

# Somali Graduate Journal



Profiles of Somali Graduates and Undergraduate Students in Hamilton

Issue 1 – 2008



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Waikato has produced 24 Somali graduates from Bachelors to PhD including 6 who graduated in 2008. 47 others are currently going through their tertiary studies.



*"To be without knowledge is to be without light - Somali proverb"*

# From the Editor



**Coming to a new country has challenges for anyone whose linguistic, cultural and social background is different from the new country.**

The resettlement related challenges faced by many immigrants and in particular refugees can be enormous as they attempt to re-establish themselves in a new land. Resettlement is a process not an event. How long it takes for a new immigrant to get settled in a new country depends on, among other things, how they are received, perceived and supported in their initial adjusting period.

The Somali community in New Zealand has had its share of resettlement related challenges. However there are many and often untold success stories even the community is unaware of. The publishing of this first Somali Journal profiling Somali graduates and those following their footsteps in Hamilton is to highlight one such positive community story. It is a story of success against the backdrop of some considerable challenges faced by this community. Hamilton is home to the largest Somali population in New Zealand per capita. Statistically about 1000 Somalis live in Hamilton and at least a quarter of those are children born here. Approximately 50% are under the age of 16 with almost 80% of the population being less than 29 years old.

Despite these well known challenges, Hamilton Somalis are well represented in tertiary education, hence the reason for this publication.

The aim of the journal is to celebrate, congratulate, and share with the wider

community the educational success of the Somalis. It is also about encouraging more Somali students to take up tertiary education so that they secure a better future for themselves in their new country. I remember the advice given to me by an English teacher at Mangere Refugee Orientation Centre in 1993 during my time at the centre as a newly arrived quota refugee. The teacher's advice was that I aim for a tertiary education so that I could compete in the New Zealand labour market and secure a good future in my new country. It was an advice I heeded and one that I keep passing on to my fellow Somalis whenever the opportunity to do so arises.

**Abdirizak Abdi  
Editor**

## *A tale of refugee journey*



**By Abdirizak Abdi**

Every refugee has a story to tell which might include torture, rape, loss of loved ones and confiscation of their property. Some don't survive the ordeal and sadly we will never hear their stories. Those who make it to a safe haven relive painful memories for the rest of their lives. Those who are picked for resettlement in a Western country represent a very small number of the 17 or so millions of refugees scattered around the world. Although they can be considered lucky, they often find it extremely difficult to adjust. Unfamiliar food, people and places can unnerve them.

I was a refugee from Somalia. In the early 90s, Somalia had a bloody civil war that followed the overthrow of Siad Barre's regime in 1991 forcing more than half a million people to flee the country. Travel in and out, and between regions was

extremely dangerous, making it hard to flee to a safe haven.

What started as a general revolt against the Government immediately turned into open tribal warfare with indiscriminate killing. My chance to flee the country came in 1992 after one year of being on the run, trying to avoid being killed. I had a broken thigh that still was not properly healed. Then, I was shot at close range by a man whom I believed to be part of an organised group which wanted to terrorise the civilians as part of a final plot against the Government. I lay on the ground for hours bleeding as I cried for help. Finally when some people came to my rescue, I was losing consciousness.

I was in a hospital with my broken leg still receiving treatment when the major war between the rebels and the Government forces finally began in the capital. The war quickly intensified and soon bodies were everywhere. The city residents began to flee in thousands. It was too dangerous to remain in the hospital as shelling engulfed the city. No place was spared. With all the medical staff and most patients fleeing, I just lay there waiting. The war did stop finally after the president left the city with the rebels in pursuit.

Tragically virtually no place in Somalia was safe enough for a sanctuary as those who had fought off the Government now turned against each other along tribal lines for control of the country, causing more bloodshed and more émigrés. It is estimated that almost half a million Somali people fled the country into neighbouring Kenya, Ethiopia, Yemen and Djibouti.

When I finally crossed the Kenyan border, I breathed my first sigh of relief. I was now officially a refugee (by UN definition). But my final destination was Nairobi where my younger sister was living with her husband and where the main UNHCR headquarters was. I got on a truck on a two-day drive from the border town to the capital. The reunion with my sister was emotional but I still didn't know where the rest of my 11 siblings and other relatives were.

After being registered with the UNHCR in Nairobi as a prima facie refugee for about a year, I became one of 92 Somali refugees presented to New Zealand for resettlement. We arrived in May 1993.



## Abdirizak Abdi

The number of Somali students enrolling at Waikato University and Wintec has been increasing over the last few years. Many are young people who have attended at least their high school in New Zealand while others are “old folks” who have arrived in New Zealand with qualifications from their home country or overseas but decided to either upgrade their qualifications to make them compatible to New Zealand or retrain in a new field. It needs to be pointed out that the focus of this publication is on those Somalis who have gained tertiary qualifications in New Zealand in order to show what the Somalis have achieved since coming to New Zealand. We know that among the community are people with University qualifications from Somalia and from reputable overseas universities including Oxford.

The challenges faced by these students – young or old are huge as they learn in a new educational environment, and new language, and with often minimal home resources or financial support. In fact many have to help with the needs of their often large families, doing interpreting and helping with the house chores (in the case of girls). Some have their own family on top of those responsibilities. They may also have to work part-time to contribute

to the family income and support relatives back home.

Despite all those challenges, they are succeeding in education as they realise that they need to take their rightful place in the society they have become part of.

Many have already reaped the fruits of their educational achievement by gaining meaningful employment in their field of study. Many others are on their way to achieving their goals and we will celebrate with them one by one. The encouragement many Somalis take from these achieving students is huge. For example I have heard of a young Somali woman saying that if so and so could do it, I can. She was referring to an older Somali woman with her own family who had successfully finished her nursing degree. This young woman enrolled

in 2007 in the same field of study that her role model had succeeded in.

At the end of three or four years of hard study comes a time of relief, celebration, and anticipation. Such time has come for six of our talented Somali men and women who finished their qualifications at the end of 2007. They are Najma Jelle with Bachelor of Science (Biotechnology), Ahmed Hashi with Bachelor of Arts and Social Science (Political studies and Economics), Abdirashid Handulla with Bachelor of Arts and Social Science (International relations and human resources), Nimco Farah Habbad with Bachelor of Nursing, Asha Saleeban with Diploma of Health Science and Technology and Abdinahir Ahmed with Diploma in Business Studies.

**Congratulations!!!**

Number of Graduates	Year of Graduation
1	2000
1	2001
2	2002
3	2003
4	2004
3	2005
3	2006
1	2007
6	2008

Museum  
Exhibit  
on  
Somali  
culture

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# Graduate Profiles

**Name:** Ayan Jelle  
**High School:** Hamilton Girls' High  
**Degree:** BSc (2005)  
**Place of work:** Fonterra Company



Ayan graduated with BSc (Biological science) from the University of Waikato in 2005.

Ayan currently works fulltime at Fonterra Company. She has previously worked full time at Ruakura

Research Centre as a lab technician. She is proud of what she has accomplished in her life and being in early twenties who knows what the future holds for this young, talented and high flying woman.

Personal remarks: I saw education as my ticket to better employment opportunity and to be able to contribute to the society I came to live in.

**Name:** Fatuma Elmi  
**High School:** Kenya  
**Degree:** Bachelor of Nursing (2005)  
**Place of work:** Waikato Hospital



Fatima enjoys her extremely demanding work and still helps the community. Since graduating, Fatima has inspired many Somali girls who have since followed her footsteps in becoming a nurse.

Four more Somali students are currently doing nursing at Wintec.

Personal remarks: Raising three children on my own, supporting my family and the larger community has not stopped me to pursue my dream career in nursing. If I could do it, so can other Somali girls.

**Name:** Faduma Farah  
**High School:** Kenya  
**Degree:** Bachelor of Nursing (2005)  
**Place of work:** Waikato Hospital

Faduma Farah is another talented Somali woman who went for a career in nursing. She enjoys her work and loves the challenges it offers.

**Name:** Mandeeq Mohamed  
**High school:** (Fraser High 7th form)  
**Degree:** BLMSc (Medical laboratory) (2005)  
**Place of Work:** Waikato Hospital



Mandeeq works fulltime at Waikato Hospital as medical laboratory scientist. She is a young talented and ambitious woman who wants to achieve a lot in this world. When you are

talking to her you can see that confidence all over her face. She is an inspiring achiever.

