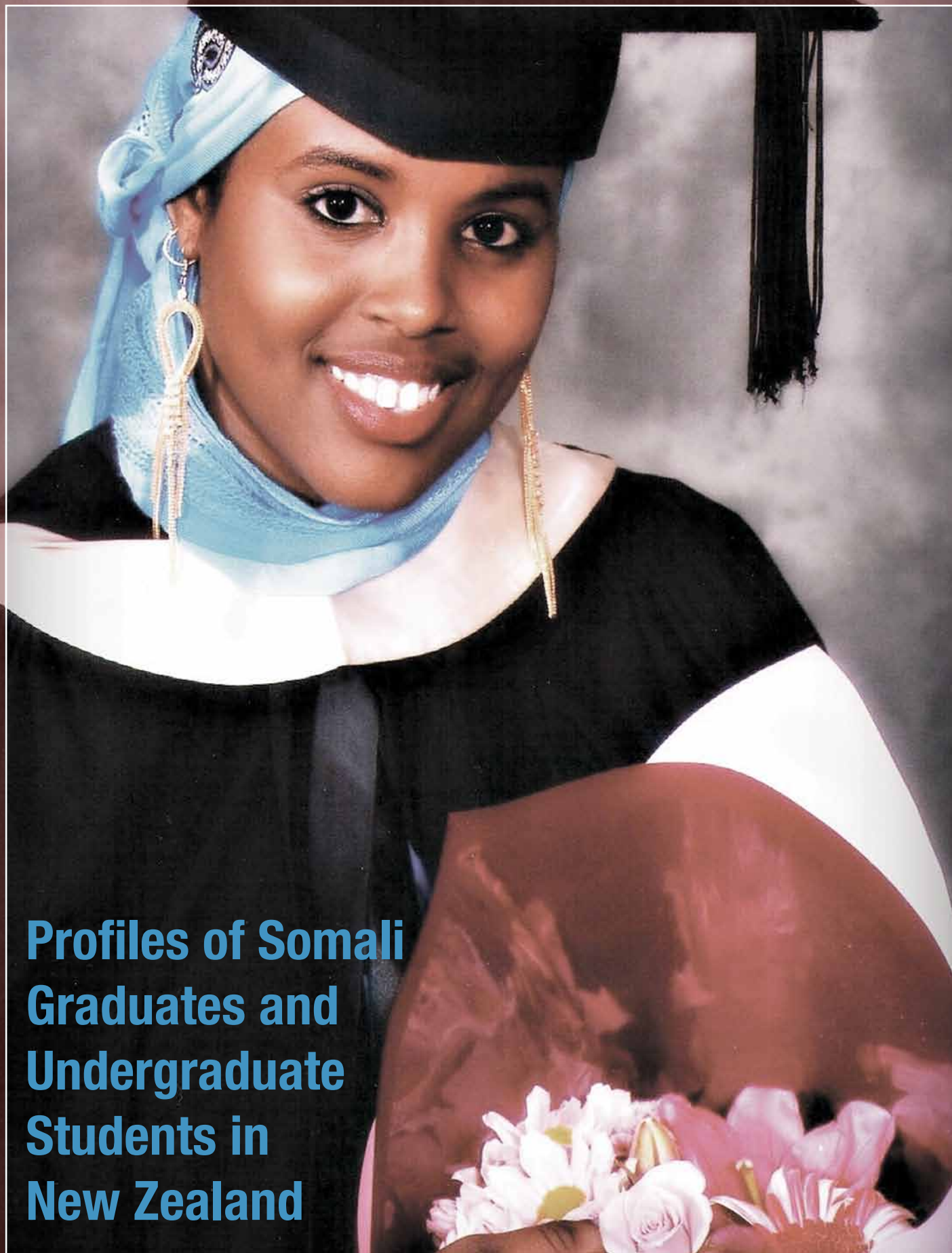


SOMALI GRADUATE JOURNAL



**Profiles of Somali
Graduates and
Undergraduate
Students in
New Zealand**

ISSUE 4 • 2011/2012

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It has taken a little longer than expected to pull together this fourth edition of the Somali Graduate Journal. However I hope it was worth the wait as we have profiled in this edition yet another inspiring group of our talented Somali graduates throughout New Zealand.

The journal, now also online, has become something of an icon for the Somali community. Many of our students and graduates as well as the wider community like the positive image the journal has produced for the community as a whole. The journal continues to inspire Somali students in high schools and those adults who want to achieve their tertiary qualifications to follow in the footsteps of the many graduates who have gone before them.

What these graduates have accomplished should not surprise me, yet I am always amazed at how determined some of them had been in pursuing the qualification of their dreams, even when the odds of achieving that qualification were against them. Time after time, I read profiles that bring joy to the heart and are a real testimony to what people can achieve when they have unbreakable drive to achieve something.

One profile among the many stories profiled in this edition is that of a Hamilton nursing graduate. This inspiring graduate, Hodan Farah, is remarkable in that she not only had very limited schooling background before she came to New Zealand in 2001 at the age of about 16, she also spoke no word of English. She enrolled in Fairfield College and was there for just two years because of her age. At her first attempt to enroll in the nursing programme at Wintec, she was denied a place. However she persisted and demanded that she be accepted. Upon overcoming the enrolment hurdle in the following year, she set herself the task of being the best she could be. Her sheer determination paid off and she graduated with flying colours in 2011 and is now working at Waikato Hospital. Read her inspiring story in her own words on page 13.

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.

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

Acknowledgment: Huge thanks to everyone who participated in the collection of the graduate profiles. Special thanks to Auckland Somali Community Association who sponsored this year's production of the journal as well as providing the funding for the journal website.

"CONGRATULATIONS TO OUR GRADUATES IN 2011/12 FOR YOUR ACHIEVEMENTS"

Abdirizak Abdi

EDITOR

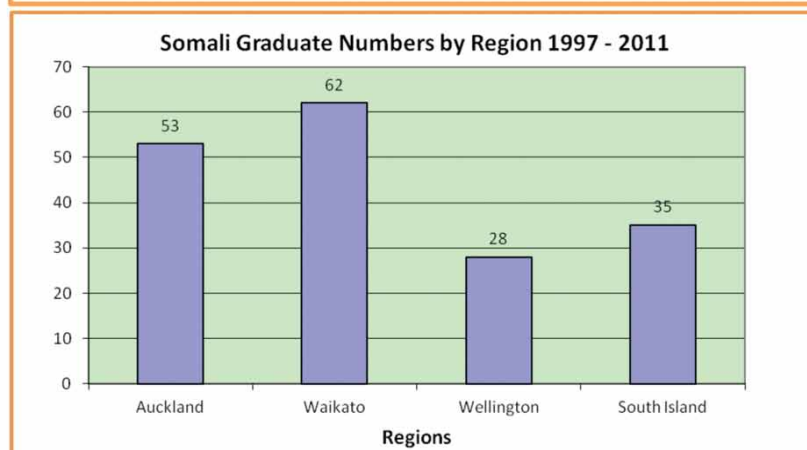
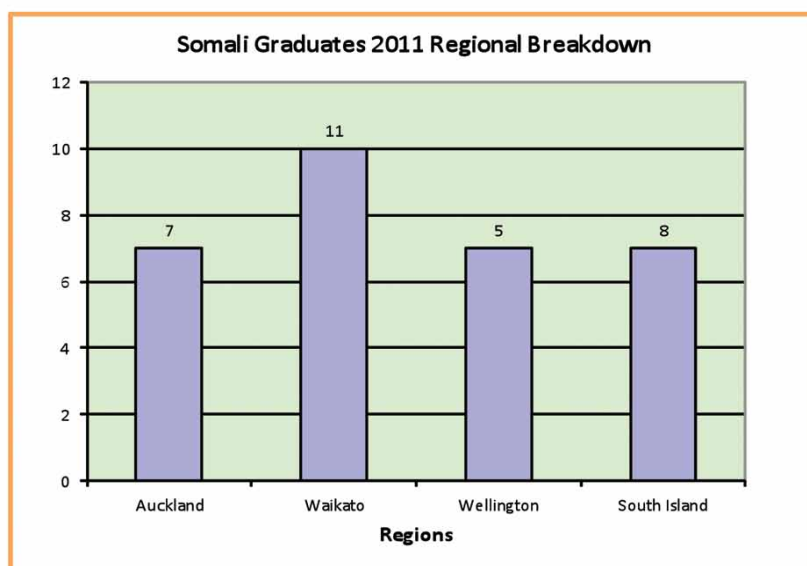
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Graduates in focus

In 2011, 31 Somalis graduated from around New Zealand. 23 of them are profiled here (note: a few had graduated earlier and had not been profiled in previous editions). We could not contact a number of graduates for various reasons including some being overseas while a few declined to appear in the journal for personal reasons. This would bring the total number of graduates since 1997 to 178. See the second chart for the regional breakdown.

Of the 23 graduates profiled in the journal, 14 are females while 9 are males. The overall number of graduates (31) also follows the same pattern, with more female graduates than males. The Somali girls deserve to be congratulated for embracing education and making the most of the opportunities available to them in New Zealand. For many, a career in nursing seems to be their preference while they are also represented in the other health related fields as well as other areas of study. In any case their success in education is a true reflection of their commitment to self-support and contributing to society.



Liban Mohamed Farah

Year of arrival in New Zealand: 1993

High school: New Zealand

Programme of study/qualification gained:

Bachelor of Computer Information Science

Name of tertiary education institution: Auckland

University of Technology

Year of graduation: 2010

Place of employment: Studying currently

Educational and career choices: My initial study choices were either computing or accounting because of my excellent achievements in these areas during my high school education. I chose computer information as my career choice and I have attained my degree in Computer Information Science (CIS). I am currently looking forward to attaining my postgraduate diploma at the end of this year. Then I will be pursuing my thesis in order to acquire my Masters Degree next year. I have come a long way in my studies and have overcome a lot of obstacles along the way; however the key is to be persistent and to never give up on your dreams, no matter what. My slogan is, "If you can believe it you can do it" and that's the message I would like to send my fellow Somali students who are currently thinking of starting tertiary study or who are new and prospective students.



Community involvements and interests:

My future interest would be to help the Somali community in whatever way I could, because I strongly believe that a developing community needs moral and educational support in understanding the systems of New Zealand to better gain employment opportunities that can change their lives for the better. You can give a man a fish, but if you teach the man to catch his own fish he has that skill for life. For that reason I think the vision for the Somali community is there but a lot of work, financial assistance, and research is needed to improve its overall function.

