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EDUCATION
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Sender of threats against Aden Airport arrested Interior Ministry reveals Ramadan security plan

By: Yemen Times Staff

SANA'A, Aug. 27 - Yemen's Ministry of Interior yesterday approved a security plan for Ramadan, which coincides with the beginning of September this year.

To be implemented in every Yemeni governorate, the plan seeks to "provide a convenient security atmosphere suitable to the rituals of Ramadan," according to Deputy Interior Minister Mohammed Bin Abdullah Al-Qawsi.

The plan includes both fixed and infantry security patrols that will move among the zones and streets of Yemeni cities, particularly in the main markets and crowded streets during Ramadan nights in order to make the movement of citizens more secure.

In a statement to 26September.net, Al-Qawsi said the plan includes enhancing night guards in various zones of Yemeni cities, in coordination with police stations, in an effort to prevent home robberies, which often occur when families go out shopping at night.

He added that traffic and security checkpoints will be activate on highways in an effort to restrict traffic accidents, which increase during Ramadan nights due to citizens traveling between governorates.

Al-Qawsi further maintained that a ban on arms-bearing will continue throughout Ramadan, with security apparatuses disallowing any arms-bearing during the month.

In related news, Interior Minister Mutaheer Al-Masri reveals that Yemeni security apparatuses have shut down more than 245 weapons shops and seized more than 270 individuals over the past few weeks.

In a statement to media outlets, Al-Masri confirmed that, "Today, the ministry is more stable and insistent upon carrying out the resolution to ban arms-bearing." He noted that his ministry has passed the first phase of executing the

resolution and begun implementing the second phase over the past few days by shutting down arms shops in all Yemeni governorates.

Al-Masri says his ministry, in cooperation with civil society organizations, will continue its efforts to ban arms-bearing in Yemen, further praising the role of security apparatuses in this regard.

He noted that his ministry is following both short- and long-term strategies regarding the arms-bearing ban, explaining that it began with shutting down arms shops in the governorate capitals and that the second step will include "shutting down other shops according to the strategy."

He further mentioned that the Interior Ministry has seized tens of thousands of arms, pointing out that confiscating such arms is done according to judiciary procedures.

Airport threat maker arrested

In other news, the Interior Ministry

announced that Yemeni security apparatuses have arrested a man who sent a threatening telephone text message to the head of security at Aden International Airport indicating that he would bomb the airport within two hours of the message.

Following this threat, security forces were placed on high alert and more security were deployed at the airport. Additionally, extended inspections were conducted to search for potential explosives.

The Interior Ministry's Security Media Center reported that the individual who sent the threats was arrested in Sana'a governorate's Hizyaz area, where he resides, and immediately taken to the Anti-Terrorism Unit for investigation.

The center further indicated that Yemeni security apparatuses were able to collect data about the source of the threat within the two-hour time period given as a reprieve from his threat.



Ministry of Interior puts security plan to insure a convenient security atmosphere suitable to the rituals of Ramadan.

Despite ministry decision, parents still paying primary school fees

By: Khaled Al-Hilaly

SANA'A, Aug. 27 - Yemen's education minister confirmed in a statement to the Yemen Times on Tuesday that his ministry is investigating those school principals who breach its decision to eliminate primary school fees.

Last week, the Education Ministry issued a law exempting primary students from paying school fees for girls in grades 1 through 9 and boys in grades 1 through 6. The announcement comes only two weeks before the start of the 2008-2009 school year.

According to Education Minister Abdulsallam Al-Jawfi, "A number of school principals in Sana'a governorate are being investigated for collecting fees from primary school students, which is an infringement of the Ministry of Education's decree."

As parent Nabil Mohammad Ali comments, "Poor people find it difficult to afford school fees, so this will help them save some money for other essentials, like food."

Naseem Al-Rahman, chief information officer for UNICEF in Sana'a, notes, "This is a significant achievement by the Yemeni government, illustrating its commitment to providing all children fee-free primary education."

Because Al-Jawfi expects an increase in student enrollment this year, "We've prepared some procedures and motivations, such as rationing schools for girls' study in remote areas."

He continued, "We also have financial support from the Japan International Cooperation Agency (JICA), UNICEF and the Basic Education Development Project in Yemen for girl students in governorates such as Al-Mahwit, Hadramout, Raymah, Sana'a and Mukalla. This year, the ministry has contracted 1,000 new women teachers."

Mansour Mohammed Sa'eed, principal of Salahaddin School in Ibb governorate, predicts, "Enrollment will increase due to having free primary education, but rationing girl students is an excellent step by the government because it will cause girls' schools' enrollment to rise rapidly."

He notes, "We've started complying with the new law and not collecting fees from students in primary school grades 1 through 6 for boys and 1 through 9 for girls - just a YR 50 certificate fee."

Sa'eed hopes that all primary and secondary students will be provided

free education, but points out that schools also need to be supported in order to be able to continue their work well.

In that regard, Al-Jawfi points out that his ministry's operating budget increased YR 500 million over last year, to be distributed among schools nationwide.

However, despite the new law, a number of schools in the capital secretariat continue collecting fees from primary school students. Many parents don't know about the new law and those who do either can't do anything about it or they consider it too small an amount of money.

A source requesting to remain anonymous reports that the capital secretariat's leadership along with the education districts in the capital secretariat, met and decided to collect fees from students in all grades because they consider the ministry's decision still just a promise and they are in need of fees to operate their schools.

"When the Ministry of Education

pays the schools per student like it promised, then we'll return the students' fees," the source said.

Abdullah Al-Qumri of Sana'a, who came to register his children at Nashwan School in Old Sana'a, wondered why the Education Ministry abolished the primary school fees, when in reality, they still are being collected. "What do parents get out of such a decision? School fees don't burden families that much," he maintains.

UNICEF's Al-Rahman points out that Yemen has made progress in education in recent years. "Fees were a significant barrier keeping children out of school, so this decision will have a positive impact on education by helping poor families send their children to schools and decreasing the rate of school dropouts," he predicted.

According to a UNICEF report for 2000-2006, total primary school enrollment in Yemen was estimated at 87 percent for boys, but only 63 percent for girls.

Many countries, including Yemen,

gradually are working to abolish school fees in an effort to achieve the Millennium Development Goal of universal free primary education by 2015.

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Opposition condemns decree to form SCER exclusively from ruling party

By: Mohammed Bin Sallam

SANA'A, Aug. 26 — President Ali Abdullah Saleh decided on Tuesday to comprise the Supreme Commission for Elections and Referendum mainly of ruling party staffers and three members of the Joint Meeting Parties. However, the three JMP members chosen declined the presidential appointment, accusing the ruling party of cheating democracy.

They also claim that the ruling party acted illegally and breached previous agreements between Yemen's political parties and organizations.

In a statement Tuesday evening, the three who rejected the presidential appointment — former SCER deputy chairman Abdullah Al-Akwa'a, Abdullah Dahhan and Mohammed Saif Al-Sharabi — maintained that reselecting them for the new commission lacks the appropriate legal procedures.

They continued, saying that choosing them this way adds a negative dimension to the electoral process and won't help to conduct the upcoming parlia-

mentary elections in April.

The president's political advisor, Abdulkarim Al-Eryani, warned against holding the elections amid the opposition's absence, pointing out that doing so may negatively impact Yemen's democratic experience.

"We strongly reject the ruling party's action in forming the SCER because such procedures are unjust, illegal and meant to help the ruling party control the electoral process," senior Yemeni Socialist Party leader Ali Al-Sarari stated.

He further commented that under these procedures, there can be no free and fair elections, noting that such procedures add an extra burden to Yemen's worsening democracy.

"The ruling party feels that it currently is suffering harsh conditions and therefore must reshuffle its agenda," Al-Sarari went on to say. "The ruling party needs to postpone the upcoming parliamentary elections, but it doesn't want to be accountable for such, so it is directing the charge of postponement at the JMP."

The JMP met Saturday to respond to proposals made by the ruling General People's Congress Party prior to forming the SCER. Sources who attended the meeting said the JMP had three main demands, the first of which is for the government to release political detainees.

The second demand is that both sides must accept the proposed amendments, including the proportional list system, while the third demand stipulates that the names of SCER members be approved only after the previous two conditions are met.

The same sources added that that JMP submitted its list of demands to President Saleh via Islah Party Chairman Mohammed Al-Yadoumi.

Concerning the release of political detainees, which was the main cause of previous agreements breached between the ruling and opposition parties, sources on both sides confirm that the GPC insists the detainees shouldn't be released based on the JMP's demands, maintaining that it is ready to free them

anytime, but not as a result of JMP pressure.

Opposition threatens to escalate protests fueled current crisis

The political crisis between Yemen's ruling and opposition parties sharpened following opposition threats to escalate their protests in the streets to express their rejection of the previous Election Law, which a majority of ruling party members in Parliament approved more than 10 days ago.

In response, President Saleh vowed to retaliate against any irresponsible actions by the opposition.

According to the opposition parties, the GPC's approval of the old Election Law is strong evidence of its rejection of improving the law and thus, ensuring free and fair parliamentary elections in April.

They allege that the ruling party exploits public funds, property and power to buy votes, indicating that such irresponsible acts may help it win the majority of parliamentary seats in the

upcoming election.

Further, they accuse the current government of exploiting the issue of political detainees arrested during peaceful protests in Yemen's southern governorates as a trump card to pressure the opposition parties, disclosing that the ruling party indicated its willingness to release the detainees in exchange for the opposition parties' agreement to reinstate the old Election Law and cancel the proposed amendments to it. The

JMP maintains that carrying out peaceful democratic practices is the only way to rescue Yemen from its repeated crises, adding that making a deal with the ruling GPC party to release political detainees is a criminal act because it violates the most basic national and human values.

The opposition parties also lashed out at the GPC for attempting to retain an illegitimate SCER structure, which expired last November.

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Youth Shoura Council tackles unemployment

By: Yemen Times Staff

SANA'A, Aug. 26 — In tandem with government efforts to tackle youth unemployment, Yemen's Youth Shoura (Consultative) Council, or YCC, held a three-day session at the Shoura Council to discuss a 2006 strategy report presented by the Civil Services Ministry.

The report cited lack of government jobs, the role of the private sector, lack of cooperation between ministries and favoritism as the main reasons for youth unemployment in Yemen.

Mohammed Al-Kabab, head of the Shoura Council's political committee, opened the session, saying, "This youth council represents a very interesting initiative that deserves care and interest."

He went on to say, "The YCC promotes a greater exchange of leadership experience between youth and political leaders from one generation to another. This generation's problems are different from the past, particularly in terms of unemployment." During the discussions,

YCC members cited facts that demand the Yemeni government provide more jobs. For example, the Civil Service Ministry received 132,000 job applications in 2006, but only 8,000 jobs were available.

Commenting on this, YCC vice president Wojoud Mejalli noted, "That isn't even 10 percent of the number of applicants, so how can young people find work with such a dismal percentage?"

Council members also stressed the importance of the private sector and its role in helping to decrease unemployment. Faris Al-Himyari, head of the YCC's media and culture committee, said, "It's important to talk more about the private sector's role and seek better cooperation between the public and private sectors. We're talking about the future here, so I believe it's important for all sides and parties to help build a safe one."

In the council's final statement, members indicated that there should be more cooperation between all educational bod-

ies in Yemen, adding that they look forward to creating a better future for young Yemenis by providing them more jobs.

As Mejalli stated, "Yemen's Ministry of Higher Education and the Civil Services Ministry should have a strategy of cooperation so that college graduates will be able to find jobs. This also would help dispel the many unacceptable phenomena that are growing in this country, one of which is terrorism."

The YCC noted that such violence mostly results from unemployment and that more cooperation would be a definitive solution. Civil Services Ministry representative Adnan Ahmed maintains that many Yemeni students choose to study difficult specialties. "For example, if a student studies history, he or she may only be able to teach, so what if there's no need for history schoolteachers? We can't do anything about such cases. Thus, we need more doctors and engineers because such jobs are always available."

Adnan Ahmed went on to say, "Also in the 2006 report, we addressed the issue of

favoritism, which is a very common problem in Yemen. Most graduates can't find jobs because those with social or political power install their relatives in government positions instead of others."

He added, "It's a very transparent report and we're looking forward an even better report for 2007."

The YCC meets every six months to discuss youth issues specified by either the YCC presidential board or the general secretariat panel. The panel holds a monthly meeting to discuss the tasks and achievements of council committees, which operate year round.

The council publishes a quarterly publication documenting its activities and discussing youth issues.

The YCC is a national youth organization consisting of 111 members representing various NGOs, political parties and national education organizations. Its mission is to encourage a spirit of volunteerism among youths and provide them opportunities to participate in civil society and social work.

Sana'a University heeds student demands after five-day sit-in

By: Almgadad Mojalli

SANA'A, Aug. 27 — An official from the General Union of Yemeni Students at Sana'a and Amran Universities has announced that following a five-day sit-in, Sana'a University's rector has heeded the demands of protesting students.

The demands included raising the enrollment capacity, decreasing the required high school grade point average (GPA) and adding 125 seats to the public system of the Faculty of Science, all with the goal of increasing student enrollment. Sana'a University administration also has accepted registering 200 more students in the public system at its Faculty of Commerce and Economy and 300 in the parallel system. According to a statement by the General Union of Yemeni Students, university administration canceled 1,865 seats in the public system and 104 in the parallel system, thereby decreasing the university's capacity and causing the students to protest between Aug. 19 and 25. Ridwan Masoud, head of the General Union of Yemeni Students, claims that the university is restricting



sana'a university students carry out five days marches ,demanding raising the enrollment capacity

access to education for less privileged students by decreasing acceptance rates in the parallel system and raising those for the public system. He adds, "The required fee for a single Yemeni student in the Faculties of Medicine and Pharmacy is \$2,450 annually, which restricts the access of less financially able students to these scientific specialties."

Masoud also warned of the university's procrastination in enrolling students seek-

ing to enter the Faculty of Education in Arhab. Student enrollment has been suspended since Aug. 18, which, according to Masoud, will lead to "big problems" because the faculty has registered only 300 students thus far while the required number is 1,250.

The protesting students also demanded the university administration announce the results of admissions testing for 1,365 students, who must score more than 80 percent in order to enroll in the Faculty of Computers. Delaying the announcement of their results will cause these students to lose the opportunity to register at other faculties.

Every year, Sana'a University witnesses sit-ins and demonstrations during its registration period. Last year, clashes between students and university security guards resulted in injuring two students, which prompted the General Union of Yemeni Students to demand the university administration replace its military guards with civil ones.

When contacted by the Yemen Times, Sana'a University refused to discuss this matter.

