



PRESIDENT ISAIAS HOLDS TALKS WITH RUSSIAN VICE ADMIRAL VLADIMIR KASATONOV



Photo: Abraham Beyene

President Isaias Afwerki met and held extensive discussions in Massawa yesterday with a delegation led by Vice Admiral Vladimir Kasatonov, Deputy Commander-in-Chief of the Russian Navy.

The discussions centered on enhancing bilateral ties outlined in St. Petersburg at the Africa-Russia Summit. Broad areas of all-rounded cooperation discussed in St. Petersburg last July included the sectors of infrastructure, energy, mining, agriculture, marine resources,

defense, and security, among others.

The two sides discussed prospects of Russian support to regional efforts for peace and stability in the Red Sea and the Horn of Africa regions.

The meeting saw the attendance of high-ranking Eritrean officials, including General Filipos Woldeyohannes, Chief of Staff of the Eritrean Defense Forces, and Maj. General Teklai Habteselasie, Commander of the Eritrean Air Force, Maj. General

Romodan Osman Aweliay, Commander of the Eritrean Defense Forces Training Center, Col. Melake Teklemariam, Chief of Staff of the Eritrean Naval Force, Ambassador Zemede Tekle, Commissioner of Culture and Sports, and Mr. Igor Mozgo, Ambassador of the Russian Federation to Eritrea.

Accompanied by Vice Admiral Vladimir Kasatonov, President Isaias also toured Russian frigate Marshal Shaposhnikov, which is on a port call to mark the 30th Anniversary of diplomatic ties between the two countries.

General Filipos Woldeyohannes, Ambassador Zemede Tekle, and other Army Commanders warmly welcomed the delegation upon its arrival in Massawa on April 1.

In related news, the naval officials of the Russian Pacific Fleet frigate Marshal Shaposhnikov, which is on a port call to Massawa, visited the Martyrs Cemetery and the



Photo: Abraham Beyene

Massawa museum and also conducted a friendly football competition with the team of the Eritrean Naval Force.



Photo: Abraham Beyene

YFPDJ CONFERENCE IN EUROPE CONCLUDES

The 18th YFPDJ conference in Europe convened on 28 March in Italy under the theme "Eritrea: Cohesive Within, Solidarity Beyond." More than 600 youth from over 12 countries in Europe and the US attended the meeting.

During the congress, Mr. Fesehatsion Petros, Eritrea's Ambassador to Italy and coordinator of Eritrean missions in Europe, provided a comprehensive briefing on the current situation in the homeland and the national development priorities and commended the active participation and contribution of the members

of the PFDJ. He expressed his expectation that the organization will strengthen its organizational capacity and participation in national affairs.

Ambassador Fesehatsion highlighted that the YFPDJ congress in Europe is taking place at a crucial time of global transformation. He urged members of the organization to bolster their organizational capacity and contribute to the implementation of national development programs.

The event concluded with the adoption of significant recommendations and resolutions.

Over 600 youths from more than 12 countries across Europe and the US, along with members of 'Hidri' and heads of missions and representatives of national associations, attended the conference.

Participants thoroughly discussed economic development priorities, nation-building processes, and national affairs.

They praised the Government of Eritrea's diplomatic efforts on regional and global levels and expressed their determination to remain resilient against external hostilities.



MEETING ON IMPLEMENTATION OF MEASLES AND RUBELLA VACCINATION PROGRAM



A crucial meeting took place on March 29 and 30 in Massawa. It focused on implementing the national measles and rubella vaccination program, which also includes the distribution of Vitamin A supplements. The event, organized by the Ministry of Health's Northern Red Sea Region branch, brought together heads of social services from the sub-zones and healthcare professionals.

Mr. Tedros Yihdego, the head of national vaccination programs at the Ministry of Health, noted the ministry's efforts to ensure the supply and guarantee the success of the vaccination program. He praised the success of past national vaccination campaigns, attributing it to strong community involvement and the dedication of healthcare

workers. Mr. Tedros announced that the forthcoming vaccination drive will target children aged nine months to 5 years, and children aged six months to 5 years will receive Vitamin A supplements as part of the initiative.

Ms. Asmeret Abraha, the Governor of the region, emphasized the importance of timely information dissemination to prepare the public for active participation in the program. She urged sub-zonal administrators to contribute effectively to the effort.

The meeting included in-depth discussions on various issues and concluded with participants reaffirming their commitment to ensuring the successful execution of the vaccination program.

Development

Wina Technical School: Building Technical Capacity of the Youth

Simon Weldemichael

Technical and vocational schools play a central role in responding to challenges associated with development today and in the future. In order for such schools to be effective they need to remain responsive to a range of issues, including the fast-changing technology and the needs of students and the society as a whole.

Wina Technical School, which is located in Nakfa, is one of the five technical schools in the country that provide the youth with relevant skills that allow them to have a career. Its mission is to produce innovative, creative, committed, and confident youth that could play a decisive role in the national development of Eritrea, and it trains students who come from all over the country.

Wina Technical School was established in 1985 in Arag during the war for liberation. Its first generation of students graduated in 1988, three years prior to Eritrea's independence. It was re-established in 1997 in its current location, Nakfa, as part of the initiative to expand vocational and technical education all

over the country. Since its establishment, the school has graduated 4000 students, a third of whom are female. Graduates of the school serve in various capacities throughout the country.

