

Yemen

REPORT ON FEMALE PARTICIPATION  
IN FORMAL EDUCATION, TRAINING PROGRAMS,  
AND THE MODERN ECONOMY  
IN THE YEMEN ARAB REPUBLIC

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Submitted to USAID by  
Cynthia Myntti  
Department of Anthropology  
The London School of Economics  
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I. Introduction: The History of Educating Women, and an Attempt to Explain their Position in the Modern Labor Force

There is no established tradition of educating females in Yemen. In the years prior to the revolution of 1962 only a few Yemeni girls studied at home with a women tutor or in one of the four Ahliyya schools in Sana'a or Ta'iz which taught reading and writing from the Quran. A girl would not stay in an Ahliyya school after the age of ten since by that time she probably had learned rudimentary reading and writing skills and after that time it would be scandalous to have her out of the house and her father's watchful eye.

Several secular primary schools for girls were established in Ta'iz and Sana'a in 1960 and out of them have grown the formal education system. In 1978 the numbers of Yemeni females participating in the formal education system is still shockingly low and even the targets for 1981 primary school certificate recipients are set at just over 5000 females for all of Yemen. With 85% of the population of Yemen still rural, the urban-based formal education system reaches only a small proportion of the population. Thus, when discussing women in education and the modern work force, we are talking about far less than 15% of the women in Yemen.

The earliest training course which girls could participate in was a WHO-run nursing education project in Sana'a, initiated in 1957. The project recruited its first female students from "good" Sanaani Sayvid families. The first nursing students had little more than basic Quranic literacy, so two years general education preceded two years of nursing instruction. This careful recruitment from the elite made nursing the first respectable modern profession for women in Yemen. Over the years, however, nursing has lost much of its honorable status, partly because it is difficult and time-consuming work, demands long years of study, and has been so

poorly paid. Female students are recruited from all socio-economic backgrounds though they are few in number.

Since the establishment of the nursing school there have been strides in other directions concerning training and employing women. The National Institute of Public Administration enrolled its first female secretarial students in 1971. Initially there was strong opposition from the religious authorities who took their criticisms to the minarets of mosques and as far as the prime minister and president of the country. Their comments were of this order: "How can female secretarial graduates work in offices with men? There is no future for female secretaries. Aren't there enough trained males? How can you teach girls in veils? Educating girls at NIPA is against religion and custom." Fortunately the government heads supported the revolutionary moves of the dean of NIPA and publicly requested the first female graduates for the presidential staff. For their part the prime minister and president had been initially concerned about what effect the opening of NIPA courses to girls would have on Yemen-Saudi relations. The dean succeeded to convince them however that they did not have to worry about the respectability of educating females, and used the nursing school as an example. NIPA went through several trial years where the dean personally and promptly expelled any young woman suspected of misbehavior. Since 1973, Yemeni girls could study Arabic and English secretarial courses -- some in mixed classrooms -- though low enrollment shows that many Yemenis regard secretarial work as unsuitable -- verging on shameful -- for their women.

In addition to the paraprofessional nursing and secretarial education centers, the University of Sana'a opened its doors to its first four women students in 1972. Studying in mixed classes and living in hostels for women students, these Yemeni women now have mushroomed in 6 years to nearly two hundred in number and are represented in all of the university faculties.

Employment in the modern sector is confined to the cities. The 1975 census records that 3703 women are 4.4% of the labor force in Hodeida, Ta'iz, and Sana'a, while a more recent survey carried out by the Ministry of Education Women's Project records a smaller number. After the Ministry of Education teaching staff, the next largest employer of women is the Chinese Textile Factory in Sana'a, which employs approximately 600 women. The textile factory began employing women as early as 1964 and offers adult education classes for them as well as a day care center. Most of the women working in the factory are thought to be migrants to Sana'a from the countryside, both financially and socially poor.