Cancer foundation director: There are 360,000 cancer cases in Yemen

By: Yemen Times Staff

SANA'A, Aug. 24 — The director of the National Cancer Control Foundation, or NCCF, Ali Al-Khawlani, says that there are 360,000 registered cancer cases in Yemen and 20,000 deaths from breast cancer. At a press conference Sunday to inaugurate the sixth campaign to support cancer patients, Al-Khawlani disclosed that the Sana'a Ideal Hospital for Treating Cancer is under construction, adding that more such centers are needed nationwide to treat cancer patients.

He said that the aims of the month-long campaign, which starts on Monday, are to construct the Aden Ideal Center for Treating Cancer, establish a breast cancer center in Sana'a and support cancer patients. Responding to a question about why the foundation doesn't help those patients waiting for months to gain access to chemotherapy at the National Oncology Center to travel outside Yemen

for treatment, Al-Khawlani said this is against the foundation's aims because it seeks to establish more units within the country for this purpose.

NCCF Secretary-General Ahmad Bazarah called on businesses and the Yemeni government to help the foundation construct two cancer treatment centers in Sana'a and Aden, adding that this sixth campaign will propagate the foundation's activities and enlighten the public to protect themselves against cancer.

Yemeni Information Minister Hassan Al-Lawzi noted the important role of journalists and the media in propagating the campaign's support for cancer patients. He also discussed the efforts of society, businesses and financial corporations in supporting such patients.

"European institutions have succeeded and improved only through the support of journalists, the media and charitable organizations," the minister said, adding, "We're in need of more than a hospital to

treat cancer patients, but of course, this requires more money and support."

In an effort to urge Yemeni citizens to participate in charitable activities, Al-Lawzi announced the beginning of a new television channel during Ramadan called, "Al-Iman," specialized in religious affairs. He noted that it will be Yemen's fourth state channel and will work to enlighten the public about religious issues and charitable activities.

In response to an invitation from NCCF, famed Egyptian actress Hanan Turk arrived in Sana'a Monday to participate in the national campaign's activities to support cancer patients as part of an annual conviction to enlighten people about cancer and allocate funding for cancer patients. During her first visit to Yemen, Turk will participate in the cancer campaign by meeting with government officials, inspecting NCCF projects and holding a press conference in Sana'a on Wednesday before she leaves Yemen.



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- خصم ١٥٪ من قيمة قطع الغيار الأصلية وأجور العمالة.
- خصم ٣٠٪ من قيمة الإكسسوارات.

في ورشتها الكائنة في جولة الرويشان تقاطع الدائري مع
شارع حدة - تلفون رقم (٥١٤٩٧٤ / ت)
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وتستمر حتى ٢٠٠٨/٩/١٤.



Number of depressed young Yemenis is increasing

By: Bashir Al-Selwi
For The Yemen Times

“I’m in a dark tunnel alone. No one can imagine what happens to me every day,” describes 23-year-old Sana’a University student Khader Al-Selwi, who was diagnosed with depression five years ago.

“I can’t work and I dislike living anymore. I hope to die today before tomorrow because it’s better than living without any hope in this life. Someday, I’ll kill my self and terminate my life and pain,” he adds.

Al-Selwi is among many young Yemenis who are subject to depression.

Yemeni doctors confirm the increased number of Yemenis afflicted with depression, calling for rapid solutions, saying that depression has

become a serious and widespread problem among Yemenis due to the country’s economic and social situations.

Dr. Fikri Al-Naib, a consulting psychiatrist and medical director at Al-Amal Psychiatric Hospital, confirms that depression mostly appears in those between ages 18 and 40.

They may exhibit such symptoms as evident sadness, anxiousness, depression, tiredness, fatigue, everything seemingly is an effort, slowed movements, walking during the night or too early in the morning, oversleeping or trouble getting to sleep, slow thinking, poor concentration, forgetfulness or indecisiveness, loss of interest in food, work and/or sex, life seems dull, a reduced sense of self-worth, low self-esteem or guilt, headaches, chest or other pains with no physical basis, not wanting to live and suicidal thoughts or thinking about death.

Depression is a condition that can take many forms aside from the short-lived feelings of sadness that most people experience in response to the disappointments of everyday life.

“A feeling of farness and feeling like someone is extracting my soul from my body. I sometimes feel like I’ll collapse on the street,” 24-year-old Salim Naji says, describing some of the symptoms he feels during a fit of depression.

He went on to say that the tiredness he feels sometimes forces him to sleep on the streets.

“I sometimes sleep on the street or I can’t sleep at all at night because I’m in a bad mood all of the time. Most of the time, I feel like something is going to swallow me and then I start screaming, ‘Help me! Help me!’” he said.

Dr. Al-Naib points out that, “Qat somehow plays role in increasing depression among Yemeni youths, espe-

cially those who chew qat constantly. Nevertheless, there are no studies in Yemen proving the relationship between qat and depression.”

Fellow Al-Amal Hospital psychologist Khalid Al-Shamiri explains that qat improves and relieves moods temporarily as the chewer begins to feel happy and seemingly has the ability to solve problems and establish his own projects and future plans.

However, by the end of the qat session, some areas of the brain become lethargic and the body starts losing its vitality and power. In this stage, the qat chewer starts to feel bad and upset and can’t communicate with others because the respiratory and cardiac centers in the brain’s medulla are affected, which eventually could render the chewer comatose.

Al-Naib notes that the causes of depression among Yemenis are poor financial circumstances and unemployment.

Dr. Najla’a Al-Afif, a psychotherapist at Al-Azal Hospital, adds that lack of communication among family members can be another reason behind the increasing cases of depression among young Yemenis.

Referring to scientific studies and research, Al-Naib says females generally tend more toward depression than males. “Yemeni women are more exposed to social stress; for instance, domestic violence or an inability to study or work unless a male relative approves, in addition to some medications – like contraception pills – which can cause depression as a side effect,” he explains.

Although gender does play an important role in diagnosing depression, Al-Naib points out that it doesn’t affect treatment for depression as much as the individual’s acceptance of taking medication and the prescribed time period for that.

He further notes that there are no statistics estimating depression rates among Yemenis, but doctors maintain



that female Yemenis experience more depression symptoms than males.

“Based on our experiences, we estimate that 15 percent of young male Yemenis and 20 percent of young females are afflicted by depression, meaning that 1 in 5 Yemeni females suffers from depression,” Al-Naib asserts.

Most depressed individuals also experience physical symptoms, such as chest, back and/or joint pain.

“If someone starts to complain about any type of pain, parents or relatives immediately should send him or her to see a doctor,” Al-Naib says, speaking about the late stages of depression among many patients who visit or see a psychologist only after depression has taken over their minds and reached a high level.

“People don’t believe in psychological problems, instead preferring to go to a magician rather than a psychological doctor,” he added.

Al-Naib also highlights the fact that there is an inadequate number of psychiatric hospitals in Yemen because there are no laws forcing hospitals to open departments for psychological

treatment or diagnosis. “Therefore, this puts pressure on specialist hospitals in this field, but we can’t take all patients due to a shortage of beds.”

Dr. Al-Afif emphasizes that depression can be cured. “However if we ignore it, it may lead patients to kill themselves, as more than 15 percent of patients suffering depression kill themselves. But gloom rarely causes patients to become insane.”

She warns that depressed individuals are more susceptible to serious diseases such as cancer, diabetes, kidney failure, blood pressure and colds due to weakness of their immune system during periods of depression.

Al-Afif believes the Yemeni government should establish psychological units at every school to diagnose and deal with students’ psychological problems from the beginning. “Doing so would yield many good results by reducing future depression rates among youths.”

She concludes, “Depression affects our national economy because it attacks society’s productive segment, thereby creating economic problems.”



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Sa'ada Fighting aftermath (2 of 2)

By: Muneer Al-Mawri

To complete last week's article regarding military replacements within the armed forces and justifying them to army's failure to score victory in the Sa'ada War, we ensure once again that this justification may be taken seriously by some foreign journalists and ambassadors of some foreign states.

This justification is impossible to be taken seriously by any Yemeni citizens, nor will it appeal even to the minds of Houthis gunmen, who coexisted with members and senior officers of the army during the fighting and visualized how brave these members and officers are despite the fact that many of them were killed by friendly fire from behind or by mistaken air strikes. The army personnel suffered numerous mistakes that killed many of them.

Those responsible for such mistakes must face trials, particularly if the ruling authority is concerned about bloodshed of Yemenis. Similarly, as it is not permissible to hold courageous fighters accountable for failure in the Sa'ada War, it is illogical and immoral

to hold dismissed commanders, who were not involved in the war, responsible for the failure because the political authority is the only party responsible for this failure, but not Gen. Ali Mohsen Al-Ahmar and his supporters.

I also wrote an article more than one year ago entitled "Ali Mohsen at risk". Through the article, I predicted what actually happened later on as many military decisions were issued to target several commanders in the army. This is a deduction, which an observer of the authority's behavior over the last three decades or a neutral political analyst can reach without any hard effort.

When that article was published in more than a news website, most of the comments on it came in favor of the conspiracy theory that Al-Mawri is attempting to create sedition between President Ali Abdullah Saleh and Ali Mohsen as a kind of favorite for his masters. This is a tune, which the authority directs to whoever talks about its uncovered faults.

In lieu of thinking good that Al-Mawri, being a political analyst, is not concerned about the interest of Ali Mohsen, nor is he concerned about the

interest of President Saleh, who deserves to know about what really happens on the ground, the Yemeni people, particularly those concerned about the war, must realize facts they take place on the ground with a high level of objectivity.

The writer is only concerned about the nation, of which he is part. And this homeland is not the exclusive possession of anyone in order to bequeath it to his children. All these expectations had been inserted in the matrix of conspiracy. The latest expectation, published by Al-Masdar.com in this column was also ignored, however, it disclosed that ceasing the Sa'ada War will leave behind a wide movement in the armed forces under the slogan "Making the Army Younger".

When expectations come true:

In my expectation, I didn't rely on intelligence, espionage or fortunetelling sources as Saif Al-Hadhri believes. Instead, by listening to President Saleh's speech during which he showed interest in the youth, and encouraged them to join the armed forces, I could predict what will happen later on.

And, being one of those who tolerate President Saleh's action and criticize him, I understand that Saleh mean by the word "Youth" his son Ahmad and the likes. By the word "Fathers", who, according to him, must retire and take rest from work, he means Ali Mohsen Al-Ahmar and his supporters not himself.

If the decision of military appointments and replacements within the armed forces included all those charged with plundering citizens' land in South Yemen as indicated in a report prepared by Dr. Saleh Bassurra, Head of a committee concerned with studying the phenomenon of land grab in South Yemen, I would be the first journalist to back the decision. Such a decision is merely meant to prepare the country for planned bequeathal of power to the sons.

This is what I confirmed in a previous article. I also invited all the brave forces in Yemeni society to take quick actions in order to stop such practices before the rule of Imamate actually returns but under the cover of democracy and Republic.

Source: Al-Masdar.com

COMMON SENSE

“Libya and Iran financing Al-Qaeda in Yemen”

The Saudi Gazette Really Knows Better

One cannot help but read with awe the gross misrepresentations of the facts by the Saudi press, as it seeks to whitewash the evil doings of the Saudi religious establishment throughout the world. It is not just by trying to disassociate themselves from all terrorist (and safe to say, absolutely non-Islamic, in deed and in concept) activities.

Like last Thursday's (August 21, 2008) article of the Saudi Gazette (link: www.saudigazette.com.sa/index.cfm?method=home.regcon&contentID=2008082114998), and of course acting under directions from their bosses in the Saudi regime, these paid pens of the Saudi regime wish to convince the reader that anyone to their dislike is the torchbearer of all the evil they have unleashed throughout the world over the last three decades. Thus the Saudi Gazette wishes to mislead the world that the Saudis are as innocent of Al-Qaeda and all its doings as the Prophet Joseph was of the seductress that was infatuated with him and demanded that he relieve her from the fire of temptation that had come to overtake her, because of this infatuation.

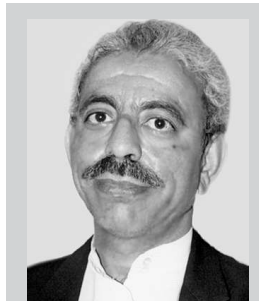
The fact of the matter is that the international so called "Islamic" terrorism, which has engulfed the Islamic world and brought havoc to the rest of the non-Islamic world, is as Saudi as the light crude oil that provides the source of financing for the propagation of the Wahhabi misguided rendition of Islam. The fact of the matter is that the Wahhabi Establishment, itself a hereditary clerical order (although Islam forbids the existence of a clergy) under the tight control of the descendants of Mohammed Abdul-Wahhab. This establishment is the mentor and financial backer of all these prominent so called "Salafi" movements. Mohammed Abdul Wahhab presumably concocted the divergent and deviant "Wahhabi" creed of Islam over two hundred years ago. One is puzzled why the followers of this gross misrepresentation of Islam in so many ways do not even like to be called Wahhabis, and try to cloud this association by taking on names that associate them with genuine ideological and seminarian associations (such as "Salafi", Moslem "Brotherhood", "Jihadists", "Fundamentalist"). The answer is obvious, as the Wahhabis are viewed by most mainstream Moslems, even the majority of Sunnis, as unorthodox, bloodthirsty highway robbers, as their early history was drowned with the blood of thousands of fellow Moslems, who were the victims of their lust for loot from pilgrims to Mecca and from those who dare dispute their misguided interpretations of Islam.

You will never see, in their revelations of the history of their movement, the hundreds of raids, especially in the earlier part of the past two and a half centuries, which these bandits inflicted on their brethren of the faith, who they actually labeled as "non-believers" or infidels, which makes their blood and their assets sanctified for them.

One is not here trying to smear the glorious bloody past of the Wahhabi Movement. Not that their past should be ignored, but one can state for certain that intra-sectarian bloody conflict between Moslems is virtually non-existent since the Prophet Mohammed's days until the Wahhabis came into being. Sure there was politically related Moslem bloodshed, but never was this fuelled by how long your beard is, or where you place your hands while standing in prayer and some of the other very secondary issues, in which Moslems might differ, which to the Wahhabis can be ground for war or for repression, if you are living in a Wahhabi regime. There have only been two countries that have succumbed to Wahhabi regimes (Saudi Arabia and Afghanistan under the Taliban), and in both cases it was by the use of repressive force. Ironically, there is a suspicious historical collusion between the Wahhabi movement and the British Crown (see Wahhabi Past), but that is a long story and there are enough sources in the internet and elsewhere that covers it.

