

# Somali Graduate Journal

ISSUE 5 • 2013



Profiles of Somali Graduates and Undergraduate  
Students in New Zealand

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I am very pleased to present this fifth edition of the Somali Graduate Journal which profiles yet another group of inspiring graduates from the Somali communities around New Zealand.

This year I was a bit concerned about how many graduates we would be able to get for this year's journal, partly because of the decreased Somali population in New Zealand due to migration to Australia. However, I was pleasantly surprised to find there were still plenty of graduates in the community and, if it's any indication, the undergraduate students listed in the journal suggest there will still be plenty more in the coming years.

This edition profiles students who have graduated in the past two years or since the fourth edition on 2011 graduates. It goes without saying that the journal continues to inspire a lot of our Somali students, but also members from other ethnic communities have praised the journal. Some have expressed their desire to do a similar publication for their communities. For example, in 2012, the Nelson refugee community had a publication produced on their successful settlement in Nelson after being inspired by the Somali Graduate Journal. According to Sue Leya, a Chin woman who saw the Journal at the Refugee & Wellbeing Conference in 2009, "wouldn't it be great, she thought, to put out a similar publication in Nelson to celebrate the success of local refugees." And I hope to see more communities being inspired by the journal.

While the focus of the journal remains on our community education success, we also include other information that may be of interest to our community. So, in this edition we have a special feature on a collection of Somali cultural and historical items to remind us (Somalis) of our unique traditions and history. We also profile other significant achievements including sporting achievements. This makes the journal reflect all areas of success and endeavours for the community as we encourage our students and youth to pursue their passion, whatever that passion is for them. Everybody is good at something.

The Somali Graduate Journal has come a long way from its humble beginning as a Hamilton based publication in 2008 to covering all Somali graduates around New Zealand in the past four years, and recently I have been receiving calls to make it a worldwide publication as it is the only publication of its kind for Somalis living abroad. Now that is something to aspire to.

Happy reading.

**Abdirizak Abdi**

EDITOR

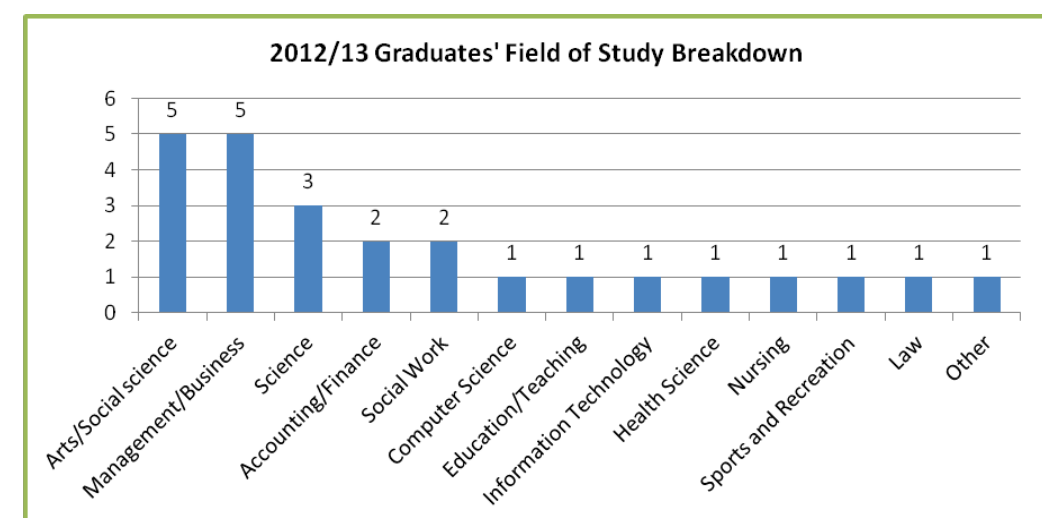
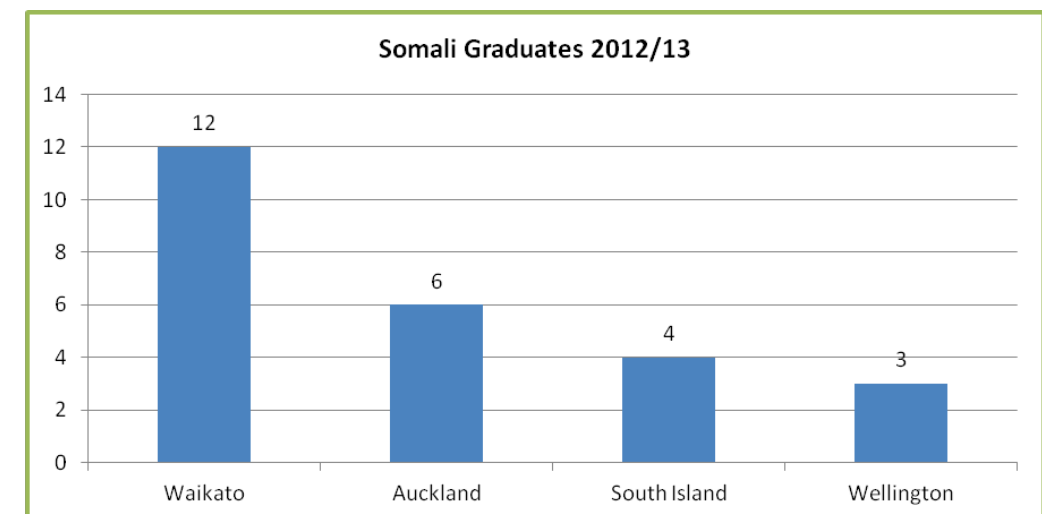
nzsomaligraduates@gmail.com

## GRADUATE ANALYSIS

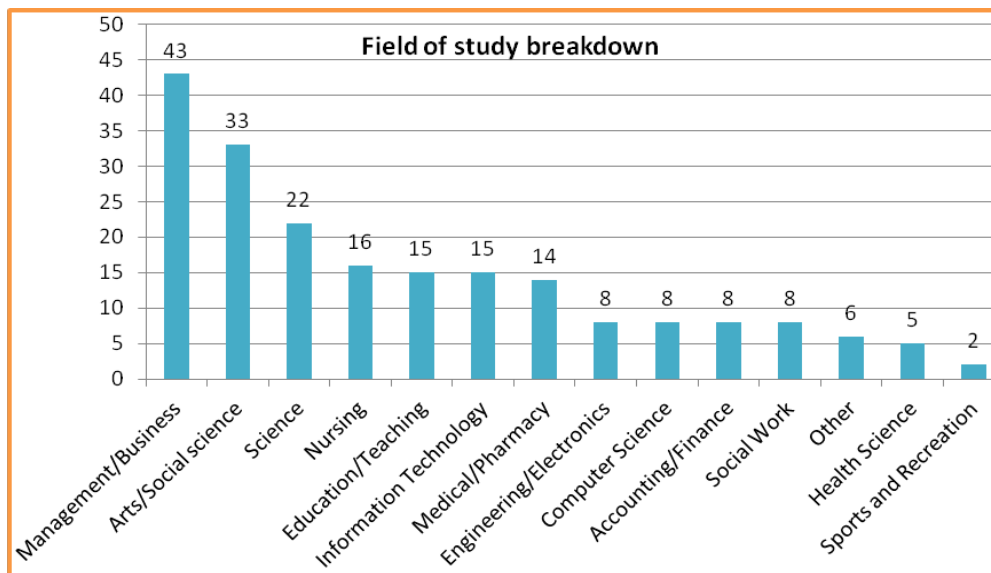
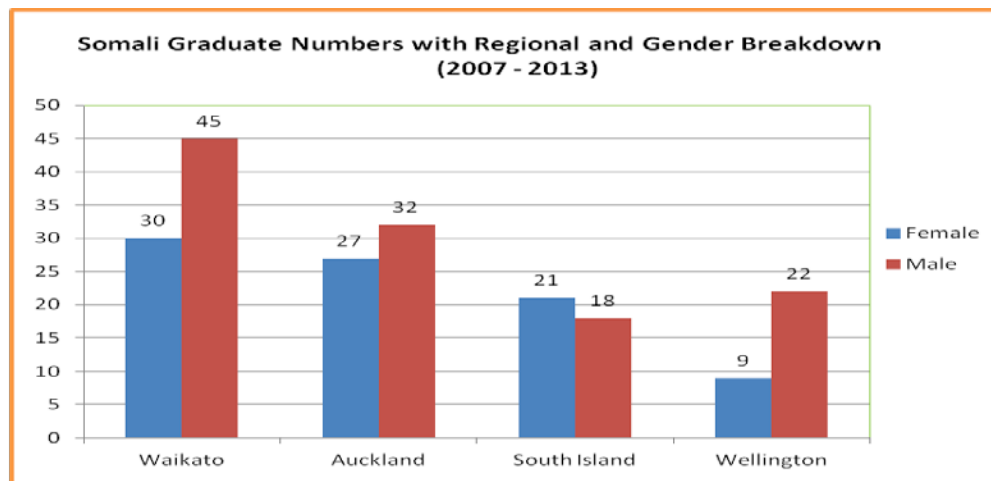
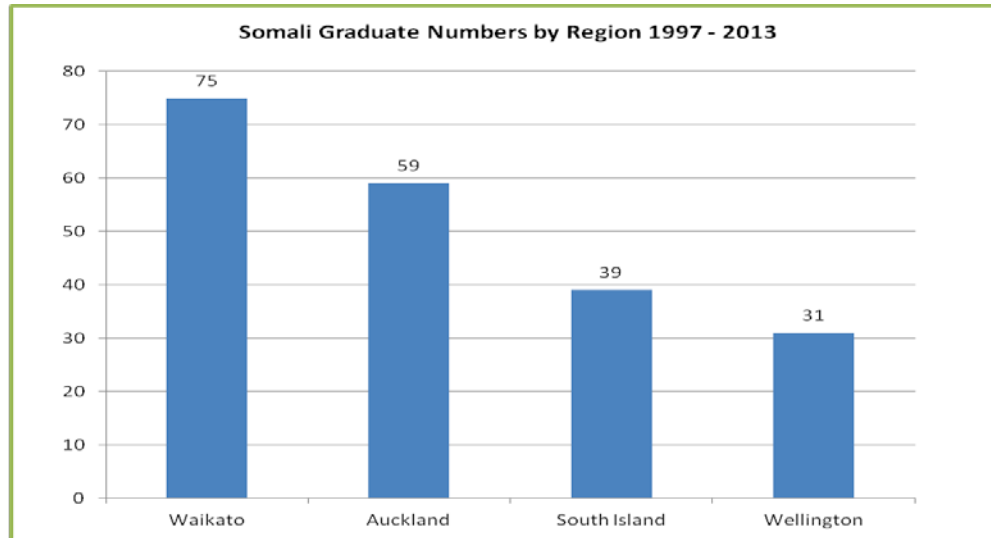
# Graduate analysis

Twenty five graduates from around New Zealand are profiled in this fifth edition of the Somali Graduate Journal. The regional breakdown is shown in the first chart. This would bring the overall number of graduates to 204 to date (see the second chart). This is not counting the few (estimated between 5 and 8 graduates) whom we could not trace for one reason or other.

The 25 graduates profiled are made up of 17 males and 8 females. The decreased number of graduates is due to many families moving to Australia for employment opportunities. Their field of study seems to follow the same pattern, with many choosing to do management/business and social science degrees. But also science and nursing are among the top 5 qualifications for these graduates. However, we are now beginning to see some undergraduates going into more technical/trade courses as they realise the potential employment outcomes for a person with technical qualifications. In a regional comparison, Hamilton continues to produce most Somali graduates. The two tertiary institutions in the city (University of Waikato and Waikato Institute of Technology) have graduated 12 Somalis in 2012/13, which is almost half of the total graduates.



## GRADUATE ANALYSIS



## GRADUATE PROFILES

### Fardosa Abdulaziz

**Year of arrival in NZ:** 1993

**High School:** Auckland

**Programme of study /qualification gained:**

Certificate in Beauty Therapy, Bachelor of Business

**Tertiary education institution:** Auckland University of Technology

**Year of graduation:** 2012

**Educational and career choices:**

Graduation is only a concept. In real life every day you graduate. Graduation is a process that goes on until the last day of your life. If you can grasp that, you'll make a difference. I feel grateful that this long journey of education has come to a halt.

I have had the opportunity to live and study in Auckland. I started off my career with a Certificate in Beauty Therapy. I really loved it and I don't regret anything from it. The Cut Above Academy I attended didn't provide a degree, Masters or PHD, so I decided to do my degree at Auckland University of Technology in the business field.

*"All of this so that next time when people ask you what you really want to do in life, you won't have to think, you'll just know it."*

It is totally different to my beauty therapy course; however I thought to try something new that would interest me. My father always told me, find a job you love.

However, I started completing the main papers of the business degree as I was getting close to choosing my major papers (deciding on either Finance, Commercial Law or Marketing). I wanted to specialise in two majors, but I wasn't sure which two to specialise in. For one of my main papers a lecturer guided me to the right path; he gave me great advice on the law papers that he was teaching, so I decided to choose a few Commercial Law papers. It turned out that I really liked

them and it was a very interesting course, so I decided to specialize in Commercial Law and the second major was Marketing.

While I was studying at AUT I got married and gave birth to my beautiful daughter. I took a break from the university to raise her. She was a blessing. I then decided to go back to my studies and finish my last semester. I thought to myself that going back would be very difficult, studying and raising a child, but the help and support from my parents and husband was really great; they encouraged me, and if there were any difficulties they were there to help. This eventually made me stay strong and finish my degree. I am very thankful for what Allah has planned for me; without Allah I couldn't have done it on my own.



Being a Business graduate of the University of Auckland opens up lots of opportunities both here in New Zealand and overseas. From studying at the University of Auckland, I have gained valuable skills such as research techniques, written and oral communication skills and most importantly I have learned how to think abstractly and conceptually. These skills are all vital to my work in Business Law and enable me to keep up-to-date and open to continued learning in my career. It's time to make mistakes. It's time to then learn from them. It's time to make the wrong decisions and then keep correcting them till you're finally right. All of this so that next time when people ask you what you really want to do in life, you won't have to think, you'll just know it.

Learning doesn't stop once you've graduated and possibly the greatest thing you can get out of a degree at the University of Auckland is the ability to think and learn effectively throughout the rest of your professional life, I enjoyed my studies and I am looking forward to doing my Masters in the future.

To accomplish great things, we must not only act but also dream; not only dream, but also believe.



## Hussein M Hadi

**Year of arrival in NZ:** 2004

**High School:** Kenya

**Programme of study/qualification gained:**  
Bachelor of Science

**Tertiary education institution:** University of Auckland

**Year of graduation:** 2012

**Place of employment:** Continuing with Post Graduate studies.



**Educational and career choices:** Having arrived in New Zealand as an adult I enrolled at Unitec New Zealand's Mt Albert campus and achieved a Diploma in English and a Certificate in Foundation Studies. It was during my foundation studies that I became interested in the Sciences. After completing my foundation studies I decided to further my studies and went on to the University of Auckland and enrolled in Bachelor of Science majoring in Chemistry. At the university, study was intense so I had to put in more effort and concentration in order to succeed.

I have always been taught to do the best in everything I do, so this worked for me when I faced challenges in my studies.

I would not have achieved what I have today had it not been for my supportive family. I would like to take this opportunity to thank them and all the people who have been with me through this journey.

I believe coming to New Zealand has opened up a great opportunity for me to learn and grow in a way that I wouldn't have achieved otherwise. Therefore my advice to my fellow Somali students is to make use of these opportunities and strive for education. They should set an excellent example for the generations of Somalis to come so that they can be better informed citizens of New Zealand.

*"I believe coming to New Zealand has opened up a great opportunity for me to learn and grow in a way that I wouldn't have achieved otherwise. Therefore my advice to my fellow Somali students is to make use of these opportunities and strive for education."*

**Community involvements and interests:** I have always had an interest in teaching so I help out at a weekend school where we teach children and young people.

