

Forgotten People Foundation

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A. Background

A-1. Introduction to Project

Vietnam is home to 83 million people. Vietnam is a poor country due to war and political upheaval. Of the 83 million people, it is estimated that of this population, about 6 % have a disability (International Labor Organization, 2009). These people often live in rural Vietnam or parts of Vietnam suffering from poverty and do not receive any assistance. These people are often hungry, lonely, ostracized from others, and unable to work. Children living in rural Vietnam or with a disability have a difficult time receiving special needs services just like adults and cannot afford to attend school. It is estimated that only 3-5% of children with special needs receive services and 95% of children with disabilities do not attend any school (Van, 2003). These adults and children that have been forgotten by their families, society, and government are the “Forgotten People.”

The Forgotten People Foundation is an organization currently working to help these forgotten people. Recently, FPF is focusing its efforts on Bac Giang Province which is a rural area in Vietnam with people suffering from various afflictions such as disability, disease, deformities, and infectious diseases. They have a minimal Socioeconomic status and are not a part of the mainstream society. The FPF has two current goals for Bac Giang Province. The first focus is to raise money to provide food for those in need. Since most of the individuals living in Bac Giang province are poor, they cannot afford food. The second focus of the FPF is to raise money in order to help children afford tuition for school. Poverty makes it difficult for adults to afford school for their children. The FPF wants these children to have the opportunity to go to school. By providing children with the opportunity to go to school, and feeding those that cannot

afford it, the FPF hopes to increase the forgotten people's quality of life.

A-2. Rationale

Vietnam is home to approximately 83 million people. Of these 83 million, according to the national labor organization, more than five million women and men in Vietnam, or about six percent of the population, have a disability (International Labor Organization, 2009). In fact, according to the Vietnam Household Living Standard survey, based on the international classification of functioning, disability and health, fifteen percent proved to have a disability (International Labor Organization, 2009). Of the people living with disabilities, many of them are living in rural areas throughout Vietnam and suffer from various afflictions. Those with disabilities, 37% of adults, are illiterate compared to the national rates that are below 10% for non-disabled persons. Also, adults in Vietnam living with disabilities have much higher unemployment rates (International Labor Organization, 2009). Between poverty, the lack of adequate health care systems, or special education, the families of children with disabilities in Vietnam often view their children as burdens to society and sources of shame and pity (Shin, 2009). It is estimated that about 95-98% of children in Vietnam with special needs receive no formal services (Villa, Van Tac, Ryan, Thuy, Weill & Thousand, 2003). The government tried to implement programs for children with disabilities but there are significant barriers to provide children with disabilities with education. These barriers include insufficient teacher training, lack of resources, and assistive devices (Shin, 2009). Also there are attitudinal barriers. For example, children with disabilities are thought to be a burden rather than contributing members to society. The most significant

contributing factor is the increasing poverty in these rural areas.

Rural poor people have not benefited from the economic growth in Vietnam. In fact, the rural poor have become victims of rapid development. The widening gap between the rich and the poor in Vietnam has brought social ills such as an increase in the number of homeless children who become malnourished. Research suggested one-third of preschool children are malnourished, especially in the rural ethnic communities. Research findings also indicate that those who live in poverty have limited education (Gien, 2007). Vietnam has a literacy rate of 88%. Researchers found that 88 percent could read a basic sentence, 75 percent could write a basic sentence without errors or difficulties and 86 percent could successfully answer a simple numeracy test (Younglives, 2008). However, there was significant variation by location (2008). Rural children performed worse than urban children in all three tests – 95 percent, 85 percent and 92 percent of urban children could successfully answer the reading, writing, and numeracy tests compared with 86 percent, 72 percent and 84 percent of rural children. These variations were even more marked between socio-economic groups. They confirmed evidence from a 2002 World Bank study that under half of the ‘poorest’ children were able to write at the level expected for their age. Enrollment rates may be high, but it is clear that the quality of primary education, particularly in poor areas, is unsatisfactory. Without remedial action, a large group of children appear likely to leave primary school without adequate numeracy or literacy skills (Younglives, 2008).

The Forgotten People Foundation (FPF), created in 2005 by Dr. Jerry Braza and Tuan Nguyen created a program in order to promote health awareness and provide vocational training for the unemployed, disabled, and outcast people in Vietnam

(Forgotten People Foundation, 2010). The Foundation works with those in Vietnam who are hungry, lonely, elderly, people disenfranchised because they have a disability. The newest project of the FPF is to support a local school in Bac Giang Province by improving the education, working to provide children with affordable school supplies, and providing teachers with necessary tools for education. The latest fundraiser being discussed is a quarter drive, which will encourage Western Oregon University (WOU) students to put their quarters towards the FPF so some of the WOU students can go to Vietnam. Once the students are in Vietnam, the students can see what the current needs in Vietnam are, and help the people of Bac Giang Province obtain those needs. The Forgotten People Foundation hopes to provide children with the opportunity to go to school, and increase the quality of life of these children with disabilities so they can live a life of dignity and self respect.

There is little information available on the families of children with disabilities in the developing world. Without having an adequate diagnostic system, it is hard to estimate the prevalence of disability among the children in developing countries, but it is estimated that about 85% of children with disabilities under 15 years old live in the developing world (Shin & Nhan, 2009). Due to the improvement in survival rates there has been an increase in children with special needs. The children with special needs have a variety of types of special needs; the majority of students in Vietnam are classified as having moderate (developmental or learning condition) to severe (the ability to feed independently) disabilities (according to U.S standards) (Van, 2003). Vietnam is the most inclusive (including people of all kinds in their schools) in terms of education of children and youth with disabilities of all the Asian countries (Van, 2003). However, only 3-5% of

children with special needs receive services (Van, 2003). Of the estimated 1,000,000 Vietnamese children with disabilities (3% of school age population), 35,000 are enrolled in public preschools and primary schools, a few thousand attend compassion classroom (day care center for students with severe disabilities), and 6,000 are served in special schools, the remaining 95% with disabilities of students are at home and do not attend any school (Van, 2003).

