

Technical Education and Vocational Training in Yemen

The Role of the Private Sector in Supporting Institutions of Technical Education

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The Accumulation of Technical Education Problems and their Complications due to the Current Conflict

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Historical and Future Partnerships of Technical and Vocational Education with Civil Society

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Low Enrollment of Students in Technical Education and Vocational Training from 15,000 to 5,000 Students

Technical Education: A Shortcut to Economic Development

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The Editorial

The Human Element in Development



Abdul Wahab Al-Akil

Every country has its distinctive natural resources. Finding out these resources and choosing the best possible means to take advantage of them are critical decisions taken by those in power. There are countries possess vast reserves of oil and mineral resources, and others have cultural and historical heritage. Furthermore, there are other countries that do not have any of the above as they were going through the worst conditions, but they are at the top of the list of the developed countries, such as Japan and Germany- after the end of WWII- or South Korea which shares with Japan and Germany the most important factors that contributed to accelerating its annexation to the developed countries.

Delving deep into the study and understanding of the difficult situations these countries went through and their experience in achieving what was believed to be impossible, we find a major common factor among these countries, which is the human element.

Man simply was, is, and will remain the most valuable primary element necessary to the development of any society. For the human element to be the main focus, we must make the right decision to empower individuals to contribute effectively and successfully to the development of their

societies. This is the first step of a thousand mile to create a new reality capable of responding to the various needs of our society.

Despite the equal or close resources of these countries, their level of development, wealth and welfare vary in each one. Why there is a disparity between two countries whose resources are identical and a clear difference in the standard of living of citizens in both countries? One of the main reasons is efficiency and good management in either country. There are other factors that have a prominent impact resulting from not choosing the most efficient to manage the country's available resources. Among these results is the spread of the phenomenon of financial corruption and illicit wealth and the emergence of groups whose interests will be served by maintaining the status quo, and sometimes by igniting conflicts between these groups under the names of democracies and freedoms, and other illusion makers.

The countries, which use proper tools and methods for measuring the available resources and determining the best and proper methods to make the most of these resources and achieve the best returns for the country, are in the ranks of industrialized countries such as Japan, Indonesia, Germany,

etc.

There are countries that have natural resources, including gas, oil and gold, but- in comparison to other resource-poor countries- we found these resource-rich countries lagging behind in development, why?

Individuals are the most important and most valuable natural resource if they are properly prepared from the early stages of their growth and education until they either become active participants in the development of their countries, or just statistical numbers and part of the complexities and problems of their societies.

The majority of Yemeni society, in its demographics, are young people. The optimum benefit from this broad segment will not be obtained unless it has access to education, rehabilitation, and modern and applied sciences and knowledge. If we do not pay attention to this segment, it will constitute a source of discontent and dissatisfaction and of pressure on the family, which may lead to societal and family disintegration and increase the crime rate and other phenomena that we cannot enumerate here.

The Yemeni crisis is aggravated by its geographical location, Continue on Page3



The Role of the Private Sector in Supporting Technical Education

The private sector plays a pivotal role in turning the wheel of economic development by providing new job opportunities that contribute to achieving economic and social stability.

The private sector has also opened its doors to many segments of society and groups looking for job opportunities, among of which are graduates of technical education and vocational training. However, in light of the current situation and with the continuation of the conflict, a wide gap has emerged in the relationship between the private sector and institutions of technical education and vocational training.

By: Alia Muhammed
Sawt Al-Amal - (Voice of Hope)

The Role of the Private Sector

Saif Al-Hamasi (Secretary of Training and Rehabilitation Affairs at the General Federation of Yemeni Contractors) said: The private sector plays a very important role in supporting, rehabilitating, improving and developing the outputs of technical and vocational education in line with the requirements of the production market, and serving the national economy.

Al-Hamasi believes that the private sector can play an active and positive role in this track by addressing current gaps between technical educational outputs and the requirements of the production market. This will only happen by taking a number of steps, the most important of which is the active participation of the current educational facilities as the Government in developing and reforming the educational curricula of the technical and vocational education sector for.

He stressed, "The importance of presenting a scientific and practical vision to modify and develop technical educational curriculum. This, in turn, will improve the outcomes of this educational sector. Graduates will thus gain experience and competence in a wide range of practical, technical and functional work or tasks in their specialization, which will turn the wheel of development in all fields of the national economy."

Al-Hamasi pointed out that enabling these national technical staff to obtain proper technical education, that conforms to the reality of the labor market and its requirements at the national and international levels, will help graduates of technical and technical institutes to practice their specializations with high-efficiency competence, whether inside Yemen or abroad. This will only be through the application of high efficiency standards and excellent quality of technical education applied in developed countries that have made great strides in this field, in order that certificates for completion and graduation of vocational and technical education become approved at the national and international levels.

Partnership

AbdulmalikAhmed Al-Bahsh, Dean of the Industrial Technical Institute of Al-Hawk - Hodeidah, confirmed that the private sector is one of the main pillars of technical education. There can be no technical education without the private sector, as the chambers of commerce contribute to supporting technical and vocational education by 49%, and the



AbdulmalikAhmed Al-Bahsh



Saif Al-Hamasi

There is a wide gap in the relationship between the private sector and institutions of technical education and vocational training



government sector takes 51% of the contribution.

Al-Bahsh said: The administration in the private sector and in the Ministry of Technical Education and Vocational Training must be a joint and real administration such as that of Germany, China, Egypt, Morocco and Europe, but unfortunately Yemen didn't get a chance to such partnership.

For his part, Dr. Adnan Al-Sanawi (the economic expert) confirmed that there is a joint role between the state and the private sector in rehabilitating and supporting the technical and vocational educational sector, first through the state's encouragement of the private sector, then linking educational and technical institutes with the private sector.

Al-Sanawi continued: During conflict, the private sector has been deeply affected by the deterioration in the national economy. Yet, the private sector can be a focal point in supporting technical and vocational education in accordance with the state's policy and role. For example, clear plans must be drawn up to implement the various projects in the technical and professional sector, through which job opportunities will be provided.

Al-Sanawi asserted that the process is not that easy, and that there are countries that have succeeded in this field, but after providing significant support for the private sector.

Old Experiences in Yemen

AbdulmalikAhmed Al-Bahsh (Dean of the Industrial Technical Institute) explained that there was a great deal of experiences in Yemen, such as Cooperative Training (1995) in Hodeidah.

Abdulmalik further added: "In the past, the private sector refused to accept graduates of technical institutes and vocational training on the pretext that they did not understand the work fully and recruited only Indian, Bengali, Vietnamese and Egyptian workers."

He continued: "the idea of sending students to different factories for training and practical application in the study leave- lasted at least three months- came.

He elaborated, "We faced many problems at the beginning of the project. At the time, the Local Council for Vocational Training was formed, consisting of the private sector, members of the Chamber of Commerce, government institutes, and the trade union in each governorate."

He explained that the council had issued a set of decisions regarding conducting workshops and providing equipment, from which students get benefited. Abdulmalik said: "We used to provide twenty students with training, and, after two months, we were surprised by a request from the same factory to hire them. Thus, the process continued until some factories submitted official requests to the institutes, reaching 80%.

He emphasized that such an experience has helped strengthen and foster the rela-

tionship between educational institutions and the private sector and has become a living example of real partnership.

Challenges Faced by Private Sector

Khalid Al-Maqtari (Dean of the Technical Institute for Heavy Machinery and Equipment) said: There are a number of challenges rooted in the private sectors, which have been further exacerbated by the ongoing conflict, and thus ranked last in global business indicators because of the poor financial support and the departure of many businessmen abroad with their capital. Whoever decided to stay, he faced many challenges, most notably the difficulty of establishing private businesses and the deterioration of the investment environment in general.

He emphasized that all this has made the private sector lose its strengths and unable to fill the gaps in many businesses, including the rehabilitation and support of technical education and vocational training.

Abdulmalik Ahmed Al-Bahsh (Dean of the Industrial Technical Institute) revealed that technical education is very expensive and needs different kinds of equipment, electrical machines and raw materials for the practical application process.

He pointed out that as the state cannot bear such costs, the private sector should take the responsibility of preparing well trained workforce that the state will take ready. Unfortunately, this is not done by

the private sector in Yemen.

He stressed that the private sector suffers stagnation and lack of production. The private sector is going through a difficult time due to lack of basic needs budgets, such as electricity, equipment and machinery and lack of plans, which resulted in a decrease in the rate of students' enrollment in technical education and vocational training institutes.

Solutions & Treatments

Regarding the solutions and treatments that can be provided to ensure a real partnership process between the private sector and technical and vocational education, Saif Al-Hamasi (Secretary of Training and Rehabilitation Affairs at the General Federation of Yemeni Contractors) suggested that we should direct large capitals towards investment in technical and vocational education through establishing private technical institutes such as is the case now in the field of public and university school education.

He added, this should be done through recruiting international and prestigious educational entities in this field, and encouraging them to open branches in Yemen, so that they apply all their educational standards as an integrated system. The graduates of this educational edifice thus become qualified, skilled, highly qualified in their technical specialties, and strong competitors, whether in Yemen or in other countries.

He emphasized that the existence of such educational entities will lead to the development of this educational field and encourage competition in its educational institutions, whether public or private.

Abdulmalik Ahmed Al-Bahsh (Dean of the Industrial Technical Institute) believes that institutes should run two or three shifts a day. Furthermore, each company and factory should provide a special budget for training workers, preparing them for practical application, and then employing them.

The private sector is one of the basic pillars of technical education, as there can be no technical education without a private sector

Continuation from Last Page... 58.3% of the Labor Market's Need for Technical and Vocational Education Outputs is Very Great

Among the reasons for the youth's reluctance, 1.4% believe that some students cannot afford the high costs of education, especially in the private sector, 1.4% are students' lack of awareness and the lack of operating ex-

penses, and 8.2% are related to educational staff and curriculum issues.

While 20.5% believe that the reason for students not enrolling in technical and vocational education is due to the weak special-

izations available for their future aspirations, 47.9% lack of awareness of the importance of technical education and vocational training, and 4% all of the above.

As for the reasons for the incompatibility

of the outputs of technical and vocational education with the labor market; 41% believe that the reason is due to the weakness of strategic planning for technical education, 26% of the failure to study the requirements of the

labor market, 18% of the low level of skills and professional capabilities of the outputs of technical education, and 15% of the lack of meeting the programs available to the market the job.

Technical Education as a Shortcut to Economic Development

Recently, technical education around the world has played a prominent role in development and economic movement. It contributes to supplying the labor market with qualified operational staffs in various fields, which contributes to solving the problem of poverty and unemployment.

Technical education is an educational stage of no less than three to two years after high school. It provides skills development and academic preparation through educational institutions and institutes to come out with professional staffs in various industrial, health, agricultural, administrative and other specializations.

By: **Rajaa Mukred**
Sawt Al-Amal - (Voice of Hope)

With the continuation of the conflict in Yemen for the seventh year in a row, the most prominent repercussions of which are Yemen's economy is collapsing, technical education and vocational training sector and the primary labor market source (education) are deteriorating, the unemployment rate among the labor force is increasing, and society is suffering from poverty and hunger.

Numbers

"Sawt al-aml" measured the gap between technical education outcomes and labor market conditions through obtaining recent statistics showing the rate of unemployment, poverty, and damage caused to the technical education and vocational training sector.

According to the latest statistics issued by the Economic Studies and Forecasting Sector of the Ministry of Planning and International Cooperation, February 2021, the unemployment rate reached 32% (in the latest survey in 2019), and 61.2 million people are suffering from hunger at the present time in 2021.

The statistics showed that the rate of youth outside the educational and training system and the labor market in 2013 was 44.8%. The World Bank Document Assessment of Needs in Yemen, issued in 2020, showed that the operational status of the educational sector in general is 80% working, 11% not working, 9% is unknown whether it is working or not.

"Sawt Al-Amal" has also obtained statistics for the year 2021 from the relevant authorities -which Sawt Al-Amal prefers not to name- showing the amount of damage caused to the technical educational sector (whether institutes or facilities), and the total cost of the damages amounted to 208,986,384 dollars.

Despite the damage caused to the buildings and equipment of technical educational institutions, the economic deterioration in Yemen due to conflict, and the rise in unemployment and hunger rate, many believe that there is a relationship between technical education and economic development. The process of good planning between the outputs of technical education and the needs of the market may save Yemen and help turn

the wheel of economic development.

Technical Education and its Role in Development

Technical education outputs are the most important factor for comprehensive development, as it is a strong pillar of the Yemeni economy. Its importance becomes evident in times of adversity and conflict, economic collapse and the lack of sources of income.

Saleem Ahmed, Economics graduate, believes that the outputs of technical education are closely related to economic development policies.

Human resources are the basis upon which these policies are grounded. Human resources help revive the economy, bring about development, and achieve goals.

Ahmed added that it is necessary to take care of human resources, and train them in technical institutes. So that, the workforce-technical education graduates- have the ability to deal with information and technologies and achieving a competitive advantage at home to produce the best technical manufacturing products.

He stressed that the interest in technical education will ensure economy improvement and development as technical education is concerned with providing production process in any society with trained manpower in various professional fields.

Soa'ad Adam said that paying attention to technical education is the pillar upon which economic development plans will be based. Qualified labor force will contribute to create a developed society. Technical education outputs will help society to get rid of its biggest problems, i.e. poverty and unemployment.



Khalid Al-Mansoub, an economist, told "Sawt al-aml" that technical education is the actual driver of production in all countries of the world, and no economic sector can develop without technical education.

He added, "Yemen has taken interest in technical education by including a Ministry of Technical Education and Vocational Training in the government formation, which is, today, in dire need of funding to develop its educational institutions.

Khalid asserted that due to the deteriorating economic situation in Yemen, people desperately need to focus on technical education to ensure the ability to manage production activities as well as meet the services that depend on a specialized technical staff.

Market Needs and Education Outcomes

Good planning to get out of poverty and unemployment depend on studying labor market needs, and knowing the professions in which Yemenis work and how they are consistent with technical education outcomes. Therefore, "Sawt al-aml" had a meeting with the economist and Shura Council member Dr. Ahmed Saeed Shamakh to talk about the market needs in the current situation in the various Yemeni governorates.

Economist Dr. Ahmed Shamakh said that there are professions and crafts that differ from one region to another.

In Sana'a, there are agricultural products

that can be dried, such as: (raisins), (coffee), and (figs). Janabi belts are also manufactured after being dried. Dr. Shamakh explained the need for laboratories in institutes to work on such professions.

Dr. Shamakh suggested that laboratories for mining extraction should be established to manufacture the formula for silver, as there are Yemeni regions have pure minerals. Some institutes have begun to specialize in these areas, such as the Turkish Institute and the Chinese Institute, which work with new disciplines commensurate with minerals deep in the ground.

He added, there is a number of traditional industries in Taiz, such as the preparation and packaging of traditional cheese and wazef (dried fish), which can be made of citrus fruits as a distinctive food product, leather tanning, Ushar (pickled lime) industry.

He suggested that there should be institutes that teach these professions, as they represent the needs of the local market.

Solutions and Stakeholders' Role

Paying attention to technical education will contribute to improving the conditions of society members and increasing per capita income, and will also provide job opportunities. Everyone, including citizens and experts, agrees that technical education is responsible for adapting between transformations and developments in the world and development plans, especially for conflict areas.

Dr. Ahmed Said Shamakh, member of the Shura Council, reviewed international experiences (success stories that can be benefited from in Yemen). He pointed out that many countries, such as East Asia, China, Korea, Japan and India did not rise through theoretical education, but through technical, vocational and applied education. Moreover, it is necessary to have a real strategy and partnership between the private and government sectors, which meets the needs of technical education outputs.

Dr. Ahmed Shamakh, stated that the private sector in technical education does not keep pace with the outputs of the requirements of the labor market, and that many

of the specialties have reached the limit of sufficiency and are not in demand.