I also play for the Somalia social soccer club where we meet regularly for a friendly match.

I am also a member of the Auckland University Muslim Student Association (MSA) where I take part in the various activities they organise with my fellow students.

## Amin Mohamed

**Year of arrival in NZ:** 1998

**High School:** Lynfield College, Auckland

**Programme of study/qualification gained:**  
Bachelor Business majoring in Marketing and Management

**Tertiary education institution:** Auckland University of Technology (AUT)

**Year of graduation:** 2012

**Place of employment:** Australian Couriers as sales and marketing

**Educational and career choices:** I have chosen a degree in Business as that was my area of interest. I am aiming for a career in the business sector but ultimately I want to establish my own business and be successful in it.

As for my community involvement, I have been an active member of the Auckland Somali Student Association since 2009.

I have been a volunteer working with the high school students, advocating for the students in the areas of education, work experience, youth issues and education achievements.



## Anisa A Jama

**Year of arrival in NZ:** 2000

**High School:** Hamilton Girls' High School

**Programme of study/qualification gained:**  
Bachelor of Nursing

**Tertiary education institution:** Waikato Institute of Technology

**Year of graduation:** 2012

**Place of employment:** Waikato Hospital

**Educational and career choices:** I've had an interest in the medical fields since I was a teenager. Nursing became an early interest as an alternative because of the medical aspect but also because it would really make me feel good to know that I had a part in helping people in some way. I think my main source of inspiration to become a nurse comes from an innate desire to help people and care for them in times of need. I am also a person who thrives on being challenged and I always have new goals to achieve, so nursing suits me as few other careers offer as much diversity and learning opportunities.

Now that I have my Bachelor in Nursing, in the near future Insha Allah I want to do my masters degree and become a nurse practitioner.





## Naima Ali

**Year of arrival in NZ:** 2000

**High School:** Auckland

**Programme of study/qualification gained:**

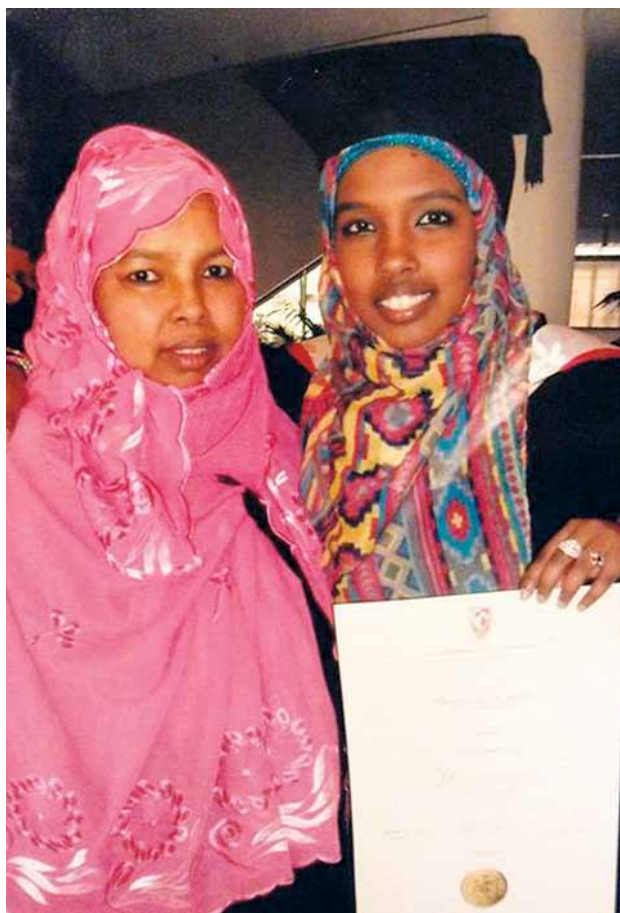
Bachelor of Arts – Majored in Events Management, Minored in New Media Studies

**Tertiary education institution:** Auckland University of Technology

**Year of graduation:** 2012

**Place of employment:** Part time work at Refugee Youth Action Network (RYAN). Insha'Allah currently looking for full-time work in my study field

**Educational and career choices:** When I came to New Zealand, I discovered art, an expressive form through creative works. After graduating from high school, I knew I wanted to work in a creative industry, so I decided to study



Events Management in the hope of becoming a curator or a creative director of some sort of a museum or Islamic Art Gallery.

Alhamdulillah, when I graduated from university I had so many options to utilise what I had learnt, but options sometimes can confuse you. This led me to many work experience placements until I knew specifically what I wanted do. Whilst I was job searching, I was one of 10 participants who were selected to be part of the Auckland Young Leaders Pilot programme offered by the Office of Ethnic Affairs. The programme strengthened our leadership and communication skills.

If any good opportunity comes by, seize it; you never know where it will lead you, and don't ever be a procrastinator; procrastination won't lead you where you want to be or to what you want to achieve. Actions truly do speak louder than words. If we want to help our Ummah and our Somali brothers and sisters back home, we need to stop the cycle that diseases our hearts and make that change and always, always seek knowledge.

"Indeed, Allah will not change the condition of a people until they change what is in themselves" – Al-Quran, Chapter 13, verse 11

*"If any good opportunity comes by, seize it; you never know where it will lead you."*

**Community involvements and interests:** I love to volunteer and try to give back to the community as much as I can and insha'Allah I'll be an active member of the community.

Currently I volunteer with The Umma Trust, Auckland Eid Day, New Muslim Project, AUT African Students Club, Foundation of the Blind, and various other community-based not-for-profit organisations. My passion is Fine Arts, and I would love to host an Art Exhibition through mediums such as photography and acrylic and watercolour painting.

## Abdiaziz S Musse

**Year of arrival in NZ:** 2004

**High School:** Somalia

**Programme of study/qualification gained:**

Bachelor of Social Work

**Tertiary education institution:** Te Wananga O Aotearoa

**Year of graduation:** 2012

**Place of employment:** CCS Disability Action



**Educational and career choices:** I arrived in New Zealand in 2004 and began my working career as a bilingual tutor at Mt Albert Grammar School, followed by a short-term contract at Auckland District Health Board as a Refugee Health Worker.

In 2009 I joined Waitemata District Health Board as Cultural Case Worker during which time I joined Te Wananga O Aotearoa to commence a Bachelor of Social Work degree.

In 2011, I joined CCS Disability (mainstream disability service provider) as a Social Worker, and in 2013 I completed my undergraduate's studies and graduated with a degree in Bachelor of Social Work. Initially there were settlement challenges that I had to overcome, but with motivation and determination I was able to achieve my goals.

Working with CCS Disability is a rewarding role as I get the opportunity to interact, work and support clients with disabilities from a range of ages across the Auckland Region.

*"Initially there were settlement challenges that I had to overcome, but with motivation and determination I was able to achieve my goals."*

**Community involvements and interests:** I have been an active member of the Auckland Somali community since my arrival in 2004. As a volunteer I have been working with the community and advocating for its members in the areas of education, employment, youth, health, disability, advocacy and social support to ensure good settlement.



## Marian Hassan

**Year of arrival in NZ:** 1998

**High School:** Lynfield College, Auckland

**Programme of study/qualification gained:**

Bachelor of Arts (Criminology and Political studies). Currently completing a Bachelor of Law (Part-Time study)

**Tertiary education institution:** Auckland University of Technology

**Year of graduation:** 2012

**Place of employment:** Working full-time for the Ministry of Social Development – Work and Income; also have another part-time job and studying part-time as per above.

**Educational and career choices:** In my BA I chose to specialise in Political Studies and Criminology. I enjoyed both of them, but ultimately I enjoyed criminology more because I really want to make a difference in our society by trying to help those who are marginalised and underprivileged.

Although I already have a BA, I am also studying part-time to complete my Bachelor of Law.

My biggest challenge at university was trying to get into the School of Law. Law was always my preferred career option.

Getting into the School of Law was a struggle because it is extremely competitive – there are 1000 students applying and only 300 spaces. It was made even more challenging by the fact that I was competing against people who have had the privilege of education their whole lives, whereas I have not.

In addition, many people thought it was out of my league – I did not let them stop me though. I knew that if I worked hard then I would be able to get in, so I worked hard and I got in.

Obviously it was not an easy process – I studied constantly. I would leave my house at 6.30am every day and I would not return until after 11pm – but even so, it was worth it.

Another challenge I currently face is that I am working full-time and studying as well. I really wanted to make sure that I completed my law degree, so I decided to study part-time and work full-time. I am definitely enjoying it. I have definitely learnt how to prioritise my time wisely.



**Highlights and Achievements:** I have been awarded a few scholarships from the University of Auckland. My proudest moment was being awarded a Senior Scholar award during my BA. Another highlight was being awarded a Law Scholarship last year – I cried with happiness because I did not expect it at all. It was amazing because these scholarships reminded me that hard work really does pay off and it motivated me to keep working hard.

**A message for those wanting to pursue tertiary education:** First of all, it is really important to figure out what you want to do with your life. Do a lot of research on your chosen field. For example, make sure you know how many NCEA credits you need to get into your chosen course. Also, find out whether there are further prerequisites while you are still at high school – with some degrees, like those required to practice law and medicine, there are two qualification stages – part one and part two. Knowing this is very important.

Another important piece of advice I can give is to work hard in school and at university. Put 110% into everything you do and every assessment. I promise you that in the end it will pay off. Also, never give up even if you fail at first – get up and try again. My motto in my life is even if you've failed every time, just keep trying until you get what you want.

I am currently working for Work and Income and when I finish my Law degree I am hoping to apply for a legal position within MSD. I want to work for the Ministry of Social Development because I want to have a positive impact on people's lives. Working for Child, Youth and Family might be the end goal for me. I would also love to work with refugees, helping them with any legal problems they may have.

## Sharmake Ismail

**Year of arrival in NZ:** 1997

**High School:** Hamilton Fraser High School

**Programme of study/qualification gained:**

Bachelor of Social Science. Major in Industrial Relations and Human Resource Management

**Tertiary education institution:** University of Waikato

**Year of graduation:** 2011

**Place of employment:** River City Training Academy Hamilton

**Educational and career choices:** Deciding a career path was very difficult for me as I had many different options to choose from. I believe deciding on the right career is very vital and it's a long process that one must think through thoroughly.

I decided to go with human resource management as I liked the idea of having the power of hiring and firing people and also mediating problems that arise in the workplace.

University was a fun journey for me although some tests, exams, assessments were challenging and seemed to never end. Thankfully during these difficult times I had the support of my family and friends, which kept me going throughout my academic years.

I made some lifelong friends at university whom I still keep in contact with to this day.

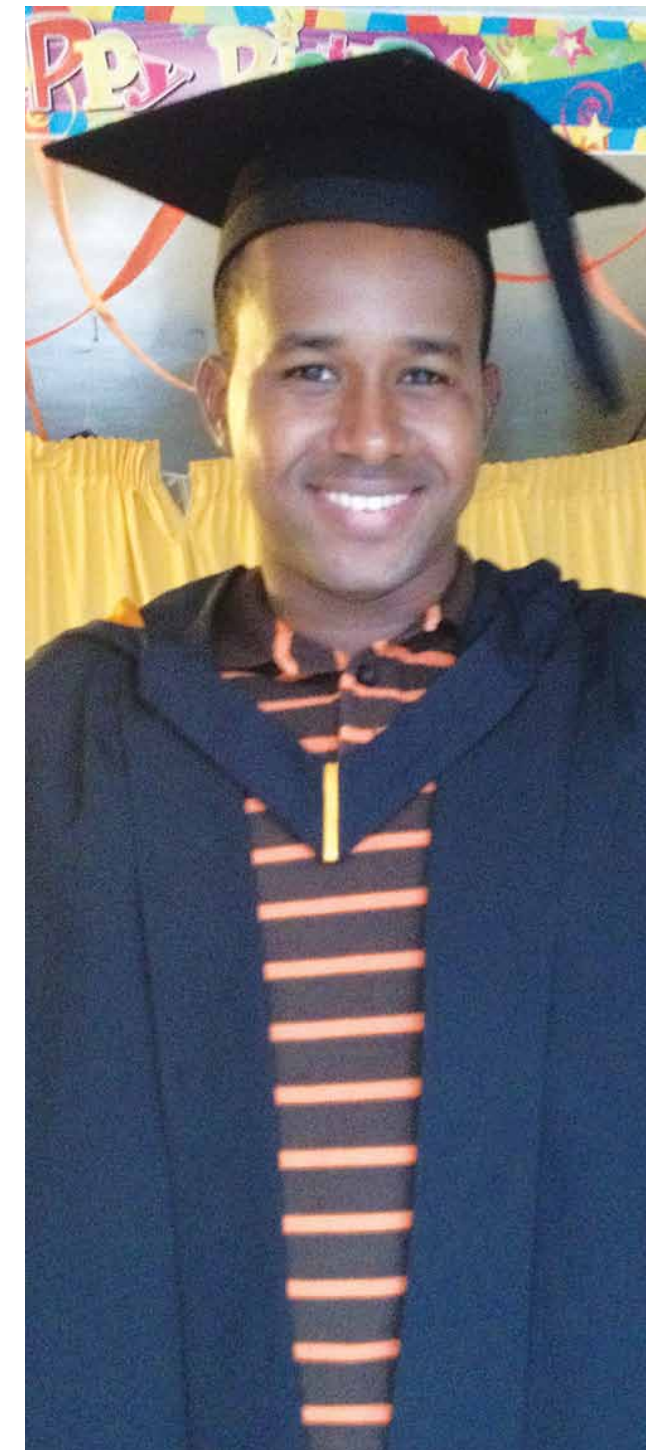
Some of the challenges I faced during the first year of university were time management and adjusting to the university's style of writing. Through my experiences at university I have learnt that time management plays a big part in all your subjects, so my advice to all future Somali students is to plan ahead and make sure everything is completed on time or beforehand to avoid costly penalties or failure.

Also, to the future Somali students, I would strongly suggest for you to find a career path that would interest and benefit you not only for the present but also in 30 years' time.

I hope that you will all enjoy this experience and succeed in all that you do Insha Allah.

I want to gain as much experience as I can to move up the ladder in the business sector and in time construct my own company and run it in my own style.

In the future I want to give back to the community and help out those in need.



## Fatuma Salat

**Year of arrival in NZ:** 1999

**High School:** Hamilton Girls' High School

**Programme of study/qualification gained:**

Bachelor of Occupational Therapy

**Tertiary education institution:** Otago Polytechnic

**Year of graduation:** 2012

**Place of employment:** Currently overseas

**Educational and career choices:** I came to New Zealand with little knowledge of English. I did most of my schooling here. And while I did not find much difficulty in learning the English language, I did, however, experience significant difficulties integrating into the schooling system and life in general as a New Zealand resident. However, as the years went by, I was able to overcome these difficulties and as a result I ended up enjoying education a lot.



I went through a period of time after finishing high school in which I did not know which path to take, so I opted for working instead for a few years before returning to studying.

The last three years of my studies have been the most enlightening years of my life. I did not always want to study occupational therapy; it was with the help of a career

counsellor that I decided upon becoming an occupational therapist. I chose this degree because it appealed to me a lot.

The main aim of occupational therapy is empowering and enabling clients to perform to their full functional abilities, and I found that there are many settings that an OT can work in.

I have always wanted to be involved in the community and contribute to it somehow. I did not get the opportunity to do that until I started working for Hamilton Multicultural Services Trust. I enjoyed my time there and I found that pursuing an occupational therapy career will ensure that I get an opportunity to work again in the community one day.

I enjoyed studying OT immensely; it is the type of profession in which with each experience you learn more about it and about yourself too.

Currently, I live in Perth, Australia, where I am hoping to become an experienced OT.

Ultimately, my goal is to travel to different places with what I have acquired of knowledge and experiences.