Yusuf Yusuf

Year of arrival in New Zealand: 1997

Programme of study /qualification gained:

Bachelor of Arts

Name of tertiary education institution: University of Auckland

Year of graduation: 2010

Place of employment: Ministry of Corrections, Programme Facilitator

Educational and career choices: I came to New Zealand full of wonder about what this wonderful journey would entail. I was very excited to be in a new environment but knew that nothing was easy and that success lay in sacrifice. I learnt I had to sacrifice a lot of things in order to achieve my desired goal which was to one day help give back to the country which welcomed me with open arms and gave me the opportunity so many in the world dream of.

I recall my first day at university, wondering how I would



get through. Nevertheless it's my ambition to succeed, which was a motivation. My inspiration to help my Somali people back home was also another factor to be the best I could be. I now understand that hard work truly pays off.

Just a word of advice for the youth who are pursuing higher education, that the road to success is long and daunting but always have the flame of hope and ambition ignited because truly it will be worth it in the end.

"I have come a long way in my studies and have overcome a lot of obstacles along the way; however the key is to be persistent and to never give up on your dreams, no matter what. My slogan is, 'If you can believe it you can do it'."

Luul Mustafa Omer

Year of arrival in New Zealand: 1997

High school: Auckland

Programme of study /qualification gained:

Bachelor of Health Science in Oral Health

Name of tertiary education institution: Auckland

University of technology

Place of employment: Waitemata District Health Board & Dental Solutions Ellerslie

Year of graduation: 2010

Educational and career choices: I believe that one must appreciate all that Allah has bestowed upon them and endure the struggles and difficulties, viewing them as a way to build character. I am enormously grateful to Allah for enabling me to arrive at the place I am right now and to reach the



goals I set out to achieve. I attended Zayed College For Girls, an ordinary secondary school with extraordinary Islamic values.

At the moment, I am employed in the public sector by the Waitemata District Health Board as a dental therapist for Auckland Regional Dental

Services. I also work in the private sector as a dental hygienist at Dental Solutions. These roles involve carrying out diagnoses and providing treatment as well as being a contributory factor in the prevention of oral diseases through various mechanisms, one of which is through educating individuals about the elements of oral health.

As for my aspirations, I would like to establish my own practice which will effectively enable me to give back to the community and be an active oral healthcare advocate and educator.

My Advice to my fellow Somali students is simply believe in yourselves, do your very best and leave the rest to Allah. Whilst being of service to those one deems family, it is essential to not hinder one's own progress by allowing one's pride to get in the way of help and guidance. The Prophet

"The Prophet (pbuh) said, 'Take benefit of five before five: your youth before your old age, your health before your sickness, your wealth before your poverty, your free time before your preoccupation, and your life before your death'."

(pbuh) said, 'Take benefit of five before five: your youth before your old age, your health before your sickness, your wealth before your poverty, your free time before your preoccupation, and your life before your death'.

Community involvements and interests:

I am an active member of the Somali community. I enjoy sports and play for the Black diamonds, a netball team of central Auckland Somali youth. The Black Diamonds are an emblem of dedication and hard work. Participation in this physical activity is not just a means of fitness but a way to enjoy ourselves while representing our community. I am also involved with the Muslim community. This is illustrated by my new role as a member of the Zayed College For Girls Board of Trustees.

Ugaaso Adam Hussein Siyad

Year of arrival in New Zealand: 1997

High school: Auckland, New Zealand

Programme of study /qualification gained:

Bachelor of Health Science (Nursing)

Name of tertiary education institution: Auckland University of Technology

Year of graduation: 2011

Place of employment: Auckland Hospital

Educational and career choices: I have always had love and passion for education and knowledge. Growing up I wanted to do and be many things. Some days I wanted to be a scientist and other days I wanted to be a mathematician or an accountant. I thought that since I did well in these subjects, I would pursue it as a career, but I knew in the back of my mind that if I was not passionate about them that I would not enjoy my life and work.

After losing my mother, I began seeing the world with a different pair of eyes. I became more serious about life and started to question things. For a long time I was upset about the fact our country did not have the proper health care facilities, nurses and doctors it so desperately needed. To top it all off, people were dying from preventable and treatable health conditions. Seeing time and again the suffering of the Somali and African people had a huge impact on me. It was at this point in my life that I started to develop a passion for human health and medicine. I became motivated and inspired to choose a career where I can help and make a difference in people's lives and that would give me great satisfaction.



Furthermore, getting to this point has been due to the effort, dedication and hard work of my father, Adam Siyad, who has taught me so much. If ever I was amazed by someone's knowledge and wisdom, it has to be my father and I hope to one day be as wise and knowledgeable as he is.

"Seeing time and again the suffering of the Somali and African people had a huge impact on me. It was at this point in my life that I started to develop a passion for human health and medicine. I became motivated and inspired to choose a career where I can help and make a difference in people's lives and that would give me great satisfaction."

Furthermore, to my biggest inspiration of all, my mother, Barney Adan Hassan (May Allah grant her paradise), who all this has solely been for. Without her I would not have had the courage to choose a career like nursing. I am glad that I now have the ability to help people and make a difference in my community.

Last but not least I would like to thank my wonderful sisters Sagal, Luul and Ayan who have been my strength and like a mother to me. I am forever grateful to them for believing in me always and making this journey so much more bearable.

Advice to students To the Somali youth: please don't make excuses that you are not cut out for university or that you are not good at study, because you and I both know that no one is born with a brain full of knowledge and wisdom. The difference between those who are successful and those who are not is the amount of hard work and dedication they put into achieving their dreams.

So my advice to the Somali youngsters is to dream big because if dreams were not meant to come true they would not be created to begin with. Your aspirations are your possibilities – you just have to take a step towards it each day, but if you don't try you will never know.

I understand that many of you will be scared to take on the challenges of university but you have to remember that it is part of life and that Allah will not inflict difficulty or hardship on you that you are unable to overcome. So hang on, keeping the end reward in mind and never give up when faced with problems so that you may find successes. Like Albert Einstein said, 'It's not that I'm so smart; it's just that I stay with problems longer'. So remember guys and girls, success does not come to you, you go to it. As the saying goes, 'Opportunity dances with those who are already on the dance floor'.

Ahmed Yusuf Arale

Year of arrival in New Zealand: 2000

High school: New Zealand

Programme of study/qualification gained:

Bachelor of Arts in Social Sciences

Name of tertiary education institution: AUT

Year of graduation: 2011

Educational and career choices: First of all I would like to say Salam to all my brothers and sisters and congratulate them for their outstanding achievements in their respective fields. Moving to a new country and settling in a new environment is not easy. But whatever the challenges and difficulties may be, we have to make use of what Allah has given us. As with most of my fellow Somali colleagues I



started my education in New Zealand from intermediate onwards through to college and then attending university.

Before attending university I started to think about my career choices.

After finding it difficult to choose a career path I started consulting with different people that had professional

jobs. I had a conversation with a person that had Masters in Social Sciences and that was a chairperson of a not-for-profit organisation.

I did background research on the degree of Social Sciences and decided it was the best career choice for me. I decided to do my certificate in social sciences before starting my degree, just in case I changed my mind about the degree. After completing my certificate I decided to do the Bachelors. As with most university students, the degree really challenged me in many ways. Social sciences is a holistic degree that includes writing, research, psychology, anthropology, international relations, economics etc, therefore I was exposed to different study fields.

I am a firm believer of the sayings that with challenges comes opportunities and there is always a reason behind everything. A perfect example is the obvious situation of our country.

This is an opportunity that was given to us by Allah to better ourselves and what other way to do this other than educating ourselves. I honestly believe that through experiences and education a person can rise above bad traits such as ignorance.

A simple piece of advice for my Somali colleagues is make use of what you have now because one day it will be too late to change things and one of the worst feelings that a person can have is regret.

Last but not least, I would like to acknowledge the tremendous sacrifices that our parents have made for us. We all know that without our parents we would not be here today and whatever happens we are forever in debt to them. May Allah reward them for the sacrifices they have made in raising us to be who we are today. After all, finishing university is the least we can do for them. Brothers and sisters I congratulate you once more for your extraordinary achievements. Salam.

As with many of my fellow colleagues we all want to be involved in and contribute towards our communities. I have worked with many governmental and non-governmental organisations, including Auckland Council, NZ Human Rights Commission, Migrant Action Trust and ONKOD Somali Youth developments. Also I have attended numerous events and conferences and youth leadership programmes. Also, I have been fortunate enough to work with many great leaders in our communities and to learn from their wealth of knowledge. The least we can do to give back to our communities and raise their status is to finish university and be a role model for future generations, because what we as individuals do will directly reflect our community and our people.

"I would like to acknowledge the tremendous sacrifices that our parents have made for us. We all know that without our parents we would not be here today and whatever happens we are forever in debt to them."

Ayan Haji Said

Year of arrival in New Zealand: 1994

High school: Massey High School

Programme of study/qualification gained:

Bachelor of Health Science (Double major in psychology and health promotion)

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

Year of graduation: 2011

Place of employment: Continue on with studying post graduate

Educational and career choices: I came to New Zealand at the age of four and knowing the sacrifice that my



parents made for me and my sibling to have a brighter future. Education was a high priority in my life from a young age. I have completed all my education through the New Zealand system.

I have always had an interest in health and after being exposed to health promotion in high school I took an interest in this area. During the first semester of my degree I did a psychology paper and developed an interest in psychology so I decided to do a double major in health promotion and psychology.

During my time at university I was fortunate in having the opportunity to work in the field of health promotion in my summer holidays which give me an understanding of what happens in the field. This experience helped me make the link in what I was learning in the classroom.

Three things that have helped me succeed in my education have been faith, the believe that whatever happens is by the will of Allah Subhana wa t'ala. The second thing is the support of my family. A large part of my success is due to their support and love – without them I could not have achieved what I have achieved. Last by not least, having self belief is very important in getting through this journey as there are a lot of challenges and having that belief in yourself will get you through it.

Living in New Zealand we are blessed with many opportunities and my message to my fellow Somali students is to make the most of the opportunities that you have.

Community involvements and interests: I have been actively involved in the Auckland Somali community and in a health project.

Faduma Hassan Mohamed

Year of arrival in New Zealand: 1997

High school: New Zealand

Programme of study/qualification gained:

Bachelor of Nursing

Name of tertiary education institution: CPIT

Year of graduation: 2012

Place of employment: Canterbury District Health Board

Educational and career choices: I have completed all my schooling in New Zealand, as I arrived at the age of



seven. I attended Mairehau High school, where I discovered I was interested in the sciences. In my third year I was encouraged by my science teacher to give nursing a try, so I applied for the Bachelor of Nursing degree and have not regretted the decision.

