

## ACTIVITIES OF ERITREAN NATIONALS ABROAD



Eritrean citizens in the Italian cities of Bari and Pistoia have conducted different activities with a view to strengthening organizational capacity.

The nationals residing in Pistoia,

Toscana, expressed readiness to support the Women Training Centre in Keren so as to enable it become fully operational.

Meanwhile, Eritrean and Ethiopian nationals in Bari and its environs

have conducted joint cultural activities in support of the joint declaration of peace and friendship signed by the two countries as well as strengthening friendly ties.

## MEETING ON REINFORCING QUALITY EDUCATION

Education branches in Afabet, Nakfa, Qrora and Adobha sub zones held an assessment meeting aimed at reinforcing this year's academic programs by identifying the strengths and weaknesses witnessed in the last academic year.

At the meeting conducted in Afabet town, the head of the Ministry of Education branch in the Northern Red Sea region, Mr. Reshid Mehammed-Osman explained on the significance of planning in improving the quality of education and called on teachers and heads of schools in particular to enhance effort in the success of activities and trainings conducted with the view of ensuring quality education.

The participants on their part called for the identification of causes behind students' school dropout and low level of eighth grade students' outcome, improvement of school administration, searching ways to strengthen student's English language proficiency among others.

In related news, the Ministry of Education branch in the Northern Red Sea region provided training to teachers from Afabet, Nakfa, Qrora and Adobha, according to a report from Erina.

Underscoring the significance of the training in improving their performance, the trainees expressed readiness to practically apply it and transfer it to their colleagues.

## AUGMENTING MARTYRS TRUST FUND

Nationals residing inside the country and abroad contributed 111,722 thousand nakfa, over 3,240 euros, and one thousand dollars towards augmenting the martyrs trust fund and in support of the families of martyrs.

Gedem Cement Factory contributed 75,925 thousand nakfa and Eritrea Cement Factory 42,797 thousand nakfa towards augmenting the martyrs trust fund. The National Eritrean Community in Frankfurt, Germany contributed 3,240 Euros and Ms. Emuna Debretsion one thousand dollars in support of the families of martyrs.

## ANSEBA GOVERNOR VISITS DEVELOPMENT SITES

Mr. Ali Mahmud, Governor of the Anseba region, made an inspection visit to development sites in Habero sub-zone. He also met with residents of Mezret, Aratay, Habero-Tsaeda, Habero-Tselim, and Filfil to discuss the progress of agricultural activities and effectiveness of social service rendering institutions.

During the inspection tour, conducted from 28 September to 1 October, Mr. Ali visited dams in Mezret and Habero-Tselim, saw 25 school classrooms constructed in Af'ayu, Mezret, Kar'obel, Habero-Tsaeda and Filfil, as well as visiting a preschool under-construction in Kar'obel and holding discussions with the administration of the sub-zone.

Speaking to Erina, Mr. Fetwi Gebremeskel, administrator of the Habero sub-zone, stated that the objective of the inspection tour was to improve community-based development activities by identifying weaknesses and strengths. He also called for finding timely solutions for challenges faced by residents.

Participants at the meeting called for the renovation of the dirt road linking Aretay and Mezret and the alleviation of transportation and communications challenges, while also raising the issue of a lack of health institutions and potable water supply.

Mr. Ali Mahmud responded to the questions raised by the residents and called for the sustainability of the community-based development activities.

## MILEZANAI: INAUGURATION OF MAJOR WATER PROJECT

A potable water project has been inaugurated in Milezanai Administrative area, Logo Anseba sub-zone, at a cost of six million Nakfa. The Governor of Gash Barka region, Mr. Fessehaye Haile inaugurated the project on 30 September.

The project was constructed in cooperation of nationals inside the country and abroad as well as the Western Command Economic Development Program. The project includes a 13m deep well, four water distribution stations, a 250-

barrel capacity reservoir, a 3.5km-long pipe line as well as 4.8KW solar power plant.

Speaking at the inauguration ceremony, the chairman of the village development committee, Mr. Mikiele Kebede, stated that the implementation of the project will benefit residents, the school community, health institutions as well as the church located in the area, and thanked all the parties that contributed to the success of the project.

Mr. Abraham Hagos,

Administrator of Logo Anseba sub-zone on his part urged the residents to ensure proper upkeep of the facility.

The Governor of Gash Barka region, Mr. Fissehaye Haile, on his part commended the initiative the local inhabitants demonstrated and called for increased activities in soil and water conservation activities.

Milezanai is one of the 13 Administrative areas in Logo Anseba sub-zone with a population of 4,500 citizens.







## Eritrea's Stance on Sanctions

The United Nations Security Council imposed sanctions on Eritrea in 2009. Shortly thereafter, in 2011, sanctions on the country were expanded. These measures were, and remain, biased, unjustified, and not rooted in a genuine concern for international peace and security. No solid evidence was presented proving that Eritrea was guilty of perpetrating grave acts that threaten regional and international peace in contravention of, and as stipulated in, the Charter of the United Nations.

The simple fact of the matter is that sanctions on Eritrea

were imposed to shield the former Ethiopian regime's noncompliance with the Eritrean-Ethiopian Border Commission (EEBC) demarcation decisions and deflect from its occupation of sovereign Eritrean territory, as well as to unjustifiably punish Eritrea for its refusal to get derailed from the legal border ruling and its candid opposition to previous US Administrations' misguided policies in the Horn of Africa. In fact, the sanctions were conceived and planned long before the existence of the pretexts for them, as revealed by leaked cables released by WikiLeaks.