The school gives training in six different fields: auto mechanics, building construction, electricity, general metal works, machine shop and woodwork. Mr. Kaleab Zeru, Director of the school, said in addition to their specialization, all students are taught English, mathematics, physics and chemistry as well as supplementary subjects such as computer application, Auto CAD, and technical drawing.

The school, which has 41 teaching and 48 administrative staff, provides full accommodation to both students and teachers. The teachers and



accommodation and food. In short, they said, they are learning in a safe, secure, and comfortable environment. Amina Mohammed,

ensure that the training given at technical and vocational schools is in sync with the current development objectives and

education, those who prefer to go to vocational or technical schools complete tenth grade and then join a technical school to learn a trade before joining the workforce. There are five technical schools in the country -- Wina, Dekemhare, Hagaz, Asmara, and Maihabar technical schools – that offer specialised training programs that take two years to complete.



the administrative staff know the students intimately. The student-teacher ratio, in particular, makes it easy for the teachers to get to know their students really well and give them timely and appropriate assistance. Most of the teachers are engineers and have very good theoretical and practical knowledge of what they teach. And they engage in continuous learning for their own professional development.

I met and interviewed as many students as I could, and they all assured me that the school provides a welcoming environment and that they are satisfied with all the services they get, including their

a second-year student from Keren who is studying Electricity, succinctly described her stay at the school as being at "home away from home."

The government is working to

priorities of the country. Whereas students who are inclined to the academy complete their high school education and sit for the school leaving certificate exam in preparation for higher

Wina Technical School has emerged as an important institution in technology-based human resource development that will define the future of Eritrea. As is often affirmed, the future of Eritrea will be decided not by the natural resources it has but by the human resources it has developed. While I was touring the workshops at Wina, I came across students who were learning how to operate high-tech machines and inspiring posters, hanging on the walls, that read "Vocation is dignity; We learn for your development; and Dirty hands bring clean money." These inspirational posters are likely to have an impact on the attitudes of the students.

The primary objective of the training programmes offered by Wina Technical School, as explained by Mr. Mr. Kaleab, is to prepare the youth for life by developing their intellect, skills, and talents. And the school has good relations with the residents of Nakfa and does its best to fulfil its social responsibility. Its students and teachers actively engage in communal and municipal affairs of Nakfa.



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Fasting: Religious/Cultural/Healthy?

Fasting is the act of deliberate abstention from food and drinks for religious or medical reasons. And in our great country, people have been fasting for centuries.

Both Christianity and Islam have always been advocates of fasting. Muslims fast during the month of Ramadan, and the fast involves refraining from consuming any food or liquid from dawn to sunset.

Details of fasting practices differ. Eastern Orthodox Christians fast during specified fasting seasons of the year, which include the well-known Lent before Easter, the Nativity Fast before Christmas, the Apostles Fast after Easter and the Dormition Fast in early August, as well as the fasts on Wednesdays and Fridays (except on special religious holidays).

We are accustomed to adjusting our eating and drinking habits to the fasting seasons in March, April, all the way until June. No more macchiato or cappuccino after work. No more cakes with cream or chocolate no matter how mouth-watering they look. And for all the foodies out there, no more burgers or pizzas for lunch or dinner. You can't have our delicious cuisine's best offers like Zigni or Quanta anymore.

Although with the level of creativity on display out there by our young chefs and cooks in our restaurants and hotels, not much of the above is missed. I mean we've always been blessed with the fact that Eritrean women have always been very creative in the use of food when it comes to the fasting seasons. Hilbet, Hamli, Shiro, Sambusa, Meqilil are just some of the delicious treats served in these seasons.



Today, we have specially made macchiato, cakes, burgers and all sorts of new food for those who are fasting. They are made in such a way that they make you forget you are indeed fasting. They are as mouth-watering and as delicious as the regular non-fasting food. All the foodies obsessed with meat and milk can now

feel they had some when all they had was some lettuce and some coffee mate.

No matter how religious the act of fasting is, it has been practised in our society for so long that one could argue that it is now a solid part of our culture. I mean whatever our religious denomination, we all kind of fast together, especially during Lent and Ramadan, don't we?

Whether you're spending the fasting

season at home, at school, or at work, everyone helps out one another. I remember how I spent the fasting season when I was a third year student in college. It was Ramadan and I was living with two of my classmates who were Muslim. Every time they broke the fast, especially at the sunset, I remember sitting with them and enjoying the food and drinks they prepared for us. I even came to know kerkede (hibiscus), a delicious traditional drink that is refreshing.

Not all might take it as far as that, but we all understand the knock-on effects of the fasting season. We all tell one another "Hey, don't drink that; it has milk or cream in it."

When it is Easter or Eid at the end of the fasting season, we wish one another "Happy Easter or Happy Eid" whatever

our religious denominations. We fast and celebrate together as one nation and one culture.

As beautiful as all of that is, the world has warmed up to the health benefits of fasting as well. That's right. The

new medical rumor is that fasting is beneficial to health. This might be a big surprise for the developed world, but we have kind of known it all along, right? How else could Grandpa have lived to his late nineties but through fasting? (Unless those single shots of Areki are also doing their trick?)

