



MANDELA WASHINGTON FELLOWSHIP

FOR YOUNG AFRICAN LEADERS

Request for Alumni Enrichment Institute Applications (RFA)

ISSUANCE DATE: Thursday, November 4, 2021

APPLICATION DEADLINE: Friday, December 17, 2021

PERFORMANCE PERIOD: February 1, 2022 to October 1, 2022

INTRODUCTION

Executive Summary

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 two-week Alumni Enrichment 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.

IREX is seeking educational institutions to host groups of 25 Mandela Washington Fellowship Alumni for two-week Alumni Enrichment Institutes (“Alumni Institutes”). A total of 200 Alumni of the 2021 Mandela Washington Fellowship will be competitively selected for this opportunity. IREX anticipates awarding eight subawards of up to \$70,000 per Institute, plus additional funds to cover participant housing. Cost-share is not required for this opportunity but is encouraged. Institute participants will arrive in the United States on July 13, 2022, to attend an Orientation and Welcome Workshop in Washington, D.C., and will then travel to U.S. university or college campuses, where the Alumni Enrichment Institutes will take place from July 21, 2022, to August 5, 2022.

Background on the 2021 Mandela Washington Fellowship and Alumni Enrichment Institutes

Due to the global COVID-19 pandemic and with the health, safety, and well-being of Fellows and partners as the highest priority, the U.S. Department of State conducted the 2021 Mandela Washington Fellowship virtually. 2021 Fellows completed six-week [Leadership Institutes](#) online from their home countries, through which they further developed their professional and leadership skills, engaged with U.S. citizens through community service, networking, and cultural activities, and independently completed project action plans with the support of designated coaches. The Leadership Institutes were divided into three thematic tracks—Leadership in Business, Leadership in Civic Engagement, and Leadership in Public Management—and Fellows were placed at a Leadership Institute based on their professional background and goals. Upon successful completion of the virtual Fellowship, Fellows



continued to build on the skills and connections developed during their Fellowship 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.

The Alumni Enrichment Institutes (“Alumni Institutes”) are a follow-on opportunity for which 2021 Mandela Washington Fellowship Alumni (“participants”) can apply to come to the United States to supplement their Fellowship experience. The two-week Alumni Institutes, held on U.S. college and university campuses, support the development of participants’ understanding of the United States by building on [the programming they completed in 2021](#) through experiential learning sessions focused on U.S. society and culture. The Alumni Institutes will also provide participants with the opportunity to immerse themselves in a U.S. community through community service, cultural exchange, networking, and site visits.

Alumni Institute participants, who are between the ages of 23 and 38, have established records of promoting innovation and positive change in their organizations, institutions, and communities, and were recruited from all 49 countries in Sub-Saharan Africa. The 200 competitively selected participants will begin their program in Washington, D.C. with an Orientation and Welcome Workshop, and will then travel to communities across the United States. They will be placed at U.S. institutions of higher education in cohorts of 25 for the two-week Alumni Institutes.

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 Alumni Institutes:

- Programming builds understanding of the United States’ society, culture, values, and institutions; reflects diverse views points and aspects of U.S. society; and promotes understanding of Sub-Saharan Africa
- Programming incorporates social justice principles and prioritizes diversity, equity, inclusion, and access for participants of all abilities
- Programming prioritizes reflections on leadership and critical thinking through experiential and discussion-based learning
- Programming facilitates professional connections through strategic networking

- Participant 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 “Alumni Enrichment Institute Overview & Guidelines” (Section IV) and in the designated sections below.

IREX, in collaboration with ECA, will select up to eight U.S.-based educational institutions and non-governmental organizations (“Alumni Enrichment Institute Partners” or “Alumni Institute Partners”) to receive subawards to host 25 young African leaders for a non-credit, non-degree, two-week intensive executive-style U.S. engagement program. Proposed budgets should include up to \$70,000 to cover faculty and staff time needed to design and implement the Alumni Institute, as well as provide for program costs such as local transportation, cultural activities, guest speaker honoraria, a welcome reception and closing event, one group dinner, and six group lunches. IREX will provide per diem stipends directly to participants to purchase meals and groceries for all other meals, as well as a supplemental allowance for participants’ personal use for books, cultural activities, and incidentals. These costs should not be included in proposed subaward budgets.

In addition to the \$70,000 fixed ceiling for administrative and program costs, Alumni Institute Partners should also include funds in their proposal budget for single occupancy lodging (defined as an individual bedroom with a door) within U.S. Government per diem rates specific to their location. Alumni Institute Partners must identify extended stay hotels, corporate housing, graduate residence halls, or similar accommodations on or near campus that provide furnished, apartment-style lodging inclusive of facilities for participants to cook some of their own meals. Private bathrooms are preferred, but shared bathrooms are permissible. Understanding that U.S. Government rates vary across locations, applicants will not be penalized or prioritized based on higher or lower housing costs in their proposal budgets.

Alumni Institute Partners are encouraged, but not required, to contribute cost-share. Due to the ongoing COVID-19 pandemic, selected Alumni Institute Partners must demonstrate flexibility and responsiveness to adjust planning and programming as necessary to meet the needs of the Fellowship and individual participants.

Minority serving institutions are encouraged to apply. Non-governmental organizations (NGOs) are also eligible to apply; however, Alumni Institutes must take place on a U.S. college or university campus. Joint applications between two educational institutions, or between an educational institution and an NGO, 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.

Institutions that have applied for a 2022 Mandela Washington Fellowship Leadership Institute may also apply to host an Alumni Institute. Applications for the Alumni Institute must demonstrate separate and distinct programming and must have separate dedicated staff. Institutions may only apply to host one Alumni Institute.

Qualified U.S.-based post-secondary educational institutions and NGOs that would like to be considered to host an Alumni 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, December 17, 2021**. Applications received after this date may not be considered.

Prospective applicants are encouraged to register their interest with Senior Program Officer Kristen Shannon (kshannon@irex.org) to receive updates on this competition. Questions regarding the RFA may also be directed to Ms. Shannon.

