



ERITREAN COMMUNITY FESTIVAL IN SCANDINAVIAN COUNTRIES

The 19th Eritrean Community Festival in the Scandinavian countries was conducted from 27 to 30 July in Stockholm, Sweden. The festival in which a number of Eritrean nationals from different European countries participated was opened by Foreign Minister Osman Saleh.

Speaking at the opening ceremony, Mr. Alem Teklegergis, Head of Holidays Coordinating Committee, explained that festivals have been a forum for the preservation of national culture and identity, in addition to being venues for the transfer and sustainability of societal values.

Mr. Yonas Mana, Charge d'Affairs at the Eritrean Embassy in the Scandinavian countries, explained on his part that the festivals conducted with national harmony vividly portray the strong commitment of Eritrean communities to keep intact cultural and national identity.

Foreign Minister Osman also gave briefings regarding the objective political, diplomatic and economic situation in the homeland as well as the concerted effort the people and government of Eritrea have been exerting vis-à-vis combating hostilities and ensuring effective implementation

of development programs.

Minister Osman said that ensuring social justice and equitable distribution of services along with human resource development are national priorities. He further called on nationals abroad to sustain their initiative to make professional and financial contribution in the nation-building process.

Apart from seminars on various issues, the 19th Eritrean Community Festival in the Scandinavian countries featured different cultural and artistic shows.

NUEYS ON STRATEGIC WORK PLAN



At an assessment meeting from 27 to 30 July, the National Union of Eritrean Youth and Students (NUEYS) conducted deliberation on the implementation of strategic work plan.

The reinforcement of organizational capacity of the youth, training and micro-scheme programs, ensuring youth participation in development undertakings as well as strengthening bilateral ties with regional and international partners featured prominently in the five-year strategic programs.

Noting that the Union has been implementing a number

of projects in a bid to achieve overall objectives, in addition to overcoming challenges, Mr. Saleh Ahmedin, Chairperson of the Union, explained that the achievement registered so far attest to the integrated effort exerted.

The participants of the meeting also conducted discussion on ways and means of reinforcing the dynamic participation of the youth in the national development drive, in addition to organizing training programs towards upgrading the skills of the youth, and thereby enable them become self-supporting and productive members of the society.

ERITREA GENERAL AUDIT PROVIDES TRAINING

The Eritrean General Audit, in collaboration with the African Organization For Supreme Audit Institutions in English Speaking Countries (AFROAI-E), is providing training for staff members with a view to introducing new auditing system in the country.

The two-week training included modality of monitoring

financial institutions, challenges encountered during the auditing process and measures to be taken, audit verification, information gathering system and documentation of audit result, among others.

The General Manager of the Eritrean General Audit, Mr. Gerezgiher Gebremedhin pointed out that sustainable training

programs are being organized to enable Eritrea cope with the international auditing standard and that the present training is aimed at ensuring auditing effectiveness. The training is being provided by audit experts from Uganda, Kenya and Botswana.

It is to be recalled that Eritrea received award in 2016 from AFROAI-E for excellence in auditing.



Development

Rise of Eritrea's Higher Education Institutions

Semir Seid

The year 2004 was a turning point for the progress of tertiary education in Eritrea. To make educational opportunities equitable, accessible and wholesome, the government set up colleges in different parts of the country and spread the faculties previously housed in one university. Every college has its own organizational and educational administration under the auspices of the National Commission of Higher Education (NCHE). Currently, there are seven colleges providing higher education to produce skilled citizens who contribute to the national development of the country.

Higher education institutions in Eritrea are centers of excellence working for sustainable development, through teaching and research. In the last ten years, these institutions have graduated around thirty thousand students. Every summer Eritrean colleges deliver talented and visionary graduates who can potentially fill-in the educational and social gaps.

Human resource development is one of the heavily invested macro policy agendas every other year. Investment on education is a short and long term goal a nation can afford to win. It is a future-oriented task that yields a return on investment. The government of Eritrea makes sure the huge amount of resources for education are cashed out for social justice and gradual economic development.

Higher education institutions cater

to human resource development by teaching students to have careers in a variety of fields of study. Most of the Eritrean colleges this year held their 10th commencement. The sheer number of graduates so far is a testimony to the persistence of individual college's educational administration. According to the institutions' documents so far Eritrea Institute of Technology (EIT) has graduated 13,571 students, Hamelmalo Agricultural College (HAC) 4840 students, College of Business and Economics 4694, the College of Science and Marine Technology 1420, Asmara College of Science and Health Technology 3515, Adi Keih College of Arts and Social Science (CASS) 1476 and Orotta General Medicine and Dental College 256 Medical doctors.