The biggest supporters within my training are my parents, enthusiastic tutors and lecturers at CPIT, and great friends.

Hawohinda Sh Ahmed Jama

Year of arrival in New Zealand: 1996

High school: Somalia

Programme of study/qualification gained:

Bachelor of Education

Name of tertiary education institution: Open polytechnic NZ (Diploma ECE); Massey University (Bachelor of Education). Currently studying Masters of Education specialising in Literacy

Year of graduation: 2010

Place of employment: Relieving teacher for Glen Avon Preschool and Collective Kids.

Educational and career choices: After completing secondary school in 1985 I was fortunate to pass the university entry exam and I started 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. I gained a foundation certificate then did my diploma of teaching, which I completed in 2007.

Throughout my study I worked in a variety of jobs, including caregiving, working with special needs kids, to being a teacher's aide in primary school. After gaining my qualification and teacher registration I worked for Kidicorp as a teacher. In 2009 I decided to go back to study and to do my Bachelor of Education which I completed last year. I'm currently studying for my Masters.

After seeing all the struggles 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 native language.

Therefore I started the Somali playgroup (Libin playgroup) in Auckland in 2001. At that time, the Somali community had little understanding of the importance of early childhood education but since then we have come a long way. Now our playgroup is a fully certified playgroup and we have two

"After seeing all the struggles 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 native language."

qualified registered teachers which is bonus to our playgroup (Libin).

Our playgroup, along with other 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, and exchange ideas with other parents.



In western society young children learn through songs and I have always wondered why Somali songwriters never recorded or produced children's songs in Somali. This inspired me to write and record Somali songs for our youngsters so 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.

Nasteexo sheikh Mohamed Omar

Year of arrival in New Zealand: 1995

High school: Hamilton Girls High School

Programme of study/qualification gained:

Bachelor of Social Science (major) Psychology

Name of tertiary education institution: Waikato University

Year of graduation: 2011

Place of employment: I am doing further studies. I'm doing my postgraduate in 2012

Educational and career choices: Getting my bachelor's degree was not easy, but as a young refugee I knew I had to make the most out of the opportunity my parents never had. In the end, with hard work and dedication, I succeeded.

The first thing that strikes me about education is knowledge gain. Education gives us knowledge of the world around us. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life.

The advice I would like to give to the Somali youth is that knowledge is power and education does not only benefit the educated individual, education is very important for the progress of a nation and for the enrichment of society. Therefore if we educate ourselves we could be of use to our own society as well as the New Zealand society.

My word of advice to the older people who wish to study is that it's never too late and you are never too old to gain knowledge.

I would like to thank the people who have stood by me, encouraged me and supported me during my studies. First of all my family, Jessica, Barbara Redfern and Carolyn Michelle.



"The early childhood education was not an important part of the education system in Somalia so many of our parents may not recognise the educational benefits of ECE."

Faduma Hussein

Year of arrival in New Zealand: 1996

High school: Somalia School

Programme of study /qualification gained:

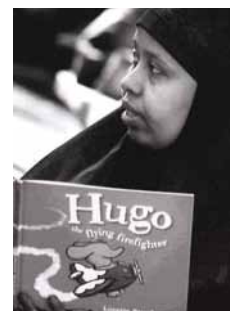
Diploma of Early Childhood Education

Name of tertiary education institution: Wintec

Year of graduation: 2011

Educational and career choices: My earlier education was in Somalia where I completed a Bachelor of Education. So doing early childhood education qualification was influenced by my former qualification in the education area, but also having experienced the importance of early childhood education in New Zealand played a big role. I was lucky to have worked in a number of (early childhood education) ECE centres in Hamilton for a number of years with particular focus on helping with the Somali children and parents.

It is very important for our Somali children to have good learning foundation and so I encourage our Somali parents to enroll their children in early childhood education services as early as possible. The early childhood education was not an important part of the education system in Somalia so many of our parents may not recognise the educational benefits of ECE. The educators also need to be aware of this fact and therefore include in their services some information educating the parents how important the ECE is and what they children are learning at this important level.



Ali Farah

Year of arrival in New Zealand: 2001

High school: Fraser High School

Programme of study /qualification gained:

Bachelor of Social Science Majoring in Social Work

Name of tertiary education institution: Wintec

Year of graduation: 2011

Place of employment: Child, Youth & Family, a Service Line of the Ministry of Social Development

Educational and career choices: As a graduate, I have always been fascinated by working with people, and that is why I chose to study towards a Bachelor of Social Science degree. I commenced in February 2006 with a Certificate in Social Work. Because of not completing high school and having too few NZQA credits, I was unable to gain entry to the degree programme. However, studying the certificate gave me the foundation of knowledge that has allowed me to start making the connection between human systems and critical thinking about policies, attitudes and social structures.

I chose to study to become a qualified social worker as I was looking to change my career. I wanted to do something worthwhile that would give me more personal satisfaction. I had done some full-time practicum in the area of child protection and I saw social work as a way of developing a career in this area. I am currently working full-time at Child, Youth and Family and my role is care and protection.

There is strong focus on advancing the wellbeing of families and the wellbeing of children and young people as members of families, whanau, hapu, iwi and communities.

I chose the Waikato Institute of Technology because of its reputation as one of Hamilton's top education providers, and also because of the convenience factor given that I live near the campus. For me, the best part of the course was the two practice placements, particularly as I was fortunate to get these in my area of interest.

In terms of studying at the Waikato Institute of Technology, I found the library and Hub facilities are high-quality, and there

is an excellent off-campus access to library resources that was useful. The main challenge presented by the course was the need to complete academic assignments while also working nearly full-time on placement. As a student, there was the added complication of having full time studies and trying to fit my work around the demands of my lifestyle.

Community involvements and interests: I have been an active member of the Somali community for the last six months. I am currently a member of the Hamilton Somalia Student Association (H.S.S.A) serving the wider range of Somali students in Hamilton. Also I have been part of the Somalia youth indoor soccer club in Hamilton. I believe this club has a lot to offer, especially the youth, and it should be continued in the future.

Personal advice: As a graduate and member of the community, I believe it is vital that parents, educators and others in the community help youth become strong, confident, compassionate leaders throughout their education. I admit this is no easy task, as it takes patience, persistence, and plenty of tools. I would like to persuade the youth and parents in our community to give priority to education and parents to support their children to successfully conclude their education.



"I would like to persuade the youth and parents in our community to give priority to education and parents to support their children to successfully conclude their education."

Mohamed Osman

Year of arrival in New Zealand: 2002

High school: New Zealand

Programme of study /qualification gained:

Bachelor of Social Science

Name of tertiary education institution: Waikato University

Year of graduation: 2011

Place of employment: Just finished my degree but do casual work

Educational and career choices: When I came to New Zealand, I came with nothing except for my dream to study and gain knowledge. I went to Melville high school for few years. Coming with limited English and a big gap in my schooling because of the situation I had come from meant

there would be a struggle even at high school level let alone university studies.

After leaving high school with no qualification I went to Waikato Institute of Technology, where I received a certificate of electricity. However I always had a dream

of going to university and getting a degree. The aspiration of going to university came from my elder brother who was studying at the University of Waikato at the time. I thought going to university was an impossible task but I got encouraged by my family, friends and some of my teachers who kept pushing me to achieve my goal. One of the reasons I wanted to study was that I didn't want to waste my education opportunity which New Zealand provided me with. I also didn't want to waste my youth energy for doing something positive with my life.



Ahmed Osman

Year of arrival in New Zealand: 2002

High school: New Zealand

Programme of study/qualification gained:

Bachelor of Computer Science

Name of tertiary education institution: Waikato University

Year of graduation: 2011

Place of employment: Working in Australia

Educational and career choices: When I arrived in New Zealand in 2002 with my family, I was excited to go to school. I was enrolled at Melville High school with two older brothers.

After the euphoria of being in a new country faded away, a new set of challenges set in. School was both exciting and hard at the same time. As someone with little English I found myself struggling through the education system. I took comfort from the fact I was not alone. I had my brothers who were in the same situation but also a few other students from refugee backgrounds in the school. However I was not short of motivation to succeed in education because I had seen what ignorance caused to my people and my country. In our religion we are taught that people with knowledge are more beneficial to society than those without it.

After finishing high school, I started university in 2007. I enrolled in the computer science programme as I had a passion for computers and technology for some reason. I was lucky that my older brother was halfway his university degree as I was looking up to him. Persistence and hard work finally paid off as I graduated in 2011.

My advice to my fellow Somali students and youth is to work hard at your studies while you are still in high school as studying at university is not easy without a good high school foundation. Many of the Somali children are now NZ born and therefore they should not have any excuses not to succeed in tertiary education. After all you live in a country where you have plenty of opportunities and options available.



Hodan Farah

Year of arrival in New Zealand: 2001

High school: Fairfield Collage

Programme of study /qualification gained:

Bachelor of Nursing and Postgraduate Certificate in Clinical assessment for advanced nursing practice

Name of tertiary education institution: Waikato institute of Technology

Year of graduation: 2011

Place of employment: Waikato District Health Board

Educational and career choices: I arrived in New Zealand at the end of 2011 with my family. I had no proper education and very limited English because I had had to flee my country when I was little, as a result of the civil war in Somalia. At the beginning of 2002 I went to Fairfield College where I spent two years. My communication skills slowly improved and I began to fulfil the requirement of my courses. After two years, I went to Waikato University to improve my academic English and then I went on to my tertiary study at Wintec.

I always used to have a dream to work in the medical field and I was willing my dream to come true one day. Belief in myself has been one of the most important bricks in building my success. I wanted to join the medical field because this is an extremely competitive discipline which attracts the best and brightest. I wanted to be the best that I could be and be able to help people in need. As we know becoming a nurse is a dream for millions of people around the world. Studying hard and having commitment can lead to a career as a nurse of course, but it doesn't have to be this cut and dried. You also have to be able to go out and grab your opportunities. I have found that a career as a nurse did not come to me; I had to go and find it and then be focused and determined at every step along the way.

I believe that the difference between a failure and a successful person is not a lack of strength, not a lack of knowledge, but



rather in a lack of will. My will to succeed was very strong.

