



Tanmia Wa E'emar

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Journal Objectives:

Tanmia Wa E'emar (Development and Reconstruction) is a research journal that deals with human and applied research and studies on development, reconstruction, community coexistence and peace, and aims to achieve the concept of scientific research in line with the development of knowledge and the scientific and technological revolution. This concept is to embody the partnership and cooperation between the academic and institutional efforts for the various local developmental areas, reaching as well the regional and international level through the following:

- Creating a documentary set (research, studies, papers) in the social and practical developmental sciences.
- Building a partnership through cooperation and partnership agreements with local and international bodies sharing the same interests.
- Publishing relevant experiences to keep pace with scientific and specialized developments in the various developmental fields and peace.
- Presenting studies that contribute to the advancement of the functions of institutions and bodies concerned with the areas of comprehensive development
- Publishing research and studies that meet the conditions of publication in the fields of studies and scientific research in various developmental fields and specializations in both Arabic and English languages.
- The journal publishes summaries of university research that have been discussed and approved in the field of reconstruction, development and peace, provided that the abstract is prepared by the researcher himself/herself.

Admission Conditions (Research, study, developmental Report, scientific paper):

1-The study must be characterized by the originality of the presentation, with the respect of the scientific research methodology recognized



in the fields of study, research, human sciences and administrative fields as well as the natural (developmental) sciences.

2- The research must be written in a proper language, taking into account the rules of control, and it must be free from linguistic, grammatical and typographical errors.

3- The research mustn't be published or submitted for publication in another journal.

4- The researcher must submit his/her research in a soft copy in a WORD file by e-mail.

5- The drawings, figures and graphs (if any) must be well presented, include titles and necessary explanatory data, and their dimensions and sizes should not exceed the page margins.

6- The number of the introduction words must not exceed 20 words.

7- The summary words in Arabic language must not exceed 200 words, and must not exceed 250 words in the English language.

8- The key words must vary between 2 to 5 words.

9- In the event that the researcher uses software or measurement tools such as tests, questionnaires, or other tools, he must provide a complete copy of the tools he/she used if it is not included in the body of the research or not attached to its appendices, and he/she must indicate the legal procedures that allow him/her to use them.

10- The number of pages of the research in its final form, including the abstract, references and appendices must not exceed forty pages with the following specifications:

- The space between lines should be 1.5 cm.
- The Arabic language writing size should be 14 written in (Simplified Arabic) and the titles in bold font style.
- The size of the English writing should be 12 and the titles should be written in (Times New Roman) bold font style.
- The page margins should be 2.5 cm on all sides and the page number should be at the bottom of the page in the middle.

11- The research must show all the sources and references in the reference list, so that Arab and foreign references, if any, be listed as follows:



An example of documenting a research published in a journal:

In the list of references: Kokaz, Faisal Saddam (2019): Peace, Community Coexistence and a Course in Comprehensive Development and Overcoming Crises, Issue number 7 p. 65 to 90.

In the text: (Kokaz: 2019)

Example of documenting a book:

Abu El-Nasr, Medhat (2017): Sustainable Development (Concept - Its Dimensions - Indicators), Arab Group for Training & Publishing, Cairo, Egypt.

- The sources and references in the research are documented according to the documentation methods recognized in the human and natural sciences. Documentation is done in the text by stating the last name and year of publication. The researcher should avoid writing the name of the reference in the margin, which, by following the APA system, is taking into account that the sources and references order is listed from the newest to oldest, followed by all links to the sites at the end of the list.

Publication Conditions in Tanmia Wa E'emar Journal:

- 1- The topics must be compatible with the goals of the Yemen Information Center (YIC) and relevant within the context of areas of development - community coexistence and peace - areas of reconstruction.
- 2- The topics must adhere to the basic criterion, which is the objectivity of the scientific presentation, and the researcher's impartiality in dealing with them.
- 3- The researcher must adhere to what was stated in the paragraph (Conditions of accepting the subject for publication: p. 3), and in the paragraph (Types of Research and Studies, p. 4).
- 4- A written consent is attached to the research by the researcher or researchers to transfer the copyright to the Yemen Information Center



(YIC), and the researcher has no right to publish it anywhere else.

5- The researcher bears full legal responsibility of the content of the topic, and the journal disclaims its responsibility for any rights loaded with the content that may expose the researcher to legal accountability.

Note: In the event that the research or study fulfills the conditions of publication in the journal, publication will be made free of charge, and there is a material prize for the best research or study, in addition to the medal of excellence in the annual conference of the center.

The Researches and Topics Respect the Following Methods:

First: Field Research

- The researcher submits a summary that includes the general objective of the research or study in which he/she mentions the main themes that have been addressed, along with a brief review of the most important conclusions, recommendations and proposals that have been reached.
- Field research should contain an introduction in which the researcher clarifies the nature of the research and the justifications for carrying it out, indicating the nature of the problem and the extent of its impact on the developmental reality and peace, and briefly clarifying what previous research has shown about this problem. This is followed by a presentation of the study questions or hypotheses through which a solution to that problem can be reached, then the researcher presents the limits of the research in which the results of the study were generalized, and then he/she mentions the semantic definitions (the concepts and terms contained in the research). Then he/she reviews the most important and most recent studies related to the topic, analyzes and discusses them, clarifying his/her comments on them. This is followed by a presentation of the research procedures and methodology followed, then a description of the research community, its sample, the type of tools used in collecting the data, and determining the extent of its validity and stability, then



presenting the results of the research and discussing them and the recommendations and proposals it reached. The research concludes by listing the sources and references on which it relied.

Second: Theoretical and Interpretive Research

- The researcher gives a summary that includes the general objective of the research or study in which he mentions the main themes that have been addressed, along with a brief review of the most important conclusions, recommendations and proposals that have been reached.
- The researcher presents an introduction to the research in which he/she clarifies the nature of the problem or topic under study, with determining the importance of the research and its role in adding new to previous knowledge, followed by a presentation of the topics to be analyzed and discussed so that they are arranged in a logical manner with what precedes or follows it as topics that lead in its entirety to clarify the general idea that the researcher aims to reach, provided that it includes conclusions, recommendations and proposals to solve the problem or remove the ambiguity surrounding the topic under discussion. Finally, the researcher attaches a list of the sources and references he/she relied on.

Third: Scientific Paper and Developmental report

Scientific Paper:

A brief summary must be presented in which the researcher explains the purpose of the scientific paper, the results, and the most important terms (key words), then an introduction is presented that shows the problem that is related to the developmental aspect and its role in addressing it for the topic under study and their importance, followed by a presentation of the terms of the paper in a sequential and interdependent manner. Discussing and analyzing them in a scientific and logical way in order to clarify the general goal that the researcher seeks to achieve, and the researcher can use various means such as photographs, maps or graphical figures to enrich the topic and clarify it in a better way, after that the researcher will present the results of the scientific paper, then it is discussed, analyzed, and the relationship between the findings of the paper and the theories related to the topic under study is clarified. After



that, the researcher concludes the paper with a conclusion in which he/she mentions his/her findings in a clear and summarized manner, and attaches it to the list of sources and references he/she relied on.

Developmental report:

An executive summary is presented in which the researcher briefly explains the purpose of the report and his/her findings, provided that the report includes an introduction explaining the importance of the topic, then the terms of the report are presented in a logical and clear manner, and it is concluded with a comprehensive explanation of the results and what he/she can add to the field studied, then a brief conclusion with an attached list of the sources and references that have been relied upon.



All correspondence related to the journal shall be addressed at the following address:

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Editorial

Vice President for Studies & Research

Editor-in-chief of Tanmia Wa E'emar magazine

Dr. Ahlam Abdul Baqi Al-Qubati



Tanmia Wa E'emar (Development and Reconstruction) magazine is one of YIC publications. It provides a diagnosis of the current situation in Yemen, and identifies and studies social and institutional needs to provide proposed solutions to problems. It follows scientific and special methods of studying and analyzing problems in an attempt to mitigate the effects of the ongoing conflict- which has entered its eighth year- on Yemeni society.

The magazine focuses on the problems and challenges facing Yemen in development fields, as well as on reconstruction and social fabric rebuilding, to bring about peace. In its previous five issues, it published fifteen various topics between research, reports and studies, three topics per average issue. The first issue highlighted the importance of building the social fabric and revitalizing community coexistence. Their titles were as follows:

Peace and Development between Challenge and Contribution from the Yemeni Woman Point of View (Research).

The Role of the Academic Staff in Activating the Community Coexistence Culture (Research).

The Local Media Role in Boosting the Social Peace Building (Research).

The second issue was concerned with development topics, namely reconstruction strategies and requirements. They were as follows:

Reconstruction Strategies in Yemen (Research).

The Impact of Expansion of Urban Area on the Agricultural Development (Research).

Reconstruction Requirements in Yemen (Development Report).

The third issue dealt with the study of three development topics, they were as follows:

The Tourism and Rural Development in Yemen (Research).

The Conflict in Yemen and its Impact on the Economic Side (Economic Report).

The Community Empowerment Is the Basis for Promoting Comprehensive



Development in Yemen (Development Report).

The fourth issue addressed displacement, quality assurance in education, and suggested mechanisms for reconstruction, as follows:

The Displaced in Hadhramaut: Problems and Impacts (Research).

A Suggested Visualization to Ensure the Quality and School Accreditation for General Education Institutions in Yemen (Research).

A Suggested Reconstruction Procedures in Yemen (Development Report).

The topics of the fifth issue were as follows:

Violence Against Women and its Impact on the Family and Community: Hadhramaut as a Model (Research)

Developing Technical Education and Vocational Training in Yemen in the light of Global Experiences (Proposed Model) (Research)

Suitability of Architectural Spaces Composition of Clay Architecture with Climatic Environment in Wadi Hadhramout–Yemen (Research Paper)

To achieve YIC objective to provide solutions based on systematic scientific analysis, this sixth issue- with all its reconstruction and development research- forms a solid addition to the accumulation of knowledge. This issue deals with three problems that fall within the challenges facing Yemeni society, especially at this critical stage. The first problem is addressed by the first research titled, “Poverty in Yemen and its Impact on Women and Children.” This research is concerned with the negative effects of the current situation on women and children, as being the most vulnerable social groups. Also, the experiences of some countries that succeeded in exceeding the poverty line, such as the Malaysian experience and the Singaporean experience, were reviewed. It concludes that striving to eliminate all forms of discrimination against women, which hinder their empowerment and inclusion in the development process, is of high importance. It also stresses the need to eradicate poverty in order to find solutions to the deteriorating conditions of Yemeni children. Furthermore, it points out the importance of supporting poor families by providing them with various social, educational, and health services.

