

**SOUTH SUDAN COMMUNITY GARDEN PROJECT
MANCHESTER, NEW HAMPSHIRE, USA**



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Community Economic Development Program
Southern New Hampshire University
April 2011

Submitted in partial fulfillment of requirements for the
M.S. in Community Economic Development

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TABLE OF CONTENTS

	List of Table, and Figures	4
	Abbreviation and Definitions	5
	Abstract	6
I	Community Context	7
	A. Community Profile	7
	B. Community Needs Assessment	10
	C. Target Population	16
II	Problem Analysis	17
	A. Problem Statement	17
	B. Stakeholder Analysis	19
	C. “CEDness” of Project	19
III	Literature Review	21
	A. Literature on Problem, Causes and Effects	24
	B. Learning from Past Experience	26
IV	Project Design/Logic Model	29
V	Methodology and Implementation	31
	A. Project Participants	31
	B. Community Role	31
	C. Host Organization/Group	31
	D. Project Staffing	31
	E. Project Implementation	32
	F. Budget	33
VI	Monitoring Plan	34
	A. Monitoring Indicators	34
	B. Methods, Tools, Forms	34
	C. Monitoring Team/Tasks	34
	D. Monitoring Schedule	35
VII	Evaluation Plan	38
VIII	Sustainability	40

IX	Results	41
X	Conclusions & Recommendations	45
XI	Appendices	47
	A. Bibliography	47
	B. Assessment Survey Questionnaire	52
	C. Community Events	54
	D. Monitoring Reports	55
	E. South Sudan Community Garden Project Questionnaire	57

LIST OF FIGURES & TABLES

Table 1: Refugees Resettlement	7
Table 2: Refugees Arrival Municipality	8
Table 3: Refugees Ages Distribution	9
Table 4: SSCNH Ages Distribution	16
Table 5: Logic Model	29
Table 6: Project Time Line	32
Table 7: Budgeting	33
Table 8: Monitoring Table	35
Table 9: Evaluation Table	38
Figure 1: Problem Tree.....	17

ABBREVIATIONS AND DEFINITION OF TERMS

SSCNH: South Sudan Community of New Hampshire

IINH: International Institute of New Hampshire

SPLA/M: Sudan People Liberation Army and Sudan Liberation Movement

NHRO: New Hampshire Refugees Office

ORR: Office of Refugees Resettlements

ABSTRACT

The South Sudan Community garden project is a program designed for the South Sudanese refugees between ages 24 to 44 years old living in New Hampshire. The purpose of this project is to provide Sudanese refugees with gardening-related skills and resources ownership that will enable them to advance closer to self-employment and personal goals to give them an opportunity to become active participants in the social, political and economic richness of American life. The main purpose is to empower south Sudanese refugees with the ownership that they need to gain self employment and better economic opportunities in order to tackle poverty by increasing their household income. This project is implemented in partnership with the International Institute of New Hampshire (IINH) and South Sudanese Community Center (SSCC) at Manchester, NH, for an initial period of seven months. The mission of both (IINH) and (SSCC) is to provide the resources, land, and tools, access to trades in order to become economically self-sufficient. The International Institute NH's Agriculture has long history of helping refugees in farming. Based on their broad experiences in this field, the project benefitted from their partnership and support to the participants.

CHAPTER 1: COMMUNITY CONTEXT

1. A: Community Profile

Refugee resettlement in New Hampshire: Since the early-1980s more than 6,000 refugees have made New Hampshire their home. Refugees have greatly contributed to the state and local communities. Through their hard work, they have strengthened our economy and their presence has enriched the cultural diversity of New Hampshire.

Refugees come to New Hampshire from more than 30 different nations and represent a diverse group of ethnic minorities. For the most part, refugees adjust well to New Hampshire life. They frequently find employment within the first few months of arrival and they actively participate in the life of the communities where they make their new homes. Many eventually become naturalized U.S. citizens.

Many of New Hampshire's refugees live in Hillsborough County, with significant resettlement also in the Concord, Franklin and Laconia areas.

Table #1

Refugee Resettlement by Municipality Federal Fiscal Year 2002 - 2009									
	FY 02	FY 03	FY 04	FY 05	FY 06	FY 07	FY 08	FY 09	TOTAL
Manchester	182	195	471	165	146	99	246	303	1807
Laconia	33	5	8	15	55	15	59	70	260
Concord	11	38	75	126	54	94	192	188	778
Franklin	13	6	0	2	0	0	0	0	21
Boscawen	0	0	1	0	0	0	9	0	10
Hooksett	3	0	0	0	0	0	0	0	3
Hanover	2	0	0	0	0	0	0	0	2
Milford	4	0	0	0	0	0	0	0	4
Haverhill	5	0	0	0	0	0	0	0	5

Charlestown	0	0	0	0	0	0	3	0	3
Nashua	0	0	0	2	5	51	12	0	70
Warner	0	0	0	2	0	0	0	0	2
Peterborough	0	0	1	0	0	0	0	0	1
	253	244	556	312	260	259	521	561	2966

Resettlement started in Manchester in 1980

Source: NH Office of Energy and Planning

4 Chenell Drive

Concord, NH 03301-8501

Table #2

Refugee Arrivals to New Hampshire by Country Origin 1997-2008				
	1997-1999	2000-2007	2008	Total
Total	1,442	2,889	520	4,851
Europe	1,086	1,167	2	2,237
Bosnia	868	788		1,656
Croatia	67	101		168
Kosovo	49	0		49
Latvia	0	2		2
Russia	28	40	2	70
Serbia	0	4		4
Ukraine	56	45		101
Meskhetian Turks	0	187		187
Africa	218	1,516	140	1,874
Algeria	4	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
Liberia	27	216		243
Nigeria	52	7	8	67
Rwanda	21	50		71
Sierra Leone	3	51	2	56
Somalia	9	131	43	193
Somalia (Bantu)	0	373		373
Sudan	92	434	6	532
Togo	0	21	6	27
Zimbabwe	0	5		5
Ivory Coast	0	1		1
Asia	126	18	277	421

Vietnam	126	188		144
Bhutan			277	277
Middle East	30	186	101	317
Afghanistan	0	99	3	102
Armenia	0	1		1
Azerbaijan	0	9		9
Iran	3	18		21
Iraq	27	59	98	184
Cuba	0	2		2

*Source: NH Office of Energy and Planning
4 Chenell Drive
Concord, NH 03301-8501*

The population of refugees in New Hampshire is increasing , age distribution show the large majority lead in refugees population is young adult ages between 30 -34 (11.27%), and population is the older between 75 years and older (0.12%).the table below showed difference ages.

Table #3

Age Distribution (% of New Hampshire Refugees Population)				
6.87% 0-5 years	9.42% 5-9 years	10.69% 10-14 years	10.89% 15-19 years	8.98% 20-24years
10.25% 25-29 years	11.27%30-34years	9.23%35-39%years	7.89% 40-44years	6.30%45-49years
4.20%50-54years	1.40%55-59years	1.46%60-64years	0.51%65-69years	0.38%70-74years
0.12%75-79years	0.12%80 and older years			

Source: (New Hampshire Refugees office 2000)

Resettlement process: Through a contract with US Department, the resettlement agency received \$850 per refugee to provide services for the first thirty days of settlement . This include rent for initial housing ,minimal furniture, house wares , clothing ,and assistance in obtaining some basic support services such as food stamps and healthcare After the

first thirty days, the resettlement agency's level of responsibility was minimal with most subsequent efforts going into finding employment for refugees. Other federal programs administered through state offices provided some support with rent assistance, food stamps, cash assistance, and healthcare for up to eight months depending on a range of factors, including family income, size, and how soon a member of the family found work. After this brief eight month period, most support vanished; if a family was very poor and had many children or if a person was disabled, additional support may have been forthcoming. According to an official who administered federal funding to agencies in the state: "The goal of the federal program is to help refugees achieve self-sufficiency at the earliest time possible (UNH Center for humanities 2009)". This goal underlies the logic behind the minimal provision of assistance and its rapid diminution and the focus on "survival level English and employment services (UNH Center for humanities 2009)".