Apparently, in layman's terms, fasting helps the cells take a break from the incisive break down of food that seems to take up most of their job and they can then focus solely on fixing broken cells and bad cells. Fasting has also been shown to improve cardiovascular and metabolic biomarkers, reduce body weight, and improve alertness; and possibly lower overall symptoms of depression and boost cognitive performance.

As the old saying in our culture goes, "The elders know what they're talking about!" I guess whichever way you look at it, fasting is deeply rooted in our culture and it's a joy to watch how well we embrace it. Happy Fasting season, everyone!

Nehemiah Kebreab Mehari

NEWS

AWARDS TO OUTSTANDING STUDENTS IN LOGO-ANSEBA

The National Union of Eritrean Youth and Students branch in the Logo-Anseba sub-zone has awarded 27 outstanding students who achieved remarkable scores in the 2022/2023 national school leaving examination. The awardees are members of the 35th round of the national service.

Mr. Daniel Teklit, director of the Daero junior and high school, said that the award's objective was to encourage outstanding students and motivate fellow students to follow in their footsteps and become competitive in their education.

Indicating the significant contribution of encouraging outstanding students to influence fellow students, Ms. Tsigewini Gebreselasie, head of the union branch in the sub-zone, expressed readiness to work for the program's sustainability.

Commending the initiative, Mr. Tsehaye Berhane, head of the education office in the sub-zone, commented on the significance of encouraging outstanding students.

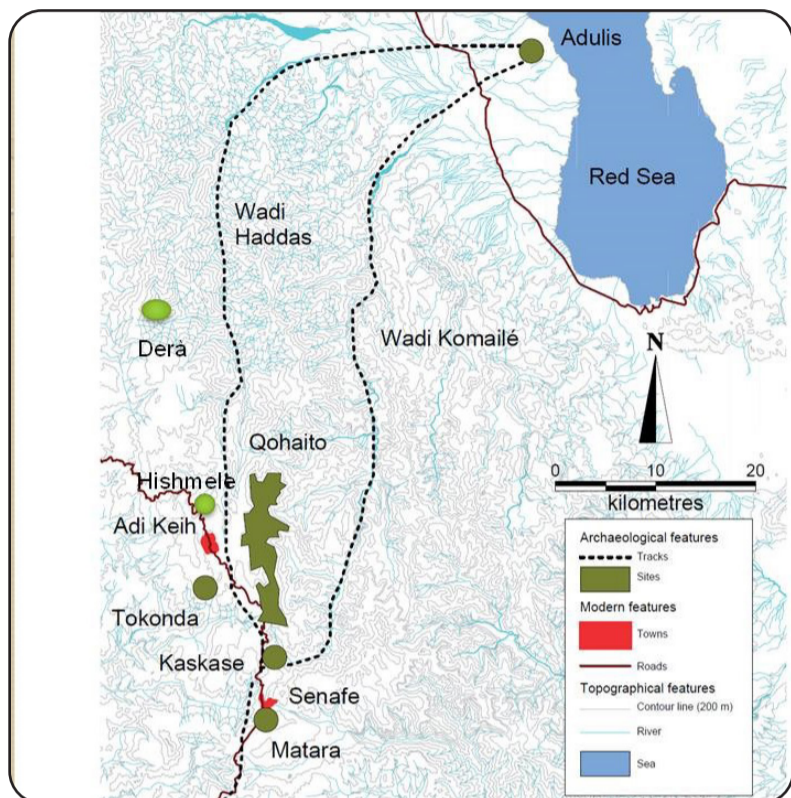
He also congratulated the awardees, their parents, and their teachers and urged them to work hard in their secondary school education and strive to become competitive students.

Acknowledging the dedication to improving the teaching-learning process, Mr. Abraham Hagos, administrator of the sub-zone, affirmed the sub-zonal administration's readiness to work alongside the union in organizing such programs.





The Ancient Port City of Adulis: Research Updates



The Ancient Port City of Adulis and its terrestrial routes to the highland civilizations

new generation of archaeological research, resuming excavations in Adulis after a gap of more than fifty years. The project is directed by the Commission of Culture and Sports, and the Italian Eastern Desert Research Centre (CeRDO), in collaboration with the Northern Red Sea Region and the Università Cattolica di Milano, Politecnico di Milano,

Varese.

Since 2011, the annual excavation campaigns have brought to light extraordinary monuments: two early Christian basilicas and the cathedral, with splendid marble and alabaster decorations; the residence of a high-ranking personage next to the cathedral, rooms for domestic and production uses, burials and

until today is almost unknown.

Up to now, in fact, it was believed that the development of the town could be dated between the 3rd and 7th centuries AD.

The contents of the vases can only be revealed after careful excavation in the laboratory: they could contain foodstuffs, or



Aerial photo as a monument under excavation which is referred to the early Christian basilica

The site of Adulis is located on the south-western shore of the Red Sea, in the Zula Bay, about 56 km south of Massawa.

