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Inside: ▶

WHAT IT MEANS 3
 Yemen Times' New feature



5
 Orphans receive day at Fun City



12
 Retail banking services in Yemen: A brighter future

EDUCATION
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General attorney accuses security of violating constitution

By: Saddam Al-Ashmouri
 For The Yemen Times

SANA'A, Jan 2 — Attorney General Abdullah Al-Olofi expressed his helplessness against what he claims are high level instructions that do not adhere to the legal system in Yemen. He told this to representatives of over 150 protestors who held a two-day sit-in in front of his office, demanding the release of illegally detained relatives and friends.

The sit-in is one of many activities led by human rights organizations and activists promoting freedom of expression and religion in Yemen. In their statement, they demanded the release of over 360 detainees, including more than 10 children below 18 years old, in various governorates around the republic.

Some of the detainees have been in jail for over a year without charges, or given a fair trial.

"This has been an on going policy by the political security under the pretext of terrorism. But the latest arrest of 8 minors on Dec. 27 for lighting fire crackers is too much," said Ali Al-Dailami, director of the Yemeni Organization for Freedoms and Rights, who participated in the protest.

The children, who are of the Zaidi sect, were celebrating their religious festival of Al-Ghadeer Eid on Thursday when they were thrown into jail. They had been carrying leaflets issued for the occasion explaining the religious celebration and what it means to Zaidis. According to lawyer Abdul-Rab Al-Murtadha, the



Pictures of three of the minors who were detained Thursday because of celebrating Al-Ghadeer Eid. From left: Abdullah Almutwakil, Ishaq Al-Kahlani, abd Mohammed Al-Hadi

leaflet is perfectly in line with article 19 in the Universal Declaration of Human Rights, concerning freedom of expression, which Yemen ratified alongside the Yemeni constitution.

The protestors, including a number of



Female relatives of the detainees traveled from Hajja and Dhamar to join the protest in Sana'a.

women, demanded the release of the well-known religious Yemeni Zaidi scholar Mohammed Miftah, who was also arrested on Thursday on charges of celebrating Al-Ghadeer Eid.

"A group of anti-terrorism security officers arrested everyone who was celebrating the festival, as if they had been standing around the corner waiting for an excuse to take away our men and children," said one of the female protestors.

Ahmed Saif Hashed, MP and member of the Human Rights Committee in Parliament, argued in support of the detainees. He sent a letter to Al-Olofi endorsing the case of the detainees in Hajjah who were arrested in early January 2007 on suspicion of having relatives involved with the ongoing

war in Sa'ada.

Hashed has also established a human rights organization called Al-Tageer and has taken up the religious detainees file among its priority issues.

Helpless attorney and clueless security When the protestors discussed their issue with the Attorney General, who had welcomed them in his office, he clearly explained that he had already instructed the release of the 8 children, along with many other men who had been detained on terrorism charges without evidence. The Yemen Times had been closely following multiple cases of detainees in Hajjah and Dhamar prisons. In most of the cases, there were release orders in favor of the detainees, but none of the orders were executed.

Al-Olofi agreed with the protestors that their demands are perfectly legal, and despite the fact that he has already instructed the release of their illegally detained relatives, and in spite of the constitution's clarity on the issue, he claimed he is powerless because of high level orders that insist on keeping the detainees behind bars under the pretext of "war against terrorism." He also encouraged the protestors to raise their issue in court against the security authority responsible for the arrest and detention.

Hisham Al-Ghazali, head of the anti-terrorism section in Sana'a, where the 8 minor detainees are being held, admitted the existence of the children in prison. However, he dismissed the idea that they were underage, and said that they had been arrested because of resistance. "Had



Over 48 detainees are cramped in 3 rooms in Hajja Political Security Prison. Some of them have been there since January 2007, without charges. Protestors in Sana'a demanded the release of 360 illegally detained Yemeni men, including 13 children.

they not resisted the security, they would be sleeping in their beds right now. In any case, we will be releasing them if they bring appropriate assurances," he stated.

When the children's relatives approached the security with enquiries about what kind of assurances they would need in order for their children to be released, they were told that they had to resist authorities in the future and cease "mischievous activities." In addition, however, they had to refrain from such celebrations in the future, and quit studying at Al-Nahrain Mosque, a Zaidi religious school in Sana'a. At the time of

this article's publication, the children were still imprisoned.

Escalating the case

The protestors stated that they would continue their sit-in until their demands are met and the detainees are released, asserting that they will camp in front of the Cabinet, Sana'a Security Central Office, and international human rights organizations in order to highlight their issue. They added that they will create a website for the detainees, to report their names and statuses and to form a communication link with the rest of the world on this issue.

Sit-ins and protests escalate, protestors demand reform

By: Mohammed Bin Sallam

DHALE', Jan. 2 — Hundreds of protestors gathered Sunday in front of government premises in Al-Dhale' to demon-

strate against illegally distributed jobs, a violation of employment policies adopted by the Ministry of Civil Service.

They also protested against favoritism practiced by office directors in the governorates, who employ their own sons and daughters, not yet high school graduates, while university students are deprived of

positions.

The demonstrators chanted slogans against the secretary general of the local council and rampant corruption, describing corrupt individuals as "job thieves."

Banners were also carried by protestors, demanding withdrawing trust in the secretary general, administrative staff, educational directors and civil service officers in the governorate. They further demanded the fulfillment of the president's electoral pledges, specifically the thorough eradication of unemployment by 2008, and opening doors for Al-Dhale's citizens to enroll in military and security colleges.

At the end of the protest, a statement released by the demonstrators called on all civil and political groups and personal-

ities to participate in the Million-person reconciliation and tolerance rally which will be held on Jan 13 in the province of Aden.

The statement also recounted protestors' demands for jobs allotted to Al-Dhale' locals and for the government to cancel those distributed to outsiders.

They further demanded an end to what they deemed a war generated by the authority against locals both within and outside the governorate.

The spokesman of the "Middle Areas Locals" called on the General People Congress (GPC) last Monday to bring justice to those people disadvantaged due to conflicts that took place in their areas, and to grant them all rights and compensations, as well as remove the effects of

armed political conflict between the republic in northern Yemen and southern Yemen's National Democratic Front during the 1970s and 80s.

Among their demands, distributed to various media outlets, they said, "We don't want to be dragged into side disputes, but we confirm that the meeting of Middle Areas Locals is a social nonpartisan and solidarity meeting, operating to meet the rights of disadvantaged, dislocated and forcibly retired people without bias to any party.

Their meeting, announced Dec. 23, was not to discriminate between areas, indicating that Al-Dhale' governorate was an arena for political and military conflict with the ruling regime in the northern part of Yemen.

Official GPC media and other state-funded outlets responded to the leaders of the meeting and those associated with them, such as disabled veterans, with threats of death and torture.

Naba News website, which is funded by the ruling party, also clearly threatened those in charge of the forum by claiming, "the forum incites middle area locals to kill and torture" its leaders.

The ruling party claims that it wasn't responsible for the armed conflict that took place in Yemen's central areas, though, according to a socialist leader, participants affiliated with the GPC used state resources and firearms to badly defeat the other side, as well as those suspected of instigating the conflict.

Continued on page 3

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WHAT IT MEANS...

The End of 2007 and the Beginning of 2008 in Yemen

What it means is an analytical feature of Yemen Times, in which Yemeni topics are discussed and analyzed by Yemeni and international experts. Contributions and comments are welcomed, they could be sent to the feature's coordinator: Dr. Abdullah Al-Faqih (dralfaqih@yahoo.com).

The year 2007 has come to an end. But some of its unpleasant developments—such as the fourth Sa'ada war, the widespread discontent in southern governorates, the presidential constitutional initiative, electoral reforms—are going to survive the year's end and will continue to shape the country's future in 2008 and beyond.

In particular, the popular uprising in the so-called southern governorates which started in mid-2007 is expected to be at the top of the regime's agenda for the upcoming year. The unrest, which mounts to a full-fledged green revolution, is led by thousands of former military and security personnel who had been forced to retire in the aftermath of the 1994 civil war. At the beginning, the movement leaders called for a reinstatement and full compensation of persons coerced to retire. As soon as it gained some ground on the street, the movement adopted a secessionist tone, calling for many things, including the reestablishment of the former People's Democratic Republic of Yemen (PDRY). And the call for secession seems to have touched some deep economic, social, and political grievances among

the population of the former PDRY. So far, the movement has shaken the establishment and pressured even regime insiders to admit the existence of profound problems, which all emanated from the 1994 civil war and its consequences. A government commission led by the highly respected Minister of Higher Education, Dr. Saleh Bassorra, concluded in a secretive report on the land ownership situation in southern governorates that the regime must make a choice: sacrifice the interests of 10 to 15 high ranking officials who embezzled most of the land in the south; or sacrifice the country's unity and stability. The southern protests have instigated government action involving both the carrot and the stick. Some retirees have been reinstated and many promises have been made here and there. Several people were killed and others were detained for periods up to three months and later released. But the unrest continues!

The second most important issue on the



By: Dr. Abdullah Al-Faqih

regime's agenda from 2007 is the presidential initiative for constitutional amendments. The initiative is driven by many factors, including the president's desire to extend his term in office beyond 2013, southern rage, and the regime's loss of grip over power. While the details have not been made public yet, the initiative calls for a presidential system like the one implemented in the U.S and for comprehensive local governance.

The regime has so far been keen on marginalizing the opposition and limiting public discussion of the initiative. Some universities have been asked to organize forums to discuss the initiative in its generalities in order to create the false impression of public debate. This formal position has created fear among opposition parties' leaders and independent activists that the regime is not moving in the direction of democracy as rhetoric says but rather towards totalitarianism. And with the regime claiming a popular mandate to change the constitution sans dialogue

with other political forces, and with the opposition threatening to resort to the street, it is very likely that the politics of constitutional change will deepen the regime's pervasive legitimacy crisis.

The issue of electoral reforms and the preparation for the April 2009 parliamentary elections will also keep coming again and again during the course of 2008. This is more so because of the emergence of some signs indicating that the regime seeks to purge the Parliament from any genuine opposition. And the opposition knows for sure that unless the electoral system and administration are reformed, its chances for survival are going to be close to none.

As for the Sa'ada war, it will always be an issue for the regime to take into consideration. Indeed, it will serve as a limiting force to what the regime can and cannot do. The good news is that while separate but frequent clashes between the two sides are expected to occur any time, the resumption of a full-scale war is very unlikely. It is evident that neither side has the incentive to go to war again. In the meantime, the implications of the war's previous rounds will keep the regime busy picking up the ashes and lacking the time to even put a once-and-for-

all end to the war.

With a regime highly politicized, centralized, individualistic, and driven by the politics of survival, Yemen's endemic social, economic, security and environmental problems are expected to occupy only a secondary position on the government's agenda. Inflation will continue to erode people's income and worsen the living conditions of the vast majority of Yemenis. Likewise, the split within the ruling elite, which strongly manifested itself in 2007, can have a devastating impact on the regime's ability to maintain law and order in 2008. The security events which took place in the last week of the passing year demonstrate how a straightforward function of the state, maintaining law and order, can become problematic and fragile.

Finally, while Yemenis and their friends should hope for the best for Yemen and its citizens in 2008, they are all sincerely advised to prepare for the worst.

The author is a Yemeni activist, analyst, and professor of politics at Sana'a University. He can be reached at: dralfaqih@yahoo.com

Their News

Human Rights and Youth batches graduate

Young Leadership development Foundation has launched the educational fair and graduation ceremony of the second Human Rights and Democracy batch. The event has taken place in two days, 2 and 3 Jan. at the Youth Economic Development Center.

Youth Leadership Development Foundation (YLD) is a non-governmental non-profit organization, located in Sana'a capital city of Yemen. YLD was founded to support youth in voicing their opinions and needs, and participating in Yemen's development, especially underprivileged and female youth. Youth represent a wide base in the demographic pyramid of Yemen, yet they play a small role in decision making processes and have a minor contribution to the economy. Our vision is a Yemen in which skilled, well qualified and active young women and men play leadership roles in all domains of society and enable Yemenis to contribute to a better world. Our mission is "to increase youth participation in social, political and economic aspects of society through education in vocational, communication, leadership and life skills in response to the needs of the community and labor market."

Movenpick celebrates New Year



Guests at the Movenpick Hotel celebrated their New Year among a festive environment including sinner buffet, Filipino band, belly dancer and an oriental band. The celebration lasted all night starting from the evening, but the midnight countdown was the highlight of the event.

The Movenpick Hotel Sana'a offers 338 rooms including 39 suites all elegantly decorated in a luxurious contemporary style. All guest rooms feature comfortable seating and a large bathroom with panoramic city and mountain views.

St Petersburg to stage 2008 Laureus world sports awards



The ninth annual Laureus World Sports Awards is to be held in St Petersburg, Russia, on February 18, 2008.

The Laureus World Sports Awards is recognised as the premier honours event in the international sporting calendar and the Awards Ceremony provides a high profile focus as stars of the sporting world come together to salute the finest sportsmen and sportswomen of the year.

The winners are selected by the ultimate sports jury - the 43 members of the Laureus World Sports Academy, the living legends of sport honouring the greatest athletes of today.

The 2008 Awards Ceremony, which will be televised to a worldwide TV audience, will be staged at The Concert Hall of the Mariinsky Theatre.

Olympic legend Edwin Moses, Chairman of the Laureus World Sports Academy, said: "I am thrilled that the 2008 Laureus World Sports Awards is to be staged in Russia. This is an important and exciting step for Laureus. St Petersburg is one of the most fascinating and attractive cities in the world and I know that we are ensured a unique event. I am confident that the 2008 Laureus Awards will be an unforgettable experience. I believe the staging of the Awards Ceremony in St Petersburg will add enormous kudos to Laureus, and I hope the prestige of our event will add to the reputation of St Petersburg as a great sporting venue."

Laureus is a universal movement that celebrates the power of sport to bring people together as a force for good. Laureus is composed of three core elements - the Laureus World Sports Awards, the Laureus World Sports Academy and the Laureus Sport for Good Foundation - which collectively celebrate sporting excellence and harness the power of sport to promote social change.

US Government dedicates \$1,000,000 in School Renovations



In support of some of Yemen's most needy young students, the United States Embassy dedicated nearly \$1,000,000 in school renovations at a ceremony held at the Movenpick Hotel, December 29, 2007. Over the past few months, the Civil Affairs Team of the Embassy worked with three different communities in Ma'rib and Al-Jawf to renovate three schools. The project was designed and implemented by US Government's Combined Joint Task Force-Horn of Africa based in Djibouti.

In Ma'rib, the Civil Affairs team helped two schools. At the Al-Ayman school the team built a new school building with eight classrooms as well as three-room medical clinic. Also in Ma'rib, the Embassy funded the construction of a new building with 10 new classrooms at the Mohamed Hail Girls School. In Al-Jawf, the Al-Wahda school had been closed for the past four years due to damage from floods. While it was closed, the school was looted and used as a temporary homeless shelter. The Civil Affairs team completely refurbished the existing buildings and all 12 classrooms, replacing all the plumbing and electrical systems and constructed a security wall.

Unforgettable New Year experience at Sheba Hotel



Guests at the Taj Sheba Hotel enjoyed a remarkable experience on New Year's eve with the best international spread with live cooking, dancers flown in from Russia for the New Year's eve and a five piece girl band and DJ.

The Taj Sheba Hotel combines modern amenities with traditional décor, very close to the ancient city and commercial hub a downtown location, 1 km to the old city and shopping area.

Continued from page 1

Sit-ins and protests escalate

Yemeni teacher protest in India
In a related issue, a group of Aden University teachers who were sent to India to obtain their Master and PhD degrees decided to march in a demonstration into the cultural attaché precinct in the Indian capital city of New Delhi to directly negotiate with Yemen's cultural attaché to reach a final settlement to financial problems which have worsened their families' living standards and academic performance.

The teachers demanded the timely payment of their study fees and periodic aid, and stipends to cover price hikes and the rising value of the rupee. They agreed to escalate all forms of expressing their demands, using any lawful means to voice the injustice they are suffering from, as well as ensuring accessibility of their voice to the appropriate parties in India and those that sent them to India.

The Aden University teachers who studied in India will start gathering from all the Indian states to India's capital, New Delhi, beginning mid-January.

Jarallah commemoration rally in Damt
On Thursday, thousands of Damt and neighboring area locals commemorated in a popular rally the fifth anniversary of the death of Jarallah Omar, former secretary general of the Yemeni Socialist Party (YSP). He was assassinated on Dec. 28, 2002, while delivering a speech in the opening session of

the Third Conference of the Yemeni Congregation for Reform.

The rally, staged in Qutaiba Complex in Damt, was attended by tens of prominent leaders in the Joint Meeting Parties (JMP), of whom former JMP presidential candidate Faisal Bin Shamlan, YSP Secretary General Dr. Yaseen Sa'eed No'man, JMP chairman Ali Saleh Obad were present, as well as JMP leaders from Aden, Hadramout, Dhale', Ibb, Taiz, Amran and Dhamar. Ali Saleh Obad delivered a speech in which he said that the sit-in movement in the southern governorates is a historic event, aiming at preserving unity and regaining national and democratic ideals. He added that the protests aim at restoring law, fighting corruption and strengthening the bonds of brotherhood between Yemenis, referring to restoring the May 22 unity and the removal of political, social and psychological impacts ensued by the 1994 war.

In turn, Mohammed Kahtan, an Islah party leader, said that what is happening in the southern governorates of Yemen is a popular motion to try the killers of Jarallah Omar. He claimed that "the killers wanted to eliminate the JMP, but instead the JMP has become stronger than it was. The authority is the source of secession due to practices of looting lands and dismissing qualified partners. If we don't move to stop such practices, we will lose unity and the republic."

Bin Shamlan, greeted with applause, stated, "those who thought that Jarallah

Omar is dead, have to look at such sit-ins and protests occurring in most of the governorates where they all call for equal citizenship." He added, "If the ruling party wants a unified country, equal citizenship must be established. This struggle will continue until this citizenship is met for the sake of this country and its future generations."

Bassam, Jarallah's youngest son, thanked all the attendees and organizers of the rally, considering it a suitable response for the killers behavior. He addressed the audience by proclaiming, "we request that you stand by us and demand a new case file to be opened to reveal the truth and discover the perpetrators."

A number of speeches were delivered by JMP chairmen from Dhale', Hadramout and Damt. Tawakul Kurman, chairwoman of Women Journalists without Chains, delivered a speech on behalf of civil society organizations, demanding to bring in an international committee to investigate the assassination of the late Jarallah. The perpetrators will stand before international justice because trust in the Yemeni judiciary has been lost, according to Kurman.

She further declared that the JMP should spearhead a peaceful uprising with its backers, acting on Jarallah's saying: "peaceful struggle through sacrifice."

Jarallah initiated his peaceful struggle from Damt district, which faithfully commemorated the anniversary of his death.

The Dhamar Reproductive Health Program 08-12

Needed for recruitment in post for 2 positions: Technical Advisor and Administrative Assistant for the DRHP 08-12

The Dhamar Reproductive Health Programme 08-12 (DRHP 08-12) is entering a new phase starting January 2008. The DRHP is a Dutch Funded program and is implemented in close association with the Dhamar Health & Population Office. The scope and range of the work of the DRHP covers maternal and newborn Health. The activities extend to all over the Governorate. The DRHP is looking in its new phase for a:

1. Technical Advisor for the DRHP

Requirements:

- He/She should be a physician, or Public Health Specialist
- With minimally 5 years of relevant experience in Yemen with Health Program Management and especially Reproductive Health.
- Fluency in spoken and written English and Arabic.
- Computer literacy (as a minimum Excel, Word, Power point, Outlook).

2. Administrative Assistant

Requirements:

- He/She should have BA / or BSc.
- With minimally 5 years of relevant experience, Adequate command in carrying out task as a secretary, i.e filing, records and documentation etc.
- Fluency in spoken and written English and Arabic.
- Computer literacy (as a minimum Excel, Word, Power point, Outlook).

Only Yemeni nationality need apply.

A competitive salary is being offered.

Send applications, including an up-to-date CV and contact details, only by e-mail, to: dhamarhealth@hotmail.com or aalabsab@yahoo.com

Deadline for application: 15th January 2008.

Only short listed candidates will be invited for an interview.

Orphans receive day at Fun City



A little orphaned girl busily plays with her toys far off from the others.



The orphans gather with the association's volunteers at Fun City.

By: Nawal Ali

A local charitable association in Sana'a recently helped more than 100 orphans spend a day at Fun City the day before Eid Al-Adha. According to the group, the event sought to bring together the orphans with other children to make them feel happy and that they are part of society.

Al-Bara'ah Association, a local non-governmental organization, held the event Dec. 17 for more than 100 Sana'a orphans it supports.

It was the first time the group had organized such a function, at which hundreds of toys were distributed to the children.

The orphans spent the entire day playing at Fun City, with the association's volunteers looking after them and providing them complete care.

The day was divided into three events, with the morning devoted to breakfast and playing the games at Fun City until midday, after which they had an hour-long lunch in Al-Saba'een Park, followed by the volunteers playing traditional games with them.

Entitled, "Working Together to Make

Orphans Smile," the event was one of Al-Bara'ah Association's most significant activities, focusing on giving orphans an opportunity to have fun occasionally in order to lift their spirits.

The association also does some charity work in donations and dedicating money to cover some of the basic needs of the orphans. However, it doesn't confine its responsibilities to orphans' basic needs (such as food and clothing), but also seeks to entertain them during eids. The group now is seeking to expand its activities to include programs for entertaining children.

Despite the organization's extremely

limited resources, the orphans were taken to one of the most expensive entertainment venues in Sana'a, costing around \$2,000 and paid for by one of Yemen's largest private telecommunications firms.

Established in 2000 by Ahmed Ishaq, Al-Bara'ah is an independent nonprofit association seeking to support poor families and orphans in Sana'a found through surveys and studies to identify the city's poor areas. Additionally, if the public informs the group of a poor family, they'll do a field study to be sure about the family before adding it to their list.

The day was one of many activities the association has done, such as providing social insurance for poor families and orphans, providing poor students with all of their school needs, providing poor families with basic foodstuffs, iftar foods after fasting, eid clothing and sacrifices and offering training courses to poor housewives.

The charity's mission is to promote self-sufficiency of poor families by supporting them financially and positively encouraging them.

Additionally, the organization offers such families projects and training programs to qualify the responsible mem-

ber to stand on his or her own feet.

Many different projects have been selected according to market needs and according to family members' abilities, such as an executive secretary program, commercial courses and vocational courses such as sewing, blacksmithing and carpentry, etc.

