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AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

ORIGINAL

SEP 25 1985

Mrs. Jane M. Watkins
Overseas Development Officer
The Episcopal Church Center
815 Second Avenue
New York, N.Y. 10017

Subject: PDC-0230-G-SS-5039-00

Dear Mrs. Watkins:

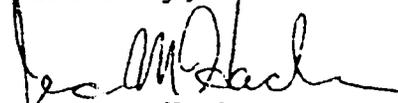
Pursuant to the authority of the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "A.I.D." or "Grantor") hereby grants to The Episcopal Church Center (hereinafter referred to as "ECUSA" or "Grantee") the sum of \$ 80,000 to provide partial support to ECUSA's development program as described in the Schedule of this grant and in Attachment 2 entitled "Program Description". The total estimated cost of the program is \$1,061,500.

This grant is effective and obligation is made as of the date of this letter and shall apply to commitments made by the Grantee in furtherance of program objectives for the estimated period September 30, 1985 to September 30, 1988.

This grant is made to ECUSA on condition that the funds will be administered in accordance with the terms and conditions set forth in Attachment 1, entitled the Schedule, Attachment 2, entitled "Program Description", and Attachment 3, entitled "Index of Standard Provisions", which have been agreed to by your organization.

Please sign and return the original and six copies of this letter to acknowledge your receipt of this grant.

Sincerely,



Jean M. Hacken
Grant Officer
Office of Contract Management

Attachments:

1. Schedule
2. Program Description
3. Index of Standard Provisions

RECEIVED

OCT 18 1985

JAMES M. DEAN

15'

The Domestic and Foreign Missionary Society of the
Protestant Episcopal Church in the United States of America
815 Second Avenue, New York, N. Y. 10017

Acknowledged:

THE EPISCOPAL CHURCH CENTER

By: *Louis N. Gull*

Typed Name: _____

Title: Assistant Treasurer

Date: 10/31/85

Fiscal Data

PIO/T No:	5384219
Appropriation Symbol:	72-1151021.3
Allotment Symbol:	EDAA8513800AG11
Budget Plan Code:	54338099006951
Project No.:	938-0230
Obligated Amount:	\$ 80,000
Cumulative Obligation:	\$ 80,000
DUNS No.:	99 186 3598
Project Office:	FVA/PVC Elizabeth Hogan

FUNDS AVAILABLE
of 4190
 SEP 27 1985
R. Acampora
 Program Acctg. Division
 OFFICE OF FINANCIAL MANAGEMENT

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10/30

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ScheduleA. Purpose of Grant

The purpose of this grant is to provide support to the grantee's development program as described in Attachment 2 to this grant, entitled "Program Description".

B. Period of Grant

1. The effective date of this grant is the date of the grant cover letter. The estimated expiration date of this grant is September 30, 1988.
2. Funds obligated hereunder are available for program expenditures for the estimated period September 30, 1985 to September 30, 1986.

C. Amount of Grant and Payment

1. The total estimated amount of this grant for the period shown in B.1., above, is \$239,500.
2. AID hereby obligates the amount of \$ 80,000 for program expenditures during the period set forth in B.2., above, and as shown in the Financial Plan below.
3. Additional funds up to the total amount of the grant shown in C.1., above, may be obligated by AID subject to the availability of funds, and to the requirements of the Standard Provision of the grant entitled "Revision of Financial Plans".
4. Payment shall be made to the Grantee in accordance with procedures set forth in Attachment 3 - Standard Provision No.7A entitled "Payment-Letter of Credit."
5. Documentation required by the payment provision noted above shall be submitted to:

Agency for International Development
M/FM/PAFD
Room 623, SA-12
Washington, D.C. 20523

D. Financial Plan

The following is the financial plan for this grant, including local cost financing items, if authorized. Revisions to this Plan shall be made in accordance with the Standard Provision of this entitled "Revision of Financial Plans"

<u>Cost Element</u>	<u>Obligated Amount 9/30/85- 9/30/86</u>	<u>Estimated Additional 10/1/86- 9/30/88</u>	<u>Total Estimated</u>
Trainers/Church Staff	\$62,500	\$134,000	\$196,500
Conference Costs	90,000	685,500	775,500
Materials/Resources	31,000	43,500	74,500
Other Direct Costs	5,000	10,000	15,000
	<u>\$188,500</u>	<u>\$873,000</u>	<u>\$1,061,500</u>
AID:	\$ 80,000	\$159,500	\$ 239,500
Grantee:	\$108,500	\$713,500	\$ 822,000

E. Reporting and Evaluation

The Grantee will prepare and submit to the grant manager a semiannual program report and a final report/evaluation.