1. B: Community Need Assessment

Accessing Benefits: Upon refugee's entry to the US, they were eligible for a limited number of services. It is the responsibility of the resettlement agency to help refugees connect with services for which they are eligible and that they may need. The services available are from various funding sources (federal, state, local, private/charitable) and differ in terms of their eligibility requirements (age, income, disability) and the period of time during which the refugee is entitled to services. Support services such as public housing, Medicaid, and food stamps may help an entire household; eligibility is determined by a household's combined income. A few services such as English lessons are person specific, although their provision also assists members of a household. Because the various kinds of assistance come from different agencies and exist in a patchwork quilt of varying eligibility requirements, accessing support services during the resettlement process can be distressing and confusing for the refugees (many of whom arrive unable to speak English) and for the members of the community who assist these newcomers.

Housing: The initial housing conditions that many refugees faced were difficult. Many mentioned the Problem of overcrowded, dirty, and shared accommodations. Many of the refugees had lived in decent homes before they were forced to leave their countries and have had difficulties adjusting to their new circumstances.

Some members of the South Sudan community living in NH as refugees had been evicted from their apartments due to the lost of their jobs, and found themselves in homeless shelter; Other community members share an apartment with between 5 to 10 others. Married couples have problem of high rents. Other lucky members have an opportunity with the housing authority, and through hard work they are able to buy a house.

Health and Access to Health Care: Health issues were often pressing because refugees arrived with health difficulties as a result of the violent conditions they experienced; some struggled with chronic disease. A health examination is part of the initial health services provided at the time of arrival and newcomers were screened for some infectious diseases.

Therefore, all of the refugees reported having received a general physical exam since arriving in New Hampshire. At the time of the interview most refugees did not have access to either physical or mental health services. Initially refugees were eligible for Medicaid: 91% reported having received this benefit.

However, by the time of the interviews only 26% were still receiving this service (either because no one in the family was working at the time of the interview or the household income was too low for their family size so they were still eligible). Even though this was a young population, their working conditions and past history put them at risk. The stress of trying to settle without social support can exacerbate mental health problems produced by the trauma of war, persecution.

Community Based Health Promotion: Community-Based Health Promotion is comprehensive, systematic and coordinated approach way of changing African refugees and immigrant health and health behaviors by influencing their cultural norms through their ethnic community based organizations. This program was designed specifically to mobilize health information in African refugees and immigrant communities, and to assist health care providers in order to provide correct services to African refugees and immigrants communities in state of New Hampshire. Community Based Health Promotion is a simple way of assisting individuals to change their health and health behavior through providing them with self-help pamphlet, individual counseling, general community health education in the forms of workshops and seminars and encourage them to participate in health researches. Our best prediction on changing African refugees and immigrant community health and health behaviors in a long-lasting and successful change is through ethnic community based organizations by influencing their cultures. Southern Sudan Community of New Hampshire's CBHPP need to make it possible for African refugees and immigrant communities in New Hampshire change their health and health behaviors. To do this in a successfully way, Southern Sudan community of New Hampshire organizers must have to mobilize and provide community-based health promotion strategies within our community and other African refugees communities in state of New Hampshire. CBHPP targets the entire African refugees and immigrants communities in State of New Hampshire. Southern Sudan Community of New Hampshire has just realize that changing behaviors begin with individual, families, the ethnic community and then the community at large; Members also realize that maintaining change always relies on reinforcement and approval at the ethnic community level. Therefore the focus is on all African refugees and immigrant communities in state of New Hampshire. Through help and support from major health organizations such as New Hampshire health department, local and national health foundations, local community supporters and volunteers, the health and health behaviors of African refugees and immigrant communities which appear to be at risk can change (South Sudan Community of NH,2000).

Religious Participation: Other respondents noted the difference in the way religion is practiced in the United States. One respondent said that they still went to church because they were Christian but “the way of worship is different than the way we worship. The preaching style is different here.”

Some refugees stopped attending religious services because of these differences. Many people reported they found less spirituality, spiritual community and religious commitment in New Hampshire than in their country of origin.

Working and Paying Bills: Sometimes the resettlement agency’s work placement efforts were efficient and effective. The refugee was placed in a job almost immediately and therefore quickly became a productive worker and taxpayer. This immediate transition from refugee to worker happened most frequently if the newcomer could speak English. Most newcomers did find employment within a few months. The majority of respondents (80%) indicated that they had worked since arriving in New Hampshire and 78% of the refugees held jobs at the time of the interview. The rate of employment for the household (including spouses, parents, and in-laws) was even higher, with 97% of respondents reporting that some family member in the household had worked since arriving. Reasons for being outside the workforce at the time of the interview included age, disability, or the presence of young children in the household. Judging by our sample, the percentage of the refugee population in the workforce was higher than that the labor force participation of 71% in New Hampshire in 2006 (Carsey Institute 2007). The jobs refugees performed were almost universally “low-skilled jobs,” such as working in factories, fast food restaurants, nursing homes, or as housekeepers. One member of the sample worked in a community service organization; all others held unskilled or semi-skilled occupations, despite the fact that 12% reported some college or postgraduate education. The refugees interviewed earned considerably more per hour than the 2007 minimum wage for New Hampshire or the United States(\$5.15/hour in New Hampshire; \$5.85/hour in the United States).⁷ The average income for a refugee was \$9.57 an hour, which, if a person worked full-time, would equal an annual salary of \$19,905. However, many of the Refugees in the study did not work full time, were subject to layoffs, were

laid off for injury without compensation, or found only seasonal or temporary employment. Generally, respondents reported that they did not receive increased payment for overtime.

Education: Many people expressed an interest in continuing their education. One refugee said that the “main reason to come to America was to become really educated.” Many of the refugees noted that learning more English and saving money for college was necessary for improving their job prospects:” But once he arrived he found it difficult to get the education he so highly valued. Many refugees have faced perhaps insurmountable obstacles in obtaining further education. There has been a significant gap between their aspirations and their ability to acquire the level of English necessary for college admission.

Many also did not realize how much education costs in New Hampshire. Employer interviews and previous research in Manchester indicate that support from employers can be the key to refugees’ further education. In some workplaces employers provide tuition support and in others mentoring and advice.

One refugee began in housekeeping and became a licensed practical nurse (LPN) with the support of the health facility at which she worked. In another instance, after learning English at his workplace, a factory worker was able to begin an associates’ degree in engineering by using an employer supported plan. If the student passed the course, the plan reimbursed 75% of the tuition.

Sociability and Ethnic Organization: In the history of migration in the United States, including in Manchester, migrants often grouped together with people of the same nationality to give each other mutual support. They came together to pray and conduct the life rituals of birth, marriage, and death in a familiar language and with a known set of customs. This collective solidarity is not a spontaneous occurrence. It is a product of the development of a critical mass of people of the same background in the same locality, who have experience living, working, and organizing in that locality. Since the 1960s, in

many cities in the United States an infrastructure of foundations, social services, and governmental organizations have offered a modicum of funding, resources, and support to such community organizing.

In contrast, New Hampshire has offered relatively little support for building community organizations for newcomers. In addition, the question of community is complicated because of the existing divisions that refugees bring with them from their home country. In addition, developing these organizations can be difficult because the refugees work long hours and often use their spare time to attend English lessons.

Therefore, there are relatively few organizations of refugees and immigrants in the state. There are, however, some informal networks where refugees and immigrants who have had several years of experience in New Hampshire give advice to newcomers. In some cases these networks create a sense of common identity.

