post-secondary educational institutions and non-governmental organizations who would like to be considered to host a Leadership Institute in 2022 should carefully review the information enclosed detailing proposal requirements, and must submit the online application and required documents no later than **Friday, October 15, 2021**. Applications received after this date may not be considered.

Prospective applicants are encouraged to register their interest with Senior Program Officer Steven Funk (sfunk@irex.org) in order to receive updates on this competition. Questions regarding the RFA may also be directed to Mr. Funk.

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SECTION I: 2022 ANTICIPATED INSTITUTE DATES

RFA Issuance Date	September 2, 2021
Submission Deadline	October 15, 2021
Anticipated Institute Partner Selection Notifications	November 19, 2021
Anticipated Institute Partner Subaward Start	January 15, 2022
Anticipated Institute Partner Planning Retreat	January 26 to 28, 2022
Official Announcement of Institute Partners	January 26, 2022
Institute Program Development	January 15 to June 7, 2022
Anticipated Commencement of Leadership Institutes	June 8, 2022
Anticipated Conclusion of Leadership Institutes	July 16, 2022
Fellows and Institute Staff Travel to Summit	July 17, 2022
Mandela Washington Fellowship Summit	July 18 to 20, 2022
Institute Partner Debrief	July 21, 2022
Anticipated Subaward End Date	September 15, 2022

SECTION II: APPLICATION REQUIREMENTS

A complete application will include the following documents. Failure to follow the specifications, requirements, and templates provided may result in disqualification. Applications will be reviewed based on the evaluation criteria included in Section XI.

- ✓ **Online Application Form**
- ✓ **Resumes or Curricula Vitae** for proposed Academic and Administrative Directors and Leadership Manager
- ✓ **Letter of Support** from Post-Secondary Educational Institution/Non-Governmental Organization Senior Leadership

✓ **Institute Narrative** (Required template available at mwfellows.info/NarrativeTemplate. See additional guidance in Section IX.)
✓ **Budget Worksheet** (Required template available at mwfellows.info/BudgetWorksheet. See additional guidance in Section X.)
✓ **Budget Narrative** (Required template available at mwfellows.info/BudgetNarrative. See additional guidance in Section X.)
  o *Note: If indirect costs are included in the budget, attach a copy of your institution's current Negotiated Indirect Cost Rate Agreement (NICRA) from a cognizant agency or comparable approved documentation.*

SECTION III: SUMMARY OF ROLES & RESPONSIBILITIES

Institute Partner roles and responsibilities will include, but are not limited to:

- In consultation with IREX and ECA, designing Institute programming that meets identified priorities and securing adequate and appropriate staffing. This includes implementing the Common Leadership Curriculum (CLC), selecting Ignite Talk speakers (if requested), ensuring diverse viewpoints across programming, and scheduling the required feedback session in the final week for Fellows to complete the post-Institute survey.
- Designing a plan and securing appropriate staff to ensure successful implementation of the Institute. This includes, but is not limited to, the Academic Director, the Administrative Director, a designated Leadership Manager, and Focus Project Coaches (see pages 15-17 for more detail on staff roles).
- Ensuring that one Institute representative (either the Administrative or Academic Director) and the Leadership Manager participate in the Institute Partner Planning Retreat in January 2022.
- Creating a program agenda and an At-A-Glance overview calendar using Fellowship-provided templates.
- Creating required Fellow welcome and introductory Institute materials using Fellowship-provided templates.
- Submitting deliverables to IREX by stated deadlines, ensuring full participation in any scheduled Institute planning webinars and calls, and coordinating communication with Fellows placed at the Institute according to stated timelines.
- Identifying and arranging all logistics, including local transportation and pickup from nearest international or other IREX-identified airport.
- Securing appropriate lodging and meals with dietary considerations. Single rooms for Fellows, defined as an individual bedroom with a door, are recommended for pandemic-related health and safety reasons. Private or shared bathrooms and common spaces are permissible.
- Serving as primary contact for Fellows during the Institute.
- Confirming emergency healthcare providers that accept the U.S. Department of State's Accident and Sickness Health Benefits Program (ASPE).
- Identifying staff to support Fellow physical and mental health issues and medical emergencies.
- Developing an orientation schedule that utilizes any required Fellowship-provided materials and/or language and provides Fellows with a concise overview of the program, including principal objectives, major themes, and important logistical information.

- Reinforcing Fellowship policies and expectations to participants through orientation and program communications and activities, including applying the Fellowship's conduct and travel policies and using Fellowship-provided templates.
- Collecting and returning to IREX requested Fellow information to be gathered upon arrival, including but not limited to tax paperwork, assigned phone numbers, and required immigration documents.
- With IREX support, arranging and providing reasonable accommodations for Fellows with disabilities in accordance with U.S. law and supporting their full participation in the Institute.
- Promoting U.S. Department of State brand equities through social media strategy and adherence to set branding requirements.
- Sending all Fellowship-related articles or press releases to IREX for clearance prior to publication.
- Identifying the U.S. Department of State as the funder of the Mandela Washington Fellowship on all public-facing platforms and communications.
- Notifying IREX in advance of any anticipated host institution engagement with U.S. Government officials related to the Mandela Washington Fellowship.
- Providing Fellows with a certificate of Institute completion at the end of the program, signed by the program director, educational institution, or organizational leadership; bearing the name of the leadership track; and stamped with an organizational seal.
- Distributing the U.S. Department of State's certificate of completion of the Mandela Washington Fellowship.
- Completing weekly online reports during the Institute as well as the post-program survey.
- Identifying one Institute representative to support Fellow travel to the Summit and to participate in the Institute Partner Debrief on July 21, 2022.
- Submitting a final program report and final invoice using Fellowship-provided templates according to stated deadlines.
- Submitting copies of Form 1042-S to IREX for tax purposes if distributed to Fellows and obtaining necessary consent from Fellows to do so according to institutional policy.

IREX roles and responsibilities will include, but are not limited to:

- Serving as liaison with the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA).
- Providing Institute Partners with guidance documents and planning resources to support program development and implementation.
- Reviewing Institute documents to ensure inclusion of required program components and reflection of U.S. Department of State priorities.
- Communicating the program timeline, providing feedback on and approval of all Institute documents, and sharing administrative and logistical information with Institute Partners throughout the planning process.
- Selecting Fellows, in collaboration with ECA, and assigning them to Leadership Institutes.
- Arranging and paying for Fellow flights to and from the United States as well as transportation to the Summit.

- Collecting information from Fellows and sharing relevant details with Institute Partners, including but not limited to dietary information, contact details, medical history, flight itineraries, and biographical summaries.
- Developing the Common Leadership Curriculum (CLC) and associated resources and implementing trainings as needed.
- Developing the Focus Project Worksheet and Focus Project Toolkit to be used in conjunction with Focus Project coaching sessions and providing implementation guidance as needed.
- Financing and sharing results of Fellows' CliftonStrengths® assessments with Institute Partners.
- Monitoring and evaluating the program through site visits, calls, document reviews, and surveys, including but not limited to Fellow baseline, post-program, Alumni, and Summit surveys.
- Administering Student and Exchange Visitor Information System (SEVIS)-related documentation for the issuance of visas to Fellows on behalf of the U.S. Department of State and maintaining accurate SEVIS records.
- Supporting Fellow health and conduct issues that may arise during the Fellowship.
- Filing 2022 tax returns on behalf of all Fellows and collecting written consent to do so.
- Working with Institute Partners to identify any barriers in programming or access and plan for reasonable accommodations for Fellows with disabilities. Direct program costs associated with disability accommodations will be paid directly by IREX.
- Providing requested funds to Fellows for the supplemental stipend and/or meal monies via an IREX-provided debit card, if requested by Institute Partner according to Budget Guidelines.

SECTION IV: INSTITUTE OVERVIEW & GUIDELINES

The Mandela Washington Fellowship Leadership Institutes are comprehensive executive-style programs designed to build skills and empower Fellows to lead in their respective sectors and communities through thematic leadership foci in Business, Civic Engagement, and Public Management. The academic content, designed using adult learning principles, is delivered by both host institution faculty and local practitioners. The intensive six-week Institute model uses leadership development as the framework to create links between academic sessions, the Strengths-based Common Leadership Curriculum (CLC), site visits, networking, community service, and cultural activities to maximize learning and retention of new concepts and ideas. Fellows across all three themes gain theoretical knowledge and practical skills that can be applied in or adapted to African contexts.

