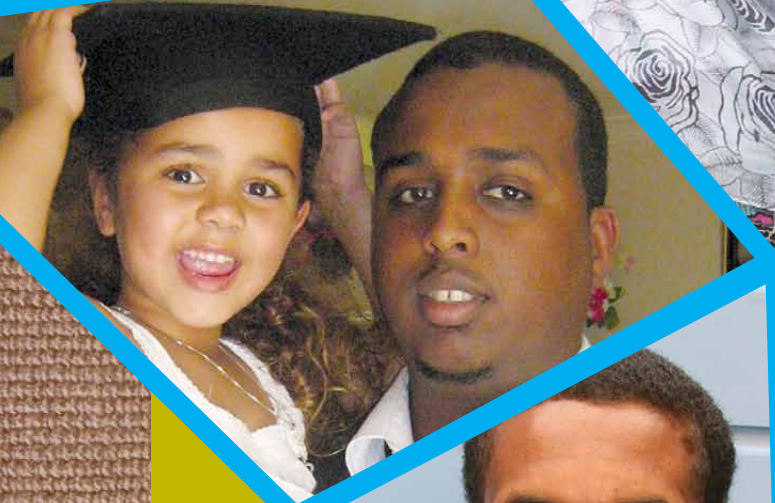


SOMALI GRADUATE JOURNAL

2010



Graduate profiles



Success stories



Community perspectives

Profiles of Somali Graduates and Undergraduate Students in New Zealand

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ABDIRIZAK ABDI

Editor's message

Here we are at this issue #3 of the now popular Somali Graduate Journal.

Despite the challenges in coordinating and collating the journal content, I have to admit I get a lot of satisfaction seeing it through to successful completion. The whole process is an inspiration for me as I read the profiles of the young men and women (albeit few mature graduates) which make up the journal.

Each profile is unique as it tells the personal journey of education experience by the graduates profiled in the journal and the impact education has had on them. I try not to tamper a lot in what the graduates have written themselves except where a little bit of editing (mainly proof-reading) is necessary.

The Journal has become the most anticipated and most celebrated publication for the Somali community in New Zealand. It is owned by everyone in the community because the graduates profiled come from the community at large.

In my previous editorials I have shared examples of special interest or significance just as a way of highlighting, I suppose, the value of the journal to the community. The example that I like to share in this editorial is about a father of one the graduates profiled in this publication. I was at a community gathering when he came up to me and said that he had been looking for me for some weeks. He said he wanted to make sure that his son who graduated from Otago in 2009 be featured in the journal this year. He gave me a photo of his son. I could see the joy of this father who was not only so proud of his son's achievement but wanted that achievement to be celebrated beyond family.

That reminded me how proud our parents can be when their children do well in education and in life. In this case I was also grateful that I did not have to chase up this graduate for his profile.

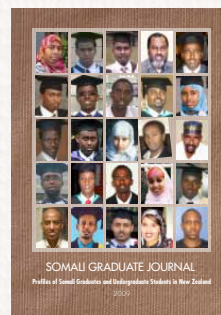
Abdirizak Abdi

Editor

abdirizak@slingshot.co.nz



2008 ISSUE



2009 ISSUE

New Zealand Police

Tena koutou katoa and warm ethnic greetings from the New Zealand Police.

Ka mahi te tawa uho ki te riri

Well done you whose courage is like the heart of the tawa tree

New Zealand Police is proud to be associated with this publication highlighting examples of excellence and achievement.

Education is a pathway to success and the people highlighted here are shining examples of what can be achieved, often in the face of adversity. So many in the Somali community have overcome great challenge, personal tragedy, displacement and hardship. They have learnt to communicate in a new language as part of their commitment to successful integration as New Zealanders.

In supporting this publication of acknowledgment of Somali success in academia, business and sport, we celebrate the indomitable Somali spirit. We wish all graduates success in their future careers, and actively encourage them to consider a career in Police.

***Mā te tauihu o tōu waka, e ū te waiora,
Kia mahue atu, ngā mea whakahirahira i roto i te koriparipo***

*May the prow of your canoe, cleave the waters of life
And leave in its wake, mighty deeds*



SUPERINTENDENT WALLACE
HAUMAHA

National Manager Maori,
Pacific and Ethnic Services
(MPES)

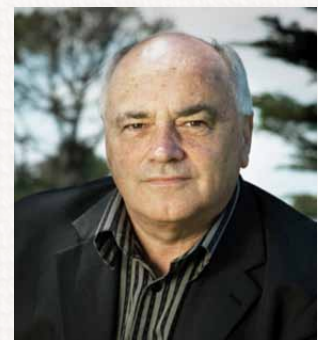


Race Relations Commissioner

Congratulations on the publication of another edition of the Somali Graduate Journal.

In documenting the successes achieved by Somali students in New Zealand, this journal provides inspiration to others yet to start or complete their studies, it affirms those who have undertaken the difficult journey from their homeland as refugees to start a new life in New Zealand, and it provides evidence to other New Zealanders that extending a welcome to refugees is an investment in our own future as well as theirs.

I wish all those who feature in this journal the very best for the future. You have done extremely well. May you continue to do so.



JORIS DE BRES

Race Relations Commissioner

Ministry of Social Development



ANN DYSART

Manager - Community
Relations Team

Family and Community
Services

Ministry of Social
Development



I am delighted to have this opportunity to help celebrate this year's edition of the Somali Graduate Journal and to commend the graduates for 2010.

This publication is testament to the great strides made by the Somali community in New Zealand and a fitting celebration of personal achievements.

My work with the Settling In initiative and the connections I have made with different communities around New Zealand has given me an insight into the many challenges faced by newcomers to our country.

I know that many members of the Somali community have faced incredible hardship throughout their lives and that some of these struggles have continued after reaching New Zealand.

However, I also know that this community has great resilience and strength of character, and a huge amount to offer New Zealand.

The graduates in this journal are a clear illustration of this and I offer each of you my personal congratulations.

Your achievements will be stepping stones to a brighter future – they will be of great value to you as individuals, but also to your community and to New Zealand.

Kia Kaha

Ministry of Education

Aqoon la'aan waa iftiin la'aan

To be without knowledge is to be without light – Somali proverb



Assalamu Alaykum

The Ministry of Education is very pleased to be able to congratulate the Somali community on the publication of this third edition of the Somali Graduate Journal.

This journal plays an important role in highlighting the accomplishments of these graduates as they are the inspiration and guiding lights for others to follow.

The challenges that the refugee communities have faced in coming to New Zealand as part of the Annual Refugee Quota Programme, and subsequent arrivals through the family reunification category, are numerous and can be seen as significant barriers to achievement.

On arrival in New Zealand, refugees who may have had limited access to formal education prior to their arrival in NZ, are faced with learning a new language, adjusting to a new country, and familiarisation with different schooling and education systems.

Yet many in the Somali community have risen above these difficulties and the Somali community continues to grow and thrive.

The accomplishments of the graduates profiled in this journal along with those still participating in tertiary studies are testament to the resilience, dedication and commitment of not only the students but their wider families and community.

RAWIRI BRELL

Deputy Secretary

Early Childhood and Regional Education Group

Ministry of Education, National Office

WELLINGTON

Every child and every student learning and achieving every day

la rā, he Akoranga, he Whakatutukinga, ā te Tamaiti, ā, te Tauira.

Graduate analysis

In 2009/10, 31 Somalis have graduated from around New Zealand. While the majority are profiled in the journal, it is to be noted that we could not contact a number of graduates for various reasons including some being overseas.

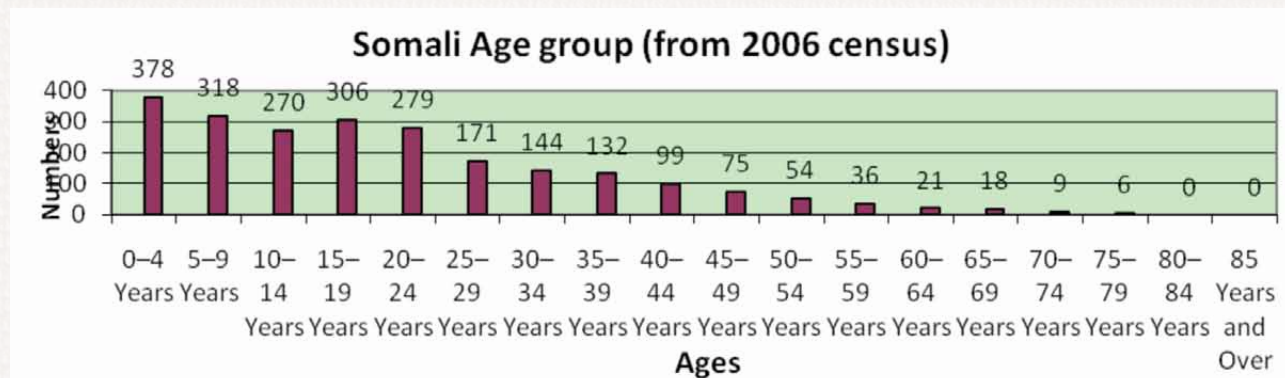
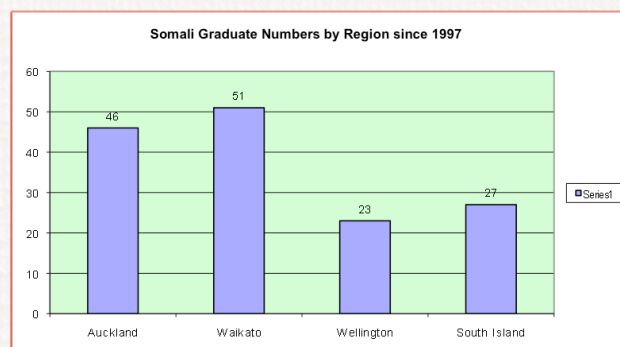
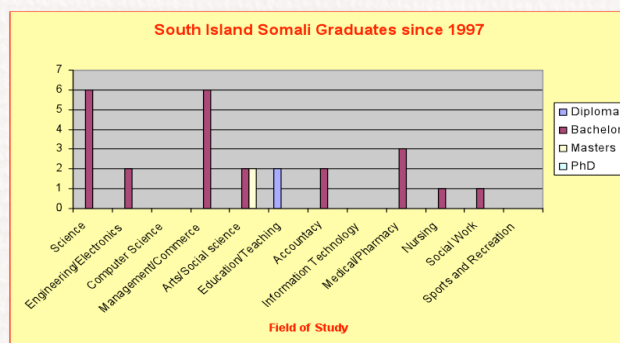
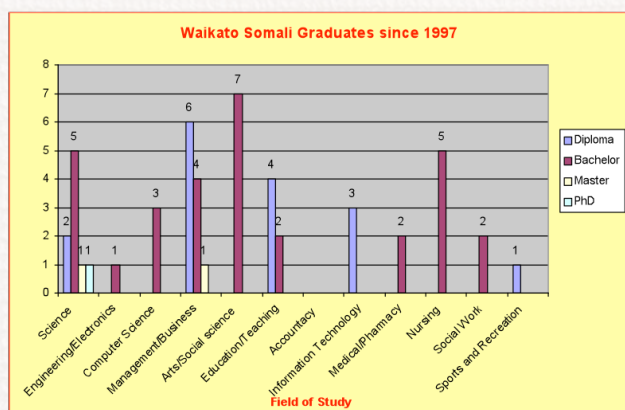
The chart below gives the number of Somali graduates per region from 1997 to 2010. This will be updated each year as more graduate.