Women are now employed in various other government ministries, by the banks and private enterprises. Only 7 years ago the first female employees were hired by the Central Bank of Yemen in low-level positions as clerks and money counters. Working in a bank is one occupation in the modern sector which is drawing Sana'ani women of traditional families. It pays well, and veiled female employees can be seen sitting in segregated rooms as typists or money counters. Most other female office employees in the private sector are not native to Yemen or of mixed parentage. They have a better command of foreign languages and are freer from social judgment.

The question now to ask is, what are the factors contributing to the low rate of education and low rate of participation in the labor force of Yemeni women? Two theories have been proposed by students on the problems of women in developing countries. The first deals with the industrial complexity of the country; the second deals with sociological explanations.

The industrial complexity explanation holds that women in many developing countries are in a non-participatory position because they have no real options other than household work and rural subsistence agriculture. As the country's economy changes from rural agriculture to an urban market system a whole host of factors work to change the traditional division of labor. This has been the experience of the developed world;

'When' the center of production moved away from the rural household to the city and its industries, so too were there increased educational and work opportunities for women.

This explanation is a beginning in understanding women in the modern sector in Yemen. The level of economic development in Yemen is unquestionably low by many different standards. Only 15% of the population lives in urban centers. 74.4% of males over 10 years of age are illiterate while 97.6% of the women in the same age category are. In the 1975 national census, 72.9% of all persons listed as employed were agricultural workers. Those in industrial production are less than 10% of the labor force.

One would think that women do indeed have very few work options judging from such measures of industrialization. Despite the low level of urbanization and industrialization, the above statistics mask the fact that profound changes are taking place in Yemen due to the out-migration of working age males. Rural women are branching into agricultural tasks which have always been male in the traditional sphere due to a shortage of male labor. So, it can be expected that city women might fill gaps in the modern sector, especially in clerical, medical, and educational areas. In addition to the labor shortage problem acting as a catalyst, the vast inflow of remittances has had the double effect of opening new opportunities in the business sphere and creating desires for higher standards of living in the face of ominous inflation. The demands for urban modern-sector workers are now increasing, and the benefits of working for a salary are becoming more attractive for women.

The sociological explanation takes us still further. We must appreciate that Yemen still suffers from the legacy of non-education of females. Their lack of appropriate training is a big factor to counteract the demand for "woman-power". Lack of education is a universal problem in Yemen but is more serious with females than with males.

Though they are changing, there are strong cultural norms which resist both the education of women and the entrance of females into the urban labor force. The pattern of early marriage in Yemen has a direct and negative impact on the extent to which girls participate in education and extra-household employment. 5.2% of girls 10 - 14 years old are already married while 48.2% of the girls 15 - 19 years old and 83.6% of the girls 20 - 24 are married. In most cases childbearing begins immediately because it is a powerful proof of the fertility of the couple and adds stability to the marital union. Yemeni women themselves say it is often difficult to manage work and study as a wife and mother.

The few women who remain single into their late teens and twenties are seemingly freer for work and study. But while Yemen is more pragmatic and less dogmatic about social rules than other Arab countries, the honor of the single girl is still quite precarious. Many Middle Eastern customs center around the protection of the women of the family to avoid shame and social disgrace brought about if one of them is suspected of misconduct. The single girl is in a more delicate position since she has her marriageability at stake on top of the strict codes for the maintenance of more general family honor.

If one glances at the few Yemeni women who are in professional positions, invariably they are from the old Savvid or Qadhi elite. The revolution displaced this elite and now one can see daughters of Ta'izz and Hodeida businessmen entering the tradition-based elite group of women. The pattern that the daughters of the elite are educated first and take up first professional positions is a phenomenon throughout the Middle East. In essence, these women are the agents of change since their families are in an already established social position which will allow their daughters to take up work in the public sphere.

In sum, the position of Yemeni women vis à vis education and extra-household employment must be understood in the context of Yemen's history and retarded leap into the 20th century. Equally important are social restrictions which inhibit women from being educated and entering the modern work sector. These attitudes are slowest to change, but are being accelerated by the out-migration of men and inflow of remittances. The legacy of non-education is the biggest constraint limiting in the contribution women can make to the development of Yemen in 1978.