Training programs include courses in English and computers, human development, communication skills, marketing, administration and many other manual jobs.

Including both men and women, the number of trainees increased from 66 in 2006 to 83 in 2007.

وَبَشِّرِ الصَّالِحِينَ الَّذِينَ إِذَا أَصَابُوا مَصِيْبًا قَالُوا إِنَّ الْبَلَاءَ مَا أَلَدَّنَا وَإِنَّا لِلَّهِ رَاغِبُونَ

بقلوب مؤمنة بقضاء الله وقدره تلقينا نبأ وفاة المغفور له بإذن الله تعالى
الوالد الشيخ / عبدالله بن حسين الأحمر
رئيس مجلس النواب

ونحن إذ نعزي أنفسنا ونعزي أسرة الفقيد وكافة أبناء الشعب اليمني بهذا المصاب الجلل سألين المولى عز وجل أن يتغمد الفقيد بواسع رحمته ورضوانه ويدخله فسيح جناته و يلهم أهله وذويه وجميع أبناء الشعب اليمني الصبر والسلوان (إنا لله وإنا إليه راجعون)

شركة هنت جنة للنفط

With deepest sorrow and sadness we learnt about the death of
Shaikh. Abdullah Bin Hussien Al-Ahmar
Parliament Chairman

May Allah have mercy upon him and bestow his family, relatives
and all the Yemeni people with patience and fortitude.



UNHCR

United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

EXTERNAL VACANCY ANNOUNCEMENT

Title of Post: Driver
Post Number: NEW
Category / Level: GL2
Location: Sana'a

Entry on Duty: 15 January 2008
Duration: One Year
Closing Date: 10 January 2008

DUTIES AND RESPONSIBILITIES:

Under the general supervision of the Administrative Officer in the Branch Office Sana'a, the incumbent is expected to perform the following duties, guided by the humanitarian principles and values of the United Nations, and adhering to the UN Code of Conduct:

- 1 Drives office vehicles for the transport of authorized personnel and delivery and collection of mail, documents and other items;
- 2 Meets official personnel at the airport and facilitates immigration and customs formalities as required;
- 3 Responsible for the day-to-day maintenance of the assigned vehicle, checks oil, water, battery, brakes, tires, etc., performs minor repairs and arranges for other repairs and ensures that the vehicle is kept clean;
- 4 Logs official trips, daily mileage, gas consumption, oil changes greasing, etc.;
- 5 Ensures that the steps required by rules and regulations are taken in case of involvement in accident;
- 6 Performs other duties as required.

QUALIFICATION REQUIREMENTS

Knowledge and Skills: Completion of Primary education.

Experience: No less than four years of previous job experience. Driving licence, knowledge of driving rules and regulations and skills in minor vehicle repair.

Languages: Good knowledge of the local language and knowledge of the working language of the duty station. (English)

IMPORTANT:

Applications received after the above mentioned closing date will not be considered. All applications should be sent to:

The Administration Officer,
UNHCR BO Sana'a
P.O. Box 12093
Sana'a

Fax No.: + 967-1-469 770

Request for Expressions of Interest

Training members of Modernization TF and External training members of the Senior Management of the Ministry of Education Yemen.
Basic Education Development Project
IDA Credits & Multi Donors, Trust Funds.

The objective of the proposed technical assistance is to equip trainees (Internal Training in-country for 13 members of the Modernization Task Force) to provide leadership and direction to the modernization of the Ministry of Education (MoE), to participate in and understand the results of organizational analysis, to participate in communications activities representing the modernization process to internal and external stakeholders and to be able to prepare progress report on modernization initiatives in the MoE.

In addition, the proposed technical assistance would also equip trainees (External Training – Oversees for 38 members of senior management of the MoE) to promote reform in their sectors and departments by building well-motivated and focused teams; using evidence based analytical techniques in decision-making; and encouraging wide stakeholder participation in policy formation. The key objective of the training is to accomplish a transformation in participants attitudes from a position that tends towards defensive reliance on their existing knowledge base to one where they have the confidence to explore new ideas, handle uncertainty and manage conflict constructively. This transformation is a more important outcome than a specific set of knowledge or skills from the proposed training opportunity.

This request for **Expressions of Interest** follows the General Procurement Notice for this Project that appeared in the Development Business and Dg Market dated of Feb 2, 2005. The Ministry of Education (MOE), Republic of Yemen has received a credit from the International Development Association (IDA) and Multi-Donors towards the cost of the Basic Education Development Project and intends to apply part of the proceeds of this to payments under the contract for the above-mentioned consulting service.

The Project Administration Unit now invites eligible Consulting Firms to indicate their interest in providing the service for both trainings. Interested Consulting Firms must provide information indicating that they are qualified to perform the services profiles, description of similar assignments, experience in similar conditions, availability of appropriate skills, etc.).

The selection of the Consulting Firms will be in accordance with the procedure set out in the World Bank's Guidelines: "Selection and Employment of Consultants by World Bank Borrowers, May 2004" Interested consultants may obtain further information during working days Sat.-Wed. From 10:00 AM to 12:00 noon at the address below to which the expression of interest must be delivered by January 14, 2008.

Basic Education Development Project
60 m Southern Rd. - Bait Meyad

Tel: 00967-01-619160, Fax: 00967-01- 619219 or to

Email: The project Director: a.al-arashi@y.net.ye



Announcement

The Vice-Rector of Postgraduate Studies and scientific Research- Sana'a University announces the opening of the enrollment in the Diploma/MSc program in Integrated Water Resources Management (IWRM) at the Water and Environment Centre (WEC) during the second semester 2007/2008.

For those who want to apply for this program should submit their applications to the Water and Environment Centre Sana'a University within three weeks of announcement.

For enquiry contact the training department at WEC.

Tel: 00-967-1-212621/212633

Fax: 00-967-1-212622/212633

E-mail: wec2@y.net.ye

Website www.wec.suye.ye

Requirements for the Diploma/Master Program in IWRM at WEC

1. Bachelor degree in Science, Agriculture or Civil Engineering or a BSc with an experience in Water and Environment.
2. Good English and computer skills.
3. Experience in the sector of Water and Environment.
4. Evaluation by acceptance committee of WEC.

Job Vacancy

Republic of Yemen (Ministry of Public Health and Population) has received a grant from the Global fund to fight AIDS, Tuberculosis and Malaria (GFATM). The Ministry announces a job vacancy for (**M&E Focal Point**) of the PMU at the National Malaria Control Program. Responsibilities:

1. Participate in development of standard M&E tools for use by the levels of project implementation: from community level intervention sites, to governorate Focal Points and Technical Committees, national Sub Recipient institution offices, and ultimately to the Principal Recipients.
2. Work closely with staff of the surveillance department of the NMCP, to enhance the exploitation of the existing malaria case reporting system in the transmission of monthly progress reports of the interventions from the governorates.
3. Compile monthly intervention progress reports into single update reports for presentation to the CCM, feedback to the counterpart PR (NMCP), sub recipients as well as stakeholders.
4. Provide training to sub recipient and intervention site Focal Points in the performance of monitoring and evaluation tasks and activities related to the implementation of The Global Fund NMCP grant, including the documentation and reporting of indicator data.
5. Conduct supervision and technical support visits to the implementation sites of NMCP supported activities, both through governorate Focal Points as well as through sub recipient institutions.
6. Be available to facilitate the work of consultants to perform independent evaluation functions, disseminating theirs and other reports related to monitoring and evaluation activities.
7. Attend and facilitate the work of the National M&E team, which will be the forum for inking The Global Fund NMCP M&E activities to the eventual development of a common M&E framework.
8. Perform other duties as assigned by project leadership.

Qualifications

- A university degree in social sciences or public health
- Work experience is preferably in a related field
- Fluent in oral and written English and Arabic
- Computer literate
- Yemeni Nationality

Applicants are required to submit their CVs by 10/1/2008 to the following address:

National Malaria Control Program,

AL-Jarda'a Area, nearby TB program. Fax No : +9671626103/7

E-mail : nmcp-pmu@yemen.net.ye

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 وَاللَّهُمَّ إِنَّا نَسئلكَ بِرَحْمَتِكَ وَأَنَّكَ أَرْحَمُ الرَّاحِمِينَ
 العظيمة

Condolences

With deepest sorrow and sadness
 we learnt about the demise of
Shaikh Abdullah Bin Hussien Al-Ahmar

The Chairman of the Parliament

We post our condolences to
Shaikh Hameed Al-Ahmar,
 his brothers and Al-Ahmar family
 We pray to The Almighty to dwell his soul
 in the garden of abode
 and bring patience to his family.

ZTE Yemen Branch
 Richard Zhang
 G.M



بقلوب مؤمنة بقضاء الله وقدره تلقينا نبأ

وفاة المغفور له بإذن الله تعالى

الوالد الشيخ / عبدالله بن حسين الأحمر

رئيس مجلس النواب

ونحن إذ نعزي أنفسنا بهذا المصاب الجلل نرفعها إلى

الشيخ / حميد عبدالله الأحمر

وإخوانه وآل الأحمر جميعاً

سائلين المولى جل وعلى أن يتقبل المغفور له بإذن الله في واسع

رحمته ويلحقه بالصالحين والصدّيقين من عباده وأن يسكنه

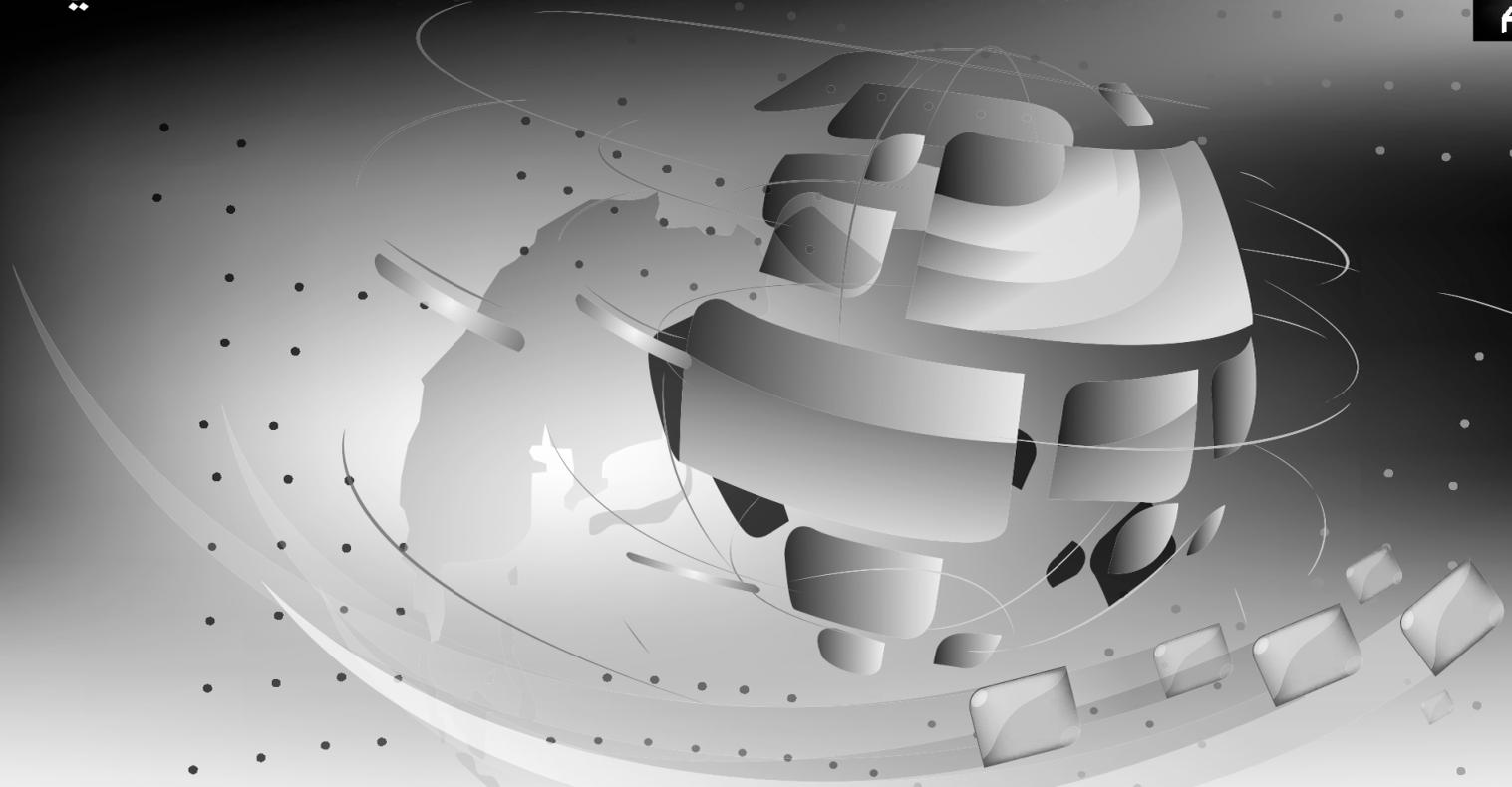
فسيح جنانه وأن يلهم أهله وذويه ويلهمنا جميعاً الصبر السلوان

شركة ZTE فرع اليمن

ريتشارد جانغ

المدير العام

الفضائية الإخبارية الروسية للمشاهد العربي



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 القمر الاصطناعي هوت بيرد 6

التردد: 11013

الاستقطاب: أفقي

الترميز: 27500

التصحیح: 3/4

NILESAT 103
 القمر الاصطناعي نايل سات 103

التردد: 10892

الاستقطاب: أفقي

الترميز: 27500

التصحیح: 3/4

BADR 4
 القمر الاصطناعي بدر 4

التردد: 11996

الاستقطاب: عمودي

الترميز: 27500

التصحیح: 3/4

www.rtarabic.com

Late Sheikh Al-Ahmar: Man of national compromise

By: Hatem Ali

The homeland lost a very important personality having its remarkable dimension in life of the Yemeni society at the different political levels and social peace spheres. The late Sheikh Abdullah Bin Hussein Al-Ahmar had been the first nucleus for the Yemeni Revolution, thanks to the great man's struggle and strong positions, which have been so far embodied as a reality winning respect of everyone in this country.

Sheikh Al-Ahmar is one of a few personalities that gained sincere respect and highest consideration from all the Yemeni people, as the deceased proved to be 'a man of national compromise', thanks to his key role and direct contribution to resolving multiple national issues and defending the Yemeni Revolution since its early stages.

It is the fact of life and destiny that is behind loss of such a beloved man,

Sheikh Abdullah Bin Hussein Al-Ahmar, who has so far been the sound pillar in the nation that surprisingly departed this short life.

As Yemeni people, our life is pre-vailed by grief and sadness over demise of the country's Parliament Speaker during such a state of time that seems to be in an urgent need for the wise and prudent man, who proved able to protect homeland from several calamities and catastrophes that emerged from time to time. Our great Yemen should be more able to learn the ideal struggle from the deceased sheikh via consolidating solidarity and cooperation that can ensure protection of the big national achievements, of which Sheikh Al-Ahmar was one of the prominent founders.

Throughout his life of struggle, the late sheikh played an effective role in addressing issues of the Arab and Islamic nations. Despite difficulties encountering his efforts, the man has been ever present with an effective contribution to addressing all the vital

issues of high concern to the Islamic world. Palestine, for instance, had been always present and immortalized in the man's mind until he passed away. Over years, the man used to give a top priority to purifying the Arab land from the Zionist occupation and dominance.

Frankly speaking, Sheikh Al-Ahmar deserves to be described as 'the unique veteran', who has been demonstrating an effective role throughout the different stages of Yemen's history and his biography is a clear-cut proof of his contribution in all the political dynamics. The deceased has been characterized by forgiveness, one of the qualities that helped Yemen get rid of numerous catastrophes that once threatened social peace.

The young generation in the country needs to understand that Yemen, as a land featuring coexistence of such great figures, has mixed between adoration for the land, productivity of man and preservation of the national and civilized heritage. In addition, the Yemeni youths are recommended to learn and

know much about the late sheikh through his diaries, which he recorded before he passed away.

The diaries, which Sheikh Al-Ahmar left behind, are entitled "Sheikh Al-Ahmar's Diaries: Issues & Positions". Via these pieces, the reader is bound to find out that Yemen's contemporary history is embodied in realistic positions, originating from knowledge of the reality and respect for the man, whom we pray to God to forgive and place in his paradise among the righteous slaves.

Allah may have mercy upon Sheikh Al-Ahmar, the struggler and commander at the battles of honor for the sake of developing Yemen and strengthening its status and sovereignty.

Even after his death, Al-Ahmar will remain one of the main features due to supply the present time with experiences of the past, which all adhere to survival according to love for man and homeland.

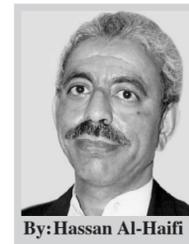
Source: Al-Thawra State-run Daily

COMMON SENSE

Where to after Annapolis? For the Palestinians, from worse to the worst?

Just one day before the Palestinian representatives from the Mahmoud Abbas side of the Palestinian "Government" were to meet with the representatives from Israeli Government to follow through on the Annapolis meetings held a week earlier, the war between the Israelis and the Palestinians has not ebbed one bit (see this link:

http://www.nytimes.com/2007/12/12/world/middleeast/12middleeast.html?_r=1&ref=middleeast&oref=slogin).



By: Hassan Al-Haifi

The New York Times reported on an Israeli incursion into Gaza which culminated in the death of six Palestinians and many wounded. While the attack was supposedly meant against members of Jihad or other anti-occupational elements [of course one is not aware of any way of corroborating this].

Even still aren't these people resisting an illegal tormenting occupation of whatever territory they still have left after the Israeli settlers, and the Israeli military and security forces have taken probably half the West Bank, with more still being taken even now (see the NYT of December 8, 2007: *Young Israelis Resist Challenges to Settlements*). Surely, one cannot see any Israeli readiness, currently or in the near future to really engage in any meaningful peace settlement with the Palestinians with ongoing incursions, airstrikes and other Israeli military actions against the Palestinian people of the West Bank and Gaza.

Moreover, with Israel determining who is the "right" Palestinians with whom to talk peace with, while it continues to deal with all others as a hostile enemy, would not present an indication of seriousness on the part of the Israelis, since peace would only be achieved, in accordance with this Israeli logic, if it has eliminated (i.e. killed) all those Palestinians, who are even suspected of being affiliated with organizations to the dislike of the Israeli Government.

Any long-time observer of the Middle East is bound to conclude that the Israelis have no serious intentions of achieving peace in Palestine. It is imperative that the Israelis recognize that the Palestinians (even those of Hamas or Jihad affiliation) are human beings and that certainly they are the ones who are paying the heaviest price for Israel's existence and insistence that the Israelis are the only ones entitled to any rights in the Holy Land.

All known laws and ordinances, religious or otherwise, would classify most of the current non Palestinian occupants of the area as illegal trespassers and settlers, who entered the land by illegal consort with a former colonial "trustee" and then by the force of the gun evicted most of the indigenous population, when the trustee abandoned the "Mandate", which the latter insisted on having after the end of the First World War.

Of course, many will say that this is history, which no one cares to listen to now and certainly the clocks of time cannot be turned back again. But in Palestine the Israelis are still insisting on taking over the entire region which they profess to be their God-given blessing (One would probably question the justice of the Lord in bequeathing anything to anyone, if this was at the expense of the rightful indigenous inhabitants of the land and if it meant eliminating the latter once and for all, if they are not yet coerced to leave by the worst treatment that any occupied people have ever been subjected to).

If this is not the logic that drives the Israeli cruel occupation of the West Bank and Gaza, then why the unrelenting insistence to proceed with the systematic and tortuously slow ethnic cleansing campaign, which has picked momentum and speed significantly, with the blessings of the current Bush Administration in the White House, since the latter took office (starting even before September 11, 2001)? How can one not see that an entire population of a territory, which has always been called Palestine (Israel, in fact was never known to be the name of any land or territory at any period in history, prior to 1948 and even under the rule of King David and King Solomon [May the peace and blessings of Allah be upon them both, since they are both recognized and revered by Moslems as prophets of God Al-Mighty, as are most of the prophets and messengers of God descending from Abraham (from the line of Isaac as well as Isma'el, or Ishmael)].

The Israelis are not even willing to recognize that their religion and the religions (Moslem and Christian) of the Palestinians emanate from the same fundamental origins. It was Yasser Arafat who once said in an interview on CNN's *Larry King Live*: "You cannot be a Moslem without also being a Jew and a Christian as well".

If the Israelis go even halfway in sharing this attitude, then the possibilities are there for coming closer to what the Lord Al-Mighty would really like to see in those who truly have faith in Him, especially if they wish to call the Holy Land their "rightful" home, which it certainly is not yet, until the rights of all the inhabitants of Palestine have been accorded their just due, especially those who have had to bear all the suffering, humiliation and even betrayal for so many decades now.

Happy Holidays to all true believers in God, who know that in the end it is His sense of justice that will prevail!

Hassan Al-Haifi has been a Yemeni political economist and journalist for more than 20 years.

JMP animosity toward military and security institutions

By: Abdulmalik Al-Foheidy

Joint Meeting Parties' attitude toward the military and security establishments arouse fears related with the political vision those parties and their leaderships bear in away triggering animosity toward the most vital national establishments.

Fears increase alongside with the escalation of a hostile campaign the JMP launches against the two establishments. It is a campaign which began even before the presidential and local elections held in Yemen last year and has been highly escalated in the recent months.

The JMP hostile stances toward the military and security establishments culminated with its leadership's refusal to attend military and security activities as happened a few weeks ago when they did not attend a ceremony for batches recently graduated from the military

academy. They have taken that stance despite the fact that the law prohibits party action inside the military and security establishments as well as statements and stands of the political leadership that repeatedly affirm that the military and security establishments are the homeland party.

President Saleh's confirmations do not stop at considering the military and security establishments as the assets and possessions of the homeland and people. Those confirmations were repeated during meetings organized by the General PeopleCongress (GPC). In the second session of the GPC main permanent committee held on 25-26 last August and in response to a remark submitted by some members of the committee on non-cooperation of military and security commands with the GPC organizations' leaderships, the president replied "the army and the security are the homeland's establishments, and not partisan affiliate of the GPC."

Moreover, President Ali Abdullah Saleh who was priding the meeting refused to be engaged in discussing that subject.

Although the JMP leadership tried to show their stand by the army and the security authorities and repeated demands for raising their salaries by 100%, those demands were in fact part of electoral biddings. Statements and stands of the JMP appear to be contradicting such demands due to their repeated hostile statements and stands concerning the army and the security institutions to an extent they visualized army and security members as enemies of their member parties.