Of the total 147 graduates 60 are females. While the number of female graduates seems to be lagging behind that

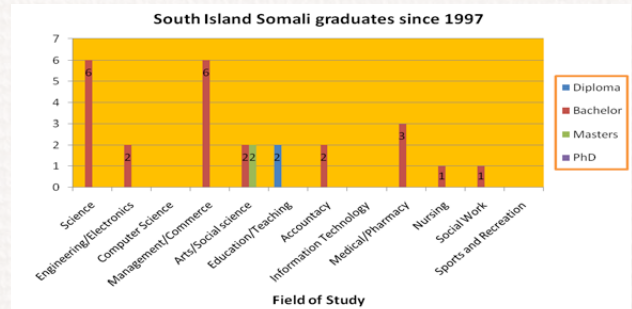
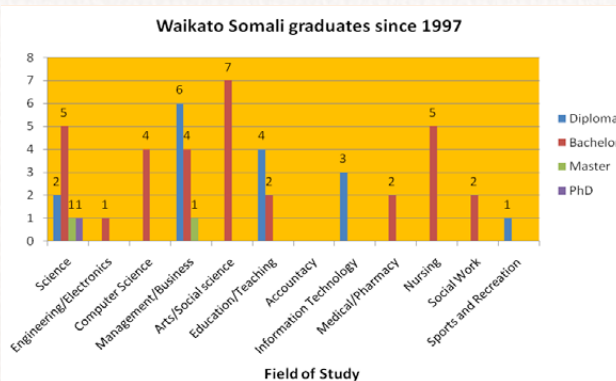
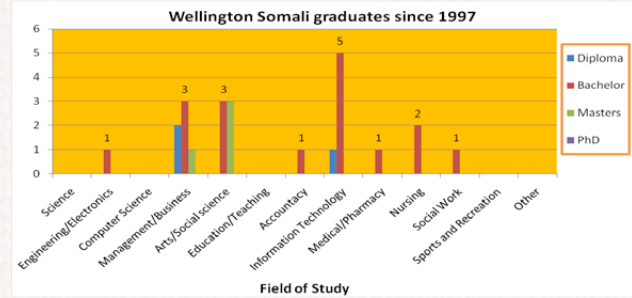
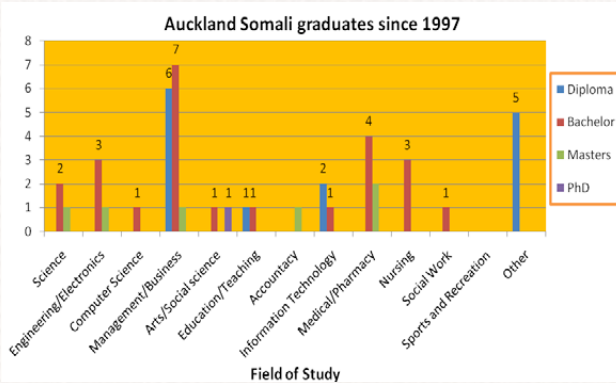
of the male, the undergraduate list (those who are in tertiary education as at 2010) closes that gap. See the undergraduate analysis page further on.

Therefore we should see in the near future the number of the Somali females graduating increase.

The census chart gives information about the numbers in each of the age category. The census data show that indeed the Somali population is very young with most of the community being in the pre-school to high school age group.



Field of study analysis



GRADUATE PROFILES

Noora Mohamed

Year of arrival in NZ: 1998

High School: New Zealand

Programme of study/qualification gained:

Diploma in Travel and Tourism, Diploma in Business and Bachelor of Business

Name of tertiary education institution: AUT

Year of graduation: 2010

Place of employment: Currently overseas

Educational and career choices

In the beginning I chose to do Travel and Tourism as my career choice. Realising that the industry was not best fitted for me I decided to do Diploma in Business majoring in Banking. I worked for BNZ bank while completing my diploma. After completing my Dip, I decided to stay at University and do a Bachelor of Business majoring in Economics and finished it within 2 years and 6 months.



Community involvements and interests

I am a member of the Auckland Somali Student Association. My interests include travel and time with friends and family.

Omar Mohamed

Year of arrival in NZ: 2000

High School: New Zealand

Programme of study/qualification gained:

Bachelor of Business (Majoring in Management and Information Technology)

Name of tertiary education institution: Auckland University of Technology (AUT)

Year of graduation: 2009

Place of employment: Telecom NZ Ltd

Educational and career choices

I have always been interested in the IT industry & people management. When I started studying at university level I began with Bachelor of IT, however I felt I needed to explore and combine my IT studies with management. I have discovered in the Bachelor of business they had an option of IT and management, therefore I have switched to the Bachelor of Business in order to excel in my study and do the things that I love. Since then I never looked back & I have enjoyed it. I believe that we are solely responsible for our choices, and we have to accept the consequences of our choices. It's ok if we make mistakes as long as we learn from those mistakes and make the right choices in our career and study.



Community involvements and interests

I have been an active member of the Somali community for many years. I'm currently a member of the Auckland Somali Students association (A.S.S.A) serving the wider Somali community in Auckland. We are primarily involved with youth and university students trying to create a resource centre where every Somali student can have access to help and assistance, and also to establish a network among the students to encourage helping one another.

Sharmake S Ibrahim

Year of arrival in NZ: 2001

High School: New Zealand

Programme of study/qualification gained:

Bachelor of Medical Laboratory Science (BMLS)

Name of tertiary education institution: AUT

Year of graduation: 2009

Place of employment: Northland Pathology Laboratory Ltd, Whangarei

Educational and career choices

I always had interest in the field of science (specifically health science). Coming to New Zealand that passion and interest came under huge pressure as I have explored a new field "Accounting" while at secondary school, and these went to extent of the accounting teacher meeting with my Dad to emphasise that I should pursue accounting as a career rather than dropping the subject at sixth form. I did that but unfortunately even though my accounting grades were the best of what I did I never took it as a career choice.

Leaving high school I went to A.U.T and enrolled in a science career. Why did I choose Science rather than accounting? Well first I enjoyed analytical chemistry and I had interest in human biology. Both of these subjects were part of my subject choices at high school. Secondly because of the Somali



perception, this only considers study in either health or engineering. Therefore BMLS had the combination I was looking for (chemistry and human health). At university I specialised in Biochemistry and Microbiology.

Finally I finished my studies and am currently employed as a scientist (Microbiologist) at Northland Pathology.

Community involvements and interests

My role with community is limited but I worked with different groups of community be it with the kids, youth or with the older adults. The areas which I think I was mostly involved are in the youth and students. Being part of the Auckland Somali Student Association (ASSA), we are trying to empower, encourage and set a bench mark for our youth in all areas.

My interest could not be described in here but if I would point out just one, I would say "public health". I have a great desire to do study in this field in the near future to try and create a system where preventable diseases are eliminated back home and to have sustainable health systems in place.

A word of advice

Finally I would encourage the youth to be more involved and be active within our community. Hopefully the future belongs to us; we need to make that extra step to better our lives. We have a lot of opportunities and need to take advantage of these. A struggle and hardship today means a sustained prosperous success tomorrow therefore let not life's pitfalls make you a quitter but rather stimulate you achieve more and do better.

Lucky Abdirahman

Year of arrival in NZ: 1996

High School: New Zealand (Avondale College)

Programme of study/qualification gained:

Bachelor of Education

Name of tertiary education institution: Unitec

Year of graduation: July 2010

Place of employment: Preschool Irene

Educational and career choices

Having an education has been a high priority for me. Since



I was a child I always wanted to do well in school. I was fortunate enough to grow up in an environment where education was valued and was able to get a head start by doing well at school. Having the encouragement, support and guidance from my family made a huge difference in succeeding.

I have always had passion for education especially early childhood education. I believe early childhood education builds academic success from the base, that's why I was interested in studying in this field. Since finishing college I have worked in the sector which allowed me to get vast experience and further knowledge about the education sector as whole.

Having an education opens you many doors to succeed. At the moment I'm a full time teacher, which I'm enjoying immensely and I'm starting my Masters of education in 2011.

Community involvements and interests

I have been involved in the Somali playgroup for the past six years helping out as a teacher. Throughout the years our playgroup has come a long way and it makes a big difference having qualified teachers. My interests are reading and music. I have always liked music and at the moment I'm learning to play the guitar.

Osman M Warsame

Year of arrival in NZ: 1994

High School: New Zealand

Programme of study/qualification gained:

Bachelor of Computer Science (Computer system)

Name of tertiary education institution: AUT

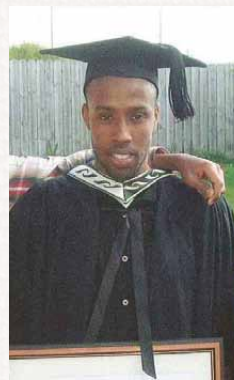
Year of graduation: 2010

Place of employment: Just finished study

Educational and career choices

I came to NZ at the age of primary so started primary in NZ.

I came with my family (father, mother and six siblings).



I am the first in the family to graduate in a degree so I am hoping that I have set the benchmark for the family. I hope also to be a positive role model for my community.

I have just finished my qualification and I am now looking for a job in my field.

Hawohinda Sh Ahmed Jama

Year of arrival in NZ: 1996

High School: Somalia

Programme of study/qualification gained:

Diploma of ECE teaching/Bachelor of Education

Name of tertiary education institution: Open Polytechnic NZ (Diploma ECE). Massey University (Bachelor of Education)

Year of graduation: Diploma 2007. Bachelor 2010

Place of employment: Just finished study

Educational and career choices

After completing secondary school in 1985 I was fortunate to pass the university entry exam and I started studying at the national university of Somalia – Gahey, the Veterinary and Medicine faculty – in 1987. I was in my third year when the war happened. Then I came to New Zealand and after improving my English I enrolled in the new start programme at Auckland University and I gained foundation certificate then I did my Diploma of Teaching which I completed in 2007. Throughout my study I worked in a variety of jobs from care giver, working with special need kids to being a teacher's aide in primary school and then after gaining my qualification and teacher registration I worked for Kidicorp as



a teacher and in 2009 I decided to go back to study and do my Bachelor of Education which I completed this year.

Community involvements and interests

After seeing all the struggle Somali children go through in schools, I realised the importance of the community playing a role in setting up an early childhood education centre where the children can learn social skills and receive early childhood education in their own native language. Therefore I started the Somali playgroup (Libin playgroup) in Auckland 2001. At that time, the Somali community had little understanding of the importance of early childhood education. Since then we have come a long way, now our playgroup is fully certified and we have two qualified registered teachers in our playgroup which is bonus to our playgroup.

Our playgroup along with newly formed Somali playgroups have impacted on Somali families in Auckland by providing early childhood education as well as support to parents to teach and learn alongside their children, exchange ideas with fellow parents.

In Western society young children learn through songs and I have always wondered why Somali song writers never recorded or produced children songs in Somali for our children. This inspired me to write and record Somali songs for our youngsters so that they can learn through the songs and also have that link with their mother tongue.

Therefore I finally completed a children's album in 2009. My main interest is in children's music and poetry.

