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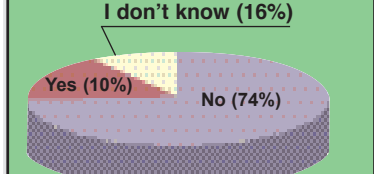


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 Yemen's  
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 at great risk

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## Readers' Voice

Last edition's question:  
 Rescinding his decision of last  
 year not to run in upcoming  
 elections, President Ali Abdullah  
 Saleh promised to implement  
 comprehensive reforms. Do you  
 think he'll fulfill this promise?



## This edition's question:

The Democracy and  
 Freedom of Expression  
 conference came out with a  
 communiqué that triggered  
 criticism. Do you think that  
 the so-called Sana'a  
 communiqué reflects the  
 views of the people and  
 NGOs?  
 - Yes  
 - No  
 - I don't know

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# Disappointment about the Sana'a Conference communiqué

By: Yemen Times Staff

SANA'A, June 26 — The official communiqué on democracy, political reform, and freedom of expression was received with displeasure from most participants especially those representing civil society organizations and media organizations. Many participants said that the communiqué did not representative of the outcome of the two-day-long conference. Lawyer Mohammed Naji Allow, director of the National Organization for Defending Rights and Freedoms, summed up the impression of the participants thusly: "We were hoping that this conference would result in mechanisms in order to execute the recommendations of the previous seven conferences on the same subject. "But unfortunately, the recommendations continue to be ignored and new more fragile recommendations are

being formulated because of the failure to adopt or execute the previous ones. "It seems that the government's intentions are to deceive donors through public relations campaigns and media coverage, which donors, too, seem to enjoy, and spending budgets on such conferences which have no tangible effect on the human rights realities of the country. "This conference could've been more successful had we formulated a mechanism to measure the effects in each participant country and committees were formulated to follow up on the findings and recommendations, and therefore annual conferences would come up with reports to be discussed in these conferences to find out where the problem lies. Was it cultural, systemic or legislative, et cetera?" said Allow. Full details of the conference and the communiqué will be published on the report page in the next issue of the Yemen Times.



The president at the opening ceremony of the conference.

YT PHOTO BY FUAD AL-HARAZI

## HRITC human rights training course concludes

By: Mohammed Al-Jabri

SANA'A, June 28 — Human rights is an important issue in societies and there are now individuals working in this field and the fields of freedom, reform and change for a culture that will create peaceful change in societies, Minister of Foreign Affairs Abu Bakr Al-Qirbi said, concluding the third regional training course for Training of Trainers on Human Rights on June 27.



Abu Bakr Al-Qirbi

The Human Rights Information and Training Center (HRITC) organized the training course in cooperation with the Canada Fund Development Program for Local Initiatives in Yemen.

Beginning June 21, the course included 35 participants from Yemen, Saudi Arabia, Qatar, Bahrain, Jordan, Syria, Lebanon and Egypt. Attendees were from various backgrounds such as civil society, police, prisons and judicial fields.

Al-Qirbi said, "You play a role in introducing society's rights and defending human rights, as this training course included a group of individuals concerned with human rights, representing some Arab states."

He added that participants included both men and women representing governments, judiciary, security and civil community organizations, which "reflects the advance in Arab states regarding human rights."

"Human rights originally are from the core of religious teachings and manifested in the holy Qur'an and Sunnah and in the actions of the Prophet Mohammed's followers," Al-Qirbi noted.

HRITC representative Emily Kinges said, "This partnership is excellent and has extended over seven years. We're honored to work with the HRITC. During this period, we've observed that the HRITC has a prominent presence and it might spark human rights work."

Kinges concluded by saying that such a constellation of participants represented only a kernel of human rights in Arab states and that cooperating with civil community organizations is permanent.

HRITC Director Izz Addin Al-Asbahi expressed happiness at the training course's success, pointing out that such a course is a beginning regarding human rights and building an entire program to spread awareness.

He further stated that course participants are a connecting point, whether in their countries or places they target, to spread the values of human rights. "Practically, we think we've opened a window into each Arab state. These participants are ambassadors in their countries to make human rights principles firm," Al-Asbahi added.

Judge Yousef Al-Faghori, Attorney General and head of the military judiciary in Jordan, also delivered a speech on behalf of the trainees.

## 2006 water sector evaluation workshop held

By: Yemen Times Staff

SANA'A, June 27 — A two-day workshop was held Tuesday to discuss the National Water Sector's joint annual review and its 2006 Strategy and Investment Program. With more than 120 participants, the workshop's aim was to evaluate progress achieved during 2005 regarding financial, administrative and institutional aspects.



The opening ceremony of the workshop.

PHOTO BY: HAMDAN DAMMAG

According to its statement, the Ministry of Water and Environment, in collaboration with participants from various water sub-sector institutions representing stakeholders and donors, embarked in 2004 on preparing the National Water Sector Strategy and Investment Program (NWSSIP). The aim was to reach a common vision on the current situation of these sub-sectors as well as to assess project implementation of the national water strategy (2005-2015).

Six work groups were established, comprising water resource management, urban water supply and sanitation, irrigation and environment, in addition to a coordinating group within the Ministry of Water and Environment. With participation of donor representatives — namely Germany, the Netherlands and the World Bank — the groups reviewed the various sub-sectors' achievements over the past two months and their compliance with the

NWSSIP.

The overall review process was supervised and entrusted to an inter-ministerial steering committee headed by the Ministry of Planning and International Cooperation, with participation of various ministries, including the Ministry of Finance, the Ministry of Agriculture and Irrigation and the Ministry of Local Administration.

### Water strategy to cost \$1.5 billion plus

A \$1.5 billion (USD) allotment has been approved for the implementation of the national strategy to rehabilitate the water sector in Yemen, Dr. Mohamed Ibrahim Al-Hamdi, Deputy Minister of Water and Environment, said Tuesday.

Al-Hamdi indicated that donor countries are expected to contribute \$550 million for the project while \$429 million will be provided by the Yemeni

government. The Ministry of Water and Environment still seeks other funding sources to pay for the remaining cost of the project, estimated at \$559 million.

Sana'a University's Center for Water and Environment is in the process of establishing a four-year program to train workers in water management. The program will cost around 2 million euros and will receive support from the Dutch government.

Dr. Taha Mohamed Taher, head of the center's research department, said: "The center plans a long training program for workers in various water and sanitation corporations throughout the country."

He pointed out that the center has completed its first phase which involved the training of more than 15 graduates specializing in water management. The center is preparing to train a new batch of graduates next year, said Taher.

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## Yemeni agricultural products banned

By: Yemen Times Staff

SANA'A, June 28 — Saudi authorities have banned the import of Yemeni agricultural products, such as vegetables and fruits, according to a source wishing to remain anonymous. Yemeni farmers will sustain heavy losses until products are allowed to cross the Saudi frontier once more. In the meantime, many agriculture goods destined for export to the Saudi market have become worthless.

The Yemeni weekly newspaper Al-Wahda reported that farmers in the governorate of Saada sent a complaint to the agricultural cooperative union that 90 percent of Saada residents depend on agriculture, that they were pleased that a border agreement was signed by Yemen and Saudi Arabia. According to the complaint, residents began to expand their agricultural produce for the purpose of selling their products to Saudi Arabia. When Saudi authorities closed the Alab crossing preventing agricultural products from entering

Saudi territory, Saada residents were taken by surprise.

The farmers demand that the Yemeni government discuss the matter with the Saudis to gain permission for crops enter to be exported to Saudi Arabia by nearest crossing to Saada. The Alab crossing lies only 30 km from Saada, while the next closest crossing is 300 km away.

Sources at the cooperative union said that the union has sent memos to the deputy minister of Planning and International Cooperation, the head of the Yemeni delegation of the preparatory committee of the Yemeni-Saudi Coordination Council and to the deputy minister of Industry and Trade, head of the Yemeni delegation to the Yemeni-Saudi technical team.

The memos requested the two officials to contact Saudi authorities in order to resolve the problem in a timely fashion so that Saada residents can resume exports in accord with agreements signed by the two countries regarding trade.



## Attacks on street vendors rise

**Daily assaults on street vendors by municipality officers fuel rights groups' concern.**

By: Adel Al-Khawlati

SANA'A, June 27 — Human rights activists and organizations expressed concern over persistent attacks, imprisonments, and killings of street vendors following reports that several had been beaten or killed by municipal officers in cities throughout Yemen.

Human rights organizations called for adequate protection of unlicensed vendors, who are often forbidden from hawking their wares in the streets. Often, such vendors are subjected to illegal attacks by municipal workers, according to human rights activists.

"Attacks against street vendors have become a daily scene. Municipality prisons are full of street vendors," said Khaled Al-Anesi, the executive director of the National Organization for Defending Rights and Freedoms (HOOD) based in

Sana'a.

Al-Anesi, a lawyer, indicated that over the past year, six cases—including beatings and killings—had been registered with HOOD. He noted that "there are other cases which haven't been disclosed."

Many vendors have been taken to jails in Sana'a where they are extorted by municipal officers under the pretext of paying a fine for deformation of the appearance of streets, said Al-Anesi. Other officers say they receive complaints from shop owners that unlicensed vendors hinder customers from reaching their shops thereby affecting their sales.

"Most of the cases remain undisclosed as [street] vendors bribe officers to restore any confiscated articles...the issue goes on unchecked because vendors do not contact civil society organizations," Al-Anesi noted.

### Street vendors describe their ordeals

Abdullah Qashafan, a 28-year old street vendor, said attacks have become commonplace. "Municipality officers regularly

chase us, forcibly drag us to their vehicles, and confiscate or tear apart our wares. They throw us in prisons where we stay for hours without food or drink," he insisted.

Another vendor who requested not to be identified said that he graduated from the Faculty of Engineering and could not find a job. To sustain his seven-member family, he purchased a pushcart to hawk shampoos and perfumes at the entrance of Shumaila Market, south of the capital.

"I could not escape municipal officers' attacks, although I told them this cart is my only source of income and I'm a sustainer of a seven-member family after the death of my father," he complained.

Yemen is an impoverished country, with nearly 44 percent of the population currently living under the poverty line, according to international reports. The preponderance of poverty makes the street vendor phenomenon a common in markets and on roadsides.

According to a recently passed law, street vendors are only allowed to sell in limited parts of the city. They are banned from working on major streets so as not to get in the way of pedestrians or cause traffic jams.

Ahmed Arman, a human rights activist and a lawyer for HOOD, pointed out that street vendors were often shot by municipal officers. He went on to say that HOOD has received reports on the deaths of three street vendors this year. The latest case was on June 13, when Ali Al-Bahri, a mechanic, was allegedly killed over a disagreement with municipal officers in the capital.

"This reflects the violence of authorities," Arman emphasized.

Dr. Yahya Al-Shu'aibi, Secretary-General of the capital, said that such fatal attacks were isolated cases and did not represent a trend.

"If it happens, then it's the result of resistance," Al-Shu'aibi suggested.

The municipality is tasked only to remove those who violate the rules, not to take aggressive measures against them," he said.



Poverty is responsible for the spread of street vendors on roadsides of main cities. PHOTO BY SADDAM AL-ASHMORI

## JMP condemns slaying of Russian diplomats in Iraq



The four Russian diplomats who were killed in Iraq.

SANA'A, June 26 — In a statement distributed Monday, the Joint Meeting Parties (JMP) conveyed their condolences to the Russian embassy in Sana'a and to relatives of the four Russian diplomats who were killed in Iraq.

"Those who resort to such acts never represent the Iraqi legal resistance," the statement reads. It demands that the Iraqi people not allow such acts of barbarism, which harms the reputation of countries supporting the Iraqis.

Last Sunday, the JMP condemned

the kidnapping and ensuing execution of four Russian diplomats in Iraq, described as "scandalous."

"The crime harms reputation of the Iraqi legal resistance," the opposition parties stated.

A JMP delegation, headed by Mohamed Qahtan, Chairman of the Islah Party's Political Department, visited the Russian embassy in Sana'a on June 18 to express solidarity with the families of the Russian diplomats.

The Mujahedeen Shura Council in Iraq, an umbrella group of seven

organizations, announced on June 25 that it had carried out the murder of four hostages because Russia failed to respond to the group's demand that Russia withdraw from Chechnya and release Muslim prisoners.

Fyodor Zaitsev, Rinat Agliugin, Anatoly Smirnov, and Oleg Fedoseyev were kidnapped on June 3 in front of a market after being intercepted by three cars belonging to insurgent group in the Mansour neighborhood. Their bodyguard was shot dead in the struggle.

## Italy supports Mine Action Program

SANA'A, June 24 — As part of its efforts to support Yemen with the clearance of mines, the government of Italy offered €150,000 in aid to the Mine Action Program (MAP) during the fiscal year 2006.

The financial assistance package was approved in the cooperation agreement signed by the officials from the Tuscany region in Italy and the chairman of the MAP in December 2003. In addition, the agreement stipulates that the government of Italy will supply Yemen with free medicine for Yemeni children injured in mine blasts.

Yemen's MAP is an internationally recognized program that has rid Yemen of mines. It also has programs to make the public more aware about the risk of mines.

Last year, the MAP received many Iraqi, Somali, and Sudanese mine experts and is due to receive high ranking delegations from Uganda and Mauritania in the near future. Delegates come to review how Yemen's MAP has achieved its success.

The program has extracted as many as 146 mines around Yemen. The MAP has announced that the gover-

norates of Aden, Hajja, and Hodeida are free of implanted mines.

During its second phase, the MAP received financial assistance from Canada, the Canadian International Development Agency, Belgium, France, Italy, Japan, the Netherlands, the United Kingdom, the U.S., Germany, Sweden, Switzerland, Saudi Arabia, and the UN Development Program.

The Yemeni government has contributed \$3.5 million (USD) to the MAP with the aim of limiting injuries and deaths caused by implanted mines in the country.

## Scotland to hold Soqatra exhibition

SANA'A, Jun 28 — A cultural and natural heritage exhibition on the island of Soqatra is to be launched on June 30 in Edinburgh, U.K., said Abdul-Rahman Al-Eryani, the Minister of Water and Environment. The exhibition, titled "Soqatra: the Land of the Dragon's Blood Tree," will be organized by the Royal Botanic Garden in Edinburgh in coordination with the Friends of Soqatra association. The exhibition will run until October.

Before heading to Britain to attend the inauguration of the exhibition, Al-Eryani said in an exclusive interview to the Yemen Times that, "The Yemeni delegation to Britain is headed by Dr. Abdul-Karim Al-Eryani, who is the president's political consultant and the Head of the Soqatra Conservation Fund...the aims of the exhibition [include] presenting the natural and cultural treasures of Soqatra, which are matchless worldwide. Visitors will see samples of natural plants of Soqatra, traditional activities of Soqatra's inhabitants like crockery production, a house representative of Soqatra's traditional houses, [and] children's clothes used in the past."

Al-Eryani mentioned that the exhibition will include the presentation of documentaries, light photos, and natural models. Workshops on the biodiversity of Soqatra will be held in the presence of experts from the Soqatra Conservation Fund. Participants will



Soqatra is famous for its natural scenes.

also discuss projects implemented in Soqatra related to the development of local community, and efforts to preserve the island's biodiversity.

For the first time, a group of distinguished ornaments, pottery, and tools, which the inhabitants used in the past, will be presented during the exhibition.

Al-Eryani revealed that preparation for the exhibition began last year after

experts from the Royal Botanic Garden visited Soqatra.

"The exhibition is undoubtedly an important circle and [will] bear fruits as far as the Yemeni-European cooperation is concerned," said Al-Eryani.

It is expected that 40,000 people will visit the exhibition. Organizers say that the exhibition targets those who have never been to Soqatra.

## American jazz band to arrive in Yemen

SANA'A, June 28 — The American Jazz Group is expected to arrive in Yemen on its first visit in six years. The band is to hold two concerts, one at the Cultural Center in Sana'a on July 3; the second on July 4, the American Independence Day, at the German Consulate's building in Aden. Both concerts are open to public. The tour is under the auspices of the Yemeni Ministry of Culture and The American Embassy.

The jazz band consists of five members who are originally members of various groups in the U.S. They routinely play as one group. The guitar player is from the state of Michigan. He started playing piano at the age of eight. He participated in and led a number of jazz bands as a high school and university student until he secured a place in the band. Other members



The American Jazz Group visiting Yemen.

professionally sing and play musical instruments like the drums and saxophone.

Jazz is a style of music that originated

in the U.S. It is characterized by a strong, but flexible, rhythmic understructure with solo and ensemble improvisations on basic tunes and chord patterns.

## Al-Banna admits unlicensed money-transfer

SANA'A, June 25 — A prominent member of Lackawanna's Yemeni community and two of his relatives admitted in U.S. District Court Friday that they ran an unlicensed money-transfer business that sent at least \$3.5 million (USD) to people in Yemen.

The guilty pleas by Mohamed Al-Banna, his brother, and nephew could bring a prison term of as long as five years for Al-Banna, who was a voice for the Islamic community during the trial of the Lackawanna Six.

The 55-year-old Yemeni deferred comment to his attorney as he left the courtroom of Judge William M. Skretny in New York state.

"From the very beginning, Mohamed had told everyone that he assisted people in sending money to Yemen," said attorney Philip M. Marshall. The guilty plea acknowledged that and also meant the government dropped tax evasion and other charges.

Defense attorneys said the Patriot Act provisions the three men violated only apply because money was sent by unlicensed traders and does not mean they intended to break the law.

"These are very good people caught up in a very tough statute," said Thomas J. Eoannou, who represented Al-Banna's older brother, Ali, 62. "The money ended up going to poor villages, helping people eat and get medical care."

"A lot of these people [in Yemen] don't have access or ability to get the money," added Herbert L. Greenman,

who represented Al-Banna's nephew, Ali Al-Banna, 33. "They don't have bank accounts, so you send it through a currency exchange, and the people come in and the guy gives them the money."

Defense lawyers stressed that the government made no allegations that any of the money was used to aid terrorism and said that had the case gone to trial, they would have asked the judge to tell that to the jury.

Federal prosecutors, however, had been prepared to call as a witness Yahya Goba, a member and organizer of the Lackawanna Six, the group of young men who admitted giving material aid to a terrorist organization.

Assistant U.S. Attorney Timothy C. Lynch said in earlier court papers that Goba, now serving a prison term, would have testified that Al-Banna's money-transfer business sent money to Kamal Derwish, an alleged Al-Qaida recruiter, in Yemen.

During al-Moayad's trial, an agent from the Joint Terrorism Task Force of Western New York testified that the former Lackawanna imam, Abdulwahab Ziad, had sent \$1,500 to al-Moayad. Ziad could not be reached for comment Friday, and associates said he left the U.S. about two years ago.

Al-Banna told The Buffalo News last year that Ziad would never have knowingly sent money to aid terrorists.

Since his arrest in December 2002 by U.S. Immigration and Customs Enforcement agents, Al-Banna has

never publicly denied that he transmitted money from Buffalo, New York, to Yemen.