The faculty and staff of the colleges are the right arm of higher education as they shape and hand the society the employees it needs. To lessen the shortage of instructors in these colleges, post-graduate programs are being opened. By recruiting qualified candidates as graduate assistants in the colleges and sending them to graduate schools at home and abroad the need for teaching staff is being met. Using online distance education is also another option to upgrade the status of students. The number of faculty has increased and improved equally as outstanding graduates are filling the available vacancies offered by the colleges every year. The EIT and HAC have been running Masters Programs for a while and the College of Business and Economics is set to start next year.

For developing countries

like Eritrea human resource development is to the economy and social service provisions. It is a fact that public and private organizations look for trained personnel and the colleges are making sure they respond to the demands.

The colleges helped the youth across the country to chase their dreams learning in secondary schools. Long as the current generation is continually upgraded by the technology advancement accesses, information on which higher institution is better for their educational career is no longer an issue. It just remains a matter of decision to select one from the other.

Developing countries are under pressure to meet the increased

demands for higher education. In Eritrea, the price paid to get into the colleges is only a personal devotion to education, nothing more nothing less. Education at all levels is provided free of charge to all citizens. Parents send their children to school as they believe higher positions and professionalism can be achieved if education is taken more seriously.

Female participation in higher education in all of the Eritrean colleges is increasing. For instance, the Adi Keih College of Arts and Social Science and College of Marine Science and Technology (CMSAT) recently registered fifty percent female participation in their college.

In an effort to boost the efficiency of educational service given by

Eritrean Colleges, the government of Eritrea in collaboration with the government of China invested more than 25 million dollars for a new building that will house the College of Science which was formally inaugurated last week. Similarly, in collaboration with the African National Bank and the United Nations Development Program (UNDP) the government has constructed a 5 million dollar building that has 10 laboratories in the College of Agriculture at Hamelmalo.

The contribution of each college in administrative, financial, political and economic spheres is widely recognized with the help of yearly graduates. As part of that, lower educational institutions (juniors and high schools) are assisted with graduate teachers from higher institutions.

To strengthen the unity of the society and meet its social demands and minimize miscellaneous costs the colleges are strategically situated in the regions near the major towns. Colleges are continually upgraded to give students comfort and accesses to digital libraries, the internet, laboratories and other educational services.

These institutions manage to deliver qualified and productive citizens who work for sustainable national and regional development. The future will be no longer until these institutions are getting into the higher level of education the country awaits.



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OPINION

Eritrea - Social Remittances and Development

In Eritrea, from May to August, we regularly see different and unique activities that attract human attention. The main activities of the season include Independence Day and Martyrs' Day, various graduation ceremonies, intensive agricultural activities, summer work programs involving students, youth coming from and going to Sawa, the Sawa youth festival, and Expo national festival. In addition, we see the arrival of thousands of Eritreans from the diaspora. The annual arrival of the Eritrean diaspora raises questions about how the country can benefit and what it can expect from them, as well in what ways cooperation and support can be enhanced.

Human beings have been in perpetual motion since the dawn of history. Vast waves of humanity crossed the boundary of their original home to settle in other host countries. The word diaspora is meant to signify the dispersal of people from their original homeland. Simply, a diaspora is a community of people living outside their country of origin.

Eritreans in the diaspora have developed a sense of "belongingness" to their country and regard their ancestral homeland as their true home, to which they will eventually return. The Eritrean diaspora has long been known for its commitment to the reconstruction and protection of their homeland. Eritrea has a large diaspora who began migrating decades ago. To this day, Eritrea continues to lose many of its citizens because the lights in the developed world shine brighter and because many hope to attain a better future. People migrate for a variety of reasons including the search for better economic opportunities, education, and family reunions.

Migration imposes a high cost for developing countries like Eritrea, often depriving the country of the human capital necessary to achieve long term economic growth. This human capital flight may impose a significant economic burden for the country as migrants take with them the value of their training and education, which is often subsidized by governments with limited resources. This has caused brain drain, where the brightest minds that were educated with limited resources leave for other countries.