## II. Quantitative Data

The best data available on women in Yemen can be found in the 1975 Population Census. A profile of their numbers, geographical and age distribution, literacy and educational level, and marital status are recorded. It is clear from the numbers that education and employment of women in the modern-sector are urban phenomena available to less than 15% of the female population of the country.

Tables 1 and 2 are taken from the Statistical Yearbook 1976-77 and contain the most recent statistics available on females in primary and secondary education. It is interesting to note the number of female students as a percent of the total student population because it varies greatly by region. As to be expected, the governorates of Sana'a and Ta'iz have the highest percentages of female students ranging from 15.6 to 17.0% of the total student population in the primary grades and 9.8 to 12.2% for the secondary classes. Clearly, strong social sanctions still exist against educating females -- even at the primary level -- in the northern provinces of Sa'ada and Mahweet and in the eastern province of Mareb.

Table 3 shows the very low participation of females in the teacher-training institutes. Only 39 female secondary school teachers were graduated in the entire country in 1977.

Table 4 lists the numbers of Yemeni female students in the four faculties at the University of Sana'a. Women are studying in all faculties though the majority are in the College of Education. While the number of Yemeni women has increased from 4 to nearly 200 in 6 years, women still make up less than 10% of the student body.

Health Manpower Institute statistics for 1977-78, Table 5, were collected from the administration of the institute. Only 13 female nurses are expected to complete the three-year nursing course in all of Yemen this year.

Table 6 demonstrates that female students at the National Institute of Public Administration are enrolled totally in secretarial studies and not in higher level finance and administration courses. If these statistics were broken down further, one would find more females in Arabic typing courses than in the more advanced English secretarial courses because they demand a higher level of education as a prerequisite.

Table 7 is a compilation of data from several sources on where women are studying abroad and what they are studying. The CPO has the task of recording post-graduate students and seminar participants; The Ministry of Education is to register the under-graduate students abroad. Unfortunately, the files are far from complete in both ministries. According to figures available, Egypt is the leading host country for Yemeni women university students but no information is available on Yemeni females studying in the Eastern Bloc countries nor on those students who are studying on private funds.

Table 8 is a record of how many women work in the modern sector and the establishment or ministry in which they do so. Statistics gathered in 1975 and 1977 are contrasted though both lists appear to be incomplete and guesses in many cases. The 1977 estimates may be lower than reality in some instances, but even so, the number of women working in the modern sector is very low in comparison with the numbers of women in the potential working age groups.

Table 9 records the labor force in Sana'a, Ta'iz, and Hodeida by occupation and sex. While these are 1975 census figures they appear to be more accurate than the estimates of Table 8. In 1975, women were 4.4% of the total labor force; the percent is probably higher in 1978.

No statistics will be presented on the Adult Education program which is beginning in the three major cities and other provincial towns. The numbers of attenders given vary greatly by who one speaks to, the time period referred to, and the actual center itself.

Table 1

GIRLS IN PRIMARY SCHOOLS  
and  
PERCENT OF TOTAL ENROLLMENT 1976 - 77\*

	1st		2nd		3rd		4th		5th		6th		Total	%
	N.	%	N.	%	N.	%	N.	%	N.	%	N.	%		
Sanaa	3096	16.2	1833	16.4	1055	13.5	720	13.7	569	16.6	428	16.0	7701	15.6
Taiz	4542	19.0	2774	18.2	2102	17.6	1640	17.4	1001	15.0	910	17.1	13049	17.9
Hodeida ✓	1168	13.6	707	14.3	583	15.2	567	10.0	372	16.7	328	18.1	3725	15.2
Ibb	850	10.1	451	10.1	348	10.7	218	10.7	122	10.0	86	8.9	2075	10.2
Dhamar	500	6.9	223	6.0	158	6.0	69	5.6	33	5.3	43	11.3	1026	6.9
Hajjah	391	6.1	257	7.4	125	6.3	72	8.1	43	11.0	14	5.2	905	6.7
Saadah ✓	152	3.0	59	2.5	18	2.0	6	4.0	8	10.4	4	8.0	247	2.9
Al-Beidha	589	13.4	255	14.7	180	13.3	45	6.9	33	10.0	6	3.2	1108	12.9
Mareb	79	7.0	29	4.7	29	6.7	24	8.4	1	.6	0	0	162	6.0
Mahweet	109	4.7	67	5.0	36	4.4	11	3.2	2	1.2	1	1.3	226	4.5
TOTAL	11,479	13.3	6655	13.6	4714	13.3	3372	14.4	2184	14.3	1820	15.4	30224	13.6