Advice for Parents: It is very important for parents to help their children, for their journey of studying to succeed. Not only verbally, but by the way they act towards their kids. To be a role model, parents need to show their children that they like to study too and that they want to work alongside their children because actions speak louder than words. Don't expect too much from your kids, for example, don't tell them to study hard and then you sit there and watch TV or talk on the phone while your children are trying to study. After all, if they can't concentrate, they certainly can't expect to learn very well. Action is the foundational key to all success, so support your children in their study, take it seriously and make sure they have a quiet place to work.

I enjoyed my studies and I am looking forward to further study. Especial thanks to my dedicated family who helped me through my study journey.

I also have to thank Michael Bland Director of Professional Development Unit at WDHB, the man I call "The man who made my dream come true". Thanks to Jo de Lisle, English Link Coordinator; Lesley Macdonald, NETP Programme Coordinator at WDHB; Academic Tutors at Wintec.

Community involvements and interests: I would like to be actively involved in my community and contribute positively in any way possible, particularly by promoting a healthy lifestyle, by teaching others how to have a healthy diet and the importance of exercising. This is especially important for our elderly people who are not aware that they have to make a special effort to get exercise because in our country exercise was not a big issue; people just walk everywhere so they don't realise that when they are walking they are exercising. So when they come to New Zealand and don't have to walk everywhere, they stop all exercise.

I have got involved with youth, especially girls, empowering and encouraging them to get educated and to take any opportunity that they have today because they may not have it tomorrow. I also tell them to stop thinking negatively or feeling that they cannot do it. Nothing is impossible; whatever you can conceive of in your mind can be achieved if you believe in it strongly enough. Think positively.

Abdiaziz Haji Hashi

Year of arrival in New Zealand: 1998

High school: Hillcrest High School

Programme of study /qualification gained:

Bachelor of Management Studies

Name of tertiary education institution: Waikato University

Year of graduation: 2011

Place of employment: Melbourne

Educational and career choices: After finishing high school, I knew I wanted to move on to higher learning. I went on to study accounting at Waikato University where I obtained



a Bachelor of Management Studies.

After finishing university, I migrated to Melbourne where I am currently working towards obtaining my CPA license. One of the challenges I encountered during my study was time management, which is an essential skill for successful study and

a happy life. I had to plan ahead, take control of my time and prioritise.

My advice to my fellow Somali students is to seek beneficial knowledge, plan ahead and seek advice from those who have knowledge in the area you are interested in. By doing your research beforehand, you can save yourself a lot of time and energy.

Community involvements and interests: I was an active member of the Hamilton Somali youth student association before I left for Australia. My Interests include reading and basketball.

Abdi Abdullahi

Year of arrival in New Zealand: 1998

High school: New Zealand (Hamilton's Fraser High School)

Programme of study/qualification gained:

Bachelor of Management Studies (First Class Honours)
(Majoring in Accounting)

Name of tertiary education institution: Waikato University

Year of graduation: 2011

Place of employment: Inland Revenue

Educational and career choices: I always had a high level of interest in accounting and a great deal of enthusiasm for business in general. I enjoyed studying accounting throughout high school and chose to major in accounting at the University of Waikato. The Bachelor of Management Studies degree presented me with the best option by providing a greater appreciation of the commercial environment and a solid grounding in accounting.

I consider myself a sports fanatic; I seek out opportunities to join both social and competitive sporting teams. I played for the Waikato University Basketball team from 2008 to 2009 and am currently playing in a social basketball league.

During my time at university I was fortunate enough to be voted student liaison for two fourth year papers and a postgraduate paper last year. I took this opportunity to represent on behalf of the students by voicing their opinion and giving feedback to the course convenors.

"Seek beneficial knowledge, plan ahead and seek advice from those who have knowledge in the area you are interested in. By doing your research beforehand, you can save yourself a lot of time and energy."

Umulkheir Amin

Year of arrival in New Zealand: 2004

High school: Kenya (Mombasa)

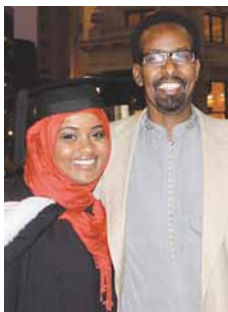
Programme of study/qualification gained: BA majoring in Education and Sociology

Name of tertiary education institution: Victoria University in Wellington

Year of graduation: 2010

Place of employment: IMVC (Inner Melbourne Vet Cluster)- Youth Connection Programme.

Educational and career choices: I did my high school in Kenya and didn't finish it because we moved to New Zealand, where I started in Year 11. Initially I struggled with academic writing but thanks to my mentors and teachers I am able to write a decent paper now.



After a year in a foundation course to learn different writing styles, I pursued my degree in sociology and education which I enjoyed a lot and met some beautiful mentors who trained me to think critically and evaluate situations.

I moved to Melbourne after

graduating with a BA. The city is rich with people from diverse backgrounds. I am currently working for a company called IMVC (Inner Melbourne Vet Cluster). I am doing case management in a programme called Youth Connections which is funded by the department of education. Our job is to make sure young people at risk of disengaging from education transition their education successfully or are engaged in employment.

My biggest achievement in my life is learning how to reflect on situations before moving on to the next step. I was born a very curious person when it comes to people, culture, religion and environment. My nature of being curious is what drives me in life and it is why I majored in these two fields. I love exploring/working with people from different backgrounds and using holistic approaches to try to understand people

because I feel that I have the ability to relate or connect with people and evaluate situations. Sociology and Education trained me and upgraded my skills on how to do the above using different systems.

I feel like young people are victims of the systems therefore it is an area I am passionate about to make sure young people transition successfully into adulthood. Of course there are a lot of challenges when you are a student but one has to remember that without hardship one is not able to recognise success and enjoy it. I always ask myself, 'How bad do I want it?' and if I want it bad then nothing or no one can come in the way of achieving my goal. If one strategy does not work all I have to do is find a different approach that does work in order to achieve my goal. Failure was not an option.

One major achievement was completing a course called Outward Bound which changed my life. These people don't say you can do it but show you how you can do anything in this world!

My message for young Somali people is to look within yourself to find your aspiration and to follow your hearts. If it makes you happy stand up for it and defend it! Everyone has strength and it is about recognising that thing you good at and utilising it in order to live life and not just exist as a number. Life is too short and nothing is impossible and nothing is free, one has to put effort and time to invest in anything.

Community involvements and interests: I have been involved in different sectors of the Somali community in Wellington and I learned a lot from that. However my interest was always within the youth sector and, when using a holistic approach, you find yourself in different sectors of the community. For example, working with parents to break the barriers or doing advocacy work at the young person's school. That is why I am still in this sector because it is never boring and always rich in information. Every young person is unique and full of different flavours.

Safiyo Abdullahi Gudle

Year of arrival in New Zealand: 1998

High school: Hutt Valley High School

Programme of study/qualification gained:

Diploma in Information Communication Technology

Name of tertiary education institution: Wellington Institute of Technology

Year of graduation: 2005

Place of employment: Early Childhood Education (Kindergarten)

Educational and career choices: I've recently graduated from Wellington Institute of Technology with a Diploma in Information and Communication Technology.

I often get asked why I decided to study Information Technology. I started to study Information Technology at A level just out of curiosity and pretty much fell in love with Computer Technology.

I have applied for computing jobs quite a lot, but I have been asked not to wear my scarf and wearing a scarf is very important for my religion and my culture. I won't do any job without covering my body and my hair.

As for now I would like to extend my education further by doing a Bachelors Degree in ECE Teaching. Although I am working at a kindergarten now I am also studying to become a registered teacher.

Community involvements and interests: I have been active in our community where I am one of the leaders of a Somali playgroup in Lower Hutt where a maximum 15 children attend every Friday for up to three hours.

I would love to spend most of my adult years caring for children – first my own and then other people's. I love children and I am good with them.



Yussuf Khalif

Year of arrival in New Zealand: 2001

High school: New Zealand

Programme of study/qualification gained:

Bachelor of Business Studies (major in international business).
Diploma of Systems Technology (IT)

Name of tertiary education institution: Massey University and Computer Power Institute

Year of graduation: 2011

Place of employment: Youth coordinator with Somali community of Wellington region

Educational and career

choices: I work as youth coordinator with the Somali community of Wellington region where I have

gained a lot of skills working with my community. I also have the intention of doing further studies in the future inshallah.



Amina Mohamed

Year of arrival in New Zealand: 1997

High school: Christchurch

Programme of study/qualification gained: B.A in psychology and sociology

Name of tertiary education institution: University of Canterbury

Year of graduation: 2011

Place of employment: McArtur (recruitment agency for mental, child and family service, Psychologist and social workers)

Educational and career choices: My biggest achievement is that I have a degree in what I am passionate about, and along that road I realised that education is the key to success, and knowledge is the answer to life. I am going to go one with my studies next year and start my Masters in Psychology, and I would like to specialise in Child and Family Psychology.



It was challenging going to university and experiencing the different environment and higher education. It was not easy for me, but I realised that hard work is what makes you succeed in your studies and you have to know you really want it and want to be at university.

My advice to my fellow Somali brothers and sisters is to go for it and if you are passionate about something just do it and make a change in your life. Look back on where you came from and direct your attention to where you're going.

Community involvements and interests: I have not had much community involvement in Christchurch. But I am just getting into my culture living in Melbourne, Australia. My near future goal is to go back and visit Somalia and understand my past and my heritage.

Samira Hassan Ahmed

Year of arrival in New Zealand: 1998

High school: New Zealand

Programme of study/qualification gained: Bachelor of Pharmacy

Name of tertiary education institution: Otago University

Year of graduation: 2011

Place of employment: Wades pharmacy

Educational and career choices: Pharmacy was something I've been interested in for a long time. I was always curious about medicine and how the body works and was fascinated at how medications can relieve symptoms and cure some diseases.

The biggest challenge for me was being on my own in Dunedin. I come from a big family (as most Somalis do), and moving to a quiet flat in Dunedin was a big culture shock for me but, in the end, leaving home was a blessing in disguise. If I hadn't left the "nest", I don't think I would have learned to be independent, resilient and hardworking.

My message to my fellow Somalis who are wanting to study is that the sky is the limit. Don't let anyone tell you what you can and can't do. I had a lot of people who doubted that I would get into pharmacy let alone graduate from it, so keep your head up high and don't ever give up.



"I am very passionate and happy with my career choice. Having the opportunity to make a difference in the lives of people is very rewarding."

Dahabo Ali

Year of arrival in New Zealand: 1995

High school: New Zealand

Programme of study /qualification gained:

Bachelor of Biomedical Sciences

Name of tertiary education institution: University of Otago

Year of graduation: 2011

Educational and career choices: After studying the core of the health sciences, I hope to move on and achieve a masters degree in Genetics. This will give me a greater understanding of the fundamentals of human health and disease. Having the opportunity to undergo my own scientific



investigation and getting guidance from the best lecturers has been a great highlight in my educational journey.