**Community Involvement:** I have been actively involved in the Hamilton community for the last four years.

In 2009 I was working for Hamilton Multicultural Services Trust as the co-ordinator of a pilot project called Stepping up 2 Study. The project's aim was to provide additional study support for Somali tertiary students. I found the project to be very interesting and as a result I acquired invaluable knowledge and skills.

I have also been involved with the Women's Organisation of Waikato Muslim Association (WOWMA) as a youth leader. I have been a member for the last three years. This was an invaluable group for the young Muslim girls in Hamilton. We received numerous opportunities as a result, the main ones being exploring the NZ environment and engaging in outdoor activities such as canoeing, abseiling and bush walking. We participated in this with the aim of learning how to reconcile our Islamic and cultural identities with the land we were living in. Being part of WOWMA was a special time in my life.

I have learnt a lot in the last three years both in my personal and student life and I look forward to my future endeavours insha Allah (God Willing).

## Saadaq M Farah

**Year of arrival in NZ:** 2001

**High School:** Hamilton Fraser High School

**Programme of study/qualification gained:**

Bachelor of Information Technology, (DIPICT – 5), (DIPICT 6)  
CCNA Certified

**Tertiary education institution:** Waikato Institute of Technology

**Year of graduation:** 2013

**Place of employment:** ShelterBox Organization Ltd Hamilton  
(IT Project manager & System Analyst)

**Educational and career choices:** Assalamu alaikum wa rahmatullah wa barakatuh

Praise be to Allah swt for making everything easy for me and allowing me the chance to learn about my religion and to be able to work towards my career in the IT industry.

During my study I have obtained a CCNA certification and also two diplomas which have pushed me to complete my final years of (BIT) Bachelor of Information Technology.

At Wintec School of Information Technology, there were great people who supported me. The beauty of education is that I was having these wonderful experiences in the classrooms. Monday through Thursday, and on Saturdays, I was teaching what I had learnt during the week and also learning from other people in similar situations. This allowed me to develop a high level of problem solving and be able to retain information faster.

Furthermore, getting to this point has been due to the effort, dedication and hard work of my mother whom I love so much, Halima Haji, who has taught me the value of both my deen and having good education in a western society. Everything is hard at first but with practice and a lot of patience you will succeed in the long run.

Being both religious and educated is very important to me and my future; it will give me more opportunities and more options. It will definitely set me apart from my peers when it's time to get promoted.

During my studies I have worked with team specialist reporting to the Supervisors of Communications and Technology. We distribute information out to the 18,000 members, and reach out to media outlets and external organisations as well.

Being able to study and work is a wonderful feeling, which cannot be explained; everything you have been taught, and applying it in the industry, makes you appreciate what you have learnt.

After finishing my Bachelors of Information technology (BIT), I am interested in pursuing my studies further in the field of computer science and Information Technology. My second highest goal is to complete my double major and gain a masters degree at the University of Australia.

My advice to the youth and older generation is: Stop making excuses and give education a go. How will you know unless you try and push yourself? Everything is difficult at first but it requires patience and consistency.



Islam is the religion of peace, which has given us guidance in every aspect of life. Islam has given us education with knowledge which has no limits. The Holy Quran is the most sacred book of Allah revealed on Prophet Muhammad (SAW), for the upliftment, guidance

and enriched messages to humanity. Education is the knowledge of putting one's potential to maximum use. Without education, no one can find the proper right path in this world.

Abu Hurairah Radiyallahu 'anhu narrated that The Prophet Sallallahu 'alaihi wasallam said: "Whoever seeks a way to acquire knowledge Allah will make easy his way to paradise." (Muslim) Also Anas Radiyallahu 'anhu related that the Messenger of Allah Sallallahu 'alaihi wasallam said: "Seeking of knowledge is obligatory upon every Muslim." (Ibn Majah)



## Roble M Ali

**Year of arrival in NZ:** 1994

**High School:** Hamilton Boys' High school

**Programme of study/qualification gained:**

Bachelor of Law  
Bachelor of Art majoring international relation and security studies

**Tertiary education institution:** University of Waikato

**Year of graduation:** 2013

**Educational and career choices:** I have completed a Bachelor of Laws and a Bachelor of Art majoring in



International Relations and Security Studies at Waikato University in April 2013.

I am also currently undertaking a Legal Professionals course in order to become a registered Barrister and Solicitor of the High Court of New Zealand.

I have a strong passion for the law and its role in society

and I am highly motivated in continuing my professional development in order to achieve a successful career in law.

**Achievements:** Professional Basketball in NZ NBL League Waikato Pistons Team. Successfully selected as a development player in 2007 and 2010 made the active roster.

Registered interpreter with New Zealand Translations Ltd.

2013 Law Clerk for Simon Reeves Barrister & solicitor.

My plan is to continue my personal and professional development in order to achieve a successful career in law.

## Shafat Nour Salat

**Year of arrival in NZ:** 2001

**High School:** Fairfield College

**Programme of study/qualification gained:**

Bachelor of Sport & Leisure Studies and Tourism Management

**Tertiary education institution:** University of Waikato

**Year of graduation:** 2012

**Place of employment:** Works in Sydney, Australia

**Educational and career choices:** In addition to the qualifications I have completed, I have also been an athlete, competing in track and field and cross-country at national and international levels, winning several championship events in the process. This required a lot of training and work, but it has also exposed me to many opportunities and connections and a lot travelling in and outside the country.

The experiences I have gained through sport and travelling had a huge influence on the choices I have made in terms of what I wanted to study and what I wanted to achieve in life.

That being said, I, like every other young Somali person, have come across some challenges and obstacles such as language problems and lack of people to look up to in the community who could set an example for us and give us hope and the belief that if they did it so could we. However, today it is slightly different as there are many young Somali people who are graduating with all types of degrees and setting the standard for all Somalis, especially those who are still in school. That is why I strongly urge every Somali person, young and old, to start believing in themselves, set goals and have hopes and dreams and to work hard to achieve them.

After completing my studies last year I got my first job, in Saudi Arabia, as a Leisure and Recreation supervisor at a resort. In the near future, I plan on teaching PE at high school, and longer term hope to get involved in the resort and hotel management sector inshaa allah.



## Ismail Yasin Mire

**Year of arrival in NZ:** 2007

**High School:** Somalia

**Programme of study/qualification gained:**

Bachelor of Science Technology (BSc Tech)

**Tertiary education institution:** Waikato University

**Year of graduation:** 2012

**Place of employment:** Hill Laboratories

**Educational and career choices:** When I came to New Zealand in late 2007 with no family, I knew I had to revive my long lost dream of getting a tertiary education if I have any chance of taking advantage of what this new country had to offer. To bring a lost dream into reality is no walk in the park for anyone, let alone someone with limited English. Nonetheless, as the saying goes, if there is a will there is always a way.

Therefore, after taking some English classes I started at Waikato University in mid 2008. I enrolled in a Bachelor of Science Technology (BSc Tech) with double major in Earth Science and Biology.

*"To bring a lost dream into reality is no walk in the park for anyone, let alone someone with limited English. Nonetheless, as the saying goes, if there is a will there is always a way."*

From an early age I was fascinated by the nature that surrounds us such as plants and landscapes etc. And I was always interested to know more about them. Thus my choice of majoring in Earth Science and Biology can be attributed to my passion for nature.

After I graduated in mid 2012, I got a job at Hill Laboratories which is one of the leading analytical testing laboratories in the country.

My message to my fellow Somalis is to remind them the importance of knowledge in our religion. In Islam knowledge

is of two kinds, religious and secular. Both of these types of knowledge are important for the life of mankind. They need the secular knowledge for their day to day life, and the religious knowledge for the efficiency of this life and the hereafter.

To emphasise the significance of knowledge Allah (the exalted) chose the word read or recite to be the first word of the revelation to prophet Mohamed (peace and blessing be upon him). Throughout the Quran Allah (the almighty) mentions different types of secular knowledge such as embryology, geology, oceanography etc.

Prophet Mohamed (peace and blessing be upon him) has

also encouraged his Umah to seek knowledge in many of his sayings. For example, in one hadith the prophet (PBUH) said "Seek knowledge from cradle to the grave". Thus for a person to acquire knowledge he/

she is not only giving him/herself a better chance in life, but also he/she is following the Sunnah of the prophet (PBUH). Hence in order to obtain knowledge one needs to have a goal, commitment and perseverance, and above all to have trust in Allah.

**Community involvements and interests:** When I was studying at the university I was an active member of the Hamilton Somali Student Association.

I also acted as a youth worker for the Waikato Somali Friendship Society. I worked with the Somali youth and their families. My duties included providing input into young people's life that will help them make a positive change and steer them into the right direction, and therefore, help them to build relationships and connect with their community.





## Khadra Mohamed

**Year of arrival in NZ:** 1999

**High School:** Fairfield College

**Programme of study/qualification gained:**

Bachelor of Social Science (Public Policy and Political Science)

**Tertiary education institution:** University of Waikato

**Year of graduation:** 2013

**Place of employment:** Victorian Ethnic Social Services

**Educational and career choices:** When I arrived in New Zealand I was immediately enrolled into high school where I had chosen all the subjects that I was interested to study only to be let down by my inability to speak English.

I dropped out of high school and started working as an unskilled labourer and around the same time I started a family.

*"My proudest moment came when I walked on stage with my kids cheering me from the crowd and seeing their eyes filled with pride and joy that their mother had graduated from university. As a mother, I could not ask for a better feeling than the one I felt at my graduation day."*

However, my desire to study and obtain higher education never left me. Therefore, I enrolled in ESOL classes and learned enough English language to study other non-English subjects, then started working towards higher education.

At first, I went through a period of exploratory educational choices. It was not until I volunteered to work with the Waikato migrant and refugee communities in various capacities that I discovered a degree that supported the roles I was employed in and combined my natural abilities, my community involvement as well as my desire to obtain higher education.

It took me four years of part-time study to complete my degree. I was lucky enough to have a family, friends and employers who supported me throughout my study. Without their support I could not have achieved my educational goal.

My proudest moment came when I walked on stage with my kids cheering me from the crowd and seeing their eyes filled with pride and joy that their mother had graduated from university. As a mother, I could not ask for a better feeling than the one I felt at my graduation day.

**Employment, networking and friends:** Most of the time during the last 10 years I was either volunteering or raising a family or in paid employment albeit part-time – in fact I was doing all three at once most of the time. It was important for me to feel that I was contributing to my local community while also supporting my family financially.

My voluntary community involvement over the years includes co-ordinating women's affairs for the Waikato Somali Friendship Society, serving two terms as a member of the Ethnic Advisory Group for English Language Partners New Zealand, an Advisory Group member for the Hamilton Ethnic Women's Centre Trust and serving the Board of Refugee Services New Zealand.

While studying I was lucky enough to be employed in various positions that all complemented my degree, such as co-ordinating the Waikato Refugee Forum, co-ordinating Shama Hamilton Ethnic Women's Centre Trust and as the National Client Relationships Developer for English Language Partners New Zealand national office, which later changed to Projects and Development Coordinator (client focus).

I will forever be grateful to my employers for the opportunity to work for them as they worked around my family and study commitments.

My advice to current and future students is to experience work during your studies, as this will definitely help you find a job after completing your degree. Also, broaden your circle of networks and friendships, as working with a wide range of people will help you develop important social and employment skills. It will also get you noticed, as people, once they know you well, will put in a good word for you in employment situations.



## Abshir Gabose

**Year of arrival in NZ:** 2000

**High School:** Hamilton Boys High

**Programme of study/qualification gained:**

Bachelor of Social Science (majoring in Relations & Human Resource)

**Tertiary education institution:** University of Waikato

**Year of graduation:** 2013

**Place of employment:** Serco, Perth, Australia

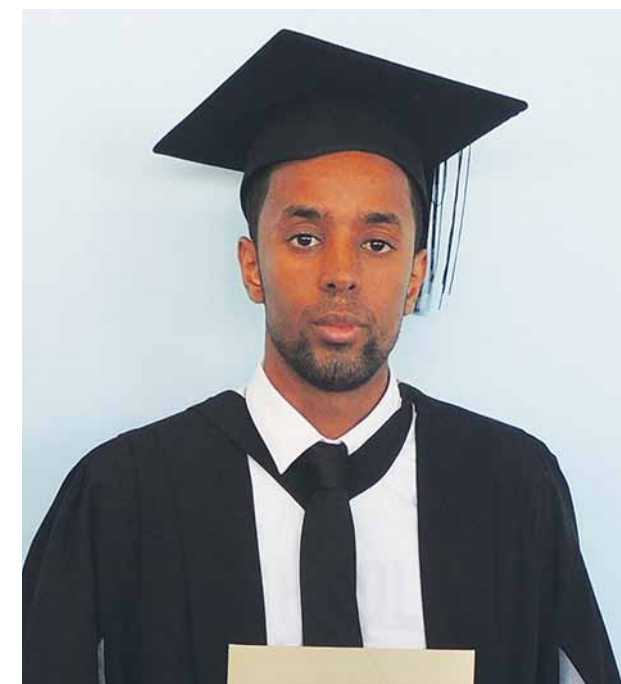
**Educational and career choices:**

*Assalamu Alaikum Wa rahmatullah Wabarakatu*

*Tena koutou, tena koutou, tena koutou katoa*

Salaams, I am Abshir Gabose. First of all I would like to thank both my parents, for giving me life, thank you even more for raising me right, for teaching me right from wrong, for leading by example and providing a caring loving home. Throughout my journey my family and friends were by my side and I am thankful.

At the moment I am working at Serco, Perth, Western Australia, as a Client Services Officer. This job is



challenging both physically and mentally but I am enjoying it. My challenges are the safety, security, and wellbeing of the people held in the centres whilst the Department of Immigration & Citizenship reviews their applications to stay in Australia.

Coming to New Zealand as an immigrant was hard; adapting to new country has its own challenges. However, I didn't hesitate to make new friends. I was open, keen, and friendly so I quickly made friends at school.

I came to New Zealand with my siblings. I attended Wellington Mt Cook Primary School. Later we shifted up to Hamilton just because it was more of a family environment there. I attended Insoll Primary School, Peachgrove Intermediate School, and later shifted to Hamilton Boys' High School (HBHS).

When I finished my schooling I went overseas and travelled around America and Australia where I lived and did labouring jobs for a year.

Later I came to realise that without education there is not much this world can offer you. I have decided to move back to New Zealand, where I looked into my career options and decided to do a Bachelor of Social Science, majoring in Relations Human Resource.

However, when I was growing up I've always wanted to help people out in any way I possibly can. Choosing to do Human Resources helped me develop therapeutic relationships with people in the work environment. This helps me apply the knowledge and skills I have gained from Waikato University in a real work environment to help others.

I really value the time I have spent at the University of Waikato as a student and I have gained great student life experiences, late night studies, meeting deadlines, etc. I show an interest in HR and management and this has been attractive for potential employers. There is of course a very competitive world out there. However, it is all worth it as my bachelors degree gave me strength and confidence to apply for my current job.

Word of advice to my fellow Somali youth: living in New Zealand there are plenty of opportunities available for everyone, and we need to take advantage of that which can lead us to achieve our short or long term goals.

## Abdikarin Abdi

**Year of arrival in NZ:** 2006

**High School:** Never had High school

**Programme of study/qualification gained:**

Bachelor of Management Studies/Law

**Tertiary education institution:** University of Waikato

**Year of graduation:** 2012

**Place of employment:** River City Training Academy

**Educational and career choices:** I have graduated from the University of Waikato with a double major of economics and law.