TABLE OF CONTENTS

Section I: [2022 Anticipated Alumni Enrichment Institute Dates](#)
Section II: [Application Requirements](#)
Section III: [Summary of Roles & Responsibilities](#)
Section IV: [Alumni Enrichment Institute](#)
Section V: [Ensuring Inclusive Programming](#)
Section VI: [Support for Participant Health & Safety](#)
Section VII: [Communications Requirements](#)
Section VIII: [Alumni Institute Narrative](#)
Section IX: [Budget Guidelines](#)
Section X: [Evaluation Criteria](#)

SECTION I: 2022 ANTICIPATED ALUMNI ENRICHMENT INSTITUTE DATES

RFA Issuance Date	November 4, 2021
Submission Deadline	December 17, 2021
Alumni Institute Partner Selection Notifications	January 18, 2022
Alumni Institute Partner Subaward Start	February 1, 2022
Alumni Institute Partner Introductory Webinar	February 16-17, 2022
Alumni Enrichment Institute Program Development	February 16 to July 20, 2022
Official Announcement of Alumni Institute Partners	March 2022
Virtual Alumni Institute Partner Planning Retreat	Mid-March 2022
Participant Arrivals in Washington, D.C.	July 13, 2022
Orientation and Welcome Workshop	July 14 to July 20, 2022
Commencement of Alumni Institutes	July 21, 2022
Conclusion of Alumni Institutes	August 5, 2022
Participant International Departures	August 6, 2022
Alumni Institute Partner Debrief Webinar	August 2022
Subaward End Date	October 1, 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 X.

- ✓ [Online Application Form](#)
- ✓ **Resumes or Curricula Vitae** for proposed Program and Administrative Directors and Community Engagement Specialist

- ✓ **Letter of Support** from Post-Secondary Educational Institution/Non-Governmental Organization Senior Leadership
- ✓ **Alumni Enrichment Institute Narrative** (Required template available at [mwfellows.info/AEINarrativeTemplate]. See additional guidance in Section VIII.)
- ✓ **Budget Worksheet** (Required template available at [mwfellows.info/AEIBudgetWorksheet]. See additional guidance in Section IX.)
- ✓ **Budget Narrative** (Required template available at [mwfellows.info/AEIBudgetNarrative]. See additional guidance in Section IX.)
 - *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

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

- In consultation with IREX and ECA, designing Alumni Institute programming that meets identified priorities and securing adequate and appropriate staffing. This includes implementing required leadership programming, ensuring diverse viewpoints across programming, and scheduling required feedback session in the final week for participants to complete the Post-Alumni Enrichment Institute Survey.
- Designing a plan and securing appropriate staff to ensure successful implementation of the Alumni Institute. This includes, but is not limited to, the Program Director, the Administrative Director, and a designated Community Engagement Specialist (see pages 15-16 for more detail on staff roles).
- Ensuring that the Community Engagement Specialist and either the Administrative or Program Director participate in the Virtual Alumni Enrichment Institute Partner Planning Retreat in March 2022.
- Creating a program agenda and an At-A-Glance overview calendar using Fellowship-provided templates.
- Creating required participant welcome and introductory Alumni Institute materials using Fellowship-provided templates.
- Submitting deliverables to IREX by stated deadlines, ensuring full participation in any scheduled Alumni Institute planning webinars and calls, and coordinating communication with Alumni Institute participants according to stated timelines.
- Identifying and arranging all logistics, including local transportation and pickup from and drop-off at the nearest international airport(s).
- Identifying extended stay hotels, corporate housing, graduate residences, or similar accommodations on or near campus that provide furnished, apartment-style lodging inclusive of facilities for participants to cook some of their own meals. Lodging must be within U.S. Government per diem rates specific to the Alumni Institute's location. Single rooms for

participants, defined as an individual bedroom with a door, are required. Private bathrooms are preferred but shared bathrooms and common spaces are permissible.

- Securing appropriate meals with dietary considerations for all group meals.
- Serving as the primary contact for participants during the Alumni 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 participants' physical and mental health issues and medical emergencies.
- Developing an orientation schedule that utilizes any required Fellowship-provided materials and/or language and provides participants 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.
- With IREX support, arranging and providing reasonable accommodations for participants with disabilities in accordance with U.S. law and supporting their full participation in the Alumni 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 participants with a certificate of Alumni Enrichment Institute completion at the end of the program, signed by the Program Director, educational institution, or organizational leadership; bearing the name of the educational institution; and stamped with an organizational seal.
- Completing weekly online reports during the Alumni Institute as well as the post-program survey.
- Identifying one Alumni Institute representative to travel to Washington, D.C. on July 12, 2022 to help facilitate participant international arrivals, support the Orientation and Welcome Workshop, and travel with the group from the Washington, D.C. hotel to their host institution's community on July 21, 2022.
- Identifying one Alumni Institute representative to participate in the virtual Alumni Enrichment Institute Partner Debrief in August 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 participants and obtaining necessary consent from participants 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 Alumni Institute Partners with guidance documents and planning resources to support program development and implementation.
- Reviewing Alumni 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 relevant Alumni Institute documents, and sharing administrative and logistical information with Alumni Institute Partners throughout the planning process.
- Selecting participants, in collaboration with ECA, and assigning them to Alumni Institutes.
- Arranging and paying for participant flights to and from the United States as well as transportation from Washington, D.C. to the Alumni Institutes.
- Collecting participant information upon arrival, including but not limited to tax paperwork, assigned phone numbers, and required immigration documents.
- Collecting information from participants and sharing relevant details with Alumni Institute Partners, including but not limited to participants' dietary information, contact details, medical history, flight itineraries, biographical summaries, and Top 5 Strengths from the CliftonStrengths® assessment.
- Developing two Common Leadership Curriculum (CLC) sessions and associated resources and implementing training for Alumni Institute Partners as needed.
- Monitoring and evaluating the program through site visits, calls, document reviews, and surveys, including but not limited to pre-arrival, orientation, and post-program surveys.
- Administering Student and Exchange Visitor Information System (SEVIS)-related documentation for the issuance of visas to Participants on behalf of the U.S. Department of State and maintaining accurate SEVIS records.
- Supporting Alumni Institute Partners in managing participant health and conduct issues that may arise during the Alumni Institutes.
- Filing 2022 tax returns on behalf of all participants and collecting written consent to do so.
- Working with Alumni Institute Partners to identify any barriers in programming or access and plan for reasonable accommodations for participants with disabilities. Direct program costs associated with disability accommodations will be paid directly by IREX.
- Provide per diem stipends directly to participants to purchase meals and groceries for all meals not provided through Alumni Institute programming.