At this stage, the continued imposition of sanctions against Eritrea can only be characterized as the continuation of a severe miscarriage of justice, politically-motivated, and not rooted in a genuine concern for regional or international peace and security. Currently, as the winds of peace blow throughout the Horn of Africa, Eritrea's numerous cooperation and friendship agreements and frameworks with countries across the region starkly reveal that any suggestions the country is a threat to peace and security are highly tenuous and extremely flimsy. Furthermore, the attempt to establish a new set of preconditions, particularly in relation to Eritrea's alleged internal conditions or policies, is a blatant case of "changing the goalposts" in order to justify the unfounded measures taken by the Security Council against the country.

As noted above, no solid evidence was, or has been, presented to support the implementation of sanctions against Eritrea. Over several years, a long series of UN Somalia Eritrea Monitoring Group (UN SEMG) reports have consistently concluded that they have found "no evidence of Eritrea's support for Al-Shabaab." Regarding the issue of Djibouti, Eritrea long maintained that there was no "good-faith border dispute" between the two sisterly nations, and if it existed the mechanisms that both the governments put in place in the years prior to the incident could have led to an acceptable bilateral solution, without internationalizing the matter. In reality, the issue was part of a ploy to tarnish Eritrea's image and encircle it regionally, with the intent of diverting attention from the mounting pressure on the then Ethiopia regime to respect the demarcation decision of the EEBC.

Unjustifiably, Eritrea was first condemned by the Security Council for "aggression" against Djibouti and days later the Council requested to dispatch a fact finding mission to the

region to investigate the incident between the two countries. The question, however, still remains, on what basis did the Council first condemn Eritrea if it did not have all the facts in the first place? Furthermore, why was it necessary to elevate a putative dispute to that level and use it as a basis for sanctions against Eritrea, particularly when the Security Council had kept silent for years in regard to Ethiopia's occupation of sovereign Eritrean territories? In any regard, these are irrelevant points within the context of Eritrea and Djibouti's recent normalization of relations and establishment of a new chapter of cooperation and friendship.

It cannot be overlooked that beyond being unwarranted and unjustified, the sanctions imposed on Eritrea effectively have restricted it in defending itself – a fundamental international right enshrined under the Charter of the United Nations – against the former Ethiopian regime's military occupation and unrelenting aggression or terror-related threats which abound throughout the region. Additionally, in stark contrast to the claims of some, the sanctions have, indeed, had an

undisputable, direct, significant, and harmful impact upon the people of Eritrea through severely diminishing possibilities for international cooperation or beneficial partnerships, considerably raising the cost of capital in commercial loans, having negative implications for foreign investment, reducing possibilities for job creation and economic growth, and restricting the import of certain categories of equipment vital for development and social infrastructure.

Eritrea vehemently calls for the immediate and unconditional lifting of the unjust sanctions, as they are not based on fact or law and do not serve the interests of peace and justice. Rather than being the transgressor or perpetrator, Eritrea has been and remains the aggrieved party. By removing the unlawful sanctions, not only will the Security Council take an important step to rectify a severe miscarriage of justice and restore eroded credibility, it will help contribute to much needed peace, security, and stability in the Horn of Africa and show genuine support for the rapid, momentous changes currently unfolding across the region.

## NEWS BRIEF

### CALL FOR RESEARCH ON HISTORICAL SITES

The residents of Dubarwa sub-zone called for research and documentation of the historical sites in the sub-zone, as well as for the exploration of Mount It'aber in Tera-Emni, which is believed to be the site of an ancient monastery.

The residents indicated that there is a legend, as well as a reference in the Book of Negest, that a monastery used to exist at the Mount Itaber. Visible tombs and artifacts scattered in the area are believed to justify the legend.

Indicating that the monastery, said to date back to 1400 AD, was destroyed and abandoned due to various enemy invasions and plagues, the residents expressed their readiness to contribute to exploration and documentation of the site.

Archeologist Temesgen Hagos and Anthropologist Gebremicael Gebreselasie, both from the Commission of Culture and Sports branch in the Southern region, said that they are aware of the legend and they will visit the area to conduct preparatory activities for full-scale exploration.

The area known as "Mariam It'aber" is located four km east of the Tera-Emni administrative area.

### COMMENDABLE PUBLIC ROLE IN PREVENTING CRIMES

The Commander of Agordet sub-zone Police Station, Lt. Eyob Tesfazghi, stated that thanks to the coordinated efforts of the police and the community, crime rates in the sub-zone have significantly decreased.

At the meeting he conducted with the residents of Agordet, Engerne, and Aderde, Lt. Eyob also called on the community to help bring criminals to justice.

The head of crime prevention in the sub-zone, Mr. Kelati Fessehatsion, stated that crime prevention is not to be left to the police alone and he called on attendees to help recover lost property. He also encouraged community members to cooperate with the police in enhancing awareness.

Participants at the meeting called for the sustainability of seminars and workshops on law and crime prevention.

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# Some Points on Eritrea: Making Amends, Better Coverage, and Tourism

Dr. Fikrejesus Amahazion

## 1. Making Amends

Established in 1945 under the Charter of the United Nations, the UN General Assembly occupies a central position as the chief deliberative and policymaking organ of the UN. Notably, the General Assembly is also the most representative organ of the UN, being the only one in which all 193 Member States have equal representation (each Member State has one vote).