Personal remarks: I believe our youngsters can do better than they currently are doing. The door to opportunities is wide open for them, they just need to take few steps and the rest will take care of itself. I will be more than happy to help anyone who is thinking about doing similar qualification to mine.

**Name:** Ahmed Mohamed  
**High School:** Melville High (two years)  
**Degree:** BSc (Electronics) (2003)  
**Employment:** Electronics Engineer  
**Place of work:** Electronic Company in Melbourne - Australia



Ahmed knew exactly what he wanted when he came to New Zealand with his family through the refugee quota programme in 1996. He was one of those teenagers from refugee

backgrounds who were hungry for education and when the opportunity came their way – they grabbed it with both hands. Starting his schooling life in a refugee camp, he had seen what life without education could do to people. After gaining grade B in his bursary exams (this itself was a success story then), he wasted no time in enrolling at Waikato University to study Electronics. 2003 was his “mission accomplished”. He left for Australia after graduation where he now works for Electronics company putting his qualification to a good use.

**Name:** Hani Jelle  
**High School:** Hamilton Girls' High  
**Degree:** BMS (2006) Waikato University  
**Employment:** Research Assistant  
**Place of work:** Waikato University – Department of Societies and Cultures (Faculty of Arts and Social Science)



Career interests: I am currently employed as a research assistant – something I am enjoying very much. I am interested to further my academic qualification and do my Masters in the

near future. My academic interests are around humanities, migration, ethnic groups and ethnic women's employment in particular.

**Name:** Sabir Dayib  
**High School:** Kenya  
**Degree:** BSc (2002), MSc (currently)  
**Place of work:** Fonterra Company  
 Married with one daughter



**Working history:** Started as a Lab Technician Medlab Hamilton 2000; Migrant development project coordinator/ Case Management with MSD 2002-2005; Advisor, Product Quality and safety

Fonterra cooperative group since 2005.

Career Interests: Working for a global company. Fonterra has given me an opportunity to witness the demand of dairy and specialist products around the world and the science and technology that is involved to produce these products for specific markets. My interest has been about developing and marketing of new products and my current Food science and technology study programme at University of Waikato is aiding me towards achieving that goal.

Hobbies and Interests: I enjoy reading, bush walking and community support work.

# Graduate Profiles

**Name:** Ali Abdi Ismail  
**High School:** Somalia  
**Degree:** PhD (2006) (Waikato University)  
**Place of work:** Pharmaceutical Company  
 Brisbane - Australia

Ali was one those Somalis who had their university education disrupted by the 1990 civil war in Somalia. Having had education experience at tertiary level in his country, Ali took one year English language course when he arrived in New Zealand in 1996. He went to Waikato University the following year to finish a bachelor's degree, and then went on to Masters and on to PhD. A truly remarkable story of success for a man who only wanted a safe place for himself and his family and soon realised that his education dream could also come true

**Personal remarks:** The strange thing is when I first came to New Zealand, I wanted to work in order to support my large family in Somalia. My first job was a cleaning job. As I could not afford a car then, there was this man (Native New Zealander) who offered to take me in his car each night as we both worked as cleaners.

Eventually I left the cleaning job to pursue my education goal. Years later while I was doing my PhD and working at Ruakura Research Centre where my PhD study was based, a man entered my office one late evening when I was doing some lab experiment. He said he was the cleaner and he had come to clean the place. Upon looking at the man's face, I realised that it was the same man with whom I had done that cleaning job some years before. He could not believe either that he had come to clean my office! It made me think that in this country you can achieve your goals, and opportunities know no colour or race. As long as you make the efforts there are opportunities waiting for everyone.

**Name:** Siyad Mohamed  
**High School:** Kenya  
**Degree:** Dip IT (Wintec) 2005

Worked for Wellington City council as a computer/IT help person. He quit that job to come back to Hamilton where his family lives and is currently looking for job opportunity in the IT field.

**Name:** Abdirashid Ali  
**High School:** Somalia  
**Degree:** Computer Science (2000)  
**Work:** Computer consultant (Waikato University)



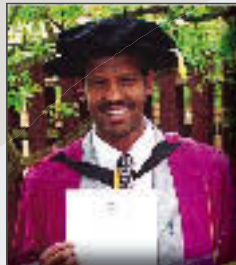
Abdirashid is another one who started his tertiary qualification in Somalia, only to be interrupted by the civil war. Upon arriving in New Zealand, he enrolled at Canterbury University doing a computer science degree. He later moved to Hamilton where he finished his Computer degree in 2000. He is now working at the University from which he gained his qualification.

**Name:** Michael Siyad  
 (aka Mohamed Somali)  
**High School:** Somalia  
**Degrees:** PhD (Political Science) Waikato University, 2004.

M.A. (Hons.) Political Science and Public Policy, Waikato University, 1995.  
 B.A. (Political Studies) Auckland University, 1991.

**Present occupation:** Snr Political and Public Policy Analyst

**Matters of interest:**  
 First Somali Asylum Seeker in NZ, 1985.  
 First Somali to become a NZ citizen, 1988.  
 First Somali to graduate a NZ university, 1991.  
 First NZer to have done Doctoral Thesis on Islamic Fundamentalism



**Motivation:** Life long ambition to acquire knowledge  
**Word of advice:** To my fellow Somalis, we are no longer in Somalia. We are here in NZ, and like millions of other Kiwis this is

our home. I urge you to endeavour seeking knowledge tirelessly, to think globally and act locally for the betterment of mankind. As a former refugee myself with a humble background and a member of a minority group, I can genuinely relate to what it

feels like been in the same predicament as those educationally and socio-economically disadvantaged in any given society.

Nevertheless, I believe that any nation can measure itself on the strength of its academic foundations. All the best things that we can possess as individuals can be traced back to our parenting, schooling and our tertiary institutions: Pride in ourselves, a sense of duty to each other and a belief that we can contribute to the best of our potential. In today's world, knowledge is the heart of our success. But, the reality is that it is also at the heart of our failure as the majority of mankind on earth is either illiterate or pre-literate. We need to turn that around. And the only people who can drive that is ourselves. As well intentioned as any number of state agencies may be, they cannot be stand-ins in the roles and responsibilities we must fill ourselves. The true wealth of a nation lies not in its gold or silver but in its learning, knowledge and wisdom, and in the uprightness of its sons and daughters. Hence, perplexity is the beginning of knowledge. God Bless you all

**Name:** Abdi Farah  
**High School:** Somali  
**Degree:** BMS (E-Commerce) 2003  
**Place of work:** Aviation in Kenya

Abdi Farah successfully finished his E-commerce degree in 2003 from Waikato University's School of Management.

While studying, he also volunteered to serve the Somali community holding briefly the role of president of the Somali Friendship Society. He decided to go back to Africa to pursue an aviation career he had an interest in before arriving in New Zealand with a Nairobi based company.

We wish him all the very best and we hope to see him back in Hamilton in the near future.

**Name:** Mohamed Ali  
**High School:** Somalia  
**Degree:** Dip Business (Wintec) 2004  
**Place of work:** Currently overseas

Mohamed Ali is indeed inspirational for any one who once had a passion for tertiary education but circumstances got in the way. Missing his education chance in Somalia through no fault of his, he came to New Zealand with his wife and grown up children.



# Graduate Profiles

After initial settling period, he enrolled at Wintec in 2002 and came out with Diploma in Business in 2004. He went overseas to pursue a business opportunity.

**Name:** Asad Abdullahi

**High School:** Somalia

**Degree:** MSc (Biotechnology) 2005

**Place of work:** Ministry of Education



Asad came to New Zealand in 1996 as a migrant having qualified under the Immigration points system. He got his tertiary qualifications in Science first in Pakistan and had

lectured at a University in Yemen before his arrival here. Since coming here he has done various jobs including a lab technician at Med Lab in Hamilton. He gave up this job to go back to University where he graduated with Masters in Science (Bio technology) in 2005 (his second masters in Science). While he could have waited until a job relevant to his field came along, he had an attitude to never say no to any meaningful job while you wait for your dream job. For him, it is personal pride that his children see him working and not sitting idly. He got a job as a centre coordinator. In 2006 he got his current job as refugee education coordinator covering the central north region (Waikato, Bay of Plenty and Hawkes Bay).

