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# YEMEN TIMES

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## International appeals to save Fatima Badi

By: Amel Al-Ariqi

SANA'A, Feb. 6 – Hundreds of support letters and cards are being sent to Fatima Hussein Badi, a Yemeni woman who is incarcerated and faces imminent execution.

“Daily, I receive hundreds of letters and cards from people of all ages in the U.K. and the U.S. expressing their sympathy for my client, Fatima Badi, who is being subjected to unfair trials,” said her attorney, Shadha Mohammed Nasser, who showed some of the letters to the Yemen Times.

The letters are the result of a campaign launched by human rights group Amnesty International, which is calling for Badi's release. The 43-year-old housewife and mother of four grown children was sentenced to death on Feb. 17, 2001.

Badi and her brother Abdullah were arrested July 13, 2000 for the murder of Badi's husband, Hamoud Ali Al-Jalal.

According to Amnesty, Al-Jalal went missing in July 2000. His family searched for him, but without success. A week later, police informed them that they had found his body.

Badi and her brother Abdullah later were detained, apparently on the basis that there had been marital problems, but Badi insists their problems were ordinary and “the likes of which you see in every family.”

Since her arrest, she has maintained her innocence in her husband's murder.



Fatima's lawyers Shadha Nasser shows some of the letters and cards which are sent to support Fatima.

Insert: Fatima Badi.

Amnesty reports that police tortured her while she was in detention, but she refused to “confess.” “Further, we've been informed that her brother denied that he and his sister were involved in the murder, but later ‘confessed’ to police after he was assured that his ‘confession’ would lead to Badi's release,” Amnesty says, claiming that she had unfair trials.

“They reportedly had no legal representation during the trial and were silenced whenever they attempted to speak in court. [Badi] and her brother took their case to the Appeals Court, which upheld the sentence against them on Aug. 12, 2002. They then appealed to the Supreme Court.” Amnesty said in its report of Fatima's case.

While Abdullah's death sentence was upheld, Badi's sentence was reduced to four years' imprisonment on Sept. 10, 2003. President Ali Abdullah Saleh ratified Abdullah's death sentence, but Badi's case was returned to the Supreme Court, which reinstated her death sentence shortly before her four-year sentence would have ended.

Continued on page 2

## Houthis blame army for breaching truce

By: Mohammed Bin Sallam

SA'ADA, Feb. 6 — A state of relative quiet prevails in most of Sa'ada's districts; however, the army continues striking nearby villages and citizens' property with mortars and heavy machine guns in Juma'a Bin Fadhel and other areas, thereby breaching a recently reached truce with the Houthis, a truce expected to go into effect Wednesday, Feb. 6, mentioned Sheikh Saleh Habra, who attended the Doha Peace Deal's proceedings on the Houthis' behalf. Habra contacted the Yemen Times by phone.

“As Houthi supporters, we ceased operations against the army and security forces, lifted the siege on two military detachments and allowed military vehicles, loaded with food supplies and medical equipment, to reach soldiers,” the sheikh added. “But, the army prevents any vehicles, loaded with foodstuffs and other supplies, from reaching Houthi supporters. Despite this, we are still optimistic that government officials may behave reasonably and abide by the Doha Peace Deal.”

A well-informed source stated Monday that Yemeni President Ali Abdullah Saleh ordered army commanders to cease firing at followers of the religious cleric Abdulmalik Al-Houthi, according to a Doha-brokered peace deal on Friday.

Saleh's decision came days after the government and Houthis signed the peace deal, with the aim of placing a previous agreement in effect, made last June in the same Gulf state. The deal indicates that both conflicting sides want to end the fighting that has claimed thousands of lives and left thousands on both sides injured since it began in June 2004.

In the meantime, another source related to Houthi field leader Abdulmalik Al-Houthi mentioned in a statement distributed by local media earlier this week that the religious cleric ordered his supporters in Haidan district's Juma'a Bin Fadhel area to halt all armed operations until concerned authorities evacuate army personnel injured in Sunday's helicopter crash, as well as others wounded in clashes with Houthis, to hospitals.

The 17th Military Division Commander, Abdulaziz Al-Shihari, and other military personnel, including the pilot, faced various injuries when a helicopter, transporting them, was shot down

by Houthis.

The Yemeni government and Houthis signed a peace deal on Friday to reinforce the main agreement reached by both sides in June 2007.

Political Advisor to Yemeni President Abdulkarim Al-Eryani signed the agreement on the Yemeni government's behalf, while Sheikh Saleh Ahmad Al-Habra represented Abdulmalik Al-Houthi and his supporters in the Doha deal. Habra flew to Qatar after the government insisted that he should carry a written authorization from the Houthis' field leader Abdulmalik Al-Houthi.

The event was also attended by Qatari Crown Prince Sheikh Tamim Bin Hamid Al Thani, military commander Ali Mohsen Al-Ahmar, and Parliament member Yahya Al-Houthi, who is currently residing in Germany.

The Qatari committee that supervised the first stages of the Doha Agreement withdrew from Sa'ada after it failed to persuade the conflicting parties to abide by the agreement. Media sources said the most recent agreement concentrated on specifying clear methods of applying the previous agreement and giving priority to humanitarian issues.

The Yemeni government earlier refrained from releasing details about the Doha deal, chaired by Al-Eryani and Sheikh Habra, and refused to give statements to the press regarding the deal. This behavior indicates that the government is not satisfied with the deal, mainly as its troops continue assaulting Houthi strongholds in different Sa'ada districts, notably the Haidan, Merran and Marahidh districts.

According to media sources, Qatari government officials advised Sana'a about the necessity of closing the Sa'ada case file and remaining committed to the Doha agreement, stating the government must reconstruct the war-ravaged governorate and compensate those whose property was damaged in the wars.

The same sources went on to say that the Qatari government approved an additional \$25 million to the previously pledged amount to the Sa'ada Reconstruction Fund. The additional funding, which the Qatari conditioned to be spent via the Yemeni Red Crescent Society, was approved as compensation for the so-called popular army, made up of tribesmen who backed the government in its fight with Houthis.

## Yemen receives 70 percent of London donor pledges

By: Yemen Times Staff

SANA'A, Feb. 6 – Participants at a Feb. 4 post-consultative group follow-up meeting in Sana'a noted that Yemen faces many challenges, with development being achieved slowly.

More than 250 attended the meeting,

including donor representatives from both regional and other nations. Abdul-Karim Al-Arhabi, Yemen's Minister of Planning, Abdul-Rahman Al-Atiyah, Gulf Cooperation Council Secretary-General, and Daniela Gressani, World Bank regional vice-president for the Middle East and North Africa, co-chaired the event.

Entitled “One Year after the London Consultative Group Meeting,” the event sought to review what had been implemented during 2007 concerning donor nations' billions of dollars in pledges made to Yemen at the 2006 conference in London. Such pledges totaled \$5.31 billion by December 2007, with \$2.92 billion in grants and \$2.39 billion in soft loans.

The pledges cover 84 percent of the

Public Investment Program financing gap of \$6.3 billion, with 70 percent of such pledges already received by Yemen's government. Distributions for funding projects within the financing gap are at 57 percent. However, in terms of effectiveness, only 18.5 percent of the total allocations have been signed into actual agreements.

As for GCC pledges, 65 percent have been distributed, with Saudi Arabia having given 91 percent of its London pledge. Organization for Economic Co-operation and Development/ Development Assistance Committee bilateral donors have distributed 73.3 percent of their pledges, with 23.2 percent of such allocations being signed into agreements, whereas multilaterals have allo-

cated 75.4 percent of their pledges, with 24.2 percent being signed into agreements.

At the meeting, Gressani noted that Yemen continues to face a difficult economic situation. “For the past two years, the [Yemeni] economy has averaged 3.2 percent annual growth. While this is slightly faster than the population, it's less than half the 7 percent needed to make a significant dent in poverty, which continues to affect more than a third of the population,” she indicated.

Gressani added that Yemen's inflation, fiscal and current account balances remain mediocre due to a sharper than expected decline in oil production.

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## In brief

## ADEN

## British technical assistance to Aden Fine Arts Institute

Feb. 6 — The director of the British Cultural Center in Yemen, Elizabeth White, expressed on Tuesday the center's readiness to provide technical and musical assistance to the Aden-based Fine Arts Institute. During her visit to the institute, Elizabeth said that the center would also send British teachers specialized in music to the institute to help students become qualified. She toured the institute and expressed her admiration of its role in training students in the areas of music, theater and sculpture.

## SANA'A

## UNHCR calls on Int'l community to assist Yemen

Feb. 5 — The UN High Commissioner for Refugees (UNHCR) called on the international community to offer the necessary assistance to Yemen to enable the country to tackle the consequences of its adopted open door policy towards refugees. In a training course held on Tuesday to introduce 30 government officials to UN pacts and treaties on refugee affairs, UNHCR Representative Adel Yasamin reviewed the history of the UNHCR and the international agreement on refugee rights adopted by the UN in 1951 and another protocol in 1967.

During the opening of the two-day course, Minister of Human Rights Huda al-Ban said that the course comes in the framework of the ministry's efforts for acquainting concerned officials with the necessary information that will enable them to do their work efficiently.

She pointed out that the ministry will issue a national law for refugees, as Yemen is one of the countries receiving high numbers of refugees from the African Horn and other countries.

## DHAMAR

## World Bank supports sanitation project with \$8 million

Feb. 5 — Dhamar governor Mansour Abdul-Rab discussed on Tuesday with a World Bank delegation methods of implementing part of the second phase of a water and sanitation project in Dhamar and Ma'abar estimated to cost \$8 million, funded by the World Bank. The governor discussed leadership efforts in the governorate to provide sanitation services in light of the rapid growth the city is experiencing.

For his part, delegation head Ilex MacKay reviewed World Bank efforts in carrying out sanitation projects in a number of the country's governorates, confirming the necessity of choosing the most needy districts in the governorate to be included in this phase. He indicated that the project would be kicked off this year and would last until 2009, confirming the World Bank's readiness to carry out projects in the governorate for making use of waste water in irrigating garden and public plants.

## TAIZ

## Agreement to protect Taiz city against floods approved

Feb. 5 — The Cabinet agreed in its meeting held on Tuesday on a funding agreement for a municipal project to protect Taiz city against floods, an agreement signed between the government of Yemen and the International Development Association (IDA) on January 27, 2008, through which the IDA would provide Yemen with \$20 million for the project.

The project consists of constructing protection facilities against floods and improving the city's infrastructure by connecting 2 kilometers of roads.

The Cabinet then authorized concerned ministers for completing measures finalizing approval of the agreement.

## ABYAN

## Abyan governor stresses need of implementing water, sanitation projects

Feb. 4 — Abyan governor Mohammed Shamlan asserted on Monday the necessity of finalizing all studies and designs of the Abyan Water and Sanitation Project. During his meeting with a German water and sanitation expert in charge of following-up the project, Shamlan emphasized the importance of speeding up the implementation of the project, by which Zinjubar, Ja'a'ar, al-Kod and al-Hess cities would benefit. Shamlan talked about the project's importance to the cities' citizens, who he claims are in danger of overflowing drainage and consequent environmental and health effects on them. The German expert said that all studies would be ready in April 2008 and the project would be initiated next September. The Abyan Water and Sanitation Project costs \$20 million, financed by the German Construction Bank.

## Yemen improperly disposes 57 tons of medical waste each day

By: Hamed Thabet

SANA'A, Feb. 6 — Yemen disposes 57 tons of bio-hazardous waste each day, but like most other developing countries, little attention is paid to medical and healthcare waste management.

Yemen has no medical waste management system in place and its current practices can lead to the transmitting of infectious diseases such as Hepatitis B and C, or even HIV, according to the Ministry of Health and Population and the World Health Organization (WHO).

The risk of infecting medical staff and garbage collectors is even greater than the risk of infecting the public. Instead of dumping the waste in a proper landfill, Yemen burns the waste in an open landfill in Al-Azraqeen, in Sana'a. This practice causes health problems and environmental pollution.

"Around 90 percent of Yemeni people are carrying hepatitis," said Ali Al-Dobahi, director of toxic and hazardous waste in Yemen. He went on to say that in the last few years there has been growing controversy over the incineration of healthcare waste.

Medical waste is often described as any solid waste that is generated in the diagnosis, treatment, or immunization of human beings or animals, in research

pertaining thereto, or in the production or biological testing. Some examples of medical or health care waste are blood-soaked bandages, discarded surgical gloves, discarded surgical instruments, used needles, removed body organs.

The general assembly for protecting environment, the Ministry of Health and Population and the WHO met on January 26 and 27 to discuss a national plan for managing dangerous healthcare waste.

These groups have all pledged money for creating a proper waste disposal system, and a portion of the funds will be spent on training medical staff, the people who have the most contact with this waste. Zghonadi Raki, a sanitary engineer for urban health and environment at the United Nations (UN) said that by the end of 2012, all the hospitals must be able to take care of waste.

"Providing a budget for managing medical waste in hospitals and health centers and having a national plan in order to control and check medical wastes all over Yemen...is very important for the awareness for all those who work in health centers and hospitals," according to Raki.

Some hospitals have already begun to train their staff. These hospitals include Al-Jomhori hospital in Sana'a, Al-

Thowra hospital in Al-Hodidah, Al-Thowra hospital in Ta'iz, and Al-Wahdah hospital in Aden.

The field research conducted by WHO mentioned that there are 251 public hospitals, 171 private hospitals, 337 clinics, 363 health centers, 380 mother and child centers, and 1997 other different clinics and 757 laboratories in Yemen.

Under some circumstances, including when waste is incinerated at low temperatures or when plastics that contain polyvinyl chloride (PVC) are incinerated, dioxin fumes and other toxic air pollutants may be produced as emissions. There is also the risk of these pollutants becoming flying ash, which is ash that is carried by air and exhaust up the incinerator stack.

Exposure to these pollutants caused by incinerating medical waste may lead to adverse health effects. Toxic air pollutants are thought to cause cancer, and have negative effects on the reproductive and central nervous systems.

As medical waste leaves the medical establishments, the most important aim is to isolate it to prevent people's access and to destroy the infectious pathogens.

Burial of medical waste is one way of disposing. The potentially infectious medical waste must be buried beneath 2



Medical waste is often described as any solid waste that is generated in the diagnosis, treatment, or immunization of human beings.

meters of the municipal landfill and far away from any populated area. Also, the people transporting the waste should be provided with protective clothes to reduce the risk of infection and injury. Transporting by trolley is less risky than carrying waste manually.

Five years ago, the Social Fund Development allotted a budget of US\$1.2 million for establishing a central incinerator to burn medical waste

produced by hospitals and health care facilities in Sana'a.

This proposal came after a comprehensive study that included field surveys of 50 hospitals and health centers. This revealed that the hospitals and health centers in Sana'a produced an estimated 22 tons of medical waste daily. This quantity contained approximately six tons of contagious and dangerous waste.

## WFP to feed thousands more Somali refugees in Yemen

SANA'A, Feb. 6 — The UN World Food Program (WFP) announced on Wednesday that it was expanding its operation in Yemen to feed thousands more Somali refugees fleeing the conflict in their country.

"More and more people are arriving on Yemen's shores after barely surviving the dangerous journey by boat. It is up to us to help them as Yemen's economy is already overstretched," said WFP Yemen Country Director Mohammed El-Kouhene.

Since 1992, African refugees, mostly Somalis, have been streaming into Yemen, crossing the Red Sea from the Horn of Africa. Many of them hope to make their way to the oil-rich Gulf states. Now, the Yemeni government says that with its limited resources, it is no longer able to cope with new arrivals and has urged the international community for more assistance.

The agency appealed for \$4.4 million in funds for an operation running from February 2008 to January 2010 to provide a total of 5,000 metric tons of food to 43,500 of the most vulnerable refugees. This is up from the 33,000 it was previously helping.

In the past year alone, nearly 30,000 people landed in Yemen after crossing the Gulf of Aden, while more than 1,400 died or are missing and presumed dead. Most of the arrivals were Somalis, of whom many said conditions in Somalia were so bad that they felt they had to risk the sea crossing.

More than 670,000 people fled fighting in the Somali capital of Mogadishu in 2007. The WFP expects to feed 1.8 million people in Somalia in 2008, up from 1.53 million in 2007.

Upon their arrival in Yemen, the



Upon their arrival in Yemen, the refugees receive food from the WFP.

refugees receive food from the WFP for the first few days until they are moved to the refugee camp of Kharaz where they receive a monthly ration. In addition, the WFP provides supplementary food to malnourished children and pregnant and lactating mothers, as well as providing a midday meal to children in school.

"We are grateful that WFP is responding to the needs of an increasing number of refugees.

Now is the time when we most need international support," said Yemen's Deputy Prime Minister for Economic Affairs and Minister of Planning and International Cooperation, Abdulkarim Al-Ar'habi.

El-Kouhene said the recent increase

in beneficiaries was based on the anticipated arrival of new refugees at transit centers in Yemen, as well as refugee population growth at the isolated Kharaz camp in Lahj Governorate, where job opportunities are scarce. To that end, the operation will also include food assistance in return for work and/or training to help refugees become more self-sufficient.

The operation will be implemented in cooperation with the government of Yemen and in partnership with the UN High Commissioner for Refugees and various NGOs.

The WFP has provided around \$400 million of food assistance to Yemen since 1967, when the country was split into North and South Yemen.

## International media watchdog praises Yemen's independent newspapers

By: Sarah Wolff

SANA'A, Feb. 4 — The Committee to Protect Journalists (CPJ), an international media watchdog, released its annual country-by-country report on the state of press freedom in 2007 this past Monday.

The CPJ praised the independent Yemeni newspapers for their tenacious criticism of the current regime despite frequent crackdowns on media freedom in the country.

The report, entitled "Attacks on the Press in 2007," provides regional and country-specific analysis on the state of media freedom. Though the report criticized Yemen's government for its frequent harassment of journalists, it also praised Yemen's independent and opposition newspapers for continuing to publish disparaging articles about the government.

Outspoken newspaper editors and writers that dare to criticize the government's handling of the Sa'ada war, rampant corruption and the president's policies were harassed, thrown in jail, unfairly prosecuted or beaten, according to the report.

"A spike in attacks against journalists corresponded with the independent media's increasing assertiveness," said Joel Campagna, the senior Middle East and North Africa program manager, in the report. "Though small in circulation, these papers represent one of the few avenues of dissent in Yemen, where political parties are weak and the elec-

tronic media are firmly under the state's control."

The unfortunate state of Yemen's free press was not only lamented in the country summary, but was also the introduction for the entire regional assessment. Yemen's prosecution of Abdel Karim al-Khaiwani, who the government claims belonged to a secret terrorist cell, was the lead example that the report gave to summarize the situation for the whole of the Middle East and North Africa.

"Al-Khaiwani's ordeal is typical of the oblique tactics Arab governments increasingly use to stifle independent media while minimizing international censure," said the report.

The CPJ is not the only organization to criticize the Yemeni government's persecution of press freedoms. Reporters Without Borders, another group committed to supporting free press throughout the world, ranked Yemen as number 143 out of 169 countries throughout the world for freedom of the media in 2007.

However, Yemen's place in the index has improved over the last year. In 2006, Yemen was listed at 149 out of 169 countries, with Saudi Arabia being the only Arab country ranked lower at 161.

This news comes on the heels of an online media blackout in mid-January, in which certain websites have either been banned or have disappeared altogether. The government is commonly thought to be behind the blocked/missing websites.

## Continued from page 1

## International appeals to save Fatima Badi

Abdullah submitted a plea for clemency to President Saleh, which was refused, and he was executed May 2, 2005.

"The most recent death sentence ruled by the Supreme Court is illegal because neither I, nor my client were aware that the president's ratification would send it back to the Supreme Court. Additionally, why has the president's ratification been canceled?" Nasser questioned.

With longstanding concerns about the use of the death penalty in Yemen, Amnesty International has appealed — since the first death sentence against Al-Badi — to the Yemeni government and President Saleh to reconsider her case. The organization also has launched a web site to receive letters, cards and appeals to support her case.

This isn't the first time international agencies have become involved and appealed to release a female Yemeni prisoner. Amina Ali Abdulatif, who faced a death sentence after being accused of killing her husband, was released in 2007 following a presidential pardon.

## Yemen receives 70 percent of London donor pledges

Yemeni Prime Minister Ali Mohammed Mujawar noted that the nation's economic and social development have improved over the past years, especially regarding education, health and infrastructure.

"Constant economic growth and poverty-fighting require an appropriate atmosphere for investment; thus, Yemen has made extensive investment reforms. The coming period will witness even more economic reforms seeking to make the investment atmosphere more attractive," he stated.

Despite such achievements, the Yemeni prime minister indicated that many challenges remain for such development, topped by rapid population growth, high illiteracy, poverty and unemployment rates, Yemen's being among the lower developing countries, aggravated water and environmental crises and limited government resources.

Concluding his remarks, Mujawar said, "We in [the Yemeni] government look forward to working with the donor community and our development partners to overcome such challenges and plan a brighter future for Yemen."