In 1991, there were only 36 special schools throughout the entire country. These schools currently served 6,000 children and cost about \$400 a year per child compared to \$20 a year for a child without disabilities. The Expansion of Community Support for Children with Disabilities designed a program in 1998 to empower the local communities and authorities to provide for the educational and social needs of children with disabilities. Two years after the program began they had 3,000 students with disabilities attending regular classes and they were able to drop the cost from \$400 per year to \$58 per year. The program aimed to aide in (1) community awareness and support for children with disabilities (2) development of local infrastructure for inclusive education (3) inclusive, age appropriate placement in natural proportions (4) improved quality of teaching and attitudes toward children with disabilities (5) increased family support (6) overall improvement of the lives of children with disabilities. The program was able to see improvement in all six goals (Van, 2003) For example, at the start of the project in 1998, only 1, 304 students were attending regular school of the 5,000 preschool and primary school-age children with disabilities. By 2000, nearly 3,000 children with disabilities were attending regular classes. This meant 4,300 children with disabilities were attending school, leaving only 14% not attending school.

If FPF receives the funds necessary more disabled Vietnamese children could attend school. Evidence suggests that early intervention is beneficial to young children with disabilities or developmental delays and their families. In addition, high quality, intensive and educational efforts that begin early in life tend to lead to greater developmental gains (Shin, Y., Nhan, V., Lee B., Crittenden S., Flory M., and Hong D., 2009). The Forgotten People Foundation also takes into consideration that people experiencing difficult economic times. Thus, they make sure to use donated money wisely. A pen, pencil, and notebook sets for 10 Vietnamese children only costs \$3.00. Yearly tuition for one Vietnamese child costs only \$10.00. Food for 10 Vietnamese children for a week costs \$16.00 and food the entire orphanage only costs \$32.00. The FPF is able to use 95% of all donated money to directly aid abandoned, hungry, and forgotten people (FPF, 2010). The FPF has already made many great improvements with the donated money. They were able to build a home for the abandoned and disabled children in which residents have more access to food, health care, and clothing. With more money children in Bac Giang Province will have the ability to afford school supplies, get a proper education, and most importantly, live a life of dignity and self respect with a high quality of life.

A-3. Knowledge/Service Gap

There are several rural areas in Vietnam with people that are living in poverty. Thus, many families have a low socioeconomic status and cannot afford to send their children to school. If the school at Bac Giang province had funds at their disposal these children could get an education. One of the gaps preventing this education is the

necessary funds for school supplies, tuition, and well qualified teachers. Funding would provide the school with a school structure, employed staff, school supplies, and salaries for teachers. Funding and donations will help fill these necessary gaps allowing children living in poverty to be educated. An assessment of the Bac Giang School would show us the major concerns of the school. This assessment will focus on both the needs of the school and the resources already available. This will allow funds to provide for what the school needs most. Funding would allow the school in Bac Giang province to afford school supplies, well qualified teachers, and tuition.

Another reason for the lack of educational resources in rural communities such as Bac Giang is due to the lack of awareness about this on-going problem. There is a gap in the amount of knowledge people have regarding Vietnam. One of the focuses in Vietnam is increasing higher education in the urban areas. However, there are many people living in rural parts of this country that are underprivileged and uneducated. The FPF was originally discovered by the founder, Jerry Braza, traveling to the country and seeing first-hand the inequalities between the urban and rural communities. Most people will never get the opportunity to travel to Vietnam and witness these disparities first hand. Physically seeing the need for resources prompted the founders of the FPF to begin raising awareness to surrounding communities about the forgotten people in Vietnam. In order to raise more funds and increase the amount of supplies donated to these communities, more people need to be informed of the current situation in Vietnam. Other countries need to be aware of the different educational opportunities between citizens of urban and rural Vietnam. In order to increase the access to education in poor farming communities in Vietnam; a sustainable, resource driven educational system needs to be

accessible and reliable. The group will help fill this service gap by providing money to the FPF. This money will go directly to sponsoring children's education.

A-4. Goals and Objectives

The goal of The Forgotten People Foundation is to provide necessary supplies to the “forgotten people” in rural areas of Vietnam, helping to increase their quality of life. These supplies include food, shelter and educational supplies.

The objectives of this project include the following:

- A power point presentation and handout that can be posted on the foundation's website and can be used to help fundraise money for the foundation in various locations.
- Organize and administer a fundraiser at McKay High School in Salem.
- Strengthen the relationship between Falls City High School and the foundation by including them in meetings and in the fundraiser at McKay High School.
- Provide bracelets stating, “I sent a child in Vietnam to school for a year” or “I provided food for a person in Vietnam for a day” for every donation made.
- Create a press release discussing the FPF and its need for support.
- Create a Youtube video that will be used to promote the FPF and the fundraiser at McKay.

B. Research Design and Methods

B-1. Demographics

The Forgotten People Foundation (FPF) focuses on those living in rural Vietnam who are disabled, suffering from infectious diseases, or living in poverty. The FPF has been currently focusing on the school in Bac Giang province and providing for the Home for Abandoned and Disabled Children orphanage. FPF has been working with the school in Bac Giang province by providing tuition for children whose families cannot afford school, and also by providing school supplies.