Interests and hobbies: reading biographies, history and Somali poetry.

On page 7 Asad provides a more insightful article talking candidly about his settlement experience in New Zealand in the hope that his story may offer some motivation as well as hope for other fellow Somalis as well as the wider immigrant community

**Name:** Mahbub Mohamed

**High School:** Kenya

**Degree:** BSocSci (IR/Human Resources) 2003

**Place of work:** Workbridge

Mahbub is a highflying achiever. As soon as he finished his degree at Waikato University in 2003, he wasted no time putting his qualification to a good use. He applied for a job as a case manager at Work and Income

office and upon impressing the interviewer he was offered the job. After a year with Work and Income, he eyed a job at Workbridge where he worked for two years before moving to Wellington to continue working in the same line of work. He got married in Wellington and later moved with his wife to Melbourne where he is currently working as an employment consultant for a private company. He is reported to be enjoying his work as well as the family life.

*Well done, Mohbub. You are an achiever.*

**Name:** Khadra Abdi Mohamed

**High School:** Fairfield College (2 years)

**Degree:** Dip IT 2003

**Place of work:** a number of places



Khadra is one of those busy women who ought to be good at multitasking in order to do what she does. She is a mother of two, a teacher aide at school, ESOL home tutor, social class assistant, and a community worker. She has enrolled at Waikato University this year on a part-time basis to add a Bachelor of Social Science to her IT qualification. Her main career interests are around policy and how it impacts on people. An ambitious young woman and a policy analyst in the making!

**Personal remarks:** I have to be all I can be. Education is the key to achieving my goal.

**Name:** Yusuf Mohamed

**High School:** Kenya

**Degree:** Dip in Business and Information (Wintec) 2004

**Place of work:** Workbridge (employment consultant)



## About me

After gaining my tertiary qualification, I got a case manager job at Work and Income New Zealand. My qualification was very helpful in securing and succeeding in this job.

This job gave me a lot of experience in dealing

with customers and providing professional service to them. Attributes such as people's skills, communication skills, listening skills and having positive attitude are very important in any job but more so in my case manager job at WINZ as well as my current employment consultant job with Workbridge.

My hobbies include soccer and basketball.

**Name:** Ahmed Hashi

**High School:** Fairfield College

**Degree:** Bachelor of Social Science – Economics and Political Studies (Waikato University) 2008

**Place of work:** just finished his degree but does casual work.



Ahmed arrived in New Zealand with his family in 1998. As the eldest in his family, he has had to help his mother and younger siblings. But education was always on his mind. After four years of

high school, he enrolled at Waikato University and graduated in April 2008. With his positive attitude and a Bachelor of Social Science, Ahmed hopes to find a job very soon. In the meantime he is continuing working in his current job in which has been in the last two years on top of full time study.

*Congratulations and Well done, Ahmed*

**Name:** Abdinasir Ahmed

**High School:** Somalia

**Degree:** NZ Dip in Business (Wintec) 2008

He is the president of the Somali community.



He is also a board member of a school with many Somali children including his children. He devotes his time between family, part-time casual work and community work. Despite

his obvious over-commitment, he has found the time to slot education in the mix.

*Congratulations and Well done, Abdinasir*

# Graduate Profiles

**Name:** Abdirizak Abdi  
**High School:** Somalia  
**Highest Degree:** MMS (2003) Waikato University  
**Place of Work:** Ministry of Education



As well as editing this journal, I too have benefited from the education opportunities offered by my adopted country. I came to New Zealand in 1993 which makes me one of the earliest Somalis

to arrive here. Having done almost two years of tertiary study before civil war interrupted it, for me it was a case of making up for that lost opportunity or the interruption in my education caused by the Somali civil war. I started a new degree from scratch (Bachelor of Social Science) at Waikato University in the same year I arrived in New Zealand. I finished my first degree in 1997. Family and work became the focus in the subsequent years before I went back to books in 2002 to do a Postgraduate Diploma in Not-for-profit Management or Social Enterprising (as it is known today) which led to completing a Masters of Management Studies in 2003.

My interests are around community empowerment, resettlement of refugees, education and contributing to a sense of self-belief among the Somali/refugee youth.

**My motto is:** everyone is good at something and everyone can achieve what they are good at.

**Name:** Abdirashid Farah Handulle  
**High School:** Fairfield College  
**Degree:** Bachelor of Social Science – International Relations & Human Resources (Waikato University) 2008

Abdirishaid is a versatile young man who likes to try different things. He had completed a Diploma in Information Technology before starting a totally unrelated qualification (social science) which he completed at the end of 2007. He is known in the community as a computer geek as he is often called to fix computers for the community.

Currently in Australia working there for overseas experience but is planning to come back home.

*Congratulations and Well done, Abdirashid*

**Name:** Nimco Habbad  
**High School:** Fairfield College (2 years)  
**Degree:** Bachelor of Nursing 2008 (Wintec)  
**Place of work:** Waikato Hospital



Nimco arrived in New Zealand in 2002 with her mother and younger siblings. After two years of high school at Fairfield college, she enrolled at Wintec to study nursing which she completed at the

end of 2007.

#### **Nimco's story ....**

I have always had an interest in human science and wanted to do one of these areas: medicine, midwifery or nursing. At high school I was good at science and English and that had helped me being accepted into the Nursing programme at Wintec. My tutors at Wintec were very supportive. While studying I was also doing a part time job as health care assistant at a rest home as well. The work provided me good experience in the health sector and of course money towards my study costs.

Now having completed my study and working as a nurse, it is a dream-come-true for me. I feel I have reached one of my life goals.

#### **A word of advice**

My advice to my fellow Somalis and in particular the students is this: believe in your ability, education knows no colour or race. For those in high schools, if you are thinking of doing a tertiary education, you must realise that year 11 is very important. Study hard to achieve your NCEA level 1, 2 & 3. At year 11, you must choose your subjects very carefully. Think of what you want to do at tertiary and choose your subjects accordingly. There is no point in dreaming about something you have no academic ability in. Finally be prepared to study hard, gaining qualification does not happen without putting in huge amount of studying time. Believe me it is worth the effort.

*Congratulations and Well done, Nimco*

**Name:** Abdulaziz Mohamed  
**High School:** Fraser High School (2 years)  
**Degree:** Diploma of Social work (Wintec) 2008



Abdulaziz arrived in New Zealand in 1997. After two years of high school in New Zealand, he chose to do casual jobs including Gas Service Station attendant. In 2002 he started taxi driving

and got married in 2004. As he realised that he could not waste his youth and energy on taxi driving, he enrolled in Wintec's social work programme in 2006. He graduated with a Diploma of Social Work in 2008. Abdulaziz is continuing his education in 2008 to do the one year bachelors degree in the social work qualification.

#### **Abdulaziz's word of advice**

Education is hard work but that hard work will pay off one day. I would advise my fellow Somalis to give education a chance. You can study full-time while working part-time or vice versa. I have done it and I am sure you can do it too.

*Congratulations and Well done, Abdulaziz*

**Name:** Asha Omar  
**High School:** Hamilton Girls' High  
**Degree:** Diploma in Science & Technology (Wintec) 2008  
**Place of work:** Tatua Dairy Company as a chemistry technician



Asha arrived in New Zealand in 1995 with her family. When she finished her school in 2002, she did go into employment working at Pak n Save supermarket as a cashier. However she always had her

eyes on further education at some point. While doing her cashier job on a part time basis, she enrolled fulltime at Wintec in 2004 to do Diploma in Science and technology – a qualification that got her in her current full-time position as chemistry technician.

# Graduate Profiles

## Asha's story ...

I always liked asking questions and science is about that. Now after my education, I find it hard to relate to my peers in the community who have gone for marriage instead of education. My whole outlook in life has changed.

## Asha's word of advice

Don't get discouraged – always look at the horizon, what is possible and what you can achieve. It is good to have a goal in life and work hard towards achieving it. There may be occasional failures but it is all part of the learning process and eventual success. Perseverance is the name of the game.

*Congratulations and Well done, Asha*

**Name:** Najma Jelle

**High School:** Hamilton Girls' High

**Degree:** Bachelor of Science (Waikato University) 2008

**Place of work:** NZ labs—Ruakura Research



Najma is one of three sisters who are featuring in this journal, all being Waikato University graduates (one after the other). So for her she had no choice but to follow the footsteps of her

two older sisters. Gaining qualification is a family business for Najma's family as two of her brothers are also doing tertiary education following their older sisters' footsteps. The family arrived in New Zealand in 1992 and the children have done most of their schooling here.