At a symposium held by Political Development Forum last April, leaderships of the JMP attacked the military and security establishment considering it as an establishment used for consolidating the authority of despotism.

The Islah party leader Mohammed Qahtan mentioned that these national institutions that offered the best of their sons for defending the Yemeni people, human rights, public freedoms and democracy and independence turned out to be a tool at the hand of a tyrant using it for achieving his personal whims and desires. Similarly, the Socialist leading member Ali al-Sarari attacked the army and the security at the same symposium, claiming that the military forces were used for attacking contestants of the ruling party. He also claimed that such vital institutions are used to control the public property in favor of a certain person or a particular party and to change the media into "a parrot" in favor of the ruler, and force it to act in a way misleading the society.

Member of the Islah Shoura Council lawyer Mohammed Naji Allaw has also assailed the military and security establishment, accusing its members of plundering plots of land. In his interruption, he mentioned that military coupe is not expected and assured the Yemeni authority giving a reason that the military are extremely engaged in land grab.

In the meantime, the JMP media launched a provocative hostile campaign against the military and security forces on websites belonging to the JMP member parties containing several charges against the army and security forces. The opposition media accused the army of oppressing people, violating human rights and attacking protestors who claim their legal rights.

Reasons behind Islah and YPS animosity toward the army and the security institutions are attributed to the historic grounds for the opposition bloc's inception.

The Islah, a branch of the Muslim

Brotherhood in Yemen, does not differ in its foundation and ideology from the rest of Islamist parties in the Arab and Islamic world which derived the concepts of jihad and building militias as ways in their endeavors to grasp power. The party possesses armed militias trained on the fomentation of armed violence while Islah militias' involvement in the secessionist war is considered an evidence of the approach followed by the Islah in its political practice. Most of its higher leaderships, if not all, have military and security history.

The Islah Party's position refusing the decision of banning weapons perhaps reflexes the truth that it is not different from the rest of the Islamic movement members that value armed militias as a means for reaching power.

The Yemeni Socialist Party is no different in its reliance on armed militias for taking power and therefore the socialist groups in the world, including the YSP, depended on incorporating the army and the security into the party structure to an extent that the party, the army and the state formed one structure for controlling people of their countries.

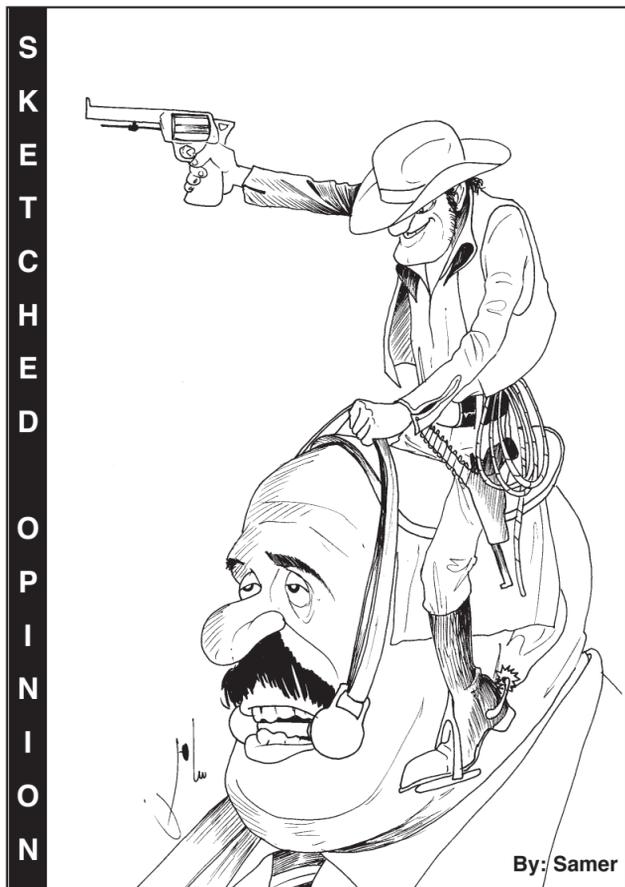
All here remember the repeated tragedies the southern part of the country had seen before the unity as a result of armed conflicts that governed YSP business. The vents of 13 January 1986 still represent the strongest evidence of the ideology that the YSP adopted in settling the disputes inside the party organizations.

On the other hand, Al-Thawra State-run Daily assailed in one of its editorials the wrong partisan mobilization against the armed forces and the security as well as the JMP boycotting of any activities concerning the military and security establishments, the most recent of which was the ceremony held last Monday for the graduation of new military batches.

The editorial said it was not the first time such narrow-minded persons disappear on such occasions despite their full knowledge that the military and security establishment is that of the people and the homeland and its loyalty is to Yemen and it is not a party establishment.

The newspaper added that what arouses astonishment and surprise is that those party leaderships trigger animosity toward the armed forces and security authorities while these national establishments have been providing them good climates to exercise their political rights and engage in electoral contests.

Source: Almotamar.net



By: Samer

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Tel: +967 (1) 268-661

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P.O. Box 2579, Sana'a, Yemen

E-mail: editor@yementimes.com

Advertisement: ads@yementimes.com

Letters: letters@yementimes.com

Publisher & Editor-in-Chief
Nadia Abdulaziz Al-Sakkaf

Managing Editor
Amel Al-Ariqi

Feature Editor
Mohammed Al-Jabri

Copy Editor
Dana Patterson

Head of News Dept.
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Ismail Al-Ghabri

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Ramzy Alawi Al-Saqqaf

Editorial Staff

Al-Ajel, Fatima Mojalli, Almgiddad
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Offices

Aden Bureau:

Ridhwan Alawi Ahmed

Tel: +967 (2) 347-057, 346596

Fax: +967 (2) 347056

Email: ytaden@y.net.ye

Taiz Bureau:

Imad Ahmed Abdullah

Tel: +967 (4) 217-156,

Telefax: +967 (4) 217157

P.O. Box: 5086, Taiz

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The Middle East: Spiritual Battlefield?

The Media Line's Rachel Kliger looks at the inter-religious sparring between Christians and Muslims in the Middle East as members of each religion are drawn to become part of the other. Apostles soon learn that their religious fervor is not without risk.

The recent murder of a Christian bookstore manager in Gaza marked another nail in the coffin of Muslim-Christian relations in the Middle East. The specter of the crusades looms over the Muslims, while the Christians, a dwindling minority, lament their persecution. Both communities claim their followers are being lured into converting their religion. Are they on a course towards an inevitable collision?

By: Rachel Kliger
The Media Line News Agency

Under a woolen canopy, wisps of smoke from an outdoor fireplace mix with the scent of tobacco and rose tea. Magdi, an Egyptian Copt, nimbly rolls himself a cigarette. Sitting cross-legged on the cushioned floor, he ponders out loud how it came to be that all of his peers are happily married, while he is 32, good looking, intelligent, well-off—and yet still painfully single.

The problem, he believes, is that his Christian religion limits his options for finding a soul mate in Egypt.

"If I married a Muslim girl my mother would kill me," he says. "If it was a Jewish girl, she wouldn't mind so much. But a Muslim? Never."

Magdi cannot quite explain his mother's unyielding attitude. But her attitude is typical of the prevailing feelings in this part of the world. The antagonism between Muslims and Christians goes back a long way, and the ever-present chasm between the two communities is noticeable in every walk of life.

The enmity is not limited to Egypt. The slaying of a Christian bookstore manager in Gaza in October marked a sad milestone in the relations between Muslims and Christians in the Palestinian territories.

Rami Ayyad was stabbed and shot to death after being accused by Gaza-based Islamic groups of engaging in missionary activity.

Similar incidents occurred this year in Turkey, Afghanistan and Iraq. A group of 31 suspected Al-Qa'ida members were charged in Lebanon recently for plotting to bomb a church.

The list goes on. The Middle East is awash with religion-motivated violence.

Today, as Middle Eastern Christians dwindle in numbers and cling to their last vestiges, some are wondering whether Christians and Muslims here are engaged in a battle over the survival of the fittest.

Spiritual Warfare

Rev. Steven Khoury, head of the Calvary Baptist Ministries in Israel and the Palestinian territories, says the tension between Muslims and Christians is simmering beneath the surface. Paradoxically, he believes it will explode when the political crises in the Middle East are solved.

"Right now everybody — Muslims and Christians — is busy with politics," Khoury says, tidying a pile of Arabic-language bibles at his chapel in eastern Jerusalem.

"Once the politics settle down, I believe it's going to turn into more of a religious battle than a political battle."

Once the politics are out of the picture, what remains will be spiritual warfare and the religious communities will be left alone to fight out their war to the bloody end, he predicts.

Not everyone agrees. "I'd resist the notion that there was a battle between the two religions," says Prof. Gerald Hawting, a professor of Middle Eastern history at the School of Oriental and African Studies (SOAS).

From the advent of Islam there has been a religious dispute between local Christians and Muslims, but Hawting dismisses the notion that battles between the Byzantines and the Muslims in the ninth and tenth centuries, for example, were faith-based. Religion, he concedes, was often used as a propaganda tool to arouse the soldiers, but was not the main premise of the battle.

Crusades - A Quest for Earthly Gains?

And then came the crusades.

In the early crusades, Hawting says, the religious elements were very strong. "The Europeans feel they're engaged in a religious venture and they're promised access to paradise if they're killed in battle, and forgiveness for their sins," he says.

But even in these early stages, there were other elements at play, such as economic and political gain, and the crusades gradually became more motivated by pragmatism.

"There's a feudal system in Europe producing landless young men who haven't much future in Europe. So sending them off to conquer land in the Middle East is a good way to keep them

employed," Hawting says.

As time progressed, European cities developed trade interests in the Middle East, and this, too, became an important motive.

Hawting does not believe the crusades is reason that Christians in the Middle East are discriminated against today.

"I think it's convenient for some Muslims to raise that, but I don't think the present difficulties between Christians and Muslims are to do with that. It's to do with the reassertion of Islam and in the current situation. Local Christians are seen by some Muslims as a possible fifth column who are loyal to someone from outside."



Wilfred Wong, a researcher with the Jubilee Campaign, says many Muslims in the Middle East have unofficially declared war on the Christians in the region, partly because of the United States and coalition forces fighting in Muslim countries.

Wong suggests that the Christians are wrongly perceived as being an extension of the Western forces, causing resentment towards them from many Muslims. The general increase in Islamic fundamentalism has also caused many Muslims in the Middle East to become more intolerant and resentful towards Christians and other non-Muslims living in their midst, he adds.

Wong says Christians are not trying to take over.

"Some Muslims are leading a crusade against the Christians, who just want to get on with their lives and stay in their ancient homeland."

Persecution

Christians are a minority in the Middle East among a Muslim majority. Historically, in states governed by Islamic law, Jews and Christians were considered "People of the Book" and were given a special status under Muslim rule known as "Dhimmi." They had fewer legal and social rights than Muslims and were obligated to pay a tax known as jizya. But their life, property and faith were protected.

Today, rights organizations talk about severe encroachments on religious freedoms throughout the Middle East. Christians are often the first to bear the brunt.

"We've lived with this discrimination for 1,400 years," says Nader Fawzy, President of the Canada-based Middle East Christians Association (MECA).

Contrary to Hawting, Fawzy believes the discrimination stems first and foremost from the religious differences.

"They cut our tongues and burned our churches," he says. "The discrimination has nothing to do with the government more than it has to do with Islam."

Nina Shea, director of the Center of Religious Freedom at the Hudson Institute, says that while the attitude of the regimes toward Christians in the Middle East varies from country to country, generally their situation relative to many other minorities in this part of the world, is bad.

The one positive exception, Shea notes, is in the Gulf states, where religious tolerance has improved in places like Qatar and Bahrain.

But elsewhere, the pattern in which Jews were coerced into leaving Muslim

countries is now repeating itself with Christians. Countries are going from a once-Christian majority to having no Christians at all.

"And it's accelerating," Shea says. "I think it's a very dismal picture."

Not everyone paints such a bleak picture regarding Christian-Muslim relations. Mitri Raheb, pastor of the Evangelical Lutheran Christmas Church in Bethlehem, says the main problem facing his community is not the Muslims. The one to blame for the Christians' situation is Israel, because of its policies in the Palestinian territories, and the West.

"I think the main problem is the interference of the West here, militarily,"



Raheb says. "This interference is not letting our region enjoy any stability."

Raheb is particularly concerned about Western efforts to recruit the Middle East's Christian community as a tool against the Muslims.

Mohsen Hareedy, an Islamic scholar and editor of the online information service, Ask About Islam, urges caution in generalizing about the suffering of Christians in the Middle East.

"Ordinary people, Muslims and Christians, live their life normally and they have good relations with each other," he says.

"If some Christians are suffering somewhere in the Middle East, they are victims of the political agenda of some states, the same way Muslims are suffering, too."

Conversion Attempts

Assuming the Christian claims of persecution are accurate, some Muslims say they are not entirely unprovoked. The primary grievance leveled against the Middle East's Christians is their efforts to convert Muslims to Christianity, a practice disdained by Islam.

Christians, on the other hand, complain of forcible conversions to Islam. In Egypt, there have been reports of Christian girls being kidnapped and coerced into becoming Muslims; or Christians who are bribed with jobs and money to change their faith.

The boom in media channels, satellite television and especially the Internet has created new ways for both faiths to reach out to potential newcomers, making the practice more difficult to counter.

Khoury does not deny encouraging people to embrace his faith.

"I believe that each Christian should do their duty and that is to preach the gospel and to speak about the life that Christ lived," he says. "I don't think it's wrong at all to speak about my Savior."

Khoury does not believe in aggressive missionizing, but the sensitivity of the issue will not push him to the shadows.

"If I keep a low profile, how effective will I be?" he asks. "If a Muslim wants to listen about my religion and my faith, I'll be more than happy to speak with him. I don't think it's wrong."

This attitude does not fare well with the Muslim community. In response to a query posted by a reader on the popular website Islam Online, a religious advisor listed instructions about how Muslims should deal with evangelizing campaigns in Islamic countries.

Muslims should learn to identify the problem and deal with it through preven-

tative methods and educational programs, it says.

"Determine the outlets through which these missionizing messages are coming," the site instructed. "Whether it's through films, leaflets, magazines or other means. Do not let them through, and punish anyone who violates this with a deterring penalty."

It also advises the more well-off Muslims to provide social support to the underprivileged and tend to their needs, so that evangelizing Christians will have no reason to reach out to the poor and take advantage of them.

"Muslims don't want Christians to trade with their religion," Hareedy says.

Christians should not be exploiting the poverty and ill health of others in order to pull them into the religion. Calling on any belief should be based on dialogue and understanding."

Other Muslim scholars voiced similar concerns about Christianity using the poor status of some Muslims to recruit them to the Christian faith.



Dr. Hamza Dib, a lecturer on Islamic law at Al-Quds University in eastern Jerusalem, maintains that the most disturbing element is that those targeted are often uneducated and do not have the intellectual tools to challenge the conversion attempts.

"I'm not concerned for those who know about Islamic religion. I'm afraid for those who don't," he says.

While religious figures on both sides claim the relationship between the Muslim and Christian communities on a daily basis is mostly cordial and even warm, the attitude of Muslims toward their co-religionists who convert to Christianity is an entirely different story.

Muslims who insist on converting to Christianity testify to horrendous diffi-

culties in maintaining their faith.

"This is a catacomb existence for these new Christians," says Shea. "It's not a flowering of Christianity. There are some conversions, but it's a hard cultivation and there's much intolerance in these places. They have to hide their conversion."

A case in point is Sam (The Media Line is withholding his real name out of concern for his safety). Sam, who is Middle East native, converted from Islam to Christianity nearly 20 years ago and has since made a home for himself in Europe.

"It was a long journey. I'm one of the early converts," he says.

The problems facing converts in his home country apply to every aspect of life: including issuing an identity card, getting married, educating children, and securing an inheritance. The harassment is both bureaucratic, from the government, and physical, from friends and even family members, he says.

Sam insists that he was not encouraged by the Christian community to become a Christian because "they were scared."

"I had a friend, a young lady from a family of strong Muslims, and her family slaughtered her because she became a Christian," he says.

The government does not systematically kill people if they convert, but if they are killed by someone in the community, the murder will be met with impunity, he explains.

According to Islam, Muslims must not convert from their faith.

Traditionally, a Muslim man who turned his back on the religion would be executed and a woman would be imprisoned until she repented. But this

penalty is only applied if these people pose a threat to Muslim society, such as propagating their new religion, says Dr. Muhammad Serag, a professor of Islamic studies at the American University in Cairo.

He explains that this severe attitude toward converts was originally adopted for political reasons — in order to preserve the interests of the Muslim society.

"In the past it could be appreciated, understood or justified, but not in modern times."

Conversion from Islam is still frowned upon in Muslim society.

Hareedy says Muslims have no problem with people of other faiths and cites the Quranic verse "Let there be no compulsion in religion," (Al-Baqara, 2:256) as evidence.

"If some Muslims are not practicing this, then the problem is with their understanding of Islam, not with Islam itself. Islam should not be judged by the bad practice of Muslims."

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Fawzy, like Khoury, believes there is a battle between the two religions, and does not see an end in sight under the current conditions.

"The only way to end the war is to say Christianity is in the church, Islam is in the mosque and let us live as Egyptians. We don't need to have religion everywhere in our lives," he says.

Many identify this perceived battle between Muslims and Christians with the clash between East and West. But while the battle has until now been limited to conventional war-like tactics, the 21st century could mark a dangerous turning point, with the weapons available today becoming both more effective and more destructive.

Dwindling Numbers

Quantifying the number of Christians in the Middle East today, compared with their numbers in the past, is a difficult, if not impossible task. Governments in the region have an interest in keeping census data quiet for political reasons, while Christians tend to inflate their numbers.

"Religious demographics are so sensitive in these places that they don't take censuses that are meaningful, so we're just guessing the figures," says Nina Shea, director of the Center of Religious Freedom at the Hudson Institute.

Any census of religious groups would also include ethnic minorities, so the results could upset the delicate balance of power in countries where the relative strength of one group compared to another can affect the political make-up. Lebanon is a prime example of the phenomenon.

Numerous United Nations organizations and NGOs contacted by The Media Line could not provide sufficient data to point to an accurate trend in Christian demographics in the Middle East over the past century. However, several Christian sources and academics estimated that Christians comprised between 20 and 30 percent of the population at the beginning of the Twentieth Century.

The major changes came about through civil wars, and especially in the massacre and deportation of Armenians in the Ottoman Empire during World War I.

Today, with the exception of Lebanon, Christians comprise less than 10% of the populations of most Middle

Eastern countries. In some states, such as Saudi Arabia, Mauritania and Somalia, there are none. (See chart below)

The reasons for the decline in the numbers of Christians vary. Some are fleeing because of discrimination from their societies or from the regime; and some are being persecuted.

The ease of travel has made it much simpler now than in the past to leave the region. Many Christians are well-educated and find that they have more opportunities in the Western world than in the Middle East.

The fact that Christians have a lower birthrate than Muslims also works against them demographically.

Conversions from Christianity to Islam, whether forced or voluntary, is another contributing factor — although not a major factor, numerically — in their dwindling numbers.

Raheb, pastor of the Evangelical Lutheran Christmas Church in Bethlehem, points to another disturbing aspect of this exodus. It is not just the Christians leaving the Middle East, he says. Those departing also include secular Muslims and in the case of Israel, liberal Jews.

The region, he says, is gradually losing its pluralism and leaving a disgruntled, homogeneous and more radical society behind.

The Christian population in Iraq, for example, has diminished significantly since the war in 2003, because many are fleeing from both the hardships of war and persecution.

It is estimated that Iraqi Christians

account for nearly 40% of the refugees who have fled the country, a percentage several times higher than their proportion in the general Iraqi population.

According to the CIA's World Factbook, the percentages of Christians living in countries and territories which are members of the Arab League are as follows:

- 1) Algeria - Less than 1%
- 2) Bahrain - 9%
- 3) Comoros - 2%
- 4) Djibouti - 6%
- 5) Egypt - 10%
- 6) Iraq - 3%
- 7) Jordan - 6%
- 8) Kuwait - Less than 15%
- 9) Lebanon - 39%
- 10) Libya - Less than 3%, if any (no info)
- 11) Mauritania - None
- 12) Morocco - 1.1%
- 13) Oman - None
- 14) Qatar - 8.5%
- 15) Saudi Arabia - None
- 16) Somalia - None
- 17) Sudan - 5%
- 18) Syria - 10%
- 19) Tunisia - 1%
- 20) West Bank - 8%, Gaza - 0.7%
- 21) United Arab Emirates - Less than 4%
- 22) Yemen - No info, except that there are some very small Christian communities

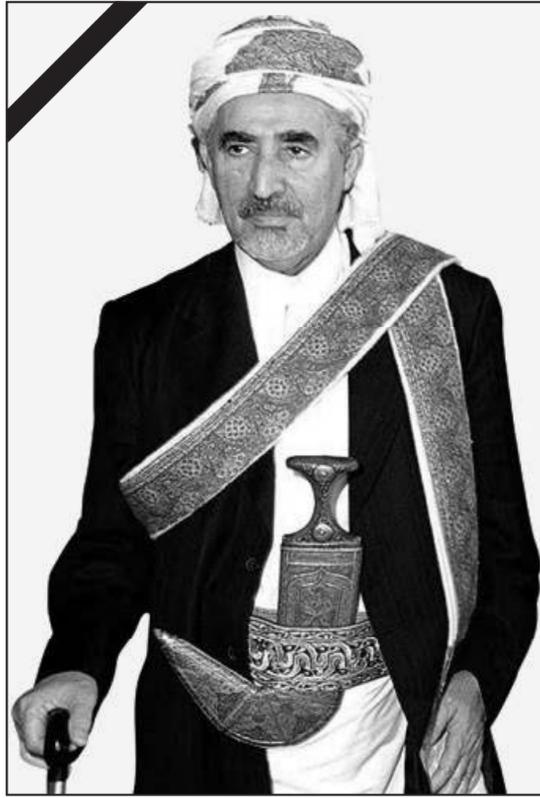
It is worth noting that because of a lack of hard data, many of these figures are based on estimates. In several cases, Christians in these countries say their true numbers are much higher.

عزاء ومواساة

With a great sense of sadness and regret, we express our sincerest sympathy and condolences on the passing away of

Sheikh :
Abdullah Bin Hussein
Al-Ahmar

Speaker of the Parliament



ببالغ الأسى وعميق الحزن

تلقينا نبأ وفاة الشخصية اليمنية
الكبيرة المغفور له بإذن الله تعالى
المناضل الوطني

الشيخ /
عبد الله بن حسين
الأحمر

رئيس مجلس النواب

to the Al-Ahmar family members,

to H.E. the President Ali Abdulla
Saleh, and

to the Yemeni government and
people.