Vietnam is in Southeast Asia, and has a population of a little over 83 million (Forgotten People Foundation, 2010). The population in Vietnam from 0-14 years is 25.6%, with 11,418,642 males and 10,598,184 females (Southeast Asia Globe, 2009). The population from 15-64 years is 68.6% with 29,341,216 males and 29,777,696 females (2010). The population ranging from 65 years and over is 5.8% with 1,925,609 males and 3,055,212 females (2010). The FPF works to provide for every age group including adult men and women, children, and the elderly. Vietnam is ethnically diverse. There are 54 officially recognized ethnic groups, the largest of which are the Viet/Kinh people, which are about 86% of the population (Phan, 2007). Other ethnicities include: Tay (1.97%), Thai (1.79%), Muong (1.52%), Khmer (1.37%), Chinese (1.13%), Nung (1.13%), and Hmong (1.11%) (US Department of State, 2009). The people of Vietnam have also adopted a number of different religions. Vietnam constitutes religious freedom (even though in practice religious practice is barely tolerated and at times even prosecuted) (Phan, 2007). These include: Buddhism (approx. 50%), Catholicism

(8%-10%), Cao Dai (1.5%-3%), Protestantism (0.5%-2%), Hoa Hao (1.5%-4%), Islam (>0.1%), and other animist religions (2009). There are a number of different languages adopted in Vietnam. The most popular is Vietnamese in which 86% speak. Other languages include: English, which is increasingly favored as a second language, some French, Chinese, and other ethnic minority languages (U.S Department of State, 2009).

At the beginning of the 21st century, Vietnam was considered one of the poorest countries in the world (Gien, Taylor, Barter, Tiep, Mai & Lan, 2007). The 30 years of war, and 20 years of economic isolation took a toll on both the economy and development of the country. The country's poverty is further compounded by frequent natural disasters, and Vietnam remains one of the poorest nations with a GDP per capita of \$US300 (2007). Poverty rates have actually fallen from 51% in 1992 to 30% in 1997; however, this improvement has only made disparities widen between urban and rural areas, as well as between different geographic regions of Vietnam and amongst various populations. The inequality between countries as well as within countries has been identified as a main barrier to human development (Gien, et al, 2007).

Researchers found those living in poverty experience more health problems and have shorter life spans (Gien, et al, 2007). The Vietnamese people have a life span of 68 years for men and 74 years for women, an infant mortality rate of 38/1000, and a maternal mortality rate varying from 110 to 200 per 1000,000 live births which indicates poor prenatal and postnatal care. Another health issue in Vietnam is HIV. The number of people infected with HIV/AIDS is increasing because the virus has spread to all provinces since Vietnam opened its doors to international communities (Gien, 2007). Vietnam struggles with an abundance of infectious diseases. According to the Health

Ministry's statistics, of the 26 infectious diseases in Vietnam (the 10 which have the highest infection ratios per 100,000 residents) are flu, diarrhea, malaria, petechia fever, bacillary dysentery, parotitis, amoebic dysentery, hepatitis, and varicella (Vietnam net Bridge, 2008). More than half of these are respiratory and digestive diseases, and are connected to water, environmental, and personal hygiene. According to the Head of the Preventive Health and Environment Agency, environmental pollution is serious, people in many regions do not have safe water and standard toilets, and especially, they do not have the habit of washing their hands before meals and after using the toilet which causes these infectious diseases (Vietnam net Bridge, 2008). The FPF is currently helping those living with infectious diseases, and help those living in Vietnam to improve their sanitation.

Bac Giang province is a rural area in Vietnam. The population of the FPF is specifically those living in Bac Giang province because the majority of them are disabled, live with infectious diseases, or are below the poverty line. The FPF is working to provide tuition for children, school supplies, food, a quality education, and an orphanage. With these things in place, the FPF hopes to pull Bac Giang out of poverty.

B-2. Assessment

The current research question concerns the progress of the program and whether the needs of the residents are being met. In partnership with the Forgotten People Foundation (FPF), the Western Oregon University's Program Planning Course students have been working to improve the quality of life for the residents in the Bac Giang Province. The current focus is to gather information about the status of the Bac Giang

Province School and residents living in this area, in order for the FPF to improve the present living conditions.

To assess the current state of the FPF, in efforts to help the residents and attendees of the school, a formal interview will be conducted with five or more members currently serving on the board of the FPF. Along with board members of FPF, the WOU students will contact the head nun of the orphanage in attempt to identify the specific needs of the residents; this interview will be conducted through an email. The questions from the interview will ask about the current needs of the Bac Giang Province residents and will specifically focus on the needs of the orphanage and school. The interview will be in question and answer format, with an open answer format giving the interviewees the opportunity to provide detailed responses. At the end of the interview, a space will be provided for any additional information to encourage interviewees to include other information that may be beneficial to the project.

There will be three specific members of the board that will be interviewed. These members include: Tuan Nguyen, Mark Girod, and Jerry Braza. The three board members were selected based on their involvement in FPF and their firsthand knowledge of Bac Giang Province. The head nun, currently working with the orphanage and school, will be contacted and interviewed in order to obtain a direct perspective on the current needs of the residents. Each interview will be approximately thirty minutes in length, and the information gathered will be used to determine where the future funds of the FPF will be distributed. The information collected will remain confidential and will be used only for the purpose of conducting the WOU student's project.

B-3. Logic Model

The logic model represents the current project of the program planning students that will be conducted on May 21, 2010 at McKay High School in Salem, and the current project already implemented in Falls City High School. While planning this project the group had a set list of assumptions. These assumptions can be found on the model and include the following: high school students are eager to help, the education system is a good place to promote community service and when given the resources and freedom to be creative, high school students will exceed expectations.