The point to be made here is that the Saudis are not at all acting responsibly when they seek to disassociate themselves from an evil they have been rearing now for over two hundred years whether with British support or collusion with Masonic or Zionist forces, as so many historical chroniclers wish to point out on many occasions. The obvious incongruity of the accusation that Al-Qaeda is funded by the Iranians, with whom there is a big rift with the Al-Qaeda from a sectarian point of view is somewhat unbelievable and the same is true with the Libyans. On the latter one cannot help but remember how Washington tried to mislead the world into believing that Saddam Hussein was associated with Al-Qaeda (Actually Saddam had his own means of terror, which was more straightforward and down to earth and discernible than the wishy washy form Saudi Arabia has been nurturing and with which the Saudis could never disclaim any sectarian, ideological and even congenial association, as most of the Al-Qaeda elements that have been killed or arrested are actually Saudi citizens (Yemen has just submitted eight of them to the Saudis last week as well).. So it is not hard to tell, who is the real backer of world terrorism, morally and materially?

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



By: Hassan Al-Haifi

Women of power and influence

By: Badriya Yasmeen Dowe

The Islamic Arts Museum Malaysia (IAMM) has recently held an exhibition on the role of women in the Islamic world. The image of Muslim women was, to some extent, set in the 19th century when they were depicted as less than real individuals in art and literature.

Today, the view held by many in the West is that Muslim women are second-class citizens, trapped in their homes and hidden behind the veil. While this latter view is true in certain countries, it is by no means the norm as often the oppression of women is due to cultural rather than religious traditions.

Since the beginning of Islam, women have played important roles in society. Khadijah, Prophet Muhammad's first wife, was the first convert to Islam. His third wife, Aisha, was a great contributor to the sayings of the Prophet (hadith), which went on to become a component of the shar'ia (Islamic law).

The deeds of these women secured them a place in the annals of Islam and it would be hard to find a single Muslim that did not know who they were.

Unfortunately, the same acknowledgment has not been extended to the many women who were able to attain the exalted position of sovereign. Occasionally, in Islamic history, women ruled jointly with their husbands, but they have also governed their own territories outright, having their names mentioned in the Friday khutba (sermon), and inscribed on coins.

One such woman was Yemen's Arwa binti Ahmad al-Sulayhi. She was born in 1048 in Haraz, Yemen, a member of the Sulayhid dynasty, vassals of the Fatimid dynasty in Cairo.

Arwa was taught that in Yemen, the wife of the ruler shared power with her husband and was not meant to stagnate in the harem. At 17, Arwa was married to her cousin al-Mukarram. After considerable upheaval, al-Mukarram passed his power on to Arwa, and retreated from public life.

Attention to welfare of her people: Queen Arwa focused her attention on the welfare of her people, building mosques, roads and fountains. She also took a deep interest in cultural and religious studies and set up several centres for education. Arwa ruled Yemen for over half a century, never losing the support of her people, who affectionately called her Balqis al-Sughra (Young Queen of Sheba).

In the Indian subcontinent, Nur Jehan may be less famous than Mumtaz Mahal, but her fame among the Mughals was far greater. Born Mihr-un-Nisa (Sun Among Women) in 1577, she was a handmaiden at the palace.

Prince Selim (Jahangir) fell in love with her when he spotted her at the palace bazaar in the spring of 1611, but his desire to marry her was thwarted by his father, Emperor Akbar. Eventually the two were married and she was given the honorific title Nur Jehan Begum (Light of the World Queen).

Nur Jehan brought the emperor under her influence, concentrating real political power in her hands. Using the

emperor as a puppet, this wily individual ruled in his name for 11 years, from 1616 till 1627. She became a legend, sitting on the throne alongside the emperor, with firman (pronouncements) and coins issued in her name.

Women as a significant factor behind success of Islamic empires:

Women have been among the most significant factors behind the success of Islamic empires since the 7th century. Their faith, intelligence, influence and beauty have been central to Islamic history. Their role in religious, military and social affairs was acknowledged as early as during the time of the Prophet. Why then is so little known about these extraordinary women?

The reason for this is the scant attention they were given by contemporary and later historians, who either completely omitted them or downplayed their significance. Though Islam raised the status of women and ensured them certain rights, the society they lived in was still extremely patriarchal. And there were those within society who found no pride in being ruled by women.

The two above-mentioned queens are just a sampling of the plethora of Muslim women that were able to rise to prominent positions. The exhibition Faith and Power: Women in Islam at the Islamic Arts Museum Malaysia (IAMM) brings these women out of obscurity and gives them their pride of place in Islamic history. The exhibition runs until July 4, this year.

There is an accompanying catalogue available for purchase at the IAMM gift shop which provides a more comprehensive look at the lives and achievements of the women featured in the exhibition. The women highlighted come from all over the Islamic world, from Spain to South-East Asia, and span the entire Islamic period up till the present day.

A forum will be held at the IAMM auditorium to discuss issues relevant to the modern Muslim women. This is open to the public and free of charge. The tentative date is May 31.

Source: Almotamar.net, quoting it from the stare online.



By: Samer

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Israelis, Palestinians Seek Clues to Cure Tuberculosis

Israeli and Palestinian science researchers are cooperating with each other and with German scholars in a study of tuberculosis that includes studying the bones of victims of the disease who died 6,000 years ago.

By: **Rachelle Kliger**
The Media Line

Political barriers are not stopping Middle Eastern researchers from striving to cure an age-old disease.

Health experts from the Palestinian Al-Quds University and Israel's Hebrew University are joining forces with German scholars to learn more about tuberculosis.

The researchers are studying bones dating back 6,000 years ago excavated in Jericho.

The bones were excavated between 50 and 70 years ago and will be

researched with a primary focus on tuberculosis, but will also be tested for leprosy, leishmaniasis and malaria.

Tuberculosis, or TB, is a deadly infectious bacterial disease, which usually affects the lungs, but can also attack other parts of the body such as the kidney, spine and brain.

Symptoms of active TB of the lung include coughing, sometimes with blood, chest pains, weakness, weight loss, fever and night sweats.

Today TB can be treated with a six-month course of antibiotics.

If not treated, it can be fatal and TB was at one point the leading cause of death in the United States.

The disease is thought to have

originated in the Fertile Crescent region about 9,000-10,000 years ago. With Jericho being one of the earliest towns in the world, many communicable diseases could have originated from there.

This latest research looks at human and animal remains virtually from the dawn of urban living, says Prof. Mark Spigelman from the Kuvim center for the Study of Infectious and Tropical Diseases at The Hebrew University of Jerusalem, who is leading the Israeli team.

"At that time, many of the diseases afflicting us now first jumped onto human beings," Spigelman says. "Tuberculosis is a disease of crowds. You can't have major tuberculosis outbreaks among hunter-gatherers, and when people started living in places like Jericho, which is one of the oldest towns on earth, they started getting diseases of crowds."

The research can help understand the origins and development process of the disease and provide crucial information on its evolution over the past 6,000 years. This can indicate how it will continue to evolve, and will help health officials be more prepared in combating it.

Israelis and Palestinians are overcoming political differences and reluctance among peers to carry out this project.

Both the Hebrew University and Al-Quds University are located in Jerusalem, the exact status of which is a flashpoint of the Israeli-Palestinian conflict.

Al-Quds is the only Palestinian university which has not participated in a Palestinian academic boycott against Israeli academic institutions, something that has irked their peers in other universities.

There is even resistance to this

cooperation among scholars within Al-Quds itself, who do not wish to be associated with Israeli institutions as long as Israel continues what they call occupation policies.

In many cases where Israelis and Palestinians cooperate on joint projects, Palestinians feel they are being patronized and are not on equally footing, since the Israelis usually have better facilities and more ample funding. They also have easier access, whereas Palestinians living in the West Bank or Gaza can be held up for hours at checkpoints and require permits to get into Israel.

But Prof. Ziad Abdeen, director of the Health and Nutrition Research Institute at Al-Quds, said there were no feelings of condescension by his Israeli colleagues in their quest to combat tuberculosis.

"Politics will always have an impact on what you do or don't do," Abdeen

said. "The leaders of any scientific project have to be sensitive and have to make sure that these challenges are overcome during the implementation."

Abdeen said working with Israelis has benefited his university's research capacity on several levels, such as boosting the number of PhD and post-doctorate graduates, helping acquire appropriate facilities and increasing publications in peer review journals.

Spigelman says there are benefits for him, too. "We're interested in science. I work with good scientists, whom it's a pleasure to work with. That's exactly what's happening with Al-Quds University," he says.

The joint research is being sponsored by a grant from the German Science Foundation (DFG) and will be conducted at the Hebrew University, Al-Quds University and Ludwig-Maximilian University in Munich.

European Social Democracy's Powerless Power

By: **Michel Rocard**

At first glance, European social democracy appears to be in crisis. Gordon Brown's slump in the United Kingdom; the brutal shock of Spain's economic downturn; the difficulties of renewing Socialist leadership in France; the collapse of the center-left coalition in Italy; and severe infighting within Germany's SPD: all point to social democracy's seeming inability to seize the opportunity – which the current financial crisis should present – to exert greater influence.

But the simultaneous occurrence and high visibility of these problems is less significant than they appear. Mistakes or clumsiness in governance are not exclusive to the left: Belgium is paralyzed by the threat of break-up, Austria is still looking to cement an unlikely conservative coalition, Poland is struggling to find a steady balance

for its numerous reactionary impulses, and the French president is hitting record lows in terms of popularity.

Two factors help to explain current European uncertainties. First, there is the economic and financial crisis that we are only slowly overcoming. Second, there is the way in which the media are covering it. The combination of the two is, I believe, behind the feeling of powerlessness that is now affecting the whole of Europe, and that may appear to characterize social democracy in particular.

In reporting on the crisis, the media have placed too much emphasis on finance alone, and have paid insufficient attention to the marked slowing of economic growth. But it is the economic slowdown that renders all developed countries less resistant to the financial shocks resulting from the sub-prime problem and from the mixed loan packages that are then used to dilute the risks attached to sub-prime

debt. Indeed, the combination of banking uncertainties, slower growth, and the heightened risk of underemployment and casual labor creates the political weakness now visible in the UK, Spain, Italy, and elsewhere.

Herein lies a real ideological problem. The second half of the twentieth century witnessed the victory of the market economy over the administered economy. The left, which had previously looked to Marx, lost its bearings. Even social democracy, which, particularly in Scandinavia, was an excellent regulator of capitalism, found itself muted in the controversy between Keynesians and monetarists, and, throughout the developed world, the monetarists won. Today's accepted wisdom is that markets are optimally balanced whatever their state, meaning that no government intervention or regulation would be efficient or desirable.

The current crisis is severe punishment for that immense intellectual error. Not only is the decline of previously accepted social and financial regulations reflected in the relative, but important, drop in wage income as a percentage of GDP – and therefore consumer spending – in all developed countries in the last thirty years, but also the deliberate abolition of controls allows the banking sector to do as it pleases. Still, to judge from most media coverage, the parallel sub-prime and packaged loan crises, which are paralyzing global finance, are entirely attributable to banks' "immorality," and are in no way due to systemic failure.

Simply put, deregulation, privatization, reduced public services, and refocusing corporate management on earnings – all this suits too many people. As a result, the political battle to reintroduce a sense of general interest – of rules and balance – will be long and hard. What is also clear, even

if it is not as well recognized, is that this battle will be primarily intellectual in nature: legitimacy must be given back to the notion of having certain ground rules and public regulatory bodies.

This should be the task for social democrats – but that is where the shoe pinches. We social democrats can no longer fight such battles, because the problem is not only ideological, but also cultural. The media are no longer a commentator, but a participant that has hijacked politics with imagery. Either by accident or design, the media choose only those battles that offer the finest spectacles: clashes of personalities, violence and repression, struggles over national identity, and disputes about moral and sexual attitudes. For the contemporary media, technical controversies about policy hold no interest, because the audience for them is limited.

For example, in preparation for its next congress, the French Socialist

Party has succumbed to this reality. We already know that there will be media fireworks, but there will be little talk of economic regulation. The case of Spain – where a competent and respected government is bearing the full brunt of a financial crisis that began elsewhere – is identical. Instead of focusing on the crisis alone, it is fidgeting in the face of the media. Anything that threatens government stability sells newspapers and advertising space, while complicating any resolution of the underlying problems.

Quite simply, a system in which the media behave this way places not only the economy, but also democracy, at risk.

Michel Rocard, former Prime Minister of France and leader of the Socialist Party, is a member of the European Parliament.

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Making a home in a foreign land

By: **Saher A. Ashary and Meryem Maaroufi**

Global communication in the 21st century has reduced the distance between people from different cultures and regions, and immigration has brought people from different civilisations closer to one another. Yet, diverse ideologies, value systems and religious beliefs held by people sharing the same physical space often result in divergent views on how individuals should behave and the extent to which each group is able to participate in society!.

Tension between a country's native and immigrant populations is most pronounced in Europe, especially when it comes to Arab-European relations. Arabs and Europeans both hail from established civilisations with strong but different value systems

formed by centuries of time-honoured religious beliefs and social habits.

An unwillingness to change on both sides has led to social polarisation. According to Harvard University scholar, Jocelyn Cesari, Arab immigrants in Europe have had a difficult time fitting into society; they have the highest unemployment rates of all minorities, and the greatest tendency to live segregated lives in the poorest neighbourhoods. The implications of this polarisation were apparent in the 2005 riots in France.

Examples of such schisms exist throughout the United States as well but, overall, the United States has been much more accepting of new cultures, partly due to its relative youth as a nation, and partially because it accepts a smaller number of Arab immigrants, roughly four times less than the approximately five million Arabs living in Europe. This smaller group tends to stem from a wealthier, more

educated segment of society.

On average, Arab Americans do not live in ghettos and enjoy a richer lifestyle, both financially, and in terms of quality of living. According to data collected in 2000 by the US Census Bureau, they appear to be better able and willing to take advantage of US educational opportunities: 41 percent are college graduates, compared to the 24 percent of the American population as a whole with college degrees.

Their education and hard work pays off. The average income of an Arab American family is \$52,300, 4.6 percent higher than the national average, giving this segment of society employment and lifestyle opportunities and removing some of the burdens of unemployment and segregation faced by their European counterparts.

However the events of 9/11 have hampered this progress. Now, the terms Arab and Muslim (often used

incorrectly as synonymous with one another) are increasingly being associated with terrorism, extremism and barbarism. Terrorist attacks, perpetrated in the name of Islam, continue to fuel Western suspicion of anything Arab or Muslim.

In this age of increased communication, all societies, cultures and social groups must find ways to understand each other in order to live in peace and harmony. These are simple words, but require tremendous commitment and efforts on the part of each of us.

Thankfully, individuals are rising to the challenge.