The geographic location of the site, at the connection of international maritime and terrestrial routes, was the key factor for the flourishing of Adulis, the preeminent port town of the Horn of Africa in Antiquity. Equally favourable was the position of the settlement at the confluence of three rivers, the Komaile, the Haddas and the Alighede, with extensive arable land all around and close resources like stone quarries, obsidian and salt deposits.

Adulis was already active in the Pharaonic era, at least starting from the Old Kingdom (2650 - 2150 BC), as part of the Land of Punt, the region where the Egyptian expeditions sought after precious and exotic items like obsidian, ivory, rhinoceros' horn, hippopotamus skins, tortoise shells, monkeys and aromatics.

In the 7th - 8th century AD a natural catastrophe, a flood and probably seismic events destroyed the ancient port town, abandoned by its inhabitants and never repopulated again.

Adulis, submerged by sand and silt, disappeared for a long period of silence from the pages of History.

In 2011 Eritrea launched a

Università Orientale di Napoli, Università dell'Insubria di

numerous movable finds, many of which imported from afar.

remains of burials.

The area of the town - about forty hectares - is dotted with mounds of basalt slabs, testimonies of a stone architecture that, outside the Roman Provinces, in Antiquity can be found uniquely in this region of Africa, elsewhere characterised by wood and mud constructions.

Other ceramics, found in fragments in the area surrounding the two entire vases, can be referred to even more ancient times: studies will confirm the hypothesis of the dating of some fragments to the 2nd - 1st millennium BC, when Adulis was the destination of the Pharaonic expeditions to the mythical Land of Punt, "the Land of Gods and Wonders".

The 2024 campaign, concluded a few days ago, brought exceptional novelties: big and completely preserved vases were discovered, entire because they were intentionally buried.

The task of the next excavation campaign will be the stratigraphic investigation of the area surrounding the vases, to verify their possible domestic or funerary context.

They pertain to an earlier phase of the town's history, dating back to the 1st -2nd century AD, which

Adulis Project 2024 April 3rd 2024, Asmara,



Complete pots excavated from sector 9

Book Review

Rahel Asghedom's Books for Children: A Review

Children are like sponges, continuously absorbing a great deal from their environment. You can also compare children to a blank canvas, which shows how impressionable they are. The Tigrinya proverb that goes, “ቁልዓ ብገእሱ፣ ቁርባት ብርከሱ” (a child needs to be molded while still very young) sums it up rather well. As parents, we can “color” the “blank canvases” however we want. We can color them vermilion just as quickly as we can color them grey, or worse, let the world color them as it wishes.

The things we see, learn and read as children tend to stay with us forever. If you don't believe me, take the word of French author Marcel Proust and his novel “In Search of Lost Time,” a literary work centered on childhood memories. I still remember the first book I read by myself. I remember the color of the book: it was green and had a picture of a fat, orange cat on the cover entitled “The Diary of the Killer Cat.” I vividly recall the joy I felt when I finished reading it. I felt like I was capable of reading every book in the world. Most importantly, I remember thinking to myself, “Hey! Reading is fun!” I was lucky as a child. My mother used to read to me every night before bed. I remember her reading to me Alemseged Tesfai's “Gitano” and the Tigrinya translation of “Aesop's Fables”. I couldn't wait to get to bed, and every night, I would fight the oncoming sleep so I could hear one more story or listen to her read one more

page. Those bedtime stories with my mom are some of my most cherished

childhood memories.

When I was eleven, my father gave me a notebook to write book summaries in whatever language I read them. On the first page of that notebook, he wrote me a list of quotes titled “Daddy's Lifetime Advice.” The first quote says: “Remember, you have three responsibilities as a student: Read, Read, Read.” My parents gave me a memorable childhood that way, and I would not be the person I am today if it weren't for them. Some of you may think I've digressed. Why do I bring up my own story when today is about Rahel and Etan's books? Because, like Etan, I am a product of diligent and dedicated parents, and, like Rahel, I am the product of the books I read as a child.

At first glance, children's books may seem unimportant and have minimal impact. Silly, even,

Some people may look at them skeptically

and say, “How much value can they hold?” I believe children's books hold more power than we realize. They can teach lessons on kindness, compassion, empathy, understanding, acceptance, and more. Lessons that kids need to learn to become good people.

“Don't schoolbooks already do that?” one could ask. Not as well as the children's books that they choose to read. These books subtly show them that learning is fun, discovering is exciting, and books are the best companion. They allow the child to delve into a new world, far from their own, where they can swim with fish, fly with birds, run with cheetahs, and jump with kangaroos. Books help stretch their imagination, ultimately helping them become innovative critical thinkers. In short, these kinds of books - and the lessons that come with them - can lay the foundation for their personalities.

When I first met Rahel and chatted with her, she told me about her kids, Etan and Sephron.

She told me how she and her

husband, Dawit, had a policy at home: their children had to read at least one page or paragraph a night before they could sleep. This was a non-negotiable rule. Every night for years, she encouraged and monitored them to read a paragraph or a page. Sometimes, she even motivated them by leaving a Nakfa or two at the final page of a book! Can you imagine what kind of commitment that takes? I was blown away. I was even more amazed to hear that her twelve-year-old son, Etan, had already finished reading the Harry Potter series, Percy Jackson and the Olympians Series, to name just a few. As if that's not impressive enough, he even translated two children's books from English

Tigrinya - Arnold Lobel's “Mouse Soup” (መረቕ አንጭዋ) and Esther Averill's “The Fire Cat” (እቲ አዋፋኢ ሓዊ ድመ)!