\*Statistical Yearbook 1976 - 1977 Page 222

Table 2

GIRLS IN SECONDARY SCHOOLS  
and  
PERCENT OF TOTAL ENROLLMENT 1976 - 77\*

	1st		2nd				3rd				TOTAL	
	N	%	Literary / Scientific		Literary / Scientific		Literary / Scientific		Literary / Scientific		N	%
	N	%	N	%	N	%	N	%	N	%	N	%
Sanaa	127	13.0	25	14.7	35	6.5	35	32.4	35	7.5	257	12.2
Taiz	132	11.1	45	16.4	72	8.7	32	11.7	33	5.1	314	9.8
Hodeida	43	9.5	33	36.7	15	6.4	13	18.6	7	3.9	111	10.8
Ibb	9	5.2	--	0	6	12.2	2	2.9	9	16.7	26	6.6
Dhamar	--	0	--	0	2	8.0	-	0	-	0	2	2.0
Hajjah	2	7.7	--	0	-	0	-	0	-	0	2	2.9
Al-Beldha	--	0	--	0	-	0	-	0	-	0	-	0
	<u>313</u>	<u>10.9</u>	<u>103</u>	<u>16.6</u>	<u>130</u>	<u>7.8</u>	<u>82</u>	<u>12.8</u>	<u>84</u>	<u>6.1</u>	<u>712</u>	<u>9.9 %</u>

\*Statistical Yearbook 1967 - 1977 Page 223



Table 4 YEMENI WOMEN IN UNIVERSITY OF SANAA 1975 - 76, 1976 - 77 \*

<u>Faculty</u>	<u>1975 - 76</u>		<u>1976 - 77</u>	
	Part-Time	Regular	Part-Time	Regular
Commerce & Economics	14	10	14	32
Arts	15	29	8	44
Science	--	9	--	9
Law & Islamic Law	1	8	3	4
Education	--	57	--	89
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	29	113	25	178 **

\*Statistical Yearbook 1976 - 77 Pages 229, 230-231, 236

\*\* In 1976-77 Yemeni women were less than 10% of total Yemeni student population at the University of Sanaa

Table 5

## SELECTED CLASSES WITH FEMALE STUDENTS

HEALTH MANPOWER INSTITUTE, 1977-78\*

<u>Three-Year Course</u>	<u>1st Yr.</u>		<u>2nd Yr.</u>		<u>3rd Yr.</u>	
	Male	Female	Male	Female	Male	Female
Sanaa	40	7	26	2	18	0
Taiz	33	5	21	4	0	7
Hodeida	34	0	23	0	0	6
<u>One-Year Practical Course</u>	<u>Male</u>		<u>Female</u>			
Sanaa	10	7				
Taiz	8	3				
Hayfan	0	4				
Turba	6	0				
Hodeida	0	0				
Beidha	24	0				
<u>Two-Year Midwifery</u>	<u>Male</u>		<u>Female</u>			
Sanaa			12			

\*Statistics from Health Manpower Institute

Table 6

ENROLLMENT, NATIONAL INSTITUTE  
OF PUBLIC ADMINISTRATION, 1971-1977\*

	<u>Typing/Secretarial</u>		<u>Finance</u>		<u>Administration</u>		<u>Library Studies</u>		<u>Cooperatives</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
1971	0	} 65								
1972										
1973										
1974	Not Available									
1975	64	59	112	-	32	-	3	1		
1976	90	35	49	-	8	-				
1977	47	39	100	-	40	-			32	-