Many Arab-Americans are trying to explain their culture and religion to Americans because of the backlash following the 9/11 attacks. For example, an Arab man, Mehdi El-Afifi of Teaneck, New Jersey was driving his daughter and her friends home on

the morning of the 9/11 attacks when a woman began pointing her finger at the girls inside. She yelled, "Take off your headscarves!"

Following this incident, Mehdi El-Afifi, along with his fellow community members, began a series of talks explaining Islam and the Arab world across New York and New Jersey. Together they visited churches, synagogues, schools, women's organisations and youth clubs. They raised awareness of their cultural differences, destroyed negative stereotypes in the process, and showed that Arab and Muslim Americans are not terrorists who want to bomb the country.

Individuals like these help bridge the gulf between citizens sharing the same geographic territory. But more people must be involved; today, a conscious effort is required not just from members of civil society, but also from politicians, historians, and

religious leaders. Such examples as this could prevent further polarisation from occurring around the world, especially in our global and technologically-linked society where the power of improved communication and interconnectedness enable us to learn from one another's examples.

Saher A. Ashary is a junior at the American University of Sharjah, majoring in international relations. Meryem Maaroufi is also a junior at Al Akhawayn University, majoring in international studies. This article was written for the Common Ground News Service (CGNews) and can be accessed at www.commongroundnews.org. Source: Common Ground News Service, 19 August 2008, www.commongroundnews.org Copyright permission is granted for publication.

The Global Economy's Gathering Storm

By: **Hans-Werner Sinn**

From 2004 to 2007, the world economy experienced an unusually long and strong boom, with growth rates of nearly 5% and with many countries participating. The European Union (EU15) recorded 2.4% growth on average during these years. In Germany, where growth averaged 1.8% during this period, some journalists proclaimed a new economic miracle. Now, however, increasingly bad news is giving rise to serious doubts; dark clouds are hovering over the United States, in particular. Is the world economy on the brink of recession?

In the US, real-estate prices remain in free fall, and the banking crisis is still claiming new victims (Bear Stearns, IndyMac, First Heritage Bank, First National Bank of Nevada, First Priority Bank, Fannie Mae, Freddie Mac, etc.). In the banking world as a

whole, expected write-offs now considerably exceed the \$400 billion mark projected just last spring.

Unemployment, moreover, is rising at its fastest rate in seven years. Overall employment, which is still high in historical terms, has been declining continuously since the beginning of 2008. It is surprising that America's stock market hasn't crashed yet, since all other indicators are pointing downward. The Standard & Poor's price/earnings ratio recently stood at around 20, well above the long-term average of around 16 since 1881.

Disturbing signals for the world economy have also come from recent surveys of economic activity. The Ifo World Economic Climate index deteriorated in the third quarter of 2008 for the fourth consecutive time. That decline was primarily the result of more unfavorable appraisals of the current economic situation, but also reflected another downward revision of expectations for the next six months.

Today, the index is at its lowest level since the fourth quarter of 2001.

The cooling of the Ifo World Economic Climate index was particularly marked in Western Europe and Asia. This has dispelled hopes that Asia economic activity could develop separately from that of the US, thereby offsetting European exporters' losses in America. In the third quarter of 2008, the Ifo index for Asia was at its lowest level since the attack on the World Trade Center in 2001, with particularly poor economic assessments coming from Japan.

In the US, the climate indicator declined again, after having sunk dramatically in the second quarter, bringing it to its lowest level since 1991. The University of Michigan's Consumer Sentiment Index fell in June 2008 to its lowest level in decades and has since recovered only insignificantly. Also for the euro area, the Ifo Economic Climate index registered a dramatic decline.

Europe's largest economy, Germany, is now going into the doldrums. The Ifo Business Climate index, which, though based on a survey for Germany, is regarded as Europe's most important economic activity indicator, has been falling with few interruptions since the autumn of last year. It is now clearly in territory that implies an economic downturn.

In addition, export expectations for German manufacturing are heading south. Incoming orders in manufacturing, the most important indicator in the official statistics, fell more sharply in the first two quarters of 2008 than at any time since the beginning of 1993. In the second quarter, the German economy shrank at an annualized, seasonally and calendar adjusted rate of 2%. All in all, there is now hardly any doubt that the economic upturn in Germany that began in the summer of 2005 is now coming to an end.

Amid this gloomy outlook, we

anxiously look for encouraging signs. The price of crude oil, which hit a record level of \$148 a barrel in July, has since fallen almost 25%, or \$36. Whether recent developments in America's economy give reason for hope is now the question. With an annualized 1.9% quarterly rise in GDP in April-June, growth was twice as high as in the first quarter (0.9%). This largely reflects the impact of \$152 billion in tax rebates (roughly 1% of GDP), but, given the continuing and intensifying real-estate crisis, this boost to growth still does not mark a turnaround.

In Japan, with an economy of about half the size of the US, growth forces remain weak. In the second quarter of 2008, the Japanese economy shrank at an annualized rate of 2.4%, primarily due to weak exports.

With all this discouraging news, it is little comfort that some areas of the world are still displaying considerable growth rates: China is expected to

grow by 9.5% this year and in 2009, with India growing by 8%, Russia up by 6.5%, owing to higher oil prices, and Latin America growing by 4.5% on average during this period. Unfortunately, the weight of these countries and regions is small; China, the biggest of them, accounts for only 5% of the world economy.

So the signs of a worldwide economic slowdown have increased. The American crisis is now spreading to other areas of the world. Former US Federal Reserve Chairman Alan Greenspan may be right when he says: "This crisis is different – a once or twice a century event deeply rooted in fears of insolvency of major financial institutions."

Hans-Werner Sinn is Professor of Economics and Finance, University of Munich, and President of the Ifo Institute.

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Small and micro enterprises: A solution derived from necessity

By: Tareq Al-Adel
For the Yemen Times

With an employment rate of around 30 percent according to Ministry of Labor statistics, Yemeni youth realize they need to find new ways for generating income. Each year Yemeni universities produce hundreds of thousands of degree holders many of which end up unemployed especially that their area of specialization does not meet market demands, so they compromise.

Skilled youth are increasingly opting to start their own businesses and become young entrepreneurs making a place for themselves in the market, despite some challenges. With the right tools, many have succeeded to start more than one business. According to the License Department in the Municipality in Dar Salm, there is a 15 percent increase in the number of licenses given to small and micro enterprises in Sana'a compared to last year.

With the majority of Yemeni entre-

preneurs having previous knowledge in their chosen field of business, experience, leisure pursuit and willpower are the dominant impetuses that make them succeed. Taha Al-Awdi who owns a pharmacy called Sama says, "My hobby is the only thing I had to start this business". Ali Al-Masoudy an electronic and perfume dealer cites his experience as the reason for his success. Others start their own businesses depending upon their will. Khalid Al-Wisabi, a clothes merchant, said that only willpower made him successful in the market as he did not have any prior experience in the field.

Challenges of starting a new business

As with every new business there are obstacles. For some entrepreneurs, finding the capital money to start the business is the main challenge. They usually borrow the money from a relative because they are not familiar with the financial institutions that facilitate such loans, or because their proposals are not easily accepted by such institutions. For those who manage to have enough money to start their businesses, estab-

lishing themselves in the market place becomes easy enough especially that there isn't much competition in many of the skill related trades. After sometime, not only do they repay their creditors, and make profit, some even expand their business. Often, the businesses were started elsewhere, and then relocated to better locations. Adnan Al-Kamel a food shop owner said, "It is easy for me to start this business because I started the same business in another place but I decided to relocate to do better".

Starting a new business requires an official license from the various permission issuers depending on the type of business, and according to some businessmen "it's not always easy". A pharmacy license has to be issued from the Ministry of Health while most commercial businesses get their license from the Ministry of Public Work and Housing (Municipality). Many businessmen say the Ministry of Health is stringent in issuing its license while the Municipality is more lenient in its terms. The license department in the Municipality is making license service easy, cheap, and quick to citizens. Unfortunately, people who open new businesses are not taking advantage of this service until they are encountered with trouble. The license department gives up to three warnings for the businessman to obey the Municipality rules and obtain a license. Saleh Ghilan who is the manager of the license department in the Municipality at Dar Salm said, "The fee we take is for hygiene, development, and advertisement", "We always go by force to get people who open new businesses to have their license". Ali Al-Sofyani the manager of the Municipality of the Ministry of Public Work and Housing in Dar Salm said, "It is very reasonable (the price) and it does not need more than half an hour to get it done".

According to Ali Al-Hobaishi, who started his work with the Ministry of Agriculture in Ibb, "I have learnt grafting, cross-pollination, and planting in

this office with foreigners. I started my own business in very simple way. Then I have enhanced it to be a big nursery. There is not any license for us. There is not any license in the Municipality they just give receipt not a license. People from Municipality caused some problems for me asking me to obtain a license even though they do not have such a license. Al-Hobaishi faced a problem with the Ministry of Agriculture, he says "It had burnt my nursery because as they said that my trees are sick and I am not caring of it using insecticide".

Safwan Abdulmoghni the license department supervisor in the Municipality of Dar Salm complains that very few people actually come to obtain a license. About 40 licenses are issued every month, of those, 10 percent are cancelled annually. This does not mean that those businesses are finished but are changed to another work; hence a different type of license is issued. The license costs about YR2600 to YR42000 depending upon the business. If the capital is less than YR10, 000,000 the license costs YR2600.

Causing a nuisance, con-men sometimes pose as officials from taxation and 'wajebat' centers and collect money from unsuspecting businessmen. Other challenges include a language barrier, lack of technical skills, high cost of rent and dealing with debt. Anan Al-Mushairie, an electronics businessman said, "We are suffering from those who come without having any official papers and ask us money like tax and wajebat". Language has become crucial to understanding international brands. Al-Shabi Omar said, "We have to know English language to understand manufacture and company names and programming new appliances". Ibrahim Al-Bahwani, a watch technician said "There were some difficulties at the first time to understand the work". Other people in the market are in need of money, have problem with debt from distributor merchants, and suffer from problems with rent. "Debt is difficult to pay back, also,



Since 2007 there was a 15 percent increase in the number of licenses for small businesses in Yemen. Many graduate degrees prefer learning a skill and opening their own businesses rather than waiting for employment in the public or private sectors.

rent is high and causing a problem nowadays," Al-Masoudi said.

Rewards of entrepreneurship

On the other hand, many new business owners find their work satisfying, gainful, and successful while others consider it just for money rather than for personal gratification. Alwasabi, who owns a very successful business, said "I can not call it successful work but it is a kind of work to get money, if I found a better job, I would not hesitate to leave it for something else". Alwasabi cites perseverance for his success, adding, "I advice people who have businesses not to chew Qat, it is just a waist of time".

Taha Al-Awdi is an entrepreneur. He is happy being a pharmacist and owning his pharmacy. He said that he is talented and is absorbing new experiences on a daily basis. "You always find new brands and types of medicine everyday." Also, you see new people in need of different types of treatment. Your work is improving scientifically and economically." He happily says that he has not encountered any difficulties running his business. "I found it very comfortable and convenient to me."

Alsha'abi Omar Al-Moshairie is one of the best merchants in the market. He is an electronics and house ware merchant. Al-Moshairie has another business which is furniture shop. "The electronic appliances make us in contact with the world. Old devices have good characteristics. New ones are fast selling, have new good characteristics, although, have bad material. The development in the new devices which, come to the market are little complex in using, need us to know about them. You have to know English to understand the source of the manufacturing, company names, and method of programming these appliances", he adds.

Saleh Ghilan of the Municipality at Dar Salm reminds aspiring businessmen that obtaining a license is very easy, and the fee is nominal. The Municipality needs to reach out more to citizens and inform them of procedures and requirements for obtaining a license and in turn, citizens need to be responsible and respect authority. According to al-Wisabi, "Any one want to be successful in his work, he should be clinging to his right, work regularly, know his God, obey his parents and be sincere."



Not only do entrepreneurs generate income for themselves through starting new businesses, they also create job opportunities for others.

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Deloitte & Touche (M.E.) Sanaa celebrates Impact Day



To celebrate and showcase year-round community involvement, many Deloitte Touche Tohmatsu (DTT) member firms designate a day of service - IMPACT Day - to make an impact on the communities where they work and live. Firms often choose to hold their IMPACT Day events in June, at the beginning of the global fiscal year.

Leaving behind the office, conference calls, and emails, Deloitte employees put their passion, determination, and skills to use and take part in a variety of community investment activities such as teaching business and economics to schoolchildren. Other community activities include gardening, cleaning public facilities, holding fundraising events, and more. Being a professional services organization, Deloitte is committed to serve its clients, serve its people, and serve the community.

This year, to show their commitment to each other and to the community they live in,

Deloitte Sana'a office closed all its doors for the day and volunteered for an environmental awareness initiative. Deloitte employees visited Al Zohour Park, where they engaged in a variety of activities including painting swings with environmentally friendly paints, collecting litter, adding waste bins to the park.

Deloitte Sana'a also purchased new swings for the children and Deloitte professionals helped with the fixtures of the swings.

It was a day full of excitement, fun and responsibility. Through teamwork and harmony, Deloitte volunteers managed to paint all the swings, clean the entire park area and even succeeded in having some extra time to play with the children at the park.

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Love is You

By: Fuad Noman
fn_0012000@yahoo.com

All day and night long
Captivated by the melody's allure
Into my soul
A rare hidden voice prolongs,

Penetrates and soars
Hearing the striking nightingale's song
On the great Chinese wall
Playing its unique clarinet
To go beyond the Time's rhythm
He extends the beauty's size
With my heart's song for all

When it intones the balanced wisdom
All oceans releasing their tears of joy
In tune and on the same wavelength
Its unique power stands firm
Against The demon's gale
Showing the peaceful way
For love rather than the fatal dismay
Man's life sailing in dark
With the time's oars
Nothing changed in depth
As my heartbeat is still as it was
I will do what the real dream does
Into soul, Love sails deeper and deeper
Sending down the rhymes of dew
To the petals of my terrific rose
To water down her hurtful tears and sorrows
As if I were an infant suckling its mother's milk
Granting me the strength of horse
The sunbeams darn your love's silk
To protect our love's innocent birth
To grow up in my love's course
Almost and what remains is always real-ly false
To shake; to retrieve your love
Look how my heart's countryside
Depicting your soul's show
Now, you can check and review
You will see how I can give you my love
Because my heart wishes to love you
No one only you who could touch my heart
Look how my love can be seen
Thus; I always deny that "Love is Blind"
For the reason that Love is You

Engagement seldom lasts except between educated people

By: Mofeed Al-Jaad
moheed336@yahoo.com

I've enjoyed reading Maged Al-Kholidy's series entitled, "To marry educated or uneducated women?" because it addresses a tangible and widespread issue within our society.