Fatima Mohamed

Year of arrival in NZ: 1998

High School: New Zealand (Lynfield College)

Programme of study/qualification gained:

Certificate in Applied Science, 2003. Diploma in Violence and Trauma Studies, 2009

Name of tertiary education institution: AUT

Year of graduation: 2009

Place of employment: Currently pursuing Bachelor of Health Science in Mental Health



Educational and career choices

Unfortunately, I am one of those who missed many years of schooling, because of the 1991 Somali Civil war. I came to New Zealand through the refugee quota. First of all coming to new country with a different language, beliefs and values is very hard especially in the early years. When I came to New Zealand I couldn't speak any English but for me coming to New Zealand was an opportunity to catch up on what I missed like education and many other aspects of life development. I only had two years of high school in New Zealand; within these two years I worked hard to make up all the years of schooling I had missed and also improve my English.

Soon after finishing high school I enrolled at AUT, in the Certificate in Applied Science. At the time of my study, certificates

took two years, those years were hard and very challenging, but through courage and motivation I completed on time.

My childhood dream was always to become a nurse; this is the reason why I enrolled for a Bachelor of Health Science (Nursing). However I have realised health is so wide and in life there are many changes, and for me these changes meant I no longer wanted to become a nurse. Don't get me wrong there is nothing wrong with becoming a nurse, but the realisation was that in health there are many areas rather than just doctors and nurses. An example of one of the experiences that gave me an insight which was beneficial was my first job in New Zealand; this had a great influence in my career change. I was working as an advocate for refugees in areas like resettlements and family reunification as well as domestic issues. Taking into account all of the above, this was the motive to choose to do a Diploma in Violence and Trauma Studies.

My advice

"Keep your dreams alive. Understand to achieve anything requires faith and belief in yourself, vision, hard work, determination, and dedication. Remember all things are possible for those who believe."

I might not have finished what I have hoped today, but you haven't heard the last of me, keep your dreams alive my Somalian brothers and sisters. And if there are any changes that you face that might not suit your criteria plan REMEMBER DONT FORGET YOUR DREAMS AND KEEP THEM ALIVE, because there is always tomorrow.

Foaud Botan

Year of arrival in NZ: 2001

High School: UAE

Programme of study/qualification gained:

Bachelor of Business (Finance Major). Currently doing Master of Business Administration (MBA)

Name of tertiary education institution: AUT

Year of graduation: 2009

Place of employment: Business analyst at Westpac Banking NZ Ltd

Educational and career choices

I arrived in NZ about ten years ago and I studied at AUT for my undergrads and also it's the same institution that I'm doing my MBA with.



Frankly speaking, choosing Finance was not hard for me for a number of reasons. First of all my father was a Senior Accountant for a very reputable firm and second of all Finance is one of the most dynamic areas of study in business. It is concerned with

the ways individuals, businesses and institutions raise funds to implement investment strategies, and how they allocate these funds to a variety of investment opportunities. In addition to

that the financial markets and that world in general interest me and hence the choice was simple. Furthermore, the earning potential with a finance degree was also another drive for me.

So far I have achieved a lot in the sense that I have graduated with a degree and also this made me more appealing in relation to employment opportunities in New Zealand and abroad.

Seeking education is a tough road and many like me have and will continue facing hurdles along the way however it's with challenge that people develop. Clearly, there is the a number of aspects add strain inflicted on students and Somalian students to be specific such as culture, language, learning styles and that is just to name a few. I faced all of those issues but with integration and understanding of my environment I believe I have achieved a lot.

I have as a result of this managed to work in the Finance industry for a number of years now (approximately 9 years) and I am progressing with time and also upgrading my skill set as well.

Simple messages I have for the youth is to pursue education and also focus on helping yourself then help others. As a blind man can not lead another blind man and also try to integrate with the society you are living in whilst appreciating your own values and culture.

Abdirahman Haji Hussein Ali

Year of arrival in NZ: 2004

High School: Agricultural secondary school Afgoi in Somalia.

Programme of study/qualification gained:

Bachelor of Science majoring in Biological Sciences

Name of tertiary education institution: Waikato University

Year of graduation: 2010

Place of employment: I am currently employed as a bilingual tutor in Hillcrest High School part time, and work as a taxi driver as well.

Educational and career choices

When I completed Agriculture secondary school in Somalia, I was automatically employed in Agriculture research in Afgoi, Somalia because there was a lack of technicians at the time. I was given some training on how to conduct trials and collect the data, but I used to work under supervision of a team leader. I did this job for several years before I decided to go to university. But luckily I was entitled to sit an entrance examination and succeeded in that. I was admitted into the faculty

of education according to my grade, majoring in agriculture education and biology.

As a graduate and experienced technician this enabled me to become a team leader of oil crop improvement. My job



responsibilities were to select and screen suitable varieties of sesame and peanuts under both irrigated and rainfed areas, determine proper seed rate per hectare and then determine proper date of sowing.

When I came to New Zealand in 2004, I realised that education is a long life process and does not depend on age, so I decided to go

back to university in order to meet NZ qualification. I was pleased to graduate in 2010 with a Bachelor of Science.

A word of advice

I would like to encourage the youth and elders in our community to give priority to education and parents should help their children to complete their education successfully.

GRADUATE PROFILES

Oday Mahdi Hassan

Year of arrival in NZ: 1997

High School: Kenya and New Zealand

Programme of study/qualification gained:

Bachelor of Arts – Social Anthropology

Name of tertiary education institution: Otago University

Year of graduation: 2009

Place of employment: Community Care Trust

Educational and career choices

To be honest in my high school years, education was not of the highest priority to me. However on completion of high school I took up a labourer job, I soon realized that I wasn't living to my full potential and this cannot be all I'm capable of. So I made a conscious decision from then on my only



way to succeed in life was through higher education. I started with a certificate in English at Waikato Polytechnic, then a diploma in computing also at Waikato Polytechnic. After this I undertook further English classes at the Otago Polytechnic before enrolling into Otago University. I was always interested in different cultures which led me to undertake education in the social anthropological field.

I have a passion for communities and the people that live in them, which has led me to my current field of work with the intellectually disabled.

The highlight of my achievements was seeing my parents' reaction to my graduation; they sacrificed so much to allow us greater opportunities (as have many other Somali families).

Community involvements and interests

I am working within the Dunedin community, managing day to day operations within the Community Care Trust organisation.

I enjoy getting together with other Somalis studying in Dunedin, as well as getting out on the soccer field for a good game. I have recently become a father so my new hobby is now looking after my 11 month old daughter.

Aden Jelle

Year of arrival in NZ: 1997

High School: New Zealand (Fraser High School)

Programme of study/qualification gained: Bachelor of Business Analysis, major in Finance

Name of tertiary education institution: Waikato University

Year of graduation: 2010

Place of employment: Just finished my degree and looking for relevant work.



Educational and career choices

I completed a bachelor degree in finance. I have chosen this degree because it gives me the solid grounding in decision making and I was also interested learning about financial markets and business at large. I have gained many skills such

as develop time management, strong knowledge of capital markets, critical thinking and data analysis.

Community involvements and interests

I have been involved in youth activities whilst studying particularly around sports.

Aqil Abdirahman Farah

Year of arrival in NZ: 2002

High School: Kenya and New Zealand

Programme of study/qualification gained:

Certificate in Science and Technology. Certificate in Acting. Diploma in Business Administration and Human Resources.

Name of tertiary education institution: Wintec

Year of graduation: 2010

Place of employment: Inland Revenue

Educational and career choices

I came to New Zealand in 2002 and I had lots of ambitions and dreams. I was excited and clueless at the same time as



I wanted to do a lot of things with my life. My first ambition was to become a doctor but unfortunately I did not have the guidance and support of someone to encourage me to do it. When I came to Hamilton I went to Melville High School. As we all know the schools here are very challenging because of the different language and system of education.

So I left high school at 7th form. I decided to do a course to get a tertiary qualification so I went to Wintec to study science and technology. I started from the bottom which was the certificate. When I finished that, I went on to enrol in the diploma programme. I hated the science and the challenges

relating to doing the diploma, so I dropped out in my second year to join the New Zealand Army. I was with the Army for two years. The Army gave me lots of education; I was trained physically and mentally. I left the Army after two years to achieve a tertiary qualification so that I could get a good job.

I graduated from Wintec with a Diploma in Business and Human Resource Management. I am currently working at Inland Revenue. I am very fortunate to have found this position as soon as I graduated. To be honest I have come a long way even though I did not achieve my ultimate goal which was to become a doctor. I still want to do that in the future if Allah says.

Community involvements and interests

I am an active member of the Somali youth group in Hamilton. I regularly take part in community activities. In the past I have worked with the Refugee and Migrant Centre to help and translate for the newcomers.

Advice

My advice for my Somali brothers and sisters is: you have time and lots of opportunities so make use of them. As we all know there are lots of Somali youth who are struggling back home and around the world who would do anything to have opportunities that we have here. I know it is not easy life here, it is tough and there are challenges wherever you go. So you have to strive to overcome your challenges. You have to respect other people but don't lose your culture, identity and religion. Don't forget who you are and where you came from.

Ahmed Mohamed Farah

Year of arrival in NZ: 1997

High School: Somalia

Programme of study/qualification gained:

Diploma of Science and Technology.

Name of tertiary education institution: Wintec

Year of graduation: 2010

Place of employment: Self-employed, part time studying Bachelor of Science and Technology, majoring in environmental science.

Educational and career choices

I always wanted a career in health science but I knew that it was a huge challenge. I decided to go back studying after a long break since high school in Somalia and different labouring jobs. Here I would like to share my experience about my education journey. Having done my high school in Somalia, which meant all the subjects were in Somali language, it seemed to be an unattainable goal to do a tertiary education in NZ. However after deciding what I wanted to study and enrolling in Wintec, I had no choice but to commit to my study no matter how long it took. Finally I did achieve my

goal and gained a Diploma in Science and Technology in 2010. I'm currently studying part time towards a Degree of Science and Technology majoring in Environment.



I am very pleased of my achievement and I believe all my Somali fellows including our youth and fathers like me can achieve their goals if they put their mind to it and make the efforts required in achieving their goals. With Allah's will Insha Allah you will succeed. Lastly I have enjoyed my studies and I'm looking forward to do further studies.

Community involvements and interests

In Hamilton we have an amazing community. In the last 8 years I have been involved in my community especially in the sport area. From 2005 up to now I am the organiser of the Somali Youth Indoor Soccer Club in Hamilton. In 2007 and 2009 I coached and managed the Somali Soccer team competing in the Ethnic Soccer Festival. Both years our team reached the semi-final in the competition.

Fatima Abdiqadir Aweys

Year of arrival in NZ: 2005

High School: New Zealand

Programme of study/qualification gained:
Bachelor of Nursing.

Name of tertiary education institution: Wintec

Year of graduation: 2010

Place of employment: Waikato Hospital District Health Board. Currently doing Honours at Auckland University.

Educational and career choices

I have always had an interest in human anatomy and health, reason being I knew I would contribute and benefit my community, the society and myself. Education can be challenging and overwhelming but it needs dedication, hard work and patience. Believe me it is worth the effort. Through my career and my education journey I come across a huge challenge and an obstacle that put my education and career into crisis. With my personal courage I achieved my goal and a dream come true with the great support that I received from my dedicated family, my academic tutors, the admin staff and a big thanks to head of the School of Nursing Department, Kaye Turner and Glennis Birks. One thing I have learnt from this experience is believe and have faith in yourself that you



can achieve what you have dreamt and have faith in ALLAH everything will go your way.

Advice

A word of advice to my fellow students is nothing comes on a silver platter; most importantly study what you enjoy. Education is hard work that needs patience, dedication and a lot of sleepless nights but believe

me you will harvest the sweet fruits of it.