Semiannual reports will include:

1. A narrative description of the work undertaken during that six month period, illustrating successes and shortcomings of the project as originally designed and an updated workplan, if necessary.
2. A list of materials produced or collected for use in the course of the project.
3. A detailed financial expenditure report of A.I.D. and private matching funds, identifying disbursements by program activity.

Further guidance on the content and preparation of these reports will be furnished by the grant manager.

The first report will be submitted not later than six months from the date of grant initiation, to be followed by reports filed at six month intervals.

A Final Report will be submitted upon completion of the program. The report should include the following information:

1. A detailed analysis of accomplishments, activities and financial expenditures for the grant period.

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2. A comparison of actual accomplishments with the goals established for the period;
3. Reasons why established goals were not met; and
4. Other pertinent information including, when appropriate, analysis and explanations of cost overruns, or unusually high expenses.

One copy of the final report shall be submitted to the Grant Officer whose address appears on the grant cover letter.

Prior to the required final performance reporting date, events may occur that have significant impact upon the project. In such instances, the Grantee shall inform the Grant Officer as soon as the following types of conditions become known:

1. Problems, delays or adverse conditions that will materially affect the ability to attain program objectives, prevent the meeting of time schedules and goals, or preclude the attainment of project work activities by the established time period. This disclosure shall be accompanied by a statement of the action taken, or contemplated, and any assistance needed to resolve the situation.
2. Favorable developments or events that enable time schedules to be met sooner than anticipated or more work activities to be performed than originally projected.

F. Special Provisions

1. Standard Provisions 5A, 7B, 7C, 10A, 13B, and 13C are deleted as inapplicable.

2. Project Officer approval required by Paragraph (a) of Standard Provision 8 of this agreement is hereby granted for travel between the United States, Africa and countries approved by the Project Officer.

G. Overhead Rate

No indirect costs will be allocated to this grant.

H. Closeout Procedures

This section prescribes uniform closeout procedures for this grant.

1. The following definitions shall apply for the purpose of this section:
 - a. Closeout. The closeout of a grant or agreement is the process by which AID determines that all applicable administrative actions and all required work of the grant or agreement have been completed by the recipient and AID.
 - b. Date of Completion. The date of completion is the date on which all work under grants and agreements is completed or the date on the award document, or any supplement or amendment thereto, on which AID sponsorship ends.
 - c. Disallowed Costs. Disallowed costs are those charges to a grant or agreement that AID or its representative determines to be unallowable in accordance with the applicable Federal cost principles or other conditions contained in the grant or agreement.
2. AID closeout procedures include the following requirements:
 - a. Upon request, AID shall make prompt payments to a recipient for allowable reimbursable costs under the grant or agreement being closed out.
 - b. The recipient shall immediately refund any balance or unobligated (unencumbered) cash that AID has advanced or paid and that is not authorized to be retained by the recipient for use in other grants or agreements.
 - c. AID shall obtain from the recipient within 90 calendar days after the agreement all financial, performance, and other reports required as a condition of the grant or agreement. AID may grant extensions when requested by the recipient.

- d. The recipient shall account for any property acquired with AID funds or received from the Government in accordance with Attachment N of OMB Circular A-110 entitled "Property Management Standards".
- e. In the event a final audit has not been performed prior to the closeout of the grant or agreement, AID shall retain the right to recover an appropriate amount after fully considering the recommendations on questioned costs resulting from the final audit.

PROGRAM DESCRIPTION

The Episcopal Church Center, which is the overseas development arm of the Episcopal Church, proposes a major intervention in a large church structure. Three thousand Episcopalians will be reached directly through development education training convivencia* conferences. Each of these three thousand will be trained to plan and implement development education/action training events for others both within and outside the Episcopal church.

A core group of trainer/educators will lead eight conferences during the first year, training 240 people. Approximately half of these first year participants will be selected to lead 24 similar regional workshops during the second year, reaching 720 persons. During the third project year, first or second year participants with training skills will lead over 100 conferences for approximately 3000 persons.

The three thousand participants will continue to lead development education events and to use their new awareness and skill as community and church leaders working through organizations and networks both formally and informally as an on-going program.