SECTION IV: ALUMNI ENRICHMENT INSTITUTE OVERVIEW & GUIDELINES

The Mandela Washington Fellowship Alumni Enrichment Institutes are an opportunity for participants to collaborate with U.S. counterparts and each other, and to be exposed to and continue building the professional and leadership skills they developed during their virtual 2021 Leadership Institutes. While Leadership Institutes are organized into the thematic tracks of Business, Civic Engagement, and Public Management, Alumni Institutes are not track-specific and will instead use experiential and discussion-based learning to provide participants with broadly applicable knowledge about U.S. culture and society. Applicants should demonstrate how they will ensure diversity throughout their programming and connect participants with U.S. professionals with whom the participants can expand their networks through leadership, professional, and technical connections. Preference will be given to Alumni Institutes that engage local African diaspora and other immigrant communities, community colleges, and minority serving institutions, among other diverse community groups.

All Alumni Institutes must ensure the following priorities are addressed throughout their proposed programming:

Programming builds understanding of the United States' society, culture, values, and institutions; reflects diverse views points and aspects of U.S. society; and promotes understanding of Sub-Saharan Africa

Alumni Institute programming should provide participants and U.S. community members with exposure to and knowledge of each other's cultures through a range of interactions. Programming and activities should include opportunities for participants to share international perspectives with local audiences and foster long-term relationships and collaboration between participants and their U.S. counterparts. Alumni Institute programming should incorporate a diverse range of U.S. perspectives on society and culture. This diversity should be reflected across session content as well as through a variety of guest speakers, site visits, and cultural activities. Alumni Institutes should expose participants to as many aspects of U.S. culture as possible to enhance participants' understanding of the diversity of U.S. experiences.

Programming incorporates social justice principles and prioritizes diversity, equity, inclusion, and access for participants of all abilities

Alumni Institutes must incorporate social justice as an ongoing theme throughout programming and prioritize diversity, equity, inclusion, and access in all aspects of programming. See Section V for detailed guidance.

Programming prioritizes reflections on leadership and critical thinking through experiential and discussion-based learning

During their Leadership Institutes, 2021 Fellows participated in the virtual [Common Leadership Curriculum](#) (CLC), which provides a common leadership experience so that all Fellows have a

shared language and a foundational knowledge to build upon as they continued their work in their home countries. Building on the CLC and supplemental leadership programming participants completed during the 2021 Fellowship, Alumni Institute programming must include two in-person CLC activities. IREX will provide the content for CLC activities, including facilitation instructions and supplies. Additionally, Alumni Institutes should develop and implement sessions on **Resiliency in Leadership** and **Ethical Leadership** and provide opportunities for participants to reflect on their leadership journey throughout the two weeks. Alumni Institute programming should expose participants to diverse sources of information and challenge them to think critically, ask questions, and speak for themselves in an experiential and discussion-based learning environment.

Programming facilitates professional connections through strategic networking

Alumni Institutes must expand participants' networks through organized networking events and support for participant-led, independent networking. Alumni Institutes should connect participants with U.S. professionals who are interested in cultivating relationships, allowing both participants and U.S. professionals to further expand their networks. Alumni Institute Partners should focus on connecting participants with U.S. professionals who have broadly applicable skills and professional backgrounds that participants can learn from as they continue to develop as young professionals and leaders.

Information regarding the identified priorities of **participant health and safety** and **Fellowship communications** can be found in Sections VI and VII.

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

Pre-Arrival Participant Calls

To ensure participants are best positioned to maximize their time in the United States, Alumni Institute Partners will be asked to schedule one-on-one calls with participants during the pre-arrival period (May-June). These calls should be with one of the core Alumni Institute staff (Program Director, Administrative Director, or Community Engagement Specialist), and should focus on gathering information from participants about their networking goals and preferences. Alumni Institute Partners should use these calls as an opportunity to set expectations around networking and encourage participants to broadly identify the types of U.S. professionals they are interested in meeting. IREX will provide participants with the Personal Networking Plan (PNP) template during the pre-arrival period. The PNP is a tool participants will use to craft and refine an elevator pitch, and to identify the types of professional contacts they would like to meet in their host institution's community. IREX will share the PNP with Alumni Institute Partners for them to become acquainted with it and use it as a starting point for this conversation with participants. Alumni Institute Partners will then use the networking preferences gathered from participants to help identify U.S. professionals to engage. See *Networking Opportunities* on pages 14 - 15 for detailed guidance.

Alumni Enrichment Institute Orientation

Alumni Institute Orientation will take place from Friday, July 22 through Sunday, July 24. All Alumni Institutes must include an orientation that provides participants with a concise overview of the program, including principal objectives, major themes, and important logistical information. Successful orientations will include both a programmatic and administrative focus. The overview of Alumni Institute programming will explain how sessions and activities achieve the objectives of the Alumni Institute and demonstrate how themes will be integrated into programming. This part of the orientation should also provide space for participants to discuss social justice as an ongoing theme that will be first introduced during the Orientation and Welcome Workshop in Washington, D.C. The programmatic overview should further stress that topics covered will be broadly applicable to all participants and emphasize that participants should look for connections between the content and their experiences in their home countries. Participants must be made aware of the Cultural Exchange component that will culminate in presentations in Week 2, during which they will be expected to share their learnings from one of the cultural activities they experienced. Details of this component can be found under the *Cultural Exchange* section on page 13.

The administrative overview will introduce participants to program 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. Alumni Institute Partner staff must clearly outline their expectations of participants, including active and timely participation in all aspects of the Alumni Institute; adherence to Fellowship and Alumni 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 all sessions, whether or not it relates to each participant's present work. The administrative overview will establish group norms to ensure participants 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. It is recommended that orientation include a campus tour and, if time permits, a tour of the local community.

