



REPORT  
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Spring 2007





CULTURE  
HEALTH  
EDUCATION  
ENVIRONMENTAL  
RESOURCES

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CHEER 2006 Annual Report



## A year in review

Dear CHEER Community of Friends and Supporters,

In honor of Tet, Viet Nam's Lunar New year, we wish you joy and peace in this year of the Pig.

CHEER had a remarkable year in 2006 as we continue to strengthen our programs and projects in Viet Nam. We focused on education projects, developing cultural understanding and leadership skills through teacher training and meeting the compelling needs of those who live in remote and rural areas of Viet Nam.

In 2006, with the assistance of our supporters, CHEER delivered hundreds of study corners, books and instructional materials to disadvantaged children in remote villages. CHEER built a new kindergarten for 100 children and renovated an elementary school for another 150. CHEER awarded scholarships to over 145 exemplary Kindergarten through Grade 16 students. Your donations provided skills training to 500 children at four vocational training centers. Families in remote villages continue to improve their living conditions because of CHEER's annual no-interest revolving loan fund. Through your past donations, CHEER has created opportunities for hundreds of teachers in Viet Nam and the United States to work and learn together through CHEER's teacher training program, which has enhanced cross cultural understanding and initiated innovative teaching strategies.

*These are the kind of programs and projects we envision for teachers, children and families in Viet Nam.* Let me tell you why.

Why did we establish "Traversing Borders: Viet Nam Teacher Program" to train teachers of English?

All of us embrace the notion that education is one of the most important means for people to progress and countries to develop. But how can education policies improve the lives of people who are marginalized due to poverty and isolation in remote rural areas? How can education contribute to the improvement of social and economic development? And what is the role of teachers, and in particular teachers of English, in this dynamic period?

Since 1993, government workers in Viet Nam at all levels have been required to study English. Students throughout the country have been encouraged to learn the language. English is the language of business, technology and cultural tourism in the world. English is the passport to overseas study, travel, and employment opportunities. However, the demand for English instruction at all levels of the education system has far exceeded the supply of qualified fluent English instructors.

The vast majority of secondary and post-secondary English-as-a-Foreign Language (EFL) instructors are trained inside Viet Nam. Only a few Vietnamese English instructors have been able to study abroad. Vietnamese educators have lamented that the English language proficiency of their teachers is, as one explained, "far from satisfactory to meet the rapidly growing language education needs of our society."

Most Vietnamese teachers of English who have attended our program since 2001 have never left the country. Prior to the summer institutes, half had never before attended a professional workshop and two-thirds never had any interaction with an American or English language instructor. The majority of high school teachers who live in the rural areas rated their English skills as poor to fair and their technology skills as poor.

Over the last five years, through our annual summer institute "Traversing Borders: Viet Nam Teacher Training Program," or VTTP, we have brought together teachers from Viet Nam and the United States to build a community of learners who create knowledge and understanding through shared dialogues, reflections and actions. Each year new and returning participants from Viet Nam and the United States work together to develop a common framework of understanding, nurture supportive peer relationships and create collaborative projects to address pedagogy and education issues, and strengthen their leadership skills. While we draw on our commonalities we also appreciate our differences. A new concept of global community is emerging built on the transformation of each individual. This community will eventually transcend groups, communities and even ideologies.

In the summer of 2006 returning VTTP participants spent six months organizing the first conference of its kind in Hue City: "Teaching English in the 21<sup>st</sup> Century: Opportunities and Challenges in Viet Nam." The conference brought over 130 participants from around the country to present papers and workshops, and share ideas among colleagues as well as institution and government representatives.

We are pleased with the positive response of Vietnamese and American participants. We want to continue to focus on disadvantaged teachers, in particular young women, who live and teach in the rural or remote provinces, where access to language teaching resources and interaction with native speakers are limited.

*This is the kind of program we envision and with your support want to sustain for educators in Viet Nam.*

Why do we build kindergartens?

We understand the value of early childhood education and kindergarten is a good place to give young children a head start in health, nutrition and social skills as well as intellectual and artistic development. The government of Viet Nam provides kindergarten teachers, but local communities are responsible for building classrooms or schools. The villages in remote and rural areas are stymied: dealing with endemic poverty and wrestling with natural calamities, while trying to educate their children. They simply cannot build kindergarten classrooms on their own.

We often rely on numbers to show how much of an impact CHEER has had on the lives of those we have assisted. But behind the numbers are people. For example, children in Phu Mau village would have walked five to ten kilometers across rice fields, despite the heat, rain or cold, to reach their school, had it not been for CHEER's remodeling of an elementary school in the village. Or, the Nghia Lo Elementary School in Quang Phu village which would have been torn down because the government did not provide the funds to renovate the site and the village could not raise the needed \$1,500. Thanks to CHEER's contribution, the school is renovated. In a recent letter, 10-year-old Pham Ba Chuc wrote: "Thanks to your help we now have a beautiful school with a ceiling fan and

light... Your study corner has provided me a place to study. I am happy to report to you that I just got two perfect scores of 10 on my last two examinations."