A statement on behalf of those bilateral donors represented in Yemen urged the Yemeni government to attend to the needs of citizens in its remote under-served governorates, where failure to address development needs could increase the risk of further conflict.

"Deteriorating security also makes it more difficult for Yemen's development partners — both domestic and international — to carry out their vital development work. Overall, the deteriorating security situation will make it even harder for us all to achieve the ambitions set out in the Development Plan for Poverty Reduction and the National Reform Agenda," the statement read. The statement went on to say that the fragile state of Yemen's economy as well as its extremely high population undermine the country's ability to meet the United Nations' Millennium Development Goals. "Instead of halving the proportion of those without access to safe drinking water by 2015, Yemen faces the risk that water soon may be unavailable in all critical water basins. Therefore, strong national leadership is needed to reverse the current unsustainable use of water in Yemen," the statement noted.

## Judiciary sides with dismissed gov't employees suing Presidential Office

By: Mohammed Bin Sallam

SANA'A, Feb. 5 — The Presidential Office has agreed to execute a court verdict regarding the case of journalist and government worker Abdurrahim Mohsen and his three colleagues, in addition to approving financial compensation for them effective from the first day of their banishment from their government posts following the 1994 Civil War, according to attorney Jamal Al-Ja'abi.

Additionally, "The Presidential Office has decreed that Mohsen cease criticizing it in newspapers and other media outlets," Al-Ja'abi stated during his defense of Mohsen and his colleagues before the court.

The West Capital Court issued a preliminary ruling 10 days ago regarding the cases of those government employees transferred from Yemen's southern governorates to Sana'a following reunification in May 1990. Among them were Abdurrahim Mohsen, Fadhl Mohammed Al-Abdali, Labib Abdurrahman Al-Absi and Kamal Mohammed Al-Hakimi.



Abdurrahim Mohsen.

The court's ruling cancels 2003's administrative decision No. 20, which transferred Mohsen, former press officer and manager of the Presidential Office's Foreign Media Department, and his co-workers to the Information Ministry.

The court verdict states that Mohsen and his colleagues must receive compensation, allowances and other entitlements effective from 2003, according to the law. It further obliges the Presidential Office to pay their allowances and compensation, as well

as reimburse their court costs.

Their attorneys maintain that the Presidential Office should carry out the verdict because it concerns the entitlements of those government workers who were forcibly dismissed from their jobs, adding that the court's verdict upholds their rights.

Similar government employees who were transferred from southern Yemen to Sana'a have been exposed to arbitrary procedures dismissing them from their posts following the 1994 Civil War. Mainly affected were those in senior and high-ranking government posts, although they were appointed by republican decree to occupy such posts.

Mohsen is a political activist and founder of a Yemeni opposition movement called "Quit," which has been demanding that President Ali Abdullah Saleh quit power. He is a well-known critic of the government who has been subjected to various forms of harassment, including kidnapping and arrest, over the past several years because of his articles about Yemen's government and its policies.

## WHAT IT MEANS...

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

# Yemeni Islamists' stance on democracy

By: Abdullah Ali Sabri

Yemen's fledgling democracy faces numerous challenges related to underdevelopment and ubiquitous mismanagement, especially from the political aspect. Political predicaments seem to overwhelm the already miserable conditions of daily life.

Active in this atmosphere are the parties concerned about the country's present and future. Trying to work out a solution to the problem, some opposition parties are instead considered a part of the problem itself. The evidence, some claim, is that the opposition inadequately interacts with the people's issues and does nothing to ward off the authority's oppression and suppression, from which no social class is spared.

Since reunification in 1990, Yemen's democracy, despite superfluous democratic manifestations, has not made progress regarding the peaceful transfer of power. On the contrary, one single party's dominance has intensified and led to a suspiciously illegal monopoly of authority.

Yemen's Islamic parties understand well the relation between Islam and

democracy, and see no contradiction between the two. This is a healthy position which fostered the union of democracy and political pluralism with reunification. The Islamic parties found themselves responsible for democracy as a national option, without which Yemen would be unable to catch up with modern civilization.

There is another point that helped strengthen the Islamist-democracy link: Islamists are as much in need of liberty and democracy as the community is in need of Islamic interpretive judgment to cope with contemporary dilemmas and changes. Islam is the nation's culture, heritage, and identity. It is, above all, the faith the nation believes in, the bright side of its history and civilization and the guarantee that can ensure its present and future well-being.

Hence, the relation between the Islamists and democracy in Yemen appears to be quite positive. This, however, does not mean that this relation and its actual results are not uneven and distorted. This is ascribed to the Islamists parties' positions on certain points of democracy when the general concept of democracy is uncompromising and requires par-

ties to fully adapt themselves to every principle and rule of democracy.

During the last quarter of 2006, Yemen saw unprecedented public rallies for the presidential elections being held at the time. The opposition (Joint Meeting Parties)'s most remarkable election stunts were performed by the leaders, members and advocates of the Islah Party, seen as the most significant Islamist movement in Yemen and in the Gulf States.

No doubt, if it were not for the Islah Party's support for President Saleh's rival, the election would not have taken on such importance and momentum, regardless of the officially announced results that, of course, were unfair to the JMP.

In addition to the Islah Party, the JMP includes four other parties, two of which are Islamist: Al-Haq Party, and the Public Forces Union Party. This implies that the Islamists in Yemen have joined forces to oppose the existing regime to restore balance to political life and correct the democratic course with the peaceful transfer of power as a paramount goal.

In a nutshell, the position of Yemen's Islamist parties have transcended theory and proved in practice their advocacy of democracy and peaceful civil struggle against the authority's inequity and corruption.

Islamists within the JMP have agreed on an ambitious political reform program that aims at consolidating republicanism, establishing a good and fair form of governance that maintains balance among the three authorities, allows democratic expressions, ensures rights and freedoms, broadens the base of political participation, meets the conditions of peaceful transfer of power as a firm ground for political stability, and empow-

ers Yemeni women to practice their constitutional and legal rights and play a positive role in public life.

Nevertheless, some still see the political Islamist movement as anti-democracy. They consider the positions of such parties and movements on democracy in the Arab World as the biggest stumbling stone in the way of democratic transformation. Yemen is no exception as it houses an anti-democracy Salafi movement. This movement regards democracy as a West-crafted project targeting Islam and dividing Muslims. They offer their Islamist interpretative evidence of their stance on democracy within a self-contained Salafi methodology that detests the spirit of the era.

Concern heightens when we realize that this Salafi sect somehow has a presence inside the Islah Party. However, an observer of Islah Party positions and political and media discourse will perceive that the liberal streak actively prevails. The party's practical experience has so far contributed to a stronger democracy and institutionalism within the party itself, as well as acceptance of and coexistence with others' opinions, and emphasis on the partisan approach over the religious one. This means that the Islah Party is not subject to the Salafi position on democracy. Unluckily, this does not eliminate the doubts of many people who maintain that some Arab parties' pro-democracy stance is not grounded on actual beliefs and is a pragmatic tactic for rising to power.

Such an accusation is not limited to Islamic parties. Totalitarian ruling parties in most Arab states lift the "democracy" slogan as a means for remaining in power, giving unessential concessions that cause no harm to their authoritarian rule.

Added to that, Arab regimes have excelled at circumventing and voiding democracy. Yet, while ruling elites resort

to election manipulation to preserve their interests, another political class, including the Islamists, gets the invaluable experience of practicing pluralistic politics.

Parties are a herald of political modernization, but their potency is contingent on the presence of vigorous diverse political institutions. One should not gloss over the role of the cultural environment within which parties function. If this environment hosts notions detrimental to parties, such as glorification of rulers, distrust of authorities and institutions, inability to work as a team, etc., no positive political activism whatsoever will come into being.

As such, many believe that the democratic process depends on awareness and existing social structures and that it can never stand isolated from the historical context. The potency of parties is related also to the framework of the political system; parties can never be at the heart of the political process without the appropriate political framework manifested in the rule of constitution and law, free elections of legislators, rigorous overseeing of the executive authority, and an autonomous judiciary.

These conditions are exactly what the Islamists in Yemen call for. The more the regime is responsive to these benchmarks, the more parties become active and enhance democracy. What ails democracy is the fault that happened in the transfer to political pluralism. That process was initiated by the ruling elites and was not the result of those elites being truly satisfied with democracy as a national option. The rulers adopted democracy as a tactic to achieve pragmatic objectives, leading to the paramount goal of remaining in power. This is why Yemen's democratic project is disfigured and incomplete. Unless the political forces, both ruling and opposing, take action, Yemen will fall into the abyss of failure and disintegration.

## Their News

### U.S launches two youth programs

The U.S. Embassy in Yemen announced the opening of the Near East and South Asia Undergraduate Exchange program for the academic year 2008-2009, as well as the Middle East Partnership Initiative (MEPI) Student Leaders Program for the summer of 2008.

The application deadline for both programs is March 3, 2008. Applications are accepted via fax (755-2282), email to: PASSanaa@state.gov, or by hard copy to be dropped off at the U.S. Embassy in Sana'a.

The undergraduate exchange program is supported by the US State Department's Bureau of Educational and Cultural Affairs, and provides opportunities for first-, second- and third-year undergraduate students, as well as students in their final year of secondary school, from the Middle East, North Africa and the South Asia for one semester or one academic year of full-time, non-degree study in the United States.

The MEPI Student Leaders Program is designed for undergraduate student leaders between the ages of 18 and 22 from the Middle East and North Africa. The Student Leaders will participate in a six-week program at a US university, to begin on June 30, 2008. The program consists of leadership training, community service, educational travel, and follow-up activities. The theme of the program will be how leadership is conceived and practiced in different capacities (governmental, community, civil society, private sector, etc.) and in different regions of the United States. The two key components of the program are an academic residency, conducted at a US university, running approximately four weeks; and an educational study tour to one or two other regions of the United States, running approximately two weeks (including Washington, D.C.), designed to directly complement and reinforce the concepts explored in the academic residency program.

### Illustrated presentation and trip for preserving leopards in Yemen

The Yemeni Leopard Recovery Program (YLRP) will organize an illustrated presentation about its program on Tuesday, February 19th. The YLRP is a last-ditch effort to reverse the decline of

Arabian leopards in Yemen. Already, lions, cheetahs, ostriches, Arabian oryxes, and a host of other wildlife has been driven to extinction in the Arabian Peninsula, with Arabian leopards hanging on by the thinnest of threads.

The presentation will include the biology and conservation of leopards in Yemen, and explain in detail how the YLRP started, how it works, what it has accomplished, and what has yet to be done. The program is also working on organizing an overnight trip to Wada'a, an area northwest of Amran where leopards are believed to exist. So far, the program has not announced the date for the trip.

### Regional School Principals Seminar

On February 10, 2008, the British Council is holding a Regional Seminar for School Principals as part of the *Connecting Classrooms* initiative. 16 school principals from schools in Sana'a will join a further 20 school heads from Kuwait, Qatar, Bahrain, the UAE and seminar leaders from the UK for a two-day seminar on school leadership and developing international links.

*Connecting Classrooms* is a long-term British Council project that facilitates dialogue between youths in the Middle East and the UK, challenges stereotypes, and develops projects in the field of social responsibility. The project develops ties and links between young students in the regions through discussion and teamwork. It also fosters communication between schools and engenders mutual understanding.

The project creates international learning partnerships that encourage schools and students to share experiences and develop mutual awareness and understanding. It also offers teachers the opportunity to share in joint curriculum projects, visit their partner schools and be involved in collaborative learning.

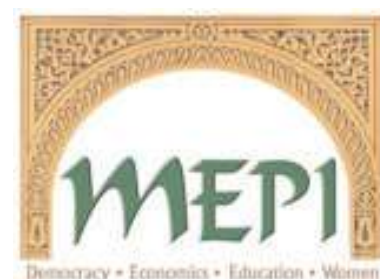
To date, 24 schools in Yemen have established ties with schools in the UK, and a further 16 will form new partnerships in March 2008. The project has the full support and participation of the Ministry of Education and Directorate of Education in Sana'a. During the February seminar, head teachers from the region will discuss leadership and international schools partnerships and the collaborative projects their schools will establish with schools in

the UK.

Elizabeth White, Director of the British Council in Sana'a, stated, "We look forward to welcoming so many school principals from across the region and to taking further our *Connecting Classrooms* initiative. We know that supporting school principals is crucial in successfully creating links between schools; we hope that the seminar will give a good foundation for the next round of school links, and allow for networking among this group of school leaders from around the region."

### Training on digital media

In December 2007, representatives of Jordanian and Kuwaiti civil society organizations successfully produced their own public service announcements (PSAs), after undergoing digital media training workshops organized by the New York-based organization, Barefoot. The training, supported by the Middle East Partnership Initiative (MEPI), taught participants how to conceptualize, film, produce, and edit their own PSAs, and provided these organizations with new tools for engaging a wide audience of fellow citizens on key issues of public concern.



Some of the PSAs have already been screened on television and posted to the participant organizations' websites. All of the PSAs were posted on YouTube, where they have already been viewed in Arabic and English by more than seven thousand visitors. The MEPI Regional Office has also posted a collection of the PSAs on its newly-created YouTube channel.

With their new digital technology skill and equipment, the participant organizations can continue to deliver targeted messages to the general public for years to come. One Jordanian participant is planning to set up a website to solicit and host PSAs from around the region that promote human rights from an Arab perspective, according to an article in the Jordan Times dated December 24, 2007.

### Petroleum Training Center

## Position Announcement

### Position title: Academic Coordinator

Petroleum Training Center is seeking a highly qualified person to fill the position of the Academic Coordinator.

#### Qualifications Required:

- A Bachelor's Degree in English is required. A Master's Degree in Education, TESOL/TEFL or related field is strongly preferred. Strong Leadership ability, Supervisory experience, and teaching experience. Applicants must possess excellent organizational skills as well as an ability to work cooperatively with others. Basic knowledge of the functions and uses of computers and other multi-media equipments. Working knowledge of Microsoft Word and Excel. Strong interpersonal, flexibility, teamwork skills, ability to work under pressure.

#### Specific Duties:

- Conduct Academic Staff training.
- Receive books and instructional supplies, and distribute books and supplies to instructors.
- Lead instructional staff meetings and prepare informational handouts as needed.
- Complete classroom observations regularly and provide verbal and written feedback the instructors.
- Assist instructors with students' issues.
- Meet frequently with the director of the Petroleum Training Center to discuss program issues.
- Secure end of term tests.
- Maintain professional relationships with all staff members and students.
- Enforce all student rules fairly and consistently according to the policies of the Petroleum Training Center.
- Coordinate Teachers' selection process.
- Coordinate Evaluation process.
- Coordinate Training sessions.
- Ensure that all quizzes, mid-term exams, final exams are given in the stated dates for all the courses and sections according to the Petroleum Training Center calendar.

#### To apply:

Submit cover letter and resume/C.V/ to Petroleum Training Center no later than 1/3/2008, via email to [yptc@yptc.gov.ye](mailto:yptc@yptc.gov.ye) or by hand to the attention of Mr. Abdulrahman Saber, Director of the Center. Do not submit original documents. Qualified candidates will only be contacted for follow up interviews.

**Request for Expressions of Interest  
International Expert Services for the General  
Directorate of Animal Resources  
No. REI-CS/1/2008: RALP**

**NAME OF COUNTRY :** Republic of Yemen.  
**NAME OF PROJECT :** Consulting services.  
**CREDIT NO :** 4220 - Yemen

The republic of Yemen has received a credit from the International Bank for Reconstruction and Development (IBRD) and International Development Association (IDA); and intends to apply part of the proceeds of this credit to payment under the contract for consulting services.

The services include:

- 1- A livestock policy and legislation specialist
- 2- A specialist in epidemiology
- 3- A specialist trainer in participatory epidemiology
- 4- A disease prevalence and economic analysis specialist
- 5- A specialist trainer in participatory animal production and rural appraisal

The Rainfed Agriculture and Livestock Project -(RALP) now invites eligible firms to indicate their interest in providing the services. Interested firms must provide information indicating that they are qualified to perform the services (brochures, description of similar assignments, experience in similar conditions, availability of appropriate skills among staff, etc.). firms may associate to enhance their qualifications. A firm will be selected in accordance with the procedures set out in the World Bank's Guidelines: Selection and Employment of firms by World Bank borrowers, May 2004.

Interested firms may obtain further information at the address below from (8:00 am to 3:00 pm).

Expression of interest must be delivered to the address below.

Ms. Bilquis Anwer A. Sattar-Manager Project Support Unit  
Rainfed Agriculture and Livestock Project  
Sana'a, Republic of Yemen - P.O.Box 13181  
Telfax: - +967-1-532557  
Email: - [ralp@yemen.net.ye](mailto:ralp@yemen.net.ye)  
Closing date:-10th, March 2008

**Request for Expressions of Interest  
Technical Expertise for Project Implementation Veterinary  
No. REI-CS/2/2008: RALP**

**NAME OF COUNTRY :** Republic of Yemen.  
**NAME OF PROJECT :** Consulting services.  
**CREDIT NO :** 4220 - Yemen

The republic of Yemen has received a credit from the International Bank for Reconstruction and Development (IBRD) and International Development Association (IDA); and intends to apply part of the proceeds of this credit to payment under the contract for consulting services.

The services include:

- 1- A laboratory systems management expert
- 2- A specialist trainer in laboratory techniques
- 3- A quality assurance and laboratory information specialist

The Rainfed Agriculture and Livestock Project -(RALP) now invites eligible firms to indicate their interest in providing the services. Interested firms must provide information indicating that they are qualified to perform the services (brochures, description of similar assignments, experience in similar conditions, availability of appropriate skills among staff, etc.). firms may associate to enhance their qualifications.

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Email: - [ralp@yemen.net.ye](mailto:ralp@yemen.net.ye)  
Closing date:-10th, March 2008



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### Facilities Engineer

Job Number Y001

(Field Based)

#### Essential Job Duties

Experienced Facilities Engineer capable of managing changes to the physical plant. Directly supervises the construction effort in the field. Works closely with the engineering team in Sana'a to implement the OOGC Management of Change (MOC) system. This field position reports directly to the Operations Manager in the field, but reports to the Sana'a based Facilities Engineering Team Leader for the technical aspects of his work.

#### Required Qualifications

Directly responsible for efficiently managing all facility construction to insure compliance with engineering standards as well and the OOGC MOC policy.

- Directly supervises the mechanical and civil construction efforts in the field.
- Understand and implement the OOGC MOC program.
- During large project implementation, will provide the construction management and reporting working on the project team.
- Responsible for maintaining the facility documentation with respect to mechanical and civil works.
- Provide the interface between the Production Operations requests for change and the Engineering team's implementation of the change.
- Keeps the field facilities documents up to date and ensures that they are synchronized with the Sana'a copies of the documents.
- Ensure that all quality control systems are implemented for new construction and keeps records of those controls.
- Can use AutoCAD to maintain the accuracy of the facilities drawings for minor changes. Major drawing effort will be done by contract or dedicated draftsman.
- Responsible for understanding piping codes related to the construction of production facilities. These include but are not limited to; ASME B31.3, ASME B31.4, ASME B31.8, API 520, API 5L, OOGC engineering guides.
- Leader of the HES effort with respect to facilities construction personnel.
- B.S., Mechanical Engineering or equivalent.
- 10 - 15 years experience in all major facets of facilities construction, particularly in piping fabrication.

**YEMEN NATIONALS ONLY. CLOSING DATE IS Feb. 20, 2008.**

For fastest consideration, qualified applicants should apply on-line at [www.oxy.com](http://www.oxy.com) and submit a CV using the following path; Working at Oxy, Available Positions, then choose YE and select the job number.

**٣٥ عاماً**

**بسكويت زبدة أبوورح**

**٣٥ عاماً**

**بسكويت زبدة أبوورح**

**المكونات:** دقيق القمح، سكر، صمغ الخشب، نشا، حليب جاف منزوع اللب، مسحوق الشوكولات، مولا، زبدة (E 900، E 903)، حبات البندق، ليمونين صويا (E 322) ونكهة تشبه الطبيعية.

**Ingredients:** Wheat Flour, Sugar, Palm Fat, Starch, Skimmed Milk Powder, Wheat Powder, Salt, Leavening Agents (E 900, E903), Citric Acid, Soya Lecithin (E 322), Nature Identical Flavour.

Nutrition Composition per 100g		
Energy	Kcal	490.7
Protein	gm	6.33
Carbohydrate	gm	70.75
Fat	gm	20.27

**... وتستمر الحكاية**

# MENA education is at the crossroads: An international report

By: Yemen Times Staff

A new World Bank report released Feb. 4 states that education is at the crossroads for the future of the Middle East and North Africa (MENA). Entitled, "The Road Not Traveled - Education Reform in MENA," the report plays a crucial role in promoting poverty alleviation and economic growth both at the national and individual household levels.

In the statement, the World Bank asserts that countries in the region must advance reform in three areas: shifting emphasis on buildings and material inputs to results and partnership with stakeholders, shifting management practices toward incentives to promote better performance and responsiveness of education service providers and finally, shifting from accountability to the state to accountability to the public to ensure that education as a public good reaches

the greatest number of citizens.