## Najma's story ...

I have enjoyed my study but I have to admit it wasn't always easy. I have found that education takes you from your small world to the wider world. It teaches you to respect other people's perspectives in life but also to put across your perspective in a manner that is educational not confrontational. The transformation is mind boggling. And of course having that sense of contribution to the society and the financial reward is satisfying.

## Najma's word of advice

I would say, study something you like and enjoy, make sure you work hard at your study. Our refugee background should be an inspiration

for us not a discouragement. Because we have lost opportunities as a result of the situation in our country, now it is time to make up for those lost opportunities and we should be more determined to succeed. We were once refugees but we are no longer refugees. Self-belief is very important for success in life.

*Congratulations and Well done, Najma*

## Overcoming challenges – a personal experience

### By Asad O. H. Abdullahi

In contributing an article to this first-ever journal of its kind, I wondered, what a public servant like me would have to say to the young Somali students who are currently engaged with their tertiary education and I thought, for all its worth, to share my personal journey to tertiary education both here in New Zealand and overseas.

My journey to tertiary education started back in mid 1980s in Pakistan where I studied microbiological science at Karachi University. I did a Masters level degree in medical microbiology and left for Yemen where I undertook a teaching assignment in the University of Sana'a.

After four years, I immigrated to New Zealand as skilled immigrant. Given my background and experience, I had high expectations of my job prospects. However, after a short while and a number of job application rejections, I realised that it was not easy to land my dream job in New Zealand and on closer scrutiny of myself (as you always do, when faced with such a starkly daunting task) I realised that my qualifications are not viewed in high regard by the employers.

This situation made me think deeply and consequently weigh up my options in life in my new country; at the time, the questions that I had in mind were: shall I abandon my life as I knew it and throw the towel? Shall I let the circumstance overwhelm me and force myself to let go of all my hopeful dreams that I had before my journey to New

Zealand? Shall I start seeking out my living as unskilled labourer? (When you cannot use your qualifications, you can only work as unskilled, manual labourer or semi-skilled with very limited future prospectus).

Alternatively, I could take another route to my new life in New Zealand and persistently pursue academic qualifications in New Zealand and that would enable me to get a New Zealand qualification and subsequently increase the chances of gaining a decent job in New Zealand.

After all, employers feel comfortable with what they know best and obviously, they are familiar with the standard of New Zealand universities and are more appreciative of New Zealand qualifications than overseas ones.

After soul-searching and deep thinking, I came to the conviction the only sensible option for me at this stage would be pursuing student life; a student life that I thought I would never go back to ...

On further exploration, I realised that there is a lot of support available for me as a student, if I want to re-train myself in New Zealand. That is how I became student in New Zealand.

I am quite sure that I am not the only immigrant who had faced such a challenge in New Zealand and there will always be some challenges in life...

If you come to New Zealand as a young man, there are a lot of educational opportunities available to support you to reach your goal in life. To start with, there is student loan (without interest), student allowance for living (to top up this income, someone can work part time) and if you work hard you may secure a scholarship to pay for your tuition and living costs!!

I can tell you after finishing your tertiary studies; you will not be disappointed and in every likelihood you will be in enviable position to decide who you want to work for and in what terms.

I wish every one of you a successful academic year for 2008 and you should know every year that passes you makes your dreams just that nearer...

*Keep it up folks.*



# The first Somali man to join the NZ army

## Ten Key Tips for success in education and life in general



Aqil Farah is the first Somali man to be recruited for New Zealand Army. On Saturday 26 April, a graduation ceremony was held for the new army recruits at the Waiouru army training centre. Among the 200 plus young men and women graduating was Aqil Farah - a member of the Somali community in Hamilton. Members from the Somali community in Hamilton travelled all the way to Waiouru to watch their proud countryman participate in an hour long parade and perform the haka in conclusion. Aqil had been undergoing the rigorous training for six months.

Accomplishing the first and the hardest part of the training process, Aqil has now gone to Christchurch to do five weeks of further training there but will come back to Hamilton afterwards where he will finish his Wintec qualification before serving in the army as a fully trained soldier. His education fees will be paid for by the Army - a privilege that comes with his army career. Aqil will definitely inspire other Somali youths to think "outside the square" and widen their horizons when it comes to career choices.

*Congratulations Aqil, we are very proud of your achievement thus far.*



In this world a reasonable and logical-minded person will not accept a thing unless he or she has studied it thoroughly and grown familiar with it. When they acquire such familiarity and becomes fully satisfied about its validity, they should not keep it to themselves. Rather they should disseminate their knowledge among people, thereby teaching the ignorant and correcting those who are mistaken.

Therefore the following ten points are the key for success in Education:

- 1. Motivation**  
precise decision and willingness Concentrate on achieving your goal
- 2. Putting effort**  
Prepare yourself physically and mentally. Study hard and do thorough research on your subject
- 3. Skills**  
Understand your ability and what you are good at mastering
- 4. Hard work and relying on Almighty God**  
Means man proposes and God disposes (work hard and put your trust in Allah)
- 5. Expectation**  
Life is not always smooth, so expect ups and downs
- 6. Commitment**  
Be determined to achieve your goal and not be disappointed by any shortcomings
- 7. Imagination**  
Always have a high imagination in what you want to be in the future
- 8. Patience**  
You can not achieve your goal without patience, be resolute
- 9. Vision**  
Always measure yourself against your vision
- 10. Continuation**  
Work until you complete the task and do not allow anything to disrupt your ambition

By: *Mr. Ismail D. Gamadid*

*Msc. In Forestry Management, Oxford, U.K*

# First Somali Student Association in New Zealand

The growing number of Somali tertiary students, now standing at 47, has been one of the hidden success stories of the Somali community in Hamilton. To highlight this positive aspect of the community, a group of young Somali tertiary students from Wintec and Waikato University got together in September 2007 to discuss the idea of forming a Somali student association – the first of its kind among Somalis in New Zealand.

Encouraged and supported by the Somali educators in the community, the association was formed with the blessing and praise of the whole Somali community in Hamilton. In fact the news of the association speedily reached Somalis in the other cities and inspired them to create their own associations in the near future!!! The Somali Community whole-heartedly welcomed the creation of such an association and realised the positive influence and role modelling that this association can have on their children.

Other non-Somali supporters included Lillian Pak, the Head of the English Language

of Wintec who offered valuable advice and support to the new association.

The student association aims to celebrate the achievement of Somali students by holding regular graduation ceremonies for Somali graduates and welcome functions for new students.



One elder in the community, commenting on the student association said “this was the best news I have heard in years” A community leader present at the launch ceremony held on 26 October 2007 said “each Somali household must give \$20 as a contribution to the association”. The

aim of the launch was to introduce to the community the new association and its aims. Though organised in a short time, the launch turned out to be best show held in the community in terms of organisation and content. The students came in force and they impressed the audience with their confident speeches, drama and sharing their aspirations with their community. The other highlights on the evening were the read-out of the names of the 46 students then studying at Waikato University and Wintec, and congratulating the 18 Somali graduates (2007) including two with PhD. There was applause from the audience as each name was called out. It was truly a night of celebration and feeling a sense of achievement and contributions. It has been reported that after that

night, many Somali parents have spoken with their sons and daughters and demanded that they emulate those students whose names were mentioned and praised for their achievements on that night. It is true that the best role models come from within your family and your close community.

## Community

### No one is too busy to learn.

English may still be a barrier but this mother of 10 children has the curiosity of a 10 year old child when it comes to learning.

These days having a computer at home is considered a standard but still many Somali parents watch from a distance what their school aged children are capable of doing with the home PC and the Internet. There lies the problem. Unsupervised children can do a lot of nasty things through this communication medium. The sheer amount of time they may spend on browsing aimlessly the Internet pages can compromise their productive time for learning or doing their homework.

One of the aims Muhubo joined this computer class was to gain enough computer knowledge so she could supervise her children while at the computer or using the Internet.