In addition to providing participants with information about the program, the orientation schedule will also include time for participant introductions. Each participant will have 2-3 minutes to discuss who they are, their work, and how they have further developed as a leader since the 2021 Fellowship. Alumni Institute Partners should also include time for each participant to take questions from the cohort.

From their first communication with participants, Alumni Institute staff should be clear on what participants can expect from programming in terms of pace and daily scheduling and the types of experiential learning opportunities the Alumni Institute will offer. These communications should also provide information on pre-arrival Alumni 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 participants 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 participants with the campus and surrounding community as well as bond with each other and/or get to know their U.S. counterparts.

Weekly Overviews

Each week will begin with a weekly overview session to review the schedule for the week, provide time for participants to set goals, allow participants to ask questions, and conduct ice breakers to promote cohort bonding. Alumni Institutes should also emphasize program expectations and remind participants that the sessions and activities will be broadly applicable to their work. The Week 2 overview should include time to discuss lessons learned from Week 1 to ensure participants are prepared to maximize the second and final week of the program.

Cultural Enrichment Seminars

Through interdisciplinary learning opportunities, Alumni Institutes will educate participants about U.S. society, culture, values, and institutions. Delivery methods for these sessions should include both lecture-based sessions and experiential learning opportunities such as simulations, interactive tours, group work, and demonstrations. Alumni Institutes should leverage the resources in their local community to highlight diverse aspects of U.S. society and culture, and can focus on topics as wide-ranging as community building, the arts, food, the experience of racial and ethnic communities in the United States, religion, civic values and participation, and economic development. For example, a session could share with participants how local music festivals promote cultural dialogue, increase awareness about the contributions of immigrant and indigenous communities to U.S. culture, and contribute to local economic revival. Another session can explore the ways in which U.S. religious institutions contribute to public health campaigns by providing health information, promoting health screening in communities, and advocating for access to health facilities.

Each session will be 2-3 hours long and will be applicable to a wide range of professional and educational backgrounds. Alumni Institutes should engage a variety of presenters with diverse backgrounds, identities, viewpoints, and occupations. Sessions will also allow ample time for the exchange of views among participants and practitioners or community members. Allowing participants to talk about their home countries' cultures and share ideas with each other and the presenters is integral to the success of both the Alumni Institute and the Fellowship's broader objectives of strengthening U.S.-Africa relations.

Best practices for experiential learning sessions include:

- Content is designed for adult learners using adult learning principles and is broadly applicable to a diverse audience.
- Sufficient reflection time is allocated for participants to process new learning and experiences, including structured reflection facilitated by an expert to synthesize the disparate program elements through activities such as journal writing, small group work, or group sharing.
- Program design includes linkages between experiential learning sessions, site visits, community service, leadership sessions, and cultural/civic activities to maximize learning and retention of new concepts.

Site Visits

The Alumni Institutes should include at least two site visits to relevant businesses, organizations, and/or government agencies that include discussions with local professional experts. Site visits should relate to the overarching themes of the Alumni Institute and can provide space to further explore the topics addressed through the cultural enrichment seminars. It is recommended that Alumni Institutes organize at least one set of small group site visits to allow participants to choose a site visit experience that most closely aligns with their personal or professional interests. Site visits for the full cohort should be broadly applicable to all participants and can include cultural elements. All site visits should be scheduled with local COVID-19 protocols in mind.

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 United States 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. Alumni 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, prioritizing organizations that can showcase an experience unique to the United States and where participants can meet organizational leaders and staff who can share their technical expertise are ideal. For example, a site visit to a Little League and Softball Association that works with local community members and businesses to support youth sports development.

Leadership Training

Leadership training was a cornerstone of the 2021 Fellowship experience. In addition to completing the CLC, Fellows also received a complementary [Leadership Development and Action Plan](#) (LDAP) and participated in supplemental leadership sessions organized by their Leadership Institute. Furthermore, 2021 Fellows received a membership to the International Leadership Association, through which they have access to additional leadership development content. 2021 Fellows learned several approaches to leadership and have further developed as leaders in their home communities since completing the Fellowship. Leadership development will continue to be a critical objective of the Alumni Institutes,

but programming will focus on providing space for participants to revisit and reflect on what they learned during the 2021 Fellowship.

Common Leadership Curriculum

2021 Fellows participated in a [virtual version of the CLC](#) during their Leadership Institutes, including the completion of the CliftonStrengths® assessment where they received their Top 5 Strengths report. The CLC provided a common and consistent leadership experience so that all Fellows had a shared language and foundational knowledge to build upon after the Fellowship. The CLC is guided by the perspective that leadership is related not to an individual's professional level, but 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). Fellows used the complementary LDAP workbook to create an initial action plan and strategies for leveraging their talents to effectively lead and contribute to their local communities.

During the Alumni Institute, participants will take part in two additional CLC sessions that will focus on interactive team-building exercises. Instructions and all necessary supplies will be provided by IREX, but Alumni Institute Partners will be responsible for facilitating the activities with their cohort. Alumni Institutes should schedule two and a half hours each week to conduct the CLC activities. IREX will provide guidance on how to implement these sessions during the Virtual Alumni Enrichment Institute Partner Planning Retreat and/or training webinars.

Supplemental Leadership Training

In addition to the CLC sessions, all participants will engage in the following two-hour sessions designed by their Alumni Institute:

- ***Resiliency in Leadership*** – Alumni Institutes should use this session to explore what is required to be a resilient leader and how to be a resilient leader in practice. Since participants completed both the LDAP and [Focus Project Toolkit](#) during the 2021 Fellowship, time should be provided during this session for participants to discuss their progress with the LDAP, their Focus Project, or another initiative they may have developed since their Leadership Institute concluded. Alumni Institutes should help participants explore the challenges they may have encountered and provide practical guidance on how to overcome setbacks in their work.
- ***Ethical Leadership*** – Alumni Institutes should use this session to explore what it means to be an ethical leader and how this translates in the professional world. The session should explore how to build systems of accountability that uphold ethical practices and promote a culture of trust and fairness within an organization.