The second problem is addressed by a development report. The report focuses on an important dimension in development, which is the necessity to pay special attention to the environmental dimension as an essential component for achieving comprehensive development. The report is titled “The Environmental Dimension and Development.” It casts light on the



importance of the environmental dimension in comprehensive development. It focuses greatly on identifying problems that are considered challenges to the Yemeni environmental situation, and then provides a set of appropriate solutions for each problem separately. The report concludes that it is highly important to draw attention to the environmental dimension and its significance in all other areas of development, which is a direct reflection of the level of availability of the requirements of the environmental dimension. It also indicates that it is necessary to support all initiatives or moves- which may have an impact on the ground-in which integration with the economic, social, development and environmental process is considered, the level of awareness is raised, the participation of all segments of society, particularly Yemeni women is ensured, and investments in environmental fields that have a significant role in supporting sustainable development are encouraged.

The third research, titled “Yemeni Universities Governance: A proposed Model”, deals with the field of administrative development, on the basis that governance is the most important practical administrative culture, which aims to raise the level of performance of educational institutions by activating the role of transparency and accountability and achieving justice and equality. It aims to develop a proposed model for Yemeni universities governance by identifying the intellectual framework of governance, the importance of its application, its reality in Yemeni universities, and the most important difficulties facing its application in universities in general and in Yemeni universities in particular. It presents the experiences of university governance in the United States and Britain as two successful experiences. It relies on the descriptive analytical approach, and comes up with many results, the most important of which is that eliminating the phenomenon of administrative and financial corruption is necessary to promote the role of universities, and to spread legal and administrative culture.

Finally, we hope that readers will find in the above research what satisfies their passion and adds to their knowledge. To assist us in this effort, we invite readers and those interested in the fields of development, reconstruction, and peace to provide us with their insightful and constructive feedback and suggestions.



Poverty in Yemen and its Impact on Women and Children

Social Research

Prof. Fathia Mohammad Bahashwan

January 2022



Abstract:

The research aims to capture the reality of poverty in Yemen, its root causes, and the extent of its impact on women and children. It also presents some development experiences in countries that have suffered from poverty, and shows how successful these experiences were in achieving their objectives, the most important lessons learned, and how to take advantage of these experiences to reduce poverty in Yemen. To achieve these goals, the researcher relies on a descriptive survey method to describe the reality of the phenomenon and its prevalence in our society. Through the presentation and analysis of poverty indicators from diverse statistics, reports, research and international reports, the research comes out with several results, the most important of which is the spread of poverty in society in recent years. Poverty affects women and children. The number of deaths among children has increased, some families have withdrawn their children from education due to their inability to pay school fees, families have been unable to satisfy the basic needs of their members, such as food and drink, etc., and the current situation in Yemen has significantly led to the displacement of populations to other areas. The most affected groups were women and children, as the phenomenon of begging was spread among them, and many of them were exposed to various forms of violence.

Keywords: Poverty, Child poverty, women's poverty



Chapter One

Introduction:

Poverty is a multifaceted phenomenon that can be understood very differently by people from different cultures. It is the result of the shortcomings of the economic situation of some peoples. Poverty- for those who suffer from it- means deprivation, whether in material things or livelihood opportunities, lack of luxuries, inability to meet basic needs, such as access to adequate food, clothing, education, healthcare, and other multiple problems they face.

The root causes of poverty and its repercussions on the social structure and cohesion will lead to other multiple phenomena at the social level such as social deviations resulted from social problems that deeply affect the family, women, and children and have negative impacts on society and all its various structures.

Recent events have profoundly affected all aspects of human life. They have led to the deterioration of economic conditions, a high incidence of poverty and unemployment rates, and an unprecedented increase in the number of displaced persons, and high food and drug prices. As a result of these conditions, both women and children in Yemen suffer from various types of deprivation, and in many cases, they are subjected to physical and psychological violence. Poverty greatly increases their suffering.

Poverty is one of the most serious social problems that affect all aspects of life. The severity of poverty - which has its repercussions on all segments of society - is increasing to varying degrees day by day. Poverty has become one of the most serious threats to economic, security and social stability in Yemen. The economic status of the family refers to its standard of living, that is, the degree to which its material and immaterial needs are met. Meeting these needs depends on the source of income that determines the standard of living of an individual or a family, including housing size, quality, and ownership, and services of health, nutrition, education, entertainment and welfare for the family.



Poverty and its elimination are among the biggest challenges facing Yemen, with the lack of resources and the severity of the problem. In addition, poverty has many negative effects that go beyond the poor to his/her family and society, including religious, moral, social and political. Therefore, this research attempts to address the issue of poverty and its impact on women and children in light of the current situation in Yemen.

Research Problem:

Poverty is a very old phenomenon and a serious social scourge that has its own repercussions on the individual, family and society. It is linked to many root causes that help in its spread, the most important of which are population growth and explosion, disasters affecting countries, and wars that destroy life and drain energies. All of these causes lead to displacement, homelessness, lack of job opportunities, and imbalances in wage and price structures, which make development in decline.

The bloody conflicts in Yemen have cast a tragic shadow over all aspects of human life for more than six years. As a result, the economic and social conditions have deteriorated, and the rates of poverty and unemployment, the number of displaced people, and the prices of food and drug have increased. All of these affected the economic situation of the family and its standard of living. Therefore, many families have become dependent on women for their livelihood, especially those families whose breadwinners emigrated, died or abandoned them. Women are forced to be the breadwinner of their families and children, bearing the whole responsibility. Therefore, they search for sources of income to spare their children from hunger and malnutrition. This phenomenon is more prevalent among uneducated women who have not received adequate training and qualification.

Women are the most affected social group by poverty. Poverty among women is a multifaceted problem and has great ramifications on the family and society alike. Any issue that affects them or their social roles will inevitably affect their marital and family life and the upbringing of their children, which will cost society a lot to spend on finding



solutions to the consequences of these effects at a time when it needs huge amounts of money most to spend on the country's development and progress.

The number of children living in poor-income families is also increasing, which further exacerbates their miserable living conditions and deprives them of their rights as children. Due to the ongoing conflict in Yemen, hundreds of schools were destroyed, most health units were damaged, child mortality increased, and the phenomena of begging among women and child labor spread remarkably. Women and children are being forced to live harsh reality, as they are the most vulnerable groups to violence, exploitation, and abuse at times of conflict.

Therefore, the problem of the current research was formed in the following questions:

- What is the reality of poverty in Yemen?
- What are the reasons for the spread of poverty in Yemen?
- What are the patterns of poverty among women and children?
- What are the effects of poverty on women and children in Yemen?
- How successful is the experience of Singapore and Malaysia in reducing poverty, and what are the most important lessons learned from it?
- What is the appropriate and proposed vision for poverty alleviation mechanisms for Yemeni society?

Research Significance:

Poverty- in general- is one of the three most significant social problems which development revolves around- the other two are diseases and ignorance. As living conditions are closely linked to poverty, the family and the individual, namely women and children, are greatly affected socially, economically, psychologically, healthily and morally.

This research comes as an attempt to draw attention to the dangers associated with the increasing number of the poor, to learn about the reality of poverty in Yemen and the extent of its impact on women and children, and to find appropriate scientific solutions to the problems they face in the societal reality.



Research Objectives:

This research aims to

1. Know the reality of poverty in Yemen.
2. Identify the root causes of poverty in Yemen.
3. Diagnose poverty patterns in Yemeni society for women and children.
4. Identify the effects of poverty on women and children in Yemen.
5. Present the experiences of Singapore and Malaysia in economic development to reduce poverty, and the extent to which the two experiences succeeded in achieving their goals, and the most important lessons learned from them.
6. Present a proposed vision for poverty reduction mechanisms for Yemeni society.

Definitions of Key Concepts

- 1- Poverty: is a state or condition in which the family or an individual is unable to provide the minimum standard of living, which leads to the failure to meet the socially and morally desired needs.
- 2- Women's Poverty: is a state or condition in which a woman has no one to support her as a result of the breadwinner's death or desertion. She cannot enjoy a decent life because she has no source of income.
- 3- Child poverty: We mean that the child lives poorly due to poor economic and social factors represented in the need for food, housing and education. In other words, the child is unable to achieve the minimum appropriate standard of living.

Research limitations:

- Subject limits: The phenomenon of poverty and its impact on women and children in Yemen.
- Spatial limits: Republic of Yemen.
- Time limits: December 2021.



Chapter Two

First, Research Concepts:

Poverty:

Definitions of poverty have varied according to different researchers and scholars. From the point of view of sociologists, the phenomenon of poverty is relative and exists in all human societies (الخصاونة؛ وآخرون، 1998). It is defined as the inability to meet basic biological needs— those universal needs which must be satisfied— and in the event they are not satisfied, people are known as the poor (شكري؛ وآخرون، 1995: 34).

From the point of view of economists, the poor represent the group that is unable to meet their minimum basic needs and thus unable to secure a decent life (الخصاونة؛ وآخرون، 1998). The term poverty also refers to a deprivation of human capability of essential opportunities and choices needed for the well-being of an individual, household or community' (بوش، 2005: 2015).

Economists link poverty to lack of income. However, sociologists believe that poverty does not only mean a lack of income, it has also to do with rights, relationships, people's way of dealing with each other, and their view of themselves, in addition to insufficient income to satisfy basic needs. The Human Development Reports considered poverty as a multidimensional complex concept that goes beyond mere deprivation of material necessities to include deprivation of choices and opportunities that are essential to achieving human development. The goals of human development are to live a long, healthy and creative life, to be knowledgeable, and to have access to resources needed for a decent standard of living. Therefore, we find that poverty is the concept of capabilities, the most important of which are health and literacy, which are the main factors of capabilities concept whether a person is included in the life of society or is excluded from it (الشبيكي، 2004: 5).

As for Hosni Ibrahim, he refers to a number of definitions of poverty, including that poverty is the inability of the individual to obtain basic needs, and the poor is the one who has nothing. While poor peoples are those whose citizens are the majority of the needy which distinguishes them from those rich who own most of the means of production.



Some researchers base their definition on the income criterion. That is, reducing income to a certain level per year (50-75 dollars) at the prices of 1970 - according to the World Bank point of view - means that there is poverty. Others believe that poverty does not mean the lack of property for the individual or the people, nor it means living at a subsistence level. Rather, it means the individuals feeling of lower living than that of other individuals or peoples (إبراهيم، 2009: 11).

According to Atef Ghaith, poverty is defined as a low standard of living with health and moral needs related to the self-esteem of an individual or a group of individuals (محمد، 1997: 342). In addition, Lewis Coser defines it as what stigmatizes the life of a particular social group as living within the circle of poverty (العمر، 2005: 191).

It is also defined as a lack of individual, factional, societal and institutional human capacity, resulting from internal or external factors or both in a society and at a particular time, which leads to a partial or total lack of satisfaction of the material, social, cultural, and psychological needs of individuals and groups (حمزة؛ وآخرون، 2002).