Nowadays, Rahel tells me, she has to beg Etan to stop reading and go to sleep. I can only imagine what kind of an adult he will be, but I can say with confidence that whatever he grows up to become, he will be a good one because he discovered the magic of reading at an early age. It's also important to note that Etan's not-so-simple act of translating books can inspire other kids to realize they can do the same.

It is clear that Rahel is leading by example regarding the importance of reading in a child's life. It's been tried and tested! Her children are proof that this is not a case of “ቀሺ ዝበሎ ግበር፣ ቀሺ ዝገበር እይታ-ግበር” (Do as I say, not as I do). Rahel's intention is to help other children follow in her son's footsteps and other parents to follow in hers. She has now provided the Eritrean public with two series of books: Let's Read

Them Stories (or ሃዩ ነገ-በበሎ-ዎ) and Let's Learn (or ሃዩ ንመሃር).

It's certainly different from her previous books, but these may be the most

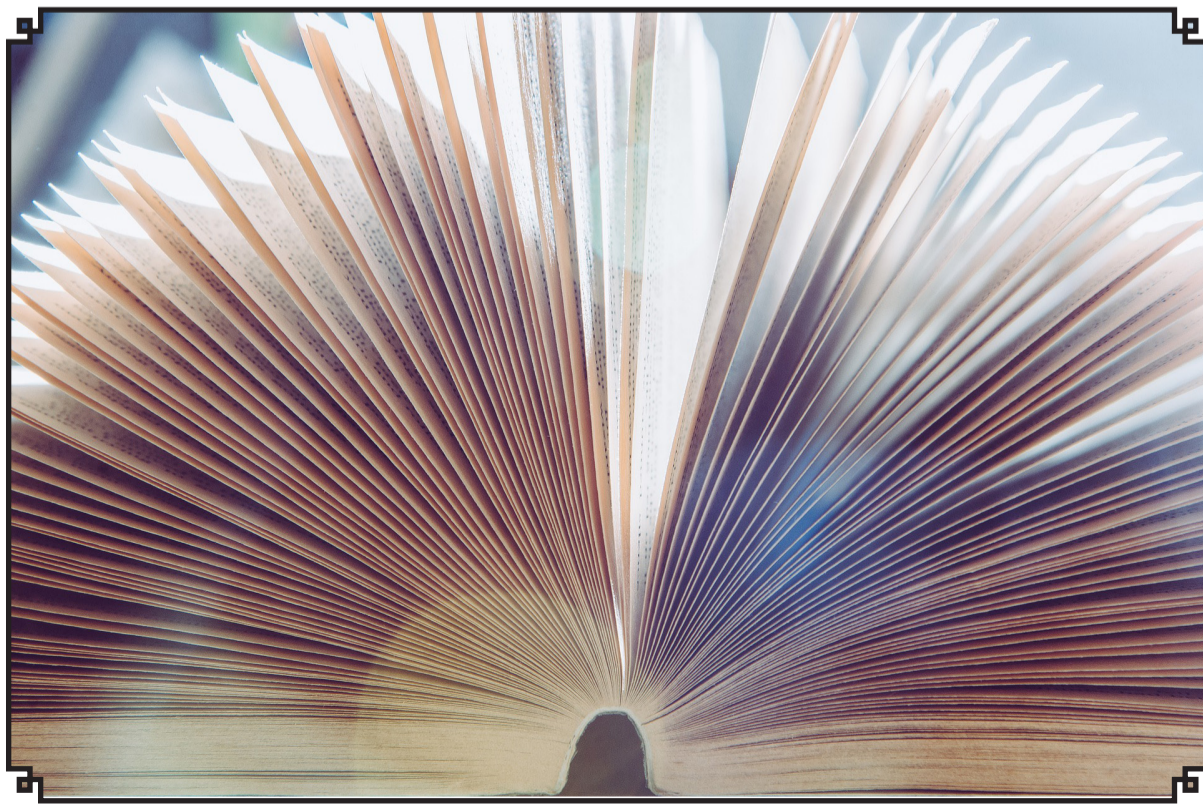
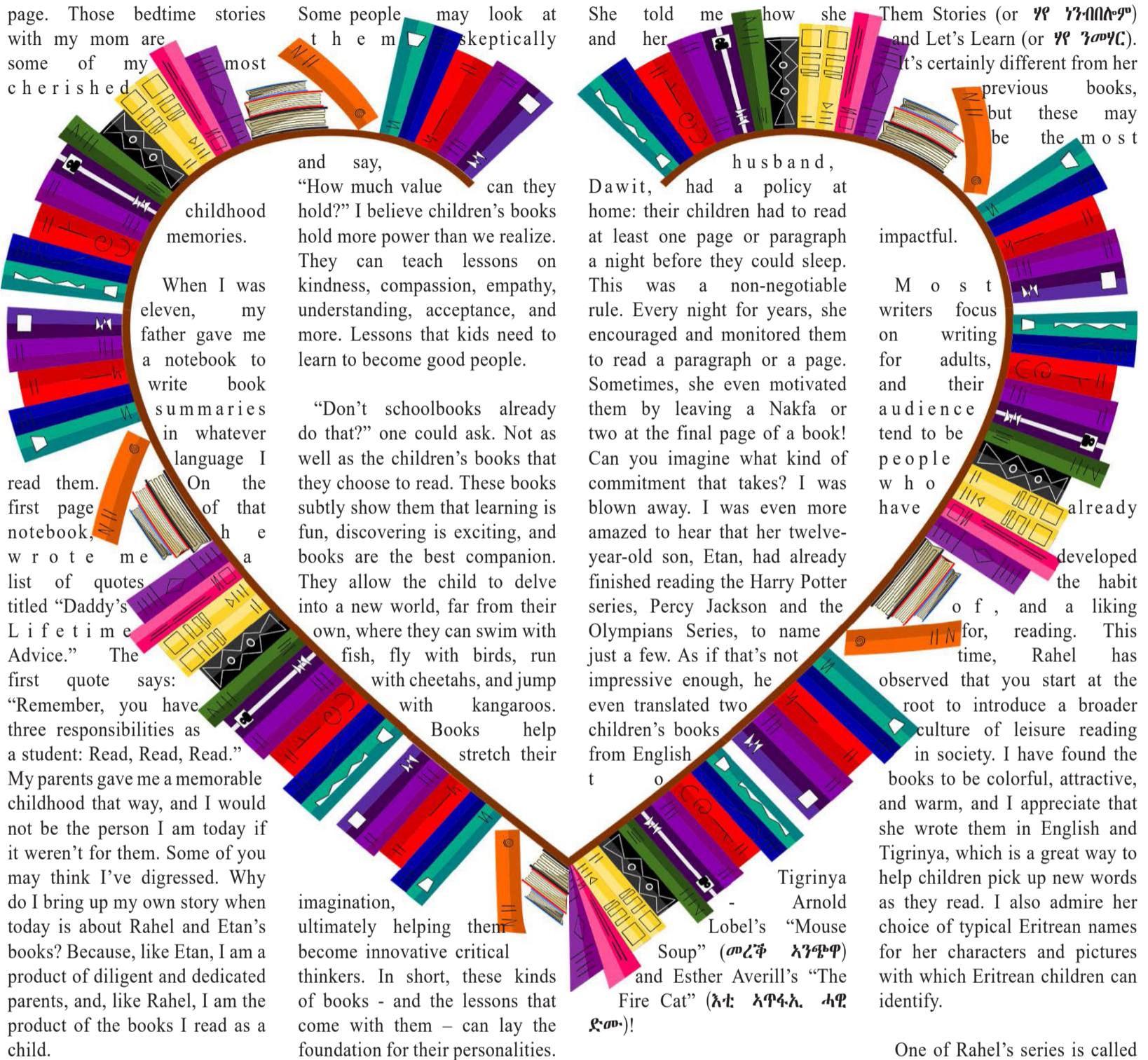
impactful.