\* Office of the Registrar NIPA

YEMENI WOMEN CURRENTLY  
STUDYING ABROAD\*

	<u>Egypt</u>	<u>Lebanon (AUB)</u>	<u>UK</u>	<u>USA</u>
<u>Undergraduate</u>				
Pre-Med-Agriculture	32			1
History/Geography	13			
Home Economics	2			
Business	2	5		
Public Administration		1		
Education		1		
Engineering		1		
Architecture				1
Political Science				1
<u>Graduate</u>				
Education				2
Economics			1	
Agriculture				1
Accounting				1
	<u>49</u>	<u>8</u>	<u>1</u>	<u>5</u>

\* Ministry of Education, CPO, USAID, USIS

NUMBER OF FEMALE EMPLOYEES

<u>Name of Establishment</u>	<u>1975*</u>	<u>1977-78**</u>
Ministry of Education	291	1000
Ministry of Health	416	300
Ministry of Finance	11	24
Ministry of Municipalities	269	18
Ministry of Communication	21	47
Ministry of Foreign Affairs	11	10
Ministry of Supply	2	4
Ministry of Public Works	8	8
Ministry of Agriculture	8	10
Ministry of Economy		
Ministry of Local Admin.		
Ministry of Information		30
Ministry of Social Affairs		
Ministry of Justice		
Ministry of Interior		
Department of Customs	2	
Department of Min. & Petrol	1	
Department of Tourism	1	
Department of Civil Aviation	4	
Department of Sewerage & Water	3	
Civil Service Commission	3	
C. O. Control & Audit	3	
Finance & Admin. Organization	1	
National Office for Food	1	
Highway Authority	3	
Yemen Bank for Reconstruction		20
Central Bank of Yemen	60	20
Other Banks		
Central Planning Organization	12	10
National Institute (NIPA)	11	10
Textile Factory (Sanaa)		600
Biscuit Factory (Taiz)		300
Tricot Factory (Sanaa)		18
Pharmaceuticals Company		15
Foreign Trade Company		15
Yemen Airways Corporation	4	10
Other Private Companies		100
	<u>1146</u>	<u>2589</u>

\* Manpower Survey

\*\* Women's Project, Ministry of Education

Table 9

## LABOR FORCE IN MAJOR CITIES BY OCCUPATION AND SEX

<u>Occupation</u>	<u>Sex</u>	<u>Hodeidah</u>	<u>Taiz</u>	<u>Sana'a</u>
Professional, technical and related workers	M	1037	1182	1412
	F	238	190	306
	T	1275	1372	1718
Administrative & Managerial workers	M	542	390	1903
	F	8	7	26
	T	550	397	1929
Clerical and related workers	M	1531	1221	3878
	F	17	46	128
	T	1548	1267	4006
Sales workers	M	3813	3557	3567
	F	119	117	38
	T	3932	3674	3605
Service workers	M	790	1057	1593
	F	197	266	293
	T	987	1323	1886
Agricultural, animal husbandry and forestry workers, fishermen and hunters	M	522	255	576
	F	95	7	13
	T	617	262	589
Production and related workers, transport equip. operators and laborers. Also N.S.	M	17465	12974	20868
	F	348	191	748
	T	17813	13165	21616
Seeking work for the first time	M	256	570	339
	F	36	256	13
	T	292	826	352
Grand total	M	25956	21206	31436
	F	1058	1080	1565
	T	27014	22286	35701

III. Bottlenecks: Reports from Interviews Around  
the Country, March 1978

The biggest single problem training women for modern sector work in Yemen is the lack of basic formal education as the foundation for other training and work. This can only be rectified through solid progress in the formal education system and a wider participation of Yemeni women. One nursing instructor commented: "Yemenis are so unaware of how low their entrance standards are." Stated a Yemeni secretary: "Secretarial students lack adequate education prior to their secretarial training. Their Arabic grammar and spelling are terrible." And finally an American secretarial teacher commented: "I'm trying to train secretaries who don't even know how to construct an English sentence." Other problems are persisting traditional values on the modesty of women, shortages of faculty members at some institutes, poor pay in some of the professions, and lack of incentives for additional in-service or teacher training.