Al-Banna repeatedly has said that he never intended to violate the law and was only trying to help law-abiding families send money to their relatives in Yemen.

"This service is needed by families in Yemen," Al-Banna told The Buffalo News in January 2004. "We aren't providing it anymore, and people are suffering."

But federal agents have long been suspicious of the money-transmitting operation, wondering how Yemeni-Americans who run small businesses in Buffalo and Lackawanna could come up with such amounts of money.

Prosecutors also said that in January 2002, Al-Banna sent a package of checks to Yemen with a note that concluded: "[We] did not want to register it in our ledger as a precaution from the American Government."

Al-Banna has long been active with local Muslim-American organizations, and he has said many times that he and other area Muslims do not support terrorism.

Dr. Khaled Qazi, president of the Muslim Public Affairs Council of Western New York, declined to say whether he was surprised by Al-Banna taking a guilty plea.

"Everyone knew that he was sending money [to Yemen]," Qazi said on Friday. "I believe he had good intentions. I believe he was trying to help families."



# Investing in the Future

The latest Arab Human Development Report (AHDR) gave a dramatic picture of the lack of development in the field of democracy and civil society participation in the Arab World. In most Arab countries, freedom of expression, press and association are curtailed by restrictive laws and social and political taboos. Access to information for media and citizens is often very restricted.

By: Nadia Al-Sakkaf

The challenge of developing a knowledge society in the Arab countries is of paramount importance. Mass media plays an essential role in the distribution of knowledge and information. The obstacles to the development of free and independent media are mentioned in the Arab Human Development Reports. The three major deficits of the Arab media are access, content and reception. Development is hindered by political restrictions. There is also an acute deficit of freedom and good governance. Most Arab countries lack an independent judiciary. Besides that civil society organisations and the media continue to suffer from restrictions.

#### Investing in the future:

The report 'Investing in the Future' was published by the Center for Defending

senior lawyer Negad El Borai, Chairperson of the Group for Democratic Development, and the researchers Sameh Fawzi, Mohamed Hussein Al Sayed, Marwa Salah and Dr. Ali El Sawy, Professor of Political Science at Cairo University. They were assisted by Usama Saraya, Editor-in-Chief of Egypt's leading newspaper Al-Ahram; Dr. Hassan Hamdi, Dean of the Faculty of Information at 6th October University; Dr. Huwaida Mustafa, Professor of Information at Cairo University; and Nedal Mansour, Director of CDFJ Jordan.

#### State of the Arab media

In order to explain the state of Arab media, the researchers first describe the political, social, economic and cultural environment of the six countries under investigation. It is argued that generally, Arab states have started to intervene widely in the economy and in society in the 1960s and 1970s. The states became responsible for cultural production as well, thus controlling



The Dutch minister of Foreign Affairs Dr. Bernard Rudolf Bot in a group photo with participants.

respondents of the questionnaire, 32% were women. The number of respondents per country was proportionate to the size of the respective media communities.

#### Survey results

The answers to the questionnaire and the in-depth interviews generally show a lack of legal awareness among journalists, and a need for advanced professional training. The Arab countries cope with lack of press freedom, lack of journalistic professionalism, and lack of adequate training facilities.

#### The media landscape

In Lebanon, the media landscape is characterized by lack of professional institutions, absence of innovation, absence of accountability by journalists, lack of specialization and depth, and abuse of the media by politicians. Education of media professionals is not directed at actually practicing the profession. A positive feature is that many journalists command a second language, which allows them to keep up with international developments in their profession.

In Morocco, media production is not free. Moroccan journalists tend to employ an outmoded and traditional narrative technique, but there are and there are no initiatives to improve professional development of the press.

In Bahrain, the government controls broadcasting and imposes strict censorship on privately owned printed media. However, some independent newspapers have been established recently, and a group of independent journalists are trying to set up a unified press entity. In addition, the Bahraini University has hired external academics and altered the curriculum of media studies to comply with international standards. Still, these reforms have not resulted in real changes in professionalism.

Egyptian legislation contains many obstacles to the freedom of expression and access to information. In addition, lack of financial means hinders effective performance of journalists.



Mrs. Agnes van Ardenne, Minister of Development Cooperation with Arab participants.

Educational facilities are falling behind in terms of the skills and qualifications demanded by today's market. An increasing number of media departments cannot connect with the media because of limited employment opportunities.

In Jordan, despite the establishment of an independent Board of Directors to regulate radio and television

broadcasting, the government still controls broadcasting media. A Press Syndicate was established in 1953, but its effect on the media is very limited. Many journalists are not members. Weekly journals have enjoyed relative freedom in discussing democracy from 1989 until 1998, but in 1997 the government enacted a temporary printing code that led to the closure of thirteen weekly newspapers. Extreme penalties for journalists were also imposed. There is an urgent need for practical training, training in ethics, and help with absorbing technological developments.

The Yemeni press suffers from a lack of clarity in the statutes that govern its role in society. It enjoys a limited degree of freedom, best illustrated by the establishment of a new Ministry of Human Rights. However, journalists criticize the publications law issued in 1990, most of all because of its banning many publications and its penal provisions. In fact, many observers think that media freedom in Yemen is in retreat. Yemen still depends on foreign media experts as teachers. Students tend not to choose media studies because of the field's limited employment opportunities. In addition, education does prepare for the demands of the media job market.

#### Press rights and legal awareness

Lebanese law demands obtaining advance permission to publish. Printed media in Lebanon are subject to two kinds of censorship: one in advance of publication and one following publication. The penal code prevents journalists from investigations to uncover the truth. Graduates of press faculties and institutes are ignorant of the code of conduct and of their rights and duties and journalists do not see the need for change. Only the French organization Reporters without Borders provides legal support.

In Egypt, the Supreme Press Council, which is influenced by government, takes care of all press affairs. The right to publish newspapers is limited to political parties and members of the judiciary. However, over the past three years, the

support is not well organized.

In Morocco, democratic and legal movements as well as the Press Syndicate continue to demand the review of all press legislation in conformity with constitutional commitments related to human rights and international human rights conventions. This pressure led to an amendment of the press law in 2002. Moroccan intellectuals accept a lack of commitment to a central code of conduct among journalists in exchange for freedom of publishing. Raising legal awareness is considered a problem because of the quality of training available.

The press and prints law in Yemen is widely criticized because it hinders the existence of multi-media and restricts freedom of expression. Journalists can lose their job for breaching the code of conduct of their profession, but these crimes are not clearly defined. To publish a newspaper, a large sum of capital has to be deposited, which restricts the right to freedom of publication. Journalists can be forbidden to practice their profession and printed material can be banned if they do not abide by the law. Journalists are also subject to criminal and penal law provisions. In educational institutions, the law is not taught in a critical way. There are occasional efforts by the press syndicate and some human rights NGOs to raise legal awareness and to defend journalists. The syndicate also provides journalists with lawyers to defend them.

rather than lectures. They express a need for training manuals to facilitate further training, but these would have to be subsidized since financial resources are scarce. They also indicate that a financial incentive would encourage them to attend training courses. Trainers should be highly qualified, able to convey their knowledge in an accessible way, and have broad experience in the media.

#### The Solution:

Experts, donors and representatives from media and civil societies from the six mentioned countries met twice so far in order to formulate a training strategy and action plan. In Amman November 2005 there was an extensive workshop which was attended by more than 46 activists to discuss and formulate the background and proposal of the Investing in the Future programme. Between the 7th and 8th of this month at the Hague, there was a donor conference which aimed at bringing together policy makers in the field of media support in the Middle East and North Africa. The results of the report "Investing in the Future, Strategy for Training Journalists and Protection of Journalists in the Arab World" was presented. Arab media NGO's and Free Voice presented a 2-year program of activities, called "Strategy for Arab Journalists' Capacity Building", based on this report.

The Dutch Ministry of Foreign Affairs agreed to support the Training of Trainers element of the 2 year



Some of the participants.

In Jordan, experts believe that the main obstacle hindering press freedom is the referring of journalists to the State Security Court. Other experts say the main obstacle is journalists who are not registered with the Press Syndicate publishing articles harming the public interest. Since 2002, the Center for Defending the Freedom of Journalists has conducted training for a group of lawyers. These lawyers have formed a group to provide legal services for journalists. Local and international human rights organizations are increasingly involved in protecting journalists. However, Jordanian journalists still need additional protection.

Journalists in Bahrain lack legal awareness which could protect them from being summoned by the public prosecution office. Furthermore, journalists' associations and the press syndicate do not raise legal awareness. The University of Bahrain does teach legal and ethical codes, but the program is not related to practical reality. There are no organized efforts to defend journalists.

#### Training facilities and needs

The majority of journalists who participated in the survey state that they need training, most of all to raise their professional skills. These include specialized and investigative journalism, use of information technology, management and legal awareness. Journalists also wish to improve their knowledge of foreign languages, especially English. The main obstacles to further training are lack of resources and lack of qualified trainers.

Journalists generally prefer practical training methods such as discussions,

program. The Dutch minister of Foreign Affairs Dr. Bernard Rudolf Bot had had met with the participants on the 8th of June to confirm the ministry's support and Mrs. Agnes van Ardenne, Minister of Development Cooperation, had a sideline detailed meeting with the Arab participants to the conference.

#### The Strategy:

To strengthen grassroots media NGO's in Morocco, Egypt, Lebanon, Jordan, Bahrain and Yemen; to defend press freedom and to raise professional standards and legal awareness among journalists. Those are the main objectives of the "Strategy for Arab journalists' capacity building". A strategy, which is not donor-driven but genuinely guided by the concerns of the Arab actors in the media field.

The first steps in this strategy consist of a 2-year comprehensive training programme. Between 900 and 1000 media professionals and 24 legal experts will receive mid-career training, a debate will be set up about excellence in journalism through workshops and publications and the capacity of local organizations to defend press freedom will be raised. The trained journalists will reach an audience of millions in Morocco, Egypt, Lebanon, Jordan, Bahrain and Yemen who watch or listen to their television and radio programmes or read their newspapers.

The programme will be facilitated by the Center for Defending Freedom of Journalists (CDFJ) in Jordan in cooperation with other Arab media NGO's and by Free Voice in the Netherlands. International and Arab academics and experts will be involved to guarantee the high standards of the programme.



Free Voice and CDFJ presenting the program.

the Freedom of Journalists (CDFJ) in Jordan to investigate the training needs of media in the Arab world. It provides an analysis of the issues faced by media professionals in six Arab countries including Bahrain, Yemen, Lebanon, Jordan, Egypt and Morocco. The selected countries represent different Arab regions and were selected for their role as emerging democracies in the Arab world.

The analysis of the training needs is based on a survey, which consisted of in-depth interviews with media professionals and other key informants in the six countries, as well as a questionnaire distributed among scores of media professionals. The survey was carried out by partner institutions in the six countries.

The report attempts to present a general description of the media in the six selected countries in terms of political, cultural and social context, and to describe to what extent the media enjoy freedom and independence. A more detailed analysis of press laws, education facilities and training needs is conducted on the basis of the survey and the in-depth interviews.

The researchers conclude that the professional qualifications of Arab media professionals should be improved, as well as their legal awareness. They propose a plan to train media professionals, to be carried out over a period of five years. The plan aims at building a community of highly qualified media professionals who can in turn train their colleagues, fight for press freedom and bring about change in their society. The plan is designed for the six targeted countries, but could be implemented in other countries facing similar difficulties as well.

The research team consisted of

social consciousness. The era witnessed extreme limitation or outright abolition of the activities of political parties, professional syndicates and other civil organizations, nationalization of the media and oppression of the freedom of expression. Power remained firmly in the hands of ruling families, or, in the case of Lebanon, the ruling religious sects. These developments are then described in more detail for each of the six countries.

#### The Survey

In order to investigate the training needs of Arab media, the research team developed a questionnaire for media professionals, as well as guidelines for in-depth interviews with key figures. The questionnaire included 35 questions on professional and legal education, knowledge of foreign languages, press freedom, and preferred training topics and methods.

To conduct the survey, the research team cooperated with partner organizations in the respective countries, including the Al Bahrain Center for Human Rights Studies in Bahrain; the Information Center for Human Rights in Yemen; the Forum for Development, Culture and Dialogue in Lebanon; the Center for Defending Freedom of Journalists in Jordan and the United Group Attorneys-at-Law, Legal and Economic Advisors in Egypt. In Morocco it was not possible to work with a partner institution due to communication problems and time pressure. Instead, the Jordanian researcher Bassam Bedarin went to Casablanca to conduct the survey.

In total, 504 media professionals completed the questionnaire and in-depth interviews were conducted with six to ten people in each country. Of the



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# The economic and social situation of street children: A study

Sana'a University sociology professor Abdo Ali Othman has prepared a study on the social and economic situations of Sana'a street children. Funded by UNICEF-Sana'a and assisted by several researchers, the field study was conducted on a sample of 635 street children.

By: Mohammed Al-Jabri

According to the study, most street children in Sana'a city are considered working children, as a large number of them are rural, coming to work in Sana'a during summer vacation so they can help or support their poor families. The field study's results showed that working children are the majority whereas begging children, homeless children and those who combine work and begging all come in second, while number the least is a particular group of street children (foundlings, the lost, etc.)

Most street children work or beg by

*"One day, I dozed and the police caught us and took us to the police station. One of us was an idiot because when the policeman slapped him, he said a man whose house was in Assr neighborhood used to perform homosexual acts with us, but this was untrue. Thus, the police took us to the Social Guidance House."* - a 13-year-old street child

themselves because most perform marginal work, which mainly is individual, or private work. Work is considered an individual activity but a small number of children work for oth-

ers.

The study clarified that the working children group receives the highest income, compared to other groups, including those who combine working and begging or more than two types of work. The reason for this is because working street children are the eldest among all street children groups.

Most street children stated that a large part of their income contributes to their families' needs. It's indicated that 92.9 percent of children whose families live in Sana'a city assist their families financially; whereas 85 percent of children whose families live outside Sana'a assist their families

*"There are boys who drink whisky and sell their bodies and there are girls who also are incited by money from boys to go anywhere with them. I've seen some girls who are municipality workers do so. Now they're used to it and they can't stop"* - a street child



Most street children work or beg by themselves because most perform marginal work or private work.

financially.

Socially speaking, street children largely are exposed to practices and behaviors that are against the law and the social value system. Some are homosexuals and some (both males and females) are sexually assaulted or raped, while many take drugs and some others practice prostitution. Nevertheless, some criminal-oriented gangsters use children to steal or deal drugs, as well as facilitate prostitution acts.

Homeless children are liable to acquire other types of deviant behavior and attitudes like lying, deception, trickery, running away from school, smoking, chewing qat, taking drugs and oral sexual acts.

According to the study's data and statistics, street children's relations with their families are characterized by solidarity, cooperation and mutual scrutiny. But some families experience instability due to marriage problems.

Some fathers believe the street children phenomenon isn't caused by family problems, but rather by poverty. During a focus group discussion, one father explained, "I was married to four wives. We had no problems, although each wife gave birth to a child per year. After my economic situation worsened, I divorced three of them. Now I don't know where my kids are. I only have the kids from the fourth wife and they dropped out of school. They work and beg and the reason is poverty."

#### Educational situation

For the most part, the family decides whether or not to enroll children in basic education, depending on the social and economic situations. It also depends more on family members' attitudes toward education than the child's willingness to learn.

The field study survey indicated that 62.9 percent of children in the sample were enrolled in school, which is a very low percentage compared to the enrolment rate of children aged 6-15 in Sana'a city during the 1994-95 academic year.

Representing 62.9 percent of the total number of children in the survey, 401 were enrolled in school. Among those, 56 (representing 14 percent) indicated that they didn't want to stop working and/or begging, while 345 (representing 86 percent) stated that they do want to quit working and/or begging so they can attend school.

The problem with street children is that they suffer from low levels of achievement in school. Most obtain weak results on their exams and the failure of many of them is repeated.

The study attributed street children's

*"My sons go out to beg or work because my husband wants money to buy qat. Some fathers stay home and sleep, letting their wives work, and if she refuses, the husband will hit or divorce her. Others divide their children into groups to work or beg on different streets"* - a mother

low school enrolment to poverty. Other factors include the nature of the school curriculum, the nature of the relationship between the school and the family and between teachers and students.

The education currently available in schools suffers various aspects of deficiency which contribute to increased dropout rates. From the perspective of street children and their families, such deficiencies can be summarized as follows:

- Lack of social workers in schools
- Low levels of teacher efficiency and using severe methods to punish students
- Lack of facilities and necessary educational media in schools
- Crowded classrooms
- The government doesn't provide school operational equipment
- Education is costly
- Teachers themselves sometime are absent from school and inefficient in their tasks

## Announcement

The Poverty Reduction Strategy Follow-up and Monitoring Unit in the Ministry of Planning and international Cooperation, is announcing for **Printing the "National Human Development Report"** (English language)

Interested applicant, should be sent in sealed envelop, (in one week of this announcement) to the following address:

**Poverty Monitoring Central Unit  
Ministry of Planning and  
International Cooperation  
Sana'a, R.O.Y  
Tel: 01 239 705**

#### The National Population Council/Technical Secretariat (NPC/TS)

### Vacancy Announcement

The National Population Council/Technical Secretariat at (NPC/TS) is inviting applications for the following post:

#### Operation Manager (Bilingual)

##### Duties and Responsibilities:

Under the supervision of the Secretary General, the Operations Manager has the direct and primary responsibility of managing the implementation of the Programme Development Strategies (PDS) Subprogramme and component projects including monitoring activities, identifying problems confronting effective implementation and helps resolve them as well as undertaking responsibility for the preparation of periodic progress reports, review and revisions of activities and ensure timely submission of relevant reports to UNFPA field office, performs other duties as required and as instructed by the NPC/TS.

##### Qualification/Requirements

**Knowledge and skills:** Graduate Degree, preferably in the humanities field supplemented by technical skills related to work with international Agencies in project development and management and with computer skills. Good interpersonal communication skills.

**Experience:** Experience in development programme work, of which at least two years closely related to support of development programme activities.

**Languages:** Very good knowledge of Arabic and English languages.

Interested candidates are requested to send their applications with detailed curriculum vitae to the following address:

The National Population Council/Technical Secretariat, Amran St, Opposite Shura council, Sana'a, PO Box: 12551, Sana'a. Tel: 231213, Fax: 231215.

Closing date: 8, July 2006. Applications received after this date will not be considered; only those candidates who meet the requirements will be contacted.

**This position is open to Yemeni National Only.**

## ANGD: Record of success

Yemen celebrated World Anti-drug Day on June 26, with the Anti-Narcotics General Directorate (ANGD) organizing a celebration for the occasion.

By: Yemen Times Staff

Under the patronage of Minister of Interior Rashad Al-Alemi, the ANGD held a celebration to mark World Anti-drug Day in the presence of the Ministers of Health, Human Rights and Social Affairs, United Nations resident

coordinator Flavia Pansieri and numerous other officials.