Our thoughts and prayers are with
the Al-Ahmar family in particular
and with the people of Yemen in
general during these hours of
bereavement.

Jean Michel Lavergne, General
Manager of TOTAL E&P Yemen,
Partners KUFPEC, OCCIDENTAL,
COMECO and all staff.

وبهذا المصاب الجلل نتقدم بخالص التعازي وأصدق
المواساة

إلى كافة أولاد الفقيد وآل الأحمر
وإلى فخامة الرئيس علي عبدالله صالح
وكافة الشعب اليمني الكريم

سائلين المولى عز وجل أن يتغمد الفقيد بواسع
رحمته وغفرانه

وأن يلهم أهله وذويه الصبر والسلوان
إنا لله وإنا إليه راجعون

مدير عام الشركة / جون ميشيل لافيرن
شركة توتال للاستكشاف والإنتاج - اليمن
وشركائها كوفبك وأكسيدنتال وكميكو
وكافة الموظفين



TOTAL
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Yemeni diplomat: Lebanon could be Yemen's window on the Mediterranean and Europe

Interview by: Monday Morning, a Lebanese newspaper.

How do you evaluate Lebanese-Yemeni relations, and what is being done to strengthen them?

We can say that since the dawn of history, relations between the North and the South of the Arab region have been very cordial, regardless of any political barriers. They are very close at the moment and are being consolidated.

In Lebanon, as in the rest of the Arab world, there is hardly any place which is not inhabited by people whose ancestors came from Yemen, which the ancient Romans called Arabia Felix, "Fortunate Arabia"... Relations are like fruit trees: they require continuous care and attention in order to be preserved.

On my part, I believe that the development and strengthening of relations will come through the progress of economic interests and commercial profits, through cultural exchange and the movement of capital, and through investment between the two countries and the achievement of joint projects...

Lebanon could be Yemen's window on the Mediterranean and Europe, and Yemen could be Lebanon's window on the Arab countries of the Gulf and on the Horn of Africa and East Africa.



Faysal Amin Abou Rass

Has Yemen contributed to helping the Lebanese regions devastated by the war of July-August 2006 or participated in reconstruction of the devastated areas?

The Yemeni people highly appreciate the exceptional heroism of the Lebanese, Muslims, Christians, Druzes and others, in their intrepid struggle against the enemy. They have won leg-

endary victories and achieved acts of bravery and sacrifice for their country and their just cause.

During the war of the summer of 2006 and the barbarous aggression against Lebanon, Yemenis young and old were quick to support the heroic defense of the Resistance, of the Lebanese government and the valiant and resisting people. Whatever the amount of assistance given to them, it could not be commensurate with the courage and sacrifices of this fraternal people.

Yemen, like all Arab countries, sent containers carrying assistance and planes were dispatched to bring help, defying the savage and indiscriminate bombing in order to bring aid to the Lebanese people in their resistance.

Yemen is committed to rebuilding and repairing the damage done to the village of Bourj al-Shemali. This represents only a drop of water in the sea of sacrifices made by the Lebanese for the dignity of the Arabs.

What is Sanaa's stand on the Iranian nuclear program, which some say is a threat to the countries of the Arab Gulf?

Whether a country is large or small, it is obliged to respect and comply with international conventions, resolutions and charters. We in Yemen support the right of Iran to acquire nuclear technology for peaceful objectives, and we share the concerns of the states of the Gulf. We are united with them by geography. It is necessary that a party which aspires to this technology should give sufficient assurances and guarantees.

Do you approve the Arab initiative for peace with Israel formulated by Saudi Arabia during the Beirut summit in 2002?

The initiative of the Saudi sovereign, King Abdallah bin Abdelaziz, adopted during the Arab summit in Beirut, was elaborated and adopted after consultations between President Ali Abdallah Saleh, King Abdallah bin Abdelaziz and the Arab heads of state at the Beirut

summit.

Is Yemen contributing to bringing about a rapprochement of the Palestinian organizations Hamas and Fateh? And was it in agreement with the holding of a peace conference at Annapolis?

The events which have occurred in the West Bank and Gaza are truly painful and regrettable between brothers defending the same just cause but dragged into secondary conflicts which they should avoid at any price, conflicts which are of small importance compared with the great challenges confronting the Palestinians and the entire Arab nation.

Yemen has always stood beside the Palestinian people. It will not abandon this cause but will continue to assist the heroic and resisting Palestinian people. We support any conference that will bring the Palestinians together in their objectives, aims and common fate.

The Annapolis conference was held with the aim of achieving a peace settlement. We took part in it beside our Arab and Muslim brothers. But we remain mistrustful since there have been many dialogues and conferences which have been unjust to the Palestinians, inequitable to the Syrians and iniquitous to the Lebanese. This is why we must take the greatest care to ensure coordination and cooperation [among the Arabs]. Everything will be useless if the breaches are not closed between the brothers of Fateh, Hamas and the other Palestinian organizations.

Problems to resolve

What problems now confront the government of Yemen?

Like governments in other countries, the government of Yemen faces numerous problems, notably economic and social problems generated by unfruitful policies. What is required is reform adapted to the needs of the people and based on the experience of other countries.

The defects have been defined and steps have been taken to deal with unemployment, fight corruption, control

population growth, exploit natural resources, increase the amount of land devoted to agriculture, develop industry, create an appropriate and developed economic atmosphere, support the service sector and focus effort on developing tourism. At the same time we aim to consolidate the constitutional institutions, the separation of powers, the independence of the judiciary, the drafting of practical and pertinent legislation, and cooperation with neighboring countries.

Is Yemen threatened by terrorism, and is it contributing to the struggle against it?

No country is safe from terrorism. This phenomenon must be carefully studied concerning the nature of its causes in order to determine appropriate solutions, then eradicated.

Would you have preferred to be assigned to a diplomatic post in a country less agitated than Lebanon?

Lebanon was my first choice. I opted for this country, which I find marvelous and splendid, both the land and the people. We thank God for creating this extraordinary and superb country.

Doesn't it say in holy scripture that the olive branch announcing the end of the Flood was brought to the Prophet Noah by a dove coming from Lebanon?

How does Yemen see the situation in Iraq and the means of pacifying it?

The future of Iraq is in the hands of its people, who are quite capable of putting an end to the invasion. We support the noble and civilized Iraqi people, on whom God has bestowed natural wealth, men of literature and learning, a beautiful country and water resources.

Iraq has a good future. There will be an awakening and a new maturity after the long years of suffering, massacres and destruction. It will rise from its ashes like the phoenix. The country created great civilizations and is able to create another. May God protect that country and its people and spare them further sorrow.

What has been the best moment of your diplomatic career?

In fact, it was the day I was appointed ambassador to Lebanon, and that's not just a diplomatic reply.

What is your wish for Lebanese-Yemeni relations, and for the Yemeni community in Lebanon at this festive time of year?

I would have failed in my mission as a diplomat if I did not promote cultural and political relations between our countries. There really is no "ceiling" for these relations, which can progress and widen in accordance with our common interests and objectives and our will to improve them.

At a time when the holy shrines of Mecca and Medina are receiving pilgrims from all countries, and when the church bells are ringing to celebrate the birth of Christ, I extend to the Yemeni community in Lebanon and the Lebanese community in Yemen my best wishes, and I pray to God that the Lebanese may be brought together in front of the presidential palace and the Grand Serail to share joy and seasonal greetings together.

Faysal Amin Abou Rass is a diplomat who started his mission at the Yemeni embassy in Washington, holding simultaneously many positions in the domains of politics, economy and information. A member of the Yemeni Parliament, he participated in many international conferences as the representative of the Yemeni Parliament. When he was appointed ambassador to Lebanon, he had to resign his post as an MP. Ambassador Abou Rass knows Lebanon well, having done his complementary and secondary studies here. He is happy with his new post, which he requested himself, and he professes a deep admiration for our country and hopes to strengthen the solid ties between Lebanon and Yemen on all levels.

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Retail banking services in Yemen: A brighter future

By: YemenTimes Staff

Although banks have been in operation in Yemen for over 40 years, banks still have a very limited consumer base in Yemen, mainly limited to corporations and other entities which have to carry out banking as a part of their business dealings, with a very limited individual consumer base. There are eleven commercial and Islamic banks operating in Yemen. YemenTimes undertook a survey to understand how the activities of commercial banks are valued to individual consumers, the points of strengths and weaknesses and individual takes on the banking sector.

Consumer habits

Traditionally, The Yemeni consumer has not been welcoming the concept of banking as a mechanism for savings, investment, or financing. "Yemeni consumers habitually save their money under their mattress", said Mohammed Ahmed, a retailer, adding that the culture of dealing with banks does not exist still, people will not open bank accounts unless they are absolutely obliged to, and even thereafter they do not maintain the account with the bank unless they routinely need it.

Amat Al-Sallam Abdullah, A school teacher, agrees saying that there is a fear from the banks, a fear that savings will not be accessible, or the bank might become bankrupt or move away. She says that there is an old saying that my money better be in my custody to help me whenever I need it, adding that this logic doesn't fail in spite of the change in time.

"Plus banking services are illegal in Islamic law, they give you a fixed returns without any direct involvement in business or taking any risks" says AbdulGhani Al-Maqtari, a university student, stating that dealing with banks



Competition in the banking sector will decrease the cost of money in Yemen.

is being avoided because of the doubt that the money will be polluted as banks are engaged in Riba, which is providing fixed returns for the money and requesting additional fixed amounts for the loans.

Saving is a good idea, Says Bassim Mahmoud, an advertising agent, and people do welcome this idea, but they hesitate in dealing with banks, that's why many people save at the postal office because a post office is more user-friendly, doesn't have long queues, and have products developed for individual users, not corporations. This is why individuals dealing with banks might feel out of place, especially first timers.

Targeting more individuals

More recently, banks have started offering several individual client-friendly services, such as spreading Automatic Teller Machines (ATMs), providing a range of products such as personal loans, car loans, and easy

credit. Says Samah Al-Attiya, an accountant: "Since my company transferred my monthly salary to be paid through the bank, I've become more familiar with banking services and I am more interested in dealing with banks.

"I bought my car using a loan", says Karim Bin Zain, an IT specialist, adding that through the loan, he has been able to buy the car he wanted, even though he initially didn't think he could afford it. He says that after completing all the required paperwork, he received the car in the same day he submitted the loan request.

Saeed Abdullah, an engineer, said that he's been able to furnish his whole house when he got married thanks to a bank loan, he added that he was able to get married one year ahead thanks to the flexible terms of the bank, "all you need is two colleagues to guarantee you to the bank in case you default.

But still, many individuals claim that banking services are over-charged for,

Mona AlAhmadi, a personal assistant, says that she had bought a laptop computer through installments. Not only she had to pay 12 percent extra on the purchase price (interest), but she also had to buy it from a 'partner' retailer at an augmented price.

Similarly, AbdulRazak Ismael, a broker, says that he had applied for loans to buy some real estate, initially, he was asked to pay around 10 percent in interest, and after agreement the bank declined his application once and for all, claiming that the bank no longer processes loans for real estate purchases.

Favoring Islamic Banks

Several respondents indicated that they prefer to deal with Islamic banks, due to the more favorable perception associated with Islamic Banks, Says Wadea Salman, an entrepreneur, religious clerks have approved the activities of Islamic banks, including business facilitation, as they provide

loans, in kind, at a surcharge in exchange for repayment on installments. He adds that the cost of financing this way is less than regular commercial banks and has been justified by Islamic law.

Khalid Abdullah, executive in a trading company, states that dealings with Islamic banks is increasing, he adds this is because they have a larger number of clients and have associated themselves with good business ethics.

Evidently, the Central Bank of Yemen has recently allowed commercial banks to open Islamic banking sections in order to be able to compete with Islamic banks. The Central bank stated that six commercial banks have requested permission to expand their activities to include Islamic banking in order to become equally attractive to Islamic banks.

New banks coming in

Recent media reports has stated that two banks have already partnered with two gulf-based banks in order to expand their activities in Yemen and provide more competitive retail banking services, these two banks are the Yemen-Gulf bank, which partnered with the Kuwait Commercial Bank, and the Commercial Agricultural Credit Bank, which partnered with Doha Bank. The anticipated changes will still be controlled by the Central Bank of Yemen, which sets the range of interest rates and regulates the services and products offered by banks.

However, the central bank has stated that it is undertaking several measures in order to help commercial banks provide better and more competitive products targeting individuals, small, and tiny enterprises, in order to motivate banks to play a more active role in reducing poverty, and providing loans that will stimulate business growth and increase employment opportunities.

Views on Integration with the GCC

By: YemenTimes Staff

President Saleh has always reiterated that Yemen's natural place is amongst neighboring countries, specifically the Gulf Cooperative Council (GCC). This notion has been emphasized time and again during the last ten years. However, regional geo-politics has motivated the GCC's secretariat to take significant measures into reducing the gap between the GCC and Yemen, through intensifying economic aid as evident from the November 2006 donors conference. Other measures include allowing Yemen's accession to the Culture and Sport dimensions of the GCC.

In a recent Interview to the official news agency (Saba), prime minister Mujawar had made several interesting comments on the Yemen-GCC relationship, he started the conversation by making the bold statement that Yemen will become a member by the GCC by 2015. Theoretically speaking, GCC countries, through its General Secretary AbdulRahman Al-Atya, has welcomed the notion of Yemen's accession of the GCC. However, he emphasized that there is a criteria for Yemen to follow in order to join the GCC, with reference to the huge economic gap between Yemen and GCC countries.

Al-Atya attributed the US\$ 2.7 billion obligated by GCC countries to the development of Yemen during the donors conference as a sign that the Yemeni government needs to take its economic development seriously, and that GCC countries are willing to help the Yemeni government in that regards.

Prime Minister Mujawar has also

said that there are mechanisms in place towards the 2015 planned accession, referring to the two-five year plans which were proposed initially by the GCC secretariat back in 2005. The first-five year plan aimed at rehabilitating the Yemeni economy through boosting economic growth in several key sectors. While the second five-year plan aimed at harmonizing the economic systems and procedures in order to help Yemen take advantage of the economies of the GCC and further boost its growth.

The Prime Minister also reiterated that the government is currently reforming the legislative framework of the economy in order to complement that of the GCC, emphasizing that the government of Yemen has a partnership take on these issues in order to further enhance the trade, economic, investment, and business ties between Yemen and the GCC.

The future of Yemen and its neighbors in the GCC is joint, Yemen needs the GCC to speed its economic development, Yemen is also a large market for GCC products, not to mention that the GCC is Yemen's largest trading partner with huge potential for growth.

However, the biggest obstacle is the increasing economic gap between Yemen and the GCC, while GCC countries reap the benefits of record-high oil prices and the diversification of their economic to increase economic growth, Yemen's oil resources is depleting and population growth is becoming an increased burden on the economy. Conclusively, Yemen has to work very hard, in cooperation with the GCC, in bridging the gap towards regional integration.



Business in Brief

Bashammakh dies

President of the Sana'a Chamber of commerce Mahfoudh BaShammakh has died of a heart attack last Tuesday, January 1st 2008. BaShammakh was one of the most prominent businessmen in Yemen, venturing into several industries and was also the a leadership figure and a founder of several business associations. He has led several protests contesting the Sales Tax law and the proposed Value-Added Tax, and was known to expose government and privet sector corruption. He died of 70 years old.

Government to invest 614 billion Riyals in 2008

Ministry of Planning and International Cooperation has stated that the government has allocated 614.4 billion Riyals for infrastructure and other investments in 2008. Around half of this investment will be funded by the government, while the other half will depend on assistance received from donors as a part of the promises made at the November 2006 donors' conference.

Ministry to withdraw unfit toothpaste

Ministry of Trade has issued instructions to withdraw a brand of toothpaste (Smile2) from the domestic market, on grounds that the product is unfit for human use, containing harmful chemicals. The toothpaste was first allowed into the country in June 2007, with permitted entry through Aden port following initial examinations of fitness which were fraudulent.

Significant growth in Yemen's fish production

Yemen's production of deep-sea fisheries has increased from 1547 tonnes in 2005 to 26,382 tonnes in 2006 according to official sources, with an increase of 24,835 tonnes. The increase was the result of increased investments in fisheries and the creation and support of fishing cooperatives, which have attracted more fishermen and businesses to invest in the fishing sector.

Australia's Oilsearch expands exploration activities

Australia's OilSearch oil company has expanded its oil exploration activities in block 3 located in Shabwa governorate. The oil exploration activities will be undertaken by China's B.G.P company over the period of five months.

SNACC demands cooperation from top officials

The supreme national authority for combating corruption (SNACC) has demanded that top officials within the government to submit the total net worth disclosure statements in accordance to law number 30/2007. SNACC has received only 167 disclosure statement, while over 2,000 disclosure templates has been sent to various government agencies.

Hadhrumout workers go on Strike

Following calls by the labor association of Hadhrumout, numbers of workers and civil servants have wore the red batches on their arms in protest for ignoring their demands for the implementation of laws 69/2005 and law 239/2005 for civil services, which includes a significant payrise which they were promised that will be implemented before the end of 2007.

New Road to link Utmah and Dhammar

Works in a 57-km road linking Utmah with Dhammar governorate was inaugurated recently, linking in-between the cities of Aanis, Utmah, and Al-Daleel, in order to vitalize the surrounding villages and increase the number of feeder road and accessibility of locals to nearest urban centers. This road goes across the areas with the highest population density in the country.

Yemen Commercial Bank



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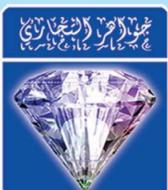
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You® View

Every month, there will be a fixed topic on which we would like to encourage Yemen Times readers to participate in. It could be an article, a short story, a poem, or even a picture. The person with the best contribution will receive a Yemen Times cap, T-Shirt or Mug. Send your contributions under the title of YOUR VIEW to: eljabree@gmail.com

This month is about: *An experience with a nutcase*

Have you ever encountered a crazy person and lived through a worth telling experience? Our staff member Migdad Dahesh (dahesh95@yahoo.com), has. His story is as follows:

"It was exams time. I had been studying at a friend's house until the early hours of a Friday morning. I was very exhausted and at 6:30 I left my friends house, carrying my books with me and went to the street hoping to catch a bus home. Since it was the weekend, there were no people at that early hour. I had to wait for sometime for the bus. Suddenly, I felt a tall shadow hovering over me, and a loud yell: "Still studying you son of a xxxxx!!" And before I knew it, I felt a hard bang on my back. There was a very tall crazy man, wearing filthy cloths smelling awful and looking at me with wild eyes. He was wearing mismatched slippers and carrying a long stick, which he

used to beat the hell out of me. There was no one to come to rescue. So there I was struggling with a man who has no reservations, trying not to get killed. Sometimes I took position of the stick and beat him, but even then, I had to face his long limbs that he thrashed in my face, and everywhere else. It was only after 10 minutes of crazy misery, when I grabbed a rock and threatened to throw it at him, that he fled away. I picked up my scattered books, my shattered dignity, and sat on the pavement. One eye looking out for the mad man, and the other desperately waiting for transportation which finally came and took me home."

Tomorrow

By: Somaya Al-Shameery

Freshman
Sana'a University, Faculty of Education
Somaya_hmd@hotmail.co.uk

There comes a time when one is faced with a situation much stronger than his or her abilities. In fact, it may be so difficult that he or she will feel like simply giving in to reality. Consequently, this may lower their self-esteem and confidence and isolate them from society. However, a strong person is one

with strength in himself, who doesn't give up easily, who has hopes and dreams for a better tomorrow and the desire both to reach and remain at the top.

Remember that tomorrow is a bright, new day full of new challenges to be accomplished. It's a day that will help break the barrier of sadness and overcome any fears you may have faced in yesterday's world.

Try to have a meaningful goal in your life and be ready to fight anything you might face – both in the near and far-off future. Have faith in yourself and in Allah.

My own rainbow

By: Ammar Al-Hawi
Teaching Assistant, Taiz University
ammaraalhawawi@yahoo.com

I had been living hopelessly and aimlessly in the gloomy imprisonment of loneliness and pain, ever-companied by the ugly giants of meaninglessness and nothingness and ever-guided by the noisy ghosts of boredom and frustration. Rarely had happiness called on the lifeless castle of my heart.

The fearful and awful thought of being completely lost nowhere already had settled in the dark cave of my mind. The damp and hasty shadows of misery and disappointment oft had chased and allured my endless attempts to escape sadness' ruthless hegemony and arrogance.

Nothing charming or beautiful had my pale and careless eyes seen or enjoyed. True love's passionate and delicate music no longer echoed in my dim and deaf ears. The attractive and delightful smile of comfort and satisfaction had completely deserted my ever-locked and time-ravished lips.

Nevertheless, I had never tasted life's pleasant sweetness, nor had I a quenching drink from sensitivity's fresh and pure fountain. My life's pageless and clumsy book neither had recorded any words of joy nor not known any passages of sorrow.

Thus, I simply had been existing rather than living, articulating rather than saying, seeing rather than observing, hearing rather than listening, minding rather than thinking, performing rather than enjoying, moving rather than walking, knowing rather than recognizing and even simply feeling rather than loving.

Consequently, I had decided to hitch my wagon of worry to someplace unknown, to wipe away my tears of grief, leave my depressed sighs behind, put off my garments of hesitation and

pack up my solid and silent scraps of memory into the far wasteland of inhumanity.

However, I abandoned this decision – to vanish somewhere unreached and pass by unnoticed – with your sudden rainbow-like appearance on my life's horizon and your long anticipated angel-like arrival at my world's gate. So speechless with wonder was I as you made your first steps into my kingdom. "How marvelous and majestic!" I responded to your entrance.

Since then, I've been feeling like I'm still alive, as if I've been born again! In fact, you came to free me from the painful shackles of loneliness and hopelessness with the great strength of your love and care.

You came to offer me true companionship and sincere guidance from your fruitful garden of kindness and maturity, to breathe into me a new sense of happiness and joy from the living spirit of your lightness and sensitivity, to pour some type of self-confidence and wisdom into my mind from your profound ocean of truthfulness and sensibility, to elicit a unique smile of innocence and vitality with your colorful touches of liveliness and eternity, to enliven my ears with your soft whispers of faithfulness and purity, to inspire addition and wonder in my eyes with your angelic face of loveliness and beauty, to fill the empty pages of my life's unfinished book with your graceful words and your noble deeds, and, above all, to bring about upheaval and revival in my entire life with your "superhuman" character.

