



ESL Classes Project For Sudanese Refugees

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ABSTRACT

This ESL Classes Project was designed for the Sudanese refugees aged between 21 to 44 years old living in Manchester, NH. The objective of this project was to provide Sudanese refugees with the English skills that would enable them to advance closer to their educational, vocational and personal goals. Moreover, acquiring these skills would enable each participant to become an active contributor to the social, political and economic richness of the American society. This Project was implemented in partnership with the International Institute of New Hampshire (IINH) and Sudanese Community Center (SCC) at Manchester, NH. The ESL center at the IINH has a long history of helping refugees in learning English Language. Based on IINH broad experiences in this field, the project greatly benefited from their partnership and support. Sudanese refugees in Manchester were culturally and linguistically diverse. Most of them were deprived from formal education as a result of long years of conflicts, violence and civil wars. Therefore, many of them were at a low starting level. Sudanese refugees came from a highly oral cultural background; they have developed informal learning skills that help them in learning English language. Therefore, our project team developed a unique curriculum for the Sudanese Refugees learners, so as to match their skills in the classroom. All participants enjoyed the classroom; and the monthly cultural activities, and were successfully able to pass all exams. Three of them were employed before the end of the program.

EXECUTIVE SUMMARY

In many parts of the world a substantial number of people used to be displaced or forced to flee their homeland to escape wars, conflicts, violence and natural disasters. Sudanese refugees escaped the long civil war in Sudan and began to arrive in the United States since the mid-nineties of the last century. Most of the Sudanese refugees in New Hampshire were located in Manchester. Since their arrival they faced a complex range of challenges, such as financial problems, unemployment, post-traumatic stress problems, and lack of access to many services

The program addressed the issue of English language proficiency and literacy among Sudanese refugees community, particularly women, living in Manchester, NH. The program had developed a Community Profile and Community Needs Assessment that generated the problem statement of the targeted population. This program had employed acceptable project designing tools to propose this program. These tools helped the program management to produce an accurate analysis of the complicated range of problems that confront the Sudanese refugees in Manchester. Therefore, the program successfully presented the best interventions to address those problems. The problem statement clearly indicated that; there were high incidents unemployment rates (18%) among the adults' age group of (20 to 44) of Sudanese refugees living in Manchester, NH. It indicated, as well, the lack of access to services and lack of awareness of American laws and financial systems. The findings of the surveys, personal interviews and focus groups, as well as the data collected for this purpose at the early stages of this program, confirmed that lack of language skills and communication barriers were the

main causes of the aforesaid problems. However, the larger effects of those problems were poverty, poor health, violation of laws, as well as low credit scores.

The program identified a range of initiatives, which effectively accommodated the needs of the Sudanese refugees community. ESL classes, as an intervention, were introduced to address the different problems that faced Sudanese refugees community. The duration of the ESL classes was initially designed for a period of six months. Then it was extended for an additional two months because the program failed to recruit the predetermined number of participants in the first 6 weeks after the program had commenced.

In spite of the fact that; the program faced multiple challenges, it had successfully achieved its goals, and empowered participants with adequate English languages skills that had enabled three of our graduates to find jobs during the last month of the program. The program theme was to build human and social capital among participants and the Sudanese refugees at large. In many ways our ESL program was a wonderful learning experience.

I. COMMUNITY NEEDS ASSESSMENT

Community context

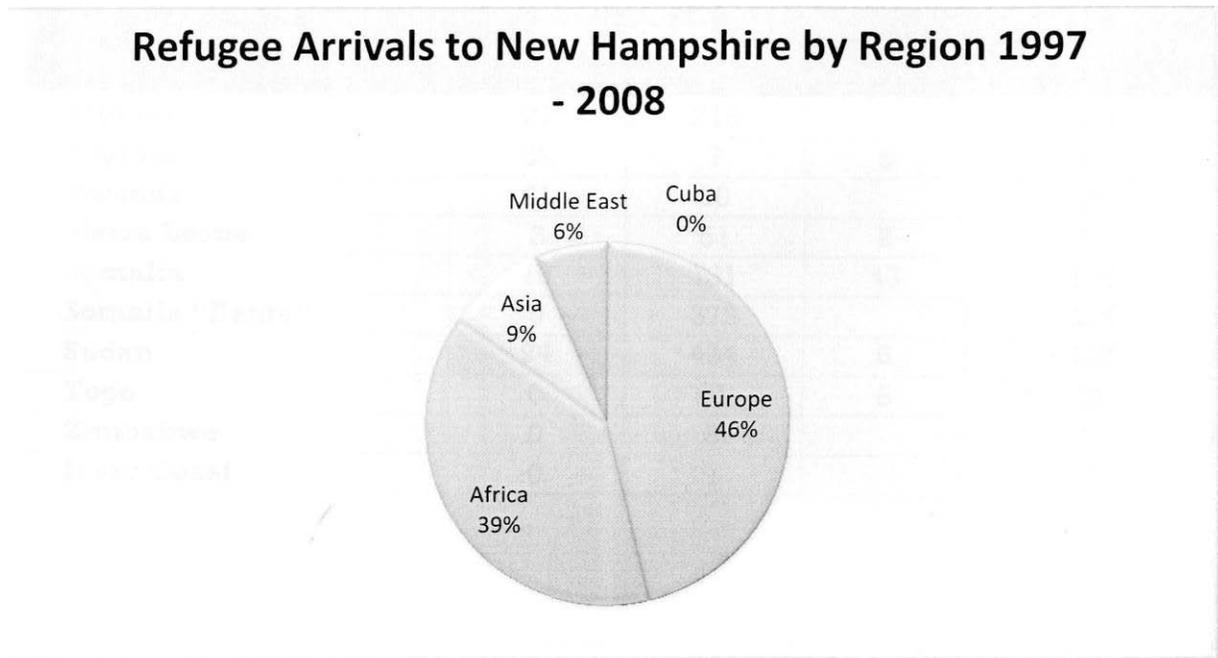
Refugees' population in New Hampshire:

According to New Hampshire office of Energy and Planning (OEP), the total number of refugees who resettled in New Hampshire between the years 1997 to 2008 was 4,851. The following table showed the arrival of refugees by region, whereas 2,237 were from Europe, 1874 from Africa, 421 from Asia, 317 from the Middle East and 2 were from Cuba.

Refugee Resettlement by Region Table

Refugee Arrivals to New Hampshire by Region 1997 - 2008				
	1997-1999	2000-2007	2008	Total
Totals	1,442	2,889	520	4,851
Europe	1,068	1,167	2	2,237
Africa	218	1,516	140	1,874
Asia	126	18	277	421
Middle East	30	186	101	317
Cuba	0	2		2

Refugee Resettlement by Region Figure



The following table and figure showed the arrival of African refugees by Country of origin:

Refugee Resettlement by Country of Origin Table

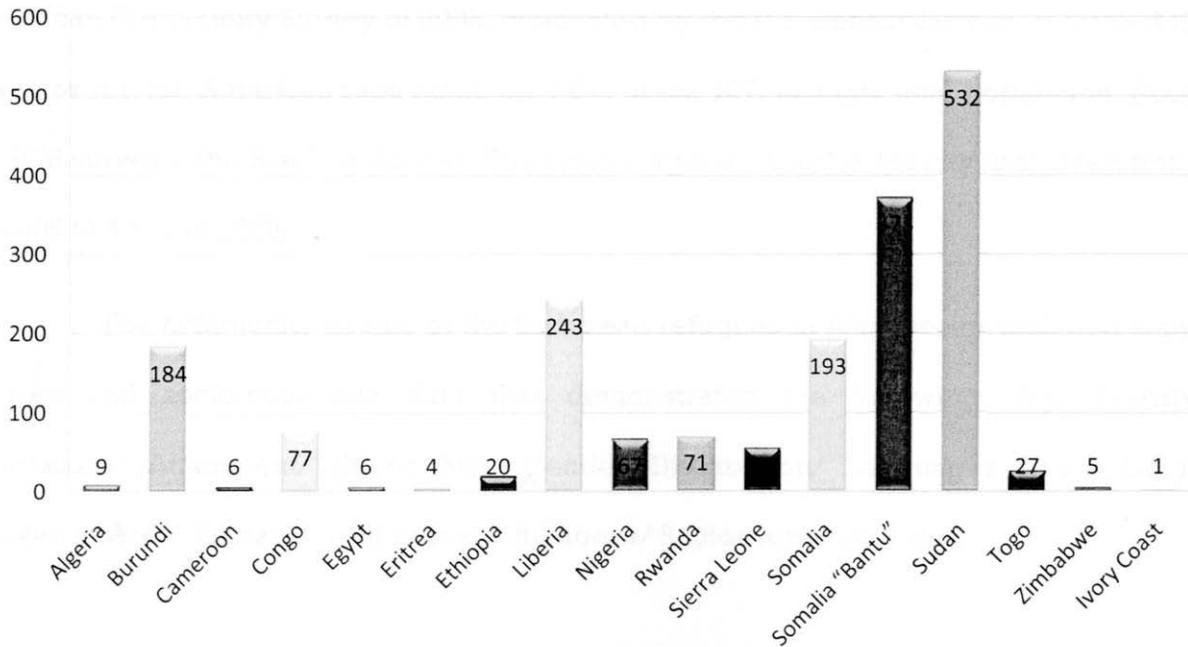
African Refugee Arrivals to New Hampshire by Country of Origin: 1997 - 2008				
FY	1997-1999	2000-2007	2008	Total
Africa	218	1,516	140	1,874
Algeria	3	6		9
Burundi	0	132	52	184
Cameroon	0	6		6
Congo	0	54	23	77
Egypt	0	6		6
Eritrea	0	4		4
Ethiopia	1	19		20

(Continued)

**African Refugee Arrivals to New Hampshire by Country of Origin:
1997 - 2008**

Liberia	27	216		243
Nigeria	52	7	8	67
Rwanda	21	50		71
Sierra Leone	3	51	2	56
Somalia	19	131	43	193
Somalia "Bantu"	0	373		373
Sudan	94	434	6	532
Togo	0	21	6	27
Zimbabwe	0	5		5
Ivory Coast	0	1		1

**African Refugee Arrivals to New Hampshire by
Country of Origin: 1997 - 2008**



Community Profile

Manchester City Map



Manchester was the largest city in the State of NH, and considered to be the largest in the whole region of northern New England. The demographic and housing estimates of the American Community Survey of 2008, conducted by the U.S Census Bureau, indicated that the Black or African American race made up 4.6% of the 107, 028 city total population. According to ACS surveys the Black or African American origin in Manchester city increased from 4.0% in 2006 to 4.6% in 2008.

The community profile of the Sudanese refugees in Manchester included significant figures and socio-economic data that demonstrated the following: Age Distribution/ Educational Attainment/ Ethnic Mix: Gender Distribution/ Languages Read/ Languages Spoken in Area/ Racial Mix/ Religious Affiliations/ Socioeconomic Status.

The age distribution of Sudanese refugees in the community profile indicates that the age group of 20-44 year constituted 46.6% of the total Sudanese population, and only 0.67% of the community was in the age group that was older than 65 years. It showed as well that their educational attainments were vary from illiterates to high school graduates. The community profile demonstrated that 55% of the total Sudanese populations were females and 45% were males; they speak different languages such as Dinka, Arabic, Nuer, Nubian and other Sudanese tribal languages. Most of them were Christians; Muslims came in the second place and few of them were animists. The profile confirmed, as well, that 99% of Sudanese refugees were living below the poverty line.