In support of broader U.S.-Africa policy efforts, all Institutes must ensure the following identified priorities are addressed throughout their proposed programming:

Programming Incorporates Key U.S.-Africa Strategic Policies and Topics
Institute activities and topics must include opportunities for Fellows to learn about and discuss U.S. policies and initiatives that impact U.S.-Africa relations. Examples include (but are not limited to) efforts to increase trade and investments with the United States, such as Prosper Africa and Access Africa, Power Africa, and the U.S. International Development Finance Corporation. Institutes may also draw from the following priority topics: *climate change and sustainability; accountable governance; anti-corruption; combatting HIV/AIDS and COVID-19 and building back better to improve resiliency; global public health; social justice; emerging technology; urban development; diversity, equity, and inclusion; countering violent extremism; clean energy production/distribution; ethical leadership; food security; gender parity; human trafficking;*

infrastructure/service delivery; international/regional trade and the Africa Continental Free Trade Area; maternal health; peace and security; and youth employability and engagement.

Programming Prioritizes Diversity, Equity, Inclusion, and Access for Fellows of All Abilities
Institutes must prioritize diversity, equity, inclusion, and access in all aspects of programming. See Section VI below for detailed guidance.

Programming Internationalizes U.S. Campuses and Communities
Institute programming should provide U.S. citizens with exposure to and knowledge of foreign cultures through a range of interactions with Fellows. Programming should include academic and cultural sessions that allow Fellows to share international perspectives with local audiences, community service activities that contribute directly to local beneficiaries and service organizations, and networking events with the potential to foster long-term relationships and collaboration between Fellows and their U.S. counterparts.

Programming Prioritizes Leadership Development and Critical Thinking
The Common Leadership Curriculum (CLC) will provide foundational leadership content for Fellows across all Institutes. Institutes must implement the CLC as designed through three-hour sessions scheduled in weeks two through six of programming. Additionally, Institutes must incorporate supplemental leadership approaches, tools, and activities throughout their individual programs to build on and reinforce the Fellowship's focus on broad-based leadership development. Academic sessions and other Institute programming should expose Fellows to diverse sources of information and challenge them to think critically, ask questions, and speak for themselves.

Programming Reflects Diverse Viewpoints and Aspects of U.S. Culture
Institute programming should incorporate a diverse range of U.S. perspectives on target issues and policy responses. This diversity should be reflected across session content as well as through a variety of guest speakers, site visits, and cultural activities. Institutes should expose Fellows to as many aspects of U.S. culture as possible to enhance Fellows' understanding of U.S. values.

Information regarding the identified priorities of **Fellow health and safety** and of **Fellowship communications** is included in Sections VII and VIII below.

In pursuit of these priorities, all Institutes must include the following elements:

Orientation
All proposed Institutes must include an orientation that will provide Fellows with a concise overview of the program, including principal objectives, major themes, and important logistical information. As a complementary resource to a Pre-Departure Orientation and the Fellow Handbook, IREX will provide Institute Partners with an Institute Arrival Orientation PowerPoint presentation, a resource that all Partners are required to use to ensure consistency of messaging on key Fellowship topics across all Institutes. Institutes may either use the resource as a stand-alone presentation or incorporate the slides into the Institute-planned orientation sessions.

Successful orientations will include both an academic and administrative focus. The academic orientation will introduce Fellows to the Institute's overall themes and practical academic sessions and explain how

the sessions relate to Institute objectives. It should stress that while some academic content may not be directly applicable to every Fellow, all Fellows should look for connections between the content and their experiences in their home countries. The academic orientation must also address other program components including the CLC, site visits, community service activities, networking, and any other experiences the Fellows will participate in and how they relate to the Institute's themes.

The administrative orientation will introduce Fellows to Institute staff and the resources available on campus and in the surrounding community. This orientation must include information on safety and security; respect for diversity, including issues of race and racial diversity in the United States; health and well-being, including the host institution's COVID-19 policies and protocols; and sexual harassment. Institute staff must clearly outline their expectations of the Fellows, including active and timely participation in all aspects of the Institute, adherence to Fellowship and Institute terms and conditions and associated disciplinary processes, responsibility for building their own networks, and the importance of keeping an open mind to learn from each session, whether or not it directly relates to each Fellow's present work. The administrative orientation will establish group norms to ensure Fellows have the tools to discuss differences and resolve conflicts when they arise, in addition to other ground rules to promote effective discourse throughout the program.

In addition to the formal arrival orientation, Institutes should plan to provide regular information to Fellows to provide context on how upcoming programming fits into the overall agenda so Fellows are best-positioned to connect learning across the weeks.

From their first communications with Fellows, Institutes should be clear on what Fellows can expect from Institute programming in terms of academic rigor, pace and daily scheduling, and the types of experiential and skill-building activities the Institute will offer. These communications should also provide information on pre-arrival Institute contacts, housing accommodations, and other Institute-specific details to support appropriate planning and expectation-setting.

Some orientation best practices include:
- Program management takes time during orientation to work with Fellows to develop a collaboratively agreed-upon code of behavior and sets expectations for group conduct during the program.
- Program management prioritizes inclusive leadership skills needed to discuss and address differences and resolve conflicts when they arise, especially on sensitive topics such as race, gender identity, sexuality, and religion.
- Scavenger hunts help familiarize Fellows with the campus and surrounding community as well as bond with each other and/or get to know their U.S. counterparts.
- Program incorporates a presentation by the educational institution's Title IX office and/or invites the campus Title IX coordinator to present relevant Arrival Orientation slides and discuss the institution's policies on sexual harassment.

Practical Academic Sessions
Institutes will consist of an integrated series of highly interactive learning activities including seminars, group discussions, skill-building exercises, experiential activities, and assignments and should incorporate speakers from diverse backgrounds. Academic sessions should expose Fellows to diverse sources of information and challenge them to think critically, ask questions, and speak for themselves. Individual sessions should allow ample time for the exchange of views among Fellows and presenters, allow Fellows

to share international perspectives with local audiences, and, where relevant, give Fellows space to consider how they can address the issues raised when they return to their home countries.

When constructing the Institute program agenda and while discussants/facilitators/speakers are crafting their sessions, it is important to keep in mind that the **Fellows are <u>not</u> students**; the Fellowship is an executive-style program comprised of experienced individuals from a diverse set of countries and backgrounds. To ensure the success of each session, Institutes are encouraged to identify session leaders who are interested in learning from the Fellows in addition to sharing their own expertise on the U.S. experience. Presenters who have some experience in Africa are often well received by the Fellows; however, as noted below, it is expected that Fellows will be the key contributors of expertise, perspectives, and experiences from across Sub-Saharan Africa during academic programming.

It is important that Institutes expose Fellows to a variety of presenters with diverse backgrounds, identities, viewpoints, and occupations. The Institutes must be designed specifically for the Mandela Washington Fellows and may not replicate an existing course. Sessions should be applicable to a wide range of professional and educational backgrounds. As described above, all Institutes must include opportunities for Fellows to learn about and discuss U.S. policies and initiatives that impact U.S.-Africa relations. Examples include (but are not limited to) efforts to increase trade and investments with the United States, such as Prosper Africa and Access Africa, Power Africa, and the U.S. International Development Finance Corporation. Institutes may also draw from the following priority topics: *efforts to increase trade and investments with the United States; climate change and sustainability; accountable governance; anti-corruption; combatting HIV/AIDS and COVID-19 and building back better to improve resiliency; global public health; social justice; emerging technology; urban development; diversity, equity, and inclusion; countering violent extremism; clean energy production/distribution; ethical leadership; food security; gender parity; human trafficking; infrastructure/service delivery; international/regional trade and the Africa Continental Free Trade Area; maternal health; peace and security; and youth employability and engagement.* Institutes should also address relevant issues of diversity, equity, and inclusion directly through seminars, workshops, meetings, or discussions on related topics and indirectly through contact with diverse individuals.

As much as possible, content must be U.S.-focused but provide clearly transferable lessons that Fellows could consider incorporating into their own countries' contexts. In other words, **Institutes should not attempt to teach African leaders about African problems or U.S. solutions to African problems**. Rather, Institutes should present U.S. content and formal policy measures and allow ample time for Fellows to share and discuss their own experiences and thoughts on various initiatives. Allowing Fellows to talk about their work in their home countries and share ideas with each other and the presenters is integral to the success of both the Institute and the Fellowship's broader objectives of strengthening U.S.-Africa relations.

The Academic Director should be available to assist Fellows in their efforts to connect U.S. lessons to their home countries. While this can be done in many ways, it is typically most successful when Fellows debrief regularly with the Academic Director. Throughout the academic program, Fellows should be reminded that most of the case studies presented will be focused on U.S. context, as they themselves are expected to bring their home country expertise and perspective to these discussions.