Although many Episcopalians contribute to development causes (through the Presiding Bishop's Fund for World Relief, the United Thank Offering, Venture in Mission, the Hunger Network and other similar efforts) and participate in established institutional relationships with churches overseas (Companion Diocese Program), the majority of church members have only minimal involvement. The Experiential workshop model was chosen because it is the best medium of education and information powerful enough to enable people to make clear, personal connections between their own values, self-interest, and hope for a safe, peaceful world and commitment to development action.

After the first series of 8 conferences (led by professional trainers and reaching 240 leaders) small training teams from these conferences will be formed to lead the next series. Each team will have one experienced trainer to act as resource as well as access to resources gathered for the first series plus others - related to issues of their own choice - which they will assemble.

In addition, there will be human resources: International students, returned overseas volunteers, others who have lived and worked abroad. These people resources will bring fresh, first hand perspectives to some of the issues. They will not lecture but participate examining their own values and forming their own views and commitments.

After the third series, there will be 3000 people to work in parishes, in the various networks, and at the community level in other churches and organizations to ensure the continuation of the project.

Research has been done on how overwhelming information issues such as nuclear weapons, famine, and global poverty cause feelings of powerlessness and despair, leaving a sense that the problem is much too big to confront as an individual. Individuals need to believe that there is something that each of us can do personally that will make a difference. Partnership builds on this need to do something, in working to overcome feelings of guilt, and feeling that we are not alone.

The style and design of the conferences also illustrates the importance of interdependence. In each conference, participants work together to design development education for others. The resulting designs are richer and more interesting because they are designed by teams. People to people contact is probably the most important part of partnership. Through partnership, the companions come to learn from experience what it means to live interdependently with one another across geographical and cultural boundaries.

The theme of partnership has long been in the church. What does it really mean to be in partnership? It is difficult for affluent Americans to understand the social, political, and economic realities in the Third World. One way of building partnership and of addressing the need for mutual understanding and support among Episcopalians is the Companion Diocese Program in which U.S. dioceses are linked in a partnership (Companion relationship) with Anglican Church dioceses in Asia, Africa, Central and South America. Episcopal Church members are struggling to define what this partnership should mean, what are effective ways to achieve cross-cultural understanding, and specific ways to help each other. Some people have already made some discoveries and can share their learnings with others at training conferences. An effective resource for cross-cultural understanding in the Church is the Development Institute at the University of California in Los Angeles. Funded through grants from the Overseas Development Office and The Presiding Bishop's Fund for World Relief, the Institute provides resources for public education on development and world hunger as well as training for both U.S. and overseas personnel seeking specific skills for development work. The Development Institute also represents a wealth of human resources and experiences to be shared at the conferences. (A published description is provided as an attachment in the folder).

STRATEGY FOR IMPLEMENTATION

A. Major Goals and Objectives

The Three Year Convivencia Training Conference Series has the following objectives and goals:

1. 3000+ Episcopalians from 98 Dioceses will have gained skills in designing development education events.
2. Approximately 1500 educator trainers will have planned and implemented regional development education training workshops.

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3. All participants will have the ability to evaluate and create resources for development education that reflect the particular needs and interests of the groups with whom they are working (e.g. local parish, diocesan youth convention, world hunger workshops, etc.)

4. There will be a significant increase in effective action related to development such as:

- groups already giving money to development projects will do so on the basis of clearer criteria and better understanding
- the number of volunteers for domestic and overseas service will increase
- parishes, dioceses, and other church groups will have more clearly defined commitment to global concerns and will be engaged in a wide variety of actions.
- development education training will become an integral part of the Church's teaching.
- Church membership will gain exposure to international students now studying and living in the U.S. through the Episcopal scholarship/leadership development program.

B. How objectives will be achieved

1. Training Conferences

These objectives will be achieved through a three year series of Convivencia training conferences based on experiential learning activities. Since people learn both cognitively and emotionally, our conference/workshops will concentrate on attitudes and values; looking at what the operative assumptions are behind our programs and activities. In examining these values and assumptions, we learn how our individual behaviour, values, and knowledge relate to the issues of world hunger and poverty. By increasing our awareness and understanding, we learn how we can be change agents as well as why we should be. The model for these conferences is the World Education model (Biden Pell 1982 proposal) which has been tried and tested. Several of our staff have been participants. The Convivencia model is designed to be adapted to particular circumstances and target groups, however the basic components remain the same, and are all activity based. The elements are as follows:

(1) Values and feelings regarding development issues

a. How do we feel about situations of hunger, poverty, illiteracy, so much reported in the media? How do I react to suggestions that I should do something- that I am somehow implicated in the existence of these conditions?

b. What has been my experience participating in educational events designed to increase my awareness of these situations?

c. What do I really believe are the reasons for conditions of extreme poverty in this country? and abroad? What other explanations are there? Why do I agree? disagree?