Community Service

All Alumni Institutes will include 4-5 hours of programming focused on community service that allows participants to engage with a diverse cross-section of U.S. society while helping them explore a community need. Alumni Institutes should dedicate 1-2 hours in Week 1 to a community service-learning session where participants can meet with local community members to discuss approaches to addressing a community need. This session could be conducted as an in-classroom presentation from a non-profit or NGO; a panel discussion with non-profit, business, and government leaders; or a site visit to a local non-profit or NGO to discuss their mission and operations. Highlighting how the community's needs impact and are being addressed by public, private, and civil society stakeholders will help make the session relevant to participants from different professional backgrounds.

In Week 2, 2-3 hours will be dedicated to an in-person or virtual direct service opportunity for participants. Participants may be divided into smaller groups that can engage with different organizations for this direct service opportunity. The activity(ies) should broaden participants' 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. The organization(s) that participants work with in Week 2 do not have to be the same organization(s) that participated in the service-learning session in Week 1.

Best practices for community service activities include:

- Service activities are linked to the themes and topics being explored in the Alumni Institute, and participants are provided with an overview of the organization they will be visiting/working with prior to the activity. Providing the organization's website in advance (if applicable) can be helpful to participants.
- Community service activities are preceded and followed by debrief sessions, allowing participants to process their experience, ask questions, and make connections to their home communities.
- 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 food bank to provide meals to community residents or volunteering with Special Olympics chapters to support activities for athletes with disabilities.
- Virtual service activities leverage participants' 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, Alumni Institute programming should provide U.S. citizens with exposure to and knowledge of foreign cultures through a range of interactions with participants. Alumni Institutes should include two cultural opportunities each week for participants to attend structured and informal gatherings 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.

Alumni Institutes will organize at least one home-hosted meal for participants to meet a local U.S. family in groups of 1-3. Selected families and community members should have an interest in learning about participants' culture and should be recruited from diverse backgrounds.

Alumni Institutes will prioritize mutual exchange between participants and the local community. To accomplish this objective, all participants will be asked to take part in an Exchange Forum over the course of two days at the end of Week 2. Participants will prepare presentations sharing their unique perspective on a theme or topic addressed during Alumni Institute programming. During the 2021 Leadership Institutes, participants had the opportunity to exercise and improve their public speaking skills through an Ignite Talk exercise. Ignite Talks are short, TED Talk-style presentations during which a Fellow addresses a topic of interest. Participants can use the Ignite Talk model for their presentation or include a visual presentation, which would reinforce their Leadership Institute learning experience. Participants will be encouraged to weave insights from their cultural or country perspectives into the presentation. For example, using the site visit to the Little League Association, a participant could present on what they learned about U.S. sporting culture and youth sports development during the visit and share insights about their country's sporting culture and promotion of youth development through sports. These presentations can be up to 10 minutes each, including Q&A.

Participants will present to both their Alumni Institute cohort and U.S. community members they have interacted with during the Alumni Institute through networking, home host meals, cultural events, and community service. Alumni Institute Partners are encouraged to invite a broad audience and offer both a virtual viewing and an in-person option, if possible. Presentations should be split between the last two days of the Institute to give community members the flexibility to attend either day.

Alumni Institutes are encouraged to facilitate 1- 2 optional cultural activities each weekend (such as group nights at the theater, sporting events, and city tours) that offer participants in-person or virtual opportunities to experience the diversity of the United States while fostering group cohesion.

Best practices for cultural activities include:

- Alumni Institutes organize or participate in community meals to allow participants to share their cultures with each other and the local community.
- Alumni Institutes design and host cultural activities that showcase local culture.
- Program management regularly shares (via Facebook, Google groups, listservs, WhatsApp, wikis, etc.) information on the broad mix of campus and community activities open to participants (such as sporting/theater/art events and guest speakers).

Networking Opportunities

Networking is a critical component of the Fellowship, and the support and time set aside by Alumni Institutes for networking is a distinctive element of the program with the potential to foster long-term relationships and collaboration between participants and their U.S. counterparts. Alumni Institutes must organize two events or activities each week where participants can meet with organizations and community members that might be interested in cultivating relationships, allowing both participants and U.S. professionals to further expand their professional networks. Prior to scheduling these networking opportunities, Alumni Institutes should provide refresher training and tips on networking in the United States and networking effectively in-person. This refresher training can be incorporated into the participants' Alumni Institute Orientation. Alumni Institutes are encouraged to engage diverse professional networks and should connect participants to U.S. professionals with broadly applicable skills and backgrounds they can learn from.

Building on the PNP and pre-arrival calls, Alumni Institutes will support participants in creating and cultivating collaborative and strategic relationships with seasoned professionals in their host institution's community. Alumni Institutes will identify a broad cross-section of individuals and associations within the community who are aligned with participants' interests and coordinate small group informational interviews with participants. Identified U.S. professionals and associations should be interested in connecting with participants in-person or virtually. Participants may select the informational interview/introductory networking session(s) of their choice and should be encouraged to initiate individual connections with participating U.S. professionals directly thereafter. Alumni Institutes may also plan to introduce participants to peers, professionals, or appropriate associations within the community. These connections should be individuals and associations who are leaders in their area of specialization and have broadly applicable experience that may overlap with participants' work. For example, this could include connecting small business owners, non-profit leaders, local government representatives, or members of professional associations who are interested in sharing experiences and building relationships internationally.

Alumni Institutes must build unstructured time for individual networking into the schedule to allow participants time to act on connections made throughout the two weeks. It is recommended that one full morning or afternoon each week be allocated to independent networking. This time should be

scheduled between Monday through Thursday to accommodate U.S. professionals' potential summer travel schedules.

Weekly Reflections

At the end of each week, Alumni Institutes will reserve time for weekly reflections with their cohort and program staff. This time should be dedicated to participant feedback, individual and group reflection activities, and Q&A with staff. Alumni Institutes should help participants tie the week's programming together and, when possible, revisit the ongoing theme of social justice that will be explored throughout the Alumni Institute. At the end of Week 2, Alumni Institutes must include a 30-minute session for participants to complete the required online Post-Alumni Enrichment Institute Survey, to be administered by IREX.