In the Ministry of Education, women's project personnel expressed discouragement at persisting attitudes which keep girls out of the school system. It is still a great insult in some parts of Sana'a to call a young woman a bint al-madrassa, or school girl. And in the comparatively progressive governorate of Ta'iz, some parents prefer to keep their daughters at home rather than to educate them in a school where "one bad girl can take 1000 with her." Some parents will allow their daughters to study through primary school only, "so they can learn to read and write to communicate with their husbands in the future." The lack of rural schools for girls aside, there are still serious social pressures against educating daughters in the cities. Most Yemenis, however, are optimistic that these attitudes will change.

With the exception of one small adult Education center in al-Qa'a, the National Institute of Public Administration is the only place where Yemeni women can study secretarial subjects. (Boys have commercial secondary schools.) The demand for secretarial training is highest among young people

with mixed parentage or with experience living abroad. Some of these people are refugees and are anxious for practical training in employable skills. Traditional Yemeni families are wary about letting their daughters be secretaries although increasing numbers of young Sana'ani women study Arabic typing and can be employed in typing-pool rooms with similarly veiled women in government offices and banks.

Concerning the Yemeni females who do go to NIPA for secretarial training, the problem of poor background education is in the forefront. As the statistics demonstrate from the office of the registrar, women students participate only in the lowest levels of the institute and enrollments have been restricted in the last years because so many of the NIPA staff are abroad for higher studies. Finally, the assistant dean remarked that a difficulty in training women for secretarial responsibilities is that only a few young women are confident enough to be responsible.

According to the health educators, training is plagued with familiar problems of a very low standard of education of the incoming female students. At the Health Manpower Institute, the drop-out rate is quite high for female students and this makes it difficult for the remaining intelligent and enthusiastic students to carry on alone. (In some instances the nursing schools allow female students who have failed their examinations to continue, precisely to keep the better student's company.) There are other problems in the training of nurses. Not only is the standard low for incoming students, but the number of females interested in a career in nursing is small too. The pay is comparatively poor, the hours and training are long. Most students are quite young (12-13) and lack maturity to deal with problems in the hospital training wards. Midwife candidates are the same age and this poses an understandable credibility gap with the older women. It is hard to imagine that a 35-year-old mother of 4 would call in a 12-year-old midwife to deliver her 5th. The head nursing instructor commented that these young nurses usually marry upon graduation and few work thereafter.

Many of the nursing students, like secretarial students and female government employees study in the formal school system in the afternoons. An administrator at the Health-Manpower Institute feels that if they were to demand that their students do practical nursing work in the afternoons most if not all would drop out of the nursing program. Through studying, female bank employees can be promoted within the banks, but nursing and secretarial studies seem to be regarded as interim stages only. This is a major problem since ambitious and intelligent girls will never choose nursing as a career but continue on to the university.

A general problem for married Yemeni women who choose to study or work outside their household is the care of their children. People who are not originally from the cities may not have extended kin with them who could help out with child-care responsibilities. There is only one day care center in Yemen and it is at the textile factory in Sana'a.

The government of the Yemen Arab Republic has not developed a concise manpower strategy regarding women. The elite group of Yemeni university women can be absorbed professionally in whatever they choose to specialize in. Middle-level paraprofessionals like teachers, nurses, and secretaries are desperately needed.