There are three external factors the WOU group cannot control. These factors include: the willingness of people to donate, the success of the fundraiser at McKay, and the exchange of money between the foundation and the High Schools.

After assessing the group's assumptions, the projects resources needed to be assessed. The five main resources needed for the project's goals to be met are: the WOU group overseeing that the project is being carried out within the schools, the invested time of the WOU students, the partners of the FPF which include Mark Girod, Jerry Braza (founder of FPF), and Barbara Copeland (intern for FPF), Falls City High School students, and the McKay High School Staff and Leadership Team. The WOU group may provide malas (bracelets) if the High School students choose to use them for their fundraising efforts. Each of these resources is directly responsible for the activities being produced by the project.

The WOU group will be responsible for providing resources, feedback, and overseeing the fundraiser at McKay High School. The WOU group will create a media template for the website. The WOU group will implement a fundraiser at McKay High

School, and meet with Falls City High School leadership team to learn how to implement a successful fundraiser. The WOU group will meet with the FPF board throughout project implementation, and determine the recent needs of the orphanage and school.

Each resource group will have desired outputs. The outputs include: the residents of Bac Giang (particularly the students of the school), meetings with McKay High School Leadership team and the community partners, time spent by the WOU students and High Schools on the fundraiser, and the amount of money raised for the foundation. The combination of outputs from the activities administered by the participating groups will create short-term outcomes, mid-term outcomes, and long-term outcomes. The short-term outcomes of this project will be: increased awareness of the Forgotten People Foundation, increased community support, increased fundraising opportunities, partnerships formed between schools and the foundation and increased donations from the foundation to rural Vietnam.

The mid-term outcomes are to provide funding for the foundation, and to send the funds to Bac Giang Province with the greatest need. Throughout the years, long-term outcomes of the project will be observed as well. The long-term outcomes of the project include: strengthened relationships amongst the community and the foundation, to increase donations from the foundation to rural Vietnam and increased quality of life and education in rural Vietnam.

***Reference appendix for the Logic Model**

B-4. Proposed Interventions

The first intervention is to create a media template for the FPF website. The media template will have a step by step process on how to help fundraise for the FPF. The template will discuss what the program is, the specific needs of the people in Bac Giang Province, and what actions one needs to take in order to help. The template will allow communities, schools, and clubs to have easy access to all the ‘necessary’ information. That is, information allowing them to create a fundraising program in their specific community, group, or school.

The second intervention will be to meet with the Falls City High School students who have already established a fundraising program for FPF. The WOU group will then ask the Falls City High School what fundraising techniques worked for them and which did not. The WOU group will then meet with them to take the Falls City High School students to McKay High School.

The third intervention will be to talk with students at McKay High School. Some of the students from the Falls City High School students are currently working to fundraise for the FPF. At McKay High School the WOU students will present the media template. Since the students at Falls City have already been fundraising, they will help guide the McKay students in the right direction. Then, a fundraiser for FPF will be set up at McKay High School.

With this template on the webpage, communities, schools, and clubs all over the world interested in helping the FPF will easily be able to. With groups and communities everywhere fundraising for FPF, the FPF will be able to afford student’s tuition and food. A fundraiser at McKay High School will be easy to implement since Melissa works there.

Melissa has already spoken with the principle of McKay and the teachers in charge of the leadership class, both the principle and teachers are enthused to help. The Falls City students will come to McKay, since they already have an established program, and can help lead McKay in a successful direction. These schools were also chosen because they are close to Monmouth, which is the location of the WOU students.

B-5. Timeline

During week one the group was able to meet the community partner, Jerry Braza. During the third week of the term, the group met with the FPF and was able to clarify the group's specific project. Week four the WOU group finalized the interventions that would be used. During week five, the group also met with McKay High School to discuss the upcoming fundraiser. Week six, the group met with Falls City High School and presented to the Institutional Review Board. At the end of week seven, the group began advertising at McKay for the upcoming fundraiser. During week eight, advertisement continued at McKay. On Thursday, May 20, 2010 the fundraiser began. The fundraiser continued at McKay until the end of Week nine. Also during week nine, the group will rehearse and present the project to the FPF. During week 10, the group will meet with the FPF to wrap-up the project and discuss results of the fundraiser.

***Reference appendix for the Timeline**

C. Conclusions

C-1. Assessment Results

After conducting the key-informant interviews with the three participants, the following was concluded by the WOU group:

- Each of the interview participants are actively involved with the FPF.
- Each of the interview participants have traveled to Vietnam within the past 10 years.
- The primary needs of the Bac Giang and Bac Ninh provinces are services including but not limited to education, food, water, housing and access to medical care.
- Vietnamese communities have limited resources from their government and the Catholic Church. This makes foundations, such as the FPF, essential in providing support for those living in rural areas of Vietnam.

With the information received from the participants completing the interviews, this information further strengthens the idea that the FPF is crucial in providing funding and resources to the Bac Giang and Bac Ninh provinces. Through the assessment the WOU group was able to identify the services that are currently being neglected in Vietnam. By understanding the specific needs within rural Vietnam, the FPF will have the ability to better serve and support these impoverished communities. Through fundraising efforts and partnerships with other local organizations, the FPF will be able to provide funding for specific purposes such as education, food, sanitation, or medical care. By conducting a qualitative assessment the WOU group and the FPF gained insight into the rural

communities of Vietnam and the services that are not being provided by other organizations to the people in need.