"The U.N. resolution to celebrate this day is considered an invitation and an ongoing message to all governments and nations worldwide to support one another necessarily, sticking together to encounter and combat this phenomenon as far as possible," ANGD General Director Khalid Al-Radhi said.

He pointed out that until recently, Yemen was removed from drug problems. "This is because society was strongly adherent to religious duty and aware of the ethics of virtuous customs acquired through good upbringing," he explained.

Al-Radhi clarified that new developments have made it easy for drug gangs and smugglers to spread their poison worldwide. "They take advantage of Yemen's location, the expanse of its coasts and its topography, which have tempted them to expand their evil drugs and transport them to the rest of the world," he said.

Al-Radhi stressed that combating drugs requires a full-scale strategy; therefore, "Donors and concerned international organizations must support and back Yemen in combating drugs."

For his part, Vice-Minister of Interior Mutahar Rashad Al-Masri noted the importance of family's role in spreading awareness among its members about the



Khalid Al-Radhi

danger of drugs. He affirmed that the ANGD has made numerous achievements regarding combating drugs within a limited period of time. "Security authorities have arrested many individuals involved in selling and/or buying drugs," he noted.

#### Statistics of seized narcotics

In the past, Yemen witnessed no increase in drug smuggling or trading. But in the past few years, the number of defendants and drug cases has increased remarkably, as shown in the table.

Defendants have received various judgments, ranging from the death penalty to prison sentences. Three were sentenced to death, 23 to 25 years in prison, one to 20 years in prison, two to 15 years in prison, 31 to five years in prison, one to four years in prison, two to three years in prison and four to one year in prison.

Year	No. of cases	Arrested persons		Seized quantities		
		Yemenis	Non-Yemenis	Narcotics	Hashish Kg	Gm
2000	41	49	2	3,754	24	99
2001	20	27	10	1,273	1,136	139
2002	23	34		204,773	26	125
2003	31	42	4	80	6	808
2004	42	72	3	88,956	1,871+	157
					1,500 plants	
2005	45	81	5	6.5	3,004	239
Total	202	305	24	298,842.5	606+	1,568
					1,500plants	



# Reform needed before Yemen sees entry to the GCC

For many years Yemeni officials have focused on interpreting the Gulf Cooperation Council (GCC) states' disinterest in admitting Yemen into its ranks as a result of political causes related to the GCC's reservations regarding Yemen's republican system of government and its democratic orientation. Yemen remains the only republican state in the Arabian Peninsula.

Yemeni government propaganda repeated ad nauseum that "they [the GCC states] hate us because we are republican and democratic; to be accepted by them we have to offer the head of the republic and democracy on one platter." This kind of propaganda was for domestic consumption, whereas propaganda directed towards the Gulf praises the wisdom and justice of its regimes.



By: Ali Al-Sarari

The Gulf states have not hinted at their desire for Yemen to rid itself of its republican regime and democratic tradition as a condition for admission into the GCC. On the other hand, Yemen has failed to provide an example of democracy for Gulf countries to follow. Similarly to the situation in other Arab republics, Yemen's republican system has been transformed into a hereditary republic with many of the systems particular to the republican form of government being jettisoned. The unambiguous distinction between republics and regimes governed by traditional, tribal roles has been lost. The only difference that remains is that traditional regimes do not pretend to be republican thereby entertaining stable political structures.

Democracy as a form of government in Yemen has failed to convince

Yemenis of its benefits, let alone others. Praise and encouragement of the democratic experiment in Yemen have gradually disappeared from international reports, replaced by critical comments skeptical of reforms. Economic and administrative reform programs carried out by the Yemeni government since 1995 and funded by donor states have ended in failure. Such failure has led to greater deterioration in the domestic state of affairs at all levels. This outcome has increased the international community's concern about Yemen with some observers believing it is on the verge of collapse. Official propaganda mostly indicates that reservations towards the Yemeni democratic experiment originate with the Saudi authorities, but such a claim is unlikely to be true given that the Saudi authorities have not shown signs of antipathy concerning democratic practices in the two GCC states of Kuwait and Bahrain.

In a symposium organized in Sana'a last year by the American National

Democratic Institute (NDI) for parliamentarians from Kuwait, Bahrain, and Yemen discussions revealed that Kuwait and Bahrain are surpassing Yemeni in democratic reform. In general, the Gulf states have adopted reforms leading to increased openness. Regardless of the sluggishness and limited nature of those measures, reforms in Kuwait and Bahrain were serious. In contrast, the reform process in Yemen has witnessed the retraction in reforms already made making many reforms into mere slogans.

The Yemeni government has not pursued a firm policy aimed at meeting the standards for admission into the GCC. The government has acted puzzled arousing suspicion about the truthfulness of its intentions. In other words, the Yemeni government has bet on the effectiveness of political propaganda to compel the GCC to offer unconditional financial assistance by extortion. Yemen did not attempt to gain the trust of the Gulf states or convince them of the

mutual benefits involved in assisting Yemen. The donations from the Gulf states are almost at an end. As many GCC states have developed institutions in their countries, it is no longer possible to trick Gulf leaders with the aim of extorting their money.

After the events of September 11, 2001 events, the Gulf states looked for investment opportunities in Asian and African countries instead of the Middle East. Capital originating in the Gulf abstained from investment in Yemen because the country could not provide an attractive investment environment to the extent that even Yemeni capital was forced to invest abroad. Yemen's appeal as a country similar to those in the Gulf is not enough to attract capital. Rather, attracting investors depends on Yemen's ability to create a secure and tempting environment.

Such considerations require that Yemen first meet the requirements to gain entry into the GCC, thereby making its accession to the GCC a natural

process. The priorities to gain entry include: reforming and developing the judiciary; fighting corruption; imposing the rule of law; and controlling security. Furthermore, Yemen must eliminate the trade and smuggling of weapons and drugs, pursue a resolute policy for fighting extremism and terror, reform the education system, and carry out political reforms focusing on the building of a state of institutions. The government needs to adopt a serious policy to curb the consumption of qat. If these measures are implemented, the GCC doors would inevitably be open to Yemen.

Preliminarily, the Yemeni government must prove its seriousness with regard to entry into the GCC by curtailing its propaganda that has focused more on electoral gains than on meeting the requirements for admission.

*Ali Al-Sarari is a Yemeni Journalist and a well-known politician. He is the head of the information department at the Yemeni Socialist Party.*

## The presidency requires popular legitimacy (Part 2)

Third, the JMP, finding out about SCER's resolution to distribute a quota in ballot due to be made on Sep 9 from Al-Thawra newspaper, knows well that the presidential elections will be forged. Nevertheless, the JMP must be true to its political reform program to effect a

restoration in the trust of the electorate, especially the elite of the political opposition and the educated.

Following the parliamentary elections of 2003, the JMP correctly decided not to participate in the upcoming elections under the existing administration, particularly in its first phase. It decided to clear up all outstanding issues before the elections, which should be of a free and impartial nature guaranteed by international monitors.

The SCER is under the impression that it remains legitimate, particularly when President Saleh declared it to be off limits to any criticism; such criticism would lead to death. Further, the committee hastened to hold an extraordinary meeting with the GPC and its followers on June 6, coming up with a resolution that states the distribution of



By: Abdurrahim Muhsin

the quota for the committees administering the electoral process with be 60 percent for the GPC and 40 percent for the JMP. Another proposal suggested by Saddam Hussain's representative states the division as follows: 33 percent for the GPC; 33 percent for the JMP; and 33 percent for

President Saleh. Yet this proposal was not considered. The meeting witnessed the absence of JMP, thus indicating that the resolution concerns only the ruling party and its invalid committee.

Fourth, the JMP has many cards yet to play that can be reasonably used, including that of the voters whose right of changing the ruler has been abrogated by the ruling party. September 9, will be the day of reckoning. There is still enough time for the major parties to prepare voters to have the last, decisive word. Such electoral action would undermine the legitimacy of power in Yemen that has been built upon conspiracy and deceit.

The decisive word should take the form of a sit-in on Sep 9 with a resolution being declared 15 days before voting day. The right to hold peaceful sit-ins is ensured by international legiti-

macy as an expression of civil disobedience against any regime.

Fifth, calls for dialogue by President Saleh are no longer important, as they are mere ploys to gain time. Furthermore, Yemeni dialogues, as evidenced by the last one, indicate the lack of goodwill on the part of the GPC and its fragile commitment towards the recommendations of these meetings and dialogues.

For example, the dialogue on the role of the SCER in September 2005 was a great failure on the ruling party's part as President Saleh made it an out-of-bounds topic. Thus, the SCER has been made a tenet of the firm tenets leading the fate of the ruling party to that of similar regimes in Indonesia under Suharto, the Congo under Sassou, or Liberia under Charles Tyler. Military regimes tend to use violence to achieve its ends and it usually cannot reach compromise through dialogue. Instead it uses dialogue only when it needs to win time and look for another means of attack.

Sixth, donor organizations (the UNDP, IFEX, and the American, National Democratic Institute) have warned the SCER that they may halt their financial support for the upcoming elections if the SCER insists on committing violations and excluding the JMP. Donor organizations are seri-

ous about their threat as they have observed forgeries in the supplementary elections in Rayma and Dhamar and during the registration phase.

The aforementioned threat is of interest to the JMP and it should cling to it, providing it with further support to be realized, including commitment to it during all upcoming meetings of the JMP leadership with regards to political reforms, the SCER, and registration. It is noteworthy that the above-mentioned organizations as well as the European Union are the main players in the Yemeni electoral and political process. Their collective role will increase when democracy grows deeper within the JMP formations and further within civil society.

Seventh, usurping the executive branch for any longer will be constitu-

tionally unfounded as it lacks the cover of popular legitimacy. Such an outcome will lead to the deterioration of freedoms and rights, and the spread of chaos. It will also increase the number of the regime's opponents. The civil service and the ministries concerned with defense will send off tens of thousands of public job affiliates. They will reach 500,000 in number, faced with the hazard of starvation forcing them to adopt defensive measures to protect their families.

Saleh's reelection will also lead to the disintegration of the totalitarian print of the JMP leadership, creating a suitable and fertile environment for free and democratic young leaders to lead the political opposition and achieve the democratic and political reforms within the existing JMP and

the existing state; and a nonviolent public revolution. Yemenis are fed up with the status quo and are ready for a better future.

A peaceful and public revolution requires the right circumstances, with the political elite having a high level of administrative efficiency along with a desire for peaceful struggle. Creating such an elite is one of the core issues that the JMP leadership must tackle. A public revolution will force the regime to restore what has been looted from the public treasury.

*Abdurrahim Muhsin is a well-known Yemeni journalist and opposition activist. Established the anti-regime movement called "Irhalo" which means get out. He was a former media person of the presidency office.*

## Letters to the Editor

### Response: OPM mindful of staff welfare

Please allow us to respond to S.A. Salem's remarks on the wage situation at the Aden Container Terminal (ACT) that were published in the Yemen Times (June 22).

Overseas Port Management (OPM) as managers and operators of ACT do not decide on wage levels or increases, which is the prerogative of the Ministry of Transport. Secondly, OPM is mindful of the increased cost of living due to the fuel price hike since mid-2005. It has made recommendations on wage adjustments to the Ministry to address this issue. Our request is being studied by the Ministry and we are waiting for its approval to implement our recommendations.

Finally, OPM is keenly aware of the contribution of its staff in the ACT's success as a transshipment center and has strived to look after their welfare. There are regular dialogues between management and staff on welfare issues including the wage adjustment issue. OPM has fully briefed them on its recommendations to the Ministry.

If Salem is an ACT employee, as he claims, he should be aware of all this. Perhaps, he has other motives?

*Aden Container Terminal*

### Uncle Sam's off-shore prison

Doesn't the use of the notorious Gitmo detention center for suspects connected to Al-Qaeda and the recent announcement made by the U.S. to close it down clearly indicate

that its use so far have been wrong and inhuman? The United Nations repeatedly asked the U.S. to stop malicious activities such as torture in the name of fighting terrorism in vain. The credit of forcing the close of Gitmo goes to the Western press never quit pressing the unbridled Bush to close down the notorious off-shore prison. The nature of atrocities committed can be judged from the fact that two Saudi and one Yemeni recently committed suicide to escape from the prison.

Likewise, the killing of 24 innocent Iraqis in Haditha in November 2005 by the U.S. Marines was another barbaric act that came into limelight this month that can not be forgiven and forgotten so easily. A couple of weeks ago, a pregnant Iraqi woman was shot dead by the American 'peace-makers' on the way to a hospital to deliver her child. A friend of mine asked me, "Are the U.S. Marines peace-makers or is someone else?" I replied flatly, "Excuse me, they are not peace-makers but...peace-killers."

*Barkatullah Marwat  
marwat@bk.ru  
Kuwait*

### A note on Somalia

In regard to an outrageous letter ("About so called Somaliland"), I was disturbed by the ridiculous remarks attributed to the most noble of Somali speaking ethnic groups, the Isaaq, as Jewish by the writer. Unfortunately, this remark has been

left unchallenged by you and your readership.

In fact, the Isaaq is an ethnic group that predominates in the northern part of Somalia, formerly known as the British Somaliland Protectorate. Although their history is an ancient as other Semitic peoples, the Isaaq's contact with Judaism is similar to that of other ethnic groups in the region: a passing phenomenon.

Those making outlandish claims in attempt to balkanize the already defunct former Somali Republic known as Somalia are intriguingly the very same people who continue to destroy the country through the mechanism of tribal federalism that respects no borders.

It would be just to point out to your readers that Somalia was cobbled together out of two countries: the British Somaliland protectorate and Italian Somaliland protectorate. That some ethnic groups in Somalia have been allowed to deny the existence of the Somaliland Republic is the real force of disintegration tearing the country apart. If these groups refuse to accept Somaliland, who can stop the Isaaqis or others from denying that the Somalia state is based on ethnicity?

I hope that in the future, when the Yemen Times is confronted with such slanderous and stereotypical statements, you would immediately challenge the statement and make clear to your audience that this is anti-semitic and anti-Islamic.

*Muqtar Mohamed Usuf  
Leeds, U.K.*



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# The World Health Organisation report 2006: Working together for health (2/6)

**T**he World Health Report 2006 - Working together for health contains an expert assessment of the current crisis in the global health workforce and ambitious proposals to tackle it over the next ten years, starting immediately.

The report reveals an estimated shortage of almost 4.3 million doctors, midwives, nurses and support workers worldwide. The shortage is most severe in the poorest countries, especially in sub-Saharan Africa, where health workers are most needed.

Focusing on all stages of the health workers' career lifespan from entry to health training, to job recruitment through to retirement, the report lays out a ten-year action plan in which countries can build their health workforces, with the support of global partners.

## DRIVING FORCES: PAST AND FUTURE

Workers in health systems around the world are experiencing increasing stress and insecurity as they react to a complex array of forces - some old, some new (see Figure 2). Demographic and epidemiological

transitions drive changes in population-based health threats to which the workforce must respond. Financing policies, technological advances and consumer expectations can dramatically shift demands on the workforce in health systems. Workers seek opportunities and job security in dynamic health labour markets that are part of the global political economy.

### Forces driving the workforce

The spreading HIV/AIDS epidemic imposes huge work burdens, risks and threats. In many countries, health sector reform under structural adjustment capped public sector employment and limited investment in health worker education, thus drying up the supply of young graduates.

Expanding labour markets have intensified professional concentration in urban areas and accelerated international migration from the poorest to the wealthiest countries. The consequent workforce crisis in many of the poorest countries is characterized by severe shortages, inappropriate skill mixes, and gaps in service coverage.

WHO has identified a threshold in workforce density below which high coverage of essential interventions,

including those necessary to meet the health-related Millennium Development Goals (MDGs), is very unlikely (see Figure 3). Based on these estimates, there are currently 57 countries with critical shortages equivalent to a global deficit of 2.4 million doctors, nurses and midwives. The proportional shortfalls are greatest in sub-Saharan Africa, although numerical deficits are very large in South-East Asia because of its population size.

Paradoxically, these insufficiencies often coexist in a country with large numbers of unemployed health professionals. Poverty, imperfect private labour markets, lack of public funds, bureaucratic red tape and political interference produce this paradox of shortages in the midst of underutilized talent.

### Countries with a critical shortage of health service providers

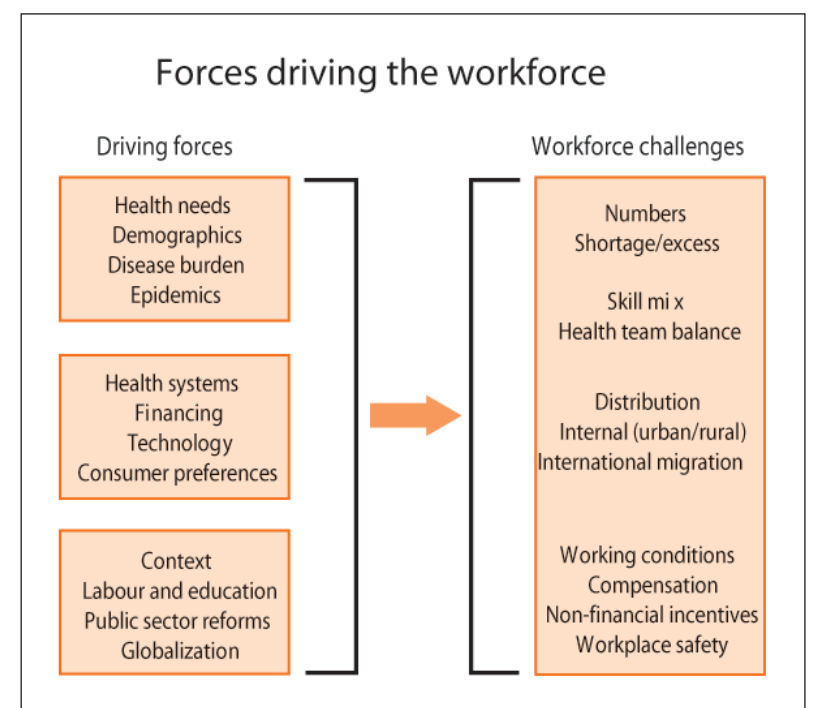
Skill mix and distributional imbalances compound today's problems. In many countries, the skills of limited yet expensive professionals are not well matched to the local profile of health needs. Critical skills in public health and health policy and management are often in deficit. Many workers face daunting working

environments - poverty-level wages, unsupportive management, insufficient social recognition, and weak career development. Almost all countries suffer from maldistribution characterized by urban concentration and rural deficits, but these imbalances are perhaps most disturbing from a regional perspective.

The WHO Region of the Americas, with 10% of the global burden of disease, has 37% of the world's health workers spending more than 50% of the world's health financing, whereas the African Region has 24% of the burden but only 3% of health workers commanding less than 1% of world health expenditure. The exodus of skilled professionals in the midst of so much unmet health need places Africa at the epicentre of the global health workforce crisis.