Best practices for practical academic sessions include:
- Academic content is designed for the adult learner using adult learning principles and experiential/practical training techniques.
- Academic learning is balanced with cultural enrichment and downtime.
- Sufficient reflection time is allocated for Fellows to process new learning and experiences. Program design incorporates structured reflection facilitated by an expert to synthesize the disparate program elements through activities such as journal writing, small group work, or group sharing.
- Academic content emphasizes innovative uses of technology and scientific and data-driven approaches to decision-making.
- Program design includes linkages between academic sessions, site visits, community service, CLC sessions, and cultural/civic activities to maximize learning and retention of new concepts.
- Workshops are sequential, emphasize practical applications, and provide opportunities for Fellows to develop and practice new skills.
- Team-building and communications sessions are facilitated through leadership activities to develop group cohesion.

Site Visits

The Institute should also include site visits to relevant businesses, organizations, and government agencies and discussions in the field with local professionals and experts. Site visits should be substantive in nature and not solely a tour of a facility. The most successful site visits include an orientation to the organization (including what need the organization exists to address, how it is structured to address that need, and what other ways individuals and organizations in the U.S. are tackling this need), a tour of the facility or opportunity to meet with beneficiaries, and an opportunity for a discussion with a senior leader of the organization. Institutes are also encouraged to include open and collaborative discussions about the ways in which the organization's work manifests inclusive principles or policies, where applicable.

When selecting site visits, it is helpful to prioritize organizations that have either an organizational- or staff-level interest in establishing relationships with Fellows so that the Fellows can utilize site visits as additional networking opportunities. Site visits should relate to the week's academic/thematic content and should expose Fellows to leaders with diverse viewpoints as well as organizations with a variety of ownership/leadership models.

While most site visits may be organized for the full cohort of 25 Fellows, time should also be set aside for tailored/specialized site visits for individual Fellows or small groups that can be organized by sub-themes.

Leadership Training

Leadership training is the framework on which all Institute programming is built. The Leadership Manager at each Institute will serve as a key staff member who works closely with the Institute Academic Director to ensure leadership programming begins early in the Institute and is cohesive throughout the six weeks. The Leadership Manager will be required to attend all trainings related to facilitation of the CLC, including the Institute Partner Planning Retreat and any other planned sessions, to ensure a consistent experience for all Fellows regardless of Institute placement. Each Institute will include three required components to develop Fellows' skills in leadership: the Fellowship's Strengths-based Common Leadership Curriculum (CLC), the complementary Leadership Development and Action Plan (LDAP), and Institute-designed

supplementary leadership activities. Please note that links to previous editions of the CLC and LDAP have been provided as a reference.

Common Leadership Curriculum

The CLC provides a common and consistent leadership experience so that all Fellows have a shared language and a foundational knowledge to build upon as they return to their home countries. The CLC is guided by the perspective that leadership is not related to an individual's professional level, but rather to their behavior and actions in whatever position they hold. It incorporates both a Strengths-based approach—including use of the CliftonStrengths® assessment, which focuses on an individual's natural talents in work and life—and the concept of Ubuntu (the recognition of an individual's responsibility to their greater community and collective humanity). The curriculum uses active learning methods to give Fellows practical tools they can apply regardless of their sector interest or level of professional experience. Fellows will return home with an initial action plan and strategies for leveraging their talents to effectively lead and contribute to their local communities.

Institutes will dedicate one three-hour session each week, scheduled in weeks two through six, for the CLC. The Leadership Manager will lead Sessions 1, 4, and 5 of the curriculum, and Institutes will identify a facilitator who has completed Gallup's current Successful CliftonStrengths® Coaching course—or its equivalent under previous Gallup training models—to lead Sessions 2 and 3, which are Strengths-focused. The Leadership Manager may lead all five sessions if they have completed the Strengths training indicated.

For the Strengths-focused sessions, Institutes are encouraged to engage qualified facilitators from institutional or community partner staff to ensure continuity with other programming and an understanding of Fellow profiles. IREX will provide the CLC to Institutes as an "off-the-shelf" training comprised of a detailed facilitation guide, with accompanying PowerPoint presentations where relevant, all supplies needed to facilitate session activities (including materials needed for any adaptations to accommodate Fellows with disabilities), and reference copies of the Leading from Strengths pre-departure online module and the LDAP. Guidance on how to implement the curriculum will be provided during the Institute Partner Planning Retreat and/or training webinars.

IREX will pay directly for Top 5 CliftonStrengths® assessments for all Fellows. Compensation for all five sessions should be included in budgeted Institute staff costs, either as ECA-requested funds or as cost share, and may include payment for a Strengths-trained facilitator for Sessions 2 and 3 if the Leadership Manager will not facilitate all five sessions. Costs related to the completion of the Successful CliftonStrengths® Coaching course, or its equivalent, are allowable budget expenses (see Section X: Budget Guidelines for more details).

Leadership Development and Action Plan

The LDAP will complement the work done during dedicated CLC leadership sessions, link leadership concepts with non-academic aspects of programming, and guide Fellows in setting concrete short-term goals and developing practical strategies to implement their visions. Fellows will use unscheduled free time throughout the Institute to work on their LDAPs and apply leadership learnings to their personal contexts.

Institute-Identified Leadership Activities
While the CLC will provide foundational leadership content for Fellows, Institutes must also incorporate separate supplemental leadership sessions that offer approaches, tools, and skill-building activities building on or reinforcing the CLC sessions and the Fellowship's focus on broad-based leadership development.

Community Service
All Institutes will include at least 15 hours of community service opportunities throughout the six weeks for Fellows to meaningfully participate in hands-on or virtual learning, cultural exchange, and dialogue with a diverse cross-section of U.S. society while introducing Fellows to volunteerism in the United States. Community service should connect with the Institute theme whenever possible. Ideally, these activities will expose Fellows to a diverse group of organizations and include opportunities for direct interaction between Fellows, community organizations, and local beneficiaries. Community service activities with organizations that advocate for marginalized populations, such as diaspora-run businesses, civil liberties organizations, or organizations working towards social justice and poverty alleviation, are especially welcome.

As with site visits, Fellows should be briefed on the community need the organization fills and be given an overview of how the organization operates prior to the service activity. Community service should be hands-on or virtual and include activities that broaden Fellow interaction with local community members, such as serving meals at a homeless shelter, visiting with long-term patients at a local nursing home, providing remote consulting services to a start-up social enterprise, participating in a community park clean-up, or mentoring/tutoring teens in summer school.

Some best practices for community service activities include:
- Service activities are linked to the themes and topics being explored in the Institute, and Fellows are provided with an overview of the organization they will be visiting/working with prior to the activity. Including the organization's website in advance (if applicable) can be helpful to Fellows.
- Community service activities are preceded and followed by debrief sessions, allowing Fellows to process their experience, ask questions, and make connections to their home communities.
- Activities are scheduled for enough time to allow substantive engagement.
- Activities tangibly support community needs and include direct interaction with the population served to the extent possible. Examples of activities include fighting food insecurity by working with a local foodbank to provide meals to community residents or volunteering with Special Olympics chapters to support activities for athletes with disabilities.
- Virtual service activities leverage Fellows' professional expertise and international perspective to provide institutional or individual support to a community organization or its stakeholders. Examples of activities include providing a marketing analysis to an organization targeting diaspora communities, designing a social media campaign for a local non-profit organization, or participating in a virtual mentoring program with local youth.

Cultural Exchange
ECA's mission is to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange that assist in the development of peaceful relations. As such, Institute programming should provide U.S. citizens with exposure to and knowledge of foreign cultures through a range of interactions with Fellows. Institutes will include ample opportunities for Fellows to attend structured and informal gatherings to interact with ordinary

community members from a variety of ethnic, social, and professional backgrounds and to visit local sites that celebrate the history of diverse communities in the United States. Many Fellows will appreciate gaining insight into the lives of "everyday Americans", and to the extent possible, host institutions should facilitate this through recruitment of families and community members from diverse backgrounds. Activities should also allow Fellows to present their country histories and cultures to a diverse group of U.S. counterparts, as well as one another. Institutes must include at least one structured opportunity for Fellows to share their cultures with the local community through a cultural fair, community dinner, panel discussion, or other cultural activity.

Institutes are encouraged to facilitate optional cultural and weekend activities (such as group nights at the theater, concerts, sporting events, and city tours) that offer Fellows in-person or virtual opportunities to experience the diversity of the United States while fostering group cohesion.

Some best practices for cultural activities include:
- Institutes organize or participate in community cultural fairs or community meals to allow the Fellows to share their cultures with each other and the local community.
- Institutes design and host cultural activities that showcase local culture and/or seasonal U.S. holidays (e.g., July 4th parades and fireworks).
- Institutes organize a variety of optional cultural/social activities during the week and weekends.
- Institutes regularly share (via Facebook, Google groups, listservs, WhatsApp, wikis, etc.) information on the broad mix of campus and community activities open to Fellows (such as sporting/theater/art events and guest speakers).
- Institutes arrange for Fellows to spend an evening(s) with a U.S. host family.