The biggest challenge for me was finding an effective way to write my lecture notes. I tried to get as much help as I could through friends,

tutors and other support people from the university. I tried the different ways and different combinations and finally decided what the best method was for me. Learning and in life sometimes we all need help, it's never bad or shameful to ask if you need help.

Community involvements and interests: I have always tried to be a helpful person in my community, especially in the education of mothers. I believe that helping mothers become educated is extremely important because they will have an enormous influence on the next generation.

Rahma Elmi Farah

Year of arrival in New Zealand: 1997

High school: Christchurch Girls High School

Programme of study/qualification gained:

Bachelor of Nursing

Name of tertiary education institution: CPIT Christchurch

Year of graduation: 2011

Educational and career choices: During my high school years I had a passion for science based subjects, especially biology. I knew I wanted to enter the field of health and in my last year of high school decided to pursue nursing as a career. I commenced my studies straight from high school and finished in three years.

I am very passionate and happy with my career choice.



Having the opportunity to make a difference in the lives of people is very rewarding. Nursing allows me to work in a friendly environment, where I have the opportunity to develop my knowledge on a daily basis. I have made this achievement first and foremost by the help of Allah

(swt) and the constant support and encouragement of my parents who inspired to do well in anything I set my mind to.

My advice to students is to take the opportunities you have and make the most of them. Education is not an easy journey, and will have its ups and down. Don't give up on your dreams and have the confidence in yourself that you can achieve anything you set your mind to.



High flying student

Hello, my name is Amal Abdullahi.

2011 was an eventful year for me. One of the memorable things I did was attending the annual Sir Peter Blake Youth Enviro Leaders Forum from April 17-21. My biology teacher recommended I apply for this and in hindsight, I'm so glad that I took the opportunity because it opened so many doors for me.

The forum was for senior secondary students from all over the country who are passionate about the environment. The aim of the forum was to inspire us and to build our skills as capable young environmental leaders to act in order to make a New Zealand a greener place.

On the first day I arrived at St Kentigern College, Auckland, with the other 49 delegates. It was an action packed day. After the welcome speeches and lunch we went by bus to the Royal New Zealand Navy base. Because we didn't know each other it was an excellent way to break the ice. We went sailing and kayaking and did team-building exercises that really tested our problem solving skills and leadership abilities.

To finish the day we had presentations and were told what the next couple of days would bring.

Day 2 was, again, an action packed day. It started with a powhiri at Orakei Marae. The powhiri was a good cultural experience for me as I had never experienced one. Then Dr Paul Reynolds, Chief Executive of the Ministry for the Environment and a Trustee of the Sir Peter Blake Trust, and Nicky Wagner, National MP, spoke to us.

Dr Reynolds spoke about the environment and our relationship with it and the fact we need it for a quality of life. He said the environmental crisis we are going through will need leaders, leaders like us. He made it clear to me that we can be the kind of leaders we want to be, it's up to us.

Nicky Wagner told us inspirational stories of what other people have done. For example, she told of the story of Natalie Crimp who invented a machine to turn nappies into compost. It started off as an idea 11 years ago and now is a big business. After these two speeches, a Ngati Whatua spokesperson told us about their history and what they've been doing environmentally. Afterwards we had a hangi. Overall it was a unique experience.

We were scheduled to go to Motuihe Island to carry out a beach cleanup but due to the bad weather we went to Auckland Museum. We left the museum for a night time safari at Auckland Zoo and an evening meal at the old elephant house. That night was so much fun and I learnt so much about palm oil and how it was affecting the orangutans and the zoo's efforts to stop this. Even our evening meal was 100% palm oil free so it taught us that it is possible to go palm oil free.

On Day 3 we split into our project groups. We had a choice of: Environmentally Responsible Business, Urban Water Management and Sustainable Tourism. I chose the Environmentally Responsible Business group so we got to find out what businesses were doing to make their businesses more environmentally friendly.

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The morning was spent talking with Kevin McGrath in an Energy Management Workshop. We learnt about energy audits and the typical energy usage for schools and businesses.

We then toured Westpac's 'green' building in the Auckland CBD. This was an amazing opportunity to see how a large business managed to make their practises green.

Westpac and Colenso offered us the challenge of developing an idea for a product and/or service that Westpac could offer to students and other organisations so the green movement could ripple through the whole community. Our group eagerly took on the challenge and we came up with a "Traffic Lights Idea". The idea is that schools or organisations sign up to the traffic light programme and move through the red, orange and green stages.

Our evening speakers included one person talking about the Rugby World Cup and what what the Auckland Council did as their ideas were innovative and interesting and it really did inspire me.

We also had a workshop on consumerism, which now makes me think twice before purchasing things. During the workshop we watched 'The Story of Stuff' which I recommend that everyone watch – it's a real eye opener.

Day 4 was all about preparing for our presentations at University of Auckland Business School the next day. We had the opportunity to present all the things we learnt over the past couple of days, our project ideas and the things we wanted the adults to hear from the delegates. Our imagination was the only boundary for how we could present our ideas. We were given toastmasters training so our presentation was up to a professional level and our confidence was high.

After our project presentation we had the Blake Leaders'

Panel Discussion. Shelley Campbell (CEO of Sir Peter Blake Trust), Iva Ropati (Principal at Howick College), Annette Fale (General Manager of The Halogen Foundation) and Andrew Berry (National Manager of Marine Pollution for Maritime NZ) talked about the meaning of leadership and they came to be the leaders that they are now. They each had a different idea of the meaning of leadership but I took it all on board.

By the end of Day 4 I definitely felt prepared for the presentation on our final day. My group was confident and I believe we made an impact on the audience, including the CEO's and managers who attended.

Each of us received certificates, presented by Nicky Wagner, then it was sadly time to go home. I had so much fun and made many friends who I still keep in contact with. We keep each other updated on what we are doing, environmentally speaking.

This forum strengthened my leadership abilities and inspired me to take further action in my community.

After I told my friends about my experiences we got together and thought about having a forum for high school students in the Wellington region. We observed that there wasn't anything in place to encourage high school students from different schools to interact and see what others are doing. We also wanted the forum to be an inspiration for the students and a place for students to gain some leadership skills too.

So we organised, planned, and got the forum to happening. The HVHS Environmental Forum was held on Tuesday 5 July and it included workshops and guest speakers. There were two workshops, one about leadership and the other about climate change presented by the talented team at Regeneration.

Holly Walker, a Green MP, spoke about the political side

STUDENT PROFILE

of green issues. Students who attended the forum had the chance to discuss what they learnt that day and ideas to take back to their schools. To wrap up the day the students had a chance to do some planting.

I was proud that my friends and I managed to pull this off; the forum was completely student run and the brainchild of students.

I learnt that if you are brave enough to voice your ideas it will be heard with willing ears. *Maybe you could organise your own event for something that you're passionate about.*

As a result of this forum someone nominated me for an award and this year I was a lucky recipient of a Mayoral Citation for Outstanding Youth Leadership. I feel very honoured and blessed to have won that and it keeps me motivated to do more good in 2012.

I believe that I am living proof that if you take advantage of the opportunities given to you greatness can come out of it. So go get them!

Amal Abdullahi

Yussuf Ahmed (Qays)

Qualification: Masters of International Law and International Relations

Position: Citizenship Officer

Employer: Department of Internal Affairs (Wellington).

I have had the opportunity to live and study in Christchurch, a truly beautiful and lively city that did not deserve the tragic events caused by the devastating earthquake. My best wish is with the city and its people.

Today, more than anything else, the invaluable knowledge and skills which I have gained through my years as a student is what I am using in my work. It is my armour, giving me the confidence to know that I can survive and be happy and successful in a completely different and a very challenging environment.

It is very difficult to emphasise how and where my studies prepared me for my current job. If nothing else, I learned the basics of what it takes to be a qualified and successful leader in the workforce. More importantly, however, it taught me how to network, time manage, work towards deadlines while under pressure and liaise with multiple stakeholders.

Life as a student sets up every individual for success by preparing in the classroom for the challenges of the real world. My advice to every student is to never give up hope and never stop achieving what you would want to achieve in the long term.

“Whatever study path you pick, make sure you are committed to hard work. It should be clear in your mind as a student that at least 70% of what you get out of your studies is directly related to how much you put in.”

Nonetheless, it is worthwhile to keep in mind that it takes time and the challenge starts afresh after you finish your studies. That is when you come into the real world and where you have different challenges to deal with and many obstacles to overcome. Strength of character, resilience and taking the long view is vital at this stage.

The challenge of looking for work and the frustration that your hard work at university deserves to be recognised are sometimes hard to deal with. Regardless of all these, your opportunity will come along. The most important thing is: Whatever study path you pick, make sure you are committed to hard work. It should be clear in your mind as a student that at least 70% of what you get out of your studies is directly related to how much you put in. Be prepared to make things happen on your own – set up study groups, read widely, and engage. If you don't feel ready to take the responsibility for learning on your shoulders, and don't feel interested or excited by what you study, then don't waste your time and money for, “No one can succeed in a line of endeavour which he/she does not like.”



Somali Graduate Journal

NEW ZEALAND



Support for students

The Somali graduate journal website is the official homepage of the Somali Graduate Journal.

It was created so that people can easily access the journal from anywhere. However, unlike the published journal, the website offers more information and is frequently updated. For example the website hosts the Breakout scholarship database. Our members (students and graduates) have free access to this database once they have registered online (also free!).

See the information below about this valuable scholarships database.

breakout.

BreakOut – Scholarships and opportunities

Would your life be much easier if you could get money to support you in your studies?

BreakOut is an online database with information about over 3500 scholarships, awards, and grants. The funding information is for students, researchers, sports people, artists, and other New Zealanders looking to fund their personal and professional development.

The funding schemes listed come from various sources, including universities, government departments, trusts, and businesses. All the information on the application process is provided: eligibility criteria, closing dates, how much money is available, and who to contact if you would like more information.

You can search BreakOut to find the best scholarships,

awards, or grants for you. The database search results can be tailored to individuals by specific search criteria, such as location, study subject, education providers, ethnicity, gender, or disability. You can also search BreakOut alphabetically by the name of a scheme or by closing date.