For example, a locally based African identity that crosses national, language, and to some extent religious differences (since Africans are divided among Catholics, Protestants, and Muslims) has begun to develop in New Hampshire. Despite the many barriers, some ethnic organizations are emerging. They serve a variety of purposes including celebrating particular holidays or occasions, or providing networks of support that teach new skills such as English or driving. For example, in 2005, a refugee who arrived in 2003 began to organize a Somali Bantu community organization; similarly, the Southern Sudanese in Manchester rented a building and developed a community organization to offer English classes. ⁸ Community organizing is also impeded by tensions between refugees that arise because of the complex rules that differentially allocate entitlements to benefits programs and cash supports. Sometimes the resettlement agency is accused of favoritism toward particular ethnic groups because of these differential allocations (UNH, Center for Humanities 2009).

1. C: Target Community

The South Sudanese refugees, who were displaced by war, were resettled in State of New Hampshire as refugees in late 1999 and early 2000, and they were welcomed by New Hampshire Communities as part of New Hampshire Communities.

Age Distribution: The refugees from south Sudan arrived in New Hampshire, they came in different ages. The majority numbers of them they were children in singular ages. And adult they came number second in group and elderly they came number third in group.

Table 4 below shows the distribution of ages.

Table# 4: Age distribution

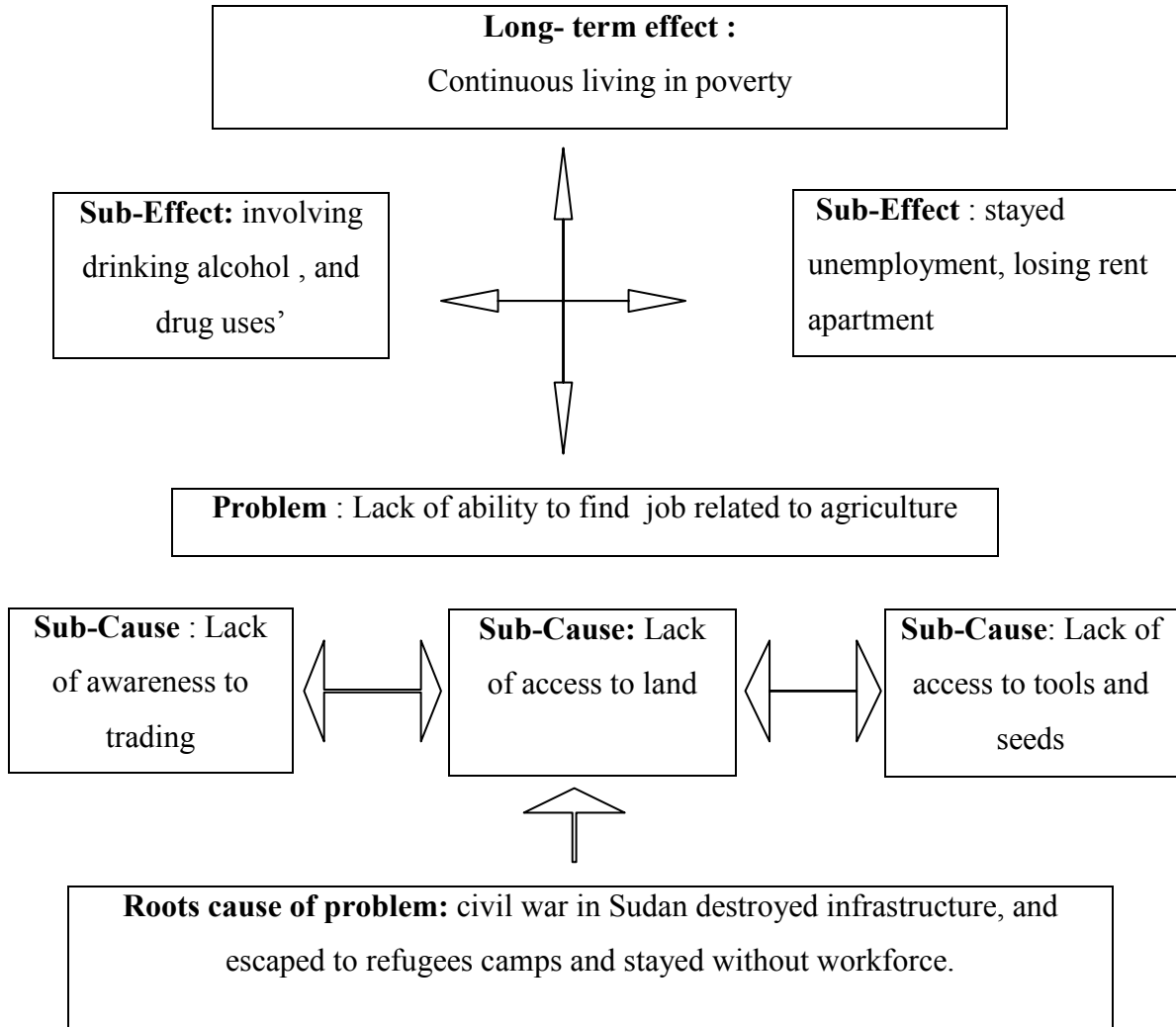
20% 0-5 years	22% 5-9 years	17% 10-14 years	20%15-19years
15% 20-44 years	4% 44-64 years	2% 65 and older years	

Source: Southern Sudan Community of NH 2000

Community Groups and Leaders: The community has executive board were they come to gather to discuss their issues , Southern Sudan Community of New Hampshire (SSCNH) was founded by the first group of Southern Sudanese who were admitted to the State of New Hampshire as refugees in late 1999. The organization was officially registered as a New Hampshire nonprofit organization on February 8, 2001. The main goals of the SSCNH were to provide basic services and assistance to new comers. These basic services were expanded to be become multi services due to the increase of community members and increase in their needs. The mission of the SSCNH is to help Southern Sudanese refugees and other African refugees and immigrants in New Hampshire to become full productive workers, healthy families, and to become self sufficient citizens and residents of New Hampshire, economically, educationally, socially and health wise.

CHAPTER 2: PROBLEM ANALYSIS

2. A: Problem Statement and Problem Tree



The roots causes of the problems facing low income families living among the South Sudan Community of New Hampshire is the civil war in Sudan. The first war started in 1955, between people of the South Sudan, and Sudan government in north Sudan and ended in 1972. The second civil war started in 1983, and ended 2005. There was three root causes of the problem: 1) the war in South Sudan, 2) refuge in neighborhood country, 3) resettlement in a western country

The wars in South Sudan destroyed the infrastructure and the standard of living; no education and no social life were also the root causes. By being in war zone it was difficult for them to go to school to learn how to write and read, and difficult for them to acquire job skills; others were affected by traumatic stress disorder, and there no normal social life.

Their lives were in danger. Some decided to escape, forcing them to go to neighboring country. When they sought refuge in that country, they faced living other problems. The International nongovernmental organization distributed foods for them but there was no education and poor standard for living and social life. In their camps they did not go to schools and their no skills for work force for them.

After that they were accepted to enter into western countries including the USA .After arrival in the USA they did not received a good orientation by their resettlements agency, which helped them cope with their new life in the USA. They were, however, dependent on welfare, and when the period of welfare expired they ended up with no income .Some of them they did not know how to start searching for job or how to speak English. In adaptation they had problems driving a vehicle and understanding how to behave in the proper manner with their employers. These issues all led them to the major problem which was to acquire skill for finding a permanent job.

If this problem is not solved for the low- income families from South Sudan Community of New Hampshire it will lead them to cycle poverty. This will affect the state of New Hampshire, because low- income families are disproportionately involved in criminal activities for example illicit drug trafficking -robbery -burglary, and domestic violence. Continually living in poverty will affect the South Sudan community as whole.

2. B: Stakeholders Analysis

South Sudan Community of New Hampshire: The South Sudan Community of NH is the first stakeholder that will benefit from the project. Southern Sudan Community of New Hampshire was founded by the first group of Southern Sudanese who were admitted to State of New Hampshire as refugees in late 1999. The organization was officially registered as a New Hampshire nonprofit organization on February 8, 2001. The main goals of the Southern Sudan Community of New Hampshire were to provide basic services and assistance to new comers. These basic services were expanded to be become a multi services due to the increase of community members and increase in their needs.