Community needs assessment:

Sudanese community in Manchester was facing a complex range of challenges in their new life in the United States. Most of these challenges directly relate to the language barriers. In spite of the fact that Sudanese refugees were safe in their new homes, of any physical danger and entitled to enjoy access to all the services, they were deprived from accessing various important services due to the language barrier.

A quantitative study was concluded which greatly relied on the data that was collected from different States and Federal level sources. The sources of the collected data included, but were not limited to, the States of New Hampshire, Massachusetts, Minnesota, Virginia, and Maryland, where many Sudanese refugees were resettled. We also had different federal government departments and agencies, including but not limited to, the Census Bureau, FBI, Department of Justice, Department of Health and Human Service, and other credible sources

such as Universities and public libraries. In addition, an extensive qualitative data were gathered from different other sources for the same purpose.

Volunteers from the Sudanese refugees' community were recruited to participate in this process. Pre-program survey was developed with the help of Sudanese community leaders in order to reflect the urgent needs of the community in Manchester. This survey was distributed and completed with the great efforts that were extended by the Sudanese community volunteers. In-depth interviews and focus groups were conducted for this cause. The final results of this survey were reviewed and analyzed by the program director and the stakeholders to assess the community needs. The findings of the survey emphasized the importance of initiating English literacy programs that targeted Sudanese women in particular. The same survey was used again in later stages to help evaluate the program progress towards achieving its short-term objectives.

The results of both qualitative and quantitative data collected from the aforesaid sources showed high incidence rates of poverty and unemployment among the Sudanese refugees' population in Manchester. In addition, it showed the high rates of domestic violence and youth involvements in illicit drug trafficking and other similar crimes. Moreover, it showed how the targeted population lack access to many services they were obviously entitled to. The analysis of the said data showed as well the major reason behind most of the above-mentioned problems was the language barriers. Most of the community members were unemployed or underemployed because of the language barriers. The community need assessment's conclusion suggested the critical need for English language classes.

Target Community

The targeted population profile showed that the total number of Sudanese refugees in Manchester until 2008 was 750 refugees. It as well indicated that only 40 percent of the total refugee's population was literate, and the educational literacy level among them varies from primary to high schools. The ethnicities of the targeted population were African and Afro-Arab. The target community profile showed undesirable behavior among the refugees population that might place them into risks such as driving under influence; and domestic violence. It also indicated that, 99% of them were in poverty and 70% of them live in subsidized houses or in other low- income housing programs and receive food stamps.

Our ESL program had targeted Sudanese adults between ages 20 to 44 years old. This age group represents about 47% of the total Sudanese refugee's community in Manchester, NH. Our project basically offered ESL classes to this age group so as to empower them with the skills that would increase their chances for better employment opportunities, and access to health care and other services.

The Sudanese community in the USA was forced to adopt the nuclear family structure: unlike the common form of the extended African family structure back home. The most common family form in Africa was to join a family system which might include all or some of the other extended family's members, like grand-parents, aunts, uncles, cousins, nephews etc. Therefore, Sudanese women tended to be more disadvantaged than men among refugees population, because the burden of the house responsibilities - including childcare, lays solely on them; and thus, they had slim chances to learn the English language.

II. PROBLEM IDENTIFICATION

Problem Statement

According to New Hampshire Office of Energy and Planning, refugees come to New Hampshire from more than 30 different nations and represent a diverse group of ethnic minorities. The total number of Sudanese refugees resettled in NH was 532, and that figure made their concentration the second highest in NH after the Bosnian refugees, in terms of the total number of refugees resettled in New Hampshire between the years 1997 - 2008. Some other data gathered from interviews showed that more than 200 Sudanese refugees had originally resettled in other States but later they chose to move to the State of New Hampshire.

The Sudanese refugees in New Hampshire come from different tribes mostly from the Southern part of the Sudan. The largest group was from Dinka tribe, followed by Bari, Galleen, Shuluk, Zande, Fur, Nuba and Nubians.

Sudanese refugees facing critical challenges in their new life in Manchester and the lack of minimum English language skills deprived them from many services. The average number of members in each family was 5 persons; most of them live below the poverty line in a subsidized housing. Domestic violence, poor health, involvement in illicit drug trafficking, violations of law, and financial credit illiteracy were common features of some of the community members. The data collected through interviews, focus groups and the other

credible sources clearly indicated that the lack of English language skills remained the main reason behind all their misery.

As mentioned earlier, the Sudanese refugees community adopted the nuclear family structure in their new life in Manchester, NH. In Africa, they used to live in a joint family system where the extended relatives used to be included in the household; so women used to help each other in taking care of their kids in the same household. Meanwhile, Sudanese women in their new life in U.S used to spend most of their time in childcare and fulfilling other home chores. Thus, they were completely deprived from any opportunity to learn English language. Sudanese women also, in some cases, suffer domestic violence and physical abuse by their husbands. The community leaders expressed their concerns about the community's house wives, and how they were still depending on their husbands to complete any activity involving English language. In some cases, even shopping used to be done along with husbands, or other community members if they were single moms. Therefore, many Sudanese women faced social isolation as a result of lack of social support for their domestic chores, the type of support that they used to receive from their extended family members before their migration to the United States.

Causes and effect of the problem

As we mentioned earlier, there were various causes that led to many of the problems within the Sudanese refugees' community in Manchester. Lack of English language skills, vocational trainings and employment schemes were the major causes that significantly

affected their lives. Therefore, most of them were either unemployed or underemployed; so, their household income was very low, trapping them in a relatively extreme type of poverty. Moreover, the lack of minimum English language skills deprived many community members from perusing their school education or having access to vocational trainings.

Sudanese refugee residence and economic status in the US gives them the right to access health services in all hospitals and medical centers. Most of the African refugees in Manchester suffered poor health due to lack of community interpreters in these healthcare facilities as well as lack of knowledge on how the health system works. Cultural barriers were also one of the major reasons that led them to suffer poor health conditions. Therefore, lack of health awareness was the main reason behind the death of a Sudanese child of lead poisoning. The absence of a community coordinator and social counseling was dreadful, and did not help the community leaders to get rid of domestic violence incidents.

The last type of problem that faced the Sudanese refugees' community was the lack of the needed knowledge and information that would help them to integrate in the US system. Integration was definitely a dynamic two-way process affecting both refugees and the hosting local community in Manchester. When the newcomers became well oriented in the laws, regulations, culture and the overall system of their host country, they were likely to be accepted and fully integrated in their new home. Cultural barriers and ignorance of US laws led some Sudanese males to face legal problems. In many parts of Sudan, husbands can abuse their wives either verbally or physically, and this kind of violation was widely seen as a legally acceptable practice within tribal cultures. When those husbands came as refugees to the US,

they did not receive the proper orientation on cultural and legal differences between their homeland and the host country. Absence of this kind of orientation led many Sudanese husbands to end up in jail. On the other hand, lack of financial orientation and how the US financial system works led many Sudanese to damage or even totally ruin their financial credit. Therefore, English literacy was crucial to Sudanese community members to empower them with the necessary English language skills that could help them avoid the above-mentioned problems.

Review of Literature on the Problem

The purpose of this literature review is to illustrate the different types of difficulties that face the Sudanese refugees in their new homes in Northern America, Europe and Australia due to the language barriers. Some researches, articles, and books in this literature review were addressing several issues related to the Sudanese refugees. These literatures provided the guidelines that help to understand how the Sudanese refugee's particular background, experiences, and circumstances that might shape their expectations and capacity as learners in their new home in Manchester, NH.

The best definition of the term "refugee" had been made by the United Nations High Commissioner for refugees convention as: "A refugee was a person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, was outside the country of his nationality, and was unable to or, owing to such fear, was unwilling to avail himself of the protection of that

country". (Burgoyne & Hull 2007) However, this definition applies only to a fraction of those forced to flee their homes.

Most of the re-settled Sudanese refugees in Manchester were illiterate, since most of them originally came from the marginalized regions in the Sudan. Therefore, large portions of them have never received any formal education; just a few of them, especially children, were lucky enough to have an opportunity for intermittent schooling in the refugee camps before their migration to United States. Sudanese Government had not achieved the minimum universal primary schooling since Sudan's independence in 1956 due to lack of funding offered by Government towards primary education, and the civil war. The small number of primary schools that were established in Sudan after independence was mostly concentrated in Sudan's capital, Khartoum and its suburban areas. However, most of the Sudanese population was concentrated in the rural areas particularly in the Southern, Western, and the Eastern parts of Sudan.

Joan L. Nolan (2008) in her study on Sudanese refugees women in Canada stated, "The women from Sudan might require information on basic survival that had not been provided by the settlement workers. Many of the Sudanese have reported lack of awareness of services and perceived a lack of cultural awareness of their settlement service providers, which was more difficult because of their inability to read. More women than men apparently reported difficulty getting around and communicating (Community and health, 2004) and these skills were vitally important, especially if they have children who were dependent on them. It was important that the ESL teacher gives instructions on how to get around in the city and to ensure

that the students know how to access vital services such as public transit and healthcare, as well as the food bank if it might be necessary. Details, such as the fact that buses run on schedules; it might be difficult for the women to understand that the bus would arrive at a certain destination at a certain time."

Katarzyna Grabska (2005), in her research on Sudanese refugees in Egypt provided a comprehensive details on Sudanese refugees' background and difficulties in Egypt. The research study however, indicates that, the majority of Sudanese respondents to this study were well educated, with nearly half of them having finished secondary school, one fifth of them having graduated from university, and only 10 percent being illiterate. Most of the illiterate respondents came from the south Sudan, and the most educated refugees came from the northern parts of Sudan. It showed, as well, that the number of educated men was much greater than women. The findings of this study clearly indicate the unequal educational opportunities in Sudan.

Burgoyne & Hull (2007) study on Sudanese refugees in Australia provided information about the educational system in Sudan and state that in 2005, only about 10% of teachers in Sudan had the required teaching qualifications, and indicated that two generations of southern Sudanese children have not received primary education due to the war and only few schools remained open.

The language barrier deprived Sudanese refugees from accessing many services provided by US government. According to the NH office of governor Ethnic Community Profile

Report (2006), Sudanese refugees resettled in the NH experienced numerous difficulties in accessing medical care. This was mostly due to the language and cultural barriers, beside other factors like the name and birthdates discrepancies, the lack of previous exposure to biomedical care in Sudan and absence of previous medical documentation. The Ethnic Community Report (2006) stated as well "Literacy was very low, especially since schooling was disrupted by chronic warfare and strife. Dinka and Nuer were written languages, "Romanized" by missionaries in this century, but can only be read by those with some schooling. Literacy in Arabic was less than the tribal languages, and English lower still. Hence, except with the educated, it was not beneficial to use written health or other materials".

The Center for Disease Control and Prevention (2005) in their report indicated that due to lack of health awareness among Sudanese refugees, one Sudanese refugee child died from lead poisoning in New Hampshire in the year 2000. In a research study conducted in Brisbane -Australia and published on June 2009 by Madeleine Tempny (2009) on the psychosocial wellbeing of Sudanese refugees that was carried out with 63 Sudanese refugees (87% Christian, 13% Muslim) the results indicated that most of the participants had experienced several traumatic events, pre-migration traumatic experiences, post-migration living difficulties and social support, with symptoms of anxiety, depression, and PTSD.