How should the production line be resumed?

On solutions, Dr. Shamakh said that it is necessary to review the import invoice and develop the technological tools of institutes laboratories, as well as that factories or working parties should employ manpower. It is unreasonable that automatic machines do all the work, dispensing with the labor of a skilled hand. It is necessary to launch projects that require many workers, not importing machines.

Dr. Shamakh stressed that progress can only be made with the presence of incubators, financing banks, government allocations, and that the National Vision 2030 can keep pace with such things, but there must be funds. It is necessary to rebuild what was destroyed, restore production lines, and provide youth with job opportunities.

Dr. Shamakh added that one of the ways to restore production line is to improve the quality of education. The government must have legalization for this aspect, focusing on the priorities of outputs that the country needs most in terms of development and growth, industry, and agriculture. According to Dr. Shamakh, 70% is given priority to human resources that are mainly responsible for bringing about development and 30% to production.

On the role of the Ministry of Technical Education and Vocational Training in developing the outputs of technical education to be in line with the labor market, an official source in the ministry - who preferred not to be named - said that the ministry seeks to develop the outputs of technical education by opening new specializations that keep pace with the requirements of the labor market, coordinating with stalk holders in any field or specialization to cover their needs for technical education outputs, stressing the ministry's keenness to direct the outputs to an existing need in the Yemeni labor market.

He emphasized that the ministry is keen to direct the outputs to an existing gap or need in the Yemeni labor market.

Continuation from Front Page... The Human Element in Development

Its relationship with neighboring countries and the region, its social structure, its successive political regimes, and the interests of the most powerful countries throughout history.

Yemen will not be able to overcome the various challenges unless there is a sincere will to first improve its situation through selecting the most highly qualified human resource management. Therefore, it is imperative to give priority to the development of the human resource through the educational system at all

levels (basic, secondary, university) as well as its types (academic, professional, technical, and applied).

Technical education and vocational training is the basis for moving towards a productive and effective society in various agricultural, industrial, tourism and service fields and in terms of determining the areas and activities of Yemeni regions with their different climate, geography and resources. The nature of Yemen and the various activities of its society constitute a

labor market that requires trained and qualified labor at levels consistent with the nature of the activity. The nature of Yemen and the various activities of its society constitute a labor market that requires highly trained and qualified labor consistent with the nature of the activity. Hence, the importance of the type and nature of the curricula, which must keep pace with recent developments as well as conform to the needs of the labor market. The current situation resulting from the ongoing conflict, which will

inevitably come to an end, are known to all. In post-conflict period, the concerned authority must bear in mind resolving contradictions in the legislation governing technical education and vocational training with regard to financing and administration.

Resolving contradiction can be through drawing up goals, steps and procedures that must be followed by everyone to ensure harmony and unification of the visions of both the concerned authority and other relevant bodies,

such as the private and public sectors (which significantly contribute to and play a vital role in improving and developing this type of education), engaging bodies in developing curricula, adopting technical education appropriate to the conditions and nature of Yemen, as well as benefiting from the experiences of other countries in technical education systems, which have proven successful in many aspects, including joint and cooperative training.



Dr. Abdullah Saleh Al-Hajj (Chairman of the Executive Board of the Supreme Council of Community Colleges) confirmed, "The executive board of the Supreme Council of Community Colleges in Yemen seeks to reach the highest levels of development in applied educational process, in accordance with plans that comply with total quality standards. This is done by creating an educational environment that motivates and supports creativity for college affiliates."

Community Colleges in Yemen

Interactive Education Reality and Difficulties Encountered

By: Manal Amin
Sawt Al-Amal - (Voice of Hope)

To know much more about the role of the executive board of the Supreme Council of Community Colleges in Yemen, its goals, development projects and difficulties encountered, "Sawt Al-Amal" newspaper conducted a special interview with its chairman.

Al-Hajj explained that the Community Colleges Law No. 5 of 1996 aims to regulate the educational process of community colleges in Yemen through the Supreme Council of Community Colleges headed by the Minister of Technical Education and Vocational Training. The Council has created an executive board which implement the decisions of the Supreme Council into actions. It is financially and administratively independent through a regulation issued in 2007, and is directly responsible for the progress of the educational process in community colleges in Yemen.

Establishment of an Applied University

Despite the difficulties and limited capabilities, among of which are establishing community colleges in various Yemeni governorates, providing its operating requirements, such as modern equipment and qualified cadres, introducing specific specializations, and developing educational curricula in accordance with quality standards and the requirements of the local and regional labor market, the executive body has been working to achieve its main mission and objectives since its establishment.

Al-Hajj further added, "There are unremitting efforts to implement projects aimed at developing the educational process in various technical disciplines in community colleges, such as establishing an applied university in Aden in which technical and applied disciplines are taught in a bachelor system similar to the Jordanian experience. The university aims to address the gap in community colleges and higher education."

He pointed out that community colleges outputs meet the needs of the labor market in the private sector and are not among the jobs that are related to the administrative organs of the state. This is one of the most important goals of community colleges. Continuous improvement of the student's abilities is also one of the objectives of the quality management in the Authority.

Unfortunately, there is a cultural and social deficit perspective that underestimates the value of community college graduates, especially in universities affiliated with the Ministry of Higher Education. This view is apparent when graduates peruse their higher education at the university.

He stressed that during the past periods, a Bachelor of Technical Teacher Education program was opened in both Sana'a and Aden Community Colleges in 2008. There was a joint cooperation between the Ministry of Technical Education and the Dutch government in opening a bachelor's degree in networks and management information systems that follows Blocks system (there is no first and second semesters) and applied in-



teractive system.

He explained that about 60-70 students from the Bachelor of Technical Teachers' graduate studies have completed their postgraduate studies at the University of Aden. However, there is a problem in student's change of orientation from the practical side to the research side. Moreover, a short time ago, the University of Aden- unfortunately- stopped receiving community college students to continue their educational attainment in postgraduate studies, because of the quality of non-academic education offered in community colleges - according to them - although the curricula of community colleges are technical academic.

Conflict and its Effects on Community Colleges

According to the Dr. Abdullah Saleh Al-Hajj, "The number of community colleges at the Yemeni governorates level is 18 community colleges. Five community colleges have been established since 2017, including (Community Colleges in each of Taiz, Al-Madaribah "Lahji", Shabwa, Abyan, and in Rayan "Hadhramout", which is a great achievement given the difficult circumstances the country is going through"

He continued, "There are colleges that have republican decisions, but have not been activated yet, such as (Community Colleges in Al-Mahra, in Haifan (Taiz), in Al-Maghba (Taiz), Zabid College (Al-Hodeidah), and in Al-Bayda).

Regarding the damage to community colleges in some governorates, he explained that there are a number of colleges that have been completely or partially damaged due the conflict, such as the Community College in Al-Dhalea Governorate, which was damaged and has become a home for the displaced, the Community College in Al-Hajar (Al-Qubaita) and Al-Darb

(Dhamar), as well as the Community College in Marib governorate, which was- before the conflict- in the process of being finished and equipped, but was damaged and turned into a home for the displaced.

Fields and Specializations

Al-Hajj reviewed the most important specialized fields, which include a number of educational programs in community colleges, saying: There are a number of fields such as medical sciences, which includes 12 programs ("physician assistant, pharmacy, nursing, laboratories, midwifery, dental assistant, dental technician, emergency medicine, operating technician, respiratory therapy, physical therapy, anesthesia); the field of engineering sciences, which includes 8 programs (communication, electrical equipment, automobile engineering, industrial control electronics, computer engineering, refrigeration and air conditioning, medical equipment, mechatronics); the field of administrative and financial sciences, which includes 10 programs (Accounting, rural project management, small project management, health organization management, business management, management information systems, procurement and warehouse management, marketing, quality management, secretarial and executive offices); the field of computer science includes 6 programs (information technology, computer programming, networks, computer science, web design, Internet technology, computer information systems); the field of applied sciences, which includes 3 programs (graphics, multimedia, interior design, "decoration - fashion design).

Challenges and Difficulties

"One of the most important difficulties and challeng-

es faced by community colleges in Yemen is the poor operational budgets provided to them. The cost of practical applied work in one of the specializations reaches one million riyals. The currently provided budget does not cover the costs. The lack of societal culture regarding the importance of community college outcomes, the preoccupation of many college staffs with other work, neglecting the academic aspect and disrupting the educational process in colleges are also among the difficulties and challenges," Al-Hajj pointed out.

Student Enrollment Rate

On the percentage of students enrollment in the educational process in community colleges in various Yemeni governorates currently, Al-Hajj indicated that the number of students affiliated with community colleges in various Yemeni governorates reached 5933 male and female students during the 2019-2020 academic year. This number indicates a decrease in the rate of enrollment in colleges during the past years, which has reached the limit of 20%. This can be ascribed to many reasons: Young people went to the battlefronts, especially in the governorates of Al-Dhalea and Taiz, the economic condition deteriorated, and the living situation of many families worsened to the extent that they are no longer able to support their children to complete their studies.

Development Projects

Regarding the development projects for the educational process, Al-Hajj confirmed that the executive board has prepared development plans for projects financed by the Kuwaiti loan provided by the Kuwait Fund for Arab Economic Development. The project is divided into two parts: The first is a free grant under Agreement No. 208 for financing the construction of Sheikh Sabah Al-Ahmad Al-Sabah College in Socotra and its equipment. The executive board has completed all the procedures related to the implementation of this project, which has been suspended since 2002 due to the unstable situation. The project is currently being finalized despite the difficult circumstances. The tender will also be released in the coming period. The other part is equipping and furnishing 12 community colleges in various Yemeni governorates (6 colleges in the northern governorates and 6 in the southern governorates) within a soft loan. During the next three months, tenders will be released on the process of equipping the colleges with the latest technical equipment, providing up to 40 specialized programs, furnishing colleges according to the organizational structure, and training and developing academic staff in community colleges in Yemen.

The leadership of the Ministry of Technical Education and Vocational Training also seeks, through the executive body, to stand up to all the challenges facing the colleges in accordance to a clear vision to advance the technical education system through developing programs and curricula that keep pace with modern equipment and modernizing them through government support.

Outputs of Technical Education and Vocational Training are Wasted Resources

The Ongoing Conflict Halted the Implementation of a Plan Aimed at Increasing Enrollment Rate in Technical Education to 15%

The current conflict has cast a shadow over all sectors in Yemen. Technical education is perhaps the most affected sector, in terms of the destruction caused to its educational facilities, the looting of their equipment, and the significant decline in the number of male and female students enrolled. The conflict also led to the suspension of salary payments and the huge dropout number of educational staffs in search for other sources of income. The division in the administrative framework of this sector, the economic collapse and the halting of development plans have further exacerbated the problem.



Saeed Al-Khulidi (Assistant Undersecretary of the Ministry of Technical Education for the Standards and Quality Sector)



Aidaous Al-Qubati (Director General of Media and Public Relations at the Ministry of Technical and Vocational Education in Aden)

By: **Arwad Al-Khatib**
Sawt Al-Amal - (Voice of Hope)

Through holding meetings with some officials from the technical education sector in both Aden and Sana'a, we seek to shed light on the devastating effects on the technical and vocational education sector which was bet on in achieving a balance between the outputs of technical education and the needs of the labor market and developing small projects which are the actual lever for development. The labor market has gone through many changes, and educational outputs that do not keep pace with the labor market, along with corruption and the ongoing conflict, have become among the most important challenges that raise unemployment rates in Yemen, which, according to the latest statistics issued by the United Nations, has reached 57%. Technical education and vocational training were among the most important treatments that work to find staff suitable for market requirements.

Saeed Al-Khulidi (Assistant Undersecretary of the Ministry of Technical Education for the Standards and Quality Sector) said: Technical and vocational education is supposed to expand greatly as its outputs are greatly demanded in the labor market. He pointed out that- for example- in Germany and Japan, you find that 60% of students go towards technical and vocational education; the rest goes to public education. Yet, our inputs do not exceed 2% of education outputs.

He added: The country's general policy does not give technical and vocational education the required importance. Technical education and vocational training are very expensive since students should spend 60-70% of their study and training time in the workshop. This means that they need operational equipment. In the past, students had housing and food allowance,

for this reason the number of students enrolled was to some extent good. However, the deteriorating economic situation and the current conditions are not conducive to enrolling in technical and vocational education. For this, there is a very significant decline in the number of students enrolled in technical and vocational education.

Conflict and its Repercussions

According to Al-Khulidi, the Ministry of Technical Education had a 10-Year Strategy for Education from 2005-2014 to expand technical education and increase the rate of enrollment to 15% of the outputs of public education. However, this did not happen. Rather, the percentage decreased due to the circumstances that the country is going through and the disruption of the incentives given to students. Al-Khulidi confirmed that the ministry was in the process of developing a comprehensive strategy at the national level. However, the circumstances imposed by the conflict prevented the completion of the plan, not to mention its implementation in subsequent periods.

Al-Khulidi pointed out that at the present time, the Zakat Authority is conducting training courses through technical education institutes to include the largest possible number of graduates or those who do not have jobs. So that, the authority financially supports graduates to establish their own businesses.

Regarding the rehabilitation of women, he said: They were seeking women to participate in technical and vocational education by 25%. This has to do with societal awareness. There are female-dominated specialties such as midwifery, decoration, and sewing as well as institutes for women, such as Noqum Tailoring Training Institute. The women's sector has also been established.

In the tourism sector, the Undersecretary of the Ministry of Technical Education explained

that there was a specialized institute in Aden, and its outputs went directly to the labor market because the tourism sector was active. There is also a National Institute of Hotel Management and Tourism in Sana'a, but there no demand for it in recent years despite the available facilities and housing for students.

Al-Khulidi hoped that these institutes will resume their activity in the near future and the crisis, that affected everything, even tourism, will end. Tourism is an important resource which must be invested and worked on. Yemen is characterized by a long history and archaeological sites are found everywhere.

Problems and Obstacles

Regarding the most prominent problems and obstacles faced by the technical education and vocational training sector, the Undersecretary mentioned that financial resources are among the most important difficulties facing the technical educational sector.

He said: For example, we find that the technical education and vocational training staff are deprived of financial dues which are limited to providing transportation allowance as an incentive, as is the case in the educational sector. Furthermore, they rarely receive food aid provided by the organizations. This led to the dropping out of a large number of technical education and vocational training staffs, some of whom emigrated and some of them established their own businesses.

Suggestions and Solutions

Regarding the proposed solutions for developing the training sector in the coming period, Al-Khulidi said: They hoped that the supporting organizations would pay attention to and take interest in the technical and vocational education sector, but their role was limited to holding useless meetings. He added: We found that the orientation of these organizations is

not directed towards education, whether technical or otherwise, but towards relief programs that are considered a priority at the present time due to the ongoing conflict.

On the official level, Al-Khulidi hoped that part of the technical institutes' imports would be allocated to their management, or at least allow them to supply what they manufacture and sell in the market for this will create returns, but the financial law has seized this return and made it subordinate to the Ministry of Finance.

He explained: Private institutes supply the Ministry of Finance large sums of money per month. Revenue is hundreds of millions of fees, licenses, and others. Only if they are properly organized and spent for the benefit of technical education and vocational training, we will be able to bring about a massive development in the outputs of these institutes. However, according to the financial law, these revenues should directly go to the Ministry of Finance. It is assumed that at least part of this revenue should be allocated to technical institutes to provide training materials or provide incentives for the same staff.

Aidaous Al-Qubati (Director General of Media and Public Relations at the Ministry of Technical and Vocational Education in Aden) confirmed that the ministry contributed significantly to meeting the needs of the labor market in all its specializations, and providing trainees with sufficient knowledge to engage in the labor market, through the various vocational education and training institutions and through various short and targeted courses.

He said: By coordinating and assisting organizations for technical education institutions, trainees, in short courses, are provided with tools and materials necessary for work in the labor market. However, he regretfully talked about the absence of any support from the labor market sector within the ministry, "Unfortunately, our labor market sector does not

provide any support except what organizations provide through short courses."

