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APPENDIX 1: REFERENCES

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APPENDIX 2: REFUGEE NEEDS ASSESSMENT

The refugee needs assessment is an integral document in the project. It measured the reliability of the project and is instrumental in the determination of project outcomes. The refugees needs assessment range from learning English language, employable skills , Driver's license, childcare, social and political capitals, removing the cultural barriers and how to improve awareness in community/employers.

English for speaker of Second Language:

The need to learn English and gaining proficiency is useful for the newly arrived refugees. Learning English is instrumental because it helps refugees enter into the competitive labor market. In New Hampshire, the Federal and State Governments support the program of English proficiency for all children including refugees and immigrants. The NH Department of Education is funded by a Federal Title III of No Child Left behind Grants.

1. Lack of English language knowledge leads to unemployment among refugees in Concord
2. Refugees often have hard time reading job ads, communicating
3. Employers are hesitant when it comes to employing refugees
4. Some of the refugees' children are asked to either repeat a class be demoted

Concord United Way,(2003) confirmed that refugees learning English Language is vital for the following reasons:

Refugees have moved into the Merrimack County at an increasing numbers over the past few years, bringing a new set of community needs, such as:

- Understanding cultural norms and mores, particularly around parenting issues. In the words of a father, "If you want us to do it differently, you must teach us how."
- 26% of refugees indicated that English language related issues are their principal need.

64% of refugees rated their English speaking

Skills as poor

54% rated their reading skills as poor

(*Concord Refugees Needs Assessment, May 2003*).

Employment Needs:

1. Includes assessment of vocational skills **through encouraging refugees to involve in job related training**
2. availability of resourceful individuals such as employers and counselor (i.e. NH Technical Institute, Unemployment Security, Lutheran Social Services, 1st Congregational Church)
3. Job placement program
4. Follow-up services with employment agencies

APPENDIX 3: GROUP DISCUSSION

Title: cultural competency and life skills assessment

Attendance: 13 participants

Venues: all the group discussions took place in the Immaculate Heart of Mary Church- Loudon Road, Concord, New Hampshire.

Activities:

According to the records of the Host Organization, participants were divided into three groups and each group had a leader and secretary.

Local community members (i.e. mostly parishioners) were invited).

Following are the questions set for discussions; each group was asked to choose three questions out of nine:-

1. Tell us about your personal experiences about transportation and drivers' license
2. Tell us about your personal understanding of American Cultural and its impact on yourself and family if married?
3. What personal/ group experience have you gained after learning about American culture?
4. Do you or your family think learning English Language is essential for job market and communication in particular?
5. Do you often do your laundry by yourself?
6. Do you have a bank account?
7. What is budgeting? List four benefits of budgeting
8. How do you shop? Do you shop independently or through the help of interpreter/ translator?
9. Have you used public transportation in Concord, NH? If so, is the system similar with the one in your country?

Results/objectives:

Participants will learn the following:

1. The process of obtaining a driver's license
2. To know about advantages and disadvantages of driving.

Materials:

1. Driving manual (specific as to state
2. Flipchart
3. markers

Facilitator:

For many refugee women, having a driver's license/Car, provides a measures of independence and can save time in getting to work, going shopping, taking the children to school and other appointment.. Being able to drive is also important

during crisis management, such as needs to take control of household when husband is sick.

1. In order to obtain driver's license, participants must first pass a driving test. In order to prepare for the road test. They need to learn the driving rules and regulations listed there in the driving manual.

Initially, many refugees found the workshop rather difficult to understand but later found it of potential interest and follow the steps:

2. Participants need to understand the contents of manual.
3. Participants are grouped based on ethnic backgrounds for easy interpretation and translation of driver's manual.

Note to facilitators:

Participants unable to attend the workshop can still have access to workshop through home visits. Participants must provide the trainer/ counselor with reasons for his/her inability to attend workshop at the designated venue.

Transportation

Objective:

Participation will learn about the basics of public transportation and how to use it.