The World Bank has tried to develop a comprehensive definition of this phenomenon stating that “poverty is the inability to achieve a minimum standard of living,” but this definition depends largely on the concept of the minimum and the standard of living. It depends to a large extent on the society in which the condition is described,” (البنك الدولي، 1990: 41). Currently, poverty is seen as a concept that has more than one angle through which the level of poverty can be identified. In addition to income poverty, there is also the concept of capacity poverty, meaning that the poor are those who are unable to achieve a good life based on education, health and income. These are aspects included in the definition of human development, which stresses that “it is the development of the human element, which leads to the expansion of opportunities and areas of choice for him in transparency, freedom and democracy. As a result, it leads to improving the quality of human life.” Hence, measuring capacity of poverty depends on three basic indicators including:

- The Healthy Eating Indicator (HEI): It is measured by the percentage of underweight children under the age of five.



- The Reproductive Health Indicator (RH): It is measured by the percentage of births without health supervision.
- Cognitive Educational Indicator: It is measured by the illiteracy rate among females (2010، 2، 3، العجلوني).

The poor and needy are divided into two groups:

- Those who are physically or intellectually able to work, need to be provided with jobs in various economic and social activities to secure a permanent income, enjoy a decent life, and contribute to increase national wealth and finance Zakat Fund if their money exceeds the quorum.
- Those who are unable to work, such as the elderly, the disabled, orphans and the sick who need help annually. Helping them to earn their living by their own means is obligatory. Thus, solidarity must constantly play its role to help alleviate their suffering (5-7 :2004، الشبيكي).

Therefore, poverty has to do with the living conditions of social groups, which are marked by deprivation at different levels, and the poor are those who are unable to obtain basic necessities, including food, clothing and housing, in addition to other minimum needs such as health care, transportation and education.

The Concept of Women's Poverty:

In the past two decades, the issue of women's poverty has received global attention. Studies and research have been conducted on poor women in the world, and there have been many views on the issue of the feminization of poverty. It is noted that the term feminization of poverty carries multiple meanings, as it may usually mean that women are more likely to fall into poverty than men, or that poverty among women is more than that of men. The concept also indicates whether the poverty of women and men is due to the same reasons, or to different causes (1231 :2015، الكفاوين).

The International Labor Organization defined it as an increase in the poverty rate among women than that among men, and the severity of women's poverty is greater than that of men (8 :د.ت: النجار). While the Human Development Report issued by the United Nations for the year 1997, defines women's poverty- the feminization of poverty- as fewer and unequal opportunities for education, employment and asset ownership (3 :2000، البنك الدولي).



The United Nations Development Fund for Women (UNIFEM) describes the feminization of poverty as the burden of poverty borne by women, especially in developing countries. This phenomenon is not only a result of weak income, but also the result of deprivation of opportunities and access to available sources of income. This confirms the spread of the phenomenon the “feminization of poverty” due to the concentration of money in the hands of men, in contrast to women’s deprivation of it. In addition, the severity of women’s poverty is greater than that of men, which reflects fewer opportunities for women.

Despite the differing views on this issue, that is considered a constant, is the increase in the number of women heads of poor families. Where some reports indicated that the number of poor rural women increased in the past twenty years by about 50%, while the percentage of increase among men was 30%. That means it has become relatively acceptable to say that women are poorer than men, and that the woman who heads-support- a poor family is poorer than men. The 1995 Beijing Conference indicated that there are more than one billion poor people in the world, most of whom are women, living in unacceptable conditions, and most of them in developing countries (الكفاوين، 2015: 1231).

The Root Causes of Feminization of Poverty:

The feminist perspective and advocates of women’s westernization who borrowed and used the concept of the feminization of poverty, claim poverty among women has many causes, the most important of which are:

- The long history of oppression and marginalization of women because of the social and female division, as they claim.
- Men’s control over economy and women, from their point of view.
- Limiting the role of women to the domestic and reproductive aspects and their interest in family affairs.
- Women’s role is limited to the domestic and reproductive aspects, and their interest in family affairs.
- Depriving women of education.
- Depriving women of their right to own land, financial resources and real estate.
- Depriving her of their right to inherit.



- Their belief that there is an increase in the number of family members headed by women and poverty.
- Their claim that there is a close relationship between early marriage and poverty.

The Concept of Child:

The concept of the child refers to different, multiple meanings and suggestions that most likely describe a period of time in a person's life. Dictionaries and international organizations provide specific definitions, all of which are characterized by certain characteristics that are consistent with the mission of the organization or the entity that defines the concept of the child. These definitions include the following:

A child is defined as recently born person, a young person especially between infancy and puberty, a boy or girl from the time of birth until he or she is an adult. It is used for both males and females. The term child denotes the first age stage of human life that begins with birth, and this early stage of human life is characterized by dependence on parents and siblings, almost completely, and this situation continues until puberty.

The International Convention on the Rights of the Child defined it as, "Every human being under the age of eighteen years unless, under the law applicable to him, he has attained the age of majority earlier." In addition, the Convention does not specify, in its definition, the age of the child at the time of birth. Rather, it shows flexibility in defining it. The Convention obligates the signatory states - numbering 192 until November of the year 2015 - to define the reference point for ages under specific circumstances and requirements, such as the legal age for children to work and educate, for the execution of sentences handed down against them, their imprisonment, or similar circumstances related to the specific stage in the definition of the Convention.

As for psychology, it presents new concepts related to the definition of the child. The concept of the child is defined on the basis of studying the changing interactions in the behaviors and minds of children within the developmental stage that the fetus goes through during its development before birth and until it reaches the stage of adolescence. This definition includes changes occurred in physical growth and mental development,



as well as the accompanying emotional and social behaviors and developments (موسوعة علم النفس الطفل).

The definition of the child or the stage of childhood in sociology goes back to many definitions that include the life and the full picture of the child's life at this stage, and those definitions are:

- The first definition: From sociological perspective, the child is a young human being in the first stage of his/her life, i.e. from his/her birth until before he/she reaches the age of majority. At this stage, parents should be very cautious and careful to avoid incidence of child abuse, sexual assault and many other disturbances that make the child live an unhappy phase.
- The second definition: Sociology considers that the child in the infancy stage lacks adequate experience and information that help him/her lead his/her life later. Therefore, it is necessary to teach the child at this stage what his/her mind understands, so that he/she can continue his/her life without troubles or problems and rely on himself/herself to find solutions to all his/her problems, without anyone's interference.
- The third definition: Sociology considers that childhood is the period from from birth to adulthood. At this stage, the child can distinguish between right and wrong; therefore, a child must learn many things which he/she cannot understand. Parents should take great care of the child at this age to grow up strong and independent.

The Characteristics of Poor

The most important characteristics of the poor class can be summarized in the following points:

- Low level of income and spread of diseases.
- Malnutrition and poor health.
- High child mortality rates.
- Low level of education and the spread of illiteracy.
- Difficulty in finding jobs.
- The low level of housing and standard of living in general.
- Difficulty in finding jobs.
- The low level of housing and standard of living in general.



- Difficulty in obtaining public utility services, such as clean drinking water, sanitation, and hygiene (خباري، 2014 :136).

Sociologists and economists have developed a set of characteristics experienced by members of the same family, namely:

- 1- Deprivation. 2- Isolation. 3- Alienation. 4- Reliance on others. 5- Lack of economic assets and options. 6- Physical weakness and fragility. 7- Instability. 8- Low participation in decision-making.

In addition, they identified a set of characteristics that characterize the disadvantaged: Poverty, low social class, isolation, physical weakness, fragility, seasonal employment, powerlessness, helplessness and humiliation (الرفاعي، 2007).

Second: Manifestations and Patterns of Poverty:

There are many forms and manifestations of poverty, the most important of which are the following:

1. Lack of Education:

Inadequate education is one of the main causes and manifestations of poverty in most countries, whether in developed countries or in poverty-stricken developing countries. The quality of education usually varies between urban and rural areas and rich and poor neighborhoods and areas. In rural areas, children go to small schools with very limited and undeveloped educational resources. In urban areas, the schools have high and distinguished educational resources and experiences that allow their students to develop. Therefore, poor children endure many difficulties in receiving the type of education that will support them in the future.

2. Poor Healthcare Services:

The degree of access to healthcare services varies from place to place. In the majority of poverty-stricken countries, little health care - if any- is provided, especially for those living in extreme poverty. Global Issues shows that 2.2 million children die each year because they are not immunized. Enormous health services are provided to the rich, even though they may not be in need as the poor.



3. The spread of Diseases:

Illness goes hand in hand with health care or lack thereof. Diseases spread rapidly in areas that lack proper health education and provide little health care. With the spread of these diseases, it becomes difficult for families to follow the correct methods of prevention, which leads to an increase in the number of patients and deaths even more. 40 million people live with HIV (AIDS), causing 3 million deaths in 2004 and leaving (15) million children orphans. Although AIDS causes a large number of deaths, there are 350-500 million cases of malaria every year, of which one million deaths, 90% of them are in Africa alone.

4. Dependency and Lack of Productivity:

Dependency is often associated with laziness or the notion that those dependent cannot support themselves. First world countries created a system that prevents poverty-stricken countries from being able to support themselves and be always in need of their support and services. This leads to collective laziness, so that the members of these communities become first dependent on the state, on each other, and then on aid.

5. Ignorance and Indifference

Indifference is one of the main factors of poverty. Ignorance arises among people in poor societies, accompanied by a lack of striving to make a difference, or to acquire new knowledge.

Types of Poverty:

Poverty takes many types, and they are as follows:

- 1- Absolute poverty:** It is a condition characterised by severe deprivation of basic necessities of life, including food, clothing, and shelter.
- 2- Relative poverty:** It varies from place to place according to the different social and economic conditions in which a person lives, and is the condition in which people lack the minimum standard of living in the society in which he lives.
- 3- Income poverty:** In the United States, income is determined by the size of the family and its number of children, so there is no fixed income level to define this type of poverty.
- 4- Periodic poverty:** It occurs in a specific period on a large scale,



and is associated with particular events in society, such as: conflict, recession, economic collapse, or natural phenomena and disasters that disrupt the distribution of food and other resources.

- 5- **Mass poverty:** It is the shortage of basic resources in a large scale. This type affects an entire community, or a large group of people living in that community. It is noteworthy that mass poverty persists for a long period of time that may extend across generations. It is mostly spread in places that were colonized in the past, or places where wars are constantly raging (Ashley, 2019).
- 6- **Political poverty:** it is the absence of human rights, the exclusion of political participation, the tyranny of power, the corruption of the regime, dictatorship, and the violation of human freedoms.
- 7- **Sociocultural poverty:** It is the inability of the individual- who is at the centre of any social group and community - to participate effectively in all identity and cultural forms which bind the individual to society (خيارى، 2014 :132).

Poverty Measure Schools:

There are two schools of poverty measurement:

1. Absolute school: It sets a minimum level of income necessary for each individual to achieve in order to enjoy a reasonable standard of living (the poverty line), and whoever falls below that line is described as poor.
2. Relative school: It deals with relative poverty that links the poverty line with the rate of income distribution among the population. The individuals who make up the poorest 20-25% of the population of a community are defined as poor. There are other, more complex ways to measure poverty, in which a whole series of social, livelihood and health indicators are used, including the availability of adequate and appropriate food, access to education and information, health care, adequate housing, WASH services.