Nursing is one profession that gives you the opportunity to travel across the world, those interested in studying nursing or in the progress of their study you made a great decision because you will always have fun in nursing profession. What a great career choice.

Miski Mohamed Ahmed

Year of arrival in NZ: 1995

High School: New Zealand (Hamilton Girls High School)

Programme of study/qualification gained: Post-graduate Diploma in TESOL level 7

Name of tertiary education institution: Wintec

Year of graduation: 2009

Place of employment: Currently working at Fairfield Intermediate School as a teacher aide and a support person.



Educational and career choices

Hi my name is Miski Ahmed I am currently working at Fairfield Intermediate school as a teacher aide as well as a support person helping students for whom English is not their first language. I personally enjoy working at Fairfield Intermediate school because its taught me

a lot about my role as an ESOL teacher, It has also given me a great starting point into my career as a bilingual / ESOL teacher. I am an outgoing, friendly and very passionate person who loves working with people from all different backgrounds and ethnicities. I guess this as one of the many reasons which made me want to become an ESOL teacher. Not only has this job taught me a lot of skills in dealing with students it has also taught me the importance of having patience, and has given me a greater understanding as to who my students are, which is a very essential key in this profession, and how I can cope with them on a day to day basis. Growing up I always wanted to help people in some way and try to make a difference. Teaching has really given me that. I hope to continue teaching and someday travel and work overseas.

I'm also currently studying part time to become as a professional interpreter. I thought since I know two languages why not use that to my best ability; this would help me later in life.

Community involvements and interests

I am also part of the Somali Student Association team.

Ekeran Awad

Year of arrival in NZ: 1994

High School: New Zealand (Hamilton Girls High School and Fraser High)

Programme of study/qualification gained: Graduate Diploma in Teaching English to speakers of other languages (level 7)

Name of tertiary education institution: Wintec

Year of graduation: 2009

Educational and career choices

I have studied in the Graduate Diploma in Teaching English to speakers of other languages. My career choice was to become a second language teacher; I went into work as a kindergarten teacher aide. I hope to get more experience in a lot of areas in teaching so I can have great career prospects.



Community involvements and interests

I am involved in the Waikato Somali Student and Graduates association group. What we do is meet up two or three times a month and organise workshops for youth. Some of the workshops include Leadership and Facilitation training, Law and Order and Non-Violent Communication.

Naema Abdi Awad

Year of arrival in NZ: 1994

High School: New Zealand (Hamilton Girls High School and Fraser High)

Programme of study/qualification gained: Diploma in Business Studies

Name of tertiary education institution: Wintec

Year of graduation: 2010

Educational and career choices: I came to New Zealand in 1994 as a small girl with my parents and siblings.

I was lucky that I did most of my schooling here in New Zealand. I have always wanted to do well in education in order to make my parents proud of me and to push myself to reach my potential. Education is important both to see what you are capable of as well as being useful to the society you live in.

I am pleased that I have reached one of my education goals by graduating with a Diploma in Business Studies from Wintec. I believe that I am in a much better position, now I am qualified, to get a job.

I am currently in Australia working at an airport and I am utilising the skills I have learned through my tertiary studies.

I hope that I will be able to study further so that I can maximise my potential. I am using education as my ticket to a brighter future and more fulfilling life.

Aliya Omar

Year of arrival in NZ: 1997

High School: New Zealand (Fairfield College, Hamilton)

Programme of study/qualification gained: Diploma in Travel and Tourism (City and Guilds)

Name of tertiary education institution: Wintec

Year of graduation: 2009

Place of employment: Engaged in further study at Waikato University

Educational and career choices

My ambition in life is to provide a helping hand to those in need. By doing so, I need to equip myself with knowledge.



As a young girl I did not grasp the opportunities I was given. When I look back to my high school days, although they are filled with memorable moments with friends and teachers whom I admire and respect so much, I could have reached for the sky and achieved beyond my potential.

The reason I chose to study travel and tourism was because it allows you to be involved with multiple areas in the industry, while gaining and establishing

new skills, basically its never a dull moment. For a person who loves to travel and explore the world, I am a bit scared of flying, which is bit nerve-racking for me. I have so many highlights from my experience, while studying this course, whether gaining the knowledge on how the industry operates or getting to explore tourist sites in New Zealand and getting to meet new people while having fun.

I am currently at the University of Waikato, studying a Bachelor of Communication Studies, majoring in Public Relations and Marketing. 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 the children.

I understand life can be challenging at times, that is why you should always strive to dream and recognise your inner strength, because the end of the day you are worthy of having it all. I am believing that more and more each day.

Community involvements and interests

I am a member of the Somali youth group- Waikato Somali Students and Graduation Association. The purpose for that is to encourage young brothers and sisters and share our experiences whatever they may be and just be there for them.

Favourite quote: The ink of the scholar is more holy than the blood of the martyr-Prophet Muhammad (pbuh)

GRADUATE PROFILES

Ismail Omar Mohamed

Year of arrival in NZ: 1999

High School: New Zealand (Fraser High School)

Programme of study/qualification gained: Diploma of Social Science: Double major in Industrial Relations, Human Resources and Labour Studies

Name of tertiary education institution: Waikato University

Year of graduation: 2010

Place of employment: George Western Limited

Educational and career choices

I was always passionate working with people so I chose to study for a Bachelor of Social Sciences which predominantly deals with people, social life and cultural life which interested me significantly. I set my goal to accomplish educating myself and to acquiring a degree which I completed in 2010. I believe that is my outstanding achievement of my life. My other goal is to become a Human Resources practitioner in NZ and to get paid loads of money for my expertise and under guidance Allah of Almighty I hope to accomplish my goal.



Community involvements and interests

I play soccer with friends and I help my friends with university assignments which is part of community involvement for me.

Ahmed Mohamed

Year of arrival in NZ: 1998

High School: New Zealand

Programme of study/qualification gained: BCom majoring in Economics and Finance

Name of tertiary education institution: Otago University

Year of graduation: 2009

Place of employment: Masters student at Waikato University

Educational and career choices: I graduated with a BCom and although I majored in Economics and Finance & Quantitative Analysis I've chosen to pursue a higher degree in International Management. There are a few reasons why I've chosen to study international management for my masters but the key reason was that it offered me a unique chance to expand and diversify my skills over a variety of disciplines, whilst excavating my knowledge of a particular area.

Community involvements and interests

All through high school, I was heavily involved in sports, including basketball, soccer, and volleyball. I was a member of the executive committee of the international student's council.

Since I have been at Otago University the most significant non-class related volunteer activities that I have participated in include being a member of MUSA (Muslim Students Association) and Afrotago (African students at Otago) – a very active students association on campus that was a non-for-profit group bringing a taste of Africa to Otago University and the wider community at large and helping the less privileged through fundraisers and other activities. I was also a member of OUSSA (Otago University Somali Students Association), an organisation focused on connecting, welcoming and assisting new Somali students to adjust to university life. I've only been at Waikato University for 7 weeks but so far I've joined Amnesty International and AIESEC.

Saynab Aden

Year of arrival in NZ: 2000

High School: New Zealand (Fairfield College)

Programme of study/qualification gained: Graduate Diploma in Teaching to speakers of English as a second language (ESOL).

Name of tertiary education institution: Wintec

Year of graduation: 2010

Place of employment: Waikato Migrant Resource Centre.

Educational and career choices

I have finished my Graduate Diploma, as for the future I am hoping to get a full time job as a second language teacher, maybe travel Insha alah.

I would like to say, to the young Somalia students if you have a dream don't let anyone or anything stand on your way. Remember that no one is a better expert at interpreting your dreams than yourself. If you want to study something but you don't think you can, just remember we all had the same feelings but don't let fear stop you from achieving your goals. If you set your mind to it you can do anything. I too had fears of studying having English as a second language. I remember

at school seeing the students who had English as their first language; competing with them seemed almost impossible, but I didn't let things like that stop me and am asking anyone



who is scared don't let fear stop you. If we do we will never achieve anything. What we have to remember is to look at the people who were in a similar situation as we are that graduated from university and Wintec, and with help from Allah and our parents we can do anything.

All the best for the future, and remember the Waikato Somalia students and graduation association are here to help just shout out if you have any questions about studying at university or at Wintec, because we have students who attend there who would be happy to answer any questions you may have.

Community involvements and interests

I am a member of the Waikato Somalia students and graduation association, I am really happy to be part of the association because I do believe that we can make a difference in our community, especially for our younger students here in Hamilton.

Mohamed Abdullahi

Year of arrival in NZ: 1993

High School: New Zealand (Hillcrest High)

Programme of study/qualification gained: Bachelor of Social Science (Economics and Political Science).

Name of tertiary education institution: Waikato University

Year of graduation: 2009

Place of employment: Currently overseas.

Educational and career choices: I came to NZ as a young boy and in that respect I was lucky to have so many years of schooling in New Zealand. It helps to start your foundation years in the system and the language you will be learning throughout your learning journey. I started primary school in Wellington which is where we started out our life when we first arrived in New Zealand. Later on the family moved to Hamilton and that is where I finished my high school.

I have always had a dream to achieve which was to go to University and get a tertiary qualification. That dream was

realised in 2009 when I graduated from Waikato University



with a Bachelor of Social Science, majoring in Economics and Political Science. I have other dreams to fulfil both educational and other life goals so I am not done yet with education. I am currently working in Australia but will come back to my hometown of Hamilton where my family still lives. I suppose you can say I am just doing my overseas experience to

position myself in a global environment where your qualifications may take you to different places in the world.

Community involvements and interests

I have always been active in the community especially in the youth/student activities. I am one of the foundation members of the first Somali Student Association established in New Zealand. I believe in motivating our youth and students so that they can take advantage of the many opportunities available to them in their adopted country.

Farida Adan Abdullahi

Year of arrival in NZ: 1999

High School: New Zealand (South Wellington Intermediate School, Wellington High School)

Programme of study/qualification gained: Bachelor of Arts

Name of tertiary education institution: Victoria University

Year of graduation: 2009

Place of employment: Karori Recreation Centre; Citizens Advice Bureau; Wesley Community Action.

Educational and career choices: I have completed my Bachelor of Arts at Victoria University, Wellington, majoring in Classical Studies and English.



Classical Studies fascinates me as it lays the foundation on which western society is based on, for example, politics (democracy); philosophy; art and architecture; literature and so forth. While in university, majoring in Classical Studies and English was an easy choice. Since I have achieved

my tertiary education I would like to expand my horizons and travel.

I intend to return to academia and gain further qualifications for instance gaining a Primary School Teaching Diploma. It has been my goal since childhood to become a teacher and I plan on accomplishing that goal. I was involved with peer tutoring in high school; that practical experience I gained reaffirmed my intention to teach at a primary school. To sum up, I would like to say that I am proud of my qualifications, and hopefully expand my knowledge.

Community involvements and interests

While at Victoria University, I would assist Somali students with their university assignments, and currently, still support them by proof reading, planning essays, and introducing them to researching techniques. I am proud to say that my degree in English is sought after and it ties in with my goal to become a teacher.

Higher education is very important for me. I was determined to get my tertiary for my parents, self-fulfillment and finally career advancements.

Advice: I would like to urge my fellow Somali brothers and sisters to please stay in school and get an education. With an education, you are more likely to have better work opportunities. We are in New Zealand because we were given an opportunity to have a better life. And with anticipation, I would like to see more Somalis graduate.