#### IV. Local Training Institutions: Problems and Prospects

##### Ministry of Education

Primary, Intermediate, and Secondary Schools  
Teacher Training Institutes  
University of Sana'a  
Adult Education Centers and Summer training program  
for rural teachers in the Centers

##### Ministry of Health

Health Manpower Institute  
Informal hospital in-service training courses  
Nutrition Course: Hodeida

##### National Institute of Public Administration

Yemeni Women's Association (In planning)

Banker's Institute (In planning)

The improvement of the formal education system is the fundamental condition on which all other strides in training rest. It would seem that the best way to improve the school system is through the teacher-training institutes and the faculty of education in the University. The major problem in the teacher-training institutes is lack of incentive. Since as yet anyone with intermediate education can teach in the primary grades and anyone with a secondary school certificate can teach intermediate levels, the teachers see no obvious benefits from spending time in teacher-training institutes. Good teachers are crucial in the elementary levels since they might be able to encourage further study among young female students or at least teach them essential subjects like hygiene, nutrition, and health in addition to the academic subjects.

Adult Education Centers have been established in the three major cities and al-Qa'ida, Zabid, Bajil and Amran. Afternoon classes for women are given in general primary school subjects home management, antenatal and child care, nutrition, cooking, sewing and embroidery. From the information available attendance in these classes varies from 0-300 students per week in some of the centers and is based on whether staff are present, equipment is functional or water available. Teachers are local Yemeni women or other Arab women. These centers are still too new to judge them fully, but a summer teachers' workshop to give rural and city women background in the courses has had one very successful season and has good potential for the future.

The main problems with the Health Manpower Institute - low quality and low numbers of female students - do not appear to be rectified in the near future. Only through an aggressive career options campaign in the schools can Yemeni girls be made aware of the benefits of nursing occupation.

Many of the foreign-run and YARC-run clinics and hospitals have small training programs to train staff in nurses aid work. The same goes for nutrition-educator training. Often the problem is one of non-communication; neither the Ministry of Health nor other health projects seem to have current knowledge on what the others are doing, what experiments in training have succeeded and which have failed.

The problems of the National Institute of Public Administration have largely been discussed under "Bottlenecks": poor basic education which is not adequate for secretarial training, limited enrollment due to limited staff, negative attitudes toward secretarial work for Yemeni women, the absence of female students from high level courses and the lack of confidence in many of women students. As the most important institution to train government administrators and staff, NIPA has a crucial role to play in the training of women. Again, perhaps its efficacy will emerge as women enter the institute with better training to become higher level secretaries and administrators. NIPA also houses

and has provided on-the-job training for young women who are presently employed transferring the census data from code books to magnetic tapes. As the computer expands the roles of women operators should too. ;

The last two institutions worth keeping an eye on are the Yemeni Women's Association and the Banker's Institute. The Yemeni Women's Association has just been re-established and is awaiting the remodelled building given to them by President al-Ghashmi. They function under the auspices of the Ministry of Social Affairs and have plans to hold classes similar to those in the Adult Education centers. It is questionable whether these classes will be a useful addition to informal education or merely redundant to the Ministry of Education system already established.

The Banker's Institute is a proposed center for in-service training to all bank employees -- both government and commercial -- in Yemen. It is still in the planning stages but may have some avenues to train women in such things as accounting which would give them more mobility within the banks.

Target Groups:

1. Individual Women. A secondary school certificate is the minimum necessary credential. Training projects, mainly UNICEF, which have taken young women with less than secondary school education have not been successful because the students lacked academic discipline, general sophistication and ambition to work after return and marriage. An energetic program for the recruitment of undergraduate and graduate students is necessary.
2. Local Institutions. Apart from the Ministry of Education - which USAID has already and wisely committed itself to aid - other local institutions do not lend themselves to American aid at this time. It is unfortunate that the two paraprofessional institutions training nurses and office workers are not meeting the vast demand for people trained in middle level health and secretarial occupations; this shortage does not appear changeable by specific projects and in the short term.

Training Priorities

1. For university specializations not available at the University of Sana'a, AID should consider institutions in other Middle Eastern countries for undergraduate and technical training. There are several arguments for sending Yemeni women to institutions in the Middle East. Yemeni women themselves believe that more women would be allowed to travel and study abroad if it were to another Arab country. Too, their return is more probable and problems of readjustment less.

The language barrier would not be such a problem either. They also argue that any experience abroad will broaden the Yemeni women's horizons and change their expectations.