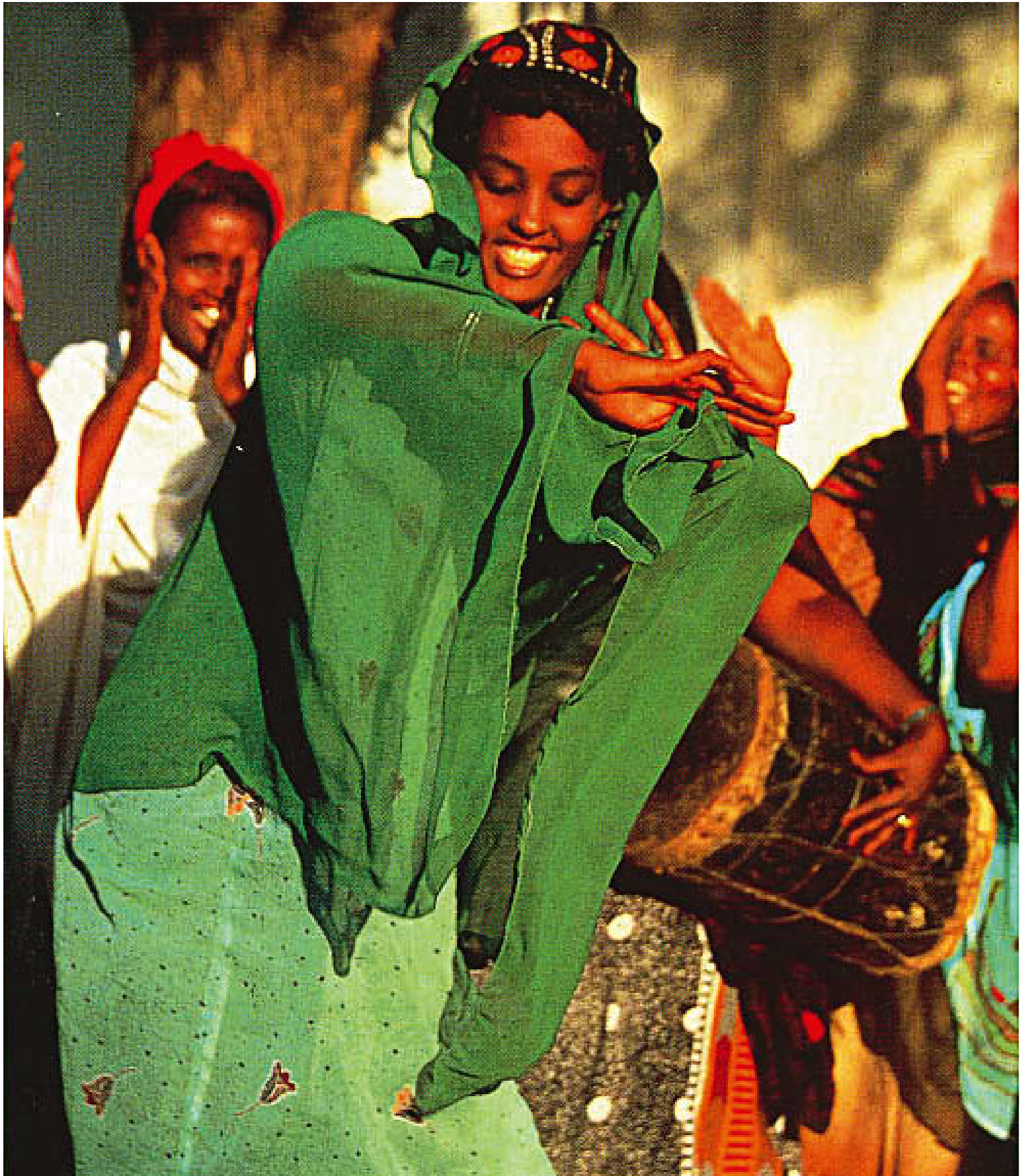
A lot has changed at home since Muhubo finished her introductory computer course. She not only understands whether her children are using the computer wisely or not, but she herself uses the computer and the Internet (at least to access her favourite Somali pages). The family computer is finally for the whole family and not for the exclusive right of her computer literate children.



Muhubo at a computer learning class



# *A Glimpse of Somali Culture*



This traditional dance “*burambur*” is a favourite among all Somali women of all ages and is a key feature at weddings and other cultural celebrations.

# Facts about Somalia



- **Location:** East Africa
- **Population:** 8-10 million (estimate)
- **Main language:** Somali
- **Religion:** Islam
- **Capital:** Mogadishu

## Religion, Culture and Language information about Somalis

### Religion

- Almost all are Moslem. This requires us to lead our life according to Islamic rules. This includes performing five daily prayers, paying 'poor due' out of wealth, fasting for a month annually (Ramadan), not eating pork or consuming alcohol etc. Friday is the Muslim's congregation day held at mosque from midday and lasts about an hour.

### Language

- Our main language is Somali with Roman letters. It has been a written language only since 1972. The Somali literacy rate is very low (about 35%).

### Culture

- Our distinctive culture includes: our diet, and a unique way of dressing. Within their unique dressing there are various styles from Islamic to traditional Somali style to almost western dressing (the latter is mostly common with the younger generations living in cities).
- Our family size tends to be large with a strong sense of extended family.
- Financial support (remittance) to families and communities back home is a common cultural practice.
- We have a strong sense of humour, poetic expressions and assertiveness in their character.
- Respect for parents, elders and for teachers is a cultural expectation.
- Visitors are usually offered spiced tea or even sometimes asked to join in family meals.
- There are some gender role differences between men and women.
- Socialisation between unrelated men and women is not acceptable.
- Their favourite sport is soccer.
- Somalis warmly greet each other with handshakes, but shaking hands with the opposite sex is avoided.

### Common verbal greetings include:

- *Assalam Alaykum* (Peace be upon you)
- *Nabad* (lit. peace, hello)
- *Nabad miyaa* (lit. is their peace?)
- *Iskawaran* (lit. tell me about yourself, how are you?)
- *Subah wanaagsan* (Good morning)
- *Galab wanaagsan* (Good afternoon)
- *Maalin wanaagsan* (Good day)
- *Habeen wanaagsan* (Good night for both coming and leaving)



This is a traditional costume worn by women in the countryside and is often used in folkdances. In the old days most rural women used to wear this traditional dress (some still do) which was a sign of being single as well.



Applying henna to the body specially hands and legs is a common tradition among the Somali women. They apply henna when going to a wedding. The bride must have henna on most of her body at the wedding night – one may call it the equivalent of western make-up.



# On their way to Success



A Somali catwalk – this set of dress “dirac, garbasar and gonno” is very common among Somali women in the cities. It is ideal for the Somali’s hot climate and is popular attire among the women at weddings.