Poverty measurement can be categorized into two main categories, namely:

- The first method: It uses financial standards, such as individual's income and the level of consumption expenditure. This method is used to measure poverty.



- The second: It uses social indicators, such as healthcare and education, given that their lack or absence the direct consequence of the spread of poverty.

The financial standard is one of the most important methods used to measure poverty. It depends either on the level of spending and consumption as a measure or as an indicator of poverty, or on the level of income.

Poverty Indicators:

There are several indicators to measure poverty, including the headcount index, poverty gap, poverty severity, in addition to the Multidimensional Poverty Index (MPI), which is reflected in UNDP's Human Development Reports (HDR)

The dimensions of poverty are reflected in three deprivations:

1. The first deprivation relates to a long and healthy life—vulnerability to death at a relatively early age, as measured by the probability at birth of not surviving to age 40.
2. The second deprivation relates to knowledge—exclusion from the world of reading and communications, as measured by the adult illiteracy rate.
3. The second deprivation relates to a decent standard of living—lack of access to overall economic provisioning, as measured by the unweighted average of two indicators, the percentage of the population without sustainable access to an improved water source and the percentage of children under weight for age (405 :2001، الفارس).

The international poverty line was originally set to roughly \$1 per person per day. However, in 2008, the World Bank came out with a figure of \$1.25 a day at 2005 purchasing power parity (PPP). The new global poverty line is set at \$1.90 a day in 2015 using 2011 international prices.

The percentage of poor in Yemen has increased steadily over the years from 1998 until before the conflict in 2014. This increase occurred after the collapse of all economic factors, the loss of many sources of income, and the destruction that befell state institutions and the economic sector. Accordingly, it is expected that the percentage of the population will reach the international poverty line by the end of 2018, about 30.5%.



International comparisons are difficult to be carried out for several reasons, namely lack of latest surveys. According to the World Bank's International poverty ratios for 2018, by the value of Yemen's 18.8 calculated CPI, Yemen ranked seventh globally after South Africa, where poverty was 18.9, and Ethiopia's 26.7% for 2015. Nevertheless, there is no doubt that the war in Yemen has had a significant impact, leading to about 30% of the population being below the international poverty line and considered to be the highest rate on Arab level (21 :2018 :الجهاز المركزي للإحصاء، 2018).

Third: The Reality of Poverty in Yemen and its Indicators:

The Sustainable Development Goals (SDGs) represent a bold commitment to end the path that the world began at the beginning of the third millennium to end poverty in all its forms and dimensions by 2030, by targeting the most vulnerable, increasing access to basic resources and services, and supporting communities affected by conflict and climate-related disasters.

Poverty in Yemen declined. The percentage of poor people in Yemen decreased from 40.1% in 1998 to 34.8% in 2005/2006. This decline occurred in the context of a high population growth rate of 3% annually. Most of the improvement occurred in the urban areas with the percentage of poor falling from 32.2% to 20.7%. In rural areas, where 73% of the total population lives, the decline was much less noticeable with poverty headcount declining marginally from 42% to 40.1% (8 :2007 :المؤسسة الدولية للتنمية، 2007).

The Government of Yemen has launched so far three five-year economic reform plans since 1990 with the goal of reducing poverty and enhancing development in various sectors. Although poverty has recently decreased in Yemen, poverty rates are still more severe than any other country in the Middle East and North Africa region. The percentage of the poor decreased from 40.1% in 1998 to 34.8% in 2005/06. In the rural areas of Yemen, the poverty rate decreased from 42.2% in 1998 to 40.1% in 2005/2006. Due to the conflict that has been going on in the region since 2011, the poverty rate increased to 54.5% in 2012.



The results show a decline in poverty indicators in Yemen in 2010 compared to 2006. The percentage of the population in Yemen who lived below the poverty line in 2010 was approximately 33.21%, compared to 34.8% recorded in 2006. Regarding the population suffering from food poverty, their percentage increased by 12.5% in 2013. 40% (9.8 million people) of the population were multi-dimensionally poor, while an additional 22.4% (around 5.5 million) lived near multidimensional poverty.

According to the report, the overall poverty gap index of 8.9% implies a monthly poverty deficit per capita of about YR 497. On average, a poor person should receive YR1431 a month to be lifted out of poverty. Perfect targeting of the poor would have required only about 124.4 billion YR per year (about 4% of GDP) to fill the gap between the actual spending of poor households and the poverty line in order to lift everyone out of poverty.

Rural areas host about 84% of the poor. The disparity between rural and urban areas is due to several reasons, the most important of which are urban areas take advantage of services-backed economic growth, the growth of the agricultural sector, which is closely related to the rural poor, has declined, and financing opportunities and low productivity in agricultural work are limited especially in light of the persistence of traditional production methods, and the failure to keep pace with modern methods of production (برنامج الأمم المتحدة الإنمائي، 2013: 12).

The exacerbation of political crises since 2011 and before, up to the outbreak of the conflict in 2015, had a profound impact on deepening and widening the cycle of poverty to include the majority of the population. The results of the 2014 Household Budget Survey showed that the percentage of the population below the poverty line increased to 49% in 2014, and to about 78% of the population during the two years of conflict 2016 and 2017. Estimates of the main factors that led to the interruption of the main sources of income have been considered, which are:

- Economic activity has stopped in a high percentage of private sector projects since March 2015.
- Salaries and wages of state employees have not been paid since September 2016.
- Social welfare benefits have been suspended.

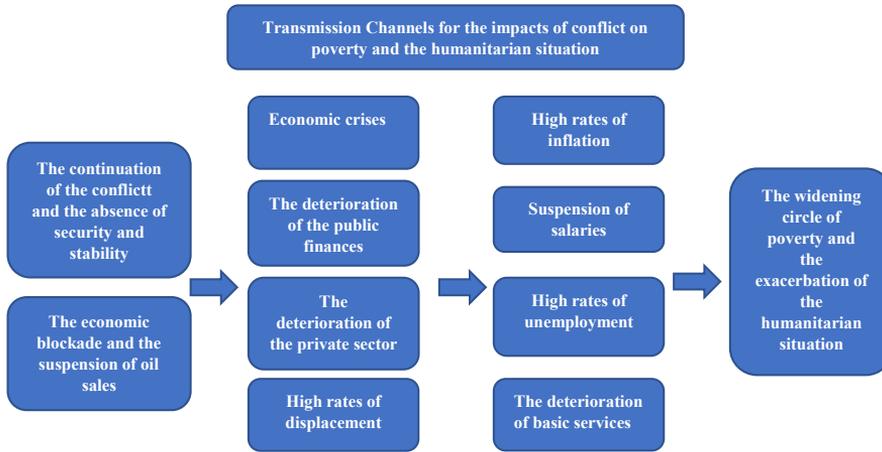


Figure 1: Transmission Channels for the impacts of conflict on poverty and the humanitarian situation

In light of the high rates of poverty and unemployment in its various dimensions, especially with the continuation of the conflict, Yemen has been going through an unprecedented humanitarian crisis since March 2015. 33.3 million of the population were in need of humanitarian interventions. The number of displaced people during the period 2015-2017 reached about 3.5 million (about 13% of the total population), of them, two million people- more than half are women -are still displaced and have not been able to return to their homes. About 41% of the population suffers from food insecurity. Yemen is ranked among the seven worst states on the Global Malnutrition Map (الفقر والوضع الإنساني، د.ت: 4).

Table (1): Population under the poverty line for 2014

Total Population	Population Living Below Poverty Line		Details
	Number	Percentage %	
12.837.547	6.235.284	0,49	Male
13.135.760	6.375.220	0,51	Female
25.973.307	12.610.504	0,49	Total

*Source: Household Budget Survey 2014, Central Statistical Organization



Poverty in Yemen and its Impact on Women and Children

Almost two-thirds of the population are now facing hunger, of them, 14.4 million of Yemenis are in need of immediate food assistance to sustain or save their lives, and 10 million are in acute need of food assistance. The spread of poverty and hunger goes beyond the individual suffering to destroy the social fabric of Yemen and affect the sense of belonging to the community.

Previous gains in human development have not only been wiped out by the war in Yemen, but they have also been set back two decades, according to the UNDP-commissioned study, the Impact of War on Yemen. By 2016, the war had already caused losses of nearly US\$4-5 billion in the country's infrastructure and nearly US\$89 billion in lost economic output. As Gross Domestic Product has shrunk by nearly 28%, Yemen's currency has plummeted, unemployment rates have increased nearly twice—60% of Yemenis have become unemployed—access to fuel products has been sporadic at best.

In 2019, average food prices were approximately 150% higher than pre-conflict rates. In 2018, fuel prices were three times higher than pre-conflict levels (2020 مكتب الأمم المتحدة لتنسيق الشؤون الإنسانية،).

The majority of Yemenis live on less than US\$1.90 a day, but the high cost of food is much higher by 73% to 178% than it was before the crisis worsened in 2015. The repercussions of widespread extreme poverty, hunger and the collapse of the education system pose severe constraints on future economic growth. This puts the country on a very long road of hardships for future generations.

Conditions are worsening at a nearly unprecedented rate. In 2014, prior to the conflict, 14.7 million people required assistance. In 2015, this number increased to 15.9 million; in 2016 to 21.2 million and in 2018 to 22.2 million. In 2019, 24.4 million people need assistance to survive. The number of severely food-insecure districts has risen by 60% in one year from 107 districts in 2018, to 190 in 2019. In the last 12 months, the number of people unable to predict when they will next eat has risen by 13% and is expected to increase by 20% or more unless humanitarian operations are dramatically expanded in the early months of 2019 (5 خطة الاستجابة الإنسانية، 2019).



Waves of currency depreciations in 2018 and 2019 have created lasting inflationary pressure on the Yemeni riyal that has undermined the purchasing power of Yemenis and exacerbated the humanitarian crisis. After reaching peak 30.4% in 2017, the inflation rate decreased at the end of 2019 to 10%, but it increased again to 26.2% in 2020. In 2014, before the war erupted, the inflation rate in Yemen reached 8% (صندوق النقد الدولي، 2021).

Hundreds of thousands of Yemeni employees have lost their jobs and sources of income. Available estimates indicate that the unemployment rate has increased during the years of conflict from 56% to nearly 80% in just one year (2014-2015). Data from the Central Bureau of Statistics indicate that the private sector has laid off 353,763 workers (about 64.1%). Comparing the findings of the quick survey conducted by the International Labor Organization (ILO) for three main Yemeni cities in partnership with the Central Bureau of Statistics in 2015 against the labor force survey issued in 2014 showed that those three cities have lost more than 130 thousand jobs in just one year, and that agriculture is at the forefront of the sectors most affected.

In general, OCHA reports the loss of at least (600) thousand jobs, and a decrease in the percentage of employment in agricultural and fishery sectors, in which about 70% of the labor force work. It is worth noting that despite the varying unemployment statistics, they all show the extent of the disaster that befell the country's economy (8 :2021، محسن).