Last week, Eritrea's Foreign Minister, Osman Saleh, addressed the seventy-third session of the UN General Assembly. During his address, in which he noted the encouraging recent peace initiatives unfolding across the Horn of Africa, Saleh called for sanctions against Eritrea to be lifted, describing them as "unwarranted." This is hardly controversial, as the pretexts for the sanctions are – and have long been found to be – nonexistent. It is also worth bearing in mind that there have been numerous calls for the removal of the sanctions, first imposed in 2009 and then expanded in 2011, including from Eritrea's regional neighbors, Ethiopia and Somalia.

Interestingly, however, Saleh went on to conclude his address by asserting that Eritreans "are asking and deserve amends for the damage incurred and opportunities forfeited [due to the sanctions]." While the Minister's call for amends may at first raise some eyebrows, closer consideration reveals it is not unreasonable.

Specifically, with the sanctions being unwarranted, and unjustifiably broadened and extended, one could credibly argue that amends should be provided in order to address the years of lost opportunities and the loss of earning potential due to the sanctions. Over the years since their initial implementation and subsequent maintenance, sanctions on Eritrea have "scared off" or discouraged many potential international investors, thus considerably hindering the country's efforts at job creation, economic growth, and development. It should also not be overlooked that the sanctions on Eritrea have been coupled with a wide ranging campaign by some powerful states to dissuade interested countries and businesses from



engaging with Eritrea (economically or otherwise) and to block the developing country's participation in important economic or security forums. For example, according to leaked US embassy cables, the German government's rescinding of a credit guarantee to Eritrean banks for a commercial loan of \$US146m to Eritrea's Bisha mining project was the result of "caving in to...American pressure," while other loan and assistance packages outlined for Eritrea (e.g. from the European Commission) were heavily questioned or discouraged.

Of course, international investment decisions are made based upon a variety of different criteria, not solely according to whether a country has been slapped with sanctions (such as local regulations, taxation policies, market size, crime, corruption, etc.). However, it is difficult to suggest that the unwarranted sanctions, as well as the efforts to dissuade potential partners, had no bearing upon the reluctance or apprehension on the part of some foreign companies or countries to invest in or engage with Eritrea.

Beyond financial compensation or other material support (e.g. reconstruction projects, livelihood assistance programs, community aid, etc.), amends for the unwarranted sanctions could involve any of a number of different measures. For example, amends could involve a public apology, including the acknowledgement and acceptance of responsibility, for violating

the country's sovereignty and the rights of its people. Amends could also be providing clear verification of the facts and a full and public disclosure of the process that led to the initial implementation and subsequent maintenance of unwarranted sanctions against Eritrea. Last, amends could involve the establishment of accountability measures or creation of reformed transparent frameworks, guidelines, and mechanisms to ensure that similar unwarranted, unjustified actions do not occur in the future.

## 2. Better Coverage

Kudos to Fredrick Golooba-Mutebi, author of the recent article, "Ignore the Naysayers, Asmara is not Reclusive and Is Open for Business", featured in *The East African*. Golooba-Mutebi recently spent several days in Eritrea exploring the country and speaking with its people. Compared to the usual coverage of Eritrea, which regurgitates tired clichés and promotes prejudices, ultimately providing a biased, skewed vision of the country, Golooba-Mutebi's article was a reinvigorating breath of fresh air.

Generally, the discourse on Eritrea is sensationalist, one-sided, inaccurate, marked with half-truths and devoid of context or nuance, serving to characterize the country as an arena of barbarity and completely lacking in basic humanity. While there is certainly little doubt that Eritrea faces numerous and considerable challenges within

many areas, it is too often criticized for or understood solely in terms of what it has not yet achieved. The significant advancements and important progress it has made in many areas within a short period are simply dismissed or overlooked.

However, Golooba-Mutebi debunks many of the clichés, nauseating stereotypes, and longstanding assumptions and distortions plaguing most mainstream coverage of Eritrea to provide a more accurate, reliable account of the country.

In an age of fake news, where there is a growing – and often justified – public suspicion about the impartiality, accuracy, and integrity of the news, it is good to see journalists that recall that the highest and primary obligation of ethical journalism is to serve the public and provide coverage that is balanced, honest, and contextualized.

## 3. Tourism

I thoroughly enjoyed the article, "Tourism for Peace and Peace for Tourism", featured in last week's edition of *Eritrea Profile*. Here, I briefly discuss some of the points raised within the article, primarily to extend the conversation about these significant topics.

Indeed, Eritrea's travel and tourism industry has incredible potential to help generate growth, create much needed jobs, and support socio-economic development. However,

although it is abundantly clear that Eritrea has enormous potential through its rich natural resources and cultural heritage, pristine beaches and beautiful coastline, warm and hospitable climate, general cleanliness and security, welcoming people, and considerable archaeological and historical sites, the country is still, for the most part, in the early stages of its development for travel and tourism.

Importantly, the peace initiatives rapidly unfolding throughout the Horn of Africa are a significant development and hold much promise. Peace and stability, for obvious reasons, are prerequisites for tourist visitation, while increased tourism, particularly at the regional level, should have a positive impact on peace. Research suggests that tourism can be a strong force for peace, with causal mechanisms operating both at the individual and state level. Meeting diverse peoples and experiencing other cultures via tourism can play a critical role in broadening minds and opinions, promoting tolerance, and supporting intercultural understanding (D'Amore 1988; WTTC 2016).

As well, in order to help fulfill Eritrea's considerable tourism and travel potential and make it (more) attractive to international tourists, the country can focus on addressing several key issues, including: travel facilitation and ease of travel policies (this challenge is not unique to Eritrea, as air travel remains inefficient throughout the region); delivering the highest standards of customer service to visitors, particularly within accommodation, food, and transport services; continuing to improve the country's infrastructure, such as roads, hotels, and airport facilities, in order to deal with increasing arrivals and improve visitor experiences; and better communicating, marketing, and leveraging the country's rich cultural resources, numerous archaeological and historical sites, and various other attractions.