Manchester (NH) Refugee Farmers Collaborative: This is a one department working under the International institute of New Hampshire (IINH) an agency that provide assistance to refugees -; it will be the host organization for the South Sudan community garden project.

New Hampshire NRCS: The Natural Resources Conservation Service (NRCS) is the lead conservation agency in the U.S. Department of Agriculture. This department will help the program because it is a technical agency that provides trained soil conservationists, technicians, soil scientists, agronomists, engineers, economists, biologists, foresters and other experts to help landowner who will be interested. The Division of Economic Development: is another Department of New Hampshire State government that will assist the project to achieving its goals.

2. C: CEDness of the project

This project is targeting the South Sudanese families who are living below poverty line in NH. This project intends to change the current undesirable economic situation of this community through an intervention that helps to turn it into a desirable condition. No doubt that today's labor market demand farming product, without garden owner it's almost impossible to farming product. The project uses all the available resources

through partnerships with IINH and South Sudanese Community Center to get the community members to own garden that helps them to get better economic opportunities that increases their household income. The beneficiaries of this project are sharing the same Identity, Space and interest.

CHAPTER 3: LITERATURE REVIEW

Who is a refugee? According to the United Nations Declaration, 1951 United Nations Convention on Refugees is defined as: “A person who flees the foreign country or escape from danger or prosecution. The 1951 convention does not include any five –year delay in recognition of right. “The refugee convention and its “protocol established the legal standards for refugee protection.

- Durable solutions: refugee protection and assistance organization generally promote three “durable solution” to refugee plight: voluntary repatriation, local integration in the country of first asylum, or resettlement in a third country.
- Internally displace person: someone who has been forced from his/she home refugee-like reason, but remains within the borders of his/her own country.

Because the person is still under the jurisdiction of government that might not want international agencies to help him/her, an internally displace person might still be vulnerable to persecution or violence. In 1951, the United Nations established a body called the United Nation High commissioner for refugees (UNHCR).The UNHCR is charged with international protection of refugees. UNHCR has increasingly been asked not only to protect refugees, but to provide assistance to them (UN 1951)

- Convention 1951, in chapter 111 article 17: Wage-earning employment: The contracting states shall accord to refugees lawfully staying in their territory the most favorable treatment accorded to nation of foreign country in the same circumstances , as regards the right to engage in wage earning – employment.
- Article: 18-self – employment: The contracting states shall accord to a refugees lawfully staying in their territory treatment as most favorable as possible and , in event, not less favorable than that accorded to aliens generally in the same circumstance , as regards the right to engage on his own account in agricultural , industry , handicrafts and commerce , and to establish commercial and.

There are a many researchers studying refugees’ problems starting where they flee into another country. Keller (1975) states that these stages are “perception of a threat;

deciding to flee; the period of extreme danger and flight; reaching safety; camp behavior; repatriation; settlement (p123)".

Refugee "vintages" (Kunz's term) refer to the fact that those who leave a country at different points in time are fleeing from different pressures and have different backgrounds. As policies and conditions within the persecuting land shift, further, in an ongoing refugee flow, the earlier vintages tend to consist disproportionately of the upper educational and occupational levels of the old society (Stein, 1979).

Another aspect of flight explored by Kunz (1981) is that of the majority-identified and events-alienated refugees. The first category refers to refugees who identify with their nation, with their homeland and its people but who have fled from the current government or from a foreign oppressor.

Scudder and Colson (1982) suggest that active risk taking by refugees does not occur immediately. At first refugees react in a conservative security-oriented fashion "clinging to the familiar and changing no more than is necessary."

The next stage in the refugee experience, refugee camps, has received relatively little analysis. A fair amount of descriptive material exists, and a few scholars have examined the impact of the camp experience on behavior, but there is no system of classification of camps or models of the crucial elements of the camp experience. Approximately ninety percent of the world's ten million plus refugees are from developing countries and over ninety percent of these refugees will stay in developing countries, either settling in their countries of first asylum, being repatriated to their homelands, or remaining in semi-permanent relief camps.(Keller,1975)

In the initial period, the refugees will be confronted by the reality of what has been lost. From a high occupational and social status at home they will plunge downward in their new land-from professional to menial, from elite to an impoverished minority (Weiermair, 1971; Rogg, 1974). "A highly educated person with professional competence

becomes a non-entity overnight (Doheny, 1981)." They will confront the loss of their culture--their identity, their habits. Every action that used to be habitual or routine will require careful examination and consideration (Eitinger, 1960; Ex, 1966). "Refugees suddenly find themselves virtual islands in a strange and sometimes hostile sea (Mutiso, 1979)." Strains will appear at home because the husband can't provide, the women must work and the children don't respect the old ways. Because they acquire the new culture more rapidly, the children socialize the parents (Hoff, 1968; Rees, 1960). Nostalgia, depression, anxiety, guilt, anger and frustration are so severe that many refugees toy with the idea of going home even though they fear the consequences (Zwingmann and Pfister-Ammende, 1973).

During the period of one or two years the refugees display an impressive drive to recover what has been lost, to rebuild their lives (Keller, 1975; Paikert, 1962). Some of the factors which caused the refugees' initial downward mobility can be ameliorated by time, acculturation, and language improvement, retraining programs, hard work and determination. There are two key factors present here. First, many of the refugees were successful and prominent at home, and those qualities that led to their earlier success can facilitate upward mobility in the new land (Kent, 1953; Davie, 1947; Stein, 1979; Rogg, 1974). Second, the refugee experience may make them more aggressive and innovative (Keller, 1975).

In this period many of the refugees will change jobs, go to school and move from their initial placement to an area of refugee concentration. They will also experience increased problems within the family, and the level of mental dysfunction is likely to shift and increase (Ex, 1966; Lin, et al., 1979; Cohon, 1977).

After four or five years the refugee has completed the major part of adjustment (Weirmair, 1971; Stein, 1979; Ex, 1966). Less change occurs after this point. The refugee has acquired the language and the culture, been retrained and worked hard. If the goal is not near or at hand now, the refugee is likely to abandon the effort. Skills are getting stale, the refugee is older, and the family and the routines of living demand attention.

Drive and determination wane, discouragement sets in, and the refugee is resigned to the changes in his or her life and status. By this point many refugees talk of their exodus as having been for the sake of the children; hopes are transferred to the next generation (Soskis, 1967).

Resignation, of course, does not necessarily mean happiness. Many will be embittered and alienated. Many will be just surviving, acculturated enough to function but far from assimilated or integrated (Department of Health, Education and Welfare, 1979).

After ten years the refugee group will have achieved certain stability. The recovery of lost status will have continued but at a much slower pace. The sum total after the first decade is one of decline. Despite the drive and determination, the effect of exodus is to produce lower status.

After all the trauma and suffering, after the refugee camp, a refugee approaches the new land with mixed feelings. The refugee left home to escape danger; there was no destination in mind, no "positive original motivation to settle elsewhere" (Kunz, 1973)

Literature on Problem, Causes and Effect: The economic impact of immigration has been a topic of considerable interest for many years. While this unemployment study concerns refugees, whose impact may be distinct from immigrants in general (Refugees make up about 15 percent of immigrants.), the immigrant literature gives guidance, highlighting the important issues related to refugees and providing results which may serve as a benchmark in addressing refugee unemployment as whole. In addition to summarizing some of this literature, this study also draws on the smaller body of research focusing on economic effects of refugees' unemployment on local and state economy.

This study reviews the unemployment literature with a view to identifying a new way of modeling the process of coping with unemployment. The review shows that early models of coping with refugee unemployment adopted a state based approach, which is viewed a stable, transcending disposition of the person and, therefore, failed to consider the range of cultural adaptation that people encounter during early employment.