Organized Networking Opportunities
Networking is an important component of the Fellowship, and the support and time set aside by Institutes for networking is a distinctive element of the program with the potential to foster long-term relationships and collaboration between Fellows and their U.S. counterparts. Institutes will organize events and receptions where Fellows can meet with organizations and community members that might be interested in cultivating relationships, allowing both Fellows and U.S. professionals to further expand their professional networks. Institutes are encouraged to engage diverse professional networks in addition to those related to the Fellows' specific fields of interest. This may include organizations working in areas related to ECA priority topics or Institute sub-themes (see Section V below).

Additionally, throughout the six weeks, Institutes are encouraged to provide opportunities for Fellows to create and cultivate one-on-one collaborative relationships with seasoned professionals in their fields of interest. Institutes may plan to introduce Fellows to peers, mentors, or professionals within the same track/industry. These connections should be individuals from the community who share similar professional interests and are leaders in their area of specialization. They should be interested in sharing experiences and building relationships internationally.

While there are many possible models to facilitate these opportunities, best practices include:
- *Speed Networking*: Institutes bring Fellows and local professionals together to facilitate structured, short introductory conversations. Fellows have the opportunity to meet multiple individuals and privately identify with whom they would like to further connect. The event organizer provides contact details for matches following the event and encourages outreach.

- *Hub Leaders*: Fellows at each Institute will generally be placed in smaller communities of practice of four or five individuals who are working in the same field. Institute staff identify a U.S. professional in each interest area from the local community as a hub leader, who will meet with Fellows in the first week and help connect them to professional contacts of interest. Hub leaders generally meet each week with their Fellows to check in on connections and help identify other professionals in the Fellows' fields of expertise.
- *Peer Collaborator/Mentor Directory*: A virtual version of speed networking. Institute staff collect 150-word professional bios from a pool of potential Peer Collaborators and Mentors and share these bios with the Fellows. Fellows then rank their top three choices of Peer Collaborators or Mentors, while staff do the same with Fellow bios. Institute staff then assign a Peer Collaborator or Mentor to each Fellow based on their rankings.
- *Institute-Assigned Peer Collaborator/Mentor Matching*: Institute staff utilize information from Fellows' application materials, biographies, and communications on networking goals and professional interests to match them directly with professionals working in their field. Given the complexity of this model, it has proven most successful when a member of the Institute team is assigned to oversee this component as their primary responsibility.

Unstructured Time for Individual Networking

For Fellows to build as broad a network as possible, Institutes should dedicate a full morning or afternoon each week as unstructured time for Fellows to pursue their individual interests during regular business hours. During this time, Fellows are encouraged to arrange their own meetings with U.S. experts and leaders in the local community, allowing them to further customize their Fellowship experience. This is an opportunity for Fellows to focus on more technically-specific areas of interest and grow their professional networks. Institutes are asked to help connect Fellows with relevant contacts through their networks and encourage Fellows to take initiative and make good use of this time.

While Institutes will connect Fellows to networking opportunities, they should also set the expectation that Fellows should be building connections on their own during unscheduled time. As Fellows will become more comfortable at their host institutions and build larger networks as the Institutes progress, program agendas should include more unscheduled time in later weeks. Prior to arriving at their Institutes, Fellows will complete an online course on networking in the United States and follow a self-guided Personal Networking Plan toolkit so they are prepared to strategically leverage their networking and unscheduled time to engage with U.S. professionals.

Focus Project & Coaching

The Focus Project will provide an opportunity for Fellows to connect Fellowship learning to their own specific professional pursuits through independent exercises and three one-on-one coaching sessions. As part of their pre-Fellowship preparation, Fellows will complete a Focus Project Worksheet, provided by IREX, to identify a topic to guide their action planning and coaching discussions. During the Institute, Fellows will work through a Focus Project Toolkit of independent exercises meant to help advance their work after the Fellowship. Focus Project Coaches will meet with Fellows individually to provide feedback on these exercises. The Focus Project Toolkit gives Fellows a tangible framework that can be implemented in their professional tasks and that is distinct from the LDAP, which guides leadership development. Fellows are strongly encouraged to align their Focus Project with their Ignite Talk topic.

Please note that links to previous editions of the Focus Project Toolkit and Focus Project Worksheet have been provided above as a reference.

Institutes should engage Focus Project Coaches from their institution and/or wider community to provide three one-on-one coaching sessions, each approximately 60 minutes long, for each Fellow. This may include the Administrative/Academic Directors, the Leadership Manager, or other institutional staff; Ph.D. or other advanced graduate students may be appropriate based on their experience.

Coaches are not required to be subject matter experts in the Fellow's interest area but must have experience creating and refining an action plan. Coaches may be assigned to work with more than one Fellow, but all sessions must be conducted one-on-one and Coaches who work with multiple Fellows should ensure that their schedule will allow for the required number of hours according to the provided guidelines. Coaching sessions may be scheduled either in-person or virtually if a selected Coach is not in the local area; however, Coaches are expected to make themselves available at the times that will best fit with the Fellow's schedule and, if applicable, time zone.

Ignite Talks

The 2022 Mandela Washington Fellowship Summit will include an opportunity for one Fellow from each Institute to present a three- to five-minute Ignite Talk discussing the work they are doing/plan to do in their home countries, an issue of importance to them, or something they have learned at the Institute that has impacted their work. Fellows are strongly encouraged to align their Ignite Talk with their Focus Project. Institutes may use different approaches for Ignite Talk speaker selection; however, all Fellows should be given the opportunity to develop and present a talk, and the speaker should be selected by their Fellow peers. Institutes must ensure time is built into their calendars to select the speaker by July 6, 2022.

Fellow Feedback

Institutes must include weekly or bi-weekly debrief sessions for Fellows to reflect and provide academic or administrative feedback to address any issues of concern. Additionally, IREX will disseminate baseline and post-Institute surveys to Fellows and will share these results with Institute Partners. At the end of week six, Institutes must include a one-hour session for Fellows to complete the required online post-Institute survey. Institutes are also encouraged to include opportunities for Fellows to discuss issues of inclusion and diversity observed or explored during the program as part of these feedback and wrap-up sessions.

Summit Preparation

One 90-minute session must be set aside at the beginning of week six for group discussions and preparation for Summit activities. The Summit provides an exciting opportunity for Fellows to network with U.S. Government officials and leaders in the public and private sectors, as well as with other Fellows. The Summit program will include a variety of events, such as panel presentations, networking opportunities, and small group discussions. Institute Partners will receive guidance from IREX on Summit activities to share with Fellows.

Institute Staffing & Administration

In order to effectively manage a Mandela Washington Fellowship Institute, it is important to ensure that the major programmatic components below are overseen by a team of program staff including, but not limited to:

- **Administration**: Management of program logistics; housing; local transportation; arrival/departures travel coordination; budget and finance; university relationships; event planning; Institute weekly and post-program surveys; Fellow health and wellness; accessibility accommodations; and 24/7 Fellow support available during the Institute.
- **Academics**: Overseeing the Institute agenda and program quality and continuity; designing curriculum; securing and preparing faculty and guest speakers; designing Institute assignments and deliverables; and integrating site visits, cultural outings, and community service into the curriculum.
- **Community Engagement**: Managing relationships with external and university organizations involved in the Fellowship through community service, networking, site visits, and cultural outings; organizing networking opportunities; helping Fellows navigate the local organizational landscape; and assisting Fellows in making connections with appropriate industry contacts or mentors.
- **Leadership Development**: Overseeing classroom and experiential leadership activities; ensuring leadership development is woven throughout all Institute activities; facilitating the Institute-led leadership sessions; facilitating sessions and supporting any sessions led by external facilitators; and linking concepts from the CLC and the LDAP into complementary program sessions and activities. Where possible, Institutes should identify a single staff member to oversee all Institute leadership activities, including facilitation of the CLC sessions.
- **Focus Project Coaching:** Identifying appropriate Coaches to provide individualized guidance and feedback during three one-to-one sessions for each Fellow; communicating expectations and providing support to selected coaches; and ensuring that all Fellows schedule and complete their coaching sessions as well as their Focus Project Toolkit.