This crisis has the potential to deepen in the coming years. Demand for service providers will escalate markedly in all countries - rich and poor. Richer countries face a future of low fertility and large populations of elderly people, which will cause a shift towards chronic and degenerative diseases with high care demands. Technological advances and income growth will require a more specialized workforce even as needs for basic care increase because of families' declining capacity or willingness to care for their elderly members. Without massively increasing training of workers in this and other wealthy countries, these growing gaps will exert even greater pressure on the outflow of health workers from poorer regions.

In poorer countries, large cohorts of young people (1 billion adolescents) will join an increasingly ageing population, both groups rapidly urbanizing. Many of these countries are dealing with unfinished agendas of infectious disease and the rapid emergence of chronic illness complicated by the magnitude of the



HIV/AIDS epidemic. The availability of effective vaccines and drugs to cope with these health threats imposes huge practical and moral imperatives to respond effectively. The chasm is widening between what can be done and what is happening on the ground. Success in bridging this gap will be determined in large measure by how well the workforce is developed for effective health systems.

These challenges, past and future, are well illustrated by considering how the workforce must be mobilized to address specific health challenges.

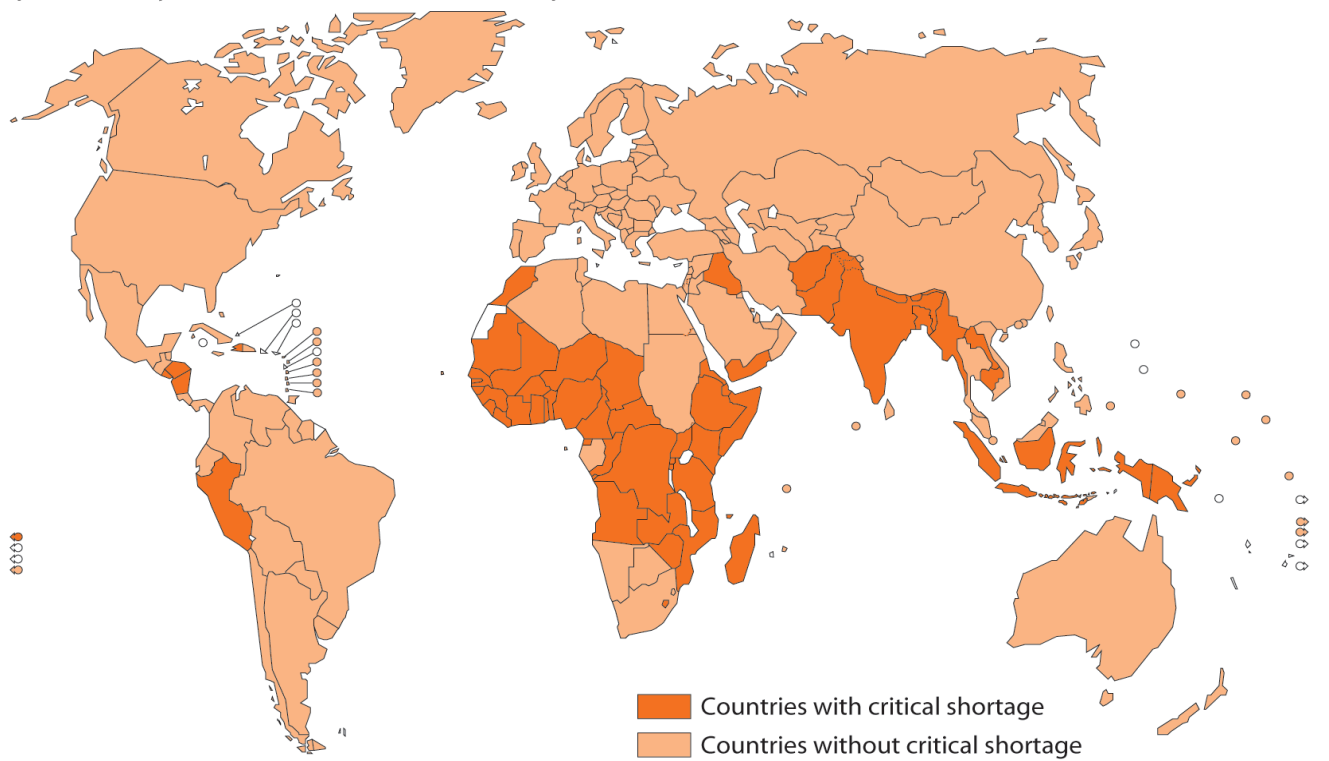
- The MDGs target the major poverty-linked diseases devastating poor populations, focusing on maternal and child health care and the control of HIV/AIDS, tuberculosis and malaria. Countries that are experiencing the greatest difficulties in meeting the MDGs, many in sub-Saharan Africa, face absolute shortfalls in their health workforce. Major challenges exist in bringing priority disease programmes into line with primary care provision, deploying workers equitably for universal access to HIV/AIDS treatment, scaling up delegation to community workers, and creating public health strategies for disease prevention.

- Chronic diseases, consisting of cardiovascular and metabolic diseases, cancers, injuries, and neurological and psychological disorders, are major burdens affecting rich and poor populations alike. New paradigms of care are driving a shift from acute tertiary hospital care to

patient-centred, home-based and team-driven care requiring new skills, disciplinary collaboration and continuity of care - as demonstrated by innovative approaches in Europe and North America. Risk reduction, moreover, depends on measures to protect the environment and the modification of lifestyle factors such as diet, smoking and exercise through behaviour change.

- Health crises of epidemics, natural disasters and conflict are sudden, often unexpected, but invariably recurring. Meeting the challenges requires coordinated planning based on sound information, rapid mobilization of workers, command-and-control responses, and intersectoral collaboration with nongovernmental organizations, the military, peacekeepers and the media. Specialized workforce capacities are needed for the surveillance of epidemics or for the reconstruction of societies torn apart by ethnic conflict. The quality of response, ultimately, depends upon workforce preparedness based on local capacity backed by timely international support. These examples illustrate the enormous richness and diversity of the workforce needed to tackle specific health problems. The tasks and functions required are extraordinarily demanding, and each must be integrated into coherent national health systems. All of the problems necessitate efforts beyond the health sector. Effective strategies therefore require all relevant actors and organizations to work together.

## Countries with a critical shortage of health service providers (doctors, nurses and midwives)



Data source: World Health Organization. Global Atlas of the Health Workforce (<http://www.who.int/globalatlas/default.asp>).

# Morocco's veiled feminists

**I**t is often assumed that modern feminism has no place, and thus can make little headway, in societies undergoing a religious revival, particularly in the Islamic world. But the real progress made in recent years on women's rights in Morocco suggests otherwise: a unique combination of activism by secular and religious women, the calculations of political parties, and a significant role for the King has led to real progress.

Pioneering Moroccan feminists began their work soon after independence in 1956. By and large representative of a liberal perspective, they nonetheless recognized the importance of Islam throughout Moroccan society. As a result, they took care to frame their demands in ways that provided a measure of Islamic identity.

This first generation of Moroccan feminists was guided by a key insight: the interactions of men and women were not dictated by religion, but by social practices that had often used religion as a means of reinforcement. For example, women and their sexual

purity were linked with the honor of men and their families - a connection that was defended by grounding it in Islam. For these activists, such linkages were intended to maintain control over women, and were part of Moroccan society, not Islam.

By the 1990's, Morocco was feeling the impact of the Iranian Revolution and America's post-Cold War emergence as the sole global superpower. Like many Muslim countries in this new era, Morocco began to experience a revitalization of political Islam. This threatened the authority of the King, who had overseen the religious establishment, as well as feminists' efforts to moderate Morocco's Family Law, which had been based on a rigid view of religious teachings.

But the same de-centralization of authority that had empowered Islamist movements also empowered Moroccan women. Better educated and more in touch with global currents through the media or their own travel, women began participating in Moroccan political debates. They challenged the disparities in legal treatment of women,

broached new ideas concerning the role of women in Moroccan society, and questioned practices that had long been understood as Islamic.

Their strategy shifted as well, focusing on the growing importance of religious values in shaping societies and global relations. As a result, the veil became a mechanism for making their presence felt publicly and gaining credibility within religious debates. Over the past decade, the number of Moroccan women taking an active role in Islamist associations or political parties increased dramatically.

The growing significance of the veil also highlighted important differences between men and women in Morocco. For many men, Islamist or not, the veil remains a sign of Islamic affiliation and traditional piety. For many women, however, the veil is a token of liberation - an indication that they have engaged with the Moroccan public in ways that reflect their own sense

of religious practice.

Liberal Moroccan feminists understand this use of the veil by many Moroccan women, and they have encouraged a dialogue with veiled activists from the Islamist camp. The signs of cooperation have been clear: increasing use of Arabic, rather than French, discussions that incorporate real knowledge of Islamic scripture, and recognition that Islam remains distinct from traditional practices.

At the same time, liberal feminists began to invest more effort in civic associations, rather than political parties. This broadened their focus to Moroccan society as a whole and questions of how people could be empowered to improve their lives. As a result, liberal feminists have increased their influence among both decision makers and religious women.

All of this comes at a time of greater political openness and democratiza-

tion: the first ever socialist government in 1998, a younger and more open King - described by democrats of both sexes of Morocco's "first feminist" - who took the throne in 1999, and a quota system that brought 35 women into the Parliament in 2002. This Parliament enacted a new Family Law in 2004 that mandates full equality between men and women as "head of household," full authority for state courts in matters of divorce, creation of special family courts, and the possibility of maternal custody in the event of divorce.

Thus, in Morocco, it is difficult to speak of separate "secular" and "Islamic" feminisms. Women are increasingly making the argument that they have been deliberately excluded from a full role in society not because Islam prescribes it, but because Islam was revealed in a deeply patriarchal social context. Feminist interpretations of religious texts - encouraged by increasing numbers of women in prominent religious positions - continue to challenge traditionalists of all stripes.

The women's movement in Morocco - which now bridges secular and religious communities - is setting an example of the power of social thought in a traditional society. Re-visiting traditional interpretations of Scripture is not the end of the story. Out of this ferment, Morocco has not only revised its Family Law, but also fundamental laws governing nationality, media ownership, and political organizations.

Women's advocacy has also shaped a new approach to poverty alleviation in Morocco, in the form of the National Initiative for Human Development, which integrates efforts to improve education with better sanitation and housing. It is no exaggeration to say that the Moroccan women's movement has become the cutting edge of reform, engaging Islamization, modernization, democratization, and feminism.

*Fatima Sadiqi is professor of linguistics at the University of Fes, and founder and president of the Center for Research on Women.*  
Source: project syndicate 2006



By: Fatima Sadiqi



# Yemen's marine wealth at great risk

By: Raidan Al-Saqaf  
and Mahyoub Al-Kamali  
alsaqaf@gmail.com

Violations take place daily in Yemeni waters made by man against nature. Fishermen in the Red and Arab Seas exploit marine wealth to the maximum extent possible. Environment pollution spews into the seas, as non-existent laws fail to monitor and regulate activities that affecting the marine wealth of the country. This report attempts to shed light on the risks to Yemen's marine wealth.

## Overview

Yemen has a coastline over 2,000 km long and 130 islands. The country has rich marine life and is home to over 350 species of sea creatures. Yemen also has the region's most diverse and populous coral reef located in Belhaf, which was nominated to become a UNESCO World Heritage Site.

Yemen's marine wealth is estimated at approximately 850,000 tons, allowing a maximum production 'red zone' of 350-400 tons annually, through an unregulated, traditional fishing industry that employs over 65,000 fishermen providing a livelihood to over 400,000 people. Production in 2005 was estimated at 290,000 tons with an annual growth rate of 21.4 percent. Exports in 2003 reached 38 billion Yemeni Riyals (YR), giving an average yield of 168 YR per kg, which is less than \$1 (USD) per kg.

Almost 90 percent of all fishing activity remains traditional in nature, while the other 10 percent utilized relatively advanced equipment thanks to increased investments in the industry. Such investments include the creation of a cooperative society to buy seafood wholesale from fishermen and retail the catch on the local market or pack it for export. The canned tuna industry has also seen investment as Yemen now has three canning facilities producing over 30 million cans of tuna both for the local market and for export.

## Risks

Yemen's marine wealth is at risk. According to official statistics, production in 2006 is expected to reach 352,000 tons bringing Yemen into the 'red zone' with a potential for considerable damage to the ecosystems that sustain the population of fish and other marine life in the coming years. Such deterioration in marine stocks



Ninety percent of Yemen's fish catch comes from the Arab Sea and the Gulf of Aden.

stem from traditional incompetent habits practiced by fishermen, including only the retention of only the most valuable catch and the dumping of less valuable fish—though already dead—providing space for more high-valued fish.

Abdu Al-Soqatri from Mukalla said that fishermen routinely exceed their allotted catch in fishing zones and venture into prohibited zones where they can obtain a better yield because fishing regulations are not enforced. Fishermen use various types of fishing equipment, including nets that disallow for the escape of tiny, premature fish, thereby destroying several generations of fish at once making such fishing unsustainable.

Another risk comes from international fishing companies coming from the Far East and other regions of Asia. Many of these companies use a shoveling technique to catch rare species. The practice damages coral reefs, sea life not intended to be caught, and destroys the sanctuaries where fish reproduce.

Hussain Ghaida, a fisherman from Mahara said that: "Those Asian fishing ships move about in Yemeni waters and do as they please...If they are caught and fined by the Yemeni authorities, they only disappear for a little while only to come back again and hustle traditional fishermen in our own waters."

"What we need is strong protection from the Yemeni authorities and big

punishment for such international fishing ships," added Ghaida.

An alarming development that will directly affect Yemen's marine wealth is the construction of a liquefied natural gas (LNG) export terminal in the sanctuary of Belhaf. An ecology expert from Oxford said that the impact of the LNG terminal will disturb the biodiversity of the region, destroying part of the Belhaf coral reef. As a result, marine life with habitats in the Belhaf area will migrate away from Yemen's waters, including a considerable amount of tuna.

Additionally, the LNG terminal and related facilities will discharge processed cooling water from its plant into the sea. Such a process is expected to raise the water temperature enough to weaken the corals and create optimal conditions for the growth of algae, which may then attack the corals and damage sea life in Belhaf further. Moreover, once the LNG terminal becomes operational, all fishermen will be banned from the area in order to allow tankers unfettered access to the port.

The published report on the impact of the LNG terminal did not provide an estimate of the areas of coral reef that will be removed for construction of the facility. Experts estimate, however, that the terminal will result in the removal of 2 km of coral reef and an extended die-back impact on an additional 4 km within the Belhaf Coral Reef, thereby destroying a marine life sanctuary

described as having an outstanding universal value and vital to the sustainability of Yemen's marine wealth. Several workshops were held to discuss the environmental impact of the LNG terminal; however the results of those workshops were not publicized.

## The future of Yemen's marine wealth

In 2005, Almost 90 percent of Yemen's fishing industry output originated in the Gulf of Aden and the Arab Sea. Considering that the Belhaf sanctuary is expected to suffer considerable damage as a result of the Belhaf LNG terminal, it is likely that Yemen will see a sharp drop in the production of its fisheries in the Gulf of Aden once construction is completed and the plant becomes operational. It is expected that most fishermen in the Belhaf area will resort to fishing in other locations, using other means of fishing in order to compensate for the decline in production to sustain their livelihood at the expense of sustainability of the fishing stock.

A key issue about marine wealth is its dynamic nature: the migration of fish, especially tuna, away from Yemeni waters will affect the tuna canning industry and other ancillary industries. Such an eventuality would result in reducing Yemen's non-petroleum exports, unless, of course, Yemeni policy makers undertake immediate action to preserve Yemen's marine wealth.

## Business In Brief

### WTO accession negotiations resume

Minister of Trade Dr. Khalid Sheikh is to head a Yemeni delegation to Vienna that will resume negotiations on Yemen's accession to the World Trade Organization on July 7. Negotiations are to include the stabilization of duties on commodities, items banned from import to Yemen, and other pending issues.

### Japan to research financing opportunities in Yemen

A delegation from the Japanese Bank for International Cooperation has arrived to Yemen in order to research the available opportunities for financing infrastructural and other development projects in Yemen, paying special attention to Yemen's increasing demand for electricity generation, the cement industry, and the construction sector.

### Italy and Yemen sign cooperation agreement

The governments of Yemen and Italy signed a cooperation agreement establishing a joint technical cooperation council in order to boost Yemeni exports to Italy and the European Union, as well as facilitate Italian and European investments in Yemen. The agreement was signed by Dr. Khalid Sheikh, Yemeni Minister of Trade, and Emma Boneno, Italian Minister of International Trade, who is currently visiting Yemen.

### Agricultural Research Summit in Sana'a

The Near East and North Africa conference on agricultural research was held in Sana'a from June 25-26. The conference was the site for discussions on advancements in agricultural development as well as for the formulation of a regional plan on increasing food production and the efficient utilization of land and resources. Yemen remains an agricultural-based economy. Agriculture provides employment for 50 percent of the workforce and an income for approximately 68 percent of the population, comprising nearly 19 percent of the National GDP.

### Forecast: Yemen to see up to \$7 billion in investment

The Chairman of the organizing committee for next February's 'Invest in Yemen' conference, Professor Mohammed Al-Maitami has forecasted that Yemen will receive up to \$7 billion (USD) in foreign investments, especially from neighboring Gulf countries, which are playing an active role in ensuring the success of the conference to rehabilitate

Yemen's ailing economy.

### Report: Yemeni ports suffer from government monopoly

A report released by the transport unit of the Yemeni parliament indicated that Yemeni seaports suffer from their monopolization and the poor quality of services rendered to clients, which results in reduced traffic to the ports. The report recommended the reorganization of the ports authority in order to boost the quality of service and the maintenance of ports, as well as the formulation of consistent laws to reduce the government monopoly over ports.

### Yemenia to implement corporate turnaround strategy

Yemenia, the Yemeni national airway carrier, plans to implement a corporate turnaround strategy in order to increase its profitability. The strategy focuses on the more efficient utilization of its advanced booking system by contracting out more sales through travel agents, as well as raising the price of the average fare and limiting discounts.

### International Bank of Yemen to increase its capital

The General Assembly of the International Bank of Yemen declared that the bank will raise its capitalization to some 3.75 billion YR by the end of the current fiscal year, following its plans to increase its capital to 9 billion YR by 2010. Directors of the banks indicated that they remain optimistic about the growth of the Yemeni economy and that the investment climate in Yemen has been gradually improving.

### Occidental buys 500,000 barrels of Marib oil

Occidental Crude Sales Inc, an American petroleum company, announced a deal to purchase 500,000 barrels of Marib light oil from Calvalley Petroleum Inc of Canada, which operates in Block 9. The oil is to be exported from the Ras Isa terminal in the Red Sea this August. Occidental shares rose 3.4 percent on the New York Stock Exchange after the deal was announced.

### Tameer, Tadhmun establish partnership

Sources at the Tadhmun Islamic Bank of Yemen informed the Yemen Times that the Bank has joined with Tameer International of the Emirates in order to jointly develop state-of-the-art construction projects in Yemen. Tameer is currently developing several projects within the region worth over \$10 billion (USD).