Ultimately, peace and stability across the Horn of Africa should significantly contribute to tourism and travel, while tourism and travel should help to strengthen peace. Moreover, through addressing the issues and challenges outlined above, Eritrea may hopefully be able to fully achieve its vast travel and tourism potential and become a highly competitive travel destination.





# Appreciating Teachers

**Natnael Yebio W.**

October 5<sup>th</sup> is International Teachers Day. The teachers we grew up looking up to besides our own parents. They have mesmerized, inspired, and baffled us with their lessons. They have also annoyed us with constant homework, assignments, and exams. They have, at times, skimmed out grades, thus allowing our arch nemeses to get 1<sup>st</sup> prize. I think I might have digressed a bit, but what I want to say is that although International Teachers Day might have passed it is necessary to say one or two words about our teachers. Love them or hate them, we just can't live without them. This is an appreciation article.

Teachers explore every means within their purview to make us feel comfortable and encourage us to learn. They comfort us when we are in distressed situations. They mourn with us when we are bereaved. And they rejoice with us in most of our successes.

The smile on their faces when they teach illuminates the entire class. Enthralled, we don't want to hear the sound of the closing bell. Seemingly large embarrassing situations are turned into minor issues to make us feel relaxed. Their words of encouragement

always mollicoddle you to wake up late in the night full of enthusiasm and eager to go to school in the morning. If taught by such dedicated teachers, most students in their classes do their best no matter how "low" their scores may have previously been.

In class, dedicated teachers show exemplary leadership skills. They are so patient and tolerant, despite our shortcomings, and they assist along the way without any sign of resentment. In our moments of success, when we do great in our exams, they rejoice with us exhilaratingly. They encourage us to dream and they tell us that there's nothing impossible to achieve in this world. That's the distinguishing mark of a truly dedicated teacher.

Their insistence for the right things to be done has shaped our lives tremendously. Their compelling guidance for us to obey our parents, respect our elders, and fear God will forever be the guiding principles for the rest of our lives.

Teachers have played pivotal guiding roles in our lives and they continue to do so in the lives of the current generation of students. Taking care of one or two children has never been an easy task in

our homes...spare a thought for a teacher taking care of a whole class of children.

Teachers in diverse ways have motivated students to reach for and achieve lofty ambitions that the students themselves would have never thought possible. There are some students who due to challenging or distressing situations, would have dropped out of school if not for their teachers. Those students who have had the privilege to be taught by these dedicated teachers know exactly what I'm talking about.

Having said that, I'm aware that there are a few unscrupulous teachers among the many respectable ones. Some shamelessly retort to the public saying, "If you want quality service, you should be prepared to pay for it." In many instances, they have raved and ranted at the top of their lungs about the knowledge they possess. When they entered the classroom they almost refuse to teach with enthusiasm, just as their own teachers once did. The actions of those types of teachers should not be used to punish the overwhelming majority of teachers that are dedicated and passionate, and who over the years have made considerable sacrifices to serve humanity and their country.

I recall during the occasional admonitions at school, one teacher said, "I cannot do any other work apart from teaching, because of the joy to educate and to shape a worthy human being into the society. Your success replenishes our hearts with joy and your failures saddened our hearts. Go into this world with the Ten Commandments and I'm very confident you'll do well in this world." He ended by saying with a choking voice, "do unto others just as you'll want them to do to you". At that point, you can envisage insuppressible unadulterated emotions that could no longer be hidden from his persona. That's exactly how most teachers feel about their students.

My favorite teacher was passionate about his subject matter. He didn't teach us a subject. Rather, he shared with us a wonderful secret. His enthusiasm, his lectures, his assignments, even his test questions screamed, "Isn't this fascinating? Isn't this brilliant? Isn't this exciting? Don't you want to know more?"

My favorite teacher was demanding. His was the original zero tolerance classroom. "You didn't do your homework? Complete the assignment? Follow directions? Listen to the question? Study for the exam? Intolerable!

You get a zero!"

Teachers rejoice in seeing their students become doctors, engineers, scientists, politicians, and more. Teachers, at any level, play a significant role in our lives. They will have to continue to do so if we still want to have a healthy, educated, tolerant society in Eritrea.

Teachers were highly respected in our societies until their service was not commensurate with the remuneration they received at the end of the month. Teachers worldwide receive very little at the end of the month and the repercussion has been the declining morals in our schools.

Teachers do a lot for students, even performing the role traditionally reserved for parents. Counseling and molding our future leaders in the schools for little compensation, yet they (often) don't complain about it. What I'm stating here is just the tip of the iceberg. Meet any teacher and you'll palpably have the feel of what they go through daily. They sometimes trudge through the forest to areas that are not motorable, to render their services. This has been possible due to the enthusiasm they put into their skill, the love for their work and country.

UNESCO recognized this day as International Teachers Day to commemorate the "Teaching in Freedom" pact signed on October 5, 1966 at a special intergovernmental conference convened in Paris. The accompanying recommendation is focused on the rights and responsibilities of teachers, recruitment, employment, teaching and learning conditions.

It is, thus, my opinion that it is the responsibility of every Eritrean to take care of those who took good care of us and continue to take care of our siblings. Let me take this opportunity to say we Eritreans salute every teacher, past and present. We value your sacrifices and we hold you in high esteem. We will always respect those who stood and stand in front of a class to impart knowledge to others.