Moreover, according to the latest World Bank statistics, more than 40% of Yemeni households have lost their primary source of income. As a result, they have become unable to purchase their basic needs. Poverty affected half the population, about 29 million people, before the crisis. Today, poverty impacts 71% to 78% of the population. Women are more affected than men (البنك الدولي، 2021).

Regarding international indicators, they showed that Yemen is still suffering from the world's worst humanitarian crisis since the outbreak of the conflict in late 2014. The conflict deeply affected all human, social and economic levels. According to shocking OCHA data, millions of Yemenis are at risk of dying from extreme hunger, starvation or diseases more than any other country.



The degree of suffering is almost unprecedented, because :

- 10 million Yemenis are one step away from starvation to death
- A total of 230 out of Yemen's 333 districts (69 %) are at risk of famine.
- 24.4 million Yemenis are in need of some form of assistance to survive.
- 13% of the population may not know where they will get their next meal. OCHA expected that this percentage will increase to 20% or more if the scope of humanitarian action is not expanded at the beginning of 2019.
- The severity of the suffering included the increase in the number of civilians who are in need of urgent humanitarian assistance in all sectors, with 49% (14 million people) in the health sector, 73% in the housing sector, 32% in the education sector, 26% in the protection sector.
- Weakness of the health sector and poor healthcare services for the group most in need. Only less than 50% of health facilities, that lack doctors, specialists, medical supplies and equipment and medicines, are no longer working, because most health sector workers have not received their salaries for years.
- The conflict has led to the destruction of water, sanitation and electricity infrastructure, irrigation systems, agricultural sites, hospitals, sewage networks and economic facilities, and has left tens of thousands of landmines planted in the various conflict areas.
- The number of displaced people since the eruption of conflict until July 2020 reached about 3,650,000, 63% of whom are without care or funding for their needs (5 :2021، محسن).

Features of Poverty in Yemen:

Extreme poverty is measured by an individual's purchasing power of less than (1.9) dollars per day. In terms of poverty, the Arab world can be divided into four main groups. Countries free from extreme poverty come in the first group: Saudi Arabia, the United Arab Emirates, and Qatar. The second group includes the Arab countries with an extreme poverty rate of less than 5%, namely: Algeria, Iraq, Jordan, Lebanon, Libya, Morocco, Palestine, Sudan, Syria, Tunisia. The third group includes four countries with extreme poverty rates ranging between 5% and 10%: Egypt, Kuwait, Mauritania,



and Oman. Finally, the fourth group includes countries with the highest rates of extreme poverty, namely: Yemen, Comoros, Djibouti, and Somalia, which range from 10% to nearly 30% of the population of those countries (Undp; منظمة المرأة العربية، د. ت: 25).

Poverty in Yemen takes on a rural attribute, especially as the Yemeni people are, to a large extent, mostly rural dwellers, despite the rapid urbanization. Rural areas of Yemen embrace about 83% of the poor and 87% of those who suffer from food poverty, whereas 77% of the total population in 1998 was rural dwellers. The percentage of the rural population who are poor amounts to 45%, as compared to 30.8% for the urban population, in addition to the wide gap and severity of poverty among the rural population compared to that of the urban population. This attribute also shows that, according to the 1998 HBS, spending on food absorbs 54% of income in the urban areas, whereas it climbs to 67% in the rural areas, which reflects low incomes in the rural areas on one hand, and an even lower degree of spending on non-food requirements there on the other.

Table (2): Poverty Indicators in Yemen

Poverty Indicators	Total	Rural Areas	Poverty Indicators
Food Poverty Line (Riyal/ Person/Month)	2,101	2,103	Food poverty line (SR/person/ (month
Poverty Rate	17.6	19.9	poverty rate
(Poor Population (in Millions	2.9	2.5	(Poor population (million people
Poverty Gap	4.5	5.2	poverty gap
The Severity of Poverty	1.7	2.0	the severity of poverty
Highest Poverty Line	3,210	3,215	Highest poverty line
Poverty Rate	41.8	45.0	poverty rate
(Poor Population (in Millions	6.9	5.8	(Poor population (million people
Poverty Gap	13.2	14.7	poverty gap
The Severity of Poverty	5.8	6.7	the severity of poverty

Source: (د. ت) مساعد



In the same way that poverty is inequitably distributed between rural and urban areas, there is also an obvious disparity among the different governorates of the Republic of Yemen, whereby half of the poor are concentrated in four governorates: Taiz, which has 18.7% of the total poor population; Ibb (with 16.2%); Sana'a Governorate (with 11.9%); and Hodeidah (with 10.2%). The highest poverty incidence rates are found in Taiz Governorate, where 56% of the population of the governorate is poor, followed by Ibb (with 55%), Abyan (with 53%) and then Lahj (with 52%). Poverty incidence is also high in Dhamar Governorate (49%), as well as Hadhramout, Al-Mahra and Shabwah (all with 43% of their respective populations who are poor), whereas the incidence is low in Aden (30%), Sa'ada (27%) and the Capital Secretariat (23%). The incidence is lowest in Al-Baydha (15% of the population of the Governorate) (47-48: مساعد، د.ت).

The poverty gap index is 8.9 %, implying a monthly poverty deficit per capita of about YR 497. On average, a poor person should receive YR 1,431 per month to be lifted out of poverty. Perfect targeting of the poor would require only about YR 124.4 billion per year (about 4 % of GDP) to fill the gap between the actual spending of poor households and the poverty line.

Fourth: The Manifestations of Class Inequality and its

There are large intra-governorate differences in the incidence of poverty. Poverty varied between 5.4 % and 71 % in 2005/06 among governorates. It is highest in the rural part of the Amran governorate, where 71 % of the population is poor. Amran is followed by Shabwah and Al-Baydha (60 %). The incidence of poverty is the lowest in the Al-Maharah and Sana'a City governorates.

The absence of solidarity increases the poverty rate in societies. The rich are getting richer and the poor poorer, and people are getting greedier. Everything has become permitted because morality has no ground. With the increase in prices, economic conditions are getting worse, and class disparity between social groups and gender inequality is widening. Women and children are the most vulnerable groups and thus the most affected by poverty. Class discrimination is exacerbated



by the continuation of conflicts, and it is manifested in the different levels of income of members of society and in gender, sectarian and regional discrimination.

Children in rural areas face particular risks to their health and well-being. Rural children are more vulnerable to health problems, including weight loss and are three times less likely to enroll in an education than their counterparts in urban areas. Regarding gender, girls have a higher school drop-out rate than boys and captivate the poor in a state of poverty from which it is difficult to get out (القباطي، 2021: 24).



Chapter Three

Previous Studies

In this chapter, some previous studies related to the topic of research will be presented, and they have been divided into Yemeni, Arab and foreign studies.

First: Yemeni and Arabic Studies:

The study of (2016 السيد): It aimed to identify the methods of living adjustment for women in light of the phenomenon of feminization of poverty. It also focused on the concept of poverty from the point of view of the respondents in the study villages and the nature of the relationship between the studied socio-economic variables and the total degree of methods of living adjustment for the female breadwinner in the study villages. It tackled the problems faced by women breadwinner to improve the family standard of living.

The study was conducted in each of the governorates of Assiut, Sohag and Beni Suef according to some criteria related to the higher percentage of female breadwinners, poverty and illiteracy. The sample size was (315) female breadwinners. Data were collected using a personal interview questionnaire and in-depth individual interviews.

The study found a number of results, the most important of which are the following:

- 40 % of the participants fall into the category of the low level of the total degree of the methods of living adjustment of the female breadwinner, compared to 46% of the participants in the middle level of the total degree of the methods of living adjustment.
- One of the most important positive living adjustment methods followed by the female breadwinner in light of the phenomenon of feminization of poverty is preparing income-generating household activities. That was mainly in food production by 36% and working in agriculture for others by 88%. The most important negative living adjustment methods were the suspension of children's education by 44.7%, and the tendency towards the marriage of girls' by 27.6%.



- It became clear that the concept of poverty for 81% of the respondents is the lack of ownership of agricultural land. While 74% of them defined poverty as that, children are still young and unable to work. 41% of the respondents indicated that poverty is represented in having girls, and 11% of them defined poverty as the inability to afford children's education.
- One of the most important problems facing the female breadwinner is the lack of sufficient money to provide food for children, by 61%, and the lack of inheritance from her relatives, by 58%.

The study of (2016، عودة): It aimed to demonstrate the role of foreign associations in reducing poverty and unemployment rates by supporting and financing many important local activities in the Gaza Strip. The activities included health, operational, educational, relief and childhood activities. Recently, anti-poverty activities, by relying on the descriptive analytical approach of financial data for a sample of the most influential foreign associations in the Gaza Strip in 2015.

The study found that education activities top the list of priorities in the funding provided by foreign associations by 40.62%, anti-poverty activities comes next by 21.66%, employment activities by 14.6%, and then followed by other activities at varying rates.

The percentage of funding provided by Arab and Islamic associations has decreased compared to the funding provided by non-Islamic associations. It contributed 96.9% of the total funding provided to local activities in the Gaza Strip for 2015.

German associations ranked first in funding local activities in the Gaza Strip, especially the education sector and then came the British associations that maintained funding for local activities in the Gaza Strip in almost equal proportions.

The study of (2015، الكفاوين): It aimed to know and understand the most important problems facing poor women who head poor families. The field study was conducted on a purposive sample of (140) women who receive monthly assistance from the National Aid Fund. It was taken into account in the sample to be representative of these women according to the geographical distribution and the category of benefit fund. Since the study seeks to understand deeply the problems facing



poor women, the qualitative approach was used, and data was collected through content analysis, in-depth interview and observation. The study found a set of results that showed women who head poor families suffer of economic, social and psychological problems that result from or accompany poverty. The most important problems they faced are poverty and its physical, health, educational, social and psychological effects, domestic violence against them in all its forms, namely husband's violence and divorce with all its consequences, and husband's absence due to imprisonment, abandonment, etc.

It also became clear through the study that the problems caused by the absence of husbands despite their direct impact on women, all family members pay the price. The study also showed that most of the women in the sample had gone through some form of violence during their married life. Their interpretations of the causes of these problems and ways to deal with them are varied.

The study of (2014، بناصر): It aimed to analyze the reasons that lead to the emergence of the two phenomena of poverty and the informal economy. It also highlights the impact of the two phenomena on the economy in Algeria in order to develop policies and strategies appropriate to its size.

The study concluded that the informal economy in Algeria has become intertwined with the formal economy, in a way that makes it difficult to be eradicated. Therefore, fiscal and regulatory facilities must be granted to the owners of institutions and companies in order to put an end to tax and tax evasion. Also, the attempt to legalize workers in the informal economy, such as facilitating obtaining a commercial registry, reducing taxes on authorized individuals for their informal activity, improving and supporting monitoring centers that allow identification of qualified groups to benefit from state aid.