Alumni Enrichment Institute Staffing & Administration

To effectively manage a Mandela Washington Fellowship Alumni Enrichment Institute, it is important to ensure that the major programmatic components below are overseen by a team of qualified program staff:

- **Administration:** Managing program logistics; housing; local transportation; arrival/departures travel coordination; budget and finance; university relationships; event planning; Alumni Institute weekly and post-program surveys; participant health and wellness; accessibility accommodations; and 24/7 participant support during the Alumni Institute.
- **Programming:** Overseeing the Alumni Institute agenda and program quality and continuity; designing learning sessions; securing and preparing faculty and guest speakers; 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 participants navigate the local organizational landscape; and assisting participants in making connections with U.S. professionals.
- **Leadership Development:** Overseeing the experiential leadership activities; ensuring leadership development is woven throughout all Alumni Institute activities; and facilitating the supplemental leadership training and CLC activities.

The program model for the Alumni Institute includes identification of a Program Director, Administrative Director, and a Community Engagement Specialist by each Alumni Institute Partner. One of these three staff members must attend and support the full Orientation and Welcome Workshop in Washington, D.C. from July 12 to July 21. Additionally, these key roles should be present and available as resources for the participants throughout the Alumni Institute and ***should include the following types of engagement:***

- The **Program Director** plans and oversees the content of Alumni Institute sessions to ensure common themes are threaded throughout programming and participants have a cohesive experience. The Program Director works closely with faculty and guest speakers to ensure the coherence of all aspects of experiential learning sessions, leadership training, and cultural programming. The Program Director should ideally be present with participants at all sessions and should highlight how various components support broader Alumni Institute themes and Fellowship goals.
- The **Administrative Director** oversees all participant support services, including budgetary and logistical elements of the Alumni Institute, required reporting to IREX, and participants' personal well-being throughout the Alumni Institute.
- The **Community Engagement Specialist** will work closely with the Program Director to engage the local community throughout Alumni Institute programming. The Community Engagement Specialist oversees community service, cultural activities, site visits, and networking opportunities. Oversight of networking opportunities also includes the identification of U.S. professionals who can engage in the informational interview/introductory networking sessions, organizing the small group sessions, and providing additional support to participants as they make connections with U.S. professionals.

While each Alumni Institute staffing structure is unique, 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 participants' acclimation to the campus and local community, required group activities, participants' physical and mental health issues, and medical emergencies.

Overall Alumni Enrichment Institute Best Practices *(Logistical Considerations)*

- Extended stay hotels, corporate housing, graduate residences, or similar accommodations with single occupancy rooms, defined as an individual bedroom with a door, are required for this program. Lodging should be within walking distance or a short public transit ride to campus and should offer free wireless internet access. Private bathrooms are preferred but shared bathrooms and common spaces are permissible.
- Alumni Institutes provide participants with information on places of worship and prayer on campus and in the surrounding community during orientation and campus tours.
- Participants have access to Alumni Institute Partner resources to support independent learning, such as a writing center, library, computer lab, etc.
- Alumni Institute staff prepare and share a toolkit of social and cross-cultural educational institution and community resources to support participants' needs during the program.
- Alumni Institute staff implement a clear communications plan to notify participants of events, activities, and program changes (via 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 participants as needed with providers who accept ASPE.
- Additional support staff are secured to provide critical assistance in matters such as logistical planning, finance and expenses, participant local travel coordination, and 24/7 support during the Alumni Institute. Alumni Institutes should anticipate having 1-2 full- or part-time support staff employed during the program (approximately 60-80 hours per week).

SECTION V: 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, Alumni 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 participants of all abilities can participate in all program activities, develop inclusive leadership skills, and engage with other participants.

Incorporation of Diversity, Equity, and Inclusion Practices Across All Alumni Enrichment Institute Activities

The Fellowship strives for the active, intentional, and ongoing inclusion of diverse groups of people as valued decision-makers, leaders, and drivers of change. As such, Alumni Institutes should highlight the importance of diversity, equity, and inclusion (DEI) throughout programming and model inclusivity by engaging U.S. citizens from a wide range of backgrounds and viewpoints while supporting participants as they develop inclusive leadership skills and work to reduce identity-based disparities and discrimination in their home countries. Alumni 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, Alumni Institutes must provide participants with opportunities to engage with the broad range of profiles and perspectives represented in [ECA's Diversity Statement](#). This should include exposure to diverse aspects of U.S. society such as race, color, national origin, sex, age, religion, geographic location, socioeconomic status, disability, sexual orientation, and gender identity.

Support for Participants with Disabilities

The Mandela Washington Fellowship strongly promotes the inclusion of participants with disabilities and seeks partner organizations that are committed to ensuring a high-quality, inclusive program that provides a full and engaging experience for all participants. All Alumni

Institutes must be prepared to provide reasonable accommodation for participants with various types of disabilities and should detail in their Online Application Form how these accommodations will be managed, including any resources on campus available to help Alumni 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 Washington, D.C. programming.

Support for LGBTQI Identities

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

Support for Participants' Religious Practices

All Alumni Institutes must be prepared to support their participants' various religious practices and proactively foster connections between participants 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 and grocery shopping; making schedule accommodations for participants' religious observances; and supporting participants who are fasting for any religious holiday.

SECTION VI: SUPPORT FOR PARTICIPANTS HEALTH & SAFETY

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

Alumni 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. Alumni Institutes should also note protocols, including housing and medical support, for participants who test positive at the beginning of or during the Alumni 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 VII: COMMUNICATIONS REQUIREMENTS

To maintain consistent messaging about the Mandela Washington Fellowship and ensure U.S. Department of State equities are reflected in Fellowship communications, Alumni 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 VIII: ALUMNI ENRICHMENT INSTITUTE NARRATIVE

The Alumni Enrichment 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 Alumni Institute will meet **identified program requirements and ECA strategic priorities for the Mandela Washington Fellowship Alumni Enrichment Institutes**. Using the required template provided, the Alumni Institute Narrative should walk readers through participants' experience in the program and clearly outline the proposed approach for key program components and learning objectives. The Alumni Institute Narrative should not exceed five (5) pages single-spaced and must be submitted using the provided Alumni Institute Narrative template (narratives in other formats will not be accepted).