GRADUATE PROFILES

Issa Mahmoud

Year of arrival in NZ: 2005

High School: Nairobi, Kenya

Programme of study/qualification gained: Bachelor of Commerce and Administration

Name of tertiary education institution: Victoria University

Year of graduation: 2010

Place of employment: Ministry of Social Development.

Educational and career choices: I have studied Human Resource Management and Marketing at Victoria University, in Wellington. In recent years, I have worked in multiple



places in a variety of roles such as retail assistant, radio coordinator, payroll assistant, volunteer, and case manager. I enjoy working with people and for the most part I like helping people.

Community involvements and interests

I have been an active member of the community and I am strongly involved with most if not all community activities particularly in the Wellington region. I used to coordinate a weekly radio programme for the community and strongly believe development starts from your own community. I have learned a great deal of responsibility and cultural sensitivity. I enjoy working with and for the community. I often like to contribute without any acknowledgement any open project that has tangible benefit for not only Somali community but the wider community. I have been and still am a member of Somali Youth Group (Focus Group). I have an undying passion and interest in helping youth at risk.

Mariam H Ahmed

Year of arrival in NZ: 1995

High School: New Zealand

Programme of study/qualification gained: Bachelor of Nursing

Name of tertiary education institution: Whitireia Community Polytechnic

Year of graduation: 2007

Place of employment: Capital and Coast DHB, Wellington Hospital

Educational and career choices: I have graduated from Whitireia with a Bachelor of Nursing. Nursing is an



exciting and challenging career which requires physical, mental and emotional strength. I have enjoyed making a difference in someone's life every day. Becoming a nurse has helped me to understand the value of life. Seeing individuals fighting to stay alive makes me realise that every breath we take is a gift and should never be taken for granted.

Nursing offered me the opportunity to develop strong values and respect human life by showing compassion in my work every day. Thanks to Almighty Allah I can cover my hair at work which gives me a sense of belonging, freedom to hold on to my job and enjoy it.

GRADUATE PROFILES

Leyla Abdilahi

Year of arrival in NZ: 1995

High School: New Zealand

Programme of study/qualification gained: Bachelor of International Relations and Political Science

Name of tertiary education institution: Victoria University

Year of graduation: 2009

Place of employment: The Jet programme, teaching English in Japan



Educational and career choices: Hopefully to be able to govern my own NGO. Or become a teacher without borders.

Community involvements and interests

To make the community I live in accessible to everyone so that people help each other with their problems and work as community.

Warsame Hassan

Year of arrival in NZ: 1998

High School: Somalia

Programme of study/qualification gained: Bachelor of Information Technology

Name of tertiary education institution: Wellington Institute of Technology

Year of graduation: 2010

Place of employment: Currently working parttime with a PC store as a technician and I am looking for a full-time job.

Educational and career choices: I have always had a dream of achieving tertiary education in New Zealand. I



have chosen to take the Bachelor of Information Technology because computer technology is now a vital part of everyday life and technology is changing fast. Education has always been on my mind and I am very glad to achieve one of my goals.

Community involvements and interests

I am currently the Chairperson of Hutt Valley Somali Community. Throughout my time in New Zealand, I always have been an active member of our community. I am also a board of trustee for the Haleema Kindergarten and Hutt Valley Trust.

Advice

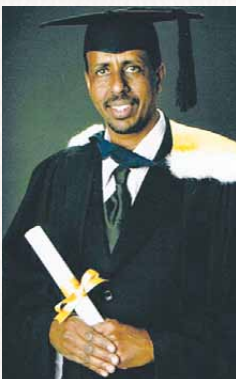
My advice for Somali youth is to work very hard and take advantage of the opportunities available in this country. Don't give up because education is the passport to your future.

Aden Gelle Dirschie

Year of arrival in NZ: 1995

High School: Somalia

Programme of study/qualification gained: Bachelor of Business Studies, majoring in Information Systems



Name of tertiary education institution: Massey University, Wellington

Year of graduation: 2009

Mustafa Sheikh

Year of arrival in NZ: 1998

High School: New Zealand (Rongotai College)

Programme of study/qualification gained: Bachelor of Arts and Bachelor of Commerce and Administration

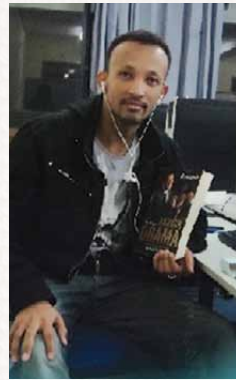
Name of tertiary education institution: Victoria University

Year of graduation: 2010

Place of employment: New Zealand Defence

Educational and career choices: At the onset, I began a Bachelor of Tourism and Management (BTM) and later changed to a Bachelor of Arts (BA). I found studying BTM quite fascinating, but it failed to satisfy and provide answers to my questions vis-à-vis the ever changing dynamics of the political world we dwell in. Consequently, I embarked on a triple major in BA: Political Science, International Relations and Religious Studies. I've recently completed a double major in Political Science and International Relations and currently pondering whether to complete the other two majors (Religious Studies and BTM) or to commence my Post-grad in Criminology.

With regards to the highlights and achievements, the past three years has been one of the busiest times of my life: juggling between job, studies and single parent-hood without



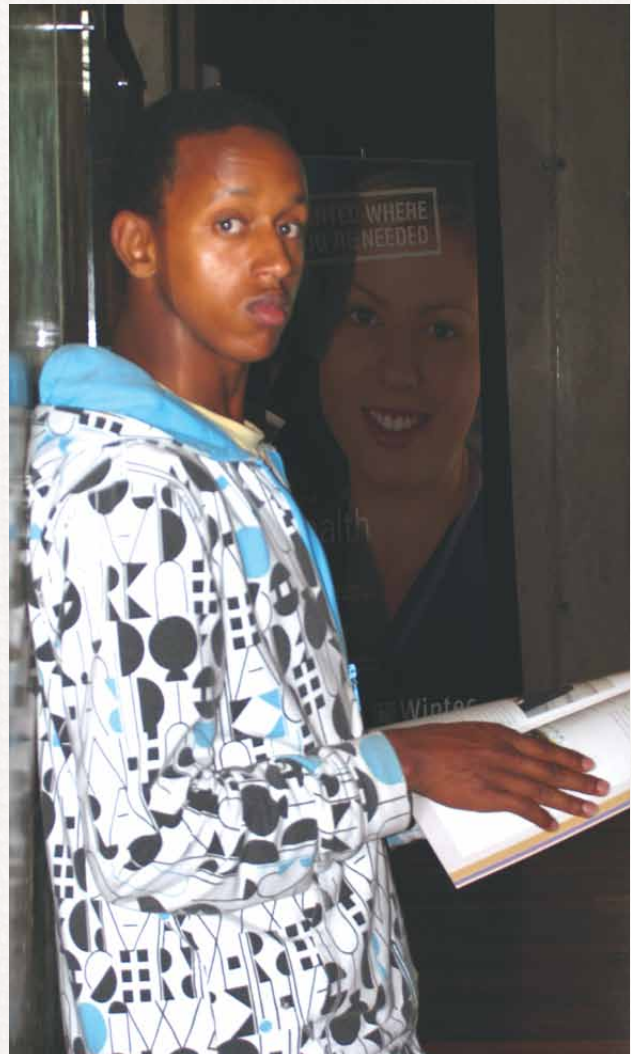
letting the quality of either one slip. Many people were not convinced that I could juggle so many responsibilities and make it through. It is through this busy, eventful and demanding period that enabled me to comprehend and appreciate things that are really important in my life and find the time to get those things done.

Furthermore, I would like to note my gratitude to my family, in particular to my mum, for her unreserved support and empathy. It would've been highly impracticable for me to accomplish this on my own.

Community involvements and interests

To make the community I live in accessible to everyone so that people help each other with their problems and work as community.

2009 JOURNAL LAUNCH IN PICTURES



Muhyadin Abdi Hassan at the Hamilton launch at Wintec with a copy of the journal, which inspires high school leavers like him with the stories of success it features.

2009 JOURNAL LAUNCH IN PICTURES



School Boards of Trustees

My name is Abdinasir Ahmed. This is my second term with the Hamilton East School Board of Trustees. I enjoy being on the Board of my children's school.

Finance Portfolio - I am involved with the Finance Portfolio, which is to provide guidance and leadership to the Board of Trustees and appropriate support to the principal in the area of finances and budgets.

Some of my tasks are to ensure funds are allocated to reflect the school's priorities, ensure annual accounts are prepared and audited and ensure monthly financial reports are produced and circulated to the Board.

Becoming a BOT member was a great opportunity for myself, my family, my community and the school.

BOT is a voluntary role so I volunteer my valuable time to my family, community and the wider society.

The role has given me good insight into New Zealand's education system and particularly how schools are run in this country and how parents can contribute to their children's learning and so forth.

I am always sharing with my community the importance of education and the parents' role in educating their children such as joining in school activities.

I always remind myself and other people of this beautiful Somali school song

*Aqoon la,aani waa ifting la,aane waa aqal iyo elays la
aane ogaada ogaada dugsiyada ogaada oo aada oo aada
walaalayaalow aada*

which translates "without knowledge is without light, it is having no home or light to guide you, be aware of education"



ABDINASIR AHMED

Board of Trustee, Hamilton East Primary

School boards of Trustees

My name is Salah Farah and I am a Board of Trustee at the school of my children, New Windsor Primary, Auckland.

Boards of Trustees are Crown entities and are responsible for the governance of schools. The role of the BOT is defined in the section 75 of the Education Act 1989. My role as a member of the BOT is to make sure that the school runs in the best interests of students and community. It is also to make sure that all the students in the school receive a high quality standard of education.

What motivated me to stand for the election of the BOT this year for the first time was to be part of my children's education journey as I believe that this is the only way that I can ensure that my children are receiving a high quality standard of education. I also wanted to contribute to my local community and to bring to the discussions a different perspective – my community perspective. I believe BOTs have a very important role to play in ensuring that schools are meeting the needs of all students/communities in our education system. For that to happen the BOTs need to be inclusive of wide and diverse views because our communities are very diverse these days and this diversity will grow more in the years to come.

The benefit of being a member of the BOT is that you are part of the school's decision making to ensure the school follows the National Education Guideline set by the Ministry of Education.

I am recommending and encouraging that parents and community members take part in their children's education journey. This requires engaging with your children's school actively. Parents can help schools in many ways. Ask your children's school how you can help the school. Remember the BOT are made up parents, teacher's representative and the school Principal.