I want to shed light on the idea of suitable marriage between educated people, which Al-Kholidy discussed in the Aug. 14 issue No. 1181, "To marry educated or uneducated women? Part 5," but I'd like to discuss this issue during the engagement period.

Many young men these days face financial obstacles preventing them from marrying. For this reason, they first desire to build their future and then think about marriage later.

For example, most young men today have a specific woman in mind to marry, but they can't handle or take on domestic responsibilities yet because they're either still college students or new graduates without jobs.

Thus, these youths desire to get engaged to the woman whom they've chosen as a proper and perfect wife

and then marry her later after gaining employment and achieving some of their dreams.

Here, the crucial role of educated women is obvious because they understand that today's young men need time to get a job and realize some of their simple dreams, so such women are prepared to postpone marriage following their engagement because they believe that they must share their love's forbearance of life's ups and down.

To the contrary, uneducated women aren't ready to wait a long time after engagement because they only think about the pleasure and sweetness of marriage; thus, they prefer a life partner who's ready to marry as soon as possible. However, in doing so, they ignore the heavy burdens of domestic responsibilities they must bear and the difficult circumstances today's young people face.

To illustrate this point, a friend of mine dearly loved one of his classmates, so following their graduation, he told her frankly, "Darling, I'm ready to get engaged to you this week, but our marriage must be postponed for at least two years."

After thinking awhile, she said, "Because I'm your life partner, I should share in all of your problems, so I'm prepared to wait for you – even more than 10 years." My friend eventually got a good job and married his faithful sweetheart.

Thus, relationships seldom weather the engagement period except when they're between two educated people. To clarify, relationships during the engagement are impossible between uneducated young men and educated women.

For example, an uneducated man once became engaged to an educated young woman. They loved each other and communicated by phone. One day, the woman said to her love, "I want to get a job and teach after marriage." Unfortunately, the man refused, which led to the breaking off of their engagement.

To summarize, I think marriage is more suitable between educated couples than uneducated ones because educated individuals are more aware of life's ups and downs and the domestic responsibilities of marital life. Their education also helps them look at life in the proper way.



VACANCY ANNOUNCEMENT

The United Nations Volunteers (UNV) Programme invites Yemeni nationals to apply for the following position with the United Nations High Commissioner for Refugees (UNHCR)

Post Title: Filed Clerk/Interpreter UNV Specialist
Location: Mayfa'a, Shabwa

Responsibilities:

Under the supervision of the Associate Field Officer, the National Volunteer will be required to carry out the following duties:

- Recording daily new arrivals of refugees with the initial registration form/appointment slip provided by UNHCR.
- Inform refugees and asylum-seekers of their rights and responsibilities towards their host country, asylum procedures and on the role and assistance of UNHCR in Yemen.
- Ensure the provision of newly arriving refugees and asylum-seekers with basic assistance (food, emergency medical care, shelter).
- Analyze problems faced by new arrivals at the reception center, and advise Field officer and other heads of units.
- Prepare monthly reports to UNHCR on figures and activities undertaken in Mayfa'a, and provide an analysis of trends and movements of refugees and asylum-seekers.
- Assess assistance needs of new arrivals especially EVI's initiate assistance and form Field officer, Community services Officer and Protection officer.
- Report any violation faced by the New arrivals promote the respect o human rights and act a mediator between new arrivals and local authorities.
- Continues visits to entry points when needed.
- Monitor and supervise the implementation of UNHCR funded programs in the reception center, including the delivery of all assistance to new arrivals.
- Act as interpreter when required, translate documents and other relevant correspondence.
- Perform other duties as required.

Qualifications:

- University degree in the filed of Political Science, International Law, Social Sciences or other related fields.
- 2 year experience in this capacity or related field of work.
- Communication skills.
- Full knowledge of computer
- English and Arabic, knowledge in Somali and/or Amharic is an added advantage.

Interested candidates are requested to send their cover letter and C.V. to unvyemen.info@undp.org Subject: Field Clerk-Mayfa'a

UNV is an equal opportunity organization and female candidates are encouraged to apply. Deadline for receiving applications is 10 September 2008.

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The United Nations Volunteers (UNV) Programme invites Yemeni nationals to apply for the following position with the United Nations High Commissioner for Refugees (UNHCR)

Post Title: Field Assistant (Protection) / NUNV Specialist
Location: Ahwar, Abyan

Responsibilities:

Under the supervision of the Associate Field Officer, the National Volunteer will be required to carry out the following duties:

- Monitor the situation in the area of competence, collect data, registration information and other information relevant to UNHCR.
- Monitor and supervise the implementation of UNHCR program including delivery of assistance items, monitoring of infrastructure and make necessary recommendations for its improvement
- Keep regular contacts with local authorities and implementing partners as requested by Field Officer;
- Analyze problems faced by refugees in transit camps
- Act as interpreter when required;
- Contribute to the preparation of status and progress reports by providing info., preparing tables, etc.;
- Assist in administrative tasks as required such as preparation of reports and meeting authorized personnel and assisting them during their field missions;
- Monitor refugee movements and other inter-camps transfers;
- Inform and act on the reports received on refugees under supervision of Protection and Field Officers;
- Perform other duties as required.

Qualifications:

- Degree in Law, International relations, Social Sciences, etc. and 2 years of relevant field work experience with refugees/asylum seekers
- Strong interpersonal and communication skills, ability to work in a multicultural environment.
- Flexibility in responding to additional requirements
- Working knowledge of the Microsoft Office package, in particular Word and Excel.
- Very good knowledge of Arabic and English. Knowledge of other languages (Ethiopian and Somali) will be considered as an asset.

Interested candidates are requested to send their cover letter and C.V. to unvyemen.info@undp.org Subject: Field Assistant - Ahwar

UNV is an equal opportunity organization and female candidates are encouraged to apply. Deadline for receiving applications is 10 September 2008.



VACANCY ANNOUNCEMENT

The United Nations Volunteers (UNV) programme invites Yemeni nationals to apply for the following position with the United Nations High Commissioner for Refugees (UNHCR)

Post Title: Data Entry Clerk / NUNV Field Worker
Location: Aden

Responsibilities:

Under the supervision of Protection Officer the UNV volunteer will be required to perform the following duties:

- Assist the Protection Officer in the accomplishment of his/her responsibilities
- Responsible for entering data mainly related to asylum seekers, refugees ad persons of concern to UNHCR into the computer database.
- Prepare statistics, drafting and compiling on regular basis and when requested, statistical reports on refugees, Asylum seekers and UNHCR person of concern.
- Keep track of all Individual Case status records by regularly updating the database, and keep the IC files in proper order.
- Carry out tasks for production and distribution of reports, photocopying etc.
- Provide the concerned units with search information and individual case files when required.
- Assist in the development of forms for data collection and analysis, if requested.
- Perform any other duty, as requested.

Qualifications:

- Completion of secondary Education
- 3 year experience in this capacity or relate field of work
- Computer literate in Microsoft Word, Excel, Access and good typing skills
- Communication skills and attention to details.
- Very good knowledge of Arabic and English.

Interested candidates are requested to send their cover letter and C.V. to Unvyemen.info@undp.org Subject: Data Entry Clerk – Aden

UNV is an equal opportunity organization and female candidates are encouraged to apply. Deadline for receiving applications is 10 September 2008.



VACANCY ANNOUNCEMENT

The United Nations Volunteers (UNV) Programme invites Yemeni nationals to apply for the following position with the United Nations High Commissioner for Refugees (UNHCR)

Post Title: Field (protection) Clerk / NUNV Field Worker
Location: Aden

Responsibilities:

Under the supervision of Head of Field Unit Basateen, the UNV volunteer will be required to perform the following duties:

- Assist the Head of Field Unit Basateen in the accomplishment of his/her responsibilities;
- Meet with personnel at designated field level for co-ordination of work and activities
- Follow up on regular basis the overall situation of refugees in AOR
- Act as interpreter in the exchange of routine information, contribute to related liaison and respond directly to routine queries;
- Collect data/other related information and assist supervisor in the provision of evaluation and information on various developments in the area of responsibility;
- Translate documents and correspondence as and when necessary;
- Maintain all protection related statistical records and files
- Attend to refugees queries and take further action where necessary with approval of supervisor
- In co-ordination with local implementing partners monitor the implementation of aid programmes for refugees and assist implementing partners in matters pertaining to the wellbeing of refugees.
- Perform other duties as required.

Qualifications:

- Completion of secondary Education
- 2 years of field work experience. Experience in humanitarian work/ human rights area is an advantage
- Strong interpersonal/communication skills and ability to work in a multicultural environment.
- Flexibility in responding to additional requirements
- Working knowledge of the Microsoft Office package, in particular Word and Excel.
- Very good knowledge of Arabic and English. Knowledge of other languages (Ethiopian and Somali) will be considered as an asset.

Interested candidates are requested to send their cover letter and C.V. to unvyemen.info@undp.org Subject: Field Clerk - Aden

UNV is an equal opportunity organization and female candidates are encouraged to apply. Deadline for receiving applications is 10 September 2008.

An advertisement for JOLNAR. The background is a deep purple with vertical light streaks and sparkling star effects. At the top, the name 'JOLNAR' is written in a large, white, serif font with a purple outline and a drop shadow. Below the name is a list of services, each preceded by a double arrow symbol (»»). The services are: Natural Flowers, Wedding Pockets, Wedding Invitations, Cars ornament, Organizing and arranging parties & conferences, and Free transportation to all companies, corporations & embassies. At the bottom, there is a photograph of a bouquet of white and purple flowers. Below the photo, the contact information is listed: Tel.: 712509990, Tel.: 733333239, and Sana'a - Hadda St. - Next to Haway Lounge.

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Zenab El-Khatib: Headscarf Pioneer

She is fast as lightning, nimble, and a strong header with the ball. Not surprisingly, the 15-year-old Muslim girl of Palestinian descent is the most promising forward talent of the Danish U-16 national football team. Within a short time, Zenab El-Khatib has unleashed a media frenzy that has even reached beyond the borders of Denmark.

It is rather unusual that women's football receives so much public attention, especially for the junior category. Yet, there is far more to report about Zenab than just her skills with the ball and her pronounced instinct for scoring goals. The Lebanese-born Dane plays wearing a headscarf – sometimes a dark brown one, at other times a white one. "That was my first personal decision. My parents had nothing to do with it," Zenab makes clear.

FIFA dogmatism

A little more than a year ago, when she decided to wear a headscarf, none of her teammates in the B1909/Fjordager IF home team in Odens ever gave her a critical glance. Neither did anyone in the junior national team. "I was a bit worried that I would be criticized. But no one said anything negative," says the headscarf pioneer triumphantly. One reason for this is the extremely open-minded attitude of the "Dansk Boldspil-Union" (DBU) – the Danish football union. It provided Zenab with an exemption allowing her to play on the field with a headscarf.

FIFA, however, sees things differently. According to the world football association, religious symbols such as the chador have no place on the football field. Some may see this as a very dogmatic position. DBU association spokesman Lars Berendt sees the matter from a subtler viewpoint. "A tightly fit headscarf isn't automatically a religious symbol." It has more to do with a cultural commitment.

"Even Ronaldinho runs around the field with a headband on, although it is required that all players on a team wear the same uniform," says Berendt. He sees it as only logical that Zenab should also be allowed to wear a head covering. The key concern is that the DBU is dealing with a talented girl who could help further promote Danish football. "Anyone capable enough should be able to represent their country – regardless of their parents' religion," says Berendt convincingly, as if it were a matter

of course. The DBU clearly takes a very relaxed approach to this issue.

Danish headscarf debate

Such an attitude is a little surprising, however, as Denmark is not necessarily one of the most liberal countries when it comes to the headscarf debate that is currently raging all over Europe. Just a few months ago, for instance, the Parliament in Copenhagen banned women judges and court staff from wearing headscarves at work. The fear is that the foundations of Danish culture are being eaten away.

In keeping with this spirit, the populist right-wing Danish People's Party, the DVP, has started an advertising campaign calling for a general ban on the headscarf in Denmark. The Deputy Speaker of Parliament, a DVP member, even threatened to restrict the right of a parliamentarian, UAE-born Asmaa Abdol-Hamid, to speak in the chamber because

she wears a headscarf.

As such, Zenab could also prove to be a thorn in the eye of the party. Nonetheless, the 15-year-old up-and-coming athlete remains unperturbed. "For me, the headscarf is not a matter for debate. I am not taking it off. If I am not allowed to wear it while playing for the national team, then I will have to give up playing." This is a remarkably tough posture considering the populism that prevails in Denmark around the issue of the headscarf.

"I actually expected people wouldn't accept my wearing a headscarf," says Zenab. Yet, there have been no attacks in the mass media nor has the DVP conducted a personal campaign against Zenab. Irrespective of attitudes on the headscarf, could it simply be that Denmark now has an extremely promising striker and is placing its hopes on her?

An international novelty

Headscarves on women football players in Germany are still not something fans see everyday, but one does encounter such players now and then. They can be spotted with BFC Türkiyemspor and Al Dersimspor – both teams located in Berlin's Kreuzberg district. The latter team is the subject of the documentary film "Football Under Cover."

It relates the story of how the Berlin women's football team challenged the Iranian national team in a friendly match three years ago. Some 4000 women fans followed players dressed in



Headscarves on women football players are still not a common sight. Pictured is a friendly match between the German team "Al Dersimspor" and the Iranian national team.



Asmaa Abdol-Hamid: Unlike Zenab, the young Emirates-born Danish MP has faced strong opposition for wearing the headscarf!

headscarves and tricolors under the watchful eye of the state morality guardians. The sight of women footballers in headscarves running for a goal is therefore nothing new.

Zenab didn't reinvent the wheel. But what is new is that a European national team features a player covered with a chador on the field. As such, the slightly built and delicate Zenab El-Khatib can truly be seen as a headscarf pioneer. When there are no surprises, in the near future she will be wearing the uniform of the A league national team. And with a headscarf, of course.

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طبعت في مطابع مؤسسة يمنية للتأجير الصحفية والنشر

Educat1on

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Teaching speaking



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Among people in general, there is a stupendous amount of interest to be able to speak in English, and to speak well. It is chiefly this interest which leads parents to send their children to 'English medium' schools for education. Parents are most satisfied if their children could

communicate in English orally. Proficiency in other language skills, such as reading and writing, does not seem to be so much their concern. Among the student population, there is a clear line of social distinction distinguishing the group which cannot speak effective English as lower in status and the group which can. Though the first group is very large, the students of this group lack self-respect, and though quite intelligent, they despise themselves and look up to the English speaking student community as their role model.