In an attempt to overcome these problems, the SSCNH South Sudan Community of New Hampshire (the project implementing partners) model of reducing unemployment is presented in the current paper. This model provides a more integrated approach to curb unemployment among refugees of African origin and will allow the examination of this innovation from small business to reduce the incidence of unemployment among refugees in New Hampshire. The exploration of the refugee unemployment problematic in NEW Hampshire is highlighted in MORI (planning and energy office) FY 2007 annual report and reveals alarming numbers of unemployed refugees (60%) of all arrivals with illiteracy as principal cause of the situation. The documents generally produced in basis of Lutheran Community Services of New-England, points out other elements such as transportation, language barrier as causes of high unemployment among refugees. Nationally, despite ORR's (Federal Office for refugee and Immigrants) success over time in assisting refugees become employed, findings from ORR's 2005 survey (ORR, 2008a) of a sample of refugees in the U.S. less than 5 years show declining employment and lower self-sufficiency rates compared to previous years. These findings indicate that this may be the result of welcoming a greater number of refugees with poorer employment and self-sufficiency prospects due to lower education and inability to speak English or illiteracy. On local level, few reports such as Manchester community Health Center, the main refugee screening center, shows in its report that the size and age of new arrivals (especially Somali-Bantu) may be a problem for refugee self sufficiency. Child care can become the only occupation for parent and be a causal element of unemployment. Also, in a broader picture to better understanding the impact of refugee unemployment many gives numerous clues on this matter. Thus, Maria, Psonios (2007) explores highly educated refugees in this in the British journal "Equal opportunity International".

As the problem of refugees' unemployment is presented as illiteracy, also few educated refugees face marginalization. They face discriminatory process and often rejection of their qualifications. This is a counter reflective of refugees resettled in US in general and particularly in New Hampshire Yet; more recent studies find that refugee workers, mostly due to a decline in skills and education, can expect to earn lower wages throughout their

working years (Borjas, JEL 1994). It has long been recognized that refugees may impact native workers, although theoretically the direction of the impact is indeterminate.

Learning From Past Experience: In the other hand, several solution trials has been productive, counterproductive or both. This is relative to different factors from country, to place of origin and beyond. The Massachusetts Office for Refugee and Immigrants (MORI) and US Office Refugee Resettlement (ORR) - annuals reports to congress focuses tried to focus on solution to curb unemployment. In addition, the findings from several assessments and evaluations of ORR programs were summarized, including the Refugee Social Services and Targeted Assistance Formula Grants, Wilson-Fish, and Matching Grant programs.

Several of the evaluations were initiated and funded by ORR. Some of these ORR programs have ended; for example, the Wage-Subsidy Strategy, the Key States Initiative, and the Planned Secondary Resettlement Program, because they were designed as time-limited demonstrations. Important lessons learned about refugee economic self-sufficiency as a result of these efforts are highlighted.

Overall, the evaluations summarized in this report found positive rates of employment and also identified best practices and principles that contributed to the success of these programs; for example, the multiple-wage earner strategy, strong coordination among refugee service providers, cultural competency of staff, and use of financial incentives. Independent reports from Clark University (Worcester) and local resettlement agencies have confirmed the magnitude of unemployment among refugee resettled in the city. Their document helped us understand some causes of refugee unemployment especially when it comes to the stigma of mental health. Coping with these factors may be a breakthrough in the way to lasting solutions.

One of the leading refugee employment magazine “Refugee Works” developed by LIRS (Lutheran Immigration and Refugee Services in Baltimore) provides information concerning the progress of refugee training and employment in general and successful

stories of employed refugees but the paradox remain the fact that the refugee employment journal tend to minimize the unemployment of refugees and focus on minimal successful cases of 1 to 10% employed refugees. There is a growing literature on the well-being of refugees and the process of resettlement. See Potacky (1997) for a review of this literature. One argue that refugee well being in the labor force may produce a negative effect on local worker and is one of the leading reason for refugee work denial as described in the following studies. It is also possible that immigration has positive effects on native workers.

The theory argues that immigrants or refugees are entrepreneurial and accumulate productive capital at a higher rate than native workers (Greenwood and Hunt, 1995). Alternatively, immigrants fill less desirable jobs that natives avoid and thereby complement native labor force. The effects of such theories depend on the skill levels of immigrant workers.

To the degree that. Immigrants are relatively low-skilled workers, they may have adverse or substitution effects on. Native low skilled workers and positive effects for higher skilled workers. Finally, since immigration leads to an increased demand for goods, the demand for labor may. Increase leading to positive effects for both native and immigrant workers.

The actual impact of immigration on wages and employment is therefore an empirical. Question which a number of studies have attempted to answer. The findings in the. Pragmatic literature, of which Friedberg and Hunt (1995) and Borjas (1994) provide. Comprehensive reviews are far from unanimous. Across studies using a wide variety of. Methodologies and data sources, the most common finding is that immigrants do tend to, substitute for native workers, although the magnitudes of the effects on employment and wages are typically quite small. Borjas (1994), for example, finds no studies that increase, joblessness or decrease wages among natives by more than two percent. Wilson and Jaynes (1997), a cross industry study which pays particular attention to the concentration of immigrants, report small negative impacts on native employment but

positive effects on native, wages in industries and geographic regions with higher concentrations of immigrants, other things equal.

Frey (1997) offers one possible explanation for the small magnitude of the negative impacts. He argues that immigration leads to an out-migration of low-skilled native workers. If this is true, empirical studies may understate the full impact of immigration on employment and wages, depending on the composition of leavers. However, a recent study by Card and DiNardo (2000) finds that areas that have had population growth through immigration also tend to see an increase in the flow of low-skilled native workers into the area, a finding in sharp contradiction to Frey's theory and findings.

The model developed in this study by Nattan Inc and newly created Companion Care Services may be a new way of coping with soaring unemployment among refugees of African origin in Worcester because these companies have proved but pragmatic and bold ideas can make a difference and bring relief to this problem

CHAPTER 4: PROJECT DESIGN/LOGIC MODEL

4. A: Logic Model

The garden project will build a strong foundation and will focus on enhancing income opportunity for South Sudan community families, helping them to achieve economic self-sufficiency by providing self-employment. The program will target low income families between ages 24-44, and family's members from South Sudan Communities of NH. The international institute of NH will be the host organization to organize the programs and provide spaces or yards and materiel.

Table # 5: Logic Model

Inputs	Activities	Outputs	Short-term Outcomes	Inter-mediate Outcome	Long-term Outcome
<ul style="list-style-type: none"> • Agriculture specialist • Agricultural department representative • trainers • translator 	<ul style="list-style-type: none"> • 35 participants mobilized • 35 participants introduced to and linked with South Sudan Executive Office • 35 participants enrolled with IINH • 35 participants attended halls room for orientation • 35 participants joints yards to grow seeds 	<p>Output 1: 13 participants assigned gardens</p> <p>Output 2: 13 participants provided with tools and seeds</p> <p>Output 3: 13 participants trained in trading</p>	<p>STO 1: Access to land</p> <p>STO 2: Access to tools and seeds</p> <p>STO 3: Awareness to trading</p>	To have ability to a job related to agriculture sector	Sustainable income
<p>Assumption: 1)Sustain income will lead a big saving money 2) Participant will get contract with local market and restaurants to sale their product</p>			<p>Environment: 1)global warming will affect plant season 2) Loss the grant from government</p>		

4. B: Program design

The South Sudan community garden project is seasonal project is designed for low Income families between ages 24-44. The fundamental intent of the South Sudan community is to help low income families start on the road to self-sufficiency developing the income, attitudes, and behaviors, they need .The garden project is to provide garden ownership to refugees who are unemployed, and give those tools and materiel, yards for farming, and sale their product to a local market to help them create financial sustainability.