More information on other institutions in the Middle East is needed, but these are known here and are able to train Yemeni women in the listed fields of priority:

1. Home Economics: Beirut University College (English needed), Cairo Universities
2. Health: Alexandria High Institute for Nursing. Medical schools in Alexandria, Cairo, Beirut, Amman and Khartoum
3. Nutrition Cairo ?
4. Dental
5. Family Planning, Demography, Computer Work: Cairo Demographic Center, AUB.
6. Education: AUB, especially for counselling
7. Journalism and Mass Communications: Egyptian universities
8. Engineering, Agriculture, Pre-Med: AUB, Egyptian universities

For graduate studies, training in the United States is perhaps most beneficial. Professional commitment and maturity are necessary to ensure success in the academic program and return to Yemen upon completion of the course.

2. AID might consider sponsoring seminars within Yemen and the Arab world having relevance to training women.

As examples:

Within Yemen

1. Nutrition Education seminar in conjunction with the Ministry of Health and other donors who are training Yemeni females in nutrition education.
2. Leadership Training seminar for the Yemeni women's association.
3. Home Economics Education seminar for the benefit of the summer training course in the Ministry of Education Adult Education Project.
4. Seminar on Banking Principles at the Banking Institute

Outside Yemen

1. Regional seminar for women on women's rights in Islamic societies.
2. Family Planning and Islam seminar.
3. Seminar on cottage industries throughout the Middle East.

VI. List of Persons Consulted

In the Field of Education

1. Ms. Bilqis Awad UNESCO loaned experts women's project, Ministry of Education
2. Ms. Najah Khayat
3. Ms. Wahiba Gnalib Fari'a Yemeni counterpart, women's project
4. Ms. Fatima Fadel Women's project, informal education
5. Ms. Huda Abdul Hamid Headmistress, Turba Girls School
6. Ms. Aziza Qasim Sa'id Former headmistress, Turba Girls School
7. "Ustath" Ali Amir Director, Rural Education centers. Ministry of Education

In the Field of Health Education

1. Ms. Atiqa Shami Former head nursing instructor Health Manpower Institute Sana'a. Now Chief Pediatric Nurse, Republican Hospital Sana'a.
2. Ms. Shahnaz Abdul-Rahim'Umar Head nursing instructor HMPI, Sana'a
3. Ms. Sheila Price WHO nursing instructor. HMPI and Revolution Hospital
4. Ms. Mary Ann Halverson Peace Corps volunteer and practical nursing instructor al-Olafi Hospital-Hodeida
5. Ms. Alice Sfeir Assistant Director, Hodeida Mother-Child Clinic nutrition education project
6. Ms. Anni Martinez French volunteer nutritionist. Mokha Hospital
7. Ms. Penny Miller British volunteer, nursing instructor, Turba Hospital
8. Dr. Abdul Aziz Sa'id Sa'ad Director, Turba Hospital
9. Ms. Safiyya Muhammad Traditional midwife Bani Ghazi & Turba
10. Ms. Leona Cooper American nurse, Jibla Hospital

## In the Field of Secretarial & Administrative Studies

1. Muhammad an-Nam Ghalib Dean, NIPA
2. Mr. Mutahar al-Kibbsi Vice-Dean NIPA
3. Mr. Muhammad an-Nidhari Registrar, NIPA
4. Ms. Fatima Hamdani Former secretarial student and NIPA librarian
5. Ms. Frances Etzbeck Peace Corps volunteer, secretarial instructor

### Banking

1. Mr. Abdulla Barakani Director General, Central Bank of Yemen

### Other Working Women

1. Ms. Asma al Basha British trained lawyer, CPO
2. Ms. Ruqayya Sa'id Muhsin Egyptian trained. Dept. of Loans, Central Bank of Yemen
3. Dr. Fatima Isma'il al-Akwa Russian trained ecologist  
Revolution Hospital, Sana'a
4. Ms. Sa'id Dalal President, Yemeni Women's Association
5. Ms. Fatima Huraybi USA trained agriculturalist  
Dutch Project, Rada'