At last, you realized how much I really missed – and am missing you now. You would've traversed the distance and transcended all borders to cure and relieve my ceaseless pain at being away from you. So, would you care to join your soul with mine and together, one day, make all of our dreams come true?!

Through The Mind's Eye

By: Maged Thabet Al-kholidy
maged_thabet@hotmail.com



There must be violence against women

This title may sound strange, but it's actually not just a way to attract readers to the topic because I really do mean what it indicates. Violence is a broad term, especially when used regarding women. In this piece, I want to shed light on those instances where violence against women is a must.

First, we should know the meaning of the word violence. Longman's Dictionary of Contemporary English defines violence as "behavior that is intended to hurt other people physically." However, the term violence mustn't be confused with other concepts and terms such as gender inequality or absence of women rights.

Occasionally – if not daily – we hear about events occurring in Islamic and Arab societies. Some human rights organizations recently have attacked violent acts against women, standing against any type of violence – even that between a father and daughter – and citing the cases of some women as examples.

Consequently, they offer solutions such as complaining to the police, taking revenge or leaving them men, who are either their husbands, fathers or brothers – with no exceptions.

One such case involved a woman whose husband allegedly had beaten her. Without revealing the husband's reasons for doing so, such human rights organizations immediately urged the wife to complain to the police and the courts, while at the same time generalizing the instance and other similar solutions to any type of violence.

If a man and woman are husband and wife, the Qur'an provides solutions, firstly reaffirming any logical and acceptable reasons for such punishment. These solutions are in gradual phases and not just for women, but for men also.

For men, it begins with abandoning the marital bed, by opting to sleep elsewhere in the house. After this, they may discuss the matter with any respected person for the husband's or the wife's family, who could be in a position to advise the wife. If this also does not work, then the husband yields to beating the wife slightly. They do this because of a misunderstanding in the Quran, as the word says Darban, which is commonly understood today as beating. However, in Classic Arabic it means to set examples or to announce and proclaim. The more accurate meaning of this last one is that the husband finally has to set forth, to make a clear statement or proclamation, and if these measures fail, then divorce is preferable.

Similarly, wives may take actions such as abandoning the marital bed, following by leaving the husband's home for that of their parents, brothers or any other relatives. They may do this more than once, but if such action fails, they may not continue to live with their husband and via their relatives, they may request a divorce.

Despite such instructions, beating is considered a type of violence, according to human rights organizations, which urge women to complain to the police. I just wonder what kind of families our societies would have if Muslim women started doing this regarding their husbands.

Relationships between fathers and daughters or sisters and brothers also provoke argument from human rights organizations, which propose the suggested solutions for all relationships. Personally, I don't think fathers or brothers would undertake such behavior unless there was a reason for it.

Fathers are responsible for their daughters' behavior, but human rights organizations deny this too. Brothers also should take action regarding their sisters' behavior, especially if their parents are too old or dead. If a daughter or sister makes a mistake – especially a moral one – that negatively affects the entire family and its reputation, what's the solution by such organizations?

According to them, women should complain to the courts about any type of violence against them. Likewise, should fathers and brothers complain to police if their daughters or sisters violate moral, Islamic or social norms?

Fathers should handle their daughters via any means that suits their mistake; thus, is it better to use violence to a certain limit or complain to the police? Shall such women then complain to the police against their fathers or brothers? It's really amazing to hear this.

In some cases, violence is necessary, but there must be limits. Those "good human rights organizations" don't make any exceptions in their solutions because their aim is to serve society. Will it be a better society once we see wives, mothers, sisters and daughters going from one police station and one court to another, complaining against their husbands, fathers, brothers and even sons?

As the proverb goes, "If the speaker is mad, the listener should be mindful." This proverb is good advice for every man and woman not only to keep their ears open, but also to avoid the misleading propaganda of such organizations, whose surface aims hide other destructive ones to destroy society's religious, social and moral norms. This matter requires consideration.

Dear readers – especially women – don't think that I hate or am against women; rather, I simply mean to preserve the morals and principles with which Islam has honored us.

I hope my message is clear, since it's really quite relevant to the future of our societies, which must be protected from any kind of cultural invasion.

Maged Thabet Al-kholidy is a writer from Taiz, currently doing his M.A. at English Dep, Taiz Uni. He is an ex-editor of English Journal of the University.

A day in a jail – Part 1

By: Ghaleb Hassan Al-Ahlasi
ghalebahlasi@yahoo.com
ghalebahlasi@hotmail.com

The prison door opened, the guard threw another prisoner into that small, bad-smelling room, saying his usual words "hi guys, you have a new friend. Treat him will or ...you know." But actually they don't know because he hasn't said what he will do if they mistreat their new "friend".

The new guest was a young man, not more than 35 years old, his appearance and equanimity indicated that he is a very respectable and regardful person. He took a fast look around the room and its old guests, who were somehow surprised because of his look, then he went directly to the empty corner and sat down very quietly, looking up to the sky through the small window and, within a minute his tears started rolling down very quietly.

In an hour, a prisoner approached from him and said very slowly "excuse me, are you Ameer Salem, the computer architect?"

The new guest looked at him and after a moment he said, "Yes, that's me."

The prisoner was shocked; he couldn't believe that Ameer Salem, the famous and most successful businessman in the country is staying with him in the same jail. "Who are you?" Ameer asked him

"Hh, I'm...I'm Ramzee abdulrabb. We were together at the collage."

"Really! That's great. That's really great." The silence reigned again in the place but not for more than 10 minutes when Ramzee said "So what brings you here, sorry for the question. It's not work problems, is it?"

"No, it's not the work." Ameer said after a very long sigh

"Will, would you mind talking about it?"

"Not if you don't."

"Me, well, I have no problem at all."

"well, I'm listening."

"Ok, my story started five years ago when I took a loan from a bank to begin my own business, the loan was 20 millions Riyals. I took them and opened my own corporation, selling comput-

"But that's a very big sum of money for such a project."

"Not if you want to have a big name."

"What do you mean?"

"well...I made a huge advertisements then devaluations and it all worked. You know, my business was more than that of ten corporations together."

"That's great. Then what brought you here?"

"The usury. I had to give two million a year to the bank. It's a very big amount and with the advertisements and devaluations my corporation started losing and losing"...

"oh yes," Ameer interrupted "then the bank raised a case against you. Am I right?"

"Unfortunately, yes. And that's why I'm here right know."

"And how much you get?"

"I told you, 20 millions riyals."

"no I don't mean that. I mean the sentence the judge gave you?"

"oh, not a lot. Just five years."

"oh really, and that's not a lot!"

"I think so." Said Ramzee smiling "and you?"

"will, my story began 30 years ago."

Answered Ameer after a another sigh.

"When my father came and told me that I will have a new mother."

"a new mother! Why? Where was yours?"

"She was dead. She died when I was four."

"oh.. I'm... I'm sorry I. didn't..."

"No. There's no need to apologize."

"then what happened?"

"Will my father got married and brought his new wife to the house. I was only five; I didn't understand what was happening. Anyway, my father's wife treated me very well at first. She was more than a mother to me but... one day...without any introductions or reasons she started treating me so badly like...like I was a slave, a very young and strong one, not just a child who hasn't turned seven yet."

"why didn't you tell your father?"

"My father! Huh. He was her slave himself. You know, when I tried, just tried to complain or tell him how she mistreated me he shouted at me and said if she is slapping or hitting me that's because of my bad behavior. And ten years ended like this. I was just a slave to her and her three sons. I was

studying and working at home and helping my father and taking care of her children, I still couldn't believe I survived it all for ten years."

"Will but you really did."

"Yes, I did."

"what happened then?"

"one day," Ameer continued after a while "I was talking with Ala'a, her youngest son,"

"isn't he your brother?" Ramzee interrupted

"I don't know. I can't call them my brothers."

"why?"

"because of that day. That day I just told Ala'a that I would finish my high school and then travel to finish my education outside the country. You know what he said?"

"what?"

"He said you are joking. And who will help our father and mother?" I told him that the three of them. He said "what! And what about our education?"

I said they can study and work, just like I was doing, and it would be a lot more easier because they are three."

"yeah.. And what he did he say?"

Ramzee asked after a long silence

"Nothing. He just stood up and went inside but... after midnight my father came to my room, he shouted at me and said that the idea of traveling or finishing my education should be taken out of my mind and from next morning I must go to work with him, there was no more school."

"you must be joking. I mean how... he is your father, isn't he?"

"Yes he is but, as I told he, he was her slave. Her loyal slave."

"well, what then?" Ramzee asked after a long thinking silence from Ameer

"I did what he said. From the early next morning I went to the store with him and worked until midnight and that's how it went for more than two years, no more school."

"what happened after two years?"

"will, one day while I was ready to leave home to go the store, Ala'a stopped me, ordered me to take down the garbage with me."

"excuse me but I think I didn't get you: you said your youngest brother ordered you?"

"Yes, he gave me an order."

"That's... that's really unbelievable. I

mean.... What did you do?"

"I told him to do it him self and he said 'are you crazy! You want me to smell bad and soil school uniform. Do it villainous." And he started insult me and my dead mother."

"will, that's bad," said Ramzee, trying to ease him "What did you do?"

"I slapped him, very roughly. He went to his mother and within a minute I found the whole family around me."

Oh, money

By: Adel Hassan Al-Adlany
English language graduate
Amran Faculty
adaladlany@yahoo.com

Can you tell me, oh money,
From where are you coming
And where are you going?
And if you go, don't you know
To where

The tills of the winds will carry you?
Can you tell me your name?
Can you tell me your identity
And your address, oh fascinating one?

Don't smile, do not smile;
Allah knows what you hide
In your tucks or behind them.
Releasing, cheering without reproach.

Don't you think you are guilty?
Don't you feel shame by doing such?
Charming and making quarrel with this

And that in the plaza of life
And you say it's not oppressive.
Don't try convincing me,
For thy deception is grandiose
And by this inspiration to us,
For us, you are continuous.

It is not a favor to live a day,
Which is shining with your slyness,
That you woke up those of drowsiness.

Do you think that we awaken?
And we are led just by you
And for you?

No, by God! Oh forsaken.
Oh, fascinating money,
Mild toward us, the poor, in life
And take steps of mercy.
Oh money, give up your sins,
Go away from me.

Undoubtedly, you are guilty
So the fire is your place.

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* للبيع: دورين وبدروم عظم، جديد، حي الوزير، بيت بوس. مساحة الأرضية حوالي ١١٠٥ لينة حر. على شارع ١٢ متر. تصميم رائع جداً، حجر جرانيت دائرية، بناء شخصي، مبني على حوالي ٥ لبن. شطب على نوك. فرصة نادرة

* دور واحد في المدينة السكنية، حداء، مساحة الأرضية ٨ لبن حر، الإتيحة شرقية. سعر البيع ٢٣ مليون ريال.

* فيلا دورين وبدروم، جديد عمر سنتين، مساحة الأرضية ١٥ لينة، حر، حداء، سعر البيع ٦٠٠٠٠٠ ألف دولار.

* أرضية حر، حداء، ١٢ لينة، سعر اللينة ثلاثة مليون ومائتين ألف ريال

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* للإيجار: فيلا مستقلة، المدينة السكنية، حداء، مفروشة بالكامل

* غرف نوم وحمامين. الإيجار الشهري ٧٠٠ دولار.

باحثون عن وظيفة

• بك محاسبة - خبرة ٤ سنوات - ممتاز في استخدام الحاسب الآلي والأنظمة المالية - يجيد القراءة والكتابة باللغة الإنجليزية.

للتواصل: ٧١١٠٠٣٢١٢

• بكالوريوس محاسبة - جامعة صنعاء - دبلوم سكرتارية كمبيوتر النظام المحاسبي من (يمن سوفت) الإصدار السادس - خبرة في مجال المبيعات والحسابات.

للتواصل: ٧٣٣٦٦٧٠٣٥

• بكالوريوس علوم وهندسة الحاسوب - خبرة في مجال الكمبيوتر والإنترنت - خبرة في مجال برمجة وصيانة الحاسوب - خبرة في مجال مبيعات وبرمجة التلفون السيار - يرغب في العمل في مجال تخصصه.

للتواصل: ٧٧١٨١٨٤٢٠ أو ٧٧١٨١٨٤٢٠

• فهد علي السقاف - بكالوريوس لغة انجليزية - دبلوم صيانة كمبيوتر - دبلوم برامج تطبيقية في الحاسوب - دورة في مبادئ المحاسبة - يرغب في أي عمل مناسب في صنعاء.

للتواصل: ٧٧٧٢٢٤١١٥

• يوسف علي - بكالوريوس محاسبة (جامعة تعز) - معرفة في النظام المحاسبي المتكامل (يمن سوفت)

للتواصل: ٧٧٧٣٢٣٩٨٢

• عبدالله النعماني - بكالوريوس محاسبة ومراجعة بتقدير جيد جداً - خبرة في مجال الحسابات والمراجعة والرقابة الداخلية - يجيد اللغة الإنجليزية كتابة ونطقاً - يجيد استخدام الحاسب الآلي والمراسلة على الإنترنت. - يرغب في العمل كمدير مالي أو مدير رقابة.

للتواصل: ٧٧٧١٩٩١٦٤

• عبدالله النعماني - بكالوريوس محاسبة ومراجعة بتقدير جيد جداً - خبرة في مجال الحسابات والمراجعة والرقابة الداخلية - يجيد اللغة الإنجليزية كتابة ونطقاً - يجيد استخدام الحاسب الآلي والمراسلة على الإنترنت. - يرغب في العمل كمدير مالي أو مدير رقابة.

للتواصل: ٧٧٧١٩٩١٦٤

• شوقي أمين أحمد - ثانوية عامه - سنة ثالثة تجارة (قسم محاسبة) - دبلوم سكرتارية كمبيوتر - خبرة في مجال المخازن لمدة ست سنوات (أمين مخازن - مراقب مخازن - متابعة مشتريات) - يبحث عن عمل مناسب

للتواصل: ٧٣٣٢٠١٩٣٣

• صدام أحمد العامري - بكالوريوس لغة انجليزية - يجيد التعامل بالمراسلات الخارجية والتجارية - يريد العمل في هذا المجال أو اعطاء دروس خصوصية في الفتره المسائية.

للتواصل: ٧٧١٦٠٧١٤٠

عقارات

• للبيع: فيلا دور حجر مسلح - المساحة ٧ لبن بدون تشطيب - مكونة من ٥ غرف مع مجلس وصالة و ٣ حمامات ومطبخ - الحوش دائري يتسع لسيارتين - الموقع بيت بوس

للتواصل: ٧٧٧٤٠٨٧١١

• للبيع: منزل في الروضة مكون دورين مع حوش.

للتواصل: ٧٧٧٨٧٩٤٦٥

• مطلوب شراء بيت شعبي أو مسلح في شارع خولان أو في أي حي مناسب بسعر خمسة مليون ريال.

للتواصل: ٧٧٧٧٨٨٧٤٥

• كميوتراوات، أدوات كهربائية، تلفونات، و أشياء أخرى

• مطلوب شراء تلفون الأدهم • للبيع: أدوات كاملة لكوافير على أن يكون السعر مناسب ويكون في حالة ممتازة.

للتواصل: ٧٧٧٥٠٠٩٨٧

للتواصل: ٧٧٧٧٩٥٠٠٥

ARAMEX
441099/8/7/6
أرامكس صنعاء ت: ٤٤١٠٢٤٥
عدن ت: ٢٦٢٤٢٤٢
فاكس: ٢٦٢٤٢٤٢
الحداء ت: ٢٦٢٤٢٤٢

M&M Logistics & Aviation Services
Tel : 01-531221/531231
التسليم للشحن والتوصيل ت: ٤٠٧٩٥٥
ورلد لينك ت: ٤٤٤٤٥٥-٤٤٤٤٤٥

مستشفيات

مستشفى الثورة ت: ٠١-٢٤٢٦٦٦-٦٦
المستشفى الجمهوري ت: ٠١-٢٤٢٦٦٦-٧٧
مستشفى سدة الأهلي ت: ٠١-٤١٣٨١
المستشفى الألماني الحديث ت: ٠١-٦٠٠٠٠-٦٠-٢٠٠٠-٠٨
فاكس: ٤١٨١١٦
E-mail: felixpene@hotmail.com

فنادق

فندق فرساي ت: ٠١-٤٢٥٧٧-١/٢
فندق شيراتون ت: ٠١-٢٣٧٥٠٠
فندق موفيك ت: ٠١-٥٤٦٦٦٦
فندق تاج سبأ ت: ٠١-٢٧٢٣٧٣
فندق ريلاكس ان ت: ٠١-٤٤٤٨٧١
فندق وأجنحة الخليج السياحي ت: ٠١-٦٠٣٥٥٠ - ٦٠٣٥٥٨

معاهد

معهد يالي ت: ٤٤٨٠٣٧-٤٤٨٠٣٩
معهد اللغة الألمانية ت: ٢٠٠٩٥٥
المعهد البريطاني للغات والكمبيوتر ت: ٢٦٦٢٢٢
فاكس: ٥١٤٧٥٥

معهد كاروكوس ت: ٥٢٤٣٤/٥
معهد أليكس ت: ٢٦٥٥٣٧
٥١٠٦١٢ - ٢٤٠٨٣٣

شركات للتأمين

الوظيفة للتأمين ت: ٢٧٢٧١٣/٢٧٢٧١٣
مأرب للتأمين ت: ٢٠٠٦١٢٩/٨١٣
الشركة اليمنية الإسلامية للتأمين وإعادة التأمين
صنعاء ت: ٢٨٤١٩٣
عدن ت: ٢٤٤٨٠
تجز: ٢٥٨٨١

شركة اليمن للتأمين صنعاء ت: ٢٧٢٧١٣/٢٧٢٧١٣/٤٣
عدن ت: ٢٤٧١١٧
تجز: ٢٥٠٢٤٥

مدارس

مدرسة رينبو ت: ٤١٤٠٠٢٧/٤٢٤-٤٢٤
مدارس صنعاء الدولية ت: ٣٧-١٩١٧/٢
مدرسة الزكية الدولية ت: ٤٤٨٣٥٨/٩
مدرسة المجاهد اليمنية ت: ٢٠٦١٥٩

سفرات

التسليم للسفرات ت: ٧٧٠٧٥٠
العالمية للسفرات والسياحة ت: ٤٤١١٥٨٩/٦٠

مطاعم

مطعم ومخبزة الشيباني (باسم محمد عبده الشيباني)
تلفون: ٢٦٦٦٦٦ - ٥٥٢٩٠ - فاكس: ٢٦٦٦٦٦

مطبخ مؤسسة منجحة يمن تايمز للصحة والطباعة والنشر

شارع حداء خلف مبنى السفارة الفلسطينية
صنعاء - الجمهورية اليمنية
تلفون: ٢٦٦٦٦٦ - ٢٦٦٦٦٦
فاكس: ٢٦٦٦٦٦ - ٢٦٦٦٦٦
ص. ب. : ٢٦٦٦٦٦ صنعاء اليمن

مطبخ مؤسسة منجحة يمن تايمز للصحة والطباعة والنشر

شارع حداء خلف مبنى السفارة الفلسطينية
صنعاء - الجمهورية اليمنية
تلفون: ٢٦٦٦٦٦ - ٢٦٦٦٦٦
فاكس: ٢٦٦٦٦٦ - ٢٦٦٦٦٦
ص. ب. : ٢٦٦٦٦٦ صنعاء اليمن

مطبخ مؤسسة منجحة يمن تايمز للصحة والطباعة والنشر

شارع حداء خلف مبنى السفارة الفلسطينية
صنعاء - الجمهورية اليمنية
تلفون: ٢٦٦٦٦٦ - ٢٦٦٦٦٦
فاكس: ٢٦٦٦٦٦ - ٢٦٦٦٦٦
ص. ب. : ٢٦٦٦٦٦ صنعاء اليمن

كوبون للاعلانات الشخصية المجانية (كل الاعلانات الشخصية بدون أي مقابل)

بيع | شراء | إيجار | إستئجار | طلب وظيفة | وظائف شاغرة | غير ذلك

تفاصيل الاعلان:

عنوان التواصل:

قص هذا الكوبون وارسله إلى صحيفة يمن تايمز على فاكس ٢٦٨٢٧٦ او على صندوق بريد ٢٥٧٩ - صنعاء
لمزيد من المعلومات اتصل ب (ت ٢٦٨٦٦١/٢/٣)

للإعلان في هذه الصفحة يرجى الإتصال على الرقم التالي 01/ 268661 وإرسال الإعلانات المجانية على فاكس 01/268276

Prominent Yemeni businessman passes away

By: Yemen Times Staff

SANA'A, Jan 2 — Sheikh Mahfoudh Salem Shamakh, Yemeni businessman and Supreme Committee member of Islah, as well as chairman of the Chamber of Industry and Commerce in Sana'a, passed away on Tuesday, Jan. 1, at the age of 68.

Shamakh was known for charitable acts and social activism. Since his youth, he contributed by giving sound opinions and bold advice, calling on the country to work towards prosperity, brotherhood and reconciliation until his death.

The sheikh was a strong economist who fought corruption via speeches and statements, highlighting the limitations of state-run economic policies. He also demanded economic reform.

In the political arena, Shamakh always called either on the authority or the opposition and other political segments to transparent round-table sessions to discuss controversial issues, clarifying that what is happening in the southern governorates are not only retiree-related political congestions but also nationwide issues.

In regard to dialogue, Shamakh stressed the necessity of creating the appropriate atmosphere. He reiterated that dialogue should not be limited to retirees and persons deprived of their lands in the southern governorates.

The late businessman spared no effort to fight rampant corruption in all state and government spheres, unless the state's political will and volition was present.

He also deemed that opposition



affiliates should do their role and educate themselves instead of voicing their opinions in newspapers. He also felt they should march into the streets and educate the public as well about how to propel the wheel of development.

Shamakh's life sketch in brief

Sheikh Mahfoudh Shamakh was born in Shibam, Hadramout in 1933. He studied in Shibam and then left to Al-Badri School in Aden. He is the founder of Al-Ta'awun Cultural, Sport and Political Club, founded in the 1960s over sports concerns. He also founded the Hadramout Society in Aden in the 1960s.

Shamakh is survived by three daughters, two abroad and one in Sana'a, and one son, O'mar, who is 30.

Shamakh was considered a prominent and wise Yemeni businessmen. He chaired the board of directors in

the Chamber of Commerce and Industry in Sana'a, and was named as the "sheikh of traders" in Yemen. He worked as the deputy director of the board of directors in Shamakh Trading Group and was also a member of the Supreme Committee of the Yemeni Congregation Party (Islah).

