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EDUCATION
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Amid worsening human situation in Sa'ada Government continues dispatching more troops and artillery

By: Mohammed Bin Sallam

SA'ADA, May 7 — The human situation is worsening throughout Sa'ada governorate as the army and Houthis continue to entrench in valleys and highlands, preparing for further fighting, local sources said, adding that citizens began gathering food and water and digging shelters, predicting worse conditions.

"The authority is dispatching more troops and artillery on the highway to Sa'ada city, particularly in the areas of Qar Al-Adhl, Ashash Al-Salem, Beid Khals and Ja'amalat Talh, which means that it is preparing for a new war," said Houthi representative Sheikh Saleh Habra. "The army is currently besieging

some Houthi strategic positions in the Masa'aba and Al-Sari villages and keeping farmers off their lands. It warned citizens of villages in the vicinity of Houthi positions to evacuate their homes."

The government and Houthis exchanged threats about escalating clashes, notably in the Haidan district, where bloody confrontations left dozens on both sides killed or injured, according to Sa'ada sources, who added that the exact number of casualties couldn't be determined due to conflicting data they obtained from both sides.

The Yemeni Ministry of Defense signaled that the government would do whatever is necessary to reinforce law and order in the restive governorate,

while Houthi field leader Abdulmalik Al-Houthi warned the army against escalating operations, holding the government accountable for the renewed tension.

Houthi sources said that military forces have besieged Malha village since Sunday and struck it with mortars, pointing out that other army personnel launched repeated strikes on Haidan's Juma'a Bin Fadhel area.

According to a statement released by Abdulmalik Al-Houthi's office, other army units are randomly attacking Al-Anad, Qahza and nearby areas. "The same areas suffered similar offensives Saturday evening," the statement reads. It continued that the army struck Al-

Masa'aba and Al Sari areas of the Sihar district the following day, and as a result citizens including women and children remain stranded inside their homes until Sunday evening. Security checkpoints set up on the highway and other roads leading to Sa'ada city prevented citizens' entry or exit.

The statement indicated that the army lockdown on citizens hampered transportation of foodstuffs to fighting-affected victims, adding that excessive mobilization of military troops and artillery will not help bring peace to the war-ravaged areas. It described such mobilization as a plot by some military commanders and war brokers to fuel fighting between the government and Houthis,

and foil efforts expended by the Qatari mediation team to reconcile both conflicting sides.

Political escalation:

The escalating military operations in the restless governorate are accompanied by political escalation, as the army-affiliated 26September.net quoted a defense ministry official as holding Houthis accountable for hampering the Qatari mediation efforts, warning that Houthis' disrespect to the Doha-brokered peace deal may compel the government to use force in order to reinforce law and order in the governorate.

Abdulmalik Al-Houthi accused the government of violating the ceasefire

agreement both sides signed in Doha, holding it accountable for renewed tension and clashes between his supporters and the army.

"We and the army reached and signed a ceasefire agreement in Qatar but the authority doesn't respect the agreement," Al-Houthi said, adding that "some government officials don't want peace because they benefit from ongoing fighting." He also blamed the government on repeated attacks that began in Haidan, Safia and other areas where fighter jets, tanks and other heavy weaponry were used to strike citizens, describing such operations as "unjustified," which contribute further to fomenting tension.

Continued on page 2

Innocent child imprisoned and tortured by police

By: Saddam Al-Ashmori
 For The Yemen Times

SANA'A, May 7 — Thirteen-year-old Muneef didn't know that running a simple neighborhood errand would lead to severe torture in prison — or the "tomb of the living," as some call it.

It has been over a week since the

teenager's tragedy began, and today he is still behind bars for a crime he was proven not to have committed.

Last Wednesday at 10 p.m., Muneef Yahya Obad Al-Khawlani left his house located near Al-Khaleej Market in Shumaila neighborhood and went to a nearby shop to buy his father milk.

However, police suddenly came and took him to Al-Dhafan Police Station where the station's head and several other officers tortured and abused him, accusing him of stealing car batteries.

"While I was in the shop, I heard something strange. I turned around to see what was going on and was surprised to find the landlord of the building phoning the police and telling them that I was there to steal his car battery!" Muneef recounted.

He continued, "The police came, took me to their vehicle where they tied my mouth tightly and then took me



13-year-old Muneef was falsely accused of theft

to Al-Dhafan Police Station. As soon as we arrived, the station head and his escorts beat my back and the bottom of my feet with wires, seeking to force my confession that I was a thief. They accused me of stealing car batteries and electric meters from homes."

He says that due to the unbearably severe torture, he told them he would confess so that they might let him down from the table where he was being tortured and not torture him any more, but when he told them that he was innocent, the torture resumed.

"It wasn't enough for them to beat me with wires," Muneef complained,



Injury marks on Muneef's back. Photo was taken by a mobile phone while he was in custody.

"One of them slapped my face several times and another bit my arm."

Muneef's father told the Yemen Times that the station head had called to tell him that Muneef is wanted on an accusation of stealing the car battery of a resident in his neighborhood.

"The moment the station head called me, I took my son to South Sana'a Prosecution, which transferred him to Juvenile Prosecution, where he was released after being proven innocent," his father said, maintaining that he wasn't informed that police had taken Muneef the second time.

"When someone told me that Muneef was in prison two days after police took him, I sent his 14-year-old brother to the police station, but he also was imprisoned as soon as he arrived to the station with no accusation other than that he is Muneef's brother."

Continued on page 2

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Health minister praises accomplishments without citing studies

By: Alia Ishaq

SANA'A, May 5 — Minister of Health and Population Abdulkarim Rasa' says Yemen's health service coverage has improved from 56 percent to 78 percent, although he admits that this information isn't based on any recent studies.

The minister spoke at the Women's Media Forum in Sana'a as part of a continuing lecture series aimed at "breaking the isolation of media women" from policymakers and those who affect development and modernization in Yemen.

Other lectures in the series have been given by diplomats, representatives of international non-governmental organizations, governmental officers, ministers and political party leaders. During his talk, Rasa' praised Yemen's decreasing child mortality rate, which he said fell. However, according to UNICEF's 2007 report, child mortality rates have only fallen from 132 deaths for every 1,000 live births in 1990 to 100 deaths for every 1,000 live births in 2006. The UNICEF report labeled Yemen's progress "insufficient" to meet its Millennium Development Goal target of 46 deaths for every 1,000 live births by 2015.

However, Rasa' criticized the Yemeni government's budget, which allocates only four percent for health care, adding that the government spends the equivalent of only \$8 on each citizen.

Yemen's gross domestic product was estimated at \$52.61 billion for 2007, although the latest available data from the United Nations Development Program reports that less than 2 percent of this amount is spent on health care.

UNDP's human development report also states that the average Yemeni salary is approximately \$2,400, of



Rasa' said that the World Health Organization will declare Yemen free of polio by 2009, if no new cases are reported.

which \$82 is spent on health care.

Questioned by one female journalist about the poor conditions in Yemeni hospitals, Rasa' replied that hospitals aren't the Health Ministry's responsibility, but rather overseen by the governors of each province. "We have no right to change anything at any hospital," he stated.

Rasa' also mentioned that Yemen has made efforts to eradicate polio by holding vaccination campaigns in all 21 governorates targeting 1.35 million children under age 5. He added that the World Health Organization will declare Yemen free of polio by 2009, if no new cases are reported.

The health minister further noted that the national campaign to combat measles has vaccinated 9.5 million children, although these advances are unreported and not according to formal study. "There are no studies now, however, a study will be conducted soon to show such improvement," he said.

Regarding malaria, Rasa' pointed out that Yemen has succeeded in reducing annual infections from 30,000 to 5,000, in addition to declaring Socotra

Island malaria-free, although at one time, 60 percent of the islanders suffered from the disease, he said.

However, UNDP's human development report calls Yemen, "A country with high incidence rates of malaria and tuberculosis," but adds that recent efforts have helped bring malaria and TB under control.

The minister also addressed the problem of early marriage in Yemen, citing the case of Nujoud Ali, which this newspaper broke last month. "After hearing her story, I drafted a law for Parliament," he said, "however, there wasn't a positive reaction."

He warned that both the media and religious leaders should be doing their best to make citizens aware of such harmful social habits.

Asked about Sheikh Abdulmajid Al-Zindani's claim about discovering a cure for AIDS, Rasa' responded, "While we encourage scientific research by any Yemeni citizen, Al-Zindani hasn't provided us with any research," adding that he believes Al-Zindani merely was seeking media attention.

Italian embassy "working normally" after presumed attack, says ambassador

By: Sarah Wolff

SANA'A, May 7 — The Italian embassy and Italian visitors to Yemen said they will go on with business as normal after Al-Qaeda took credit for an attempted mortar attack near the Italian embassy on April 30, while Yemen's tourism sector continues to struggle in the wake of similar incidents.

On an Al-Qaeda affiliated website, a group calling themselves the Yemeni Soldiers Brigade announced that they had launched a mortar attack targeting the Italian embassy three days after the incident. However, the two mortars hit the pavement outside of a governmental customs building near the embassy and did not cause any injuries or fatalities.

"[The objective] was to make the infidels leave the Arabian Peninsula and to avenge all Muslim victims for the worldwide crusader campaign," said the statement, which has been reprinted throughout the international media.

The Italian Ambassador to Yemen, Mario Boffo, said that all the employees of the embassy are still working and there are no new releases or official statements advising embassy staff

to return home or to warn Italians about traveling in the country. "We are working normally," said Boffo. "We advise our citizens to be prudent and adapt a low profile."

However, Boffo noted that they have had a stronger travel warning on the embassy's website, www.viaggiare sicuri.it, since the attempted attacks on the U.S. embassy and the foreign residential compound. Boffo added that he hoped there would not be any more attacks, but it was difficult to tell what the future will hold for Italians in Yemen. Boffo has been Italy's ambassador to Yemen and Djibouti since 2005.

Tourism affected by terrorist attacks Deputy Director of the Tourism Promotion Council (TPC) Alwan Al-Shibani told the state-run Saba News Agency on May 3 that he believed the attacks during the last year have hurt tourism to Yemen and influenced tour groups to travel to neighboring countries instead. "For example, a few days ago, four Italian tourist groups were planning to visit a number of Yemeni archaeological sites but they went to Oman at the last moment due warnings of [from] their country. The travel warnings created restrictions on insurance ratio which affected the develop-

ment of tourism in our country," Al-Shibani told Saba News Agency.

However, a representative from the Arabia Felix tourist hotel in old Sana'a said that their hotel had not been affected by the attacks or increasing worries about security inside the country. "We have not had a problem," he said.

Yemen's tourism industry, which was recovering after the attacks both last year and in early 2008 that killed Spanish and Belgian visitors to the country, has now slid into decline once again. Al-Shibani added in his statements that the Tourism Promotion Council has been trying to change Yemen's image in the international media by holding exhibitions and participating in international tourism promotional events abroad.

However, Al-Shibani said that the outreach effort isn't enough, and called on the government to prepare a national tourism strategy. He also suggested that the government take charge of the high-traffic archeological sites in the country instead of leaving their upkeep and security to local tribes.

Tourism accounts for approximately two percent of the Gross Domestic Product (GDP), with the main revenue coming from dwindling oil supplies.

Female activists trained to empower workingwomen

By: Almgad Mojalli

SANA'A, May 6 — The General Administration of Working Women in the Ministry of Labor and Social Affairs concluded last Wednesday a workshop for activating women's administration in the governorates.

The workshop aimed to train 27 female members from the Laborers Syndicates, National Committee of Women and Working Women Administration in the governorates of Sana'a, Aden, Taiz, Hodeidah and Ibb. The women were trained to spread awareness among working women in the governorates about their rights and duties. The workshop also aimed to explore ways of ensuring sustainability of women's projects through coordination, transparency and exchanging information and expertise among participants.

"We trained these women on how to educate working women in their governorates in the public and private sectors on their duties and rights and the meaning of honorable work and social justice. We made a guide book that

contains fundamental rules in the labor law concerning wages, leave and contracts," said Najwa Al-Adhi, consultant in the Honorable Work and Social Justice Project. "During the training we focus on three laws: the civil services law, personal status law and the labor law, in order to concentrate on working women," she added.

"I went to Aden and trained the trainees there."

The training included the duties and rights of laborers, the principle of social justice and the comparison between the laws of labor, civil services and personal status," said Ebtesam Saleh Ali, supervising trainer and Aden Laborer Syndicate representative. "When we went to train the participants, we found that female laborers are unaware of most of their rights," Ali added.

"In the beginning the project trained about 100 people from the five governorates, 5 supervisors and 20 trainees from each governorate. Each supervisor trained the other 20 trainees in his/her governorate who in turn went to the working field and taught working

women in private and public sectors of their rights and duties," said Al-Kusaifi.

The workshop is part of a program to build up the abilities of working women and is conducted by the Ministry of Labor and Social Affairs and supported technically by the International Labor Organization and financially by the Dutch government.

Najwa Al-Kusaifi, the International Labor Organization (ILO) representative, stated that they brought a team from the Ministry of Labor and Social Affairs with representatives from the Laborers' Union and the Trading Chamber. The ILO and Working Women's Administration then trained them and sent them to various business fields.

According to Al-Kusaifi, the project, which started in 2006, has targeted 7,000 laborers in the five governorates so far.

The program is based on three main parties, the Yemeni government represented by the Ministry of Labor and Social Affairs, the Union of Laborers Syndicates and the Trading Chamber.

Yemen food prices remain high despite global decrease

By: Hamed Thabet

SANA'A, May 7 — Although the price of wheat and rice has decreased globally by 40 percent this month and Minister of Trade Yajha Al-Mutawakil recently traveled to Pakistan to lobby for more food imports, stable cereal prices will remain high in Yemen for the time being.

These price increases make the threat of starvation real for nearly half of Yemeni citizens who live below the poverty line, in addition to the 100 million people worldwide who have fallen into poverty in only the last two years.

Yajha Al-Mutawakil, Yemeni Minister of Trade & Industry, traveled to Pakistan on May 5 in order to negotiate with Pakistani officials about increasing stable food imports, especially wheat and rice, to Yemen, said Abd Al-Elah Al-Shaibani, a deputy minister in the ministry.

The Yemeni market imports 90 percent of all goods they sell and 90 percent of Yemen's wheat supply is also imported.

Al-Mutawakil said at a conference on Saturday that the price of American white wheat dropped 16 percent since the beginning of May, and the government plans to continue encouraging wheat farming as a follow-up to its newly-introduced food security policy. Even if Yemeni farmers plant more wheat, the country will not be able to benefit from the policy immediately, which won't help the country's added six percent that have fallen below the

poverty line because of the price hikes.

Food prices, particularly for wheat, increased about 200 percent in Yemen this year, while the price of wheat has increased 120 percent globally. According to the UN Food and Agriculture Organization (FAO), the global price of rice has more than doubled in the last year.

A number of factors, predominantly the rising price of fuel, have caused the global increases. "In general, there is a global price increase in rice more than wheat," said Mohamed El-Kouhene, World Food Programme (WFP) Representative and Country Director in Yemen.

The World Bank predicted a continuation of food price increases until the year 2015, and the 42 percent price hikes for these commodities during the first four months of 2008 were the largest increase in 14 years.

According to WFP studies, only 30,000 tons of wheat are available in the Yemeni market, while Hundreds of thousands need to be provided. The government's capacity to regulate the market is limited, which makes the private sector the dominant force controlling the market. If the Yemeni government imports foodstuffs, it will affect the base prices of these cereals, which El-Kouhene said will cause food costs to decrease.

Al-Mutawakil said on Sunday that he will ask Pakistan to provide Yemen with a special status to import rice and wheat, as Yemen is largely lacking and in need of these two grains. The minister and his Pakistani counterparts will also discuss providing quantities of

rice and wheat needed by Yemen in the coming years, said Al-Shaibani.

The Federal Minister of Privatization and Investment, Syed Naveed Qamar, said on Monday that Pakistan would increase cooperation with Yemen in the fields of education, science and technology, energy, transport, banking, labor and manpower.

"We import everything from other countries," said Qamar, adding that the two nations' bilateral trade totaled US \$77 million from 2006 to 2007, and that increased imports from Pakistan would further enhance trade between the two countries.

Both countries are likely to sign about ten agreements after the conclusion of the two-day meeting. Al-Shaibani said that the agreements will provide a platform for meaningful cooperation between the two countries in the coming years, and that he hoped that it would also help food prices decrease in the coming months.

Food prices soared globally and locally over the last year and a half, and the rise has also compromised the WFP programs in Yemen. The WFP now has a budgetary gap of US \$28 million, which prevents the organization from feeding all those in need, according to El-Kouhene.

The WFP supports a number of aid programs for people in Yemen, including school feeding, which encourages rural families to send their children to school in exchange for basic nutritional necessities. There are also feeding programs to help those who have been affected by the Sa'ada war and Somali refugees.

BBC Arabic Satellite Channel Launched in Arabic

By: Jamal Al-Najjar
For The Yemen Times

SANA'A, May 7 — British Broadcasting Corporation (BBC) Arabic in cooperation with the Civil Democratic Initiative Support Organization known as MADA held a meeting with press and members of the media yesterday.

The meeting's theme was "Arab Media and Technology Challenges," which discussed the advantages new techniques have to offer the Arab media.

Hussam Al-Sukkari, the director of BBC Arabic, spoke about multimedia difficulties collaborating with TV, radio, and the internet services in addition to

people's interaction with these newer multimedia means.

The BBC established an Arabic TV channel to address Arabic speakers in the Middle East and North Africa. The new channel features diverse programs besides just the basic news, which is its main purpose. It aims to gain an audience in the Arabic-speaking world, where people usually get news from the Doha-based Al-Jazeera Satellite Channel or the Dubai-based Al-Arabiya channel. Other news sources for the region include the Iranian channel Al-Aalam, Al-Manar which is affiliated to Hizb Allah in Lebanon, and the Saudi News Channel. These channels, BBC

Arabic included, are competing with approximately 400 other available channels. BBC Arabic TV channel will make use of the BBC Arabic Radio experience that has been offering Arabic Programs service for more than half a century and became an important news source for Arabs. The number of BBC Arabic Radio Yemeni listeners increased since the station was launched and came to be known in Yemen as "London Radio." In the 1960s and 70s, the BBC Arabic Radio was the most important news source and still is in areas of Yemen where modern media means such as satellite channels don't exist.

Continued from page 1

Government continues dispatching more troops and artillery

Al-Houthi denied the government charge that Houthis are responsible for the Bin Salem Mosque blast Friday which killed 16 worshippers and injured four dozen, saying "the authority has a certain benefit related with the timing of the blast that hit worshippers as they were leaving the mosque following Friday prayers."

He accused some government officials, which he described as "enemies of peace," of being behind repeated blasts that targeted Hedaiban and Bin Salem mosques, as well as Sa'ada city's Great Mosque. "These irresponsible officials want a fifth war between the Yemeni army and Houthis to break out," the Houthi field leader added.

With regard to reconciliation efforts exerted by the new presidential committee, comprised of the Qatari mediation team and Yemeni dignitaries, various media sources reported that the committee has been meeting with the parties involved in the Sa'ada turmoil since it arrived in the governorate on Sunday.

The sources continued that the committee made the necessary arrangements to start implementing the Doha-brokered ceasefire agreement. They did not indicate what progress has been achieved by the mediation committee, particularly as the security situation in Sa'ada continues worsening and more sporadic confrontations occur.

Chaired by Parliament member Ali Abdullah Abu Holeiqa, the new presidential committee brings the number of mediation committees that intervened to conciliate between the army and Houthis to three since the fighting first broke out in June 2004. In the past, two mediation committees, one parliamentary and the other presiden-

tial, were mandated to end the Sa'ada fighting but reached no tangible results, notably the latter, chaired by Shoura Council member Mohammed Saleh Qara'a, which President Ali Abdullah Saleh sacked on April 21 this year, having realized that the committee reached no positive result.

Human rights abuses unveiled

According to a recent report released in 2007 by the Yemen Human Rights Observatory (YHRO), the Sa'ada fighting left behind numerous tragedies. Citizens in Sa'ada suffered several human rights abuses and poor security, with more than 50,000 people displaced from their homes, epidemics and communicable diseases proliferated throughout the governorate and students absent from schools.

The report said that 110 homes were changed into barracks and havens for army personnel, 74 homes were partially damaged and 79 completely destroyed. Even mosques, health units and schools were damaged or transformed into military barracks.