## Somali Tertiary Students in Hamilton (2008)

	Name of student	Field of study	Year of completion
1.	Farhan Osman	BA (Media & Political studies)	2008
2.	Mohamed Abbdullahi	BSocSci (Econ. & Political studies)	2008
3.	Abdisalan Mire	BSocSci (Econ. & Political studies)	2008
4.	Ubah Aden	Bachelor of Nursing	2008
5.	Huda Dirie	Bachelor of Nursing	2009
6.	Sadeeq Farah (Ali)	Social Science (Wintec)	2009
7.	Ifrah Abdullahi	Bachelor of Science	2008/09
8.	Farhiyo Jama	BSc (Computer science)	2008
9.	Abdirahin Sheikh	BSc (Computer science)	2008
10.	Saynab Gohe	Bachelor of Health studies (Wintec)	2009
11.	Faduma Hussein	Dip Early Childhood Education	2009
12.	Ahmed Farah	Dip Science & Technology (Wintec)	2008
13.	Hodan Farah	Bachelor of Nursing (Wintec)	2009
14.	Sahra Mohamed	Bachelor of Nursing (Wintec)	2009
15.	Faduma A Hassan	Bachelor of Social Work (Wintec)	2008
16.	Sadiyo A Hassan	Bachelor of Management	2009
17.	Naema Abdi Awad	Bachelor of Management	2009
18.	Abdizaiz A. Abdi	Bachelor of Management (Accounting)	2009/10
19.	Ifrah Shaqlane	BSocSci (Anthropology)	2008
20.	Sharmake Yusuf	BsocScie (Human Resources)	2009
21.	Ali Farah	Dip IT & Business (Wintec)	2009
22.	Aden Jelle	Bachelor of Management	2009
23.	Ismail Mohamedi	BSoc Science (Human Resources)	2009
24.	Aqil Farah	Diploma Science and Technology	2008
25.	Salaiman Abdirahman Sheikh	Bachelor of Architecture (quantity surveying) (Wintec)	2008
26.	Abdirahman Ali	Bachelor of Science	2008
27.	Suad Mohamed Ali	Bsoc Science (Psychology)	2009
28.	Ahmed Mohamed Ali	Bsc (Computer Science)	2008
29.	Aliyah Omar	Diploma Tourism (Wintec)	2009
30.	Fadumo Abdirahman	Bachelor of Education	2009
31.	Ahmed Abdi Osman	BSc (Computer science)	2009
32.	Nasteho Omar	Bachelor of Science	2009
33.	Abdi Mire	Bachelor of Business (Marketing & Management) (Wintec)	2009
34.	Harakat Ali	Bachelor of Social Science	2010
35.	Fardowsa Hashi	Bachelor of Science technology (Wintec)	2010
36.	Hassan Mohamud Elaye	Bachelor of Science	2009
37.	Mohamed Jelle	Bachelor of Engineering (materials)	2009
38.	Jamal Hashi	BSc(computer science)	2009
39.	Saynab Aden	Social Service (Wintec)	2011
40.	Bashir Hussein Awad	BSc (computer mathematics)	2011
41.	Shukri Aden	Diploma in Business Administration	2009
42.	Ikran Awad	Diploma in Health science & technology	2009
43.	Mohamed Osman	Bachelor of Management	2012
44.	Khadra Mohamed	Bachelor of Social Science (social policy)	2009/10
45.	Naima Aden	Business Computing and Administration	2010
46.	Fartun Aden	Diploma in Early Childhood Education	2008
47.	Munera Sheikh	Bachelor of Management	2011

# Museum Exhibition on Somali Culture

## PART ONE

In December of 2005, the Waikato Museum opened a photographic exhibition entitled 'Rare View: A glimpse into Hamilton's Somali Community'. The first of its kind in New Zealand, the exhibition became a tool that helped create dialogue, facilitate interaction, and welcome a migrant community to the city. Indeed the Somali community began to call Hamilton, home.

### WHY did this project happen??

The first Somali refugees arrived in Hamilton about 10 years ago, and we are now home to over 1000 Somali, the highest proportion of Somali residents of any city in New Zealand. The community is obviously quite visible in terms of skin colour, language, and dress, and this contributed to a lack of interaction between Somali and other Hamilton residents. There were misunderstandings, stereotypes, prejudice, and even a degree of fear, leaving the Somali community feeling alienated and separate. Problems brewed in suburbs such as Enderley between Somali and Maori and Pacific youths and led to physical conflicts. Your average resident might concur that all Somali are taxi drivers and no one speaks English.



How could these problems, stereotypes and lack of understanding percolating in the community be addressed? How could the Somali community feel valued, whilst the rest of the community was presented with a learning opportunity? The Waikato Museum committed itself to an exhibition focusing on the Somali community, so that we could become the facilitator for cultural interaction, and combat some of the stereotypes Somali faced in order to increase knowledge and understanding in the wider community.

### WHAT was it all about?

The exhibition was titled "Rare View: A glimpse into Hamilton's Somali community". It was a social documentary photography project that explored what it was like for Somali to live, work and worship in Hamilton. A range of people were photographed including Kindy children, mothers, teenagers at school, and community elders with the ultimate aim of showing that "we are more alike, my friends, than we are unlike" (Maya Angelou). Traditional Somali objects such as a xeedho, or food container, and a geel la qoray, a camel carving were also loaned from within the community and provided the exhibition with threads of tradition and culture that blended well with the photos detailing new lives. A bi-lingual label accompanied each photo and object, and audio translations into Somali of two key panels were also included.

### WHO was involved and HOW did it happen?

Between March and December of 2005 a key team of three people representing the Museum worked with the Somali community. These were Crystal Ardern (curator/concept leader), Mark Hamilton (photographer) and Sam Barnes (videographer). A reference group was established with key community members to seek advice, suggestions and endorsement for our project. The two key members of this group were Ismail Gamadid (President of the Waikato Muslim Association) and Abdirizak Abdi. In addition to key community elders, we also included two young females and a male youth representative in order to represent different facets and voices of the community. We also worked closely with a number of women on projects like Henna demonstrations, dance performances and of traditional food tasting. Over time, we became close friends with community members and a strong relationship of trust was built before photography and filming started. The Museum team became known beyond just the reference group - we attended community events, celebrations and even a wedding.

### WHEN did this all take place?

Curator Crystal Ardern first approached



Abdirizak Abdi in April of 2005. From then onwards planning and reference group meetings were held until the opening of the exhibition on December 10th 2005. Museum staff and local Tainui welcomed the community with an official powhiri, and afterwards the community and guests were treated to a traditional Somali afternoon tea. The exhibition closed on March 12th 2006.

### WHERE did the finances come from?

The exhibition was internally funded by the Waikato Museum, who receives funding from Hamilton City Council. The budget for the exhibition was \$14,000.

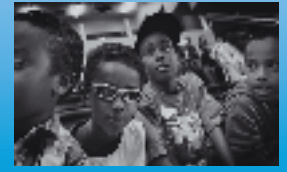


## PART TWO

### LEVEL and significance of the artist

Mark Hamilton, a Hamilton based photographer provided the power and force that made this show a success, through his photographs that can only be described as stunning. 29 of the hundreds of images captured were displayed and drew dozens of comments. Hamilton describes the project as the 'highlight of his career'.





## ARAGTI NAADIR AH

milicsi jaaliyadda Soomaaliyeed ee Hamilton



## RARE VIEW

A glimpse into Hamilton's Somali Community

### LEVEL of arts/cultural innovation

This exhibition focusing on the lives of Somali in New Zealand was the first of its kind. It was a huge step for the Somali community to be photographed, as in some situations the Muslim faith would not allow this. However because of the aims of the project, Somali community leaders agreed that it was for a worthy and honourable cause that their community be photographed. Because of this, the exhibition, though small in size, gained a huge amount of local and national and international attention. The blend of contemporary photographs with traditional cultural objects provided fantastic insight into the lives of Somali, and the public were hugely appreciative.

### ROLE OF TANGATA WHENUA and benefits for Tangata Whenua

Rare View consulted Paepaetapu during the conceptual stages of this exhibition. Tangata Whenua were also hosted the official powhiri welcoming the Somali community into the Museum at the Museum's Marae Atea. For those present, this was a fantastic experience to see a blending of cultures. Abdirizak Abdi sang a waiata on behalf of the Somali community, and also introduced what he likes to call 'The Somali Kapa Haka group'. These small but defining moments highlight the role of tangata whenua in welcoming the community. In addition, the wider Maori community had the opportunity to learn about this new migrant culture.

### LEVEL of collaboration

The Museum invested huge amounts of time in collaborating with the Somali community. Beyond the established reference group which met regularly, the Museum trio was present at community



Watching a bit of television after work is a quite a normal activity for most of us

events, met with families in homes, attended Eid celebrations at the close of Rammadan and even attended a wedding. A close relationship was established where the community, who was initially afraid and suspicious of museum motives, came to trust staff and the institution, and were proud of the end result. As the museum staff photographed and filmed members of the Somali community, the wider community – particularly students and teachers – also became a part of the project.

### QUALITY of project management and planning

As a regional museum, Rare View was to some extent shaped by both financial and staff resources. The concept and planning of the show was undertaken solely by Crystal Ardern (curator), Mark Hamilton (photographer) and Sam Barnes (videographer), with the support of the community. As such, careful planning needed to be completed in order to ensure deadlines were met, and the community was continuously involved. A copy of the schedule, and an example of a reference group meeting and minutes are attached.

### CONTRIBUTION to council's long-term strategy and direction

Hamilton City Council's long-term strategy identifies a number of goals, which include:

- Hamilton values its rich culture and artistic achievement
- Kirikiriroa is established as a centre for traditional and modern arts and culture
- A diverse range of learning and training opportunities is available to meet the needs of the community and business at all levels.
- Cultural and built heritage is widely appreciated and protected
- Hamilton has a positive internal and external image.