Language barriers kept most of the Sudanese refugees either out of job or in lower paid jobs. Therefore, most of them were trapped in extreme poverty and that led their kids to involve in violence and illicit drug trafficking. According to Garnier & Stein (2002) 55% of the

adolescents in United States have used an illicit drug, 65% have tried cigarettes, and 80% have tried alcohol by the time they leave high school. A police officer in Manchester, NH made a comment on the outrageous violence among Sudanese youth to the Union Leader Newspaper on march 2008 by saying " A man who said he was trying to resolve a spat of badmouthing and backbiting ended up without a fingertip yesterday morning, after it was bitten off in a fight. (Union Leader, Published on March 26th, 2008).

Review of Literature on Solutions

The National Center for English Language Teaching and Research (NCELTR 2003) published a research on the best teaching tools suitable for learners from a highly oral cultural background like the Sudanese refugees. The results of this study highlighted the challenges and solutions that faced refugees coming from highly oral cultures, entering a highly literate culture like Australia. It emphasized the need to consult with the local representatives of the target community to identify the immediate concerns and the general needs of the learner group. Also, the study confirmed that teachers need to develop teaching strategies, that tap into the learning strategies used by people from highly oral culture, as well as advised them to provide many opportunities for imitation, repetition and meaningful practice of the language learned. Moreover, they need to provide a real-life and simulated opportunities to learn the language associated with numeracy and to practice all the basic four mathematical operations. The use of real objects, videos or DVDs, or photographs rather than drawings to illustrate meaning, as people from highly oral cultures might not share Western understandings of pictorial representation.

III. PROJECT DESIGN

Host Organization

The ESL project for Sudanese refugees was hosted by the International Institute of New Hampshire, which was located at 315 Pine St. Manchester, NH 03103. IINH offered ESL classes in multiple levels of English as a Second Language and Basic Literacy for free for the cause of the project. Evening ESL for this project classes were opened only for refugees and immigrants who resided in Manchester. The ESL center at the IINH had long history of helping refugees in learning English Language. Based on their broad experiences in this field, the project benefited from their partnership and support. The program had two components:

- Five levels of basic literacy and math for people with limited education in their native countries
- Five levels of English to Speakers of Other Languages (ESOL) classes

SWOT Analysis:

The SWOT analysis was one of the powerful managerial tools that were used to support the cause of this project. The process of SWOT analysis was recommended for this project to get a comprehensive view of the potential positive/negative impacts and to scan the internal and external environment that might affect the project. The main purpose of using this managerial

tool in this project was to detect the strengths, weakness, opportunities and threats; then to examine the capabilities of this project by matching strengths with opportunities, work on the weaknesses, and take the proper actions for the threats. This analysis enabled the project director to leverage the strengths, improve the weaknesses, minimize the threats and exploit the opportunities. Therefore, the he was able to develop effective and efficient strategies to implement this project. Accordingly, a comprehensive and accurate research works were conducted for this purpose. Detailed and accurate information was collected and examined by the stakeholders. SWOT analysis results in the table below suggested several strengths and opportunities that strongly supported the cause of the project. In addition, it showed some of the potential weakness and threats that might jeopardize the success of this project.

The major strengths of this project were mainly related to the good reputation of the host organization. Fortunately, most of the Sudanese refugees that were resettled in NH, had their resettlement was carried out by the host organization (IINH). Therefore, the staff and management of IINH were well acquainted with Sudanese cultural background. The project provided as well many opportunities to participants, such as connecting them to available services, vocational schools, and employment recruiting agencies to help them avail better employment opportunities.

On the other hand, the project was confronted by a significant number of weaknesses and threats that might pose barriers to its success. The major weaknesses faced the project was lack of funding, limited number of bilingual tutors, and reliance on the refugees'

motivation to join the program. In addition, the project had no transportation or available day-care program to the children of the targeted Sudanese women learners. There were some threats to the project, such as dependence on IINH or State funding, the current negative economic condition in the U.S, refugees' cultural barriers and the severe weather during the winter season of 2009/2010. Thus, the stakeholders worked closely together to minimize any threats or weaknesses that could jeopardize the successful implementation of the ESL classes program.

SWOT Analysis Table

SWOT ANALYSIS	
Strengths	Weaknesses
<ul style="list-style-type: none"> ➤ IINH the host’s organization offered ESL classes. ➤ Excellent teachings staff ➤ Providing transportation from Home to class vise-versa ➤ Classes good location ➤ Responsive to community ➤ Good learning environment at IINH ➤ IINH staff were well acquainted with Sudanese cultural background ➤ Strong Administrative team ➤ IINH resettled almost all Sudanese refugees, and keeps good relation with them. ➤ The good reputation of IINH 	<ul style="list-style-type: none"> ➤ Relies on refugees “Motivation” to participate in the ESL classes ➤ Lack of funding for the project ➤ No transportation ➤ None credit courses ➤ No day-care for the learner’s children ➤ Limited number of bilingual tutors ➤ Evening classes might not be suitable for many refugees

(Continued)	
SWOT ANALYSIS	
Opportunities	Threats
<ul style="list-style-type: none"> ➤ Connect refugees with available services ➤ Partnership with IINH would help refugees ➤ High chances of getting more funds from government and non-government agencies ➤ Providing better employment chances in future ➤ Developing the existing ESL curriculum of IINH ➤ Community support 	<ul style="list-style-type: none"> ➤ Working community members cannot take classes ➤ Dependence on State or IINH funding ➤ Negative economic condition in USA ➤ Women cannot participate since there was no day-care for their children. ➤ Refugees cultural barriers ➤ Loss of Government and Non-Government financial support ➤ Storms and severe weather during winter time

Stakeholders Analysis

The stakeholders of this program were the following:

1. Sudanese Community Center (SSC), Manchester, NH.
2. International Institute of NH (IINH), Manchester, NH.
3. Department of Health & Human Services (DHHS), Manchester, NH.

The stakeholders for this project were having common interests to get this project implemented. For instance, all stakeholders were offering ESL classes to refugees to provide them with enough English skills to enable them to get jobs, to become a productive member of the Manchester community, to reduce their dependence on the welfare benefits programs and

to improve their standard of living. The following table explains the stakeholder's interests, their assessments of the impact of the ESL classes on Sudanese refugees community, and the potential strategies of each of the stakeholders to obtain support or reduce obstacles to the program.

Stakeholders Analysis Table

Stakeholder	Stakeholder Interest(s) in the Project	Assessment of Impact	Potential Strategies for Obtaining Support or Reducing Obstacles
Sudanese Community Center, Manchester, NH	>Achieving one of their goals by getting their community members having enough English skills that would help them in getting better jobs and improve their standard of living.	>Encouraging community member's to join ESL Classes. >Upgrading community member's English skills.	>Providing free ESL classes to the community members. > Providing transportation to ESL class's location. > Connecting this project to the employment project offered by Mr. Klaus Connolly-Leven, & searching jobs for unemployed ESL students. > Offering assistance to community.
International Institute of NH (IINH), Manchester, NH	>The project would motivate Sudanese refugees to participate in the existing ESL classes provided by IINH. >Achieving their ESL class's goal.	> Providing best ESL tutors. > Integrating community members in US system. > Good Location.	> Offer working as volunteer for IINH. (10 hours monthly) > Motivate Sudanese refugees to participate in the existing ESL classes offered by IINH. > Providing volunteer interpreter to ESL classes. >Providing transportation to ESL class location. Helping LLS achieving their ESL classes by motivating Sudanese refugees to participate in their existing classes.

(Continued)

Stakeholder	Stakeholder Interest(s) in the Project	Assessment of Impact	Potential Strategies for Obtaining Support or Reducing Obstacles
Department of Health & Human Services (DHHS), Manchester, NH	>ESL provides refugees with good English skills that helping them in getting better jobs, and reduces their dependence on welfare benefits program provided by DHHS.	>Enabling community member's accessing health services without interpreters. > Reduces the amount of funds used by DHHS on Sudanese refugees.	>Fewer refugees' dependence on welfare program would help DHHS introducing new programs and facilities serving the community. > Providing volunteer interpreter to Manchester hospitals. > Discussing the importance of minimum English skills to the new resettled refugees. > Providing orientation on health services and Western medicine to the S. refugee community.

Other Stakeholders:

There were other stakeholders who benefited from the implementation of this project, such as the Department of Education in NH and the participating family members. NH Department of Education ran different children program that were federally- funded to empower immigrants and refugees' children with the required knowledge and skills to meet the State's proficiency standards. They also ran other family literacy programs, which were designed to serve low-income families with low literacy skills, which included early childhood education, adult education, parent and child interactive literacy activities, and parenting education. It also connects families with existing community resources and support services. When parents were literate, they would be able to read to their children and upgrade their family lives.

Logic Model

The goal of developing a logic model was to describe the program sequence of inputs, activities, outputs, and objectives. This logic model was carefully developed to successfully operate the program and achieve its objectives, particularly the short-term objectives. The program implementation timeline plan was eight months to achieve the predetermined short-term outcomes i.e. "English proficiency and literacy" that addressed the needs of 10 participants in the program.

This logic model identified the planned activities, inputs and outputs that were necessary to accomplish the program effectively. This plan model addressed the major problems mentioned earlier in the problem statement. The successful achievement of the short-term outcomes would significantly lead-to the achievement of the intermediate and long-term-objectives. Therefore, the implementation of this plan was monitored and evaluated on monthly basis to ensure effective performance, and to secure the predetermined goals.

The following Logic Model table explains the various stages of the program plans, it shows the inputs provided such as the classroom stationeries, tutors, volunteers etc, and how it was secured for the purpose. It also shows the different activities during the program such as the classroom monthly tests, monthly cultural activities, etc, and then the outputs which showed how the classroom materials were distributed, the classes being taught and completed, and the program completion certificates being granted to the 10 participants. The upper part of the table shows the short-term, intermediate-term, and the long-term outcomes of the program.

Logic Model Table:

Logic Model			
Long Term Outcome	Reducing poverty rates among Sudanese refugees families living in Manchester, NH		
Intermediate Outcome	Reducing unemployment rates among the program participants		
Short Term Outcome	English Proficiency and literacy. (Writing, reading, listening and speaking).		
Outputs	Educational materials distributed	Classes taught and completed.	Certificate of completion granted to participants
Activities	1/ Assess English abilities of each participant every week during classes. 2/ Recording class's attendance. 3/ Monthly tests 4/ Monthly cultural activities. 5/ Fund raising/ grant events	Provide funds for participant's transportation from home to class vise versa.	Development of the existed ESL curriculum of IINH.
Inputs	Project director, Volunteer Community Coordinator, Classroom, Stationeries, tutors, twice 2-hour ESL class weekly, Computers.	Support of IINH Director and staff.	Support of Sudanese Community Center.

IV. PROJECT IMPLEMENTATION

Implementation Work Plan

Project Beneficiaries

The target community was the Sudanese adults between the ages 20 to 44 years old. This age group represented about 47% of the total Sudanese refugee community in Manchester, NH.

ESL Curriculum

The curriculum of our (ESL) project was developed in consultation with the Sudanese Community Center and the IINH because many of the targeted groups had an extensive experience in oral language learning rather than in the written forms of language. Accordingly, many of them typically spoke a minimum of two Sudanese local languages. However, those who had some knowledge of reading and writing in written forms were likely to know it only in Arabic language, and they were mostly illiterate in the written forms of English. Therefore, learning to read and write presented the greatest learning challenge for Sudanese learners. The classes in this project included special focus on writing and reading abilities beside the audio-visual speaking trainings.