This type of migration affects the development of the country. Therefore, we have to ponder ways and means to convert the brain drain to brain gain.

However, migration is a two-way occurrence, with many migrants returning home with specialized knowledge and skills which can help improve development programs in the country. These migrants may include, among others, those who obtain additional education abroad and return home to serve in public health, education, engineering, policy making, investment and other areas that demand expertise. Eritrean diaspora professionals, who

transfer in order to promote ongoing development. Eritrea has sought to strengthen ties with its diaspora, recognizing it as a potential resource of human and social capital that can make a major contribution to the development of the country.

Social remittances are defined as ideas, practices, mind-sets, world views, values and attitudes, norms of behavior and social capital (knowledge, experience and expertise) that the migrants and the diaspora mediate and consciously or unconsciously transfer from host to home countries (Gakunzi 2006: 12). Today the thinking over migration has changed and is

economic development. Eritrea is hankering more for the value of skills and knowledge transfer than the value of money remittances.

It has been repeatedly said that Eritrea's best and reliable resource is human capital. In order to empower its human capacity educational and health institutions have spread throughout the country. Recognizing the effect of skilled and knowledgeable work force, a rapid increase in technical and vocational schools and tertiary education has been registered. Eritrea faces challenges and has sought to invest in its youth and human capital. The aim of this investment in

skills and networks and thereby contribute positively to the development of Eritrea. The country is now in need of the individual and collective contribution of the diaspora's expertise to assist and introduce the locals with new ideas and innovation. Our colleges, hospitals, administrative offices and ministries need diaspora initiatives to supplement the effort and determination of the locals.

There are many Eritreans from the diaspora working in different parts and institutions of the country. For example, the diaspora contribute in the areas of education and health. The benefits of their valuable knowledge, experience, and innovative practices are felt within the community and country. These individuals illustrate and prove that the Eritrean diaspora is important to channel innovative ideas, intellectual capacity, skills, and creative thinking.

Eritreans are known for their hospitality and reception of guests. The people treat the diaspora with respect. Although the majority of the diaspora respect, appreciate and live in harmony with the society, a few may be misguided. To mention some of the contemptible manifestations, consider unattractive and socially undesirable movements, extravagance and conspicuous consumption, misconduct, disrespect to the culture, and a tendency to look down upon people. But the vast majority seen and appreciated are the many young diaspora who completed their education and training in Sawa, the doctors who served in hospitals, lecturers in colleges, and consultants in many key positions. The actions of the very few must not misconstrue the image of the whole diaspora.

To conclude, Eritrea has long been known for its commendable policy of self-reliance; it turns to no one and nowhere to beg to its development except to its sons and daughters. The unparalleled unity of Eritreans of all ages and both genders, from inside and outside the country is now enormously needed in the reconstruction and development endeavors of the country.

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can deliver such expertise to Eritrea, are large and live in many foreign countries. Therefore, strategies should be envisaged so that the expertise and experience acquired by the Eritrean diaspora can be made available for the promotion of development. Toward this end, many Eritrean diaspora have made frequent visits to contribute their expertise to the ongoing process of development.

Another issue is remittance, which is a broad topic. Migrants are expected to send back home not just money. In addition, they transfer ideas, technology, norms of behavior and values. These non monetary transfers have been described by scholars as "social remittances." Social capital as a resource to development is of vital importance. In this regard there are many social remittances that the Eritrean diaspora have and can

considered as an important force in development for both developing and developed countries. The social remittances that the Eritrean diaspora possess and can transfer to Eritrea include innovative ideas, valuable transnational networks, knowledge, valuable habits and attitudes, new technological skills and work ethics.

No one can say that migration is wholly positive or wholly negative. It is much more complex. It deprives countries of highly educated and skilled workers, separate families and increase inequalities. To get the desirable out of the undesirable, migration is increasingly seen as a contributor to development. Migrants make important contributions to host countries, and the flow of financial, technological, social and human capital back to their countries of origin helps to reduce poverty and stimulate

young people is to create hope and opportunity among them which in turn is essential to foster development. Taking the popular notion of "Eritrea is for all Eritreans and all Eritreans are for Eritrea" into account, we must endeavor together for the fruit of development that we expect to ripen in the near future. The diaspora is imperative to help along the way.