Highlighting the Somali community through the Rare View exhibition contributed significantly to all of these goals. It highlighted and valued a new culture part of the city, contributed to the Hamilton



Getting on the Bus to go places

becoming a centre for visual arts and culture, provided learning opportunities for residents not only through the exhibition, but through the accompanying public programmes, aimed to broaden residents knowledge of our cultural heritage to ensure appreciation, and showcased Hamilton to nationally and internationally to ensure we strengthened our positive image.

### CONTRIBUTION TO and impact on the community

Rare View clearly had a huge impact on the Somali community. The community felt valued, respected and welcomed not only to the Museum, but to Hamilton. They were proud of the opportunity they had to share their culture and were thrilled to be able to interact with the wider community. Ultimately the exhibition was a huge step in their journey to feeling like they belonged to both Hamilton and New Zealand. The exhibition also impacted on the wider community. The publicity the show received meant that people in the wider public were hearing about the show, and this was reflected in visitor numbers. Museum hosts reported a huge number of people asking to see the Somali show. Moreover, when negative publicity hit the Waikato Times regarding Somali youth, the Editorial later in the week reminded people "for a closer look at Somali culture, the Waikato Museum is showing 'Rare View'". The Museum achieved its goal of offering something different to the stereotypes. A comment in the visitor books peaks volumes about the impact this show had on the community. It simply stated, "It changed my views".

# Museum Exhibition on Somali Culture - cont.



Teenage boys tend to develop their own culture regardless of the the culture they were born into.

## Outcomes thus included:

- A wider community became involved in artistic and cultural activity and the Waikato Museum has become seen as available to cultural groups and the community at large – a meeting place for the community.
- The Waikato Museum, through providing this exhibition, is now seen by a wider section of the community as a provider of great diversity of artistic and cultural events held in Hamilton
- A greater understanding, and appreciation of the Somali community has developed – with the exhibition receiving wide spread acclaim.
- The community see our dedication to having a bi-cultural approach to all Museum activity, with the involvement of Tainui in discussions and opening of this exhibition.
- Widespread acclaim and recognition from media, Human Rights and Race relations groups, has contributed toward Hamilton being nationally and internationally recognised as a key learning centre
- The exhibition contributed towards a wide range of learning opportunities which are provided at all sectors and ages in the community
- This vibrant, well-received exhibition has contributed positively to the image of Hamilton as a major urban centre that is culturally rich, and willing to address current issues.



Being a Somali boy can mean eating sausages like any other kiwi kid

## PUBLICITY AND RESULTS OF THE EXHIBITION

In addition to the press clippings that have been attached, Rare View also had the following results, which continue to benefit the Museum, Hamilton City Council, and the Somali community.

- Curator Crystal Ardern invited to participate in a Race Relations debate at the Auckland Museum, with the key question “how can cultural institutions engage more effectively with communities”
- Human Rights commissioner contacted the Museum and praised the efforts of the exhibition. He also mentioned the exhibition by name in the 2005 Annual Race Relation report
- Curator Crystal Ardern invited to present a paper at the 2006 Museums Aotearoa conference, on the topic of community engagement
- United Nations High Commission for Refugees in Canberra contacted the Museum to congratulate on the exhibition, and to ask for additional information to include in their bi-annual newsletter.
- Members of the Somali community, Mark Hamilton and Crystal Ardern interviewed by Close Up, with a 4.30 minute story featured on the show. (Wednesday, November 30)
- Featured on Somali news websites, and various photography websites





# Education Humor

At a police training centre in Somalia, there was a group of secondary school leavers being trained for their national service. Some of you may recall that in Somalia (before the civil war) there was a requirement for students to serve two years in the national force (in the military or the Police) when they finished their secondary education. At this particular training camp, students were being trained to serve in the police force. The students found the training very tough going as it involved waking up at 4.00 AM to start the day with rigorous exercises. The students would resort to all sorts of excuses to miss the training. One of the students had missed two days of training. When he returned the next morning after having two good night sleeps in town, he went straight to the training officer in charge of his unit. The officer's anger towards the student was written all over his face as no one ever dared to miss two minutes of training let alone two days. Other students were standing in complete silence as they watched the troubled student walk reluctantly towards the officer. It was a bit like a movie where the star and the assassin come face to face in the ultimate fight. The student was walking unsteadily as if he was drunk. When he reached the officer, he took out from his pocket a piece of paper. He claimed that he had been seriously ill for two days and that he had to go to the doctor who gave him this prescription. He showed the piece of paper to the officer to read. On the paper were the words "You must rest for two days and drink plenty of water" Unfortunately, the officer did not know how to read. Instead he asked the student what was wrong with him. The student hesitated a bit before responding as he wasn't expecting such a polite question from the officer. He considered himself lucky to be still standing unhurt by him. Then came this answer from the somewhat surprised student "I was diagnosed with a disease called Hydrogen oxide" All the standing by students burst into a loud laughter. But the illiterate officer did not understand why the students were laughing. He shouted at the laughing students and suddenly complete silence was restored. The officer asked the student again what disease he said he had. The student gave the same answer. Admittedly the officer said that he had never heard this disease before and went on to say to the relief of the student "it must be a terrible disease". The student nodded in agreement and asked at the same time for forgiveness. The officer said that he

would report to his senior officer at the big gathering tonight - this was the time when all the student trainees would gather together in the evening to listen to lectures on legal issues and Police procedures given by senior Police officers. It was also a time to report the day's activities by the training officers. When it was time to report on his trainees, the officer gave the procedural salute to the senior officer to whom he was reporting, stated the student's name and reported on the strange illness his student had suffered and asked for him not to be punished for the two days he had not turned up for training. At once the big crowd of about 200 people including the senior officer started laughing to tears but the poor officer still did not get it. He thought people were laughing at the strange name of the illness. The senior officer thought for a while as he contemplated over the dilemma he was faced with, which was to either embarrass his junior officer in front of everyone or save face for him and let the cunning student go unpunished. After thinking for a while, he decided not to embarrass his officer and told him that he accepted his report and forgave the student. The student was relieved and thanked his officer later. The lesson we can learn from this story is: if you are not educated, you can be easily fooled. (By the way this is a true story that I was an eye witness to).

**Abdirizak Abdi**



# Articles in Somali language

## “Maqaallo Af-Soomaali ah”

### Qiimaha Aqoonta

Qiimaha ay leedahay aqoonta waa la wada ogsoon yahay sida aayadda quraankuba innoo sheegayso “ma siman yihiin kuwa aqoonta leh iyo kuwa aan aqoonta lahayn” Aqoonta ama waxbarashadu waxay innoo suurta gelisaa inaan kala garano waxa runta ah iyo waxa beenta ah. Waxay inaga caawisaa inaynaan rumayn quraafaad iyo wax aan ku salaysnayn diin, caqliga wanaagsan iyo baaritaan cilmiyaysan. Qofka aqoonta leh iskama rumeeyo wax kasta oo loo sheego ama uu ka aqriyo meel. Wuxuu isweydiiyaa marka hore, in waxaasi yihiin dhacdo dhab ah oo leh raad-raac diineed ama mid cilmiyeed. Diinta nafteeda ayaa innoo ogol in qofka inoo sheegaya wax ku saabsan diin aan weydiino daliil sida aayad quraan ama xaddiis saxiix ah ee uu qofku daliishanayo. Mar haddiiba diintii Alle sidaa laysu weydiin karo, bal ka waran waxyaabaha kale ee sida sahlan aan isaga rumayno bilaa daliil sida qof lagu diro ama qoraalo iyo sheekooyin meel ku qoran ood iska rumayso adigoo aan xaqiqsan. Waxaan xasuustaa sheekooyin quraafaad ah oo dadka laga dhaadhicin jiray Soomaaliya, sida kutub lugu arkay tin oo mucjiso diin laga dhigay iyo dumar jin ah oo qoob dameeraad leh oo xamar lagu arkay oo muddo dadku ka baqi jireen, qori is-maris ama dhurwaa marna dad ah marna dhurwaa noqda oo dadka lagu cabsiin jiray. Waxaan anigu marqaati ka ahaa habeen uu dayaxu modaabaday Soomaaliya oo markaa inta dadku dibadda u soo baxeen dayaxii eegayaan. Waxaan dhageysanayey sheeko dumar meel taagnaa ku sheekaysanayeen oo ay isaga dhaadhicinayeen in dayaxa loo madoobeeyey dad caan ahaa oo Soomaali ah oo la dilay. Waxaan ku iri qoraxda iyo dayaxa mid-na looma madoobeeyo qof dhintay ee waa dhacdo cilmi waaqic ah ku salaysan, diintuna innoo sheegtay. Waxaan u sii raaciyey in dayax madoobaadkan la sii saadaaliyey oo la ogaa inuu dhacayo caawa. Dumarkii waxay ku waasheen shahaado oo waxay ii arkeen in aan anigu ahay kan aaminsan quraafaadka oo iyagu sax yihiin. “Waa kaaf iyo kala dheeri” Dabcan aqoonta aan ka hadlayo ooma kala saarin mid diin ah iyo mid maadi ah, waayo labadaba waa muhiim haba kala darajo sareeyaane. Allow na sii cilmi naafic ah adduun iyo aakhiraba. Amiin!