He pointed out that the seven years of conflict have negatively affected the various educational institutions, as some of them were stormed, vandalized and looted, which caused interruption to or halted the educational process in them.

He talked about the most prominent problems and difficulties facing the Ministry of Technical and Vocational Education in Aden, among of which are rehabilitating and equipping institutes affected by the conflict, and providing them with qualified staff in administrative and assistance aspects, such as guards and service workers, as they have reached one of the two terms in retirement.

According to Al-Qubati, the closure of many specializations in educational, training and administrative bodies and the suspension of employees' financial dues for years have further exacerbated problems. Also, financial statements are out of date, which makes it difficult to purchase the materials used in training because these materials are still at the old.

Regarding the proposals necessary to overcome this situation and improve the performance of technical and vocational education, the Director General of Media and Public Relations believes that the matter requires the government to take advantage of the donor organizations to restore and equip the destroyed buildings, and to grant members of technical education and vocational training special financial benefits for this type of education to encourage its members and develop their capabilities.

Thus, the technical and vocational training sector remains one of the most important sectors of the state that can be exploited and supported to turn the wheel of development and to find solutions to the economic problems faced by many Yemeni families.

Faisal Haza'a.. a Young Man Who Overcomes the Reality Shock

Alia Muhammed
Sawt Al-Amal - (Voice of Hope)

Many graduates of technical and vocational institutes in Yemen are looking for ideas for small projects that lead them to success based on the specializations they have joined. However many of them may face challenges and difficulties that stand in their way of achieving their desired dream.

The hero of this success story is the 25-year-old Faisal Haza'a from Sana'a Governorate, a graduate of the Institute of Technical Education and Vocational Training for the year 2018, specialized in roads and surveying.

His passion and determination in life led him to receive technical and technical education, believing that this is the only way to achieve a continuous and permanent job opportunity in light of difficult conditions that rarely find university youth a chance to work.

Shocked by the Difficulties

With passion and love, Faisal began studying at the Technical and Vocational Institute. After his graduation, he was shocked by a different reality than he had expected. He was faced with two choices: either he proceeded by his believe in God and his confident steps, or he surrendered to the difficult reality.

Young Faisal told "Sawt Al-Amal" that he faced a large number of difficulties and challenges after graduating from the institute. He was shocked by the reality that he found in the labor market, as the modern equipment and devices in the market are not the same as those he studied and trained on in the curriculum and training workshops inside the institute.

Haza'a described the huge gap between what he has learned and what the labor market needs. He said "When I went out to work, I did not know how to use the modern equipment that was in the construction companies for surveying and roads, because we did not address it in our curricula and appli-

cations that did not meet the requirements of The labor market. I was also shocked by the price of these devices when trying to buy and own them to try to start my own project, they are expensive. Despite that, the attempt to search for a job and a source of income continued."

Young Faisal Haza'a did not despair of the difficulties he faced at the beginning of his launch to the labor market. So he searched for a job in more than one company related to roads and spaces.

Breaking the Barrier

Faisal explained how he strived hard to get a job after graduating, saying: "As usual, I did not find a job in any company that I applied to, because of their impossible requests that do not appreciate the need of the graduate who is looking for an opportunity to work, innovate and build his future. Many companies require a certificate of experience or knowledge. By a well-known contractor, or an connection that is favored by the employer. Then I decided to enter the world of small private projects, but with an-

other specialization.

Faisal broke the barrier of giving up after feeling frustrated and empty after his graduation, so he decided to study another field, and chose to study phone maintenance and programming at the General Institute of Communications. His father and brothers helped him to open his own shop. So, he started his own project by opening a shop for selling, programming and maintaining mobile phones.

After more than a year and seven months, Haza'a has been working in his shop with great effort. The development is so obvious that he hired another worker to help him develop the project, which has become a famous one.

Faisal gave young people who graduated in technical, vocational and technical specializations advice to open new projects, and to face all the difficulties, challenges and obstacles that they would face. They believe that they should have a strong will and mighty determination to face all circumstances.





Technical and Vocational Education and Staff and Services Shortages

Transition Challenges from Emergency to Recovery

The short view and the limited understanding of technical and professional disciplines negatively affected the progress of the educational and rehabilitation process for students, and interest in it has decreased. In fact, these difficulties are not the outcomes of (conflict) period alone. Rather, they are accumulations that have no immediate solutions,” Dr. Essam Abdo (adviser at the Ministry of Higher Education, Scientific Research, Technical Education and Vocational Training) confirmed.

By: Hanin Al-Wahesh
 Sawt Al-Amal - (Voice of Hope)

“Despite the great importance that technical education enjoys, the Ministry of Technical Education did not receive attention like the rest of the ministries in the educational system, as it acts according to the needs of the labor market, so there is no reconstruction or sustainable development without the outputs of technical education.”

It has been shown that students’ demand for vocational education has recently decreased because it was not up to par. Dr. Essam thinks that the reason is ascribed to lack of incentives for students on the labor market side, in addition to the fact that the labor market is weak and not based on sound foundations.

Regarding the teaching staff, Dr. Essam explained that there are no alternatives for the staff or training processes for the original staff due to the financial inability. This is among the difficulties faced by technical and vocational education. He added, “Unfortunately, there are no solutions to the challenges we are going through due to the general situation the country is going through.”

On his part, Fouad Al-Maqtari (Director General of Human Resources at the Ministry of Technical Education and Vocational Training - Aden) said, “the educational staff in Yemen is more

than 80%, and the number of operating institutes is 89 government institutes until the beginning of the year 2015.

As for the institutes today, the number of institutes affected, wholly and partially, by the conflict, is about 68, of which 24 are completely out of service.

Al-Maqtari explained that the shortage is not only related to buildings, but there is a staff shortage in many engineering and mechanical disciplines of up to 70% due to displacement and suspension of salaries in some areas.

In the context of difficulties, Al-Maqtari confirmed that among the most prominent difficulties facing the Ministry of Technical Education and Vocational Training are the suspension of budgets for training (expenditures of raw materials), the suspension of the budget of the internal departments, which caused the low turnout of students, and the instability of the currency, which caused the emigration of trained teaching staff and the resort of many teachers to the private sector.

Al-Maqtari believes that it is not possible to have real solutions unless sufficient budgets are available to cover the deficit in the ministry as well as activating the role of the Skills Development Fund in supporting technical and vocational education institutions, activating the role of the local community in supporting, and monitoring technical education institutions.

In the same context, Ashraf Al-Bissi



(General Director of Technical Education Councils Affairs in the Ministry of Technical Education and Vocational Training - Aden) stressed the importance of rehabilitating the General Consultative Council to study the state of technical education and keep pace with development and rehabilitating the educational staff by studying development, opening new departments to keep pace with this development, and studying special needs.

He continued, “This will not happen. Technical education will not develop unless we pay attention to it as it is the largest participant in the development process, provide its needs, and approve its operational budget to eliminate the deficit in the provision of services and working staff.”

International Visions

On international interventions, the International Labor Organization (ILO) had a role in developing a strategic framework for technical and vocational education that will start from 2021 to 2023.

The strategy developed by the ILO indicated that there are a number of challenges hindering the development of the technical education and vocational training sector, the most prominent of which are the lack of a unified vision for technical and vocational education and the weak coordination between governorates and the public and

private sectors.

In the same strategy, it was found that there are shortcomings in updating the curricula of community colleges as they have not been updated since 2012. In addition, the quality assurance systems are still insufficient to assess the quality of educational service provision, and other challenges that are an obstacle to technical and vocational education.

From the Perspective of Teaching Staff

Muhammad Ali (a teacher at the Technical Institute of the Ministry of Technical Education - Aden) said: “There is a noticeable neglect of the teaching staff, in the technical institutes.

Technical and vocational departments are rather expensive academic departments, and they need continuous updating to keep pace with technology and the outside world.” Technical and vocational departments are rather expensive academic departments, and they need continuous updating to keep pace with technology and the outside world.”

He continued: Neglect on the part of the Ministry and the educational staff with regard to the services provided is not new, but the current situation has exacerbated the problem and made it worse. The constant change in currency rates, the lack of operational and training budgets, and the institutes’ lack of

the most basic educational services caused the students’ low turnout and enrollment in these institutes and the withdrawal of many teachers from the institutes to work in other jobs to make a living.

Abdullah Ahmed (a teacher at the Commercial Institute of the Ministry of Technical Education - Aden) said: There are many educational difficulties, and there is a noticeable low turnout of students. In the past, before 2015, the number of students reached 1000 students in one institute, but at present the number of students does not reach 100 students. This is due to many reasons, such as the high prices, and the lack of training services and materials that enable students to apply in practice.

Technical education problems are not the outcomes of conflict alone. Rather, they are accumulations that have no immediate solutions

Practical Learning Experience of Technical

By: Alia Muhammed
 Sawt Al-Amal - (Voice of Hope)

The 1970s and 1980s witnessed a good growth of vocational and technical education and training institutes and centers in Yemen. According to the National Information Center, 47 institutes and centers were opened at different levels during that period.

This sector remained one of the important sources for economic and social development. Although it opened its doors to a number of Yemeni youth, it did not receive attention and was not given much importance for many reasons that some workers in this sector will mention to us.

Muhammad Abdulrahman (a trainer in a technical institute) says: One of the main reasons for not paying attention to technical education and vocational training is the lack of awareness of its importance, the idea that vocational and technical education is mainly for academically un-

successful students, and that these professions do not secure the required material income, nor do they rise to the social level.

Abdulrahman added: In addition to the above, there are other factors, the most important of which are: the absence of an educational role in raising awareness among students of the importance of the vocational sector, the weak link of vocational and technical education curricula with the practical reality of the labor market, and the inadequacy of educational outputs to the urgent and changing requirements of the labor market due to the conditions of the country. Hence, the student becomes unable to conform to market requirements.

Practical Learning Experience of Technical Education and Vocational Training Institutes

Maeen Jabr (30 years old, one of the students enrolled in the Industrial Technical Institute) said: Technical and voca-

tional education increased his scientific knowledge and contributed to qualifying him for the labor market requirements. He gained through vocational education sufficient experience through practical applications and theoretical lessons, from which he benefited a lot nearly about 70%.

Maeen Gabr encourages many students to join such institutes, because benefits of education accrued to students so that they can get a free profession through which he can establish his own project.

Abdel Hafez Maeen (22 years old, a student at a vocational institute) believes that technical education plays a major role in the speed of entry into the labor market after short years of study, and this is what distinguishes institutes from universities.

Abdel Hafez went on to say: There is a fundamental difference between universities and technical and vocational institutes: universities are concerned with the theoretical aspect, and technical institutes are concerned with the practical one by 80%.

On his part, Walid Al-Matari (student) said: “I learned a lot from my technical and professional studies. I study in the carpentry department. I learned a number of things that were unfamiliar to me, such as How to bond wood, how to disassemble and assemble wood furniture, and how to cut, nail, spray, paint and make home furniture such as: chairs, cupboards and beds.

Al-Matari believes that there are many university students of different disciplines who face difficulties in finding jobs quickly, especially in light of the current conditions. As for graduates of technical institutes, they can find jobs faster due to the labor market’s need for such specializations.

Financial Return

Hassan Taha said: “Technical and vocational education is a means of obtaining a permanent financial return. It is based on a number of professions and crafts that meet market requirements. Not only that,

but we can establish our own businesses that are commensurate with one’s specialization, and this will make a huge leap in economy development and country advancement.”

He added that we can also work while studying. This is an urgent necessity to apply what we have learned and to make us more connected to the labor market.

Taha believes that technical education and vocational training play a major role in combating poverty and unemployment, improving the level of per capita income, contributing to the process of social stability through absorbing all segments of society, working to develop their capabilities and providing them with job opportunities that reduce the spread of poverty and unemployment.

Needs of Technical and Vocational Education

Mohammed Al-Qadi (Director of the Quality Assurance Unit at the Industrial Technical Institute) pointed out that the



Technical Education and Vocational Training Sector Needs Curriculum Revolution

By: **Rajaa Mukred**
Sawt Al-Amal - (Voice of Hope)

The process of technical education and vocational training begins with good educational curriculum planning and development, which ensures keeping pace with changes resulting from the information revolution, and with the labor market.

In Yemen, from 2013 to 2021, the Ministry of Technical Education and Vocational Training was unable to update and develop curricula although new specializations was opened and development plans prepared, and there was only the implementation phase, according to high official source in the Ministry, who preferred not to be named.

Then, he said: "These plans are largely dependent on providing the budget in accordance with the plan. The ministry has prepared educational curricula and books during the past years, but- unfortunately- no budget has been allocated for printing, and we hope the ministry will provide help in this regard."

He stressed that the ministry has a lot of modern equipment for institutes, laboratories and workshops of all kinds. The Yemeni-Korean High Technical Institute, which was affiliated with the ministry, was financed by two loans: The first loan is from the Islamic Bank, with a value of ten million dollars; the second is from the Korean project, with a value of 15 million dollars. A decision was issued to hand over the Yemeni-Korean High Institute to the Higher Authority for Technology and Innovation. This equipment was sufficient to cover more than 15 institutes of technical and vocational education.

Curriculum Quality

"Sawt Al-Amal Newspaper" met with Professor Ali Al-Hajjaji, who stated that

vocational education is a period of study after completing secondary education. The student enters a vocational level in which he studies for three years and obtains a vocational, industrial, commercial or agricultural secondary certificate. Technical education is a two-year diploma after high school, vocational, industrial, commercial, agricultural, scientific or literary.

Al-Hajjaji added: There are many specializations in vocational education, such as car mechanics, car electricity, wiring electricity, winding electricity, air conditioning and refrigeration, metal turning, industrial control, veterinary, sewing and embroidery, ceramics, welding, plumbing, generator maintenance, motorcycle maintenance, office management, accounting, metal turning, and casting. Metals, goldsmithing, graphics, hairdressing, hotels, and agriculture. After listing the professional disciplines, he mentioned the technical education disciplines, which are general electricity, construction, surveying, roads, decoration, management, accounting, marketing, industrial control, hydraulics, pneumatic, computer, hotel, tourism, ports, physician assistant, pharmacy. He further added that the specializations are many and differ from one governorate to another according to the requirements of the geographical area.

Students' Opinions on the Curriculum

The opinions of students and the extent of benefit and influence differ from one student to another. Asaad Abdel Hamid (graduated in 2003 from the National Institute of Plumbing - Sanitary Installations) has trouble finding a job. For him, the major obstacle stands in his way to find a job is nepotism, and he says that the practical application in the institute was excellent and the curriculum combined theory and practice.

He said that the practical application in the institute was excellent and the curricu-

lum was a combination of theory and practice.

Adeem Abdul Kafi (electrical technician in one of the institutes) graduated in 2018. He said: The curriculum is theoretical and practical. However, after graduating he had difficulty finding a job, and that he entered the Technical Institute for the purpose of certification only.

After graduating, he had difficulty finding a job. His enrollment in the Technical Institute was for the purpose of getting a certificate only.

Abdul Kafi believes that the reason why it is difficult for him to get a job is that work in the field of electricity is scarce. He rarely finds a building that needs electrical wiring. He added that one of the shortcomings of the practical curricula today is the application on old devices that do not keep pace with every new or modern one.

About the most demanded majors in the labor market, Adeem Abdul Kafi said: The specialties demanded by the labor market and provided in our institute are hydraulic (heavy equipment), electronics, auto electrical, lathe (machinery), and plumbing. However, electrical graduates are the least likely to get a job. There is no electricity in Yemen. Abdullah Al-Qubati (Electrical Technician) graduated two years ago from Dhahban Institute. He is finding difficulties in the labor market because he has not worked before.