In his keynote address, Marwan Muasher, World Bank senior vice president for external affairs, highlighted the need for more reforms. "The quality of education in the region hasn't kept up with the needs of the economy. Education systems don't adequately support the development of girls' and boys' analytical skills, problem solving skills, critical thinking and innovation. It's time to pay greater attention to these skills, to reach - if not even exceed - the level of attention given to illiteracy and school enrollment," he added.

"There's widely shared recognition of the critical role that education plays in shaping the opportunities for young people in the MENA region, as well as strong political commitment to making education more relevant to the needs of today's economy. Educational reform is urgent in order to address the challenge of unemployment and integrate into the global economy," says Daniela Gressani,

World Bank vice president for the Middle East and North Africa region.

### Important points

The following are some of the important points the report mentions.

The modern history of educational reform in the MENA region is a tale of ambition, accomplishment, falling short and unfinished business. The region has accomplished much along this path; for example, most children benefit from compulsory schooling, quite a few have opportunities to continue their formal education and learning outcomes have improved.

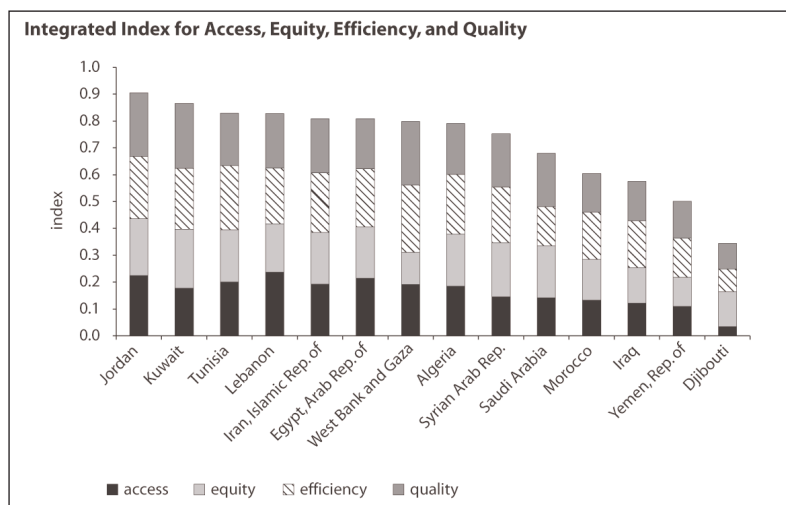
While such achievements are impressive, particularly considering the point from which they started during the 1960s, gaps remain between what education systems have attained and what the region needs in order to achieve its current and future development objectives.

MENA countries continue to lag behind many comparable countries, as measured by years of educational attainment in the adult population. Educational achievements to date are compromised partially by high dropout rates and relatively low scores on international tests.

Despite remarkable improvements in expanding access and closing gender disparity at the primary education level, adult literacy remains low and education systems don't produce the necessary skills for an increasingly competitive world. Unemployment is particularly high among graduates and a large segment of the educated labor force is employed by governments. Consequently, the link between education and economic growth, income distribution and poverty reduction is weak. Over the past 40 years, MENA coun-



School dropout rates remain very high in MENA region.



tries on average have dedicated 5 percent of their gross domestic product and 20 percent of government expenditures to education, which is more than other developing countries with similar per capita income levels. As a result, the region has been able to improve equitable access to education at all levels of instruction.

These are impressive achievements, considering that MENA began in the 1960s with some of the world's lowest educational indicators. With some exceptions, MENA countries have reached nearly full enrollment in primary education and increased secondary school enrollment nearly threefold between 1970 and 2003 and fivefold at the higher education level.

Although the region essentially has caught up with East Asia and Latin America regarding full primary enrollment, it still lags behind in secondary

and higher education enrollment. Consequently, the average number of years of schooling in MENA is lower than both regions by more than one year.

Additionally, the distribution of education attainment (measured by the standard deviation of years of schooling) has become more unequal over time compared with either Latin America or East Asia.

Furthermore, literacy rates remain below those of other regions. Although the differences have decreased since the 1950s, illiteracy within the MENA region remains twice as high as in East Asia and Latin America.

Although international test results indicate that outcomes are close to what would be predicted considering GDP per capita and enrollment rates, they remain below those found in fast developing middle income countries, such as the South Korea and Malaysia.

In more than half of MENA countries, approximately two-thirds of students major in social science and humanities rather than in science and mathematics. This enrollment pattern is the opposite of that observed in East Asia and, to a lesser extent, in Latin America.

Given that technological innovation and adaptation increasingly is playing a prominent role in the development process, MENA schools may be producing the wrong mix of competencies.

The report's primary conclusion is that regional education systems must follow a new path of reform, which path has two features: the first is a new approach to educational reform wherein the focus is on incentives and public accountability, along with inputs to education systems; the other emphasizes closing the gap between the supply of educated individuals and both internal and external labor demand.

## UNICEF, Yemeni government rush to help prevent child mortality

By: khalil Alkhaubari

Each year, 100 per every 1000 Yemeni children die before their fifth birthday, according to the latest UNICEF report, titled "State Of The World's Children." Yemen has one of the highest death rates for children under five years old.

More than one-third of these children die within their first month of life, usually at home and without access to essential health services and basic commodities that might save their lives, the report stated.

"Population growth rate is high, widespread poverty, basic services that are present in urban areas and absent in rural

areas. These are disparities which put children in Yemen at a greater risk," said Naseem Ur-Rehman, chief communication advocate for Unicef.

However some noticeable progress has been made in improving the survival rates and the general health of Yemeni children. The under-five mortality rate has declined from 139 deaths per 1000 live births in 1990 to 100 deaths per 1000 live births in 2006, the most recent year for which estimates are available. Never the less, Yemen will need to make a concerted effort to reduce child death if it wants to meet the Millennium Development Goals set by the United Nations.

The United Nations' Millennium Development Goal Number Four (MDG 4) aims to reduce the global under-five

mortality rate by two thirds between by 2015. That means reducing the global number of child deaths from 9.7 million in 2006 to around 4 million by 2015.

The report lists some recommendations that are simple but reliable ways to reduce child death. These suggested solutions are early and exclusive breastfeeding, immunization, vitamin A supplementation, and the use of insecticide-treated mosquito nets to prevent malaria, a main cause of child mortality world-wide.

Yemen's government is also trying to reduce child mortality, said Nafisa Al-Jaifi, Yemen's secretary general for the High Council of Motherhood and Childhood. "We pay a lot of attention to child health and survival, and it's getting better in Yemen comparing to earlier. Our goal is to achieve the MDG," she said.

Targets are all reachable in the time remaining if the political will, the necessary recourses and the required strategies are put in place.

"Unless the government provide packages of essential primary health-care services for children across a continuum of care spans pregnancy, childbirth and after delivery, leading to care for children in the crucial early years of life," stated Ur-Rehman, or Yemen will fail to be on track with MDG 4.

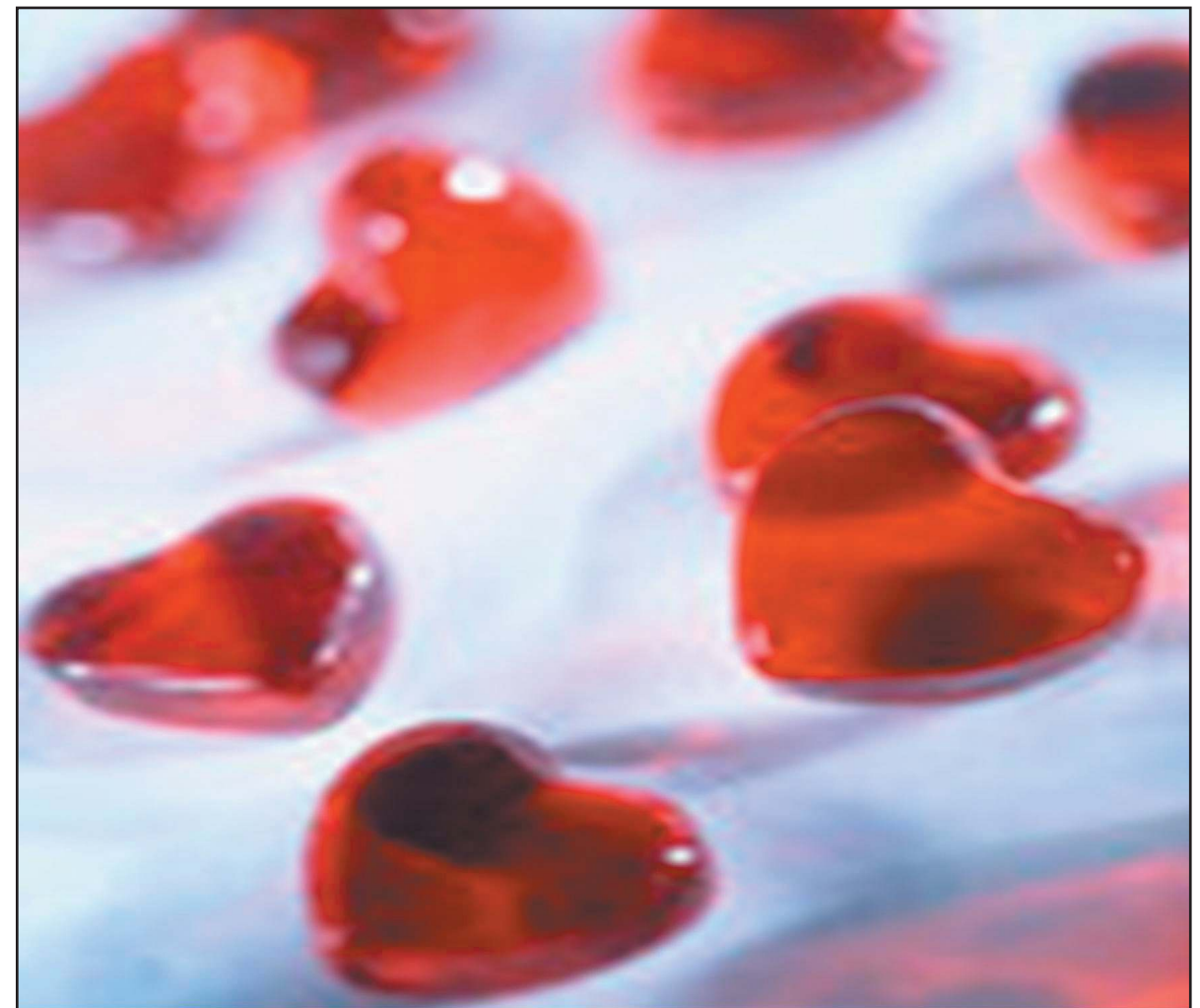
Last May, the High Council for Motherhood and Childhood met with leaders from the ministries of Planning and International Cooperation, Social Affairs and Public Works to outline a national plan for children under five years old. The participants agreed to accelerate and intensify effort dramatically in order to reach MDG 4.

The plan included interventions such as strengthening routine immunization, developing a comprehensive national nutrition plan to provide maternal intervention and new methods to follow up with the ongoing plan.

"We have already trained a team from concerned ministries to follow up the plan and to evaluate the outcomes," said Al-Jaifi.

Al-Jaifi also added that the government's plan enacts laws to protect children if parents are indifferent towards their health. Parents, for the first time, will be held accountable, a new occurrence in Yemen, she said.

Time is passing quickly and Yemen needs to act fast if it wants to meet the 2015 deadline.



### Prelude of love... Mövenpick Hotel Sana'a valentine's special

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# Are Parliament members obliged to behave like parrots?

By: Abdulbari Dughaiha

Over the past ten days, I deliberated to contact people in charge of Parliament's website many times in order to publish my article I presented to a conference held in Sana'a on January 9 in the presence of local and international participants. The website's officials, however, conditioned that my article must not criticize the Yemeni government or the U.S. Administration.

Having sent the article to them, they initially apologized for being unable to publish it, and a few days later I was shocked at their request to publish it but after having it manipulated and modified. As a result, I did not accept the request. Is true that Yemen's Parliament is a home to democracy with Mr. President its mirror, according to statements made by Sheikh Mustapha Al-Barakani, Head of General People Congress's Parliamentary Caucus during his interview with Al-Sharq Al-Awsat Newspaper?

A Parliament, with all its capacities, facilities and activities, is supposed to provide an equal opportunity to all its members. Otherwise, how it can reinforce the authority of oversight and legislation, as well as constitute one of the state's three authorities. Also, the situation implies that our Parliament is wanted to be a decorative affiliate with the Executive Authority.

Is it not true that Parliament should make out of its website and newsletters media platforms to reflect viewpoints of its members and committees and not to let them be controlled by a particular party and excluding others?

Is it not true that the parliamentary website should reflect all the political, social and geographical components of Parliament? Such a website may disappoint the public opinion since it is expected to enhance the democratic course. It is a shame for the website to publish MPs' viewpoints after having them manipulated.

Those in charge of the website are not entitled to manipulate a piece of writing, which I delivered as a speech at a conference, attended by the ministers of foreign affairs and human rights, plus me and numerous local and international participants. During my speech, I highlighted the interests of voters having their relatives detained in Guantanamo Bay, mainly as more than one hundred Yemeni detainees have been suffering the cruelest forms of torture and humiliation for the past five years. Fourteen of the total Yemeni detainees in the U.S. military base are from my home governorate of Aden and they elected me to represent them at Parliament.

I don't know why those in charge of the website fear publishing my article without changing or modifying it, particularly as other websites published it without deleting even one word. I believe that this article contains much support for the government. It depicts the Yemeni government as coming under pressure from Parliament and people, claiming it to restore its citizens from Guantanamo and other U.S. secret jails worldwide. I then turned to question why the website's people wanted to delete the most important letter in my article, which is addressed to the government demanding it to follow up the conditions of its citizens for whom it is responsible by the constitution and law.

Parliament is an institution representing the Yemeni people and its members are from the people and for them. They are not another face for the government in order to be obliged to repeat its actions. As MPs, we must never be like parrots repeating what they hear.

Parliament is a great national institution and it is everyone's possession and all its members are equal in privileges and duties. We are natives of the same homeland, elected by the people to represent them, voice their concerns and suggest solutions to their issues. Had this parliament been allowed to play its real role over the past time period, the country would not have experienced such sad and shameful situations that never please the foes before the intimate friends. The fundamental tasks of Parliament have been so far divided among other unconstitutional committees.

Five calendar years have passed while the situation in Sa'ada remained the same without any change except for the increased numbers of graves, orphans and widows, plus the expansion of wreckage and rubble. Additionally, inhabitants of the war-torn governorate turned to distrust each other. The negative phenomena are increasing as a result of the government's poor policies, and murder and revenge killing are on the rise.

Corruption is terribly spreading in the various government offices exploiting the absence of clean hands. In the meantime, any recommendations from Parliament to the government to review its failed policies and plans are usually put in drawers as the relevant officials pay no attention to them at all.

Our Parliament seems to have

expired or been incapacitated, thus becoming unable to move except by very slow steps that serves neither the democratic course nor the national principles, which we advocated during daytime and overnight. Our efforts couldn't even help establish and enhance democracy in the hearts and minds of people. On the contrary, we find that there are unpatriotic attempts to harm and insult democracy.

We are also aware of the practices of some elements who try to have us 'canned' like foods and confiscate our rights. They don't want us to express our viewpoints in the Parliament's website, supposed to be a free platform for everyone. Regrettably, as we are bidding farewell to the Third Legislative Chapter of the age of the parliamentary legislative experience, some Parliament staff still believe in the totalitarian thoughts. Also, others still believe that they can shut up others' mouths, restrict freedoms and spread fears and concerns among people.

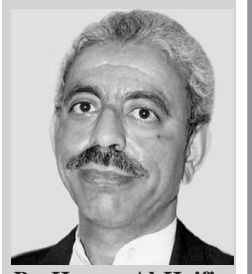
There are many people who view Parliament as if it is 'a juvenile' or 'a military barrack' while its members are either soldiers or sergeants who obediently respond to directions from high ranking military officials. Such behavior implies that the website is the freehold of Parliament's Presidency Board and General Secretariat. It also seems to be affiliated with the government, particularly as it conditions that any article criticizing the government or one of its agencies is not worth publishing or must not be published.

The author is a Parliament Member for the General People Congress  
Source: Al-Ishtraki.net

## COMMON SENSE

### What are People of the Middle East Yearning for?

While no one can ignore the awesome American influence in what is going on in the region, or rather what is not going on, it goes without saying that as the Quran says, "God does not bring about change in a people, until they themselves bring about change within themselves". In other words, it is unquestionable that if it wasn't for the way the Arabs are conducting themselves, as individual states and as a nation, they would be really in a whole different ball game. Surely, the Israelis and their American backers are finding the environment just as they would love to have it, with governments ruling the region that have almost little concern for the welfare of their people or the defense of the interests of the Arab Nation. Not only that, it is almost astonishing to find that most Arab regimes are conducting themselves with little regard, if any to their people's outlook on life, and on their political future. Thus, one cannot simply lay the blame on the United States and its vassal state in the region, Israel, for all the dichotomies that are prevalent in the region from the Atlantic to the Gulf of Oman. In almost every country in the region, one is baffled by the conflicts that exist in the social contract, with the general population getting the short end of the stick in the relationship that binds the governments of the people and the people the latter profess to rule. In some of the countries, the governments have placed themselves on a perpetual war footing that does not seem to let up no matter how many peace agreements are signed (look at the notorious situation in this respect that exists in Yemen and in the Sudan). One is flabbergasted by this perplexing animosity between the state and the constituents of that state and all that it has brought upon the region, in terms of headaches and ongoing failure to achieve rapport with the people before even attempting to achieve peace with an enemy that will never give them any peace of mind, namely the Zionist state, which has never had it so good.



By: Hassan Al-Haifi

#### Thank You Mr. Al-Baradie

Thank you, Mr. Mohammed Al-Baradie (or El-Baradie), the General Manager of the International Atomic Energy Agency, for an excellent hour of very important declarations given in the Channel One, Egyptian Satellite Network, interview telecast last Monday night. Mr. Baradie talked on matters, many of which have eaten the hearts and marrow of many of those Arab intellectuals, who recall without hesitation the beautiful signs that once reflected that indeed the Arab World had a lot to hope for from the world and moreover a lot to give to the world. Sixty years ago, according to one of the few Arab men of genius of our times, the Arab World had a whole different climate than the sorry state we are in now. Mr. Baradie pointed out that the Arab educational, cultural and even political spheres all indicated that we had a good trend towards development, not just economically speaking, but politically and culturally as well. He was severely critical of the horrendous and unforgivable lack of genuine attention given to the education of the forthcoming generations of Arab youth, who are now being turned into commercially consuming machinery that has no sense of the need to build a productive society that has a respectable place among the producing nations of the world. Not only that, he remarked that notwithstanding the great wealth the nation has now, the existing Arab regime (in terms of a geographical and political entity) has little grasp of the abilities that this wealth can produce for the entire nation as a whole. The Arab League, according to the international statesman, sixty years ago was more effective as a regional bloc than its current incompetence and was able to coincide with the wishes of the overall general population of the region. There is an ongoing neglect for the realization that the countries of the Arab World have a lot more in common than most of the current homogenizing blocs that are arising here and there in the world, although we have shown to be far apart than any other members of any bloc. Moreover, Al-Baradie insists that without providing the people of the region real freedom (and not just the ceremonial right to vote, which has been abused beyond comprehension), there is simply no chance of even hoping to achieve progress and growth, let alone international leverage. This is disheartening, if one understands that this is not in keeping with our cultural and national legacy. In keeping with this thought, this observer recalls, how one of his professors in the university in the United States, Dr. Ben Moshe, an Arab Jew who hailed from Iraq originally, was recalling how the situation was in Iraq at the time Mr. Al-Baradie was mentioning, and one could see tears in his eyes when remembering the outstanding level of education and culture he obtained in Iraq then, which was one of the rising cultural bastions in the Arab World. To both Mr. Ben Moshe and Mr. Al-Baradie, one cannot help but also yearn for such pleasant memories, and pray that the nation does not sink further into the abyss of despair, helplessness and monotony.

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

# Authority treats people with spirit of revenge

By: Ahmad Mohammed Abdulghani

It is known that dialogue is the ideal and civilized means for dealing with pressing issues encountering individuals, groups and states. A civilized dialogue leads to fruitful results that place the dialoguing parties before facts that have been absent from them for decades. It also represents an urgent necessity for all those concerned with public issues at the different levels in light of their obligations, which they have to fulfill in an appropriate manner to help people reach their legal interest and expectations.

When people's expectations and demands remain unmet, the concerned government officials lose the eligibility and legitimacy of staying in their senior government posts for a longer time period. Consequently, they are held accountable for consequences of the dire situations since they don't care much about doing their jobs in the required way.

As the various political, economic and social problems experienced in our country are hindering progress of development in the different spheres, and thwarting the national project for building the modern state of Yemen, those having observed the experience of dialogue in our country over the past two years are expected to see the

other face of the tragedy, which is the product of the government's poor policies.