Studying both has helped me to understand how each has a substantial contribution to the other; for instance, one might describe a law against speeding as a rule providing that anyone caught driving more than fifty-five miles an hour on Fairfield Rd must pay fifty dollars to the city council. Viewed



this way, a speeding law is simply a way of raising revenue and a speeding ticket a rather peculiar sort of revenue for the government, while others might argue, the purpose of speeding ticket is not to tax but to prevent, because the driver is less likely to drive fast if one probably faces the consequences. On the contrary, I would argue, we could make it more efficient if every speeder is hanged – or even if every speeder has his car confiscated – the number of speeders would rapidly approach zero. However, one policy that would challenge my argument is that we do not want to eliminate all speeding, just “inefficient” speeding. All these sensational arguments make my double choice an interesting field.

**Community involvements and interests:** I have made a massive contribution to my community through volunteering. I have been an active member in my community and strongly involved with most if not all community activities, particularly in Hamilton.

My particular interest is doing research, particularly in areas that would be of interest to the Muslim community. I took part in research on whether opening Islamic banking in a dominated conventional banking country is feasible, or how the idea of Islamic window in a conventional bank would sound in New Zealand. For your information, there are approximately 50,000 Muslims living in New Zealand. Do we need Islamic products? The answer is obviously “yes” because we are prohibited trading with interest related products.

*“I have made a massive contribution to my community through volunteering. I have been an active member in my community and strongly involved with most if not all community activities, particularly in Hamilton.”*

**Advice:** My primary teacher used to say “the roots of education are bitter, the fruits are sweet”, but that did not make sense to me till I finished my studies.

## Hassan M Ali

**Year of arrival in NZ:** 1994

**High School:** New Zealand

**Programme of study/qualification gained:** BCMS

(Hons) Bachelor of Computing and Mathematical Sciences with Honours (specialisation: Software Development)

**Tertiary education institution:** University of Waikato

**Year of graduation:** 2012

**Educational and career choices:** Having a Computer Sciences Degree has the advantage of opening endless career opportunities in an exponentially changing environment.

My greatest achievement while studying at Waikato was working as an intern over the summer breaks where I was offered full-time employment, gained great references from industry, and to have Software Applications which I created or had a hand in creating be used around the world.

**Tips for our youth:** Work hard in high school; build a strong foundation in mathematics and the English language.



## Aliya Ahmed

**Year of arrival in NZ:** 1997

**High School:** Fairfield College

**Programme of study/qualification gained:**

Bachelor of Communication Studies (Majors: Public Relations and Marketing)

**Tertiary education institution:** University of Waikato

**Year of graduation:** 2013

**Place of employment:** Works in Brisbane, Australia

**Educational and career choices:** I have graduated from the University of Waikato, with a Bachelor of Communication Studies, majoring in Public Relations and Marketing.

Throughout my study I have found that education develops your sense of self, heightens your awareness of the environment you live in and the people you interact with. And in the end it makes you a more useful person to society.



My long term dream is to work with the United Nations and be involved with non-profit organisations around the world that provide health and education to children, and I hope that my qualification will help in that.

Education does not mean anything if its ultimate goal is not about helping people and making the world a better place for everyone.

**Community involvements and interests:** In the past I was a member of the Somali Student Association, the purpose of which was to encourage young brothers and sisters to embrace education and share our experiences, both the joy and the challenges of studying.



## Said Sheikh

**Year of arrival in NZ:** 2005

**High School:** Wellington East Girls' College

**Programme of study/qualification gained:**

Bachelor of Commerce and Administration Majoring in Accounting and Commercial law

**Tertiary education institution:** Victoria University of Wellington

**Year of graduation:** 2013

**Place of employment:** New Hope Foundation Inc

**Educational and career choices:** I always wanted a career in the business field but I didn't know the area I wanted to pursue. In my first year I took 7 compulsory papers, one of which was Introduction to Accounting. Once I completed that paper I knew I wanted to pursue accounting as a career.

My accounting lecturer referred to accounting as "the language of business." I was fascinated by this phrase and I

wanted to learn more about this subject.

Often we assume that accounting is all about crunching numbers, but as a business major in an accounting programme I have discovered it is more than that. I learnt how to approach, analyse, and shape financial practices within an organisation. I have gained an understanding of how finances work and how they affect the bottom line.

In addition there are many types of risk inherent in any business in today's volatile world. Therefore it is important to know the law that governs the business activities in order to mitigate risks.

Keeping this in mind, I have decided to add Commercial law as my second major. Alhamdulillah I enjoyed my studies and I am looking forward to commencing my charter accountancy programme.

*"You will come across obstacles and challenges. But don't give up; follow your dreams and your passions."*

**Advice to my fellow Somali students:** Studying at tertiary level is not an easy mission; however, it is not an impossible task either. When you set your goals straight and you identify what you want to achieve in life then you will be able to accomplish your dreams with the help of Allah no matter how difficult it is. If you are not sure of what you would like to study, talk to your friends, teachers and senior students who are studying different degrees.

Also be aware throughout your study and in life that you will come across obstacles and challenges. But don't give up; follow your dreams and your passions.

**Community involvements and interests:** I have always been involved with the community.

I have worked with the Wellington Somali Council as a homework club co-ordinator during my university time. I have helped students with their study.

I have also developed community links that strengthen young people's relationships with their family units, school, services and other support networks.



## Dr Hassan Ibrahim

**Year of arrival in NZ:** 1998

**Programme of study/qualification gained:** Doctor of Philosophy in education

**Tertiary education institution:** The University of Canterbury, Christchurch, New Zealand

**Year of graduation:** 2013

**Place of employment:** Ministry of Education

**Educational and career choices:** Pursuing a career in the human development field has always been a goal close to my heart.

My special interest in education emanates from my strong belief in educational success as the key to achieve a worldly success. In the refugee context, I consider education as the most crucial tool which refugees can employ to open up and expand the opportunities in their adopted country and to achieve full endowment.

*"In the refugee context, I consider education as the most crucial tool which refugees can employ to open up and expand the opportunities in their adopted country and to achieve full endowment."*

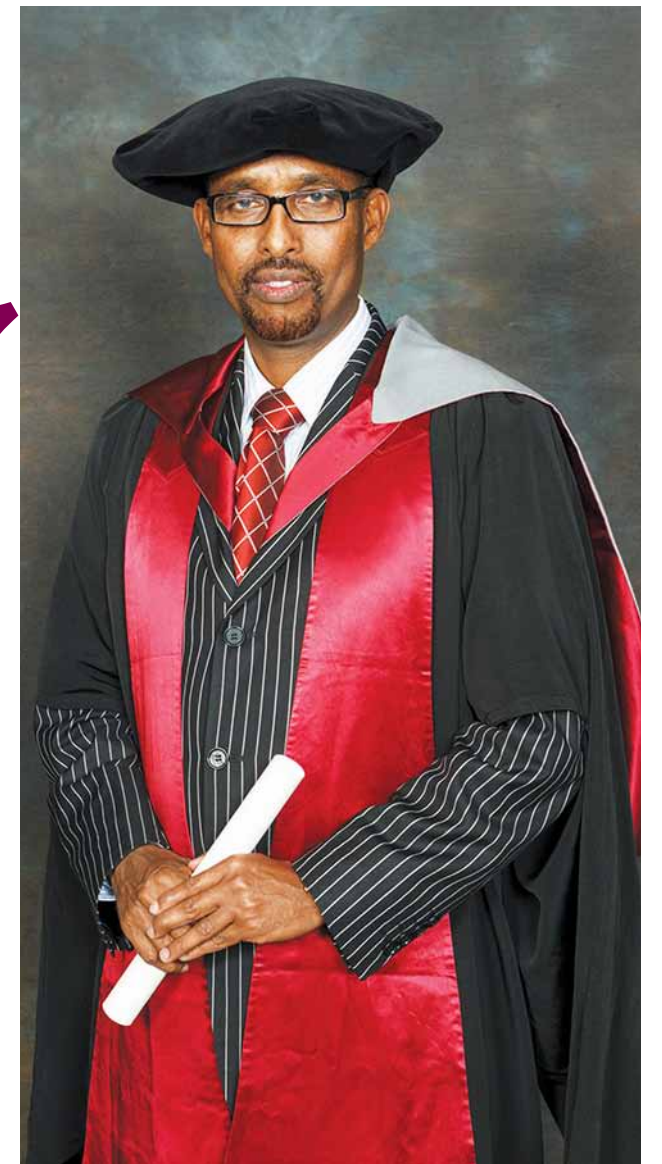
Reflecting on my personal educational journey, there are significant achievements and challenges that are worthwhile to note. While the challenges may be many, I regard developing the correct mental stamina and overcoming many self-perceived limitations as the most notable achievement. I perceive it critical because it was precisely this factor that paved the way to my subsequent achievements.

Generally, most challenges are centered on developing the essential habits and a culture conducive to learning, coupled with the difficulty of balancing the competing workloads of family and learning. The ability to remain focused on my final goal and not to be put off when the going got tough, as well as the strong motivation from my family, work colleagues and unreserved support of my academic supervisors and other staff

in my university were central to my success.

My advice is that, in life, there are always challenges; however there is also a solution to every problem where there is strong determination. To remain focused and maintain momentum, be clear about what you want to achieve in life and then remember to be where you are supposed to be when you are supposed to be there and ensure to do what you are supposed to do when you are supposed to do it.

My interest lies in education, therefore as an elder and professional, my involvement in the Somali community is generally limited to giving advice and guidance about educational related issues.



## Abdirahman Sheikh

**Year of arrival in NZ:** 2003

**High School:** Rongotai College

**Programme of study/qualification gained:**

Bachelor of Social Work

**Tertiary education institution:** Massey University  
Palmerston North

**Year of graduation:** 2012

**Place of employment:** AMES Settlement (Melbourne)

**Educational and career choices:** A common story shared by each and every graduate who has appeared in this journal is how students from refugee backgrounds frequently find the culture of tertiary institutions alienating and the experience can be overwhelming and daunting. Just like any other student from a refugee background, I have faced similar issues. However, I was determined to achieve my goal regardless of the obstacles. The struggles and challenges only acted as a motivational tool rather than an excuse to drop everything and blame the system or my refugee experience.

I started the four-year Bachelor of Social Work degree straight from high school. A year after I started my course, Massey University's social work programme was moved to Palmerston North where the main campus is. I opted to stay in Wellington while doing the course extramurally on a part-time basis.

I was cognisant of the fact that getting some work experience under my belt was vital while continuing my part-time study. I was lucky to get a social work trainee position with Wellington Somali Council and also a casual role with Wellington City Council as a youth worker.

Both these roles gave me the opportunity to look inside myself, examine my abilities and my suitability as a social worker.

Reflecting on my educational and career choices, biology was my favourite subject in school and I always imagined myself doing something related to biology. Despite this effort to move in a different direction, I found myself drawn to the values of social work. I figured out that if I have to work for the next 40 years it might as well be doing something that

helps people. I wanted a job that was different every day and that I felt was worthwhile and satisfying.

After embracing the field, I graduated with my social work degree (Hons.) in 2012. Studying social work was a journey that developed my professional knowledge and skills, as well as my personal identity and understanding of how I exist and interact in the world.

The two placements I completed confirmed to me that this degree was worth studying.

During the fourth year of my degree, I was able to complete my final placement with the Department of Corrections. In this role some of my tasks included conducting pre-sentencing assessment interviews, inducting offenders into sentences to ensure that they understood their responsibilities, rights and the consequences of non-compliance and providing focused casework to assess and reduce offenders' likelihood of reoffending and risk of harming others.

The client group was very challenging, encompassing both care and control aspects of practice. It was very rewarding and exciting and a great placement that prepared me for my next task as a practicing practitioner.

I am now employed at Ames Settlement as a Case Manager for asylum seekers and refugees. My role as a Case Manager encompasses providing case co-ordination, referrals and support and linking them with all essential community services. The role provides me with a wonderful opportunity to gain experience and insight into working with individuals, families and communities of different cultures, religions and backgrounds.

My role as a Case Manager is challenging and I constantly reflect on my personal, cultural and social work values, past and present policies, history, and language while trying to maintain culturally appropriate and reflexive practice.

A message I would like to share with my fellow Somali brothers and sisters is to make the most of the opportunities that you have. It might not be an easy journey, but everything in life needs dedication and hard work. Nothing comes without struggle and education is worth a struggle.

Parents' involvement in our education is crucial; however,

this is not the case for many Somali students. Coming from violence and chaos in Somalia, our parents are simply satisfied that we are in school where we are safe and receiving an education and therefore turn their attention to many other issues they face in this country – we must acknowledge that they face far greater issues than we face sometimes.



It is no secret that our parents are more concerned with monitoring the situation in Somalia than they are with our academic success. I urge people to realise that it is about time to make changes and strongly advise parents to invest in their children's education, knowing that the long journey from home and all those years living in a foreign country has paid off.

**Community involvements and interests:** I have worked part-time as a community social worker for nearly 2 years at the Wellington Somali Council to provide social work services and support Somali families.

During this time I was also able to provide cultural, language

and religious input to the senior social workers and other NGOs and government agencies that dealt with Somali clients. For example, for a long time there was a huge misunderstanding and mistrust between Somali youth and Probation Officers (POs) which was resulting in a poor working relationship. I regularly engaged with Probation Officers (POs) to improve this relationship by sharing with them some cultural knowledge. This included sharing with them the underlying issues of Somali youth and how that could be a factor which contributes to their offending behaviour, non-compliance and resisting authority.

*"If I have to work for the next 40 years it might as well be doing something that helps people. I wanted a job that was different every day and that I felt was worthwhile and satisfying."*

Although the PO's main purpose is sentence management, this helped them broaden their focus beyond sentence management and understand the full picture of the client's situation to cater for their special needs in a system in which some policies implemented might not be favourable for such a vulnerable group.

In the future I plan on returning to university to undertake a master's degree in social work. Mental health is an area I am interested in looking into. In Somali culture mental health is stigmatised, and concepts of mental health only include perspectives on mental illness: one is crazy or one is not crazy. There is no conceptual framework that includes a spectrum of health and disease, mental health and mental illness.

Therefore, as a practitioner my vision is to increase my understanding of mental health and mental diagnosis in order to challenge cultural factors that contribute to this stigmatisation. This stigmatisation shrouding mental health prevents a lot of people from seeking treatment.

Understanding mental health will not only help me to develop skills to work within my culture but it will also give me skills that I can use with different people in a range of social work areas.



## Awel I Guled

**Year of arrival in NZ:** 2000

High School: Naenae College

**Programme of study/qualification gained:**

Bachelor of Science in Chemistry Minor in Technology

**Tertiary education institution:** Victoria University of Wellington

**Year of graduation:** 2012

**Place of employment:** Acma Industries Ltd

**Educational and career choices:**

As-Salaamu Alaikum to my brothers and sisters.

I really enjoyed science in high school, especially chemistry. I worked hard at school to get my university entrance in order to pursue a career in science.

I completed my degree with the grace of Allah in 2012.

To the upcoming generation I would say this, put your complete trust in Allah and work hard, and most importantly be patient because there will be some tough days. With hard work and dedication you will succeed.

I enjoy playing sports and current affairs. I'm inshallah planning to stay in New Zealand and pay off my student loan then maybe continue my postgraduate studies.



## Abdirahman Osman

**Year of arrival in NZ:** 2000

**High School:** New Zealand

**Programme of study/qualification gained:**

Bachelor of Commerce

**Tertiary education institution:** University of Canterbury

**Year of graduation:** 2012

**Educational and career choices:** The value of quality education and learning has always determined the way we shape and change the world we live in. A student's life is shaped in the classroom in order to prepare them for the challenges in the real world. As a student we undergo new ordeals to prepare ourselves for such change. These include the power of independence, social interaction and the ability to utilise all possible resources. The knowledge and the skills gained through this will help you in future workplaces.



My advice to current and future students is to never give up and never stop striving to achieve your dreams. Keep in mind that quality learning does take time, so be patient and keep at it. My studies have taught me many things, both theoretical and practical. But the most important thing I learned is that in school you're taught a lesson and then given a test. However, in life you're given a test that teaches you a lesson. How you learn in school will determine how you handle any obstacle life throws at you.