Most writers focus on writing for adults, and their audience tend to be people who have already developed the habit of, and a liking for, reading. This time, Rahel has observed that you start at the root to introduce a broader culture of leisure reading in society. I have found the books to be colorful, attractive, and warm, and I appreciate that she wrote them in English and Tigrinya, which is a great way to help children pick up new words as they read. I also admire her choice of typical Eritrean names for her characters and pictures with which Eritrean children can identify.

One of Rahel's series is called “Let's Read Them Stories,” which addresses parents directly rather than the children themselves. It is not common in our culture for parents to read to their children, which was neither possible nor feasible a generation ago. We've come a long way since then and can now afford opportunities that were unthinkable a mere half-century ago. This parent-centric approach to reading to children leads to a stronger bond between parent and child.

As a single drop of water can create a substantial ripple, I firmly believe that Rahel's books are the first of many more “drops of water” to come. And I suspect that they will go on to create a ripple big enough to reach other children in Eritrea so that they, too, can discover the magic of books.

From the National Public Diplomacy Group's Quarterly Online Magazine, March Issue.





Zara Mining
Share Company

Vacancy Announcement

Position:	Agroforestry (Environmental Officer)	
Number required	01	
Location:	Based at Koka Gold Mine (Zara)	
Reporting to:	Environmental Supervisor	
Primary Responsibility & Scope of Work	To establish, run and manage a nursery and rehabilitation programs to achieve the Mine rehabilitation/ restoration goals.	
Duties:	<ul style="list-style-type: none"> ▪ Establish, run, and manage a tree nursery site to provide the required number of seedlings. ▪ Prepare an annual program and budget that covers timing, materials, equipment, and manpower, to implement the nursery and reforestation management plan. ▪ Identify and collect the required amount and quality of seeds from endemic species. ▪ Propose the species to be planted for rehabilitation and landscaping programs. ▪ Responsible for preparing the “annual life of mine” rehabilitation plans that comply with Eritreans laws and regulations, Environmental Impact Assessment and Environmental Management plan. Plans to include species selection, timing of activities, areas to be planted and resources required. ▪ Research and develop ways to improve the efficiency of the nursery program and planted trees survival rate. ▪ Develop “Standard Operating Procedure” related to nursery, reforested area and landscaping practices as required, to ensure the safe and efficient execution of work involved. ▪ Identify resources for the implementation (material; equipment). ▪ Work according to the weekly; monthly & quarterly plan. ▪ Responsible to establish, run and manage a nursery that provides the required number of seedlings and the appropriate mix of endemic species in a timely manner to support the annual rehabilitation program. ▪ Responsible for the landscaping and weed control of camps, site offices; road and support infrastructure through species selection, planting herbicide application pruning, grass cutting, irrigation and water conservation program. ▪ Responsible for proposing the species to be planted for rehabilitation and landscaping programs. Keeps records of all planted seedlings. Conducts survival counts and proposals for the replanting program. Identifies and collects the required amount and quality of seeds from endemic species for use in the nursery. ▪ Implement the reforestation management plan as per the SEMP and conduct follow-ups on the reforested area. ▪ Develop operating procedures required by the Management Plan for the nursery and landscaping program, as well as weed control. ▪ Update the plan as and when necessary, according to changes. ▪ Compile weekly, monthly & quarterly reports for the department. ▪ Prepare progress reports on a timely basis related to the nursery and landscaping work program for inclusion in weekly, monthly, quarterly, and annual reports. ▪ Ensure that data of sample quality is collected and recorded correctly. ▪ Analyse data according to plan. ▪ Provide technical support for the team. ▪ Provide training for the team. ▪ Raise environmental awareness for other Departments. ▪ Sets daily tasks for crew, supervises activities, and ensures work is undertaken to the standards required as efficiently as possible. ▪ Leads daily “Toolbox” meetings. ▪ Carries out other duties as requested. 	
Formal Education, Certifications, or Equivalent	- BSc or Diploma (Agroforestry; Forestry; Plant Science and other related).	
Working Experience – Nature & Length	- +5 years relevant experience for Diploma and +3 years for BSC (Forestry; Plant Science; Soil conservation; nursery). Physically fit and able to work on hot and arid climate and stay on field for more hours.	
Leadership Experience – Nature & length of time	- Able to motivate and inspire team to reach organisational goals. leadership experience of similar team for more than 1 year.	
Other skills and abilities	Computer Literacy (MS Office – Intermediate, Excel – Advanced), Communication (English and local language), Driving Skill, Data management, problem solving,	
Unique requirements/Other information	Good understanding of National legislation & standards, Plant trial experience; soil quality, Interpersonal Relations, Assertiveness, and Integrity.	
Salary	Company scale	
Room Accommodation	Free accommodation	
Other’s requirement	Additional Requirement for nationals: - Having fulfilled his/her National Service obligations and provide evidence of a release paper from the Ministry of Defence. Present Clearance paper from the current/last employer. Only short-listed applicants would be considered as potential candidates for an interview. Application documents will not be returned to the sender.	
Please mail your applications to ZARA MINING SHARE CO. P. O. Box 2393. Asmara, Eritrea		
Note to Eritrean applicants: - Please send a copy of your application to Aliens Employment Permit Affairs P.O. Box 7940 Asmara, Eritrea. and Eritrea. Mineral Resources Management P. O. Box 272		
Deadline for application: 7 days from the day of announcement.		




Vacancy Announcement

Position:	Civil Work Supervisor	
Number required	02	
Location:	Based at Koka Gold Mine (Zara)	
Reporting to:	Project Superintendent	
Primary Responsibility & Scope of Work	To manage all site related construction duties on a civil project.	
Duties:	<ul style="list-style-type: none"> - Managing all activities on a construction site. - Interpreting and analyzing civil drawings and re-bar bending schedules. - Setting up Bill of Quantities (BOQ) for material needed per project. - Setting up a schedule for the project. - Determine manpower requirements. - Keep time sheets of employees on site. - Execute workplan according to schedule. - Setting up an equipment and tool list needed per project. - Ensuring adequate resources and materials are available. - Responsible for cutting, bending, and fixing of all re-bar. - Responsible for the installation of all formworks - Training new construction employees. - Responsible for the installation of all formworks. - Training new construction employees. - Responsible for managing the maintenance of all equipment being used for the project. - Prepare weekly reports on work progress. - Maintain safety standards by ensuring that the works being carried out are structural sound by following governmental regulations, addressing environmental issues, and working in strict compliance with local codes. 	
Formal Education, Certifications, or Equivalents	<ul style="list-style-type: none"> - Certificate in Civil engineering 	
Working Experience – Nature & Length	<ul style="list-style-type: none"> - Minimum ten year`s work experience in civil construction with 5 years as supervisor. Mining experience is preferable. 	
Other skills and abilities	<ul style="list-style-type: none"> - Good leadership skills, excellent planning skills, ability to effectively multitask, problem-solving skills, negotiation skills, effective verbal and listening communication skills, computer skills, including the ability to operate spreadsheets and word processing programs, effective written communications skills, the ability to prepare reports. 	
Salary	Company scale	
Room Accommodation	Free accommodation	
Other's requirement	<p>Additional Requirement for nationals: - Having fulfilled his/her National Service obligations and provide evidence of a release paper from the Ministry of Defence. Present Clearance paper from the current/last employer. Only short-listed applicants would be considered as potential candidates for an interview. Application documents will not be returned to the sender.</p>	
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Conversation with App Developer Munir Abduselam

Sona Berhane

When did you start making mobile applications? Were you trained in software development?