Although the social remittances of the Eritrean diaspora is recognized as an important source of development, it is still untapped. It is evident that the remittances to relatives or friends that supplement domestic incomes of many families and the 2% tax of reconstruction are a large source of income and foreign exchange. Here we need to identify the kind of social capital we need. There is a growing desire among the educated diaspora to impart knowledge, professional



The Heavens Finally Open

Natnael Yebio W.

Apparently after a bit of a dry summer welcomed by the soon to be married brides(Bridezilla's) but not us worrying earthly underlings,-the heavens seem to have opened up this morning, it is currently raining cats and dogs outside and what a better way to talk about rain while it is raining. The current drought can possibly be compared to the late 1960's rain dearth. Asmara and its environs were hit by a severe drought. No rain. All wells dry, land burning, animals crying, plants very sad, and sun laughing in the sky, I am not saying the current situation is the exact same but it hasn't rained as it should have this summer.

Imagine that the land has been dry, dusty and barren for almost nine months and then all of a sudden it is the month of June. As the Tigigna saying goes, dogs and days come running without being called. If June is here, the rains cannot be far behind, isn't it?

Well not exactly!

Why? The answer is always: it will rain. But when? The Good Lord knows when. Okay we will

wait.

One week into the month of June, still no rain. Tell me, why is it not raining now?

Again the answer is: patience. Can't you see it is getting abnormally hot; it is a sign for an upcoming heavy rainfall.

Two weeks into the month of June. Not a drop of rain. Look, buddy something is up. Don't you think so?

Now comes the real answer N'Mahlel, a sort of a rain dance rain dances, our people turn to God and ask for forgiveness.

Kale Laiso....

Remember the Lord in times of hardship, says the Good Book. Well said, in one of the Asmara quarters the people slaughtered an ox and prayed loud and clear, like in the days of Elijah. The rains did come, all right.

A lot of Eritreans associate rain with the community's religious performance for that year. If the floodgates of heaven are closed, it is because of our sins. Let us love one another and do good works.

"Why is it then raining cats and dogs in other countries?" enquires a rather curious child.

"Because", would come the answer, "the Lord punishes those whom he loves."

"I wish he hated us from time to time," rumbles the child.

"My dear Kebron, would you please go out and tell mamma what the weather looks like today? Asks a lonely mother.

"There are some clouds in the sky," says the child.

Yes sometimes the sky is overcast, but no rain. One country used to shoot dry ice into the clouds with the help of missiles. It would have looked a bit like blasphemy if they tried it here.

All of a sudden, the sky is brownish blue. The wind rises from its secret retreat and starts to howl. The clouds take their seats. Animals perk up their ears and beasts of burden snort and plough the ground with their hooves. Birds take their peaches on treetops. The cows are coming home. Ladies and Gentlemen, it



is the Summer Rains!

Hallelujah! It is raining. The sound of the frog is heard in our land. Croak, croak.....

And everybody feels like singing in the rain.

I'm singing in the rain, just singing in the rain; what a wonderful feeling, I'm happy again, once sang a certain Film producer by the name Arthur Freed. It is good to sing in the rain because you are happy it came at last. And boy, did it take a long time this summer. Henry Wadsworth Longfellow poetically once said, "How beautiful is the rain! After the dust and heat, In the broad and fiery street, In the narrow lane, How beautiful is the rain! How it clatters along the roofs, Like the tramp of hoofs! How it gushes and struggles out From the throat of the overflowing spout....."

But sometimes the sun comes out in the middle of the rain. The hyena has given birth to puppies, we say. The devil is beating his wife, say Europeans. May the puppies' die, before they grow to be adults and start eating cattle say Eritreans wishing for rain to continue. The Devil has just done the right thing, say the sun-worshipping Europeans, wishing for the sun to continue.

night. It is what they call Tsada Mai, (Rain that wouldn't let go). But it had to stop and disappear along with the sun, like it did on Monday afternoon. People have now mixed feelings. They don't feel like singing in the rain anymore.

Now, where is father? He is supposed to be home at 7 pm. What could have happened to him? Thunder storms could not be ruled out. Did he get struck by lightning?

To make things worse, there is power failure.

"Go and buy a candle," instructs the mother.

It is pitch dark outside. The shopkeeper is doing brisk business in wax candles. He knew the lights would go off anytime and had made wise preparations against those bleak nights.