# Book Review

## Hamed Idris Awate 1915-1962 - Biography of a Hero

Abraham Habte

It is hard to find a biography on an Eritrean in Tigrigna or most other Eritrean languages. There are some reasons why this is so. Tigrigna was used as a medium of instruction in Eritrean schools in the 1940's. On a small scale, it was used for the same purpose when the Swedish Missionary Society decided to use local languages in the schools it opened in the Eritrean highlands in the late 19<sup>th</sup> century. In the 1920's, the same society started publishing a religious magazine, *Melekti Selam*. Similarly, the Italians used Tigrigna when they published a leaflet named *Nay Elet Were* (Daily News). Other than these attempts, Tigrigna was not used for mass communication, or for classroom instruction, on a wide scale until the 1940s.

In 1942, the British Military Administration in Eritrea began publishing *Nay Ertra Semunawi Gazeta*, the Tigrigna weekly, whose editor was Woldeab Woldemariam. Tigrigna continued to be used as the language of instruction in primary schools until Ethiopia banned Tigrigna and Arabic from Eritrean schools, with Amharic taking their place. Through this measure, Eritreans' rights to use their language as a means of instruction (guaranteed by the Constitution of 1950) were violated. Tigrigna and Arabic, however, continued to be used as languages of communication for some years, while flourishing Tigrigna literature retreated and readership was rolled back. Hence, the few books in Tigrigna on any literary genre, not only biography.

Mr. Haileselassie Woldu, the author of *Hamed Idris Awate 1915-1962*, written in Tigrigna, has taken the initiative and provided a biography of Hamed Idris Awate. Hopefully, it will inspire Eritrean writers to follow suit and tell the important stories of other notable Eritreans.

Until the publication of *Hamed Idris Awate 1915-1962*, the only biography I could find in Tigrigna was a book about an Eritrean educator: *Haxir Zanta Hiywet* Memhir Yishaq Teweldemedhin:

*Qalsi Anxar Dinqurna* (A Short Biography of Memhir Yishaq Teweldemedhin: War on Illiteracy) by Memhir Yishaq Yosief. It is the only biography I know written in Tigrigna.

Dr. Abraham Negash, in *The Origin and Development of Tigrinya Language Publications (1886 - 1991) Volume One*, lists and categorizes books written in Tigrigna between 1886 and 1991. He classifies the books under the following sections: religion, health, law, education, language, social issues, biography, technology, history and geography, economics, and philosophy. Under biography, he has 11 books, of which 10 are of Italian priests or religious figures linked with the Catholic Church. The only biography on an Eritrean is the one by Memhir Yishaq Yosief published in 1986. According to Dr. Ghirmai Negash, an Eritrean scholar who has researched and written about Tigrigna literature, the book by Memhir Yishaq Yosief led to much trouble for the author during the time of the Dergue since there was no freedom of expression. The fear of persecution, thus, could

be another reason why people did not write books in Tigrigna during Ethiopia's occupation of Eritrea.

One of the first things to notice about *Hamed Idris Awate 1915-1962* is that it has taken long to compile. Mr. Haileselassie Woldu began researching Awate's story in 1983, when the author was a reporter for *Dimxi Hafash Ertra* (the Voice of the Eritrean Masses), the EPLF's radio station during the armed struggle. His research has taken him to Washington, DC, many places in Sudan, and numerous locations across Eritrea. He visited the places where Hamid engaged police squads sent to hunt down and arrest him, and also interviewed the people who knew Hamid intimately, including some of his comrades and fellow fighters, who provided valuable insights and helped make the book informative.

The author also interviewed important historical figures from Eritrea, including leaders, activists, and politicians, such as Woldeab Woldemariam, Sheik Ibrahim Sultan, and

others. Although the research could have been more extensive than the books mentioned in the bibliography, the author tried his best to make use of the books written by Eritrean and British authors. Moreover, his bibliography lists magazines, newspapers, police report, letters, and Government of Eritrea minutes. A report on Hamid's surrender to British authorities is even attached in the appendix.

The book has 12 chapters, and can be divided into two parts. Chapters 1 to 6 deal with Awate's life story, from his birth in 1915 until his surrender to the British Commander of Police in Eritrea, Colonel Cracknel in 1951. The second part deals with Hamed's life during the federation of Eritrea and Ethiopia and his martyrdom at 47 in 1962.

In the first six chapters, based on interviews, Mr. Haileselassie Woldu details Hamed's life until he was 36. Probably because his informants lacked information about Hamed's childhood, the book has no information about this period in his life. After a few pages discussing Hamed's father,