Materials

1. Bus schedules
2. subway map
3. city map
4. flipchart and markers

Introduction:

This topic is of particular importance as many refugees may have no other means of transportation or even a driver's license. In addition to its emphasis on women refugees who often assume more household responsibilities. In essence, they need more orientations on transportation and commute systems in the city.

Facilitator's record:

This section needs to be completed at the group discussion and on one –on one basis. Participants will be encouraged to come up with suggestion and questions such as:

1. How to find the correct bus numbers / subways for different routes.
2. The cost of the bus/subway fare. Is it the same or different from one route to another or from one mode of transportation to another?
3. How to pay the bus fare (i.e. put it in the machine).
4. How to signal the bus/bus driver to stop at the machine

Facilitator and volunteers from community need to explain the basics of bus/tolls fare, and other schedules

Ensure that the participants understand that different bus numbers (and subways) have different routes, and demonstrate the use of bus schedules or map to determine which buses take which routes and their frequency. Also discuss the use of tokens, ride tickets.

Field trip suggested as part of driver's license program may be part of program depending on budget factors.

Cultural Orientation:

The orientation will enable participants/ newly arrived refugees to be aware of main stream culture. It strengthens cultural diversity and bridging cultural gaps and with the aim to instill the concept of multiculturalism.

Facilitator records:

1. encourage participants to learn about aspects of main stream culture
2. Remove negative cultural attitude and behaviors
3. Material suggested are flipchart, video, slides and markers
4. The aspects of local culture are connected to job work ethics and employer attitude.

Budgeting:

To encourage participants to come up with their personal budget summary and upon that the counselor will provide necessary advice on conscious spending.

Facilitator records:

1. flipchart
2. price, labels and markers
3. planning monthly budget and draw a fine line between needs and wants

Need	Cost
Rent payment	\$.
Food	
Transportation	
Medical Care	
Gas	
Electricity	
Telephone	

Laundry	
Insurance	
Clothing	
Total Need for the month	

Employable skills

Training:

According to the records of trainers, employable skills were divided into three categories for the pre-entry and include screening each participants past record of employment.

Following are what the facilitator is looking for:

- 1). Basic skills to include communication, gaining knowledge of works ethics and technical competency.
- 2). Interpersonal skills to include punctuality, team work, self confidence, adaptability/ motivation, positive attitude toward work and positive self image.
- 3). Ordeal skills to include problem solving skills, learning / strategy skills, decision-making and creative and innovative, self-discipline and self-management.
- 4). Explains the employment requirements to participants including works ethics
- 5). Allow participants to talk about their work history and the desire to work.

APPENDIX 4: MONITORING REPORTS

Student's Name: Philip Mbata-Aboro

Title of Project: High Incidence of unemployment among Community of African Refugees, Concord, NH

MONITORING REPORT FOR THE MONTH OF, December Monitoring:

Activities	Dates	Status	Time- liness	Explanation, if delayed	Alternative action, if delayed	Outputs
Staff meeting	Start: 11/18/07 End: 11/18/07	Completed	On time	No delay	N/A	Target: possible applying for 501 (C), (3) Status, formation of the Board members, the future of the Organization To date: some of the points on agenda were not discussed.
Assisting with training and skills improvement	Start: 11/22/07 End: 11/22/07	Partially completed	On time	Was delayed because two refugees had transportation difficulty	Further arrangement was made to give them ride to Unemployment Security Department	Five of them managed to meet independently with evaluating official. They were asked to return again.
Driver's License	Start: 12/03/07 12/03/07 End:	Partially completed	Delayed due a staff member came late	Delayed because staff member or translator come late	No alternative action sought	Out three, only one refugee passed the driving test, the rest failed.
employment	Start: 12/04/07	Completed	On time	No delay	N/A	Several telephone calls

t	End:12/04/07					were made to employers. Only one applicant/refugee got a part time job.
Staff meeting	Start:12/08/07 End:	Partially completed	Half of the staff were late	Delay due to bad weather	Meeting extended instead of 4pm to 5:30pm	Discussion of budget, formation of a committee for fundraising, reviewed By-laws. Next meeting on 12/15/07.