Undoubtedly, the Yemeni authority proved not to tolerate dialogue in its general constructive perspective. It only deals with dialogue in an opportunistic manner like it did when trying to address numerous issues. For instance, at the very beginning of 2006, this authority refused to conduct a real and serious dialogue on the different steps taken so far ahead of that year's presidential and parliamentary elections.

Without consulting other political partners, this authority amended the Election Law and finished the basic stages of the voter registration process, and having made sure that the essential electoral arrangements are completed, it then opened the door for dialogue with other political forces. Then both parties reached the so-called "Agreement of Principles" on June 18, 2008. But, despite significance of this agreement to finish the final stages of the electoral process and add the political legitimacy to it, the authority only implemented formal (futile) things in the agreement and abandoned the other vital ones. It also made countless mistakes and legal violations against the agreement, a fact that has been so far explained by field reports of many local and inter-

national organizations. The most recent of those reports was the one prepared by Yemen Human Rights Observatory.

In the wake of 2006 presidential and local council elections partners of the political process in Yemen took part, via a European Union Election Observation Mission's initiative, in a new dialogue, which concluded with signing the "Democracy Agreement in the Republic of Yemen" on December 11 of the same year.

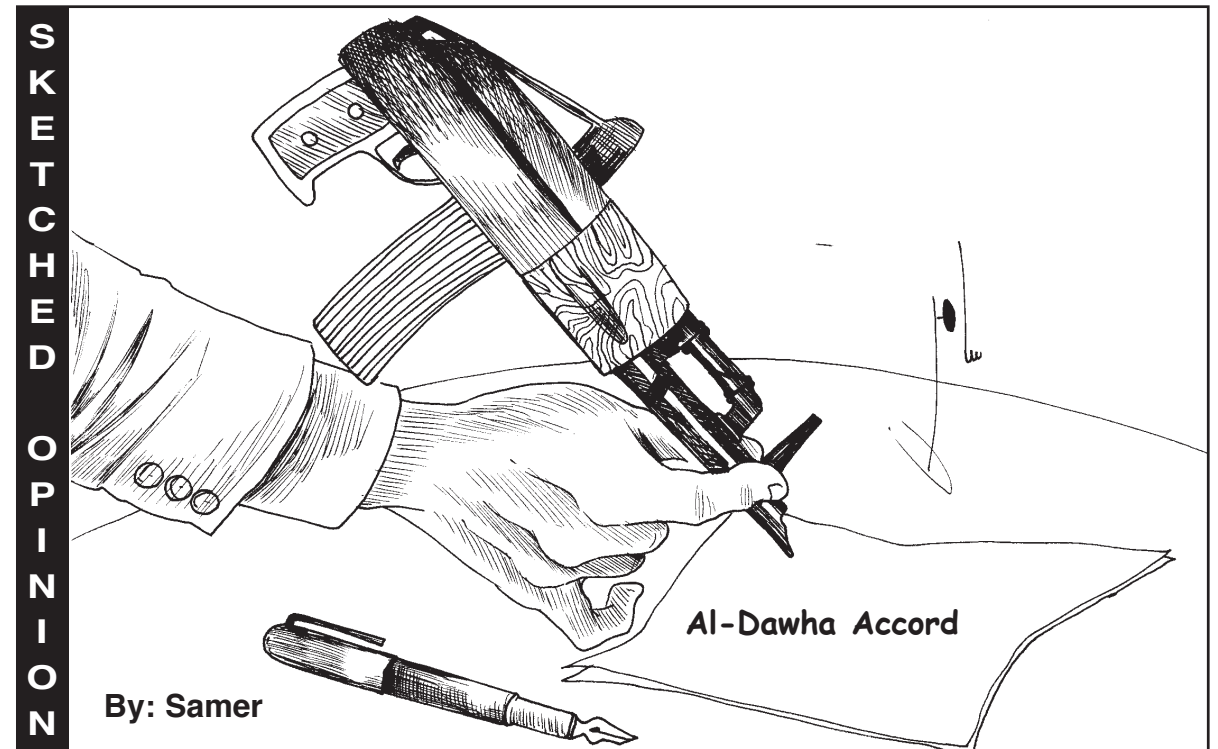
That was done in the presence of Baroness Emma Nicholson of Winterbourne, Chief Observer of the EUEOM, who signed the agreement as a witness.

The agreement stipulated that the dialoguing parties must enhance cooperation and partnership between Yemen's political parties in the areas of democratic development and give equal chances to all the Yemeni people with the aim of supporting exploitation of human resources and energies in favor of the national interest. As long as the ruling authority confiscated everything in the life of Yemeni citizens and monopolized all the institutional instruments, it must be exclusively responsible for implementing the agreement and applying it in real-life situation.

But, as this authority never remains committed to obligations, covenants

and conventions, it was normal for the agreement to be left in drawers before its ink dried up. This authority believes that putting such documents in drawers is the only means that can help it escape addressing the public issues it has been facing for a long time period.

Source: Al-Ahali Weekly



By: Samer

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## Gaza then and now

By: Daoud Kuttab

When the Gaza Strip was plunged into darkness last week as a result of the Israeli fuel blockade, many people around the world were surprised. But the optimism produced by the Annapolis peace process, which included President George W. Bush's promise of an agreement in 2008 to create a Palestinian state, was clearly unrealistic.

Gaza is usually viewed in terms of Hamas's overwhelming support there, but the reality is much different. Opinion polls conducted in Gaza by the Near East Consulting Group in late November 2007 indicated 74% popular support for a peace agreement with Israel. Only 15% would vote for Hamas MP's or a Hamas presidential candidate, compared to 55% for Fatah candidates. The Annapolis-inspired peace process received 81% support.

Like many territories in the region, Gaza has had a long history of foreign occupation, extending to ancient times. In 1949, the Arab-Israeli war ended with an armistice agreement that divided Palestine into three parts, each under separate political control. Israel encompassed more than 77% of the territory, Jordan was left to rule East Jerusalem and the West Bank, and Egypt took control of Gaza. The Palestinian Arab state envisioned by the United Nations' 1947 partition plan, which was to include Gaza, was never established.

Economic development in the Gaza Strip was limited under Egyptian rule, and the region suffered the burden of absorbing Palestinian refugees fleeing the fighting in the southern part of mandatory Palestine, which would later become Israel. Palestinians' access to Egypt was restricted, and much of Gaza's largely unskilled workforce was dependent on the UN Relief Works Administration, which built and maintained the local refugee camps.

The 1967 war placed all of mandato-

ry Palestine (as well as Sinai and the Golan) under Israeli military occupation. Nevertheless, although one-third of the West Bank was closed to Palestinians to make room for a few thousand Jewish settlers, only 10% of its largely rural population were refugees, many owned their land, and a variety of jobs was available. By contrast, 70% of the Gaza population comprised refugees, who lived in difficult conditions in scores of refugee camps and were largely dependent on work in Israel. At one time, more than 150,000 Gazans crossed the Erez checkpoint daily.

Gaza's poverty was fertile ground for Islamic radicalism. Sheikh Ahmad Yasin, a paraplegic refugee from the village of Jora (now on Israel's southern coast), worked quietly to build a grass-root movement with the tacit assent of the Israeli army, which sought to encourage an alternative to the PLO. But, with the 1987 uprising (Intifada), Yasin's supporters announced the creation of the Islamic Resistance Movement. Better known by its Arabic acronym, HAMAS, Yasin's group competed with the secular PLO groups by staging amateurish attacks on Jewish settlers and kidnapping Israeli soldiers.

While the 1987 Intifada brought about the Oslo process and the return of the PLO leadership, it failed to produce a real economy in Gaza. The flow of money to the new Palestinian Authority was evident mostly in high-rise buildings, which the PA built to deal with overcrowding. Non-PA groups like Hamas acquired their own weapons mostly by buying them from Israeli soldiers or on the Israeli black market. Later, after the Israelis withdrew from Gaza, weapons, ammunition, and cash were smuggled through tunnels from Sinai.

During the second Palestinian Intifada, which erupted in 2000, Hamas used its weapons and explosives to attack Israelis and create their own small protectorate. But the more that

Hamas and others attacked Israelis, the more the Israelis tightened the siege on Gaza. The number of Gazan workers in Israel was reduced to a few hundred, and rising unemployment and poverty empowered armed factions, gangs, and warlords – a development that intensified after Hamas's electoral victory in 2006, which resulted in an international siege that cut off public servants' salaries overnight.

As a largely refugee population, most Gazans had weak social roots. Those with a university education left to work in either the West Bank or the Gulf States, while Gaza's armed groups became a magnet for most young people – the only job they understood and which gave them power. Armed men joined Fatah, Hamas, or other groups and sub-groups, and clans like the Dugmush family (which kidnapped the BBC journalist Alan Johnston) boasted a few hundred members willing to kill for pay.

Clearly, the false trappings of a state provided as part of the Oslo peace process have resulted in little tangible change for Palestinians. They got an elected president (who for a while was trapped in his headquarters), a parliament and government (whose MPs and ministers are not guaranteed passage from Gaza to the West Bank), and passports (whose numbers must be entered into Israeli computers). What they did not get was real sovereignty, without which it is difficult to imagine any improvement.

Gaza's history, and evaporating support for Hamas there, suggest that integrating Gazans into mainstream Palestinian life would not be difficult. But it also suggests that maintaining the current siege would merely punish a peace-loving population while strengthening the grip of its worst elements on society and public life.

Daoud Kuttab, an award-winning Palestinian journalist, is Professor of Journalism at Princeton University. Copyright: Project Syndicate, 2008.

## Being understood, a basic human right

By: Jamal Al-Tahat

Amman - During a session at the first conference for the UN's Alliance of Civilisations held in Madrid on 15-16 January 2008, I presented a new dimension of human rights, namely the right of human beings to be understood. The conference was an initiative of the Spanish Prime Minister and represents an attempt to explore possible tracks for addressing the crisis in the relationship between Arabs and the West.

The spirit of the conference fundamentally rejected the concept of a clash of civilisations. Instead, it laid the foundation for a new alliance dedicated to protecting and safeguarding common human values.

The all-too-real problem of mutual ignorance between cultures and civilisations inevitably surfaced at the conference. Western media has been criticised incessantly for decades for the manner in which it stereotypes Arabs – a criticism highlighted in an interjection by Jordan's Queen Nour – but this criticism has always stopped short of proposing a method for change. On the other hand, no serious intellectual standpoint has so far crystallised to oppose ignorance and stereotyping of the West in Arab media; Arab culture has stereotyping dynamics that are no less aggressive and subjective than those present in western media.

Javier Solana, the High Representative for the Common Foreign and Security Policy and Secretary-General of the European Union, asserted in a speech at one of the sessions that ideological struggles are about the relation between power and interests.

Based on this convincing concept, one may say that intentional and carefully produced ignorance in contemporary cultures is an industry featuring

various styles, models and trademarks, such as stereotyping in the West or inadequate and misleading textbooks in the Arab world. This industry's tools are utilised by extremists, warmongers and conflict peddlers at a great cost to society and global security.

Western stereotyping of Arabs and deficient academic resources in Arab schools both manufacture ignorance and spread it to a wide audience. But even if we succeed in eliminating stereotyping in western media and successfully reform Arabic curricula, warmongers would manage to find alternative tools to promote ignorance.

For this reason, those with good intentions must reconcile themselves to the need for a permanent effort to oppose all forms of misinformation – not just for the sake of the immediate future, but also for the future of humanity. Just as the scientific method was developed as a perpetual tool to combat ignorance in the field of science, we are now in need of permanent moral levers to tackle misconception and mistrust vis-à-vis other cultures.

By establishing the right to be understood as a new dimension of human rights, we grant moral legitimacy to those attempting to accommodate another culture within, and through, their own. In both the Arab world and the West, well-intentioned individuals who seek to counter the trend of mutual ignorance and stereotyping would automatically be somewhat protected by the elevated status of their work once this basic human right is established.

By activating the concept of cognitive mutuality by expanding our conception of human rights, we stipulate not only the right for a culture to be understood, but also a responsibility on that culture to understand those of others'. This is an initiative capable of transforming any justification for animosity – due to the existence of ignorance and stereotyping – into an open invitation to understand

the other.

Arabs resent and criticise their stereotyping in western cultures, but are oblivious to the stereotyping of the West that takes place within their own culture. Conversely, westerners have identified some of the problems with Arab school textbooks and demand that these problems be solved, yet they choose to ignore the damage done by their media on an ongoing basis.

An invitation to consecrate the right to be understood as a basic human right needs to first be extended to the international community by Arab intellectuals. As things stand, Arabs are victims of corrupt regimes and oppressive dictatorships supported by the West, but the Arab world is also a threat to world security due to the presence in many Arab countries of too many extremists willing to use violence.

For this invitation to be extended by Arab intellectuals has an important moral and symbolic value: it would show that Arabs are not only victims and terrorists, but also full-fledged partners in trying to resolve the world's problems. Such an invitation also puts an end to the monopoly by oppressive and corrupt regimes, as well as extremists, who claim to speak on behalf of Arab societies.

The right of human beings to be understood is too universal to be the preoccupation of Arab activists alone and must eventually be shared by individuals from other cultures. It represents a coalition combating the industry of mutual ignorance between cultures but also carries with it other dividends, including commercial, security and political ones.

The time to act is now.

Jamal Al-Tahat is a writer based in Jordan. This article is written for the Common Ground News Service (CGNews) and can be accessed at [www.commongroundnews.org](http://www.commongroundnews.org).

### Request for Expression of Interest

Preparation of Detailed Engineering Design and Tender Documents for Water Resources Assessment & Artificial Recharge Study for Coastal Areas in Hadramout Governorate

This request for expression of interest follows the Tendering law No. (23) for the year 2007.

The Local Corporation for Water Supply and Sanitation in Hadramout Governorate-Coastal Areas (LCWSSHG-CA) now invites technical and financial proposals to provide the following consulting services: Preparation of Detailed Engineering Design and Tender Documents for Water Resources Assessment & Artificial Recharge Study for Coastal Areas in Hadramout Governorate. To be financed through Government Investment Program year 2008 for (LCWSSHG-CA).

LCWSSHG-CA intends to prepare a short list of firms to whom a Request for Proposal (RFP) will be sent.

The RFP will be provided only to short listed firms. The selection process under the RFP will be in accordance with the Tendering law No. (23) for the year 2007, including technical and financial proposals to be submitted in separate sealed envelopes and an evaluation of technical quality, followed by an evaluation of cost. The details of the process and criteria for contract award will be fully described in the RFP.

Interested eligible firms must provide information indicating that they are qualified to perform the required services by submitting brochures, description of similar assignments, experience in similar conditions, availability of skills among key staff, etc. Firms may associate to enhance their qualifications. Three copies of the documents shall be submitted not later than 12:00 hours Yemen Local time, on March 5th 2008, to the following address:

Mr. Awad Salem Al-Ganzal  
General Manager, Local Corporation for Water Supply and Sanitation in  
Hadramout Governorate-Coastal Areas  
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Hadramout Governorate, Yemen  
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E-Mail: [mob.mwsp@y.net.ye](mailto:mob.mwsp@y.net.ye)  
Postal Box : 8334, Al-Mukalla

### Request for Expression of Interest

Preparation of Detailed Engineering Design and Tender Documents for Water Supply, Wastewater Collection, Disposal and Treatment Systems for Hadibo and Qalansiyah in Soqatra Island in Hadramout Governorate.

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# Women Workers: The on going struggle with stereotypes and perception (Part 2)

By: Rasha Jarhum  
jarhum@gmail.com

Related research in western countries reveals that women are less appreciated than men in the work place. This is again comes as a result of our perceptions and stereotyping which are shortcut processes to reach understanding. In this follow up report, interviews were made with employees and employers in Yemen to evaluate working women and men of the organization in terms of performance, self motivation, mobility, commitment and dedication, teamwork and leadership skills, and qualifications.

## Performance and Qualification:

The majority of women and men employers (interviewees) agreed that there are certain jobs that are better done by a woman than a man. This perception is derived from the gender roles in the Yemeni society that lead to gender jobs segregation.

Alia, employee in the private sector indicates: "I think women perform better in the jobs that you don't want to see corruption in them...like banks..a woman is more faithful..and in teaching she's more sincere and because originally she's a mother I feel she gives more than a man.."

Khalid, employee in the private sector feels the same: "Depends on the job, if it was a maternity ward then women or like in kids schools, because women in their nature are tender and nurturing.. I think women are better in teaching and dealing with kids they have patience and from my personal experience a female teacher feels like a mom when teaching kids.."

*"Women are less corruptible"*

However, when it came to their own experiences and their working environments, many women believe they perform better than the man, while the men think women cannot perform like a man because of certain advantages such as his qualifications and his mobility.

Yasmeen, employee in the government sector states: "...men generally are lazy..we work better than them...we stay in our jobs till 3pm as the law requires while the men leave by 12am to catch the Qat of the day.."

From an employer perspective, men indicated that women are not as qualified as men hence do not perform as men. In addition, they pointed out that a man's life experience maybe more rich due to the fact that men in our culture have their freedom and their social interaction is more, unlike women who has restricted freedom. This was also indicated by males and females employers in the government sector.

Ayman employer in the private sector states: "Yes... men are better because men are usually better qualified and equipped to deal with any scenario they might face which increases their overall work performance.. men naturally interact more with other people and gain experience and hence their learning curve is more mature than women.."

Hussn, employer in the government sector indicates: "we have many research projects..and I do prefer to give those projects to women to encourage them and give them chances but unfortunately the outcomes of those research are not satisfactory, although, those women may be Phd holders and university lecturers...men analysis and interpretation abilities are better and their presentation skills and ability is also better...and maybe this is due our suppressing culture for girls...it's a shame to talk...and if she talks she must talk in a low voice and men are out spoken and rational presenting cases and hence is a result for their quality of work.."

## Self Motivation:

It was found that self motivation of Yemeni employees is perceived to be low in both gender. This was more referred to by employers of the government sector.

Salma, employer in the government expressed: "...I think in our Yemeni Society and in general, self motivation does not almost exist..Maybe due to the way we are up raised and the education system from primary to university level does not enhance or create both gender skills...however in our organization I see



Most Yemeni women are working in agriculture sector.

women to be more self motivated but I cannot generalize..."

In the private sector, the majority of employers described that self motivation of female employees is less than in men. However, they also indicated that self-motivation is either temporary or unstable according to women's emotions that keep changing. Some of them also asserted that women start their jobs highly motivated and then after some time of routine work they start losing their self motivation. While a male's self motivation is more stable.

Fadl, employer in the private sector indicates: "women come very motivated in the first few months of the job and then loses all that because they feel bored with it and because they are moody.. but men maintain their self motivation through out the year.."

This reflects discriminative thinking and proves that employers need to be educated in diversity management. The way to motivating men maybe different than motivating women. Additionally, it was found that men are motivated by money while women do not care about enhancing their learning experience and have challenging jobs.

Faozia, employee in the private sector states: "when I first got in, I was so excited and I wanted to do more field work and meet the clients..but they told me that I will start by doing the desk job and that eventually I will start doing field work later..and now seven years later..I'm still the desk girl doing the same things..and it's not motivating..but I try to do the job differently in order to enjoy it.."

It was also found that motivation decrease when women feel injustice treatment in the work place. This is more so in governmental organizations because there are persisting discriminative actions against women in giving promotions and rewards.

Huda, employee in the government sector commenting on discriminative actions against women in terms of promotions and financial rewards states: "...and this may cause problems in performance and motivation and the woman starts thinking even if I work harder the reward is going to my male co-worker and hence she does not work and her performance decrease in comparison to men.."

## Mobility:

The Yemeni culture puts women under mobility restrictions. The idea of letting women go out of the house was not accepted at all for many Yemeni families until recently. Through this report it was found that night shifts for female workers in the government are organized by ministerial decrees.

*"We [women] stay in our jobs till 3pm as the law requires while the men leave by 12am to catch the Qat of the day.."*

Hooria Mashour, the Vice Chairperson of the Women National Committee states: "...if we look into the law itself..we find that it has limited women's work..for example..women's work at night has restriction in the labour law..for example at night shifts a women's assignment for that kind of work at that time must be organized by a decree from the minister himself..for instance night shifts for female nurses or female criminal investigators.."

The mobility issue was perceived by

all employers, females and males, in both government and private sectors as a disadvantage for women and as an advantage that a man enjoys.

Mohammad, employer in the private sector states: "Women are a liability because they don't get mobile easily due to the social circumstances..for example If we have to cover an event and I want to send a woman she would ask for a spe-

*"Men are usually better qualified and equipped to deal with any scenario they might face"*

cial car or a taxi that would take her to the place and bring her back but a man goes anywhere and I give him just an amount of money and manages and get to any where...and I can send him to Taiz..to Aden or anywhere.." (Women generally are not comfortable with public transport because of harassments<sup>9</sup>)

The mobility of women is hence restricted because of reasons attributed to culture such as

it's a shame for woman to stay out late. Rana, employee in the private sector expressed: "In Yemen, a girl who stay home is respectful and a woman who leaves home regardless if she's going to work or study or anything she is less respected..and if a woman goes out everyday or less than that for her enjoyment whether shopping or going to parks or visiting friends they start telling her 'no, you have got out so much this week, it's a shame, it's enough, stay home'...and when you go out to work it is considered that you have got out from your protective area and it is ok if men harass you.."