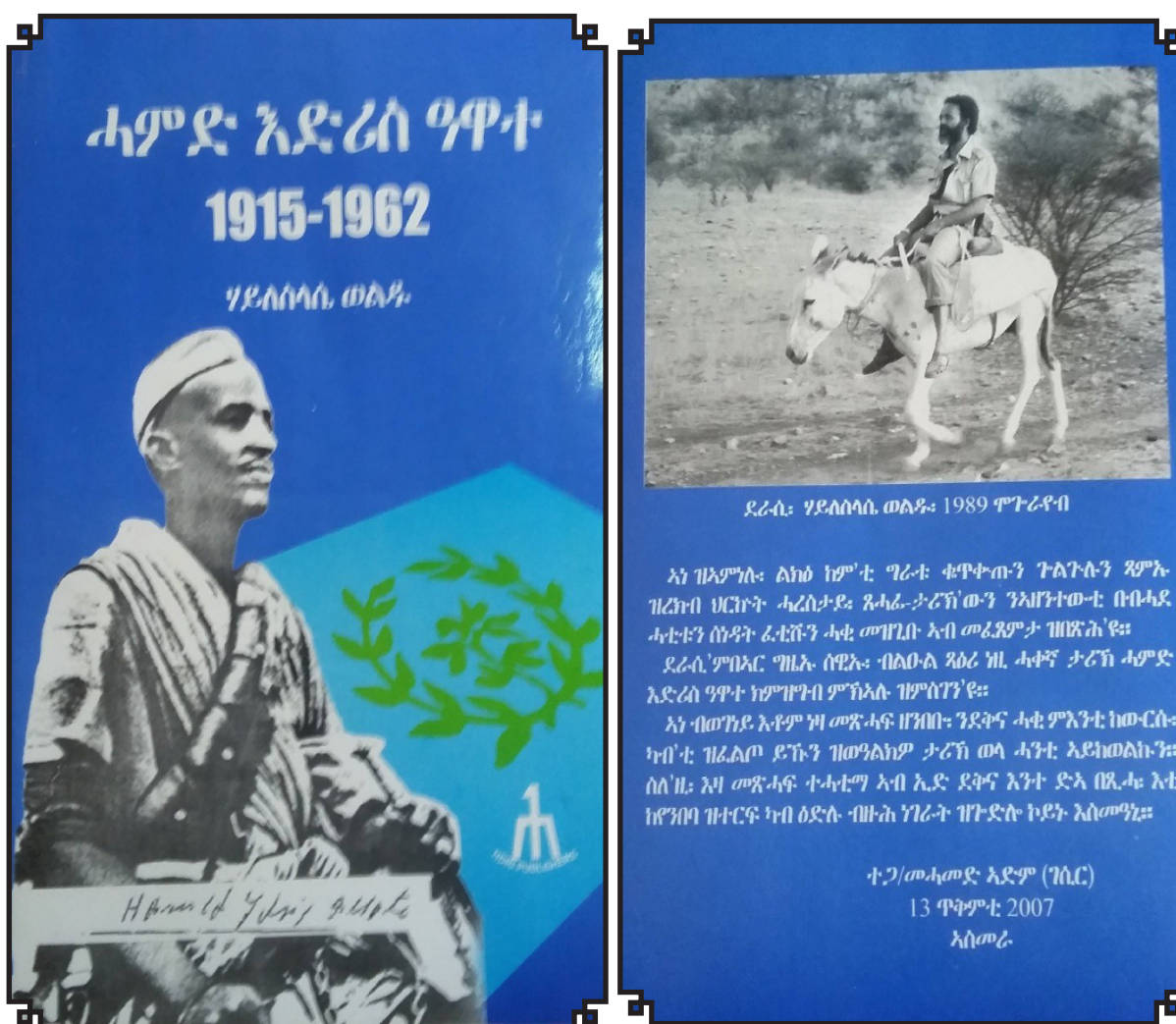
Idris Awate, the book describes Hamed's life as a young man and his skills as a sharp shooter. It then describes his time as an Asdari in Ethiopia in the mid-1930s, followed by his life as a "shifta", and then his surrender to Colonel Cracknel in 1951.

The first part of the book relies heavily on interviews and various available documents. Since interviews were made with people who knew Hamed closely, they provide information which could not have been obtained from other sources. For this reason, one feels that the interviews form the backbone of the book, especially the first part of the book. Without the interviews, there could be no account of Hamed's life.

However, the author could have made better use of available documents or sources. For example, chapter 2 would have benefitted from Italian sources on the invasion of Ethiopia, in which Hamed was personally involved. The author also could have used *Semunawi Gazeta* articles in his discussion of *shifta* activities. Further, he could have turned to several other books about Eritrea in the 1940s, written by Eritrean and other authors, which would have strengthened chapters 3 and 4.

The second part is much better in its use of sources other than the interviews. In it, the author uses several different kinds of documents, including Hamed's letter to the authorities in Asmara (in Italian). However, even in this section, interviews are vital as they portray Hamed in different roles, providing a comprehensive picture of the man, including his thoughts, beliefs, methods, weaknesses, and strengths. One of the author's strengths is his detailed account of Hamed Idris Awate, including information that many people would find hard to believe. Mr. Haileselassie does not attempt to hide or manipulate facts.

Several points make the book an excellent biography. First,



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# LOCAL NEWS

## GINDAE SCHOOL OF ASSISTANT NURSES GRADUATES 121 STUDENTS

Gindae School of Assistant Nurses graduated 121 assistant nurses, including 79 females at the certificate level, on 29 September. The graduates took both theoretical and practical courses for a year and a half.

During the graduation ceremony, the director of the School, Mr. Micael Jahray said that the graduates, in addition to completing theoretical courses, interned for 7 months in various hospitals and health institutions. He also called on graduates to upgrade their knowledge through work.

The head of supervision at the school, Sister Alganesh Teklegergish, said that the assistant nurses graduating from various institutions are significantly contributing to meeting the growing health service demands of the country. She also called on graduates to emulate their predecessors and serve their people with strong discipline and diligence.

The D.G. of the Department of Policy, Planning, Research, and Human Resources Development in the Ministry of Health, Dr. Berhane Debru stated that priority is being given to human capacity development, while noting that health professionals graduating from various institutions are playing a significant role in improving health services and in developing the health systems of the country.

This year's commencement is the 7<sup>th</sup> for Gindae School of Assistant Nurses. A total of 667 professionals have graduated from the institution thus far.