The **required Alumni Enrichment Institute Narrative template** includes the sections below. Additional detail for each section is included within the template document:

- Alumni Enrichment Institute Overview
- Alumni Enrichment Institute Objectives and Goals
- ECA Strategic Priorities
- Alumni Enrichment Institute Activities and Approach
 - Pre-Arrival Alumni Calls
 - Orientation

- Weekly Overviews
- Cultural Enrichment Seminars
- Site Visits
- Leadership Training
- Community Service
- Cultural Exchange
- Networking Opportunities
- Weekly Reflections
- Alumni Enrichment Institute Staffing & Administration
- COVID Preparedness

SECTION IX: BUDGET GUIDELINES

Applicants are required to submit an Alumni Enrichment 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.

Alumni Institute Partners 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 \$70,000 in total ECA-requested funds to cover faculty and staff time needed to design and implement the Alumni Institute, as well as provide for program costs such as local transportation, cultural activities, guest speaker honorarium, a welcome reception and closing event, one group dinner, and six group lunches. In addition to the \$70,000 fixed ceiling for administrative and program costs, Alumni Institute Partners must include funds in their proposal budget for single occupancy lodging within U.S. Government per diem rates specific to their location. Alumni Institute Partners are required to identify extended stay hotels, corporate housing, graduate residences, or similar accommodations on or near campus that provide furnished, apartment-style lodging inclusive of facilities for participants to cook some of their own meals. Understanding U.S. Government rates vary across locations, applicants will not be penalized or prioritized based on higher or lower housing costs in their proposal budgets.

All implementation costs incurred over \$70,000 (excluding participant lodging expenses within U.S. Government per diem rates) 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: Cost-share is not required, but it is encouraged. 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, titled “Cost-Shared Funds.”

Budget Line Items Overview – Administrative Costs

Staff Costs: These expenses should include all key Alumni Institute personnel salary and benefits costs. All budgeted personnel costs should fall within the anticipated eight-month period of performance from February 1, 2022, to October 1, 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 Program Director, and the Community Engagement Specialist, 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 20% of her effort from February 1 to October 1, 2022, to Alumni Institute planning and implementation. $\$52,000 / 12 \text{ months} = \$4,333 \times 8 \text{ months} \times 20\% = \$6,932.80$.

If using Daily Rate of Pay: Dr. Smith is on a nine-month appointment at a salary of \$75,000. Dr. Smith will devote 15 days to Alumni Institute planning and implementation. $\$75,000 / 168 \text{ (\# of duty days in an academic year)} = \$446 \text{ daily salary} \times 15 \text{ days devoted to the program} = \$6,690$.

If using Hourly Rate of Pay: Two graduate students will provide additional support during Alumni Institute implementation. They will be scheduled for 30 hours per week for three weeks at an hourly rate of \$18.00. $\$18 \times 30 \text{ hours} \times 3 \text{ weeks} \times 2 \text{ graduate students} = \$3,240$.

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 your 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.). Alumni Institute Partner staff travel-related expenses not related to the Washington, D.C. program, which will be covered directly by IREX, may also be listed in this section as needed.

Additional Alumni Enrichment Institute Staff Travel Costs:

Washington, D.C. Orientation and Welcome Workshop: IREX will cover the cost for one staff member per Institute to attend the Orientation and Welcome Workshop in July. Travel costs for this staff member should not be included in the Alumni Institute’s proposed budget. Alumni Institutes may choose to send up to two additional staff to the Orientation and Welcome Workshop. Travel, lodging, and per diem for any additional Alumni Institute staff must be cost-shared or included in the relevant subaward line items for the 10 days and 9 nights of the Orientation and Welcome Workshop. 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

Alumni Enrichment Institute Lodging and Per Diem: Participant 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: Alumni Institute Partners are required to identify extended stay hotels, corporate housing, graduate residences, or similar accommodations on or near campus that provide furnished, apartment-style lodging inclusive of facilities for participants to cook some of their own meals. The budgeted cost for 16 nights of lodging should be within U.S. Government per diem rates specific to the Alumni Institute’s location and should include linens, towels, basic bathroom supplies (toilet paper/cleaning products), and access to basic cooking supplies and utensils. Single rooms for participants (defined as an individual bedroom with a door) are required. Private bathrooms are preferred but suite arrangements with shared bathrooms and common spaces are permissible provided each participant has their own bed. Accommodations should include access to internet.

Meals and Incidentals: IREX will provide per diem stipends directly to participants to purchase meals and groceries – these costs should not be included in proposed subaward budgets. The only exceptions are the welcome reception, closing event, one group dinner, and six group lunches. These costs should be included in the relevant budget line items titled “Group Meals” and “Welcome/Farewell Events” as described.

Alumni Enrichment Institute Textbooks and Materials: Alumni Institutes should cover all costs of materials related to and required for participants’ full engagement. While laptops and like materials should not be purchased for each participant, they may be rented for parity. Cell phones will be

provided for participants by IREX and should not be included in Alumni Institute budgets. Education costs that are not per participant should be included under the “Education Materials” line item.

Participants should be provided with a certificate of Alumni Institute completion at the end of the program, signed by the Program Director, bearing the name of the educational institution, and stamped with the institution’s seal.

Participant Admissions: These expenses include per-participant admissions for cultural and other mandatory group activities planned as part of the Alumni 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 their budget. All amounts listed in other budget line items should be totals not including any applicable taxes that have been withheld.

Institute-Specific Tax Withholding: Alumni 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 in the “Institute-Specific Tax Withholding” line of the budget worksheet and detail how these costs were derived in the budget narrative.

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 Alumni Institute. This line also includes expenses related to planned networking activities.

Airport Transportation: These expenses include the arrival and departure transportation costs, and associated staffing to support arrivals and departures. Participants will arrive at the Alumni Institutes from Washington, D.C. in a single group. Locations within six hours driving distance of Washington, D.C. will travel from the Orientation and Welcome Workshop via coach, paid for directly by IREX. At the conclusion of the Alumni Institutes, participants will depart for their home countries from the nearest international airport as individuals or in small groups. For both arrival and departure, transportation to the airport should be planned accordingly.