In a climate so clement for being able to speak well in English, where the motivation for learning this skill is the learner's and parents', why has not the curriculum delivered the goods? After years of learning English in school and college our learners are miserable failures when it comes to express a few simple facts in English orally.

One most obvious reason behind this is that speaking skill has never been included to be taught in the curriculum of state schools and colleges. The framers of the syllabus are always under a notion that if learners could read and write in English, somehow they would manage to speak in the language. There are also many other facts behind failure in oral communication.

A comparison of skills-development in mother tongue (MT) and the skills-development framework in the English curriculum in our schools and colleges would demonstrate to some extent the major reasons behind our learners' ineffectual oral skills.

From the time a baby is born, she remains in an MT 'immersion situation'. MT surrounds her all her waking hours. Two important factors accompany this situation:

a) There is no demand on the child to produce the language, and

b) There is no 'grading' of the language produced by people in the presence of the child.

The child gets to hear the MT in its natural, unalloyed form. The elder siblings and adults use the normal conversational variety of the MT that they usually use without simplification, and without grading (from the so called *simple* to *difficult* as happens in the English as a foreign language teaching curriculum). The child incubates in this kind of natural language situation for about nine to ten months before she is ready for her first meaningful utterances. One can well imagine the quantity and the quality of listening that has happened to the child before she starts to speak. After about three years of speaking, the child is initiated into reading the orthography in MT, and a little later into writing.

A clear picture of the natural order in skills-development emerges from the above description: a child to be

able to learn a language well listens to the language first for a considerable period of time; then speaks in the language only when she is ready. After that come reading and writing in that order. This is the Natural Order of language learning because this happens naturally to every child learning her MT which may be any language of the world.

What happens in a second language, i.e. English, learning situation? Most children learn English at school. Before that, whatever English they might have learnt is only at the level of some words, and only those words which have been accepted into the MT, e.g., *table, pen, torch* and so on. The first skill that they start learning at school is writing; writing the letters of the alphabet. Then comes reading. All through, the focus in our school and college curriculum remains fixed on these two skills. Listening and speaking skills constitute just the

incidental and peripheral aspects in learning English.

In learning the language, the Natural Order of skills-development gets exactly reversed. The learner starts with the most complex skill of writing. Reading happens after that. If any 'speaking' happens at this stage, then that is in the form of repeating words after the teacher. Learners then learn to give set answers to set questions and read a text aloud. Even though many would like to believe that these are learning to speak English, these are by no means 'speaking' in a language. Speaking is natural unedited conversation. There is never any provision in our curriculum for such speaking skills as would help our learners to confront real life situations such as a job interview or an interpersonal communication.

Continued on page 3

I. What to Say

Situations and Expressions (103):
Crime words (III)

Crown Prosecution Service (CPS): The public prosecution service. The Crown Prosecution Service decides whether there is enough evidence to take a case to court, and whether it would be in the public interest. After the decision to prosecute has been taken the CPS employs the lawyers who represent the prosecution at court.

Curfew Order (Tagging): The Court can order an offender to be at home between certain hours. This is usually mentioned suing an electronic tag attaché to the offender's ankle.

Custodial sentences (Prison sentence, bird, jail): Sentences where the offender is locked up in a prison, young offender institution or secure training center.

Community Penalties: Court sentences which the offender serves in the community. They include the Community Rehabilitation Order, Community Punishment Order and Drug Treatment and Testing Order.

II. How to Say it Correctly

Correct errors, if any, in the following sentences

1. He drinks too many cigarettes.
2. Please open (or shut) the light.
3. You must practice to speak English.
4. He arrived before yesterday.
5. Dr. Ahmed learns us poetry.
6. I want to lend a book from you.

Answers to the previous issue's questions

1. Please answer my question.
2. He is **upstairs**; his brother is **downstairs**.
3. What is the **price** of the watch?
4. My little brother is at school.
5. I told him **not** to come on Monday.

Note: The position of **not** in the negative infinitive is immediately before **to** and not after that.

III. Increase Your Word Power

(A) How to express it in one word

1. Ornamental border on a dress, etc.
2. Not serious or important.
3. Play about in a gay, lively way.
4. Part of a country bordering on another country.
5. Illustration placed opposite the title-page of a book.

Answers to the previous issue's questions

1. Student in his first year at a college or university: **freshman** (n)
2. Water, not of the sea: **fresh water** (adj)
3. Be discontented or bad tempered: **fret** (vt & i)
4. Consonant produced with audible friction: **fricative** (n)
5. Ornamental band or strip along a wall (usually at the top): **frieze** (n)

Improve Your English: 319

10th Year of Publication (1999 -2008)

(B) Words often confused

Bring out differences in meaning of the following pairs of words

1. luxuriant, luxurious
2. protagonist, antagonist
3. divers, diverse
4. correspondent, co-respondent
5. apparent, obvious

Answers to the previous issue's questions

1. **healthful** (adj) (health-giving or producing health): Taking regular exercise is healthful. **healthy** (adj) (being in good health or having good health): He is very healthy even at ripe old age.
2. **liable** (adj) (usually predicative) (responsible according to law): I should not be liable for my neighbor's debts. **likely** (adj) (that seems reasonable or suitable): He is not likely to succeed in the elections.
3. **lifelong** (adj) (lasting throughout life): Ours is a lifelong friendship. **livelong** (adj) (very long, the whole length of the period, not part, and implying boredom or delight according to the context): It was very hard work the livelong day (boredom). It was nothing but fun and excitement the livelong day (delight).
4. **plaintive** (adj) (sounding sad): The solitary reaper was singing a plaintive song. **plaintiff** (n) (person who brings a legal action against another person): The plaintiff was bent upon bringing the defendant to justice.
5. **politician** (n) (person taking part or much interested in politics): More often than not, politicians are liars and opportunists. **statesman** (n) (person taking an important part in the management of state affairs): President Saleh is a noted statesman.

(C) Synonyms and Antonyms

(i) Synonyms

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

1. He always wears **immaculate** dress.
a. spotless b. colored
c. gorgeous d. simple
2. **Weird** shrieks came from the haunted castle.
a. beastly b. unpleasant
c. frightening d. unnatural
3. The police have no **clue** in the mysterious murder case.
a. hint b. inkling
c. intimation d. signal

4. She is not ashamed of her **uncouth** manners.
a. wasteful b. dirty
c. undesirable d. ungracious
5. The defendant was grateful for the judge's **clemency**.
a. mercy b. patience
c. politeness d. relaxed attitude

Answers to the previous issue's questions

- | Word | Synonym |
|----------------|----------|
| 1. expostulate | protest |
| 2. gullet | throat |
| 3. feud | quarrel |
| 4. eccentric | peculiar |
| 5. confirmed | verified |

(ii) Antonyms

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

1. He is fond of **foreign** goods.
a. exported b. indigenous
c. fashionable d. exotic
2. There is only the most **tenuous** evidence for it.
a. enough b. reasonable
c. less d. abundant
3. The government has **abolished** monarchy in Nepal.
a. removed b. approved
c. passed d. restored
4. The military forces **ruthlessly** suppressed the civil war.
a. courteously b. sympathetically
c. candidly d. cordially
5. He has a **sophisticated** taste.
a. artificial b. superficial
c. simple d. vigorous

Answers to the previous issue's questions

- | Word | Antonym |
|------------------|---------------|
| 1. loose | chained |
| 2. transient | permanent |
| 3. heterogeneous | homogeneous |
| 4. spurious | genuine |
| 5. humane | unsympathetic |

(D) Spelling

Tick the correctly spelt word

1. a. advanture b. adventure
c. adventur d. adventure
2. a. adversary b. adversari
c. advasary d. adversari
3. a. adversiti b. adversity
c. advarsity d. adversitee
4. a. advrtisement b. advertizement

- | | c. advertizement | d. advertisement |
|----------------|------------------|------------------|
| 5. a. advisory | b. advizory | |
| c. advicory | d. advisori | |

Answers to the previous issue's questions

1. admission 2. adolescence
3. adulterate 4. advance
5. advantage

(E) Use the following in sentences of your own

1. pay (someone) peanuts 2. grasp the nettle
3. have a go at 4. sell (someone) a pup
5. chance one's arm

Answers to the previous issue's questions

1. **under the influence** (drunk): It is dangerous to drive when one is under the influence.
2. **a hard act to follow** (someone or something that sets such a high standard that others will have difficulty meeting it): His brilliant record of performance during his tenure in office will be a hard act to follow for his successor.
3. **do a double take** (to look at, or think about, someone or something a second time): Arif did a double take when Ramzy came up with the proposal of partnership of his firm.
4. **be gunning for (someone)** (to try to find opportunities to attack or criticize someone): My colleague has been gunning for the head of the department since the first day of the term.
5. **down tools** (to stop working, sometimes suddenly): Mariam was studying, but she had such a splitting headache that she was forced to down tools and retire to bed.

Grammar and Composition

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

- | | |
|---------------------|---|
| a) must have done | something you ought to have done but didn't do |
| b) should have done | something you could possibly have done |
| c) might have done | something you are reasonably certain did happen |

Now rewrite the following sentences using 'must', 'should', 'might have'

1. I'm sorry I wasn't at home when you phoned. I know I promised to be.
2. Perhaps I was asleep when you called because I didn't hear the phone.
3. I'm sure I was in the bath when the phone rang.

4. Perhaps I had popped out to empty the rubbish.
5. It would have been better if you had tried ringing again.
6. Perhaps you would have caught me later in the evening.
7. I'm sure you know I was expecting your call.
8. Fadl wasn't at home either. Perhaps he went to the market.
9. I'm certain he stayed out late because he sounded very tired this morning.
10. It would have been better if he had gone out on Monday instead.

Answers to the previous lesson's questions

1. **Do you** want me to put the dish on the dining table?
2. **Would it** be okay if I played the piano?
3. **Is it** all right if I take some hot water?
4. **Would it** be possible to switch the TV on?

(B) Composition

Expand the central idea contained in the maxim

137: COMFORT COMES AS A GUEST,
LINGERS TO BECOME A HOST, AND
STAYS TO ENSLAVE US

Topic 136

WE MAKE A LIVING BY WHAT WE
GET, WE MAKE A LIFE BY WHAT WE
GIVE

Living relates to wages; income, sustenance or the gain of earnings with which one buys what is necessary to life. Life is an active force. It is a process that continues until death. Life has thus a greater span and significance than living. If life is the end, living is the means to that end. By earning our bread or means of livelihood, we only survive or exist for ourselves. But, as Albert Einstein has put it, "Only a life lived for others is a life worth-while." According to Emerson, "Life is an ecstasy" and derives its full meaning by sharing this ecstasy with others. Life, like every other blessing derives its value by giving life to others, by putting smiles unto others lips. Charity gives itself rich. We lead our 'being' towards 'becoming' not by living long, but by living well by letting others live by our small acts of generosity. Therefore, we should strive, not to live long, but to live rightly because, as Seneca says, "Life is long if it is full." And life is full not by surviving or existing for our own sake, but by giving life to others.

V. Pearls from the Holy Quran

"Who is more unjust than one who forges a lie against Allah or rejects His Signs?"

—S7:A37

VI. Words of Wisdom

"I would rather have a mind opened by wonder than one closed by belief."

—Gerry Spence

ELT Panorama

Spiritual Sterility in W. B. Yeats and Nazik Al-Malaika's poetry



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Yeats and Al-Malaika are two prominent poets who belong to two different cultures; however they have a lot in common and both share almost the same vision. They meet in an interesting way not only in theme and attitude, but also in their general

poetic experience. It is the pessimistic viewpoint and spiritual sterility that reflect their despair of life. The painful experiences, which they went through, contributed to this melancholic tone. Al-Malaika is echoed by Yeats who finds man in this life as mere shape or shape more than man. Such examples prove that modern life for Al-Malaika and Yeats is a living inferno. The said poets were deeply affected by the world around them. The death of Yeats' father had a passive impact on his life. The poems which he wrote during 1922-1927 were full of bitterness. The same thing applies to Al-Malaika regarding the death of her mother which shook her life. These ordeals left a profound scar in their souls and a wound which was difficult to heal up. Also the wars which they witnessed during their life had

left passive effects in their psychological formation. They saw around them a world full of wars and void of spiritual values where man ran after material things. Yeats finds the world with no center to hold. Yeats expresses similar self-estrangement and dissatisfaction. He found hope in running away from this sterile world to the Promised Land of 'Byzantium', the 'Utopia'. The harsh realities were too much for Yeats and Al-Malaika, so it was not surprising that their poetry became increasingly coloured by pessimism and despair of life. Their attitudes toward life were a kind of escape from the harsh realities of life into the beautiful world of dream, or into some golden age in the past. Their poems included sorrow and melancholy. They included also visionary trips to seek ideal world such as 'Sailing to Byzantium'.

'Byzantium' for Al-Malaika becomes 'Utopia' where she sees in it salvation and escape from the hollowness, barrenness, and triviality of modern life. This attitude toward life was not confined to them. We find it present in almost every society or culture. It is the dream which has tempted humanity since ancient times, and has remained the source of inspiration for a considerable number of poets and writers throughout different ages.

Apparently Al-Malaika was dreamy and an escapist just like Yeats. They tried to create a world of their own. The first thing worth noting which strikes the eye is the extreme resemblance between their poems. They are of the same theme. They employ two words which are thematically alike. The *dreamland* and *perfect city* to escape this bitter

reality for Al-Malaika, is 'Utopia' and for Yeats, 'Byzantium'.

Those two visionary places have no place in our world and represent the only salvation for them. If we want to be fair and impartial in our judgement, we must not forget the harsh realities and circumstances which Al-Malaika went through, during her poetic career, especially the tragic death of her mother in front of her eyes. We don't expect from her to be objective and forget all her sufferings when writing her poems; if we do, that means we want her to be without any feelings. How can Yeats be optimistic and write objectively while he failed to win the heart of his sweetheart and was rejected many times? All these sufferings contributed to the melancholic tone of their poetry and made them seek happiness and refuge in a visionary

world.

It is too difficult for a poet to be objective, no matter how hard he tries to separate between his world and what he writes of poetry because he becomes influenced by the experiences he undergoes, especially when they are pitiless. They leave a deep trace in his soul in which we can see its mark clear in his poetry. The poet cannot be sad and at the same time depict the world as a rosy picture. In most cases he tends to be too personal and view things from his special perspective in accordance with the circumstances he confronts. Yeats's solution is to leave the country of the young and travel to 'Byzantium', where the sages could become the "Singing-masters" of his soul. Al-Malaika's solution is to leave this world and travel to the 'Utopia'.