Student's Name CED 793

: Philip Mbata-Aboro

Title of Project: High Incidence of unemployment among Community of African Refugees in Concord, NH

MONITORING REPORT FOR THE MONTH OF: October through November, 2007

ACTIVITIES	DATES	STATUS	TIME LI-NESS	EXPLANATION, IF DELAYED	ALTERNATIVE ACTION, IF DELAYED	ATTAINMENT OF OUTPUT
Basic computer Tutoring/training	Start:10/05/20 End:10/05/07	Completed	Delayed	The renovation of the classroom completed one hour late	No alternative was sought, members had to wait	Target: attendance was good more participants attended than what was expected To date: tutoring session was

						completed
Basic Computer Tutoring /training	Start: 10/08/07 End: 10/08/07	Partially completed	Delay	Low attendance & transportation difficulty	Two of the attendants were give ride to class and back to their residence	Partially met the target Needed more time to complete tutoring
Basic Computer/Tutoring	Start: 10/25/07 End: 10/25/07	Completed	N/A	N/A	N/A	The participated performed class-work
Availability of Transportation resources and Acquisition of Driver's license	Start: 10/15/07 End: 10/15/07	Partially Completed	Delayed	Lack of venue and low attendance	Participants asked to meet at a Catholic Church Hall instead of 1 st Congregational Church.	To brief participants the willingness of team members to help in interpretation and to connect them with Good Will Garage.
Driver's License	Start: 10/26/07 End: 10/26/07	Partially completed	N/A	N/A	N/A	6 Participants took the Driver's Manual Test and 2 of them did not pass. They will appear again.
Transportation Resources	Start: 10/31/07 End: 10/31/07	Completed	N/A	N/A	N/A	List of participants who do not have cars other means of transportation; contacted Lutheran

						Social Services for facilitation
Childcare	Start: 10/31/07 End: 10/31/07	Partially Completed	N/A	N/A	N/A	3 Day-Care Centers were contacted including Elementary schools for their After-school programs. The team is yet to receive responses
Child Care	Start: 11/02/07 End: 11/02/07	Partially completed	N/A	N/A	N/A	Concord Welfare Office was contacted to inquire about possible fund for child care; no proper answer was given and there was no cooperation from the Office. The team will contact the staff of Welfare again.
Assess participants' trained skills for employment	Start: 10/31/07 End: 10/31/07	Partially completed , phone calls were made to Dept. of employment Security	N/A	N/A	N/A	Department of employment Security was contacted for

Student's Name: Philip Mbata-Aboro

Title of Project: High Incidence of unemployment among Community of African Refugees, Concord, NH

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CED 793

Student's Name: Philip Mbata-Aboro

Title of Project: High Incidence of employment African community, Concord.

MONITORING REPORT FOR THE MONTH OF, January, 2008:

ACTIVITIES	DATES	STATUS	TIME LINESS	EXPLANATION, IF DELAYED	ALTERNATIVE ACTION, IF DELAYED	ATTAIN-MENT OF OUTPUT
Staff meeting	Start: 12/19/07 End: 12/19/07	Completed	Delayed	Due to some of staff members coming late	Despite the long wait, the meeting proceeded with only 4 Executive members instead of six.	Target: the meeting was set to review Second Starts' students' performance so far. And preparation for next with pastor. To date:
Meeting with Pastor	Start: 12/20/07	Partially complete	No delay	N/A	N/A	This meeting was set in order to assess the needs of

Immaculate Heart of Mary Church .	End: 12/20/07	ted. We instead met with Pastoral Associate				the newly resettled Burundians. We were able to submit application for assistance (i.e. Maintenance of the Van).
Employment at both Wal-Mart and Sum-Club	Start: 01/02/08 End:	Partially completed	NA	N/A	N/A	One applicant from refugees was employed at Sum Club as house keeping. Another refugee got job with Wal-Mart as part-time employee.