I have had the opportunity to live and study in Christchurch. A truly beautiful and dynamic city even when the earthquake struck. Cantabrians show a great deal of character, resilience and perseverance. Best wishes to the city and to its people.

## Mohamud Osman

**Year of arrival in NZ:** 2000

**High School:** Egypt/ New Zealand

**Programme of study/qualification gained:** Masters in Health Sciences

**Tertiary education institution:** Canterbury University

**Year of graduation:** 2013

**Place of employment:** Research assistant, Canterbury University

**Educational and career choices:** I started my academic career knowing there are endless possibilities for learning different things.

Everyone has aspirations and goals to achieve, but the key thing is determination and patience. Academic life is not easy at all; you will encounter difficulties and challenges. As Dr Ben Carson MD once said, "Success is determined not by whether or not you face obstacles, but by your reaction to them. And if you look at these obstacles as a containing fence, they become your excuse for failure. If you look at them as a hurdle, each one strengthens you for the next".



My advice to my fellow Somali brothers and sisters is to NEVER give up on your dream and work super hard because just wanting something doesn't mean you will get it. Remember sometimes things become possible if we want them badly enough and the only easy option is failure. Don't you dare give up because a lot of people depend on your success.

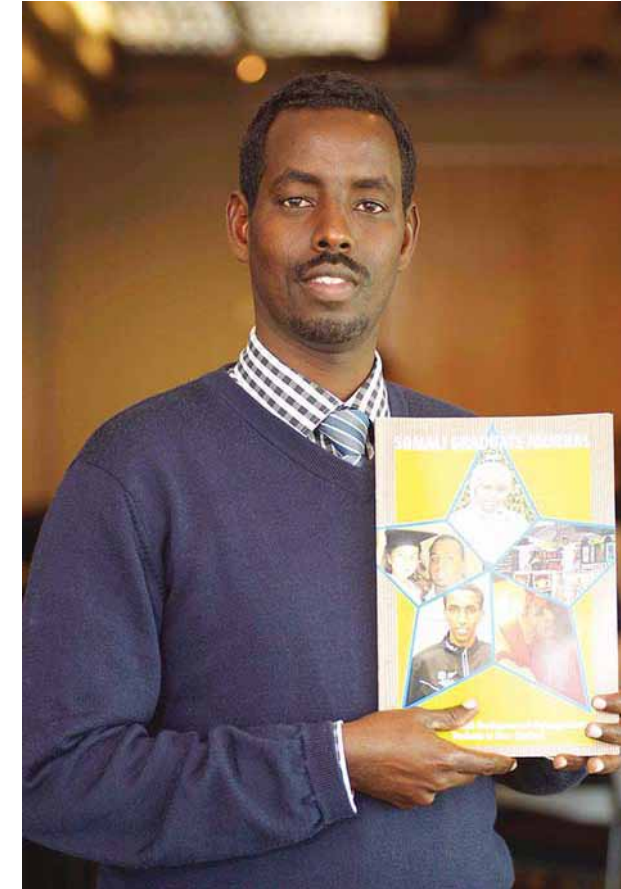
Finally, be proud of your faith, culture and family. Listen to your parents and obey them if you want success in this life and hereafter, and always listen to your MOTHER. Now enough said. Go and show the world what you're made of...



JOURNAL LAUNCH AND CELEBRATIONS



JOURNAL LAUNCH AND CELEBRATIONS





## Somali parents and their links with New Zealand schools: Matching refugee needs and school-based support

**Abstract:** This paper presents findings from a longitudinal study that explored the methods of communication employed by schools in New Zealand to transmit information to Somali parents – and considers how the existing information is aiding Somali parents and their children’s schools to build an effective parent/school collaboration.

Literature reviews, focus groups, individual interviews and observational methods are used.

The findings suggest the mechanisms currently employed by schools to transmit information to parents are far from effective in building constructive partnerships between parents and schools. Finally, the paper proposes a new model to foster collaboration between parents and schools.

### Introduction

Founded as a settler colony, New Zealand has been built on migration and in recent decades has agreed to host refugees from many countries.

As the first group of African Muslim refugees in New Zealand, the Somali refugees are culturally, linguistically and religiously distinct from the mainstream community in New Zealand.

Another significant feature of the Somali refugee community is the high proportion of them who are solo mothers, most of whom were selected by the United Nations High Commission for Refugees (UNHCR) under the humanitarian programme known as ‘women at risk’ (Guerin, Diriye, Corrigan & Guerin, 2003). Already vulnerable and marginalised as refugees, these women have a background of culturally rooted discrimination sustained in Somalia by a strongly patriarchal society.

Despite some progress being made in recent years, the New Zealand resettlement policies, especially the education policies, have generally failed to meet the needs of Somali refugees (Interdepartmental Committee on Refugee Resettlement, 2000), resulting in Somali students being

exposed to serious risks of non achievement and alienation from schools (Humpage, 1999; 2009).

Beyond that the finding in this study suggests there is significant potential for a clash between New Zealand’s secular state education system and the cultural, language and socio-economic circumstances of Somali families. This makes the issue of the relationships between Somali families and schools particularly important. This area, which should inform educational policy, is the subject of this paper.

### Literature review

In recent years, parents’ involvement in children’s education has attracted the attention of schools as a result of the growing pressure on schools to equip learners with the capabilities required to become active contributors to society. Researchers have concluded that schools alone are not capable of achieving the tasks of “educating and socialising children and preparing them for life” (Epstein and Hopkins, 1996, p.210).

The research further suggests that parents have more knowledge of their children’s needs since children spend more than three quarters of their time with their parents (Lueder, 2000). This is much higher than the 13% of the child’s time which is spent in schools in the first 18 years of the child’s life (Redding, [www.minedu.govt.nz](http://www.minedu.govt.nz)). In addition, schools started to pay more attention to parent and school collaboration when it became clear to them that children’s homes are important venues in which children’s learning takes place. Consequently, this has encouraged schools to engage parents in children’s learning processes.

Although the research has linked parent and school collaboration with student achievement, it also suggests the mode of communication employed is a strong determinant of a school’s responsiveness to a learner’s needs. For example, Bastian (2000) argued that schools with no effective mechanisms to engage with families are at risk of not detecting the needs of individual students since such schools

are not exposed to the realities in the children’s families.

Besides its positive effect on student achievement, effective collaboration between parents and schools also offers other positive outcomes for teachers, parents, schools and communities. According to (Epstein & Hopkins, 1996; Griffith, 1998; Gorinski, (2005); Haynes & Ben-Avie, 1996; Lueder, 2000) these outcomes can be summarised as follows:

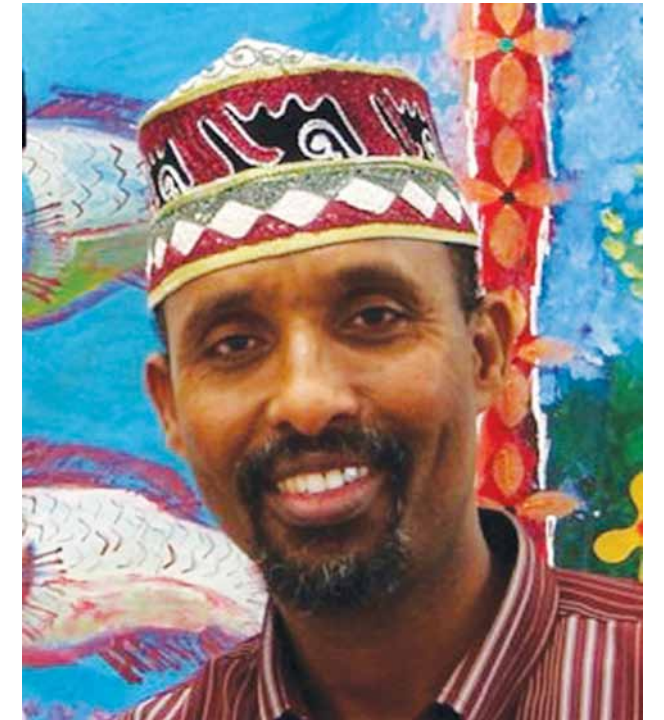
- **Outcomes for teachers:** Teachers become more responsive to the needs of learners as they become familiar with any factor in the family that can influence the children’s learning abilities.
- **Outcomes for parents:** Parents become more included instead of feeling alienated from the school community.
- **Outcomes for schools:** Parents become an additional school resource providing new ideas and initiatives which could improve overall school performance.
- **Outcomes for communities:** The social capital in the community is increased which creates a positive support from which schools and children can both benefit.

### Findings

While there are significant broad correlations between parental involvement and student achievement, the finding in this study suggest this does not hold well for the Somali children.

The data showed existing communication breakdowns between Somali parents and their children. This is particularly common in households in which parents have limited English. The study found that Somali parents’ collaboration is significantly affected by the language gap between parents and their children, which is widening as children pick up oral English faster than their parents while losing their mother tongue faster. These widening cultural and language gaps are more common with families where the children were born in New Zealand or have come to the country at very young ages.

As a result of poor English, most parents have minimal direct contact with schools and are relying on their children to translate school reports, notices and sometimes even act as



Dr Ibrahim

interpreters in parent-teacher interviews.

In addition to parents’ workload, high mobility of families, lack of financial and human resources, this communication break can be linked to parents’ misunderstanding and lack of clarity around the role of parents in children’s learning. It appears most of the parents believe that schools are responsible for the entire development of learners and parents are only responsible for the social and spiritual aspects of the child’s upbringing.

The study found other factors associated with schools’ reliance on ethnocentric policies and practices, and limited funding support in schools as factors affecting the collaboration between Somali parents and schools. For example, while Somali families are generally disadvantaged in several ways owing to the difficulties they went through during the flight process, in the refugee camps, and in their countries of origin, there are limited programmes in schools to compensate for any prior deficit accrued in their country of origin.

Finally, because collaboration between parents and schools is a two way process, the study suggests that schools educate staff to overcome any ethnocentric deficit models regarding



refugees and to establish programmes to build the capacities of families. This two-way empowerment process makes both teachers and parents become more accountable and work as equal partners.

The study identified key preconditions for the proposed empowerment model for refugee. These include; (a) principals' committed leadership and support; (b) shared goals between students, their parents and teachers; (c) an inclusive school environment; (d) school policies and guidelines that recognise and consider parent-school collaboration as a key component of their school improvement strategy and (e) adequate resources to support schools and families to carry out effective collaborations.

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**Bashi Hirsi**

**Year of arrival in NZ:** 2010

**High School:** Kenya (5 years)

**Age:** 23 years

**Programme of study:** Bachelor of Mechanical Engineering

**Tertiary education institution:** Wintec

**Educational and career choices:** I came to New Zealand with my family in 2010 after being sponsored by a family member already in New Zealand.

I was excited to get this opportunity to come to New Zealand after spending 5 years in Kenya as one of the thousands of Somali refugees who live in that country.

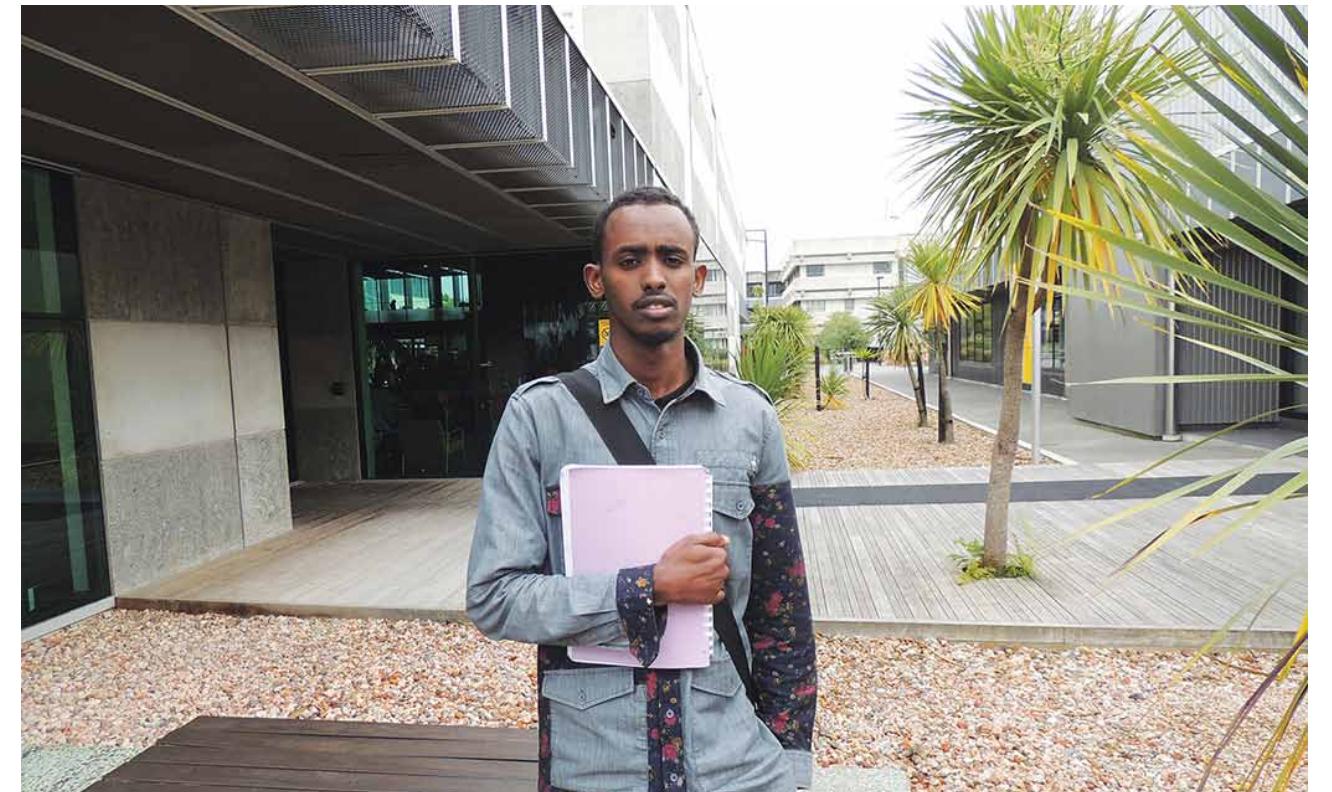
Having gained some foundation education in Kenya with the help of my family, I had the intention of further education once I arrived in New Zealand. Soon after settling in I enrolled at Wintec to improve my English first. That took for the next one and half years. That is how much my English needed improvement.

After that I enrolled in the initial Certificate of Mechanical Engineering programme offered at Wintec. The certificate programme was more of a practical programme which I really enjoyed. I always had a thing for using my hands to fix things, put together things and make something out of that. I am a mechanically minded person.

After completing my certificate, I have this year gone onto the bachelor's degree programme.

**Challenges:** Apart from the language challenge I faced initially, the only challenge I have faced was not being able to secure apprenticeship in this industry. Ideally I would have liked to achieve this qualification through apprenticeship (doing practical work) and getting paid for it or at least get my course fees paid.

It is a hard industry to get apprenticeship unless you know people or are connected to the sector. One of my classmates got an apprenticeship because his father was working in the industry and knew people.



So I have decided to do the Wintec programme, which is made up of mainly lecture hours and some practical work.

**Things that have helped me in this course:** Having good math skills was really helpful. I was good at maths in my few years of schooling in Kenya.

Also having the support of my family and knowing how lucky I am to come to New Zealand and being given the opportunity to study for a future many in my country of origin could only dream about. It is also helpful to be good at drawing as we do a lot of drawing and designing from concepts.

I would also say one needs determination, confidence to ask questions and a focus on the outcome.

**What I hope to achieve from this course:** I am focused on the outcome which is getting a good job with the skills and the qualification I am going to gain in few years time.