He is the founder of two societies, Islah Social and Charitable Society and Hadramout Social and Charitable Society. He further contributed to charity by establishing the Shibam Hadramout Hospital and a school for girls. He worked in the field of trading and extended good relationships with respectable social figures. He was also known for fighting governmental policies, particularly the

Law of Tax and Sales, taking his dispute with the government into the constitutional sphere in the Supreme Court. He was well-educated and was fluent in English. Shamakh provided a safe haven for southern governorate locals, particularly in Hadramout, during the time Yemen was split. He contributed to provide job opportunities for them and facilitated travel procedures into neighboring countries in order to find jobs there.

He supported charitable societies, such as orphanages, Qur'anic schools and a charitable foundation for cancer patients. In addition, he erected a hospital for psychological diseases, as well as a number of mosques and schools.

Shamakh is an exemplary model for businessmen through his contributions in social and charitable issues.

Yemen's 'Queen of Oranges'

These days, the biblical land of Sheba has an unlikely queen. She's Amina al-Amrani -- a 57 year old, mother of seven, better known as Yemen's "Queen of Oranges."

Amina can't read or write but she's become an urban legend as one of the top wholesale fruit brokers in the country.

"I stood strong and persisted. I kept working and I kept trading and that's how I gained the experience," Amina al-Amrani said.

A self-made entrepreneur, Amina is one of eight licensed brokers in Sanaa's wholesale fruit market.

She sells almost 200 tons of fruit daily -- worth about a quarter of a million dollars -- but is hesitant to disclose her profits.

She has thirty men working for her and she's a broker for about 400 farmers around the country.

"Competition is tough, they're all men in this field. Because I'm a woman and I'm successful some people try to hassle me to drive me out of the market."

After 20 years in the business, she's made her mark.

In the mountains overlooking Sanaa Amina visits old clients and friends at the first farm she ever dealt with, back in 1983.

"I used to sell coral necklaces to the women in this family. One of them still owed me money, and she said that when the peaches ripen she'll sell them to pay me. I just took the peaches. When I sold them, I made a good profit. Then I kept coming back to buy more."

Even then she left an unforgettable impression.

Farmer Ali al-Tahuma said, "She's the first businesswoman I ever met.



Amina's family once ostracized her for working -- now she supports them financially.

She's not like other women who just hide behind their veils."

Today Amina exports her fruits to countries around the Gulf as well as Egypt and Sudan, and she's attended agriculture conferences in places as varied as Germany and China.

In rural areas of Yemen it's estimated that over 80 percent of women work in agriculture, mostly doing unpaid manual labor on their families' farms.

In the formal economy, women still account for less than one quarter of the workforce.

Maha Ghaleb, director general of the Working Women's Directorate said: "We have to work on the mentality of people, on their perceptions of working women."

"Still the perception is not clear of working women, the role of working women, the role of women in this society."

It's a conservative society. Many families still consider it inappropriate for women to work closely with men outside their family.

Amina says she owes her success

mainly to her husband's support.

"It was very difficult because my family didn't accept it at all," she said.

"My mother screamed at me that I was shaming the family and my brothers didn't speak to me for four years."

Now Amina financially supports most of the family members who once ostracized her.

Maha Ghaleb says she's a role model for other Yemeni women.

"To tell them you can take the initiative even if you have nothing. Just have the motivation, just have in mind that you can do it, and you will do it."

In her home where she lives with her camera-shy husband and daughters, Amina proudly displays her picture with the Yemeni president.

She says she hopes her daughters will one day work with her, but only after completing their studies.

For now, she's content to enjoy the fruits of her labor.

Source: CNN

Adrift in the Weird World of Sports

"Incredible, absolutely incredible," said Noble, who visited Nepal in 1999 to take photographs for a travel feature for the Press Association, the British wire service.

"There were seven elephant polo teams there from all over the world, and an umpire riding a massive bull elephant who rode around ensuring fair play," said Noble, 32, who joined Reuters in 2006. "There were two other guys running around the field removing any elephant dung dropped on either goal line which could have prevented a goal from being scored."

Through his camera lens, Noble has seen some of the wackiest sports on the planet.

In August 2006, he was in Wales to shoot the bog-snorkeling world championship, which featured 100 contestants -- some wearing pajamas -- with snorkels and flippers in a muddy trench about 150 feet long and 4 feet deep. Rules governing the sport forbid using conventional strokes.

"People of all ages, of all sizes, jumped into this smelly trench and tried to get from one end to the other as fast as they could," Noble said. "Spectators were cheering wildly when a woman who weighed about 400 pounds jumped into the mud, and they cheered one man who jumped in wearing a fairy-godmother

costume, and another who wore a Superman cape."

One of Noble's photographs of bog snorkeling is included in a recently published book, "Reuters Sports in the 21st Century" (Thames & Hudson).

"Like Phil, many of our photographers have a passion to cover the quirkiest side of sports," said Jassim Ahmad, a photo editor at Reuters who managed production of the book. "When we were putting this book together, it was unbelievable to learn of all the weird, wonderful sports going on in the world."

Noble, who lives with his wife, Paula, and their two children in Manchester, England, has zoomed in on his share of oddball sports in his home country. He once covered a cheese-rolling championship in Summerbee, where participants clench large wheels of cheese between their legs before releasing them down a hill and giving chase.

"The cheese wheel is about the size of a soccer ball, and the first guy who catches his cheese wins," Noble said. "But the hill is so steep, it's actually quite dangerous. In fact, an ambulance crew waits at the bottom of the hill, just in case."

Noble has also covered sheep racing in Wales and toe wrestling in England.

"Obviously, you cannot ride sheep," Noble said. "So people knit jockeys out of wool and fasten the knitted jockeys to the

sheep and race them on a course made out of bales of hay. It's sort of like a rodeo, but on a smaller scale."

Noble has his sights set on covering a number of other little-known championship events in England and beyond, including cricket matches on ice, lawn mower racing and desert golf.

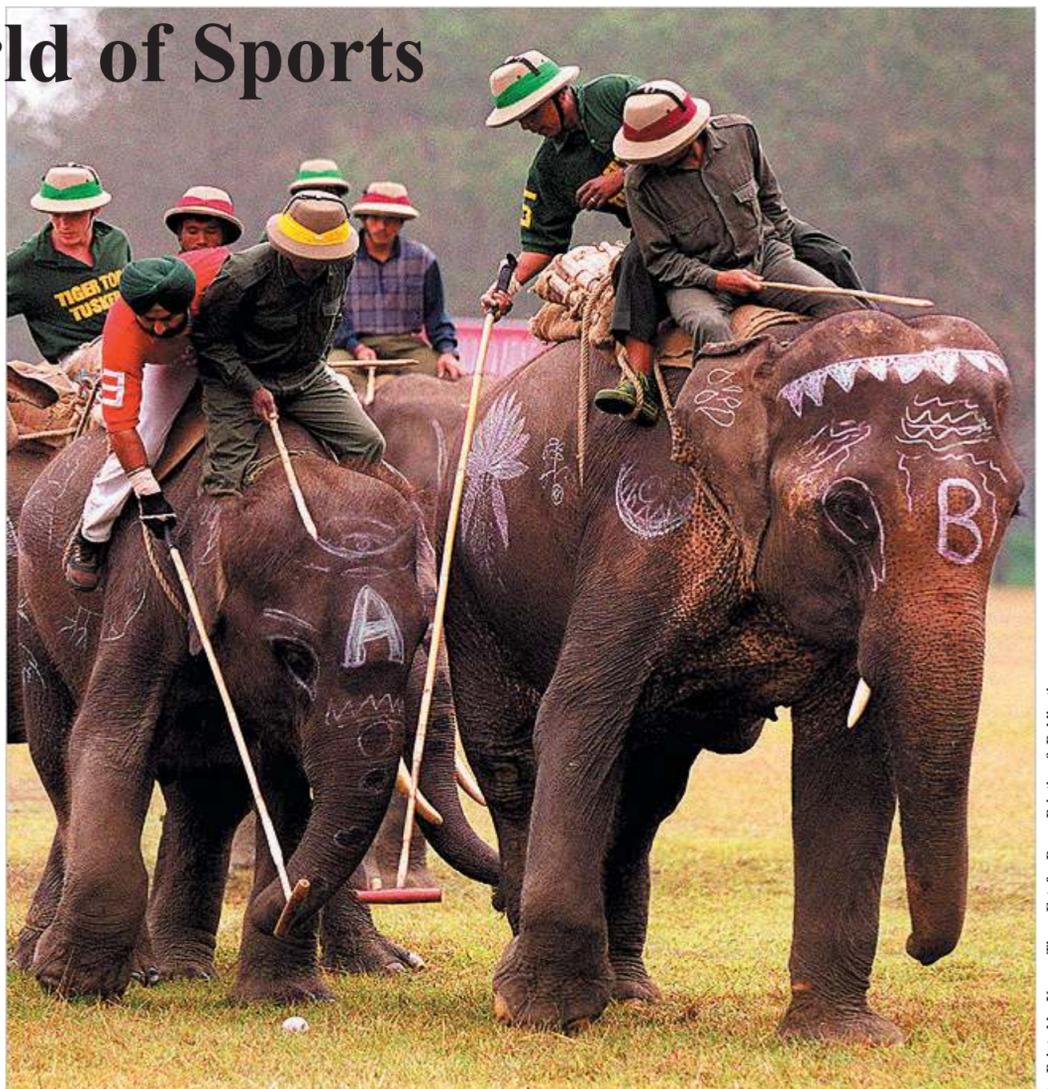
"When I golf, I have a habit of finding bunkers," Noble said, laughing. "As much time as I spend hitting out of sand traps, I would give Tiger Woods a run for his money in desert golf."

Although he has photographed "everyone in England from Prince Charles to David Beckham," Noble says he gets great satisfaction in "covering people you can actually relate to."

"When it comes to covering mainstream politics or sports, you can't get anywhere near most celebrities for a little conversation or to get to know them a bit, because they are always off limits," he said. "One of the best parts of my job is that I do get to meet regular people, like the men and women who compete in these lesser-known sports."

"Take the winners of the bog-snorkeling and cheese-rolling events. Except for the fact that one of them dived into a smelly, muddy swamp and the other chased a cheese wheel down a steep hill in order to become world champions, they are really no different than you and me."

Source: www.nytimes.com



Elephant polo is among the offbeat sports that Phil Noble has photographed.



Education

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No. 23

Dr. Ramakanta Sahu
Associate Professor
Department of English
Faculty of Arts and
Education, University
of Science and
Technology, Sana'a
Tel: (01) 311117
Mobile: 733523970
P. O. Box 14533, Sana'a



ramakantasahu@yahoo.com
dr.sahu47@rediffmail.com

Improve Your English: 311

I. What to Say

Situations and Expressions (99):

Use of usual words with unusual meanings

The obscurity or lack of easy comprehensibility of the language of Law is due, primarily, to two reasons:

a. Use of unusual, unfamiliar words or 'jargons'; and b. Use of familiar words with unfamiliar meanings. Such words are heavily loaded with unusual connotations. A common reader readily recognizes these words, but is confused to come across their meaning in a legal context, as the following examples clearly illustrate:

Access: a right granted to a parent, who has not been awarded care or control, to come into contact with his or her child on a regular basis.

Contributory negligence: where the claimant in an action for negligence has been partly responsible for the damage caused by the defendant.

Controlled tenant: a tenant of a property below a certain rateable value, enjoying legal protection against rent increases imposed by his landlord.

Conveyance: a document transferring a free hold interest in land after sale.

Dewarding: process by which a child ceases to be a ward of court either by court order or by reaching full age.

First class paper: payable orders drawn on financial institutions of the highest reputation.

II. How to Say it Correctly

Correct errors, if any, in the following sentences

1. She'd hung her coat above the back of her chair.
2. It's impossible to find him between thousands of people who would gather there.
3. I sat nearby my friend at the lecture
4. We went for shopping at the City Mart on last night.

Suggested answers to the previous issue's questions

1. She got low grades for her exams. **Therefore**, she had to retake them to get into college. (Or ... and **therefore she had to...**)
2. I had to go into work even **though** I was feeling sick.
3. We landed at Aden airport, **in** Yemen, at 10.00 on Thursday.
4. I live **at** 19 Al-Jerif Street.
5. He'd left his papers all **over** the room.

III. Increase Your Word Power

(A) How to express it in one word

1. Sign of what is to follow
2. See beforehand or in advance
3. Be a sign or warning of something to come
4. Suffer the loss of something as a punishment or consequence
5. Shape and size of a book, including the type, paper and binding

Suggested answers to the previous issue's questions

1. Say in advance what is likely to happen: **forecast** (vt)
2. Use the right given by a mortgage to take possession of property when interest or capital has not been paid at the required time: **foreclose** (vt)
3. Enclosed space in front of a building: **forecourt** (n)
4. Part of the day between sunrise and noon: **forenoon** (n)
5. Medical knowledge as needed in legal matters: **forensic** (adj)

(B) Words often confused

Bring out differences in meaning of the following pairs of words

1. grand, grandiose
2. hallucination, nightmare
3. accident, occidant
4. amateur, immature
5. assignation, assignment

Suggested answers to the previous issue's questions

1. **unmanly** (adj) (lack of manliness): Cowardice leads to an unmanly attitude.
unmannerly (adj) (discourteous, having bad manners): He was punished for his unmannerly behavior.
2. **grin** (n) (act of smiling broadly so as to show the teeth, expressing amusement, foolish satisfaction, contempt, etc): There was a tigerish grin on the murderer's face.
green (adj) (the color between blue and yellow): Grass is green.
3. **informer** (n) (person who informs against another to the police): The police arrested the criminal after

getting tips from the informer.

informant (n) (a person who gives details about his language, social customs, etc. in the form of facts to someone who is studying it): The researcher is analyzing the responses of the informants.

4. **conqueror** (n) (one who defeats or overcomes enemies by force of arms): Alexander, the great, was a famous conqueror.

explorer (n) (a person who travels into or through a place for the purpose of discovery): Columbus, a great explorer, discovered America.

5. **attitude** (n) (manner of feeling, judgment, and opinion): You should always nurture a healthy, positive attitude.

behavior (n) (good or bad manners): She pleases everyone by her pleasant behavior.

(C) Synonyms and Antonyms

(i) Synonyms

Choose the word that is closest in meaning to the one in bold in the following sentences

1. He is known for his **parsimonious** nature.
a. cruel b. prodigal
c. haughty d. miserly
2. A **voracious** reader as he is, he has a wide range of general knowledge.
a. desiring much b. explosive
c. strong d. active
3. The audience was impressed by the speaker's **eloquence**.
a. clarity b. fast delivery
c. ability d. power of expression
4. With his accurate choice of words and fluency, he was naturally selected as the best **orator** of the college.
a. speaker b. singer
c. debater d. critic

(ii) Antonyms
Choose the word that is most opposite in meaning to the one in bold in the following sentences

1. He is known for his **extreme** views on everything.
a. moderate b. timid
c. casual d. ordinary
2. As a result of wide reading, he has an **extensive** knowledge of the subject.
a. restricted b. limited
c. little d. ordinary
3. The food has gone **stale**.
a. fresh b. new
c. tasty d. nice
4. Everybody hates him for his **meanness**.
a. generosity b. kindness
c. pragmatism d. timidity
5. Are you **serious** about what you're saying?
a. thoughtful b. insincere
c. smug d. jolly

Suggested answers to the previous issue's questions

- | | |
|--------------|----------------|
| Word | Synonym |
| 1. accessory | additional |
| 2. confess | admit |
| 3. nostalgia | homesickness |
| 4. puerile | childish |
| 5. abdicate | renounce |

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4. Everybody hates him for his **meanness**.
a. generosity b. kindness
c. pragmatism d. timidity
5. Are you **serious** about what you're saying?
a. thoughtful b. insincere
c. smug d. jolly

Suggested answers to the previous issue's questions

- | | |
|----------------|----------------|
| Word | Antonym |
| 1. traverse | hinder |
| 2. truant | sedulous |
| 3. terrestrial | celestial |
| 4. trifle | treasure |
| 5. foggy | opaque |

(D) Spelling

Choose the correctly spelt word

1. a. accomplish b. accomlish
c. accomplis d. accompic
2. a. acount b. akount
c. accaunt d. account
3. a. accumulate b. acumulate
c. accumulat d. accumulet
4. a. akurate b. akkurate
c. accurat d. accurate
5. a. ackusation b. accusation

c. akkusation d. accusetion

Suggested answers to the previous issue's questions

1. accident
2. acclaim
3. acclimatize,
4. accommodate
5. accompaniment

(E) Phrases and idioms

Use the following in sentences

1. as clear as mud
2. have the brass neck
3. like the clappers
4. be rough on
5. chickens come home to roost

Suggested answers to the previous issue's questions

1. **let sleeping dogs lie** (not to look for trouble on purpose): Let's not provoke him about the unpleasant incident; let the sleeping dogs lie.
2. **pull a rabbit out of the hat** (to produce a very pleasant surprise): The minister's expulsion from the cabinet seems certain unless the Prime Minister pulls a rabbit out of the hat.
3. **be pushing** (to be nearby a certain age): Dr. Ahmed is amazing – he's pushing 80 but is still active.
4. **work the oracle** (to produce the desired result): Your sincerity and hard work will certainly work the oracle and you will achieve your objective.
5. **jump at the chance** (to take advantage of an opportunity): If I win a scholarship to go abroad, I will jump at the chance.

IV. Grammar and Composition

Complete the gaps in these sentences with a phrase from the box and the best form of the verb in brackets.

shouldn't have would have could have
couldn't have should have wouldn't have

1. Oh no, I've lost my wallet. I know I _____ (do) it in the taxi.
2. Watch where you're going! That was close! We _____ (crash) into that car.
3. The cleaning lady didn't clean my flat very well. I _____ (do) it myself and saved money.
4. Why didn't you tell your friend the truth? I'm sure she _____ (believe) you.
5. I did my best to catch the flight but I _____ (run) any faster.

Suggested answers to the previous issue's questions

1. The price is \$80 but it's subject to VAT so that it will be \$95.70.
2. **AIDS** has been described as possibly the most deadly epidemic in the history of the world.
3. **NASA** has announced that the next space shuttle launch will take place next year.
4. The **OPEC** are to meet in Geneva to decide whether to increase the price of oil.
5. **NATO** military exercises involving American forces will be held in Britain and Germany this winter.
6. An expert from **UNESCO** produced a report on primary education in under-developed countries.

(B) Composition

Expand the central idea contained in the maxim
129: YOUTH IS BLUNDER; MANHOOD A STRUGGLE; OLD AGE IS REGRET

Expansion of the previous issue's topic

128: SUCCESS HAS MANY PARENTS, BUT FAILURE IS AN ORPHAN

When someone achieves success in any field, many people come forward to share the credit; but if a person is met with failure, no one seems to take responsibility for the disaster. That is to say, success is the fond child of many who eagerly extend their arms to claim its parenthood, but if failure is likened to be a child, no body wants to be its parents. So it is an orphan. Everybody passes the buck and points the accusing finger at the other blaming him for the failure. This maxim teaches us the important lesson that it is easy to find many fair-weather friends but very hard to find a soul to share someone's misfortune.

Pearls from the Holy Quran

It is He Who hath made you the inheritors of the earth: He hath raised you in ranks, some above others that He may try you in the gifts He hath given you, for thy Lord is quick in punishment. Yet He is indeed Oft-forgiving, Most Merciful.

S6: A165

Food for Thought

"I don't want to live – I want to love first, and live incidentally."

–Zelda Fitzgerald

Practicality of practicum



Muhsin Ahmad Bin Shamlan
muhsin_shamlan@yahoo.com
Ass. Prof. Department of English (UST)

Drawing on the few but insightful remarks made by Dr. R. Sahu, my younger colleague, about Practicum (Yemen Times, Issue 1098, Ed 21), I would like to throw some light on some aspects of this course, Practicum (1) as one component of fourth level students program (Education Major) at the University of Science and Technology (UST).

Needless to say that micro teaching or peer-teaching is a practical training program specified in almost all of the Faculties of Education in the Yemeni universities, public as well as private. The objective is mainly to train the student-teachers to grasp the focal or essential elements and concepts of teaching a foreign language. English Language Teaching (ELT) has got the lion's share, of course, of this course.

Hence, I'm talking about the ELT micro-teaching in particular. Practicum (1), as the number indicates, is the threshold of practicum (2) which we usually call macro-teaching. In the practicum (2) the student-teachers get directly to authentic classrooms to conduct teaching with a supervisor to watch and evaluate the whole process.

Experiencing this kind of supervision at different Faculties of Education (Al-Hudaidah, Aden, Hadhramawt, Science and Technology universities), I have gained some useful insights in dealing with the micro – macro-teaching. As this article is solely concerned with peer-teaching I will discuss only the following subsumed points:

1. Classroom observation
2. The roles of a teacher in classroom

Classroom observation

Benefiting from their previous course of methodology, students usually have the readiness to implement the theoretical information about methods and techniques in real situations. But as peer-teaching has this paradoxical nature of teaching non-authentic students in non-realistic class situation, student-teachers are advised first to observe real-class situations to have a fresh orientation, practical insight and get familiarized to the knitty-gritty of the teaching-learning process.

Continued on page 2

Linguistic Landscape in Yemen



Dr. Anwar Al-thwary
anwaraha@yahoo.com
Assistant Professor
Department of English
Faculty of Education
Sa'ada
Sana'a University

The speech community in Yemen, generally speaking, is monolingual in Arabic. Arabic is the native and official language in Yemen where standard Arabic and other Arabic colloquials are used in, what is known as, a diglossic situation. Language minorities hardly exist. Mehri and Soqotri are two non-Arabic languages which descended from the ancient Sabaen Kingdom and which are in use till date. They, however, have no significant linguistic role, since they are used in restricted places, by limited number of people and for limited number of functions: Mehri language, with 70,643 speakers in Al-Mahra governorate, and Soqotri language, with an estimated 43,000 speakers in the Socotra archipelago (2004 census, see Wikipedia Encyclopedia). Both are spoken only at home. Jews, as a religious minority, communicate in Arabic, their mother tongue, either among themselves or in the society. Hebrew has a marginal role of being used in the religious rituals.