It went on to say that many Zaidi Muslims were subjected to arrest or forcible disappearance and up to 286 people have been missing since the fighting broke out, adding that security arrest campaigns targeted Zaidis in other governorates including Sana'a, Amran, Hajjah, Dhamar and Hodeidah. Out of at least 2,000 arrested citizens, 370 were detained until December 2007. Some of were imprisoned for over a year without being referred to the prosecution.

The report disclosed that some of those jailed over alleged connections with the Sa'ada fighting suffered psychological torture, inhumane treatment and miserable jail conditions. It pointed out that Hashim Hajar, one of the victims who suffered the most in security jails, was not allowed to

receive medical treatment due to his health problems, despite repeated judiciary orders and human rights groups' appeals to the relevant authorities to sympathize with Hajar and allow him to get medication. Hajar died in prison in late December 2007 as a result of his chronic liver problems.

Innocent child imprisoned and tortured by police

The elder brother was released, however Muneef is still in custody despite the Juvenile Prosecution order. The police authority in Al-Dhafan Police Station re-imprisoned the teenager again. Muneef's father has appealed to Yemeni Interior Minister Rashad Al-Alimi and the general prosecutor to reconsider his son's case, asserting that the head of Al-Dhafan Police Station and his assistants should be investigated according to law.

Attorney Abdulrahman Barman of the National Organization for Defending Rights and Freedoms, known as HOOD, points out that such acts by the police station and its head are illegal under Yemen's Crimes and Punishment Law, which stipulates that "any employee who tortures others while performing his job, uses his power or threatens any individual under accusation should be imprisoned for a period of not more than 10 years."

He noted that according to the law, those under age 15 aren't to be subjected to arrest and shouldn't be imprisoned with adults. Barman confirmed that there are many children whose health deteriorates in prison, adding that arresting children and placing them in police station prisons is considered a major crime.

The Yemen Times telephoned Al-Dhafan Police Station, but they refused to comment on this issue

In Brief

ADEN

Saudi company to build two twin towers in Aden
The Saudi Dar al-Tahakom Real Estate Company is about to finalize the arrangements for constructing two twin trade housing towers in Aden city amounting to \$ 50 million. The board chairman of the Saudi company Wael Bin Abdul Aziz al-Twajery said to saba that the each of the twin towers called "Sirah and Bahr al-Arab" consists of 35 stories. He said that the first three floors of each tower would be shopping malls, eight floors for administrative offices, 14 stories for housing purposes and 10 floors for hotels in addition to conference halls, swimming pools and car parking. Al-Twajery said that carrying out these two towers would begin after getting the final licenses for the project.

GS Aden receives British minister
General Secretary of Local Council in Aden province Abdul-Kareem al-Shaief

held talks on Monday with British Minister of State Foreign and Commonwealth Office Kim Howells on a number of issues which of interest to both countries and ways of reinforcing them. During the meeting, the governor reviewed with British minister ways of reinforcing relation between both countries, particularly in promotion of investment in Aden Free Zone and coastguard and affirmed Yemen's inspiration to develop prospects for cooperation in various fields to serve the common interest. For his part, the British minister expressed his happiness to visit Yemen, affirming readiness of his country to enhance the bilateral relation in various areas.

AL-MAHRAH
WB finances fisheries project in al-Mahrah
Governor of al-Mahrah province Abdullah al-Harazi held talks on

Monday with representative of World Bank (WB) in Yemen Naji Abu Hateem on the necessities of fisheries projects in the province. During the meeting, general director of fisheries projects Omer Sobeih got acquainted with the projects which will be carried out by WB such as establishing a building for exports of fish, examining quality and rehabilitation of Nashtwan refrigerator, in addition to building snow factory with a total cost at ten million dollars.

AL-MAHWEET
Japan to support health, education, water projects in al-Mahweet
General Secretary of Local Council Ali al-Zaikam discussed on Monday with the Japanese coordinator of human security projects programs by Japanese's support for a number of health, education and water projects and developing infrastructure in the province. Al-Zaikam affirmed readiness of local authorities to provide all facilities and

cooperate with important projects to strengthen distinctive relation between Yemen and Japan. For his part, Japanese official praised the effort to local authority leaders to facility activities of human security projects to realize local development process.

SANA'A
American-Gulf company launches 1st stock market in Sana'a
Trade International Company specialized in presenting consultations for buying and selling in the stock market launched for the first time a stock market in Sana'a as a basic step to establish stock exchange in Yemen. At the same time, Yemeni governmental delegation is discussing in New York the arrangements concerning setting up the stock market in Yemen. The general director of Fray- Trade Group, Yemeni brunch Redhwan al-Qawsi, said that the group seeks to transfer the international experts in field

of services and consultations for buying and selling in the stock markets. It also seeks to set up a data base for the stock market that would be established in Yemen, and develop the people awareness over this kind of investment.

Syrian cultural week to be launched next Sunday
A Syrian cultural week will be launched next Sunday in Sana'a on the sideline of the meeting of the Yemeni-Syrian Joint supreme committee that will be held for period from 11th to 16th May in Sana'a. Activities of the week include lectures and art shows. The week will be launched by two premiers of both countries.

HAIJAH
German delegation visits Hajjah
A German delegation of journalists paid a visit to Hajjah province and expressed admiration for the province's cultural heritage and civilization.

The German delegation got acquired with development projects financed by the German Technical Cooperation's (GTZ) within the Yemeni-German cooperation ties.

MUKALLA
Hadhramout compels Arab CC to get rid of its oil residues
Arab Contractor Co. (CC) working in oil block No. (49) in al-Dhalieh distract in Hadhramout was compelled to get of the oil residues that resulted from its work there. This commitment came after the governor asked the company to put a mechanism to get rid of the oil residues under the supervision of oil environment experts. During a meeting gathered deputy of Hadhrmaout Omair Mubarak and representatives of Arab CC and general director of Oil Office Salem bin Qadim, they affirmed the importance of the continuation of the company's work in the distract

Their News

Arab Traffic Week launched at Al-Sa'eed Foundation for Science and Culture



Taiz Deputy Governor Mohammed Al-Hyagem called on all citizens of Taiz governorate to get involved with the activities of Arab Traffic Week from May 3 to 8, 2008 entitled, "Our Aim is Your Safety," ensuring safety for all. In a speech at the launch of Arab Traffic Week at Al-Sa'eed Foundation for Science and Culture, he hailed all of those affiliated with the Taiz Traffic Department for their efforts in serving citizens, urging them to strictly handle all negative phenomena and traffic law abusers. He further affirmed the support of the governorate's leadership in making the week successful. The launch ceremony included opening an exhibit of children's drawings and pictures being held at the foundation and attended by the foundation's director, Sa'eed Fare'a, the Taiz Security director and several officials. Fare'a indicated that the weeklong program's activities are varied, targeting all community groups via symposiums, lectures and parties involving numerous facilities. Taiz Traffic Director Yahya Zaher mentioned the governorate's traffic accidents, noting that there were 11,600 traffic accidents between 1998 and 2007, which killed 2,275 and injured 18,952, while material damages are estimated at YR 1 billion. The exhibit included 70 portraits expressing the dangers of speeding, which causes catastrophic accidents, as well as the dangers of motorcycles, which are numerous in the governorate. Additionally, the show included memorial illustrations of past accidents, as well as pictures expressing the innocence of children, environmental safety and various portraits by schoolchildren. Also among the traffic week activities is a film being shown nightly.

CAC bank issues gold, silver, platinum credit cards



Cooperative and Agricultural Credit Bank (CAC) (singed on Tuesday with American Express Company a membership agreement in field of issuing gold, silver, platinum credit cards. Under the agreement sined by CAC bank chairman Hafed Meayad, and the director of Oman and the Middle East region of American Express Omar al-Baiti, CAC bank has the right to issue credit cards from the 1st class for the VIP. The advisor of CAC Bank's governor Walid al-Dubae considered in remarks to Saba the agreement a progressed step added to the achievements and developments have been done by the bank in the banking and crediting field. He made reference that CAC bank is the second Yemeni bank joined the membership of American Express

Company to issue credit cards. It is worth mentioning that American Express was established in 1850 in New York City, American Express Company was among the first and most successful express delivery businesses to arise during the rapid westward expansion of the United States.

Gunmen kill Iraqi journalist during attempted kidnapping

Unidentified gunmen shot and killed an Iraqi journalist in Mosul on Sunday after she resisted their attempt to kidnap her. The journalist, Sarwa Abdul-Wahab, and her mother were walking back from a nearby market to the journalist's home when two masked gunmen pulled up in a car and tried to force the journalist into the waiting vehicle, according to The Associated Press. When she fought back, the gunman shot her twice in the head, the AP reported. "The killing of Sarwa Abdul-Wahab once again shows the world the incredible danger journalists working in Iraq face," said CPJ Executive Director Joel Simon. "We call upon the Iraqi authorities to do everything in their power to track down Abdul-Wahab's murderers and bring them to justice." Abdul-Wahab, 36, was a freelance contributor for an Iraqi news Web site, Murason, the site's editor, Mohamed al-Jebori, told CPJ. The AP reported that the site is affiliated with Masoud Barzani's Kurdistan Democratic Party, but al-Jebori told CPJ that Murason has no political affiliation. He said she also worked for Saladin TV and was an attorney. The head of the Iraqi Association for Journalists' Rights' Mosul branch, Yasir al-Hamadani, said Abdul-Wahab

was a member, the AP reported. According to Reuters, Abdul-Wahab was working for a provincial electoral commission, but al-Jebori was unable to confirm this to CPJ.

Ibrahim Al-Saraj, head of the Iraqi Journalists' Syndicate, told CPJ that Abdul-Wahab had reported to him that she had received threatening phone calls two weeks ago warning her to quit her job "or else." He and al-Jebori said they had each advised Abdul-Wahab to leave Mosul.

CPJ is investigating the circumstances surrounding the murder of Abdul-Wahab to determine whether the killing was related to her work.

Iraq remains the world's deadliest nation for the press. At least 127 journalists and 50 media workers have been killed in Iraq since the U.S.-led invasion in March 2003, according to CPJ research. Iraq also tops CPJ's Impunity Index, which measures unsolved journalist murders as a percentage of the population over the past decade.

The Committee to Protect Journalists is a non-partisan, nonprofit organization dedicated to defending press freedom worldwide. For more information, visit www.cpj.org.

OIC Secretary General highlights humanitarian action

Secretary General of the Organization of the Islamic Conference (OIC), Prof. Ekmeleddine Ihsanoglu, emphasized in a recent statement the paramount importance the OIC attaches to humanitarian action.

The statement came in the wake of the dedicated efforts Prof. Ihsanoglu has deployed in a bid to reinvigorate the OIC's work following the Dakar Summit held last March.

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- Diploma in marketing or related field; degree preferred
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- Familiarity with Yemeni educational system; English language experience preferred
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- Ability to work independently as well as a team member
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TO APPLY:
Submit cover letter, CV including salary history and references no later than May 15, 2008 via email to yali@amideast.org. Qualified candidates will be contacted for interviews. Women are especially encouraged to apply for this and all positions at YALI.

The Summit marked a historical turning-point in the OIC's progress with the adoption of an amended Charter.

The Secretary General pointed out the pressing need for humanitarian institutions to embrace more systemic and institutional management models grounded in well-defined strategic plans liable to periodic re-evaluation.

The statement by Ihsanoglu was made during the third meeting of the General Assembly of the International Islamic Relief Agency held on Thursday 1st May 2008 at the Holiday Al Salam Hotel, Jeddah.

The Secretary General's participation in the meeting came on the heels of a visit he conducted to the UK during which he met with a number of British government officials as well as officials from UK-based Islamic associations. Other activities by the Secretary General while in London included a lecture he delivered at the Center of Oxford University on Islam in Europe, notably the prominent role Islam

played in past and present times. The time is now ripe, the Secretary General stressed in his lecture, to ensure a historical reconciliation between Islam and Christianity with Europe likely to be an ideal launch pad for that reconciliation. At the conclusion of the meeting organized by the International Islamic Agency, Ihsanoglu held an interview with Okaz, the Saudi Arabic language newspaper, in which he dwelt on various key Islamic issues.

Azerbaijan and Swedish Delegations visit the Emirates Center for Strategic Studies and Research



The Emirates Center for Strategic

Studies and Research (ECSSR) received yesterday on Thursday 1st of May 2008, Mr. Elkhan G. Gahramanov, Charge D'affaires and Mr. Elnur S. Shahhuseynov, Third Secretary at the Embassy of the Republic of Azerbaijan..

The aim of the visit was to exchange the most important publications between the Embassy and the Center. The delegation met with Mr. Abdullah Al Sahlawi, the Executive Director office and Mr. Mohammed Al Ali, Manager of the Media Department and the Head of Media Committee, on behalf of the General Director of the ECSSR, Dr. Jamal Al Suwaidi.

The delegation showed their interest in the Center's experience toward providing support for decision making in the U.A.E through research and scientific studies in varieties of fields. The delegation invited the Center's researchers to visit the Republic of Azerbaijan to exchange experiences between the two countries and forwarding relationship.

UNFPA Country Office in Yemen, Sana'a, s looking to fill the posts of: Programme Assistant for Gender Based Violence Project (2008-2009) based in Yemeni Women Union

Unit: Gender Programme Component

Under the direct supervision of the Gender Programme Officer, the immediate duties and responsibilities of the incumbent will be, but not limited to, the following: -

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- Secure and review GBV work plan for the project, ensure their regular updating and consistency with expected project objectives;
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- Undertake periodic project monitoring visits, secure the preparation required substantive reports and arrange for standard monitoring and evaluation exercises, including the preparation of terms of reference;
- Processes mandatory and budgetary revisions, verifies data from project delivery reports; Maintain records, documents and work plans for the monitoring of project implementation; organizes data and information for easy follow-up;
- Prepare financial forecasts and reflect them in budgets; monitor expenditures;
- Processes the termination of financially completed activities;
- Plan and contribute to gender portfolio-related activities and events (workshops),
- Discuss with supervisor competency development plan, devote time for self-learning and maintain close working relationship with other CO colleagues.

Minimum Qualifications: -

- University degree in development or social science;
- Extended experience (3 Years) in Programme/Project management and development issues at the national or international level;
- Excellent knowledge of computer and Internet use including mastery of word processing;
- Excellent drafting and communication skills;
- Excellent knowledge of Arabic and English Languages.

Competencies Required:

Corporate Responsibility & Teamwork:

- Serves and promotes the vision, mission, values, and strategic goals of UNFPA;
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- Participates effectively in a team-based, information-sharing environment, collaborating and cooperating with others;
- Responds flexibly & positively to change through active involvement.

People Skills

- Recognizes & responds appropriately to the ideas, interests & concerns of others; gives credit to the contributions of others;
- Establishes clear performance goals, standards & responsibilities; manages them accordingly;
- Promotes a learning environment; facilitates the development of individual and team competencies.

Innovation & Judgment

- Contributes creative, practical ideas and approaches to deal with challenging situations;
- Pursues own personal and professional development.

Communication:

- Formulates written information clearly and persuasively;
- Presents oral information clearly and persuasively.

Job knowledge & Expertise

- Executes day-to-day tasks systematically & efficiently;
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Please send your resume with a covering letter, indicating the post title in the letter and on the outside envelope. UNFPA offers an attractive compensation package commensurate with experience. Please send your application to: UNFPA, P.O. Box 7272, Sana'a. Deadline for application: 21 May, 2008

Please note that only candidates who fulfil the above requirements will be considered and notified.



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برعاية الشيخ / صادق بن عبدالله الأحمر

مهرجان ربيع صنعاء الفتي الأول

بقاعة مركز ابولو اكسيو صنعاء

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2	محمد العبدان	19:15
3	عبدالله العبدان	19:30
4	عبدالله العبدان	19:45
5	عبدالله العبدان	20:00

مقامات المشاهير

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- مؤسسة الخير والبر
- الإذاعة الإذاعية
- مؤسسة العبدان - الجاهلية الخديعة
- مكتبة خالد بن الوليد بالهجرة
- نادي كوكب - نادي كوكب

YEMEN TIMES

الرعاية الرسمية

بنك سابافون

بنك سابافون

Yemeni youth ambassador provides a voice for the region's youngsters

By: Amel Al-Ariqi

Nineteen-year-old Abdullah Al-Thawr has the honor of being Yemen's – and the world's – first youth ambassador for the Middle East Youth Initiative (MEYI), a youth policy development think tank sponsored by the Dubai School of Government and the Wolfensohn Center for Development at the Brookings Institution, a Washington D.C.-based independent research and policy organization.

Last year, Al-Thawr won an international essay competition co-organized by the World Bank for a piece he wrote about corruption in Yemen. MEYI caught word of him through this and made him their very first "youth ambassador" for the region.

"He [Al-Thawr] was requested to apply based on his critical thinking

unemployed and without any future prospects.

"Education and employment are directly linked," Constant agreed, "We focus on addressing the outcomes of increased education attainment – a niche that requires greater attention – because despite attaining higher education, students are graduating with limited job prospects due to skills mismatch in the market."

The general unemployment rate in the Middle East region is one of the world's highest, hovering around 15 percent. Brookings Institution studies show that youth unemployment in the Middle East is even higher – around 25 percent. Yemen's unemployment rate is approximately 35 percent (est. 2003), according to the latest available figures.

Also a youth programs officer at the Democracy School in Sana'a, Al-Thawr has attempted to acquire knowledge and skills that will enable him to continue reflecting his



Al-Thawr in Egypt forum

policy's critical parts have yet to be implemented due to lack of investment and capacity," MEYI director Navtej Dhillon says, "Thus, one area that the Middle East Youth Initiative is promoting is a regional platform for countries to share experiences and

resources."

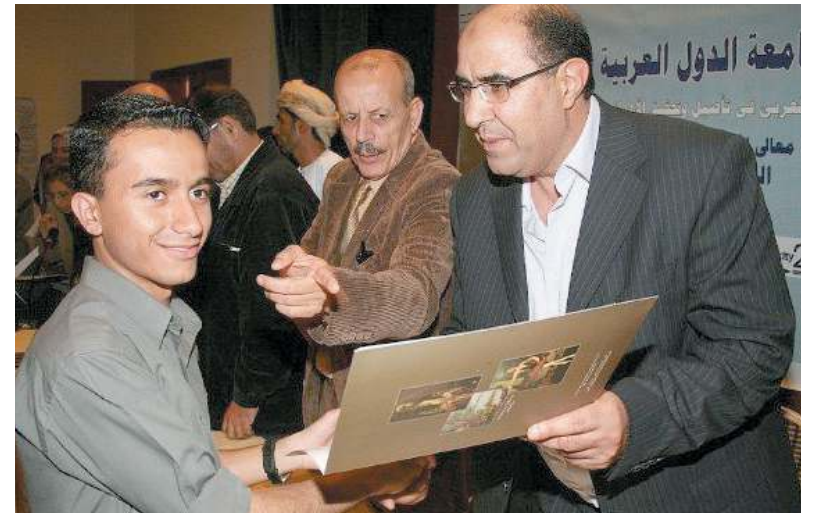
He adds that it's a well-known fact that investing in youth is critical in order to increase future prosperity in Yemen and the Middle East at large.

Long-term problems require long-term solutions

So, what are MEYI's specific solutions to help the region prosper? Constant notes that education recommendations include improving university admission policies by adding more writing and critical skills testing rather than standard examinations based on memorization.

MEYI's employment recommendations focus on improving government hiring practices by requiring previous work experience in the private sector and insisting on skills such as the ability to write well.

However, problems in the Middle East do not remain static; they are constantly shifting and transforming.



The first MEYI Youth Ambassador nominated is Abdullah Al-Thawr

"While the region is highly politicized and ever-changing, demographic trends – as shown by the youth bulge – are long-term," Constant says.

will require time, MEYI's approach and participation; thus, Al-Thawr's role as ambassador is only the first step.



The Youth Ambassadors connect via new media such as social networking sites and many meet during participation in conferences organized by the many initiatives targeting youth in the region

around development issues. He was further identified by his commitment to youth development and proactive participation through his involvement with civil society," said Samantha Constant, communications specialist at the Wolfensohn Center for Development, which helps run MEYI.

MEYI's program, which began in early 2006, has an ambitious goal to change regional government policies in an effort to reintegrate an often-frustrated youthful population and help ease the transition between education, employment and marriage.

However, at this stage, the organization simply is attempting to better understand the needs of Middle Eastern youths through ambassadors like Al-Thawr, who blogs about several focus sections MEYI has singled out as the main challenges facing today's Middle Eastern youth: education, employment, marriage and family formation, civic participation, housing and credit.