The program model for the Fellowship includes identification of an Academic Director, an Administrative Director, and a Leadership Manager by each Institute. These key roles should be present and available as resources for the Fellows throughout the six weeks of the Institute and *typically include the following types of engagement*:

- The **Academic Director** plans, implement, and oversees the academic content and monitors Fellow participation in all program activities. The Academic Director works closely with faculty, guest speakers, and community organizations to ensure the coherence of all aspects of academic and cultural programming. The Academic Director should ideally be present with Fellows at all sessions and should highlight how various components support broader Institute themes and Fellowship goals.
- The **Administrative Director** oversees all Fellow support services, including budgetary and logistical elements of the Institute, required reporting to IREX, and Fellows' personal well-being throughout the Institute.
- The **Leadership Manager** works closely with the Academic Director to ensure that leadership programming is implemented as a foundational aspect of programming. The Leadership Manager facilitates CLC Sessions 1, 4, and 5; supports Institute-identified external facilitators who lead Sessions 2 and 3 if the designated Leadership Manager is not CliftonStrengths® trained; and participates in the Institute Partner Planning Retreat and other CLC training as needed.

While each Institute staffing structure is unique, be aware that some components will require significant staff time and the staffing structure must be organized accordingly. In addition to the roles outlined

above, **supplementary support staff** should be available to support acclimation to the campus and local community, organized networking activities, Fellows' physical and mental health issues, and medical emergencies.

Overall Institute Best Practices *(Logistical Considerations)*
- Housing is an easy walk or public transit ride to campus in a facility dedicated to mature adults (i.e., not undergraduates). Single rooms for Fellows, defined as an individual bedroom with a door, are recommended for pandemic-related health and safety reasons. Housing offers wireless internet access.
- Several meal options are offered for Fellows, which may include a combination of debit card funds and meals. Housing allows for Fellows to cook meals and includes basic cookware and utensils.
- Institutes provide Fellows with information on places of worship and prayer on campus and in the surrounding community during orientation and campus tours.
- Fellows have access to Institute Partner resources to support independent learning, such as a writing center, library, computer lab, etc.
- Institute staff prepares and shares a toolkit of social and cross-cultural educational institution and community resources to support Fellow needs during the program.
- Program implements a clear communications plan to notify Fellows of events, activities, and program changes (e.g., Facebook, Google groups, listservs, WhatsApp, wikis, etc.).
- Team-building and positive group dynamics are supported and nurtured throughout the program and facilitated by faculty, staff, an advanced-level graduate student, or community partner with training or experience in addressing cross-cultural competencies and who is outside the regular program management team.
- Medical care facilities are available and easily accessible to Fellows as needed with providers who accept the international Accident and Sickness Health Benefits Program (ASPE) provided by the U.S. Department of State.
- Additional strong support staff are secured to provide critical assistance in matters such as logistical planning, finance and expenses, Fellow travel coordination, and 24/7 support during the Institute. Institutes should anticipate having 2-3 full or part-time support staff employed during the execution of the Institute (for a total of approximately 80-120 hours per week).

SECTION V: INSTITUTE TRACK GUIDANCE

As Mandela Washington Fellows are mid-career professionals, basic survey courses on business, civic engagement, or public management are not appropriate for the Institutes. Institutes are most effective when they have a unifying umbrella and weekly themes that tie the academic, leadership, and other activities together. Institutes will consider key challenges facing Africa, the institution's unique expertise, and the resources available within the local community as Institute themes and topics are developed. However, academic sessions should include the **subthemes** mentioned below for each track to ensure a common experience for all Fellows. While theoretical sessions can provide a helpful common understanding of a subject, Institutes should emphasize practical academic sessions with opportunities to relate the experiential content to Fellows' work at home.

In the long term, Mandela Washington Fellows will be problem-solvers able to address local, national, and international challenges. With this goal in mind, Institutes should encourage and develop problem solving

regarding issues relevant to current challenges in Sub-Saharan Africa. Examples of current sub-Saharan African challenges are listed below for each track. Institutes may delve into these issues or pose other challenges and opportunities for discussion. However, **Institutes should not attempt to teach Fellows about problems in Africa generally or in their home countries.** Instead, Institutes should highlight how the United States has developed or tried to develop solutions to similar issues and allow Fellows to draw upon their own experiences to relate the lessons or best practices to their home countries. Fellows appreciate speaking with individuals who are knowledgeable about or have experience in Africa. These experts should engage in conversation with the Fellows about their experiences and how U.S. examples may or may not be applicable in Fellows' home countries. U.S. examples that can be explored for each track have also been listed below.

Leadership in Business

Leadership in Business Institutes should provide Fellows with an overview of U.S. entrepreneurial strategies, including those employed to address social issues. These Institutes should focus on developing Fellows' skills in business and entrepreneurship, while examining the development, history, challenges, and successes of U.S. enterprises and U.S./global social enterprises, with specific relevance to the African continent. Institutes should encourage Fellows to elaborate innovative and practical plans to expand their engagement in business and/or entrepreneurship in their communities and to engage with others in this area.

Subthemes
- Innovation and technology that will capitalize on emerging markets and impact the youth population in Africa
- Business plan development and tools (topics may include customer discovery, ideation, prototyping, pitch workshops, scaling, outcome-based evaluations, sustainable development, etc.)
- Financial management (topics may include identifying appropriate sources of funding, grant writing, entrepreneurial finance, transparency, accountability, etc.)
- Business ethics (topics may include corporate social responsibility, whistleblower protections, etc.)
- Intersection of business with civil society and government, including infrastructure and service delivery issues, and the role of private/public partnerships
- International and regional trade, including opportunities to leverage U.S.-Africa economic policy initiatives to expand businesses and create further international linkages
- Diversity and inclusion in the workplace, including Strengths-based leadership in entrepreneurship/management and building diverse teams
- Navigating a business in times of crisis through innovation, adaptation, and community partnerships

Current Sub-Saharan African Challenges
- Infrastructure and energy deficiencies
- Excessive government regulations and other institutional barriers to operating legal businesses
- Limited access to quality market research
- Shortage of professionals with appropriate skills for emerging industries
- Low internet penetration and limited access to information and communication tools

U.S. Examples
- Strategies for business plan development and innovation can be highlighted through a visit to a local innovation or start-up hub.
- Infrastructure management may be highlighted by a site visit to the local sanitation facility to discuss funding and implementation of capital improvement projects.
- Internet access issues could be highlighted by a visit to an internet service provider to discuss how they are expanding broadband capabilities in local libraries.

Leadership in Civic Engagement

Leadership in Civic Engagement Institutes should provide Fellows with an overview of how citizens, both as individuals and groups, have shaped U.S. history, government, and society, including discussion of similarities and contrasts with experiences and opportunities on the African continent. The academic program should define civic engagement, examine its development in the United States, and build skills in topics such as citizenship, community building, economic development, grassroots activism, social justice, political organizing and leadership, volunteerism, and the use of information and communications technology, including social media, in advancing civic causes. Institutes should encourage Fellows to develop innovative and practical plans to expand their engagement as citizens in their own communities and to work with others in this area.

Subthemes
- Advocacy (topics may include coalition building, development-friendly policies, creating community-based campaigns, political organizing, media relations, minority and marginalized populations, etc.)
- Strategic planning (topics may include mission development, good governance, grant writing/fundraising, etc.)
- Organizational development (topics may include human resource development, ethics, project management, marketing and communications, monitoring and evaluation, etc.)
- Advancing inclusive communities and engaging marginalized groups in civic initiatives
- Intersection of civil society with business and government
- Diversity and inclusion in the workplace, including Strengths-based leadership in organizing and executing civic engagement initiatives with diverse teams
- Mobilizing communities and leveraging innovative partnerships to mitigate the effects of crises

Current Sub-Saharan African Challenges
- Restrictive regulation of civil society organizations
- Political and governance structures that are not transparent or accountable to everyday citizens
- Low internet penetration and limited access to information and communication tools
- High demand for basic services but extremely limited resources
- Human rights challenges for minority populations
- Social change advocates' personal safety issues/fear of retribution

U.S. Examples
- Reducing barriers to civic engagement for marginalized groups could be explored through a panel discussion featuring organizations that address issues related to disability rights.

- A discussion on encouraging accountability in government structures could be highlighted by a visit with a local elected official who has recently implemented a new transparency initiative for public spending in her office.
- Practical approaches to managing limited resources could be examined during a visit to a community-based organization that provides a continuum of social services for local residents.
- Human rights challenges for minority populations could be highlighted through a visit to civil rights organizations advocating for social change.

Leadership in Public Management

Leadership in Public Management Institutes should provide Fellows with an overview of public management and leadership, including regional economic and workforce development; financial management in public and non-profit organizations; planning and the global knowledge economy; and domestic and foreign development policies. Within the broader framework of the public policy process, Fellows should be exposed to specific public management questions on topics such as public finance, rule of law, education, public health, climate change and sustainability, public sector transparency and accountability, good governance, wildlife trafficking, and foreign policy, including multilateralism. Institutes should encourage Fellows to create innovative and practical plans to expand their engagement in public management in their communities, and to work with others in this area.