The study of (2013، شهاب): The study aimed to know the role of NGOs in reducing the poverty rate during the Israeli siege in the Gaza Strip by relying on the descriptive analytical approach. The results of the study showed a strong relationship between poverty reduction in the Gaza Strip and efficient management, quality of implemented programs and projects, funding capacity, partnership between NGOs and the government, and external relations of NGOs. The study recommended



the necessity of linking NGOs to a central and sophisticated electronic database that documents the details of the target groups, identifying the most important needs of the poor, and working to adopt development strategies that contribute to creating real job opportunities.

The study of (2013، الأحمدي): The study aimed to identify the impact of the culture of poverty on some educational values and attitudes among secondary school students in Madinah. The researcher relied on the descriptive approach by applying a questionnaire that focused on monitoring the moral and sensory trends of the study sample, such as educational values and attitudes, and collecting data related to the student's gender, family income, ownership and type of housing, and parents' education.

The tool was applied to a cluster sample of students of private education in Madinah and students of public education in Hanakia, numbering 632 , and the results of the study found that there were no statistically significant differences between the moral attitudes of students from families with a low economic and social level, represented by students of general education in schools of Al-Hanakia Governorate and the moral trends of students from families with a high economic level, represented by students of private education in Madinah, on the level of sensory orientations scale as a whole.

The study of (2012، خفاجة): This study dealt with the level of poverty in the Gaza Strip and its relation to Islamic concepts. It focused on the concept of international and Islamic poverty and methods of measuring it and its most important main components. It also, clarified the difference between the extreme and normal poverty line and the subsistence limit and the difference between Islamic and international standards in measuring poverty. It also focused on treating the problem of poverty in Islam. One of the most important results that poverty is spreading in the Gaza Strip in an accelerating and wide manner as a result of the Israeli practices of closure and siege that led to many people losing their jobs and stopping their projects.

The study of (2011، الزبيدية): The study aimed to know the role of NGOs in achieving human development through personal interviews with some officials, workers and volunteers in NGOs in Egypt. It has found several results, the most important of which is the impact of the



role of NGOs on achieving human development in Egypt. In addition to the weak role of these associations in providing adequate assistance to establish small projects

The study of (2010، الهيئة التنسيقية للتكافل الاجتماعي): The study dealt with the causes of women's poverty related to their characteristics and the problems they face. The results of the study showed that one of the most important characteristics of poor women is the low level of education, lack of skills, low income and the dependence of most of them on the Aid Fund to provide income. As for the reasons for the poverty of women who head their families; The cause of death for the male breadwinner of the head of the family ranked highest. The percentage of these families reached 30.5%, and the second reason is the absence of the family's breadwinner by 14%. The study also showed that the most important problems that the poor family suffers from are: the lack of their own income, their poor health conditions, isolation from others, their exposure to violence, in addition to problems related to children. Thus, the study concluded that families headed by women are more likely to be exposed to poverty than families headed by men.

The study of (2009، عبيد): This study aimed to identify the causes of poverty and its effects on the poor urban. It utilized a sample from a neighbourhood in the city of Tawahi in Aden governorate and from a neighbourhood in the city of Al-Dhalea. Both study societies are characterized by low economic and social levels, high rates of illiteracy, dropouts, and the absence of educational, health, social and service institutions. We find that poverty in the two societies of the study is comprehensive, as nearly 96% of the sample live in a state of absolute poverty, even though they are part of the urban community in Yemen. The study came out with many conclusions about the state of poverty and its problems at the level of the sample and the general level. The most important conclusions drawn by the study about the sample can be summarized as follows:

1. 36% of heads of families are illiterate and have minimal educational qualifications (read and write - primary); Therefore, 91.3% of heads of families work in jobs that do not require educational levels. Parents do not care about the education of their children as 67% of the total respondents are between illiteracy and primary school. Poverty represents the main obstacle to preparing for education in terms of allocating part of the spending on it.



2. Because of poverty, a large part of the population does not care about health and does not see doctors- even if they are sick - due to the absence of free medicine. That makes them urge the mercy of fate because families are unable to spend on health, which they do not care about except in extreme cases and at the expense of other necessities.
3. 14.3%of the total population are immigrants from rural areas, who came in search of better opportunities to live and work. This constituted a pressure on the social services and job opportunities. It also contributed to the spread of slums in Yemeni cities, increasing unemployment, crime and moral deviations as consequences of economic conditions.
4. 90.3of the families surveyed are unemployed and children, which represents a heavy burden on the working group. The study revealed that 91.5% of public and university education outputs from the study community are unemployed.
5. A large part of those who are able to work are those who were forced to leave their jobs and were turned into unemployment due to the government's disabling and selling of government institutions and facilities in which they were working. The new owners (the private sector) laid them off.
6. There are large differences between the income obtained by the family and its needs in spending on necessities. It is a result of the lack of balance between price fluctuations and wages. In addition, the absence of institutional control and economic strategies that protect consumers and those with limited incomes and secure living stability for the various social segments.

The study of (2007، عبد الرحيم؛ والخيبة،): The study aims to identify the reality of women and their impact on human development indicators. It concludes that customs, traditions, discrimination between men and women, society consideration of male dominance and female subordination, and the spread of illiteracy among women all negatively affect human development.

The study of (2007، والعبد الرزاق، والحنيطي): The study aims to determine indicators of poverty in rural southern Jordan. The results head to fifteen variables that have the greatest impact in determining poverty indicators



in the region. These variables are the level of families' satisfaction with their housing condition, the relative importance of the household budget for housing rental expenditures, the relative importance of the household budget on paid installments, average number of workers per household, the relative importance of household budget expenditures on fuel and energy, the type of heating used in the house, a place to have children for married women, availability of a kitchen in the residence, the relative importance of the family budget for spending on gifts and remittances, the relative importance of the household budget for spending on healthcare, adult illiteracy rate, housing area.

The study of (2006، الشبكة العربية للمنظمات الأهلية،): The study seeks to know the extent of awareness of Arab NGOs in the Arab countries of the size and type of poverty and human development challenges. The study relied on a guide to study the case of two NGOs in each Arab country; one of them is support-oriented in its work, the other is development-oriented. The study also relied on a guide for an in-depth case study of these organizations to identify their activities in poverty alleviation and target-group support. It also relied on many axes that allow, as a whole, to assess the contribution of these organizations in the fight against poverty. The study comes out with several results, the most important of which is the predominance of charitable and sponsorship activities over development activities of NGOs. More than 55% of them are active at the Arab level in the field of charitable work. Regarding recommendations, the most prominent of them was related to the necessity of making amendments to the laws of some Arab countries, which negatively affects the activities of NGOs, with the priority of development orientation and not limited to charitable and sponsorship orientation.

The study of (2005، الحنيطي؛ والطيب،): The study deals with the estimation of the two poverty lines (extreme and absolute) and the percentage of poor families in some remote villages of the southern Jordan region, compared with the official national poverty line. Relying on a sample size of (203) families, the study concludes that the extreme poverty line amounted to (120.3) dinars per month for a family whose average size was (8.19) members. This is based on the proposed food basket analysis methodology that was prepared for this study.



The extreme poverty line, according to the actual dietary pattern analysis methodology, is (122.2) dinars for the family per month. Accordingly, the percentage of poor families in extreme poverty reaches 9.3%, for both methodologies. The absolute poverty line, according to the methodology of the relative importance of spending on basic needs, reaches (204.3) dinars for the family per month. Accordingly, the percentage of poor families in absolute poverty reaches (37.3%). The absolute poverty line, according to the actual dietary pattern, is (225.03) dinars per month for the family. Accordingly, the percentage of poor families reaches 45.6%.

The study of (2002، ناشر): This study aims to assess the role of rural women in increasing family income through their contribution to agricultural and non-agricultural productive activities, with and without pay. It also aims to touch on women's attitudes towards the productive activities in which they work and their desire for increased future activities, and to identify the factors that affect their participation in productive activities. To achieve this, descriptive and statistical analysis method was used. The study reaches the following results: 92.7% of the sample women contribute cash to family income through their work in agricultural and non-agricultural productive activities; the average annual income of women is 22.6% of the total income of the family in one year; the contribution of women from agricultural activity within the family has been estimated at 10% of the total income of the family in the world; the highest income for a woman was from government work, then from trade. It is found that the number of activities a woman engages in increases as her income from one activity decreases. There is a relationship between women's attitudes and higher income activities such as government work, commerce and handicrafts. The results also show that the most important factor that limits women's participation in productive activities is their low earnings from work.

The study of (2002، الطيب): The study aims to measure the distribution of income and poverty in the Karak Governorate. The study shows that there are clear disparities in the income of the people of the same governorate. It is found that 20% of the poorest in Karak get 5.5% of the total income of the governorate, while about 20% of the richest people in Karak get 42.7% of the governorate's income.



The Gini coefficient shows that the governorate suffers from income inequality, which amounted to about 0.44%. In addition, the percentage of families living below the extreme poverty line is estimated at 12.8%, and the percentage of families living below the absolute poverty line is estimated at 43.1%.

The study of (يحيى؛ وآخرون، 2001): The study relied on the reality of household income and expenditure survey for the year 1997, which was carried out by the Department of Statistics and included (6,000) Jordanian families. The study showed that the percentage of families below the absolute poverty line increased to 20%, and those below the extreme poverty line increased to 11%. Furthermore, there is a difference in the percentage of poor households in urban and rural areas; The percentages reached 20% and 23%, respectively, for the absolute poverty line, and 10% and 12%, respectively, for the extreme poverty line. The percentage of poor families at the governorate level has varied from one governorate to another. The highest absolute poverty percentage was recorded in Ma'an governorate at 28%, followed by Balqa and Jerash governorates with 25% and 24.8%, respectively. The lowest percentage was recorded in the governorates of Tafila and Mafrqa, at 15% and 15.4%, respectively. Regarding the percentage of extremely poor families, Al-Balqa governorate recorded the highest percentage of 14%, and the lowest percentage was recorded in Jerash governorate with 7% and in Tafila with 10%. The study showed that there is a disparity in income distribution. The value of the income Gini coefficient at the national level was about 0.36% and 0.31% in Tafila. The study indicated that Jordan needs (17) million dinars annually to get the population out of the absolute poverty line, and about (2) million dinars annually to eliminate the phenomenon of extreme poverty.

Second: Foreign Studies:

Breunig, R. & Majeed, O. (2020): The study aimed to examine the impact of inequality in income distribution on economic growth and on poverty in turn. A regression model was used, which included the following variables: real GDP, poverty, investment as a percentage of



GDP, logarithm of population growth, relative redistribution of income, economic growth rate, share of trade in GDP, and years of education. The study concluded that inequality in the distribution of income negatively affects economic growth, and that when poverty rate is low (i.e., less than 25%), the relationship between income inequality and economic growth is not statistically significant.

Nindi, Angelique G. & Nicholas M. Odhiambo. (2015): The study aimed to examine the causal relationship between poverty reduction and economic growth in Swaziland during the period 1980–2011 using time series data. Some statistical tests and the “Dickey–Fuller” test were also used for this purpose. The study concluded that there is a statistically significant relationship between economic growth and a decrease in the level of poverty, and it is not necessarily that economic growth leads to a decrease in the level of poverty.