Project Staff

- > Ahmed Sati. Project Director
- > Mrs. Allen Bishop. ESL tutor
- > Mr. Gabriel Deng. Project coordinator
- > Mr. Mohamed Nafie. Classroom interpreter
- > Ms. Katy Barberry. Accountant

Project Roles and Responsibilities

Project Director: Oversaw all management activities of the ESL project including, but not limited to: planning, monitoring, evaluating and budgeting. Worked closely with the IINH management and other stakeholders in order to achieve the goals

Project tutor: Oversaw all classroom management including, but not limited to: Planning, preparing and delivering ESL lessons; designing teaching materials and carrying out assessments of participant needs; Preparing and setting tests, examination papers, and exercises; Keeping registration and attendance records.

Project Coordinator: Worked efficiently within the project team; communicating effectively with staff, participants, outside agencies, and community members. Motivating community members to join the classes; organize events for Fund raising, and assisting the staff in everyday tasks that helped achieving the program goals.

Classroom interpreter: Performed the required translation and* interpretation in classroom; Assists and works closely with the tutor and communicated as requested, and follows tutor's directions and instruction in the classroom.

Accountant: Prepared, reviewed, recommended, developed and explained budget, revenues (i.e. Fundraising, Grants .etc), expenses, payroll entries, invoices and other accounting documents.

Budget

The total cost for the ESL project was \$32,00.00. This included \$22,500.00 as total salaries during the program (\$4,500.00 for each of the program staff). \$1,000.00 the cost of Stationeries and supplies, \$ 3,500.00 the total cost of transportation, and the amount of \$ 5,200.00 represented the total overhead costs (rent, utility bills, and refreshment, etc)

Project Budget Table

Description	Expense	Amount
Project Director	Salary	\$ 4,500.00
Project Tutor	Salary	\$ 4,500.00
Accountant	Salary	\$ 4,500.00
Project Coordinator	Salary	\$ 4,500.00
Project Interpreter	Salary	\$ 4,500.00

(Continued)

Description	Expense	Amount
Stationeries and Supplies	Supplies	\$ 1,000.00
Transportation	Transportation	\$ 3,500.00
Other running cost of the project	Overhead, utilities bill, refreshments, etc,	\$ 5,200.00
Total		\$ 32,200.00

CEDness of the Project

This project targeted the Sudanese families who were living below poverty line in Manchester. This project intended to change the current undesirable economic situation of this community through interventions that could help to turn it into a desirable condition. No doubt that, today's labor market demand basic literacy in reading, writing and math skills to get employment. Without these basic skills, it is almost impossible to find a job. The project used all the available resources through partnerships with IINH and Sudanese Community Center to provide the community members with the language skills that would assist them to get better economic opportunities to increase their household income. The beneficiaries of this project were sharing the same Identity, Space and interest.

Gantt Chart

This Gantt chart illustrates the first phase of our project activities schedule covered the period from Dec 2008 to August 2009. Our Gantt graphic chart here showed the significant

milestones of implementing the project. The major activities started by a meeting of the other stakeholders with IINH management to discuss the project's needs and the possible partnership with IINH for the purpose. The registration for the ESL program was open from Monday 06/15/09 to Monday 06/30/09. The registration office's time was between 6:00 PM to 7:30 PM. Five Sudanese women signed up during the said registration period; three more participants signed up for the program in August 09, and the last two participants signed up for the classes in Sept. 09.

- > The classes started on 07/15/2009 and ended on 03/15/2010. (Eight months classes).
- > Class schedule: Weekly every Monday and Wednesday from 6:00 PM to 8:30 PM.

The following Gantt chart showed the other important activities all the way until the project ESL Classes started.

Gantt Chart

Gantt Chart

A		B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	Activities	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	Outputs
Dec 2008-August 2009		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Dec 2008-August 2009
2	Meet with Stakeholders and discuss the need for the project.																					Gained community support
3	Meet with IINH to discuss partnership and sign up partnership contract.																					Signing Contact with Host Organization
4	Develop and implement Participants survey																					Getting more that 90% of the participants survey forms
5	Identifying similar programs and developing the current ESL curriculum																					Developed 90 % of the ESL Classes curriculum
6	Meet stakeholders to discuss and develop budget																					Organizing Fund raising events
7	Develop awareness of the ESL program																					Flyers & Poster distributed
8	Hiring tutors for the program.																					Recruited tutors (Paid/Volunteer tutors)
9	Meet Stakeholders to discuss the arrangement of transportation.																					Provided Transportation for participants.
10	Meet with partners to discuss the arrangement the classroom materials																					Provided classroom materials
11	Meet with other stakeholders NH Department of Education and the anticipated participant families																					Gained financial support from Community members, and failed to get F. support form NHDE.
12	Classes registrations																					5 Participants were registered
13	Starting Classes																					ESL program started.

Monitoring Plan

This project developed a monitoring plan that included monthly reports showing all activities during each month. These reports needed to be completed at the end of each month by both the teaching staff (i.e. tutor, interpreter) and the project coordinator and then submitted to the project director on monthly basis, in order to evaluate the effectiveness of the project management and activities. Our monthly monitoring reports would help in recording all activities over time and facilitate the project management as well with an early detection of any potential or emerging problems. These reports stand as a guide to develop the project plan over time. Therefore the project director formulated a monitoring team of three members (Project director - Teaching staff - Program coordinator) that must meet every month to discuss the monthly activities reports in order to fix any problem that might arise during that month.

MONITORING REPORT TABLE : SUDANESE REFUGEES ESL PROGRAM

Period November 2008 to
March 2010

ACTIVITIES	DATES	STATUS	TIMELINESS	EXPLANATION FOR DELAY	ALTERNATIVE ACTION	ATTAINMENT OF OUTPUT
Meet with Stakeholders and discuss the need for the project.	Start: Nov. 1 st 2008	Started	As planned	N/A	N/A	Target: Gaining community support
	End: Dec. 15 th 2008	Completed	As planned			To date: Gained community support
Meet with IINH to discuss partnership and sign up partnership contract.	Start: Nov. 21 st 2008	Started	As planned	N/A	N/A	Target: Signing Contact with Host Organization
	End: Feb. 15 th 2009	Completed	As planned			To Date: Contract was signed
Develop and implement Participants survey	Start: Jan 1 st 2009	Started	As planned	Some surveys were either not completed or returned	Moved the completion date to Mar. 30 th 09. All the remaining surveys were completed and returned on the above date	Target: Getting back all the completed surveys forms.
	End: March. 1 st 2009	Completed	Delayed to March 30 th , 09			To date: got back 100% of the survey forms
Identifying similar programs and developing the current ESL curriculum	Start: Feb. 15 th 2009	Started	As planned	Due to SNHU final exams.	The completion date was moved to May 15 th , 09. Curriculum was fully developed in the above date	Target: Developed 90 % of the ESL Classes curriculum
	End: April. 15 th 2009	Completed	Delayed to May 15 th , 09			To date: Curriculum was developed
Meet stakeholders to discuss and develop budget	Start: Mar. 20 th 2009	Started	As planned	As per the request of the host organization	Moved completion date to July 18 th , 09 One fund raising event was completed in the above date at SCC	Target: Organizing Fund raising event
	End: May. 2009	Completed	Delayed to May 15 th , 09			To date: One fund raising event completed
Develop awareness of the ESL program	Start: March 2009	Started	As planned	N/A	N/A	Target: Circulating Flyers & posters
	End: April 2009	Completed	As planned			To date: Flyers & Poster distributed
Recruiting tutor for the program	Start: April. 2009	Started	As planned	N/A	N/A	Target: Recruiting tutors (Paid and volunteer tutors)
	End: August. 2009	Completed	As planned			To date: Volunteer & paid tutors were recruited
Meet Stakeholders to discuss the	Start: May. 2009	Started	As planned	This activity was totally cancelled due to lack of	Transportation problem was completely solved	Target: Providing transportation for

arrangement of transportation.	End: Aug. 2009	Cancelled	Cancelled	Funds	on Sept. 09, when clustering model was adopted for the purpose.	participants. To date: Transportation was provided.
Meet with partners to discuss the arrangement of classroom materials	Start: May. 2009	Started	As planned	N (Continued) /A	N/A	Target: Providing needed classroom materials
	End: June. 2009	Completed	As planned			To date: Host Org. provided all classroom materials
Meet with other stakeholders, the Department of Education of NH and the anticipated participant families	Start: May. 2009	Started	As planned	N/A	N/A	Target: Gaining NHDE and from Community members support.
	End: Jun. 2009	Completed	As planned			To date: Support obtained.
Starting Classes	Start: May 2009	Started	As planned	As per the request of the host organization	Class started on Jul.09 as per the request of the host organization.	Target: Start classes on May 09
	End: May. 2010	Completed	Delayed to Jul. 2009			To date: Classes started on Jul. 09
Enrolling new participants	Start: Sept 10th	Started	As planned	N/A	N/A	Target: 10 participants.
	End: Sept.29th	Completed	As planned			To date: 10 participants

Meet with driving "Participants" to discuss transportation arrangements for new Participants.	Start: Sep. 19th.	Started	As planned	N/A	N/A	Target: providing transportation for 2 new Participants.
	End: Sep.19th	Completed	As planned			To date: Transportation was arranged.
Meet with Food Bank Management, NH to provide meals for	Start: Sept. 25th	Not started	Delayed to Oct. 09	As per the Food Bank management request. Completion date	Meet with L.S.S to provide meals for participants	Target: Providing dinner twice a week for participants

participants	End: Sept. 25 th	Not completed		moved to Oct. 09		To date: None
Start monthly cultural activities for participant's families.	Start: Oct. 15 th . End: Mar 27 th , 10	Not started		Lack of Funds	Meet with Sudanese Community Center to host these social activities.	Target: Monthly cultural meeting for participant families.
Meet with Food Bank Management, NH to provide dinner for participants	Start: Oct. 25 th End: Nov. 25 th	Started		N/A	N/A	Target: to provide dinner twice a week for participants
		Completed	As planned			To date: Agreement concluded
Monthly cultural activities for participant's families.	Start: Nov. 28 th . End: Mar 27 th , 10	Started		N/A	N/A	Target: Participants families to meet once a month at SCC.
		Completed	As Planned			To date: Monthly cultural event was completed.
Meet with Citizens Bank representative to provide class on financial literacy.	Start: Nov. 18 th . End: Nov. 18 th	Started		N/A	N/A	Target: Providing financial literacy class to participants
		Completed	As Planned			To date: Financial literacy class provided.
Preparing participants resumes.	Start: Dec. 25 th End: Jan. 15 th	Started		N/A	N/A	Target: 10 participants for the program.
		Completed	As Planned			To date: 10 participants.
The project director meet with participants and teaching them how to use the public transportation in	Start: Dec. 18 th .	Started		N/A	N/A	Target: Teaching participants how to use the public transportation in Manchester.
			As Planned			