Subthemes

- Citizen engagement (topics may include community outreach and policy dialogue, transparency, principles of justice, legal rights, government accountability, etc.)
- Resource management (topics may include combatting corruption, ethics, intellectual property protection, workforce development, information technology, accountability, etc.)
- Financial management systems (topics may include public revenue models, civic works, transparent procurement processes, accountability for proper stewardship of funds, etc.)
- Intersection of government with business and civil society
- Diversity and inclusion in the workplace, including Strengths-based leadership in designing/executing public management initiatives and building diverse teams
- Innovating public management solutions to strategically respond in times of crisis and engaging community stakeholders to make collaborative decisions

Current Sub-Saharan African Challenges

- Strained infrastructure, food security concerns, energy deficiencies, and other impacts of climate change
- Rapid human migration both within country borders (urbanization, internally displaced persons) and to/from outside (brain drain, human trafficking, gender-based violence, migrant laborers, refugees)
- Need for improvement in health outcomes for both rural and urban populations, especially in the areas of maternal health and individuals with disabilities
- COVID-19-related health challenges (misinformation, import dependency, vaccine hesitancy, and constraints on testing, treatment, and vaccine distribution)
- High demand for basic services but extremely limited resources
- Limited access to information, communication tools, and integrated systems

- Centralized decision-making and bureaucratic structures that do not support or reward innovation

U.S. Examples
- Citizen engagement on infrastructure challenges may be highlighted by a visit to a city council hearing on a new transportation project and a follow-on conversation with the local transportation official who works to integrate community feedback into local transportation plans.
- The intersection of government with business and civil society could be highlighted through a visit to a local Business Improvement District (BID) office, conservancy, or "Friends of the Park"-type organization.
- Resource management challenges may be highlighted through a site visit to a county health department to discuss the logistics, personnel requirements, and ethics of their COVID-19 testing, treatment, and vaccination strategy.

SECTION VI: ENSURING INCLUSIVE PROGRAMMING

The Mandela Washington Fellowship works to ensure that its efforts reflect the diversity of U.S. society and societies abroad and seeks and encourages the involvement of people from traditionally underrepresented audiences. As such, Institutes must prioritize diversity, equity, inclusion, and access in all aspects of programming by modeling inclusion of diverse and underrepresented groups and providing support and accommodations to ensure Fellows of all abilities have the opportunity to participate in all program activities, develop inclusive leadership skills, and engage with other Fellows.

Incorporation of Diversity, Equity, and Inclusion Practices Across All Institute Activities
The Fellowship strives toward the active, intentional, and ongoing inclusion of diverse groups of people as valued decision-makers, leaders, and drivers of change. As such, Institutes should be intentional about highlighting the importance of diversity, equity, and inclusion (DEI) in their programming and modeling inclusivity by engaging U.S. citizens from a wide range of backgrounds and viewpoints while supporting Fellows as they develop inclusive leadership skills and work to directly reduce identity-based disparities and discrimination in their home countries. Institutes must incorporate DEI practices into all aspects of programming and logistics and foster ECA's mission to promote mutual understanding between citizens of other countries and citizens of the United States. When designing programming, Institutes must provide Fellows with opportunities to engage with the broad range of profiles and perspectives represented in ECA's Diversity Statement. This should include exposure to such diverse aspects of U.S. society as race, color, national origin, sex, age, religion, geographic location, socioeconomic status, disability, sexual orientation, and gender identity.

Support for Fellows with Disabilities
The Mandela Washington Fellowship strongly promotes the inclusion of Fellows with disabilities and seeks partner organizations that are committed to ensuring a high quality, inclusive program that will allow for a full and engaging experience for all Fellows. All Institutes must be prepared to provide reasonable accommodations for Fellows with various types of disabilities and should detail in their Institute Narrative(s) how these accommodations will be managed, including any resources on campus available to help Institute staff navigate individual accommodation needs

such as ADA-compliant housing and transportation, CART/ASL interpretation services, laptops with screen readers, rental wheelchairs and mobility scooters, and/or orientation and mobility training. Provision of reasonable accommodations will be supported by IREX. Direct program costs associated with disability accommodations will be paid directly by IREX and are not expected to be included in subaward budgets, although cost share is allowable and strongly encouraged. IREX will coordinate and pay directly for any accommodation needs during the Summit.

Support for LGBTQI Identities
The Mandela Washington Fellowship welcomes Fellows of all backgrounds and identities, including those who identify as LGBTQI. All Institutes must be prepared to support Fellows who self-identify as members of the LGBTQI community and model open acceptance of the LGBTQI community by connecting Fellows with related community resources, providing appropriate housing and bathroom options for transgender Fellows, and modeling gender inclusion with gender-neutral language and ensuring correct pronouns are shared and used for all Fellows, staff, and community members.

Support for Fellow Religious Practices
All Institutes must be prepared to support their Fellows' various religious practices and proactively foster connections between Fellows and faith-based institutions in their communities. This includes providing information about places of worship near campus; identifying prayer spaces; procuring Halal, kosher, vegetarian, or other alternatives for group meals; making schedule accommodations for Fellows' religious observances; and supporting Fellows who are fasting for any religious holiday.

SECTION VII: SUPPORT FOR FELLOW HEALTH & SAFETY

Fellow health and self-care are important aspects of any exchange program. As such, Institutes will provide support for any and all Fellow health and safety issues that may arise including, but not limited to, precautions and protocols related to COVID-19. Institutes must be prepared to identify local resources and medical professionals as needed and provide appropriate staff to manage medical or other crisis situations. Institutes must alert IREX of noted Fellow health and safety concerns and follow identified procedures and warning protocols for addressing Fellow conduct, as detailed in the Mandela Washington Fellowship Terms & Conditions.

Institutes should incorporate their institutions' COVID-19 policies and protocols into their planning, to include arrangements for testing, COVID-19 vaccines or boosters, and basic personal protective equipment (PPE), as required by the hosting institution. Institutes should also note protocols, including housing and medical support, for Fellows who test positive at the beginning of or during the Institute. A university health insurance or benefits plan may be provided as a supplement to the ASPE benefits provided by the U.S. Department of State.

SECTION VIII: COMMUNICATIONS REQUIREMENTS

In order to maintain consistent messaging about the Mandela Washington Fellowship and ensure U.S. Department of State equities are reflected in Fellowship communications, Institute Partners will:

- Send all articles or press releases to IREX for clearance prior to publication and follow all U.S. Department of State branding and signage requirements for all events, remarks, program documentation, online websites, and social media posts related to the Mandela Washington Fellowship.
- Identify the U.S. Department of State as the funder of the Mandela Washington Fellowship on all public-facing platforms and communications.
- Notify IREX in advance of any anticipated host institution engagement with any U.S. Government officials related to the Mandela Washington Fellowship.

SECTION IX: INSTITUTE NARRATIVE

The Institute Narrative should provide IREX and the U.S. Department of State with a clear concept of how the structure and content for the proposed Leadership Institute will meet **identified program requirements and ECA strategic priorities for the 2022 Mandela Washington Fellowship**. Using the required template provided, the Institute Narrative should walk readers through a Fellow's experience in the program and clearly outline the proposed approach for key program components and learning objectives. The Institute Narrative should not exceed 10 pages single-spaced and must be submitted using the provided Institute Narrative template (narratives in other formats will not be accepted).

The **required Institute Narrative template** includes the sections below. Additional detail for each section is included within the template document:
- Institute Overview
- Institute Objectives and Goals
- ECA Strategic Priorities
- Weekly or Thematic Unit Overview
- Institute Activities and Approach
    - Orientation
    - Practical Academic Sessions
    - Site Visits
    - Leadership Training
    - Community Service
    - Cultural Exchange
    - Networking Opportunities
    - Focus Project & Coaching
    - Ignite Talks
    - Fellow Feedback Activities
    - Summit Preparation
    - Institute Staffing & Administration

SECTION X: BUDGET GUIDELINES

Applicants are required to submit an Institute Partner Budget using the provided budget worksheet and budget narrative templates. Each line item must include a detailed description of the activities supported and an explanation of how the cost was derived. Per the budget worksheet template, line-item costs should be listed to two decimal points, rather than using rounding functions. If a line item includes both

ECA-requested funds and cost-share funds, the amounts for each funding category (ECA/Cost Share) must be noted separately in the budget narrative.

Institutions receiving a subaward from IREX for the Mandela Washington Fellowship will be subject to the Office of Management and Budget's Circular 2 CFR Parts 200 and 600, and the applicable cost principles.
General Budget Information

Subaward Amount: The budget may not exceed $215,000 in total ECA-requested funds. All implementation costs incurred over $215,000 must be assumed as cost share by the host institution. Requested funds should be listed in Column G on the budget worksheet template titled "Subaward Requested Funds."