In the context of his talk about the curriculum, he said: The curriculum is theoretical and practical and needs development. There are updates in the reality of technology and information that were not present in the curriculum. The models or equipment on the market are all new. At least the curriculum is supposed to be developed every five years.

Outputs of Technical and Vocational Education and the Labor Market

Institutions need qualification and train-

ing. There is an absolute necessity to update curricula and tools in laboratories to keep pace with technology. Tools are outdated, used once and thrown away.

Paying attention to technical and vocational education is an urgent necessity in such circumstances, as "necessity is the mother of invention." According to Dr. Ahmed Said Shamakh, an economist and member of the Shura Council, the outputs of technical and vocational education will be a strong supporter of the national economy.

Dr. Ahmed added: Instead of relying on organizations, part of the efforts must be directed to support youth projects, such as laboratory work in institutes, provide job opportunities for young people, and benefit from the experiences of developed countries such as Vietnam, which encouraged technical education and vocational training. Professor Ali Al-Hajjaji gave an example of the state of laboratories in institutes and the lack of curricula in the market. In the field of electricity, students apply single, double and triple switches. In the labor market there is lighting that works by motion sensors, light or sound.

This is not the only thing that Ali mentioned about the clear discrepancy between what is taught in institutes and the needs of the market. In the labor market, there is electricity that is used by charging cards similar to mobile phones, and this technology does not exist at all in the institute. He gave another example in the field of auto mechanics.

He said: Cars that students practice on are still Model 70, meaning (old stout) or (Chas), which are very old. There is not even a car that works with sprays!! The labor market is far from that version. There are cars that run on electricity or gas. He pointed out that the curriculum being taught is useless in the market. The cars on

which it was applied deteriorated and disappeared.

He added that among the examples of the curriculum that do not keep pace with labor market changes. There are specialties such as interior and exterior design and decoration that is largely confined to gypsum, sculpture and decoration only. However, decoration market requires a wide range of materials such wood, aluminum, plastic, cladding.

He said: "What do we expect from a generation that is being taught the outdated and old-fashioned curriculum of 1970s and 80s. Technical institutes really need a methodological revolution."

The Role of Stakeholders

To talk about the role of the Ministry of Technical Education and Vocational Training, "Sawt al-aml" met with the media official of the ministry- who preferred not to be named- who talked about what the ministry seeks to do.

He said: "Regarding curricula development, the Ministry has put in place many plans to prepare updated curricula for the specializations in the institutes. There is no budget to cover curricula planning and development and teaching staff training on the latest curricula to transfer their knowledge and skills to the students."

He added: "In any society whose institutions a destroyed, technical and vocational education is essential in in the process of rebuilding the country. Young Yemenis are able to build a new Yemen."

The media officer continued: It is possible to develop training programs for all age groups, and different educational levels. In addition to the formal education provided by the institutes, short courses and programs- designed to fill the gap in the needs of the labor market- can be provided to those with limited education.

Education and Vocational Training Institutes



most important challenges facing educational and technical institutes in Yemen are the poor operating expenses, and the lack of raw materials related to the practical applications of technical and professional disciplines.

He also said: "These challenges and more are a major reason for obstructing the progress of technical and vocational education and for preventing student's

optimal benefit from technical and professional knowledge. There are also workshops to apply learned knowledge; however, the equipment and machines are very old, dating back to the seventies and not keeping pace with the world's development.

Ahmed Mohammed Al-Ma'amari (Head of the Production Mechanics Department at the Industrial Technical In-

stitute) asserted that students need training and practice in their specialization. Training shall be within modern standards so that they can enter the labor market.

He noted that students need to study English, as it is one of the main requirements for reading devices catalogues. As for the curricula, they are available. Yet, the trainer's experience in preparing an appropriate curriculum for students, which includes all labor market requirements and needs, is crucial here.

The first obstacle is the outdated machinery on which students are trained. It does not match the modern equipment currently available, and this shocks and disappoints a number of graduates when they enter the labor market.

He added, "Whenever time is sufficient and number of students is acceptable, we ensure that students will benefit from practice. Large numbers of students prevents making the most of practice."

He stressed that there is a great role that falls on the shoulder of students them-

selves. They must not be satisfied with what they learned in the institute, but must research and develop their practical and educational capabilities.

Mohammed Al-Qadi (director of the Quality Assurance Unit at the Industrial Technical Institute) indicates that there is a need for qualified trainers who are able to adapt and deal with everything new. The world today is developed; therefore, it is necessary to develop vocational and technical education in line with the new changes to ensure renewal and compatibility.

He added that cooperation should be made to spread awareness about the importance of technical education and vocational training and its role in sustainable development and the national economy of the country.

Projects of Graduates of Technical and Technical Institutes

Al-Qadi explained that the projects of technical education and vocational train-

ing graduates vary. Some of them work in electricity, electrical wiring, and vehicle electricity (cars), and some work in plumbing and paint, in addition to opening a number of workshops for lathes, plumbing mechanics and welding. The vast majority resort to opening projects of carpentry and aluminum forging workshops.

Al-Qadi continued: Graduates of the Vocational Secondary Department after the ninth grade certificate work in projects related to industrial control electronics, while graduates of the technical diploma work in the fields of roads, construction, and computer software.

He stated that technical education and vocational training are diverse and have many fields, such as carpentry, printing and construction, in addition to many medical, legal and engineering disciplines, in which there are many options, and make it easier for the student to choose the appropriate project that matches what he studied at the institute.



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Technical education and vocational training is a dynamic and constantly evolving science. It must be linked to comprehensive national development plans to help it keep pace with the country's economic movement process. The outputs of vocational education indicate that there is no firm awareness of the importance of technical and vocational education.



The Reality of Technical and

Requirements of Education

By: Samah Emlaak
Sawt Al-Amal - (Voice of Hope)

In this regard, Zakaria Ali Noman (a graduate of the Industrial Technical Institute - Abs District, Hajjah Governorate) said: There must be an understanding that vocational and technical education is a field of study no less important than other fields, and is not an alternative or last solution for the student.

It is unfortunate that many graduates hide that they are vocational institute graduates, as if this is a stigma of failure for not enrolling in university education. Zakaria added: "The possibilities available to technical institutes are much less than the support provided for university and higher education from the concerned authorities. This can be ascribed to the lack of interest in this sector and the lack of awareness of its importance in the development of the national economy. Zakaria sent a message to the concerned authorities, asking them to allocate an appropriate budget for the

rehabilitation of vocational and technical institutes, providing training workshops with the latest equipment, and enact laws that raise the profile and status of this sector and place its graduates in the position of university education graduates in terms of prestige and others."

Urgent Needs

The technical and vocational education sector in Yemen suffers from many problems and faces a lot of obstacles, such as the deterioration of educational curricula and the lack of modern equipment that keeps pace with the progressive development in the world in various disciplines.

Many evaluation studies of the reality of technical education that there is a low enrollment of students and a lack of interest in technical and training techniques and equipment, which greatly affects the reality of the labor market. Moreover, a great deal of equipment has expired, do not keep up with the times, and are not updated according to market requirements.

Low Enrollment of Students in Technical

Muhammad Hazaa (a professor at the Community College in Al-Darb District- Dhamar Governorate) pointed out that it is of great importance to bridge the gap between the needs of industrial development and the programs and curricula and training therein, and to address the low budgets of vocational education compared to that provided to university and higher education.

Anwar Al-Salmi (Professor at the Agricultural Technical Institute in Al-Rajm area - Al-Mahwit) listed the needs of these institutes: "Educational policies in vocational institutes need to be concerned with quality, not quantity; its outputs must keep pace with the needs of the labor market; there must be coordination between the three types of education, basic, vocational and higher.

Al-Salmi continued: Basic education students must be aware of the importance of technical and vocational institutes, as economic development requires technical and technical staff that cover future projects with a specialized and capable staff.

Damages to the Training Workshops Amount to more than Seven billion Riyals

Recent documentary studies issued by the Ministry of Technical and Vocational Education in Sana'a in May 2016, indicate that the events of conflict caused damage to equipment and training equipment in the workshops of the vocational institutes affiliated with the Ministry. The cost of losses amounted to more than seven billion and 300 million Yemeni riyals. The study mentioned that 9,500 male

and female students have dropped out of 29 educational and training institutions due to the destruction caused to them in the 2014-2015 academic year.

This led to the deprivation of thousands of students from graduating in the same year. The labor market urgently needs skilled labor for some jobs, such as installing sustainable energy systems and its maintenance like solar energy which has become an alternative to electricity.

Due to the severe damage to the infrastructure of vocational institutes and training workshops, the number of students has decreased by more than 50%. Statistics from the Ministry of Vocational and Technical Education in Sana'a stated that the number of students before the conflict in the country was 15,287, which

Infrastructure of the Technical and

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Technical education and vocational training is the approach that leads to strengthening the social and economic fabric of the state. Its programs focus on preparing young people to enter the labor market with qualified ideas, experiences and skills, or training employees to develop their job performance, and providing various job opportunities.

By Rajaa Mukred
Sawt Al-Amal - (Voice of Hope)

In Yemen, in April 2001, Republican Decree No. (46) was issued to form a ministry called the (Ministry of Technical Education and Vocational Training) that has contributed to a qualitative shift between the state's sectors since then until today.

As the years passed and the ministry approached its 22nd, the education sectors of the ministry in various Yemeni governorates were not spared the effects of the conflict, which is entering its seventh year, as the infrastructure of technical and vocational institutes and community colleges in various governorates was damaged.

The general situation of the technical and vocational education sector

Planning to keep pace with the developments of technology and the information revolution has been met by the conflict with destruction and severe damage. This is one of the biggest challenges facing the sector.

In addition to the reconstruction of the aftermath of the conflict, funding, curriculum development, and the provision of electric power.

Dr. Ahmed Saeed Shamakh (Member of the Shura Council) said " The enthusiasm for the reconstruction of the technical education and vocational training sectors is there. The only problem is the funding.

Shamakh adds: One of the challenges facing institutes is the lack of modernization of curricula. The lack of tools, for example, the mechanics department has a staff but it does not have tools, the machines are old. Even the application produced and the outputs are out of dated. He stressed on the need to reconsider the educational and training curricula by reviewing and developing them to keep up with modern technologies. So calling on the official authorities to keep pace with modern developments and resettle them in the country.

For his part, Saad Badr (a student at a technical institute), confirmed that the operation of electric power is important. It calls for the operation of local forces and the encour-



agement of local products over foreigners.

The extent of the damage in the technical and vocational education sector

According to the latest statistics for the year 2019 issued by the relevant authorities. "Sawt Al-Amal" maintains the name of the donor of the statistics. "Sawt Al-Amal" learned about the extent of the damages that affected the technical education and vocational training sector in various governorates. The state of the sector's infrastructure. In Sana'a, the number of damaged institutes five institutes (Vocational Institute - Manakhah), (Vocational Institute - Jihana), (Commercial Technical Institute - Al-Haima Al-Dakhiliyah), (Vocational Institute - Bani Matar), and (Vocational Institute - Hamedan). The affected colleges are (College San-

han Society - Bilad Al-Rus), (Community College - Sana'a).

The damages varied between damages to facilities and damages to equipment. According to the statistics, the total cost of the damages that affected the technical education and vocational training sector in Sana'a amounted to \$30,385,633.

In the Amanat Al-Asimah, the number of institutes affected by the conflict reached eight institutes and colleges. The costs of the damage were distributed to facilities and equipment as follows: (Industrial Technical Institute - Dhabban), (National Institute for Tourism and Hospitality), (Yemeni-Turkish Craft Institute), and (Institute of The late Muhammad Abdullah Saleh "Central Prison Institute", (Chinese Vocational Technical Institute - Haddah), (Arwa Commercial Insti-

tute), (Abdel Nasser Commercial Institute), (Industrial Technical Institute - Sawan), and (Technical College "Polytechnic" Al-Soufan neighborhood) The damages amounted to \$13,290,348 in the facilities and equipment of the previous institutes.

In Ibb, the (Professional Industrial Institute - Baadan) is not working, (Community College - Yarim) is working. The damages amount to facilities and equipment amounted to \$10,399,318, and in Marib (Sirwah Vocational Institute) the cost of the damages is 8,191,687.

In Al-Bayda, there are institutes that stopped work (the Vocational Institute - Al-Soma'), the (Professional Industrial Institute - Al-Bayda), the (Vocational Institute - Al-Sawadiya). There are two institutes that work (the Industrial Technical Institute - Al-Qurashiya) and the (Commercial Technical Institute - Al-Bayda), the damage cost for all was \$35,087,669.

There is only one institute in Al Mahwit (the Agricultural Technical Institute - Al-Hasab) that is not working, the cost of the damages amounted to \$2,258,583. In the Office of Technical Education in Taiz Governorate, there are (Industrial Technical Institute - Al-Hawban), (Industrial Technical Institute - Al-Hasab), and (Commercial Technical Institute - Al-Hasab). All of which are working. The cost of damages to facilities and equipment in them amounted to \$14,108,509.

As for Shabwa (Industrial Technical Institute - Ataq) is not working. The cost of damages is \$2,620,596, Al Dhale' (Hotel and Tourism Institute - DMT) is not work-



Vocational Education in Yemen

al Process and its Obstacles

Education and Vocational Training from 15,000 to 5,000 Students

decreased after the conflict to only 5,787 students at the level of most governorates of the Republic of Yemen.

The Percentage of Students Drop Out of Education

Studies of the Ministry of Technical and Vocational Education in Sana'a issued in 2016 indicate that there is an almost complete absence of students in the governorates of Al-Bayda, Taiz, Saada, Amran and Lahj. One of the students of the Industrial Technical Institute in Al-Qurashiya in Al-Bayda- who preferred not to be named- said: One of the reasons for her dropping out of school before graduation is her fear of any upcoming violent events as well as her displacement with her family towards the coun-

tryside in search of safety.

The conflict has caused a high dropout rate from technical and vocational institutes in governorates that still suffer from armed confrontations and deteriorating economic conditions. Many students preferred to go to the job market or travel outside the country to find a source of livelihood. This was confirmed by Yahya Muhammad (one of the students of the Technical Institute in Taiz Governorate).

Yahya, who studies in the field of electricity, pointed out that due to the general situation in the country, his family could not pay for his education. Therefore, he could not continue studying.

Efforts Made

Walid Al-Haddi (General Director of the

Equipment Office at the Ministry of Technical and Vocational Education in Sana'a) said: The Ministry has put forward many solutions to the problems faced by the technical and vocational education sector with regard to facilitating the teaching process for students in conflict-affected areas, the most important of which, according to Al-Haddi, are:

- Developing a plan that enables students to complete their studies through resuming the educational process in the scientific departments of institutions and institutes that are partially damaged.
- Resuming graduation exams, which the Ministry has begun, in three stages in an attempt to absorb the largest number of students.
- Facilitating the enrollment of students in test centers across the country and helping af-

ected and displaced students transfer to testing centers.

• Registering newcomers in the centers to continue their education and facilitating the procedures for their housing in those institutes.

With regard to training and rehabilitation, Al-Haddi mentioned the Ministry's efforts to provide solutions: The Ministry continues to support and implement short training programs, and to contain public education dropouts, the unemployed, and the displaced within training programs that empower them economically. It is also working on adopting policies that diversify the sources of funding for these treatments through active participation and partnership between the public and private sectors, and some grants and loans."



Walid Al-Haddi (General Director of the Equipment Office at the Ministry of Technical and Vocational Education in Sana'a)

Vocational Education Sector in Yemen



In Amran, the cost of damages in the facilities and equipment (Technical Education Office - Amran), (Technical Institute - Amran), and (Industrial Technical Institute - Khamer). The cost of damages amounted to \$16,635,262. In Aden (Industrial Technical Institute - Mualla), and (The Naval Technical Institute - Khor Maksar), and (The National Institute for Training of Trainers - Dar Saad) the cost of damages is \$2,928,254.