Although MEYI still is determining how best to use these youth ambassadors, the group is hopeful that in time, these young leaders will help change policies and make a difference. So far, only four youths have been selected from the Arab nations, staying in touch with each other via new media such as social networking sites and regional conferences.

"All [youth ambassadors] are active in promoting youth leadership among their peers, as well as being involved in development through various sectors. MEYI provides a platform for youths to share their local/youth perspectives and personal experiences around our focus areas of analysis. Such insights then may be channeled into our policy documents," Constant says.

Critical problems within the regional youth population

Although poor education, unemployment, difficulties getting married, lack of civic participation and lack of financial credit are all serious problems, Al-Thawr believes that Yemen's core problem is education.

"Public school graduates can't adapt to the work environment," he observes, adding that this prevents people from obtaining work, leaving them

generation's issues.

Besides his blog, which features posts pointing out specific flaws in Yemeni education, such as poor teaching methods in public schools, Al-Thawr also visits rural areas and encourages debates that highlight young Yemenis' attitudes toward their future.

"We should focus on youth, who already are depressed and feel that they have no potential to do anything. It's a problem because they don't feel motivated to learn new things," he says, adding, "Youth aren't babies, so you don't have to spoon-feed them knowledge because they also should look for things themselves."

MEYI plans to send researchers to Yemen to conduct field studies to prepare its later strategies; however, this portion of the program has stalled due to the current security situation in Yemen.

"While we are expanding our network," Constant points out, "to date, we've consulted with a wide range of stakeholders, including ministers and top officials in the region, policymakers, civil society, international and regional organizations, academic institutions, the private sector and of course, youth, all while developing our work agenda."

Although this process of including Yemeni youth will take years to implement, Al-Thawr is optimistic that there's still time for young Yemenis – who make up half of the population – to improve their lives.

"The problems of Yemeni youths are similar to those among Arab youths. Many Arab governments could fix certain problems, such as the quality of education and empowering their youths to participate," Al-Thawr notes, "Yemeni youths can face these challenges if their voices are heard and if their needs and demands are clarified within government plans and strategies."

He adds that although the Yemeni government showed an interest in its young folks by launching the 2006 National Youth Strategy, he thinks it's "complicated and confusing and focuses mainly on reproductive health issues."

"Many of this integrated youth

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- Applications from qualified Yemeni citizens are preferred; Native speakers of English are encouraged to apply.

To Apply:
Submit cover letter and CV by email to yali@amideast.org or by hand to the YALI Reception Desk, to the attention of the Academic Coordinator. *Email submissions are preferred.* Materials must be received no later than May 15, 2008 to be eligible for consideration for the term which begins in June 2008. Materials received after May 15 will be reviewed for subsequent terms. Qualified candidates will be contacted to submit detailed applications and interviews. Women are especially encouraged to apply for these and all positions at YALI.

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The international system and regional coalitions

By: Abdullah Isehaq

The international system has been experiencing a state of unrest and imbalance since fall of the Soviet Union in 1991 and birth of the single polar power, demonstrated by the United States' attempts to dominate the international decision, even at the expense of the international legitimacy. The superpower's attempts also violate regulations of the United Nations, and a clear-cut example in testimony of this is the invasion of Iraq.

It is normal for the United States to seek and aspire for such an international role due to its strong capacity and great role in machinating collapse of the Soviet regime. As a result, the international positions ranged between absolute consent, under the U.S. leadership and hesitation to oppose the superpower's policies and tactics. Many world governments appeared hesitant to oppose the American policies because of being unable to confront the superpower or waiting for the anticipated results that would be reached by the U.S. leadership. Those results might be commendable achievements or failure in the area of international peace and security, as well as resolving the heated conflicts, or any potential conflicts expected to take place in more than one area.

The September 11th events of 2001 came to give the U.S. Administration an additional driving force toward the one-side opinion and decision under the cover of "Fighting Terrorism". The concept of fighting terrorism was introduced to practically abolish the principle of states' sovereignty within the limit of their borders, and therefore led to increasing the U.S. military presence in different parts of the world without taking into consideration interests of the other international powers, as well as the interests of the smaller states that pay the price for any subsequent damage.

As there is no international power more able to confront the American dominance and compensate for the international imbalance, coupled with other multiple factors, the role of regional coalitions has begun to grow at the international level after it was about to disappear over the past few years.

What is also of great importance to the international system and regional coalitions is the history of the relations between states in peace and war, and the development of the international system since 1900. This history include topics such as the pre - 1914 system, the balance of power and causes of the first World War, the effects of the peace settlement and the rise of liberal and realist approaches to international relations, collective security and the League of Nations System, political

and economic cooperation in the interwar period, the USA, Soviet Union, Middle East, and Far East in the interwar years and the impact of domestic politics and ideology on foreign policy. It also covers causes of the Second World War, the relationship between politics and strategy in the Second World War, post-war reconstruction and the origins of the Cold War, the evolution of the Cold War, decolonization and self-determination, regional conflicts, integration in Western Europe, détente and the end of security institutions, and international relations in the post Cold War world.

In this context, we have realized remarkable enhancement and activation for the role of Shanghai Cooperation Organization, which includes Russia and China, along with other four states of Central Asia. Recently, Iran joined the organization as an observing member, plus many countries overlooking the Caspian Sea, and hosted the most recent summit for the organization in last October. This summit was held in the presence of the Russian President during its first visit to Tehran, which was pondered upon as historic and vital to improving relations between both neighboring countries.

Including ten Asian states, the League of Southeast Asian States represents one of the most important coalitions in the world's largest

continent in terms of area and population. At the league's most recent summit, hosted by Singapore on the 20th of last November, the member states signed a new pact, as a legal frame to form an economic cartel for more than half a billion souls. The summit aims to establish a free economic zone by the advent of 2015, thereby enhancing presence and influence of this cartel in the areas of economy, world trade and international decision making.

Having a glance at the timing and expansion of such an international and regional activity at various levels and in different parts of the world, it seems that there is parturition due to be ensued by birth of a new international system. This system is expected to be more fair and stable and may not help in dividing the world into two competitive poles like what happened during the Cold War. On the contrary, the new international system doesn't allow a single power to control fate of the world and its capabilities or abolish the role of other international and regional powers.

The parturition may be so difficult, or may take a long time before completing the embryonic stage. But in event a new international system is born, which is more likely to happen, the whole world will be safer and more stable.

Source: Al-Thawra State-Run Daily

COMMON SENSE

May God Have Mercy on the People of Sa'ada They really need a respite from all this suffering

Yemen is going further into the abyss as the war merchants of the land carry on their calamitous games of fortune while needlessly spilling Yemeni blood by the gallons, without regards to such concepts as the right to live, the right of free worship and the right for redress from all the wrongs done against them. God only knows that the people of Sa'ada are probably the most deprived citizens in the country in terms of enjoying even if just a fraction of the amenities that the crooks who are profiting from this senseless bloodshed, for which there is no end in sight are enjoying (at the expense of all the Yemeni people and not just the people of Sa'ada).



By: Hassan Al-Haifi

We have a war in this country with hardly anyone really knowing exactly why it started, why can't it stop and why the people of Yemen can't learn exactly where the situation is really heading towards now? What we know really adds more to the confusion of our intelligence and more than that reveals a very morbid picture, which is further made tragic by the inability of the Government to shed light on what in God's name is happening in Sa'ada? We hear the Government come out with very difficult to believe statements every now and then about the situation there. We are asked to believe that the Government is on the offensive (never mind whether that is subject to disbelief, but that the Government should be proud of making such announcements against the entire population of a Governorate, who are known for their peaceful and tolerant attitudes and law abiding orientation, is really distasteful).

One is rather appalled by the considerable difference in what is blared out by the Government and what credible eyewitnesses have to say about what is going on in the absolutely unjustifiable war in Sa'ada. The problem is made more incomprehensible and unforgivable by the insistence of the Government to impose an impregnable news blackout on the situation there. This is not acceptable for a Government that insists it is committed to democracy and human rights (at least as long as the donors believe it, for the people of Yemen gave up on those assumptions a long time ago!) The observer is not so much trying to show the failure of the Yemeni Government to live up to such empty promises anymore, but rather to highlight the very essential need of the proud people of Sa'ada to live in peace and rest from the insistence of the empty-headed war lords from within the Government and outside the Government that they can decide the fate of the citizens of this country and how they pray and all the other senseless oppressive dictates being imposed on the proud and freedom-loving people of Sa'ada Governorate.

Let us then try to call a spade a spade when it comes to talking about the awesome nightmare to which the people of Sa'ada are being subjected. The facts according to people recently arriving from the Governorate and to many of those who are reluctantly forced to join in this ugly forced conversion campaign of an entire Governorate to a Salafi orientation, are different. Never mind that this misguided religious persuasion has brought more headaches to the world and more danger to world peace, as well as to the stability and welfare of the Moslem World wherever one goes, from the deserts of Mauritania to the jungles of Indonesia and from the once independent Chechnya to the once democratic and culturally dynamic venue in the Levant (bearing in mind that one here is referring to the Salafi persuasion that emanates from Najd, Saudi Arabia and not any other form of genuine mainstream religious fundamentalism. Thus it is essential to make it clear that the explosion in the Bin Salman Mosque was, according to credible witnesses, actually a futile effort to convince God knows who that this ugly war in Sa'ada is a legitimate part of the "War on Terror", although most people have come to reckon that it is the personification of terror itself unleashed by the contractors of death participating in this war! This kind of staged and premeditated bloodshed is not part and parcel to the character and honor codes of the people of Sa'ada, which the Yemeni people all recognize as being true to the chivalrous code by which all Yemenis attach proudly to their heritage. The people of Sa'ada do not stomach killing people from other governorates and there is no difficulty in believing that they do not stomach the kind of ugly murder that was exercised in the Bin Salman Mosque - that is for all practical purposes a Salafi concoction.

Now for the war situation. The Government tells us that the Houthis are on the run and that the Government is bringing them to obedience once and for all! However one cannot remain oblivious to the fact that sizable troop reinforcements (regular and irregular) are now being sent to the region and to what one hears even from high ranking officers on the Government's side, who picture a situation for the Government forces that could be construed at best as being on the unfavorable side. The casualties as one can surmise from the caravans of ambulances coming and going to the airport are obviously heavy and our credible witnesses put them on the teens on a daily basis. In the battlefield one also hears that the Houthis have managed to capture considerable truckloads of arms and ammunition heading for Government troops and there is even mention by these pro-Government military and security personnel of large contingents of Government forces being hit hard.

Needless to say these are unsubstantiated citations by any other independent sources, but surely warrant serious consideration if anyone wants to get a concise and thorough outlook on the situation in Sa'ada. In any case they certainly do point to the need of the Government to give credence to the dedicated and sincere efforts of our Qatari brothers in reaching an amicable peaceful settlement of the situation and there is really no harm in telling the war lords to pack their earnings to date and let this country enjoy some peace for a change, and there is really no harm at all if they left the country for that matter. God have mercy on us all.

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

Saudi Holocaust against Yemeni citizens

By: Abdulbasit Al-Hubeishi

Most of Yemeni people, who watched some of the victims burned by Saudi

authorities while trying to cross into the kingdom, were not shocked by the incident, nor did they react to it. The Yemeni victims, who attempted to cross illegally into the bordering Arab country in search of better work to provide for their vulnerable

families, were severely beaten and burned by Saudi security authorities on different parts of their bodies while Yemeni government took no action regarding such a hooligan human rights abuse.

The way the Yemeni citizens were tortured was never seen anytime before even during the time of Nazi Holocaust against the Jews more than 60 years ago.

People of Yemen have not denounced such an inhuman action or procedure that contravenes all the divine and human legislations because many of them have been for years subjected to such agonies and torture. People of Yemen don't care about those who cross the Yemeni-Saudi border in search of better work to provide for their families, but die at the border as a result of torture and agony merciless policemen of Saudi Arabia practice against them.

In addition, the Saudi security authorities deport thousands of Yemeni immigrants who entered their territory illegally and transport them back to the border on trucks, which they use for carrying sheep and cattle.

They accuse Yemeni illegal immigrants of begging in their cities, particularly as they realize that Yemeni government never reacts to what happens to its citizens, nor does it care about compensating them for the injustice they suffer.

Thousands of people from Latin America cross borders of the United States of America on a daily basis, and the federal U.S. government spends billions of dollars to prevent entry of illegal immigrants into its territory because the phenomenon,

according to the U.S. authorities, create numerous economic and social problems. Such an example is given for comparison. Unlike Arabs in the kingdom who harshly torture their Yemeni brothers for illegal entry into their cities, the Americans only attempt to prevent entry of illegal migrants coming from South America without harming them.

There are more than 12 million illegal expatriates in the United States and such a phenomenon continues to worsen. A few years ago, two of the American border guards fired in the air with the aim of stopping illegal immigrants attempting to cross the border without injuring anyone of them, but both guards have been - since then and until now - jailed in isolated cells as a punishment for violating human rights.

For us the Yemeni people, our dignity was insulted many years ago and our relatives and beloved ones are killed at the Yemeni-Saudi border on a daily basis at the hands of Arabs who claim to respect Islam and human rights.

My use of the term "Holocaust", which may enrage some people, is based on a real comparison between the Nazi Holocaust against the Jews in Germany in the 40s of the last century and the an unannounced Saudi Holocaust, which the Saudi authorities launched in the 60s of the last Century, following breakout of Yemen's 26 September Revolution, and still practice against their brothers fleeing Yemen in search of work.

Source: Al-Wahdawi.net



By: Samer

YEMEN TIMES

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First Political bi-weekly English Newspaper in Yemen. Founded in 1990 by Prof. Abdulaziz Al-Saqqaf

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Subscription rates:

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Yemeni companies/corporations: YR 8,000
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OMV Exploration & Production

Move up?
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On the occasion of International Labor Day OMV honors outstanding employees

Saturday – May 3rd, 2008, OMV – Yemen, celebrated the International Labor Day in the guest house premises with the presence of the General Manager Dr. Elmar Colins, Human Resources Manager Mr. Fadi Shaif, Operations Manager, Mr. Michael Bisanz; Exploration Manager Mr. Alan Holmes, employees from the site and the head office in Sana'a representatives from the Ministry of Oil and Minerals and PEPA attended the ceremony.

During the event speeches were given by the general manager, HR Manager and a presentation was given by Mr. Michael Bisanz Operations Manager to mark the occasion and the achievements of the

company. Two employees were awarded the best employee's of the year Saleh al-Tairi, Senior Security Supervisor and Khalid al-Rubassi.

The General Manager Dr. Elmar Colins, gave a brief statement on the occasion congratulated the staff and management team on the International Labor Day. He said it's an excellent opportunity for us to meet with you and discuss one year of hard working and great achievement. The Labor Day is a unique day for us to meet away of work hours.

A presentation was give by Mr. Michael Bisanz Operations Manager he described to employees, the company

business international and locally:

Mr. Fadi Shaif, delivered speech on behalf of the staff, he thanked them for attending the ceremony. Our distinguished staff of this year made excellent efforts to the success of the company and we wish them a continued success in their future mission. All the staff of OMV are distinguished and very highly selective in their position and we are here to celebrate the labor day not just to congratulates 2 employees but to honor every one as an essential element of the company's overall successes. This year and every years recognition of the employees of the year is to reflect the good and collective contribution of all OMV



Dr. Elmar Colins
General Manager



Mr. Michael Bisanz
Operations Manager



Dr. Elmar Colins presents Certificate of Recognition to Khalid al-Rubassi, Rig Admin Assistant.



Dr. Elmar Colins, and Mr. Fadi Shaif present Certificate of Recognition to Mr. Saleh Al-Tairi, Senior Security Supervisor.

General Tender Ibb University Works Projects

Ibb University announces the following two tenders:

Tender No.	Project Name	Project documents fees	Tender guarantee amount in YR	Last date for review or purchase of project documents	Envelopments opening dates	Source of funding	Envelopments opening dates
4/ 2008	Central Library Building	150,000 YR	38,000,000	1 /6/2008	Sunday 15/6/2008 At 11 AM	100% governmental	Sunday 15/6/2008 At 11 AM
5 /2008	University Campus services – infrastructure works – first phase	150,000 YR	31,000,000	24 /5/2008	Saturday 7/6/2008 At 11 AM	100% governmental	Saturday 7/6/2008 At 11 AM

Interested contractors who would like to bid for both or either of these projects must submit written applications during office working hours to the General Financial Department – General Purchase and Inventory Department located on the ground floor of the University's Presidency building, Ibb City, Al-Tahar district, University Campus, Saida Arwa Section.

The application fees are non refundable for purchase the tenders forms and documents.

In order to be accepted, the applicants must:

- Present original + 2 copies of the tenders in closed envelopes sealed with red wax, on which the project party, name, bid number and the applicants name are written. The envelopes must also contain:
 - Bank guarantee or acceptable check in the name of Ibb University with the sum described in the above table and valid for one hundred and fifty days from the date of opening the envelopes. Banking statements must be unconditional and cannot be cancelled and must be endorsed by any of the banks approved by the Yemeni Central Bank.
 - A copy of the tax card, insurance card, alms card, registration and first and second-degree categorization certificates. All documents must be valid for 2008.
 - Details and qualification information along with the endorsing documents and any other papers the applicant sees relevant.
 - Blue prints relating to the tender stamped by the applicant's official stamp with a copy of the tender document purchasing receipt.
- Commitment to the amounts and appointments and the validation duration as described above and for each of the procedures mentioned for both projects.

Envelopes will be opened at the meetings hall, second floor at the Presidency Building of the University Campus Saida Arwa Section. They will be opened in the presence of the applicants or their legal representatives who have a signed and sealed original deputation document.

Interested applicants are invited to review the tender documents prior to purchase during official working hours according to the hours mentioned in the table above and for each project individually.

مناقصة عامة (أعمال أشغال) من جامعة إب

تعلن جامعة إب أنزال المناقصتين التاليتين

رقم المناقصة	اسم المشروع (موضوع المناقصة)	قيمة وثائق (الرسوم بالريال)	مبلغ ضمان العطاء (بالريال)	آخر موعد لبيع الوثائق والاطلاع عليها قبل الشراء	موعد وتاريخ تسليم وفتح المضاريف	فترة سريان العطاء من تاريخ فتح المضاريف	مصدر التمويل
٢٠٠٨ / ٤	مبنى المكتبة المركزية	١٥٠.٠٠٠	٢٨.٠٠٠.٠٠٠	٢٠٠٨/٦/١	يوم الأحد ٢٠٠٨/٦/١٥ الساعة الحادية عشرة صباحاً	١٢٠ يوم	حكومي / ١٠٠
٢٠٠٨ / ٥	خدمات الحرم الجامعي (أعمال البنية التحتية المرحلة الاولى)	١٥٠.٠٠٠	٣١.٠٠٠.٠٠٠	٢٠٠٨/٢٤/٥	يوم السبت ٢٠٠٨/٦/١٥ الساعة الحادية عشرة صباحاً	١٢٠ يوم	حكومي / ١٠٠

فعلى الاخوة المقاولين الراغبين الدخول في هاتين المناقصتين أو أحدهما تقديم طلباتهم الخطية خلال أوقات الدوام الرسمي الى الإدارة العامة للشئون المالية – الإدارة العامة للمشتريات والمخازن – الدور الأرضي بمبنى رئاسة الجامعة – مدينة إب – مديرية الظهار – الحرم الجامعي – صلبة السيدة أروي.

لشراء واستلام وثائق المناقصتين / المناقصة وذلك مقابل الرسوم المحددة أعلاه لاترد.

لقبول العطاءات يشترط الالتزام بما يلي:

- تقديم العطاءات (الاصل + نسختين) داخل مظاريف مغلقة ومختومة بالشمع الاحمر ومكتوب عليها اسم الجهة صاحبة المشروع ورقم المناقصة واسم المشروع واسم مقدم العطاء وفي طيه كل ما يلي :
 - ضمان بنكي أو شيك مقبول الدفع لصالح جامعة إب بمبلغ مقطوع (كما هو موضح أعلاه) وصالح لمدة (مائة وخمسون يوماً) من تاريخ فتح المظاريف من أحد البنوك المعتمدة والمصرح لها من قبل البنك المركزي اليمني غير مشروط وغير قابل للإلغاء .
 - صور للوثائق التالية (سارية المفعول لعام ٢٠٠٨ مع إ حضار الاصل عند فتح المظاريف لغرض المطابقة) :
(البطاقة الضريبية + البطاقة التامينية + البطاقة الزكوية + شهادة التسجيل والتصنيف بالدرجة الاولى والثانية)
 - بيانات ومتطلبات التأهيل المحددة في قائمة البيانات و الوثائق المؤكدة لذلك و أي بيانات أو معلومات يرى مقدم العطاء إرفاقها
 - المخططات المسلمة الخاصة بالمناقصة مختومة من مقدم العطاء مع صورة لسند شراء وثائق المناقصة .