C-2 Recommendations

The WOU group worked with the FPF to provide funds for food and education for the Bac Giang province. This was accomplished by building a partnership with McKay High School, in Salem. This partnership was built through the leadership class, which hosted a fundraiser for the FPF. The WOU group worked collaboratively with the freshman and sophomore student government to insure a continued partnership in future years. The WOU group strengthened a preexisting partnership for the FPF with Falls City High School and their leadership class. The fundraising efforts at both high schools will be modeled on the FPF website as templates for future fundraising events.

One of the strengths of the program was the partnership built with McKay High School. By the WOU group staying in communication with the leadership class and the faculty it allowed for a successful fundraising event. Another strength of the WOU project was the access to informational resources and FPF staff such as the FPF website, Dr. Mark Girod, Jerry Braza, Dr. Abby Wojcikiewicz, and Barb Copeland (intern). The consistent communication and group meetings built understanding and direction of the FPF objectives and goals for the WOU group's project. This provided the group with vital information for the proposed interventions.

The most significant limitation the WOU group experienced during the project was the lack of time provided to plan, implement, and evaluate a fundraiser. However, with the help of outside resources and new partnerships such as McKay High School's

leadership class, the WOU group was able to organize and execute a successful fundraiser for the FPF. Another limitation for the project was the location of the community in need. The WOU group was unable to communicate with the nun on site; therefore this created a knowledge gap between those in rural Vietnam and the FPF. The WOU group attempted to fill the knowledge gap by doing an assessment of the current needs of the FPF. The interview that was conducted will help future WOU students working with the FPF.

The future groups working with the FPF should continue to strengthen the relationships between the FPF and Fall's City High School. The WOU students should provide the leadership class with support and information on ways to expand fundraising efforts within a small community. The future groups will play a crucial role in implementing new fundraisers and collecting funds that are earned through the school's current penny drive. Another recommendation for future WOU students is to continue building partnerships with other local organizations such as schools, churches, business, etc. Within these partnerships encourage the use of the fundraising model posted on the FPF website. By building partnerships and strengthening current relationships, together the future WOU students and the FPF will continue to provide services to the impoverished Vietnam communities.

C-3 Individual Reflections

Rachel

During the time the WOU group and I had to complete this project and goals within the Forgotten People Foundation I found it very rewarding the impact the group

has had on the lives of others. I do think however that the class can be overwhelming and unclear in some areas this makes it difficult to fulfill some of the required assignments. I do wish that more time was available to the class to contribute more time and promote the program to other organizations. I found that working within our group joined us together in helping to build a partnership with other organizations to further benefit the FPF. This term I learned a great deal of knowledge and developed a passion for those associated with the FPF. In the process of joining together our group found working together beneficial and I personally found the process to be less stressful having others to work with during the term.

I found the intern working with the FPF to be a valuable asset as we worked through the class. The intern working with the organization became incredibly helpful in many directions, from working with the FPF and meetings with the staff to giving us insight of the class and what is expected of the group. The meeting times arranged each Wednesday provided the group with a set meeting place and time to focus our efforts. During this time we met with the intern and on occasion the FPF staff to discuss issues, areas to focus our efforts and current happenings within the foundation, this time provided the group with a great deal of knowledge and insight to the foundation. The set times and place made meeting incredibly clear so there was no confusion on place and time. Without the meetings I think we would not have had as much communication and potentially not as much would have been accomplished to benefit the FPF.

Melissa

Throughout the term, I learned a lot from the program planning class and our partnership with the FPF. Although, things didn't always run smoothly, our group worked well together and we continued to receive support from our community partners and intern. I believe that service-learning projects are beneficial for both community based organizations as well as young adults.

One thing that made it extremely difficult for the group to finish the project was the lack of time given to complete all the work. I believe it would be beneficial to make the program planning class a multiple-term course. This would allow for partnerships between the WOU students and the community partners to be strengthened. Although our group was able to raise funds for the FPF, I wish we were able to raise more than we did. All in all, I feel that our group did that absolute best we could to complete the project while benefiting and contributing toward the FPF's efforts.

Although, this class was possibly one of the most difficult courses I have taken, I believe I was truly blessed to be working with a great group, intern, and community partners. Without the constant support from each other, this project could have made this term quite miserable. However, because we all worked well together, the project was successful.

Ariel

The partnership with the staff of the Forgotten People Foundation and the WOU group was sturdy. The communication between the WOU group and Jerry, Mark, and Barbara was excellent. Questions the WOU group had about tasks and objectives were never ignored; they were quickly answered by the FPF staff via e mail. Barbara (the FPF intern) took the place of the head messenger and made sure communication between the group and FPF staff was constant. This constant reliable communication helped the WOU group complete a successful fundraiser at McKay High School.

Barbara was successful at setting up meetings for the WOU group and staff every Wednesday in order to touch bases. These meeting were used to discuss what the WOU group was currently working on and/or where the WOU group was experiencing problems. Mark and Jerry listened to any problems the WOU group faced and provided advice and guidance. With the collaboration of Barbara, Jerry, Mark, and the WOU group, the McKay fundraiser was a success.

The program planning course was difficult and overwhelming. There was a lot of work to do in a short amount of time. Implementing a fundraiser sometimes takes months; the WOU group was expected to conduct fundraising efforts within weeks, this was challenging. The most difficult part of the program planning course was the lack of understanding of specific assignments and deadlines. Although the syllabus provided an outline of what was expected of the program planning students, there was uncertainty and some confusion.

The program planning course did provide hands on experience. However, the organization of the course was poor. More time should be provided to students to work alongside their organization, and expectations of students should be better explained.

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E. Appendix

1-1. Assessment Design

Purpose: To determine the current needs and assets of the Forgotten People Foundation. **Design:** This will be a cross-sectional study. Key-informant interviews will be conducted to assess the needs and assets of the FPF, the communities of Bac Ninh and Bac Giang provinces, and Vietnam, which are served by the organization.