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d. What can be done? by whom? Who is doing anything now? What do I feel about such actions?

These questions are not used as questions for discussion, rather, a series of activities is used. In the course of doing the activities feelings and values are addressed. Usually a good deal of guilt, anger, and frustration emerge, including a low level of satisfaction with most educational designs which have made people feel as if something was being "laid on" them. Some of the activities deal with values: what we say we value; and how our behavior indicates the level of commitment to that value, for example.

(2) Information and resources for understanding social, political, technical, and economic roots of hunger and poverty in the world

a. What facts about hunger, poverty, and related conditions have made the most impression on me?

b. If I were to describe the condition as it exists, to colleagues or friends, what could I say?

In the Convivencia design, this second segment is used to involve participants in activities that focus on "making the case" -either for or against or somewhere between the extremes - regarding involvement in development issues. In order to make a case, people need data -either facts and figures or personal testimony about victims of hunger and poverty through films, poetry, stories, or first hand accounts. A wide range of resources is available at the conference for participants to examine - books, charts, maps, photographs, films, tapes, stories, etc. Persons who have first hand experience working with those who are hungry and poor in the U.S. and abroad will be included in Convivencia conferences whenever possible: returned volunteers and appointed personnel, international students, and visiting overseas church leaders.

The most important outcome of this segment of training is that people discover resources and ways both to learn from them and to use them. We increasingly encourage our overseas leaders and personnel to share their experiences and ideas with American church members. For example, there are at present 83 Volunteers, 64 of whom are based overseas engaged in health care, education, agriculture, and many other forms of assistance. There are 70 appointed Mission staff and personnel. In addition, many leaders and members from overseas diocese visiting in the U.S. play an important role in sharing information, thus increasing the sense of partnership.

American dioceses in partnership with overseas dioceses is another important exchange. One example of this sharing will occur this April, as a group of Los Angeles clergy, laity and Hunger Network officers participate in a Convivencia training conference with 12 Kenyan Development Officers presently studying at the UCLA Development Institute.

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(3) Appropriate action responses

This segment involves an exchange of experience and ideas among staff and participants: what is development education? What kinds of action outcomes might result from good educational events? A range of actions are considered, including:

- a. a changed life-style
- b. giving financial or other material aid in response to concrete need
- c. a vocational decision to serve in a field related to development
- d. a commitment to raising the consciousness of others through personal contacts and through leadership of educational events
- e. social action

This segment allows participants to hear what others have done and to discuss the relevance and effectiveness of different strategies for themselves and for those with whom they will be working. Finally, they return seeing themselves as educators.

(4) Designing development education conferences and events

a. Participants divide into small groups (from 3-6 persons each) according to types of constituencies they will be working with. Each group designs an educational event for a specific constituency using resources from the materials provided describing others they will require.

b. At the conclusion of the design period, each group presents its plan and leads one of the activities for other participants (either for the whole group or a segment of it) Each design is critiqued and feedback given to the design group.

This activity represents the culmination of the conference. Ideally there should be sufficient time for creating the design so that differences of philosophy and approach can surface within each group. Experience in using the Convivencia model shows that it is only when faced with the practical challenge of raising the consciousness of others that people are able to refocus their own positions. What is being emphasized in this activity is not only the design skills of participants but, primarily, the ability to hold clear convictions and at the same time to design an event that is sufficiently open-ended for participants in that event to form their opinions freely.

(5) Implementation of workshops

Implementation of the training conferences will take place over three years through an evolving, self-perpetuating series of workshops. In Year One, 8 regional conferences with 30 participants each will enable participants to design and implement 24 Year Two conferences. Year One and Two conferences will be 5 day training conferences, with 30 participants each. Year Three events, designed and implemented by the pool of trainers generated in Year I and II, will be targeted at diocesan and local levels, so such events might take very different forms, however, all would incorporate the above elements.