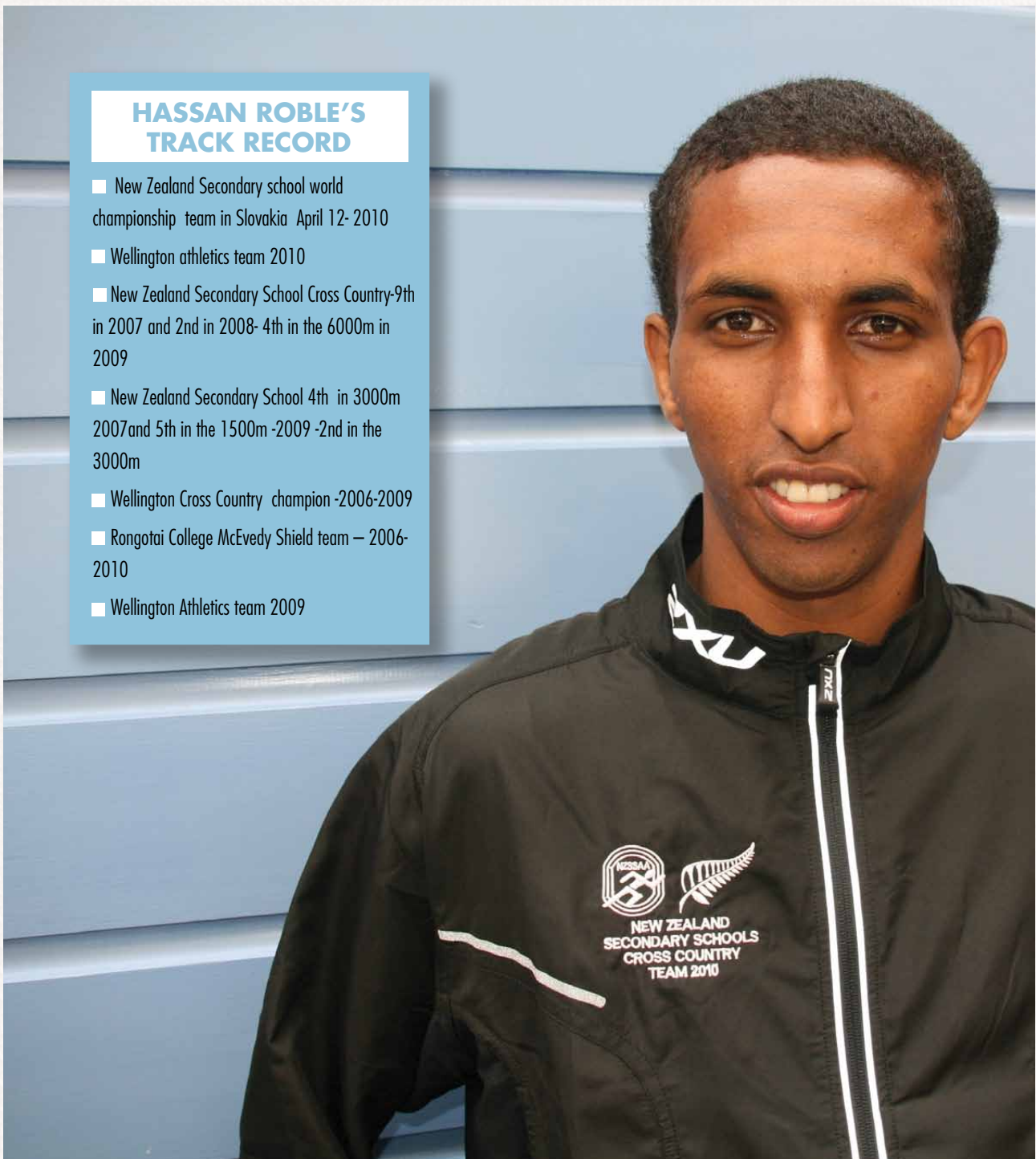
SALAH FARAH

Board of Trustee, New Windsor Primary

Success on the track

HASSAN ROBLE'S TRACK RECORD

- New Zealand Secondary school world championship team in Slovakia April 12- 2010
- Wellington athletics team 2010
- New Zealand Secondary School Cross Country-9th in 2007 and 2nd in 2008- 4th in the 6000m in 2009
- New Zealand Secondary School 4th in 3000m 2007 and 5th in the 1500m -2009 -2nd in the 3000m
- Wellington Cross Country champion -2006-2009
- Rongotai College McEvedy Shield team – 2006-2010
- Wellington Athletics team 2009



Hassan Roble has participated in many local competitions and represented New Zealand in overseas competitions. He has won many of those competitions.

Leaders in the making

The Somali youth/tertiary students came together early in the year to plan for their annual activities. With funding support from the Department of Internal Affairs, they set out to train as leaders and facilitators in their community. It was about recognising their potential to effect positive changes in their community. The training workshops they did with Hamilton trainer Jenny Magee was to help them realise their role in their community and understand leadership in a variety of contexts.

The youth enjoyed the training and learned a lot from Jenny. Consequently many of the youth members went on to become leaders in the Somali community by taking up community roles such as vice-president, treasurer, secretary and so on while maintaining their own student group structure. It was like the youth finally recognising that they need to be the leaders of

their community as they are the educated group in the community.

It is worth noting that despite perceptions that Somali women often take the back seat when it comes to leadership roles, the girls in the youth group were not interested in taking the back seat but rather chose to lead the group by taking up the positions of president, vice-president and events coordinator.

As a way of practising their leadership and facilitation training, the group decided on a system where every few months the members would take turns in the leadership roles so that each person in the group had an opportunity to practise leadership – what a marvellous system!

ABDIRIZAK ABDI



Waikato Somali Youth at the completion of a leadership and facilitation training course

Understanding culture

A definition

Culture is what holds a community together giving a common framework of meaning. It includes how people communicate with each other, how we make decisions, how we structure our families and who we think is important. It expresses our values towards land and time, and our attitudes towards work and play, good and evil, reward and punishment.

Culture is preserved in language, symbols and customs and celebrated in art, music, drama, literature, religion and social gatherings. It constitutes the collective memory of the people and the collective heritage which will be handed down to future generations.

Waitangi Consultancy Group

Characteristics of culture

- Communication and language
- Dress and appearance
- Food and feeding habits
- Time and time consciousness
- Rewards and recognitions
- Relationships
- Values and norms
- Sense of self and space
- Mental process and learning
- Beliefs and attitudes

*Source: "Managing cultural difference",
PR Harris and RY Moran*

Somali-owned business

African artefacts in the heart of Christchurch

African art work is a gallery of traditional modern and contemporary African art, and New Zealand Maori traditional art.

Our art gallery carries hand-made authentic African arts & crafts, tribal art and much more.

We pride ourselves on our collection of contemporary and traditional African paintings and Maori paintings as well.

Each purchase you make from our store is making a difference in the lives of our artisans and craftsmen and is helping them sustain themselves economically. Our store is your place to buy fair trade and earth-friendly products.

We hope you enjoy our large and exciting collection of decorative and colourful African art and New Zealand Maori arts.

We are open Wednesday to Saturday every week in the heart of Christchurch city centre at the Cathedral Square Market.

Contact person Hassan Ali Yare

Phone 0212960422

E-mail aagure@xtra.co.nz

Website www.artwork-africa.com



Resettlement perspective

Our Somali brothers and sisters in New Zealand

Patrick O'Connor

DIRECTOR of PEETO

The Multicultural Learning Centre, Christchurch.

1993 was a wonderful year in Christchurch and New Zealand generally – for many reasons - but one major reason stands out. That year heralded the arrival in Kiwiland of people from Somalia, a country located in North East Africa. A handsome people, colourful of dress, elegant of disposition and proud of heritage, our cities and towns have been graced with the presence of these exotic people. I have spent some years in Africa, not in Somalia, but in Kenya which borders Somalia and many other countries. The continent and its people charmed me then and they continue to do so now in the land of Aotearoa.

I work as the director of PEETO – The Multicultural Learning Centre, an organisation deeply committed to enhancing the quality of resettlement of refugees and migrants. Since 1993, up until today PEETO has been involved with the integration of Somali people into Christchurch and New Zealand society. Their collective story is one of enormous challenge culturally, religiously, linguistically, educationally and socially. For every challenge there have been many solutions, rewards and successes individually as well as collectively.

The Somali New Zealand journey has been remarkable. Their achievements have in many cases exemplified healthy disregard for the odds stacked against them. There have been well in excess of 100 tertiary graduates from nationwide universities; many from teachers colleges and polytechnics and scores of successes at secondary schools. Add to this the outstanding successes of those adults, who in many cases were, upon arrival, illiterate or pre-literate in English, and often in Somali language as well. These people have attended English classes, employment seminars etc and have been able

to secure employment, often in language based jobs such as taxi driving.

To settle so successfully when living in a country where mosques are few; where halal meat is hard to find; where secularism reigns; where liberal family and societal behaviours are disagreeable, even abhorrent; and where the food, the smells, the music and the clothes are so markedly different is testimony to the resilience of our Somali brothers and sisters and the leadership of their community beacons. This positive approach has been supported by central and local government policies and funding, funding by a wide range of trusts, the expertise and energy of NGOs, the commitment of volunteers and the efforts of the host society (receiving community).

Retrospective analyses inevitably reveal that all stakeholders could have managed settlement more effectively. It is paramount, however, that the main players – (former) refugees, United Nations High Commission on Refugees (UNHCR), the New Zealand Government (various departments/agencies), local body authorities (City Councils), Non Government Agencies (NGOs) and the wider receiving community, display the courage to identify mistakes and misjudgements and the foresight to address them positively and proactively for future intakes of refugees. TEAM (Together Everyone Achieves More) should be the catch cry.

In my view resettlement can be improved in many ways particularly:

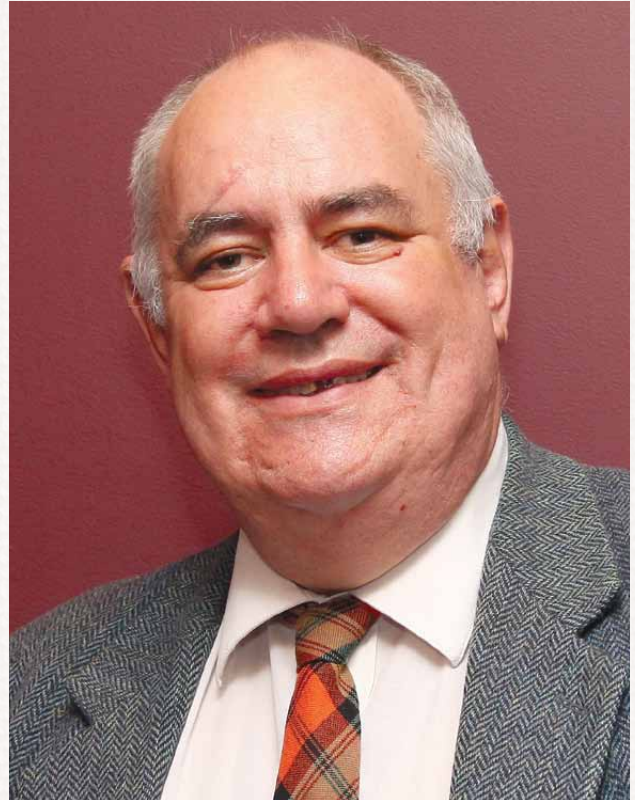
- First language maintenance
 - o This is crucial for young people to have identity and to provide a sound base for the acquisition of English
- Bi-lingual teaching/learning
 - o Such interventions have proven very successful internationally, and in New Zealand, but need much more development
- Entry profile assessment
 - o A multi-faceted EPA is essential to determine language/training/study/employment pathways for each

individual. Refugees generally, and within a specific nationality (eg. Somali) are not a homogenous group. Specifically tailored interventions are required.

- Diverse demographic of refugee intake
 - Ensuring that a refugee intake to a country/city has a broad base of skilled people (religious leader, teacher, nurse, entrepreneur etc) can greatly enhance integration of a whole community, in a specific location.
- Host society education
 - Central and local government elected representatives and officials need heightened awareness of the complexities of refugee settlement to enable them to adequately fund and provide targeted resources/initiatives.
 - The host community generally needs greater insight into why NZ has refugee settlement programmes and what is being offered for settlement and how they can play a part.
- Family development
 - Greater emphasis should be placed on the socio-cultural challenges faced by refugee families. This should be done with trained interpreters in a pro-active not reactive way.
- Further development can occur in ESOL, education and training, housing, health, interpreting/translation, employment etc.