# Citizens versus extreme poverty

By: Jeffrey D. Sachs

Twenty years ago, a grassroots movement led by Rotary International, a voluntary organization with around 1.2 million members in more than 200 countries, decided to attack. As of the mid-1980's, there were more than 300,000 cases of polio per year worldwide, despite the disease's virtual elimination in the richest countries, where vaccination was routine. Rotary took on the challenge of getting vaccines to the poor, in regions with weak or non-existent public health systems. Rotarians dreamed not only of reducing the number of polio cases, but of eradicating the disease entirely. This goal is now within reach.

Rather than wait for politicians to take up the fight against polio, Rotarians led the way. A few years later, the World Health Organization, and then other international agencies and donor countries, joined the cause, creating a coalition of official and

private organizations that now support Rotary's vision. By 2006, the number of polio cases had been cut dramatically, to well under 3,000 cases per year.

Complete eradication is in reach, but is still proving elusive, as small outbreaks have plagued one country or another in recent years. In some cases, such as Northern Nigeria, social resistance to the vaccine has blocked adequate coverage of the population. Pockets of polio transmission also persist in India, Pakistan, and Afghanistan. In a few other countries, the disease has been sporadically reintroduced by travellers from regions where polio has not yet been eliminated. And, in rare cases, the vaccine itself has failed and led to infection.

Still, despite the difficulties of rooting out the very last cases, the progress made against polio has been historic. More importantly, Rotary's leadership on polio offers a more general lesson in the fight against extreme poverty, hunger, and disease.

Even when politicians don't lead, it is still possible for committed individuals and voluntary organizations to change the world. The key is to link a bold idea with a practical and powerful technology, and then to push the idea and technology forward through mass citizen action.

These same lessons can be applied to the Millennium Development Goals (MDG's), the targets for fighting poverty, disease, and hunger that the world's governments adopted in 2000. The MDG's are bold but achievable.

For example, they call for reducing by 2015 the proportion of the world's population that was chronically undernourished in 1990, and for cutting the child mortality rate by three quarters. The MDG's also address the scourges of maternal death in childbirth, lack of access to safe drinking water, and killer diseases such as malaria, tuberculosis, and AIDS.

Just as with polio, the fight against hunger, disease, and lack of access to safe water and sanitation can be carried forward with practical and powerful technologies. Indeed, these

technologies are so powerful that they can enable families currently trapped in poverty to escape it once and for all.

Consider hunger in Africa. Most of Africa's farmers, working tiny plots, do not produce enough food to feed their families, much less to earn an income. The root of the problem is that Africa's farmers are too poor to obtain the basic modern inputs—including high-yield seed varieties, fertilizers, and small-scale water management systems—that could enable them to double or triple their output of food and cash crops.

The solution is therefore not much more complicated than a polio vaccine. If organizations like Rotary International can help African farmers to get a 50 kilogram bag of appropriate fertilizer and a 10 kilogram tin of improved seeds, the rise in farm output could be enough to relieve extreme hunger and help farm households begin to earn some income.

Jeffrey Sachs is Professor of Economics and Director of the Earth Institute at Columbia University. Copyright: Project Syndicate, 2006.



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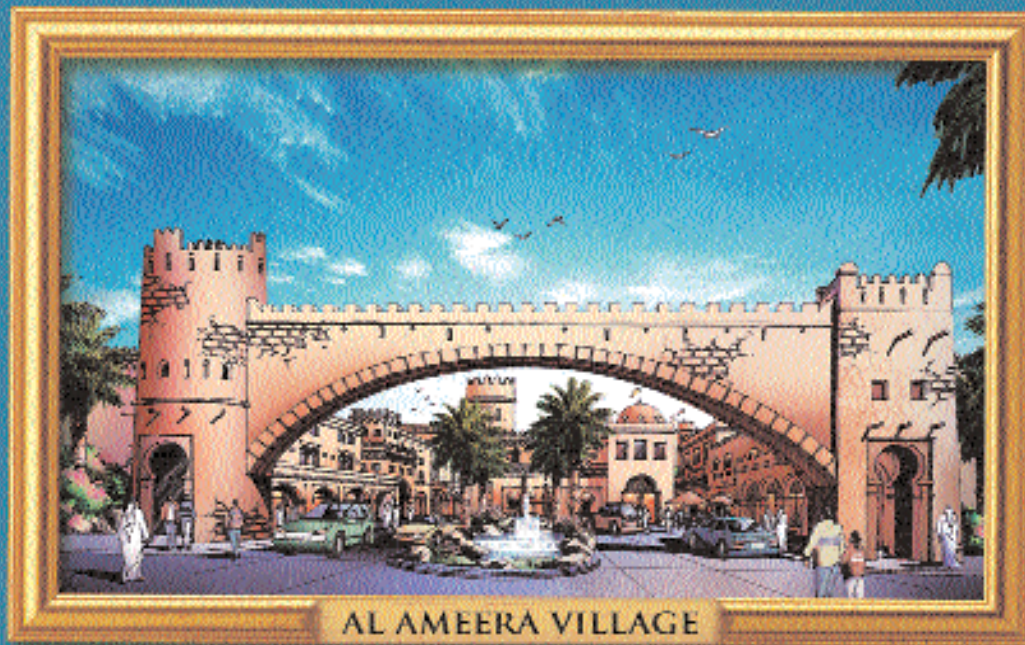
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The Youth Forum section is an uncensored space for youth-related issues written by Yemen Times readers.

# Summer vacation: Learning or playing

By: Mohammed Khoshafah

When the school year finishes, and the holiday begins, students become happy. Most of them want to relax and practice their favorite hobbies. The question in this article which states itself is that: do all students practice the same routine of life during summer vacation? The answer of this question could depend on the situations of the students.

Marwan, 17, 2nd secondary, says: "I live in Ibb City and I study in a public school. During summer vacation my family gives me some money in order to register in a language institute. I learn English and computers every summer. This summer, I will study the syllabus of English, mathematics and physics to get ready for the third secondary class."

Sameh, 16, 1st secondary student

says: "I finished my school year. Thanks to Allah, I succeeded and got good marks. I live, as you know in a village. I am far from the city. If I want to go to the city, I need two hundred riyals everyday for transportation. My family is poor. I'm interested in learning English and computers and I would like to join any institute in the city to do that, but my family cannot support me. They can't offer me any help. What can I do? He adds, "I will stay at home, watch TV, and help my dad in our farms in the mornings."

I notice that, all the language and computer institutes in Yemen become

full of students during summer vacation, but this doesn't mean that all students in the schools come to study. Many families have the financial ability to teach their children in the institutes, but their kids don't have the desire to learn.

On the other hand, I see that many clever students want to study but they lack financial support and they don't have the sufficient fees. Furthermore, many families don't care about their children to learn or to stay at homes and play, because most of the parents are uneducated and they don't know what is good about education. Thus,

during summer vacation, institutes, camps, private and public centers open their doors for students. Some of these centers, which teach Holy Qur'an and Arabic, don't charge any fees. Some of the centers demand very little fees.

We can say that these institutes and centers are good. Students can get the benefit by studying languages, computers, Internet, etc. However, parents must take the responsibility to make their children join such institutes during summer vacation instead of wasting their time here and there.

# Knowledge is not limited to the white people

By: N. Al-Mujahed

With this true fact his Excellency the Malaysian minister for higher education Mr.

Mostafa attracted our attention. He admits that studying in America or any European country attracts the majority. Now the target is changed to the far east of Asia particularly Malaysia, for the undergraduate degree as well as the masters and PhDs.

Recently the Malaysian universities (Open, Utara and Mara universities) didn't wait for us to come, they broke the boundaries and opened their prestigious programs here in Yemen with collaboration with the University of Science and Technology to offer their curriculum and certificates while being here in Yemen.

When his Excellency was asked what differentiates studying in Malaysia from any other country? He replied the Islamic culture which is similar to the Islamic culture in

Yemen, the living and studying expenses much cheaper than any other country, and the sophisticated level of education...

If I may add to his words I would say and people who always smile.

One question pops into my mind. What is lacking in our education? The Malaysian government spends more than 50% of its income on education, the ministry itself is now divided into 2 ministries one for the primary and secondary education and the other for higher education, people their consider the bachelor degree the beginning of their educational journey, here the end...Ops! did I answer my question? I'm not sure...who knows, maybe a day will come and the Yemeni universities break the boundaries and offer our programs abroad.

Socrates says "As for me, all I know is that I know nothing".

As for me I know one thing, knowledge itself is power and I Quote knowledge is not limited to the white people any more, power is not limited to the white people anymore.

# My costly commodity

By: Nabil ahmed m saleh

I say from a loyal heart  
My greeting for greedist merchant.  
My greeting to all places  
And greeting for announcer, place.  
After midnight the obsession came to me  
After it's separation it came to me.  
My heart craves to be drowsy  
As far as the accessories obey.  
Please please oh school girls,  
Transmit the protest in all places  
Even the countryside i see the oppression.  
Amongst the people and they pretend the satisfaction.  
If there is a matchmaker out side stay,  
The father say "i sold the commodity".  
Because my daughter is a pure gold stay,  
and gold price always rises suddenly.  
I have condition for you a defective condition,  
Eight hundred thousand with ring and wrist watch.  
There is no problem if you become fond  
We will let go the underprivileged.

# The old man of Arabia

By: Abdul Nasser Al-Abdali

A slow journey through the land of Sheba.  
Reveals a land of sand, dust and stone  
Harsh lines are etched into the old main's face  
A precious stone rough cut from the rock  
Hard as Granite, a smile soft as Pumice  
Heavy rain falls in the grey mountains  
And briefly pours down the wadis  
Like tears flooding from his eyes.  
Now Yemen is a whole.  
From the wet heat of A den  
To the cool breeze of a Sana'a evening  
The old man of Arabia.  
Sits comfortably in the prophet's clothes.  
In the mountain s or the desert.

A viscous mix of tribes and blood .  
Strong alliance and uncomfortable neighbours  
These make him out fierce and independent  
Sometimes lazy but always proud,  
Tied to traditions rooted in the land  
One leg in the hills, the other deep in sand .  
Now the old man of Yemen lifts his gaze,  
Taking a small sip from the cup of democracy.  
Sometimes the wine reveals a taste of corruption  
Lifting the veil of nepotism and greed.  
A taste of democracy none the less.  
Will the old man now drink his fill  
Or throw the cup a side  
And slip back through the mists of time  
To a land of sand, dust and stone.

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... قاتله الله مبروك  
المعروفه /  
محمد القاضي = عبد الرحمن المخالفي - بهام أحمد العقاف  
وحقيقه الجلاء في صحيفة يوم تايمر والصفارة البريطانية  
... والله المحيبي

## Universal Crossword

Edited by Timothy E. Parker

**ACROSS**

- 1 Deer enemy
- 5 Saucy
- 9 It causes one to hesitate
- 14 Not at hand
- 15 Induction rating
- 16 Like Audubon's interests
- 17 After-dinner wine
- 18 Slangy sailors
- 19 Invoice word
- 20 Cause of stubbornness, for some
- 23 Descriptive of an intimate dinner
- 26 Save the Tin Man again
- 27 Toy introduced in 1950
- 30 Vile Nile creatures
- 34 Hardly an Oscar candidate
- 35 Spew forth
- 36 Richard's veep
- 37 Great heavyweight
- 38 Baltimore-Philadelphia dir.
- 39 A question of identity
- 41 Millennia upon millennia
- 42 Notorious Bugs
- 44 It has a ball at the circus
- 45 Cimabue's "\_\_\_ Trinita Madonna"

**DOWN**

- 1 Infant fare
- 2 Craft in the tabloids
- 3 Deface
- 4 Like a literary Dodger
- 5 Walt Kelly character
- 6 Organic compound
- 7 Renaissance
- 8 It hangs from the fauld
- 9 Wrist bones

**10** Partial superimposition  
**11** "La Boheme" role  
**12** Word with old or meter  
**13** Pot content  
**21** Kind of mask  
**22** Heavy barge  
**23** "Ain't That \_\_\_"  
**24** Short conversation?  
**25** Site of Twain's remains  
**28** Play on words  
**29** Put to work  
**31** Nap in Hermosillo  
**32** For the time being  
**33** Underwater detection instruments  
**36** Comfort in sorrow  
**39** One W of WWW  
**40** Hee follower  
**43** Unbudging  
**44** Practiced yellow journalism, perhaps  
**47** Jones' financial partner  
**48** Feeling of anxiety  
**49** Enter uninvited  
**51** Type of mob  
**53** Loud, hearty laugh  
**54** Prefix with phobia or bat  
**55** "Sanford and Son" co-producer  
**56** Head of France  
**57** 1944 chemistry Nobel Otto  
**61** Long-jawed freshwater fish  
**62** Tell it like it isn't  
**63** Classification

**"DING-DONG" by Kathy Dername**

1	2	3	4	5	6	7	8	9	10	11	12	13	
14				15					18				
17				18					18				
		20	21						22				
23	24	25					28						
27				28	28				30	31	32	33	
34				36					38				
37				38				39	40			41	
42			43				44					45	
46					47	48						49	
				50	51							52	
53	54	55							56	57			
58							59			60	61	62	63
64							66					66	
67							68					69	

**PREVIOUS PUZZLE ANSWER**

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A C E D S T O P I R A T E
M O D E W A D I B A T O N
A U D I A R E A I N T R O
S T I C K T O O N E S G U N S
S H E N N O T E
S E E M A S S U R E
A B W A X O N S U R E A
G L U E D T O T H E Y V S E T
E A S E S H A K O A D S
S H E R M A M E T A
O N E S E D G A R
P A S T E I N T H E M O U T H
S T A R T T R O T R I T E
S E N O R R I L E E D I T
T E D D Y Y A M S B E C T
    
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**Calvin and Hobbes** by BILLY WIND

NO. 1. DOUBLE PUSHER DIPPING!

HOBBS: YOU DON'T BEING YOUR OWN THUNDER, CALVIN. YOU'RE THE THUNDER.

YAAAAAY!

ON ON ON HOT HOT HOT HOT!

AAAAHHHHHHH!

SLOOP SLOOP

BBBRRRR! COLD COLD COLD!

ON ON ON HOT HOT HOT HOT HOT!

DON'T TELL ME WE DRIVE FOR HOURS AND A HALF FOR THIS!



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قسم الطوارئ  
قسم النساء والتوليد

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## Demanding rights for great apes

By: Jason Webb

Spain's parliament is to declare support for rights to life and freedom for great apes on Wednesday, apparently the first time any national legislature will have recognized such rights for non-humans.

Parliament is to ask the government to adhere to the Great Ape Project, which would mean recognizing that our closest genetic relatives should be part of a "community of equals" with humans, supporters of the resolution said.

The move in a country better known for bull-fighting would follow a string of social reforms which have converted Spain from one of Europe's most conservative nations into a liberal trail-blazer.

Backers of the resolution expect support from the Socialist Party of Prime Minister Jose Luis Rodriguez Zapatero, whose government has legalized gay marriage and reduced the influence of the Catholic Church in education.

"With this, Spain will make itself a world leader in protection of the great apes," said Pedro Pozas, general secretary of the Great Ape Project's Spanish branch.

The resolution, presented by a Green Party parliamentarian, prompted criticism and some ridicule at first.

Spanish media quoted the Catholic Archbishop of Pamplona as saying it was ludicrous to grant rights not enjoyed by unborn children, in a reference to Spanish abortion laws.

But a spokesman for Archbishop Fernando Sebastian said he had been taken out of context and now support-

ed the resolution.

"We are in favor of defending animals, but people come first," Father Santos Villanueva told Reuters.

Philosophers Peter Singer and Paola Cavalieri founded the Great Ape Project in 1993, arguing apes were so close to humans they deserved rights to life, freedom and not to be tortured.

"When a loved one dies, they grieve for a long time. They can solve complex puzzles that stump most two-year-old humans," said Singer.

The Spanish move could set a precedent for greater legal protection for other animals, including elephants, whales and dolphins, said Paul Waldau, director of the Center for

Animals and Public Policy at Tufts University.

"We were born into a society where humans alone are the sole focus, and we begin to expand to the non-human great apes. It isn't easy for us to see how far that expansion will go, but it's very clear we need to expand beyond humans," Waldau said.

There are only a few hundred apes in Spain, mainly chimpanzees. But the resolution would also push the government to help endangered populations in Africa and Asia, said Pozas, speaking to Reuters at a sanctuary outside Madrid sheltering half a dozen chimpanzees rescued from abuse.

Reuters

**AL-MUTAHAR FOR IRANIAN CARPETS**

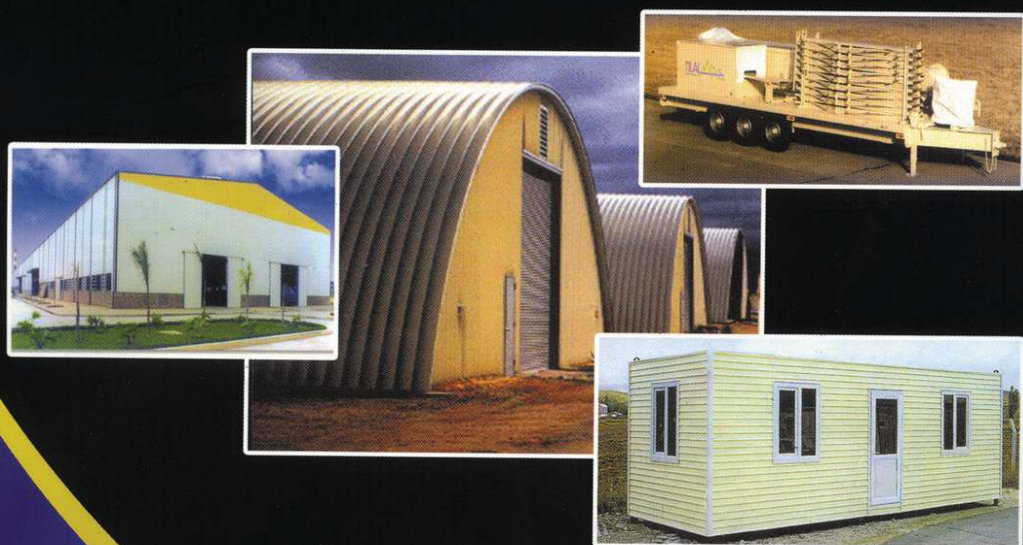
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# Education

A free monthly Supplement provided by Yemen Times and presented by Dr. Ramakanta Sahu

No. 5

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## Improve Your English: 293

### I. What to Say

Situations and expressions (91)  
Mother's Day

**M**other—the word conjures up an image of unbounded love and compassion. She's the one who is an unfailing source of solace and comfort in the encircling gloom.

- She takes compliments to heart like the queen that she is; she's able to hope when things seem hopeless. She is a mother who in her very essence is a gift to the world. For the loving and strong person that you are, and for all the thoughtful things that you've done I love you, mom.
- From childhood till date, there has never been a moment, never been an occasion at all, when I have needed you and you have not been there. Even if I'm to express how much I love you and want the very best of you, words would stand mute.
- Thanks for always being there, showing me how much you care, expressing your love and affection, being more of a friend, and a wonderful confidante, someone I can turn to anytime. I would like to express my appreciation for all that you mean to me for the beauty you hold within.