*"Men are natural leaders in most cases because our society does not accept leadership of a woman"*

## Commitment:

The majority of employers in both the government and private sector believe that women are more committed to the job than men. According to them, male employees seem to be more committed to whoever pays more. While women most of the time don't care much about the money and are more willing to do volunteering work.

Ahmed, employer in the private sector states: "women sometimes are more committed than men because most of the time a women get attached to the cause of the job while men's commitment is motivated by the need to earn more money.."

However, women who are single were seen as not constant, because it is perceived that they don't hold their decision to continue working in their hand instead a husband hold that decision for them.

Salwa, employer in the private sector: "we have lost up to three women to marriage..the moment they get married..they stop working..I even remember in college..a woman who got married dropped school..there are some women who are just waiting for marriage as a rescue mission from the struggling world of education or work..that's how they view it to learn or to work is hard work..but I think it's because of our culture that prepares them for such a role since they are babies.."

## Team Work and Leadership Skills:

The majority of employers thought that

females are better team players than taking up leadership parts. Moreover, men were perceived to be more of natural leaders and not so good team players.

Sawsan, employer in the private sector indicates: "women are better in team work because team work allow them to share the work and because it some how imply getting help from team members and women has no problem with that..while men's ego may prevent them to work in team work..they perform better when they work individually and sometimes they don't need supervision at all.."

In terms of leadership skills, the gender roles associated with the man as the head of the household play a major role in perceiving that women are not capable leaders.

Yasser, employer in the private sector states: "Men are natural leaders in most cases because our society does not accept leadership of a woman.."

The majority of female employers also indicated that working women do not readily take up leadership positions and that most working women lack basic

skills of leadership such as making fast decisions. The majority of female employers also noted that men do not accept their leadership and that they don't listen to their directions.

Nadia, employer explained: "...and men in our tribal Yemeni community in general do not accept directions from women..it is very hard for him and his ego..and actually I recall an incident which happened here in this organization between 2 of my employees..they had great battles as he never accepts or follows her directions although she's his supervisor.. he screams 'she will not order me'.."

*"...Even if I work harder the reward is going to my male co-worker"*

## Conclusion:

Perceptions and stereotyping work to promote and maintain particular constructions of masculine and feminine. Conventional perceptions and stereotyping of roles of men and women outside the workplace, as breadwinner and caregiver/housewife respectively, influence perceptions within the workplace, affecting both men and women, generally to detriment of women, and leading to gendered processes and their asymmetrical effects there are different types of stereotyping (often unconscious) that women suffer from both in the inside and outside of the organization, therefore, employers should be more aware about their tendencies to stereotype. Adapting Evaluation Programs, Leadership Training, Cultural Training and Gender Sensitizing Program and some Human Resource Team Building Activities will provide an order to help sustain some objectivity to the management in Yemen, whether at the government or private sectors.

\*: Rasha Jarhum is a Social Scientist Working with Sisters Arab Forum for Human Rights.

## Business in Brief

### Yemen's external debts increases by US\$ 341 million

The Central Bank of Yemen has stated that Yemen's external debt has increased from US\$ 5.47 billion in 2006 to US\$ 5.811 billion in 2007, with an increase of US\$ 341 million, out of which US\$ 291 is new loans borrowed from the International Development Agency (IDA). The Central Bank has also stated that the bank's foreign reserves has increased from US\$ 7.545 billion by the end of 2006 to US\$ 7.762 billion by the end of 2007.

### Yemen's crude exports fall by 23 percent in 2007

According to official sources, Yemen's income from crude oil exports has decreased from US\$ 4.013 billion in 2006 to US\$ 3.087 billion in 2007, due to a decrease in production of 33 percent. Oil production in 2007 has decreased to 42 million barrels compared to 64 million barrels in 2006.

### Yemen to export labor to Saudi Arabia

Minister of Vocational Training Dr. Ibrahim Hajri has stated that the ministry is working on a massive training program to train and export qualified workers to neighboring countries, especially Saudi Arabia which will require over 100,000 qualified Yemeni workers to work in various fields. He also stated that there are 62 vocational training centers working towards producing qualified human resources for the job market.

### Japan to focus on agricultural development in Yemen

The Japanese Embassy in Sana'a has indicated that Yemen will receive considerable support in the agricultural sector in order to expand the production of wheat and other grains in the country and help Yemen improve its food security.

## INVITATION FOR PREQUALIFICATION

### WATER SUPPLY AND SANITATION IN PROVINCIAL TOWNS PROGRAM II:

- LOT 2 PROJECT TOWN OF AL SHEHR, REPUBLIC OF YEMEN
- EMERGENCY SANITATION MEASURES AL SHEHR

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

**Contract Package 1: Water Supply Transmission System:** Two no. reinforced reservoirs 2,500 m<sup>3</sup> and 500 m<sup>3</sup>; DN400 transmission pipeline approx. 11 km; Two no. chlorinators, Reequipping of 6 no. wellheads; Overhead power line extension 300 m; Village water distribution tertiary pipelines approx. 2 km, and Procurement of vehicles and equipment.

**Contract Package 2: Water Distribution and Sewage Al Shehr – East:** Water primary and secondary pipelines DN 500 to DN 80 approx. 16km; Water tertiary network approx. 20 km and approx. 3,500 house connections; Sewerage collection system: Pipelines, manholes etc. length approx. 20km; and approx. 1,800 house connections.

**Contract Package 3: Water Distribution and Sewerage Al Shehr – West:** Water primary and secondary pipelines DN 500 to DN 80 approx. 16 km; Water tertiary network approx. 20 km and approx. 3,500 house connections; Sewerage collection system: pipelines, manholes etc. length approx. 20 km; and approx. 1,800 house connections.

**Contract Package 4: Coastal Collector Sewer, WWTP and Outfall:** Gravity sewer DN450 uPVC 750 m; PE force main DN 400 4,000 m; Two sewage pumping stations; Wastewater treatment plant (lagoon system) 2,250 m<sup>3</sup>/day; and Effluent pipeline DN600 1,500 m.

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

Dorsch Consult Project Office,  
Villa Bajarash no. 9,  
60 m Street, Fuor Area  
**Al Mukalla,**  
**Republic of Yemen**  
Tel. 00967 5 371589 / 371584  
Fax. 00967 5 371587

Project Manager of PEA  
Attn.: Eng. Saeed Frag Khanbush  
Mobile: 733 535911  
E-mail: khanbush@y.net.ye  
Project Manager Consultant  
Attn: Keith Roberts  
Mobile: 712 995585,  
E-mail: keith\_Roberts@dorsch.com.jo

Applicants may submit applications for pre-qualification for any number and combination of the four Contract Packages, a separate application should be submitted for each Contract Package. Applications should be submitted in sealed envelopes, delivered to the above address on or before 10th March 2008 and be clearly marked as follows: "Application to Prequalify for Water Supply and Sanitation in Provincial Towns Program II, Lot 2 Town of Al Shehr / Emergency Sanitation Measures Al Shehr, Contract Package No. (1, 2, 3 or 4 as applicable)." Two copies of the completed prequalification documents should be submitted for each Contract Package.



الشركة اليمنية للغاز الطبيعي المسال  
Yemen LNG Company



Job Vacancies

The Yemen LNG project involves the construction and operation of a gas pipeline, a harbour and a liquefied natural gas processing plant at Balhaf on the Gulf of Aden which will export 6.7 million tons of LNG per annum. The project offices are based in Sana'a and the project has an anticipated lifespan of over 20 years. Yemen LNG Company is now recruiting the temporary and permanent staff who will construct and manage the project.

All candidates applying for these posts must be Yemeni nationals

**Job Title:** Plant Coordinator - Ref No. 158  
**Reports to:** Head of Sales Administration  
**Work Location:** Sana'a

**Duties & Responsibilities:**  
The job holder reports to the Head of Sales Administration and will display a high degree of business ethics at all times. The principal responsibilities of the role will be to:

- Coordinate daily any changes in production, inventories, lifting dates, gas quantities and specifications with the Operations and Shipping Section, inform and propose corrective actions to the supervisor
- Coordinate the short and long-term production and loading plans with Operations and provide quantities and related instructions for each loading
- Coordinate the loading programmes with the Buyers to ensure that all necessary notifications are made as per the Agreement and the scheduling procedures
- Prepare/issue the Ninety-Day Lifting Schedules for the buyers and establish the communication channels within and outside the company and assist with the development of the Annual Delivery Programme
- Manage the computerized cargo scheduling programme, optimise lifting plans and contribute actively to the Company Management System
- Analyse the LNG production and loading performance, provide input and check data consistency for the company Monthly Report

**Qualifications Required:**

- Bachelor or higher degree in Engineering or other relevant discipline
- Minimum 3 years of experience in oil and gas planning or shipping operations
- Very good computer and numerical skills (database and Microsoft Office Applications)
- Excellent interpersonal skills with capability to work in a multi-cultural environment
- Very good knowledge of written and spoken English

**Job Title:** Finance Coordinator - Ref No. 159  
**Reports to:** Head of Sales Administration  
**Work Location:** Sana'a

**Duties & Responsibilities:**  
The job holder reports to the Head of Sales Administration and will display a high degree of business ethics at all times. The principal responsibilities of the role will be to:

- Coordinate invoicing matters and documents required for sales, cargo diversions and shipping with Finance Department
- Assist with preparing and monitoring the department budget and audit issues to ensure that records are accurate and up-to-date
- Assist with the preparation annual delivery program and send monthly Ninety Day Schedule and applicable Contract Price to buyers
- Manage the Electronic Data Management System entries and ensure that records are accurate and up-to-date
- Manage/maintain the department library, place/follow-up subscription orders and assist with the preparation of C&S documents (reports and presentations)
- Prepare department weekly meeting minutes, maintain and update the weekly action plan, follow-up any pending issues and submit weekly highlights

**Qualifications Required:**

- Degree in Accounting, Finance or Business Administration
- 3-5 years of sales accounting experience, preferably within the oil and gas industry
- Excellent computer and numerical skills (database and Microsoft Office Applications)
- Excellent interpersonal skills with capability to work in a multi-cultural environment
- Very good knowledge of written and spoken English

**Job Title:** Internal Audit Analyst - Ref No. 160  
**Reports to:** Internal Audit Supervisor  
**Work Location:** Sana'a

**Duties & Responsibilities:**  
The job holder reports to the Internal Auditor and will liaise and assist other staff working in the Audit team and Finance Department. The principal responsibilities of the role will be to:

- Carry out and document internal audit testing on regular basis and report on any irregularities or deficiencies found
- Analyze events and transactions and their impacts to achieve the objectives
- Assist in developing an internal audit plan and audit programs necessary to promote effective audit
- Prepare comments and recommendations for audited divisions
- Carry out all physical internal audit activities and specific audit when required
- Apply knowledge of basis of Information System audit techniques

**Qualifications Required:**

- Degree in Accounting, Finance or Business Administration
- Minimum 3 years of audit & control experience, preferably with IT Auditing
- Good computer and numerical skills (database and Microsoft Office Applications)
- Good report writing skills
- Good interpersonal skills with capability to work in a multi-cultural environment
- Very good knowledge of written and spoken English

APPLICATION PROCESS

- Visit Yemen LNG's website at ([WWW.YEMENLNG.COM](http://WWW.YEMENLNG.COM)).
- Go to Careers, then to Vacancies to enter our Web Application System.
- Register your personal and professional data in order to log in and apply, mentioning the title and the reference number of the position you are applying for.
- Do not make duplicate applications by fax, etc.
- Yemen LNG Company will contact the selected candidates for interview and further assessment.
- Applicants who are not contacted have not been successful but can still apply for future positions.

Closing Date: 15 February 2008

WWW.YEMENLNG.COM

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## You® View

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

This month view is about exam system in schools and universities: Good or bad?

# Public smoking is killing nonsmokers

With more than 4,000 chemicals in cigarettes – 43 of which are known cancer-causing agents – smoking affects not just smokers themselves, but nonsmokers too in the form of secondhand smoke.

Nonsmokers breathe in secondhand smoke in numerous ways, but here in Sana'a, transportation is the main way of coming into contact with secondhand smoke.

If one wishes to travel from Bab Al-Yemen to Hayel Street, you'll likely take a bus and buses don't enforce smoking regulations, as evidenced by sometimes more than three people smoking on the same bus. Even if the bus is empty and only the driver is smoking, you'll still breathe in his smoke.

While Yemen does have laws against smoking on public transportation, they aren't enforced, unlike in other countries, such as England, where if someone smokes on public transportation, the government can impose a £50 fine (approximately YR 19,500).

Smoking causes millions of deaths each year. Every five minutes, someone dies as a result of smoking, which is the amount of time it takes to smoke one cigarette.

Smoking increases the pulse rate



By: Barakat Al-Taib Al-Ahmar

and blood pressure.

This also affects blood circulation, putting extra strain on the heart, which can lead to heart attack or possibly death.

Because smoking affects blood circulation, it also decreases the blood supply to the hands and feet; thus, heavy smokers run the risk of having to amputate their feet or legs.

Smokers don't always know the content of cigarettes and what effect it has on them or those around them, so here's a list of some substances found in cigarettes:

**TAR:** A black substance that adheres to the lungs, it's now certain that tar is carcinogenic (i.e., it causes cancer).

**NICOTINE:** A highly addictive drug, once the body becomes accustomed to nicotine, it's extremely

difficult to do without it.

**CARBON MONOXIDE:** Cigarette smoke contains the same gas emitted from vehicle exhausts, carbon monoxide, which prevents oxygen from entering the blood.

Smokers might not realize that they must think about other people or children who may become sick because of their smoke. Traveling with a smoker for five or 10 minutes within Sana'a is bad enough, but traveling with a smoker for four to five hours between Sana'a and Taiz or Hodeidah is simply awful.

This problem came to my attention because of my friend, who is a nonsmoker. After often sitting near smokers in public, he developed a frequent cough and felt like something was wrong in his chest and heart.

Upon going to the hospital to determine what was wrong with him, the doctor was surprised to hear that he was a nonsmoker because his lungs looked exactly like a smoker's lungs. Thus, the doctor diagnosed him as a "passive smoker" or one who inhales others' smoke involuntarily.

My friend's health problems aren't his fault because he's not damaging himself; rather, someone else's behavior is causing his illness. For this reason, I advise anyone sitting near a smoker to politely ask him or her to stop.

# Through The Mind's Eye

By: Maged Thabet Al-kholidy  
maged\_thabet@hotmail.com



## Who is to be independent: Husband or wife?

Women and men are integral partners in life. Allah created them to live together; otherwise, life would be missing something. In other words, man can't live without women and similarly, women can't lead life without a man.

Men and women may interact through various types of social relations, one of the most dominant of which is marriage, wherein husbands and wives agree to be each other's second half.

However, in the course of life, significant issues may arise, one of which is independence of character (personality). By dependence, I don't mean one depends on the other in order to obtain his or her needs, money or anything else. Rather, what I mean is depending on the other in making decisions, managing your personal life, etc.

I've run across many cases in which the husband, wife or both claim independence in many areas related to his or her personal affairs. In some cases, problems sometimes result as husbands and wives keep asking themselves, "Who is to be independent: a husband or a wife?"

In this article, I'm going to raise a question for you readers to answer and that is, "Who is to be independent in his or her personality? Should the husband and wife each have their own independence regarding many of their personal affairs or should they share everything and depend on each other?"

To clarify this idea, I want to highlight some real stories wherein husbands and wives manage their personal affairs both dependently and independently.

In one case, a husband always makes decisions without consulting his wife, with such decisions mostly being personal, regarding work, travel, dress, etc. For example, if he changes his job from one company to another, he doesn't believe there's any need to involve his wife in such consultation because he is satisfied and independent in such a decision.

Likewise, he also may purchase something such as a car or a house without his wife's knowledge. In this case, the husband believes that because he's the man, that relates to his ability to buy such things, while the wife has nothing to do with it.

In another case, a wife always excludes her husband from her decisions, believing that it's enough for him to solve work problems and other issues. Thus, she may do things such as change her job, visit her friends or hold parties at her home, which her husband learns about only after the fact. In such situations, the wife claims that she has an independent character and she must make such decisions alone.

In some other cases, a husband considers it his right to know everything his wife will do, especially those things relating to the home, because he believes that, one way or another, all of a wife's affairs relate to the home and his life. If his wife plans a party, he believes he must be consulted because

the party will be held at his home, so it relates to him too.

However, there are many affairs a wife mustn't know about and mustn't interfere in at all. For example, when a husband wishes to buy a car, he considers that he'll be the one to pay for and drive it, so his wife can't offer any real consultation in this area.

Some wives consider it their right to know everything about their husband's life, while at the same time believing that it's enough for him to carry the burdens of work and the responsibility for the needs of the home.

As a result, such wives do many things without consulting their husbands, claiming that since they can make the decision alone, there's no need for them to consult him. For example, a wife may host a party at her home without her husband's knowledge, especially if she pays all of the costs for it.

These are common situations and there may be others, but all are matters of social relations, especially in a conservative society such as Yemen's, in which such relations are both significant and sensitive.

So, the matter is left to you, dear readers. I wish you to share about any other cases, presenting your opinions from a critical and unbiased perspective.

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

# Using time wisely

Modern life is busy, with the pace becoming faster and faster every day so that one must hurry to utilize every moment.

It's much nicer to dwell on the present and the future rather than the past times elapsed. Much remains a mystery about time. It goes so fast that a single second never returns again.

Time is life that we can't control, speed up or slow down, so we fully appreciate what we've done over the course of the past weeks, months and years. But we sometimes blame time for being so flitting and fleeting.

I think the young themselves hang up their gloves, unwilling to challenge the heavy weight of their responsibilities.

Time gives us license to embark on a position about which we've dreamed. If we have long-term pledges and objectives, then we actually should be apathetic about time. Most of us might not even know which year, month or day it is now.

We sometimes gather at qat chews or on special occasions, where everyone complains about things being so bad and getting worse and worse. Thus, we spend so many hours gossiping and chatting that by the end of the day, as soon as we go to bed, we vow to spend our time more wisely once we awaken again.

However, we soon realize that such a decision was in vain because it merely evaporated. It's like making a decision in one's dreams because most of us continue going around in the same routine circles.

If we weighed a lifetime of the costs of each action against a lifetime of benefits, we'd more likely make better decisions regarding our health,



By: Shafeek Al-Homaidi

our money and our use of time. We all know that "time is money," so maybe our poor money skills result in poor time management skills.

We claim that it's an indulgence, but it's really about deserving, so have we earned it? Have we met all of our goals so that we can truly relax during our "leisure hours" at day's end or did we steal some time from the morning? If I haven't earned a vacation by completing everything I must do, then it doesn't matter how much I enjoy relaxing because I'm going to come up short later regarding my goals.

The question that keeps coming to mind is do we realize that if time is money, then scheduling is time? If budgeting our money and investing it both wisely and farsightedly is so important, then scheduling our time and using it wisely and productively is equally as important.

Maybe this is obvious, but the thought made quite an impression upon me because how often have we said, "I'll do it tomorrow...I have something to do today and there will be something to be done tomorrow."

In fact, we've allowed so many cracks to appear in our initial decision, that it's become something stan-

dard regarding our goal setting and our value of work because we don't follow a schedule. Instead, we find our society full of leisure time.

The way one spends his leisure time is the test of his education. For example, a truly educated individual will spend it on those cultural activities that provide pleasure, as well as lead to self development.

However, in our society, we generally misuse our time because education is viewed as bookish and being intellectually curious isn't valued. People aren't eager to learn or do things because they haven't been educated in the real sense of the word to seize those opportunities time affords.

Because they don't know to use their spare time right properly, we often hear people complaining of tiredness, especially during holidays and vacations.

They spend their time on passive activities wherein they do nothing accept sleep or play cards, gossip idly, listen to radio programs or watch television. Such negative activities don't require any use of their brains or necessary social skills; therefore, such people feel bored and instead of wishing for more time, they desire less of it.

Don't get me wrong, spending time wisely and planning a schedule isn't easy, just as it's not easy to say, "I'm not going to buy that book, gift or whatever because it's not in my planned budget." It's not easy to say, "Even though I'm tired, I'm not going to watch a movie tonight because I don't have leisure time scheduled until tomorrow."

Although doing this is not easy, it is necessary. If you can't do it for yourself, then do it for your "future self" because, after all, he's the one who will pay for it...



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- Wednesday, the 5<sup>th</sup> of March, 2008 at 09:00 (AM).

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## Video games: Fun or fearsome?

By: Alia Eshaq

“**M**ortal Combat.”  
“Assassin’s Creed.”  
“Grand Theft Auto.” These names have become well known as more and more Yemenis become obsessed with video games – and children are no exception.

“Fighting games are my favorite,” responds 8-year-old Abdulrahman Mohammed when asked about his preferred type of video game as he was buying some games with his older brother in a Hadda Street store. It came as no surprise that he enjoys games with violent content, which are considered inappropriate for children under age 13.