Ground Transportation: This line item should include bus/van/taxi rentals for all site visits, community service, cultural excursions, networking, grocery shopping, etc. Alumni Institute Partners are also required to cover transportation costs if participant lodging is not within walking distance of campus. In the budget narrative, provide a detailed description of how the costs of 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 (lunch or dinner) for each attendee and location, which can be found at the following site: www.gsa.gov/perdiem. Alumni Institutes should plan for one group dinner the night participants arrive and six group lunches over the course of the program. Explain how group costs are calculated.

Welcome/Farewell Events: A welcome reception and a farewell event are required, and should have a more social focus to differentiate them from the programmatic and administrative orientations and wrap-up activities. The farewell event should include the distribution of Alumni Enrichment Institute certificates as noted in the Alumni Institute Partner roles and responsibilities and *Institute Textbooks and Materials* sections above. Costs for the welcome reception cannot exceed \$45 per person, with maximum ratio of two guests per participant (50 guests + 25 participants = 75) unless additional expenses are cost-shared. The farewell event cannot exceed U.S. Government per diem for that meal for each attendee and location.

COVID-19 Preparedness: Alumni 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 if 1-2 participants 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 a 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 X: 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 an Alumni Enrichment Institute in 2022 should submit the online application and required documents no later than **Friday, December 17, 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
<p>ECA Strategic Priorities</p>	<ul style="list-style-type: none"> • Alumni Institute Narrative clearly outlines how proposed programming will advance each of the ECA strategic priorities outlined on pages 2, 7, and 8 of this RFA. • Programming builds understanding of the United States’ society, culture, values, and institutions; reflects diverse views points and aspects of U.S. society; and promotes understanding of Sub-Saharan Africa. • Programming incorporates social justice principles and prioritizes diversity, equity, inclusion, and access for participants of all abilities, 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 participants to increase U.S. citizens’ exposure to and knowledge of foreign cultures. • Programming prioritizes reflections on leadership and critical thinking through experiential and discussion-based learning and incorporation of the CLC activities that IREX will provide. • Institution has the capacity and willingness to provide accommodation for participants with disabilities and describes how these accommodations will be managed through programming. • Medical facilities and a staffing plan have been identified to support participants’ physical and mental health needs and any emergencies that may arise. • Communications reflect U.S. Department of State brand equities.

<p>Leadership Programming</p>	<ul style="list-style-type: none"> • Alumni Institute Narrative, using the required template, demonstrates a good balance of theoretical knowledge and practical skills and provides clear linkages between the cultural enrichment and leadership content, site visits, community service, and other activities. • Applicants will demonstrate how they will integrate the two CLC sessions and design and implement the sessions on Resiliency in Leadership and Ethical Leadership. • Faculty and guest speakers are drawn from a diverse set of departments and fields, including industry leaders and public sector officials, exposing participants to a variety of topics and approaches. • The Alumni Institute has identified a team that can plan and implement the Alumni Institute, and one core staff member is able to participate in the Alumni Institute Partner Retreat. Additional consideration will be given to institutions with existing internal expertise and experience utilizing the CliftonStrengths® assessment. • Opportunities for participant feedback are incorporated throughout the Alumni Institute.
<p>Mutual Understanding and Networking</p>	<ul style="list-style-type: none"> • Cultural enrichment seminars highlight diverse aspects of U.S. society, culture, values, and institutions through lecture-based and experiential learning sessions, each 2-3 hours long. • Application demonstrates an understanding and appreciation of the Fellowship’s benefits for the campus and community. • Application demonstrates how structured and unstructured networking opportunities will allow participants and institutions to create and cultivate relationships with U.S. citizens from broad professional backgrounds and skillsets. • Organized, group, and individual networking events and the reception present opportunities for participants to connect with their U.S. counterparts. • Facilitated cultural and weekend activities (concerts, sporting events, city tours) offer participants 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 participants to showcase their public speaking skills, integrate their cultural experience, and share their countries’ cultures with their U.S. counterparts.

	<ul style="list-style-type: none"> • Community service activities are designed to allow participants' substantive engagement, ensuring they can make meaningful connections with their U.S. counterparts. • At least 4-5 hours of community service opportunities are included throughout the two-week program.
<p>University/Institutional Support & Past Performance</p>	<ul style="list-style-type: none"> • Faculty, senior administration across the institution, and community partners provide broad support for hosting an Alumni Institute. • The Program Director has knowledge and experience in designing and implementing exchange programs. • The Administrative Director has experience in client, logistics, and budget management. • The Community Engagement Specialist has experience working with international visitors, strong knowledge of institutional and community resources, and experience with event planning and execution. • Supplementary staff are available to support program implementation and participant health and safety as needed. • Institution has experience designing and successfully implementing short-term, customized academic and/or cultural exchange programs. <p><i>Note: Past performance with the Mandela Washington Fellowship or other ECA-funded exchange program may be taken into consideration, but is not required.</i></p>
<p>Logistics</p>	<ul style="list-style-type: none"> • 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 facilities are appropriate for mature adults, offer wireless internet access, and have facilities for participants to prepare their own meals. • A clear plan is arranged for local transportation to site visits, and airport transfers are provided. • A clear plan for airport transportation is provided, including a staffing plan to support arrivals and departures. • Proposed housing is a short walk to campus or transportation is easily available and/or provided to participants.

	<ul style="list-style-type: none"> Local grocery and convenience stores are either within walking distance or other transportation arrangements are available for participants to purchase toiletries and groceries.
COVID Preparedness	<ul style="list-style-type: none"> Single rooms for participants, defined as an individual bedroom with a door, are available. The application outlines the institution’s COVID-19 policies and protocols, including arrangements for testing, COVID-19 vaccines or boosters, and basic personal protective equipment (PPE). Protocols are in place to support participants who test positive for COVID-19 at the beginning of or during the Alumni Institute, to include housing and medical support. Institution demonstrates flexibility, creativity, and rapid response capability to meet the needs of the Fellowship and individual participants should the ongoing COVID-19 pandemic affect programming.
Budget	<ul style="list-style-type: none"> 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 fixed ceiling of \$70,000 for administrative and program costs, plus participant lodging costs. Adequate staff and staff time are budgeted to successfully implement programming. Lodging costs within U.S. Government per diem rates are included for 25 participants for 16 nights and 17 days. The budget narrative clearly details how the costs for each line item have been derived.