Members of the Somali Graduate Journal website have free access to the BreakOut database. You will need to log in the membership area on www.somaligraduatejournal.org. There are many public access sites throughout New Zealand where you can also use BreakOut free of charge. Check the map on our website for more information about public access sites www.breakout.org.nz. Many universities, polytechnics, and secondary schools also provide free access to BreakOut for their students and staff.

If you would like to keep up to date and get information about new scholarships listed on BreakOut, like our page 'BreakOut – Scholarships and Grants (NZ)' on facebook. You can connect with us through this page, give us feedback, ask questions, and share your success story.

Good luck with your scholarship applications and studies!

Jula Goebel

External Relationship Advisor, Funding Information Service.

Interview tips

Once you are shortlisted for a job, you are almost there in getting it but the final step - the job interview is crucial for making the job yours.

Preparation is the key - you need to prepare well for the job interview. Remember in most situations there are always other people shortlisted for the job as well, so you need to demonstrate to the interview panel that you are the one!

What you need to do before the interview:

- Do some background research on the company (its vision, objectives, products, services etc)
- Note important details such as recent development of the company, company website, key people in the company etc
- Check the company's website for key information but also do a Google search to see if there is additional or useful information written about the company by other people (make sure the information you are reading is from a reliable source)
- Make sure you know how to get to the interview place (address) and how long it takes to get there (remember to allow time for traffic, parking etc)
- Take your cell phone with you to use to phone the company just in case something beyond your control holds you up (make sure you turn the cell phone off during interview though)
- Dress appropriately for the interview
- Arrive at your interview on time (at least 5 minutes earlier) – being late for your interview without a valid reason may cost you the job.

At the interview:

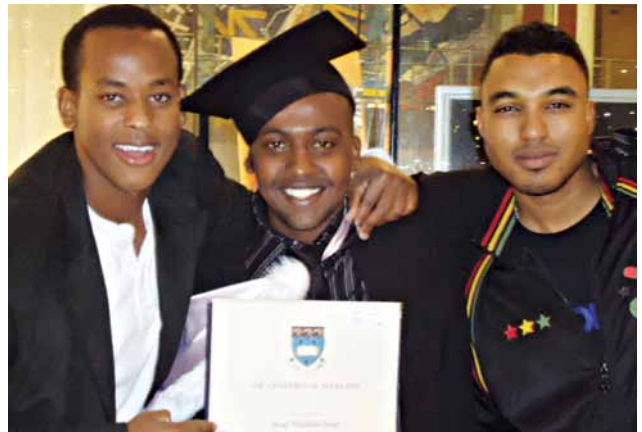
- Make sure you stay calm and confident all the time during the interview; maintain good eye contact with the panel and particularly with the person asking you the question; address the panel by their names; make sure you are treating everyone on the panel the same way (don't get fixated on just one particular panel member like the good looking one!)
- Don't pretend you understand a question if you don't. If in

doubt, ask the interviewer to repeat the question for you (but make sure you listen to the question carefully in the first place)

- Most questions are designed to get you to talk about your experiences/skills relevant to the job so don't answer a question with just yes or no – make sure you use good examples to illustrate your answer – sometimes it helps to throw a joke if appropriate in the context but not in every question
- At the end of the interview, you may be given an opportunity to ask questions. Use this opportunity to ask one or two relevant questions but no more than two questions
- Finally, don't leave the room without thanking the panel for the interview opportunity, give a good handshake and affirm to them that you are keen to join their company.

The above article and links to useful sites for employment tips are on the journal website: www.somaligraduatejournal.org

EXTRAS: GRADUATE PHOTOS



Doorka waalidka soomaaliyeed ee waxbarashada ilmaha

Hordhac

Maqaalkan waxaan ku soo qaadan doonaa kaalinta waalidka soomaaliyeed ee barbaarinta caruurtooda, duruufaha sabaabi kara in hoos u dhac ku yimaado tayada doorka waalidiinta Soomaaliyeed ee waxbarashada caruurtooda. Waxaa kale oo aan ku soo gudbindoonaa talo bixin ku saabsan habka ugu wanaagsan ee waalidka soomaaliyeed kaga qayb qaadan karaan waxbarashada caruurtooda.

Waxaa si gaar ah loogu cadeeyey daarasado kala duwan in ka qayb qaadashada waalidka ee waxbarashada caruurta ay saacidi karto:

- Joogtaynta ardayga ee fasalka (improved attendance) (eeg Haynes et al., 1989)
- U suuragelinta ardayga dhameystirka howsha waxbarashada ee guriga (Timely homework completion) waqtiga loogu talagalay (eeg Rich, 1988)
- Horumarinta tayada wabarshada ardayga (improved student achievement) (eeg Hoover-Demsey et al., 2005)
- Sare u qaadida hamiga waxbarashada (higher educational aspirations) ee caruurta (eeg McDill, Rigsby & Meyers, 1969 in Greenwood & Hickman, 1991, pg 279-280)
- Sare u qaadida tayada waxbarida ee barayaasha (improve teachers' effective teaching) (eeg Comer & Haynes, 1991)
- Khuburada qaar (eeg Epstein, 1995; Hornby, 2000) waxay ku doodeen in waalidka iyo barayaasha dugsigu ay door siman ku leeyihiin waxbarashada caruurta. Waxay qaar kale sheegeen in doorka waalidku ka muhimsanyahay kan barayaasha (macalimka fasalka) maadaama wagtigooda intiisa badan caruurta la qaataan waalidkooda.

Doorka waalidiinta Soomaaliyeed ee waxbarashada caruurtooda, waxa si faahfaahsan loogu qeexay maansada soo socoto ee uu curiyey Abwaanka soomaaliyeed ee

Maxamed Ibrahim Xadraawi:

Hooyoy la'aantaa
Adduunyadu hubaashii
Habeen kama baxdeenoo
Iftiin lama heleenoo
Dadku uma hayaameen
Dayax heego joogoo
Sida haad ma fuuleen
Xiddig hawd ka lulatoo
Hawo laguma gaadheen...

Tixdan waxa abwaanku ula jeeday in hooyadu ama hoygu yahay dugsiga ugu qiimaha badan ubadka.

Haseyeeshe waxaa xusid mudan in baahida loo qabo doorka waalidka ay sare martay kadib markii Soomaalidu u soo hijroodeen dalalka Reer Galbeedka ah oo aad uga duwan Soomalia dhanka; diinta, nooca waxbarashada, (Education system), dhaqanka (culture) iyo luqada (language). Marka laga soo tago welweelka in caruurta lumiyaa dhaqanka iyo diinta, waxaa sii kordhay mugga hawsha ka dhalatay in waalidiinta ay si joogto ah ula xiriraan dugsiyada (schools) kana qaybqaataan waxbarashada ee caruurta.

Baaxada howsha ee korortay waxaa kale oo sii adkeyey durufo kale oo xannibaad ku noqday in waalidka gutaan xilka ka saaran waxbarashada caruurtooda. Durufahaasi waxaa loo kala qaadi karaa kuwa ay waalidiinteena sabab u yihiin iyo kuwo kale.

Madaama aysan suurgal ahayn in aan maqaalkan ku soo koobno dhammaan durufaha jira, waxaan halkaan ku soo xusi doonaa inta aan isleeyahay wax waa laga qaban kara haddii meel looga soo wada jeesto:

Faham la'aanta waalidiinta nidaamka waxbarashada wadanka: marka laga soo tago dhiibatada ka dhalatay aqoon la'aanta luqada Ingiriska, waalidinta soomaaliyeed xilweyn iskama saaraan fahmida nidaamka waxbarashada ee New Zealand (NZ education system) iyo doorka laga

rabo waalidka. Waxaa muqaanaysa in waalidiinteena marka lagu daro kuwooda aqoonta u leh luqada ingiriska in aysan xil iska saarin fahmida nidaanka waxbarashada ee wadanka.

Isku kalsooni la'aanta waalidka: waalidiinta luqadoodu hooseyso ma aminsana ama kuma kalsoona in ay ilmahooda caawin karaan. Sida badan waxaa laga dhigtaa aqoon la'aanta luqada qiil ay waalidintu faraha ka laabtaan waxbarashada caruurta. Waalidinta qaar waxay xitaa ka gaabiyeen in ay caruurta ku kormeeraan waxbarashadooda marka ay guriga joogaan.

Xiriirka waalidka iyo dugsiga oo aad u hooseeya: waxaa muqaanaysa in waalidka soomaaliyeed sida badan aysan xil iska saarin la xiriirka macalimiinta caruurtooda iyo maamulka dugsiga. Sida badan ma xafidno ama kama jawaabno warqadaha wargelinta ama ogeysysiska ee ku saabsan shirarka waalidka iyo macalinka (parent/teacher interviews) ee waalidka lagula socodsiiyayo heerka waxbarashada ubadkooda. Sidaasi oo kale kuwa ku saabsan doorashada guddiga maamulka ee dugsiga (Board of Trustees elections) iyo shirarka lagu dejinaya qorshaha howlaha muhimka ee dugsiga (strategic planning meetings).

Xiriirka waalidkeena iyo caruurta oo aan waanagsanayn: inta badan waalidiinteena kuma dhiirigeliyaan caruurta in ay waalidka la sheekeystaan ama ay ka dhageystaan durufaha la soo gudboonaday.

Geediga badan ee qoysaska Soomaaliyeed (transiency): Dugsiyada waxay dhibaato badan kala kulmaan geediga badan ee waalidiinta soomaaliyeed iyo iyadoo sida badan aan ku wargelin dugsiyada cinwaanka guriga cusub ee ay degeen si loogu soo hagaajiyo waraqaha.

Dhaqanka soomaaliyeed oo aan dhiirigelin in khaladka ilmaha lagu saxo tusaaleyn: Sida badan waalidka soomaaliyeed waxaa dhaqan u ah in la ciqaabo ilmaha marka laga soo gudbiyo warbixin aan farxad gelin waalidka. Tusaale, waxaa sida badan waalidku adeegsadaa ciqaab (corporal punishment) ama canaan culus marka dugsiga ama barayaasha ay soo diraan warbixin aan wanaagsanayn. Arintaani waxay sabab unoqotaa in sida badan caruurta ay ka qariyaan waalidka warbixinada (progress report), natijada

imtxaanka (exam results iyo ogeysysiska kulanka waalidka iyo barayaasha (parent/teacher meetings)).

Abaabul la'aanta jaaliyadaha soomaaliyeed: waxaa aad uu liito abaabulka jaaliyadaha soomaaliyeed, sida abuurista xaruumo kor loogu qaado waxbarashada caruurta laguna hormariyo dhaqanka iyo hidaha soomaaliyeed.