What is there to be done at 8 o'clock in the evening in a dimly lit room and the supper is running late being prepared and everyone is feeling gloomy because father has not come home yet.

Big brother suggests the family play Chinese shadows by twisting and turning their fingers in front of the half gone candle.



The rain continues into the

Continued on page 8

Understanding Education in Eritrea

Dr. Fikrejesus Amahazion

According to UNESCO, education is a fundamental human right and is essential for the exercise of all other human rights. Education also promotes individual freedom and empowerment, and is a critical factor for economic growth and broad development. Around the world, millions of children and adults remain deprived of education, many as a result of poverty.

A young, low-income country located in the fractious Horn of Africa (HoA) region, Eritrea has prioritized education as a key pillar within its national policy and broader framework for development, socio-economic growth, and poverty alleviation.

There is little doubt that the country faces challenges in many areas, including education; at the same time, a lot of progress has been achieved in a short period, which should not be overlooked. Yet, as with most coverage of Eritrea in general, mainstream analyses and discussions of education (across all levels) are often cursory, lacking in context, or plagued with various shortcomings.

Eritrea's efforts at improving access to and opportunities within education actually date back to the days of the country's decades-long independence struggle. The independence movement, led by the Eritrean People's Liberation Front (EPLF), developed an elaborate system of educational programs and institutions to extend education to the children of fighters, orphans, refugees, and groups traditionally excluded from opportunities to learn, such as women, nomads, and rural populations.

However, even while the efforts to offer education during the struggle were commendable, at independence the country's literacy rates (across all ages) were quite low, particularly for girls and women, and overall enrollment rates (within primary levels) hovered around 30 percent. Within that context, at independence, education was made compulsory, for both girls

and boys, and the country also proceeded to build hundreds of schools in both rural and urban areas.

As well, initiatives were begun to offer education in the various languages used within the country, helping ensure access to all ethno-linguistic groups. Largely as a result of the country's investment – government expenditure on education is between 8-10 percent of the national budget – and various other efforts, Eritrea's primary enrollment rates are now approximately 90 percent, while both gender disparity and adult literacy have dramatically improved. Importantly, literacy rates for youth in Eritrea are considerably higher than those for adults, suggesting that the country's efforts to strengthen the supply and quality of basic education programmes have largely been successful, and should be continued and augmented.

Interestingly, while Eritrea is often derogatorily referred to as the "North Korea of Africa" the country's focus upon, and rapid improvement within, primary education actually share parallels with South Korea. For example, consider how, after Japanese colonialism and the destructive Korean War in 1953, South Korea, then an undeveloped, low-income country faced with a myriad of domestic and external challenges, made a strong commitment to expanding primary education, ultimately resulting in remarkable improvements in national enrolments and literacy rates.

Another area of focus in Eritrea, and the cause of much mainstream misunderstanding, has been higher education. Traditionally, the University of Asmara was the only institution of higher learning in the country, and was restricted to several thousand students. Accordingly, both to expand access to and cater to growing demands for higher education, in the mid- 2000s, the government restructured the university. Ultimately, while the university was retained, seven new colleges and institutions of higher learning, located throughout the country, were built.

Somewhat myopically, analysts,

critics, and opponents have frequently derided the change, alleging it was done to produce a less-educated populace. However, such perspectives overlook the fact that the country's system of diploma, bachelor, and master programmes has generally remained the same, except for the fact that the number of programs has increased.

Moreover, it fails to account for how the number of students enrolled in higher education within Eritrea has dramatically risen from between 3,500-5,000 at the University of Asmara to nearly 18,000 today.

Finally, it misses how restructuring and relocating has allowed for a richer educational experience; for example, the College of Marine Science Technology is located on the country's coast, in Massawa, quite apt for critical first hand research and study, while the College of Arts and Social Sciences is located in Adi Keiyh, a region of historic significance and rich social and cultural diversity.

Beyond perspectives lacking context, it is much more helpful to recall that states must often make pragmatic decisions and, at times, choose the best course of action from among only a few available choices. For Eritrea, a poor country with a growing youth population and rapidly increasing demands for higher education, the process of restructuring is better understood as a practical, sensible decision, undertaken within a challenging context and

influenced by a commitment to improving the lives of the broad population. In this regard, consider how in the 1960s, the People's Action Party (PAP) government in Singapore had decided that English was the language of commerce, international trade, and science, and that the wide use of English would serve to link Singapore to the world and also give it a competitive advantage (thus improving socio-economic development). Furthermore, the incorporation of English would also give Singapore – a religiously-diverse, multi-ethnic, and heterogeneous country – a common, neutral, working language (thus improving peace and stability).