*This is the kind of program we envision for children in Viet Nam and want to sustain with your support.*

Why do we care about children with disabilities caused by exposure to Agent Orange?

Last year, after a visit to Thanh Xuan Peace Village, where 100 children affected by Agent Orange (AO) live, I wrote to you that: "To acknowledge the war scars with violent imprints on the innocent children is as important as to witness the optimism exhibited by these children. For them there is no excuse but to live as if life is a gift. We were profoundly touched by their spirit and dignity."

At the time Dr. Nguyen Thi Thanh Phuong, Thanh Xuan Peace Village's Director, reminded us how important it is for the people in the U. S. to understand and know about the children affected by Agent Orange. This third generation lives with the legacy of the war between the U.S. and Viet Nam, when Agent Orange was sprayed by the American military over South Viet Nam. According to the VAVA (Vietnamese Association for Victims of Agent Orange/Dioxin), the number of Vietnamese affected by Agent Orange has reached roughly three million.

Dr. Nguyen Viet Nhan, director of the Office of Genetic Counseling and Disabled Children, Hue Medical School, our new partner, poignantly stated that we cannot wait for scientific reports from the U. S. to prove that these children were affected by Agent Orange. They need assistance now.

*This is the kind of program we envision for the children with disabilities in Viet Nam and want to sustain with your support.*

Our work in Viet Nam is based on three distinct ideals: We believe in a collective and public moral obligation to improve the lives of underprivileged children, families and teachers. We want to enhance cross-cultural understanding and mutual respect between countries, and we commit ourselves to building trust, tolerance and peace among peoples.

We strive through our programs to help alleviate poverty and to continue healing the wounds of war. For us at CHEER, this work has been a quiet process of innovation. Every year we came to Viet Nam with the conviction of "a peace maker," as a Vietnamese teacher observed at the end of this year's training. We came as those who desire to rekindle the human kindness in helping children and families of lesser fortune. We came as educators who long to connect and to share our experiences with teachers in Viet Nam and to immerse in the culture of Viet Nam.

You will see in the following pages reports and reflections on our work in Viet Nam. We have traversed borders, and the experience, indeed, has transformed our lives. CHEER makes conscious effort to focus on small, achievable projects, which are often the turning point in the life of a child, a student, an artist or a teacher.

We welcome and encourage your continued support. Enjoy the New Year and accept our humble gratitude. May seeds we plant today bring Peace to all in the future.

Peace and Love,

Nam-Hau

## OUR PROGRAM



Our Tier 1 facilitators:  
Le Thi Bich Ngoc and  
Trinh Thi Minh Phuong



Our 2006 Team: Nancy Scher, Giang Hoang, Lillian Utsumi, Yeu-Wei Yee, Elaine Lockhart-Mummery, and Doan Thi Nam-Hau

### Traversing Borders: Viet Nam Teacher Training Program (VTTP)

"Traversing Borders: Viet Nam Teacher Training Program" (VTTP) opened on July 25, 2006 with a festive ceremony on a beautiful summer morning at the Hue University Learning Resource Center. Among the returning teachers from 2003, 2004 and 2005, there were new faces from many parts of the Thua Thien – Hue Province to join our CHEER Team from the other side of the Pacific Ocean.

The 2006 *Traversing Borders: Viet Nam Teacher Training Program* was a three-tiered model based on the needs of the teachers of English at Hue secondary, junior college and university levels.

The teachers in Tier 1 had an opportunity to explore *The American Tapestry* through literature, music and art. The readings and activities gave them a glimpse into the history, culture and experiences of a young nation that is still shaping and defining itself. The teachers also experienced teaching methodologies firsthand, while building and refining their own English proficiency.

Returning teachers of Tier 2 reflected on their teachings and the practicum they have used in their classrooms. They had an opportunity to build professional capacity, develop a higher repertoire of effective EFL (English as a Foreign Language) strategies and practices, and learn how to organize and implement a mini-conference for Hue's teachers of English.

Tier 3 was a natural outcome of the program. The teachers in this Tier, who had gone through two previous trainings, made their marks in uncharted territory: They organized a professional conference for their colleagues in Viet Nam.

In addition to our team of educators from the U.S., we also invited two teachers from the 2005 VTTP to be our facilitators: Ms. Trinh Thi Minh Phuong and Ms. Le Thi Bao Ngoc, who exhibited a high level of English proficiency, dedication to teaching and desire to improve the quality of English-language instruction in Viet Nam. The expansion of the team not only enhanced the program but enriched the experience for Vietnamese and American participants.

The American educators, from diverse cultural and educational backgrounds, volunteered their time and paid their own travel expenses to share their professional and personal experiences with their Hue colleagues. Their teaching experiences, knowledge and level of dedication to the profession are remarkable. They spent considerable time preparing for the training with care, love and profound respect.

The 2006 Team included Dr. Lillian Utsumi, Mr. Yeu-Wei Yee, Dr. Martha Yee, Mrs. Nancy Scher, Mrs. Elaine Lockhart-Mummery, Mrs. Thanh Giang Hoang, Mr. Nam-Minh Doan Nguyen and Dr. Doan Thi Nam-Hau. Past team members included Dr. Brock Klein, Mr. Randy Grant, Dr. Amanda Steiman, Ms. Minh-Tam Doan Nguyen and Ms. Viet-An Doan Nguyen.