Like other parts of the world, Yemen has been influenced by the process of modernization and globalization in the last couple of decades. Foreign languages, particularly English, are gaining growing importance in the country. All

Yemenis believe that foreign languages are necessary if they want to catch up with the movement of modernization which is essentially based on western models. In the late twentieth century English has emerged as a major international language of science and technology as well as a significant additional language all over the world. It is "the medium of the Second Industrial Revolution; and international science and information, international business world organization and diplomacy, international tourism, aviation and shipping, entertainment such as sports, cinema, television and pop music, 60% of the world's radio broadcast, and 70% of its mail are encoded in English" (Loveday 1996:91). As a result, English has been given a special attention and is employed in many spheres like education, mass media, internet and commercial and business activities.

Although English is neither a national nor an official language and still occupies the status of a foreign language in Yemen, it is considered the most important foreign language. The prestigious status that English has in Yemen is noticeable in the emphasis on English in the educational system and the market place. Formal foreign language education in Yemen begins with English when a student reaches grade seven. In other words, English is the only foreign language taught in public schools for at least six years, i.e. the last three years of the essential stage plus the three years of the secondary stage. English is also taught from the first grade in the private schools. Foreign language, mainly English, institutes and centers are scattered in almost all Yemeni cities and towns. Moreover Ministry of Education is now working on a plan, which allows the introduction of English from the 4th grade. In fact, the plan has been already applied in some primary schools of the capital city of Sana'a.

Continued on page 2

EFLT Panorama

Review of the textbooks of vocational institutes



Dr Ayid Sharyan
(Associate Professor)
Department of English,
Faculty of Education, Sana'a
University, Sana'a
ayids@yahoo.com

for Industry, English for Commerce, English for Veterinary, and English for Agriculture. These courses are offered for Technical Education (2 years after the high secondary schools) and Vocational Training (3 years after 9th grade).

The Curriculum and Continuous Education Department at MTEVT aims at developing curricula to improve the level of TVI. The General Administration of Curriculums and Teaching Aids are trying to assess how well the aims set for TEVT are appropriate and develop TEVT teaching and learning materials on the basis of this evaluation.

The team led by Dr Ayid Sharyan from the Faculty of Education, Sana'a University looked at textbooks for year 1, 2 and 3 for Veterinary Institutes. The members of the team comprised the following: 1) Faez Al-Absi, a teacher at Veterinary Institute, Sana'a; 2) Wadah al-Humaidi from the Women's Training Institute at Sana'a; 3) Hind Saleem from Vocational Institute of Marine Life at Aden; 4) Farooq Ali from the MTEVT.

The team began by meeting the students, teachers and administrators at the Veterinary Institute (VI), Sana'a. The VI (established in 1982 by the Ministry of Education) is the only one of its kind in Yemen. In 1993 when the General Board for the Educational Training was established, VI became more broad-based. Since MTEVT was established in 2000, it has expanded to include about 230 students who specialize in food technology, animals production, agricultural and veterinary studies with about 60 staff members (about 10 of them in the Veterinary Section). In addition to the labs, the large



The reviewers engaged in the arduous task.

area of the VI provides enough space for training, growing plants for the livestock, and nurturing the honey hives.

VI aims at graduating technicians and skilled workers to meet the requirements of the local market (and to some extent the neighboring market) from the technicians, craftsmen or draftspeople. To encourage skillful workers the VI provides free accommodation.

However, the students do not show a high level of motivation due to the low social esteem they enjoy, dismal job prospects and limited scope for higher education. Teachers believe that there is no coordination with the labor market and the partners concerned, e.g. related ministries, private and public sectors, neighboring market to absorb the graduates. If, however, tangible measures are taken, this can help them to boost their self image. Such a solution can attract female students (now there are no female students enrolled in the institute) to this discipline. Because of the lack of survey

studies, students have no other option than to speculate the demands of the job market and accordingly they choose areas of specialization. They want to be properly guided to specialize in fields that are needed by the market.

Teachers are of the view that the English curriculum for Veterinary section should be updated. It uses old vocabulary and lacks attraction for students. They urge upon the authorities to revise and update the courses by including teaching materials on par with the students of the same level in other streams. They would like to get exposure to modern teaching technology, innovative teaching materials and aids, e.g. CDs.

On the basis of the views of students, teachers and administration the team draws their conclusions, makes its recommendations to the ministry and reports to the General Administration of Curriculums and Teaching Aids in MTEVT to incorporate these while editing the teaching materials.

A letter to the learners of English: 11 More reading, better writing



Prof. M.N.K. Bose
Professor of English,
Faculty of Education, Taiz
mnk_bose@hotmail.com

Dear student friends,

Great writers are better readers; it is their voracious reading that has made them good writers. The more you read, the better you write. Reading, as we have seen, makes you knowledgeable and what you have gained through reading can be shared with others either through discussion with others or writing for others to read. Knowledge multiplies when shared with others, unlike money, which may not do so. One good way to let it multiply is to share it with others through writing.

Writing makes a complete man (and woman too); in other words, if you don't write, something is missing in your life. Writing is the offshoot of reading; if you want to be an effective writer, you should be a good and voracious reader. If writing is the 'output', reading is the 'input'; reading is said to be a receptive skill whereas writing is a productive skill.

Writing involves cognitive or mental skills and motor or physical skills. The former is responsible for the development of ideas for writing and the latter for neat and legible writing. Good and relevant ideas are easily available to those who read a lot, because reading enables them to get a lot of ideas. This is the interrelationship between reading and writing. Physical skills involve paying

attention to the size and shape of the letters of the alphabet, leaving appropriate spaces between words and sentences while writing, indenting and using the right punctuation marks. All these have to be developed through constant practice and conscious training. That's why handwriting practice should begin in the beginning classes so that your hands are trained to write well.

Similarly, spelling is learnt through practice and is 'remembered by your fingers'; haven't you seen students who write in the air or on the desk with their fingers whenever you ask them for the spelling of a word?

Cognitive skills involve developing ideas related to the topic of writing, ordering them in the right way and putting them together in an appropriate manner so that the reader gets the information the writer wants him/her to. Unlike the physical skills, these skills involve the mind of the writer and this aspect of writing is what is directly related to reading.

While teaching writing, your teachers first ask you to think about the topic you are going to write on; your reading should help you at this stage, a better reader gets more and better ideas than the others. In the early classes, teachers can help you with useful clues to the topic, which enable you to associate them with whatever you have read earlier related to the topic, if you have. In other words, if you are a good reader and have read several things about what you are going to write, you will be able to get good ideas about the topic on hand. So read more in order to get good ideas for writing.

Physical skills are not much helped by your reading, though exposure to good and well written pieces of writing can be of great help in this regard. How to learn these skills will be discussed in the following letters.

Yours affectionately,
Dr M N K Bose.

Under the auspices of the Ministry of Technical Education & Vocational Training (MTEVT) 12 committees (of 52 reviewers) were constituted from the technical and vocational institutes (TVI), Sana'a University and the MTEVT to evaluate, revise and develop the requirement and supporting courses in the TVI. With a view to sensitizing the members about the latest developments in the field of evaluation, a workshop was organized from 7 to 18 November 2007 in the premises of the MTEVT. The workshop was inaugurated by the Minister of MTEVT Dr Omar Hujari who spelt out the broad framework and the guiding principles for reviewing the current TVI textbooks followed in: Islamic Education, Arabic, Social Issues, Mathematics for Industry, Mathematics for Veterinary and Agriculture, Mathematics for Commerce, Physics for Industry, Chemistry for industry, English

Continued from page 1

Practicality of practicum

Usually student-teachers are taken to different schools, both public and private to observe the following:

1. The natural atmosphere of class (population, size of room, ventilation, etc.).
2. The roles of the teacher while practicing teaching.
3. The three-dimensional interaction taking place between teacher – students, students – teacher, and students – students.
4. The activities in the class.
5. The nature of evaluation to weigh the success or failure or otherwise of each lesson.
6. The class management.

After accumulating considerable amount of information, student-teachers are required to write a brief report about their findings. This report is not more important than the experience itself of being within a real-class situation observing unique learning procedures exhibited in front of them. This experience, no doubt, motivates the trainees to take over and start the trail of teaching. Micro-teaching then takes place as natural as in any other classroom except for two important factors: the audience where student-teachers teach their peers

(classmates), and the duration of class with only 15 or 20 minutes allocated for each lesson (see the lesson plan attached).

Roles of the teacher

Jeremy Harmer (2001) in his excellent book, *The Practice of English Language Teaching*, has distinguished more than ten various roles of the teacher inside the classroom. Some of which are:

1. The teacher as an *organizer* (organizing students, activities, etc.)
2. The teacher as an *assessor* (evaluating students' work and tests)
3. The teacher as a *prompter* (helping students in certain activities such as Role-Play or grasp words or phrases and continue the act)
4. The teacher as a *tutor* (guiding the students and helping them in their projects and tasks)
5. The teacher as a *language model* (reading aloud or saying dialogues before students repeat same actions).

This multi-faceted-personality of a teacher entails upon him/her certain qualities to maintain an extraordinary degree of flexibility and understanding.

Out of my own experience, I find

that most of the student-observers focus mainly on the role of a teacher as a conveyor or sender of information while the other party, the student, is mainly a receiver or repeater.

Finally, I feel that we are in need of a special conference to be dedicated to discussing such issues relevant to practicum and practicality of teaching foreign languages. May I here put forward this suggestion to the people in charge of the British Council in Sana'a to think it over?

| The lesson plan | |
|---|---|
| Grade level: 5 th | Lesson title: It's raining Page: |
| Time: | Date: 29/11/2007 Day: Thursday |
| Instructor: Saba Ahmad Dhaba'an | |
| Teaching points: | Vocabulary: Camping, shining, suddenly |
| Objectives: | make the students understand the dialogue and memorize it. make the students know the new vocabulary and use them in the dialogue. |
| Instructional material: | recorder, marker, white board, PB and WB |
| Warm up 1 minutes | |
| T's work | S's work |
| Ask Ss let the student to listen to the rain sound. And make them guess what sound is it? | Guess the answer. |
| Presentation 8 minutes | |
| T's work | S's work |
| Ask the students the focus questions present the dialogue by the recorder two times. | Listen to the dialogue and try to understand it to answer the questions |
| Practice 8 minutes | |
| T's work | S's work |
| Public Pairs Ask Ss to volunteer and read the dialogue? | volunteers read dialogue loudly |
| Private Pairs ask the students to memorize and do the dialogue together. | Ss do the dialogue with each other |
| Public check ask Ss to say the dialogue form their mind | Ss do the dialogue for m their mind |
| Production 2 minutes | |
| T's work | S's work |
| Make two more students to produce the dialogue | The students produce the dialogue |
| Follow up 1 minutes | |
| Memorize the new words | The students do them. |
| Do the home work and exercise | |

Linguistic Landscape in Yemen

Private schools have also started to teach French alongside Arabic and English. At the university level, besides being taught as a major subject in the departments of English, English is the medium of instruction in Medicine, and Engineering. Other foreign languages like Persian, Italian, and German are taught only in some of the language colleges as a major specialization.

Due to the increased exposure to English language, especially after the advent of TV space channels and the use of computer and the Internet, the new generation feels curious about the use of this language to appear more fashionable and up to date. Internet, as one form of information revolution, has recently become the most powerful driver of globalization. The access to Internet has been made easy by the numerous internet cafés that appear in major population centers. Furthermore, a large number of shops, restaurants, hotels, and firms in the public space have their signs and price lists in English.

All these facts represent a language contact situation which leads to some

interesting linguistic phenomena such as multilingualism, language mixing, code-switching and lexical borrowing.

The concept of Linguistic landscape: The topic of signs in the public space has received scant attention till the late 1990s. Now, there's an increasing interest in what's known as the "linguistic landscape". It is a new sociolinguistic approach to multilingualism. The concept of LL was first introduced by Landry and Bourhis (1997) who defined it as "the visibility of languages on public and commercial signs in a given territory" and more precisely "the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings which combine to form the linguistic landscape of a given territory, region, or urban agglomeration" (as quoted by Backhaus 2005: 104). Terms like "linguistic market", "linguistic mosaic", "ecology of language", diversity of languages, etc., though highlight different aspects of LL, usually are used to refer to the social context where more than

two languages are used either in speech or writing (see Gorter 2006:1). At the same time, Gorter (2006:2) suggests that the term "linguistic cityscape" can be used instead of LL when we describe the shopping areas in cities. After all, the term "linguistic landscape" is the most common convention in the literature. Written texts on signs do not only provide us with information of everyday urban life, but also symbolize the social and linguistic identity of a given region. LL is a rich empirical area of study which addresses the topic of language and space and really brings to the forefront a number of related topics such as multilingualism, globalization, language dominance, language contact, lexical borrowing, demographic

change, language mixing and so on.

It is a well-known fact that the public space in the Yemeni cities, particularly in the capital city of Sana'a, has become increasingly decorated with all sorts of written discourse: shop and office signs, public and government signs, neon advertisements, stickers, traffic and direction guidance, street and zone names and so on. LL like that of Yemen is much less divergent in comparison with those of Tokyo, Bangkok, Palestine, etc. which seem to be much more diverse and complex.

This short article represents only an introductory statement of a wider sociolinguistic research on the linguistic landscape in Yemen.

NOTES:

1. Many Arabs and non-Arabs immigrants and refugees came to Yemen due to war and political problems in their countries. Though belonging to culturally and linguistically different backgrounds, their number is too small to constitute separate and identifiable neighbourhoods in the country.
2. Loveday, Leo J. 1996. *Language*

Contact in Japan: A Socio-linguistic History. Clarendon Press: Oxford.

3. Backhaus, Peter. 2005. Signs of multilingualism in Tokyo — a diachronic look at the linguistic landscape. *Int'l J. Soc. Lang.* 175/ 176: 103-121

4. Gorter, Durk. 2006. Introduction: The Study of the Linguistic Landscape as a New Approach to Multilingualism. In D. Gorter (ed.), *Linguistic Landscape: A New Approach to Multilingualism*: 1-6

SCIENCE QUIZ LINE

Tick (✓) the most appropriate choice

1. Even though the atmospheric oxygen (20%) is more than the dissolved oxygen in water (0.5 – 0.9%) most fish die when taken out of water. Why?
 - because of high temperature
 - because their breathing organ is not designed to take oxygen from air.
 - because of thirst
 - none of these

would be the

- humans
- robots
- computers
- microbes

2. Presence of three unpaired electrons in the nitrogen atom can be explained by
 - Heisenberg's principle
 - Pauli's exclusion principle
 - Hund's rule
 - Aufbau principle

3. An electric bell works on
 - electromagnetic induction
 - electrochemical reactions
 - magnetism
 - none of these
4. The ultimate rulers of this earth

5. What is deer meat called?
 - pork
 - bacon
 - venison
 - haggis

Suggested answers to the previous issue's questions

1. A biotechnological strategy to clean up wastes is known as **Bioremediation**.
2. When salt is added to water, the flowers of a twig kept in it remain fresh for a long time because of **exosmosis**.
3. The volume of air inhaled which is equal to the volume of air exhaled is called the **tidal volume**.
4. **Rabbits** have the highest number of litters.
5. Carbohydrates are stored in body as **glycogen**.

ANY GUESSES?

1. What is 'three-peat'?
2. What does the expression 'The coast is clear' mean?
3. What is the meaning of 'let's change the channel'?
4. Who is described as 'fuddy-duddy'?
5. What is 'kid-glove approach'?

forgo promotion to avoid stress.

3. We 'excuse' minor offences. Example: I excuse you for coming late to the meeting. When we 'forgive' someone, we excuse him; also we don't carry any ill-feeling towards him. We forgive and forget. To sum up, 'excuse' is used for small offences. 'Forgive' is used for small and big offences.

Suggested answers to the previous issue's questions

1. The expression 'personality cult' implies 'an excessive admiration of a famous person, especially of a political leader.' It is often used in a derogatory sense.
2. 'Forego' means 'go before'. Example: The foregoing remarks were made by Dr. Ismail. 'Forego' means 'to abstain from, do without.' Example: He decided to

4. The word 'madcap' is used as an adjective and a noun. A madcap is not mad, but impulsive and reckless. Example: I don't approve of your madcap adventures.
5. The idiom 'He is a rogue' can be used with good and bad things. 'Of the first water' means of the finest quality or extreme degree. Example: He is an intellectual of the first water. He committed a blunder of the first water.

It works



Dr. Baskaran M. Mallikarjuna
Hodeidah University

The student mentioned earlier is from the Hodeidah University, Faculty of Education. As part of Action research, a few students of the same University were taken for a small scale study involving guided writing. They were given free copy writing training in English for a couple of months. They were checked and given guidance to improve and modify their writing skill. It was done till the letters in English alphabet were shaped to their finger nicely. After two months, a considerable segment of the student-population showed a significant improvement and the small step was a stepping stone to success and later they built on it slowly. Here the incidental finding was that the errors particularly, in spelling, were found to be minimal, though Arabic influence on their writing was clearly marked.

Writing skill is incremental. Continual guidance yields good dividends. Similar exercise in other areas of foreign language learning will surely lead to spectacular success.

In one of the classes, a sharp comment from a student made me think. He said, "I'm sorry, I can't kick the habit."

This served as a source for writing this piece and sharing my experience with the readers. Habits die hard - If writing is considered as a habit, it could be pruned through continuous training as this skill is last but not the least in any language learning enterprise. Indeed it is no exception to English language too.

Young children's thinking and learning

Nabila Mohammed Al-Haddad
Officer
Central library, Ibb University

I have chosen this topic "Young children's thinking and learning" to show how young children register their mental development and learn to cope with the challenges of life confronting them. They are the youth of the future, so they are a very very important sector in the society.

When young children grow up, we feel that we are very happy. We notice that their body is growing up healthy and their mind begins to be conscious about the world around them. It is very interesting to understand how their mental development takes place and how thoughts and feelings unfold themselves.

At the beginning, we focus on the first eight years of young children. These years of life cover an important period of change and development in children's thinking and in their ability to make sense of the world. Some of educators, philosophers, sociologists and psychologists consider this as a formative period which is very important in an individual's life. One of them is Piaget. He argued that "young

child's thinking is qualitatively different from the adults." What Piaget means is that young children are not adequately equipped to meet the challenges of life as the adults, because adults have developed critical thinking skills more than young children.

Learning is one of the most important processes in the life of young children. When we talk about learning, we are faced with a significant question: 'How do children learn?' Young children need a special way to educate themselves and acquire more information and knowledge. We have to thoughtfully fulfill all their needs. The teacher has a great role towards this end. He or she has to make them love subjects taught at schools, and facilitate their learning. Subjects have to be easy and arranged in order of their difficulties. Lessons can be made stimulating by using different useful pictures of animals, trees, human beings, fruits and other means. Involvement in the learning process is one of the important factors that young children need. Teachers ought to know how to deal with them and how quality of mind in young children can be cultivated. All of these things can help the young children to express their feelings,

emotions, and deal with others in their life. There are also some reasons that affect children's learning such as motivation that leads to their active participation in various communicative activities. These help them to develop their learning of a foreign language and get more information for their future.

Their mental equipment is developed from 3 to 7 years as rehearsal which promotes their ability to organize their thoughts about what they already know. They learn how to cover their thoughts, feelings, skills in their own ways. The way of expressing their ideas is different from one child to another. Their language helps them to express their feelings towards others and to make sense of life or the world. They use different movements, situations, words or questions that sometimes we cannot understand. They use these resources or mechanisms to attract our attention and convey to us the message that they are important in this society. In addition, their understanding is not the understanding of adults. Piaget argued, "The child's ability to memorize material is a function of age and there is no doubt that young children have most difficulty in concentrating and recall when the task

does not match their understanding"

Bennet states: "Playing is one of the most important factors in the life of young children. Parents can help them in this situation by giving them time for playing. Playing help them to develop their personality (individual personality). We have also to encourage them by giving them gifts, and soft words. Their blossoming personality helps them to choose their lifestyle and modify their opinions according to the needs of situations. So we find that there is a great relationship between playing and learning at home and in school. Playing acts as an integrative mechanism which enables children to draw on past experience, represent them in different ways, make connections, explore possibilities, and create a sense of meaning. It integrates cognitive processes and skills, which assist in learning. Some of these develop spontaneously, others are to be learnt consciously in order to make learning more efficient and children more successful learners."

Young children are our most precious treasure which we have to take care of by providing them the right education and ensuring their proper physical development.

"Thinking dispositions": A new look at what it means to be a good thinker

Shari Tishman

Critical thinking. Higher order thinking. Thinking skills. Do you ever feel lost in a forest of buzzwords? Terms such as these are popular nowadays, as a growing number of educational initiatives include the teaching of thinking as part of their educational goals. It is easy to be confused about definitions. But broadly, all these terms refer to the same thing: reflective, high-level thinking processes such as careful decision making, reasoning, artistic creation, and problem solving.

What does it mean to be competent in these areas of thinking? Traditionally, good thinking has been defined as a matter of cognitive ability, or skill. Hence the term, "thinking skills." Certainly, good thinkers have skills. But they also have more: Motivation, attitude, values, and habits of mind all play key roles in thinking, and, in large part, it is these elements that determine whether learners use their thinking skills when it counts _ in diverse areas of their school studies, and in meaningful contexts in their personal lives.

Researchers in the Cognitive Skills Group at Project Zero have proposed a new view of what it means to be a good thinker: Good thinkers, we believe, have the right "thinking dispositions." A thinking disposition is a felt tendency, or leaning, towards a particular pattern of intellectual behavior. For example, good thinkers tend to be disposed to find and investigate problems, to probe assumptions, to seek reasons, to be

reflective.

Funded by the John T. and Catherine D. MacArthur foundation, Pat-terns of Thinking is a multi-year research project at Project Zero to investigate such thinking dispositions. At the heart of the investigation is a conception of seven broad patterns of thinking that are especially central to high-level thinking and learning (see Table 1). The claim of the project is bold: In our culture, at this particular moment in history, these thinking dispositions provide the best leverage on the kinds of thinking and learning challenges young people face. Efforts to teach thinking ought to cultivate them.

Research Re-veals "the Dis-position Effect"

Can you play poker? Do you play poker regularly? If your answer is yes to the first question and no to the second, you may have experienced what we call "the disposition effect" _ a gap between what you have the ability to do (play poker) and what you are disposed to do (play poker frequently). There are countless abilities we possess but don't use, and much of the time it presents no problem. But having an ability without the disposition to use it can be a problem when it interferes with learning.

For example, in a recent study at the Atlantic Middle School in Quincy, Massachusetts, we investigated 6th graders' causal reasoning skills, by asking students to reason about the causes of complex issues like homelessness. Most students pointed to a single cause: "People are homeless because they don't have a job," they

said, or "the homeless don't pay their bills so they have to leave home." Yet when gently pressed to think further about causes, many 6th graders' thinking deepened considerably. For example, reconsidering the problem, one student reasoned: "There could be a lot of reasons they're homeless, not just jobs: like how they feel emotionally, and if they have people in their family who care for them". In short, many students showed the ability to engage in high-level reasoning, but not the disposition to do so.