Additionally, the project's economic goal is to develop low-income families who are better prepared for inclusion in the workforce, and able to obtain a livable wage that will allow for economic self-sufficiency, thus breaking the cycle of dependence , and give them hope for a better life rather than being involved in illegal activities .The overarching objective of providing low- income families with an opportunity to develop positive work ethics and garden project will be fully realized after the overall project is completed in September/2010. By October of 2010, garden project manager will be engaged in conducting a project assessment and in identifying, designing and executing project improvement activities. The project it expecting more than 50 people between ages between of 24-44, to be participants in South Sudan community garden project. In collaboration with the International institute of NH they will looking toward the future to expand its program to include training and assistance to low- income families who are willing and able to work as contract farm labor and those who wish to work independently as self-sufficient farmers . The South Sudan community program and international institute Agriculture Collaboration are developing a community supported Agriculture (CSA) program, and plans to sell produce through farmers 'market.

The goal is to provide a-long -term strategy for low- income family members from South Sudan community, so that they can afford land ownership, and the shift the idea to small businesses. In the future the programs will be extent to looking for land, for the training farm site program. The goal is to find agricultural land within 20 miles of Manchester, about 3 acres.

CHAPTER 5: METHODOLOGY & IMPLEMENTATION PLAN

5. A: Participants. The program will have unemployed from South Sudan community of New Hampshire, The targeted low -income group is between ages of 24- 44-years old.

5. B: Host Organization. The South Sudanese community Garden project is hosted by the International Institute of New Hampshire; wish is located at 315 Pine Street Manchester, NH03103. IINH offered garden programs for refugees.

5. C: Project Staff. The garden project has 3 full time and 3 part time staff. The work of this project will be primary done by the project manager, under the project manager are 2 staff, and the field department will be run by 3 part- time staff

1. Garden Manager
2. Under garden manager
3. Garden tutor
4. Project coordinator
5. Garden –interpreter
6. Garden tutor

5. D: Project roles and responsibilities

- **Project manager:** To manage all activities of the garden project, planning, monitoring, evaluating and budgeting. Work with the IINH and other stakeholders in order to achieve the goal.
- **Project tutor:** Her role and responsibilities are managing the garden project, planning, preparing and delivering garden; designing training materials use, and planting the seeds.
- **Project coordinator:** Works efficiently within the project, work to communicate effectively with staff, community and outside organization.
- **Garden interpreter:** translation and interpretation in the garden.

5. E: Implementation Schedule/Timeframe

Below is the schedule of activities, timeframe and work plan for the implementation of the South Sudan Community Garden project.

Table # 6: Project Timeline

Project activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Apr
Research existing(SSC)	■	■									
Gather example of relevant project	■	■									
Meeting with stakeholder			■								
Distribute questioner survey				■							
Project curriculum					■						
Meeting with partner						■					
Beginning growing seeds (activities)					■	■	■	■	■		
Evaluation, modify programs element										■	
Final presentation											■

Registration and garden budgeting

The registration for the garden project will begin March 1:2010through March: 30, 2010

Place: South Sudan Community Center

Time: 5:00 A.M to 8:00pm.Every Saturdays/Sundays

The garden project will start on May 20st:2010, through September 1st 2010

The garden project activity was schedule for Tuesday every week. From 5:00pm to 8:00pm.

5. F: Budget. The garden project will cost around \$62,300.00, through all garden season. Therefore no addition funds will be needed to be raised.

Table #7: Budget

Description	Expense	Amount
Project staff	Salaries	\$35,300: a year
Project tools and materials	Supplies	\$10,00.00
transportation	Rent	\$05,000.00
One day meal	Service	\$05,000.00
Seeds	Supplies	\$01,000.00
Medical aids	Supplies	S01,000.00
Other costs	Bills	\$05,000.00
Total		\$62,300.00

CHAPTER 6: MONITORING PLAN

6. A: Indicators

The solution to the achievement of the South Sudan Garden project was the careful monitoring of activities that were intended to guide to the three Outputs outlined on the Logic Model. These Outputs were considered indicators for the purposes of this project, and included:

Output 1: 13 participants were assigned garden project.

Output 2: 13 participants provided with tools and seed.

Output 3: 13 participants trained in trading

This project developed a monitoring plan that includes monthly reports shows all activities during each month. These reports need to be completed at the end of each month by both the garden managing staff (i.e. tutor, interpreter) and the project coordinator and then to be submitted to the project manager on monthly basis, in order to evaluate the effectiveness of the project management and activities. Our monthly monitoring reports will 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,

6. B: Methods, Tools, Form

Therefore the project manager forms a monitoring team of three members (Project manager – Trainers staff – Program coordinator) that must meet every month to discuss the monthly activities reports in order to fix any problem may arise during that month.

6. C: Team/Tasks

The garden manager was responsible for collecting the Activity Progress Report for their particular output areas. The South Sudan Community representative was responsible for

collecting the information from Garden manager and submitting these to the Executive office for review

Coordinator was responsible for consolidating information provided by Garden manager and for redistributing a report on the progress of South Sudan Community Garden project to stakeholder

6. D: Schedule

The monthly report was shared and review through face to face meeting between South Sudan Community executive representative and garden manager in INN Center, the coordinator will follow up to make sure all schedule will take place.

The monitoring table #8 below is schedule the activities' regarding the monitoring monthly, the table is design to help the programs need to make attention.

Table #8: Monitoring Plan

Research and proposal	Date	Status	Time-liness	Expla-nation for delay	Alter-native action	Attainment of output
Research existing (SSC)	Start: Jan/ 1th /10 End: Jan 30 th /10	finish	As plan	N/A	N/A	Knowledge about the project
Gather example of relevant project	Start :Feb 1th 10 End Feb03/10	finish	As plan	N/A	N/A	Good idea
Activities						
Meet with 35 participants mobilized	Start: March 1th 10 End: March 10 th /10	Not start	delayed	Chang date	Move to date April 15 th /10	Agree for the needs of project
Meet with IINH to discuss partnership and sign up	Start: March 15 th /10 End: March 30 th /10	start	As plan	N/A	N/A	Receive contract

partnership contract						
35 participants introduced to and linked with South Sudan Executive Office and distribute survey	Start: April 11th/10 End: April 30 th /10	Distribute	As plan	N/A	N/A	Receive survey result
Identifying similar programs and developing garden project curriculum	Start: May 1th/10 End: May 15 th /10	Partially complete	delayed	instructor got sick	Move date to May 10 th /10	13 participate
Meet with stakeholder to discuss develop budget	Start: May 15 th /10 End: May 20 th /10	Complete	As plan	N/A	N/A	Negative result Cut the budget
develop awareness of garden project	Start: May 20 th /10 End: May 25 th /10	Done	As plan	N/A	N/A	Get a knowledge
Hiring staff Trainer /translator	Start: May 25 th /10 End: May 30 th /10	Fully complete	As plan	N/A	N/A	Hiring 2 instructor fulltime two part-time
Meet with stakeholder to discuss arrangement for transport	Start: Jun: 1th /10 End Jun 5 th /10	Not start	delayed	Denotation van not release	Change date until further note	Negative result no bus receive
Meet with partner to discuss arrangement on the way	Start: Jun 5 th /10 End: June 10 th /10	Not start	delayed	Coordinate person travel	Cancel	No meeting had been made
Starting plant seeds and continuous activates in	Start: Jun 20 th /10 End: Sep 30 th /10	start	As plan	N/A	N/A	Successfully harvest the garden

garden ground						
Mentoring report and evaluation	Start: October 10 th /10 End October 30 th /10	Not Start	delayed	The garden manger not finish report	Move date to Jan/5/11	
Preparing final report, presentation	Start: November 5 th /10 End: November 25 th /10	Not Start	delayed	SCC of NH general assembly cancel	Move date to Jan/8/11	

CHAPTER 7: EVALUATION PLAN

The project has developed an evaluation plan to wrap two parts. The first part was designated to make sure the development of the plan short-term outcomes, for the time being the second part was planned to cover the intermediate/ long-term outcomes. Our program evaluation will mainly be focused on the first part the team will conduct interviews among participants to find out what was achieve and not meets target goals, in which the evaluation team that includes the garden manger, trainer, and project coordinator would evaluate the progress of the project. The evaluation team main target is to verify whether garden program was able to meets its determined goals or failed to do so. For this purpose, a qualitative and quantitative data of the project progress has been collected and analyzed by the evaluation team. The final report that includes the methodology of data collection and the results will be written by the evaluation team to be submitted to the host organization, stakeholders. The following table illustrates the overall evaluation plan of the program outcomes including the long term and intermediate term.