Manchester	End: Dec. 19 th	Completed				To date: All participants learned how to use public transportation.
Meeting with IINH employment recruiter to discuss job-hunting for participants.	Start: Jan. 21 st	Started		N/A	N/A	Target: Seeking employment for 5 participants looking for a job.
	End: Jan. 21 st .	Completed	As Planned			To date: 0
Meeting with Kelly Services Staffing to discuss possible jobs for interested participants.	Start: Feb. 8 th .	Started		N/A	N/A	Target: Seeking employment for 5 participants looking for a job.
	End: Feb. 8 th .	Completed	As Planned			To date: 0
Helping 3 participants to apply for jobs in Wal-Mart, Kalwall Building Sys. And Lowe's.	Start: Feb. 22 nd .	Started		N/A	N/A	Target: Seeking employment for 5 participants looking for a job.
	End: Feb. 24 th	Completed	As Planned			To date: 0
Two participants were employed	Start: Mar. 15 th .	Started		N/A	N/A	Target: Seeking employment for 5 participants looking for a job.
	End: Mar. 29 th .	Completed	As Planned			To date: 2
Monthly cultural activities for participant's families.	Start: Feb. 27 th .	Started		N/A	N/A	Target: Participants families to meet once a month at SCC.
	End: March. 27 th	Completed	As Planned			To date: Monthly cultural event completed.
Completing ESL & Job form final exams.	Start: Mar. 24 th .	Started		N/A	N/A	Target: ESL & Job form final exams for all participants completed.
	End: Mar. 24 th .	Completed	As Planned			

ESL Classes completed	Start: Mar. 24 th .	Started	As Planned	N/A	N/A	Target: Total of 73 classes session's attendance sheets to be completed.
	End: Mar. 24 th .	Completed				To date: Total of 73 classes sessions & attendance sheets were completed.
1 more participant employed.	Start: Mar. 15 th .	Started	As Planned	N/A	The Sudanese Community Center agreed to follow up job applications for the other participants. SCC willing to help applicants to get employed to encourage other community members to join similar ESL classes.	Target: Seeking employment for 5 participants looking for a job.
	End: Mar. 29 th .	Completed				To date: 3
End of Program Ceremony (Granting Completion Certificate to participants)	Start: Mar. 30 th .	Started	As Planned	N/A	N/A	Target: Granting Certificate of Completion to 10 participants.
	End: Mar. 30 th .	Completed				To date: 10

Background

During the first week of December 2009, the project director of the ESL classes program for the Sudanese refugees conducted a review of the ongoing ESL program. The purpose of this review was to determine whether the program was administered in a manner consistent

with the expected desired outcomes and to assess the participant's progress in English language.

The project used to be monitored on monthly basis through the monitoring report that was submitted by both the teaching staff and the project coordinator to the project director in which all that month activities were recorded. Every month. The teaching staff, project coordinator and the project director used to meet to identify strengths and areas for improvement and recommending the effective intervention to resolve any problem that might arise.

Findings

The major problem that faced the program was the failure to recruit its minimum 10 participants. According to the project monitoring reports, the project was started with only 5 participants on July 15th, 2009, the program wasn't successful to attract more participants until the beginning of August 2009. The project director met with the teaching staff, project coordinator and the program participants in order to identify the possible reasons that made the program not attractive to enroll at least five more participants to meet the minimum number of participants for the program, which were ten participants. Firstly, upon the feedback of the project coordinator, who was responsible at that time to recruit more participants to the program, and the interviews conducted with participants, the monitoring team found out that there were more potential participants who were likely to be interested in joining the program, but they did not have transportation to the classroom. Secondly, the

program lacked the kind of rewarding or motivating activities, like providing dinner meals, or monthly cultural activities for participants that would significantly help in attracting more participants.

The monitoring team participated in several social events that were sponsored by the Sudanese refugees' community to promote our ESL program. In those events, our program monitoring team explained the intermediate/ long terms outcomes goals of the program, and explained how it was mainly focused on lowering poverty rates and increasing employment rates among the community members. The program director in particular used to promote the program by discussing in almost all social events the benefits of the classes and the possible jobs that could be secured for graduates.

Interventions

- > On the 30th of July 2009, the monitoring team conducted the first meeting with participants to discuss the available solutions to the transportation problems.
- > On the 19th of August 2009, the monitoring team conducted another meeting with the participants in which two of the participants agreed to transport some to of the interested new participants.
- > In October 5th 09, the Program Director called for a stakeholders' meeting to discuss cultural activities to enhance the participants' family relations and to promote the program

- > In October 15th, a stakeholders' meeting was held in the Sudanese Community Center and agreed to start such cultural activities and discussed the possible funding sources.

- > In October 25th, 2009, the project director meets with the Food Bank management and obtained their approval to provide a dinner meals to the participants twice a week after the weekly classes.

- > In November ,30th 2009, the program director obtained the approval from the Sudanese Community Center to accommodate the monthly cultural meetings for the participants and provide transportation for them on the first Saturday of each month.

- > From Dec 25th to Jan 15th, the program team prepared resumes for all participants.

- > From Jan 21st to March 27th, meetings were held with the IINH refugees' employment recruiter to discuss possible jobs for the program participants.

- > In Feb 8th, the program director meet with Kelly's staffing service to discuss possible jobs for the program participants.

- > From Feb 22nd to March 27th, the program staff helped participants to apply for jobs in Wall-Mart, Kalwall Building Sys. And Lowe's.

Improvements:

- > The program recruited 3 more participants in the last* week of August 2009.

- > The program recruited more 2 participants in the last week of September 2009.

- > Food Bank started providing dinner meals to participants twice a week.

- > The first cultural activities for the participant's families were made in the Sudanese Community Center on Saturday December 5th, 2009.

- > From Mar. 15th to Mar. 22nd, the program made a great step towards achieving our intermediate/long-terms outcomes by successfully helping two of our participants to get employed by the local businesses in Manchester.

- > The program team again successfully helped another participant to get employed in the local business on March 29th.

V. EVALUATION

The project team developed an evaluation plan to cover two phases. The first phase was designated to verify the progress of the program short-term objectives, meanwhile the second phase was planned to cover the intermediate/ long-term objectives. Our program evaluation would mainly be focused on the first phase, in which the evaluation team that included the program director, program tutors, and program coordinator would evaluate the progress of the program. The evaluation team main target was to verify whether our ESL program was able to meet its predetermined goals or failed to do so. For this purpose, a qualitative and quantitative data about the program progress was collected and analyzed by the evaluation team. The final report that included the methodology of data collection and the results would be written by the evaluation team to be submitted to the host organization, stakeholders and the program donors. The following table illustrates the overall evaluation plan of the program objectives including the long term and intermediate term.

Evaluation Plan Table

Evaluation Plan of the Sudanese Refugees ESL program

Evaluation Plan				
Objectives	Indicators (% per Sudanese refugees in Manchester)	Data Gathering Method(s)	Source(s)	Time-frame
<p>Long Term Outcome</p> <p>Reducing poverty rates among Sudanese refugees' families living in Manchester, NH</p>	<p>>. % Decrease of poverty rate among African origin refugees.</p> <p>>. % Decrease of the number of African origin refugees receiving welfare aid and assistance.</p> <p>>. % Decrease of the number of African origin refugees living in a subsidized housing.</p> <p>>. % Increase in health conditions among African origin refugees.</p> <p>>. % Decrease in domestic violence incidents.</p> <p>>. % Decrease in the number of youth involved in illicit drug trafficking.</p> <p>>. % Increase in the number of undergraduate/graduate students.</p>	<p>>. Review documents</p> <p>>. Interviews (Community members).</p> <p>>. Surveys.</p> <p>>. Focus group</p>	<p>*. Sudanese Community Center annual report that was mainly based on reports from the following Federal/State Government Departments.</p> <p>US Census Bureau statistics.</p> <p>. NH Department of Health & Human Service.</p> <p>. US Department of Housing & Urban Development.</p> <p>. US Department of Justice (Bureau of Justice Statistics).</p> <p>. NH Department of Education.</p>	<p>>. Annually</p> <p>(After program completion)</p>

(Continued)

Evaluation Plan				
Intermediate Outcome				
Reducing unemployment rates among the program participants	>. Number of participants employed after the completion of the program.	>. Interviews (Graduated participants). >. Document reviews	>. Sudanese Community Center. >. Local employment statistics	>. Monthly (After program completion)
Short Term Outcome				
English Proficiency and literacy (Sudanese refugees in the program increase their knowledge and skills in English language abilities (writing, reading, listening and speaking)).	>. # Of participants pass the monthly English skills test. >. # Of participants passing job forms test. >. # Of participants passing ESL class final exam.	>. Monthly exams. >. Job forms test. >. Final exam.	>. In-class evaluation records. >. ESL program records. >. Attendance sheet records.	>. Monthly Until the End of program.

The above evaluation plan table included the short-term, intermediate-term and long-term objectives of the project. The table illustrates as well how these objectives were measured and the indicators used for the purpose, the data gathering methods, sources and the time frame to evaluate the project objectives. The above table showed the measurable indicators that were used to evaluate the short-term objectives. Indicators such as the number of participants passing the monthly test, job form test, and the ESL final test were effectively used by the evaluation team to verify whether the short-term objectives were achieved as planned or not.

These indicators in the final evaluation report confirmed that the project had successfully achieved its short-term objectives and partially achieved the intermediate-term objectives.

Progress Towards Objectives

The purpose of evaluating this program was to identify its strengths and weaknesses and to generate discussions about causes and the appropriate improvement strategies. In addition, it would provide results that would help to make the program sustainable. It would also provide recommendations to the stakeholders, refugee's resettlement agencies in NH, and Manchester community at large for similar future ESL programs that target the new refugees.

The evaluation of Sudanese refugees ESL program employed accepted evaluation research methods. These were informed by the insight of the hosting organization, i.e. IINH, and its several years of experience in refugees' educational programs as well as the program evaluation team. The evaluation involved collecting relevant program data by using a variety of collection techniques, and analyzing the data using appropriate and valid evaluation methods. The program evaluation team assessed and analyzed all the collected data, such as classroom documents, pre/post survey responses, and participants' interviews, in order to identify both positive and negative practices of the program.

The evaluation of the program was performed in two phases. The first phase was part of a summative evaluation that involved the program's short-term objectives' indicators method, which was designed to support the program improvement and to evaluate the success/failure

of the program. This phase was prepared and evaluated regularly by the evaluation team during and at the end of the program. The second phase of the program evaluation was focused on the intermediate and long-term objectives. The Sudanese Community Center would execute this phase 12 months after the end of the program. The purpose of this phase was to allow the refugees' community, and the concerned agencies to track the success/failure of our ESL class's interventions for future improvements.

The evaluation of this phase would reflect the English language skills level that our program participants had learned, their abilities to apply for jobs and willingness to continue adult education. As mentioned above, this method was considered to identify the strengths and weaknesses of the program, so as to help the program management in formulating the best decisions that would enhance and improve the performance of the program. The data of this phase was mainly collected from the hosting organization's classroom documents such as registration, attendances sheets, exams and test records. The said data used to be collected on monthly basis by the program director for review, and forwarded to the evaluation team for review and analysis. The following were the performance indicators for the short-term outcomes, which were adopted by the program management for this purpose:

- Number of participants who passed the monthly English skills test
- Number of participants who passed ESL class final exam.
- Number of participants who passed job forms and application test.
- Number of participants who were able to bring potential jobs adds.

- Comparing Pre/Post surveys.