We conducted a similar study at Rochester Memorial Elementary School, in Rochester, Massachusetts. One aspect of the study probed different aspects of 5th-graders' creativity, such as their ability to think imaginatively about decision-making options, and their ability to be inventive about truth-testing strategies. Again, we discovered a "disposition effect:" Many students had a good deal of creative ability, but weren't disposed to fully use their ability unless pressed.

How Thinking Dispositions Work

What causes the "disposition effect" _ the gap between what people are able to do and what they are disposed to do? To answer this question, our first step has been to try to better understand the basic psychology behind thinking dispositions. We have identified three psychological components of dispositions, all of which must be present in order to spark, or activate, dispositional behavior. They are: (1) sensitivity _ the perception of the appropriateness of a particular behavior; (2) inclination _ the felt urge towards a behavior; and

7 Dispositions for Good Thinking

1. The disposition to be broad and adventurous.
2. The disposition to wonder, to identify problems, to investigate.
3. The disposition to build explanations and understandings.
4. The disposition to make plans and be strategic.
5. The disposition to be intellectually careful and precise.
6. The disposition to ask for and evaluate reasons.
7. The disposition to be metacognitive.

Thinking Dispositions in the Classroom

In addition to basic research, the Patterns of Thinking project has also sought practical applications of the idea of thinking dispositions, and the concept has found its way into a number of other projects of the Project Zero Cognitive Skills group. For example:

- In collaboration with South African educators, members of the Cognitive Skills group helped to develop a 64-lesson "thinking skills" course for non-

privileged South African students. The course takes a dispositional approach to cultivating thinking, aiming to create a classroom environment that cultivates students' sensitivity to thinking opportunities and their inclination to pursue those opportunities, in addition to providing direct instruction in thinking skills.

- In a new public elementary school in Hawaii, we have helped teachers develop and implement a philosophy of curriculum-development that emphasizes the teaching of thinking dispositions, and that attends to the cultural forces of the classroom that support thinking-dispositional behavior.

- In the context of art education, members of the cognitive skills group have co-authored supplementary materials to "Behind the Scenes," a Public Broadcasting children's television series about how artists make art. The materials are designed to engage students in hands-on activities that encourage thinking-dispositions especially related to creativity.

(3) ability _ the basic capacity to follow through with the behavior.

Consider the student who is disposed to look for many causes of a complex phenomenon such as homelessness. Such a student is sensitive to opportunities to do so (she recognizes homelessness as a situation that may have many contributing causes); she feels pulled to explore the various causes (motivated either by intrinsic or extrinsic factors); and she has abilities that support her reasoning, for instance the ability to discriminate between different kinds of causes.

This trio of dispositional components _ sensitivity, inclination, and ability _ is present in any kind of dispositional behavior, not just high-level thinking dispositions. To see how this

is so, think about someone you know who has the disposition to tell jokes. Good joke-tellers are sensitive to opportunities to tell jokes (pregnant pauses, embarrassing moments), they feel inclined to tell jokes (just try to suppress them), and they have well-developed joke-telling skills _ great timing, for instance, or colorful delivery.

Ongoing Research

Of course, identifying the psychological components of thinking dispositions is only the beginning of understanding them, and the concept of thinking dispositions raises many difficult questions: Can thinking dispositions really be taught? If they can, who decides which ones should be taught?

Can thinking dispositions be reliably identified and assessed? In what ways are they influenced by physiological factors? How do they compare across cultures? Across genders? Across grade- and age-levels? Difficult as these questions are, they are crucially important, and their investigation comprises much of the agenda of the Patterns of Thinking research over the next three years. Through a blend of empirical research, theoretical analysis, and liaisons with scholars in other fields, Patterns of Thinking researchers will continue to study thinking dispositions. Along the way, our hope is to be able to contribute some small piece to the great puzzle of what it means to be a good thinker.

Source: <http://learnweb.harvard.edu/>

Use of synonyms in teaching

Judhisthira Dora
Teacher,
Technical High School, Aska
Orissa, India

advised his disciples:

"See but look not,
Hear but listen not."

One of the ways of enhancing the readability of a piece of writing is to use synonyms instead of repeatedly using the same word. But by giving synonyms of words to the students when they come across a new word, we seem to give them the impression that the two words, the original word and its synonym, are exactly the same. Every word in English is unique in its lexical meaning and use; and as such, no word can substitute another word in all respects. On one occasion, an Indian philosopher

This makes the difference between *see* and *look* and *hear* and *listen* clear. They cannot be interchanged here.

Even phrasal verbs cannot replace the words in all respects. For example, stop is given as the synonym of the phrasal verb *give up*. But the following two sentences do not carry the same meaning.

He stopped smoking when he saw his teacher.

He gave up smoking when he saw his teacher.

In the first sentence, he stopped smoking only for that moment in order to avoid the teacher's attention. The second sentence does not carry this meaning.

On the other hand, we can say,
He gave up smoking on the advice of the doctor.

This sentence implies that he stopped smoking forever because of the doctor. May be the doctor told him about the dangers of smoking or some such thing.

Since our learners are not very proficient users of English, even when we give them an equivalent word for them to understand the meaning, it is better to let them know that two words are not exactly the same.

Questions from the language classroom

Q: I feel very frustrated because I am convinced that my learners do not understand their lessons but only memorize their answers. What can I do?

A: You could be right. In our system, it is possible for the learners to memorize their answers and give their teachers an impression that they have understood the lesson. The main reason behind this is that in the class and in the exam, we ask learners questions whose answers they can memorize. If we gave them challenging activities to do whose answer is not transparently given in the text, they will be forced to read the textbook for meaning. For instance, if after they read a story we put the main events of the story in jumbled order and ask them to reorder these events, they

would need to understand the story to be able to complete this activity. There are several other activities we could ask our students to do instead of just asking them to answer wh-questions from the textbook.

Q: My learners are very poor in English. They always ask me to say everything in their mother tongue. I am forced to do this because otherwise they do not understand anything. But I feel dissatisfied as I feel that this defeats the purpose of teaching English. Please help!

A: I do not disagree with you that your students are weak in English. After all, you know your students best. But just because they are poor in English it does not mean that they do not understand

English at all. After all understanding is not an 'all or nothing' process. You can give them very simple activities which do not force them to use English. Or you could ask them to answer using their mother tongue to see if they have understood something. But if you feel that they cannot understand otherwise, why should they try to understand anything in English. So all that they are doing is choosing an easy option. Do not fall into this trap.

This is not to say that mother tongue should not be used in the English class. But it should not be used to explain the text to the learners. For that matter, the teacher should not explain the text to the learner. It is the learner's job and they should do it. The teacher can help them in different ways.

Yemeni Universities and the moment of Globalization



Murari Prasad
murarip@gmail.com

Universities, like other institutions of society, are a meaningful social arrangement. They do not exist in a vacuum. Diverse pressures exert upon universities to make them relevant to the needs of the society to which they owe their existence, to influence their operative standards and determine their agenda. Predictably enough, universities in order to remain as living institutions have to accommodate shifts of emphasis signified by the wider society. However, the demand of accommodation is not invariably uniform; it is context-specific. For example, it will be palpably improper to compare the range of concerns and scale of functions of a Yemeni university with those of a university in America or Britain, and the degree of social commitment in each case should certainly be seen in relative terms with reference to their unique constitutive factors, their respective human and material resources, norms and values. Now with the rapid pace of globalization the universities of the third world have had to cope with the increasing homogenizing trend and at the same time remain native to the soil. What scenario does globalization unfold for Yemeni universities? What trends and possibilities does it portend? In other words, how will Yemeni universities, like others of their ilk, re-define their pattern of growth?

Admittedly, current university system developed as a Western enterprise. The organized centers of learning that existed in India, Egypt or China suffered prolonged disruptions through the passage of time and could not be revived with viable form and function in sync with modern times. In contrast, the medieval universities of Europe did not die out or close lock, stock and barrel; they made required transitions to their latter-day models, e.g., the University of Paris, Oxford and Cambridge. In most of the third world countries we have the 19th century model of European universities while in some the American variant evolved in the 20th century has been preferred. But in spite of the variations of the model, the third world universities are by and large placed altogether differently from their Western counterparts in respect of funding and facilities, form and function as well as in their goals and objectives. The circumstances surrounding them go a long way towards influencing their choice of academic and research programs. It does not mean, however, that they should cut loose from larger forces at work.

In fact, the extraordinary momentum of globalization spawned by information revolution has enabled the third world universities, too, to access new veins of knowledge with a fresh crop of possibilities. But a majority of them do not have the wherewithal – at least as yet – to go global. Unlike state-of-the-art institutions of the West or well-funded colleges and universities of Japan, South Korea, or the Gulf, most of our universities including those in Yemen have to depend on state funding which always falls short of the basic fiscal obligations stretched by rising enrollment, wider catchment area and infrastructural shortages. Further, they are hamstrung on and off by financial cuts and have to husband scarce resources. Crucially, both expansion of education and schemes for innovation are under great strain.

Nevertheless, the question of ensuring equity of access to higher education without diluting the commitment to excellence and innovation needs to be addressed. How can it be sensibly done? Surely, Yemeni universities need to be hooked up to global alliances for assured enrichment of intellectual capital. To see that the concern for certification and institutional focus marry up they need to use their resources with care and imagination. Expansion of access, particularly when large swathes of disadvantaged sections including women are to be covered, entails liberal financial support. Usually, govern-

ment-financed universities, where education is already heavily subsidized, remain too cash-strapped to spare substantial resources by way of some kind of affirmative action to increase intake of students from poor background. Private universities in Yemen can take some independent initiative to open bursaries for means-tested students. Of course, they are not wealthy establishments like the cash-rich institutions in the Gulf, but they are relatively well-off on the strength of reliable income generation by running various programs and extending their patronage. Government-run universities are doing the job to the extent they can but they need to be supplemented by other agencies.

A re-arrangement of some kind whereby social equity may be promoted through education is called for. Also, it will eventually pave the way for research output without which Yemeni universities will lack institutional focus. It is true that these universities are still an extension of high school system, but it is also true that they can't leapfrog over social realities to join the league of their developed counterparts. Given the situation as it is, these universities will have to wait for some time for industrial linkages, research parks, patents and intellectual property rights bureaus, and other accompaniments of globalization. It is not merely the case of Yemeni universities alone; only a handful of universities in the entire Third World can claim to have attracted industry and research-based companies, and globalized their operations. It requires a supportive synergy including the pattern of investment, industrial base and state of the economy. As of now, the foremost task is to organize self-reliant faculty and infrastructure for dissemination of higher education. Faculty represents wealth and knowledge which can be exploited to benefit both faculty and university financially. These universities have to depend still on a large number of expatriate teaching staff. On the scale of priorities, indigenous faculty should be trained to reduce dependence on migrant expertise. Of course, selective recourse to such recruitments is desirable in the frontiers of some disciplines. But by and large, the indigenous base must be strong enough to sustain the educational needs.

Clearly new technology and knowledge is sprouting up all over and so these universities have to do useful finetuning in their system. They have to re-orient themselves to assimilate new changes at least by slow degrees. Professional and job-oriented courses need to get priority otherwise the mismatch between demand and supply will widen.

As different faculties or colleges in Yemeni universities are the centers of academic life and enjoy some measure of small scale academic autonomy corporate identity, facilities around them need to be updated to raise the skill and ambition of students. Yemeni students are motivated, keen and eager to learn, but the edge of their curiosity is apt to be dulled if study aids are in short supply. I imagine all the faculties are equipped with computers but this device is yet to become an information appliance with a new breed of professional academics and system managers.

To enable the drop-outs, stragglers and low-performers a program of continuing education may come in handy and, in the long run, scale up the educational profile. Academic links can be forged with relatively developed universities to train manpower by roping entrepreneurs to run distance education programs. How to manage the change is undoubtedly a daunting challenge, but no system can turn the corner if it is allowed to muddle through on its own.

As Mark Twain, the well-known American writer, described cauliflower somewhere, it is "nothing but cabbage with a college education". Considering the confidence created and changes in attitudes and perceptions introduced by college education the remark is quite cogent. Good college education does help us to shed our 'cabbageness' as well as to construct a new social identity. Yemeni students have a lot of promise and potential. With the universities evolving into vibrant institutions in tune with social aspirations, there is no reason why they should not flower into fullness. So far Yemeni universities have done well. They are capable of delivering the goods in the future, too, provided they meet the challenge

Fostering social skills in young children



Bijayalaxmi Mohanty
blaxmi_mohanty@rediffmail.com
Teacher
Kendriya Vidyalaya, Jatni
Orissa, India

Today's child is the citizen of tomorrow. Therefore, education in a wider sense should inculcate in the child social skills alongside knowledge in content areas and language skills. Without good social skills the child will be an island. He or she will feel shy, isolated and miserable. It will also make it difficult for him to cope with life, take responsibility, face challenges and concentrate on work.

Learning to get on well with others is an important part of the child's growing up. It has highly significant implications for the grooming of his personality. So it is necessary for parents and teachers to identify some of the traits that signal that all is not well with the child and therefore necessary remedial steps need to be taken to help the child overcome this handicap. Some of the traits are as follows:

1. Being shy

Most children are naturally shy. It is quite understandable because they are not familiar with so many other children or adults. Shyness can be paralyzing because the shy child is not free with others and cannot interact with his peers or teachers. Shyness inhibits him in making new friends and so increases a child's isolation. The new entrant in school is not necessarily shy always. Shyness is an integral part of some children's personality from early stages through their growing up. They love to live in their cocoon and prefer not to come out of it.

Parents and teachers can talk to each other how to help the child overcome shyness by

- i) introducing the child to one or two new children
- ii) giving the child some simple social skills to deal with a new situation

Shyness can be the result of simply knowing what to do or say. Parents have an important part to play by giving the child some simple social skills to help him in any situation. For example, we can start by practicing a simple opening conversation as follows:

'Hello. My name's Ali. What's your name?'

'Hello. My name's Arif.'

'Where do you live?'

'I live in Hayel street.'

'I live in Hayel street too. Can you show me what to do with this?'

'Yes, here you are.'

'Thank you.'

The child should be taught to say 'please' and 'thank you' at the appropriate moments. He or she should be encouraged to smile when meeting new children. An anxious or grim-looking child will put other children off. Elders should set an example and smile too!

iii) gradually introducing the child to larger groups. As the child gets better at being with other people in small groups he or she needs to be introduced to larger groups. If the school allows it, either of the parents can accompany him/her on one or two trips the child goes on picnic or excursion and help the child get along with other children.

2. Dealing with bullying

Bullying is increasingly assuming an alarming proportion in several countries where it is called ragging. It is manifest in

- physical attacks
- verbal cruelty
- continued threats
- racial harassment
- sexual harassment

Freshers are exposed to these atrocities in the hands of seniors. Bullying is not confined to secondary stage. It can start early in a child's school life and continue for a long time if not stopped.

All schools and institutions of higher learning should adopt an anti-bullying policy and strategies for helping both the victim and the bully. In schools bullying can be dealt with in the following ways:

- stopping it immediately it starts
- giving the support and strategies for coping
- re-educating the bully about behavior

If a child is the victim of bullying, parents need to be reassuring and then talk to the school about strategies for dealing with it. It does not seem to be a good idea to withdraw the child from school because that gives a sense of defeat to the child.

3. Helping the child to make friends

Some children find making friends hard. They may be shy. They may unconsciously or inadvertently be put off by other children. In such cases, children can be introduced to larger groups on social occasions or to children who share an interest or a hobby. They can make pen friends, and friends by e-mail. It can be a good way to become confident about getting to know some one.

Social skills can be best cultivated by a good amount of exposure to the socio-cultural norms and practices, people and manners. That helps the child see himself or herself as a member of a social group.

How to write a business letter

In letter writing, as in all writing, there are two fundamental steps: (1) Exactly what do I wish to say? And (2) In what order?



Terry O'Brien
terryj53@yahoo.co.uk

First, state in the simplest way possible the basic elements of your message. Next, determine the order of the ideas. Most business letters have a major idea and minor ones. A reader will react in one of the following ways:

Pleased: Letters that say 'Yes (letters of promotion, admission, permission, and award and the like)

Displeased: Letters that say "no" (request denials, regret letters, permission refused and the like)

Neither pleased nor displeased: Other letters that call for action, information, reservation, purchase and the like.

Briefly, you can say this:

- A. In 'Yes' letters, put the main idea (good news) first, follow with the details and end on a pleasant note.
- B. In 'No' letters, put a neutral idea first, then the reasons, then the bad news in tactful terms, and end on a pleasant note. Putting the 'No' first would tend to close the reader's mind to the force of the reasons.
- C. In other letters, follow the PPRRA (Purpose, Position, Reason, Action)

Action)

Purpose: In the first paragraph state purpose of letter, identify yourself, show your connection with the subject.

Position: In the second paragraph summarize your opinion on the matter.

Reason(s): Set forth your arguments, one point per paragraph, that is, each paragraph should have one reason or point only.

Action: In the last paragraph: Set forth the action, outcome, changes or improvement you favor. This is 'the bottom line'.

For action letters, then remember the framework: Purpose, Position, Reason(s), Action.

Product vs. process-oriented syllabuses



Arif Ahmed Al-Ahdal
arif_al_ahdal@yahoo.com
MA Participant , CIEFL
Hyderabad, India

Product-oriented syllabuses are the realization of the synthetic approach to syllabus design and process-oriented syllabuses are the realization of the analytic approach to syllabus design. The grammatical/ structural syllabus, the functional/ notional syllabus and the lexical syllabus are examples of product-oriented syllabuses; the procedural syllabus, the task-based syllabus and the content-based syllabus are examples of process-oriented syllabuses.

In the product-oriented syllabuses, the components of language are looked upon as building blocks. The process of learning takes place step-by-step till the learners synthesize the whole language. The following points are important to remember about the product-oriented syllabuses:

1. They are linear i.e. learners have to learn progressively
2. They are additive i.e. the learners cannot go to a new item until they have learnt the previous item
3. The language content is carefully selected and controlled i.e. the learners

have no control over the content

4. They are teacher-fronted or teacher-centred as teachers control the content.

5. They are linguistically oriented

One more thing to remember about these syllabuses is that their language content is graded on the basis of the following:

- a) The grammatical complexity
- b) Frequency of occurrence
- c) Range
- d) Teachability/ learnability
- e) Contrastive difficulty in relation to the learners' mother tongue.

Process-oriented syllabuses developed as a result of a sense of failure in product-oriented courses to enhance communicative language skills. The focus here is on the process and not the product of learning. Below are some important points to remember about the process-oriented syllabuses:

1. They are activity/ task-based
2. They are based on the purpose for which language is taught
3. They are learner-centred
4. They focus on the performance requirements of an instruction.

A very important distinction between the two of syllabuses discussed here is that product syllabuses focus on the knowledge and skills which learners should gain as a result of instruction, while process syllabuses focus on the learning experiences themselves (Nunan 1988:27).

The advantage that the process syllabuses have over the product syllabuses is that the learners whose academic institution follows the former type will, at some point of time, become independent.

RESPONSE TO ARTICLES

Dear Dr Prasad

Thank you for your review of Salmon Fishing in the Yemen in last week's Yemen Times (Issue No. 1056, Education Supplement No. 16 dated 4 June, 2007) which I read with much interest; I agreed with many of the points you made about this very entertaining and unconventional novel, and thought that your extensive summary of the plot of the novel was clear and generally accurate, though I wondered whether having so much of the story retold in the review might detract from the pleasure of the readers

You do, however, make a mistake at the end of the summary, and it is quite an important mistake. The sheikh and the prime minister are not, in fact, killed by the religious fanatic on the hillside. This of course would be the predictable ending, and it is the one the story leads you to expect; but in fact the twist in the end of the story is a clever one, and they are killed by quite another force – I suggest you reread page 300. You might then change your mind about the denouement. Or perhaps you gave the wrong ending on purpose, so as to leave some surprise to the reader?

You may be interested to know that the novel is being translated into Arabic and will, we hope, be published in Yemen later this year.

With best regards

Elizabeth White, Director
British Council Yemen, PO Box 2157, Sana'a, Yemen
tel +967 1 448356/7/8 fax +967 1 448360
elizabeth.white@ye.britishcouncil.org
www.britishcouncil.org/yemen

Dear Elizabeth (if I may),

I'm sorry I couldn't get back to you sooner. Yes, the novel's closure—if we take the concluding part of the "extract from Peter Maxwell's unpublished autobiography" as such—is open to a variety of interpretations. One may extrapolate the surge of conviction feeding into the prime minister's honest and unalloyed commitment to his mission from the stirrings of faith that the Sheikh's "impossible" project has spawned. Alternatively, the denouement may be explicated as nature's fury—"red in tooth and claw"—as perhaps Tennyson puts it in one of his poems. As regards my inference about the novel's analeptic end, it is drawn from the reference to the flurry of shots (pp.299-300) without weighing it up, I admit, with the final portion of the "extract". The "twist", as it is, is apt to be missed in a hurried reading, more so in "review" readings, and its suggestive potential bypassed.

I am happy to gather that the book is being published in Arabic. I have also come to know on reliable authority that it is going to be a set text at some level in English studies in Sana'a University.

By the way, why does the author prefer "the Yemen" to Yemen? Is it like, as we sometimes write, "the Sudan", or just a literal equivalent of the Arabic "Al Yemen"?

All in all, I greatly appreciate your response to my review of the book.

With all best wishes and thanks.

Murari Prasad



Before I go

Let me know your final say,
Will you come again to convey?
I am living in the world of hope;
That you will come again to say:
The words I proposed,
Were the words of faith
If they are shattered,
Do you know?

I will be confined to the life I have
Till someone comes to set me free,
Let me wait,
Before I go

Shima'a Mohammed al-Kholani
Level 4, University of Science and
Technology, Sana'a

An intangible journey

I have a journey every night into the dark
I do not know the Desire which lulls me to sleep
While I am reading, writing, or listening
I am too tired to utter a syllable
O Gentle Sleep! come to my rescue and release the pain from my tired muscles
Be a real white dream to make me work
Towards happiness though
I have never seen a thing except darkness
A journey may hide dreams within its depths

I can see the unseen in my sleep-
The silver dream of a perfect life,
Or nothing will happen to my real life
A nice journey into the nice dream
An intangible journey into the depths of darkness.



Nashwan Ahmed Al Khwani
nashwan336@yahoo.com
Level 4
Faculty of Arts
Ibb university