Accordingly, Nanyang University, which was a Mandarin-medium institution, was encouraged to transition to English, and eventually absorbed into the broader National University of Singapore. While many opponents criticized the move, attacking the government, the move ultimately helped graduates to find suitable employment and meet many of the strict meritocratic standards prevalent within the fast developing, changing society.

While the increase in the quantity of higher education within Eritrea has been relatively quick, improvements in the quality of education will naturally take time to develop. Quite simply, demand has, thus far, outstripped the supply of qualified personnel. Yet, this should not overshadow the fact that gradual

improvements are being made, with the support and training of qualified locals, the recruitment of more professors from abroad (e.g. Kenya and diaspora Eritreans), the engagements in numerous cooperative educational programs with other countries (e.g. Japan), and the ongoing investment and support of students' pursuit of Master's and Ph.D. programs (e.g. in Turkey).

Overall, in a short period of time, Eritrea has made considerable, tangible improvements in education throughout the country. Moving forward, it should continue to invest within education across all levels, further expanding quantity and enhancing quality. Such measures should be undertaken not only as a national commitment toward the realization of a fundamental human right, but also as a mechanism to support socio-economic growth, national development, peace and stability, and competitiveness in the highly competitive world economy.

Last, ongoing misguided mainstream understandings or analyses of Eritrea (and education in the country) reflect the enduring general notion that the "Third World" and its people exist "out there," to be known through theories and intervened upon from the outside. The "Third World" has "needs" and "problems" but few choices and no freedom or capability to act. Such assumptions illustrate a paternalistic attitude and perpetuate hegemonic ideas of foreign superiority.





**REQUEST FOR PROPOSAL (RFP)
FOR CONSULTANCY SERVICES
RFP/002/2017 -B**

The state of Eritrea has received a Grant from Global Fund to Fight HIV AIDS, Malaria TB, and intends to apply a portion of this fund to eligible payments under the below mentioned consultancy .

Now The Project Management unit of Ministry of Health seeks consultant firms for the following assessment on:-

- 1. Utilization of Health Communication Materials for the Health promotion program in Eritrea
- 2. Formative assessment of nomadic population on health topics of Malaria /HIV Aids,TB and Vaccination.

Hence it requests the submission of Technical and Financial Proposals for the above cited assignments on or before July 14, 2017.

- Requirements:-
- a) The consultant should be registered and having license 2016.
 - b) Should have at least Master’s degree in public health epidemiology and preferably on communication and health promotion.
 - c) Should have the experience of conducting successful health promotion related studies.

Please note that you can collect all documents in soft copies (RFP,Terms of reference) from the office - Project Managements Unit of Ministry of Heath ,Asmara, Eritrea during office hours .
Tel: PMU/MOH - 291-1-122978/ 124360

**THE STATE OF ERITREA
MINISTRY OF AGRICULTURE
National Agricultural Project (NAP)**

Invitation for Consultant

RFP No[06.2/01/LP/NCB/NAP/IFAD/GRANT/ DSF-8107-ER/RSD/LR/2017]

The Government of Eritrea (GoE) Ministry of Agriculture has received a grant from NAP/IFAD Project. Partial of this grant will be used to undertake Lot.1 Consultancy on Pest Surveillance (Entomology) and Lot. 2 Consultancy on Pest Surveillance (Plant Pathology)

The Ministry of Agriculture (MoA) invites a qualified consultant to undertake Lot 1 Consultancy on Pest Surveillance (Entomology) and Lot. 2 Consultancy on Pest Surveillance (Plant pathology) and should have a renewed license for the year of 2015/16 appropriate for Lot.1 Entomology and Lot. 2 (Plant pathology).

The request for proposal (RFP) is a two stage envelope system, whereby the technical & financial proposals will be prepared separately.

To this effect, interested and eligible National Consultants are invited to participate in this bid and can collect the request for proposal including TOR from the office of Procurement and Supplies Management Unit (PSMU) of the Ministry of Agriculture.