“We don’t advise children to buy inappropriate games,” explains Fahmi Al-Atas, who works at Sana’a City Computer, a video game store in the capital, “but if they request them, we’ll give them what they want.”

Zaki Mohammed Saleh, who works at Al-Emlak video game store, notes that children often ask for inappropriate video games. “Many children come into our store and request the game, ‘Grand Theft Auto,’ which is prohibited in some countries – not just for children but for adults as well,” he says, adding that he’s never seen anyone come into his shop to check on which video games he sells.



**When does enjoyment become addiction?**

The debate over video game addiction continues. Researchers at mediafamily.org have concluded that obsessive playing of video games not only is a form of psychological addiction, but it also can isolate those who play them. For example, children lose social contacts because they focus entirely on in-game achievements rather than real-life events.

According to wikipedia.org, thus far, three individuals reportedly have died from exhaustion due to long hours of video game playing. In South Korea, Lee Seung Seop died after playing “Starcraft” for more than 50 hours. In Jinzhou, China, Xu Yan died after playing online games for more than 15 days

during the lunar New Year holiday, while an unnamed 30-year-old died in Guangzhou, China after playing games for three days straight.

Abdulrahman’s older brother Jamal says he notices changes in his brother when he plays video games, noting, “He becomes very nervous while playing and his eyes become wide open as he concentrates on the game.” However, the negative effects of video games on children’s health aren’t always as straightforward as Abdulrahman’s wide-eyed stare.

**An educational tool or a psycho-physical problem?**

As Sana’a pediatrician Abdulrahman Ishaq explains, “First of all, when he plays [video games] for hours, a child

gets used to not putting time into daily life. Additionally, violent games either can make a child aggressive or tend to make them scared of many things.”

A November 2007 study by the United States’ Indiana University School of Medicine randomly assigned 44 teenagers to play either a violent video game or a nonviolent but equally exciting video game for 30 minutes each.

The teens who played violent games experienced increased activity in those areas of the brain that regulate emotions, whereas they had decreased activity in those regions associated with control, focus and concentration.

Among all of the negative claims that video games are damaging are some who say such games are useful because they expand a child’s imagination.

“Games allow learners to interact with systems in increasingly complex ways,” explains Kurt Squire, a researcher at Massachusetts Institute of Technology in the U.S. who works on the Games-to-Teach project funded by Microsoft.

He notes, “Digital game players can relive historical eras, such as in ‘Pirates!’, investigate complex systems like the Earth’s chemical and life cycles, such as in ‘SimEarth,’ govern island nations in ‘Tropico’ or, indeed, run an entire civilization, such as in the ‘Civilization series.’”

However, Ishaq disagrees with this notion, saying, “Video games usually expand children’s unrealistic imagination, which takes them away from reality.”

Likewise, Ali Abdulatif, a neurologist

at the Saudi German Hospital in Sana’a, says, “The amount of X-ray projected from the [television or computer] screen damages the eyes and the optical nerve. Additionally, problems occur in the neck and with muscle contractions due to the long hours spent setting in a certain position.”

But most importantly, Abdulatif notes, the child who plays video games may become cut off from contact with his or her peers.

Abdulrahman is only one of thousands of children in Yemen who play video games with violent content. Although there’s currently no substantive proof about the long-term effects of these games, parents need to pay close attention to the video game phenomenon as it increases.

**4U**

**Tips for parents:**

- Monitor the amount of time your child spends playing video games and limit the length of time he or she is allowed to play them.
- Make sure you check the video game’s rating, which informs buyers of the appropriate age for players.
- If you can’t find the rating, go online to [www.ESRB.com](http://www.ESRB.com), which provides game ratings and clarifications of the rating system.

## Another KO win for undefeated Yemeni boxer

By: Yousef Mawri  
For Yemen Times

MICHIGAN – “The Lion’s” roar echoed around the Palace of Auburn Hills in Michigan Friday night, Feb. 1, when rising welterweight boxer Ibrahim aka Brian Mihtar knocked out Mikhail Lyubarski in the closing minutes of Round 2, improving his record to nine wins, zero losses and eight knockouts.

With his entourage, including famed Detroit-based boxing promoter Joseph Donofrio, Mihtar made his way into the ring before an estimated 12,000 fans. The fight’s opening round started with both fighters feeling each other out, but it wasn’t long before Mihtar took the initiative in delivering a knockout hook that sent his opponent staggering to the floor in Round 2.

After the first knockdown, Lyubarski realized he couldn’t win the fight, so he began using dirty tactics to throw Mihtar off his game plan. At one point, the referee stopped the bout, warning Lyubarski for holding and headlocking his opponent.

Thirty seconds later, the fight was stopped again; however, this time it was because Lyubarski couldn’t get back to his feet to continue fighting because of three straight hooks from “The Lion” which knocked him out to end the fight and crown Mihtar as the winner of the All-Americas Title Eliminator.

“I was happy with my performance, even though my opponent was a little dirty with me in the ring. I managed to

stay composed, showing my experience, patience and maturity as a fighter, which led to me getting what I had hoped for, which was another knock-out win.”

The fight in the ring wasn’t the only bout Mihtar faced Friday night, as a discrepancy broke out in the middle of the Palace as Mihtar made his way back to the locker room. A Puerto Rican boxer known as “The Black Rooster” approached Mihtar in a taunting manner and challenged him to a future event.

“The Lion” got in his face and replied, “I’ll fight you right now!” which led to a huge scuffle that had to be restrained by police officers. After the scuffle was diffused, Mihtar apologized for the incident and made his way back to his locker room to celebrate with his friends and family.

With high fan demand to see more of Mihtar taking center action, the Palace of Auburn Hills fight was what many fans had been hoping to see. Having sold nearly \$10,000 in tickets, the Palace event was a good indicator of his growing popularity and dedicated fan base. As many promoters seek to showcase him in future events, Mihtar is becoming

one of Michigan’s most marketable and talked about prospective fighters. Because of this latest victory, Mihtar finally will get the opportunity to compete for the Feb. 22 World Boxing Foundation All-Americas Title in his hometown of Dearborn or Feb. 29 in Indiana, if all goes well with promotion.

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For more information, visit [www.brianmihtar.com](http://www.brianmihtar.com).

## Odd News

### Rescuers free boy stuck in washer

DOVER, Ohio — Talk about an oversized load: A 4-year-old boy got stuck when he climbed into his family’s top-loading washing machine, and firefighters had to use a metal cutter to slice into the appliance to get him out.

Donovan Hasseman, who wasn’t hurt, was wedged up against the agitator with a knee folded against his chest, while the machine was empty and not running Sunday night, Dover Fire Capt. Mike Mossor said.

Firefighters responding to a 911 call from the boy’s mother tried to help him wriggle out, but he couldn’t move, Mossor said. The owner of an appliance store was then called in for advice on how to take the washer apart.

The fire department wound up using its hydraulic “jaws-of-life” tool normally used to remove crash victims from wrecked vehicles to cut through the machine’s walls and plastic tub.

The child cried and screamed at times while stuck but was calm once he was freed, Mossor said.

A hospital looked him over then released him, and he was given a stuffed bear which the family has named Agitator.

### Scientists make paper planes for space

KASHIWA CITY, Japan (Reuters) - A spacecraft made of folded paper zooming through the skies may sound far-fetched, but Japanese scientists plan to launch paper planes from the International Space Station to see if they make it back to Earth.

On Wednesday the University of Tokyo researchers tested small, origami planes made of special paper for 30 seconds in 250 degrees Celsius heat and wind at seven times the speed of sound. The planes survived the wind tunnel test intact.

The theory is that paper craft, being much lighter than space shuttles, may escape the worst of the friction and heat that much heavier space shuttles face on re-entry to the atmosphere.

“Paper planes are extremely light so they slow down when the air is thin and can gradually descend,” said Shinji Suzuki, a professor of aerospace engineering.

Suzuki said the technology might one day be used for unmanned spacecraft.

The team has asked a Japanese astronaut to release the 20 cm long planes, made from paper chemically treated to resist heat and water, from the space station.

It will take several months for the craft to reach Earth and there is no way to predict their landing spot if they make it, Suzuki said.

“It’s going to be the space version of a message in a bottle. It will be great if someone picks one up,” he said. “We are thinking of writing messages on the planes saying ‘if found, please contact us’ in a couple of languages.”

### Beer gets seatbelt. Child doesn’t

ST. AUGUSTINE, Fla.(AP) - Police have arrested a motorist they say had a 24-pack of beer strapped in with a seat belt but had a 16-month-old girl unrestrained in the back seat with the toddler’s mother.

Tina D. Williams was pulled over in St. Augustine on Sunday for allegedly running a red light.

A 24-pack of Busch beer was strapped in with the passenger-side seat belt, according to an arrest report. The girl was in the back seat with 20-year-old Amber Tedrick, who is the toddler’s mother.

Williams, 46, said she didn’t know why the child wasn’t restrained.

Williams refused to take a breath test and a deputy found two metal pipes commonly used to smoke drugs in her purse, authorities said.

Williams was charged with driving under the influence, child abuse, possession of drug paraphernalia and driving without a license, a jail official said. She remained in the St. Johns County jail Tuesday after bail was set at \$31,000.

The jail did not have the name of her attorney. It was not clear if Tedrick would face any charges, but the child was released to her care, according to The Florida Times-Union.

### Keep tortoises in the fridge for winter



LONDON (Reuters) - Warm winters may be rousing hibernating pet tortois-

es early and endangering their lives but there is a solution, experts say -- keep them through the winter in the fridge.

Tortoise experts say unseasonably warm weather has woken many of the reptiles early, leaving their owners needing to keep them warm through any new cold snaps that could kill them.

“The fridge is an ideal method and a proven way of being safe in a changing climate,” said Joy Bloor, owner of one of country’s largest sanctuaries, the Tortoise Garden in Cornwall, where dozens of tortoises have woken early this year.

“It is becoming a more popular method definitely.”

Tortoises hibernate through the winter but need to keep their body temperature between 3 and 5 degrees Celsius. If it rises above that, they wake up, begin digesting food and will die if the temperature falls again.

Experts recommend using a new fridge with a reliable thermostat -- and without a freezer compartment as fridges containing integral freezers can malfunction, freezing the whole unit and any tortoises within.

“If you open the door every day they should get enough air,” she said. “But you shouldn’t go away on holiday and leave them.”

Bloor says using a fridge is not an option for her -- she has some 400 animals, several more than 100 years old, and no refrigerator large enough.

In any case, once the tortoises have woken, they cannot simply be put a fridge -- once the hibernation has been broken, the fall in temperature would kill them.



# Education

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

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## Improve Your English: 312

### I. What to Say

Situations and Expressions (99):

Use of usual words with unusual meanings (ii)

**A**n understanding of the legal terms is only possible through an awareness of the peculiarities embedded in the language that pose barriers in understanding. Some of the peculiarities of the legal terminology are the following:

**Hearing in camera:** a court hearing in private, usually ordered in legitimacy and nullity matters.

**Keeping house:** applied to the case of an insolvent debtor who adopts the practice of not answering the callers.

**Keeping a disorderly house:** the criminal offence of operating a brothel

**Slander of goods:** a form of injurious falsehood giving rise to a civil action for wilfully disparaging the merit of another trader's goods.

**Sleeping partner:** a partner who assumes no responsibility for the running of the business.

**Return day:** the last day specified for the lodging of a complaint.

### II. How to Say it Correctly

Correct errors, if any, in the following sentences

- Fuad accompanied me in my trip to Aden.
- Competition entries must be received until 12 on 30 November.
- The island was uninhabited except sheep.
- She is incredibly rich. She has two other houses except for her house in Sana'a.
- He's always complaining on his younger brother.

Suggested answers to the previous issue's questions

- She hung her coat **over** the back of her chair.
- It's impossible to find him **among** the thousands of people in the crowd.
- I sat **near** my friend at the lecture ('nearby' is not used as a preposition. It can be used as an adverb, eg. 'There is a stadium nearby' or as an adjective, eg. 'In a nearby shop.')
- We went for shopping **at** the City Mart last night.

### III. Increase Your Word Power

(A) How to express it in one word

- Giving, or tending to give, shape to
- Requiring great effort to deal with or overcome
- About to come out
- Strengthen against attack
- Calm courage, self-control, in the face of pain, danger, or difficulty

Suggested answers to the previous issue's questions

- Sign of what is to follow: **forerunner** (n)
- See beforehand or in advance: **foresee** (vt)
- Be a sign or warning of something to come: **foreshadow** (vt)
- Suffer the loss of something as a punishment or consequence: **forfeit** (vt)
- Shape and size of a book, including the type, paper and binding: **format** (n)

(B) Words often confused

Bring out differences in meaning of the following pairs of words

- behavior, behaviorism
- austerity, economy
- banish, exile
- beautiful, charming
- beloved (adj), beloved (n)

Suggested answers to the previous issue's questions

- grand** (adj) (magnificent): He fritters away his means by living in a grand style.  
**grandiose** (adj) (planned on a large scale. It applies to manner or style and is often used ironically to suggest affectation or showing off): The proud designer's grandiose designs came to nothing.
- hallucination** (n) (seeming to see something not present, something imagined): In a drunken state one is subjected to hallucination.  
**nightmare** (n) (an unpleasant and terrible dream): As he was alone in the room, he woke cold and shaking from the nightmare at midnight.
- accident** (n) (something unfortunate that happens without a cause): There have been many road accidents this year.  
**occident** (n) (the West, namely Europe and America, contrasted with the Orient): Lifestyle of the occident is in sharp contrast with that of the orient.
- amateur** (n) (person who paints pictures, performs

music, plays, etc. for the love of it, not for money): He is an amateur actor.

**immature** (adj) (not yet fully developed): The minds of young children are usually immature.

- assignation** (n) (appointment, especially of a time and place for a private meeting): Those who are conscious of their assignation, demonstrate a sense of responsibility.

**assignment** (n) (task): He left for India on a diplomatic assignment.

(C) Synonyms and Antonyms

(i) Synonyms

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

- Prince Hamlet saw the **ghost** of his father, King Hamlet  
a. a shadow b. a reflection  
c. an apparition d. an image
- His **sagacity** increased as he grew in age.  
a. wisdom b. love  
c. kindness d. maturity
- Malicious as he is, he entertains a sense of **rancor** against one and all.  
a. hatred b. disgust  
c. ill-will d. malice
- A seed needs moisture and manure to **germinate**.  
a. breed b. sprout  
c. produce d. terminate
- He was **fired** for his negligence in duty.  
a. scolded b. dismissed  
c. abused d. beaten

Suggested answers to the previous issue's questions

Word	Synonym
1. parsimonious	miserly
2. voracious	desiring much
3. eloquence	power of expression
4. orator	speaker
5. suspected	believed to be guilty of
6. pervaded	spread all over

(ii) Antonyms

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

- The newspaper gave a **comprehensive** account of the event.  
a. casual b. inadequate  
c. indifferent d. superficial
- There is no scope for **levity** in a serious film.  
a. seriousness b. solemnity  
c. religiosity d. gravity
- The speaker's appeal was met with a **lukewarm** response.  
a. enthusiastic b. moderate  
c. friendly d. fervent
- After the master of the house died in an accident, the family was in a deeply **morbid** mood.  
a. healthy b. cheerful  
c. insipid d. appealing
- His statements were **overt**.  
a. converse b. pervert  
c. covert d. contrived

Suggested answers to the previous issue's questions

Word	Antonym
1. extreme	moderate
2. extensive	limited
3. stale	fresh
4. meanness	generosity
5. serious	jolly

(D) Spelling

Choose the correctly spelt word

- a. accustom b. acustom  
c. accostom d. accustom
- a. achivement b. achivment  
c. achievement d. achivment
- a. aknowledge b. aknowledge  
c. aknoledg d. acknowledge
- a. acoustic b. acoustik  
c. akustik d. akustik
- a. akwent b. ackwent  
c. acquaint d. akquaint

Suggested answer to the previous issue's questions

- accomplish

- account
- accumulate
- accurate
- accusation

(E) Phrases and idioms

Use the following in sentences

- cast a shadow on
- do (someone) the world of good
- a nasty piece of work
- lose touch with
- hold the fort

Suggested answers to the previous issue's questions

- as clear as mud** (not at all clear, not easy to understand): He tried to explain the point to me, but his arguments were as clear as mud.
- have the brass neck** (to do something) (to be bold and disrespectful enough to do something unacceptable): He had the brass neck to approach the examiner to pass him.
- like the clappers** (very fast): The deer ran off like the clappers when the hunter fired the shot.
- be rough on (someone)** (to be bad luck for someone): It was rough on Marwan to be denied admission to the college when he had made only one mistake in the admission test.
- chickens come home to roost** (a situation in which past errors committed by someone begin to have an adverse effect on him/her). Mr. Abdul Aziz would like to join the faculty, but the authorities have refused to take him back in the light of his past records – his chickens have come to roost.

### IV. Grammar and Composition

(A) Grammar

which/which word?

Underline the correct word in each sentence

- Can I do it for/fore/four you?
- Her son/sun will be thirteen next week.
- He through / threw the ball over the fence and it broke the window.
- A heard / herd of elephants stampeded down to the river.
- They sat on the bitch/beach and watched the tied/tide go out.

Suggested answers to the previous issue's questions

- Oh no, I've lost my wallet. I know I **could have done** it in the taxi.
- Watch where you're going! That was close! We **would have crashed** into that car.
- The cleaning lady didn't clean my flat very well. I **should have done** it myself and saved money.
- Why didn't you tell your friend the truth? I'm sure she **would have believed** you.
- I did my best to catch the flight but I **couldn't have run** any faster.

(B) Composition

Expand the central idea contained in the maxim

**130: MY RIGHT TO SWING MY ARM ENDS WHERE THE OTHER FELLOW'S NOSE BEGINS**

(A) Composition

**129: YOUTH IS BLUNDER; MANHOOD A STRUGGLE; OLD AGE IS REGRET**

It is said "At twenty years of age, the will reigns; at thirty the wit; at forty the judgment." In the full bloom of youth, one tends to be highly emotional or impulsive. Youth is the time to go flashing from one end of the world to the other both in mind and body; to pluck roses in December and to hear the chimes at midnight. Rochefou has rightly said "Youth is a continual intoxication, it is the fever of reason." Young men are susceptible to committing many follies. The next stage, which is adulthood or manhood, is characterized by restless and wild struggle to seek honor and achieve the impossible. In old age man tends to brood over the past and regret the mistakes he has wittingly or unwittingly committed. He wistfully longs to put the clock back and re-live his life making amends for his sins.

### V. Verses from the Holy Quran

"It is We who have placed you with authority on earth, and provided you therein with means for the fulfillment of your life. Small are the thanks that ye give!" (S7:A10)

### VI. Words of Wisdom

"Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun."  
—Mary Lou Cook

## Management of classroom communication



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teachers to make the classroom communication effective, forceful and engaging.

### Pre-lecture planning

Good speakers read the mood of the audience and prepare themselves to use such communication that should be stimulating enough to control the mood of the audience. Teachers are expected not to simply 'lecture' but to address an identified group. Like all successful speakers, every teacher must also analyze the audience before starting to teach. Precisely, a teacher should focus on the following aspects to strengthen classroom communication:

- Analyze the audience.
- Establish the objective, and
- Customize the presentation.

**T**his article deals with the management of classroom communication. We know that communication is the ultimate goal of all languages, and of all human endeavors. Classroom communication is an important stage in the all round development of a student. The better the communication, the better the result; the failure of communication is detrimental to the process of development of students. Hence, the management of classroom communication acquires vital importance.

Communication is inevitable to human activity and an essential device to teaching and learning. Classroom Communication paves ways to use communication to facilitate the learning process. There are some useful strategies that help students in enhancing their learning and in establishing successful classroom communication. Students should attend classes regularly, ask questions during the class, keep up the readings, and discuss the course content with their classmates. Now, the question arises what is the duty of

Sometimes we become so confident about our performance in the classroom that we do not even revise the lecture we are going to deliver. This over-confidence affects our performance adversely. Preparing beforehand gives us time to plan where we would like to bring in examples or revise or ask a question. Unplanned teaching forces a teacher to ask just entering the class, "Where did I finish last time?" This question diminishes the interest of students who are bound to think that the teacher is not prepared for the lesson he is going to teach. This may be a strategy of the teacher to find which of the students are prepared and have revised the lesson but this strategy does not work in higher classes. Recapitulating the previous lecture and then setting the agenda for the class give an ample opportunity to inculcate interest in the students.

Continued on page 2

## The pen is mightier than the sword



Mohammed Alfadhel  
Alandalus University

ture for its capacity to convey other cultures' experiences, to instill moral values, to expose the ills of society through offering beneficial remedies, and to teach us lessons about life.

The worth of literature is immeasurable; so when we examine the various aspects of this burning issue, it would be unfair to ignore and bury such important ideas. It is no coincidence that all stories, plays, and poems have lasted for generations, or even centuries. They have lasted because their beauty captures people's attention and satisfies their soul. More than two thousand years ago, the Roman poet Horace claimed that literature is "sweet" and "useful." Keeping this in view, many masterpieces and classics have been written with some moral objective, the lesson to be learned by the reader and they have survived until today.