English Skills Test by Quarters

Quarters	Total # of participants	Pass	Fail
1 st Q	10	7	3
2 nd Q	10	9	1
3 rd Q	10	10	0

The above table shows the progress that the 10 participants of the program were able to achieve in their English language skills since the beginning of the program. It also illustrates the number of participants who passed/failed the English skills tests in 3 quarters. The minimum required percentage to pass the ESL monthly exam was to score at least 60% of the exam total marks. The table explains the progress achieved in the tree quarters. In the first quarter 7 participants were able to pass, and three of them failed. The second quarter only one participant failed the exam. In the third quarter 10 out 10 were successfully able to pass the English skills monthly tests.

ESL & Job Forms Final Exams

Short-term Objectives	Indicators	Data Gathering Method(s)	Total Number of Participants	Results
English Proficiency and literacy (Writing, reading, listening and speaking).	Number of participants passing ESL class final exam.	Final exam.	10	Pass: 10 Fail: 0
	Number of participants passing job forms test.	Job forms test.	10	Pass: 9 Fail: 1

The above table shows the indicators, data gathering methods, the total number of participants and results of the English proficiency and literacy short-term outcome evaluation. There were two final tests at the end of the program, one was for the job forms test and the other one was the ESL final exam. The minimum required percentage to pass those final exams was to score at least 60% of the exam total marks. For evaluation purposes, 3 non-participants of the Sudanese community volunteered to take the final ESL and job form exams, in order to compare the results to those who had completed the program. All of the 3 volunteered non-participants community members failed to pass either test. This result was a clear indication that the English language skills of our program participant's were significantly improved, and good enough to increase their chances toward better employment and education opportunities.

ESL & Job Form Final Exams table analysis

Tests Indicators	Total # of participants	Pass	Fail	Passing Scores (60% to 73%) Grade C	Passing Scores (74% to 87%) Grade B	Passing Scores (More than 88%) Grade A	Mean
Number of participants passing ESL class final exam.	10	10	0	1	2	7	Pass: 9.5
Number of participants passing job forms test.	10	9	1	0	1	8	Fail: 0.5

The above table includes tests indicators, the total number of participants in these tests and the final results (Pass/Fail). The minimum required percentage to pass these final exams was 60%. The above table indicates that the 10 out of 10 participants successfully passed the final exam. However, 9 out of 10 participants passed the final job form test and 1 out of 10 had failed. In other words, the "Mean" quantitative variable was used in the above table to show the average values of all pass/fail observations. The "Mean" central tendency for the final exams as shown above indicates that 9.5 of the participants were able pass the final tests (i.e. ESL & Job form tests) and only 0.5 failed. As mentioned earlier, all participants passed the ESL final exam and 9 out 10 passed the job final form test. In order to identify the quality of English language skills gained by participants who passed these exams, the above table shows the three different passing grades for all participants. The passing numerical equivalent marks to

Grade (A) for participants who scored more than 88%, (B) for participants who scored between 74% to 87%, and (C) grade for participants who scored between 60% to 73%. The above result suggests that the program learners have acquired good English language skills quality as planned earlier by the program team.

Summary of the pre/post surveys

In the winter of 2009, the stakeholders of Sudanese refugees ESL program conducted a pre survey to identify the potential strengths and weaknesses of the proposed ESL program. At the end of the program the evaluation team conducted another survey, in order to highlight the positive and negative trends of the program. Both surveys were developed by the program team and distributed to the program participants.

The post survey was limited to the program participants, unlike the pre survey, which was distributed to more the 50% of the Sudanese refugees community. This considerable effort was undertaken as part of the Sudanese refugees community ESL program evaluation, which was attempting to identify the strengths and weaknesses of our program. All respondents agreed to be interviewed in order to complete these surveys and were briefed on what the questions would entail. For confidentiality purposes, the name of each respondent was withheld and was substituted by a respondent serial number. The post survey was distributed by the evaluation team to the program's 10 participants and to another 15 non-participants of Sudanese community members. The purpose of dispersing post survey to 15 non-participants of

Sudanese community was to compare their surveys' results to those of who had participated in the program. All participants' surveys were completed and returned to the evaluation team. Meanwhile, only 10 surveys out of 15 surveys distributed to non-participants were completed and returned to the evaluation team.

Pre/Post Surveys Table

Questions	Options	Pre Survey	Post Survey	
			Participant respondents	Non/Participant respondents
Q 1. Were you currently employed?	Yes	1	4	0
	No	9	6	8
	Not recently	0	0	2
	Total Respondents	10	10	10
Q 2. Were you able to fill job application forms?	Yes	1	9	2
	No	9	1	8
	Not recently	0	0	0
	Total Respondents	10	10	10
Q 3. Do you like to continue adult education?	Yes	2	6	2

(Continued)

Questions	Options	Pre Survey	Post Survey	
			Participant respondents	Non/Participant respondents
	No	2	1	3
	I don't know	6	3	5
	Total Respondents	10	10	10
Q 4. Were you optimistic about your future?	Very optimistic	2	5	1
	Not optimistic	2	1	4
	Somewhat optimistic	4	3	3
	Uncertain	2	1	2
	Total Respondents	10	10	10

The results of all surveys were entered and analyzed by the evaluation team. However, the evaluation team picked up some of the questions that were answered by the participants in the pre/post surveys, and non-participant's answers for the same question in the post survey.

These questions were selected by the evaluation team to track the difference and the participant's progress.

Responses to question # 1 (Are you currently employed?) Showed significant progress in the employment status of the participants. Three out of nine participants were employed as a result of completing our ESL program. It showed as well, that 10 out of 10 non-participants were not yet employed. Responses to question # 2 (Are you able to fill job application forms?) confirmed that almost all respondents participated in the program were able to fill up job application forms, meanwhile only two of the none participants were able to fill up job forms. Responses to question # 3 (Do you like to continue adult education?) have clearly revealed how our program had fostered the participant's willingness to pursue their adult education. Participants' responses to this question showed that 4 participants became more interested in continuing their adult education. In addition, the number of participants refusing the idea of continues their adult education has declined from 2 to 1. If we look at none participant's responses to the same question, we can see that the number of willing respondents to continue adult education was much lower than the number of participants. The last question picked up by the evaluation team from the pre/post surveys was (Are you optimistic about your future?). The reason why it was picked up for the purpose was to evaluate the impact of the program on participants, because almost all of Sudanese refugees suffered in the past from prosecution, and currently from post-traumatic stress disorder related symptoms (PTSD), as well as from being unemployed for a long time. Responses to this question showed the great impact of the program on participants and that the number of participants who had answered (Very optimistic) increased from just 2 to 5, against only 1 non-participant sharing the same answer.

It showed as well the decline in the number of (Not optimistic) from 2 to only 1 among participants, against 4 responses of none participants. The overall responses of participants and none participants to the aforesaid questions confirmed the tremendous positive impact of the program on participants.

Sustainability

The program aims to facilitate the Sudanese refugees population in Manchester with a sustainable ESL program, in order to enable them to advance towards educational, vocational and personal goals. This program was made possible by the great volunteering efforts of the program stakeholders. In spite of the critical challenges and financial difficulties that had faced our program, our ESL program successfully achieved its goals. All participants were able to pass the final ESL exam, and 9 out of 10 participants were able pass the job form final test. In addition, our program had successfully initiated cultural activities for Sudanese refugees, which continued to be held on monthly basis at the Sudanese Community Center since Nov 2009. These cultural activities had greatly helped participants to build up their social capital.

Our sustainability plan endeavor to have long-term effects on literacy programs for the refugees' community by encouraging similar programs, and help the host organization in gaining new stakeholders, more volunteers, and community support. The major goal of our sustainability plan was to maintain the program gains, and to ensure sustainable literacy programs for the refugees' population in Manchester, by making the following needs available. But I think most of them will not likely to be achieved, since these kind of projects

are likely to be initiated and introduced by volunteers from refugee communities to address the multiple range of problems that faces them in their new home.

- > Obtain the State and federal financial support.
- > Gain the refugees community support.
- > Gain Manchester community support.
- > Approach other donors at the State level and nation wide.
- > Receive in-kind services and technical support from other organizations, and networks to conduct collaborative interventions.
- > Build a strong volunteer base from Manchester community members.
- > Create well-established partnerships / collaboration with public and private agencies.
- > Stakeholders advocacy meetings for the program cause and contact the local mass media to publicize the need of this type of programs.

VI. CONCLUSIONS AND RECOMMENDATIONS

Lessons Learned

Overall, the program was quite successful, though not without critical challenges. The program length was initially designed for a period of six months, and was extended for more two months because the program failed to recruit the predetermined number of participants. The program faced different challenges, such as the following: Firstly, considerable numbers of Sudanese refugees were deprived from any formal education due to the war. Secondly, those who had some form of educational background had little experience in formal learning. Thirdly, Some of these refugees have not yet recovered from post-traumatic psychological problems due to long periods of conflicts, violence and prosecution. Lastly, Some of them ended up with low starting points and low self-esteem due to financial problems, unemployment and their horrible memories. These characteristics and experiences negatively affected their motivation and desire to learn English language.

Generally, the program did a wonderful contribution on empowering Sudanese women through improving their self-esteem by making them get the feeling that they can find a job now, and being more useful to their families and the community at large. Also the program achieved a tremendous progress on their English literacy level. According to the results of our evaluation, the program had made them motivated enough to learn more, and keen to

continue adult education. They felt as well, that now they had a sense of involvement in the community, and meeting other refugees' families in the monthly cultural activities significantly helped them to improve their social capital.

The program theme was to build human and social capital among Sudanese refugees in Manchester. The program had successfully achieved some of these goals. We initiated cultural events to be convened at the last Saturday of each month. We kept inviting speakers from other refugees / immigrants communities to these events. The purpose of these invitations was to inspire our refugees community by the successful stories narrated by the mentioned speakers about their communities.

Recommendations

This program was mainly based on contributions from the community, the host organization and volunteers. The program failed to receive any funds from the State or any other federal departments. The matter of the fact is, in spite of all financial difficulties, the program was able to achieve effectively its short-term objectives and, to some extent, part of its intermediate-term outcomes. We were able to empower our participants with essential English language skills that encouraged many of them to advance towards better educational, vocational and personal goals. The program was a wonderful learning experience; our participants now had acquired the minimum English language skills that would enable them to

gain better employment opportunities. Three of our graduates successfully found jobs during the last month of the program.

In conclusion, it is strongly recommended that the State of New Hampshire, Federal department, and the local non-profit organizations be more involved in funding such a wonderful program. I do recommend, as well, the replication of this project in other Sudanese refugee communities in other cities in the U.S. I do personally believe that the new refugees' population in Manchester has a huge potential to make incredible contributions to enrich the socio-economic life of NH, if they get access to better education, resources and the guidance they deserve.

VII. APPENDICES

Community Profile Table

Date: 10/01/08	Completed By: AHMED SATI	Community / Neighborhood Name SUDANESE COMMUNITY
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Age Distribution (% of Population):

9 % 0-5 years 8 % 5-9 years 8.67 % 10-14 years 6.67 % 15-19 years

46.67 % 20-44 years 20 % 44-64 years 0.67 % 65 and older

Educational Attainment:

None/Elementary/ High School

Ethnic Mix (List significant ethnic subpopulations that live or work in the community): **None**

Gender Distribution (% of Population):

% 55 Females

%45 Males

Languages Read:

English/ Arabic

Languages Spoken in Area:

Dinka/Arabic/Nuer/English/ Nubian/ Others Sudanese tribal languages.