The program was designed to meet the needs of the Vietnamese teachers. At the same time it provided the American Team an opportunity to share their knowledge and interact with their colleagues. They formed a community of learners that grew beyond the training. In addition, they shared their own stories in the hope that all of the teachers would discover the commonalities shared by the two countries...and all the people.



Over 130 Vietnamese teachers of English from Hue and many provinces in Viet Nam attended the one-and-a-half day conference on August 2 and 3, 2006. "TEACHING ENGLISH IN THE 21<sup>st</sup> CENTURY: OPPORTUNITIES AND CHALLENGES" was the first conference of this kind to be held in Hue. It was a great success.

Fifteen presenters from Ho Chi Minh City, Ha Noi, Nha Trang, Phu Yen and Hue shared their research and experiences in 20 workshops. Keynote speakers from the Ministry of Education, Hue University of Foreign Languages and CHEER for Viet Nam presented their thoughts on the opportunities as well as challenges for teaching English in Viet Nam. Participants also attended a lively roundtable discussion with many open-ended questions on Viet Nam's policy toward teaching.

The five-member Conference Planning Committee (CPC) from Tier 3 was from Hue College of Foreign Languages and Junior College of Education. Selected from 2005 Tier 2, based on potential leadership skills, the CPC worked closely with CHEER "virtually" on the internet. The process was initiated in late 2005 and took off in January 2006. It was professionally organized and received positive comments from the participants. The conference provided an excellent opportunity for the academics nation-wide to meet and exchange experiences as well as to build long-term academic and personal relationships.

Topics ranged from applying Gardner's multiple intelligence theory in creating effective classroom activities in Vietnamese ESL contexts and the implication for language teachers; the gap between English and studying in English; breaking the four walls in language classrooms and the internet; developing ESP materials using internet resources for reflection on the cultural content of commercial textbooks and implications for culture in English teaching.

These are some remarks made by conference attendees:

- The conference was a true opportunity and challenge.
- Wonderful, informative exchange of ideas.
- A genuine sense of community. A fabulous job.
- Need more workshops like these.
- Other universities should learn from HCFL.
- Presentations need to have both theory and practice.
- More time for discussion and exchanging ideas and experiences.
- I hope I will be a participant in the next conference.

Overall participants gave the conference the highest marks saying that this was the most professional conference they ever attended. Most wanted the conference to be held again next year with participation from teachers and scholars around the world.



Conference Planning Committee  
Le Thi Thanh Truc, Ho Thi Tan Hoa, Nguyen Thi Diem Thi, Nguyen Kien Tuong, Le Thi Thanh Chi, Tran Thi Minh Duc



Registration



Conference attendees



Roundtable discussion



***“I was overwhelmed by the caring and generous attitude of everyone I met.”***

My experience with VTTP changed my life in many ways. I made new, life-long friends, got to know a culture about which I had always been fascinated, ate the best food of my life, and had a chance to make a difference in the lives of others.

The people of Viet Nam are the warmest and most beautiful group I have ever come across. With so many reasons to resent Americans, I was overwhelmed at the caring and generous attitude of everyone we met. The actions of the ladies and gentlemen of the Veterans and Orphans Association were a perfect example of this kindness. This group helped us get in touch with the different projects that CHEER funds. They were always so attentive to us and visited us often during our stay in Hue. Early on the morning of our departure, they showed up at our hotel to present us with souvenirs from Hue. It touched my heart to see these men, veterans of a war with my country, men who were wounded by American soldiers for life, be so wonderfully open and generous with us.

How can they be so forgiving, I wondered. I try to think of these times when I read about our foreign policy and current events. I hope more people can experience the beautiful relationships that a program such as CHEER facilitates. I can only think that if more people did, the conflicts that exist today would lessen and eventually disappear. I will never forget my time with CHEER.





**“I was no longer a visitor, nor an American, but another classroom teacher (...) Differences between our cultures dissipated as we found the common ground of teachers wanting to improve their craft, but struggling to overcome the barriers to doing so.”**

In a cramped classroom at Hue University, I sat surrounded by my Vietnamese equivalents, a half-dozen high school teachers of English. I was drenched in sweat, but not because of the sweltering heat or enervating humidity. Rather, I had been backed into a corner, both literally and figuratively, by these usually eager and upbeat participants in our Vietnam Teacher Training Program. To a person, they were adamant that they could not implement any of the teaching strategies our VTTP team had been modeling.

“I don’t have the materials to do that.”

“My students are making too much noise.”

“We have to follow our text book.”

“That technique won’t work in my classroom because... ”

Running out of strategies to suggest, I mustered a frustrated smile and said the only thing left in my head, “You sound just like me and my coworkers in Los Angeles! We always find reasons not to try new approaches...Do we all- you and I- want to try new techniques or not? Instead of finding reasons to say we can’t try something new, we need to look for ways to make it work.” The sudden silence that followed suggested to me that my Vietnamese friends were rolling this over in their heads.