Table #9 Evaluation

Outcome	Indictors	Gathering	Sources	Timeframe
Long-term Outcome: Sustainable income	# of participants own small farm open accounts banks	Interviews	participants	One year
Intermediate Outcome: To have ability to a job related to agriculture sector	# of participant find Job related agriculture	Focus group & interviews	Participants	After finishing gardening program
Short-term Outcomes: 1: Access to land 2: Access to tools and seeds 3: Awareness to trading	1 # of participant have garden ownership 2 # of participant have access to tools and seeds 3 # of participant have awareness to trading	Interviews	Participants	Five month start from May/2010 through September2010

The first part: (evaluation)

As mentioned above, this method was considered to identify the strengths and weaknesses of the South Sudan garden project, so as to help the garden project management in formulating the best decision that would enhance and improve the performance of the garden project the data of this method was mainly collected from the hosting organization gardens project documents such as registration, attendances. The following are the performance indicators for the short-term outcomes that have been adopted by the program management for this purpose:

- Number of participant's join for the garden project
- Number of the attending participants own garden yard
- Number of participants receive tools and seeds
- Number of participant's .successfully harvest
- Number of participant's had access of awareness of trade

The second part:

The determining part of the evaluation of this garden project will allow South Sudan community executive office to track the progress of the garden project the formative part of the evaluation will be conducted through participant's interviews and surveys that will be served to reflect the midterm and long-term outcome, the following issues:

- What agricultural skill the participant has learned?
- Participant's ability to apply for job related agricultural sector
- Participant's willing and ability to own a lands for agricultural business
- Success \ failure of the garden project
- What has the garden project done for each of the participants?

CHAPTER 8: SUSTAINABILITY

The program aims to facilitate the South Sudan community in New Hampshire with a sustainable garden project, in order to enhance them to advance towards income 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 project, the garden project was successfully achieved its goals. All participants were able to complete harvest. Our sustainability plan endeavor to have long-term effects on sustain income project for South Sudan community by encouraging similar projects, and help the host organization in gaining new stakeholders, more volunteers, and community support. The major goal of our sustainability plan is to maintain the project gains, and to guarantee sustainable income programs for the South Sudan community population in New Hampshire, by building the following requests available.

- Achieve the State and federal financial support.
- Increase the refugee's community support.
- Gain New Hampshire community support.
- Approach other donors in the State level and nationwide.
- Receive in-kind services and technical support from other organizations, and networks to conduct collaborative interventions.
- Build a strong volunteer base from New Hampshire community members.
- Create well-established partnerships / collaboration with public and private agencies.
- Stakeholders' encouragement meetings for the project cause and contact the local mass media to publicize the need of this type of projects.

CHAPTER 9: RESULTS

The results of all surveys were entered and analyzed by the evaluation teams, which were answered by the participants in the pre/post surveys.

QUESTIONS	CHOICES	FREQUENCY
1. What is your gender?	Male	11
	Female	2
2. Did you learn agriculture Skills?	Yes	13
	No	
3. Did you successfully harvest the seed you grower?	Yes	11
	No	2
4. Did you find access to trade your product?	Yes	0
	No	13
5. Are you hopeful in future to own a land for agriculture business?	Very hopeful	10
	Somewhat hopeful	3
	Uncertain	0
	Not hopeful	0
6. Do you like to continue garden project?	Yes	13
	No	0
7. Are you currently employed related to agricultural sector?	Yes	0
	No	13
8. What is your household income?	\$ 0 - \$ 15,000	13
	\$ 16,000 – \$ 31,000	0
	\$ 32,000 - \$ 47,000	0
	\$ 48,000 +	0
9. Have you been looking for agricultural work?	Yes	13
	No	0
10. Why did you decided to garden project?	Help to increase income	4
	Help to get a job. Related to agriculture sector	5
	Help to access to own land	4
	I do not know	0
	Others	0

Thirteen (13) community members participated in the project. Eleven of them are male, and two are female. All of the participants report an annual income of \$15,000 or less.

According to a survey conducted at the end of the project, five of the participants said that the main reason for their participation in the project was to get a job related to agriculture. Four participants said that their main motivation was to increase their income, while another four participants joined the project with the hope of having access to their own land for farming.

At the end of the project, all participants claim to have learned skills in agriculture. All of them have been searching for an agriculture-related job. However, none of the participants have been successful as of February 2011. Despite this, all of the participants would like to continue gardening.

9. A: Result of Short-term Outcome 1: Access to land

The host organization played a big role by providing land for all members from the South Sudan community who participated in the garden project, the land that provided hand been used as land for train and practice and their hope for the future land ownership to farm. The host organization did provide temporary land which had been given by a church, the land is located on the corner Elm Street and Clack Street, and the size of the land is about 12 feet -12 feet (two plots) for each participant.

- Plan A: The temporary land is called plan A as a trial plan to see if he/she really committed to continuing gardening in the future.
- Plan B: In collaboration with the International institute of NH they will looking toward the future to expand its program to include training and assistance to low-income families who are willing and able to work as contract farm labor and those who wish to work independently as self-sufficient farmers . The South Sudan community program and international institute Agriculture Collaboration are developing a community supported Agriculture (CSA) program, and plans to sell produce through farmers' markets. The goal is to provide a long-term

strategy for low- income family members from South Sudan community, so that they can afford land ownership, and to shift the idea to small businesses. In the future the programs will be expanded to looking for land, for the training farm site program. The goal is to find agricultural land within 20 miles of Manchester, about 3 acres.

According to a survey conducted at the end of the project, ten of the participants said that they were very hopeful to own a land for agriculture business. And three participants said that somewhat hopeful in future to own a land for agriculture business.

9. B: Result of Short-term Outcome 2: Access to tools and seeds.

The host organization provided participants with access to the following number and types of tools.

- 13 Dewit Garden Spade— 13 Trapezoid Hoes
- 13 Dewit p-Grip 5 Tin Han Cultivator –13Narrow Collinear Hoe
- 13 Sneeboer American Garden Rake 13 Standards Collinear
- 13 Long Handle Shrubbery Spade by Clarington Forge -
- 13 Onion Hoe by Dewit garden Tools
- 13 Round Tin Hand Fork/
- 13 Long Handl Hoe and Fork
- 13 Felco Druner F-13
- 13 Cobra Heeder
- 13 Felco Pruner F-10 Left handed
- 13 / Long Hori, Hori Knife
- 13 Grampa’s Weeder / Burgon Ball shrub
- 13 Clarington Forge Merlin 10” Rubber

Participants had access to these tools during the gardening period. However, the tools still belong to host organization.

Seeds were provided to all 13 participants in South Sudan garden project. After participants received tools and seeds the project implementers helped them farm, and the participants successfully harvested what they had planted.

The below is kind and amount of seeds provide by host organization

- Tomatoes: ¼ lb Heirloom Tomatoes, 1/4lb Rose, 10 Valencia, 1/4 Tomato berry Garden, ½ Oz Washington Cherry, 1/4Oz Chiquita
- Corn: 5 lbs Sugar Buns, 5 Lbs Spring Treat, 5 Lbs. Trinity, 5 Lbs. Mystique
- Cucumbers: 1/4Bl Vertina, ¼bls Diamante, ½ Oz General Lee, ½ OZ Genuine
- Okra: 1/2Oz Cajun Delight
- Bush Beans: 1,000 seeds Fresh pick: 1,000 seeds Jade, 1,000 seeds Xera
- Onions: PKT Cortland, PKT Ruby Ring

The participants were allowed to take the seeds for growing in the garden site only, and the host organization promised to provide any willing participants seed in the future if he/she wished to continue gardening.