APPENDIX 5: RESOURCE AND NETWORK

Federal, State/ Local, public)/ private organizations advocating on behalf of Refugees:

New Hampshire Commission for Human Rights
2 Chenell Drive
Concord, NH 03301-8501
(603) 271-2767 (voice)
800-735-2964 (TDD)

E-mail: humanrights@nhsa.state.nh.us

The mission of the Commission is to protect vulnerable citizens including refugees against discrimination on the basis of race. Origin and disability in public accommodations, which includes employment, health etc.

New Hampshire Legal Assistance
1316 Elm Street
Manchester, NH 03101
800-562-3174 (voice)

E-mail: naminh@naminh.org

The Organization provides legal assistance to household member with low income including refugees. The legal assistance provided is free for those who can not afford Private attorney.

New Hampshire Department of Employment Security
32 South Main Street
Concord, NH 03301-4857
(603) 224-3311
E-mail: <http://www.nh.org.gov/nhes>

The Department provides unemployment benefit/ compensation through NH Unit. It helps employers find fit candidates that meet specification. Refugees are beneficiaries to the unemployment benefit.

First Congregational Church
177 North Main Street
Concord, NH 03301-5039
(603) 877-225-5491
(603) 225-5491

E-mail: secretary@church.org

The Church provides an immense assistance to Concord community including refugees/ immigrants. The assistance ranges from ESOL class, life basic skill trainings, works with homeless population of Concord, provides assistance in-kind.

Interfaith Refugee Resettlement
261 Sheep Davis Road; A-1
Concord, NH 03301
(603) 224-8111, fx. 224-5473

E-mail: info@lssnorth.org Dear Amy, Philip, Jean:

Attached please find a draft memorandum of understanding attempting to describe our threefold relationship.

Basically what I want it to say is:

1. The church's primary relationship to work with refugees is with LSS. Philip and CAC are here by virtue of that group's willingness to follow LSS's generally accepted practices.
2. Philip has access to our program office, and can use that as his base of operations.
3. the LSS relationship means that scheduling space both for LSS and CAC can be handled through Sue, our Secretary (typically, big events get run by Trustees, but once a group has a relationship with us, scheduling is a staff concern)
4. The relationship between LSS and Philip is contingent on him being a volunteer in good standing with LSS. (I assume LSS runs a background check on its volunteers, and can certify that to us. We do a background check on people in our ministry who are working with children)
5. The relationship between Philip and LSS also assumes that Philip will follow the practices generally used by professional service providers, especially with regard to confidentiality and releases of information.
6. The refugee work that goes on in this building ultimately reports to our Mission Board, but that doesn't mean that they have any supervisory authority – they will like to know what's going on, and may make suggestions as to ways the church and its people would want to be helpful.

If anyone has ideas about changing or editing this MOU, feel free. I would be delighted if we'd have this approved by the evening of 9/19, when our Mission Board meets.

Thank you for your service to our newest neighbors in Concord!

Peace,

David Keller Dear Philip and Amy:

I have been approached by a resident in the Family Health Clinic of Concord Hospital regarding a project she is developing to provide better health education to African, particularly Somali, refugees. Her name is Angie Klingler, and I'm copying her on this e-mail so that you all can be in touch directly if that makes sense.

Basically what Angie is trying to do is to discover what "health care" means to refugees, particularly women, and to some extent around reproductive issues, and then to develop culturally sensitive approaches to education. (I hope I got this right, Angie; correct me if I'm off base.)

She has asked to use our facility for some workshops or other educational programs with the folks she wants to work with, and I said we were delighted to host such events, recognizing that all we do with refugees comes under our umbrella relationship with LSS.

I told her about Philip's work and suggested that he might assist her in making the cultural crossings we might need to make in order for this to be a successful project.