As a VTTP veteran, I recall this as the single most difficult and uncomfortable moment I’ve experienced in my four times as a facilitator. It was also one of the most meaningful. In those few uncomfortable and heated moments, my Vietnamese colleagues and I pushed each other to new insights and realizations. We *taught* each other. Our new understandings didn’t come directly from the curriculum that had been painstakingly assembled in Los Angeles, but from the honest discussion it provoked among us as professionals. As our discussion progressed, I was no longer a visitor, nor an American, but another classroom teacher who understood and even shared their struggle. Differences between our cultures dissipated as we found the common ground of teachers wanting to improve their craft, but struggling to overcome the barriers to doing so. Vietnam, poor but developing, and the United States, rich and powerful, are vastly different. Our VTTP curriculum had emphasized cultural differences in terms of history, music, literature and art. It had also highlighted common yearnings for peace and mutual respect and appreciation. Now it was putting us all in the same figurative boat and pushing us all to move beyond the safe role of sage experts to that of risk-taking learners.

When friends and colleagues ask me about my participation in the VTTP, my most frequent response is to explain that it offers me the chance both to use my skills as a seasoned educator and to put myself in the position of a learner. American educators these days are forming “professional learning communities” to explore ways to promote achievement in our schools. It’s a movement I embrace because I’ve seen (in Vietnam!) how teachers can transcend profound differences to focus on more effective ways to teach.

At the end of each year’s program, as we say tearful goodbyes, I find myself cherishing the notion that the other VTTP facilitators from Los Angeles and I have given our Vietnamese participants new teaching strategies, a better understanding of American culture and a chance to improve their English. I always find myself realizing that I will return to Los Angeles having reaped the benefits of close contact with Vietnamese people and culture, purposeful collaboration with the other VTTP facilitators and the chance to teach unfettered by the constraints of the contemporary American classroom. And though I value the fun and lighthearted times we spend, I particularly appreciate the personal and professional growth catalyzed by moments that are momentarily difficult, but in the long run make us all, Vietnamese and Americans alike, closer friends and better teachers.

## REFLECTIONS

**Day 1**

I see them today  
Very exciting people!  
I really learn many things from them. They asked me to make an acrostic poem using my name. I spend much time to think what kind of person I am. And I make a scrapbook. It's good! I can use it for my students and my daughter as well.

I have a sleepless night to make a scrapbook for my daughter on which I draw some funny pictures and write a fairy tale. My daughter is extremely interested in it. She gives me a very big smile.

**Day 2**

My Haiku poem:

*Ripening rice fields  
Give out a pervasive smell  
The flavor of life.*

Many songs and poems today! I see a great love of life from "I Hear America Singing" by Walt Whitman, a strong will from "I, Too, Sing America," by Langston Hughes. Many parts of the U.S. appear in front of my eyes through the song "This land was made for you and me" by Woody Guthrie.

I also write a poem singing about my daughter. You can read it on the next page.

*The Light of My Life*

*Though sorrows sometimes make  
me cry*

*Deep in my heart a great love of  
life*

*There are times I am in bad luck  
It's hard to see the funny side  
Have told you I'm never hopeless?  
In the darkness I see the light  
My little daughter always lights  
me up.*

*Shining my life with her lovely  
smile.*



*Quy Chau is my name.*

*It means a precious pearl. Everyone  
says it is a very beautiful name.*

*And I am very proud of it.*

*I love art, especially literature and  
music. They not only give me a wide  
knowledge and a deep understanding  
of many lands and people but also  
nourish my soul.*

*I am eager to attend the workshop.  
There will be many useful things to  
learn and  
interesting people to communicate  
with.*

*That's great!*

**Day 3**

If you have no chance to go abroad, you will find literature a great source of knowledge about any aspects of life in another country: history, culture, society, etc. It's a big mirror reflecting how life is.

With "Ballad of the Landlord" by Langston Hughes and "The Grapes of Wrath" by John Steinbeck, I understand more about the miseries of the poor in the U.S. and deeply sympathize with them. The U.S. is not the heaven for all people, like any other place in the world. I was moved to tears when I watched the video and listened to the song "Pastures of Plenty" by Woody Guthrie...

People in the world will never be the same but the poor's sufferings seem not much different. The pictures of a migrant mother and the Highway to the West by Dorothea Lange are extremely impressive to me, too. I see an immense sadness in the eyes of the mother: A sadness that no words can reveal.

**Day 4**

The most moving class today! Tears fall down my face again when I read the notes people left in front of the Viet Nam War Memorial in the U.S.: mothers, friends, lovers, war veterans... They sing mournful songs from the bottom of their hearts to their beloved dead. The war has brought about too many losses and long-lasting sorrow and pain. How many fathers, brothers, sons, lovers...died in the war? How many people left some parts of their bodies on the battlefields?

My grandfather never saw my father for he went to the war while my grandmother was pregnant and he never came back. There is no picture of him. My father has tried to imagine his face through my grandmother's memory. My parents-in-law are wounded soldiers. They can never forget the terrible war though it went into the past.