Racial Mix (% of Population):

White, not of Latino Origin

Native Hawaiian

X Black, not of Latino Origin

Pacific Islander

Latino. *Specify*

Asian. *Specify*

Native American/Alaskan Native.

Specify

Religious Affiliations: (possible source of information - local ministerial council)

Christian/ Muslim/ Animists.

Socioeconomic Status: (e.g. Median family income)

99% Low Income

Designation of Target Populations:

Sudanese Community, Manchester, NH

Inventory of Local Business (source – Local Yellow Pages)

Number of personal survey businesses (e.g. beauty parlors, barbershops, etc) **1**

Number of professional service providers (attorneys, tax preparers, etc.)

Number of health service providers (doctors, dentists, chiropractors, etc)

Number of eating establishments

Number of liquor stores / package storage (**Mechanic Garage**) **1**

Number of national / regional franchised outlets (e.g. McDonald's)

Number of warehouse / distribution operations

Number of manufacturing / assembly operations

Number of vacant commercial properties

Community Needs Assessment Table

Source	Document	Nature & Extent Of Problem/Need	Causes	Effects	Interventions
<p>1. Sudanese Community. (Manchester)</p> <p>2. US Census Bureau.</p> <p>3. N.H.E.S</p>	<p>1. Census tracts 24, 14 and 2.01.</p> <p>2. City data.</p> <p>Manchester City Unemployment data.</p>	<p>Unemployment</p>	<p>Lack of Education, Skills & Trainings.</p>	<p>Poverty.</p>	<p>ESL Classes/ Vocational Trainings/ Employment Schemes.</p>
<p>1. Sudanese Community. (Manchester)</p> <p>2. US Census Bureau.</p> <p>3. NH advisor committee</p>	<p>1. Census tracts 24, 14 and 2.01.</p> <p>2. NH advisor committee report</p>	<p>Low Accessibility To Healthcare, Social, Legal And Other Needed Services.</p>	<p>Language Communication Barriers/ Cultural Barriers.</p>	<p>Poor Health / Domestic Violence</p>	<p>Community Interpreters & Coordinators/ Social Counseling.</p>
<p>1. Sudanese Community. (Manchester)</p> <p>2. US Census Bureau.</p>	<p>Census tracts 24, 14 and 2.01.</p>	<p>Lack of Awareness of the American's Law And Financial System.</p>	<p>Language Communication Barriers</p>	<p>Violations of Law/ Low or Bad Credit Scores.</p>	<p>Orientation Classes</p>

Target Population Profile Table

Date: 10/03/08	Completed By: Ahmed Sati	Site Name: Manchester, NH
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Total Population Designation:

750

Proximity of Residences or Workplaces to Project Site:

Manchester, NH

CHARACTERISTICS OF TARGET POPULATION

Age Distribution:

(68) 0-5 years (60) 5-9 years (66) 10-14 years (51) 15-19 years
(350) 20-44 years (150) 44-64 years (5) 65 and older

Education Levels and Literacy Rates:

None/Elementary/ High School.

Literacy Rate: 40 %

Ethnic Mix:

Black African/ Black Afro-Arab

Languages Spoken (indicate dominant language):

Dinka/Arabic/English/ Others Sudanese tribal languages.

CHARACTERISTICS OF TARGET POPULATION

Racial Mix:

Black Afro-Arab

Religious Affiliations of Target Population (*indicate dominant religions, if applicable*):

Christian/ Muslim/ Animists.

Socioeconomic Status:

99% Low Income

Other Characteristics of Target Population:

None

Housing availability:

More than 70 percent of the community living in subsidized houses and other low income housing programs.

Level of social services:

Large part of the community receiving food stamps, Medicare and public housing,

Mass transportation:

None

Poverty rate:

99%

Unemployment rate: 18%

“Unemployment was at 3.7% in Manchester, 3.8% in the State”

[http://216.204.202.157/website/Portals/2/Departments/econ_dev/Report%201 Manchester%20Community%20Assessment%20-%20Final.pdf](http://216.204.202.157/website/Portals/2/Departments/econ_dev/Report%201%20Manchester%20Community%20Assessment%20-%20Final.pdf)

Possible source of information - local zoning board / commission

OTHER CHARACTERISTICS

Community and Family Structure:

The Sudanese community adopted the nuclear family structure in USA, unlike the common form of the African family structure back home, mostly family form was a join family system which might include all or some of the other extended family members like grant-parents, aunts, uncles, cousins, nephews and others.

Community Groups and Leaders:

Southern Sudan Group/ Northern Sudan Group

Methods by Which Community Members Receive Information (*radio, TV, newspapers, etc.*):

TV, Newspaper, Community leaders

Target Population Density:

Manchester, NH

Monitoring Report: September 2009

Activities	Dates	Status	Timelines	Explanation for Delay	Alternative Action	Attainment of output
Enrolling new participants	Start: Sept 10 th End: Sept. 29 th .	Started Completed	As Planned	N/A	N/A	Target: 10 participants To date: 8 participants
Meet with driving "Participants" to discuss transportation arrangements for new Participants.	Start: Sept 19 th . End: Sept. 19 th	Started Completed	As Planned	N/A	Recruits volunteers to transport new participants	Target: transportation for the new 2 Participants was arranged To date:
Meet with Food Bank Management, NH to provide meals for participants	Start: Sept. 25 th End: Sept. 25 th	Not started	Delayed	As per the Food Bank management request.	Meet with L.S.S to provide meals for participants	Target: Providing dinner twice a week for participants To date:
Completing Classes attendance sheets	Start: Sept 1 st End: Sept. 30 th	Completed	As Planned	N/A	N/A	Target: 8 class's session's attendance sheets completed.

Monitoring Report: October 2009

Activities	Dates	Status	Timelines	Explanation for Delay	Alternative Action	Attainment of output
Start monthly cultural activities for participant's families.	Start: Oct. 15 th . End: Mar 27 th , 10	Not started	Delayed	Lack of Funds	Meet with Sudanese Community Center to host these social activities.	Target: Participants families to meet once a month.
Meet with Food Bank Management, NH to provide dinner for participants	Start: Oct. 25 th End: Nov. 25 th	Completed	As Planned	N/A	N/A	Target: Agreed to provide dinner twice a week for participants To date:
Completing monthly English test	Start: Oct. 28 th End: Oct. 28 th	Started Partially completed	As planned	N/A	N/A	Target: Monthly English test for all participants completed. To date:
Completing Classes attendance sheets	Start: Oct. 1 st End: Nov. 30 th	Completed	As Planned	N/A	N/A	Target: 8 class's session's attendance sheets completed.

Monitoring Report: November 1st to Dec 15th 09

Activity	Dates	Status	Timelines	Explanation for Delay	Alternative Action	Attainment of output
Meeting with IINH employment recruiter to discuss job-hunting for participants.	Start: Jan. 21 st End: Mar. 27 th .	Started Completed	As planned	N/A	N/A	Target: Seeking employment for 5 participants looking for a job. To date: 0
Monthly cultural activities for participant's families.	Start: Jan. 30 th . End: March. 27 th	Started Partially Completed	As Planned	N/A	N/A	Target: Participants families to meet once a month at SCC.
Completing Classes attendance sheets	Start: Jan. 27 th End: Jan. 27 th	Started Completed	As Planned	N/A	N/A	Target: 13-class session's attendance sheets completed.
Completing monthly English test	Start: Jan. 27 th End: Jan. 27 th	Started Completed	As planned	N/A	N/A	Target: Monthly English test for all participants completed.
Meeting with Kelly Services Staffing to discuss possible jobs for interested participants.	Start: Feb. 8 th . End: Feb. 8 th .	Started Completed	As Planned	N/A	N/A	Target: Seeking employment for 5 participants looking for a job. To date: 0

Activity	Timeline	Status	Timeline #s	Explanation for Delay	Alternative Action	Attainment of output
Monthly cultural activities for participant's families.	Start: Nov. 28 th . End: Mar 27 th , 10	Started Partially Completed	As Planned	N/A	N/A	Target: Participants families to meet once a month at SCC.
Meet with Citizens Bank representative to provide class on financial literacy.	Start: Nov. 18 th . End: Nov. 18 th	Started Completed	As Planned	N/A	N/A	Target: Providing a class for all participants on how to open and manage bank accounts. To date:
Completing monthly English test	Start: Nov. 30 th End: Nov. 30 th	Started Completed	As planned	N/A	N/A	Target: Monthly English test for all participants completed. To date:
Completing Classes attendance sheets	Start: Nov. 1 st End: Dec. 15 th	Started Completed	As Planned	N/A	N/A	Target: 13-class session's attendance sheets completed.

Monitoring Report for Jan 16th - Feb 16th 10

Activity	Dates	Status	Timelines	Explanation for Delay	Alternative Action	Attainment of output
Helping 3 participants to apply for jobs in Wal-Mart, Kalwall Building Sys. And Lowe's.	Start: Feb. 22 nd . End: Mar. 27 th .	Started Partially Completed	As planned	N/A	N/A	Target: Seeking employment for 5 participants looking for a job. To date: 0
Monthly cultural activities for participant's families.	Start: Feb. 27 th . End: March. 27 th	Started Partially Completed	As Planned	N/A	N/A	Target: Participants families to meet once a month at SCC.
Two participants were employed	Start: Mar. 15 th . End: Mar. 22 nd .	Started Completed	As Planned	N/A	N/A	Target: Seeking employment for 5 participants looking for a job. To date: 2
Completing Job forms final exam	Start: Mar. 24 th . End: Mar. 24 th .	Started Completed	As planned	N/A	N/A	Target: Job forms exam for all participants completed.
Completing ESL final exam.	Start: Mar. 24 th . End: Mar. 24 th .	Started Completed	As planned	N/A	N/A	Target: Final ESL exam for all participants completed.
Completing Classes attendance sheets	Start: Mar. 24 th End: Mar. 24 th	Started Completed	As Planned	N/A	N/A	Target: Total of 73 - class session's attendance sheets completed.

Monitoring Report for Feb 17th - March 27th, 10

Post Survey

Sudanese Community ESL Classes Project Questionnaire

This questionnaire was consisted general questions about the educational attainments and socio-economic life of the Sudanese Community living in Manchester, NH. The purpose of this survey was to evaluate the program so as to assist in the improvement of the program, as well as to test the information collected in the focus group and interviews meetings that was held earlier. The information in this survey would be kept confidential.

1. What was your gender? _____Female_____Mai

2. How do you find out about the world events?

- A. Read newspapers
- B. Listens while other talk
- C. Watch T.V.

3. were you optimistic about your future?

- A. Very optimistic
- B. Not optimistic
- C. Somewhat optimistic
- D. Uncertain

4. Do you like to continue adult education?

- A. Yes
- B. No
- C. Not recently

5. were you currently employed?

- Yes
- No

If your answer was (Yes) please answer Q# 6. If your answer was (No) skip Q# 7 and answer Q#14.

6. What was your household income?

- A. \$0-\$ 15,000
- B. \$ 16,000-\$31,000
- C. \$ 32,000 -\$ 47,000
- D. \$ 48,000 +

7. Have you been looking for work?

- A. Yes
- B. No
- C. Not recently

8. were you able to fill job application forms?