She has already begun to gather some refugees who use the Family Health clinic, but definitely wants to develop the project further.

So I hope you will make contact with her, and that, if her efforts seem to properly intersect with what's already going on in both of your work, that we can facilitate some broadening of our work with refugees in cooperation with the hospital.

Let me know what you think.

I'm around this week, then gone Oct 29 – Nov 4.

Peace, david Keller

APPENDIX 6: SURVEY (QUESTIONNAIRE)

Dear respondent: the questionnaire serves comprehensive overview of the unemployment issues that impact African refugees' social, economic and political integration in the city of Concord.

The African Community of Concord intends to bring to surface all the unemployment-related issues and to discuss them with concerned community leaders. The staffs are committed to treat your personal information as highly confidential:

Demographics:

The first questionnaire will be your background. Please print your full name below:

--
First name last name Middle name

Please give us what year and month you were born?

Day Month Year

What is your country of origin or citizenship?

Country City State/province *(incase
your country of origin is different form country of citizenship, please circle the
appropriate one)

Your 1st country of asylum and date of entry to the United States:

Country of Asylum Date of entry

What is your marital status? Please choose the right one:

Married	<input type="checkbox"/>
Separated	<input type="checkbox"/>
Divorced	<input type="checkbox"/>
Widow	<input type="checkbox"/>

If married, would you give us the total number of your household (this includes children and dependents)

Number of Children

Number of dependents

I have a few questions about your education: How many years of schooling in total have you completed? Please choose the range of your educational carriers:

6years- 9years

9years-12years

12-16 or more years

Have you received any Degree, Diploma or Certificate from your schooling?

Yes

No

Never completed due to security instability

I would like to ask you about your future educational plan: please check the appropriate one:

Completed and wish to pursue higher education

Completed but wish to obtain skilled training

Completed but not sure what to do

Never completed and wish to go back to school

I would like to ask y know about your English speaking skills. As you know, English Language is the national and official language of the Country. How would you rate your skills? Please check the appropriate box:

Speaking skills	{ } with difficulty	{ } fairly	{ } good	{ } fluent
Written skills	{ } with difficulty	{ } fairly	{ } good	{ } fluent
Reading skills	{ } with difficulty	{ } fairly	{ } good	{ } fluent

Employment: in this section, you would be asked about your employment history: are you or any member of your household employed at this moment?

Yes	<input type="checkbox"/>
Applied for work but got no feedback	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Was employed but laid-off	<input type="checkbox"/>

If employed, tell us how did you find work?

I was able to read ads	<input type="checkbox"/>
Found job through a friend/ relative	<input type="checkbox"/>
Attended school or received other training	<input type="checkbox"/>
Checked with Unemployment Security	<input type="checkbox"/>
Visited Employer in-person	<input type="checkbox"/>
Didn't do any thing specific	<input type="checkbox"/>

What occupation did or currently holding? Choose all that applies to you:

Worker	<input type="checkbox"/>
Technician	<input type="checkbox"/>
	<input type="checkbox"/>

Mechanic

Health Care provider

Other

☐☐

Are you or any of your household members unemployed? If so, would you give reasons?

Because of family responsibility (children dependents)

☐

Do not have car to commute to work

☐

Do not have the required skills/experience

☐

Do not believe employer will hire me

☐

Have you been discriminated against? If so, was it because of the following:

Race, ethnicity, color or language

Yes

No

do not know

Gender or age

Yes

No

do not know

For other reasons

Yes

No

do not know

This section will focus on your household assets and income. Can you tell us about your /or household annual income: please choose from the ranges below:

Wage/ salary (from \$7,000 to 15,000

☐

Wage/salary (from\$15,000 to 25,000)

☐

Wage/salary (\$25,000 and more)

☐

No annual income; wage below minimum standard

☐

Do not know/refusal

☐

Are you or any of your household currently receiving income from State, Local and Federal Governments? (This source of income does not include income from your regular job). Please choose the one appropriate:

Yes on temporary basis

☐

No/ never received one

☐

Do not know

☐

I would like to ask you about your loan: do you or any one of your household owe money to the International Organization for Migration (IOM), State or individual that past due?