Key-Informant Interview

1. What is your relationship with Vietnam?

2. When was the last time you traveled to Vietnam? (If so, have you been to Bac Giang or Bac Ninh provinces?)

3. What would you say the primary needs are in rural Vietnam and why? (If you have been to Bac Giang or Bac Ninh provinces, please be specific to them. Examples of needs: food/water, sanitation, education, disability services, housing, etc.)
 - a. Other (Please explain):

4. Have you ever heard of the Forgotten People Foundation? If yes, where did you hear about it?

5. How much support do you feel the rural Vietnamese communities need from organizations such as the Forgotten People Foundation?

1-1. Assessment Results

Purpose: To determine the current needs and assets of the Forgotten People Foundation.

Design: This will be a cross-sectional study. Key-informant interviews will be conducted to assess the needs and assets of the FPF and the communities in Bac Ninh and Bac Giang provinces, Vietnam, served by the organization.

Key-Informant Interview

1. What is your relationship with Vietnam?

I have traveled to Vietnam and am involved in the FPF.

2. When was the last time you traveled to Vietnam? (If so, have you been to Bac Giang or Bac Ninh provinces?)

March, 2009

Traveled to Hanoi, Bac Ninh, Bac Giang and Supa

Visited the HADC

3. What would you say the primary needs are in rural Vietnam and why? (If you have been to Bac Giang or Bac Ninh provinces, please be specific to them. Examples of needs: food/water, sanitation, education, disability services, housing, etc.)

Primary needs include food/water, housing, education and access to medical care.

a. Other (Please explain):

4. Have you ever heard of the Forgotten People Foundation? If yes, where did you hear about it?

Yes, through Mark Girod at WOU. Traveled with the FPF to Vietnam in 2009.

5. How much support do you feel the rural Vietnamese communities need from organizations such as the Forgotten People Foundation?

I feel the FPF has had a significant impact on the lives of the residents and staff at the HADC. Having seen this impact I believe there is a great need for support in rural Vietnam from foundations like the FPF. I also believe the impact on our lives-volunteering and donating from the U.S. is beneficial.

1-1 Assessment Results

Purpose: To determine the current needs and assets of the Forgotten People Foundation.

Design: This will be a cross-sectional study. Key-informant interviews will be conducted to assess the needs and assets of the FPF and the communities in Bac Ninh and Bac Giang provinces, Vietnam, served by the organization.

Key-Informant Interview

1. What is your relationship with Vietnam?

I have traveled to Vietnam three times now and am planning a 4th trip in December. Each trip has been in support of the Forgotten People Foundation.

2. When was the last time you traveled to Vietnam? (If so, have you been to Bac Giang or Bac Ninh provinces?)

I was last in Bac Giang and Bac Ninh provinces at the end of March, 2009.

3. What would you say the primary needs are in rural Vietnam and why? (If you have been to Bac Giang or Bac Ninh provinces, please be specific to them. Examples of needs: food/water, sanitation, education, disability services, housing, etc.)

Primary needs in this area include: (1) fair economic development – opportunities for land ownership, opportunities for ethical trade, access to resources that support fair economic development; (2) education – free, public access to high quality education for children and trade school opportunities for adults who lack appropriate skills to participate in a market economy, and; (3) services for disabled and those living in poverty – very little government support exists for either.

a. Other (Please explain):

Interesting point: Vietnam is the 2nd largest exporter of rice in the world (behind China) yet almost completely lacks a systematic supporting infrastructure. Millions of tons of rice make it to market on the backs of men and women and in sacks on the backs of bicycles and motorbikes. It is really unbelievable.

4. Have you ever heard of the Forgotten People Foundation? If yes, where did you hear about it?

I originally heard about FPF from Jerry Braza. I have served as the Executive Director of FPF for the last four years.

5. How much support do you feel the rural Vietnamese communities need from organizations such as the Forgotten People Foundation?

Though there are a wide variety of non-government agencies (NGO's) working in northern Vietnam, much work remains to be done. FPF needs as much support as possible to continue to serve well people in difficult situations in Vietnam but the challenges are very large and much more philanthropic assistance is welcomed.

1-1. Assessment Results

Purpose: To determine the current needs and assets of the Forgotten People Foundation.

Design: This will be a cross-sectional study. Key-informant interviews will be conducted to assess the needs and assets of the FPF and the communities in Bac Ninh and Bac Giang provinces, Vietnam, served by the organization.

Key-Informant Interview

1. What is your relationship with Vietnam?

Please check our Web site regarding my position and support for the FPF. The brief version is that along with Tuan Nguyen, we started the FPF over six years ago to work with those who are not meeting their basic health in rural Vietnam.

2. When was the last time you traveled to Vietnam? (If so, have you been to Bac Giang or Bac Ninh provinces?)

My last trip to Vietnam was over six years ago when I toured the Bac Ninh Province. At that time we visited a leper colony, which transformed my life and offered the motivation to create the FPF.

3. What would you say the primary needs are in rural Vietnam and why? (If you have been to Bac Giang or Bac Ninh provinces, please be specific to them. Examples of needs: food/water, sanitation, education, disability services, housing, etc.)

Housing, nutrition, nursing and rehabilitation training for the Catholic nuns who work with residents at the Home for the Abandoned and Disadvantaged Children (HADC)

In addition, the local schools always need school supplies and money for scholarships so that children can attend school.

a. Other (Please explain):

4. Have you ever heard of the Forgotten People Foundation? If yes, where did you hear about it? Yes, I know it well ☺

5. How much support do you feel the rural Vietnamese communities need from organizations such as the Forgotten People Foundation?