Preparation of the textbook as a learning aid

I thank Prof. Aiyd Sheryan for his valuable article which was published in the April issue of the *Education* supplement. Broadly speaking, curriculum analysis is one of the most active matters in English Language Teaching, because it is concerned with teachers' work at schools.

One day, at College of Education - Ibb University, while I was teaching this lesson, some students told me that sentences like 'Bob helps his father every Saturday', and names such as 'Ann, Tom, Mary' are available in our curricula at schools though these things do not belong to our culture and our Yemeni environment.



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My concern here is not analyzing all the aspects of the curriculum, but I am concerned with analyzing the text which is an important learning

aid and taught everyday by teachers. As a matter of fact, the specialists of curriculum focus on the aspects of the textbook that are not necessarily measured by readability formulas and other important criteria such as *visual aids, teacher's supplements, costs, cultural and sex bias, quality of materials, quality of writing*, etc. On the other hand, the readability of the textbook depends on how easily the students read, understand and remember ideas of this text book.

The first point about the readability of a textbook is that *the structure of the text affects learning*. So ideas must be connected together in logical patterns. These ideas must be simple listing, proportional presenta-

tion of important to unimportant information, i.e. main ideas to details, facts having been clarified to establish a causal relationship between ideas.

The second point relates to *the cognitive strategies which show what the students use to get the information from the textbook*. Our students must be able to think, encode, and make special efforts to learn. This is achievable by the following ways:

- Making students answer questions at the end of the chapter or taking a test. Students need to focus their attention on the text in order to answer.
- Detecting the most important

information from the text and remembering them.

- Enabling students use their own knowledge in their real life to practice more and more.

- Helping them encode and elaborate to make meaningful relationship between ideas, i.e. to connect prior knowledge with new information.

- Instructing them why, when, where and how they should use these strategies.

The third point involves *the implications of practice which focus on text, student exercises and teacher's materials*.

The textbook will be effective if it makes a systematic effort to help the

readers or students connect new ideas with ideas they have already learned. The texts are supposed to be coherent at a local level and work toward some important purpose by introducing needed ideas.

In regard to student exercises, I think that these exercises must come in workbooks, as they are now, to help students learn a variety of studying techniques. Furthermore, teacher's materials or manuals should accompany textbooks explain ing to teachers when, where, how and why to teach students.

To sum up readability, simplicity, clarity, suitability and appropriateness are important factors in the preparation of a textbook.

Mowazi students: Special students or students with special needs?



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Who are the Mowazi students? What makes them different? They are that sort of students who join the mainstream of education in the universities without taking any admission test. All that they have to do is to pay a handsome amount of money as fees and get the chance to compete with those students who successfully pass the entrance exams and are called regular students. The term "Mowazi education" is conventionally known as "parallel education" or "special groups" neither of which gives true identity for this kind of students. They leave school with poor grades and/or join the universi-

ty after a long gap. In the university, they are bound up into separate groups called "special groups" while, in fact, they are supposed to be called "students with special needs."

These students need a lot of attention, sympathy and help. Such students need to be regrouped into groups of ten or so and should be given private lessons and sessions. They should be treated like students with special needs, not like students with special talents. Teachers should not behave like university professors while dealing with them. Instead, they should turn themselves into special tutors to fulfil the needs of these mowazi students. This, of course, if it is carried out, will cost the university an arm and a leg. But this is the real situation of mowazi students. They cannot be treated like regular students. Some of them left education long time ago and now turn to it and so find it difficult to catch up with fresh students.

Mowazi education was established five years ago. The beginning was fine but afterwards the situation deteriorated and became a kind of hotch-potch. What one notices is that more and more students join this kind of education, giving rise to indisciplined behavior and odd conduct in

the universities, creating thereby problems for everyone involved in the system.

As a teacher of English, I have been working with mowazi students for five years. During this period, I have realized that these students are generally poor achievers, arrogant, and seem to take life on a stride. They tend to come late to classes or rarely show up during the whole semester. They think that they will pass their exams by hook or by crook. They hardly show any interest in gaining knowledge. The time they spend in class, when they do, is spent in chatting or complaining. Some go a step further and amuse themselves playing with their tiny idiot mobiles or chewing gum while the lecture is going on. Their conduct and behavior show that they are still wet behind the ear. All that they need is lollipop stuck in the mouth in order to complete the picture of their childish behaviour. This can be attributed to the fact that they study on their own, paying huge tuition fees outside the college, especially, those who belong to well-to-do families, which is the case more often than not.

It is deceptive to call the mowazi students special or parallel groups. Their level of mental abilities or level of decency cannot be compared

to those of many of the regular students, who show respect to their teachers, are keen on their study, and care for their future. Mowazi students should be tutored how to conduct well and take their studies seriously like the students of regular groups.

I keep hundreds of pieces of their assignments and written exercise that show their poor achievement and the control file can provide examples of many of the trouble makers and cheats during the final exams, most of whom belong to the mowazi groups.

The redeeming factor, however, is that there are only a few students who are diligent and hard-working. These students should be allowed to join the mainstream of education along with the regular groups.

In brief, Mowazi students are too weak to be treated like special university students and they need to be dealt with in small groups with special tutors in order to fulfil their needs. But, if things go like this every year, the outcome of this kind of education will be churning out a number of youths with very low academic credibility. This write-up is the sad tale of a real mowazi teacher and is indented for "To Whomsoever It May Concern".

Written letters and spoken sounds

Students of English as a foreign language often encounter formidable difficulties in acquiring proficiency in speaking and listening skills. This relates to the difference between their native language (Arabic) which has an orthographic system and grapho-phonetic conventions quite different from those in English. This causes some confusion for the learners leading to their poor performance in spoken and listening skills.

It is true that there are some similarities among languages of the world called *Language Universals*; yet each tongue has its own features and idiosyncrasies.

English has only 26 written letters; 5 of them are vowels, which are (a-e-i-o-u) and sometimes (u and y). These vowels in spoken English yield 15 sounds.

For example, /a/ which is pronounced differently as in (*cake-fat-watch-saw*). The same is the case for the rest of the letters. Hence English learners need to be aware of this fact from the beginning.



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If we come to consonants letters, we will find that there are 21 letters such as (b-c-d-f-g-h-j-k-l-m-n-...) but with 24 sounds. There are some rules in pronunciations of some letters as (l-r...) etc. Nevertheless, they are not as difficult as vowels. Hence learners must pay vowels more careful attention.

Proficiency in English depends on intensive practice, so learners have to exercise it with their classmates in class, listen to CD and cassettes or some English channels to improve their command of the different skills of English.

Autism

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Disability is considered one of the most prominent maladies found in the world. Children who have special needs want special dealings, education, learning, help and good health-care. By good health, they can do anything and everything, augmenting the pace of development. The development of any society is related to its new generation. Hence, their needs can never be overlooked.

There are two groups of children with special needs, those with mental retardation and Autism. They constitute one of the most important social problems. These two groups cannot be easily adapted with others. These kinds of children need so many things, as special schools, special care in health and so forth.

Autism is a very dangerous phenomenon in our society because of the conspicuous absence of any service, or special schools, and special hospitals. The side effects of Autism are manifest in mental retardation, blindness, deafness, epilepsy and other defects.

There are certain differences between Autism and normal children. Those affected by autism experience:

- Failure in acquiring normal education.
- Inability to adapt themselves to social trends and processes.

Autism is one kind of malfunctioning that is found in the whole world. Children are affected by this kind of diseases in the first year and grow up with it. It is a psychological disease which is manifested through the following symptoms:

- Loneliness (they can't communicate with others).
- They can not understand feelings and do not know how to express them.
- They use signs to express their needs.
- There is marked confusion in their talking and the language of communication.
- About 40% of them cannot speak and some of them repeat the words several times as parrots.



- They have abnormal relation with things and actions. They cannot play games as well. They sometimes play just one game.
- Abnormal uses for sense of feeling. They cannot use their senses in the right manner.

- They focus on a certain picture, room and color. They also use the sense of taste, sight and hearing more than the sense of learning.
- Slow growth: the rate of growth is not satisfactory at all in communication skills, social skills, etc. They can't walk or catch things with their fingers.
- Some of them can read difficult words, phrases and compound words, but they cannot understand the context of use of some words.
- Some of them can solve some mysteries, can talk for a year and then stop talking.
- The beginning of symptoms of autism is during childhood. The diagnosis of Autism cannot be made until after 36 months of birth.

Autism is found among girls and boys as well although at different rates.

The product vs the process approach to teaching of writing



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The concept of 'Product and Process' extends to most of the foundation disciplines with slight change of meaning. Currently it is very much in use in language teaching, particularly in teaching writing.

The product approach and its shortcomings

The product approach to writing focuses on the end result of the act of composition; i.e. the final draft of a para, letter, an essay, story and so on. The writing teachers who subscribe to the product approach are more concerned to see that the end products are readable, grammatically correct and obey discourse conventions relating to the main points, supporting details and so on. The writing teachers provide short-cut ways to help learners reach the product. Some of these short-cuts are: copying and imitation, carrying out sentence expansion from cue words and developing sentences and paragraphs from models of various sorts. Jonathan Clenton in his MA Applied Linguistics summarizes some of these quick tips. "Typically students in the classes adopting the product approach, would find themselves studying model texts and attempting various exercises aimed towards drawing attention to relevant features of a text. These exercises would require students to check comprehension by completing sentences or adding logical connectors following which, in a final exercise, students would produce parallel texts based on their own information." He further adds: "The product approach demands that a student focuses, sequentially on model form and duplication."

Beginning at the end of the 1960s and continuing through 1970s and 1980s writing was investigated as a cognitive process and as a social process (Sharon Myers). ESL/EFL writing scholars and practitioners began their own investigations of L2 writing informed by the insights of L1 investigators as pointed in (Raimes:1976, Reid:1988, Spack: 1984, White: 1988, Zamel 1980) (Sharon Myers)

Nancy Arapoff (1968, 1969), Mary Lawrence (1973, 1975) and Vinian Zamel (1976, 1982) were among the first ESL researchers and teachers to begin stressing the value of process writing in the classroom (Reid: 1993). All these efforts in the process approach to writing see the act of writing from a very different perspective, focusing as much on the means whereby the completed text was created as on the end product itself. In many instances the writer starts out with only the vaguest notion of this. The ideas are then refined, developed and transformed as the writer writes and rewrites.

The writing teachers of the Third World Countries unfortunately often practice an extreme form of the product approach. They are used to giving the task and never bothering about how the learners reach at the final product. The learners as a result, either copy them from other sources or take the help of their parents or private tutors. A plethora of help series which ruin the skills of writing is the outcome of this kind of extreme form of Product Approach.

From product to process approach

As a reaction to this approach came the process approach to writing which is very much currently in practice in western countries. The focus now has shifted from correctness to invention techniques. Reid (1993) theorizes that "the product, the final paper will never again be the solitary focus of these composition classes; but it (process approach) has assumed its rightful position - at the end of a significant number of intermingled, recursive writing processes."

the process of each student's composition. Correspondingly, this approach encourages students to assume greater responsibility for making their own improvements, as opposed to the miming of a pre-determined model."

Vivian Zamel followed Murray and Elbow in describing how writing can be taught as a process of discovery. She encouraged researchers to investigate what writing is, what it involves, and what differentiates the good and the bad writing. (quoted in Reid:1993.31). Ann Raimes, in her textbook *Exploring Through Writing* (as quoted in Reid: 1993.32), describes the process to be used in some detail: "Students begin by gathering ideas from their own experience and knowledge and then turn to other sources as they search for their own topic. [They] are given the opportunity to explore a variety of systematic methods of discovery while they read, write and talk to each other." Perhaps the most important insight that writing has given us is that good writers appear to go through certain processes which lead to successful pieces of writing.

Main features of the process approach

The process approach concerns itself with individual levels of fluency and expression. It is a replacement of an approach that considered written language secondary and merely a mechanism for reinforcing spoken language. The finished product is in focus, not the learner. The process approach, in contrast, empowered its learners, thereby enabling them to make clearer decisions about the direction of their writing (Jordan 1997). Clenton (2003) states in the same vein "It is no longer required to offer a shining example of the model; the teacher becomes a facilitator in providing formative feedback during

Students are to be introduced to invention techniques to help them discover and engage a topic rather than being expected to turn in a finished product right away. Students are asked to come up with multiple drafts of their work and are made to feel that rewriting and revision are integral to writing, and that editing is an ongoing, multi-level process of thinking, not just a hasty check for correct grammar. But unfortunately for us in the Third World countries writing courses following the old approach in its worst form is very much in use and if there is any approach to teaching writing, it is this worst form of product approach.

Education and learning

The term 'education' is sometimes used loosely. An activity such as watching a television program, or travel can be an 'education in itself.' When someone learns something from experience, it can be called 'education.' But education is not the same thing as learning, though it includes learning. Learning is an activity in which we take part throughout life.

Throughout our lives we face situations in our work, in our domestic settings and in our wider relationships. Such continued learning is an informal natural process. It takes place as we

- enter new roles
- work at our various occupations
- develop new interests

We need to learn as we perform new social roles – as a worker, house holder, as spouse, parents, grand parents

and so on.

We need to learn to meet the changing demands of our various occupations. We need new knowledge, new skills and new attitudes at various stages.

As we grow older, there are changes in our personal interests, ambitions and desires. We feel the need to learn as part of our individual development, for our self-fulfillment. It is a major element in lifelong learning activities.

We also learn incidentally, from many new kinds of experiences; for example, from advertisements, news items, chance meetings and accidents. All of these provide us with learning opportunities. We may learn from them or pass over them as we feel inclined. All experiences leave their mark on us. Some of them are of a permanent nature and some others less permanent. This natural learning is part of the process of living.

But such incidental learning that occurs at random throughout life is not 'education.' Education must include learning, which is its essential component. However, learning on its own is not education like flour on its own is not bread. Education occurs at specific times. There are times when we are not engaged in education, even though we may still be learning informally. So something more is needed to make learning into education.

Education is planned learning

Harold Wiltshire terms education as 'planned process of learning undertaken by intent, the sort of thing that commonly (though not by any means always) goes on in classrooms and that involves some who are teachers and some who are taught.' Education, then, is planned learning. It provides purposeful learning opportunities. Words such as 'structured', 'development', 'cumulative', 'sequential', and 'progress' are associated with the concept of education. The process of education is marked by planning, preparation and review to promote and direct learning. Education may therefore be seen as the provision of organized conditions for learning to take place. It is a means of providing learner support. It aims at maximizing effective learning.