Cost Share Amount: A minimum of $37,000 in cost share is required. Cost share can include, but is not limited to: educational institution fees, indirect costs, housing, transportation, and personnel costs. Cost-share funds should be listed in Column H on the budget worksheet template named "Cost-Shared Funds."

IREX Debit Card Amount: Institute Partners may request funds for the supplemental stipend and/or meal monies be distributed directly to Fellows on an IREX-provided debit card. Funds to be distributed via an IREX-provided debit card should be listed in Column I on the budget worksheet template named "IREX-Provided Debit Card." Funds distributed on this card must include an additional 14% tax withholding listed on the "IREX-Provided Debit Card Tax Withholding" line of the budget worksheet. The purpose of this withholding is to offset IREX's tax liability in distributing these funds to Fellows. These monies are reduced from the total available subaward amount of $215,000.

Budget Line Items Overview – Administrative Costs

Staff Costs: These expenses should include all key Institute personnel salary and benefits costs. All budgeted personnel costs should fall within the anticipated eight-month period of performance from January 15, 2022 to September 15, 2022. The calculations/formulas used to determine staff costs must be clearly visible in the budget worksheet.

The budget narrative must clearly list each key staff member, including the Administrative Director, the Academic Director, and the Leadership Manager, and detail how costs were derived. Please use one of the models below to describe these costs in your budget narrative:

> **If using Percentage of Effort**: Ms. Jones has a base salary of $52,000 and will devote 40% of her effort from January 15 to September 15, 2022 to Institute planning and implementation. $52,000 / 12 months = $4,333 x 8 months x 40% = $12,132.

> **If using Daily Rate of Pay**: Dr. Smith is on a nine-month appointment at a salary of $75,000. Dr. Smith will devote 30 days to Institute planning and implementation. $75,000 / 168 (# of duty days in an academic year) = $446 daily salary x 30 days devoted to the program = $13,380.

> **If using Hourly Rate of Pay**: Two graduate students will provide additional support during Institute implementation. They will be scheduled for 30 hours per week for 6 weeks at an hourly rate of $18.00. $18 x 30 hours x 6 weeks x 2 graduate students = $6,480.

Benefits: These expenses are set according to institutional policy. In the budget narrative, be sure to state the appropriate fringe rate for each staff member listed, as these rates often differ depending on the individual's status (i.e., full-time, part-time, consultant, graduate student, etc.). If applicable, be sure these rates reflect the institution's confirmed Negotiated Indirect Cost Rate Agreement (NICRA).

Other Direct Expenses: These expenses include items directly attributable to the project **and** not accounted for in Indirect Costs (i.e., phone, fax, postage, copying, printing, office supplies, etc.). Institute staff travel-related expenses not related to the Institute Partner Planning Retreat or the Summit may also be listed in this section as needed.

> ***Common Leadership Curriculum Training***: Institutes are required to identify a CliftonStrengths® trained facilitator to lead CLC Sessions 2 and 3 and are encouraged to leverage existing institutional or community partner resources. However, Institutes may include the registration fee, at the prevailing rate, for the [Successful CliftonStrengths® Coaching](#) course for the designated staff/faculty CLC facilitator or Leadership Manager under ECA-requested funds or as cost share. Associated travel and per diem costs may also be included at U.S. Government per diem rates: www.gsa.gov/perdiem.

Additional Institute Staff Travel Costs:

> ***Institute Partner Planning Retreat:*** IREX will cover the cost for one additional staff member per Institute to attend the Institute Partner Planning Retreat in late January. Additionally, IREX will cover the cost of the designated Leadership Manager to participate in the Planning Retreat. Travel and lodging costs for these staff members should not be included in the Institute's proposed budget.

> Institutes may also choose to send up to two additional staff to the Institute Partner Planning Retreat. Travel, lodging, and per diem for any additional Institute staff must be cost-shared or included in the relevant subaward line items for the 4 days and 3 nights of the Retreat. Total per diem rate (lodging, meals, and incidentals) charged to the grant for these individuals may not exceed established U.S. Government per diem rates, which can be found at the following site: www.gsa.gov/perdiem. Please note that final invoices for per diem expenses should not include reimbursement for meals provided as part of event programming.

> ***Summit:*** IREX will cover the cost for one staff member per Institute to attend the Summit in July. Travel costs for this staff member should not be included in the Institute's proposed budget. Institutes may choose to send up to two additional staff to the Summit. Travel, lodging, and per diem for any additional Institute staff must be cost-shared or included in the relevant subaward line items for the 5 days and 4 nights of the Summit. Total per diem rate (lodging, meals, and incidentals) charged to the grant for these individuals may not exceed established U.S. Government per diem rates, which can be found at the following site: www.gsa.gov/perdiem. Please note that final invoices for per diem expenses should not include reimbursement for meals provided as part of event programming.

Budget Line Items Overview – Program Costs

Institute Lodging and Per Diem: Fellow lodging and per diem support may not exceed established U.S. Government per diem rates for each location, which can be found at the following site: www.gsa.gov/perdiem.

> ***Lodging:*** The budgeted cost for 39 nights of lodging should include linens, towels, basic bathroom supplies (toilet paper/cleaning products), and access to basic cooking supplies and utensils (if relevant). Given that Fellows are mid-career professionals and due to the ongoing COVID-19 pandemic, single rooms for Fellows (defined as an individual bedroom with a door) are recommended for pandemic-related health and safety reasons. Suite arrangements with shared bathrooms and common spaces are permissible provided each Fellow has their own bed. Accommodations should include access to internet.

> ***Meals and Incidentals:*** Depending on your institution's context, meals are typically provided through a combination of various means including campus meal cards, group meals, and monies provided directly to support grocery shopping or eating in local restaurants. The monies budgeted on this line should encompass the full amount to provide Fellows with meals for 40 days during the Institute. The only exceptions are funds for group meals and the opening and closing meals, which should be included in the relevant budget lines titled "Group Meals" and "Welcome/Farewell Events" described below. Monies for Fellow meals must be reasonable to provide the planned number of meals for the local cost of living. Institutes may choose to use an IREX-provided debit card to provide meal monies and incidentals to Fellows, if desired. Please see the *IREX-Provided Debit Card Tax Withholding* subsection below for more details on how to list IREX-provided debit card funds in the budget worksheet.

Institute Textbooks and Materials: Institutes should cover all costs of materials related to and required for the Institute. While laptops and like materials should not be purchased for each Fellow for parity, they may be rented. Cell phones will be provided for Fellows by IREX and should not be included in Institute budgets. Education costs which are not per participant should be included under the "Education Materials" line item.

Fellows should be provided with a certificate of Institute completion at the end of the program, signed by the program director, bearing the name of the Leadership Institute track, and stamped with the institution's seal.

Supplemental Allowance: Institute budgets must include a $650 per-person stipend to cover the following expenses. Institutes may choose to use an IREX-provided debit card to provide the supplemental allowance to Fellows, if desired. Please see the *IREX-Provided Debit Card Tax Withholding* subsection below for more details on how to list IREX-provided debit card funds in the budget worksheet:

> ***Book and Cultural Allowance:*** Funds to purchase U.S. study books and materials in Fellows' areas of interest. These funds can also be used to cover admissions to cultural events of personal interest; however, these funds may not be used to cover mandatory program activities or materials.

Incidentals Stipend Allowance: Funds to cover any incidental expenses that they personally incur over the course of the Institute. Fellows often use these funds to purchase additional toiletries, snacks, and phone cards, or to cover medical co-pays.

This stipend is meant for Fellows' personal use only and must be distributed directly to Fellows upon arrival at their Institutes to use at their discretion.

Participant Admissions: These expenses include per-participant admissions for cultural, academic, and other mandatory group activities planned as part of the Institute program.

Tax Withholding: IREX is not permitted to give tax advice, but it is highly recommended that applicants consult with appropriate tax professionals regarding any new or existing relevant tax laws when creating the budget. All amounts listed in other budget line items should be the totals not including any applicable taxes that have been withheld and should not reduce the meals or supplemental stipend amounts noted above.

Institute-Specific Tax Withholding: Institutes are solely responsible for determining and withholding taxes on funds provided directly to participants per their institution's guidelines. If applicable, include any required institutional tax withholding on the "Institute-specific Tax Withholding" line of the budget worksheet and detail how these costs were derived in the budget narrative.

IREX-Provided Debit Card Tax Withholding: All funds to be distributed directly to Fellows via the IREX-provided debit card must be listed in Column I and totaled separately from the funds requested to be distributed directly to the Institute. For funds distributed via IREX-provided debit cards, an additional 14% tax withholding must be applied on the "IREX-Provided Debit Card Tax Withholding" line of the budget worksheet to offset IREX's tax liability in distributing these funds to Fellows. This tax withholding must be applied to all funds listed in Column I, including Supplemental Allowance, if applicable. Monies for tax withholding are reduced from the total available subaward amount of $215,000.