## EFFORTS TO BOOST HONEY PRODUCTION

The chairman of the Bee Farmers Association in the Central region, Mr. Habteab Gehad indicated that the Association is exerting strong efforts to boost honey production and to stabilize the local market.

Indicating that the Association has been in existence for 14 years, Mr. Habteab said it has about 90 members and is working to enhance production, both in quantity and quality.

He went on to say that the training programs being organized by the Ministry of Agriculture and the regional administration have significantly contributed to increasing the knowledge of bee farmers, as well as improving production. While previously production levels were at not more than 60 quintals of honey per year, they have now increased to 150 quintals.

Association members said that the support from the Ministry of Agriculture and the regional administration has contributed in improving their production and they expressed their readiness to help stabilize local markets.

Dr. Yasmir Saret, a bee farming expert, said that Eritrea is conducive for bee farming, particularly with its rich endowment of vegetables and flowers. She also stated that she has gained a lot of experience from Eritrean bee farmers during her two years stay in Eritrea.

## Hamed Idris Awate . . .

**C**ontinued from page 5

it is very informative. Little has been published about Hamed Idris Awate prior to the publication of the book. We see Hamed the man, the fighter, and the leader, including his weaknesses. In some cases, Mr. Haileselassie provides information about Hamed that helps us see him in a different, even potentially negative, light. Such information shows that heroes are often not very different from common people, yet they rise to meet the challenges that face a nation or society. Also, the interviews, documents, and police records allow us to see the man in his totality.

Second, Mr. Haileselassie interviewed not only Hamed's comrades, but also his former adversaries and enemies, including those who wanted to see him dead. This provides another important perspective and provides a fuller account of the man and his story. From the interviews, one notices that, after many years, his Eritrean adversaries had a change of mind and came to see him as a freedom fighter. They were brought to Hamed's side and embraced him as a hero, not as a *shifita*, reflecting the triumph of his vision.

Third, and most important, the book shows Hamed as broad-minded nationalist, who fought for Eritrea's independence, someone who shared the broad-mindedness of Woldeab Woldeariam, Sheik Ibrahim Sultan, and other Eritrean leaders, who

shunned religious divisions and tried to bring all Eritreans, irrespective of their ethnicity or religious background, under the same vision of independence.

Quite simply, the book is impressive, and the author should be congratulated for writing such an excellent book. However, I believe a few things should have been considered. First, the book uses some words which may confuse readers. As just one example, Mr. Haileselassie uses *wetehaderat* (soldiers), several times in the book which implies the involvement of the Ethiopian army in the attempt to crush the revolution. However, each time the context is closely read the word refers to Eritrean police. I think this should have been thought out and corrected before the publication of the book.

Second, the author should have taken his audience into account. He repeatedly uses some unfamiliar military words (or Tigre or Arabic phrases or expressions). The author should have explained these (e.g. in footnotes or endnotes) as he sometimes did when his sources use such unfamiliar words. In addition, he should have avoided using such words, phrases or expressions himself in his book.

If anyone wants to understand how the armed struggle began and know the people behind the initiative, *Hamed Idris Awate 1915-1962* is the best place to start. People will enjoy it immensely and get vital insight into a key period of Eritrea's history.

## Education: Key . . .

**C**ontinued from page 8

development centers. Skills development is considered essential for economic growth, and is also regarded as a key strategy for wage and self-employment. The Technical and Vocational Education and Training (TVET) subsector in Eritrea aims to produce semi-skilled and skilled intermediate-level technicians in order to meet the country's growing demand for labor and improved productivity.

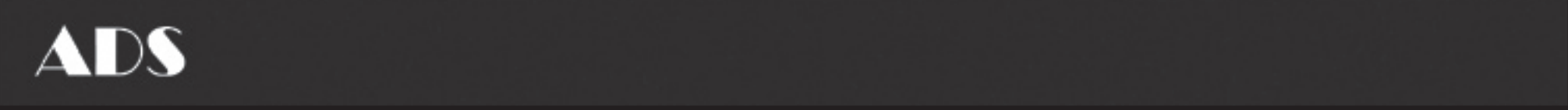
The overall objectives of this subsector are to align the skills development system with the needs of employers, the labor market at large and the country's economic development priorities, and to raise quality in order to increase the productivity of enterprises and the incomes of individuals. The TVET subsector is in the process of developing an outcome-based curriculum, strengthening instructor training at all levels, re-equipping existing technical schools and establishing new ones, and developing textbooks. Importantly, the government has also made significant investments to equip vocational and training centers with the necessary materials.

The end of the long "no war no peace" through cooperation and friendship agreements with Ethiopia will usher a new chapter in our history. It will add an impetus to the development of ongoing projects. Massive investments will inflow

to the market. Nations with security and stability attract investment because investors are willing to invest capital in areas where there is risk. Eritrea's considerable investments in education and skills should soon pay dividends.

Besides the formal vocational education and training sector, it is important to note that the informal sector plays an important role in the development of human resources. This sector encompasses a wide range of economic and capacity-building activities that tend to be overlooked in statistics.

In Eritrea, the process of informal skill training and transfer is often conducted in small scale manufacturing units, micro-enterprises, building and construction sites, trade and commercial establishments, carpentry and woodwork facilities, and repair workshops and service providers. As well, adult and non-formal education is an organized learning channel outside the conventional formal school system. It serves a variety of learning needs for different groups of youth and adults in the population. The provision of adult education in Eritrea includes literacy and post-literacy programs. At the end of the first phase, participants are expected to attain basic levels of literacy and numeracy. Adult and non-formal education also covers education for out-of-school children, continuing education, e-learning, as well as skill training provided by various organizations.