- A. Yes
- B. No
- C. Not recently

9. Why did you decided to take ESL classes? (This question to be answered only by the program participants)

- Help to go back to school.
- Help to get a job.
- Help to access services.
- I do not know.
- Others. Specify:

*** Questionnaire interview conducted by:**

Name: _____

Signature: _____ **Date:** ____ / ____ / **2010**

Respondent Serial#

Survey Results:

Pre Survey

Sudanese Community ESL Classes Project Questionnaire

This questionnaire was consisted general questions about the educational attainments and socio-economic life of the Sudanese Community living in Manchester, NH. The purpose of this survey was to assist in the development of the ESL project goals, as well as to test the information collected in the focus group and interviews meetings that was held earlier. The information in this survey would be kept confidential.

1. What was your gender? _____ Female _____ Male

2. How old were you?

Under 18 _____ 18-44 _____ 45-65 _____ Over 65

3. What was your educational attainment level?

- Elementary School
- High Secondary
- Collage/ University
- Vocational School
- Others Specify:
- Not at all

4. were you currently employed?

- Yes
- No

If your answer was (Yes) skip Q# 5, and answer Q# 6. If your answer was (No) please answer Q # 5.

5. were you able to fill job application forms?

- A. Yes
- B. No
- C. Not recently

6. What was your working hour?

- Morning (1st Shift)
- Afternoon (2nd Shift)
- Night (3rd Shift)
- Other Specify:

7. How willing were you to take evening ESL classes?

- Very Willing
- Willing
- Some What willing
- Unwilling
- Very Unwilling

(If they answer "Unwilling" or "Very Unwilling" Please answer Q # 23)

8. If you had an option to join morning or evening ESL class session which one you prefer?

- Morning Session
- Evening Session

9. **Do you have access to transportation?** _____ Yes _____ No

10. What method of travel do you use most often to get to/from IINH ESL classes?

- Drive a car (alone)
- Public transportation
- Bicycle
- Walking

- Others. Specify:

11. What was your marital status?

Single____Married____Divorce or Separated__Widowed____Other

12. Do you have kids? _____Yes_____No

(If you answer yes please answer questions from Q#10 to Q#14)

Male Female

13. How many infants (1-3 years)___

14. Pre-school children (4-5 years)___

15. Primary school age (6-10 years)_

16. Middle school age (11-13 years)___

17. High school age (14-17 years)___

18. Do you need childcare services during ESL classes? ____YES____NO

19. How many kids needs child service during ESL classes? _____

20. How many persons in your household speak and read English?

21. How many other persons in your household need ESL classes?

22. How well do you read English?

Very well_____Well_____somewhat_____Not at all

23. Do you need interpreter during ESL classes? ____YES____NO

24. "Let us assume that you would have no trouble getting to ESL classes" were you willing to attend ESL classes?

- Very Willing

- Willing
- Some What willing
- Unwilling

25. Why do you not want to take ESL classes?

- Help to go back to school.
- Help to get a job.
- Help to access services.
- I do not know.
- Others. Specify:

26. were you optimistic about your future?

- A. Very optimistic
- B. Not optimistic
- C. Somewhat optimistic
- D. Uncertain

27. Do you like to continue adult education?

- A. Yes
- B. No
- C. I don't know

*** Questionnaire interview conducted by:**

Name:

Signature: _____ **Date:** ____/____/2009

Respondent Serial#

Survey Results:

Classroom Tests Samples:

Choose the correct word or phrase to complete each question. Each question has only one correct answer. When you were finished click on the "Next Question" button. There were 50 questions to this quiz. Try to use only 20 seconds per question.

Q 1: Tom has English lesson on Thursdays.

- (a) your
- (b) her
- (c) his

Q 2: This film was than his last one.

- (a) best
- (b) good
- (c) better

Q 2: I'm a teacher. do you do? - Nice to meet you!

- (a) how
- (b) What
- (c) Who

Q 3: I am fair my sister was dark.

- (a) but
- (b) because
- (c) that

Q 4: I'm hungry! was there _ _ _ _ _ fruit in the cupboard?

- (a) a lot
- (b) any
- (c) some

Q 5: I go to the seaside at the weekend.

- (a) many

- (b) often
- (c) like much

Q 6: Amanda can_____all night long!

- (a) dancing
- (b) to dance
- (c) dance

Q 7: It's the telephone box_____the market.

- (a) in front of
- (b) in front
- (c) on the front

Q 8:_____girls over there were English.

- (a) That
- (b) These
- (c) Those

Q 9: He sleeps during the day and works_____night.

- (a) at
- (b) at the
- (c) on the

Q 10:_____painting over there was beautiful.

- (a) That
- (b) These
- (c) Those

Q 11 She works hard during the day and sleeps well_____night.

- (a) at
- (b) at the
- (c) in the

Q 12: The cheese was _____ the eggs in the fridge.

- (a) behind
- (b) in front
- (c) in

Q 13: They can _____ chess very well.

- (a) play
- (b) to play
- (c) playing

Q 14: I _____ go jogging on the beach at the weekend.

- (a) a lot of
- (b) much
- (c) sometimes

Q 15: I'd like _____ fruit, please.

- (a) a lot
- (b) any
- (c) some

Q 16: I'm fat _____ Tim was thin.

- (a) or
- (b) because
- (c) and

Q 17: She was fine. And _____ was your wife?

- (a) how
- (b) what
- (c) who

Q 18: Tom was a _____ football player than Peter.

- (a) bad
- (b) worse
- (c) worst

Q 19: I play games on _____ computer in the evenings.

- (a) you
- (b) hers
- (c) my

Q 20: Jane drives _____ car to work on Saturdays.

- (a) my
- (b) she
- (c) ours

Q 21: This painting was _____ than his last one.

- (a) best
- (b) good
- (c) better

Q 22: I understand _____ you want to learn English.

- (a) but
- (b) because
- (c) that

Q 23: Jane would like _____ to the cinema.

- (a) going
- (b) go
- (c) to go

Q 24: I'm a doctor. And_____do you do? - I'm a teacher

- (a) how
- (b) what
- (c) who

Q 25:_____book was by Hemingway.

- (a) Those
 - (b) These
 - (c) This
-

Quizzes Samples:

1. I wonder how many children going on the school field trip this month.
 - (a) are
 - (b) has
 - (c) is
2. Every morning, I go to workcar.
 - (a) for
 - (b)by
 - (c) in
3. Do you like Sushi? No, I
 - (a) don't like
 - (b) don't
 - (c) are not
4. Has anyone seen Laura?to work today?
 - (a) Is the coming
 - (b)Does she come
 - (c) She com
5. I hope you're having a good time.like some more tea?
 - (a) Do you
 - (b) Will you

(c) Would you

6. Let's hang out later tonightwant to come over after work?

- (a) You will
- (b) Do you
- (c) Does you

7. I was out when called. I went to the store.....buy some milk.

- (a) for
- (b)to
- (c) order to

8. I haven't talked to Nicole recently. When.....You talk to her last?

- (a) does
- (b) was
- (c) did

9. We..... a wonderful time. Thanks for inviting us over dinner.

- (a) had
- (b) have
- (c) has

10.The forecast isn't good for tomorrow. It'sto rain, so don't forget to bring your umbrella.

- (a) having
- (b) going
- (c) seems

11.1. Add $22 + 11 =$

- (a) 11
- (b)22
- (c) 33
- (d) 44
- (e) None of the above

12. Add $16 \frac{1}{8} + 5 \frac{5}{8} =$

- (a) $21 \frac{3}{4}$
- (b) $21 \frac{5}{8}$
- (c) $21 \frac{6}{16}$
- (d) $21 \frac{3}{8}$
- (e) None of the above

13. What number was missing from this number sequence? 2,___, 6, 8, 10

- (a) 1
- (b) 3
- (c) 4
- (d) 5

14. The price of a \$300 dress was reduced 15% for a sale.
What was the sale price of the dress?

- (a) \$245
- (b) \$285
- (c) \$255
- (d) \$215

Speaking & Listening Test sample:

Procedure	Test Questions	Responses	Score
	Stand and extend hand to shake if natural and appropriate.	"Hello, Fine, thanks" "Fine thank you."	0 1 2 3
	Hello. How were you?	Sits	
	Please sit down.		
	State own name. _____	State name	
	My name was	Spell name	1.
	1. What's your name? 2.		
	2. How do you spell it?		

Write a name as he/she spells it.

(Continued)

Procedure	Test Questions	Responses	Score
	Read name back, intentionally misspelling one letter (a vowel)	Indicates error states place	3. 4.
	3. So it's		
	4. Where were you from?		

Record native country.

Use name of native country in question #5.

5. In _____, where did you live?

6. What languages do you speak?

7. How long have you lived in the United States?

Record time in U.S. _____ Explains

Use name of the present State of residence in question.

8. What do you like about

If examinee gives only a brief response, motion for him/her to elaborate.

(Continued)

Procedure	Test Questions	Responses	Score
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Indicate first page of picture booklet.

9. Where were these people? Gives place 9.

Please look at the picture.

Point to the picture.

10. What's she doing? **Watching TV** **" 10**

Indicate digital clocks.

Points 1L

1. Which one showed five-fifteen?

Point to clock showing 3:35 "3:35"

12.

2. What time was it?

Indicate to analogue clocks.

3. Which one showed five forty-five?

Points
Gives time

13.

4. What time did you get 15 up this morning?

Point to the woman in the

picture_

15. This woman wants to go to the post office, but she's lost. What question does she ask?

Where the
post office?" etc.

(Continued)

Procedure	Test	Questions	Responses	Score
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The woman has a map

Point to the map.

This was the map she's showing the man.

Show street in test booklet by tracing finger along length of both 5th Street and D Street.

Theses were streets.

Trace the side of the block on 5th Street between B and C Streets.

This was a block.

Point to a corner on the same block.	"Yes / No"
--------------------------------------	------------

This was a corner.

Point to the blackened squares in the blocks between 5th and 6th Streets.

These were buildings.

Do you Understand?

Repeat preceding directions if necessary.

Job Form Exam Sample:

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Name:

Last

First

Middle

Address:

Street

(Apt)

City, State

Zip

Alternate Address:

Street

City, State

Zip

Contact Information:

()

()

Home Telephone

Mobile

E-mail: **SSN**

How did you learn about our company?

Can you provide proof of eligibility to work in the United States? Yes No

Are you willing to work: Full time Part time

Are you willing to work: First Shift Second Shift Third Shift

Please list days you were available to work: MonTue Wed Thu Fri Sat Sun

POSITION APPLYING FOR: _____ **Available Start Date:**

Desired Pay Range: _____ **Are you currently employed?** YES / NO

By Hour or Salary

EDUCATION

Name and Location. Graduate? -Degree? Major / Subjects of Study

High School

**College or
University**

**Specialized
Training,**

**Trade School,
etc...**

Other Education

Please list your areas of highest proficiency, special skills or other items that might contribute to your abilities in performing the above-mentioned position.

PREVIOUS EXPERIENCE

Please list beginning from most recent

Dates Employed	Company Name	Location	Role/Title
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Job notes, tasks performed and reason for leaving:

Dates Employed	Company Name	Location	Role/Title
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Job notes, tasks performed and reason for leaving:

Dates Employed

Company Name

Location

Role/Title

--	--	--	--

Job notes, tasks performed and reason for leaving:

Dates Employed

Company Name

Location

Role/Title

--	--	--	--

Job notes, tasks performed and reason for leaving:

SIGNATURE _____

DATE OF APPLICATION: _____

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