I have read that there is a shortage of mechanical engineers in this country so I know once I have achieved my qualification I will be able to get a job, be self-sufficient and contribute to the country.





## Hamilton Somali youth aiming high

The first edition of the Somali Graduate Journal featured a story about the birth of the Hamilton Somali Student Association.

Back in 2008, a group of enthusiastic students came together to launch the first student association formed by the Somali tertiary students in Hamilton. Since then the group members have changed as some had moved on while others simply lost the energy or the motivation to carry on.

In 2010 another group was formed and they kept going until 2011. This is typical of young people and students in particular as their lives evolve and their priorities or even their locations change.

However, with the 2010 group gone, came the opportunity for another determined group to emerge from the community. This time a nursing student named Hibaq Omar took the reins as 12 new members came together to revive the

student group in 2012.

Hibaq, as leader, has proven to be highly motivated and quickly set the path for an energised and well-organised group. Fortnightly meetings have been the norm to build teamwork and collegiality which is a must for any team. They planned their activities and delivered on them with minimal support from outside. Their ethos was “do it yourself using your own resources”.

This inspiring group, which comprises about 11 members and with good gender balance, has shown what a small dedicated group can achieve. It is not about the number of the people, but the quality of those people that make the difference. This group is a testament to that. They have certainly shown what a dedicated group, however small in number, can achieve with little or no support from outside.



Hibaq Omar, student group leader, speaking at the Somali Independence Day organised by the group on 1 July 2013.

In the short period the new group has been in existence, they have earned praise from their community. They have organised two big events so far for the community. One was about culture and education focused and the other was Somali Independence Day (1st July).

While their primary focus remains to be student networking and advocacy on education, they see their role to be much wider than just that. They feel the need to represent their community and their cultural identity well. After all, they are the carriers of this culture and they need to ensure it survives for the next generation.

On the education focus, the group’s logo depicts that focus. The logo depicts a young Somali girl studying under a very harsh environment and with limited resources – the kinds we take for granted here in New Zealand. The group reminds their fellow Somali students how lucky they are by having

all the resources and the support they need to succeed in education.

Hibaq explains in her speeches to student and community gatherings that if that Somali girl in that kind of environment can still aim to learn, we definitely should be aiming even higher to achieve our education and life goals here in New Zealand.

While, as mentioned earlier, students come and go, this group seems to want to leave behind a good legacy and they hope that the next group will follow their footsteps and continue the momentum.

Until then sincere thanks, on behalf of the Somali community, to the Hamilton Somali student group for their many efforts thus far, and I wish them success in their personal education pursuits and their life goals. Keep up the excellent work!

Following are photos from the group’s events held in 2013.



Group singing at the National Independence Day.





Sharing afur after a day's fasting to build team bonds.



Student group sharing their cultural dance at the World Refugee Day event in June 2013.



Baarut explaining the history and use of Somali cultural items at the cultural and educational event.



Student group. From left: Hibaq (president), Sahra, Hawo, Amal, Anab, Baarut, Suleyman, Faysal and Isse.



Traditional dress competition at the cultural event.

## Pursuit of soccer: the journey and dreams of two Somali boys

Mohamed Awad (19) was born in New Zealand, making him among the first New Zealand born Somali generation. Mohamed Aided (18) is not that far behind, coming to New Zealand with his family at the age of 4 in 1999. Both boys have gone through all their schooling, from kindergarten to High school, in Hamilton.

During their attendance at Hamilton Boys High School they were among the best students and were indeed excellent role models for their community. Both gained NCEA Level 3 with good grades.

While they were playing soccer, representing their school and playing for clubs such as Melville United and Waikato FC, they were also academic and took their education very seriously.

They credit their schooling achievements as well as their soccer talents to meeting the requirement for a USA scholarship, for which they are both aiming. Both said they had never been in trouble at school and were highly regarded

by their teachers at all the schools they had attended. Mohamed Aided was in a gifted class both at Hamilton East Primary and Peachgrove Intermediate.

Late last year they both made a decision to become professional soccer players and live away from their families in Hamilton and Australia. They moved to Wellington earlier this year to attend OLE Football Academy after being offered a scholarship by their Hamilton coach, who won a coaching position at the academy.

At the academy they continue to train and do tertiary studies in preparation for full scholarships in the USA.

Living away from home has had its own benefits for these boys as they have to cook for themselves, share facilities with other people and manage their lives without their families' help. Both said they had never learnt to cook while they were with their families. The Somali culture does not require boys to participate in the domestic chores such as cooking and cleaning.



Mohamed Aided, left, and Mohamed Awad.



"We had to grow up quickly" says Awad, referring to all the new social skills they had to learn in order to fit into what was essentially a kiwi culture.

Mohamed Awad has recently learnt he had been offered a scholarship following a visit to Wellington by a coach from the States, and is off to New York in January 2014 where he will study engineering at a New York university while he plays for the university club. The scholarship is worth \$50,000 per annum.

He is extremely happy about his luck, but he knows it was also his determination and talent, which had been spotted

by his Hamilton coach and subsequently the coach from the States, that helped him achieve this.

Mohamed Aided is hoping to follow his friend's example and get a similar scholarship in August 2014. He is aiming to study economics. Both men said they would like to play for clubs in Europe as that is where the big money is!

These two young men are definitely making something of themselves. Both have the ambition and the attitude, and certainly the talent, to become professional players in the most popular game in the world. They have their families' support for their chosen career.



Above: Mohamed Aided helping his Somali team at the 2013 Ethnic Soccer event while on a break from his Wellington academy.  
Right: the Hamilton Somail soccer team at the 2013 Ethnic Soccer event.



## A gift of culture

How do you acknowledge someone who has given you a gift of your own culture?

This story is about a remarkable woman called Joy Carter, also known by her equivalent Somali name "Farhiya" by many Somalis in New Zealand. Joy had worked in Somalia in the 60s and again in the 80s. Her work was around education and humanitarian projects in Somalia, Kenya and Ethiopia.

During her work in the East Africa she became deeply immersed in the culture of the people, especially the Somali speaking communities in those countries.

She learnt the Somali language, which she put to a good use when the first wave of Somali refugees arrived in New Zealand in the 1990s. Joy was employed as a Somali interpreter at the Mangere Refugee Centre for a period.

It was a pleasant surprise to the arriving Somalis in the early 90s to find an elderly white New Zealand woman speaking their language. What we did not realise until recently was that Joy was also in possession of many Somali cultural items, books and old currencies that were used at different times in the history of Somalia, both colonial and post-colonial history.

Many Somalis in the Diaspora long for their culture and commemorations from times of historical significance as many remember when Somalia was peaceful and its people had pride in their culture.

To pass on these items to someone who would appreciate them, she made contact with me last year and asked if I would have them. This was indeed a very important gift for



Mohamed, Joy and Ismail at the handover ceremony

me and the Somali community in general. We had a special ceremony attended by two other community leaders to mark the handover and to thank Joy for these valuable cultural items. Most of the objects shown in the following pages are from those gifted items.

This cultural feature in this usually education-focused journal was indeed inspired by her gift, which reminded us of the richness of our culture, be it its traits or artefacts and the need to keep connected to that culture.

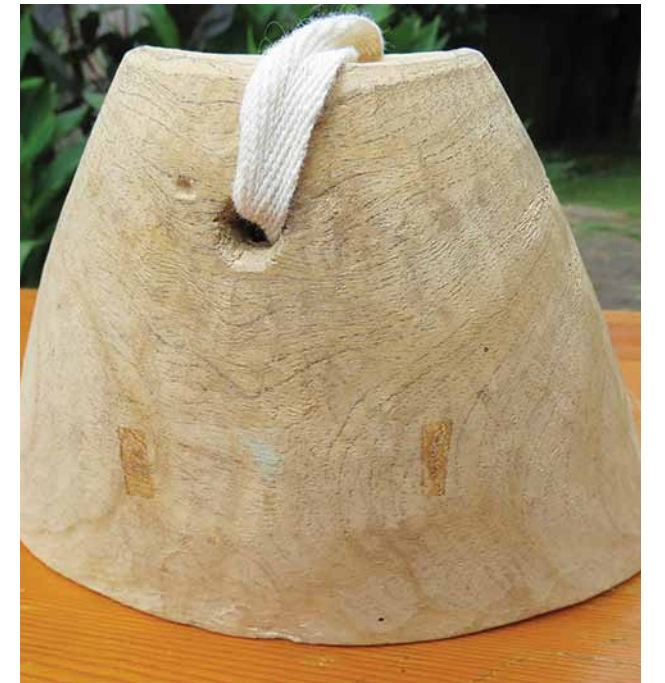
Since then the cultural items have been used by the community in their events, one of which was on Somali culture, and will continue to be utilised and appreciated for many years to come. Perhaps this may inspire the establishment of a Somali cultural museum in New Zealand.

So on behalf of the Somali community, sincere thanks to Joy for her gift of culture to us. I wish her well in her retirement.

**Abdirizak Abdi**









CULTURE



CULTURE





CULTURE



CULTURE

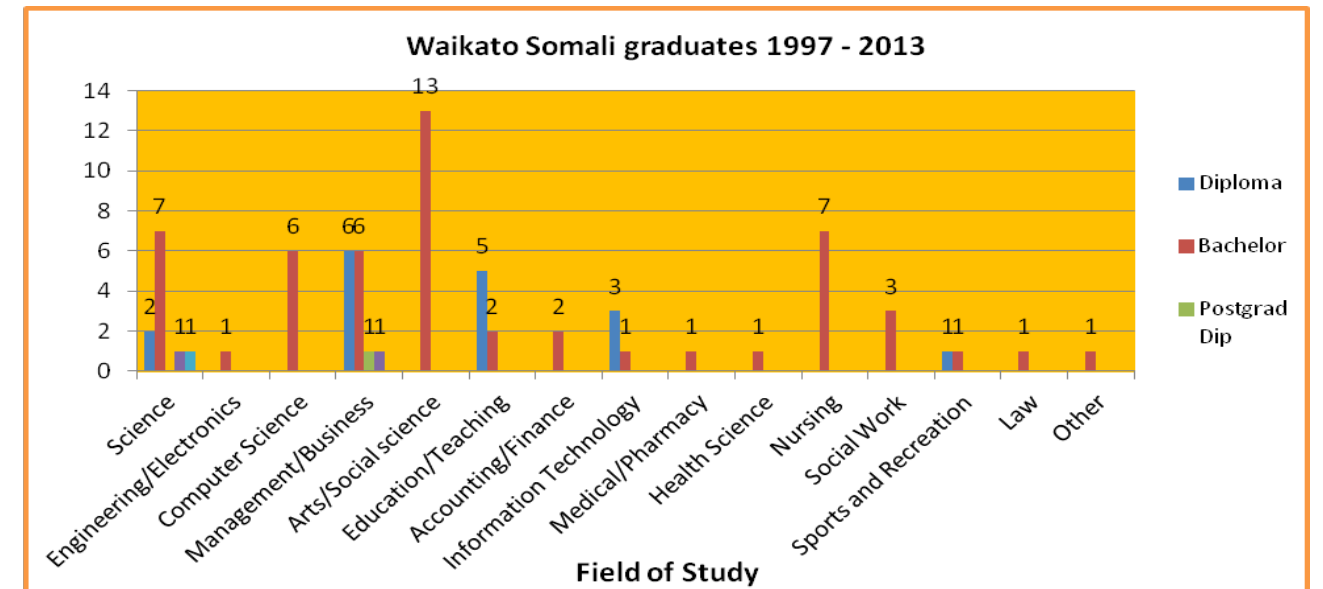
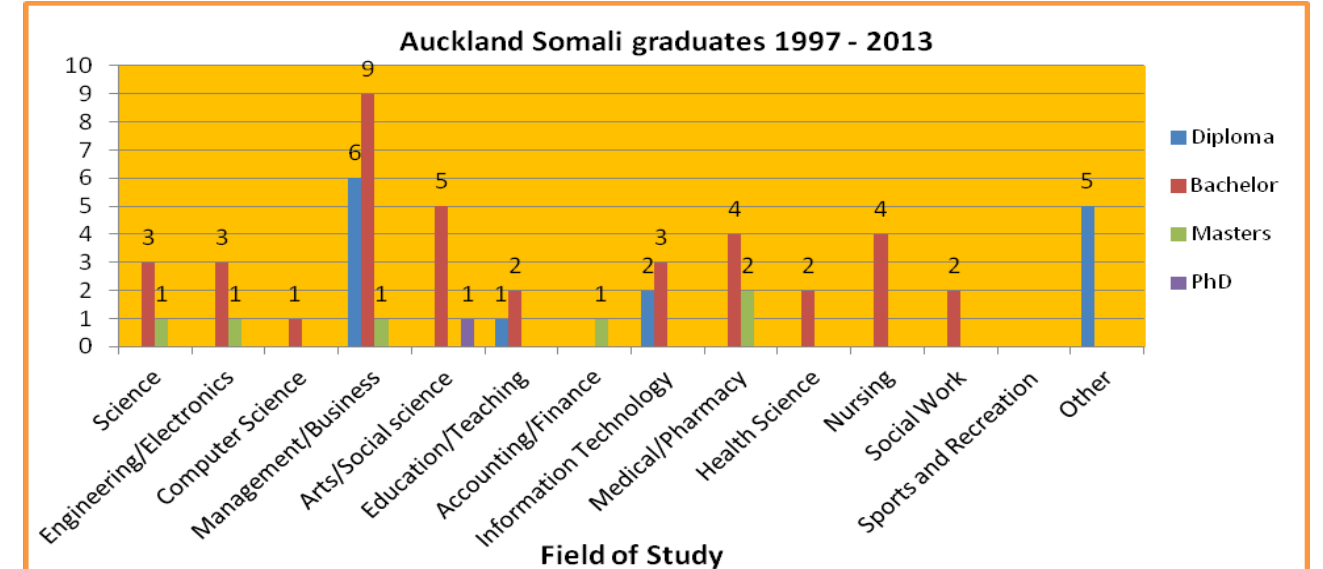