Si loo daboolo daldaloolada sare lagu xusay waxaa loo soo jeedinaya waalidiinta qodobada hoos ku qoran:

1. Waalidiinta soomaaliyeed waa in ay ogaadaan in guusha waxbarashada carurteena ay ku xiran tahay hadba inta aan juhdi gelino waxbarashadooda iyo la socodkeeda.
2. Waalidiinta waa in ay xil gaar ah iska saaran fahmida iyo barashada nidaanka waxbarashada dalka iyo kaalinta ay ku yeelan karaan waxbarashada caruurta.
3. Waa in aan ka abuurnaa guryaheena jawi munaasab u ah waxbarasho. Sida waqti go'an in loo cayimo daawashada telefiishiinka iyo in haddii durufta saamaxdo la sameeyo meel gaar u ah waxbarashada.
4. Sidaasi oo kale waa in waqti go'aan loo cayimo seexashada qoyska
5. Waa in aan xaqiijinaa subax kasta u diyaargarowga caruurta waxbarasho. Sida in la xaqiijiyo nadafada dharka, jirka, buugaagta, qalmaanta iyo in cunto u qaatan dugsiga
6. Waa in caado laga dhigto in la weydiiyo caruurta marka dugsiga (school) ka yimaadaan waxii maalin kala soo kulmeen dugsiga, waxii ku adkaa, waxii uu aad uga helay iyo haddi loo soo dhiibay wax fariin ama qoral ah
7. Waa in la weydiiyaa caruurta natijada ay ka heeleen imtxaanka laga qaaday. Waana in aan la dhaliilin hadii uu sheego in uu ku liitay imtxaanka. Haseyeeshe taa bedelkeeda waa in la weydiiya waxyaabaha ku adkaaday, laguna dhiirigeliyaa in uu u diyaargroobo imtxaanada soo socda.
8. Haddii ay kuu cadaato in ay duruustu ku adag tahay, geey meelaha laga caawiyo ardayda (homework centre) ama macalin gaar ah u qabo (home tutor). Haddii xarun ilmaha lagu cawiyo aysan jirin adigana ay kugu adag tahay in ad caawiso (aqoon ahaan iyo dhaqaale ahaan), utag dugsiga una sheeg in ilmahaagu uu bahanyahay kaalmo dheeri ah

adigana aadan awoodi Karin in aad cawiso. Sidaasi oo kale la xiriir haddii ay jiraan aqoonyahano soomaaiyeed oo la shaqeeya dugsiyada (Somali tutors or liaison officers)

9. La saaxib ilmahaaga, markastana dhiriigeli. Ogow qofka waxbaranayo waa ilmaha ee adiga xoog waxba kuma bari kartid.

10. Maadaama ay suurogal tahay in an maqaalkan akhrintiisa awood aney u wada helin dadka u baahan ,fadlan qofkii akhristow ku dabaq qoyskaada iyo hadba intii ad fursad u heshid oo soomaali ah

11. Waxa ila quman gudiyada soomaalida ee magaaloyinka waaweyn(nz somali community) in ay la xiriiraan wasaarada waxbarashada deegaankooda si la iskula meel dhigo in waalidiinta loogu gudbiyo macluumaadka la xiriira qaabka waxbarashada dalkan (New Zealand (Education system).

Gunaanad

Waxaan maqaalkan si gaar ah ugu ifinay durufaha horjoogsiga ku ah in waalidka soomaaliyeed ka qaataan waxbarashada caruurta kaalin firfircoon. Inkastoo ay ujeedada maqaalku ahayn in lagu soo bandhigo dhibatooyinka badan ee la soo dersay waalidiinta soomaaliyeed ee kuu nool wadamada reer galbeedka, waxaan dulmar kooban ku sameynay dhibatooyinka jira kuwooda aan isleeyhay soomalidu xal waa heli kartaa. Waxaa xusid mudan in xalinta dhiibtada jirta ay u bahantahay in si gooni gooni ah iyo wadajirba ah loo wajaho. Waa in an maanka ku hayno in qofna ama qoysna uu guul kaa gaari Karin waxbarashada caruurtiisa inta mid kamid caruurta kale ee soomaaliyeed uu beylah ama halis uu ku sugan yihiin.

Cudur daar: waxaan ka cudur daaranayaa haddii gef loo arko dhaliilaha dhexdeena ee aan kor soo sheegay. Ulama jeedo in waxbarashada ubadka Soomalidu ku guuldareysatay, balse waxaan door biday oo keli in aan soo gudbiyo waxii daldalolo jira aniga oo dhexda kaga jira waalidinta ay dhibaatahu saameyso si loo tayeeyo waxbarashada ubadkeena.

Macluumaadka ku saabsan maqaalkan waxaa lagala soo xiriiri kara:

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Xigasho

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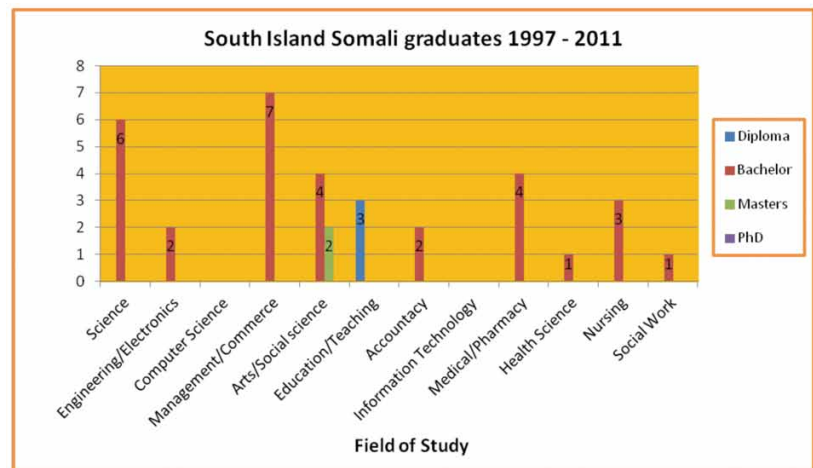
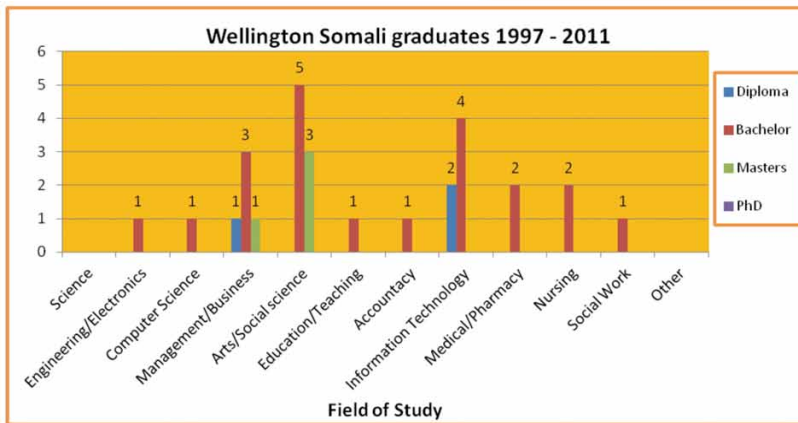
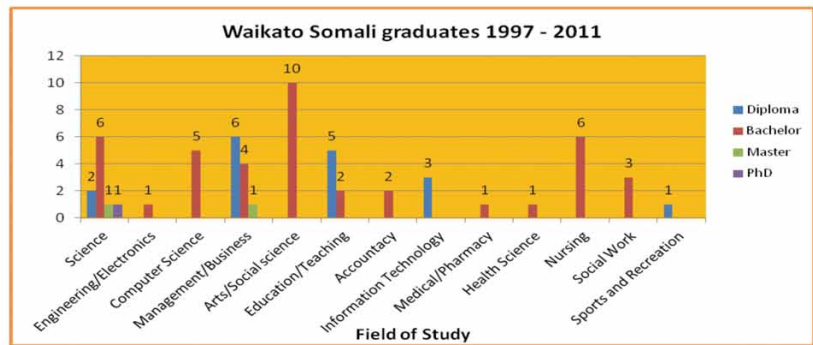
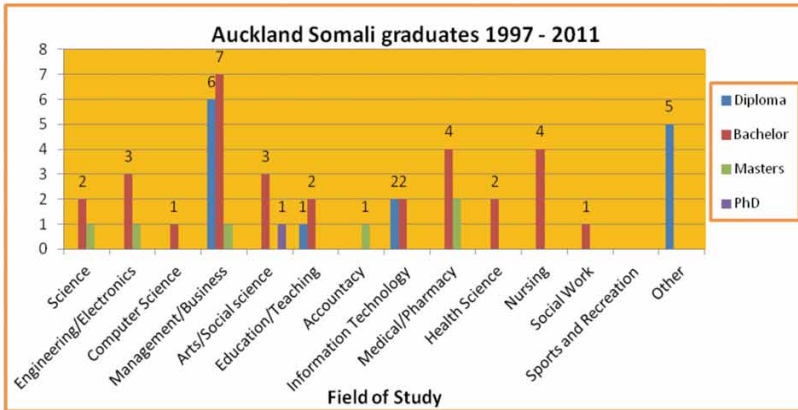
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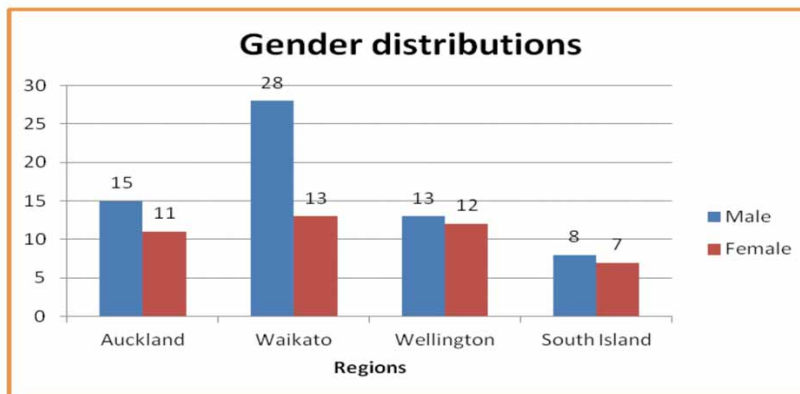
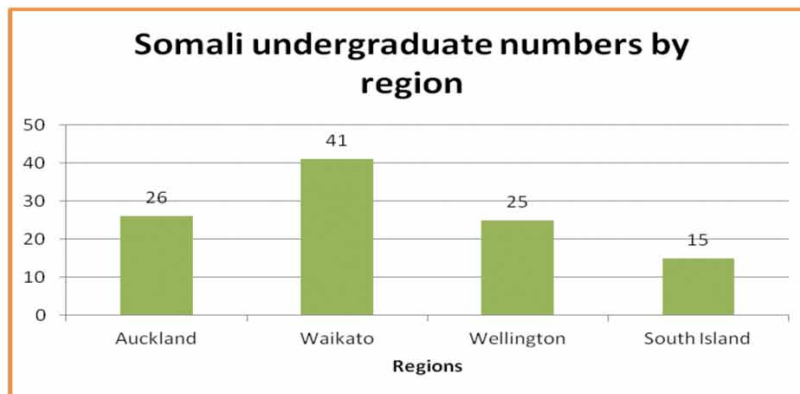
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FIELD OF STUDY ANALYSIS



UNDERGRADUATE ANALYSIS

As at 2012, there are 107 Somali tertiary students (undergraduates) around New Zealand. They are made up of 64 males and 43 females. Overall the number of undergraduates has decreased compared to previous years. This is largely due to migration to Australia. The charts below give information about the the number of Somali undergraduates per region as at 2012 and the gender distributions. This will be updated each year as new students enrol in tertiary education while others on the list graduate and get profiled in the annual Somali Graduate Journal.