In Abyan, the cost of damages to facilities and equipment in (Industrial Technical Institute - Al-Khadir), (Auras Institute for Vocational Training - Zanzibar), (Vocational Training Institute - Al-Kud), (Agricultural Technical Institute - Jaar), and (Industrial Vocational Institute - Al-Koud), and (Technical Education Office - Abyan) amounted to 8,372,865 dollars.

The Role of Stakeholders and their Solutions

"The most important challenges currently facing the Ministry is the continuation of the educational process and the continuation of training at a minimum level. As a result, for students continuation of their learning. There is no doubt that the lack of operational budgets for institutes, salaries, fuel and raw materials for training are the most difficult obstacles." According to a statement issued by the media official at the Ministry of Technical Education and Vocational Training, (who requested not to mentioned his name).

He added that technical education and vocational training consists of a qualified trainer, raw materials for training, modern



equipment that keeps pace with development, and a trained student. If any of these elements are missing, challenges and difficulties arise for the sector and the student alike.

The media official believes that among the possible remedies is to find sufficient budgets to ensure the continuation of the educational process, update dilapidated equipment, develop curricula which is progressed and cope with the requirements of the labor market, and train cadres to develop their specializations, in addition to opening qualitative specializations that keep pace with the needs and requirements of the labor market.

With regard to the role of the "Ministry of Technical Education and Vocational Training," the ministry's media official stated

that the latter prepares periodic reports on the damage inflicted on the sector. The cost of reconstruction for the damaged institute buildings, which is considered exorbitant in light of the lack of a budget for reconstruction.

He emphasized that the main goal is the continuation of the educational process in the previously operating and equipped institutes. Since the demolished institutes need reconstruction and equipment for training if the budget required to operate these institutes is available. Thus, there will be a qualitative leap in technical and vocational education; Because the institutes will be rehabilitated and reconstructed according to the needs of the labor market. Instead of the old specializations that do not match with the needs of the markets.

ing, and (Professional Technical Commercial Institute - Al Dhale) and (Community College - Al Dhale) the cost of damages is \$1,624,843 Dhamar (Dhi Sahar-Ans Vocational Institute), (Industrial Vocational Institute-Al-Darb), and (Community College-Al-Darb) all these institutes stopped working. The cost of damages is \$11,999,170.

In Sa'ada there are institutes that work (Technical Education Office - Saada), (Commercial Technical Institute - Saada), (Vocational Training Center - Central Prison Reformatory), which stopped working as; (Vocational Industrial Institute - Kahra), and (Community College - Saada) Damage cost \$10,949,716.

In Hodeidah there are institutes that stopped working as; (Industrial Vocational Institute - Al-Khokha), (Industrial Tech-

nical Institute - Bajil), which are working (Community College Institute - Al-Lahya), (Industrial Technical Institute - Al-Hawk), and (Feminine Workplace for Women Development - current), and (Industrial Technical Institute - current) damage cost \$11,847,244.

In the institutes in Hajjah that stopped working as; (the Agricultural Veterinary Institute), and (the Vocational Institute - Ahim), which still working (the Technical Institute - Abs), the cost of the damages is 20,894,000 dollars, and the institutes operating in Lahj (Boumediene Institute for Vocational Training) and (Agricultural and Commercial Technical Institute - Sabr), while an (Community College - Al-Hajr, Al-Qubeta) stopped working. The damage cost is \$7,392,687.



The Price of Success ...the Determination is the Beginning of the Journey

“ It is friendship that brought together my two companions in the “art of decoration and sculpture” path in one work. They paved their paths together. They established their own project, to begin to delve into the midst of life. To complain between the most brilliant meanings of art and technology. As soon as they started their work, an electrical fault dispersed them. One of them died. The other remained imprisoned at that moment.

By: Rajaa Mukred
Sawt Al-Amal - (Voice of Hope)

Today's story is inspired from the world of "technical education and vocational training", its outputs, and the young experiences in Yemen. A story that brought together two colleagues in one profession after a long inconvenience journey to search for work and establish a private project.

From Alqafir in the green province of Ibb, the thirty-year-old, Al-Hajjaji, is a father of two girls. He is graduated from the Yemeni-Chinese Institute of Technical and Applied Sciences in 2014, he studied in the Department of Interior Architecture, the art of decoration and sculpture. A technical degree after vocational high school, he specialized in furniture carpentry.

The Beginning of the Journey

Mr. Ali said "The study at the institute was good in terms of curriculum and application. The difficulties he faced after graduation was the search for work. At the beginning of his

working life he suffered a lot. For three years, he was looking for business owners and contractors. This was the beginning of his entry into the labor market with his friend, the late Shokry Al-Najjar, where he started designing decorations for some shops and for a very low fee. They lasted for a year, until they had an opportunity to design and implement a commercial mall in Shamlan called (Hyper Shamlan). They started entering the market and doing their own project. From this point, as their first step. Ali said "We were successful in every sense of the word in an impressive way. I and Shokry were determined to implement the project. We helped each other in most of our free time."

The Story of the Success Project

Ali and Shokry continued their own project (Hyper Shamlan) for two years, they had their own office and their own workshop. They started to form a management. Then they employed a group of young men and women, including marketers, designers and implementers. On December 6, 2018, the tragedy occurred, Ali

Hajjaji said "this day will not be forgotten".

Ali said "The last day I saw my friend, who was like a brother to me, on that day I was working in the decoration for one of the exchange shops on Al-Hasaba Street. Shokry with four workers were executing a painting for the hookah shop on the 50th Street next to our private office. Shokry and his colleagues have an electric shock killed two of them.

Going without Returning

Ali continued narrating the reason for the error that occurred to his friend, as he said "The workers were confident that there was no electricity, high pressure, and when the three of them raised the stairs, they were shocked by the electricity, so it became clear that a commercial station had been connected on that line. However, due to the high costs, the case caused by one of the commercial power stations was not pursued".

The most difficult moments in Al-Hajjaji's life were. He wished he had gone with his friends. Then he tried to continue working hard. It lasted for two years, but unfortunately he hated the field and work and no longer had the energy to work as before, saying: "Every place reminds me of my friend. One day I was making a painting for a shop. (Al-Zajil Exchange) in Taiz Street, I was thinking about my friend and working. So a wooden board fell over my head, two stories high. then I fell on the ground after that, and after that I lost my memory for four hours. My health deteriorated. I suffered from fractures and many bruises. Then I became better. But I decided to leave the art of decoration and sculpture. I worked in

a factory for the manufacture of healthy water, and currently my life is stable."

Mr. Ali Al-Hajjaji said "After his graduation, he and some of his colleagues were given grants to China, but they were sold without their knowledge. He and a group of students assigned a follow-up committee. Unfortunately, they were unable to join, because the grants had been sold and they could not do anything. They kept asking Until they met Ms. Lamia Al-Eryani, who stood with them and coordinated with the German Agency for International Cooperation (GIZ) to give them a rehabilitation and employment grant that lasted for six months.

After graduating from the course, Al-Hajjaji signed a work contract with the Office of Technical and Vocational Education; In order to work as a teacher in the art of decoration and sculpture at the Yemeni Chinese Institute. He signed the contract and worked, but without a salary. Al-Hajjaji continued to work as a teacher from 2017 to 2020, working at the Institute in the morning. In the afternoon and night working in his office and his own work with Shokry. He continued, "This is my story and the story of my own technical project."

Message

Ali Al-Hajjaji directed his message to the state and the concerned authorities to make improvements to technical education, support the workshops of institutes and laboratories with raw materials. Besides, giving the students real projects, supervised by the state, and help selling their products in the market; In order to benefit the learner and the teacher. There should be exhibitions specific to the students'

work. If these parties are unable to provide raw materials, they must contract with a private sector to train students in line with the labor market. The skills that the market needs.

Al-Hajjaji called on the student to be close to the labor market, to know what the market requires and the duties and obligations it has; In order to improve his performance and efficiency. To appear with something new and not imitated.

Mr. Ali Al-Hajjaji concluded his speech by saying" Graduates of technical institutes are considered a wealth in themselves. So you should extend a helping hand to them and they will innovate, as there are ambitious young people who have very amazing ideas and projects".

There are
Ambitious Young
people who have
Very Amazing Ideas
and Projects

Continuation from Last Page... A Teacher Became A Businessman Ali Al Hammati and Al-Arsh Aluminum Workshop

The main reason for choosing the aluminum workshop is reflected in what Al-Hammati narrated that a friend suggested that he take advantage of his old studies at the Vocational Institute. His friend told him that it was the shortest and most appropriate way to achieve his dream and assume his responsibility at the same time.

Ali excelled in learning to manufacture aluminum, as he trained a long time ago in a modest workshop to reap the benefits of the years. Ali never expected that these few courses would become a source of livelihood and luxury for his family in light of the stifling crisis in the country.

Obstacles

Ali asserted that the possibility of loss was greater than gain. However, he took the responsibility. Then he began to gather workers around him to supervise them to reach his dream of becoming a businessman.

Ali explained to "Sawt Al-Amal" that the process of obtaining financing was one of the greatest challenges he faced in the beginning. As well as obtaining the necessary licenses to open his workshop. The process of contracts with shops in other governorates.

However, under the guidance of some of the pioneers in the industry, he was able to make

his way on his own, and he started with very modest efforts to become (The Throne Workshop) today one of the best aluminum manufacturing workshops and exporting it to the rest of the governorates of the Republic.

Today, Al-Arsh workshop faces another challenge, which is the sufficiency of demand. To solve this problem, Ali doubled the number of workshop workers, and equipped two additional laboratories. Ali said "The demand is finally exceeding supply with the stability of the security situation in the country. The opposite was true only a year ago.

With regard to the supporting bodies, he said

"No official party supported me, but a former friend stood to support me, as he was a big trader in furniture. He supported me by a loan that I returned in less than a year and a half. As the workshop opened in June 2015, and I paid the debt in March 2017".

What Ali said is that the moral support was supportive of him in his infancy and still until now. The society's positive view about him helped a lot and boosted his self-confidence. So, it pushed him to open a workshop with less than half the required capital.

His wife supported him as well as his four brothers. They are his best friends. Ali talked

about the reaction of his wife, who supported him in adversity and stood by him at every loss he suffered. She encouraged him and supported him with her jewelry when needed. Today he is more steady and has plans to open branches of the Al-Arsh workshop in other provinces. Ali concluded his speech by saying "The vocational institute has the biggest role in practical career. I would not have reached what I reached without the basic knowledge that I gained from my professors at the institute." He stressed that his project is vital and important, and serves the country's building process, and that he is keen to present everything new".

Technical and Vocational Education in Yemen

By: Manal Amin
Sawt Al-Amal - (Voice of Hope)

The technical education and vocational training sector in Yemen is like other educational, development and economic sectors that have been greatly affected by the conflict that has been going on in Yemen for many years. This sector suffered from the deterioration as other sectors. The deterioration was reflected on the graduates of this sector and expanded the area of poverty and unemployment among society members in all Yemeni governorates.

In order to know the real situation of technical education and vocational training in Yemen. It was necessary to look at this sector from a historical perspective that shows the importance

of this sector in the development of the society and its role in addressing all the calamities that the country has faced.

The Reality of the Past

Historically, the first industrial school was established in Sana'a in 1859. In Aden, the Commercial Institute was established in 1927. In 1936, the first agricultural school. An industrial school for textiles were established in Sana'a. In 1949, the Technical College was opened in Aden. The Vocational Training Center was established in Aden in 1954, and the Health Institute was established in Sana'a in 1957. The period of the seventies and eighties witnessed a remarkable growth of the vocational and technical education and training system through the creation of a Department of Vocational Educa-

tion in the Ministry of Education in 1976. Then the Ministry of Labor and Vocational Training was established, whose structure was the technical education and vocational training sector in the year 1990. In 1992 the General Authority for Vocational and Technical Training was established. Then in 2001, the Ministry of Technical Education and Vocational Training was established. According to a government report entitled (Implementation of the joint recommendations of UNESCO and the International Labor Organization in the field of technical and vocational education and training for Arab countries - 2004).

Essam Abdo Ali (adviser to the Ministry of Technical Education and Vocational Training) told "Sawt Al-Amal" that the reality of technical education and vocational training at this

stage the country is going through is a very bad reality. Due to the conflict that targeted many governorates and affected most important sectors, including the sector of technical education. Especially in Aden, Abyan and the southern governorates.

He pointed out that the technical and vocational education sector before 1990 was considered an integral part of the education system in the country. Especially in southern Yemen, where the student would graduate from technical secondary school for five years. Then the student continues his education in a second year directly university; Because it was within an integrated educational system.

Today's Difficulties

The graduate of technical education suffers

from many difficulties, perhaps the most important of which is his inability to enroll in university studies. Here, Counselor Essam confirms that the student today cannot continue his postgraduate studies in any scientific discipline in public universities after graduating in any of the institutes of technical education. As a result of the widespread wrong culture that believes that technical education is not considered academic education, in addition to that education in institutes Technical depends on the practical side, while universities depend on the scientific theoretical side. This is one of the challenges facing the technical and vocational education sector.

In a study by social researcher Ahmed Ali Al-Haj, entitled "The Journey of Vocational and Technical Education and Training in Yemen

The Role of the Skills Development Fund in Vocational and Technical Training of Young People

Technical Education Absorbs 2% of the Annual Batch in General Education

“

Recently, training and rehabilitation programs in various professional and technical fields have emerged. They have had a great resonance with the active youth energies in the process of reforming the development wheel and motivating it. Besides contributing to raising the output of the local economy.

In order to develop and support training and rehabilitation programs for technical and vocational institutes. The Skills Development Fund had the largest share in encouraging and motivating young people to develop themselves.

Hanin Al-Wahesh
Sawt Al-Amal - (Voice of Hope)

Dr. Abdullah Daghem (Executive Director of the Skills Development and Rehabilitation Fund - Aden) said that one of the most important objectives of the Fund is to train young people and ensure that they receive training courses that benefit them in these areas.

He continued " The number of trainees is increasing from year to year. In 2017, since the beginning of the fund's opening and the restoration of its activity in Aden Governorate, the number of trainees reached 370. Then the number of trainees increased until it reached 2208 trainees in 2021. In training courses that were set on according to a survey of labor market needs".

Skills Development Fund Programs

Daghem stressed that the Fund is working hard to help young people through the training programs and technical skills development provided to them. To enable them to develop their skills and join the labor market.

He explained that the Skills Development Fund is working with intense efforts, especially in this difficult phase that the country is going through by investing youth energies in work. It works on developing the capabilities of young people through the programs offered to them.

Within the framework of the new programs for young people this year, Daghem said that there are many programs that have been implemented in this year and previous years, and as for the latest work and programs that the Fund has worked on im-

plementing, it is the launch of 14 training courses on November 22, 2021 that will last for 35 days. It aims to enable young people to develop themselves in many areas, such as electrical wiring, car maintenance, phone maintenance, solar energy, sewing, hairdressing, computer, graphics and others.

Funding Difficulties

Talking about the difficulties faced by the Skills Development Fund, Daghem explained that among these difficulties are the increased needs, the lack and limitation of capabilities, and the lack of commitment of the concerned authorities to contribute and help and play their role in assuming responsibility in accordance with the laws prepared on the basis of a clear vision that determines the contributions of the funds in bearing some burdens and responsibilities in the community. Especially in light of the difficult situation that government institutions are going through.

In the same context, Daghem called on all private and supportive parties to provide assistance and support to trainees through training. In addition to provide skill bags for students; In order to attract more young people, train them and bring them to the labor market. Then they have the full capacity and skill to cover the market and participate in the economic development process.

Youth Skills and their Economic Impact

Technical education and vocational training is the ground on which comprehensive development plans can be based in order to build a developed productive society. It is also the economic engine for the wheel of economic development. One of the most important means of stability and



social peace.

About the view of Dr. Abdul Rahman Haidara (Assistant Professor in the field of economic sciences) and his analysis of the vocational education sector, he said " The return on professional, technical and technical work represents the right way to increase the national income. It is resulting from the rise in the level of industry and its capabilities."