Maya Ying Lin is very successful because she helps people understand that American people also suffer pains and losses. War is not the aspiration of all American soldiers but just some groups of people.

The rest...are innocent.

**Day 5**

Each of us works very hard to have a good immigrant group presentation in a very short time of preparation. Anyway, it's good. We have an exciting karaoke night. To my surprise, I and three more people get flowers and cake for our birthdays.

A Time for Family - Five days full of valuable experience and sweet memories have passed. Tomorrow I will be on a 60-km journey to Canh Duong village with my husband and my parents-in-law to visit our ancestor's tombs and I will come back to Hue City on Saturday night. Another interesting and busy week is waiting for me.

## REFLECTIONS



Le Thi Bich Ngoc

Participating in this workshop we had many happy moments. I will never forget the boat trip to Linh Mu Pagoda when we had an opportunity to talk, eat, and have fun, and especially to join in the play "The Lotus Seed."

We also felt happy with the presentations of immigrant people performed by different groups of our class. I really enjoyed the way we became Irish, Asian, Hispanic, etc...in the special costumes. The class was like a stage where everybody felt excited and happy. The presentation of scrapbook was also an interesting moment of our activities. People were very creative to make colorful, beautiful scrapbooks full of information and memories. I think I learn so much in this institute. However, perhaps the happiest moment I experienced was the time I completed a poem myself. I could never think about writing a poem in English myself until I attended this course. I read many poems in English and admire and enjoy the beauty, the interesting and romantic features of them. Nevertheless, I hadn't tried composing any poems because I thought that writing a poem was a 'super' skills (!) With the help of all of you in inspiring us the beauty, sorrow and love in poetry we did write a poem (and many poems) ourselves. How happy I was! I had a sense of success and now I feel more confident in writing poetry (!) and in many other things. So I want to say 'thank you' to all of you, my dear teachers, from the bottom of my heart, and hope to see you all happy, healthy and enthusiastic in Hue next year and in many years later.



Nguyen Thi Hanh Trang

I have had ten days of hard work. But it is really a good time for me: meeting interesting people, instructors and colleagues, sharing ideas with them and learning a lot from them. What I've learned is not only instructional skills but also social skills.

More importantly, this course offers the opportunity for me to engage in designing and making conference presentations or giving speeches. I never think it was possible for me to do that 'great' of job because I am not a good speaker, especially in front of a large and new audience. What a shame! (A good teacher but not a good researcher...)

With my instructors' careful guidance and warm encouragement, I can do it in the end. I feel happy and become a bit more self-confident. However, my confidence soon became less when I attended the regional conference. I was really de-motivated by some presenters' 'theoretical' research. They sounded too great for me. Perhaps I 'hate' theory? Then I'm thinking what I've done in my classroom is too small, too simple and too 'old' to use as research and to present my work at such a conference. Now my question is what needs researching?

## REFLECTIONS

Trinh Thi Minh-Phuong



The two weeks of VTTP have already been faraway in my memory, not that the time was unimpressive but because I feel extremely nostalgic and I missed everyone terribly!

Working as a facilitator this year, I was given the opportunity to re-live moments of joy and love, of meaningful exchanges, of sharing and entertainment that I had experienced last summer. Therefore, I put a lot of effort into doing it. I hope Ngoc, my facilitator partner, and I have met your expectations! I think it will be a bit difficult to express my thoughts on this summer's program. I loved it so much that I am sure I am a little biased.

Honestly, I missed Amanda and Randy and I think Wei worked really well with them last year. It was okay to see Wei working this year with Nancy and Elaine and they cooperated well with one another. But sometimes I still felt a mismatching...anyway it might be only my personal impression. The team was wonderful. And after all, people have to learn how to get along with each other and be good team players anyway.

As the conference was squeezed in the schedule, we didn't really have time to ponder over each activity as we did last year. Not many games either. Thus, I just wonder if it possible to make any changes in the schedule or the syllabus, so as to spare more time for warm-up activities and reflections. However, if this would cause any convenience, then I think you don't have to... because the program is already well-thought out, well-planned and very informational.

The good and new thing about this year was the regional conference. I enjoyed it tremendously and would really like to participate in it one day either as a facilitator or a presenter.

Well, it felt really different being a participant and a facilitator of one single event. I must say I enjoyed both of these experiences and learned different things on each occasion. The only thing I wish was to have seen more of Nam-Hau in Tier 1 this year like last year. I know she was the busiest person there, but if she could spend a little but more time with Tier 1 next year, that would be wonderful. The participants would surely have a chance to learn more about her valuable experiences, which I'm fairly sure that they can relate to very well.

## REFLECTIONS

Yeu-Wei Yee



As a returning member of the VTTP team, I have been able to see clearly the growing expertise, confidence, maturity, and sophistication of the participants in the VTTP English program.

Yearly, their levels of English proficiency rise, and this year, with their very first local and national EFL conferences, the VTTP teachers showed great talent and a willingness to work hard to facilitate a quality EFL forum!

It was a thrill to watch the VTTP teachers demonstrate their acumen and sophistication in their conference presentations.