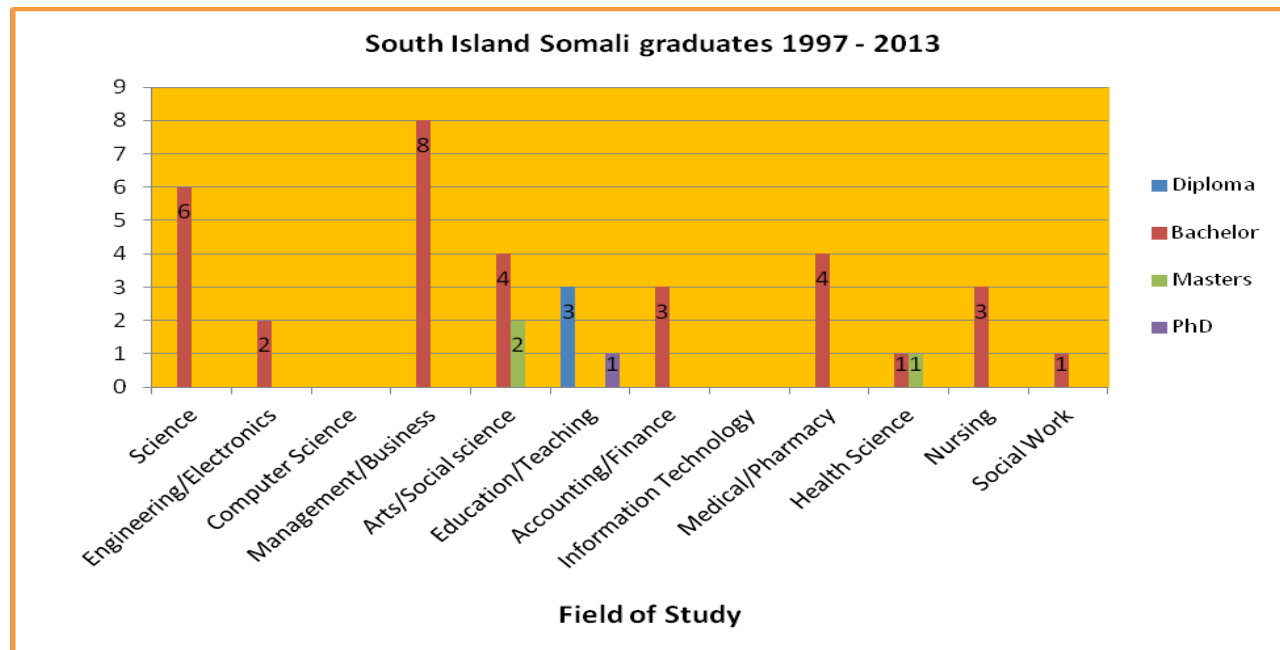
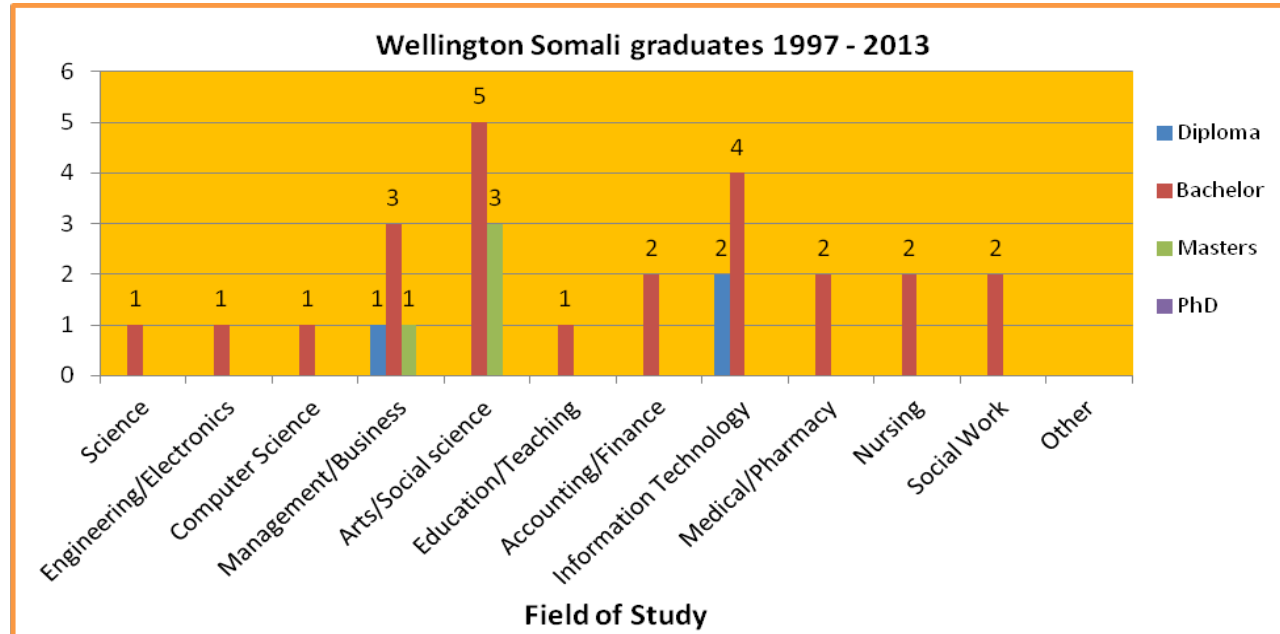
# CULTURE



# FIELD OF STUDY ANALYSIS



## FIELD OF STUDY ANALYSIS



## UNDERGRADUATE ANALYSIS

As of 2013, there are 99 Somali tertiary students (undergraduates) around New Zealand. They are made up of 58 males and 41 females.

It is possible that there are some students missing from the list as there are always a few students and families for whom we have no contact or don't know about their situations.

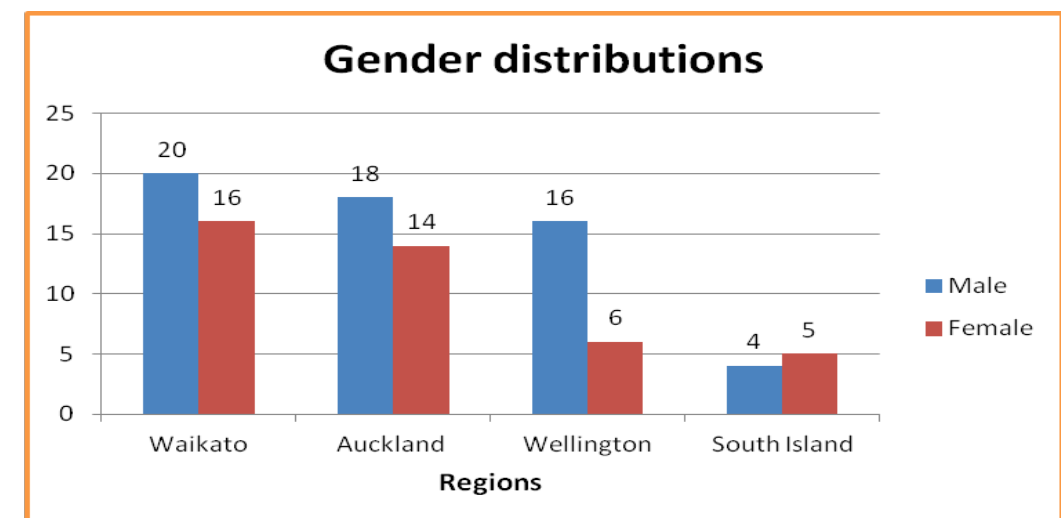
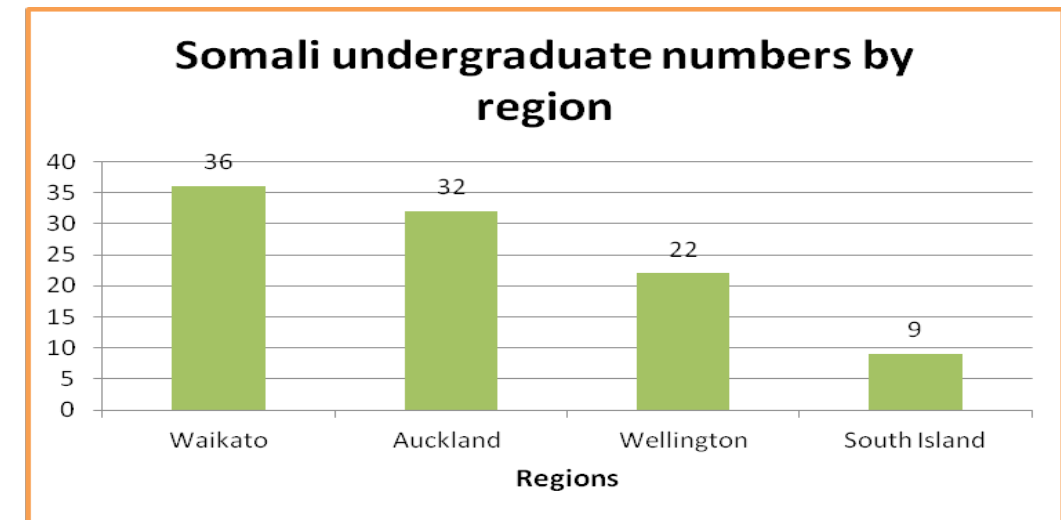
However, this is still quite a good number of students following the footsteps of their Somali graduates given the migration to Australia.

It is interesting to see many of these students come from families where there is already a graduate or two, or even in some cases 3 or 4 graduates in the family. Some graduates are also second time students, either upgrading

their qualification (doing postgraduate, masters etc) and some doing a second degree.

Most notably nursing degree seems to be a favourite for the girls, but we are now seeing some students choosing to do law degree, and this diversity in career choices will continue to grow as Somali students become more aware of their potentials and follow their passion rather than doing what everyone else in their community is doing.

The charts below give information about the number of Somali undergraduates per region in 2013 along with the gender distributions. This will be updated each year as new students enrol in tertiary education, while others on the list graduate and get profiled in the annual Somali Graduate Journal.





## UNDERGRADUATES 2013

SOMALI TERTIARY STUDENTS IN AUCKLAND 2013			
Name	Study area	Education provider	Graduation year
Ahmed AbdiNuur Abdule	Medicine	University of Auckland	2016
Abdulqani Muse (Cadami)	Bachelor of Health Science	Unitec New Zealand	2014
Liban Abdi Ahmed	Diploma logistics	MIT	2013
Abdirizaq Warsame	BSc (Medical chemistry)	AUT	2013
Mohamed Abdiirahman Hassan	Bachelor of Computer science	University of Auckland	2014
Asma Hadi Ibrahim	Bachelor of Nursing	Massey	2015
Fahima muse (cadami)	Bachelor of Nursing	Unitec	2014
Alim Yusuf	Bachelor of Health Science	Unitec New Zealand	2013
Abdirizaq Jamac Ahmed	Bachelor of engineering & commerce	University of Auckland	2012
Ayan Haji Said	Master of Public health	AUT	2013
Aisha Hadi Ibrahim	Bachelor of Nursing	AUT	2013
Mahamed Ibrahim	Electrical Engineering	MIT	2016
Omar Osman	Diploma logistics	MIT	2014
Asia Hadi Ibrahim	Bachelor of Nursing	AUT	2013
Miski Hussain	Bachelor of Nursing	AUT	2013
Salah Farah	Master of Social policy	AUT	2014
Isse Yusuf	Master In Social Practice	UNITEC	2013
Abdiaziz Musse	Master In Social Practice	UNITEC	2014
Ibrahim Abdulkadir	Postgrad Diploma in public health	University of Auckland	2013
Mahad Warsame	Bachelor Of social science	Te wananga o Aotearoa	2013
Aisha Hadi Ibrahim	Bachelor of Nursing	University of Auckland	2012
Zemsem Khaliif	Bachelor of Arts (Conflict Resolution)	AUT	2014
Mohamud Hassan Mohamed	Bachelor of Arts \Social Sciences (Conflict Resolution)	AUT	2014
Kaltun Ahmed	Bachelor of Nursing	AUT	2014
Nimo Sharif	Bachelor of Teaching	University of Auckland	2014
Mustafe Omar Ali	Bachelor Computer Sciences	UNITEC	2012
Yusuf Hassan Mohamed	Bachelor of Medical Laboratory	AUT	2016
Guuled Mire	Bachelor of Arts \International Study & criminology	AUT	2013
Hajiro Isse	Bachelor of Health Science	AUT	2016
Redwaan Husen	Bachelor of Health Promotion	University of Auckland	2014
Marian Hassan	Bachelor of Law	University of Auckland	2015
Nimo Mohamed	Bachelor of Nursing	AUT	2016

## UNDERGRADUATES 2013

SOMALI TERTIARY STUDENTS IN HAMILTON 2013			
Name	Study area	Education provider	Graduation year
Layla Bashe	Bachelor of Science	University of Waikato	2015
Saara M Abdulrahman	Bachelor of Education	University of Waikato	2015
Ahmed Ibrahim	Bachelor of Tourism	University of Waikato	2016
Mowlid Abdi Gabose	Bachelor of social Science	University of Waikato	2014
Ahmed Faarah Salah	Bachelor of E-commerce	University of Waikato	2016
Abubakr Abdirahman	Bachelor of social Science	University of Waikato	2013
Abdinasir Mahamed Abdi	Bachelor of social Science	University of Waikato	2016
Mohamed Abdi Jelle	Bachelor of Science	University of Waikato	2013
Mohamed ali Abdulkdier	Bachelor of environment planning	University of Waikato	2013
Abdulkhader Suleiman	Bachelor of business analysis	University of Waikato	2013
Osman abdirahman	Bachelor engineering	University of Waikato	2016
Najeeb Mohamud	Bachelor of Computer Science	University of Waikato	2016
Ahmeddahir Mohamed	Bachelor of engineering	University of Waikato	2015
Abdikadir Dahir Mohamed	Bachelor of computer Science	University of Waikato	2013
Faysal Abdi Mohamed	Bachelor of Science	University of Waikato	2013
Bashe Hirsi	Bachelor of Mechanical Engineering	WINTEC	2015
Abdullahi Ali	Diploma of Engineering	WINTEC	2014
Ali Hassan	Bachelor of Information Tech	WINTEC	2013
Saed Hassan	Bachelor of Social Science	WINTEC	2013
Nimo Salad	Bachelor of Science	WINTEC	2013
Naima Guled	Bachelor of Nursing	WINTEC	2013
Salma Salat	Bachelor of Nursing	WINTEC	2014
Hibaq Omar	Bachelor of Nursing	WINTEC	2013
Suaad Omar	Diploma of science Tech	WINTEC	2014
Amal Gabose	Bachelor of Nursing	WINTEC	2014
Harakat Ali	Bachelor of Nursing	WINTEC	2014
Khadra Ali	Bachelor of Nursing	WINTEC	2014
Nimco Mahmoud	Bachelor of Nursing	WINTEC	2014
Mohamed Jama	Bachelor of Engineering	WINTEC	2014
Hamdi Sheikh	Dip ECE Teaching	WINTEC	2013
Munera Sheikh	Dip ECE Teaching	WINTEC	2013
Leilo Habbad	Bachelor of Nursing	WINTEC	2013
Anab Osman	Bachelor of Nursing	WINTEC	2015
Miski Ahmed	Bachelor of Nursing	WINTEC	2016
Siciid Mohamud	Bachelor of Social Work	WINTEC	2014
Liban Khalif	Bachelor of Electrical Engineering	WINTEC	2017



## UNDERGRADUATES 2013

SOMALI TERTIARY STUDENTS IN WELLINGTON 2013			
Name	Study area	Education provider	Graduation year
Aydarus Sheikh	BCom (Information Systems & Marketing. Minor in E-Commerce.	Victoria University	2013
Abdirizak Yusuf	BCom (Human Resource management. Minor in Marketing)	Victoria University	2013
Abdifatah Jimale	BCom (Information systems, E-Commerce & International Business.	Victoria University	2013
Mahamed Ege	BCom (Management & Marketing)	Victoria University	2013
Abass Sheikh	BA (International relations, Development studies & Anthropology)	Victoria University	2013
Subeyda Ege	Bcom (Accounting & Commercial Law)	Victoria University	2013
Addis Mekonnen	BA (International relations & Development studies)	Victoria University	2013
Abdi Jabbar Ahmed	BBIS (Information Systems Management)	Victoria University	2015
Hamse Sofe	IT (Networking) & Diploma in computer servicing	Wellington Institute of Technology	2014
Ayan Afrah	Bachelor of Addiction Studies	Wellington Institute of Technology	2013
Asma Mohamed	Diploma in Nursing	Wellington Institute of Technology	2013
Zayd Colaad	BCom (Information System & E-Commerce)	Massey University Palmerstone North	2014
Sahra Farah	Degree in Nursing	Wellington Institute of Technology	2014
Farhiyo Elmi Igal	BA (major History. Minor in Education)	Victoria University	2014
Adam Qalif	Engineering	Victoria University	2014
Sahadiid Abdi	Bachelor of Science (Geology & Environmental Science)	Victoria University	2016
Nur Koshin	BCom (Accounting, international business & Commercial law).	Victoria University	2017
Nuradin Bulale	BCom (Accounting & Information Systems)	Victoria University	2017
Sharmarke Barkhad	BCom (Management & Human Resource Management)	Victoria University	2017
Mahad Bihi	BAS (Bachelor of Architectural studies)	Victoria University	2016
Yasmin Moallin	BAS (Bachelor of Architectural Studies)	Victoria University	2016
Ismail Ibrahim	MBA	Victoria University	2013

## UNDERGRADUATES 2013

SOMALI TERTIARY STUDENTS IN THE SOUTH ISLAND 2013			
Name	Study area	Education provider	Graduation year
Fadumo Yusuf	Bachelor of Nursing	CPIT	2015
Bahja Ibrahim	Bachelor of Midwifery	CPIT	2014
Ikran Ahmed	Bachelor of Design – majoring in visual communication	CPIT	2013
Yasmin Ali	Bachelor of Nursing	CPIT	2015
Mohamed Ali Aden	Engineering	University of Canterbury	2012
Mustaf Idris	BSc Engineering	University of Canterbury	2014
Masuod Ali	computer science	University of Canterbury	2014
Abdifatah Adan Ibrahim	Bachelor of Commerce in Management	University of Canterbury	2013
Amal Abdullahi	Bachelor of Health Science	University of Otago	2016



# Macluumaad kusaabsan NCEA oo waalidiinta loogu talagalay

## Waa maxay NCEA?

NCEA waa aqoonsiga ugu muhiimsan ee ay qaataan ardada dugsiyada sare ee New Zealand.