It is important that all stakeholders, in seeking ways in which to improve settlement and integration, reflect on the progress made over the years. In the 17 years since the first Somali made New Zealand their home, there has been immense progress in universal understanding of the issues, project development and funding and refugee consultation. The challenge is there for many more improvements to be made including strong refugee driven initiatives. Settlement should also be accurately costed so the responsibility does not disproportionately fall on over-committed refugee leaders and NGOs.

Host society should consign to history's archives the synonymous relationship of the words "refugee" and "burden"



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expressed by many in the host society. Refugees are welcome and are productive citizens of our country and must be acknowledged as such. The people featured in this wonderful book are testimony to the fact that the future of our proud country is in the hands of everybody from the (approximate) 200 cultures who dwell here.

What about the reverse for the average Kiwi

- Arriving in Mogadishu, the capital of Somalia – as a refugee from New Zealand
- Filling in the Somali WINZ form in Somali language
- No churches
- Waiting for (very different) accommodation
- Finding a job
- Suffering post traumatic stress disorder (PTSD)
- Missing loved ones – relatives/family in home countries and scattered in many countries (some deceased)

COMMUNITY CORNER

- Experiencing prejudice and sometimes racism
- Eating strange food and missing traditional food
- Experiencing strange weather (and earthquakes)
- Coping with culture shock
- Struggling to cope with understanding newspapers, TV, radio for news of home, Somalia and around the world.
- Coping with the changing expectations of children in the new environment.

It has been a privilege to have been involved with the Christchurch Somali community and Somalis in the North Island and to have learnt so much from them – their courage, dignity, human spirit, resilience, ambition and passion for an enhanced quality of life for their children and young people.

So we all look forward to continuing success by Somali people in our country and eagerly await the first Member of Parliament, Mayor and All Black from among the Somali community.

In the words of my close friend, mentor, cultural and theologi-

cal advisor Hassan Haji Ibrahim from the Ministry of Education in Christchurch:

“I strongly believe there is a strong correlation between how well we can maintain our Somali identity and Islamic values and the level of education we can attain.”

Stand Tall, Kia Kaha and Guleysta.

Thank you to my many friends and teachers from the Somali community, among whom are;

Hassan Haji Ibrahim and Safia Farid, Bilan Ibrahim, Elmi Nur, Ahmed Tani, Abdulkadir Osman, Mohammed Jama Afe, Hassan Ali Yare, Aden Dirye, Shiek Abdulkadir Abukeyir, Abdulkadir Barre, Balin Abdi, Luul Aden, Ismail Ibrahim, Koos Ali, Abdirazak Abdi, Abdi Bihi, Adam Awad, Shiek Musa, Shiek Ismail, Mahad Warsame and Ahmed Nour.

PATRICK O’CONNOR

Director

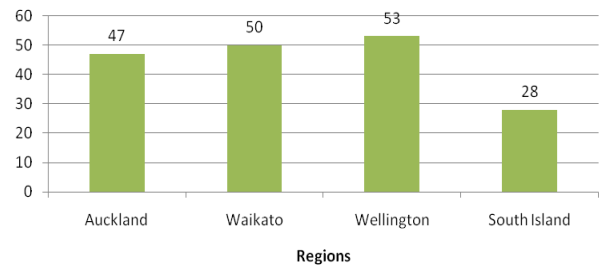
PEETO - The Multicultural Learning Centre.

Undergraduate analysis

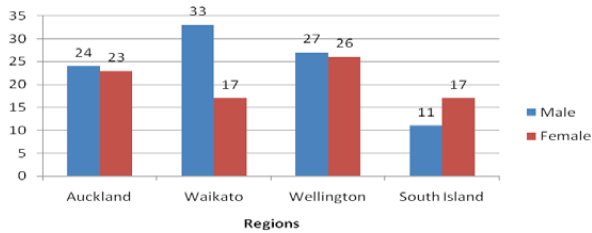
As at 2010, there are 178 Somali tertiary students (undergraduates) around New Zealand. The female students are increasing with 83 out of the 178 students being females.

The charts below give information about the the number of Somali undergraduates per region as at 2010 and the gender distributions. This will be updated each year as more students enrol in tertiary educations while others on the list graduate and get profiled in the annual Somali Graduate Journal.

Somali undergraduate numbers by region



Gender distributions



UNDERGRADUATES 2010

Somali tertiary students in Auckland 2010

NAME	STUDY AREA	FINISH YR	UNIVERSITY
Qadar	Bachelor Medical Laboratory Science)	2011	AUT
Falis Aden	Bachelor of Teaching	2011	Auckland Univeristy
Ashwaaq Mohamed	Bachelor of Social Science	2011	Auckland Univeristy
Abdirizaq Warsame	BSc (Medical chemistry)	2011	AUT
Hussein Hadi	Bachelor of Health Science	2011	AUT
Mohamed Hussain Salad	Bachelor of Health Science	2011	AUT
Fathi Mohamed	Bachelor of Health Science	2011	Massey University
Alim Yusuf	Bachelor of Health Science	2012	Auckland Univeristy
Abdirizaq Jamac Ahmed	Bachelor of Engineering & Commerce	2011	Auckland Univeristy
Ayan Haji Said	BHScience (Psychology & Health Promotion)	2011	AUT
Burhan Yusuf Ali	BA (Psychology & Human Resource Management)	2010	AUT
Amal Hashi	Bachelor of Nursing	2011	AUT
Aisha Hadi	Bachelor of Nursing	2011	AUT
Sadiq Ali Yusuf	Bachelor of business	2010	AUT
Sahur Omar	BA (Sociology & Political Studies)	2010	Auckland Univeristy
Ridwana Ahmed Hussein	Bachelor of Science (Biomed)	2012	AUT
Ahmed Khayr	Bachelor of Health Science	2012	AUT
Lucky Abdi	Bachelor of Health Science	2012	AUT
Mariam Hassan	BA (Law & Political Science)	2010	Auckland Univeristy
Luul Omar	Bachelor of Health Science (Dental Therapy & Hygiene)	2010	AUT
Fatima Mohamed	Bachelor of Health Science	2011	AUT
Fartun Salaad	Bachelor of Health Science	2011	AUT
Osman Warsame	Bachelor of Information systems (IT)	2010	AUT
Hussein Shireh	Bachelor of Social work	2011	AUT
Hassan Hussein	Travel and Tourism	2012	AUT
Yusuf Abdule Yusuf	BA (Law & Psychology)	2010	Auckland Univeristy
Hani Abdule	Bachelor of Health Science	2012	Unitec
Asia Hadi Ibrahim	Bachelor of Nursing	2012	AUT
Ahmed Mohamed	Bachlor of Business	2011	AUT
Mohamud Mohamed	Bachlor of Business	2011	AUT
Miski Hussain	Bachelor of Nursing	2013	AUT
Nimco Mohamed Omar	BSA	2013	Auckland Univeristy
Hamdi	Applied Science	2011	AUT
Aisha Aden	Bachelor of Nursing	2011	AUT
Mohamed Abdi	Bachelor of Social work	2012	Auckland Univeristy
Hibaaq Mohamed Abdi	Bachelor of Health Science	2011	Auckland Univeristy
Fowzi Botan	Bachlor of Business (Finance)	2010	AUT
Mahad Warsame	Bachelor of Business	2010	Open Polytechnic

UNDERGRADUATES 2010

Somali tertiary students in Auckland 2010

NAME	STUDY AREA	FINISH YR	UNIVERSITY
Ibrahim Abdulkadir	Postgrad Diploma in Public Health	2010	Auckland Univeristy
Abdullahi Warsame	Bachelor of Electrical Engineering	2010	AUT
Nimco Sharif	Bachelor of Teaching	2012	Auckland Univeristy
Luul Aden Hussein	Bachelor of Nursing	2011	AUT
Hamze Mohamed Farah	Bachelor of Health Science	2010	AUT
Jaylani Mohamed Farah	Bachelor of Business (Finance & Accounting)	2010	AUT
Kayse Jaylani	Bachelor of Health Science	2010	Unitec
Mohamud Hassan	Diploma of Electronic Engineering	2010	Unitec
Aisha Hadi Ibrahim	Bachelor of Nursing	2012	AUT
Hani Abdulle	Bachelor of Health Science	2012	Unitec
Mohamud Hassan Mohamed	Bachelor of Art	2014	AUT
Abdizamed Mohamed	Bachelor of Business	2012	AUT

UNDERGRADUATES 2010

Somali tertiary students in Hamilton 2010

NAME	STUDY AREA	UNIVERSITY	FINISH
Sadeeq Farah	BSocSci	Wintec	2011
Faduma Salat	Bachelor of Occupational Therapy	Wintec	2012
Saynab Gohe	Bachelor of Health Studies	Wintec	2011
Faduma Hussein	Dip Early Childhood Education	Wintec	2010
Ahmed Farah	Bachelor of Science & Technology	Wintec	2011
Hodan Farah	Bachelor of Nursing	Wintec	2010
Sadiyo A Hassan	Bachelor of Social Science	University of Waikato	2011
Abdizaiz Hashi	Bachelor of Management (Accounting)	University of Waikato	2011
Sharmake Yusuf	Bachelor of Social Science (Human Resources)	University of Waikato	2010
Ali Farah	Dip IT & Business	Wintec	2012
Aliyah Omar	Bachelor of Management	University of Waikato	2010
Ahmed Abdi Osman	BSc (Computer science)	University of Waikato	2011
Nasteho Omar	Bachelor of Science	University of Waikato	2011
Abdi Mire	Bachelor of Business	Wintec	2010
Harakat Ali	Bachelor of Social Science	University of Waikato	2011
Fardowsa Hashi	Dip Science technology	Wintec	2011
Hassan Mohamed	BSc (Computer science)	University of Waikato	2010
Mohamed Jelle	Bachelor of Science	University of Waikato	2011
Jamal Hashi	BSc (Computer Science)	University of Waikato	2011
Hamdi Sheikh	Dip ECE Teaching	Wintec	2012
Shukri Aden	Diploma in Business Administration	Wintec	2010
Mohamed Osman	Bachelor of Social Science	University of Waikato	2012
Naima Aden	Business Computing and Administration	Wintec	2011
Munera Sheikh	Dip ECE teaching	Wintec	2012
Khadra Mohamed	Bachelor of Social Science (public policy)	University of Waikato	2011
Abdinasir Ahmed	Bachelor of Management	University of Waikato	2012
Rooble Mohamed	Bachelor of Law and Social Science	University of Waikato	2012
Ismail Mire	BSc (Technology)	University of Waikato	2011
Leilo Habbad	Bachelor of Nursing	Wintec	2011
Ismail Awad	Bachelor of IT	Wintec	2010
Abdifatah Abdullahi	Bachelor of Management (Accounting)	University of Waikato	2011
Muna Abdullahi	Bachelor of Law and Management	University of Waikato	2012
Saeed Hashi	Bachelor of Business Analysis	University of Waikato	2012
Abdigani M Abdi	Bachelor of Law & Management	University of Waikato	2011
Abdikadir M Ahmed	Bachelor of Electronic Commerce	University of Waikato	2011
Abdikadir M. Abdi	Bachelor of science(computer science)	University of Waikato.	2013
Kadar Abdullahi	Bachelor of Business Analysis	University of Waikato	2012
Abdisalan Shaqlane	Bachelor of Business Analysis	University of Waikato	2012
Abshir Gabose	Bachelor of Social Science	University of Waikato	2012