Finally, I have to note that yearly their sophistication in the area of computer based information technology rises. In short, I have witnessed growth in the VTTP teachers as they matriculate through, and face the challenges that have been provided by the VTTP curriculum.



Group work



Preparation for presentation



Field trip





**“The eagerness of the all of the VTTP teacher participants to tackle new learning and new technologies was truly a wonder to behold.”**

The 2006 VTTP program was more like a symphony than a summer workshop. Tier 1 was infused in the diversity of American culture embedded with EFL methodologies. Returning VTTP participants, now Tier 2, examined the ins and outs of conference planning and management that culminated the implementation of a mini-conference, while concurrently, Tier 3 (Tier 2 from last year) produced a regional conference that featured a cross-national group of presenters, creating a unique gathering of minds-- Vietnamese classroom teachers, university deans, professors, college instructors, scholars and distinguished guests.

The eagerness of the all of the VTTP teacher participants to tackle new learning and new technologies was truly a wonder to behold. Each group's performance exceeded our every expectation. Tier 2 teachers, getting guidance from a written definition of "Round Table Discussions," created two successful Round Table Discussion groups that addressed two "hot" issues teachers face daily. Likewise, Tier 3, created a Round Table Discussion that touched on relevant issues in education and national educational policy—pretty intrepid ventures for first-timers!

The enormous capacity of the Vietnamese teachers to learn, teach, grow, and then to own their work is what brings me back every year. In reality, we learn as much from them as they do from us. We are a community of learners.



Preparation for the mini-conference



Registration



Roundtable discussion



Proud to be part of the mini-conference

## A COMMUNITY OF LEARNERS



The King, in a white brocade robe and red turban, sat majestically on a red plastic chair in the middle of a stage that was the platform of a boat anchored on the flowing waters of the Huong River. In a deep and husky voice he solemnly declared farewell to his people, at times in choking sentences. Members of a family huddled in confusion to escape from the sea. A family toiled from first light to dark to make ends meet in a far-away land. A lotus blossomed from a tiny seed wrapped in silk was handed down to a niece by the grandmother. The lotus fragrance permeated even in a strange land. Uncontrollable tears rolled down the faces of the audience amidst bursts of clapping and a standing ovation.

Five young teachers in their early thirties, worked like bees to meet their conference deadline in an air-conditioned room of the Hue University Learning Resource Center, overlooking the crystal clear water of Huong River at the height of the summer noon. One meticulously typed the tedious schedule of presenters on her laptop. The youngest of the group, a twenty-something high school teacher from the rural area of Binh Dien, entered the names of the conference attendees, also from a laptop, under the patient guidance of another high school teacher who was savvier with technology. On the walls were four posters marked with colorful dots and letters, and deadlines. Another teacher, on her latest model hand-painted cell phone, spoke softly but firmly in her Hue voice pinning down the last keynote speaker from the Ministry of Education and Training. Others were sweeping the streets of Hue on their motorcycles to printers and market looking for the best prices for the agenda and teas.

Whether singing “This Land is My Land,” listening to “Pasture of Plenty” or engaging in discussions on Dorothea Lange, Langston Hughes or Walt Whitman, or learning how to make a move in the Broadway fashion, these sessions were a revelation for participants.

In another room, a group of teachers had just six days to not only prepare the mini-conference but also present at the conference. They formed groups, discussed, disagreed and learned to compromise or to come to a consensus. They did internet research; for some, it was the first time they ever used a computer. For others, it was a piece of cake. But at the end, they learned, supported and cheered each other.

These were not ordinary classrooms. They were alive. These Vietnamese and American teachers formed a true community of learners in four different rooms at the same location.

## BUILDING A CARING COMMUNITY

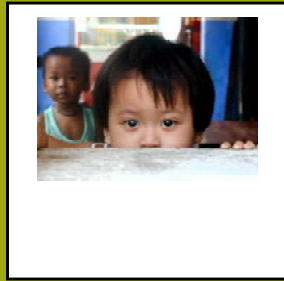


Despite the busy schedule, the team made time to visit CHEER's projects in Hue. Mr. Vo Thuyet, President, and Mr. Nguyen Hong Thu, Secretary of the Association for the Handicapped and Orphans, accompanied us to our projects. We crossed beautiful emerald rice fields on the way to Phu Mau Elementary School. We walked through its new school gate and were greeted warmly by the school administrators and representatives of the village in the new library. We delivered study corners to students, patiently waiting in rows for our gifts.

Our reward for the long ride to Nghia Lo Elementary School was the lively greeting of 30 children. While the children were eager to sing songs for us, their school principal convinced us to help repair the leaking roof so 150 could remain at the site; otherwise the school would be condemned and students would have to go to a long distance to study. We also delivered instructional materials to Nghia Lo Kindergarten teachers.

We visited Duc Son Kindergarten and were moved by the efforts of Venerable Nun Thich Minh Tu who has cared for 200 orphans since 1994. Some of our teachers took time out to be with the children at Duc Son.