**T**eachers involved in literary studies frequently find themselves in the position of having to answer this recurrent question: "Why do we study literature?" Being an English Professor, teaching literary courses at university, I find myself obligated to deal with this question. In response to this question, I will try to be more objective, leave my prejudice and personal feelings behind so as to provide a few valid reasons to support my argument.

Since the beginning, literature has had a dual purpose of entertaining and educating its audience. However, literature has played a key role in all aspects of life from illuminating some aspects of the human condition to enlightening people's lives as well. It should be borne in mind that literature has always been and will always be part of our life as long as it is part of our cultural heritage. We value litera-

The function of literature is controversial. It raises a number of questions as to the usefulness of its role in our daily life, especially for students of English and even for some teachers.

It is no exaggeration to say that it would be impossible to imagine our life without literature since it has prompted political and social change in societies and continues to do so. Without employing literary devices such as symbol, metaphor, simile and the like, writing would be just a bunch of meaningless words on paper.

Continued on page 2

# ELT Panorama

## Tragic vision of Hemingway and Najuib Mahfouz: A comparative study (1)

One finds that there is a remarkable similarity in tragic vision between the great Egyptian writer Najuib Mahfouz, a Nobel Prize Winner in 1988 and his counterpart Ernest Hemingway, a Nobel Prize Winner in 1954. Though they belong to different literatures, different cultures, different languages and environments, they both investigate in-depth various aspects of human life.

One can observe the prevalence of a gloomy atmosphere overwhelming their novels and short stories. Both writers are deeply concerned about the plight of humanity and its search for the ultimate



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truth. A socio-political view of man's existence is at the very root of almost

everything that Mahfouz and Hemingway have written. The social and humanitarian messages are interwoven into the texture of their works. Man is not meant to spend his life on Earth in a futile search and his only true hope of salvation is the exertion of a positive and responsible effort to better his lot and that of others.

In this world, man attempts to establish a reality and break out into freedom, but once again finds himself entrapped into a newly formed position. Both writers have tried to live with the ultimate realities of human conditions, problems of life and death, isolation and alienation. To them the world is absurd and frightening. Such

a world has no norms, no absolutes, no consoling certainties and no direction. Both writers are preoccupied with the problems of being and the identity of the self. Man is thrown into a meaningless world. Both writers have dealt with the issues of life and death. The heroes face violent, not natural death. The central message embedded in their works is that in the ultimate analysis there is no escape from death. The characters of Hemingway and Mahfouz belong to the transitional period in America and Egypt respectively. They all represent the disorders and moral deviations of the time. In this sense, they share the identical experiment of life.

## A letter to the learners of English: 12 Why pay attention to size and shape of letters?



Prof. M.N.K. Bose  
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Dear student friends,  
In the last letter I told you that writing involves two kinds of skills: cognitive or mental skills and motor or physical skills. I also said that physical skills involve writing legibly so that others may not have problem in reading your writing and understanding it, without which the purpose of writing is not achieved. What does 'writing legibly' mean?

Legibility involves writing clearly paying attention to the shape and size of each letter, leaving necessary space between letters and words, beginning a new paragraph with necessary space (called indenting) and leaving space between lines while writing continuously. If you pay attention to all these, though seemingly unimportant details, your writing will look neat. Remember how many of you suffer because your handwriting isn't good. Believe me, a good-looking handwriting does influence your teacher and gets you more marks in the examinations.

In this letter, let's look at the importance of paying attention to the shape and size of each letter while writing in English. Why do size and shape matter? First of all, maintaining a uniform size of the letters while writing makes your writing good. Imagine a child learning to write; the letters do not have uniform size and shape and the result is that the words look funny, don't they? As adults you can't do that. You should maintain a uniform size in order to make your writing

look neat.  
Secondly, in English, capital letters are differentiated from small letters by their size in the case of certain letters. Look at the following, for example:  
C c S s O o W w X x Y y Z z

If you don't keep the size in mind, you will be mixing up capital and small letters and confusing the readers, in addition to making your writing shabby-looking. If you write, for example, as follows  
cirCus, sciSSors, stoOl

you will only end up creating laughter in your readers and your writing will not be neat. It's not applicable only to English; you won't write Arabic like this either, one letter of bigger size than the others in a word, will you? Paying attention to the size of the letters is, therefore, essential for neat and legible writing.

What about the shape? Each letter in English has its shape and it has to be written in a particular way. Unless you practise writing the letter in the correct way, you will end up in shabby writing. In this regard, Arabic and English alphabets are very different and you may have more problems. The Arabic letters are written beginning from the right and moving the hand towards left and the English letters follow the opposite direction, hand moving in an anti-clockwise fashion. So, practicing each English letter from the beginning classes is the only solution to this problem. Start practicing each letter well from the earliest class with the help of your teacher. Those who haven't learnt this in your beginning classes needn't despair; you can learn to write neatly at any age. And there are good copy-writing books for your help. I'll say more about it later. Ok?

Do learn, for the whole world will be the learned.

Yours affectionately,  
Dr M N K Bose.

### Book Review

## A Syntactic Study of Errors in the Written English

A book entitled *A Syntactic Study of Errors in the Written English* has been published by Dr. Taha Ahmed Al-Fotih.

The book is a text and/or reference which is suitable for students and teachers of both undergraduate and post graduate studies of English Language Teaching (ELT) and Applied Linguistics (AL).

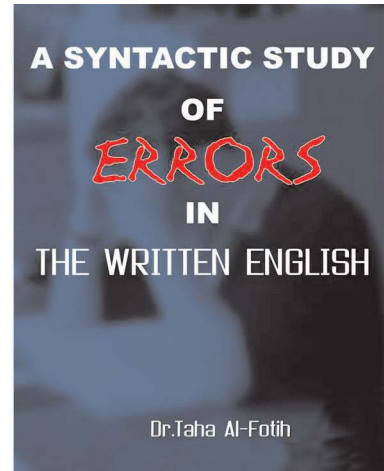
The book is designed for those who need to learn about research procedures involving analysis of syntactic errors. It presents a comprehensive treatment of the basic concepts of research design and statistics in syntactic errors analysis with many examples drawn from the L2 learners' performance which have been well analyzed and described, especially in Chapter Four.

The book offers a comprehensive and

up-to-date treatment of the syntactic errors analysis of the L2 learners' writing. It also covers:

- Explanation of English Language situation in Yemen
- Presentation and description of the syntactic errors which the Arabic-speaking learners usually commit in writing.
- Recommendations based on the findings of the syntactic study of errors of written English of Yemeni-Arab freshmen for the Ministry of Higher Education and the Ministry of Education keeping in view the new curriculum for teaching and learning English.

Undergraduate post graduate students will find this book a useful tool through which they can upgrade and update their research design and their syntactic errors analysis skills.



Taha Al-Fotih, *A Syntactic Study of Errors in the Written English*  
Publishers: Thamar University Press, 2007. Paperback, pp. 250. Price YR1000

Taha Ahmed A. Al-Fotih, professor of Applied Linguistics and Chairman of the Department of English Language at the University of Thamar, has been teaching linguistics at the University of Thamar since 1991.

The author got his MA in Applied Linguistics from Indiana University, Bloomington, USA and PhD in Applied Linguistics from the Central University of Hyderabad, India. He has published many articles in various journals and participated in many national and international conferences on English language teaching learning (ELTL).

### Continued from page 1

## Management of classroom communication

### Keynote address

There is never a second chance to make a love at first sight, similarly, there is never a second chance to make a first impression on the audience/students. The first 5 to 7 minutes are very important because the audience is fresh and attentive. The speaker should capitalize on this opportunity and mention the key points that he/she is going to take up during the class. This sets the agenda for the class and also informs the audience that the speaker knows his job and has prepared himself for it.

The classroom has an average time of 40 to 50 minutes. It does not mean that a teacher should always have an eye on the watch; he needs to start with an impressive statement, a question, a statement which can trigger a healthy discussion and make students inquisitive.

The best arguments should not be mentioned at the beginning. As the class progresses the receiver settles and slowly the interest diminishes. For an average speaker and an average audience around 25 to 30 minutes, the audience starts to lose interest. The speaker should have in reserve the best arguments, anecdotes for this occasion so that the audience can be awakened and refreshed. In

formal classroom teaching it may be a good strategy to mention the importance of the lesson from the point of view of examination or in the larger context of the chapter or discipline. This immediately attracts the attention of the students.

Towards the end of the class 5 to 7 minutes summing up is very useful as it helps the students to recapitulate after 40 or 50 minutes of lecture. This has high pedagogic value as this helps retention. This is also rewarding from the communication point of view as we all like our lectures to be retained and the students like to be attentive at the end so that they can make a lasting impression on the learner. We know "all's well that end's well" and any class which ends this way ends well. In our colleges it is customary to take the attendance of students in the beginning of the class that seriously damages the atmosphere and hampers the classroom communication.

### Content Management

For a better classroom communication, content management is also very much essential. Expansion of ideas with rubbish materials corrupts the classroom interest and the students don't concentrate on what the speaker

is going to explain. Precise statements with logical interpretation makes students curious and full of queries. It is never appreciated that the speaker should prolong the class beyond the schedule time. Short presentations are appreciated, long are disastrous. In case the teacher feels that he will be too short of material, he should invite students to express their views. At the end of the class teachers must interact with students and 5 to 7 minutes be spent in solving the problem of students that occurred in course of the day's teaching.

### Structure of theme

Explaining an idea a number of times does not serve the purpose. We should take one theme after the other. In each theme we should like to have a number of points to discuss them one by one. This is a good format to let the lecture flow in a smooth manner. When we follow the structural method for our lecture, it is a good idea to mention 3 to 5 points regarding a problem at a time. Sometimes when a teacher is going to mention point after point, he himself gets confused as to how many points will be discussed. This gives an impression to the students that the teacher is inventing points. Hence, points must

be made in advance and be divided into groups of three to five points and no more.

### Language

Language is an important device through which the classroom communication reaches its zenith and students benefit a lot. The following strategies make an interaction fruitful:

- Try not to focus on differences in pronunciation and accent.
- Try to identify exactly what the students fail to understand.
- Try to simplify the difficult and uncommon words called 'Jargons'.
- Try to pass some hints in the students' mother tongue.
- Try to make all efforts to develop a perfect command over the language.

Besides the above noted strategies, the form or setting of the class also has a very great effect on the learners. How the desks and students' benches are set also has an effect. There are some broad suggestions but all would not work in all situations. A good teacher invents his own strategies to manage the classroom and explores new vistas for achieving academic goals and realizing the desired learning dividends.

## The pen is mightier than the sword

We have a great passion for reading stories not only for their aesthetic worth, but because they feed us spiritually, arouse certain feelings in us to sympathize with characters who share the same outlook or denounce their conduct. They evoke extreme passion. They are highly informative, persuasive, and didactic. They present an infinite variety of ideas, words and expressions. Although Aesop's fables, for instance, date back to ancient times, they are still enjoyed. They appeal to us since they teach us a point about the dangers of jealousy, envy, sloth, and greed. Moreover, they call our attention to the importance of being happy with what we have. Literature can ease our pain and suf-

ferings by telling us that we are not alone in this universe as we benefit from other cultures' experiences, which result in making life more bearable. God has put us on this earth for good reasons, and among these is to convey a moral message to next generations so that they learn from our experience.

This leads us to the debatable question posed at the beginning of this article as to the usefulness of studying literature. For those who argue for eliminating or minimizing the amount of literary courses given to the students majoring in English, I find myself in a position of power to persuade them and prove their claim wrong for numerous reasons. These

reasons can be summed up as follows: Firstly, students develop the habit of arguing convincingly, using evidence to support their views, and dealing with a large amount of information. Furthermore, they cultivate the art of reading analytically. These are key requirements in any aspect of life or any field of work. Secondly, students learn to support their points of view and trust their own interpretations as long as they provide evidence from the work itself. Thus, they mature into better, more diplomatic decision makers and become more creative and innovative.

Thirdly, they explore other cultures and beliefs and benefit from their insight. Therefore, they develop their

own abilities such as thinking and imagining. Fourthly, they develop the habit of thinking for themselves and not just presenting mechanical responses. This way they are able to articulate and explain their perspective using effective rhetorical phrases.

As we have seen, literature can enliven our monotonous world making it a better place to live in, deepen our understanding of our history as well as our society. It goes without saying that those students who are well acquainted and equipped with literary techniques and rhetorical devices, are better able to express themselves more creatively and always find better alternatives to make their life meaningful.

## POETRY CORNER

### Mahweet

Adnan Al-Budhi  
Mahweet

I see a sight,  
A sight of beauty covered by  
Gold and silver that will never die

Beauty, peace and elegance,  
Usually she wears  
Near the sky,  
She leaps to breathe  
The pure air and sleep,  
Indeed,  
She hugs the galaxy that keep,  
Pace with her beautiful shape,

No doubt

She is a human cure,  
A cure for any disease for sure,  
How I long to stay forever,  
To see how famous she will be in  
future,

God has created in the sky paradise,  
And another here to characterize,  
Where His blessings on earth lies,  
But my mind lacks expression to summarize,  
The beauty of Mahweet's on the rise.

# Service quality at the Medicine Faculties of Sana'a University and the University of Science and Technology



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The purpose of this study is to investigate the quality of service provided to students of Medicine Faculties at Sana'a University (SU), which has general and parallel/private systems provided by University of Science and Technology (UST). The research instrument is a service quality questionnaire applied in previous studies and has high reliability and validity (Al-Hidabi and Okasha, 2006 & 2007). It is used to determine the strength and shortcomings in the systems prevalent in the two universities. The questionnaire is related to nine qualities (teaching material, teaching-staff, library, employee personnel, admission & registration, students' activities, mental

image of the university, recruitment and infrastructure). It was administered to 360 students of Medicine Faculties: (310) at SU and UST (50) respectively. The study used descriptive and inferential statistical analyzes.

Results suggest that the students of SU and UST obtain different services. The students of both the general and parallel/private systems have the same expectations and opinions regarding the service quality offered to them by SU. The level of service quality does not vary according to type of system within the same university. There is a statistical significance (sig. 001) when the whole categories of the questionnaire are taken together; that is to say, UST offers better services. Whereas

SU students are satisfied with the mental image of the university (53%) and the teaching staff (44%), the UST students are content with the admission and registration (60%) and the library (49%). Yet, students of both universities do not get enough placement opportunities. Basically, students perceived service quality offered as low and less than expected.

## Research problem and questions

The significance of this study lies in its addressing every important matter, that is considered the very basis of the university, in as much as students are the primary consumers of higher education services (Hill, 1995) more than the administration and academic staff. We hope the findings of this research will draw the attention of decision makers to the weaknesses and strengths to improve the services of the university to meet the labor market. This is in congruence with Anderson (1995) and Pariseau and McDaniel (1997), who mention that students' feedback about educational services can be used in quality improvement programs to improve services and establish positive student perceptions. An important sidelight of the study is to obtain an authentic picture of quality services offered by the various Medicine faculties at SU and UST and the perception and satisfaction of the study subjects. This study attempts to answer

the following questions:

1. What type of services do the Faculties of Medicine at SU present to students?
2. What type of services do the Faculties of Medicine at UST present to students?
3. What are the differences between the services presented for self-financed students in both universities?
4. What are the weak and strong aspects in the services presented for the students in both universities?

The research methodology is descriptive. A questionnaire from a study by Al-Hidabi and Okasha (2007) was administered to students of Medicine Faculties at SU and UST. The instrument has been tried, improved and used in two studies by the researchers. It has been recommended by the researchers to be used in different Arab universities. Qian (2006) used the SERVQUAL service quality gap model that was developed by Parasuraman *et al.* (1994) to measure graduate students' perceptions of service quality and satisfaction. Its aim was to collect opinions about the type of services to find out the weak and strong aspects. This instrument tests the quality of the lecturer and the student support systems that are the most influential factors in the provision of quality education (Hill *et al.*, 2003). It included 59 items which were used to measure stu-

dents' expectations of the level of the following nine quality services:

1. Teaching Material (6 items).
2. Teaching Staff Members (11 items).
3. Library (4 items).
4. Employee Personnel (9 items).
5. Admission & Registration (4 items).
6. Students' activities (4 items).
7. Mental Image of the University (6 items).
8. Recruitment (5 items).
9. Infrastructure (10 items).

The SQ instrument was administered to 360 students which represents a 100% response rate. This high response rate was due to the cooperation of academic staff and students who are friendly and easy to approach. The students were instructed to rate the services qualities of their respective colleges concealing their identity to ensure reliability of their responses.

The majority of service quality researchers have used similar SERVQUAL service quality model that compares differences between consumers' expectations of services and their assessment of the actual performance (Holdford and Reinders, 2001).

The study investigated the expectations of students' perceptions of service quality and their satisfaction about SU and UST services at the Faculties of Medicine. It identified the type of services the

Faculties of Medicine at SU and UST present to students. It found no difference between the services presented for self-financed students or regular students at SU. SU students are satisfied with the mental image of the university (55%), teaching staff (44%), admission and registration (43%), library (39%), infrastructure (37%), employee personnel (37%), teaching materials (36%), students' activities (35%), and recruitment (28%). However, the UST students are satisfied with admission and registration (60%), library (49%), teaching staff (47%), infrastructure (46%), employee personnel (46%), teaching materials (44%), students' activities (37%), mental image of the university (36%), and recruitment (33%).

The most significant considerations for SU students comprised the mental image of the university, teaching staff and the least significant were students' activities, and recruitment. The most significant factors for UST students were admission and registration, library, and the least significant were the mental image of the university and recruitment. Students of both universities agreed that placement aspect is not given due attention. However, the results cannot be generalized to the other faculties at SU and UST since the sample (50 students) from US is not as large as in SU.

## A brief look at Attitudes-Based Learning (ABL)

By Dr. Alvin Chan Kok Chuen

"The greatest discovery of my generation (about 1900) is that human beings can alter their lives by altering their attitudes of mind." —William James

Attitudes-Based Learning (or ABL, for short) is a program initiated in the year 2000 to inculcate positive attitudes and characters in children and teens in Singapore.

During that period of time, there were many incidents around the world that deserved our utmost attention. The rise of terrorism around the world was televised around the world and the increasing number of children and teens suffering due to drugs, physical and sexual abuse was alarming. The increase in school-related violence and incidents were reported widely, from America to Japan. Not to mention, several incidents involving teens going on a school killing spree in America.

One of the most bizarre incidents involved a seven-year-old boy who pulled out a gun and shot dead a girl in class (in front of his Grade 1 teacher and classmates near Flint, Michigan). Associated Press, Mar 1, 2000

With so much violence and terror in our world involving children (directly or indirectly), there was a pressing need to encourage more character building education in our societies, to bring forth positive attitudes and moral values for our young.

Hence, the development of the program, Attitudes-Based Learning (ABL)

was given birth in Singapore to play a positive role in remedying the ills of our society.

In its infancy, ABL was perceived as a credible cornerstone to foster a conscious character building education in Singapore schools. But unfortunately, there was not much done to push the idea forward due to lack of interest and financial backing in year 2000. Though for a brief period, ABL made its print debut in the first Asia's children's creative thinking magazine, ONE, in Singapore and Malaysia through stories that emphasized positive attitudes like kindness, determination and how one can make a difference in people's lives.

It was only until the year 2003 that ABL was resuscitated into its full glory and intentions. With encouragement and involvement of like-minded individuals who were fervent to build a mentally and emotionally stronger Singapore, ABL was re-engineered to serve as a holistic attitudes-transformation education program for all (though emphasis is still on young children and teens).

In the year 2003, the new and improved Attitudes-Based Learning program is not just another character building program. ABL was further dissected and analyzed by a small team of researchers. With added refinements to the teaching philosophy and methodology, ABL program became more adaptive and holistic. This has greatly increased the effectiveness of achieving the mission and the desired outcomes of the ABL program.

It was also realized that ABL should cater for pre-schoolers, as there was insufficient providers of character building

education programs for this particular age group in Singapore and Asia. With ABL being a program that infuses the dimension of self-reflection to build better self-esteem and awareness, we were confident that through interesting and thought-provoking activities (based on Harvard's Professor Howard Gardner's Multiple Intelligences concept), ABL would be immensely successful in encouraging positive attitudes amongst our pre-schoolers.

So, how is ABL unique from other character building education programs available?

- ABL adopts a 7-steps framework, which ensure that each child is correctly exposed, explained and experienced to the right attitude

- ABL emphasis is on self-discovery rather than forced inculcation

- ABL uses 4 easy-to-remember animal characters to help each child relate a specially devised set of values and attitudes.

The process of nurturing positive attitudes in your students using Attitudes-Based Learning program is not complex. They are simple but effective steps to ensure that your students will slowly but

steadily transform the way they behave and feel about themselves. More importantly, family and friends will notice the difference in them in the most positive manner if done right.

The 7-Steps of the Attitudes-Based Learning Process developed by Dr. Alvin Chan

There is a sequence of 7-steps that you need to follow in order for ABL to be effective in achieving your desired outcomes.