Somali tertiary students in Hamilton 2010

NAME	STUDY AREA	UNIVERSITY	FINISH
Hussein Omar	Bachelor of Social science	University of Waikato	2013
Mowlid Gabose	Bachelor of Commerce	Wintec	2013
Abdirahman Abdullahi	BSocSci (Political science)	University of Waikato.	2013
Abubakar Abdirahman	Bachelor of Social Science	University of Waikato	2013
Dalal Hashi	Bachelor of Law/Management	University of Waikato	2012
Mohamed Abdukadir	Bachelor of Social Science	University of Waikato	2012
Shafat Salad	Bachelor of Sports	University of Waikato	2012
Egran Abdullahi	Bachelor of Nursing	Wintec	2012
Ahmed Abdullahi	Master of International Management	University of Waikato	2012
Abdirahiin Sheikh	BSc (Computer Science)	University of Waikato	2012
Abdijabar Mohamed	BSc (Engineering)	University of Waikato	2013

UNDERGRADUATES 2010

Somali tertiary students in Wellington 2010

NAME	STUDY AREA	UNIVERSITY	FINISH
Najib Sofe	BCA(Accounting, Commercial Law, Money & Finance)	Victoria University	2010
Ismael Jimale	Bsc(Biotechnology) BCA (Management & International business)	Victoria University	2010
Ummy Amin	BA (sociology, Education studies & Development studies)	Victoria University	2010
Abaas Sheikh	BCA (Accounting & Info Technology)	Victoria University	2012
Fuad Farah	BCA (Electronic commerce & Information Systems)	Victoria University	
Farhiyo Elmi	BA (Education Studies)	Victoria University	2011
Abdirizaq Yusuf	BCA (Human Resource, Commercial Law & Management)	Victoria University	2011
Deeqo Moalin	BA (Political science & International Relations)	Victoria University	2011
Fitah Jimale	BCA (Management & Commercial Law)	Victoria University	
Abdirahman Sheikh	Bachelor of Social Work	Massey University	2011
Yusuf Qaliif	BBS (Finance & Economics)	Massey University	
Adan Dirshe	BBS (Information Technology)	Massey University	2010
Anwar Muridi	BBS (Human Resource Management)	Massey University	
Caydarus Sheikh	NZ Diploma in Business	Pacific Training Institute	2013
Farhiyo Abdullahi	BBS (Human Resource)	Massey University	2010
Farida Abdullahi	BBS (English, Classical Studies & Diploma in teaching)	Victoria University	
Abdifitah Jimale	BCA (Management, Information system & Accounting)	Victoria University	2011
Mohamad Adan	BCA (Accounting)	Victoria University	2011
Rahmo Adan	BA (Economics & Development studies)	Victoria University	2011
Fadumo Salad	Bachelor of Nursing	Wellington Institute of Technology	2012
Hassan Ahmed	Bachelor of computer/Diploma in computer service	Wellington Institute of Technology	2011/ 2012
Yurub Adan	BCA (Accounting & information system)	Victoria University	2012
Khalid Amin	Degree in film studies	Victoria University	2010
Sharif Sadiq	Dip Electrical Engineering	Wellington Institute of Technology	2011
Nejima Gabose	Bachelor of Nursing	Whitireia New Zealand	2012
Marwa Guled	Bachelor of Nursing	Massey University	2012
Nasra Dahir Nor	Teaching	Victoria University	2012
Hamse Sofe	Diploma of Information Technology	Wellington Institute of Technology	2010
Hani Amin	Medicine	Otago University	2014
Nawal Amin	BA (International Relations & Religious Studies)	Victoria University	2012
Subeeda Adan	BCA (Accounting)	Victoria University	2012
Aisha Bulle	Bachelor of Social Work	Te Wananga o Aotearoa	2011
Abdullahi Gulled	Bachelor of Health	Massey University	2012
Awil Gulled	Computer Science	Victoria University	2011

UNDERGRADUATES 2010

Somali tertiary students in Wellington 2010

NAME	STUDY AREA	UNIVERSITY	FINISH
Sahra Farah	Degree in Nursing	Wellington Institute of Technology	2011
Radiya Nor	BCA (Accounting & Information system)	Victoria University	2011
Ayan Nor	BCA (Marketing & Pharmacology)	Victoria University	2012
Sayid Nor	Engineering	Victoria University	2010
Mahamad Muqtar	BCA (Computer Science)	Victoria University	2013
Adam Qalif	Engineering	Victoria University	2013
Bilan Gurey	NZ Diploma in management	Wellington Institute of Technology	2010
Mohamad Ade	NZ Diploma in management	Wellington Institute of Technology	2010
Fardosa	Hospitality	Wellington Institute of Technology	2010
Farhiyo	Bachelor of Nursing	Wellington Institute of Technology	2011
Kowsar Nor	Bachelor of Nursing	Wellington Institute of Technology	2011
Ayan Duelle	Bachelor of Counselling	Wellington Institute of Technology	2010
Yasir Ismail	BCA (Computer Science)	Victoria University	2010
Kowsar Ali	BA (Sociology & Development studies)	Victoria University	2010
Sacida Sheikh	BCA (Marketing & Economics)	Victoria University	2012
Warsame Hassan	Information Technology (IT)	Wellington Institute of Technology	2010
Faduma Guled	Bachelor of Nursing	Wellington Institute of Technology	2010
Abdirahman Barkhad	Dip Computer Servicing	Wellington Institute of Technology	2010
Adam Awad	Post Graduate Diploma of Non-Profit	Unitec	2012
Ismail Mohamed Ibrahim	MBA	Victoria University	2012

UNDERGRADUATES 2010

Somali tertiary students in South Island 2010

NAME	STUDY AREA	UNIVERSITY	FINISH
Anwar Ahmed	Bachelor of Arts in Mass Communication and Bachelor of Commerce in Market	University of Canterbury	2011
Faduma Hassan	Bachelor of Education	University of Canterbury	2012
Liban Elmi Farah	Bachelor of Commerce double major in Marketing and Management	University of Canterbury	2010
Rahma Elmi Farah	Bachelor of Nursing	Christchurch Polytechnic Institute of Technology	2011
Faduma Mohamed	Bachelor of Nursing	Christchurch Polytechnic Institute of Technology	2011
Farhiya Abdikadir	Bachelor of Education	University of Canterbury	
Nawal Mohamed Hussein	Bachelor of Arts in Psychology	University of Otago	2011
Bilan Hassan Ibrahim	BCom in Management	University of Canterbury	2011
Abdirisq Yusuf	Bachelor of Commerce in Human Resource Management and Industrial Relations	Victoria University	2011
Abdirahman Osman	Bachelor of Commerce double major in Economics and Accounting and Information Systems	University of Canterbury	2011
Amina Mohamed	Bachelor of Arts in Psychology	University of Canterbury	2010
Mona Darwish	Bachelor of Commerce in Accounting and information systems	University of Canterbury	2011
Mohamed Darwish	Bachelor of Commerce in Management	University of Canterbury	2011
Abdullahi Hussein	Bachelor of Commerce in Accounting and information systems	University of Canterbury	2011
Sahra Mohamed	Bachelor of Commerce in Accounting and Information Systems	University of Canterbury	2011
Maryan Ali Mohamed	Bachelor of Nursing	University of Otago	2011
Mohamed Ali Yare	Engineering	University of Canterbury	2012
Hibo Darwish	Bachelor of Commerce in Management	University of Canterbury	2011
Samira Ahmed	Bachelor of Health Science double major in Pharmacy and Pharmacology	University of Otago	2011
Ahmed Hassan	Bachelor of Engineering	University of Canterbury	2011
Mohamed Abdirahman	Bachelor of Science	University of Otago	2011
Ahmed Abdullahi	Business law	University of Otago	2010
Barlin Nur Abdi	ECE	University of Canterbury	2010
Lul Aden	ECE	University of Canterbury	2010
Nasteha M Hussein	Bachelor of Science, Double Major in Pharmacology and Microbiology	University of Otago	2010
Dahabo M Jama	Bachelor of Health Science	University of Otago	2012
Ifrah Mohamed	BCom (International Relations)	University of Otago	2012
Mustafe Abdulkadir	BSc (Agriculture)	Lincoln University	2010
Hassan Abdulkadir	Bachelor of Law	Otago University	2012
Magan Abdulkadir	Bachelor of Applied Science	Otago University	2011
Mohamed Bashir	Bachelor of Management (Accounting)	University of Canterbury	2011

ACKNOWLEDGEMENTS

It has been a pleasure again to work on the Somali Graduate Journal in its third edition. It has not been an easy exercise but, as I said in my opening remarks, it has been a source of inspiration and satisfaction for me to be involved in the production of this valuable community publication.

Of course in a task such as this one, which requires a lot of patience and working with and through people in order to collect the profiles of the graduates and update the undergraduate lists, there are a lot of unsung heroes. I want to acknowledge and thank every individual who has helped in some ways – whether it is the collection of profiles from the regions (the hardest part) or offering valuable advice and encouragement. My key community contacts (mostly community leaders) have been extremely supportive of this publication and have done everything possible to get the graduate profiles from their regions.

I also would like to acknowledge Wintec for their continued support by sponsoring the journal for the third year running. Despite this publication being a nationwide publication, Wintec have continued sponsoring it. This is not the only way Wintec have supported the Somali community in Hamilton but the journal sponsorship is beyond a call of duty. Huge thanks to Wintec on behalf of the Somali community in New Zealand.

Also Sandra Peek of Byword Publishing, the designer, and Delta Print for their discounted rates. Sandra, who has worked on the journal design including the previous issue, has been very kind in treating this as a community initiative not a business. We are grateful for her wonderful service.

Finally I would like to acknowledge the graduates who have submitted their profiles and shared their successes and 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.

Congratulations for your achievements and I wish you success in all your endeavours. I have enjoyed reading everyone's unique profile. Please encourage anyone you come across to participate in future publications as we want to keep sharing our community success with the wider community.

Thank you,

Abdirizak Abdi (editor)

Wintec (Waikato Institute of Technology)

Wintec is one of the largest institutes of technology in New Zealand, and has more than 26,000 full-time and part-time students studying at its three campuses in Hamilton city and satellite campuses in Thames, Otorohanga and Te Kuiti. Wintec also has an office in Beijing, China.

Its programmes and qualifications are nationally and internationally recognised.

Wintec's strong links with industry and business give it the ability to offer relevant, tailored employment related education and training that meet changing market needs. Its degree programmes include Media Arts (Bachelor Honours and Masters), Midwifery, Nursing, (Bachelor, Masters and Postgraduate) Business Studies, Engineering, Technology, Information Technology, and Sport and Exercise Science (Bachelor and Masters) to a wide range of full and part time courses for those already in the workforce. Wintec is also a recognised leader nationally in the delivery of on-line distance education for those unable to attend regular classes for reasons of geographical access of other commitments.

With seven campuses throughout the region and a history spanning more than 80 years, Wintec is proud to be an integral part of the region, serving the needs of students, employers and the wider community.

Whether you're a potential student, an employer, industry group or community organisation, the institute looks forward to working with you to build a stronger community.