### II. How To Say It Correctly

Correct errors, if any, in the following sentences

1. 14% of people under the age of 25 is unemployed
2. It belongs to a friend of him.
3. They went on a three months training course.
4. We put our empty bottles in a bottles bank for recycling.
5. I've got two brother-in-laws.

Suggested answers to the previous lesson's questions

1. The **equipment** was faulty.
2. The company is now doing a lot of **business** abroad.
3. The contrast between Yemen and other countries in the Arab world is striking.
4. The staff of the company **are** holding a meeting to discuss the pay offer.
5. 120 miles is too far to travel.

### III. Increase Your Word Power

(A) How to express it in one word

1. Tending to expand
2. From the point of view of one side only in a law case
3. Leave one's own country to work abroad
4. Woman who is pregnant
5. Likely to be useful for a purpose.

Suggested answers to the previous lesson's questions

1. Going out or away of many people: **exodus** (n)
2. Because of one's office or position: **ex-officio** (adj)
3. Free somebody from blame or responsibility: **exonerate** (vt)
4. Much too high or great a price: **exorbitant** (adj)
5. Foreign or unusual in style, fashions, words, ideas: **exotic** (adj)

(B) Words often confused

Bring out the difference in meaning of the following pairs of words

1. erotic, erratic
2. converse, inverse, reverse
3. concert, consort
4. conscious, aware
5. rational, rationale

Suggested answers to the previous lesson's questions

1. **collapse** (vi) (break to pieces): The roof of the house collapsed suddenly.  
**lapse** (n) (slip of the memory, tongue, or pen): I couldn't recall his name. Sorry for the memory lapse.
2. **woolen** (adj) (made of wool): I have a good range of woolen clothes.  
**woolly** (adj) (looking like wool): She has a head of woolly hair.
3. **search** (vt) (examine, look carefully at, through, or into): The vigilance officers searched the official's house.  
**research** (n) (investigation undertaken in order to discover new facts, get additional information): Ismail proposes to carry on research into Arabic and English syntax.
4. **road** (n) (a thoroughfare, usually going from one city to another): The road from Sana'a to Mahweet is fully asphalted.

**street** (n) (town or village road with houses on either side): I live in Television street.  
**lane** (n) (a narrow street or a narrow country road with hedges on the sides): Our house is situated in Al-Jeraj lane.  
**avenue** (n) (a road with trees on either side): Park Avenue is the city center here.

(C) Synonyms and Antonyms

(i) Synonyms

Choose the word that is closest in meaning to the one given at the top

1. **abject**  
a. cast away  
b. mean  
c. worthless  
d. wretched
2. **absolve**  
a. to let loose or set free  
b. to pardon  
c. to acquit  
d. to accomplish
3. **acme**  
a. the top  
b. highest point  
c. the culmination  
d. zenith
4. **acquiesce**  
a. to rest satisfied  
b. not making any opposition to a situation  
c. to assent  
d. quiet submission
5. **abstract**  
a. to draw away  
b. to separate  
c. to remove quietly  
d. a thing existing only in India

Suggested answers to the previous lesson's questions

Word	Synonym
1. enunciate	to state formally
2. propitiate	to appease
3. invidious	malicious
4. edifice	imposing building
5. siesta	short nap

(ii) Antonyms

Choose the word that is most opposite in meaning to the one given at the top

1. **avant garde**  
a. up to date  
b. old-fashioned  
c. rise-up  
d. boasting
2. **absolve**  
a. free  
b. blame  
c. absorb  
d. total
3. **brusque**  
a. sweep  
b. sudden  
c. obsequious  
d. immediate
4. **benefactor**  
a. beneficent  
b. benediction  
c. beneficiary  
d. none of these
5. **brag**  
a. show off  
b. proud  
c. loud  
d. humble

Suggested answers to the previous lesson's questions

Word	Antonym
1. erudite	ignorant
2. alienate	endear
3. accomplice	opponent
4. apocalyptic	concealed
5. ardent	casual

(D) Spelling

Choose the correctly spelt word

1. a. failar  
b. faliar  
c. failure  
d. feluore
2. a. fathfully  
b. faithfully  
c. faithfuly  
d. faithfuli
3. a. fourfathers  
b. forfathers  
c. forefathers  
d. forefaders
4. a. fammiliarity  
b. familliarly  
c. familiarrity  
d. familiarity
5. a. fairwell  
b. fairwal  
c. fairwel  
d. farewell

Suggested answers to the previous lesson's questions

1. etiquette
2. epilogue
3. euphemism
4. eclipse
5. fahrenheit

(E) Phrases and Idioms

Use the following phrases in sentences

1. in (someone's) bad books
2. tighten one's belt
3. hit the roof
4. tie the knot
5. be dead to the world

Suggested answers to the previous lesson's questions

1. **not to be able to make head nor tail of (something)** (to be unable to understand something): I was not able to make head nor tail

- of the lecture.
2. **come clean** (to tell the truth about something): Hashid decided to come clean and admit having stolen the camera.
  3. **have a face like a fiddle** (to look unhappy): Mahmud had a face like a fiddle when the exam results were announced.
  4. **ruffle (someone's) feathers** (to upset or annoy someone): Faiz's disobedience and bad manners ruffled his father's feathers.
  5. **put heads together** (to discuss something): The university officials put their heads together to raise the standards of teaching and learning.

### IV. Grammar and Composition

A. Grammar

Reported speech

Rewrite the passage below using reported speech

'My name is Sara, and I'm from India. I came over to Yemen about seven years ago and I've been living in Sana'a since then. When I lived in Bombay, I was a Professor in Bombay university, but now I'm working for Sana'a university and I quite enjoy it. I'm not sure if I'll go back now. I think I may because I haven't seen my family for a long time, and I know they want me to visit them.'

Suggested answers to the previous lesson's questions

Phrases	Meaning
'Are you going to (do)?'	intention
'Is it going to (do)?'	probability
'Will you (do)?'	request
'Will you be (doing)?'	something that will be in progress in the future

Sentences using the expressions above

1. Ask someone to open a window: '**Will you open a window?**'
2. Ask if someone has made arrangements for attending the next committee meeting: '**Will anyone be attending the next committee meeting?**'
3. Ask if there is any probability of its raining this afternoon: '**Is it going to rain this afternoon?**'
4. Ask if someone intends to visit the theatre tonight: '**Is anyone going to visit the theatre tonight?**'
5. Ask if someone intends to tell the truth: '**Is anyone going to tell the truth?**'
6. Ask if there is any likelihood of interest rates rising again: '**Are the interest rates rising again?**'
7. Ask someone to post a letter for you: '**Will you post a letter for me?**'
8. Ask if someone has arranged to go abroad for their holiday this year: '**Will you be going abroad for your holiday this year?**'

(B) Composition

Expand the central idea contained in the maxim

111: SWEET ARE THE USES OF ADVERSITY

Suggested answers to the previous lesson's questions

110: THERE IS A DIVINITY THAT SHAPES OUR ENDS

This maxim implies that human beings are mere puppets in the hands of an inexorable force which we term as divinity. We are mere servants of Allah, the most compassionate and the most gracious. His will is supreme which guides our path. 'Not a moth is cloven in vain'. However a human being boasts of himself, it is Allah's dispensation that comes to pass in a human being's life. We are only instruments to translate His commandments. So a wise person sees Allah's invisible presence in everything and feels His inscrutable ways everywhere. As such, he does not perceive himself as the 'doer' but an humble and a faithful carrier of His commands. He says 'May your wish be fulfilled, not mine.' In the ultimate analysis, it is He who is the Transcendent Lord of the Universe, the Cause of all causes, and the One who shapes our destiny. So we should cast off our ego as the doer, achiever or sufferer and surrender to His immanent will.

V. Pearls from the Holy Quran

'Thy Lord knoweth best who strayeth from His Way. He knoweth best those who are rightly guided.'

S6: A117

VI. Food for Thought

'Love is an energy. It can neither be created nor destroyed. It just is. And always will be.'

—Bryce Courtney

## Distance education and home study scheme: A proposal



Dr. R.S.Sharma  
Professor of English,  
Faculty of Languages,  
Sana'a University, Sana'a

**T**he desire to gain B.A. and M.A. degrees is widespread in Yemeni society, and the number of candidates is very large every year. While this is an encouraging sign, it definitely creates problems as regards classroom teaching and curriculum administration.

Moreover, a fairly large number of students are doing some job in order to earn a living. Again this is a welcome development in the society, but it has certainly made absenteeism in regular classes very common and is evidently responsible for poor learning achievement in real terms.

The above scheme is being proposed as a remedy to the problems outlined above.

Programmes of distance education in fully developed form are already in operation in India, and other countries.

Applicability

The scheme will be initially available for B.A. and M.A. courses in English, Faculty of Languages.

Establishing a Department

Until a Department of Distance Education and Home Study is established, a Center for the purpose could be started, but right from the beginning it must be provided with an office, adequate secretarial staff and computer-internet facilities.

Fees and Other Charges

Conditions and eligibility requirements as well as fees and other charges to be paid by the candidates may be finalized by the appropriate authority.

Functions of the Department

Among other things, the Department/Center shall arrange for preparation and distribution to candidates of handouts, home assignments and other information.

## Tips to brush up your English



Ahmed Azzan,  
Seiuyun, Hadramaut

**L**earning a foreign language helps to look at the world in a different way. There are different ways which help the students of English to brush up this language used worldwide. In fact, a lot of English learners may have difficulties in the process of learning English which may hinder their progress in efficient language acquisition.

Before I shed light on different ways or strategies of how to brush up your English, I would like to mention some factors that motivated me to write this article. To begin with, I am completely disappointed with the way and the

Contact Sessions

The Department/ center shall organize a contact session of not less than 15 days for intensive direct teaching of the distance learners. The learners must come to Sana'a University to attend the classes in which 90% attendance is absolutely obligatory. The exact timing of lecture hours can be finalized according to the convenience of the learners.

The courses of study

The syllabus for distance education may overlap with but will not use the same as that for on-campus instruction. The curriculum also is bound to be different.

Examination

The final semester examination shall be arranged separately for the distance education candidates.

Remuneration and Honoraria

The teachers and experts will be paid for preparing teaching materials, evaluating home assignments and examination papers and for delivering lectures during the contact sessions.

The rates of payment under each head shall be decided by the appropriate authority.

The rates of payment for members of the regular faculty, if any, shall be different from those for the invited experts or teachers.

Expected Results

This scheme is likely to be welcomed by thousands of Yemeni men and women who cannot leave their job or occupation and are yet eager to gain higher degrees for their career advancement.

This scheme will certainly have a wholesome indirect effect on on-campus instruction. It will help us improve and maintain standards in higher studies in both on-campus and off-campus sectors.

This scheme is expected to open up new avenues in educational research, materials production and use of educational technology-especially computer and internet.

Financial Assistance

I believe, if the new idea is effectively presented, it will get prompt financial support from Arab and international sources as well as world educational bodies and charitable organizations.

Loans on easy terms will also be available from big international and welfare oriented banks.

extent of students' interaction in English.

At Hadramaut university, I have noticed a strange phenomenon. A lot of students are enrolled in English department only to waste their time by running after the teachers in order to get extra marks or to achieve excellent grades.

Oddly enough, there are a huge number of students in each class who prefer to spend most of the time speaking Arabic instead of English as if they are going to major in an Arabic department.

It is no denying the fact that there are certain teacher-related stumbling blocks that hinder the students from achieving fluency. Even teachers prefer to speak too much Arabic and little English, have little experience of how to teach English and are not well-qualified to be efficient English teachers in terms of accurate pronunciation or grammatical aspects.

There are different ways which can salvage the miserable situation. Some of these are as follows:

**1- Make learning English a habit.** Learn something new everyday. It is much better to learn for 10 minutes everyday than to study for 2 hours a week.

Continued on page 2



# ELT Panorama

## TEACHER DEVELOPMENT (4)

# Practicum in Teache



**Prof. Dr. S. Mohanraj**  
Department of English  
Faculty of Education  
Taiz University

The concept of teacher training has undergone a sea change in the last century. This change can be seen in three different stages with distinct nomenclatures that have been used:

- Teacher Training;
- Teacher Education; and
- Teacher Development

At the outset the three labels may seem synonymous, but each is distinct in its approach and philosophy. Let us briefly familiarize ourselves with these distinctions before approaching the topic of practicum.

**a. Teacher Training** is a term basically derived from the Behaviourist tradition where the focus was primarily on skills development. Teaching was considered as a skill which could be mastered with adequate practice. Virtually no difference was seen between training a soldier to handle arms and a teacher to handle a class of students.

The training identified a set of skills, each skill was further divided into sub-skills, and the trainer provided practice in each skill separately. The whole approach was thus synthetic.

As part of teacher training, a set of fourteen discrete skills were identified (Ryan A, 1967). Each skill has a set of sub-skills and a strategy called Microteaching was employed to train teacher students. This classic model of teacher was in vogue till recently and has now given place to other forms of training.

**b. Teacher Education** was a product of the cognitive school which was also seen as a reaction to the Behaviourist model. During this phase, the focus was largely on providing knowledge as part of training. Competence was preferred to performance.

The teachers during this phase spent more time learning about theories of teaching. This included topics like Psychology of Learning (Child Psychology), Sociological Foundations (Dynamics of Education) etc. This was an extreme swing and kept the student-teachers away from reality. (Ausubel D P and J D Novak 1978)

The training focused on helping the teacher to understand the purpose of teaching but did not provide adequate practice in teaching.

**c. Teacher Development** is an Applied Science model that has taken roots since mid 80s. This model focuses on developing proper attitudes towards teaching. This process takes into account both skills

and knowledge input as prerequisite to attitude development. The approach is more holistic and attempts to answer three basic questions related to teaching – why, what and how.

The three models presented here do not provide any comprehensive view to evaluate them. Suffice it to say, all three models have merits and demerits of their own. The questions that we now need to answer are 'What is the place of practicum in teacher development today?'; 'How should we go about it in our training programmes?'

### Practicum – its importance

The principal aim of practicum in teacher training is to provide hands on experience to student-teachers in the art of teaching. Considering this as the main aim, we see a lot of truth in the Behaviourist model, where teacher training is compared with military training. Let us see some of the tenets of military training. First and foremost principle is discipline and obedience; the second is the turnout (appearance or the way one is dressed); and finally the third principle is the need to adhere to rules and time. These three factors are equally important in the area of teacher training and in particular at the time of practicum or teaching practice sessions.

Practicum, keeping in with its aims, is a strategy designed to provide student-teachers with hands on experience. Thus it occupies a pivotal role in the entire process of teacher development. Without adequate practice in teaching, a fresh graduate assuming the role of a teacher would really be left in the lurch.

To help student-teachers properly, the course in practicum should have the following objectives. The course should enable the students to:

- become familiar with various stages of a lesson;
- use a set of skills and techniques in the classroom for teaching;
- manage classroom properly in terms of discipline and time;
- be objective in his/her assessment of learners;
- assess the classroom situation and make necessary changes in the plan; and
- analyse a lesson in the course book and determine why and how it should be taught.

Each of these aims can be considered as broad aims subsuming a set of narrower specific aims. One of the objectives not stated here but subsumed throughout the course is one of building confidence. This is an important procedure for a student teacher. Without confidence a lot of competence would still be a failure.

### How to organise Practicum Courses

To organise a practicum course one needs to follow a certain procedure which involves a few graded stages or steps. Though it is essential to plan each step, due to constraints of space, and the scope of this write up, I shall discuss only the pedagogic issues, ignoring the administrative measures one needs to take.

**a. Lesson Planning:** The classical model for planning lessons was given to us nearly 150 years ago by Harbart. This model consisted of five steps as follows: Preparation, Presentation, Practice, Production and Evaluation. During these one and a half centuries, with the advent

of several methodologies, the lesson plan format as given by Harbart has undergone little change. Educationists like Piaget and others made attempts to bring about a new format. However, universally consensus prevailed on retaining the five steps with an occasional change in the nomenclature for each step.

Harbart clearly mentions the need for looking at the lesson plan as an integrated system. At each stage or step, the teacher student should be aware of the five aspects namely, Objectives, Teacher Activity, Pupil Activity, Materials to be used and the Techniques to be adopted. There is a well established correlation among these components, and the stages should coordinate with each other. The diagram given below could help one in understanding the argument.

Student-teachers should be introduced to the course books in use at the school level and allowed to analyse them for language teaching. They should be able to state the objectives, identify the structure in focus as well as the new words introduced in the lesson. Based on this analysis, they should be trained to draft lesson plans in the given format. The student-teachers should be encouraged to draft plans in as much a detail as possible. Special care needs to be given to columns Materials and Methods.

Lesson planning also involves certain specialised vocabulary which the student teacher should learn. [For example, when a single student is asked a question or asked to repeat a word, the term to be used is 'individual student' or 'individual practice.' In Yemen the term 'solo' is used in preference to 'individual' which may not be appropriate.]

Lesson plans vary with skills and areas specifically in terms of objectives and the preparation stage. Primarily, the teacher educator should familiarise the student teacher with the following seven types of lesson plans:

- grammar
- vocabulary
- poetry
- speaking/listening
- reading
- writing
- language games and activities

**b. Observing lessons:** Lesson plan is closely linked with observation. Observing a lesson is an equally important process and the student-teachers need to be properly trained in the art of observing lessons. Here are some tips for organising lesson observation.

i. Every student teacher must be given the responsibility of observing twice the number of classes he/she teaches.

ii. While observing the student teacher should pay attention to the following points:

- Have the stated objectives been achieved?
- Was the introduction appropriate?
- How did the lesson develop?
- Was there any innovation?
- Was the black board used effectively?
- What teaching aids were used? Why were they used?
- What was the learner involvement like? (participation)
- Was the lesson successful? (evaluated properly)

iii. Based on their observation, student-teachers should provide comments on their friends' lessons. The comments should necessarily include the following two points:

- How would I teach the same lesson?
- What did I like/not like in the lesson? Why?

In the course of training, a few demonstration lessons could be given (either live or video graphed) and the students asked to observe and comment under a teacher's supervision. The lesson plan drafted for the demonstration lesson could be circulated or displayed such that the student-teachers could benefit from it.

In order to increase the usefulness of demonstration lessons, the teacher trainer could give demonstration in small bits, such that the focus could be on the use of a certain technique, or illustrating certain set of materials etc. Video clippings will be more helpful for observation for they can be played at will and played back to confirm the points discussed. Further, the discussion on video lessons is likely to be more objective than live demonstration lessons.