Goldstein, Jerome (2005): The study aimed to identify the possibility of non-governmental organizations (NOG) planning for many programs directed at alleviating poverty, especially for those living in poor areas. The study focused on development programs in the regions with the aim of providing material and in-kind support, assisting in the construction of health and social care homes, and enabling the poor to distribute their products and rationalize their consumption.

Skalli (2011): This study dealt with the different dimensions of poor Moroccan women, in order to understand and determine the social, cultural, legal and economic effects of poverty on poor women. It was found that out of every six families in the study sample headed by a woman, 22.9% in urban areas compared to 12% in rural areas. It was also clear from the study that women who head families are more likely to be marginalized and poor, and the illiteracy rate among them is high (83%). The study also showed that women who head families are more likely to be marginalized and poor, and the illiteracy rate among them is high (83%). After divorce, most women continue to be economically dependent on their families, especially when they have no paying jobs. The results showed that four out of ten divorced women return to their families after divorce, but if they have children, they live in separate homes close to their parents.



Commenting on Previous Studies:

- In an attempt to come up with recommendations, which is the main concern of this study, previous studies have addressed a number of issues related to poverty in general, including the study (بناصر، 2014) which aimed to analyze the reasons that lead to the emergence of the two phenomena of poverty and the informal economy, the study (الحنيطي؛ والعبد الرزاق، 2007) in determining poverty indicators in the countryside of southern Jordan, and the study of (Breunig, R and O. Majeed 2020) on the impact of inequality or inequality in the distribution of income on economic growth.
- Some studies have been concerned with women's poverty, such as (السيد، 2016) which showed the methods of living adjustment for women in light of the phenomenon of poverty and the concept of "feminization of poverty", (الكفاوين، 2015) that examined the most important problems facing poor women who head poor families, and (الهيئة التنسيقية للتكافل الاجتماعي، 2010) that dealt with the root causes of women's poverty, their characteristics and the problems they face.
- Some studies have focused on the role of associations in reducing poverty rates, including (عودة، 2016) which shows the role of foreign associations in reducing poverty and unemployment rates by supporting and financing many local activities, (الزيادي، 2011) which aimed to know the role of NGOs in achieving human development, and the current study which focuses on the phenomenon of poverty in Yemen and its impact on women and children.
- There are differences between the current study and previous studies in terms of variables, objectives and methodological procedures. Some studies relied on the field aspect of the study, while the current research is descriptive and analytical about the lived reality in Yemen.



The Fourth Chapter The Causes of Poverty in Yemen

This chapter will identify the causes of poverty in Yemen, diagnose patterns of poverty in its society, especially women and children, and show the effects of poverty on them.

First: The causes of poverty in Yemen:

Since poverty is a relative issue that differs from one country to another and from one region to another, and it has multiple concepts and types. It is normal that the root causes that lead to poverty in developing countries vary from those in developed countries. Identifying these causes results in the formulation of policies to eliminate them. The reasons associated with poverty in Yemen are as follows:

1. The Deterioration of the Political Situation:

Political factors influence the increase in the poverty rate in the world. They cause the depletion of the wealth of some countries, perpetuate ignorance and illiteracy in them, and provoke internal and external conflicts that lead to the underdevelopment of the national economy, as well as the corruption of some governments, which leads to the creation of a state of social inequality, disparity in income, lack of incentives, and limitation of individuals' opportunities, choices and freedoms (125 :2014 ،خيارى).

The system of state government is an essential factor in combating poverty or increasing its scope. If state entity is based on a civilian system, depends on the law to protect the rights of individuals, enacts and implements laws and legislations, which provide equal opportunities, reduce poverty, promotes equality among the members of society in a just manner, eliminate class inequality, enact laws and regulations that undermine corruption, the state will be stable and it will be able to provide its citizens with a decent life.

The civil state is primarily a rights-based state that focuses on the basic needs of the poor, provides the largest number of employment opportunity through making utmost use of available resources for



the benefit of all members of society. In a similar vein, if the state is absent, factionalism, class, and regionalism prevail, and the role of law disappears, the situation will get worse, the middle class will disappear, the number of the poor will become double, and class disparity will increase (القباطي؛ وآخرون، 2021: 24).

2. Wars and Conflicts:

All human experiences have proven that disasters, wars and international conflicts have devastating effects on the lives of peoples, including displacement, refugees, camps, loss of work, property and stability. All of these consequences are great causes of poverty, because they deprive people of resources and social and economic opportunities for development.

Yemen has recently witnessed a deterioration in politics, leading to the outbreak of conflicts. As a result, Yemeni people have been forcibly displaced, and the economic and security situations have deteriorated. The phenomenon of displacement and its repercussions are considered reasons for poverty widespread, especially among the most vulnerable groups of society. The deterioration of the security situation leads to a decrease in the number of investors, which will result in economic weakness, currency devaluation, deterioration in basic services such as food security, health, education and water (القباطي؛ وآخرون، 2021: 24). About (20.5) million Yemenis have no access to safe drinking water and sanitation, and (20) million people are deprived of basic health care services (World Bank, 2021), There are also low productivity and inadequacy of the capabilities of individuals to the requirements of the labor market, such as low individual skill and training (نصر، 2011: 34).

3. Financial and Administrative Corruption:

UN's Millennium Development Goals adopt the broader concept of poverty, that is necessary to go beyond the measures of linking poverty to income, as financial and administrative corruption are among the main causes of poverty. They undermine the foundations of development, and violate human and individual rights and legal frameworks (القباطي؛ وآخرون، 2021: 24).

Yemen has agreed to develop the necessary strategies and plans for implementation. Even though we have reached the tenth year of



the specified period of (15) years, Yemen is not yet on track to achieve the MDGs by 2015. Perhaps the most prominent problems that Yemen suffers from and prevented the achievement of development are financial and administrative corruption. Yemen is among the most corrupt countries, as indicated by the 2009 Transparency International report. Yemen ranked (154) out of (180) countries, and got (2.1) in the Corruption Perceptions Index out of (10) degrees. The internal wars and the increase in sectarian and regional political conflicts also played a major role in wasting the capabilities of the state away from development and its requirements (5-6 :201 :ماجد).

One of the manifestations of corruption is the looting of budgets approved to combat poverty. Corruption also limits the possibility of economic growth, contributes to low levels of internal and external investments, and reduce efforts to combat poverty and other efforts related to promoting development. (القباطي؛ وآخرون، 2021 :24). Corruption includes embezzlement, looting of public money, failure to hold corrupt officials accountable or turning a blind eye to them, which made the ordinary citizen an opponent motivated by feelings of oppression and hatred towards those corrupts who established a culture of discrimination and disruption of the social fabric. Dependence on the criteria of kinship and nepotism, by assigning the matter to unworthy people, failing to meet fidelity and violating the principles of equality and transparency, has led deserved people to be jealous of them and feel a sense of their own deep depravity and marginalization (49 :2016 :المتوكل).

The spread of the phenomenon of administrative and financial corruption is destabilizing the entity of the state socially, economically and politically. Corruption mainly includes massive embezzlement, taken from public money to go to the personal accounts of government officials. Thus, huge funds are concentrated in the hands of a small segment of society, and the majority of people are deprived of necessary services such as water, electricity and oil derivatives (63 :2001 :الفارس). The spread of corruption leads to the failure of the implementation of development plans, and reinforces the increase in poverty. When the phenomenon of corruption is rampant, anti-poverty mechanisms, such as transparency, legal accountability and institutional responsibility, will become non-existent.



Economists and social scientists have also stated that the corruption tax is always paid by the poor. Revenues from natural resources are plundered for the benefit of limited individuals at the expense of the entire community (القباطي، وآخرون، 2021: 24).

4. Social Causes:

One of the most important social causes of poverty is the increase in the population of the region. This is ascribed to population growth that becomes higher than the rates of GDP, or to the migration of individuals from the countryside to the city due to the difficult environmental conditions in the countryside, which contributes to increasing pressure on various resources (خيارى، 2014: 125).

Poverty may lead to the spread of ignorance and illiteracy that include large sectors of society, including women and youth, who dropped out of schools to work, due to their inability to cover school costs such as clothing, bags and stationery materials and transportation costs to and from school. Poverty also leads to the prevalence of misconception of not being serious about studying and obtaining academic degrees. This has produced a generation of young people who do not have educational degrees that enable them to obtain jobs and secure livelihoods for themselves and their families (نصر، 2011: 34).

Low-education not only increases the likelihood of poverty, but also contributes to its transmission across generations. Low-quality education increases the chances that the poor will drop out of education to enter the labor market early, without acquiring enough skills to get high-paying, low-risk work. Then, they join insignificant jobs that do not generate enough income. If they are able to form a family, they cannot provide for its basic needs, so that poverty will continue to be passed down through generations (أوزال، د. ت).

One of the factors that creates tensions in family relationships, in the social position occupied by the family as a whole and by the family's primary provider of income, is the loss of the ability to obtain one's gain. The income that the husband receives is often part of the image that the wife has of her husband. The inability to earn as a result of illness or unemployment obscures part of this image, shakes its features, and weakens the love between spouses. Many studies have shown that



violent economic crises and husband unemployment lead in many cases to an increase in family problems. In fact, the husband's loss of a job position can have a negative impact on the relationship between the spouses, and may lead to divorce (الجهاز المركزي للتنمية والاحصاء، 2015).

5. Poor Health

Diseases- especially certain types - are related to the state of poverty in which the family and society endure due to lack of resources, lack of awareness, and nutritional deficiency, or due to the circumstances arising therefrom and the circumstances related to; all of which lead to the lack of preventive and curative healthcare, malnutrition, lack of calories and vitamins, poor health, as well as respiratory and digestive diseases, which many global health and development reports have proven to be closely related to poverty. The interactions between environment, health and poverty have evident manifestations. Environmental pollution (water and air) is a major environmental source of diarrhea, gastrointestinal and respiratory diseases, which are the most common causes of death among poor women and children, according to many reports of the United Nations and its ad hoc agencies since 1990-2003. As a result, over six years of escalating violent conflict and economic collapse, Yemen has been plagued by outbreaks of infectious diseases, such as cholera, leading to a significant deterioration in the humanitarian conditions in the country. It is now facing the worst cholera outbreak recorded in history. In 2019, cholera remained prevalent in 90% of governorates (UNDP, 2019).

Diseases have also spread, the level of health facilities services have deteriorated, and the population density has increased in some cities, as a result of displacement from areas where conflicts are raging. The interruption of salaries for state employees caused an imbalance in all sectors, especially the health sector. More than (50%) of health facilities are not working or are almost stopped due to lack of medical supplies. This requires about (12) million people to intervene in health services to reach the minimum level of life-saving services, and it has become necessary to provide the operating costs of health facilities and to pay incentives to service providers there.