٢) التقيد بالمبالغ والمواعيد وفترات السريان والصلاحيه (المحددة أعلاه) ولكل إجراء على حده من الاجراءات الموضحة لكلتا المناقصتين . سيتم فتح المظاريف في قاعة الاجتماعات – الدور الثاني (الاخير) – بمبنى رئاسة الجامعة – الحرم الجامعي – صلبة السيدة أروي . بحضور أصحاب العطاءات أو من يمثلهم بتفويض رسمي (أصل) موقع ومختوم .

يمكن للراغبين المشاركة في الاطلاع على وثائق المناقصتين قبل شرائها وذلك خلال الدوام الرسمي وفقاً للمواعيد المحددة لكل مناقصة على حدة .

Renewable energy in Yemen: Welfare or necessity?

By: Amel Al-Ariqi
amel1ariqi@yahoo.com

“Natural gas now, renewable energy now and then, and nuclear energy...maybe.” Minister of Energy and Electricity Mustafa Bahran said recently in a meeting with a German delegation visiting Yemen to discuss the country's energy resources.

The statement revealed the ministry's plan to reduce dependence on oil to generate electricity and replace it with other sources, which, according to Bahran, can solve electricity shortages. However, achieving this goal of efficient and clean fuel energy use may prove difficult.

According to the ministry's statistics, approximately 58 percent of Yemen's population does without electricity. A paltry 22 percent of rural households, which comprise 75 percent of Yemen's population, have access to electricity from the national power grid, while the majority of 95 percent of the urban population has this access.

However, even for those connected to the grid, electricity is intermittent and interspersed with regular blackouts. The ministry estimates that the Yemeni population has access to power from other sources such as diesel generators, which operate for only a few hours in the evening.

The World Bank completed and published a 2004 survey of household energy use in Yemen, which provided insight into the characteristics of the rural energy market. The results indicated that in order to cope with energy supply con-

straints, all households, regardless of income, combine different energy sources such as wood, liquefied petroleum gas (LPG) and kerosene for cooking and lighting. Extremely poor households rely on wood for cooking and kerosene dipped wicks in a tin can for lighting.

In rural areas, car batteries are the most common energy source for institutions such as schools, health centers and mosques, as well as being used for fans, lighting, microphones and other needs. As a result, schools and hospitals are limited in the services they offer and operate under restricted hours.

“Electricity shortages are seen as limiting Yemen's economic growth because electricity is the heart of development,” Bahran pointed out.

Yemeni government policy on renewable energy is to optimize the use of energy from domestic sources, increase renewable energy in electricity generation to 15 to 20 percent by 2025 and promote sustainable development within the electricity sector.

Another high priority is reducing Yemen's dependence on fossil fuels for electricity generation. According to a recent World Bank report, Yemen's oil reserves will be nearly depleted by 2010.

Other policy objectives include increasing electricity supply, extending electrical power to rural communities, increasing foreign investment in the private sector and reducing greenhouse gas emissions.

So far, the Yemeni government has agreed with various organizations and donors to expand electricity generation based on natural gas, although this too is a limited resource.

“In return, we'll face the problem of

providing electricity to the Yemeni population, which is expected to triple,” Bahran noted, adding that even if the Yemeni government can provide electricity to half of the population (now 20 million) using current resources, after 10 years with such population growth, the ministry still won't be able to meet the increased demand.

He continued, “Our goal is to use environmentally-friendly sustainable sources to generate electricity and cover increased demand,” pointing out that Yemen is rich in renewable resources, such as wind, solar and geothermal energy.

Bahran added that using renewable energy could increase Yemen's developing power-generating projects, as well as help decentralize systems in order to meet the energy needs of rural and remote communities.

In his article, “Clearing the Hurdles: Renewable Energy in Yemen,” published on the Middle East Energy web site, General Electricity Director Abdulmati Al-Junaid confirmed that Yemen has one of the world's highest levels of solar radiation. Thus, “It is both technically and economically feasible for Yemen to produce 34 gigawatts of electricity,” he writes.

Regarding geothermal energy, Al-Junaid mentions that the Dhamar region alone could produce 125 to 250 megawatts of geothermal power, adding that wind potential also is very high.

A 2004 Electricity Ministry report entitled, “Yemen's rural electrification and renewable energy development,” noted that the nation's current approach to developing renewable energy have had limited success due to barriers related to current institutional, policy, finan-



Will Yemen be able to acquire these technologies and facilities to generate the solar and the wind energies?

cial, technological barriers, as well as lack of private sector engagement.

According to the UNDP, because Yemen is considered one of the poorest countries in the Middle East region, with approximately 45 percent of its population living on less than \$2 per day, the high up-front costs of renewable energy technologies may prevent the nation's poor from receiving electrical services.

“The Yemeni banking system isn't well situated to provide small loans and micro financing institutions aren't widespread in rural areas,” the study noted, further pointing out that Yemen's private sector, including non-governmental organizations and community-based organizations, has limited knowledge about the technical and financial aspects of renewable energy.

“Implementing the Renewable Energy Project would create a favorable

policy and regulatory environment for private sector participation,” the study noted, “However, overcoming this barrier is possible only through large investments, which are expected to follow.”

The study also revealed that there is lack of coordination among concerned stakeholders, such as government agencies interested in renewable energy, donors, NGOs, the private sector and the financial sector. The Energy Ministry also lacks staff to implement suggested strategies.

Despite such difficulties, the ministry has conducted numerous roundtable discussions and studies with international donors such as Germany, Iceland and the World Bank to implement certain projects for generating electricity using wind and geothermal energy.

In this regard, Yemen signed an agreement with Iceland's Reykjavik Energy

Invest - this past April to generate geothermal electricity. Under the agreement, the company will conduct a study for geothermal sources at Al-Lisi Mountain in Dhamar governorate and then initiate drilling in the location.

The company will invest in setting up the first geothermal station on the mountain with a capacity of 100 megawatts after finalizing the study by the end of this August, according to the agreement.

However, such agreements often are signed in the absence of a supportive legal and/or policy framework, including a regulatory mechanism to encourage small entrepreneurs and power producing entities to invest in renewable energy, which causes Yemenis to wonder whether their government, represented by the electricity ministry, will be able to fulfill its promises and meet public demand.

The end of banks?

By: Xavier Vives

Are banks doomed as a result of the current financial crisis? The securitization of mortgages originally was seen as a triumph, because it shifted risk to financial markets, while taking deposits and making and monitoring loans – the purview of traditional banks – was regarded as narrow and old-fashioned. By contrast, modern banks would seek finance mainly in the inter-bank market and securitize their loan portfolios.

In theory, such banks should be immune to runs, because the interbank market is supposed to be extremely efficient, and risk would be shifted to investors willing to bear it. Deposits would be replaced by mutual funds, which, as we know, are also immune to runs, and the risk of structured investment vehicles (SIV's) would be assessed accurately by rating agencies. All this financial engineering would avoid the obsolete capital requirements that burden banks' operation.

The current crisis killed off this optimistic scenario. The interbank market has almost collapsed, because banks do not trust each other in the same way that we tend not to trust an eager seller of a second-hand car.

This is a textbook market failure. The origin of the problem is uncertainty about banks' exposure to sub-prime mortgages, the risks of which have been carelessly assessed by rating agencies due to conflicts of interest. Northern Rock in the United Kingdom has been a victim of this

modern banking strategy, as has Bear Stearns in the United States. Others may follow soon.

Moreover, institutions that thought they had transferred risk to the market realized that the demise of sponsored SIV's would damage their reputations irreversibly. This implied that they had to rescue these SIV's. Alas, they failed to set aside enough capital for this unforeseen contingency, and external investors such as the sovereign wealth funds of China, Singapore, and the Middle East have had to come to the rescue.

Finally, mutual funds are at risk as well, because their supposedly safe investments may sour and the insurance that backs them now appears shaky. The sub-prime contamination of money market funds would prove disastrous, with consequences far beyond what we have seen up to now. The supposed transfer of risk would turn out to have been a mirage.

Are banks, markets, or regulators to blame? The answer may indicate what future awaits banks. Some regulators were irresponsible for not anticipating the rational profit-maximizing behavior of institutions with a limited liability charter and of executives effectively protected from failure.

After all, what should banks do when, instead of keeping sub-prime mortgages on their books, monitoring their performance, and incurring capital requirements, they can securitize them advantageously (because the rating agencies have a stake in the business), avoid capital requirements, and profit from investors' inexperience with such products. Indeed, even if things turned ugly and banks' equity suf-

fered, executives knew that their own generous bonuses and pension packages most likely would not. Given this, regulators should have thought twice before permitting off-balance sheet operations without any further provision.

The fundamental question today is who monitors opaque loans, whether of the sub-prime or any other variety. Traditionally, the answer was banks; in the securitized world, it remains a question.

So, is there an alternative to the old-fashioned monitoring of loans by banks?

Perhaps if those securitized packages had been properly rated, the originating institution would be obliged to retain a share to signal to the market that risk was being controlled. And, clearly, the idea that capital requirements were not needed for banks' off-balance sheet activities (because the banks were not bearing the risk), was simply wrong.

Appropriate regulation – including regulation of rating agencies – would most likely make traditional banks popular again. A reconsideration of banks' limited liability charter would go even further in restoring credibility.

The principle is simple: when your own money is at stake, you tend to be careful. But when you can play with others' money and expect a very high reward for success and no punishment for failure, the incentives for irresponsible risk-taking become enormous.

Xavier Vives is Professor of Economics and Finance at IESE Business School, Barcelona.

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INVITATION FOR PREQUALIFICATION

WATER SUPPLY AND SANITATION IN PROVINCIAL TOWNS PROGRAM II –
LOT 1: PROJECT TOWNS OF JA'AR AND ZINJIBAR, REPUBLIC OF YEMEN

The above Project is jointly financed by the Federal Republic of Germany through the Kreditanstalt für Wiederaufbau (KfW) and the Republic of Yemen through the Local Corporation for Water Supply and Sanitation Abyan. The Local Corporation, intends to prequalify contractors for three (3) Contract Packages for the following:

Contract Package 1:**Water Supply and Sewerage System Ja'ar**

Drilling and equipping of one new deep well (capacity: 10 l/s; depth: approx. 60 m); Re-equipping of 6 well chambers; Replacement/Extension of water supply network (DN 50 - 300, length: 113.4 km); Installation of new chlorination units; Construction of new Reservoirs (200 m_ elevated tank, 600 m_ ground reservoir); Procurement and installation of approx. 2,600 water meters; Installation of house connections including lateral lines and inspection pits etc.; Procurement of various light and heavy duty equipment; Extension of the sewage network (DN 200 to DN 450, length: approx. 30.6 km); House connections (DN 100 to DN 150, length: approx. 30.0 km); Manholes: 900 units; Inspection chambers: 4,160 units; Provision of building materials and planning support for cesspit construction

Contract Package 2:**Water Supply and Sewerage System Zinjibar**

Re-equipping of 6 well chambers; Replacement/Extension of water supply network (DN 50 - 400, length: 120.3 km); Installation of new chlorination units; Rehabilitation and construction of new Reservoirs (200 m_ elevated tank); Procurement and installation of approx. 1,400 water meters; Installation of house connections including lateral lines and inspection pits etc.; Procurement of various light and heavy duty equipment; Extension of the sewerage network (DN 200 to DN 450, length: approx. 17.8 km); House connections (DN 100 to DN 150, length: approx. 17.8 km); Manholes: 460 units; Inspection chambers: 1,740 units; Provision of building materials and planning support for cesspit construction

Contract Package 3:**Transmission Main, Wastewater Treatment Plant, Main Pumping Station including Force Main**

Main transmission Sewer from Ja'ar to MPS, DN 600, length: approx. 17.0 km); Main Pumping Station (MPS); Q = 250 m³/h; Hman = 75.0 m; Force main from MPS to WWTP (DN 300, length: approx. 7.0 km); Wastewater Treatment Plant (stabilization ponds, 35 ha, incl. drying beds and operational building); Operation and Maintenance of the plant for one year after issuing the Taking Over Certificate

Pre-qualification will be governed by the KfW's 'Guidelines for Procurement of Supply and Work Contracts under Financial Cooperation with Developing Countries'. Pre-qualification documents may be purchased upon payment of a non refundable fee of US\$ 200.-.

Dornier-Schneider Consulting Project Office,
Khor Maksar, October Quarter
Al-Attas Building
2nd Floor, Flat #5
Aden
Republic of Yemen
Tel.: +967 2 270 607
Fax: +967 2 270 847
E-mail: georg@dr-veits.com

Project Manager of PEA
Attn.: Eng. Jamal M. Al-Sayyadi
Mobile: +967 712 271 148
E-mail: jamal240ye@yahoo.com

Project Manager Consultant
Attn.: Dr Georg Veits
Mobile: +967 734 30 88 22

Applicants may submit applications for pre-qualification for any number and combination of the three Contract Packages, a separate application should be submitted for each Contract Package. Applications should be submitted in sealed envelopes, delivered to the above address on or before **7th June 2008** and be clearly marked as follows: "Application to Prequalify for Water Supply and Sanitation in Provincial Towns Program II, Lot '1 Project Towns of Ja'ar and Zinjibar, Contract Package No. (1, 2, or 3 as applicable)". Two hardcopies (original and one copy) plus one digital copy on CD of the completed prequalification documents should be submitted for each Contract Package.

أعلان عن تأهيل المقاولين لمشروع مياه ومجاري المدن الثانوية – البرنامج الثاني للمشروع بتتمويل مشترك من الحكومة الألمانية من خلال البنك الألماني للاعمار وحكومة الجمهورية اليمنية من خلال المؤسسة المحلية للمياه والصرف الصحي محافظة أبين

تدعو المؤسسة المحلية للمياه والصرف الصحي محافظة أبين المقاولين لتقديم بيانات التأهيل للمشروع المذكور أعلاه لعدد ثلاث مناقصات حسب الآتي:

مناقصة رقم ١:**شبكة مياه وصرف صحي مدينة جعار وتشمل:**

حفر بئر مياه جوفية بعمق تقريبي ٦٠ م وتركيب جميع المعدات الخاصة (انتاجية البئر حوالي ١٠ لتر/ثانية). إعادة تجهيز آبار مياه جوفية عدد ٦. استبدال وتوسيع شبكة المياه أقطار من ٥٠ إلى ٣٠٠ ملم بطول تقريبي ١١٣.٤ كم. بناء وحدة كلور. بناء خزان خرساني للمياه سعة (٢٠٠ م^٣). بناء خزان خرساني سعة (٦٠٠ م^٣). تزويد وتركيب حوالي ٢٦٠٠ عداد مياه. تركيب وصلات منزلية شاملة الخطوط وغرف التفتيش واي اعمال او معدات ضرورية اخرى. تزويد جميع المعدات الثقيلة والخفيفة الضرورية. توسيع شبكة الصرف الصحي للاقطار من ٢٠٠ الى ٤٥٠ ملم بطول ٣٠.٦ كلم. تركيب وصلات منزلية أقطار ١٠٠ و ١٥٠ ملم بطول تقريبي ٣٠ كلم. توريد وتركيب مناهل عدد ٩٠٠ مناهل. توريد وتركيب غرف تفتيش عدد ٤١٦٠ غرفة. توريد مواد لبناء حفر صماء وتزويد الاعمال الادارة والاستشاريه للانشاء

مناقصة رقم ٢:**شبكة مياه وصرف صحي مدينة زنجبار وتشمل:**

إعادة تجهيز آبار مياه جوفية عدد ٦. استبدال وتوسيع شبكة المياه أقطار من ٥٠ إلى ٤٠٠ ملم بطول تقريبي ١٢٠.٣ كم. بناء وحدة كلور بناء وتاهيل خزان للمياه سعة (٢٠٠ م^٣). تزويد وتركيب حوالي ١٤٠٠ عداد مياه. تركيب وصلات منزلية شاملة الخطوط وغرف التفتيش واي اعمال او معدات ضرورية اخرى. تزويد جميع المعدات الثقيلة والخفيفة الضرورية. توسيع شبكة الصرف الصحي للاقطار من ٢٠٠ الى ٤٥٠ ملم بطول ١٧.٨ كلم. تركيب وصلة منزلية أقطار ١٠٠ و ١٥٠ ملم بطول تقريبي ١٧.٨ كلم. توريد وتركيب مناهل عدد ٤٦٠ مناهل. توريد وتركيب غرف تفتيش عدد ١٧٤٠ غرفة. توريد مواد لبناء حفر صماء وتزويد الاعمال الادارة والاستشاريه للانشاء

مناقصة رقم ٣:**الخط الناقل، محطة ضخ مياه عادية شاملة لخط الضخ، محطة معالجة المياه العادمة وتشمل:**

خط ناقل لمياه الصرف الصحي من جعار حتى محطة الضخ بقطر ٦٠٠ ملم ويطول حوالي ١٧ كلم. محطة ضخ مياه عادية بسعة ٢٥٠ م^٣/ساعة. خط ضخ بطول ٧ كلم وقطر ٣٠٠ ملم. محطة معالجة المياه العادمة بمساحة حوالي ٣٥ هكتار (معالجة طبيعية) شاملة احواض تجفيف ومبنى الادارة. صيانة وتشغيل محطة المعالجة لمدة عام من تاريخ الحصول على شهادة حسن التنفيذ. عملية التأهيل بناء على الشروط المرجعية لبنك الاعمار الألماني. يمكن الحصول على وثائق التأهيل مقابل مبلغ ٢٠٠ دولار أمريكي غير مترجعه. استلام الوثائق يكون بشكل شخصي مع رسالة تفويض.

مكتب دورنير شنايدر الاستشاريه
خور مكسر، حي أكتوبر
عمارة العطاس
الطابق الثاني، شقة رقم ٥
عند الجوهريه اليمنيه
د. جورج فاتيس
تلفون ٢٧٠٦٠٧
فاكس: +٩٦٧ ٢ ٢٧٠٨٤٧

مدير المشروع من قبل المؤسسة المحلية للمياه والصرف الصحي/ م. أبين
لانتباه المهندس جمال الصيادي
تقال: +٩٦٧ ٧١٢ ٢٧١ ١٤٨
بريد الكتروني: jamal240ye@yahoo.com
مدير المشروع من قبل الشركة الاستشاريه
تقال: +٩٦٧ ٧٣٤ ٣٠٨٨٢٢
بريد الكتروني: georg@dr-veits.com

يقوم لكل مقدم تقديم اوراق التأهيل لمناقصة واحدة فقط او اكثر بحيث يتم تقديم اوراق التأهيل لكل مناقصة على حدى. يتم تقديم الوثائق لكل مناقصة بمغلف منفصل ومحكم الاغلاق. يجب ترويس المغلف باللغة الانجليزية
Application to Prequalify for Water Supply and Sanitation in Provincial Program II,
Lot No. 1 Project Towns of Ja'ar and Zinjibar, Contract Package No. (1, 2 or 3 as applicable)

يجب ان يتم تسليم نسختين ورقيتين (واحدة اصل والاخرى صورة) ونسخة اليكترونيه على قرص مضاغوط لجميع الوثائق المقدمة.



UNHCR

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

INTERNAL / EXTERNAL VACANCY ANNOUNCEMENT

(Date: 4th/05/2008)

Title of Post: Administration Clerk Starting
Date: 01 June 2008
Post Number: 10013695
Category / Level: GL4
Duration: Up to 31 Dec. 2008 (renewable)
Location: Saada
Closing Date: 20 May 2008

Duties and responsibilities:

Under the direct supervision of the Protection Officer in Saada and the guidance by the Administration Section in 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:

Terms of reference (Duties)

1. Keep attendance records;
2. Maintain office operational advance and submit regular excel reports to the Branch Office in Sana'a;
3. Make travel and hotel reservations, prepare travel authorizations and forward travel claims to Branch Office for settlement;
4. Update and transmit inventory records of non-expendable property and ensure that office equipment is in good working condition;
5. Oversee the work of drivers and ensure that office vehicle / transportation is well maintained;
6. Ensure that the office has the necessary office supplies / stationary;
7. Supervise the work of cleaner and assist in over-seeing the functioning of security guards; &
8. Perform other duties as required

Qualification requirements

Education: Completion of Secondary Education. Possession of Diploma / Certificate in Business Administration, Accounting, Economics or related field will be an asset.