Since there are limited resources from the government and from the Catholic Church, foundations like ours are essential to support life and the well being of those forgotten people that we support.

1-1. Handout

The Forgotten People Foundation

The FPF helps those in Vietnam who are hungry, lonely, elderly, and disenfranchised due to disabilities.

Together we can promote health awareness and provide vocational training for the unemployed, disabled, and outcast people in Vietnam.

\$10.00 Covers 1 Year of Tuition For A Vietnamese Child

Jerry Braza 503-391-1284

Mark Girod 503-838-8518

www.forgottenpeople.net

1-1. Donation Letter

McKay Staff,

I am currently attending Western Oregon University. This term, a few of my peers and I have had the opportunity to work with the Forgotten People Foundation. This foundation helps provide resources to the disadvantaged and disabled people in rural areas of Vietnam. The closest paved road is nearly 45 miles away and the people in these areas depend solely on their crops for nourishment. Last winter, they had a drought and many people living in the community faced starvation. To help provide food for this community we are holding a quarter drive on behalf of the foundation. It is a battle between the sexes (boys against girls). The quarter drive will go from May 20th- June 3rd. The winner will be announced at “McKay’s 30th Anniversary” assembly. Please help us promote this event to the students.

Along with the need for food, most children living in this area do not have the opportunity to attend school. Many are farm workers for their parents and can not afford the 10 dollar tuition per year. Since many McKay students are unable to provide this amount, we are asking that the staff help out if at all possible. For every 10 dollar donation, together, we will be able to provide an opportunity for a child in Vietnam to receive an education.

If you would like to sponsor a child’s education, please fill out the form below and place it along with the cash or check in the envelope in Melissa Kramer’s box in the main office. On behalf of the Forgotten People Foundation, thank you for your support!

Thank you,

Melissa Kramer, Rachel Hampton and Ariel Riecke-Gonzales
Western Oregon University
Community Health Education

Forgotten People Foundation Donation Form

Please fill out the form below and place it, along with the cash or check, in Melissa Kramer’s box in the main office. Please make checks payable to the Forgotten People Foundation.

23 Cents = Food for a day
10 Dollars = Education for a year

Name: _____ Position: _____

Donation Amount: _____

1-1. Press Release

The forgotten People of Vietnam are receiving a great deal help from a partnership with Western Oregon University Students and the Forgotten People Foundation.

Monmouth, OR May 2010- The Forgotten People Foundation along with Western Oregon University Program Planning course students are developing a fundraiser at McKay High School in Salem, OR. The proceeds of the fundraiser are to support the school and those faced with food insecurity.

The proceeds of the fundraiser will be used in various ways including: providing tuition to the children for a year, and providing funds for those suffering from food insecurity.

The fundraiser will be held on May 20th and will run until May 27th. The fundraiser will include money buckets for donations. The Western Oregon Students will be asking for quarters and dollars. The quarters represent the cost of food for one day in Vietnam. Ten dollars will represent the cost to send a child to school for a year. To learn more about the Forgotten People Foundation and how to support the efforts, visit www.forgottenpeople.net or contact Jerry Braza at brazaj@wou.edu with any further questions.

Forgotten People Foundation

1-1. IRB Packet

General Information

Principal Investigator(s): #1 Dr. Daniel Lopez-Cevallos
 #2 Melissa Kramer
 #3 Rachel Hampton
 #4 Ariel Riecke-Gonzales

Department: Community Health Education

Status: Faculty/Students

Contact Phone Number: (503) 838-8021

Contact Email Address: lopezced@wou.edu

Mail Correspondence To: 345 N. Monmouth Ave.
 Monmouth
 OR 97361

Project Title: Forgotten People Foundation Needs Assessment

INVESTIGATOR
 PREDICTION OF
 TYPE OF
 REVIEW: EXEMPT
 EXPEDITED
 FULL BOARD

Estimated data collection
 completion date: June 12, 2010

Is there, or will there, be extramural funding that directly supports this research? N

If yes, funding agency(s): N/A

PI(s) on grant: N/A

Renewal Date: June 12, 2010

PURPOSE: To determine the current needs and assets of the Forgotten People Foundation.

DESIGN: Key-informant interviews will be conducted to assess the needs and assets of the FPF and the communities in Bac Nih and Bac Giang provinces, Vietnam, served by the organization.

PROCEDURES If one agrees to participate, their involvement will last for approximately 30 minutes. The following procedures are involved in this study: 1) The Western Oregon University representative will explain the purpose of the interview. 2) The Western Oregon University representative will then ask the participants questions regarding their knowledge of Vietnam and the FPF. The participant may answer as many or as few questions as they wish. 3) Upon completion of the interview, the Western Oregon University representative will be available to help clarify any questions the participant may have about the interview. 4) Upon completion of the interview, responses will be analyzed by the research team. 5) Research staff will present interview findings in a report.

Data Collection

A. Check the method(s) to be used:

Survey, administered by:

- Investigator
- Subject
- Mail
- Phone
- In Person

Interview:

- One-on-One
- Focus Group
- Oral History
- Other

Note: If you are using a survey or doing interviews, submit a copy of the survey items/interview questions.

Observation of Public Behavior:

- In Classroom
- At Public Meetings
- Other

Examination of Archived
Data or Records:

- Academic
- Medical
- Legal
- Other

Taste/Sensory Evaluation:

- Food Tasting
- Olfactory
- Auditory
- Visual

 Examination of Tissue
Specimens

Therapeutic:

- Biomedical
- Psychological
- Physical Therapy

Experimental:

- Biomedical
- Psychological
- Other

If other, briefly describe:

N/A

B. Data:

- Anonymous
- Confidential

Intentionally identified

If participants will be identified, describe how permission to use data in connection with participants' identities is obtained. If anonymous or confidential, describe how anonymity or confidentiality will be maintained (e.g., coded to a master list and separated from data, locked cabinet, office, restricted computer, etc.). Who will have access to the data?