No, I taught myself to program. I've always been fascinated by technology and all its potential. I actually studied business management in school.

What led you down this path, then?

When I was younger, I held multiple tech related jobs in computer maintenance, graphics, film editing, desktop software development as well as database and web design. For some time, I even tried my hand in animation. So, in one way or another, I've been involved in the digital world for about 20 years. I think it helped, particularly with gaining a general grasp of computer interface, that I was always moving in and out of interconnected areas within the same digital field.

When learning something new on your own, is it difficult to reach a level of competence?

It's not that difficult. You just have to first gather as much learning material as you can. I think the difficulty for most people is that they study one set of skills and carry on with it for years. There isn't anything wrong with that, but in this day and age, specializing in a single field does not allow you to be flexible. By the time you seek to diversify and pick up a skill or study something new, it feels too daunting to start from scratch.

Take me through the process of acquiring a new computer skill.

The starting point for me is deciding on a project, what I'd like to create or do. Then I go about collecting all the books, tutorials and information I can get my hands on, and then I simply start. For many people lack of resources is the most common reason for giving up. But if you're truly determined to do something, you will eventually find all the materials you need. It's rarely the lack of resources, in my experience, that stops people but the inconsistent investment of time for study. Learning something new is not always fun.

You have to be dedicated and very disciplined.

Fortunately, I'm not an idle person. I make a point of not squandering any spare time I have. I remember making the best of those difficult COVID years. They were a period of inactivity that I tried to turn to my advantage.

Do you ever get frustrated in the initial phase of learning, when you can't quite get past a certain point?

Yes, but it doesn't discourage me. It only motivates me to double down on whatever is proving difficult until I am confident that I have a good grasp on it. There were days when I would spend up to 10 hours trying to understand a new, complicated concept.

I try to stay updated on global digital advances, constantly refreshing and upgrading my knowledge. With the emergence of AI assisted developments, it is crucial to stay updated on the latest advances.

How do you decide what to learn next?

My studies are project based. If I have a project in mind, I will pick up the required skills and learn all I need to know about it. Recently, in the past five to six years, I've been focused more on developing educational apps and software, specifically for android



operating systems.

What was the reason for that?

One of the blessings and curses of the modern age is the ubiquitous nature of technology. This is inescapable and unavoidable, especially among the younger generation. I see it in my own kids. They have an alarming attachment to these devices, which they use largely for games and entertainment. There is nothing to be gained by removing technology altogether from our lives while the rest of the world makes exponential technological advances by the second. We can't shield them from the pitfalls of technology this way. So, I thought, why not make it so that they can be educated through these ever-present devices. And in the process of instructing them, we would also increase their familiarity with how the technology works, which is an important bonus.

Most of these apps are made in collaboration with Rora

Our guest today is Munir Abduselam, a self-taught application and software developer who has created multiple user-friendly, content-provider applications that optimize studying for all students by providing free access to school textbooks. He has also developed a fun quiz app intended to help students prepare for the Grade 8 General Examination.

Digital Library. How did this collaboration start?

When I shifted towards designing educational software, I decided to start by creating an elementary grade academic textbooks application. I made an app that functioned as a small library of textbooks and took it to Rora Digital Library. They were interested in my work, and have played a big role in distributing it to schools and the wider audience. I have since developed multiple apps of similar educational content for Rora Digital Library.

Why haven't you commercialized your work?

From the very beginning, software development was more of a hobby than a business venture. It's never really occurred to me to commercialize it. Besides, with all the mindless entertainment freely and abundantly available out there, what's the point of adding an unnecessary paywall for educational content. That would defeat the purpose.

Do you have associates or partners in this endeavor?

For the Grade 8 National Examination app, the Ministry of Education provided me with question papers and answers of the previous years' exams. The application is a game designed to engage students.

But, with regards to the technical work, I'm mostly on my own. Like I said, a lot of people never stick it out and get past the initial phase of learning a new skill. Others who venture into the field want immediate financial returns. Since software development requires effort and is time consuming, it is understandable that they would wish to be remunerated. But it's rather hard to stay on the path if that's your priority.

Who would you say inspired you to be the resourceful, skilled person that you are today?

My older brother, Kelifa Abduselam. He passed away two years ago. He always encouraged and supported me in my pursuits.

And what keeps you inspired to continue doing this?

My children and the next generation. I hope to equip them with all the tools they need to navigate through life, and some of these tools will undoubtedly be the capacity to learn and the ability to operate digital devices.

What are you working on next?

I'm trying to create a reading app of school textbooks in each of our nine languages for grades 1 to 5. Since elementary schools in Eritrea are taught in the mother tongue, this project is extremely important in ensuring that students in every corner of the country have consistent and, most importantly, shareable access to their school textbooks.

Finally, where can students find these apps?

Primarily at their schools, but they are also available at Rora Digital Library.