Experience: At least five years of previous job experience relevant to the function.

Others: Possession of good computer and communication skills is essential.

Languages: Very good knowledge of English and Arabic.

Title of Post: Senior Protection Assistant
Post Number: Funded by ECO 30%
Entry on Duty: 1st June 2008
Category / Level: GL7
Duration: Up to 31 Dec. 2008
Location: Sana'a
Closing Date: 20 May 2008

Duties and responsibilities:

Under the direct supervision of the Senior Protection 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:

Terms of reference (Duties)

1. Contribute to the development of strategic protection framework in the country;
2. Assist in refugee status determination by gathering information, e.g. from country of origin in order to make recommendations based on UNHCR guidelines;
3. Follow-up on protection issues with relevant local authorities, including court cases involving refugees;
4. Maintain liaison with camp officials, other officials concerned with protection issues, including those in the judicial system;
5. Assist in monitoring and analyzing country specific and international legislation and practices to ensure that up-to-date information is provided to the Office;
6. Assist in the promotion on international refugee law, capacity building and training of Government officials at the country level;
7. Maintain good relations with members of the legal profession and the civil society as well as with local authorities; &
8. Perform other duties as may be requested from time to time.

Qualification requirements

Education: Completion of Secondary Education. Possession of a Certificate in International/Refugee Law will be an added advantage.

Experience: At least eleven years of previous job experience relevant to the function.

Others: Possession of good computer and communication skills is essential.

Languages: Very good knowledge of Arabic and English.

Title of Post: Resettlement Assistant
Post Number: (Funded by H/Beirut)
Entry on Duty: 1st June 2008
Category / Level: GL6
Duration: Until 31/12/2008
Location: Sana'a
Closing Date: 20th May 2008

Duties and responsibilities:

Under the direct supervision of the Associate Durable Solutions 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:

Terms of reference

1. Assess and review individual resettlement cases and prepare individual/group submissions for presentation to resettlement countries, including emergency cases;
2. Keep field offices informed on the status of emergency and medical resettlement cases and organize / coordinate travel arrangements for the accepted cases;
3. Assist in the scheduling and organizing of government interview missions to field locations;
4. Communicate with governments, NGOs, and permanent missions regarding particular caseloads/situations or actions taken on behalf of individual cases;

5. Oversee resettlement cases processed by field offices, including those without direct involvement of the Resettlement Section, provide advice as required, share observations with the supervisor and propose appropriate follow-up action;
6. Monitor resettlement work and liaise with field offices in particular with regard to the use of quotas and to ensure that accurate statistics are provided;
7. Assist the supervisor in the annual exercise of resettlement planning;
8. Assist and support resettlement training activities, including organization of workshops and management, updating, and distribution of training materials;
9. Assist in the editing of the Resettlement Handbook, arrange translations, and assist in the distribution and tracking system;
10. Act as a focal point for the resettlement page of the UNHCR Internet Site, including updating and maintaining its content;
11. Assist in the management of the Deployment Scheme;
12. Draft correspondence and reports from oral instructions, previous correspondences, or other available sources in accordance with office procedures; and
13. Perform other duties as may be requested from time to time.

Qualification requirements

Knowledge and Skills: Completion of Secondary Education.

Experience: At least six years of previous job experience with one year's experience relevant to the function.

Others: Very good command of Information Technology, particularly MS office applications. Needs to have knowledge of UNHCR Resettlement procedures.

Languages: Very good knowledge of Arabic and English.

Title of Post: Receptionist Starting
Date: 01 June 2008
Post Number: 10008199
Category / Level: GL3
Duration: Up to 31 Dec. 2008 (renewable)
Location: Sana'a
Closing Date: 20 May 2008

Duties and responsibilities:

Under the direct supervision of the Protection Officer or Senior Protection 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:

Terms of reference (Duties)

1. Receive and register asylum seekers during the registration days;
2. Up-date the interviewing and appointments schedule on a daily basis;
3. Ensure that legal, physical and material needs of asylum seekers and refugees are addressed to the Protection Section;
4. Maintain a fair and transparent appointments schedule and closely monitor its implementation under the direct

5. supervision of the Protection Officer;
5. Prepare all documentation with regard to decisions on asylum seekers;
6. Channel all incoming queries from the refugees and asylum seekers to the relevant protection staff at BO Sana'a;
7. Amend or postpone the interview appointments as instructed by the Protection Officer or the Interviewing Officer;
8. Ensure that information concerning the protection of asylum seekers / refugees is brought to the attention of Protection staff;
9. Prepare statistical reports on asylum seekers, refugees and persons of concern and provide them to the Data Entry staff;
10. Maintain all protection related statistical reports;
11. Post the results of RSD and other interviews on the announcement board and inform asylum seekers and refugees of their results;
12. Follow-up and implement registration process in accordance with office policies;
13. Manage the reception area during working days; &
14. Perform other duties as required.

Qualification requirements

Education: Completion of Secondary Education.

Experience: At least five years of previous job experience relevant to the function.

Others: Possession of good computer and communication skills is essential.

Languages: Very good knowledge of English and Arabic.

For internal UNHCR candidates:

Staff may apply to vacant posts at their own level at any time. Under the reduced seniority requirement, staff who have completed at least half of the required seniority in grade will be considered. Candidates who do not meet the criteria as internal candidates can be considered as external candidates.

For external candidates:

While priority will be given to Internal Candidates as per UNHCR guidelines, suitable External Candidates will be considered.

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
Sanaa.

Tel. Contact: +967-1-469771/2

India's election budget

By: Rajendra K. Aneja
rkaneja@emirates.net.ae

India's 2008-2009 budget has just commenced and is designed to woo its 1.1 billion people in next May's elections.

Income tax ceilings have increased 50 percent to benefit citizens, while their daily living conditions – i.e., traveling in tattered, overcrowded buses and trains – continue to be deplorable.

Additionally, \$15 billion in farm loans are to be waived and duties have been marginally reduced in sectors such as automobiles, pharmaceuticals and paper in the hopes that these benefits will trickle down to citizens; however, rising oil prices and inflation will marginalize these minor gains.

Corporate taxes haven't been increased to keep companies in a buoyant mood. India's investment and savings as a portion of its GDP are an impressive 35.9 percent and 34.8 percent respectively and this is laudable. Even deficit financing is below 3 percent.

Sure, the finance minister has increased some outlays sensibly, with defense budgets up 10 percent. Increased allocations for rural infrastructure development, i.e., irrigation, roads, power, telecommunications,

etc., as well as social uplift allocations regarding guaranteed employment, education, health, etc., are worth singing about if their execution is effective. However, short-term capital gains have been taxed – a premature measure that will depress the markets.

India's twin curses are corruption and execution, with an estimated 75 percent of budgeted funds evaporating as they traverse down the execution pipeline. The result is that projects are delayed 10 to 15 years. If even half of the plans and projects envisaged in the budget were implemented on time, India would be rich!

India cannot be complacent because the global recession will visit it too. It is utter balderdash to think that India's economy is robust enough to withstand an international meltdown, as growth could fall from 9-10 percent to 7-8 percent.

The ruling party's election gifts will cost the exchequer \$15 billion, while next May's public workers pay raise involving 10 million employees who run the government machine could add to the invoice.

An agricultural slow-down with a minimal 2.6 percent increase in agricultural production and a 15 to 25 percent escalation in food prices could generate violence and vandalism; thus, a nation that prides itself on self-sufficiency regarding food grains could face a shortage.

The number of Indians living below the poverty line has decreased from 50 percent in 1972 to approximately 25 percent now, which means more Indians are eating more food. India's educated middle class is counting their calories and eating better quality foods.

However, the nation of 1.1 billion is adding 15 million people every year. With wheat prices already having increased 100 percent, it's time to grow more wheat, rice, potatoes and onions.

Cash registers are ringing as tax revenues grow 20 percent annually due to collection streamlining; however, abysmal poverty levels abound in India – from wretchedly maintained airports and rail stations to unhygienic public hospitals. India's roads also are a national disgrace.

Indians may be brilliant global managers and institution builders, but they are utter failures at home in managing state institutions, which fester with nepotism and corruption.

India's problems can't be solved by well meaning budgets; thus, although our budget treatises read well and all the books balance, the vast majority of Indians will continue wallowing in centuries of sludge and slush.

Re: Common Sense, "Americans, look out"

By: Michael Reuss
v@sana.auswaertiges-amt.de

Your columnist Hassan Al-Haifi is known to have extreme views about political situations in Yemen and the region.

However, his April 24 article, "Americans, look out," is proof that the title of his column requires an urgent change because his views and writings certainly cannot claim to be inspired by common sense anymore.

In his confused logic, he has identi-

fied the source of all the plight and grievances of the peoples of the Middle East region as – the International Zionists.

Apparently, he has no knowledge of history that could get in the way of his simplistic and hate-inspired rhetoric. The fact that he draws directly on propaganda that was popular in Germany in the 1930s and 1940s under Adolph Hitler and the National Socialists obviously isn't considered problematic by the Yemen Times editorial staff.

Yemenis have a right to be informed about those topics that influence their

lives, but they also have a right to be protected against primitive hate propaganda innocently appearing under the heading of "common sense."

There are certainly more than a few problems affecting the lives of peoples in this region for which the so-called International Zionist Establishment cannot claim any responsibility: corruption, unsustainably high population growth, poor economic policies, bad governance, discrimination of women and Islamic fundamentalism, to name a few. How about tackling these problems for a change, Mr. Al-Haifi? That would make more (common) sense.

Through The Mind's Eye

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



To love before or after marriage: a contrast (Part2)

By: Maged Thabet Saleh
majed_thabet@hotmail.com

Welcome again dear readers. In part 1 of this article, I tried to shed light on the privileges of having love before marriage. Some readers have responded to my personal email and others send their opinions to the editor's email. All of them are appreciated, taking the matter as a matter of an open discussion for all.

In this part, I am going to shed light on the privileges of getting married first and letting love come later- love after marriage. In next week's issue, I will show my response to those who responded to Part 1 like Ms. Hanan whose article was published last week.

Again, I am not talking about my own personal opinion since I do not have any experience. The topic is also left open for readers to comment on. I am expecting responses to both part 1 and part 2.

First of all, love relations do not always end with marriage. Love relationships that end without marriage sometimes defame the lovers. Such love becomes a negative aspect for both the man and woman. As a result, the woman might not receive a proposal from any other man if people know about her love story.

Similarly many ladies sometimes

reject the proposal of that man. In such a case, love negatively affects the couple so that some people no longer think of love before marriage.

Love after marriage starts fresh and gradually develops in the process of marital life, or so I presume. It is better in a sense than love before marriage, which becomes mature at the time of marriage so that the couple may start getting bored after marriage. Love after marriage, in contrast, starts and goes deeper in the passage of time since there is no transition from one stage to another.

Love after marriage starts at a stage at which neither members of the couple suspects or feels afraid of the other. Such love is not subjected to the future or family circumstances as in the case of love before marriage. In marriage before love, such fears and suspicions do not take place.

The ultimate aim here is how to make this marriage life stable and comfortable. In the case love before marriage, the goal is how to achieve marriage. Marriage is like the climax for this love so that it may not proceed further. But when the relation starts with marriage, it proceeds further to reach the climax of establishing a happy life with children and all means of intimacy.

Love after marriage makes marriage easier because it depends on traditions. Some families exploit the man's love for the lady so that they ask for more and more demands,

thinking that he would not refuse since he is in love with her. In the case of traditional love, on the other hand, a lady's parents know that this man can propose to any other lady if he is asked to pay a larger dowry or to give more additional demands.

Marriage before love makes each one accept the other as he or she is. Neither member of the couple thinks that he or she has been deceived by the other. In the case of love before marriage, sometimes one member of the couple discovers that he or she was deceived by the other because of changing his/her personality or his or her treatment with the other. In case of love after marriage, each one takes the other as he or she is. If there are any changes in the treatment or the personality of either of them, no one can claim that he or she was deceived by the other. The changes that occur late after marriage are due to some other reasons like life circumstances or the absence of love.

These are the positive aspects of love after marriage. There might be other privileges. It is left open for readers to comment on such a topic, shedding more light on any other positive or negative aspect of the two cases: marriage before love or love before marriage. All comments are welcomed and appreciated. Such frank discussions may help those who think about getting married so that they can make the right decision in an attempt to avoid social problems.



Botschaft
der Bundesrepublik Deutschland
Sana'a

The German Embassy Sana'a is seeking to hire as soon as possible

Assistant for Media and Public Affairs (fulltime)

required qualifications:

- languages: Arabic (mothertongue) and good command of both English and German;
- IT-knowledge (Word, Excel, Outlook);
- university degree in journalism, media sciences or related fields;
- work experience in Journalism or Press Office

post description:

assistant to the Head of Press Affairs of the German Embassy with responsibility for contacts to local media, press releases, reports on media coverage, assistance in public affairs projects, website-management.

- applications from female candidates are particularly welcome -

Applications should be submitted in English or German and include C.V., recommendation letters from former employers, school and university diplomas plus photograph. Documents in Arabic must be accompanied by an English or German translation.

Please submit your application by May 21, 2008, to:

German Embassy; P.O. Box 41, Sana'a
Attn. Mr. Peter Speyrer

Shortlisted candidates will be contacted for an interview.

بِقَلْبِ مَوْئِنَةٍ بِقَضَاءِ اللَّهِ وَقَدْرِهِ نَتَقَدَّمُ بِأَحْرِ التَّعَاذِي
وَأَصْدُقُ الْمَوَاسَاةَ الْقَلْبِيَّةَ إِلَى
الدكتور / منصور علي محمد العبسي
المدير الإقليمي لشركة DHL العالمية
لوفاة المغفور له بإذن الله تعالى
أخيه / راشد علي محمد العبسي
سائلين المولى عز وجل أن يتغمد الفقيد بواسع رحمته ومغفرته
ويدخله فسيح جناته ويلهم أهله وذويه الصبر والسلوان...
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للبيع أو الشراء، لدينا العديد من الفلل فئة دور واحد جديد في منطقة بيت بوس، المثلث الذهبي، الإسكان المهندسين، الشباب والرياضة. وكذلك فئة دور وبدروم ودورين ودورين وبدروم. يرجى الإتصال مع ٧٣٣٨٠٢٨٥٥

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- للبيع: سيارة سوزوكي صغرى ALTO جديدة - موديل ٢٠٠٦. السعر \$ ٣٩٠٠
- للبيع: سيارة كامري حمراء نظيفة جداً - موديل ٩٤ - كامل المواصفات. السعر: \$ ٧٠٠٠ (قابل للتفاوض)

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• طه حسين الرعيني - دراسة أعمال مع مرتبة الشرف من بريطانيا - يجيد اللغة الإنجليزية كتابة ونطقاً - تقدير ممتاز في الكمبيوتر - خبرة في مجال الحسابات - خبرة ومشاكلها الداخلية والخارجية. للتواصل: ٧٣٣٥٣٠٠٠٠

• مهندس اتصالات والكترونيات - خبرة ٨ سنوات للتواصل: ٧٧٧٠٧٠٠١١

• محمد صادق - دبلوم محاسبة - تقدير جيد - دورات في الكمبيوتر - دورة في مجال التسويق - حاصل على رخصة قيادة - ليق ويوجد إقناع العملاء للتواصل: ٧٧٧٢٢٤١١٥

• محمد عبد الرحمن - دبلوم محاسبة - تقدير جيد - دورات في الكمبيوتر - دورة في مجال التسويق - حاصل على رخصة قيادة - يجد التعامل مع العملاء للتواصل: ٧٧١٨١٨٤٢٠

• أحمد فؤاد الرفي - ثانوية عامة (قسم أدبي) ثلاث دورات في اللغة الإنجليزية - دورة تدريب مبيعات من شركة الجدول (شركة كندية لبنانية) - يرغب في العمل في أي السعر: \$٢٠٠

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• أحمد محمد - مهندس ميكانيكي معدات ثقيلة - خبرة لاتقل عن ١٥ سنة للتواصل: ٢١٠٥٩٤

• محمد أحمد بكالوريوس محاسبة - خبرة خمس سنوات - برامج يمن سوفت المحاسبية - يبحث عن العمل في الفترة المسائية. للتواصل: ٧٧٧١٧٣٧٤٢

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- للإيجار: فيلا جديدة - الموقع: الأصححي - المساحة ٨ لين - مكونة من ٥ غرف مع ديوان وصالة - ٣ حمامات ومطبخ - الحوش دائري يسع سيارتين للتواصل: ٧٧٧٤٠٨٧١١
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 مستشفى الجمهوري: ٠١-٢٧٤٢٨٦/٧٧
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 المستشفى الألماني الحديث: ٠١-٦٠٠٠٠٠/٦٠٠٠٠٠
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 E-mail: felixpene@hotmail.com

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أبتك لتعليم الكمبيوتر (تركيز على الانترنت، مناهج، تجارة إلكترونية) شهادة ايزو ١.

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Socotra: Spectacular nature and distinctive handcrafts

By: Nisreen Shadad
For The Yemen Times

While the Socotra archipelago has fairly rich endemic flora, bird fauna and marine biodiversity, the island group also is rich in traditional handcrafts, with approximately 615 crafters, 65 percent of whom are women and 35 percent are men.

Some 65 traditional handcrafts are available today on Socotra, in both coastal and rural areas, all virtually made from the numerous raw materials in the archipelago, the most important of which are the date palm tree, leather, wood, frankincense trees, the Dragon's blood tree, bones and horns.

A team headed by Amat Al-Bari Al-Adi, general deputy manager of research and studies at Yemen's General Organization of Antiquities and Museum, joined by researcher Abdulkader Al-Shaibani, Abdullah Noah, manager of antiquities on Socotra, artist Yaseen Ghalib and photographer Abdu Bajash, documented the traditional handcrafts of the Socotra archipelago in 2004 under the auspices of the Social Fund for Development and the General Organization for Antiquities and Museums.

Handcrafts from "the master of



Distinctive ornamentation on wooden boxes.

trees," the date palm

The palm tree enjoys special status on Socotra due to its endless benefits and uses; thus, it's called the master. Seventy percent of the island's handcrafts are made from this astounding tree, including straw mats, baskets (scuttle or frail) for scales, cupboards, doors, dining mats, kitchenware, house roofs and shade arbors (*areesh*).

As Al-Adi explained, "Most doors of homes and yards are made of palm branches stripped of their leaves because it's low cost yet strong enough to protect their houses. From the leaves, they make baskets for scales, as well as mats with numerous uses, such as sitting or drying dates on them; however, Socotrans prefer storing and drying their dates in *qirab* (like a bottle, but made of leather; the plural of qirba). Further, they build the pillars of their



Numerous handcrafts are made from "the master of trees," the palm tree: *qaraqeer* used to catch fish, the roofs of houses and scales.

cense trees are struck with a sharp instrument until a white sticky resin appears. After several days, hard granules of frankincense, or *olibanum*, form on the tree trunk.

The original lands for frankincense trees are Dafar; a Yemeni governorate and Socotra, but Socotran frankincense is the highest quality frankincense in Yemen.

Al-Adi notes, "The importance of frankincense on Socotra is due to its uses for occasions such as giving birth, eids, welcoming guests and on religious occasions such as the Prophet Mohammed's (pbuh) birthday."

There are many interesting tales about the source of Socotran frankincense, the first of which is that a bird carried it on its wings from Al-Tibt (an area on Socotra), while another says that a lofty bird built a nest of cinnamon and various types of incense. According to Al-Adi, one can smell a sweet fragrance from its nest whenever it rains.

"Socotra once was considered the richest archipelago for gum trees, but they've become fewer due to harvesting their wood," she noted.

Aloe

Socotra natives consider aloe a holy product, calling it *tayf*. They gather it in August and September because it is during these two months that the weather becomes dry and goats find no other green plants except aloe. Pregnant goats often have an abortion when eating it.

"Aloe is used as a cure for many diseases such as tuberculosis and anemia. It's also used as a natural laxative," Al-Adi pointed out.

Dragon's blood tree, another holy product

One of the most striking plants on Socotra is this umbrella-shaped tree. The red sap secreted from its trunk is used both as a medicine and as a dye.

Spinning thread and weaving *shimal*

One of the island's most important tra-

wool, while the third is made of only imported wool.