He added that such institutes help to find renewal in professions and trades that meet market requirements, and it also facilitates obtaining goods and services at the right times, the right quality, and at reasonable prices. As a result of the economic revolutions achieved by vocational training in production costs.

Emphasizing the necessity of linking the three types of education (basic education, vocational and technical education, and higher education) to raise awareness of the importance of technical and vocational sciences, as they are dynamic, developed and not static. Therefore, it is very important for education to be linked to comprehensive national development plans in the next stage; To keep pace with the economic movement that requires cadres to cover future projects and provide specialized cadres.

Regarding the weak links of technical and vocational education outputs with the labor market, Dr. Haidara pointed out that there is a shortage in the labor market despite the demand for these fields, which absorb about 0.2% of the annual batches in

secondary and higher education.

He explained that the management of the education sector is divided and lacks a unified and coordinated vision for education. The continuation of the existing crisis in Yemen has made matters worse, and that it is necessary for the private sector to finance technical and vocational education more, and for the fields of vocational education to meet the demands of the market. As well as for owners work to manage it institutionally.

In analyzing the future vision of the local and foreign labor market and the needs of the current and future workforce, Dr. Abdul Rahman explained the need to achieve harmonization between those wishing to work on the one hand and the specifications of the available jobs on the other hand; To improve the chances of individuals to get jobs so that they can continue and gain flexibility in the labor market.

In order to increase the effectiveness of technical education and vocational training systems, Dr. Haidara considered the necessity of studying labor market indicators to contribute to providing appropriate training opportunities and programs. To achieve a balance between supply and demand for manpower.

Noting that the process of identifying training needs is the basis for determining the objectives of technical and vocational education; Therefore it is essential that the objectives have to be specific, realistic, measurable and achievable within a short

period of time.

Common Formats

On the nature of the relationship between the Ministry of Technical and Vocational Education and the Skills Development Fund - Aden, Essam Abdo (adviser at the Ministry of Technical and Vocational Education) said " The Skills Development Fund has a positive and effective role in motivating students through the programs offered to them and qualifying them to open their own small projects and develop the market".

Professional and Skills

Development Fund - Aden, Essam Abdo (adviser at the Ministry of Technical and Vocational Education) said " The Skills Development Fund has a positive and effective role in motivating students through the programs offered to them and qualifying them to open their own small projects and develop the local market.

Ezzat Khaled (Director of Human Resources Department at the Ministry of Technical Education and Vocational Training - Aden), reviewed the quality of cooperation and joint coordination between the Skills Development Fund and the Ministry of Technical Education and Vocational Training by rehabilitating the functional staff in the institutes, and highlighting market developments in the scientific and technological field to train the cadre on this basis.



The Management of the Educational Sector is Divided and Lacks a Unified and Coordinated Vision for Education

between Yesterday's Brilliance and Today's Challenge

2008" he explained that vocational and technical education in Yemen suffers from the persistence of manifestations of contempt in many formations of society. As they view technical education as education that leads to manual and craft professions which addressed to the poor.

In his study, he stressed that technical education is still in dire need of a strong impulse, in which official and popular efforts, external loans and effective political administration are combined to turn the current situation of the Yemeni education system upside down. So that the percentage of vocational education reaches the limits of 60% of students in general and intermediate education.

Regarding the difficulty technical education institutions face in updating equipment, curricula, and cadre training programs, Essam told (

Sawt Al-Amal) " The continuation of the conflict is a major challenge facing the technical sector in Yemen, as it has become difficult to provide information and analytical studies on the needs of the labor market in Yemen. At the present time, this causes shortcomings due to the lack of identification of the skills required for the outputs of this sector. Although the sector before 2015 was suffering from shortcomings and neglect, but it was considered somewhat stable.

Establishing New Laws

Essam stressed on the necessity of paying attention and focusing on the technical education sector for the development of society and its economic and developmental. There can be no sustainable development in any country in

the world except that technical and vocational education play a role in it. There is an inferior view of the technical education sector in Yemen, and the sector does not exist in the Yemeni educational system. This view is not found in developed countries; Therefore, we find that the outputs of technical and vocational education in some countries, 70% of them are related to the labor market. This is the secret of development in those countries, as the countries of the world pay great attention to this sector.

He added to " Sawt Al-Amal " that it is necessary to develop new laws and implement them on the ground to contribute to improving the educational process system, which includes technical and vocational education as a comprehensive and integrated sector.

Attempt to Address the Gap

Aidarous Thabet (Director General of the Media and Public Relations Department at the Ministry of Technical Education and Vocational Training) said " The reality of technical and vocational education at this stage is average in some institutes, while others are considered very weak and need a lot of support to reactivate it again.

He explained to " Sawt Al-Amal " that due to the difficult economic, social and development situation that Yemen has been suffering from for many years. The country has relied a lot on the technical education sector as a cornerstone for the advancement of human resources and the elimination of the large percentage of poverty and unemployment. Through an attempt to address the gap between Educational outputs

and labor market requirements. But the conflict came to complement that bad situation, and it became very deteriorating.

"One of the most important disciplines that should be focused on at this time is the industrial disciplines that should be transferred to the (Applied Bachelor's) system because of their importance in the development of the economy in the country." This is what Aidarous referred to in an attempt to find a solution to improve the situation of technical education in Yemen.

He also stressed that in the post-conflict phase and the start of the process of economic recovery and rebuilding, there will be a demand for skilled labor in the field of technical and vocational education, given the market's need for professional workers who are qualified and who have productive skills.



Historical and Future Partnerships for Technical and Vocational Education with Civil Society

“ Vocational and technical education receives the attention of civil society organizations and its initiatives. It is fair to highlight the efforts that contributed in supporting the efforts of the Ministry of Technical and Vocational Education . in addition to providing it with opportunities and capabilities that would help it perform its tasks to the fullest. If most local and international organizations did not refrain from speaking to the media, this report would have been comprehensive of all of these efforts.

Here we highlight civil society organizations and initiatives that contributed to providing technical and vocational education or that worked in its field with training, rehabilitation and economic empowerment. Charitable initiatives that worked in two parallel lines with the Ministry of Technical and Vocational Education in some of its programs or projects.

Samah Emlaak
 Sawt Al-Amal - (Voice of Hope)

Sofra'a Al-khier for Relief and Development " SKRD "

Sofra'a Al-khier for Relief and Development" initiative works in seven main areas: health and nutrition, water and environmental sanitation, education, protection and shelter, food security, emergency response, empowerment and capacity building.

Mr. Haitham bin Sidam (A Programs Manager in the Sofra'a Al-khier initiative "SKRD" told (Sawt Al-Amal) that in each program there are a set of projects, and with regard to training, we have allocated the Empowerment Program to it. We have a unit that follows the program called (Building and Tamkeen). We hope in the coming days To complete its activation and licensing from technical education.

Ibn Sedam added "In the initiative, they aim - in the future plan - at community rehabilitation in many areas, administrative, professional and household skills, such as hairdressing, engraving, sewing, embroidery, leather bags manufacture, handicrafts, incense and perfumes and others."

Haitham bin Sidam enumerates the contributions the initiative has made in the field of training and empowerment, saying "We trained in the field of first aid, and our people in the fight against malnutrition, in health awareness and in humanitarian work in terms of relief and others."

Enjaz Initiative

The "Enjaz" initiative was established on November 25, 2020 within the training workshop for youth initiatives and voluntary work in the Youth and Sports Office in Ibb Governorate with only eight members. Its aim was to strengthen human and social relations. In order to train families in need and people with low incomes. To rehabilitate them and to improve their livelihoods. As well as deepening and consolidating the principle of social and voluntary solidarity. "Injaz" initiative is an extension of a self-voluntary initiative that was established in 2016.

The head of the "Injaz" initiative, Miss. Shura Al-Baadani told (Sawt Al-Amal) "We provided qualitative training in all fields with cooperating parties such as Safe Space, the Merciful Souls Foundation, and Sama Center for Fabrics and Sewing. We also worked in coordination and networking for training in a number of areas in the safe space. The most important of which was in the field of mobile maintenance. Diploma system, accessories industry, sweets and pastries, sewing, incense,

civet and perfumes of all kinds.

Al-Badani recounted some details, by saying "We qualified 15 trainees, in partnership with the Merciful Souls Foundation, in the field of making bags, incense and civet, and sewing. In partnership with the Sama Tailoring Center, we trained seven trainees in the field of sewing and knitting winter clothes, beginner sewing, and children's clothing."

Shoura added that she worked in coordination with a number of dressmaker to train 20 female trainees. Every five female trainees to learn from one dressmaker. The "Enjaz" initiative, with the help of donors, worked on distributing many sewing machines, coordinating to empower low-income families economically, and working with institutions in the field of training. For distinguished women, the initiative seeks by training the target groups to work in a sewing lab affiliated with the initiative.

Tamdeen Center for Training and Sustainable Rehabilitation

Tamdeen is a continuing education center that provides consultations and training services to civil society organizations, the private sector, and various segments of society.

Mr. Muhammad Al-Baadani (Director and Founder of Tamdeen Center for Training and Sustainable Rehabilitation), said that they at Tamdeen believe that continuing education is a necessity that every individual in society needs in the various stages of his life; Therefore, they seek to provide effective training solutions to civil society organizations and the private sector, and to empower youth with skills appropriate to the requirements of the local and international labor market.

Al-Badani added " The center's mission is to provide the best development solutions for institutions. In addition to work on empowering human cadres to be able to manage change and growth in the context of recent developments.

He also talked about previous and current projects and future plans by saying "We in Tamdeen proceed from the 2030 vision for sustainable development. Especially the fourth special goal, which is concerned with developing youth skills. Tamdeen Center seeks to remove the training process from the recognized and repeated stereotyped aspect. So we built programs based on the needs of the market work for her."

Al-Baadani continued by saying "Many areas that we have invaded and opened the way for in Ibb governorate, such as the digital content industry, which is a channel for the future. We provided legal courses for law affiliates. We also held the first course in the governorate. In addition to writing short film scripts. Tamdeen Center seeks To study the problems



Moein Al-Shahri



Muhammad Al-Baadani

of society and the private sector. It is working hard to achieve many solutions in the future.

New Vision Network for Digital Marketing and Advertising

The New Vision Network for Digital Marketing and Advertising was established on October 1, 2018. The idea was to coordinate programs and training courses that the community needed. Moein Al-Shahri, who said "The first program that we coordinated in partnership with the Speak Now Institute was the Diploma Programs in Graphics and Montage because it is an important skill that we need in our field of specialization and work. The idea was born that we study the needs of university graduates, being the category that will start dealing with.

Before the work. Then you will need many skills, after that we marketed and supervised the strategic planning program with the Sky Development Organization, then the field survey programs for organizations such as the (Sphere - PRA field survey tools) in partnership with the Coursera Institute. Then the strategic marketing program. Trainees design strategic marketing plans for existing and virtual institutions, and this program was in partnership with the Wales Academy."

Al-Shahri added "We have also set up some qualification programs in partnership with some accounting systems companies such as Bronx. We had many programs such as idea

and marketing with Tamdeen Center such as the scriptwriting program. Now we have started to register for a fashion design diploma in the field of sewing, and design in partnership with the Industrial Technical Institute and my service center Feminist, also for the sonar diploma program in partnership with the German College Sana'a and the Wales Academic Center.

According to Al-Shahri, the network also had many participants in student and youth activities aimed at enhancing skills and discovering talents. Some of which were in partnership with the (Basmat Amal) initiative, the Peace Ambassadors Organization, as well as the Association of the Deaf and Dumb.

Moein Al-Shahri concluded his speech to (Sawt Al-Amal) by saying "We have a new plan for 2022 that includes packages of qualification programs and professional diplomas. It will be in partnership with specialized bodies in various fields. We aim to provide the trainee with the skills that practical application through practical experiences and field application of what they have learned in order for the trainee to come out with scientific skill to manage himself and market his skills. The ability to communicate with the labor market.

The Yemeni Chinese Institute, a Partnership Between Two Countries

In June 2013, the Minister of Technical Ed-

ucation and Vocational Training, during his meeting with the delegation of the Chinese Ministry of Commerce, discussed the possibility of contributing to the rehabilitation and restoration of the Yemeni-Chinese Institute of Applied Sciences, and the establishment of a new institute for technical education in the capital's secretariat. The Chinese delegation welcomed the proposal and China's willingness to finance and establish a new institute for technical and vocational education. Equipping it in the Municipality of the Capital with modern specifications. In addition to their willingness to provide technical equipment for the Yemeni-Chinese Institute of Applied Sciences - the former Technical School - provided that the Yemeni side undertakes the restoration and rehabilitation process.

After implementing and rehabilitating the Yemeni-Chinese-Yemeni Institute after years of the proposal, it achieved an effective partnership with the Chinese side in the process of training, supervision, management and operation in some new technical and vocational institutes, and benefiting from Chinese experiences in advancing the reality of technical education and advancing the economic and human development wheel and its role in nation-building. According to a report on the official website of the Ministry of Technical and Vocational Education.

Ali Zahra (Assistant Undersecretary for the Labor Market Sector) had stated that the ministry had reached an understanding with Chinese friends to restore the Yemeni-Chinese Institute for Applied Sciences, which had expired, and to adapt it to the needs and requirements of the times. Within the framework of building bridges of cooperation and developing the historical relations that link the two friendly countries for a long time.

Zahra stressed on the importance of rehabilitating the Yemeni-Chinese Institute - the former technical school - as it represents a symbol of Yemeni-Chinese friendship since the 1960s, through its pioneering role in developing historical and solid relations between the two friendly countries through Chinese cadres and experts. He explained that China has also provided the staff, curricula, supervision, management and operation of the new institute for at least six years since the start of operation, according to an agreement between them.





Women in the Technical and Vocational Education

Between the Neglecting the Official Authorities and Their Trying to Prove Themselves

Manal Amin
Sawt Al-Amal - (Voice of Hope)

Technical and vocational education is a basis in building states. The skills and knowledge acquired by the learner in the technical, agricultural, industrial and health fields to develop the country. These areas are closely related to the human being and his needs. Men and women are the two hands in building society. We cannot build with one hand. Therefore, we should not be surprised or denounced if we see women working and competing with men in these areas.

Although we know that thoughts and ideas should change to keep pace with global developments that encourage women's involvement in these professions. We find that Yemeni women still face many misconceptions about social and cultural misconceptions that restrict their freedom and impede their entry into the field of professional and artistic work. Yet we find that they continue to struggle to confront those problems and obstacles that relate to her fate.

Technical and vocational training and qualification for women's human resources is an area that helps increase women's ability to enter the labor market and vigorously in various professional and technical disciplines legislated for them by Labor Law No. (5) of 1995. In addition to Technical Education and Vocational Training Law No. 23 of 2006 without restrictions.

Samiha Omar Yassin (Director of General Education and Training for Girls in the Girls' Sector at the Ministry of Higher Education, Scientific Research, Technical Education and Vocational Training) said "A girl has the right to enroll in any major in the technical education and vocational training sector at the country level, according to the Technical Education Law."

She added "There are female students who have engaged in different and more complex disciplines in the technical aspect, such as mechanics, construction, refrigeration, etc. The technical education sector also has female construction and mechanical engineers who work as teachers in technical and vocational institutes at the governorate level."

She explained to "Sawt Al-Amal" that the technical and vocational edu-



cation sector has established specializations for girls who were unable to continue basic and secondary education, such as makeup, hairdressing, and sewing. The sector offers many short courses that girls can benefit from in developing their professional skills.

Enlighten the capabilities of women

"Women have a very great importance in the technical and vocational education sector. Especially at this stage. If their technical capabilities and capabilities are well invested, they will contribute to economic recovery and development in various fields." This is according to what was indicated by the Director of Education and General Training for Girls in the Ministry.