Education involves at least two parties. There is first of all the teacher. He plans the learning opportunity for the children. Through them he aims at certain learning outcomes to spring from his planning. Of course, in the process, he also refines his craft. Secondly, there is the learner, the student participants. Students too gain certain dividends from the activities in which they are engaged. They are motivated to engage in a range of activities in order to achieve a particular goal. There is thus purpose and planning on both sides.

SCIENCE QUIZ LINE

Tick (✓) the most appropriate choice

1. Plants are green because they contain

☐ Chlorophyll
☐ Hemoglobin
☐ Anthocyanin
☐ None of these

2. How does a refrigerator keep the food fresh?

☐ it releases gases which keep them fresh
☐ it releases preservatives
☐ Low temperature in refrigerator reduces microbial activity and therefore rotting
☐ None of these

3. 'Zero' is an important constituent of one of the following devices:

☐ Transistor
☐ Clock
☐ VCR
☐ Computer

4. Who claimed that Vitamin C can prevent common cold?

☐ Linus Pauling

☐ L. Pasteur
☐ Paul Muller
☐ A. Flemming

5. The speed of light is

☐ 3 x 10⁶ m/s
☐ 3 x 10⁴ m/s
☐ 3 x 10⁸ m/s
☐ 3 x 10¹⁰ m/s

Suggested answers to the previous issue's questions

1. An association between two organisms where both of them are benefitted, is known as **mutualism**.

2. Reserpine, a drug which controls mental ailments and reduces blood pressure, is obtained from **rauvolfia**.

3. A virus can be classified as non-living as it **does not respond to external stimuli**.

4. **Chlorofluorocarbons (CFCs)** is directly responsible for the depletion of ozone layer.

5. An instrument used for measuring radioactive emissions is known as **Geiger-Muller counter**.

Continued from page 1

Teaching speaking

Let us examine how the little that is done in developing the speaking skill is handled in the curriculum. The aspects that mark an effective speaker are her fluency and accuracy. In the Natural Order of skills-development in a language, fluency in speaking is primary and accuracy comes much later. No parent would rebuke a child for incorrect production in the MT. That she is at all uttering a few words or fragmented utterances in whatever manner is a matter of delight for everyone. For example, an Oriya child says:

paata kaai

Paraphrased into proper syntax and phonology of Oriya, the utterance would take the following shape: *bhaata khaaibi* (I want to have rice.)

But nobody minds the errors in

production let alone ever think of correction. After several stages of interlanguage and self-correction, the child arrives at the proper grammar of the language. In this effort, she is entirely supported by the language situation and parental encouragement. The natural course is thus through fluency to accuracy.

On the other hand, teaching the speaking skill in English is fraught with correction and discouragement right from the early stages of learning English. A child is forced to 'speak', read aloud and answer questions, before any listening in proper measure in English has happened. Moreover, the child is forced by the teacher to speak correctly. There is an absolute intolerance of the so-called learner errors in speech. The curriculum does not permit for a learner's stages in interlanguage. A teacher never cares for a child who speaks *at all* in English. A teacher's

concern seems to be to see that if a child says something in English, his primary job is to find and correct mistakes, and see to it that the child always speaks in complete sentences. Such untimely and unwarranted attention on accuracy at the early stage has boomerang effects on fluency. It is like putting the cart before the horse. The child achieves neither accuracy nor fluency in the long run.

Does this situation pertain to real life? Slips, errors backtracking and editing are prominent even in adult natural conversation as much as fragmented utterances. Listeners make ample allowances for all these and much more even when listening to speakers speaking in their MT. Teachers of English, on the contrary, are intolerant and impatient of even minor digressions by the learners from the formal speech patterns. As a consequence, learners choose not to speak in English.

No skill ever develops without adequate practice; and mistakes form an integral part of skill-development. No one, for example, has learnt cycling by reading a book on how to ride a bicycle. One has to ride a bicycle (that is practice) and fall down (that is making mistakes) several times in order to get the skill of cycling. This is true for getting any skill: practice and errors leading to skills-acquisition.

The scope of this article is too limited to permit a detailed description of the subtler aspects of what should comprise in a syllabus in its 'speaking' component and how teaching and testing should be handled in an English classroom in an incremental manner. This article only attempts to put forth the major problems that beset teaching speaking. How to overcome these problems and many others in a curriculum is a larger issue for further discussion.

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POETRY CORNER

My say

Rania Hagag

My say is just what I know by my way.
 Pictures are ghosts for people we knew
 Love is a candle melts till it ends
 Life is hours that may have meaning
 Days are similar faces had been seeing before
 Minds are hearts beat with ideas
 Ideas are stones the more you try to break
 The more they become strong
 Marriage is a chance, take it or leave it
 Divorce is the deadline to pay
 Sadness is the dust of burned dreams
 Happiness is moments the more you have
 The more you love
 Wishes are letters in uncompleted message
 Desperation is a monster that appears in the dark
 Women are roses the more you close
 The more you expose
 Men are soldiers fight for their lives
 Souls are matches the more you use
 The more it throws
 Failure is the up down face of success
 Problems are chocolates the more you eat
 The more you hate
 Death is the shadow of the deepest part.

Knowledge run



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Not just any "Olympic" fun fare
 fuelling passions
 fighting or fawning
 for media hype;
 carping and sniping
 of contrary wills
 clamouring for sterile attention...

Yet a relay, no doubt,
 a totally joyous one as that
 on all sides
 run through generations...

a racing flame, lit up,

only in sacred spells

when inflamed souls blend
 in the sparks of
 a fleeting second
 and walls collapse
 in blazing thrills

as the blood launches on
 an uncharted leap
 of glad cognition of a fact
 or tact
 braving all dark

igniting fresher minds in turn
 in ever-churning gyres
 and robing them
 in Hydra flames

ignoring alphabets
 erasing atlas lines

smelting and licking
 the shrinking globe
 into a novel shape

under a new heaven!

ANY GUESSES?

1. What is the difference between 'beach' and 'shore'?
2. Do 'stupid' and 'ignorant' mean the same thing?
3. Why is December 26 called 'Boxing Day'?
4. What is the difference between 'I know it fully well' and 'I know it full well'?
5. Show the difference in the use of 'further' and 'farther'.

Suggested answers to the questions asked in Issue No 25

1. **Atlas** is the term used to refer to a collection of maps, printed in a set order: World Maps, maps of the continents, each followed by maps of the several regions within that continent, and with an alphabetical list of place names. It also gives coordinates for various places, rivers, regions, etc. The first use of the term Atlas dates back to 1595 with the publication in Duisburg of the **Atlas Sive Cosmographicae Meditationes de Fabrica Mundi Et Fabricati Figura** by **Gerard Mercator** (1512-94). It was named after King Atlas, a mythical king who was, according to legend, a

wise philosopher, mathematician and astronomer and who is supposed to have made the first celestial globe. However, the more widely known Atlas is a figure from Greek mythology. He is the son of Titan Lapetus and Clymene (or Asia), and brother of Prometheus. Atlas was punished by Zeus and made to bear the weight of the heavens and the earth on his back.

2. A **lawyer** is a person who practices law; one who conducts law suits for clients or advises clients of their legal rights and obligations. A **barrister** is a legal practitioner whose main function is to practice advocacy in court. They often have less interaction with clients.
3. Certain requests used by Interpol are sent in the form of notices. The color of each notice determines the type of information being sent or received by Interpol and its members. A **red-corner notice** is issued at the request of a country's law enforcement authority. The requesting country asks for a red notice to be issued when a

criminal evades arrest and escapes from the country.

4. **Scuba** stands for **Self-Contained Underwater Breathing Apparatus**. The word has become an adjective to describe the popular aquatic sport scuba diving. By carrying a source of compressed air, the scuba diver is able to stay underwater longer than with the simple breath-holding techniques.
5. The largest city in the world by population is Tokyo with over 35 million people. It was the world's most populous urban area between 1965 and 1970. It is still growing. The smallest city in the world by population is Hum. It has a population of only 23 people. It is a tiny town in the central part of Isria, North-West Croatia. The largest city in the world by area is Hunlun Buir, encompassing 263,953 km. The smallest city in the world by area is Vatican City with an area of 44 hectares (108.7 acre). It is a land-locked sovereign city state whose territory consists of a walled enclave within the city of Rome. It is officially called State of the Vatican City.

OBITUARY



We deeply mourn the sad and premature demise of Dr. Mahmudul Hasani, the former Head, English Department, University of Science & Technology, and a regular contributor of yesteryears to *Education*. Our heartfelt condolences to the bereaved family. May Allah the Merciful grant eternal peace to the departed soul.

The Education Supplement
 Family
 Yemen Times

YOUTH FORUM

An urgent letter to my siren

Come my darling next to me
 Let me see,
 What I found not in books
 And volumes.
 Let me see,
 That glistening luster of your eyes
 Which are full of inspiration
 And emotion.

Your love dances and leaps
 In my heart deep and deep.

Come with me,
 Put your hand around me
 Let's walk together, you and me.
 Let's go and see
 The golden light of twilight
 Before breathing out of night .

Let's go together and hearken
 Sweet melodies of the wren
 From the twigs
 And symphonies of the pigeon
 From the sprigs .

Let's go together, soar in heaven
 Like two birds, O my siren!
 Be my haven,
 And I'll be your beacon.

Leave off, darling, your reverie

Trust in Allah
 then in me .
 Walk with me,
 Land or sea .
 Live with me,
 In bungalow
 or in hut ,
 Don't ask
 where, why or
 what !?
 Just live
 happily.



What would a mansion bring for you
 If your happiness got into row
 Tell me, honey!

Rethink, darling, save your life
 Stoop to conquer to be a wife.
 Did you not learn the adage;
 "All The World's A Stage",
 Merely a stage.

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Does money achieve happiness?

This was the title of a debate held in the faculty of Education, Amran, in April.

It was organized by Dr. Shaliendra Kumar Mukul, Head of English department, Faculty of Languages, as well as Dr. Ebrahim A-Shami, Head of English department, Faculty of Education. More than thirty male and female students participated.

There were students arguing in favor and some against the topic, supporting their opinions with tangible evidences and justifications. I was one of those who supported the motion of the day.

In my own perception as one who sees himself as thirsty of knowledge and information, money does achieve happiness. It has been the tongue for those who want to be eloquent, as an Arabic poet referred to. It is really the language of the modern age. One's social standing is determined in terms of the amount of Dollars or Euros he possesses. This is what our reality shows to us. Some may think I'm influenced by capitalism or materialistic theories, but believe me I'm not so at all. Still this is what life has taught us as young men confronted with labour and struggle.

Most people ignore the significance of money. However it has been mentioned and praised in the Holy Qura'an. Money is the backbone of life, if you don't have

money, it means you are spineless. Think for a moment how one can accumulate the dowry of one's prospective bride in order to live happily with her. No doubt, your bride wants to spend the honeymoon in a picturesque place, how can you afford that? How can you bring about a wide beam on the face of your children without working hard to gain money and provide them with the basic needs such as food, drinks and clothes.

I think such questions are adequate to lead to the core of the truth and to be more realistic. One has to work hard to gain money legally as a means to the noble end because the more you have money the more you live happily.

Therefore, in short, we can say money is the bridge of communication and intimacy among societies.

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A good friend

We all have friends. A lot gets talked about friendship. Everyone wants a true friend and many of us believe that we have a friend who can be called a true friend.

What kind of relations do friends share ? When can we call a friend a true friend, and when can our friends take us as their true friends?

How do we define a relation that can be called as one of true friendship?

After a romantic relationship, friendship is the most important relationship we can have. Though all of us have family and distant family, most of us rely on friends for advice, comfort and inspiration.

The very first sign of a very good friend is that we are not worried about courtesies. You will call your friend at any hour and talk without any thought of time in your mind. Similarly, whenever you need support, you will call a very good friend and ask him to help you out. They expect the same from you. Another important trait of such relations is that we are not much worried about exposing ourselves. We speak about everything in our mind without worrying about what our friends will think. We are sure that they will take our talk in the spirit it was made. We are unguarded and open with friends in our talk.

A true friend is a little more than a

very good friend. A true friend will support you even if it hurts his own interest. A true friend will understand your motives and needs and will be with you without any analysis or criticism. A true friend will come forward to help without any request and be with us in need without showing it or expecting anything in return. With a true friend, you can be sure that you will get help to the extent possible. Nothing will remain unturned. A mother is a true friend of her children. If we share such relations with an adult we can say that we are true friends.

A true friend makes no excuses of having work or appointments or anything, but will be with you whenever you need him. In your hour of desperation, a true friend will support you even if the whole world opposes you. A true friend is not an opportunist. A true friend means to have someone who is like mother. Instead of having hundreds of good friends, if you have a true friend, deem yourself lucky. If you can also become a true friend of someone, you'll be blessed, because it is much easier for all of us to expect but very difficult to give. Be to yourself a true friend first.

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Judgment day

You know...!
 We are travelers in this world,
 And our strength is religiousness and obedience to God
 Look! We are just memories in the world,
 And tomorrow we will leave everything behind
 So why do bad deeds?
 Sometimes we are beasts, terrorists and stupid,
 Why do we invite the darkness to our

world
 Alas! Do we forget the ultimate reality
 And the hands of destiny that can upset all our plans?
 Yes. We seem to forget and ignore the sordid fact
 The Judgment Day
 Yasmin Abduh Al-Suraimi
 Arts, Level 4
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Indian Embassy School

Seminar for parents

A seminar for the parents on the topic 'Dyslexia' was held at Indian Embassy School on 12th June, 2008. Mr. Chandramouli (Attache, Indian Embassy) was the Chief Guest on the occasion. Mr. Thomas Mathew (PTA Secretary) was the other invitee. The resource person was Dr. G. Manulal (Principal, Indian Embassy School, Sana'a).

Poor academic performance of children has always been a cause of great concern for parents. Dr. G. Manulal's talk centred around this point. There are many causes for the scholastic backwardness of children. One of the causes is Learning disorders (LD) or Dyslexia, a term that denotes a single, but heterogeneous groups of disorders. These groups of disorders are manifested as significant difficulties in the acquisition and use of basic academic skills – skills of reading comprehension, writing, spelling, mathematics and so forth. The students with LD are slow in learning, despite the normal or above normal intelligence. Even though it is too difficult to cure the learning disorders, for an effective handling of the problem a comprehensive counseling programme for the parents and teachers along with



Mr. Chandramouli addresses the assembly of parents.



Dr. G. Manulal, principal, delivers his lecture.

the affected students is essential. On the other hand, an effective participation in co-curricular and extra curricular activities along with the classroom learning is an important determinant to maximize the learning potential. This can ensure a proper development of the skills controlled by the right hemisphere.

At the end of the seminar, there was an interactive session in which a good number of parents asked questions about specific learning problems of their children and the resource person clarified their doubts.



A section of the parents with their wards.