At Thanh Giong Vocational School, we presented hearing aids to 11 students and carving equipment to the wood carving students. We visited Tay Linh Vocational Center and the Venerable Thich Nu Nhu Minh welcomed us with a delicious vegetarian lunch.



expanding  
**our**  
**vision**



CHEER for Viet Nam  
2006  
Annual Report

## CHEER Community of Friends and Supporters

CHEER for Viet Nam would like to thank the following individuals, businesses and foundations that have made a contribution to CHEER between January 1, 2006 – January 30, 2007.

### Your Support Makes a Difference!

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## CHEER Community of Friends and Supporters

## Your Support Makes a Difference!

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Peggy Okuneff	Jacqueline Sevareid	Dung Quoc Tran	Gay Q. Yuen
Michelle T. Parra			Hanna Zylberberg

OUR  
Accomplishments  
in 2006

CHEER makes a conscious effort to focus on small, achievable projects, which are often the turning point in the life of a child, a student, an artist or a teacher.

What We Did for Students	PROGRAMS / PROJECTS	BENEFICIARIES
Resources for Students	<ul style="list-style-type: none"> <li>• Built a kitchen for Nghia Lo Kindergarten</li> <li>• Renovated Nghia Lo Elementary School</li> <li>• Provided study corners</li> <li>• Distributed scholarships to elementary, secondary and college students</li> <li>• Purchased books for Hong Kim Elementary School and Binh Dien High School</li> <li>• Provided instructional materials for Duc Son and Dong Lam kindergartens</li> </ul>	<p>100 students</p> <p>150 students</p> <p>150 students</p> <p>145 students</p> <p>500 students</p> <p>200 students</p>
Care for Children with Disabilities	<ul style="list-style-type: none"> <li>• Provided funds to train children at Tay Linh, Thanh Giong Vocational Schools, Thanh Xuan Peace Village and Duc Son Kindergarten and Orphanage</li> <li>• Provided hearing aids to mute and deaf students at Thanh Giong Vocational School</li> <li>• Provided assistance to children with intellectual disabilities at OGCCDC (Office of Genetic Counseling and Children with Disabilities Center) at Hue Medical School (new project)</li> </ul>	<p>500 students</p> <p>11 students</p> <p>30 students</p>
A Place to Sing and Dance	<ul style="list-style-type: none"> <li>• Constructed Son Tung Kindergarten</li> <li>• Construct Tien Non Kindergarten – planning process is under way</li> </ul>	<p>80 students</p> <p>100 students</p>

OUR ACCOMPLISHMENTS in 2006		
What We Did for Teachers	PROGRAMS / PROJECTS	BENEFICIARIES
Building Cross - Cultural Understanding	<ul style="list-style-type: none"> <li>Conducted a two-week summer institute , VTP - Tier 1, for secondary and college English teachers from provincial high schools, junior colleges and Hue University of Foreign Languages</li> </ul>	24 teachers -Impacted 3,600 students
Leadership Development	<ul style="list-style-type: none"> <li>Conducted a two-week master class for VTP - Tier 2 for secondary and college English teachers from provincial high schools, junior colleges and Hue University of Foreign Languages</li> <li>Mentored VTP – Tier 3 and sponsored the first regional conference on Teaching English as a Foreign Language in partnership with Hue University, Hue University of Foreign Languages and Hue University Learning Resource Center</li> </ul>	22 teachers -Impacted 3,300 students  10 teachers -Impacted 1,500 students  100 teacher participants
What We Did for Families	PROGRAMS / PROJECTS	BENEFICIARIES
Capacity and Asset Building	<ul style="list-style-type: none"> <li>Provided no-interest revolving loans to disadvantaged families in A Luoi Valley who have the creativity and determination to use the economic and technical assistance to improve living conditions for their children and community</li> </ul>	27 families
Community Health Community Care	<ul style="list-style-type: none"> <li>Built a water system at Lai Trung village</li> <li>Provided relief to families affected by the October typhoon in central Viet Nam</li> </ul>	1,500 persons

## CHEER for Viet Nam

### 2006 Financial Report

January 1, 2006 – December 31, 2006

#### CONSOLIDATED STATEMENT OF ACTIVITIES

##### Contribution & Revenue

	UNRESTRICTED	RESTRICTED	TOTAL
Donations	41,707	-	41,707
Events	10,831	-	10,831
Net Assets from Restricted Donations*	20,139	(20,139)	20,139
<b>Total Contribution &amp; Revenue</b>	<b>72,677</b>		<b>72,677</b>

##### Expenses

Programs/Projects	67,095	-	67,095
Operation and General	2,580	-	2,580
Fundraising	8,269	-	8,269
<b>Total Expenses</b>	<b>77,944</b>		<b>77,944</b>

Net Assets at the Beginning of the Year	18,388	-	18,388
<b>Net Assets at Year End</b>	<b>13,429</b>		<b>13,429</b>

\*Restricted donations are designated for specific projects/programs.

-Unrestricted funds can be used for other projects/programs.

-In-kind donations are not calculated in the Financial Report. These donations were made by individuals for their professional services.