She added "One of the main objectives that the Ministry of Technical Education seeks to achieve is to enlighten women's capabilities in various technical disciplines to serve the community. Technical education provides two types of education (formal education and courses education).

The Challenges

Regarding the challenges experienced by girls enrolled in the technical education sector, Samiha said "Since the year 2000, societal customs began to impose restrictions on girls enrolling in technical and vocational education. These restrictions were reflected by the refusal of many families to enroll their daughters in specializations limited to young people, as they think.

She stated that the number of women enrolled in technical education in all technical disciplines is very few to

date, and we may not find a percentage of girls enrolled in technical and professional disciplines such as mechanical engineering, construction, refrigeration and maintenance. Except in the city of Taiz. As the percentage of girls' enrollment in these disciplines has reached 10%.

Samiha reported that there are other specializations that have a kind of acceptance for Yemeni families, as commercial theoretical specializations, a two-year technical diploma, and a commercial vocational high school that includes technical economic specializations such as accounting, office management, marketing, computer software, and photography.

Samiha pointed out that from 2016 to 2018, there was a deterioration in girls' demand for technical education due to the unstable economic and security conditions in most Yemeni governorates. However in late 2019 the demand for technical education began to stabilize relatively compared to previous years at 20%. In addition, the percentage of female staff in the technical and vocational education sector at the level of Yemeni governorates does not exceed 40%.

Regarding the role of the women's sector in technical education, Samiha said that the sector aims from an academic point of view to develop training and rehabilitation programs for girls and to develop a real strategy for technical education with regard to girls. It is divided into two departments: the Department of Girls' Education and Training, and the General Department for Community Participation that aims to train women in various fields, in coordination

with the ministries and concerned authorities.

Low Care for Women.

Labor Law No. (5) of 1995 confirmed the equality of women and men in rights and duties without prejudice. To achieve parity between them. Yet the practical reality in various sectors, including the technical education sector, shows that there is a low care in the development of women and their participation in the labor market.

Ahlam Al-Sayed (a teacher of chemistry in a technical education institute - Aden) said "The most important challenges facing women teachers are the lack of necessary supplies in the educational process for scientific subjects, such as chemistry and physics that need tubes, solutions, etc., and applied materials such as auto mechanics, maintenance, etc.

She stated that female teachers complain about the lack of care of the concerned and even supporting authorities in the process of developing women's capabilities in the technical education sector according to modern standards.

On her part, Mona Ahmed (30 years old from Aden) said that when I graduated from a technical institute in 2013 from the maintenance department, I did not find any care from official or supportive authorities to open my project for the maintenance of mobile phones and computers. As they did not believe in the abilities of girls. However, by the insistence and my family support, I opened a small mobile phone repair shop in Mansoura. As a result, I achieved my own project with my own efforts.

Lack of Confidence in the Abilities of

Women

Taghreed Muhammad Mujahid (Director of Public Relations at the Ministry of Higher Education, Scientific Research, Technical Education and Vocational Training) indicated that women in technical education need the necessary attention to develop their capabilities and disciplines to contribute to community service. But there is no care in developing the economic aspect of girls graduates from technical and technical institutes.

She confirmed to "Sawt Al-Amal" that confidence in women's abilities and skills in the functional aspect within the technical education and vocational training sector is still weak, and there is no encouragement for them to develop themselves in various administrative, occupational and educational fields.

"Before 2015 and until now, the technical education sector has suffered from many problems and challenges that affected its economic and societal importance in the country. This was reflected by the women working in the sector, and on the society's view of girls enrolled in technical education in general." This is according to the Director of Relations in the Ministry.

Inclusion of Women in the Development Process

Taghreed said "There are challenges that women face in the technical and vocational education sector, such as their marginalization from participating in qualification courses aimed at developing sector employees inside and outside Yemen. This led some women lose hope in providing the best for the technical and vocational education sector. In return it gives stronger encouragement and motivation for women to continue developing themselves to reach their own potential."

In an attempt to develop the capabilities of women in the technical education sector, Taghreed said "Achieving the slogan of actually integrating women into the development process in an effective manner requires appropriate strategic planning aimed at developing workers in the sector. Especially women, and training them in various fields and disciplines that contribute to the process of development and progress".



Engineer Al Akil:

The Intersection of the Supervisory Authorities and Conflicting Laws are the Most Important Problems of Technical Education

The outputs of technical education and vocational training have become a major component of development. The most prominent role is to open new job horizons for the unemployed youth. Especially by refining their technical and professional skills. The outputs of technical education and vocational training have become a major component of development, the most prominent role of which is manifested in opening new job horizons for the unemployed youth. Especially by refining their technical and professional skills.

The outputs also work to strengthen the economic infrastructure, encourage investment, and meet the needs of the labor market, in line with the requirements of sustainable development in accordance with standards that meet the aspirations of young people to achieve a secure future.

The human element remains the most important factor and the most prominent axis in the factors of achieving comprehensive development. The difference between focusing on the supporting material factors, and on supporting the human factor, which is the basis, the starting point and the aim of development in its various aspects.

In this interview, we review several aspects related to technical education and vocational training with Engineer Abdulwahab Al Akil the Vice President of Yemen Information Center YIC - the national expert and former Vice Minister of Technical Education and Vocational Training.



Engineer Abdulwahab M. Al Akil the Vice President of Yemen Information Center YIC

Technical Education and Vocational Training are the Cornerstone for Achieving Sustainable Development

- How do you evaluate the reality of technical education and vocational training in Yemen at the present time?

In fact, the answer to this question is in the question itself. Particularly in the situation of Yemen at the present time. There is no need to mention the partial reality of technical education and vocational training.

Let me give you my personal assessment, before the beginning of the conflict, Yemen had made a good stride in several aspects during the past thirty years and before the stage of political division. Which ended in armed conflict. Technical education and vocational training were administered and supervised by a number of ministries and government agencies without the slightest level of coordination or consultation among them despite the presence of the Prime Ministry, which included these bodies under its umbrella.

There was the Ministry of Education, the Ministry of Labor, the Ministry of Civil Service, the Ministry of Health, the Ministry of Tourism etc. This was the case in the former South Yemen before the blessed union. After achieving unity, a number of international organizations under the umbrella of the United Nations and the European Union submitted a number of diagnostic reports on the various institutions of the modern state (The Republic of Yemen).

One of these reports formed the first building block for diagnosing the education sector in general, and vocational education and vocational training in particular. This report highlighted the negatives resulting from the multiplicity of authorities supervising vocational education and the absence of a single vision and strategy that guarantees the achievement of objectives previously set for all stakeholders in the state, civil society, the private sector and donors.

The government's endeavors to take steps to achieve the recommendations of donor reports. It included legislative reforms that address the multiplicity and overlap of supervising government agencies. As well as addressing the shortcomings in the financing aspect of vocational training institutions. By proposing the establishment of skills development fund. Furthermore, addressing the participation of the private sector in determining its needs for qualified workers and supervision. It happened according to the developments in the work mechanisms.

Then the republican decision was issued to establish the General Authority for Vocational Training under the supervision of the Ministry of Labor and the authority included about 14 vocational training centers. This resulted in the division of responsible cadres between the Ministry of Labor and the Ministry of Education, which was still exercising supervision over what was called "Vocational Secondary Schools and Institutes". The main reason was From my point of view, the main reason the transfer to the Ministry of Labor is the Ministry of Labor itself which ob-

tained a new loan for the purpose of reforming the administration sector, legislation and financing for this type of education.

A few years later, the republican decision was issued to amend the name of the General Authority for Vocational and Technical Training. However, this did not put an end to the continuation of the multiplicity of authorities supervising this type of education; New republican decisions were issued to establish community colleges and a new educational system that differs from what is applied in the country, in line with the experience of the United States of America in this system. These colleges were under the supervision of the Ministry of Education. Until the Ministry of Higher Education was established and its subordination was transferred to the Ministry of Higher Education.

The time periods for issuing these legislations were short. Most of them were in the same cycle of one government and the same members. Although the names of the ministries assigned to the ministers were different.

The friction between the ministries continued for a number of years. As if decisions were based on the strength of the minister's personality and the extent of support to the minister.

When we come to assess the current situation, we find that there are still divisions, repetition and overlap between the authorities supervising this type of education where the Ministry of Technical Education and Vocational Training, the Ministry of Higher Education. There is the Civil Service' and the Ministry of Health under whose supervision there are institutions that provide cadres at levels below a university degree. There is also a Higher Council for Technical Education and Vocational Training and a Higher Council for Community Colleges.

The situation remains the same with regard to technical education (after high school or secondary vocational school).

- The technical education sector has been suffering from many problems and challenges from a long time until now. What are the most important new challenges facing the sector at the present time?

From my point of view, I think that the biggest challenge facing it and standing in the way of developing and improving this education is the repetition and overlapping of legislation. In addition to a number of other challenges represented in the following points:

- Not adopting an official path for technical education and vocational training at all levels and linking it with the job and wage scale in the Ministry of Civil Service in line with the government's direction to create a culture that enhances pride in the souls of certificate holders for technical education and voca-

tional training.

- Not taking steps to unify the relevant legislation in this regard to cancel the existing interventions in the supervisory system on this education.

- Failure to take more encouraging steps for the private sector to participate effectively in determining the needs of specialized labor and preparing the curricula. As well as the evaluation and follow-up procedures for the outputs.

- The sources of funds for government activities are not unified, so that they flow in one direction in order to enhance the economic feasibility of these investments.

- Not adopting a structural system for the wages of trainers and teachers working in this sector to constitute a factor of attraction for the best competencies to transfer their experiences and knowledge to those enrolled in this type of education.

Do you know why there is no focus on developing educational, applied curricula, and training of the educational staff according to modern standards needed by the labor market?

There is an integrated system that has been worked on during the past period, including the mechanism of preparing curricula, as well as preparing trainers, managing institutes and centers and other aspects.

If this previous experience is evaluated, modified and improved to serve the goal, we will reach an achievement that matches what our predecessors have achieved in this field.

This evaluation must be carried out with the participation of all parties, the student, the trainer and the teacher, the private and public sectors etc.

- What is the extent of the damage to the technical education sector in Yemen as a result of the years of conflict?

I do not have numbers and statistics on this subject. Unfortunately, by watching the news of the targeted places, we find that the damages in some sites amount to complete destruction and the destruction of all equipment and supplies. In other words, I expect the impact to be between 90 to 95% of what was there before because of the conflict.

The conflict resulted in the creation of a deteriorating economic reality that led to an imbalance in the labor market. What is the impact of that reality on the outcomes of technical education?

The labor market or the size of the labor market is directly affected by economic activity. In such circumstances business and economic activities declined, the purchasing power of the individual weakened, and the rates of demand for goods and services decreased.

What the economic situation has reached in Yemen

is tragic in every sense of the word?

There is no room for explanation or detail. Everyone locally, regionally and internationally sings about expressing the level of suffering of the Yemeni citizen. Unfortunately, there is no tangible reward to alleviate this suffering.

Where is the role of women in the technical education and vocational training sector?

The classic question for everyone and here I give you a classic answer. Women are half of society. So, if there is no encouraging for women due to the lack of awareness and management.

Women have a key role in the technical education system first in terms of providing women cadres in the disciplines and fields related to work and production. They also have a key role in the production sector, whether in the labor market or in small projects and self-employment. Qualifying women in these areas is one of the most important duties of the concerned authorities in this regard.

What is the role of the official authorities in evaluating and supporting successful projects for technical education outputs in various disciplines?

It is logical that there should be support for self-employment and small projects for the outputs of technical education. There was an experience in one of the institutes allocating a workspace and displaying graduates' products. I do not know where this experience reached and how it was evaluated. If it was actually evaluated.

- How do you evaluate the role of the private sector in supporting technical education and vocational training projects?

The private sector is interested in benefiting from the outputs of institutes and centers, and this is normal. Regarding the support, I think that if a clear mechanism is agreed upon with the private sector on how to choose what will be provided and who will provide it, we may see a broader role in this field.

- Technical education students suffer from many problems during the process of continuing their higher studies at universities of higher education. Are there solutions to meet this challenge?

According to what I remember, there are certain legislations. One of them is known as bridging. There should not be any difficulties for the students to continue their studies. If the students faced any obstacles in continuing their studies, it is as a result of the failure in the technical education and vocational training. Here I emphasize on the need for legislation to be reviewed or new ones to be issued.

What is the role of supporting international organizations in developing and supporting the educational process in the technical education and vocational training sector?

The external parties are represented in the loans and aid provided by the donors. There are procedures and steps that are known and agreed upon by the Yemeni side and the donors. The main problem is diagnosing needs for this support. There is technical support that is provided to Yemen, concerned with specializations in pre-determined areas and in agreed locations. For example, Japanese support for the "cars" specialization in Sana'a or European support for the hotel and tourism field, that was in the past "I don't know what is still or has stopped."

Are there national strategic plans that contribute to reviving the technical education sector again?

I do not have sufficient knowledge to answer this question; However, it is certain that the concerned authorities are evaluating the situation and preparing the necessary plans for the recovery of the various sectors.

In the recovery and reconstruction phase, what are the most important requirements that the sector needs to improve its output?

The most important matters are to evaluate the legislation and laws in force, besides adopting an encouraging policy for the student and trainer. As well as for the private sector, through which misconceptions about professions are changed. Their practice, despite the fact that the economic need began to impose this transformation.

Technical Education and Community Awareness of its Importance in the Yemeni Market

Hanin Al-Wahesh
Sawt Al-Amal - (Voice of Hope)

The outputs of technical education and vocational training are the most important outputs. It drive the development of the communities forward. If there is a community awareness of the importance of these areas and if there is a community who believe in youth and their capabilities.

Out of the importance of technical education and vocational training outcomes it was necessary to focus on the quality of education. Besides, addressing the problems and difficulties faced by the output to suit local market requirements.

Weak Social Awareness and its Impact on Students

Ezzat Khaled (Director of Human Resources Department at the Ministry of Technical and Vocational Education) said that the societal perception varies from one person to another about the concept of technical and vocational education. These affect the perception of the students themselves. Generated problems and many challenges, is the lack of the number of students dropping out of schools and institutes.

Khaled stressed that due to the lack of awareness among many young people of the importance of technical education and disciplines taught in the process of building societies and their role in promoting the wheel of development. Some of them think of these professional disciplines are studying losers and visually level. This in itself look inadequate and the problem must be corrected, and should know these young disciplines like the rest of the departments in colleges and educational awareness of the importance of these sections published in the professional market and in the process of sustainable development.

Khalid said " The conflict and conditions of economic and social led to the low demand of the students of these sections. As well as the curriculum is updated and that is not updated and that is not able to cope with development of the existing market, weak budgets and rising prices. Many reasons that have their roles in the low demand of students and to look at education in general as something secondary.

Fundamentals to Open Successful Projects after Graduation

Mohammed Alban (specialist projects

and programs, the province of Aden) said " The technical and professional institutes play a significant role in the economic development of the local through successful projects and actions offered by graduates of these institutes, and directs some of the basics that will enable young people and students from opening their own projects to help them them to go into in the labor market.

Mohammed believed that one of the first stages of building projects: Choose a suitable idea commensurate with the requirements of the market, choosing the right place for the project, and acquire the necessary experience in the management of the project before starting it. In addition to being away as much as possible to enter into a partnership. It is important not to confuse personal expenses with the revenues of the project, and distinctive services in the market to ensure competition. Besides staying away from the acquisition of a large segment of consumers. Stressing the importance of institutions that provide the necessary facilities for young people to open their own small projects, enabling them to develop and provide its needs and requirements of the labor market.

Yemeni People Views

Fatima Ali (pioneering work of Aden) said that the technical disciplines and professional are very important in the Yemeni market and society needs, they also contribute to a clear contribution to the development process if we look at it closely and correctly. In addition to not detracting from its role and serve the community, and attention to the output of this type of the need for education, as well as helping graduates to build their own projects to help them and the community in the creation of new professional work and keep pace with the current Renaissance character.