9. C: Result of Short-term Outcome 3: Awareness to trading

The survey result showed eleven participants successfully harvested the seed and two failed to harvest.

The result for this outcome was negative, because there was not enough harvest to sell, and most participants used the harvest for personal consumption. The reason why harvest not enough for trade, was because the quantity of crops planted was small. As was explained previously-plan A was just for preparation process, and participants were still learning how to garden-properly. The harvest was sufficient to supply the participants with food but the amounts were not adequate for selling.

CHAPTER 10: Conclusions and Recommendations

In general, the project was reasonably successful, although not without serious challenges. The project period was originally planned for a time of seven months. The program faced different challenges, such as the following:

- large numbers of South Sudanese families were excluded from any formal workforce due to the civil war
- those who had some form of agricultural experience had little experience in formal practice
- several of these refugees have not yet recovered from post-traumatic stress disorder due to long periods of conflicts, violence and persecution
- a number of them started at a disadvantage and low confidence due to financial troubles, joblessness and their horrible memories. These characteristics and experiences negatively affected their motivation and desire to farm.

Commonly, the project did a wonderful contribution in empowering South Sudanese young adults through improving their self-esteem by making them understand that they can find a job relating to the agriculture sector, and being more useful to their families and the community at large. Moreover the project achieved a fantastic progress on their skills.

According to the results of our evaluation, the program had made them motivated enough to growing crop, and committed to continue farming. They felt as well, that now they had a sense of contribution in the community, and meeting other refugees' families. But at the end of the gardening project, the team who conducted the survey found all 13 participants did not find a job related to the agriculture sector, the reasons being

- due to the economic recession it is difficult to find job
- The time from when they finished too short.

The project was built to sustain income among South Sudan community in New Hampshire, as mention in plan B, and the project will achieve its goal so that participants can sustain income.

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 African refugee's communities in other cities in the U.S. I do personally believe that the new refugees' population in New Hampshire has a huge potential to make incredible contributions to enrich the socio-economic life of NH, if they get access to land and seeds, tools, trading awareness, resources and the supervision they deserve.

Personal thoughts:

This project was mainly based on contributions from the community, the host organization and volunteers. The project failed to receive any resources from the State or any other federal departments. The matter of the fact is, in spite of all financial difficulties, the project was able to achieve effectively its short-term objectives and, to some extent, part of its intermediate-term outcomes. We were able to allow our participants with land ,tools and seeds , training, trading awareness The project was a wonderful knowledge experience; our participants now had acquired the agriculture skills that would enable them to gain better employment opportunities.

XI: APPENDICES

XI A: Bibliography

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X1.B Assessment survey questionnaire

South Sudan Community of New Hampshire
Manchester, NH

South Sudan Community Garden Project

In order to start south Sudan community garden project, and better serve our community, we want to better understand your needs. Please take a few minutes to assist us by completing this brief questionnaire.

1. Last Name-----First Name-----Middle In---

2. Address: Street Number-----
City: -----State----- code

3. Please provide the following information about those in your household (beginning with respondent):

	AGE	SEX	OCCUPATION	
1	_____			HS TS COL BS MS+
2	_____			HS TS COL BS MS+
3	_____			HS TS COL BS MS+
4	_____			HS TS COL BS MS+
5	_____			HS TS COL BS MS+
6	_____			HS TS COL BS MS+
7	_____			HS TS COL BS MS+
8	_____			HS TS COL BS MS+

4. Are You Employed () Yes () NO

5. Are you Interested to Participate in garden project () Yes () NO

6 Do you have Transport :() YES () NO

7 Did you have farm before you enter to the US () YES () NO

8 Approximately, what is your Less than \$25,000? 1 \$56,000 to \$70,000? . . . 4

Household income level? \$25,000 to \$40,000. 2\$71,000 to \$100,000

.5 \$41,000 to \$55,000. . 3 Over \$100,000.6 Circle the number above

9 How much will you spend at on food, weekly: () less than100.00 () more than 100.00

Thanks again for your time and effort. Your responses will help us, to make south Sudan community garden project success

X1.C: Community Events Photo Center



Southern Sudan Community of New Hampshire Soccer team celebrating



X1.D: Monitoring Reports

Monitoring Report: June / 2010

Activities	Date	Status	timeliness	Explanation for delay	Alternative action	Attainment of output
Meet with partner to discuss arrangement on the way for starting project	Start: Jun 5 th /10 End: June10 th /10	Not start	Delayed	Coordinate person travel	Cancel	No meeting had been made
Starting clean garden ground	Start: Jun 22 th /10	Start	As plan	N/A	N/A	Successfully clean the ground
Starting plant seeds (weekly project activity)	Jun27/10	Start	As plan	N/A	N/A	Successfully Start Cultivate seeds

Monitoring Report: July 2010

Activities	Date	Statuses	Timeline	Explanation for delay	Alternative action	Attainment of output
The garden weekly project activity	<ul style="list-style-type: none"> • Jul/ 6/10 • Jul/13/10 • Jul/20/10 • Jul/27/10 	Start	As Plan	N/A	N/A	Continuous to achieves , the goals of cultivate seed

Monitoring Report: August 2010

Activities	Date	Statuses	Timeline	Explanation for Delay	Alternative Action	Attainment of output
The garden weekly project activity	<ul style="list-style-type: none"> • Aug3/10 • Aug10/10 • Aug17/10 • Aug24/10 • Aug31/10 	Start	As Plan	N/A	N/A	Successfully clean –up the growing seeds

Monitoring Report: September 2010

Activities	Date	Statuses	Timeline	Explanation for delay	Alternative Action	Attainment of output
The garden weekly project activity	<ul style="list-style-type: none"> • Sept7/10 • Sept14/10 • Sept21/10 • Sep 28th /10 	Start	As Plan	N/A	N/A	Successfully harvest the garden

Monitoring Report: October 2010

Activities	Date	Statuses	Timeline	Explanation for delay	Alternative Action	Attainment of output
Mentoring report and evaluation	Start: October 10 th /10 End: October 30 th /10	Not start	delayed	The garden manger not finish report	Move date to Jan/5/11	

Monitoring Report: November 2010

Activities	Date	Statuses	Timeline	Explanation for delay	Alternative Action	Attainment of output
Preparing final report, presentation	Start: November 5 th /10 End: November 25 th /10	Not Start	delayed	SCC of NH general assembly cancel	Move date to Jan/8/11	

XI.E South Sudan Community Garden Project Questionnaire

This questionnaire is consisted general questions about the gardening and socio-economic life of the South Sudan Community living in, NH. The purpose of this survey is to evaluate the garden project so as to assist in the improvement of the project, as well as to test the information collected in the focus group and interviews meetings that was held in general annual meeting

1. What is your gender? _____ Female _____ Mal

2. Did you learned agriculture Skills

- A. Yes
- B. No

3. Did you successfully harvest the seed you grower

- A. Yes
- B. No

4. Did you find access to trade your product?

- A, Yes
- B. No

5. Are you hopeful in future to own a land for agriculture business?

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

6. Do you like to continue garden project?

- A. Yes
- B. No

7. Are you currently employed related to agricultural sector?

- Yes
- No

8. What is your household income?

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

9. Have you been looking for agricultural work?

- A. Yes
- B. No

10. Why did you decided to garden project?

- Help to increase income
- Help to get a job. Related to agriculture sector
- Help to access to own land
- I do not know.
- Others. Specify: _____

*** Questionnaire interview conducted by:**

Name: _____

Signature: _____ **Date:** ____/____/2011

Respondent Serial# _____