### 1. Explanation and understanding

I. Explain the attitude to be taught to your charges

II. Increase their understanding by giving a few examples about the attitude. Better still, tell a story with the related attitude to be taught and discuss with them

III. Ask them whether they have experiences about the attitude taught to check on their understanding.

### 2. Sharing experiences

I. Get them to share their experiences about the attitude and the related positive behavior

### 3. Situations and reflections

I. Give them a few situations whereby such attitude can be applied in their lives

II. Ask them what they will do in this variety of situations

III. Get them to reflect upon their actions-are they appropriate or not?

IV. Share your thoughts with them about their actions

V. Tell them what you think is the more appropriate action for each situation

VI. Ask them to reflect on what you have told them-do they agree with you?

### 4. Role-play

I. Create an environment for them to role-play the few situations that are being discussed.

II. Ask them to point out whether the 'actors' have acted in an appropriate manner.

### 5. Activity (to remind and reinforce the learning)

I. Give them an activity (could be listening to a story, drawing or singing a song) to reinforce what they have learnt about the attitude. This is to help them

remember better the attitude learnt in class.

II. Encourage them to 'practice' what they have learnt in class by giving specific situations and appropriate actions they can do in their home, with their family and friends.

### 6. Accountability

I. Get them to be accountable for practicing what they have learnt by providing them a checklist of positive actions (usually using pictures to show) for them to remind themselves (or even for their parents to sign the checklist)

II. After a few days, ask them whether they have practiced the positive actions based on the checklist that were given in class.

### 7. Evaluation

I. Teacher must periodically keep track that students continue to practice the positive actions taught to ensure internalization of attitudes.

II. The checklist also acts as a measurement to evaluate the effectiveness of the learning process.

Source: www.edarticle.com

## SCIENCE QUIZ LINE

Tick (✓) the most appropriate choice

1. What stimulates a bird to migrate?

- The length of the day which acts on the maturing of its reproductive organs
- The increasing cold for which it is not adequately protected
- The longer night and the increase of nocturnal predators
- The reasons are unknown

2. What is the number of chromosomes present in a man?

- 26
- 46
- 58
- 16

3. The technique by which the electrical impulses of the brain are recorded and studied to understand brain function is called

- Ultrasound
- ECG
- CAT Scan
- Electroencephalography

4. Hardness of water is due to the presence of

- soluble salts of Ca and Mg
- soluble salts of Ca
- soluble salts of Mg
- bicarbonates of Ca and Mg

5. The terms 'rod' and 'con' are associated with

- iris
- retina
- cornea
- lens

Suggested answers to the previous issue's questions

1. Even though the atmospheric oxygen (20%) is more than the dissolved oxygen in water (0.5 - 0.9%), most fish die when taken out of water because their breathing organ is not designed to take oxygen from air.
2. Presence of three unpaired electrons in the nitrogen atom can be explained by Hund's rule.
3. An electric bell works on electromagnetic induction.
4. The ultimate rulers of this earth would be the microbes.
5. Deer meat is called venison

Dr. Ramakanta Sahu

Learning comprises an act, process, or experience of gaining knowledge or skill through exposure to a variety of resources during schooling or study. It results in behavioral modification through experience or conditioning. Learning is a way of interacting with the world. As a learning organism progresses in the act of learning, his conceptions of facts and phenomena undergo a change and he sees the world differently.

The learning outcome or learning dividend is a variable. What people gain in terms of knowledge or skill as a result of a learning encounter depends on a variety of factors such as the motive or purpose of learning, their background, their previous knowledge and how they are going to use the prior knowledge and the present input. The acquisition of a mass of information doesn't in itself bring about a change in our perceptions or perspectives. In fact, the way we structure, organize, store and retrieve the information helps us to transform our conceptual framework which is the end result of education.

A meaningful or lasting conceptual change depends on any or all of the following factors:

1. When the learners clearly understands the objectives of learning and what is 'appropriate' to the specific context. In other words, it is clear to them what they already knew on the subject

and what and how much they have gained by the learning task at hand. They are aware of where they were and where they are supposed to be going.

2. The learners have a felt-need and therefore a strong motivation to get there. Here comes the role of teaching. A teacher's job is not to teach but, more importantly, to communicate to the learner the need which would trigger learning. Considered from this angle point, motivation is a product of good teaching, and not its prerequisite.

3. The learners feel a sense of improvement to go about the task. "Nothing succeeds like success."

4. They have the opportunity to work in collaboration with others.

"Learners have clear preferences for how they go about learning new material. The term 'learning style' has been used to describe an individual's natural, habitual and preferred way of absorbing, processing and retaining new information and skills." (Reid, 1995)

According to theories of Neuro-Linguistic Programming (NLP), developed by Richard Bandler and John Grinder people take in information through their five senses. People process information using their senses internally as well. Their sensory preferences for internal processing consisting of thinking, imagining, and remembering might be different from their preferences for taking in information.

J. C. Richards and C. Lockhart in their

book *Reflective Teaching in Second Language Classrooms* have identified the following four types of learning styles:

- Learners with a **concrete learning style** use active and direct means of taking in and processing information. They are interested in information that has immediate value. They are curious, spontaneous and willing to take risks. They like variety and a constant change of pace. They dislike routine learning and written work, and prefer verbal or visual experiences. They like to be entertained and like to be physically involved in learning.

- Learners with an **analytical style** are independent, like to solve problems and enjoy tracking down ideas and developing principles on their own. Such learners prefer a logical, systematic presentation of new learning material with opportunities for learners to follow up on their own. Analytical learners are serious, push themselves hard, are vulnerable to failure.

- Learners with a **communicative learning style** prefer a social approach to learning. They need personal feedback and interaction, and learn well from discussion and group activities.

- Learners with **authority-oriented style** are said to be responsible and dependable. They like and need structure and sequential progression. They relate well to a traditional classroom. They prefer the teacher as an authority figure. They like to have clear instructions and to know exactly what they are doing:

they are not comfortable with consensus building discussion.

Honey and Mumford (1986) have classified learners into Activists, Reflectors, Theorists, and Pragmatists.

**Activists** involve themselves actively in new experiences. They love to take challenges. They love to keep themselves engaged in some kind of activity.

**Reflectors** like to reflect on their experiences. They thoroughly analyze the data before reaching a definite conclusion. They are very alert, cautious, thoughtful and take care to look before they leap.

**Theorists** are rationalists who examine an issue from the perspective of logic and rationality. They reject subjective or intuitive judgments.

**Pragmatists** are practice-oriented. They look at things from a practical point of view and solve problems taking a realistic stance.

All these different learning styles are labels that attempt to categorize how different people learn or prefer to learn. They are not absolutely clearly defined categories.

As language teachers it is incumbent upon us to identify one or more of these tendencies in our learners which can help us to see why there are different kinds of responses to certain activities. At the same time it can help us in selecting the most appropriate teaching techniques so as to cater for all types of learners.

# Modern linguistics: A brief history



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analysis:

- a. *phonetics and phonology* (the study and description of sound systems)
- b. *morphology* (the study of the internal structure of words)
- c. *syntax/ grammar* (the study of the internal structure of sentences and phrases)
- d. *semantics* (the study of meaning), etc. The study of language in relation to other areas of knowledge has led to the growth of many branches of linguistics such as *psycholinguistics, sociolinguistics, applied linguistics, computational linguistics, anthropological linguistics*, and so on.

The study of language is as old as the human language itself. The foundations of linguistics can be traced to the ancient times. Of the older linguistic traditions, the most significant are:

- a. the Indian tradition
- b. the Greek and the Roman traditions
- c. the Arab tradition.

Although such contributions were systematic and influential, they were not autonomous (independent), but as a part of philosophy, logic and religion. Linguistics has become an autonomous discipline only in the modern age. The Indian contribution was mainly on the grammar and phonology of Sanskrit language carried out by the famous Indian grammarian, Panini and the phonologist, Patanjali. Greek and Roman linguists attempted to give philosophical and logical explanations of language. Greek philosophers looked at language from two points of view: the "Analogists" (like Plato) who believed that language was regular and based on logic and the "Anomalist" (like Aristotle) who believed that properties of things were not related to the words

used to name them, and that there was a great deal of irregular change taking place in words. Later, and based on classical texts of Greek and Latin languages, Greek and Roman grammarians like Thrax, Priscian and Donatus were the first to define parts of speech (e.g. nouns, verbs, adjectives, etc.), sentence types, and morphological description. In the Middle Age (9th c. – 14th c.), Arab scholars translated a lot of the Greek linguistic tradition into their own language (i.e. Arabic), and added new and fundamental methodology. Greek and Roman linguists used the "prescriptive" approach to the study of language, i.e. how a language should be with using Greek or Latin languages as a model. Arab grammarians like Seebawayh followed a "descriptive" approach to the study of Arabic, i.e. to analyze the structure of language as it is used. This method was used by the western linguists only in the beginning of the 20th century. Lexicography, poetic prosody and Qur'anic phonetics flourished a lot during this period, thanks to the scholarly pursuits by many Arab linguists such as Al khalael ibn Ahmad, Al-Razi, Al Suyooti, etc.

After the Renaissance, especially in the 18th and 19th centuries, a new linguistic trend was discernible. It was the age of "Comparative" and "Historical" linguistics. The focus was on the written language. Two or more languages are compared to find out the differences and similarities between them. At the same time, such languages may undergo a historical (or *diachronic*) study to trace their development at different periods of time. This would help scholars discover the origin of languages and classify them into many language families such as "Indo-European" and "Hamito-Semitic". Linguists of this age are known as Neogrammarians. Most prominent among these are Sir William Jones, Grimm, and Rask.

The first half of the 20th century witnessed a revolution against the traditional grammar and the comparative and diachronic linguistics. Such attack is led by Saussure and the Prague School in Europe and by Bloomfield in America. Their new approach is known as "Structuralism" or "Structural linguistics". Unlike Neogrammarians, the structuralists concentrated on the spoken form of the language. So, they studied the language as it is used by its native speakers in a given period of time. This approach is, therefore, "syn-

chronic" rather than "diachronic" and relies on data collection and observation. Moreover, structuralism is based on the School of Behaviourism in psychology (founded by Skinner) and claim that language learning is merely a matter of habit formation on the basis of "stimulus- response" mechanism and imitation.

The second half of the 20th century was ready for another revolution led, this time, by the celebrated American linguist Noam Chomsky (1928- ....) against the camp of Structuralism. Besides being a linguist, Chomsky is a psychologist, a philosopher, and a mathematician, too. He adopted a new approach in linguistics which he called *Transformational-Generative Grammar* (T-G Grammar). It is also called Chomskyan Syntax. Chomsky rejected almost every point of structuralism. T-G grammar is based on the Cognitive Psychology, which considers "the mind" essential in language acquisition. While Structuralists claimed that a child's mind is like a "clean slate" (a plain sheet of paper), Chomsky argued that a child is born with an "inborn capacity" that helps him to learn a language. This capacity is called "Language Acquisition Device" (or LAD). The cognitivists believe that a child learns or acquires a language, not because he is subject to similar conditioned behavior, but because he possesses such kind of capacity. This LAD consists of the hypotheses maker, linguistic universals, evaluation process and finally grammar. For Chomsky, language is a creative and rule-based phenomenon and the sentence is the basic unit of analysis. So, with a finite number of rules, the native speaker of a language can generate a non-finite number of sentences. Chomsky's theory of T-G Grammar is based on two types of rules: a. "Generative rules" (or Phrase Structure rules) and b. "Transformational rules". The former is responsible for creating the "deep structure" of sentences (declarative, affirmative, active, etc. sentences) and the latter is responsible for deriving the "surface structure" (interrogative, negative, passive, etc. sentences) from the deep structure.

I hope that I've provided you with a clear idea about development of linguistics. Only the main and the most influential linguistic trends have been presented. In the next issue, I may explore more linguistic topics if Allah wills.



### Special coinages

- Blue baby:** a baby whose skin is blue when it is born due to a defect in its heart.
- Blue blood:** the quality of being aristocratic by birth.
- Blue chip:** an industrial share that is costly and of good quality.
- Blue moon:** a very long time
- Blue print:** a photographic reproduction, in white on blue paper of a plan for building a house.
- Blue ribbon:** an honor given to the winner of the first prize in a competition.

**Spot the countries**  
Here are names of some countries. But you may not recognize them, as the vowels in their names are missing. Try and fill in the missing letter to complete the names.



TLY, RN, KNY, LBN, STRL, HT

### Answers:

Italy, Iran, Kenya, Albania, Australia, Haiti

Saswat Sukumar Sahu  
SMS Mahavidyalaya, Puri  
Orissa, India

## I will wait for you

I will wait for ages to offer my heart to you  
And nurture my eyes replete with love for you  
I will never ever forget you  
And be immersed in eternal love for you.

And the spring to pervade the whole year.

I will wait for you to whisper to the moon  
And long to linger in your hug until the doom.

When you stay away I ask the sun  
"Where is your light?  
O; my life 'Are you wrong or right?'  
I will wait for you to bedeck my heart with jewelry  
And forbid death to come early.

I will await you to take me to your bosom  
To suffuse my being with the celestial balm.

Shaima'a Ali Shaaalan  
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I will wait for you and persuade my eyes not to shed a tear

## Thy Mother

Hearken and learn, ye stripling, in sum  
Nothing verily is better than mum.  
A house without the kind mum,  
Is like a niche without imam.

Droning ditties to lull us to sleep  
And sometimes she keeps awake  
All the night till the peep.



Is there a person anywhere like her  
In this realm kinder than thy mother?!

Mum is unalloyed love incarnate  
Mum is a musk breeze dissipate  
Letters of mercy writ large on her face  
Sonnets of love dwell in her cheeks.

In her eyes, there are mysteries  
In her lids, there are tidings  
In her soothing touch messages of bounty  
In her hugging, boundless cordiality

A home without the kind mother  
Is a desert without water.  
Mother, mother, o my mother  
We'll be pious, never bother.

Her bosom is a spring of affection  
And her benignity beggars description  
Her smile is sweeter than sweetness  
Her speech is softer than the breeze.

Adel Hassan Al-adlany  
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Amran

Days and nights she does keep

## How to speak English fluently

English is the most widespread language in the world, and it is the dominant international language used in communication, business and diplomacy. Hence it is studied and spoken over a billion people around the world. However, the question here is whether English is easy to learn to become so widespread, and what is the best way to learn this language.

English is not very simple and not too difficult either. It actually depends on both the student and the ways he adopts to learn it. There are some useful techniques the student should follow to have a good command of the language.

- First, the student must have a strong motivation to learn English. Without the self persuasion, he /she will not get very far with the language, and he /she may get frustrated easily. The student should trust himself and believe that he/she can and will learn the language. So always try to say 'Yes, I can do it'. Try to speak English confidently.
- Second, the student needs to work hard and he/she must enjoy what he/she does. Moreover, he shouldn't get depressed when he feels that he is not making much progress. Instead, he should realize that learning English will take time so he shouldn't expect to understand everything in a few weeks.
- Third, reading extensively on a variety of topics and books in English such as newspapers, magazines and stories.

Reading is a very important skill to build student's vocabularies. The more the student reads, the better he becomes in the language. Furthermore, the student should try to use the vocabularies that he learns in his daily life. He is supposed to study grammar carefully and try to speak correctly most of his time without feeling shy. At first, he will probably speak like children and make a fool of himself, but with more practice, he will learn how to overcome all the difficulties and speak perfect grammatical English.

- Fourth, listening is a very important skill, so the student should try continuously to watch English movies and channels such as CNN, BBC and many other channels to develop an ear for the language. Besides, he must notice the exact words and phrases that people usually use, and then practice using them himself.

In conclusion, learning English can be quite stressful. It all sounds like very hard work, and actually it is. However, the student, who really wants to learn it, should be motivated enough to make it enjoyable as well.

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## False promise

O world, where is your promise  
Which pushes me to cross boundaries  
I wish no farewell for my lovers

But how to forsake smiles which I can't do without  
No warm feeling means no life  
How can we open an oyster without a knife

The dreams, lure me to always draw  
A perfect picture all my life through  
With great alacrity without being tough

Why do you lie in granting happiness!  
And make life a pool of sadness

Since I hold my feather closing my eyes  
The dream in my mind flies  
And becomes only part of memories

O world, where is your promise  
I can say no farewell for my lovers

The world revolves like a gyre  
All things appear to be a mire  
One must achieve one's aims alone

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## CAMPUS CAUSERIE

### Seminar on "The management of classroom communication"

A seminar on the topic, "The Management of Classroom Communication" was conducted on 8th January, 2008 at the University of Science & Technology, Sana'a. Dr. Mohammad Ejaz Alam, Assistant Professor of English, presented an informative paper on this topic in which he made a detailed exposition of various dimensions of communication in the classroom and explained how effective classroom communication can be achieved through a spectrum of self-designed strategies.

All the teachers of the Department of

English, UST, actively participated in the seminar and interacted with the student-participants Sumai Al-Yadoumi, Atiqah Yahia and Shaima Ali Shaaalan of Level 4, Education, reflected on the use of advanced technologies in enriching the classroom communication.

The seminar concluded with a vote of thanks by Dr. Ismail Masud, Head. He, in his short address, focused on the significance of the seminar and its academic utility. The students of Education were assigned a topic for the next seminar: "How to make poetry easy." Dr. Ejaz was requested to provide guidelines on the topic to the students.

## English defaced and defiled

Compiled by Shefali Bakshi  
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The following are some of the instances of how educated people murder the English language

### Leave Applications

- An employee applied for leave as follows:  
"Since I have to go to my village to sell my land along with my wife, please sanction me one-week leave."

- Leave-letter from an employee who was performing his daughter's wedding:  
"as I am marrying my daughter, please grant a week's leave..."

- Leave-letter from an employee who wanted to attend his sister's marriage:  
"As I am suffering from my sister's marriage, I may be granted two days leave."

- Yet, another employee's leave application read:  
"As my mother-in-law has expired and I am only one responsible for it, please grant me 10 days leave."

- Another employee applied for half day leave as follows:  
"Since I've to go to the cremation ground at 10 o'clock and I may not return, please grant me half day casual leave"

- Another instance of a leave letter:  
"I am suffering from fever, please

declare one-day holiday."

- A leave letter to the headmaster:  
"As I am studying in this school I am suffering from headache. I request you to leave me today."

- Another leave letter written to the headmaster:  
"As my headache is paining, please grant me leave for the day."

- Covering notes:  
"I am enclosed herewith..."  
"Dear Sir: with reference to the above, please refer to my below..."

- Actual letter written for application of leave:  
"My wife is suffering from sickness and as I am her only husband at home I may be granted leave"

- Letter writing  
"I am well here and hope you are also in the same well."

- A candidate's job application:  
"This has reference to your advertisement calling for a 'Typist and an Accountant - Male or Female'... As I am both(!!) for the past several years and I can handle both with good experience, I am applying for the post."

- From an employee who was performing the "mundan" ceremony of his 10 year old son:  
"as I want to shave my son's head, please leave me for two days..."

## Lifestyle management

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Lifestyle management and modifications in this age demand not only a scheduled and rigorous practice of your body, but also require a sensible knowledge of the limits of your body.

Books, doctors, and trainers can suggest you exercises, but can never tell you what your body is capable of doing and what not. Not reading your body before any exercising regimen can sometimes lead to very serious injuries and even permanent injuries that can keep you out of physical activities for good.

The best way to know the limits of your body is to get into any kind of

exercising regimen in a gradual ascending manner. Whether you are doing Yoga, or lifting metals in the gym, it is extremely important that you bring your body and mind to the upper limits of exercises gradually. And once you do this, you body will give you the indications of when and at what stage of exercise you must stop. This would also require a careful observation and intelligent judgments while exercising.

Sometimes it is also suggested to keep in mind or use your common sense to decide which exercises are compatible to your body. For example a pregnant lady or an old man should avoid lifting weights and prefer aerobics.

In short, the main aim of every exercise should be wellness and the target of wellness should be kept in mind while exercising.

## READERS' RESPONSE

**Dear Dr.Sahu,**  
As long as the Educational Supplement appears every month, you will be in the hearts of every reader in Yemen. In my silver dreams, I imagine that I become like you in writing articles, but when I wake up I realize that I am still a student.

nashwan Al-khwilani  
nashwan336@yahoo.com

**Dear Dr.Sahu,**  
One stands mute to thank a great man, who invests his time and effort for the sake of students' benefit.

I would like to express my deep thanks to you for giving me a chance to share with others what I have learnt through your fruitful Educational pages. Actually, my article which was published in the Educational page gives me a motivation to write. Thank you

again for every thing you have done .  
mofeed aljaad  
mofeed336@yahoo.com

**Dear Dr.Sahu,**  
We have been talking about your compilation of the lessons published in Yemen Times. You promised us as your readers to do it early. So I want to know how I can get a copy of the book, if you have finished it.

It was a nice idea to collect all the lessons in the educational page of Yemen Times newspaper in a book form.  
I'm waiting for your response  
Moammar AL \_ghubari

**Dear Moammar**  
The book will go to the press soon, Inshallah.

Dr Sahu