Earthen handcrafts

Found in both villages and towns, this is one of Yemen's oldest handcrafts. However, Al-Adi notes, "Due to its different type of soil, Socotra's earthen handcrafts are distinctive because they are made of two different types of soil: white and dark red."

Carpentry

This handcraft is widespread in the coastal areas. Because Socotra has a plethora of different types of trees, carpenters have numerous choices to select the best timber for their work, making doors, windows, locks, boxes and most importantly, boats.

Traditional art and fashion

Drums and tambourines are considered the main tools of traditional art on Socotra. Island natives sing traditional songs, particularly religious ones, typically performing them in groups after *al-isha'a* prayer, Al-Adi noted, adding that there are numerous customs for other occasions and parties. Thus, one can hear many folk songs on the coasts.

Further, there are regular meetings for poets in each area of Hadibu, Qadhib, Qarya, Hulaf, Nowgad, Momi, Qalansiyya, Rokub and Diksemthe.

Regarding fashion, Al-Adi notes, "We only find two types of ancient fashion for women, the first of which is made of shimal, but this type now has disappeared completely. The second is similar to the women's dress in Al-Mahra; a Yemeni governorate, a dress with a short front and a very long back also worn with *maqarim* (head coverings)."

She added, "We saw very little jewelry, but what we found consists of silver and precious stones."

The reason there's a major impact by Al-Mahrah fashion is due to being under the control of Al-Mahrah sultans in 1511. Al-Mahrah sultanate was abolished in October 1967, after which Socotra became part of the People's Republic of South Yemen - which later became the People's Democratic Republic of Yemen - on Nov. 30

Traditional medicinal handcrafts

Due to being virtually isolated from the rest of the world for a long period, there is insufficient provision of basic human needs, such as access to sustainable livelihoods, safe water and health services; therefore, traditional medicinal handcrafts enjoy great status on Socotra.

In contrast, the archipelago's isolation is an important reason for the survival of its fragile ecological balance between human needs and natural resources until now. The area's rich biodiversity in nature assists residents to use its resources and make medicine.

Leather handcrafts

Handcrafts made of leather are strong, particularly those made of cow leather, with crafters often using it to make mats.

Al-Adi notes, "This handcraft was famous in other Yemeni governorates 60 years ago, but because Socotra still is rich in leather products today, the handcraft continues to flourish."

The method of tanning the leather remains traditional. After slaughtering

a sheep or cow, its skin is cleaned of any meat, after which it is exposed to the sun for three days or until it dries. Small sticks then are affixed to the mat's edges in order to make it flexible and spread it on the earth, Al-Adi explained.

Other leather products are *ma'anaqa* (rope), which is made of cow leather, and the *qirba* used to store dates, oils, yogurt and fats. However, Al-Adi noted, "Once kitchenware began being imported, qirab came into disuse."

Socotra is one of the most isolated landforms of continental origin on Earth. The archipelago once was part of the super continent of Gondwana, but detached during the Middle Pliocene era six million years ago during the same set of rifting events that opened the Gulf of Aden to its northwest.

The archipelago consists of the main island of Socotra, which is 3,625 square kilometers or 1,400 square miles, and three smaller islands collectively known as "the Brothers" - Abdulkuri, Samhah and Darsa - as well as other uninhabitable rock outcrops.

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Myrrh, one of the holy products

homes out of palm trunks."

Additionally, she noted that *al-ashaj* (the part where the date is affixed) is used to make *qaraqeer*, which are similar to fishing nets.

Holy goods

Holy goods are those used in worship traditions. In this regard, there are nine types of frankincense trees: *Ameiro*, *Samaaneh*, *Kamham*, *Safha*, *Teif*, *Aheeb*, *Tiliah*, *Harar* and *Sibroo*.

Harvest time for these holy products is in the fall. In the summer, frankin-

ditional handcrafts is *shimal*, a woolen cloth. Crafters create various types and sizes of this cloth in many areas of Socotra, including the capital city of Hadibu, in addition to Nowgad and Qalansiyya; however, Momi, a mountainous area east of Hadibu, produces the most *shamalat* (the plural of *shimal*).

According to Al-Adi, there are three types of *shimal*, the first of which is made locally of sheep's and goat's wool. The second type is made of a combination of local and imported

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Improve Your English: 315

I. What to Say

Situations and Expressions (102): Formal expressions

Most lawyers prefer the use of complex, circumlocutory expressions in the language of law although their simpler equivalents are available. Such a tendency makes the language of law formal and less intimate. The central aim of language is to ensure felicity of expression for an easy intelligibility of the message. From this viewpoint, language of Law is more formal, indirect and less straightforward. We can make the language of Law more substantial or vital and less cumbersome or stilled by replacing these expressions by more direct words or phrases.

Legal English	Preferable expressions
for the reason that	because
cease	stop
during such time as	while
subsequent to	after
accorded	given
commence	begin
expedite	hasten
contiguous to	next to

II. How to Say it Correctly

Correct errors, if any, in the following sentences

- So tired Amin was that he went straight to bed.
- He already arrived.
- They had leave of 10 days.
- He wants seeing your brother.
- I left playing football.

Suggested answers to the previous issue's questions

- I view it as unacceptable that students should be late for my class.
- It was because of his headache that he didn't come to the party.
- Outside his house two children on bicycles were playing.
- The door opened and in we went.
- There had never been a football match like it. [We don't use inversion when the negative adverbial is not at the beginning of a clause.]

III. Increase Your Word Power

(A) How to express it in one word

- Large space in a theatre for the use of the audience during intervals.
- Number that is not a whole number.
- Breaking of a bone with or without skin wounds.
- Easily injured, broken, or destroyed.
- Separate or incomplete part of something.

Suggested answers to the previous issue's questions

- Strong base of a building, usually below ground-level, on which it is built up: **foundation** (n)
- Person who establishes a school, etc: **founder** (n)
- Deserted or abandoned child of unknown parents: **foundling** (n)
- Place where metal or glass is melted or moulded: **foundry** (n)
- A stream of water that shoots straight up into the air: **fountain** (n)

(B) Words often confused

Bring out the differences in meaning of the following pairs of words:

- henceforth, hereafter
- audience, spectators
- junction, juncture
- imposter, imposture
- indoor, indoors

Suggested answers to the previous issue's questions

- figure** (n) (an amount with the stated number of digits): He is very rich; his pay runs into five figures.
number (n) (a quantity or amount): A large number of people attended the meeting.
- foster** (vt) (help the growth and development): Her father fostered her musical talents.
flourish (vi) (grow in a healthy manner): His business is flourishing.
- flounder** (vi) (make violent and vain efforts): The speaker several times floundered through his speech.
blunder (vi) (make foolish mistakes): Stupid politicians blunder again and again.
- flush** (vt) (to clean or drive out by a sudden flow of water): Flush the toilet after use.
blush (vi) (become red in the face from shame): She blushed at the thought of marriage.
- fluster** (n) (nervous state): He made contradictory statements all in a fluster.

flutter (vt) (move the wings hurriedly or irregularly without flying): The bird fluttered its wings in the cage.

(C) Synonyms and Antonyms

(i) Synonyms

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

- We must **eradicate** poverty and illiteracy.
a. control b. condemn
c. uproot d. minimize
- Please don't **meddle** in my affairs.
a. interfere b. cross
c. impose d. intrude
- We have to **look up** the orphaned child.
a. survey b. contact
c. visit d. greet
- The old man is getting **feeble** of late.
a. weak b. big
c. small d. tall
- Eventually** everything will fall in place.
a. primarily b. initially
c. gradually d. ultimately

Suggested answers to the previous issue's questions

Word	Synonym
1. high spirit	cheerful
2. compiled	collected
3. candid	frank
4. indiscriminate	unselective
5. practice	habit

(ii) Antonyms

Choose the word that is most opposite in meaning to the one given in bold in the following sentences

- The invigilator **expelled** the candidate from the exam hall for malpractice.
a. detain b. retain
c. preserve d. reserve
- The teacher **berated** the rank holders of the class.
a. praised b. graded
c. lectured d. disciplined
- After the minister resigned, his condition became **precarious**.
a. exalted b. enviable
c. important d. secure
- The judgment delivered was very **fair**.
a. biased b. inconsiderate
c. insincere d. wrong
- There was a **tacit** understanding among the opposition members to defeat the motion in the parliament.
a. general b. hostile
c. overt d. unfair

Suggested answers to the previous issue's questions

Word	Antonym
1. ominous	auspicious
2. zeal	indifference
3. asset	liability
4. obscurity	clarity
5. amused	saddened

(D) Spelling

Choose the correctly spelt word

- a. adict b. adikt
c. adeect d. addict
- a. accute b. acute
c. akute d. acut
- a. adeige b. adege
c. adage d. adaze
- a. adement b. adamient
c. ademient d. adamant
- a. addendum b. adendum
c. addendam d. addandum

Suggested answers to the previous issue's questions

1. acoustics 2. acquaintance 3. actuality
4. acumen 5. acre

(E) Phrases and idioms

Use the following in sentences of your own

- on the fiddle
- take umbrage
- the iron hand in the velvet glove
- have green fingers
- give (someone) a ticking-off

Suggested answers to the previous issue's questions

- be breathing down (someone's) neck** (to keep too close a watch on what someone is doing): I hate my boss for breathing down my neck all the time.
- have egg on one's face** (to be left looking foolish): Joodi had egg on his face when his colleagues exposed him.

- plain sailing** (progress without difficulty): The government knows that passing the bill in the parliament won't be all plain sailing.
- make a pig's ear of something** (to do something very badly): He was asked to make arrangements for the party; but he made a pig's ear of it.
- get lumbered with (someone/something)** (to be given an unwanted or unpleasant task or responsibility): I got lumbered with heading the department as I was the senior most.

IV. Grammar and Composition

(A) Grammar

Match the words and phrases on the left with the meanings they express on the right

- | | |
|---------------------|---------------------------------------|
| 1. irritable | a. in a tricky or dangerous situation |
| 2. frustration | b. awful or terrible |
| 3. dreadful | c. fought back |
| 4. on the go | d. angry or bad tempered |
| 5. trigger | e. disappointment or dissatisfaction |
| 6. drag | f. seized by |
| 7. sneak | g. pull |
| 8. gripped with | h. cause to happen |
| 9. rebelled | i. busy |
| 10. on a knife edge | j. slip away without being noticed |

Suggested answers to the previous issue's questions

- Ayesha is complaining about her younger brother **I wish he wouldn't make such a mess** (or) **I wish he wouldn't take my records**
- Mariam is complaining about her husband, Fuad **I wish he wouldn't be so narrow-minded**.
- Fuad is complaining about his wife, Mariam **I wish she wouldn't be so carefree**.
- Fatima's boss makes her life very difficult at the office **I wish my boss wouldn't be so demanding**.
- Dr. Samson is fed up with Hanan, one of the other students in the class. **I wish Hanan wouldn't be so grossly indisciplined in the class**.
- Hassan has just started doing his military service, and doesn't like the officers. **I wish the officers wouldn't be so nasty**.
- Mrs. Jaffar is complaining about her children who never tell her what they are doing. **I wish my children wouldn't be so secretive**.
- Ali is having a lot of trouble with his neighbors. **I wish my neighbors wouldn't make my life so difficult**.

(B) Composition

Expand the central idea contained in the maxim

133: THERE ARE NO TYRANTS WHERE THERE ARE NO SLAVES

Suggested answers to the previous lesson's topic

132: ALONENESS IS THE FIRST LESSON OF LOVE

'Alone' (adv) means 'without others.' It is neither good nor bad. 'Lonely' (adj) means (to be) unhappy because of being alone or without friends. 'Loneliness' is the negative aspect of 'aleness.' A person who has control over his mind, one who is capable of being with himself doesn't feel lonely although he is alone. A man who loves his aloneness is happy with himself and is capable of love. On the other hand, a man who is hunted by an uneasy feeling of loneliness is incapable of love. The latter kind of a person doesn't know who he is in the absence of the other. He loses his identity and feels lost. The other becomes a mirror for him to see his face in it. Without the other he is suddenly thrown to himself and feels greatly inconvenienced because he doesn't know who he is when he is alone. In the ultimate analysis, the first lesson of love is to learn how to be alone. One can transform the negative aspect of loneliness into the positive aspect of aloneness by going deeper into this loneliness until one comes to a level when loneliness transforms itself into aloneness. At this moment, one feels deep down himself an extraordinary 'calm of mind, all passions spent', which is the spring board of unbounded love.

V. Verses from the Holy Quran

"Say: Who hath forbidden the beautiful (gifts) of Allah, which He hath produced for his servants, and the things, clean and pure, (which He hath provided) for sustenance?" S7:A32

VI. Words of Wisdom

"Life is a pilgrimage. The wise person marches direct to the illimitable domain of eternal bliss, her ultimate destination." – Oscar Wilde

Hitch your wagon to a star

How to impress, encourage, and motivate your students using unconventional ways



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In my view, the most difficult moment for almost all teachers is having to impress and stimulate their students from the very outset. As such, teachers need to be creative and imaginative as well. In this article I would like to propose and recommend some extremely important guidelines so as to make teachers' lectures substantially lively and appealing, whether teaching literature or linguistics.

First and foremost, it is essential to stress a known fact that in order to attract our students, we need to update our information regularly and keep pace with the changes taking place in this field of study. To achieve this objective, we need to adopt different approaches without having to worry about covering the course in a given amount of time or having to fully abide by the prescribed course since our ultimate goal is to make teaching of

English language more appealing.

To give a clear picture, I will disclose the secret of the most successful recipe I have always used in my classes, with the ingredients added. Firstly, teachers need to be self motivated and enthusiastic to encourage their students to compete and make the atmosphere more challenging. Secondly, after serving the meal, we can present some appetizers such as riddles, jokes, and games, or adopt unconventional methods which have guaranteed results and impact on all students, regardless of their levels and interests. It is needless to say that using these aids as a means of stimulating will prompt students to adore English language to a degree that will make your lesson more enjoyable and productive. Furthermore, you will always be remembered as a dedicated and committed teacher.

Let me explain these points in some detail using the following examples: Using riddles (questions with a surprise answer).

1- Why do you go to bed? *Ans. Because the bed can't come to me.*

2- What seven letters did a man say when he opened his wallet and found nothing in it?

Ans. O-I-C-U-R-M-T

3-Why do birds fly south in the winter? *Ans. Because it's too far to walk.*

4- Why did the boy bring a ladder to school? *Ans. He thought it was a high school.*

Continued on page 2

Emotional intelligence



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People have always been trying to measure intelligence with various types of tests. One major misperception has been that one can assess a person's intelligence by measuring the size and the shape of his head. Working on this subject, scientists and psychologists have come up with a new theory of intelligence including what is called *Emotional Intelligence*. They make a distinction between Intelligence Quotient (IQ) and emotional intelligence.

The main difference between the two is that emotional intelligence includes skills such as understanding one's own emotions and relating well to other people. In other words, it includes both how to handle your own emotions and how well you respond to others. This helps one manage life successfully. On the other hand, Intelligence quotient, according to recent researches, does not predict accurately a person's success in life.

Emotional intelligence, does help students deal with others positively and effectively. Students of high IQ tend to make friends easily and join the mainstream of college life without any difficulty. They also achieve good marks in their exams in contrast to those students who are seen depressed and frustrated. The result is that they end up dropping the class or remain resentful to academic activities.

It would be of vital importance, then, to develop students' emotional intelligence besides improving their intelligence. Many students give up when they reach an obstacle or face difficulties in learning. They need to take life in a stride and set aside negative feelings. They should also learn not to dwell too much on failure. Teachers should encourage students not to yell angrily when they are unable to answer a difficult question. They instead ought to ask for another chance or for help. They need to be more patient instead of making a fuss when they face a learning problem. Students who can't control their emotions are prone to face a lot of problems in life.

If students cultivate the skills of emotional intelligence, they can make their future better. They would know how to deal with the setbacks and never show frustration or let their negative feelings get in the way of accomplishing their objectives. This phenomenon can be clearly recognized through the behavior of those students who score high marks at school or university. They are shy to participate or are short of words when expressing themselves in different situations. These students have to boost their self-esteem and try to deal with disappointments optimistically.

College students who hope to do well in a course and find out that they fail the midterm exam should not drop out of the class. They should learn how to deal with this situation. They have to make a specific plan for ways to improve the grades in the final exam. Another example of lack of emotional intelligence is a student who feels lonely and does not want to mix with the peers. These students should keep negative feelings at bay and figure out ways to have friends who can share with them interests, hobbies and forms of entertainment. Improving students' emotional intelligence helps shaping their personalities that can brave difficulties in life and thus creating a hopeful generation.

ELT Panorama

Art in education

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Teaching methods are changing and developing frequently in the field of education. There are many means of teaching such as: T.V, radio, newspapers, books and lectures. However, there is difference between one method and another according to its effectiveness on the learners, even though all of them aim at transmission of knowledge. Now a days, lecturing is considered to be an art (a creative art) in which the artist is a teacher who performs effectively and creatively that art in the classroom by means of his communication skills.

When a teacher enters a classroom, he should assume a personality, different from the one that the students are exposed to outside the classroom. In other words, his relationships, problems, and dilemmas must not be exposed to the students in his presentation. Unlike others, a teacher should have good attributes: a huge knowledge in his subject; a very nice view; and an enjoyable and interesting personality which no student gets sick of during his presentation.

The worth of these attributes comes to be reflected in his presentation inside the classroom, as the dimensions of lecturing art are immeasurable. Methods of lecturing art also differ from one subject to another. Unlike "the geography teacher who speaks to his maps; and the mathematics instructor who speaks so softly and obliquely that he could neither be heard nor understood", and sometimes like the teacher of chemistry, he should exercise some skills to get students' attention. For example, once a teacher entered a classroom carrying in his hand a piece of chalk. After greeting the students, he threw it to the ceiling deliberately in order that it fell and broke. The students were surprised why the teacher did so. "Why does the chalk fall and break?" the teacher asked. "It falls, because of the gravitation" one of the intelligent students answered. "Lovely answer, you are right! And today we will see how the gravitation process works," the teacher comments enthusiastically. In this way he managed to focus the students' attention to the theme of the lecture.

The teacher of literature has attributes that are basically very important to be distinguished from other teachers.

Some of the most significant characteristics of his personality are the following: learning, authority, ethics, order, imagination, compassion, patience, pleasure, and flexibility which are coupled with his eloquence and techniques of dramataization, particularly in teaching plays which arrests students' attention. At the very beginning of teaching a play, the teacher should act, speak, and perform as creatively as the chorus himself in a play when he recites the prologue in order to engage students' attention "and for communicating to the audience (students) exposition about its subject, offstage events, and setting." It gives students an idea that urges them to keep absorbed in the play to the end. As much as the teacher enjoys his performing the role of a chorus, and the characters later, his students do so.

Secondly, being a teacher, he should tell students indirectly that they are going to have a different experience as if they are watching a play. This is accomplished on the stage by means of his visual demonstrations, as he is the role model of action to them. However, his action inside the class should be natural and spontaneous. His head is compared to a fan that moves automat-

ically from one side to another. So he should look at each and every single student in the hall in order to make students feel his compassion and keep their attention alert during a lecture.

Thirdly, as he is explaining a play by reading and clarifying the complex dialogue between characters, he could use his skills of speaking to differentiate between the tone of the characters in order to attract the attention of the students and give them a feel about the supposed tone of the character of the play and, thereby, make them better understand every single event and situation in an interesting manner as he is performing and not telling the events of the play. Thus, students live that situation as real as if it happens in actual life. That is why it is called catharsis- "purgation" or "purification" of emotions. So they can witness the enactment of the play, as the teacher performs or acts so imaginatively and creatively in his presentation on the stage.

The teaching process is not akin to a lullaby by a mother to put her child to sleep; but it is more a creative and performing art. It is not merely matter of what to say but how to say it. In sum, teaching is how to keep students' attention alert in a lecture.

YOUTH FORUM



Talk to self

When you shout of severity, agony and injustice, and then shed a lot of tears down your eyes for feeling subdued, raise your hands to sky and talk to yourself. You will get a light.

When you let your sins block you for seeing the light, you will supplicate and you call, "Who is the creator of the world?"

When you follow every way and find them obstructed alleys, and knock all doors and find them closed, you will know that one door is always open inviting you to the world of recluse.

Look! When you need any thing you will seek help of the unseen force called, "Allah". It means you confess that the Almighty alone is the one who can help you. Also, that means you love Allah because when you love any person, you will tell him about your problems asking him to help you, but this love is deficient because you don't take refuge in Allah except in problems. You don't ask yourself what good deeds I should do to make Allah respond to my call; however, Allah answers our prayer and supplication to shower His mercy upon us.