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24/09/2018

# VACANCY ANNOUNCEMENT

Bisha Mining Share Company is looking applicants for the following position:-

Position: Data Administrator  
Department: Environment  
Number Required: One(01)

TASK DESCRIPTION

- Data Management & other Systems
- Responsible for the ongoing maintenance and integrity of all environmental and social data bases, including data input and quality assurance/control.
  - Develop and implement the department’s data management system in line with the mines management system.
  - Liaise with mine departments in order to expedite the collection of required data for reports.
  - The implementation and ongoing supervision of GIS capability to fulfil the internal and external environmental and social geospatial requirements of the department.
  - Any other duties commensurate with the development and maintenance of the mines GIS function, data management, environmental management system (EMS), and environmental assessment process.
- Team Support
- Support the Environment and Social management team in their reporting functions, including data analysis, data export and data collation as required

Knowledge, Experience And Skills

<b>Qualifications:</b>	
BSc (Geography, Statistics, Demography, Environmental Science or related field).	
<b>Knowledge and Experience:</b>	
2-3 years data management experience including GIS/Geospatial data management experience	
<b>Technical Skills</b>	<b>Behavioral Skills</b>

Computer Literacy (MS Office – Intermediate, Excel, Access– Advanced)	Communication ( English and local Language)
Statistics Ability	Interpersonal Relations
Attention to detail	Integrity
Analytical skill	Ability to work towards strict deadlines
QA/QC data experience, data analysis	High level of accuracy
Problem solving skill	Discretion
	Assertiveness

General Information and other requirements:

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

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.**



# Development

## Education: Key to Development

*Habtom Tesfamichael*

Education has long been recognized as a central element in development. It is a vital input in modernization, where developing countries, particularly in Africa, began their drive for social and economic development since their independence. Education is a means of raising political and social consciousness and increasing the number and level of skilled workers. An educated, skilled workforce is critical to a country's development, and there is no nation that fails to give attention or direct investment toward education.

The Government of the State of Eritrea considers education to be the cornerstone of all national development efforts, particularly in human resources development, economic growth, and poverty alleviation. The broad principles underpinning the need for balance in national development were articulated as early as 1994 in the government's macro-policy framework. This macro-policy outlined a vision for the creation of a modern, technologically advanced, and internationally competitive economy, with education as a key input. This policy emphasized improved agricultural production, knowledge intensive and export-oriented industries, and broad educational provision that incorporates widespread dissemination of skills. Accordingly, it is making significant investments in the development of human resources by providing education to the entire population.

Eritrea offers free access to education with the overriding aim of providing access to quality education that is responsive to individual and national development needs and takes note of all segments of the population. To ensure this, the educational sector has undergone broad and extensive reform in the last independence years.

In order to implement the national development strategies and macro-economic policies on the ground and expand the educational service across the country in an equitable basis, Eritrea has invested heavily in this



sector. Notably, Eritrea allocates about 4% of its national GDP toward education, while only about 10% of states in the world invest 3.7% of their GDP toward education. This demonstrates the commitment of the government towards creating an educated, adaptive and flexible workforce.

As well, the number of schools and people who have access to education across the country has increased considerably. During the early independence years, the number of elementary, junior, and secondary schools was only 292 and the number of students was around 168,000. Today, these figures stand at about 1000 schools and approximately 750,000 students.

Globally, education is

considered as critical for change. It is also a human right. Education enables people to have knowledge about their environment and allows them to exploit the opportunities and resources available to them. Unfortunately, in many states, education is not easily accessible and free education is still a dream. However, in Eritrea, education is considered a basic human right that enables people to realize their other rights. Education is compulsory to all, from pre-school to the secondary school level. The government firmly believes that early childhood development is an integral part of the wider educational process.

To this end, policies and strategies have been developed to support the growth and expansion

of the pre-school system. This support involves partnerships between families, communities, and government institutions. Within the context of these partnerships, government efforts have focused on providing early learning services to the most disadvantaged and underserved areas in order to reduce equity gaps in access to school readiness facilities.

Providing "basic education to all" is an overriding concern of the Government of Eritrea (GSE, 1994: 39). In line with this concern, the Ministry of Education has made concerted efforts to expand basic education (primary and middle level schooling), particularly in remote and disadvantaged regions of the country. These efforts have

created a situation where today 80% of primary schools and 72% of middle schools are located in rural communities. Within this framework, primary schooling has been identified as key in the drive to achieve basic education for all because this cycle lays the foundation for further learning and for the sustainable development of human resources.

The provision of secondary education is necessary not only to meet the micro-level needs and aspirations of individuals, but also the macro-level needs and priorities of the society. Being the final phase of formal schooling, this cycle provides learning opportunities with a view of equipping students with the knowledge, skills, and attitudes necessary to pursue further education or enter the labor force. Within the framework of this provision, students are offered common courses and optional learning experiences through available curriculum programs and activities. These programs and activities have been reviewed to include work-related practical studies with relevance to national and labor market needs.

Prior to the reform of the tertiary education level in 2004, access to college education was very low. Of those who enrolled in college entry examinations, for example, only between 10-15% were able to access college education. This was a serious problem and had ramifications even at the high school level (many high school students, thinking they were unlikely to make it to college, became disinterested in their studies). The most rational way of increasing access to tertiary education was to increase university level facilities. This would also be consistent with the educational policy of the country. Accordingly, in 2004, the government decentralized tertiary education, and established various colleges throughout different parts of the country.

Those unable to join the colleges are directed towards technical and vocational



*Continued on page 6*