Yes, I/we owe money to IOM

☐

Yes, I/we owe money to the State

☐

Yes, I/we owe money to Individual

☐

Y, I/we do not owe money to any party but
wish to borrow some

☐

As you know this questionnaire intends to study the direct and indirect causes of unemployment among African refugee population of Concord, NH. The collective contributions of Sate, local governments, resettlement agencies and individuals to this end, will assist the project staffing make sound decision for attainment of short-term, intermediate and long-term outcomes. Please rate this argument:

Strongly agree

☐

Agree

☐

Disagree

☐

Strongly disagree

☐

Do not know

☐

APPENDIX 7: PROPOSED BUDGET

A Project Title: Reduction of unemployment among African Refugees

Summary Budget (African Community of Concord, NH)

The purposed project will provide a uniform accounting procedure and guidance that help in evaluating the revenue and cost budgets. The cost budget will review the budget at suitable frequency to meet project requirements. The main intend of budget review, is to ensure reasonable and allocable functions.

The host Organization is the services delivery entity, adopts policy such as reviewing traveling cost, staffing requirements for the project/ or personnel budget for the period of one year. The proposed budget focuses on the support option activities meaning, to be more flexible in implementation of project activities.

The proposed budget is of two folds and that are sources of revenue and the operating costs. **Source of revenue:** includes contributions of unconditional transfer of cash from individual and entity. The overall source of revenue will be Government grant and others.

Pledge: the project will ensure availability of fund from community through oral and written agreements

Donation: will be a major source of revenue to the project and will include fundraising

The operating expense budget: will focus as instrumental to the implementation of the planned activities of the project. The project will ensure that volunteers are paid accordingly and will cover costs such as personnel expense, traveling expense, maintenance of the Van and cost of supplies.

The project staffs intend to exercise control over the anticipated financial transactions and to ensure transparency with the stakeholders. Following is the proposed budget:

Proposed Operating Budget
Reduction of Unemployment among African Refugees
Concord, New Hampshire
For March, 31 2007 to April, 30 2008

S/N	I. Income			II. Expenses			
	Sources	AMT. \$.		Uses	AMT.		%
	Revenues	57,383	00	General Operating Exp.			
	Govt. Grants/ Contracts	xxxxx		Salaries/wage/Fringe	44,928	00	73.55%
	Fundraising	xxxxx		Other Than Personal Services(Salaries/Fringe)	xxxx	xx	-
	Donation	xxxxx		Insurance/Taxes	Xxxx	Xx	-
				Consultants/ Legal fees	650	00	1.06%
	In-kind Support- (Donated Van)	1,500	00	In-kind Support Expense	700	00	1.15%
				Equipment	-	-	-
	Supplies	2,200	00	Misc. Expenses:- (Meetings, workshops)	750	00	1.23%
				Printing& Copying	655	00	1.07%
				Telephone& Fax	800	00	1.31%

				Postage& Delivery	600	00	0.98%
				Traveling Expense X4 volunteers	3000	00	4.91%
				Rent& Utilities(\$750X12 Month)	9,000	00	14.73%
	Total Revenue	61,083	00	Total Expense	61,083	00	

Narratives:

Revenues: the proposed total revenue for the year is \$61,083. This yearly budget expected to meet the planned project activities.

Supplies Items:

The cost of supplies for the project planned activities expected to cost \$2200 or 3.60% of the total revenue. Increase and utility of supplies, will depended on how much work the project to accomplish in order to attain input and eventually outcomes.

In-kind contribution:

Source of revenue include all the in-kind contribution the host Organization received during the project lifespan. It is accounted for as an asset to help solve the problem of transportation for the participants. The Van was donated by member of the community and the estimated market value of the Van is \$1,500.