Although all of us must love Allah, we

fail to express our true love towards Him. You must know that love to Allah requires giving up anything which makes Allah angry. Don't be guilty and adopt the way that withdraws the mercy and blessings of the Almighty, Allah. You must obey Him and follow every thing which He legislated. Disobedience of His will is a sign that shows that your love towards Him is either false or deficient.

In other words, you must know that love to Allah is the highest worship in the world. The holy Quran announces that one who loves Allah, Allah loves him and he is never put into trouble. If your love to Allah is weak or insincere your work/deed will be fruitless. Try to be honest with what you believe and act accordingly; don't be treacherous.. O Allah, enable me to face the challenges of the time and allow me to come to the world of second life in such a way that you might ask, "what do you want?"

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A Farewell to Arms and Bidaya Wa Nihaya: A comparative Study



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aspects.

Mahfouz covers the tragic atmosphere arising out of Kamel Effindi's sudden death, leaving a family to face the difficulties and burdens of life. Naguib Mahfouz wants to say that the whole family is a victim of traditions and customs prevailing in Egypt. The atmosphere of *Bidaya Wa Nihaya* is full of pain, suffering and the family had to face the new burdens of life after the death of the father.

The death of the father marks the end, for his wife, daughter and three sons, of a period of a relative prosperity. Now the family had to enter a new phase of struggle, sacrifices and difficult choices. The family had to work to earn their living. Samira the mother had to keep the family united and under her strict guidance. Nefissa, the daughter will earn money by working as a dress-maker. As for the sons, Hussein and Hassanein, the proudest son has ambitions to enter the military college to become an officer. His ambition is also to get married from a rich family. Hassan the eldest is the tramp of the family. He had given up school and is unable to keep a permanent

job. In fact each member of the family struggles to improve his condition and the condition of the family.

Nefissa falls in love with the grocer's son who misuses her and to hide her sin, she escapes from the house to find herself in a brothel. At the end Hassanien is informed by the police that they found her in a brothel with prostitutes. Being ashamed of adultery in a conservative Moslem society, he takes his sister away and forces her to commit suicide by drowning in the river Nile. Then he commits suicide also by drowning himself in the same river. The whole suicide episode occurs because of the feeling of shame.

In fact, the characters Nefissa and Hassanien were destined to destroy themselves. Hassanien couldn't stand things any more. He got hysterical and had no desire to live life after such debacle.

Adultery is a universal theme and had been tackled in various ways whether in Europe or America or the Arab world. There is an overpowering sense of shame that obsesses man and one feels torn between his feelings, emotions and

sensations and traditions. Both Hemingway and Mahfouz dealt with adultery but each had his own approach and philosophy. Adultery in the Arab world means an immoral outward behavior and deviation from the roots. Prostitution invites shame and disgust from the society.

Mahfouz' characters like Hemingway's in the "A Farewell to Arms" appear wounded physically and spiritually. It seems that death is a peaceful separation from this troubled life. Both Mahfouz and Hemingway deal with death as a universal theme. Both *Bidaya Wa Nihaya* and *A Farewell To Arms* start with the death scene. The funeral of Mr. Kamel Effindi leaves a family in distress, pain, suffering and agony. It ends with the death of Nefissa and Hassanien's suicide in the river Nile.

Hemingway's "A Farewell to Arms" starts with the death scene of thousands of soldiers in the battlefield and their corpses are scattered here and there in the streets. The scene also ends with the death of Catherine Barkely in hospital. Both writers picture death scene although with different approaches.

Hemingway and Mahfouz share a number of aspects and approaches in their novels and short stories. The fundamental issue they deal with is how to live in a world devoid of values and principles. Mahfouz like Hemingway, is interested in the theme of death for he is concerned about the fate of the mankind. Mahfouz is not only concerned with the individual but with the fate of the humanity. Mahfouz tries to give a panoramic picture of life with all its gloomy and tragic

Rural Ramble

O, pen , chronicle and stipple
Rustic life in good pastoral

To my hamlet I made a ramble
When darkness went to dwindle
Where there pictures are natural
Charming beauty get one dazzle.

Shepherds grazing a herd of cattle
Peasants ploughing hard with mettle
Shrubs dropping with cool drizzle
Fountains murmuring over the cobble
Mountains dyeing with vegetable
Charming beauty get one dazzle.

Birds flattering , chirping warble
Branches swaying in wind , joggle
Flowers dancing singing rustle
Staggering right , left and settle
With the movement of breeze revel
Charming beauty get one dazzle .

Children either in wet puddle
Splashing water , happily dabble
Or some playing gang and rabble.
Dames and lasses in moor scuttle
Droning ditties , jauntily jingle
Splendid splendor get one goggle.

Weeds springing up and myrtle
Also the scent of roses sprinkle
Hares champing rye and gamble
Horses clattering on road's gravel
Back and forth as to travel
Charming beauty get one dazzle.

How fantastic ! what a beautiful !
When get glancing eyes of damzel
Having glaring of black pupil .
What a pleasing ! what a musical !
As atmosphere aye be gentle
Charming beauty get one dazzle.

With the absence of sky's candle
By the gloaming gets red-purple
Skylarks go up , soar and dangle
Leaving their nest and do bustle
Between heaven and home mingle
Splendid splendor get one goggle.

Labors to home start to shamble
Because fatigue as well struggle
Brooks and tempest , calmly waddle
Sheep and fowl or keen eagle
Taking an ease as they nestle
Charming beauty get one dazzle.

At the night , what a terrible !
Animal drama goes to startle
On the theatre of thick jungle
Where characters just do wrangle
And the plot ends up jangle
Charming beauty get one dazzle.

How attractive ! how adorable !
To see heaven widely spangle
Meteors sparkling , stars twinkle
Kids hearkening sitting humble
Near old woman telling a fable
Charming beauty get one dazzle .

At times women together huddle
Seating round so to babble
Smoking darely hubble-bubble
Which is firmly standing middle
To take her role , easily cuddle
Charming beauty get one dazzle.

O , my dear pen , sorry double !
For disturbing , for the trouble
Sweat of fatigue of you dribble
So take your rest and be stable .

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Never give up!

Students of literature, should not become cowards, because we are not made for defeat; we can be destroyed but not defeated. Life is a challenge. We have to accept the challenge. Never accept failure, no matter how often it visits you. We have to keep going. Never Give Up! Therefore, we should push away our weaknesses and take a leap forward with faith in ' God 'and help our society. If we light one bright lamp in a house, the entire street will be lighted. In a similar manner, if each of us has in his/her heart a bright light there will be no doubt, whatever, the whole community will be led from

darkness to light.
"It matters not how a man dies, but how he lives".

It does not matter, whether or not as individuals, we rank among the famous. What does matter is that each of us has a purpose in life to somehow make a positive contribution to the world we live in, Help ever, hurt never

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Making sense of English




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From his very first article in 1962 in the *Liverpool Echo* to the book under review David Crystal has taken a consistent stand against prescriptive stance about English usage. His central argument is that English, caged in the purist ethos, would not have grown into a global lingua franca and gained enormously from the diversity of postcolonial writing. Attempts to fence off the language have failed all along. What impels Crystal to gather ammunition for a fresh assault on the usage pundits in this book is Lynne Truss's 'zero tolerance' approach to the subject of punctuation in her book *Eats, Shoots and Leaves* (2003).

Crystal takes a 'zero tolerance' approach to any aspect of language usage as linguistic fundamentalism. He suggests that we step back from the severe attitude of language pedants and adopt a sensible linguistic perspective or else the thing will go pear-shaped. His measured and suitably witty riposte to the orthodox

The Fight for English
How language pundits ate, shot, and left



David Crystal
'Fascinating and insightful, often funny'
The New York Times

David Crystal. The Fight for English. Oxford: Oxford University Press, 2007. Pp.239.

sticklers for correctness is neatly structured in 30 chapters in an elegant and useful frame. In the first eleven chapters he gives a crisp chronological overview of the debates and concerns related to English usage from the end of the Old English period to the eighteenth century. A succession of crusades against creative, innovative use of the language launched by grammarians and lexicographers in

the form of reformers and pro-actors could not check the momentum of English. Further, the arrival of American English ruled out the possibility of forging a monolithic variety. A new dimension to the British dialectology was added by the immigrant population from India and other colonies. The transplantation of English demanded greater respect for the features of the non-native varieties of English.

In the next fifteen chapters Crystal lays bare the normative consolidation of English under the influence of language authorities. He argues that for 300 years the mindset of these authorities shaped the way English should be learned and taught. It was only in the second half of the twentieth century that language realities began to be recognized. Cut off from the vitality of living speech in a multi-cultural situation, English grammar had become an "academic zombie". It was around this time that the development of linguistics as a formal academic discipline supplied "fresh descriptions of what was involved in the tasks of speaking, listening, reading, and writing". Crystal engages with the themes relevant to the English-using community of the twenty-first century, such as grammar, punctuation, spelling, and punctua-

tion, and addresses major controversies surrounding these issues with new insights and nuggets of information.

In the final four chapters, Crystal notes total rejection of the prescriptive temperament and pillories the Trussian template, as it is notably lacking in the principle of appropriateness. He presses for a rapprochement between "the study of the standard language for promoting universal intelligibility" and the study of "non-standard language for promoting local identity". In an educational focus on English things will be home and dry only when there is "comprehensive and realistic language awareness".

[A version of this review was published in the *iacls (Indian Association for the Commonwealth Literature and Language Studies) Newsletter, January 2008]*

Continued from page 1

Using jokes:
Customer: Excuse me. There's a fly in my soup.
Waiter: Don't worry; sir the spider on your bread will eat it.

Using games: Here is one which is very interesting that I always employ on the first day I teach. You need to choose one of your students asking him, "Are you good at math?" If he replied, 'yes,' tell him you can guess his age. Here are the steps:

- 1- Ask this candidate to take out a small slip of paper and to choose any number without telling any one.
- 2- Tell him to multiply this number which

- you don't know yet, by 2.
- 3- Tell him to add 5 to the total
- 4-Tell him to multiply it by 50.
- 5- Tell him to add his age which you don't know.
- 6- Tell him to give you the total.

Now subtract the total from 250 and tell him his age.

Teaching Robert Frost's "Stopping by Woods on a Snowy Evening"

You need to provide a setting to illustrate the magical view using the internet, photocopy this view and distribute to each student. Tell your students to close their eyes and imagine they are in these charming woods.

Bring a tape recorder and play a soft music to set the scene. Bring the poem recorded on a tape by a native speaker. Now your students are physically and emotionally ready to respond to and take an active role in the class. Ask them how they feel to see the snow falling. Read the poem yourself and explain involving all your students.

In fact, the aforementioned examples are not only beneficial but also essential to adopt as long as they break the ice and enhance students' understanding and enjoyment. In conclusion, I hope that my fellow teachers find these examples of some help to enliven their classes and eliminate boredom from them.

Analysis of *The Crescent English Course For Yemen* and proposals for an alternative syllabus



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This Analysis of *The Crescent English Course For Yemen* came as a sequel to a *Training Course on Analyzing the English Curriculum & Textbooks for Yemeni Curriculum Specialists* at the MoE from 02-02 to 18-02-2008 (a project funded by German Technical Cooperation (GTZ) in collaboration with the Basic Education Improvement Program, BEIP.

The analysis of *The Crescent English Course For Yemen* (CE) was prompted by the fact that although this series was introduced in 1993 there have been no changes for about 15 years till now. This series was first published in 1977 for the Gulf States. It benefited from the work done on editions for Qatar, Kuwait and the UAE. The book is supposed to have been specially developed for the teaching of English in Arab schools but it seems to be commercially motivated. The series is based on the communicative approach to language learning and teaching. It attempts to promote communication in the classroom through the color pictures, language tables and model exchanges, etc by placing responsibility for learning on the pupil. It uses situations, functions and notions, e.g. likes, dislikes, preferences, offers, suggestions, wants and needs, feelings, instructions and directions.

This analysis was undertaken in collaboration with the English Curriculum Specialists (ECS) in the MoE. The focus was on the syllabus in grade 7, 8 and 9 (Book 1, 2, and 3 of CE). The points the analysis focused on were:

- the curriculum goals in both the dimensions - vertical and horizontal so as to determine relevance of these aims to the needs of the learners.
- the curriculum components (aims, content, activities, evaluation) that are included in a textbook to explore their relationship with one another.

The Ministry of Education (MoE) in Yemen decided to start teaching of English from school level with the following aims:

- to teach students to read and write the foreign language so that they can carry out their own academic research in English;
- to provide students with skills which will enable them to communicate orally, and to some degree in writing, with the speakers of the foreign language.
- To bring students to some degree of understanding of people across national barriers, by giving them an insight into

the ways of life and ways of thinking of the people who speak the language they are learning.

4. To increase students' understanding of how language functions and to bring them, through the study of a foreign language, to a greater awareness of the functioning of their own language.

5. To enable students to study abroad where English is the medium of instruction.

In the absence of the Curriculum Document of English, analysis of these aims was limited to a comparison with the aims of CE in the Teacher's Book (TB). The aims of teaching English in CE are overambitious and not realistic. This has been proved by a number of academic studies and the opinion of the ECS. For example, Aim 1 (carrying out academic research in English) is not easily achievable at schools under present conditions. This doesn't go in line with aim 3 (increasing awareness of the functioning of their own language.) And this aim is against the claim of the series that 'pioneered the communicative approach to language learning and teaching in CECY1 (Teacher's Book 1: page 1).

Looking at these aims in the light of the aims in the neighboring countries it seems clear that these aims are not practical. Because there are no clearly defined aims for teaching English in the primary stage, we can elicit them by looking at the English curriculum of the stage. The proposed number of active vocabulary the learners are expected to know after studying Books 1, 2, and 3 is about 1500. Teachers are under pressure of time to introduce these words to the learners.

This results in imbalance of language skills and heavy load of vocabulary on the part of the learners in every lesson, if we take into account the fact that school year contains between 22 to 24 weeks and English is taught 5 classes a week. The time allotted to teaching the course is not enough to meet the required aims, content and activities. Moreover, number of new words varies from lesson to lesson. There are 20 words on an average per lesson.

The general aim of teaching English in Yemen as enunciated in 1978 was "to provide the pupils with a basic knowledge of English language, that is with a vocabulary of about 900 words and the ability to use the common structures of the English language." The number of words at the same stage in Oman is about 800 and in Saudi Arabia about 500. This shows the targeted attainment of vocabulary in CE is not practical. To add to this, the Teacher's Books and the cassettes are not easily available. CE does not take into account the crowded classes in Yemen. The content does not take into account the content of the other textbooks in the same level to build a vertical harmony commensurate with other courses and corresponding to the learners' age maturity. There is no match between the exam questions that come from the MoE and the content of CE. In order to do well in the exams, teachers and students focus too much on grammar, meaning of vocabulary and reading passages, thereby defeating the communicative goals of CE.

There are no explicit aims spelt out for the basic and the high secondary stages which contravene an important requirement in the curriculum document essential to ensure grading. Thus there is no clear borderline between the two stages.

Our recommendations for the writers of English instructional materials in the Yemeni context are: Learners in grade 7 are real beginners. They can start with 200 words instead of about 500 words. In grade 8, they are false beginners. They can take 300 words more. They can be now placed on the elementary stage of learning English. In the 9th grade, they are in the lower intermediate. They can take 400 words more. The aim for grade 7-9 should then be "survival level" and the content should include a minimum of 500 active and 500 passive vocabulary. In all of this the focus should be on the acquisition of the primary skills (listening, speaking, reading and writing). Secondary skills (e.g. scanning, skimming, note taking, dictating, summarizing, paraphrasing, grammatical analysis, translation, etc) may be introduced only if they reinforce the primary skills.

Methodology of presentaton

As far as the methodology of presentation is concerned, learning objectives for every unit in *TB1* are commendable. But in *TB2* and 3, there is no mention of learning objectives for every unit - a change in methodology is also wanting. There are some activities/skills mentioned in these books without any clear guidance how these are to be used. But learning objectives for individual lessons are mentioned like in *PB1*. This lack of harmony is a handicap for teachers to work towards achievement of similar aims in every unit, and then in every book and later in the whole stage to reach the general aims that have been stipulated by the MoE for teaching English in Yemen.

PB1 is not in harmony with *TB1*. It doesn't match with other accompanying instructional materials. It provides for handwriting books. But these handwriting books are not available and students in Yemen do not use them - a truism that requires no proof. The first unit in *PB1* consists of 2 pages: one for alphabet and the other for numerals from 1-10. Unit 1 introduces the letters of alphabet in one page and devotes 13 lessons in the *WB*, along with Cassettes, Wall-sheets 1, 2, and 3. The other accompanying materials are not easily available. What is available in reality is only the *PB* and sometimes the *WB*. For this reason, handwriting is not practiced in *PB* or *WB1*. Even if cassettes are found, they are not clear and the instructions in them do not match the *PB* and *WB*. The division into sections is not in the *PB* or *WB*.

Such a gap causes confusion for teachers and students right from the beginning of teaching English. This throws the teacher into an abyss of uncertainty as to the lesson in the next class. It is hard for learners to fulfill the requirement of *TB1* (unit 6, page 63) that expects students to write about themselves, about likes and dislikes, and about preferences. They are to read and listen for specific information and perform conversions. They are to develop silent reading and write about present actions. This requires an ideal learning

environment, but in many classes in Yemen there are more than 50 students. From my observation of teaching practice, teachers do not have at their disposal cassettes and some are not qualified to teach for they are not communicative enough themselves. They misuse listening and digress from vocabulary, to listening, and from reading to oral practice.

We suggest that *PB* learning objectives should be practiced in the *WB* immediately after presenting the lesson to reinforce learning. But to have presentation in the *WB* (as the 13 steps in *WB1*, unit 1) nullifies its function as a practice book. Even the *WB* and *PB* can be combined in one book with some guidance for the teachers in the beginning of every unit. This is more suitable to the Yemeni situation than having a number of teaching materials that may not be available easily.

Sequence of CE is not well-organized. *PB1* presents number 1-10 and *PB2* builds on them to 50 but they are not introduced in the *PB* or *WB*. The first two lessons in *WB2* do not match the learning objectives in the *TB2*. *PB2* contains some lessons that are not in the *TB2*, e.g. step 1 contains 3 songs but *TB2* has only one. Three songs in one lesson is, by all means, a difficult task to accomplish for students.

As far as activities in the *TB*, *WB*, and *PB* are concerned, many of them appear in one book but not in the other. For example, greeting appears in *TB1* but not in *PB* or *WB1*. Recognition of the alphabet does not appear in the *PB* or *WB1*. Naming objects in class is not there in *PB* or *WB1* but is there in *TB1*. Tracing and writing words is given in *TB1* but not in *PB* or *WB1*.

Analysis of the learners' needs was carried out on the basis of previous studies that prioritize them according to their importance to students. It was found that CE does not match the learners' needs: traveling abroad (23%), getting jobs (7%), higher study (0%), speaking with foreigners (29%), language of science and technology (8%), commerce (2%), reading materials (23%), great literature (8%). Traveling abroad comes first for the learners but CE fulfils it in about 23% and ignores higher studies (0%).

The team analyzed the activities and exercises in *WB3* according to the main types of the cognitive domain in Bloom's Classification. It was found that *WB3* contains the following types of activities: short writing, writing a paragraph, gap filling, ordering, matching, multiple choice, true/false, and oral. It was found that *WB3* does not offer variety of activities but focuses only on writing and gap filling. As there is no balance between the language skills in CE, there is no balance between the main types of the cognitive domain in Bloom's classification. *WB3* focuses on higher abilities in synthesis and evaluation and ignores simple levels of knowledge and comprehension that help learners at this age to acquire the foreign language before they go to evaluation stage and accomplish high faculties.

The analysis ended with defining objective to teaching English in Yemen and a strategic plan as well as an action plan to develop English instructional materials in 18 months.

Reflections of Special Interest Group (SIG) (1) Handling large classes



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To continue what we started earlier under the guidance of Dr. Manmatha Kundu and with the help of Dr. M.N. Bose and Dr. Ramakanta Sahu, that is, namely, SIG (Special Interest Group) in ELT in Yemen, I here would like to edit this series of articles entitled "Attempts to pin down our problems." Here we don't include all the problems we face but the most important ones as decided by the group members. This is to invite those who are concerned about ELT problems in our country and faced by our learners of English. I am sure there are many Yemeni officials, doctors, teachers and students, and expatriates concerned about the problems that affect the Educational System in Yemen in general and those that affect English language teaching/learning in particular. The group initiates this series to invite other writers to discuss the situation thoroughly by writing articles to Yemen Times regarding these problems.