### Peer Teaching

This is one of the strategies to help student teacher gain confidence. The technique of peer teaching has been more popular as Microteaching. Microteaching believes in the following principles:

a. An untrained teacher cannot face a large class of strangers. So allow such a teacher to teach a small class of 10 – 12 students. These students could be his/her own classmates or peers.

b. An untrained teacher cannot teach for 45 minutes. (normal length of the classroom session in a school) So allow the teacher to teach for just 5 – 10 minutes.

c. It is difficult for an untrained teacher to use all the skills of teaching at one time. So allow the teacher to use just one skill at a time. e.g. questioning; narrating; explaining; using the black board; describing or illustrating.

When a student teacher teaches a lesson (micro lesson) after having planned it under the supervisor's guidance, he/she receives a feedback. Based on the feedback the student teacher replans the lesson and reteaches. Thus, planning – teaching – feedback – replanning – reteaching constitutes a cycle. Each student teacher can teach five or six cycles before being allowed to teach the regular students. This helps build confidence and gain some mastery over different techniques of teaching.

Let's turn our attention to the actual teaching work that needs to be carried out by the students along with techniques of supervision and the follow-up work that is needed. This will be discussed in three sections.

**Actual Teaching or Teaching at School** student-teachers should gain the actual teaching experience before graduating from the faculties of education. For this purpose they need to be sent to schools to get hands on experience. In order to do this, the College of Education needs preparation which can be perceived as

follows:

- Dividing the students into groups
- Fixing a schedule for their teaching (in consultation with the college and school timetables)
- Liaising with schools to conduct practice teaching
- Identifying supervisors and proctors
- Planning teaching and other work.

a. Every Faculty of Education has a large number of students, and this is particularly true in present day Yemen. It is not possible for all the students to go to one school for it would both be impractical and impossible for nearly a hundred or more student-teachers to teach in one school. Therefore it is necessary to divide the students into small groups to facilitate proper teaching practice. The size of the group is normally restricted to 10 or 12 students per batch. Each batch would have a supervisor under whose guidance they would teach.

While dividing the students into group, often randomisation is practised. However, preference could be given to students to make a choice of given schools depending on their convenience. However, care should be taken to maintain the size of the groups uniform. Care should also be taken to keep the composition of the groups mixed in terms of student competence. This would ensure fruitful participation during discussion sessions as well as increase the scope for peer learning.

The groups should know their supervisors well in advance and should meet a few times before the actual start of practicum classes to discuss their plan of work. (This will be discussed further in section 'e')

b. Schedule for teaching. This depends on the number of lessons a student teacher is supposed to teach. In Yemen, a student teacher teaches on an average 3 to 4 lessons in each semester during the last two semesters of Level 4.

This is grossly inadequate to provide practice in various skills of teaching. A student teacher should teach a minimum of 20 to 25 lessons to gain practice in handling classes and mastering different skills of teaching. This demands a lot of time. One of the suggestions that could be offered for this is to assign no work but practicum for a period of one month during the II semester of level IV. This is not an impossible idea and more details will be provided later.

The scheduling needs to be prepared taking into account factors such as:

- the school timetable
- the school calendar

	Objectives	Teacher Activity	Pupil Activity	Materials	Methods
Preparation					
Presentation					
Practice					
Production					
Evaluation					

The correlates of the evaluation format.

- the school timetable
- the school calendar

The class timetable is an essential factor to see that teaching time lost during practicum sessions is kept to the minimum. Similarly school timetable and calendar matter in fixing the schedule to give an idea about the number of classes available for teaching and also planning the lessons according to the calendar (annual plan of work). The schedule has to be made known to the students and the supervisor well in advance.

**c. Liaising with schools:** Faculties of Education need to constantly interact with a number of local schools so as to organise teaching practice without any difficulty. In consultation with the Department of Education (which is a part of the Ministry of Education) a list of schools can be obtained. Permission can also be sought from the Department to use the public schools as practising schools. (Some Faculties of Education have laboratory schools attached to them. In Yemen there are no such schools to date.) Letters have to be written to nearly twice the number of schools than required. The letters should clearly furnish details of student requirements and a copy of the proposed dates for practicum sessions. An assurance could also be given to the school that all efforts would be made not to disturb the school calendar and best efforts would be put in to offer quality teaching. The request letter should also enclose a response form which the schools need to fill and return duly. In this response the school can feel free to express regret, should the schedule provided be not convenient to them. (This makes the reason for contacting more schools than necessary clear.) The response letters should not only give consent to participate in the teaching practice programme, but should also suggest what lessons need to be taught according to the calendar prepared by the school. The school could also put forth some special requests or provide specific information on holidays or inconveniences they may have during this period of practice teaching. Once the responses are received, the students could be assigned to various schools and the teaching practice programme could begin.

**d. Identifying supervisors and proctors:** Most Faculties of Education are understaffed and do not have enough personnel to supervise the lessons. Faculties of Education in Yemen are no exception. However, where available the members of the faculty should undertake this work. In the absence of such supervisors, proctors could be identified and suitably oriented for the work. Proctors could be drawn from the schools identified for practice teaching. Teachers teaching specific subjects could be requested to work as proctors. Proctors so identified could be asked to attend a one-day orientation to become familiar with the mode of lesson planning, and method of observing a lesson and offering comments and further guidance to student-teachers. This is

## A letter to the teachers of English: 109

# Conversation skills The Indian teacher and Wafa



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**Teacher:** Wafa, I know that you are from Ibb. Can you tell me something about Ibb?  
**Wafa:** I think it is about 2300 meters above the sea level.  
**Teacher:** That's why it is cold in winter. Is this city green all the year?  
**Wafa:** Yes, teacher, it is. We have good rains all over the year. This part of

Yemen is called the green province.  
**Teacher:** You should be proud of it. Is it an old city like some other cities in Yemen?  
**Wafa:** I don't think so. The old city of Ibb must be a few hundred years old.

**Teacher:** Those mountains are the Bada'an Mountains? They are beautiful, aren't they?  
**Wafa:** They not only add beauty but also a real source of evergreen environment. There are many villages on the mountains and the villagers produce a lot of vegetables. All of them come to Ibb for marketing them.

**Teacher:** I see all the buildings in Ibb look alike. Is there anything special about them?  
**Wafa:** Yes, teacher. You are right. The outer design of these buildings and the Islamic architecture in the form of curved windows, balconies are special here.

**Teacher:** What else is there for me to visit in Ibb, Wafa?  
**Wafa:** The mountains over there are called the Sumara Hills. You must have traveled through the Sumara Hills when you came to Ibb from Sana'a. At the top of the hills, at a height of 2800 metres above the sea level, there are remains of a citadel.

You can see it when you travel through the hills. Difficult to reach though, it is worth visiting.  
**Teacher:** I also hear that there is a valley near Ibb.  
**Wafa:** Yes, teacher. There is a valley called Al Udain valley, about 40 kms from Ibb. You will be enthralled by its natural beauty when you visit it during the rainy season.. Do visit the valley one day.

**Teacher:** I will. Thanks Wafa, for your informative description of your city.  
**Your help in need is greater than everything else.**

## Continued from page 1

# Tips to brush up your English

**2- Communicate.** There is nothing more effective to learn English than to communicate in English. Try to say something in English even if you think that your English is not that good.

**3- Try to look for people who speak English accurately.** Do not feel shy speaking with others, because if you constantly have the feeling of shyness, your language will never improve.

**4- Idiomatic expressions are of a great importance.** Using idioms when talking to others would make your language polished, neat and spruce. Idioms are to language what spices are for food.

**5- Listening is an important fac-**

**tor leading to improvement of English.** Try to listen to English channels such as BBC or CNN.

**6- Do not neglect reading.** Reading is the most important skill for acquiring vocabulary.

**7- Role play is also helpful and beneficial.** Imagine that you are in a restaurant or at an airport or in other places, and practice situationally appropriate English.

Students of English should take an active role in brushing up or improving their language. Practice makes one perfect. They must practice using the language as much as possible in order to achieve fluency in the language.



# Teacher Training

an essential exercise by which the professors own knowledge gets updated, and the student-teachers also get the benefit of being observed according to the training they have received.

**e. Planning teaching and other work:** Planning teaching here does not refer to lesson planning. This refers to the number of lessons that need to be taught and the specific lessons that need to be taught. The lessons to be taught need to be selected from that portion of the course book which is marked on the calendar (annual plan). This information would be retrieved from the response sheet which is received from the school.

The practice teaching session should also aim at helping the student-teachers undertake other work such as:

- a case study of a child
- understanding school records
- organising co-curricular activities
- conducting examinations and tests
- designing remedial teaching.

The student-teachers should become part of the school establishment during the period of practice teaching, and undertake all work that a normal teacher does. The list above mentions some of the duties performed by a teacher in the school. Keeping in view the scope of this write up, it may not be possible to discuss these points in detail here.

The objective of providing exposure to duties of various kinds is to prepare the student teacher to be well equipped for the profession he/she is being trained for.

In the course of the preparation classes with the supervisor, three essential decisions need to be taken. These are: How many lessons to teach? Which skills and areas to be covered? and How to observe?

We have already mentioned how many lessons to teach depends on the curriculum requirements as set forth by the University or the Faculty. A suggestion has also been offered on the optimum number of lessons to be taught during this programme. There is no need to discuss this further here. However, we need to mention that the number of lessons to be taught should be commensurate with the number of skills and areas to be practiced by the student teacher.

A student teacher needs to practice different teaching skills. If the student teacher is a language teacher, he/she needs to have practice in teaching the four language skills as well as content areas like grammar and vocabulary. Some lessons also need to be oriented towards language functions which help develop communication skills as well as study skills. The number of lessons a student teacher teaches should be able to provide practice in all these. While scheduling the lessons, the supervisor should take care to see that all the students get equal number of lessons, and have an opportunity to practice all the skills and areas.

A student teacher also gets to learn how to teach by observing lessons. Enough time and opportunity should be provided to observe lessons. It is best to assign a schedule of observation for students before they go to schools for practising teaching. It is optimum to have a pair of students assigned to observe each lesson. This ensures that every student teacher observes twice the number of lessons

he/she teaches. Observation of lessons should necessarily follow discussion where all the student-teachers are present.

In order to help student-teachers observe the lessons fruitfully, it is necessary to provide them with a checklist. Several standardised checklists are available for use; however, a customised checklist with student needs in view may not be out of place. Here is a list of twelve essential points to be included in the checklist:

- Objectives of the lesson – were they achieved?
- How did the class begin? - did the teacher establish a rapport?
- How was the teaching item introduced? – was there a proper and relevant revision of the related item?
- What illustrations were used by the teacher? – were the students familiar with the illustrations used?
- Did the teacher use any teaching aids? – were these appropriate, and made by the teacher?
- Did the teacher involve the whole class in interaction or did he/she focus on a few select students in the class?
- What type of practice was provided? – were the exercises teacher made, or from the book? - were they adequate?
- Was there any scope for independent answers from the students? – how was the language production monitored?
- What type of evaluation was employed?
- Was there any homework given at the end of the class?
- Were the questions (both content and administrative) asked during the class appropriate and distributed uniformly?
- How was the blackboard used?

Students could be provided with dry runs to help them observe lessons during the preparation period or they could be asked to observe demonstration lessons. (This has been discussed earlier in this write up.) Based on their observations, student-teachers could be asked to offer their comments on their peer's lessons. They could also add how they would modify the lesson, if they were to teach it again. This would generate a lot of discussion and learning.

## Supervision

Supervision is not an easy task and hence it is difficult to find adequate number of supervisors to observe the lessons and guide the student-teachers. Some supervisors take up the task for the monetary incentive they receive. This is fair, but this should not be the only reason to accept supervision work. It is essential to make supervision an obligatory part of the work of a teacher in the Faculty of Education. Similarly, subject teachers in schools can be assigned this work as part of their duties. Teachers deputed for this work can be compensated suitably with honorarium.

Supervisors have to be observant and offer valid comments. In order to do this they would have to work in close coordination with student-teachers. This could be a week to a fortnight before the commencement of the practice teaching sessions. During the preparation period, the supervisor could become familiar with the group of student-teachers and assess

their strengths and weaknesses. Such assessment helps in assigning suitable classes to the student-teachers. Further, the supervisor should also become familiar with the school, the teachers in the school, their working style and their needs. He should familiarise the student-teachers with the working conditions in the school, and based on this she/he should help them plan the lessons. When a new supervisor is chosen to do this job, he/she may need to undergo a brief training, or can be apprenticed with a senior supervisor for a term. This training is essential.

The supervisor should prepare a teaching and observation schedule and distribute it to the group. Efforts should be made not to modify this schedule without his/her knowledge. He/she should be responsible for maintenance of discipline in the group such as attending the school regularly, following the schedule, participating in discussion, and preparing and submitting the lesson plans in time. The supervisor should see to it that all the students prepare their lesson plans well before they teach and have them checked for errors. The lesson plans should be submitted to the supervisor while the teaching session is in progress to help him/her assess the lesson properly.

A supervisor needs to be informed clearly by the faculty about awarding marks to each lesson. The marking could be atomistic. This means if 100 marks are assigned to a lesson, these marks could be awarded to different parts of the lesson such as: plan, actual teaching; promoting interaction, using blackboard, defending the lesson, using teaching aids etc. Each component could carry certain weight according to its importance, and the faculty could take a decision on this in a joint meeting of all the teachers and supervisors. Such common understanding would help assess the student-teachers objectively.

A good supervisor can make the practice teaching session enjoyable.

## Follow up

A follow up programme is essential in all teacher education programmes. This could be in the form of a common meeting of all student-teachers at the end of the practice teaching programme. During this meeting the students could express the difficulties they had had. They could also talk about the positive points. This would provide a feedback to the faculty to organise similar programmes better in the successive years. This feedback would also help the student-teachers to understand their own shortcomings, and how they can overcome these in the course of their careers.

It is time to conclude this write up. Though this seems comprehensive, there are many more aspects that demand a detailed discussion. Time permitting we may take it up a little later. Responses in the form of suggestions, and feedback are welcome.

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# “The Gita: A matchless metaphor for management”



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In the Indian Embassy Hall, Sana'a, on Friday morning of May 5, 2006 the Indian community was enthralled by Professor D. Thakur's talk on the significance of the *Gita*, “book the eternal, the global”, as he defined it and underscored “its great contemporary relevance” for those who are “managing” to “be” and “become”, what V.S. Naipaul called “with a sense of two worlds” or the in-betweenness of home and abroad. The talk was an annual event organized by the Indian Embassy Club. Professor A.K.Sharma, set the tone of the talk by referring to the fight of Arjuna and “how he came out with the odyssey of life with flying colours” by “managing” the physical and spiritual scales of his personality. He hailed Professor Thakur as a “Gita Purush” who, actually, lives in a true state of no-attachment. Professor Jayaraman performed his “proud and pleasant duty” of welcoming the chief guest, H.E. Mr A. Karuppaiya the Ambassador of India to the Republic of Yemen, the special guest Dr Abdulwahab Al-Meqaleh, President of the Oriental Cultural Association of Yemen, and other distinguished guests who traveled from different campuses of Sana'a, Tai'z, Ibb, Dhamar, and Hodeidah to attend this talk. They were also greeted by Professor Thakur as the “co-authors of his book.” Professor J.S.Shaw, visiting professor, Sana'a University, presided over the function. Dr Yogesh K Sinha gave the vote of thanks. The programme's circularity of melodic structure was heightened by the singing of *bhajans* by Mrs Shayamala Ranganathan, Mrs Manisha Sinha and Dr Satyartha Prakash Tripathy. It is important to note that Professor D. Thakur's *Geeta: The Song Extraordinary* (2005) has been widely-acclaimed for its “bold and original” approach and a “new contemporary reading of the *Gita*” (Dr Karan Singh, Foreword, x).

Commenting on Professor Thakur's *magnum opus*, Professor Mohan Raj, Faculty of Education, Tai'z University, described *Gita: The Song Extraordinary*, “Not a translation of the original or a commentary on it; it is something like *Shankar Bhashya* which can be better understood as an important treatise on comparative religion.”

Professor J. N. Patnaik, a visiting professor in Sana'a University said, “Professor Thakur's approach is different from the conventional approaches as he has treated the *Geeta* as a human document - a book where-

in knowledge ‘compacted lie’. It is a book that does not pretend. Its language is lucid and simple.” Professor P. K. Sinha, a visiting professor, Sana'a University, called the book a work of scholarship which combines together in it the knowledge of linguistics, literature and literary criticism. Professor B.N.Singha, a visiting professor, Sana'a University, expressed his “feeling of joy” at the “range of scholarship, profundity, keen insight and analytical ability of the author”. Dr. Abdulwahab Al-Meqaleh expressed his hope that this book would be read and appreciated everywhere. Professor V.S.Dubey, Hodeidah University said that the book “is sprinkled with words of wisdom.”

## Some unheard melodies: Management of life, living and the message of going ahead

Professor Thakur summarized the message of the *Gita* as “The image of someone going ahead with a balanced, harmonious expansion of oneself.” In his opinion “this is what makes the book global, *anitya* and enduring.” “Here is a book that talks about unity: “a dynamic togetherness of the sky and the earth, of *Krishna* and *Partha*”. This is the message of the *Gita* for the people of management today. “In the *Geeta* a prophetic voice speaks in an exuberant language for a harmonious expansion of one's personality, not the one-sided expansion. It is a book that tells us not only to live – exist - but to become and to leave the Bill Gates of today far behind.”

The modern age is the Management Age. Management is the cry of today. “Does the *Gita* have anything to offer for the managers, directors and the business executives of today? The answer is “Yes”. One has to “manage” oneself first, otherwise a man is nothing but a bundle of undisciplined, unordered, undefined, unsophisticated talents. Referring to the lives of some of the great personalities like Thomas Chatterton (1752-1770), Harold Hart Crane (1899-1932), Ernest Hemingway (1899-1961), Arthur Koestler (1905-1983), Jack London (1876-1916), Sylvia Plath (1932-1963) and Virginia Woolf (1882-1941), he said that these personalities, though incredible in their intellectual energy and caliber could not “manage” their lives well unfortunately and ended their precious lives abruptly and abnormally.

“Apart from the management of grief and joy in one's life one should manage to come out of the “prisons of joys and sorrows”. Management, as a profession, is full of ups and downs of a very serious nature and here lies the true worth of the *Gita* for the managers. For not only its message will awaken the hidden potential in them but also enable them to comprehend the micro and macro contexts of the emotive and financial catastrophes they might suffer in their professional career”, he said.

## The image of India: So old and yet so new

*Geeta* is “an energetic expression of



Dr. Damodar Thakur

that thing we call India. Here is a book that reflects the eternal spirit of India”. “India is not a geographical territory with 1 billion of human beings. India is a conviction, a realizable message, a philosophy. Where the earth and the sky meet that horizon is eternal India.” “For me trying to discover India is the *Gita*. It is a glimpse of eternal India, for me it is a discovery of India. I've never been apologetic about it. I'm rather proud of it.” He quoted Sri Aurobindo, Aldous Huxley and Albert Einstein to underline the “enduring value” of the *Gita* for the world today. He urged the audience to conquer the enemy of self-distrust and to doubt everything “for doubts are at the very root of success” and to “project, organize and acquit oneself for doing is the mother of success. Don't just ‘be’ – ‘become’ and achieve the impossible, awaken the hidden possibilities in you and become good managers.”