# 86%

of the total budget went to CHEER Programs/Projects

CHEER's fundraising costs were

# 10.6%

of the total budget

#### STATEMENT OF ASSETS

##### Assets

Cash in Bank	13,429
Total Cash in Bank	13,429
<b>Total Assets</b>	<b>13,429</b>

##### Liabilities

Liabilities	0.00
<b>Total Liabilities</b>	<b>0.00</b>

<b>Total Liabilities and Assets</b>	<b>13,429</b>
-------------------------------------	---------------

CHEER's operation and general costs were

# 3.4%

of the total budget

## CHEER for Viet Nam GOALS in 2007



### Fundraising Efforts and Outreach

- Maintain CHEER current donor projects
- Seek sponsorship for each of CHEER's four programs for
  - Teachers
  - Students
  - Children with disabilities
  - Families

# expanding our work in 2007



#### TEACHERS

- . Provide teacher training and leadership development through VTTP
- . Mentor and sponsor a second EFL conference in Hue
- . Create a Teacher Training and Learning Resource Center

#### STUDENTS

- . Build a kindergarten
- . Provide 250 scholarships  
150 study corners
- . Provide books and instructional materials to 10 schools

#### CHILDREN with DISABILITIES

- . Maintain current programs at 5 sites
- . Develop a new program with Office of Genetic Counseling and Disabled Children, Hue Medical School

#### FAMILIES

- . Maintain current no-interest revolving loan fund



**Your support is critical for CHEER to reach these goals  
You can bring Hope and Joy to a peaceful Viet Nam**

## CHEER appreciates the work and dedication of our volunteers and partners in Viet Nam and the U. S.

Our Partners	Our Volunteers	Our VTTP Team	Special Thank You
<p><b>In Viet Nam</b>  <i>Association for the Handicapped and Orphans, Thua Thie - Hue</i>            Mr. Vo Thuyet            President            Mr. Nguyen Hong Thu            Secretary            Mr. Le van Cau            Retired HS Principal</p> <p><i>Tay Linh Vocational School</i>            V. Thich Nhu Minh</p> <p><i>Duc Son Kindergarten and Orphanage</i>            V. Thich Minh Tu</p> <p><i>Thanh Giong Vocational Center</i>            Tran Thanh            Director</p> <p><i>Thanh Xuan Peace Village</i>            Dr. Nguyen Thanh Phuong</p> <p><i>Red Cross, A Luoi Valley</i>            Mr. Ho Vai            Mrs. Le Phuong</p> <p><i>Hue University</i>            Dr. Nguyen Vien Tho            Former President</p> <p><i>Hue University of Foreign Languages</i>            Dr. Tran Van Phuoc            Rector</p> <p><i>Hue University Learning Resource Center</i>            Dr. Huynh Dinh Chien            Director</p> <p><i>Office of Genetic Counseling and Disabled Children</i>            Dr. Nguyen Viet Nhan            Hue Medical School</p>	<p><b>In the U. S.</b>            Son Bui            Patty Caranto            Doris Chu            Nami Doan            Randy Grant            Giang Hoang            Ray Hongo            Jenifer Kawahira            Marisa Kizu            June K. Kizu            Hennie Marlis            Susan Marshall            Minh-Tam Doan            Nguyen            Viet-An Doan Nguyen            Mehrad Noori            Jeremy O'Neil            June Pulcini            Gabriella Rozen            Nancy Scher            Willa Seidenberg            Sarah Wasaka            Beverly Werber            Lillian Utsumi            Yeu-Wei Yee</p>	<p><b>In the U.S.</b>            Randy Grant            Doan Thi Nam-Hau            Giang Hoang            Brock Klein            Elaine Lockhart-Mummery            Viet-An Doan Nguyen            Minh-Tam Doan            Nguyen            Nam Minh Nguyen            Amanda Steiman            Nancy Scher            Yeu-Wei Yee            Martha Yee            Lillian Utsumi</p> <p><b>In Viet Nam</b>            Do Quy Thu            Ho Thi Tan Hoa            Ho Thi Thanh Huong            Le Thi Thanh Truc            Le Thi Thanh Chi            Le Thi Bao Ngoc            Le Thi Ngoc Lan            Nguyen Thi Diem Thi            Nguyen Kien Tuong            Tran Thi Minh Duc            Trinh Thi Minh Phuong            Vo Du Huong</p>	<p><i>CHEER would like to specially thank the following individuals for their continued support of the construction of kindergartens and providing major funding for the children at Duc Son Kindergarten and Orphanage and Tay Linh Vocational School:</i></p> <p>Dr. Ton That Chieu, Mrs. Bui Boi Tien and their family</p> <p>Mrs. Lam Vien Tran</p> <p>Mr. Nguyen X. Thuan</p> <p>Mrs. T. Ann Tonnu</p>
 <p>Dr. Ton That Chieu at the inauguration of Son Tung Kindergarten, December, 2006.</p>			

Join us to  
**plant**  
a **SEED** of **PEACE**  
and  
**make a difference**

**Give generously to CHEER for Viet Nam**

You can mail your donation to:

CHEER for Viet Nam

P.O. Box 341

Culver City, CA 90232

Or

Send your donation to us through our website

[www.cheerforvietnam.org](http://www.cheerforvietnam.org)