Guest Speaker Honoraria: Honoraria for all speakers or facilitators who are not being compensated by the subaward on a salaried basis, if applicable, cannot exceed $250 per day for preparation and delivery. Costs above the $250 per day rate may be cost-shared.

Guest Speaker Per Diem: Lodging and per diem for guest speakers must not exceed established U.S. Government per diem rates, which can be found at the following site: www.gsa.gov/perdiem. Costs above the federal per diem rate may be cost-shared.

Educational Materials/Trainings/Networking Activities: These expenses include group access to educational portals, leadership modules, and other curricular resources for the Institute. This line also includes expenses related to planned networking activities.

Airport Transportation: These expenses include transportation for airport transfers to the Institute from the nearest international airport and return to the airport for departure to the Summit. Fellows will arrive at the Institutes as individuals/in small groups and will depart for Summit as a single group, so

transportation to and from the airport should be planned accordingly. Locations within driving distance of Washington, D.C. will travel to the Summit via coach, paid for directly by IREX.

Ground Transportation: This line item should include bus/van/taxi rentals for all site visits, community service, cultural excursions, networking, grocery shopping, etc. In the budget narrative, provide a detailed description for how the costs on this line item were derived. *Please note: if internal university/institution rentals are utilized, they should be procured at cost or competitively procured externally.*

Group Meals: Costs for group meals may not exceed established U.S. Government per diem rates for that meal (breakfast, lunch, or dinner) for each attendee and location, which can be found at the following site: www.gsa.gov/perdiem. Explain how group costs are calculated.

Welcome/Farewell Events: Both a welcome and farewell event are required and should have a more social focus to differentiate them from the academic and administrative orientations and wrap-up activities. The farewell event should include distribution of Fellowship and Institute certificates as noted in the Institute Partner roles and responsibilities and *Institute Textbooks and Materials* sections above. Costs for welcome and farewell events cannot exceed $45 per person with maximum ratio of two guests per Fellow (50 guests + 25 Fellows = 75) unless additional expenses are cost-shared.

COVID-19 Planning: Institutes should cover reasonable costs for COVID-19 prevention and response based on institutional protocols. These costs should include testing, COVID-19 vaccines or boosters, and basic personal protective equipment (PPE), as required by the hosting institution as well as reasonable accommodations in the event that 1-2 Fellows require support following a positive test (e.g., quarantine housing and additional testing). COVID-19-related costs may be included as cost share or as an allowable expense under grant-requested funds. A university health insurance or benefits plan to supplement ASPE coverage may be included in the budget as cost share.

Budget Line Items Overview – Indirect Costs:
If indirect costs apply, please explain how these costs are derived in the budget narrative. If indirect costs are included in the budget, the proposal must include a copy of your institution's NICRA or similar document from a cognizant agency. Indirect costs can be included as cost share. The calculations/formulas used to determine indirect costs must be clearly visible in the budget worksheet.

SECTION XI: EVALUATION CRITERIA

Through an open, nationwide competition, ECA and IREX seek to recruit and partner with a diverse array of organizations and accredited U.S. institutions of higher education, including public, private, urban, rural, minority-serving institutions, and community colleges.

Eligible U.S.-based post-secondary educational institutions such as accredited U.S. colleges and universities, and non-governmental organizations who would like to be considered to host a Leadership Institute in 2022 should submit the online application and required documents no later than **Friday, October 15, 2021.** Applications received after this date may not be considered.

Applications will be evaluated on criteria including, but not limited to, the following:

Evaluation Criteria	Evaluation Guidance
ECA Strategic Priorities	• Institute Narrative clearly outlines how proposed programming will advance each of the ECA strategic priorities outlined on pages 1-2 of this document. • Programming incorporates key U.S.-Africa strategic policies and topics listed on page 6-7 of this document. • Programming prioritizes diversity, equity, inclusion, and access, and incorporates diverse viewpoints and aspects of U.S. culture. • Programming internationalizes U.S. campuses and communities by including a range of opportunities for interaction between U.S. citizens and Fellows to increase U.S. citizens' exposure to and knowledge of foreign cultures. • Programming prioritizes leadership development and critical thinking through implementation of the CLC provided by IREX and the incorporation of Institute-designed supplemental leadership sessions and activities. • Institution has the capacity and willingness to provide accommodations for Fellows with disabilities and describes how these accommodations will be managed throughout programming. • Medical facilities and a staffing plan have been identified to support Fellow physical and mental health needs and emergencies that may arise. • Communications reflect U.S. Department of State brand equities.
Academic and Leadership Programming	• Academic content is designed for and targeted to adult learners using adult learning principles and experiential training techniques. • Proposed sessions demonstrate relevance to current challenges across Sub-Saharan Africa and prioritize U.S.-based examples of approaches to similar challenges. • Institute Narrative, using the required template, demonstrates a good balance of theoretical knowledge and practical skills and provides clear linkages between academic sessions leadership content, site visits, community service, and other activities. • In addition to the CLC, structured leadership skill-building sessions are incorporated to develop and enhance Fellows' leadership and collective problem-solving skills. • Topics and subthemes are appropriately tied to the sector track yet varied enough to interest a diverse set of Fellows. • Faculty and guest speakers are drawn from a diverse set of departments and fields, including industry leaders and public sector officials, exposing Fellows to a variety of topics and approaches. • Programming approach is innovative and supports the development of creative and interactive sessions that develop and enhance Fellows' leadership and collective problem-solving skills. • A diverse set of organized networking events and receptions are incorporated throughout the six weeks.

	• Institute has identified a Leadership Manager to lead CLC Sessions 1, 4, and 5 and participate in the Institute Partner Retreat. If the Leadership Manager does not have the training required to lead Sessions 2 and 3, Institute has identified an appropriate facilitator or has included costs for providing required training to Leadership Manager in their budget. Additional consideration will be given to Institutes with existing internal expertise and experience utilizing the CliftonStrengths® assessment. • Opportunities for Fellow feedback are incorporated throughout the Institute.
Mutual Understanding	• Application demonstrates an understanding and appreciation of the Fellowship's benefits for the campus and community. • Structured and unstructured networking opportunities allow Fellows to create and cultivate one-on-one collaborative relationships with mentors, peers, and professionals. • Facilitated cultural and weekend activities (concerts, sporting events, city tours) offer Fellows opportunities to experience the diversity of the United States and interact with ordinary community members from a variety of demographic, social, and professional backgrounds through formal and informal gatherings. • Opportunities are provided for Fellows to share their country histories and cultures both with their U.S. counterparts and among their Fellowship cohort. • Community service activities are designed to allow Fellows' substantive engagement, ensuring they can make meaningful and lasting connections with their U.S. counterparts. • Organized community service activities represent a diverse set of service opportunities. • At least 15 hours of community service opportunities are included throughout the Institute.
University/Institutional Support & Past Performance	• Faculty, senior administration across the institution, and community partners provide broad support for hosting an Institute. • Academic Director has knowledge and experience in the selected sector track. • Administrative Director has experience working with international visitors and strong knowledge of institution and community resources. • Leadership Manager has knowledge and experience in leadership skill development, with a familiarity with CliftonStrengths® preferred. • Supplementary staff are available to support program implementation and Fellow health and safety as needed. • Institution has experience designing and successfully implementing short-term, customized academic exchange programs.

	• Institution demonstrates the flexibility, creativity, and rapid response capability to meet the needs of the Fellowship and individual Fellows should the ongoing COVID-19 pandemic affect programming. *Note: Past performance with the Fellowship or other ECA-funded exchange program may be taken into consideration, but is not required.*
Logistics	• Orientation provides a strong introduction to the community and covers key topics such as safety and sexual harassment, program expectations and norms, COVID-19 protocols, diversity in the United States, and introductions to campus resources. • Housing facility is appropriate for mature adults and offers wireless internet access. Single rooms for Fellows, defined as an individual bedroom with a door, are recommended where possible. • Several meal options are offered for Fellows, which may include a combination of cash, campus meal plans, in-residence cooking, and group meals. • A clear plan for transportation is provided. • Proposed housing is an easy walk to campus or transportation is easily available and/or provided to Fellows. • Local grocery and convenience stores are either within walking distance or other transportation arrangements are available for Fellows to purchase toiletries and groceries.
Budget	• Overall budget costs are reasonable, allowable, cost-effective, and realistic for the programming proposed. • The budget, using the required worksheet and narrative templates, includes the required minimum cost share of $37,000 and does not exceed $215,000 in total requested funding. • Adequate staff and staff time are budgeted to successfully implement programming. • Reasonable lodging and meal costs are included for 25 participants for 39 nights and 40 days. • The budget narrative clearly details how the costs for each line item have been derived.