I will begin with some general problems like large classes, mixed-ability classes and low-proficient learners and will come to more specific problems like vocabulary, listening, speaking, etc. The layout of exposing these problems is unified. I begin with some questions under the label "Let's question ourselves." Each question will, eventually, be answered. The last section of studying each problem is for self-reflection to help us reflect within ourselves about our responsibility and awareness of these problems. I am expecting to hear from you especially our academic fraternity who have the experience in ELT.

Large classes

Let's question ourselves:

- Why do we have large classes?
- What are the problems of teaching large classes?
- What are the negative results of large classes?
- Are there any advantages of teaching large classes?
- How to handle large classes to help our learners learn?

The main problems typical of the third world countries are poverty and over-population. Thus we have more children to study. Their number increases every year. Our classroom size becomes therefore larger and larger. We can make our classroom small provided we have enough resources - classrooms and teachers, for example. But we are poor. Our country is not rich enough to provide these resources to make our large classes small. And this has been the case for a long time. We are not likely to solve this problem in near

future.

The teacher teaching large classes faces some of the following problems:

- It is difficult to bring in discipline to help learning/teaching to take place.
- Students are at different levels of intelligence (the question of mixed-ability, will be discussed in the next article) even though they are in the same class. To teach such a group is difficult. If you aim at helping the best ones, the less intelligent ones are neglected. If you teach the less intelligent ones the best ones feel ignored. It is difficult to give individual attention to each student.
- One feels physically exhausted after taking such a class.

Two major negative outcomes of having large classes for long time are - increase of low proficient learners and class becoming a mixed ability class.

Large classes are cost effective. With less cost large number of students can be educated. Teaching a large number of learners at times gives the teacher a kind of self-satisfaction

Stated below are some tips to handle a large class.

- Divide the class into four sections by making two cross roads one vertical and one horizontal so you can move inside and come close to most of the students.
- Don't always stick to the teacher's place. Move around. Don't always lecture or talk. Give them tasks to do and move on the cross roads to see them do the task.
- Make your voice clear and loud.
- Speak slowly.
- Adopt activity-oriented teaching so that the learners get all the time engaged.
- Adopt the process approach - don't ask about the final product, go step by step to help them, begin with simple tasks and move gradually and slowly to the difficult ones.
- Use peer/group work to help them learn from each other.
- Use peer correction technique to save class time - ask them to evaluate each other's script so that you need not go through everyone's script as it is difficult due to their large number. You can do other things as helping the less intelligent ones, thinking for the next step, etc.
- Take your students into confidence. Tell them about the problems of teaching a large class. Ask them to cooperate and learn to learn in difficult situations.
- Change, at times, the normal sitting order. Don't allow the best ones to occupy the front benches and the less intelligent ones back benches. At time pair them up.

Let's reflect

- Are we as teachers aware of this problem?
- Have we ever tried to solve some of these problems at our own level?
- Is it possible to apply some of these solutions?
- Let's try one and record the result.
- Do you have some other special ways of solving some of the problems? Let's know about your ways.
- Have you ever talked to your learners about this? Try and see.

A suitable curriculum



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It usually takes me at least two hours to fetch the right books in the library. I very carefully choose the books that I need for my study and my teaching. Selecting the right books is not easy as some might think. When I want to teach a certain subject, I always ask myself this question: what am I going to teach and what are the materials most suitable for my purpose?

This is a very difficult question for me and for all teachers who are teaching

in schools, institutes and universities. In regard to schools, the curricula have already been designed by the ministry of education, but what about universities which don't have a prescribed set of text books and teachers have the responsibility of preparing all the syllabi for the students.

In this context, this article tries to look into some of the criteria that we must take into consideration while preparing curricula for our students. To begin with, we must take into account the age of our students, their needs, their educational levels, their culture, their environment and their sex. We must, at the outset, fulfill the needs of the learner since we, as majored teachers, know their needs more clearly. The needs of Yemeni students in the first grades are not to study topics like 'passive and active, prefixes and suffixes, texts with scientific and literary terms, formal and informal letters'. We know that the learners' basic needs at this stage are to read and write English. They must be able to speak and understand very simple words such as 'book, school, pen,

and pencil, and simple sentences such as 'What's your name? How are you? Where are you from? And so on. He should learn simple rhymes, be able to write the letters of the alphabet, numbers and basic words correctly and neatly.

Any curriculum must contain objectives, goals, and aims. These objectives must direct the content that we are going to prepare. The content and aims will control the teaching activities and learning methods. Having decided upon the objectives of the curriculum the learners will be exposed to at this stage, we will need to choose the secondary components for teaching according to the objectives and content. Then evaluation, through its wash back effect, will provide feedback on the suitability of the objectives and content as well as tell us if the aims are fulfilled. According to the performance of students in the final evaluation, we can amend the curriculum, the content, the ways of teaching etc.

As we know, curriculum is not a random activity that can be prepared,

taught and evaluated by anyone. Curriculum is an organized school activity. The school controls these activities which are carried out inside and outside the school. Curriculum is a 'planned purposeful activity'. By this curriculum we can communicate with students. Thus, we can't take any book from the library to put it in front of the students to be taught and examined. The educational books are prepared in such a way that the student can follow the contents and understand them. Children's books are so prepared as to attract the attention of school children by their colorful pictures, clear and neat writing style, easy and simple ideas, sequencing of information, direct exercises, etc. A good teacher is not the one who prepares thick materials with difficult content, but he is the one who simplifies the ideas that he is going to teach in terms of his material as well as by his teaching. Let us remember that students come to school to learn the lesson that is comprehensible to them. If they find the lessons dull or incomprehensible, they will ignore us and will not come to us.

SCIENCE QUIZ LINE

Tick (✓) the most appropriate choice

1. The vacuum in a thermos flask minimizes heat transfer by

- Radiation
 Conduction
 Convection
 Absorption

2. A gun recoils on firing a bullet. This can be explained on the basis of

- Bernoulli's equation
 First law of motion
 Third law of motion
 None of the above

3. The famous experiment that showed that both 'heavy and light bodies' take the same time to fall down to earth was conducted at

- Qutab Minar
 The Great Wall of China
 Eiffel Tower
 Leaning Tower of Pisa

4. Bronze is an alloy of

- aluminum, copper and tin

- Copper, tin and cobalt
 Zinc, tin and copper
 Tin, aluminum and nickel

5. Which of the following animals has the highest blood pressure?

- Rhinoceros
 Zebra
 Giraffe
 Elephant

Suggested answers to the previous issue's questions

- Toutatis is the asteroid that passed within 'a hair's breadth' in astronomical terms and which would have wiped out life on earth in 1996.
- Taq DNA polymerase is the first naturally occurring thermostable enzyme.
- Pasteurization refers to the heating of milk or other liquids to 60c for 30 minutes.
- Plant movements to external stimuli is called tactic.
- Tuberculosis is the disease that is associated with crowded and poorly lit housing.

The paradigm shift: From structuralism to transformationalism



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In the issue no. 24 of the Education Supplement I talked in brief about the most significant trends and developments of Linguistics from the time of Greeks and Romans to the Modern Age. In the present article, I'll try to elaborate two linguistic approaches of the 20th century, namely the Structural Linguistics (Descriptive Linguistics) and Transformational-Generative Grammar (T-G Grammar). In holding a comparison between the two and in terms of Thomas Kuhn's concept of "Paradigm Shift", the focus will be on the theoretical framework of the two approaches in general and how each theory views the issue of language acquisition.

In various fields of knowledge (e.g. Medicine, Physics, Education, etc.), every thing is bound to change and Linguistics is no exception. This change (in any field) is known among scientists as "Paradigm Shift". Throughout the history of linguistics, the linguistic theories, thoughts and ideas have kept changing. Proposed by the American linguist Noam Chomsky in the 2nd half of the 20th c., T-G Grammar is a revolution against Structural Linguistics which is developed by Ferdinand de Saussure in Europe and Bloomfield in America in the 1st half of the 20th c. The Structural Linguistics itself is a reaction against what is called Historical or Comparative Linguistics which, in turn, is a reaction against the Traditional Linguistics.

The concept of "Paradigm shift" was first introduced by Thomas Kuhn in 1962 in his book "The Structure of Scientific Revolution" which represents a turning point in the people's viewing and perceiving the advances and changes in the scientific and also non-scientific aspects of human life. As a result, there has been an increasing tendency in academic world to view various developments and "shifts" in different fields of inquiry as emergence of Kuhn's type "paradigms" and "revolutions". People have found Kuhn's terminology and ideas behind them as good approximations which could be used, not only to designate the identical characteristics of the progress made in different fields of inquiry, but also to carry out potential "wars" against the opposite "camps". According to Kuhn the term "paradigm" is used in two different senses. On one hand, it stands for the entire constellation of beliefs, values, techniques, etc. shared by the members of a given community. On the other, it denotes one sort of element in that constellation, the concrete puzzle-solutions which, employed as models or examples, can replace explicit rules as a basis for solution of the remaining puzzles of normal science. Paradigms provide all phenomena, except anomalies, with a theory-determined place in the scientist's field of vision; they guide research by direct modeling as well as through rules. In this sense, "Paradigm" means a set of procedures, models, and hypotheses.

The first half of the twentieth century saw the emergence of a group of psychologists known as "behaviourists" (or empiricists). Among these is F. B. Skinner who is considered the father of the School of Behaviourism. He describes language acquisition process on the basis of the Association Theory in his book "Verbal Behaviour". For Skinner and other empiricists, language acquisition is the result of stimulus-response activities. Imitation, repetition, memorization, reward, and reinforcement facilitate this process of language acquisition. They say that all knowledge is derived from experience. They think that children start out as "clean slates". Learning a language is a process of getting linguistic habits printed on these slates. Consequently, there is no difference between learning a language and the ways one learns to do any thing else (swimming, driving, etc.). So, language acquisition/ learning is basically a

mechanical process of habit formation and conditioned behaviour. This follows that as long as individuals are subjected to the same condition, they will learn in the same way and variations in learning occur because of the difference in learning experience. For behaviourists, there is not a theory of a language learning as such but merely the application of general principles of learning to language learning. At that time, the School of Behaviourism gave rise to the Structural Linguistics. The structuralists adopt almost all the above ideas of Behaviourism and apply them to language learning.

If the Behaviourist School of Psychology gives rise to Structural Linguistics, Transformational-Generative Grammar is based on the Cognitive Psychology. The structuralists believe that the mind is a blank slate, but the mind in the Cognitive Paradigm becomes of prime importance. The cognitivists contradict the empiricists at almost every point. As far as language acquisition is concerned, the cognitivists believe that a child learns or acquires a language, not because he is subjected to a similar conditioning process, but because he possesses an inborn capacity, which enables him to acquire a language as a normal process. This capacity is universal. Chomsky calls it Language Acquisition Device (LAD). This LAD consists of the hypotheses maker, linguistic universals, evaluation process and finally grammar. So, the child learns a language by exposure to it in society and by unconsciously forming certain hypotheses about language, which he goes on modifying till he comes to adult model. Thus the child goes on constructing an innate grammar, operating over generalised rules.

HUMAN MIND

- Data
- Hypotheses
- Linguistic universals
- Evaluation process

For rationalists, language acquisition is species-specific (specific only to one set of species, i.e. human beings) and species-uniform (all human beings uniformly possess language except deaf and dumb people). The ability to take up and understand language is inherited genetically but the particular language that child speaks is culturally and environmentally transmitted to him. Language acquisition thus appears to be different in kind from acquisition of other skills such as swimming, driving, etc. It is really the result of nature, not of nurture and the child's imitations are not merely photographic reproductions, but artistic recreation.

One can distinguish two phases in Chomsky's revolution. The first phase begins with his dissatisfaction with American Structuralism and ends with his full recognition of the difficulties of the taxonomic theory of grammar and with his intention to replace it with his newly conceived theory of Generative Grammar based on an analogy to category systems in logic. The second phase begins with the recognition that is responsible for most of these difficulties and that new theory of Generative Grammar thus requires a new ontological interpretation for grammars. The second phase ends with Zellig Harris' transformational theory refitted with more appropriate psychological interpretation within Chomsky's conceptualist framework. T-G Grammar of Chomsky is, thus, a chemical mixture of linguistics, logic, mathematics and psychology.

Chomskyan Grammar is "theory-based" approach because it helps in understanding, in a general way, what a language is. As opposed to this, the grammar of Structural phase follows a "text-based" approach and is description oriented, both in form and function. Chomskyan Syntax provides perspectives and generates operational framework for writing specific grammar. Chomsky makes a basic distinction between "competence" and "performance". Language is a set of rules. Competence is the knowledge of these rules and performance is the use of this knowledge. Chomskyan Grammar, therefore, is a well-defined theory of language. Structural grammarians, however, view language only as form and analyze the data of a given corpus by means of "inductive methods" and formulate a grammar through discovery procedures. Kuhn states that "what changes is not the 'presence' of a paradigm but rather its 'nature'". The shift, in question, takes place from purely descriptive grammar in nature to gener-

ative syntax.

This centrality of syntax in T-G Grammar with the sentence as its unit of analysis goes a long way to explain the immense creativity in Language. The discovery procedures used by structuralists make use of Immediate Constituent analysis (IC analysis), distribution criterion and other devices. Such procedures fail to capture all language ambiguities and relations. The IC analysis, as its name denotes, is not grammar; it is a kind of analysis that concerns with the surface structure of the sentences rather than their deep structure. It doesn't account for the degree of grammaticality and acceptability; nor does it stop the generation of ungrammatical utterances. It doesn't also include the idea of creativity. The grammar produced then is not predictive, projective and explicit. Discovery procedures also ignore linguistic universals and native speakers' intuition and his competence of generating infinite number of sentences out of a finite set of items. Chomskyan Syntax, on the other hand, provides a set of rules which is called Phrase Structure Rules (or Generative Rules). Such rules are able to manipulate most of, if not all, the problems mentioned above. They are precise, explicit, highly formalized, predictive and projective. They generate mainly the deep structure. Chomsky holds the view that notions of phrase structure are adequate for a small part of the language and the rest of the language can be derived by repeated application of rather simple sets of transformations (interrogative, negative, passive, etc. sentences) to the strings given by the phrase structure grammar to cover the entire language directly. This set of rules is called Transformational Rules. The notion of discovery procedures which is based on the empirical method and observation adequacy is replaced by the notion of "evaluation procedures" in T-G Grammar. They tell us which member(s) of a set of proposed generative grammars for a language is the preferable theory of the language.

It can be said that the older theories are important because it is their inadequacy, which causes new questions to be asked and new answers to be sought giving rise to a change or a shift in the paradigm. The whole Structural Paradigm underwent severe questioning. After 1957 questions were asked about the psychology of language learning, about the philosophy, about the goals and methodology, etc. The questions raised by Chomsky in his review of Skinner's Verbal behaviour strike at the very roots of Structuralism. Chomsky rejects the stimulus-response approach to the study of language because it cannot explain the originality in language. His greatest criticism of verbal behaviour is that it equates animal learning and human learning. The transformationalists discard almost every thing in structural paradigm. But the decision to reject one paradigm is always simultaneously the decision to accept another. Consequently, the linguists of T-G Grammar announced the war against the camp of structuralists. So, there is a revolution from the empirical, data-based structural description to a rational and mentalist approach to the study of language.

The paradigm shift, then, is a process that involves handling the same bundle of data as before, but placing them in a new system as before, of relations with one another by giving them a different framework. Both the Structural Paradigm and the Transformational Paradigm deal with the same data, i.e. language data. But, while structuralists look at language as an observable behaviour and a conditioned activity, Chomsky comes to consider language as a cognitive activity which is species specific and species uniform and acquired by an innate mechanism in human mind (LAD).

To sum up, there is a complete paradigm shift that takes place from the Empiricist Paradigm to the Rationalist Paradigm. There are changes in the whole context: in the basic hypotheses, the objective of analysis, the nature of language and in the procedures and methodology. "Shifts of this sort are associated with all discoveries achieved through normal science". While Structural Grammar aims at a description of language itself as it is used by the community, i.e. considering the language itself as the locus of grammar in the domain of structures, forms and distributions, T-G Grammar aims at generating and explaining all and only grammatical sentences of the language. The locus here is the human mind (native speaker's competence) and the domain is the rules of linguistic competence.

CAMPUS CAUSERIE

Indian Embassy School Release of the Academic Calendar 2008-09

The Academic Calendar of Indian Embassy School for 2008-2009 was released by Dr. Ramakanta Sahu on 31 March in a function organized for this purpose in the school premises. At the outset Mr. G. Manulal, Principal of the school, welcomed the chief guest Dr. Sahu, other distinguished guests, and parents and children present on the occasion. In his address Dr. Sahu expressed his sense of appreciation for the meticulous efforts of school staff in completing the calendar. He termed it as a significant route map for the fulfillment of the academic commitments of the school, which has been acting a nucleus for propagation of knowledge to not only the children of Indian community in Yemen, but to those of other nationalities as well. In his presidential address, Mr. Sreeram, the PTA President, lauded



Dr. Sahu releases the Academic Calendar.

the activities of the school under the stewardship of Mr. Manulal. Mr. Suresh and Mr. Thomas, PTA members, also addressed the gathering. The function

was concluded with the screening of the noted Hindi film "Tare Zameen Par" which focuses on the problem of learning disorder (dyslexia).



Distinguished guests on the podium.



Address by the chief guest.

POETRY CORNER

Red Sea



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Why're you named red,
When you are always blue?
Are you angry or sad?

You look light

Blue ripples of crystal water
Cotton foams frothing and nibbling
At a calm surface, flitting about
Often, in sun-basked glee!

Yet are more solid than steel or rock
Hiding in depths indomitable
A vigour and faith I know,
That moves mountains
In a wise, circumspective silence
Denying to any fleeting glance
Your death-dealing sway
Over Time and Space.

Are'n't you the one that cleaved once
To gobble imperious files, pikes
Chariots, stallions and all
In chaps of a vast deluge,
To recast in an instant,

An aberrant chapter of history
dipped in a deep red
vindicating victims?

Is the smile on your mighty jaws,
then
A puzzle of a façade
Presaging a cataclysm
That swallows
Locks, rockets and barrels
Of pitiless schemers
Who muse in five-star comfort
On serial genocides

Refusing to the beleaguered crowds
Barely crawling on your pathetic
shores
Their rightful space and peace
Under the sun?

Some thoughts on pronunciation in spoken English

Speaking skill in any language involves many sub-skills viz: recognizing reacting, intonation, and pronouncing and this too contains components like sounds in words and sentences. Further it leads to meaning based on the context including body language, non-verbal cues besides miming. Here intelligence of the listener peeps out spontaneously for reaction to the speaker and it is definite to codify the message for a suitable response. Thus the intelligence and proper response are the two sides of the same coin.



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In this regard, the pronunciation for words in English may differ in meaning in other language. To cite an example the pronunciation in Arabic for 'Available' is 'FEE'. The same word in English means 'money for payment' So this transfer of meaning is the guess work of all the listeners. Of course it is an interesting observation.

The learners in general would be tempted to learn vocabulary and so pronunciation is the complementary factor for spoken English. This is for the learners to have vocabulary building—may be as game—to enrich themselves.

READERS' VIEWS

Dear Dr Sahu,
I really appreciate these highly informative pages which are rich in content. In fact, I read this supplement more deeply than I read my curriculum. Many Thanks to you and all members of your team for this fruitful effort.

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RESPONSE TO ARTICLES

Dear Dr. Sahu,
I read with much avidity, the report on Basic Education Improvement Program, BEIP-GTZ by Dr Ayid Sharyan (Yemen Times dated 28, February 2008) wherein the four components in curriculum are specifically stated: Goals, Content, Activities and Evaluation I am sure that, in the training course the methodology and teaching aids in English Language Teaching must have come up during the discussion. Dr Ayid has rightly observed the present learners' total dependence on teachers which is 'to carry out the instructions'. So the aspect of creative and critical

thinking remains unattended though it is seldom discouraged.

With the present new curriculum design (BEIP- GTZ programme) it is hoped that the students' participation in learning will be more which ultimately will lead not only to good output but more amount of creativity will be sprouted.

Thus on the whole, the writer's commendable report does encourage all who have concern for teaching and education improvement particularly in basic education any where in this world. Hats off! Dr Ayid!

Dr. Baskaran M. Mallikarjunan