Hussain Mohammed (an employee in one of the government institutions - Taiz) said for " Sawt Al-Amal" the dealing with the technical and professional disciplines Kt khassat second-class education, and the manifestations of this lack of attention and the treatment of its graduates as if employment does not exist for them. This inferiority to look at such disciplines will not change unless the society's perception of the graduates of technical institutes is changed in all fields of specialization. In addition to have a full change to put this quality of education within the pre-university education and university education system. In the sense that the nomenclature



be canceled and operate new labels gaining social acceptance.

Saddam Al Jaber (a civil engineer from Taiz) said that the caeer and technical education from the social and cultural necessities and basics of technological revolution in all fields. This is agreed upon by scientists all over the world. However the understanding and the opinions of some them are still unable to accept the importance of these areas. As their understanding is inadequate and reluctant; Due to lack of awareness and lack of necessary attention of the competent authority.

Saddam confirmed that the most important goals that seek technical education and vocational training to achieve the preparation of a qualified workforce scientifically, technically; To contribute to raising the professional skills, provide employment opportunities, enhance expertise and sustainable development.

Adding that there is a gap between the career and technical education outputs and labor market needs; Because of the lack of curriculum linked to each other. The lack of coordination between technical education and training sector.

The solutions proposed by Saddam Al Jaber to address this sector, which is the interest in updating educational curricula and methods of training, and the development of economic policy for technical education and technical. As well as encouraging the factories and the owners of labor-intensive, and provide facilities for them as tax exemption and others. The expansion of the technical sector, vocational and revive the disciplines of professional labor market.

In the same context Abdul Bari Qasim (journalist from Aden)said that there is a decline significantly in all disciplines of study is not at the level of technical and

vocational education, but beyond that to university output, attributed the decline to the outcome of the economic conditions experienced by the country from a lack of operational budgets in educational institutions and other institutions.

Abdul Bari confirmed that the technical institutes no longer meet the needs and requirements of the labor market; Due to the lack of updates in the school curricula and training programs that are taught not kept pace with current developments experienced by the countries of the world.

Regarding the treatments Abdul Bari Qasem stressed the importance of serious vision towards rehabilitation and training students in practice and take advantage of the practical application and provide modern mechanisms in order for the student to work on after graduation, and can build itself and its own work, and re-recover the economic projects and domestic markets.

Sabri Al-rawhany (a media coordinator of Sana'a) is positive for vocational education, for the great importance of graduates of the Technical and Vocational Institute, they have contributed to an active contribution to the economic development process despite scarce potential and lack of services. Especially in recent times many institutes to adopt theoretical curricula Significantly, the practical side is ignored; Due to the lack of budgets to provide training materials. It is observed that there is an insistence of young people to improve their skills and abilities to prove their identity in the society.



A Gap in the Application

A Glance at the Law of Technical Education and Vocational Training

Alia Muhammed
Sawt Al-Amal - (Voice of Hope)

Many laws have begun to ensure the progress of the educational process and identify shortcomings and imbalances with the technical education and vocational training sector.

Objectives of Technical Education and Vocational Training

In Article IV of Law No. (23) for the year 2006, the goal of technical education and vocational training was to prepare technical cadres that meet the requirements of the overall development process and the needs of the labor market from national employment, and to promote the technical and professional efficiency of employment that can deal with modern technologies that contribute to the promotion of the national economy.

The law pointed to the consolidation of the principle of participation of economic sectors (general, special, mixed) and civil society in planning, implementing and developing technical education, financing and development programs in all areas, raising the efficiency of the labor force and enhancing employment, as well as promoting employment. The relationship between

tween educational and training institutions and various work sites to serve technical education outcomes and vocational training.

The article focused on the importance of activating the role of the private and e-sector in technical education and vocational training and providing professional training opportunities for women as a fundamental pillars of society.

Department of Technical Education and Vocational Training

The law of the technical education and the vocational training in the fifth Article, explains that technical education and vocational training is managed in an integrated administrative and technical organization.

In six Article, the Ministry of Technical Education, the planning of technical education and vocational training, its various fields and levels and levels, to meet the needs of the labor market, locally and externally human resources requirements, and in accordance with the State Policies.

In the law, the Ministry has a number of tasks, most notably policy-making to promote technical education and vocational training in various levels, prepare legal and regulations in accordance with the requirements of economic, social and cultural transformations.

The Ministry is also responsible for providing the potential and facilities that help women and people with special needs and character owners to take advantage of this type of education, training and curriculum development at various levels, developing systems, education and training, establishment of the Setup and Rehabilitation System, and the development of technical and managerial cadres. The Ministry is also working to develop the system of tests levels, supervise their implementation and equation of the Certificate of Technical Education and Vocational Training issued from abroad in accordance with global academic standards and national levels, the development of the Classification and Professional Classification System and the preparation of the national standards system.

Technical Education and Private Professional Training

Article 28 showed that the Ministry grants licenses for the establishment of institutions of technical education and vocational training of the private and e-sector, and is supervised by technically and educational. In article 29, an institution for technical education and vocational training is not entitled to make any amendment to which the terms granted or violated only after

the approval of the Ministry, and not entitled to technical education institutions and civil education and private training and to stop the study during the academic year after the approval of the ministry and determines the list to regulate it.

Article (32) noted that the final certificate tests for programs provided by technical education institutions and private and professional vocational training institutions; To organize and direct supervision of the ministry, which is issuing its certificates.

Penalties

The law imposes a number of sanctions if the data that granted licensing is incorrect, the programs and quotas provided for in licensing and contracting with schools are not available in terms of licensing. As well as the lack of empowerment of specialists from the Ministry to perform their duty to control and supervision of technical supervision. It is in the license, and violating the approved study plan of the ministry, and granted fake certificates.

Any opening or training center shall be punishable without a license for a fine of no less than (100 thousand riyals) and does not exceed 500 thousand riyals. The withdrawal of the technical and professional institutes licenses or can-

celed decision will be done if any violation will be proven .

Legal Framework Gap

Khalid Ismail Gharifi (Legal Counsel in the Ministry of Technical Education and Vocational Training) said that each law on the president and the Ministry of Vision and Mission.

The extent to which the Technical Education Law for professional training No. (23) for the year 2006, Gharifi explained that there is a significant gap between the legal framework for technical and vocational education and existing institutional frameworks, particularly with regard to training, duration and certification standards for students.

He also said "So far, the ministry has not been able to implement the law at the beginning, whether on the procedural and formal or organizational side. Will happened for many reasons, most notably that the implementation of the law requires an administrative and organizational restructuring, budgets, and executive regulations in accordance with the vision and objectives of the Ministry. It does not conflict with the official relevant laws. As education is one system, whether public education, technical, technical or higher education. As well as unification and harmony in the three ministries.

Yemeni Women Handicrafts



The Last Word

Dr. Fathiah Al-Hamdani

Throughout the ages, the woman remains the supportive element of the man at all times; She plays her role as a housewife and housekeeper. She also plays multiple roles in the process of achieving economic self-sufficiency for her family through her practice of various economic activities. We find her a farmer on the land, a factory worker, a school teacher, a doctor in the hospital, and a handicraft worker. Other social and economic fields through which it proves that it is a well-deserved half of society.

Handicrafts are one of the economic activities practiced by many women. It includes making and embroidering traditional clothes for various social occasions, making household utensils from straw, preparing incense, perfumes and various cosmetics, weaving, making straw hats, and simple traditional gifts and artifacts that are popular in Local markets, and other industries that most of these women's families consider a major source of family income.

These industries represent part of the national identity of Yemen's heritage, reflecting the huge and diverse heritage stock that Yemen has owned since historical times. These handicrafts represented an investment source for the country during the boom of tourism and the visit of tourist groups to the various governorates of Yemen. The role of handicrafts as an economic source for Yemeni families has become more prominent with the continuation of the conflict for more than six years, in which many Yemeni women in various urban and rural areas of Yemen were forced to carry out handicraft industries in order to achieve self-sufficiency to cover the needs of their families.

Yemeni women have excelled in the manufacture of traditional Yemeni clothing. Thus the ancient Yemeni heritage has been restored in clothing on all Yemeni occasions. What distinguishes this is its diversity according to Yemeni regions. Such as the Al-Sana'ani, Al-Ta'zi, and Al-Saqotri heritage. The creativity of Yemeni women and their artistic innovative abilities appeared in the manufacture of these clothes in a distinctive way.

There is no doubt that handicrafts play a clear role in raising the percentage of working women and reducing unemployment rates among them. In addition to raising the level of local production, increasing competition, and encouraging working women to innovate and be creative in various forms of production for handicrafts. As well as contributing to the development of their abilities and skills. Women work to mobilize the national workforce in small economic groupings to contribute to raising the level of the national economy, and no matter how small the return is. Women play an effective role in addressing many of the economic and social difficulties that society may face.

However, these women face many difficulties, most notably marketing; Where many of them find difficulties in the process of marketing the industrial product they produce. This pushes them to sell the product at the lowest prices, or try to change the activity in which they may find more difficulties than the previous one.

Supporting these efforts requires establishing specialized associations for marketing operations, or allocating places to sell these products, or transforming these individual initiatives into small projects by finding simple financial support for their implementation, while working to renew the capabilities of women working in this field to be more qualified through societies specialized in heritage crafts, and work on exempting these products from taxes to encourage them to continue production with a kind of innovation in handicraft products.

Maintaining family survival and stability is the main reason that prompted many Yemeni women to revive the Yemeni market with many handicraft products. Hence, work should be done to empower women through various training programs. To provide economic facilities to support the increase of these economic activities.



58.3% of the Labor Market's Need for Technical and Vocational Education Outputs is Very Great

Rajaa Mukred
Sawt Al-Amal - (Voice of Hope)

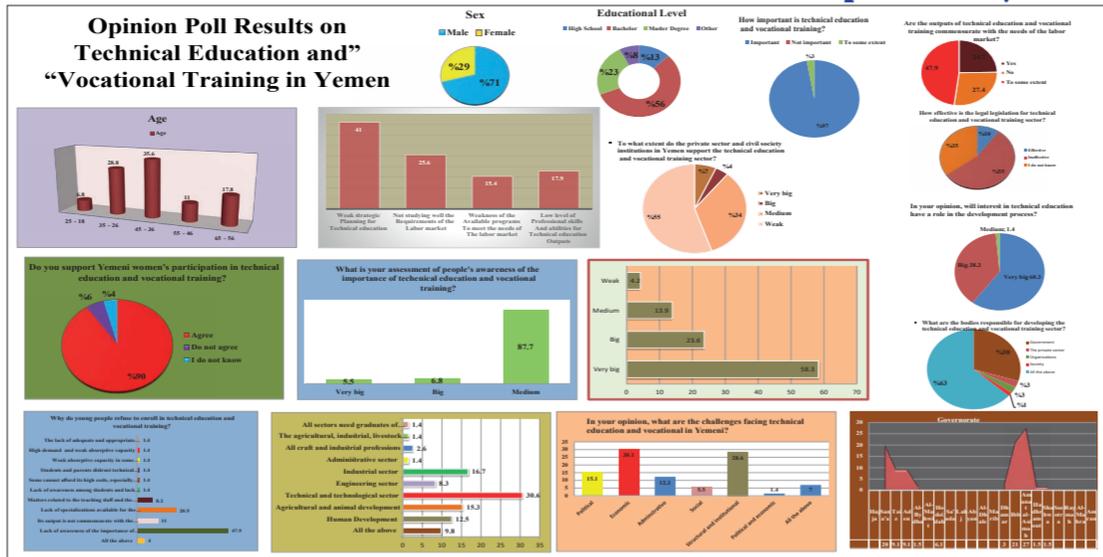
The results of an electronic questionnaire conducted by Yemen Information Center in mid-November 2021 on technical education and vocational training in Yemen showed that 58.3% of the population affirm that the Yemeni market's need for technical education and vocational training outputs is very large, 23.6% large, 13.9% medium, 4.2% weak.

In the questionnaire that targeted 71% of males and 29% of females, 24.7% of the respondents believed that the outputs of technical education and vocational training are appropriate to the labor market, while 47.9% saw them as somewhat commensurate, while 27.4% denied the existence of any proportionality.

The results of the questionnaire also showed the challenges facing technical education and vocational training, 15.1% see them as political, 30.1% economic, 12.3% administrative, 5.5% social, 28.6% structural and institutional, 1.4% political and economic, and 7% everything previously.

Regarding the support of the private sector and civil society institutions in Yemen for the technical education and vocational training sector, 7% believe that the support is very large, 4% is large, 34% is medium, and 55% is weak.

As for the results of the electronic questionnaire conducted on the areas of technical education and vocational training that the labor market needs today,



12.5% of the respondents considered it human development, 15.3% agricultural and animal development, and 30.6% the technical and technological sector, and 8.3% of the engineering sector, and 16.7% of the industrial sector.

Among the questionnaire's views, 1.4% believed that the administrative sector, 2.6% preferred craft and industrial professions, 1.4% considered the agricultural, animal and engineering sector, and 1.4% believed that all service sectors need graduates of technical education and vocational training, and 9.8% All of the above.

Regarding the extent of people's awareness of the importance of technical education and vocational training, the respondents' evaluation was 5.5% who believe that people's awareness is very high, 6.8% are great, and 87.7% are medium. Regarding the effectiveness of the legal legislation for the technical education and vocational training sector, 10% considered it effective, 55% considered it ineffective, and 35% only chose "I don't know."

While 97% affirmed that technical education and vocational training are important, while 3% considered it to

be somewhat important, 60.3% agreed that it is very large, 38.3% considered it significant, and 1.4% agreed that it is medium.

As for the question about the reason for the students' reluctance to attend technical education and vocational training, 1.4% believe that the turnout is high, but there is no absorptive capacity, and 1.4% are of poor absorptive capacity in some institutions, lack of training resources, weak curricula, and the failure to open modern specializations or keep pace with the needs of the labor market.

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A Teacher Became A Businessman Ali Al Hammati and Al-Arsh Aluminum Workshop

Samah Emlaak
Sawt Al-Amal - (Voice of Hope)

Ali Ahmed Al-Hamati worked as an Arabic language teacher at Jamaan High School, Rada'a District, Al-Bayda Governorate. For nearly twenty years, he has been self-sufficient in his job. He did not work on the professional side despite his previous studies and experience. Because teaching is his sacred profession and the dearest to his heart. After the employees' salaries were cut off, Alia's living conditions forced him to remember his professional and to work for living. He is responsible for four brothers, a wife and a son.

Ali Ahmed Al-Hamati (45 years old from Al-Bayda) was not ashamed of his profession,

which he stopped because he was satisfied with working as a teacher. However in 2011 he returned to his profession. So, he was heading towards Al-Bayda Vocational Institute; To learn a craft to take advantage of his free time during the school's summer holidays, before graduating from it in 1990.

By March 2011, Ali headed towards the first aluminum manufacturing workshop in the center of his city. In order to benefit from what he learned in his career. All that happened after losing his monthly salary due to the conflict. Today he owns the largest aluminum manufacturing workshop in the suburbs of his governorate after working for six years.

Birth of Al-Arsh Aluminum Workshop
"Although my circumstances allowed me to complete my secondary and university stud-

ies. My large family was waiting for me to be proud of me. They want me to be a government employee. So, my ambition and my great passion I became a teacher till the salaries stopped." According to Ali Al-Hamati (owner of Al-Arsh Aluminum Workshop in Al-Bayda)

Financial conditions forced Ali to leave his school job because the salary was no longer his only source of income. In order to start a journey in search for a free sources of income.

Ali said "Our life was fine with my government job. But the crisis conditions affected on every employee. Especially teachers, I started thinking about looking for another source of living. I presented the family with many options, including buying a bus for transportation, or opening a grocery."

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Ali Ahmed Al-Hamati