The closing date of submission of proposals will be on August 29/2017 at 14:30 PM local time hours and opening on the same will be on August 29/2017 at 15:00 PM local time hours in the office of Procurement and Supplies Management Unit (PSMU) of the Ministry of Agriculture,Tel:181076/77,Fax:181415,P.O.Box:1048,Sawastreet,Gejeret Head office in presence of the bidders or their representatives who wish to attend.

The Ministry of Agriculture reserves the right to reject any or all proposals without needing to justify of the ground for such action.

**Cancellation
of Invitation
for Bids**

IFB Number: GF/NFM/MA-ICB 003/2017
Procurement of Hospital equipment (Diagnostic Equipment)

The Project Management unit of ministry of health has obtained other options for the supply of this hospital diagnostic equipment’s; therefore it has canceled the invitation of the bids published in Hadas and Eritrean Profile newspaper on July 15, 2017.



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VACANCY ANNOUNCEMENT

Bisha Mining Share Company PLC is inviting interested applicants for the following position.

Position: Fitter Crew Leader
Department: Engineering
Number required: (01)

Main duties and responsibilities

Planning

- Follows the "Planned Maintenance Schedule". (Work Orders).
- Makes a list of parts and equipment required.
- Workforce planning.

Implementation of Plan

- Identifies the highest priority for each day and focus on completing relevant tasks.
 - Ensures good housekeeping.
 - Ensure safety, health & environment requirements are fulfilled at the work place, including leading Field Level Risk Assessment (FLRA) and proper use of the appropriate PPE. Report any safety issues/incidents.
 - Comply with mine's cardinal rules and other safety, environmental or other rules and standards as directed. Identifies any hazards in the work place.

Mechanical Installations: (Oversees)

- Remove and replace mechanical components (direct & indirect drives, pipe systems, static & dynamic seals, bearings, brakes and clutches, heat exchangers and pressure vessels, lubricating systems, pumps/pump designs, hydraulic / pneumatic systems, gearboxes, compressors, valves (includes safety valves), crushers and mills, filter systems, agitators, vacuum pumps, cyclones, screw and belt type conveyors, blowers, motors and associated equipment).
- Align machines and equipment using dial gauges
- Commission assemblies / machines
- Assemble mechanical components.

Mechanical Maintenance: (Oversees)

- Diagnose and repair faults on equipment and machinery during production/operation
- Analyse and solve mechanical problems.
- Refurbish/overhaul machines.
- Perform first line and routine maintenance.
- Maintain mechanical components: (direct & indirect drives, static & dynamic seals, bearings, brakes and clutches, heat exchangers and pressure vessels, lubricating systems, pumps, hydraulic / pneumatic systems, gearboxes, compressors, valves (includes safety valves), Overhead Crane equipment, fans, agitators, vacuum pumps, bag filters, screw/belt type conveyors, blowers, crushers, mills).
- Conduct minor routine and breakdown maintenance on equipment and machines.
 - Perform minor mechanical maintenance on metallurgical process equipment.
 - Machining and manufacturing of components

Conveyor Maintenance: (Oversees)

- Replace conveyor belting and components on conveyor belt installations.
- Maintain belt conveyor components
- Join a conveyor belt by means of mechanical clips.
- Assist with hot/cold splicing of conveyor belts.
- De-dusting systems.

Writing Reports & Data Control

- Compile daily; progress reports as requested.
- Verification of spares and availability

Supervise Staff

- Supervising and motivating staff.
- Assists with "on-the-job" training of "national" staff.

Profile: Knowledge, Experience and Skills

Qualifications:

- Grade 12 for locals (Technical School & College) Mechanical/Fitter

Knowledge and Experience

- 2/3 years relevant experience

Technical Skills

- Attention to detail
- Fitter experience
- Problem solving skill
- Supervisory Skills

Behavioural Skills

- Communication .Follow instructions
- Prioritizing skills & multi-skilling
- Ability to work towards strict deadlines
- High level of accuracy
- Self-motivation/self-disciplined

General Information and other requirements:

- Place of Work: Bisha.
- Salary: As per Company salary scale.
- Type of Contract: Indefinite Period

Additional requirement for Nationals:

- Having fulfilled his/her National Service obligation and provide evidence of release paper from the Ministry of Defense.
 - Present clearance paper from current/last employer.
 - Testimonial documents to be attached (CV, work experience credentials, a copy of your National Identity Card etc.).
- Only shortlisted applicants would be considered as potential candidates for an interview.