Confidentiality will be maintained by only allowing those directly involved in the program (FPF) to know the identity of the participants. All information will be kept within the Forgotten People Foundation place of work and can only be accessed by those working within the foundation.

C. Will any of the following be taken:

- Video Tapes
- Audio Tapes
- Photographs

If checked, where will tapes or photographs be stored? When will this material be destroyed (e.g., within 5 years of a published paper)? How will confidentiality be maintained?

N/A

Description of the Population

- A. Approximate number: 10 Age Range: 18–99
 B. How will participants be selected or recruited?

We are inviting people to participate in this study based on their relationship with either Vietnam or the Forgotten People Foundation.

- C. Will participants be compensated (include extra credit)? Yes No
 If yes, how much, when and how. Must they complete the project to be paid?

N/A

- D. What form of consent will be obtained? In most situations a written informed consent is required. (See [Frequently Asked Questions](#) about the Consent process.)
- Implied (please attach cover letter or describe terms)

Deception

If any deception is required for the validity of this activity, explain why this is necessary. Please include a description of when and how participants will be debriefed regarding the deception.

N/A

Risks & Benefits

1. Describe any potential risks to the participants, and describe how you will minimize these risks. These include stress, discomfort, social risks (e.g., embarrassment), legal risks, invasion of privacy, and side effects.

RISKS: There is small likelihood that by participating in this study you may feel uncomfortable or stressed. If it appears that you are experiencing discomfort, you may choose to cease taking the written survey and/or 2) talk with your Western Oregon University representative about your reactions.

2. In the event that any of these potential risks occur, how will it be handled (e.g., compensation, counseling, etc.)?

Interview participants will be encouraged by Western Oregon University representatives to utilize local social service agencies that may be of assistance to them.

3. Will this study interfere with any participants normal routine? (e.g., prevent them from going to class and/or work)?

Yes No

If Yes, explain.

N/A

4. Describe the expected benefits to the individual participants and to other members of society.

BENEFITS: There may be no personal benefit for participating in this study. However, the researchers anticipate that information collected in the interview will help both your organization and our class to improve our partnership and the quality of services provided to the broader community.

5. If blood or other biological specimens will be taken please address the following.

1. Describe any potential risks to the participants, and describe how you will minimize these risks. These include stress, discomfort, social risks (e.g., embarrassment), legal risks, invasion of privacy, and side effects.

Drugs & Alcohol

Attach additional pages as necessary.

1. Will any investigational new drug (IND) be used? Yes No
2. Will any other drugs be used? Yes No
3. Will alcohol be ingested by the participants? Yes No

Investigator's Assurances

This investigation involves the use of human participants. I understand the university's policy concerning research involving human participants and I agree:

1. To obtain voluntary and informed consent of persons who will participate in this study, as required by the IRB.
2. To report to the IRB any adverse effects on participants which become apparent during the course of, or as a result of, the activities of the investigators.
3. To cooperate with members of the IRB charged with review of this project, and to give progress reports as required by the IRB.
4. To obtain prior approval from the IRB before amending or altering the project or before implementing changes in the approved consent form (i.e., changes that would alter what is required of the participant).
5. To maintain documentation of IRB approval, consent forms and/or procedures together with the data for at least three years after the project has been completed or paper has been published--whichever is later.
6. To treat participants in the manner specified on this form.

Principal Investigator(s): The information provided in this form is accurate and the project will be conducted in accordance with the above assurances.

Signature _____
 Print Name Dr. Daniel Lopez Cevallos Date May 3, 2010

Signature _____
 Print Name Melissa Kramer Date May 3, 2010

Signature _____
 Print Name Rachel Hampton Date May 3, 2010

Signature _____
 Print Name Ariel Riecke-Gonzales Date May 3, 2010

Faculty Sponsor: (If P.I. is a student.) The information provided in this form is

Faculty Sponsor: (If P.I. is a student.) The information provided in this form is accurate and the project will be conducted in accordance with the above assurances.

Forgotten People Foundation

Signature _____ Print Name
N/A _____ Date _____

When Section 1 is filled out and fully signed, review the Packet Checklist (Page 1) to complete the packet for review and submission.

Institutional Review Board: These assurances are acceptable and this project has adequate protections for participants. This project has been properly reviewed and filed, and is in compliance with federal, state, and university regulations.

Signature _____ Print Name
_____ Date _____

IRB ONLY: This protocol has been given- Exempt ___ Expedited ___ Full Board ___ status

Forgotten People Foundation

1-2. Group Information

Student Information

Ariel Riecke-Gonzales
Arieckegonzales06@wou.edu
(808) 264-8661

Rachel Hampton
Rhampton06@wou.edu
(541) 420-1994

Melissa Kramer
Mkramer09@wou.edu
(503) 910-4647

Community Partner Information

Jerry Braza
jfbraza@comcast.net

Mark Girod
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(503) 838-8518

Assumptions:

- Rural Vietnam is lacking critical resources
- Children in rural Vietnam cannot afford to attend school
- The residence of rural Vietnam do not have adequate food supply
- Many of the people in rural Vietnam are poor and living with disabilities

External Factors:

- The willingness of people to donate
- Success of fundraiser at McKay
- The exchange of money
- The external factors of the people in Vietnam

B-3 Logic Model
 Melissa Kramer
 Rachael Hampton
 Ariel Riecke-Gonzales
 HE 471 Program Planning
 April 25, 2010