## The end is where we start from: Not fare well, / But fare forward voyagers

Prof J.S. Shaw, in his presidential observations said that the discourse was an “extremely enlightening experience for me and all of us” for three reasons: the image of going ahead, for the possibilities of being and becoming and for embodying “a new message for every age and a new meaning for every civilization.”

“The end is where we start from,” inspired by the *Gita* wrote T.S. Eliot in his poem *Four Quartets*. Truly, for Arjuna, the Pandava prince, the battle of Kurukshetra was not the end of his *being* – that was the beginning of his *becoming* – *nirdvando hi mahabaho sukham bandhatpramucyate* :

An archer's disillusioned dilemma  
In the midst of the battle-field;  
Song of sang-froid follows;  
Widowed dumb tears burn beside  
The devouring flames of funeral pyres.  
Scavengers search of gold  
Hot dry bones in the ash  
Of flesh.  
Fragrance of life  
Pounded out on  
The anvil of duty. (—Anil K Prasad, from “Time Talks”)

## Why do we study literature?



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As students of English, you might have asked yourselves the very important question: why do we study literature? The answer is not as easy and plain as you imagine. Let's

first look into the nature and meaning of literature.

Literature is a vague term. There are many definitions, which say different things about literature. Some define literature as an aesthetic and artistic type of writing, while others view it as an effective tool that expresses and communicates thoughts, feelings and attitudes towards life. It is the combination of highly imaginative, emotional and spiritual experiences and the permanent values of life. Thus, literature is the mirror of both life and society.

We care about literature because it brings us into close and fresh relations with life. Literature is a vital record of what humans have seen and

experienced in life and how they have reacted to and felt about such unusual conditions which have great interest for all of us.

We also care about literature on account of its deep and lasting human significance. It is thus basically an expression of life through the medium of language.

We care about and study literature in its various forms because of the various themes it deals with. Its themes are as varied as life itself.

Finally, we should be very keen on and interested in studying, understanding, enjoying and analyzing any kind / element of literature in the right way. This will help us understand life better.

## Campus Clippings

### The Tragic Vision in Macbeth and Dr. Faustus: Its contemporary relevance

Although all the world's a stage and we are merely players, yet man's pride (hubris) consciously or unconsciously drives him to commit a fatal flaw that leads to his catastrophe. This was as much true in the Elizabethan Age as in the modern times. The modern man, with his ‘head pieces filled with straw’ in the modern ‘wasteland’ is disastrously advancing towards the brink of a spiritual sterility and a stultifying crisis of conscience. He may be redeemed from this predicament in the great drama of existence if he learns pearls of wisdom from the tragic vision of immortal playwrights such as Shakespeare and Christopher Marlowe. This was the focus of Firas Sahib Khalil Ibrahim's defence on 28 May, 2006 of his MA thesis titled ‘Tragic Vision of Macbeth and Dr. Faustus’ prepared

under the supervision of Dr. Ramakanta Sahu. He insightfully delineated the essential points of convergence between the two all-time stal-



L-R: Dr. Bashar, Dr. Khurshid, Dr. Ra'ad, Dr. Sahu, Firas Ibrahim, Prof. Ibrahim.

warts-Shakespeare and Marlowe, in response to the stimulating discussion led by Dr. Bashar Askar and Dr. Syed Mohammed Khurshid Anwar at University of Applied and Social Sciences, Sana'a. Dr. Ra'ad, Dean of Humanities coordinated the function.



Firas Sahib Khalil



# Annual cultural jamboree at Department of English, Faculty of Languages, Sana'a University

As the consummation of its annual cultural events, the Department of English, Faculty of Languages, Sana'a University, Sana'a organized the final round of co-curricular activities — Debate, Elocution, Group Discussion, Extempore Speech, Mono Acting, One Act Play, Essay Writing, Creative Writing and Quiz on 24 May 2006 (Wednesday). Students belonging to different levels of the Department participated in various events with enthusiasm and made the occasion a great success. At the outset Dr. A.K. Sharma, Prof. and Head of the Department of English, while welcoming the guests, officials of the Faculty, students and members of the staff, highlighted the importance of such activities in students' future career and learning. He

also appreciated the assistance and co-operation extended by the Dean, the Vice-Dean and others in organizing such events in the department. The Dean of the Faculty, Professor (Dr) Abdel Rahman Abdrabou, in his speech, lauded the organization of such activities by the Department of English and appreciated students' talent and worth. He assured all support of the Faculty for such activities in future and expressed his good wishes for the success of the events. Event-wise list of winners was judged by an international panel of judges comprising scholars from America, India and South Africa. Prof.D.Thakur, Head of the Department of English, Faculty of Arts, Sana'a University, Sana'a graced the occasion and appreciated the efforts of the students and applauded



Prize award ceremony: (l-r) Mahmoud Shehata, Dr. Ali Mansoor (Head, Gemran Dept), Prof. A.K. Sharma (Head, English Dept), Dr. A.K. Roy, Mohammed Naji Al-Ashwal, and Dr. A.M. Joodi



Dr. Damodar Thakur and Dr. Abdelrahman Abdrabou giving words of exhortation to the participants as Dr. A. K. Sharma is all attention.



An enthralled audience applauding the students' performance.

### Results of the events

<b>Essay Writing :</b> First: Ali Ahmed Mohammed Aza'an (IV - B) Second: Ahmed Mahfoud Saeed Ba-Matraf (IV - A) Third: Noor Fathi Al-Naggar (I-D)	Third: Noor Fathi Al-Naggar (I-D)
<b>Creative Writing:</b> First: Ebtihaj Ahmed Al-Akwa'a (IV - A) Second: Ahmed Ali Al-Pagly (IV - B) Third: Alia Tareesh Gahtan (IV - B)	<b>Group Discussion:</b> First: Omar Mohsin Monssar (III-C) Second: Safa Moheadeen Al-Anisi (III-C) Third: Naila Bamahriz (I-B)
<b>Elocution:</b> First: Sarah Abdullah Al-Mojahed (II-B) Second: Sumaiya Ahmed Al-Hanhana (IV-B) Third: Noor Fathi Al-Naggar (I-D)	<b>Mono-Acting</b> First: Ahlam Hussein Farwan (IV - A) Second: Radhiya Hussein Al-Khairan (IV - A) Third: Nabeel Yahia Ali Al-Nowairah (IV - C)
<b>Extempore Speech:</b> First: Hana'a Moh'd Ali Al-Raimi (III-C) Second: Nabeel Yahia Nawriah (IV-C) Third: Mohammed Hussein Naji Al-Ashwal (IV-C)	<b>One-Act Play</b> First: Ahmed Mahfoud Ba-Matraf (Pickering) (IV - A) Second: Mohammed Hussein Naji Al-Ashwal (Mr. Higgins) (IV - C) Third: Nabeel Yahia Ali Al-Nowairah. (Doolittle) (IV - C)
<b>Debate:</b> First: Emad Mahfoud Ba-Matraf (IV - C) Second: Hanan Ismail Al-Moayed (II-B)	<b>Quiz :</b> Four teams each comprising five students participated in the event. Team A - Excellent, Team D - Very Good, Team B - Good and Team C - Good

their excellent performance in various events. He wished Yemeni students to excel in the art of oratory at international forums to earn a good name for their country. At the end of the event, Dr Abdul Hameed Al-Suja'a, Assistant Professor, Department of English, Faculty of Languages, presented a vote of thanks. He thanked the guests, the members of the Faculty and others who attended the function and made it a

great success with their assistance. He congratulated the winners and expressed all his good wishes for those who participated in various activities and made the function a festive occasion. Dr. Ali Mansoor, Head, Department of German, Dr A.K.Sharma, Head, Department of English, Mr Mahmood Shehata gave away the prizes and certificates to the winners and participants.



Some spirited participants performing.



# Appreciation brings out the best, not criticism



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Appreciation is what brings out the best of human talent and it remains a proven fact in itself, though, human masses are apt and adept in criticizing others at every given interval and don't realize the objectivity and propriety of criticism. So, the very purpose of criticism is marred in modern times. One of the greatest poets and critics of the 20th century - T. S. Eliot (1888-1965) in 'The Frontiers of Criticism' said that we should always be aware of the limitations of criticism and its purpose. He disapproved of the kind of 'Lemon Squeezer' criticism. He was of the opinion that as too much squeezing makes the taste of the lemon bitter so does negative and flat criticism mar the purpose of productive criticism.

It is human nature that ninety times out of a hundred, no man ever criticizes himself for anything, no matter how wrong he may, of course, be in life. It is well known that God has not seen fit to distribute equal amount of the gift of intelligence to all. Therefore, negative criticism is futile because it puts man on the defensive, and in most of the cases usually makes him strive hard to justify himself. Negative and unproductive criticism is dangerous and divisive because it wounds a man's precious pride, hurts his sense of importance, and arouses his resentment to the justifiable extent.

We, most of the times, find it inherent in human nature and in human action that the wrong doer blaming everybody else save and except himself for doing wrong or wrong being done in front of his naked eyes. We need to realize that criticisms are like homing pigeons. They return home in all probabilities. We should always realize that the person we are going to criticize, condemn and correct, will probably justify himself, and condemn us in return irrespective of justification.

During the Civil War, Abraham Lincoln, the 36th president of America put several generals on duty, each one of them blundered tragically and drove Lincoln to despair. The nation condemned the incompetent generals, but Lincoln, "with malice towards none, with charity towards all," he stayed at peace. One of his quotations was "Judge not, that ye be not judged." When people spoke harshly, Lincoln

said: "Don't criticize them; they are just what we would be under similar circumstances." So, he further said if we criticize them unjustifiably, it will make them condemn us. It will arouse hard feelings, impair all their further usefulness as commanders and perhaps force them to resign from the army". Therefore, sharp criticisms and pointed rebukes almost invariably end in fiasco.

If one aims at improving by criticizing, why not begin with oneself? I think, it would be a lot more profitable than trying to improve others and running the risk of being counter-criticized. So, we first need to perfect ourselves. Confucius rightly said, "Don't complain about the snow on your neighbor's roof, when your own doorstep is unclean." When dealing with people, we need to remember that we are not dealing with either machines or logical creatures, we are dealing with creatures of emotion, creatures with prejudices who are motivated by pride and vanity in the society. And criticism, is, of course, a dangerous proposition which is liable to cause an explosion in the magazine of pride-an explosion that sometimes proves fatal.

Once bitter criticism caused the greatest career damage to the sensitive Thomas Hardy who is known as the greatest pessimist of the world and one of the finest novelists who enriched English literature, to discontinue writing fiction forever. Bitter criticism drove Thomas Chatterton, the famous English poet, to commit suicide.

Benjamin Franklin was so smart and skillful in using words and arguments in public that he became Ambassador to France. The key to his success as he himself said, was, "I will speak ill of no one.....and speak all the good I know of everybody." So, fools criticize, condemn, complain and learn from their own mistakes. It takes greater character and self-control to be understanding, forgiving and appreciating people.

Carlyle said, "A great man shows his greatness by the way he treats little men." So, instead of condemning and criticizing people, we should rather try to understand and inspect them from a humane point of view. We need to figure out the omissions and commissions of people with objectivity. That would benefit a lot more than criticism, and it breeds sympathy, tolerance, and kindness. Dr. Johnson said: "God Himself, sir, does not propose to judge man until the end of his days." So, why should you, we, they and I try to judge people and pass the verdict? Let's be cordial and congenial in order to bring out the best of human talent and performance through appreciation and not by criticism. That's how we can serve and let the whole of the humanity be served as a wonderful creation of God (Allah). Appreciation turns the worst of the adversaries into cozy and cooperative friends who look forward to the well-being of each other and their close proximity proves to be a historical milestone in the development of human civilization.

# The cultural bias: Some significant shortcomings of CECY



Ibrahim Mahfoodh ibrahimenglish77@yahoo.com Hodeidah University

English has been taught as a subject in Yemeni school curriculum/ program for decades. The teaching materials have undergone from time to time changes to suit the Yemeni learners and the Yemeni context.

Advisedly, the materials/textbooks used in teaching/learning process are to be designed in such a way that they make a balance between the culture of the target Language and the targeted-students' language (Arabic). Unfortunately, it appears to me that this balance is missed in English course for Yemen (CECY). This imbalance puts students in a critical situation. Students find it difficult to cope with the information pertaining to the foreign culture and therefore find it difficult to achieve communicative competence in the target language. The gap

gets wider in the textbooks for the secondary level.

Learners are exposed to facts and habits (e.g. PB5 3.10 p20) which do not address themselves to the cultural matrix of Yemen. To cite one example, in the series of three CECY books prescribed for secondary level, there are about 104 English names whereas Arabic names are only 74. Such examples can be multiplied.

There are many lessons about foreign countries. Hardly one finds anything significant related to Yemen. For example, Unit no (3,4 pb5) talks about foreign culture without even a single line about Yemen. There is a complete neglect of local/national information save some very limited lessons (e.g pb5, unit 5p 32-38).

In my point of view the course would be more relevant and useful if instead of the overdose of alien cultural content, it includes stories reflecting students' environment or their background or those they are already familiar with in their language. The content may include some information about famous Yemeni or Arab leaders. It may include stories about prophets and so on.

To conclude, I would call upon the curriculum designers to make necessary amendments to the structure and content of CECY taking into account the socio-cultural environment and the background of Yemeni learners.

### READERS' RESPONSE TO THE ARTICLES

Dear Dr. Patnaik,  
We are pleased to inform you that a report on your article on Translation as Performance (published in Education Supplement No. 4 dated 29th May 2006) has been published in today's issue of

Intranews (www.intranews.net), the global news service for the language industry.  
Malcolm Duff,  
Chief Editor  
malcolm-duff@intra.net

### LETTERS TO THE PRESENTER

Dear Dr. Sahu,  
This is the first time I write to you, which gives me pleasure. I would like to congratulate you on your gigantic achievements through the Education Page, which is a remarkable contribution for us all, most notably the students.

Muhammad al-Jabri  
jabr2003@yahoo.co.uk

development of the English language. To see for oneself that a fellow countryman is involved in this onerous task gives immense satisfaction.

I take this opportunity to wish you well in your endeavour towards the cause of learning in the Republic of Yemen.

C. Rajendran  
Site Manager  
Arabian Yemen Cement Co. Ltd.  
Mukalla.

Dear Dr. Sahu,  
I happened to pore over the Supplement brought out by Yemeni Times dated 29th May 06.

I am really impressed by the activities you have undertaken through the University to which you are attached for the cause of

Dear Sir,  
We all Yemeni learners of English are products of your efforts for this country.

Ibrahim Hassan Mahfoodh  
ibrahimenglish77@yahoo.com

## YOUTH FORUM

### The exodus

It's a long track... where do you feel?  
The impossible deeds... night embraces  
And 'Ah' ruptures the eye of the sky  
Abjures a shattered dream... an eye  
But where? Tears trickle by  
From where? While the fear plights the exodus  
Your footstep on the woundback has a whinny on the port's race  
Why are you suffering the storming of the ways?  
And you haven't yet begun the journey of thousand miles  
Beyond the smooth curtain... "No" comes  
The murk of extended night... it ruptures  
From its pulsations... innocence sings  
Grand glory and candor chants  
Night's hilarities ... your spring couches

Though the cumbrous sadness of winters  
It's the dulcet misery... the entity secretes  
Love flame after the paramour  
Be calm. Why do you fear?  
You are the cicerone and exodus  
My damsel what's beauty ? do you know  
It's a tiny tenor from you  
Generation after generation love springs  
You incarnate the phanasma trace  
So draw an exhibition for the radiance  
Of its nativity "tableau of exodus"

Translated by Amal Al-Riyashi  
Level 3, Department of English  
Faculty of Arts  
University of Science and Technology,  
Sana'a

## WONDERWORD by DAVID OUELLET

HOW TO PLAY: First read the list of words, then look at the puzzle. The words are in all directions — vertically, horizontally, diagonally, backward. Circle each letter of a word found and strike it off the list. The letters are often used more than once, so do not cross them out. It is best to find the big words first. When you find all the words listed in the clues, you'll have a number of letters left over that spell the Wonderword.

CLUES				
Agency	Credit	Inspect	Paperwork	Sedan
Airport	Daily	Insurance	Payment	Selection
Article	Deal	Keys	Phone	Service
Borrow	Deliver	Late	Plan	Size
Budget	Dependable	Lease	Price	Small
Call	Deposit	Leisure	Quality	Terms
Card	Directory	Licenses	Quote	Time
Cars	Documents	Limit	Radio	Toll
Charge	Driver	Location	Range	Trade
Clause	Drop	Lots	Rate	Trailer
Club	Economy	Make	Reliable	Travel
Comfort	Emergency	Miles	Reserve	Vacation
Convenience	Features	Minibus	Responsible	Value
Cost	Fees	Model	Restrictions	Vans
Counter	Fleet	Obligation	Return	Weekly
Coverage	Fuel	Packages	Safety	Year

### RENTING A VEHICLE Solution: 8 letters

R	D	R	S	T	N	E	M	U	C	O	D	L	E	I	S	U	R	E	E
W	E	E	K	L	Y	T	P	L	A	N	B	R	A	E	Y	M	B	S	S
Q	P	S	P	S	E	L	I	M	A	K	E	L	D	E	Y	U	A	E	A
R	O	T	P	E	T	N	E	M	Y	A	P	A	I	T	D	G	L	L	E
R	S	R	C	O	N	V	E	N	I	E	N	C	E	G	E	L	O	E	L
O	I	E	R	N	D	S	A	C	O	L	H	F	E	N	A	C	A	C	S
B	T	C	U	L	I	N	A	L	O	H	A	T	G	C	A	T	O	T	E
S	D	T	P	M	I	N	I	B	U	S	P	Y	I	T	L	M	I	E	E
E	E	I	O	A	L	A	S	B	L	E	T	A	I	L	F	A	N	O	F
R	L	O	R	R	P	E	B	P	L	E	C	O	C	O	A	S	U	N	N
U	I	N	D	E	R	E	V	L	E	E	N	O	R	K	U	U	O	S	R
T	V	S	A	V	C	E	R	A	E	C	M	T	N	R	A	I	Q	E	E
A	E	E	I	I	E	T	M	W	H	T	T	E	A	O	T	G	S	Z	L
E	R	C	R	R	L	A	Q	E	O	T	O	N	R	A	M	E	E	I	I
F	E	I	P	D	C	R	D	R	G	R	C	U	G	G	R	Y	E	S	A
L	T	R	O	A	I	I	E	A	Y	E	K	A	Q	V	E	G	N	A	R
E	N	P	R	K	T	A	L	D	I	S	V	F	E	D	R	N	S	O	T
E	U	D	T	E	R	M	S	I	G	L	U	B	A	A	L	N	G	I	I
T	O	L	L	Y	A	S	T	O	L	E	Y	R	H	C	A	R	S	Y	M
N	C	S	E	S	N	E	C	I	L	E	T	C	O	V	E	R	A	G	E