Proposed project budget includes all the personnel budget and compensates an annual wages for 3 part-time volunteers (trainer/counselor).

Personnel:

The cost of personnel is vital for the running of project; it includes trainers and counselors. The estimated cost for the personnel is \$44,928 or 73.55% of the).

Space:

The proposed cost of space/rent is \$750 a month and \$9000/00 per annum or 14.73% of the total revenue. The space is offered by the first Congregational Church including the utilities.

Indirect or Administrative expenses:

The total administrative cost accounts for \$7155 or 11.71% of the project annual budget. The expenses are supplies expenses, printing and copying, telephone/fax, delivery services, legal fees and in-kind support expenses (i.e. Van registration and wear and tears).

APPENDIX 8: EVALUATION PLAN MATRIX

OUTCOMES	INDICATORS	METHOD (S) OF DATA GATHERING	SOURCE (S)	TIMEFRAME
Long-Term Outcomes: Stable Employment	366 African refugees in addition to 80 newly arrival Burundians in the city of Concord.	Questionnaire was conducted in the month of December, 2007, One- on one meeting	Literature reviews: Lutheran Social Service, State department of Energy	1 year, after the end of th
Intermediate Outcomes: Increase income	*Increase refugees' ability to work *Job availability * Case-management services by the Department of Health and Human Service, also considered as part of their income * unemployment benefits are part of participants income	* Document Review *Focus group discussion.	*Participan ts *Wal-Mart and Sam Club.	Monthly

	*2 managed to get full time jobs.			
Short-Term Outcome 1: Improved employable skills	*training: was divided into three categories: 1). Basic skill to include communication skills, following instruction 2). Interpersonal skills to include positive attitude toward work, punctuality, positive self-image and confidence. 3). Ordeal skills to include problem-solving skills, decision-making and innovative skills	*One – on one meeting *Questionnaire	Trainer's record	Monthly
Short-Term Outcome 2: Improved ESL	* Able to speak, read and write through attending Start schools	*Questionnaire *One-on one meeting	Teachers and Volunteers	Monthly and until the end
Short-Term Outcome 3: Improved awareness , lifestyle and attitude change	Pre/post test conducted by project staff after one-on meeting/ focus-group. Interested local community attended Organization meetings	*Questionnaire *One-on meeting	Participants	Monthly

	<p>a few were interviewed.</p> <p>*Friendly exchange of views between participants, parishioners of 1st Congregational Church and Immaculate of Mary Heart Church during Thanksgivings and Christmas celebrations and meetings.</p> <p>Project staff emphasized on housing/rent: participant's requirements for tenancy such as landlord/and tenant rights and knowledge of domestic issues.</p> <p>* Project staff partnered with Multicultural project Organization that introduced participant to Merrimack County Police.</p> <p>As such, refugees representatives</p>			
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	attended workshop at the Police headquarter to learned about individual rights/duties and how to respond/make call to emergencies.			
Short-Term Outcome 4: Availability of transportation	All the ten refugees attended group discussions and interviews were able to own cars. Larger number accessed public transportation through learning about Bus schedules, city map and flipchart and marker. This part was also useful for their driver license tests.	Questionnaire One-on one	Participant s Lutheran Social Services	Monthly and may continue
Short-Term Outcome5: Access to affordable childcare	6 refugees had chance to take their children to daycare centers. 8 more had their children sent to after school programs	One- on one meetings	Participant s. Merrimack Valley daycare center, Runlet School, Second Star Schools,	Monthly

			Dame School.	
Short-Term Outcomes 6: Access to Driver's License	13 refugee got driver's Licenses Took written test and Driving test <ul style="list-style-type: none"> • The process to learn drivers' license was explained by project staff and volunteers from community. • Discussed the advantages and disadvantages of driving materials • Driving Manual. 	One – on one meetings Questionnaire	*Participants *Motor Vehicle Department	Monthly,