- Application documents will not be returned to sender.
- All applications should be sent through the post office.
- Deadline for application: 10 days from the day of publication in the Newspaper.

- Address: Please mail your applications to;
- Bisha Mining Share Company,
- P. O. Box 4276 Asmara, Eritrea
- Note to Non - Eritrean applicants:
- Please send a copy of your application to
- Aliens Employment Permit Affairs,
- P. O. Box 7940 Asmara, Eritrea.



Q and A

"If you have an inner voice ... don't ignore it!"

On today's Q&A, we present to you, Luwam Dejen. She is a young Eritrean female, who at such a young age seems to fully understand the value of education to change one's life, while giving attention to her passion for Art as well. She believes that positive social change can be introduced through art.

We would like to share an interview she had with Issayas Tesfamariam back in June 2017, from Kemey.net.

Would you please tell us about yourself?

I grew up in the DC metropolitan area. Because I grew up near the nation's capital and my family experienced life as refugees, I have always been passionate about politics and the way Africans are portrayed in the media. Now, I'm a college senior at Stanford University graduating with a degree in International Relations and a minor in Film & Media Studies. I hope to one day direct a film and do something positive for the Eritrean community. Otherwise, I like to paint, write, read, and travel when I can.

Congratulations! Since you are graduating soon, what advice do you have for young high school age Eritreans?

What I like to do is find strength and character through my Eritrean identity. We have been through a lot but many of our ancestors have been through even more, and it gives me hope knowing we come from such principled and compassionate people. I try to be selfless, aspirational, and strong in the ways my culture has taught me.

Another piece of advice: if you have an inner voice guiding you to a particular path, don't ignore it. You should listen to what your parents, family, or guardians advise because they have a lot of wisdom that is easy to ignore as a high school-age kid- but the best thing you can do now is carefully consider and value both your passions/purpose and your family's advice.

Any short time and long term plans?

Short-term, I will be in NYC

and Berlin after graduation working on ways art can be used to create positive social change. Long-term, I'm not

sure! Graduate school may be in the future- perhaps a Masters in Media Studies or Master of Fine Arts to study film.

The Heavens . . .

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Weird shadows would be cast on the wall.

"You want a dog; here is a dog, woof woof....."

The small kids giggle and utter a sigh of surprise. Big sister broods. The rain continues into the night makes some people very melancholic.

"Tell us a story....." suggest little brother.

"Once there was a hyna..."

"Please stop it" shouts the big sister. She worried about her father.

Thunder and lightning. A figure in black mantle appears at the door. Rumble, rumble, crack.

That's it. The Prince of Darkness has come to reclaim our souls.

Crack. A flood of light sweeps across the sky. A thunderbolt. The long shadow of the night visitor falls on the wall accompanied by a gust of wind. It extinguishes the flickering candle.

Mother utters the words: in the name of the Father the son and Holy Ghost.

"Who is that?" The power right then comes back on.

"Who else, it is me, Daddy!"



How Beautiful is the Rain!

How Beautiful is the Rain!
How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out

From the throat of the overflowing spout
Across the window-pane
It pours and pours;
And swift and wide,
Like a river down the gutter

roars
The rain, the welcome rain!
The sick man from his chamber

Looks at the twisted brooks;
He can feel the cool
Breath of each little pool;
His fevered brain
Grows calm again,
And he breathes a blessing on the rain.

From the neighbouring school

Come the boys,
With more than their wonted noise

And commotion;
And down the wet streets
Sail their mimic fleets,
Till the treacherous pool
Engulfs them in its whirling
And turbulent ocean.

In the country, on every side,
Where far and wide,
Like a leopard's tawny and spotted hide
Stretches the plain,
To the dry grass and the drier grain

How welcome is the rain!
In the furrowed land
The toilsome and patient oxen stand:

Lifting the yoke-encumbered head,
With their dilated nostrils spread,
They silently inhale
The clover-scented gale,
And the vapours that arise
From the well-watered and smoking soil.

For this rest in the furrow after toil

Their large and lustrous eyes
Seem to thank the Lord,
More than man's spoken word.

Near at hand,
From under the sheltering trees,

The farmer sees
His pastures, and his fields of grain,

As they bend their tops
To the numberless beating drops

Of the incessant rain.
He counts it as no sin
That he sees therein
Only his own thrift and gain.