Abdirizak Abdi

### Af-Soomaali Af-qalaad miyaa??

Aqoonta qofku u leeyahay luqad waxaa lagu qiyaasaa dhowr tilmaamayaal oo ay ka mid yihiin ku hadalka iyo fahamka luqaddaas, aqris-qoristeeda, baaxadda eray-bixineed, ku gudbinta dareemada kala duwan iyo fahamka suugaanta iyo dhaqanka ee bulshada sida gabayada, buraanburada, maah maahyada, heesaha IWM. Qofka aan sidii la rabay u aqoon luqadda uu ku abtirsado, waxaa ka maqan macluumaad badan oo ku saabsan dhaqankiisa iyo taariikh nololeedka bulshadiisa waayo luqaddu waa gudbiyaha ka jill ka jill taariikhda iyo hab-dhaqanka bulshada.

Su'aasha cinwaanka u ah qormadan waxay tilmaamaysaa luqad-rog waaqici ah oo haysata caruurteena Soomaaliyeed ee ku nool qurbaha. Waa wax laga dhiidhiyo in maanta caruurteena oo weliba intooda badan yihiin jilkkii koowaad ee dalka yimid in luqadoodii hooyo ay u arkaan af-qalaad ama ay ka qatan yihiin macluumaadka ku daboolan luqaddooda dhalasho.

Maxaa keenay in caruuteenu aanay ku qabin kalsooni badan isticmaalka Af-Soomaaliga wax dhaafsan jumlado kooban oo sahlan mooyee? Intaa waxaa dheer in caruurta xittaa aanay xiiso badan u hayn maqalka duruusta lagu bixinayo Af-Soomaaliga waayo waa luqad aanay u aqoonsanayn inay noqon karto wasaa'il gudbinta aqoonta.

Dabcan eedda malaha caruurta, waxaana loogu cudur daari karaa dhowr waxyaabood. Tan hore, imaantinka dal qalaad wuxuu keenay in ay yaraato fursadaha curuurta ay

ku maqlaan luqadooda oo loo isticmaalayo nolol maalmeedkooda joogtada ah. Gurigii waxaa u yaal TV barnaamijyadiisu ku baxaan luqad aan Soomaali ahayn, iskuulada ay joogaan saacadaha inta badan maalinta waxay wax ku baranayaan oo ku hadlayaan luqad kale. Aqoontii, madaadoolooyinkii iyo adeegyada bulshada oo dhan waxay ku salaysan yihiin luqadda waddanka ay joogaan. Taa waxaa dheer in ilmaha iyagoo da' yar ah yimid dalka ayba ka sii lumayso intii yarayd ee ay la yimaadeen maadaama fursadahii kobcinta luqadda ay meesha ka baxeen.

Maxaa xal ah? Luqad waxaa lagu bartaa ama ay ku kobacdaa ku hadalka badan. Haddaba waalidiinta Soomaaliyeed waxaa la gudboon in ay ku dhiiri geliyaan ilmahooda ku hadalka Af-Soomaaliga marka ay joogaan guriga ama ay dhex joogaan dad Soomaali ah, in waalidiintu ay kula hadlaan ilmahooda Af-Soomaaliga, una sheegaan sheeko caruureedka iyo

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sheekooyinka kalaba ee aynu leenahay. In la abuurto fasallo af-Soomaali oo caruurta loogu dhigo Af-Soomaaliga maalmaha Sabtida iyo Axadda. Sidoo kale, haddii ay suurta gal tahay in iskuulada laga codsado xisad ilmaha loogu dhigo Af-Soomaaliga ama qof Soomaali ah oo ugu yaraan ilmaha inta uu u tago uga sheekeeya sheekooyinka Soomaaliga ah, suugaanta iyo dhaqanka.

Abdirizak Abdi

“Aqoon la'aani waa iftiin la'aane, waa aqal iyo ilays la'aane

Ogaada, ogaada, dugsiyada ogaada  
O adaa, o aada Walaalayaal o aada”

Waa heestii olalaha barashada Af-ka Soomaaliga ee uu ku luuqeeyey allaha u naxariistee abwaankii caankaa ahaa ee Abdillahi Qarshe

“Siday diintu nugu tiri, dayaxaba ha gaadhee qeyrkaa  
derajaduu helay rabbi kaama daahine dadaal



## Cilmi-baaris: Daawashada TVga iyo saamaynta waxbarshada

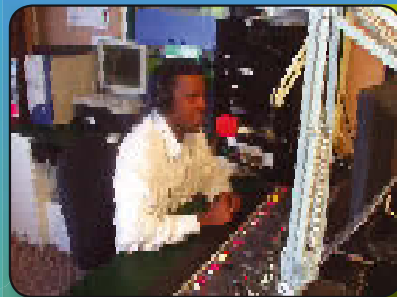
Cilmi baaris dhawaan la sameeyey ayaa sheegtay in ilmaha ku lumiya waqti badan daawashada TVga ay taasi keento inay yaraato fursadaha inay qaataan shahaado jaamacad markay weynaadaan. Nitaajooyinka cilmi baaristan waxay tilmaamayaan in yaraynta daawashada TVga ay horumar ku samaynayso waxbarashada ilmaha. Sidaa waxaa sheegay isbuucan mid ka mid ah cilmi baarayaasha oo la yiraahdo, Bob Hancox. Cilmi baaristan oo ay samaysan Jaamcadda Otago waxay dabagal ku sameeyeen ilmo ka badan 1000 oo ku dhashay Dunedin sanadihii 1972 iyo 1973, da'dooduna u dhaxayso 5 ilaa 15 jir. Cilmi baaristu waxay ogaatay ilmihii ay dabagalka ku sameeyeen kuwooda ugu daawashada TVga badnaa ay noqdeen kuwa ugu shahaado ama waxbarasho yar markay gaareen da'da 26. Boqolkiiba 7 (7%) ee ilmaha la dabagalay ayaa daawaday in ka yar hal saac oo TV ah maalin kasta, waxayna noqdeen kuwa ugu aqoonta badan kooxda ilmahan.

Kuwii daawaday TV ka badan hal saac maalintii, waa kuwa noqday shahaado la'aan. Mid ka mid ah aqoon yahanada ayaa sheegay in ilmaha mustaqbalkuna ay ka sii daran yihiin waayo fiidiyaha, kombiyuutarka iyo Internetkuba waxay keenaan waqti lumis. Dr Hancox oo ah agaasimaha waaxda cilmi baarista ee Dunedin ayaa sheegay in ilmaha ugu daawashada yar TVga ay yihiin kuwa ugu fursada fiican inay aadaan jaamacad. Tilmaanta guud ee cilmi baaristan

waxa weeye in daawashada TVga badan ee caruurta ay ku leedahay saamayn xun waxbarashadooda mustaqbalka iyo dabcan xagga anshaxa.



Haddaba annagoo ka faa'iidsanayna warbixinta cilmi baaristan waxaa wanaagsan in waaliddiinta Soomaaliyeed ay ka ilaaliyaan ilmahooda daawashada TVga ee xad dhaafka ka ah. Waxaa runtii ammaan mudan hooyo Muxubo Diiriye oo ii sheegtay in ay ka joojisay gurigeeda daawashada TVga, markii ay sidaa samaysay waxay dareentay horumar waxbarasho oo ilmaheedu sameeyeen. Waa wax sahlan oo qof kastaa oo waalid ah uu samayn karo.



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