UNDERGRADUATES 2012

Somali tertiary students in Auckland 2012

Name	Study area	Education provider	Graduation year
Ahmed AbdiNuur Abdule	Medicine	Auckland University	2015
Abdulqani Muse (Cadami)	Bachelor of Health Science	UNITEC	2013
Ashwaaq Mohamed	Bachelor of Social Science	Auckland University	2013
Abdirizaaq Warsame	BSc (Medical Chemistry)	AUT	2012
Hussein Hadi	Bachelor of Health Science	AUT	2012
Mohamed Hussain Salad	Bachelor of Health Science	AUT	2012
Fahima muse	Bachelor of Nursing	UNITEC	2014
Alim Yusuf	Bachelor of Health Science	UNITEC	2013
Abdirizaaq Jamac Ahmed	Bachelor of Engineering & Commerce	Auckland University	2012
Ayan Haji Said	Masters of Public Health	AUT	2013
Aisha Hadi	Bachelor of Nursing	AUT	2013
Sahur Omar	BA (Sociology & Political Studies)	Auckland University	2010
Hassan Hussein	Travel and Tourism	AUT	2014
Asia Hadi Ibrahim	Bachelor of Nursing	AUT	2013
Miski Hussain	Bachelor of Nursing	AUT	2013
Salah Farah	Master of Social Policy	AUT	2013
Nacimo omar Ali	BSA	Auckland University	2012
Hibaaq Mohamed Abdi	Bachelor of Health Science	Auckland University	2012
Ibrahim Abdulkadir	Postgrad Diploma in Public Health	AUT	2012
Mahad Warsame	Bachelor of Social Science	Te wananga o Aotearoa	2013
Aisha Hadi Ibrahim	Bachelor of Nursing	Auckland University	2012
Kayse Jaylani	Bachelor of Health Science	UNITEC	2013
Anwar Warsame	Bachelor of Economics	Massy University	2013
Kaltun Ahmed	Bachelor of Nursing	AUT	2012
Nimo Sharif	Bachelor of Teaching	Auckland University	2013
Mustafe Omar Ali	Bachelor of Computer Science	UNITEC	2012

UNDERGRADUATES 2012

Somali tertiary students in Hamilton 2012

Name	Study area	Education provider	Graduation year
Salma Salat	Bachelor of Nursing	Wintec	2015
Faduma Salat	Bachelor of Occupational Therapy	Wintec	2012
Sharmake Yusuf	Bachelor of Social Science	University of Waikato	2012
Sadeeq Farah	Bachelor of IT	Wintec	2012
Aliyah Omar	Bachelor of Management	University of Waikato	2012
Mohamed Jelle	Bachelor of Science	University of Waikato	2012
Jamal Hashi	BSc (Computer Science)	University of Waikato	2012
Hamdi Sheikh	Dip ECE Teaching	Wintec	2012
Munera Sheikh	Dip ECE Teaching	Wintec	2012
Khadra Mohamed	Bachelor of Social Science (Public Policy)	University of Waikato	2012
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	2012
Leilo Habbad	Bachelor of Nursing	Wintec	2012
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	2012
Abdikadir M Ahmed	Bachelor of Electronic Commerce	University of Waikato	2012
Abdikadir M. Abdi	Bachelor of Science (computer science)	University of Waikato.	2013
Kadar Abdullahi	Bachelor of Business Analysis	University of Waikato	2012
Abshir Gabose	Bachelor of Social Science	University of Waikato	2012
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 Abdulkadir	Bachelor of Social Science	University of Waikato	2012
Shafat salad	Bachelor of Sports	University of Waikato	2012
Egran Abdullahi	Bachelor of Nursing	Wintec	2012
Abdirahiin Sheikh	BSc (Computer Science)	University of Waikato	2012
Abdi	BSc (Engineering)	University of Waikato	2013
Faysal Mohamed	BSc (Tech)	University of Waikato	2013
Abdullahi salad	Bachelor of Business Analysis (Accounting)	University of Waikato	2013
Bashi Hirsi	Bachelor of Mechanical Engineering	Wintec	2015
Fahmo shaqlane	Bachelor of Nursing	Wintec	2014
Abdullahi Ali	Diploma of Engineering	Wintec	2014
Ali Hassan	Bachelor of Information Tech	Wintec	2012
Saed Hassan	Bachelor of Social Science	Wintec	2013
Sadiq Mohamed	Bachelor of Information Tech	Wintec	2012
Nimo Salad	Bachelor of Science	Wintec	2012
Naima Guled	Bachelor of Nursing	Wintec	2013

UNDERGRADUATES 2012

Somali tertiary students in Wellington 2012

Name	Study area	Education provider	Graduation year
Fuad Farah	BCA (Electronic Commerce & Information Systems)	Victoria University of Wellington	2012
Yusuf Qaliif	BBS (Finance & Economics)	Massey University in Wellington	2012
Anwar Muridi	BBS (Human Resource Management)	Massey University in Wellington	2012
Caydarus Sheikh	BCA: Majoring Information Systems & Marketing	Victoria University of Wellington	2013
Farhiyo Abdullahi	BBS (Human Resources)	Massey University in Wellington	2010
Mohamad Adan	Marketing & Management	Victoria University of Wellington	2012
Fadumo Salad	Bachelor of Nursing	Wellington Institute of Technology	2012
Hassan Ahmed	Bachelor of Computer/Diploma in Computer Service	Wellington Institute of Technology	2012
Yurub Adan	BCA (Accounting & Information Systems)	Victoria University of Wellington	2012
Khalid Amin	BA in Media	Auckland University	2013
Sahra Farah	Bachelor of Nursing	Wellington Institute of Technology	2012
Ayan Nor	BCA (Marketing & Pharmacology)	Victoria University of Wellington	2012
Sayid Nor	Engineering	Victoria University of Wellington	2010
Mahamad Muqtar	BCA (Computer Science)	Victoria University of Wellington	2013
Adam Qalif	Engineering	Victoria University of Wellington	2013
Sacida Sheikh	BCA (Marketing & Economics)	Victoria University of Wellington	2012
Nejima Gabose	Bachelor of Nursing	Whitireia New Zealand	2012
Marwa Guled	Bachelor of Nursing	Massey University Wellington	2012
Nasra Dahir Nor	Teaching	Victoria University of Wellington	2012
Hani Amin	Medicine	Otago University	2014
Nawal Amin	BA (International Relationships & Religious Studies	Victoria University of Wellington	2012
Subeeda Adan	BCA (Accounting)	Victoria University of Wellington	2012
Aisha Bulle	Bachelor of Social Work	Te Wananga Aotearoa	2012
Abdullahi Gulled	Bachelor of Health Science	Massey University Wellington	2012
Adam Awad	Post Graduate Diploma of Non Profit	Unitec	2012
Ismail Mohamed Ibrahim	MBA	Victoria University of Wellington	2012

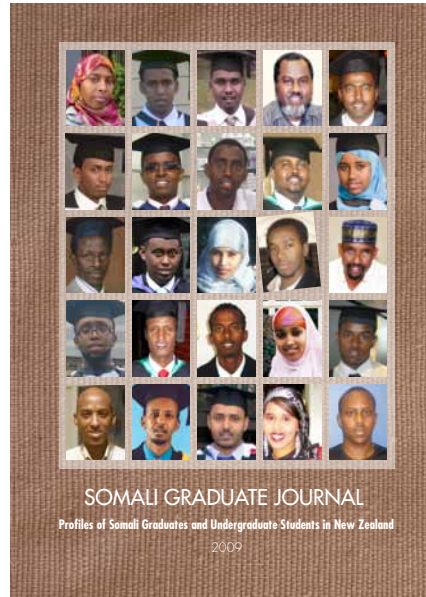
UNDERGRADUATES 2012

Somali tertiary students in the South Island 2012

Name	Study area	Education provider	Graduation year
Hamsa Abdinoor	Bachelor of Arts in Media and Communication	University of Canterbury	2012
Faduma Hassan	Bachelor of Commerce	University of Canterbury	2012
Najah Mohamed	Bachelor of Nursing	Christchurch Polytechnic Institute of Technology	2013
Abdirisq Yusuf	Bachelor of Commerce in Human Resource Management and Industrial Relations	Victoria University in Wellington.	2012
Abdurahman Osman	Bachelor of Commerce double major in Economics and Accounting and Information Systems	University of Canterbury	2012
Abdullahi Hussein	Bachelor of Commerce in Accounting and Information Systems	University of Canterbury	2012
Mohamed Ali Aden	Engineering	University of Canterbury	2012
Mustaf Idiris	BSc Engineering	University of Canterbury	2014
Bahja Ibrahim	Bachelor of Midwifery	CPIT	2014
Hassan Abdulkadir	Bachelor of law	Otago University	2012
Bashir Hassan Abdi	Bachelor of Commerce in Management Science and Economics	University of Canterbury	2012
Abdifatah Adan Ibrahim	Bachelor of Commerce in Management	University of Canterbury	2013
Mohamoud Osman	Masters in Biology	University of Canterbury	2012
Ayan Hussein	Bachelor of Health Science major in Microbiology	Massey University	2012
Nasteha Hussein	Bachelor of Health Science major in Microbiology	Massey University	2012



2008 issue



2009 issue



2010 issue



Auckland Somali Community Association, Incorporated

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