NCEA waxay u taagan tahay ama looga jeedaa Shahaadada Qaran ee Hanashada Waxbarashada waxayna ka kooban tahay saddex heer: 1, 2 iyo 3 oo ay ardadu kuqaataan fasalka 11aad ilaa kan 13aad.

## Waa maxay sababta ilmahaagu ugu hawl gelayo qaadashada NCEA?

NCEA waxaa loogu talo galay ardayda oo dhan – waxaa laga yaabaa inay qaarkood usocdaan jaamacad, qaar kalena qorshaysanayaan barashada xirfad shaqo, iyadoo weliba qaar kalena ay dhici karto inay doonayaan aqoon kororsiga farsamo gacmeed si ay toos shaqo ugu raadsadaan markay dugsiya ka baxaan.

Waa muhiim in ilmahaagu doorto maadooyinka NCEA ee ku habboon mihnada shaqo ee u qorshaysan mustaqbalka.

## Sidee ayuu ilmahaagu kuheli karaa NCEA?

Waayihii hore waxay ardaydu dhammaadka sannad dugsiyeedka u fadhiisan jereen hal imtixaan oo saddex saacadood ah si loo ogaado waxay kabarteen maaddadaas.

Inkastoo NCEA-du leedahay imtixaanno qaran oo muhiim ah oo la qaado dhammaadka sannad walba (loona yaqaan qiimaynta dibedda), haddana ilmahaaga waxaa sidoo kale la imtixaamayaa, ama la qiimaynayaa, sannadka oo dhan – taas waxaa loo yaqaan qiimeynta gudaha waayo waxay ka dhacaysaa iskuulka dhexdiisa.

Maadooyinka NCEA waxaa loo kala qaadayaa 'halbeegy' (achievement standards and unit standards). Kuwani waa dhammaan waxyaabaha larabo inay ardaydu



garanayaan ama qaban karayaan.

Halbeeg (standard) walba wuxuu ku qiimaysan yahay dhibco (buundooyin) – dhibcahaasina waxay qayb ka yihiin aqoonsiga ugu dambayn ardaygu qaadanayo. Maaddo sida luuqadda Ingiriiska ee heerka 1aad waxaa laga yaabaa inay ka kooban tahay inta udhaxaysa afar ilaa toban halbeeg kuwaasoo wadarta qiimohoodu dhan yahay 20 dhibcood ama wax kabadan.

Maadada Afingiriiska meeshay ardaydu ufadhiisan lahaayeen hal imtixaan oo saddex saacadood ah, koorasku wuxuu ka koobnaan karaa halbeeg la xidhiidha qoraalka aan rasmiga ahayn (sida codsi shaqo) iyo mid kale oo ku saabsan curinta iyo jeedinta khudbadaha. Qaar ka mid ah halbeegyadaas waxaa lagu qiimayn doonaa imtixaan laqaadayo sannadka dhammaadkiisa, qaarkalena waxay qiimayntoodu dhacaysaa inta sannad dugsiyeedku socdo.

Ardaydu waxay kororsan karaan dhibcaha inta sannad dugsiyeedku socdo – amaba xataa muddo sannad kor udhaafsiisan – dhibcaha ay helaanna waa kuwo weligood kaydka ugu jiraya. Ardaydu waxay raadraac kusamayn karaan tirada dhibcaha ay urursadeen intay waxbarashada ku jiraan.

## Maxaa loo baahan yahay si loo hanto NCEA?

Heer kasta ee aqoonsiga NCEA, waxaa ardayda looga baahan yahay inay hantaan 80 dhibcood. Kuwaasoo sidoo kale loo baahan yahay inay kujiraan, qaar kamid ah halbeegyada akhriska, qorista iyo xisaabta ah.

Heerka 1aad:	80 dhibcood ee heerka 1aad ama wixii kasarreeya, oo ay kujiraan 10 dhibcood oo akhriska iyo qoraalka iyo 10 buundo oo xisaabta ah.
Heerka 2aad:	80 dhibcood – oo ugu yaraan 60 kamid ahi yihiin heerka 2aad iyo wixii ka sarreeya, 20ka dhibcood oo kalena waxay ka imaan karaan heer kasta. Sidoo kale waa in la buuxiyo shuruudaha akhriska, qorista iyo xisaabta ee heerka 1aad.
Heerka 3aad:	80 dhibcood – oo ugu yaraan 60 kamid ahi yihiin heerka 3aad ama wixii kasarreeya, 20 kalena ka imanayaan heerka 2aad ama wixii ka sarreeya.

## Faham natiijada ilmahaaga

Marka ilmahaagu helo natiijadiisa, waxaad ogaan doontaa inta dhibcood ee uu haysto – hayeeshee, natiijada ilmahaagu waxay kuu sheegaysaa akhbaar dhaafsiisan baasitaanka heerka 1aad ee NCEA.

Natiijada ilmahaagu waxay muujinaysaa natiijada waxa uu ka helay halbeeg walba– iyadoo midkasta ku hor qoran yahay xarfaha soosocda midkood– N, A, M, E. iyadoo N u taagan tahay magudbin (ma baasin), A = wuu baasay, M = wuxuu ku baasay si wacan, iyo E= wuxuu ku baasay si aad u fiican. Waxay kuu sheegayaan sida wanaagsan ee uu ugu baasay halbeegaas.

## Higso meel sare

Maanka kuhay in 80 dhibcood ay tahay waxa ugu yar. Ku boorri ilmahaagu inuu tiigsado 80 dhibcood wax kabadan. Hadday keenaan ugu yaraan 50 dhibcahaas kamid ah wacan (M) ama aad u fiican (E) – waxaa shahaadadooda lagu muujinayaa wacan ama aad u fiican – Taas waxaa loo yaqaan ayidaad shahaado.

Taasi waxay caawinaysaa markay natiijoyinkooda dadka tusayaan markay iskuulka kabaxaan dabadeed– si ay shaqo u helaan ama ay ugu sahlaanaato helitaanka maadada jaamacadda ee ay door bidayaan.

## Sidee ayay u dooranayaan maadooyinkooda ?

Waxaa muhiim ah in labilaabo qorshaynta iyo kafiirsashada maadooyinka ku habboon inay qaataan NCEA intay ku jiraan fasalka 9aad iyo kan 10aad. Haddii ilmahaagu maanka kuhayo mihnad gaar ah, waxaa muhiim ah inuu ogaado maadooyinka looga baahan yahay inuu qaato iyadoo lala kaashanayo lataliyaasha mihnada ee iskuulka, hormuudiyada ama macallimiinta.

## Maxaa loo baahan yahay si loo oofiyo shuruudaha Gelista Jaamacadaha?

Si loogu guulaysto Gelitaanka Jaamacadaha waxaa ardayda looga baahan yahay inay qaataan shahaadada heerka 3aad ee NCEA iyo inay mid walba ka helaan 14 dhibcood saddex maaddo oo kujira liiska maadooyinka la aqoonsan yahay. Sidoo kale waa inay oofiyaan shuruudaha akhriska, qorista iyo xisaabta. Shuruudahaasi waa inta ugu yar ee looga baahan yahay gelitaanka jaamacadaha New Zealand. Jaamacadaha badankooda iyo machadyada waxbarashada heerka sare waxay leeyihiin shuruudo dheeraad ah, oo kuxidhan gaar ahaan qaadashada maadooyinka qaarkood.

## Waa maxay aqoonsiyada kale ee ilmahaagu beegsan karo intuu iskuulka dhiganayo?

Waxaa suurtoowda in iskuulka ilmahaagu bixiyo shahaadooyin kale oo waddanka laga aqoonsan yahay iyo NCEAba. Kuwaas waxaa kamid ah Shahaadooyinka: Maamulka Ganacsiga, xirfadaha Kumbiyuutarka, Diyaafadaynta (Adeegyada cuntada iyo cabitaanka), Injineernimada Farsamda Gananta , Socdaalka iyo Dalxiiska iyo NZCEL (Shahaadada New Zealand ee barashada Af Ingiriiska). Iskuulkaaga weydii shahaadooyinka waddanka laga aqoonsan yahay ee halkaas laga bixiyo oo kusaabsan qaybaha ilmahaagu danaynayaan.

Dhibcaha laga helo hawlqabadka qaarkiis waxaa dhici karta inay qayb kanoqdaan dhawr aqoonsi; wadarta dhibcoho dhammina waxay qayb kayihiin NCEA. Aqoonsiyada waxbarasho qaarkood waxaa lagu dhammaystiri karaa iskuulka, qaar kalena waxaa suuragal ah in ilmahaagu iskuulka ku bilaabo balse ku dhammaytiro goobtiisa shaqada ama hay'ad waxbarasho sare (machad ama jaamacad).



## Talooyin waalidiinta loo jeedinayo

- Weydii ilmahaaga (wiil ama gabadh kuu yahayba) siday ushaqayso NCEA – ardayda badankoodu si wacan ayay ufahamsan yihiin.
- Ufidi gacan qabasho (sida: waqti, meel, taageero shaqada guriga) si aad ilmahaaga uga caawiso inay wax daraaseeyaan – xususnow in sannadka oodhan waxbarashadooda qiimayn lagu samaynayo, ee ayan arrintu keliya ku koobnayn imiixaanaadka ugu dambeeya.
- Markaad kacaawinayso ilmahaaga inay doortaan maadooyinka, ku dhiiri geli inay qaataan heerka 1aad maadooyin guud, balse ay bilaabaan inay kasii fekeraan dhinacyada ay diiradda saari lahaayeen heerarka 2aad iyo 3aad ee la xidhiidha waxbarashadooda mustaqbalka.
- Ku boori ilmahaaga inay beegsadaan helitaanka buundooyin sare – (M) wacan iyo (E) aad u fiican. Tani waxay wanaajinaysaa fursadhooda shaqo, ama kuwa ay ku geli karaan maadooyinkay door bidayaan.
- Haddii ilmahaagu maanka kuhayo mihnad ama kooras waxbarasho heerka sare ah, hubi halbeegyada heerka 2aad iyo 3aad ee looga baahan yahay gelitaanka jaamacadda ama machadyada kale ee waxbarashada heerka sare ee ay doonayaan inay waxkabartaan.
- Kala tasho iskuulka iyo macallimiinta ilmahaaga horumarka ay samanaynayaan. Sidoo kale iskuullada badankoodu waxay qabtaan kulammo waxtar leh oo kusaabsan xogta aqoonsiyada oo waalidiinta loogu talo galay.
- Eeg macluumaadka NCEA ee bogga NZQA: [www.nzqa.govt.nz/ncea](http://www.nzqa.govt.nz/ncea) d the NCEA approach. The workload in re

Firstly I would like to acknowledge the graduates who have submitted their profiles and shared their personal stories with the wider community. Your stories and achievements will, no doubt, inspire your fellow Somalis and be a source of pride for your families and community.

I have enjoyed reading each and everyone's unique profile. Congratulations for your achievements and I wish you all success in all your future endeavours.

Huge thanks also to everyone who helped in the collection of the graduate profiles from the community as well as anyone

who has contributed an article or helped in some other ways.

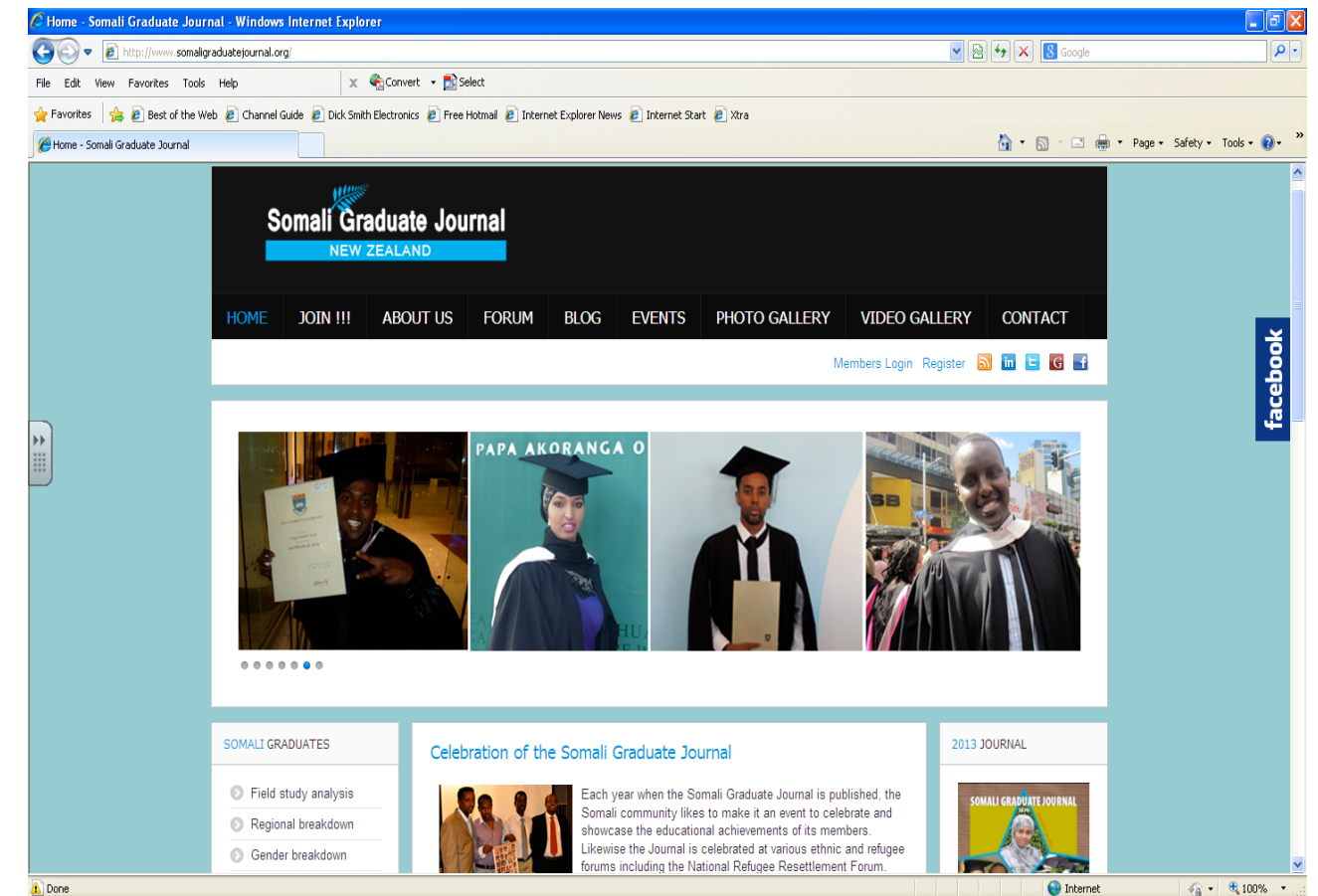
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## Abdirizak Abdi

Editor

[nzsomaligraduates@gmail.com](mailto:nzsomaligraduates@gmail.com)

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