Weak health facilities services - and sometimes their absence- lead to more dire challenges faced by the Yemeni people, most of whom cannot



pay the costs of treatments. Thus, citizens cannot obtain health services. Most health facilities have stopped providing their services due to the repercussions of the current situation and to the additional financial costs that it causes on a daily basis to provide the necessary treatment (25-26 :2021 :القباطي وآخرون). For the first time in Yemen, assessments confirm the presence of catastrophic levels of hunger. At least 65,000 people are already in advanced stages of extreme food deprivation and 238,000 people in districts with IPC 5 areas will face similar conditions if food assistance is disrupted for even a few days.

(7,400,000) people suffer from malnutrition, or nearly a quarter of the population, the majority of whom are in the acute stage, and acute malnutrition rates exceed the emergency threshold set by the World Health Organization by 15% in five governorates, and about 30% of the number of districts where critical levels have been recorded from malnutrition.

In the health sector, 203 districts are classified as having severe health needs. Only 51% of health facilities across the country are fully functional and those which are operational lack specialists, equipment and medicines. Immunization coverage has decreased by 20-30% since the conflict started, and most health personnel have not received salaries for two years, or more. In the water and sanitation sector, 167 districts are classified as acute, a four-fold increase since 2018. Only 22% of rural and 46% of urban populations are connected to partially functioning public water networks and less than 55% of the population has access to safe drinking water (Humanitarian Response Plan, 2019: 5-6).

6. Low Economic Situation:

Since 2014, war has driven poverty in Yemen from 47% of the population to a projected 75% by the end of 2019. If fighting continues through 2022, Yemen will rank as the poorest country in the world, with 79% of the population living under the poverty line and 65% classified as extremely poor, the report, *Assessing the Impact of War in Yemen on Achieving the Sustainable Development Goals (SDGs)*, states.

The surge in poverty across Yemen is driven by factors attributed to war, including a breakdown of the economy that has seen US\$89 billion in lost economic activity since 2015.



The conflict has disrupted markets and institutions and destroyed social and economic infrastructure, while inequalities have sharply increased. Gross domestic product per capita has plummeted from US\$3,577 to US\$1,950, a level not seen in Yemen since before 1960. Yemen is now ranked as the world's second most unequal in the world in terms of income, surging past 100 other countries in inequality levels in the last five years (UNDP, 2019).

The low wages cause a decrease in the number of experienced labor force, the deterioration of the services and their outputs of all institutions and bodies. This leads to the high rate of economic inflation during the crisis period, and the high rate of class disparity between members of the same society in terms of income, property and decent life opportunities. (القباطي وآخرون، 2021: 25). Although unemployment and poverty are interrelated problems, the World Bank has denied that unemployment is the main cause of poverty. The state of poverty among individuals has been attributed to low wages and its consequences. According to a study conducted by the World Bank in one of the Arab countries, only 6% of the total poor in it are unemployed (بلول، 2009).

Among the causes of poverty are lack of or low income due to the low level of wages or the acceptance of individuals to work in minimum wage low-status jobs, economic crises members of society may face, such as economic stagnation and weak performance of government institutions towards the poor and marginalized groups in society (علي، 2011: 65).

With the continuation and escalation of conflict, the Yemeni scene has increasingly complex at all levels - political, security, economic and social. All components of Yemeni society have deeply affected by the ongoing conflict. Moreover, the devastating consequences of conflict have exacerbated Yemen's economic collapse, which put Yemen at its lowest level among the lists of international indicators for business, the most prominent of which are:

- Yemen is ranked 187 among 190 economies in the ease of doing business, according to the latest World Bank annual ratings.
- In the Economic Freedom Index, according to the last classification in which it participated in 2015, Yemen ranked 123, with a score of 55.5, that is, it is not very free.



- In the Corruption Perceptions Index (2019), Yemen ranked at the bottom of the list (176), before Syria, South Sudan and Somalia, with a low performance score of no more than (15) degrees.
- In the Fragile States Index (2019), Yemen ranked first in the world among (178) countries.
- In the Gender Gap Index (2015), in terms of participation, economic opportunity, and equality between men and women, Yemen ranked 145, the last in the world (9 :2021، محسن).

7. Conventional Agriculture

Agriculture is one of the most important economic activities; accordingly, the agricultural sector is essential in the process of economic development. However, the sector faces a number of challenges, including:

- The scarcity and misuse of water resources.
- Population growth and urban expansion at the expense of agricultural land.
- Rugged terrain and poor infrastructure.

Regarding the causes of low productivity in the agricultural sector, they are many, including:

- Traditional farming methods.
- The scarcity of water resources.
- Price fluctuations for seeds and agricultural means.
- Inadequate agricultural production requirements (27 :2021، القباطي؛ وآخرون).

Second: Women, Children and Poverty in Yemen:

The increase in the number of women suffering from poverty and the deterioration of the economic situation are accompanied by other factors, including the different cultural roles of women in society. It affects the woman, so she assumes the role of consumption and production in the family under difficult conditions that continuously increase her suffering.

Poverty in Yemen - especially among women - has become the biggest challenge facing economic and social development. Poverty was not limited to low or lack of income or to securing the minimum



amount of food, clothing and shelter. Rather, it extends to include education, health and other basic social services, which has led to the emergence of the different dimensions of poverty.

Poverty increased in Yemen from previous years. The most recent data indicates that Yemen is the poorest country in the Middle East, with more than half of the population living below the poverty line in 2014. The incidence of poverty rate at the national level has increased to about 80%. Out of every (10) children, more than (8) of them live in families that do not have enough income to meet basic needs (Poverty Situation in Yemen, 2020).

Poverty rates and severity are higher for women than for men. This confirms the spread of the phenomenon of “feminization of poverty” due to the concentration of money in the hands of men, depriving women of. The severity of women’s poverty is greater than that of men’s, which reflects fewer opportunities for women. Women are more likely to be poor than men, because they accept to work at lower wages than men, usually in different jobs. In addition, women receive lower wages compared to what men receive for the same job and sometimes for the same tasks. The United Nations Development Fund for Women (UNIFEM) describes the “feminization of poverty” as the burden of poverty that women bear, especially in developing countries. This phenomenon is not only the result of low income, but also of deprivation of opportunities and access to available sources of income.

Women are more vulnerable to poverty than men because of conflict, displacement, and the burdens they bear. Most of them suddenly become breadwinners of their families after the heads of the families die or sustain injuries that render them totally disabled or incapacitated. Sometimes, both women and children are exposed to death, disability or injury in the areas of confrontation. In fact, many of them become exposed to risks such as harassment, so many exploit their situation to accept any work for low wages. The current situations have caused the living conditions of women in Yemen to deteriorate, and most of them have become in dire need of work. In addition, a large percentage of them are uneducated, which makes it difficult for them to find a suitable job. They accept to work in menial and low-wage jobs in order to get a little wage, which in many cases is not sufficient for the basic requirements of their families (القباطي؛ وآخرون، 2021: 27).



The high rate of poverty in Yemen does not only increase the burdens on men as guardians. Rather, women are vulnerable to bear more severe economic, social and health burdens; According to the 2019 United Nations Yemen Report, during the period 2014 through 2019, the death toll among men and boys in Yemen reached 82%. With such high number of deaths among men, most households are now supported by females, 21% of them under the age of 18. These upsetting results makes women and their children in Yemen vulnerable to poverty and exploitation as the conflict and war wears on. Poverty-stricken communities also suffer a lack of adequate housing, clean water and healthy food.

**Table 3: The consequences of the conflict
at the humanitarian level in Yemen**

21.1 million people– or nearly 80% of the population– require humanitarian.	(7,655) people were killed, including civilians and more than (500) children, and (121,000) people fled outside the country.
24.3 million people– or nearly 90% of the population- do not have access to electricity.	(2.8) million people have been homeless.
49% and 73% of water and sanitation facilities were destroyed or damaged in the capital, Sana'a.	(14.4 million people) are suffering from food insecurity, and a quarter of the population (7.6 million people) is severely food insecure.
20% of health facilities were destroyed or partially damaged.	(1.3) million children are suffering from malnutrition.
(16) million people - or 62% of the population of Yemen- live in poverty.	

**Source: International Development Association, International Finance Corporation, International Investment Guarantee Agency (2016), memorandum of participation on the Republic of Yemen for the fiscal year 2017-2018, World Bank Group.*

Moreover, Yemeni women are still facing many challenges that prevent their effective participation in various fields due to customs and traditions, weak political will, and the spread of illiteracy among them. The school enrollment rate for females is still limited and reaches only 40% of females who enroll at the age of six, compared to 63% of boys.



The enrollment of females in university education does not exceed 1.1% of the total number of females in Yemen.

Among the reasons that led to the low enrollment of girls in education are the small number of girls' schools, the scarcity of resources for the family, the family's lack of interest in the female education, early marriage. In addition, Yemeni women suffer from major challenges that limit their opportunities to participate in the workforce in Yemen. 90% of working-age women are not employed, and many of them work in the countryside without pay, which is known as the 'invisible economy'. Even before the conflict, girls' enrollment in Yemen was the lowest in the Middle East.

Low educational attainment and low skill acquisition for women play a negative role in their economic empowerment and reduce their chances of getting a suitable job. The conflict in Yemen and the failure of the state will remain the major catalysts for increasing the poverty rate in the country, in addition to the decrease in economic growth and the increase in inequality. Yemeni women will bear most of these burdens.

More than 2,500 schools have been damaged, used as collective shelters for displaced families, or occupied by armed groups, resulting in 400,000 children being forced out of school (UNDP, 2019). The school dropout rate of girls was estimated at 36%, compared to 24% for boys (UNDP, 2016: 111).

These devastating conflicts are still affecting all components of society, and their impact on women's lives is increasing. As a result, the roles of Yemeni women have changed dramatically from those before the conflict. The war resulted in the death of thousands of people, numbering up to (12,907) since its outbreak. It was mainly concentrated among the youth group, heads of families and active producers in it. About (21,165) people have suffered various injuries and disabilities that make it difficult for some of them to return and participate in the labor market, in addition to the repercussions of the prisoners' conditions on the conflicting parties.



These conditions have made women the main breadwinners for the families. They have become to bear additional burdens and new responsibilities and think of new sources of income to secure sustenance for their families, in light of the high prices. The loss of jobs and sources of incomes and the interruption of public sector employee salaries for years exacerbated the deteriorating situation of Yemeni families. This will lead to the loss of income for about (15) million dependents, because the parties to the conflict exploited the issue of salaries between the parties to the conflict. This has made the Yemeni family in a state of need. The current conflict has also caused many women to lose their jobs, especially in the private sector, and many facilities to suspend their work to (الجوفي، 2017: 18-19).

More than four million Yemenis have been displaced from their homes since the beginning of the crisis, but the vast majority remain inside the country (UNHCR, 2020). The UN has estimated that 24.3 million people in 2021 were “at risk” of hunger and disease, of whom roughly 14.4 million were in acute need of assistance. The following table (4) shows Yemen’s ranking in the Global Hunger Index during the period 2014-2019, where the index value increased from 23.4 in 2014 “severe” to 45.9 in 2019, i.e., entering the alarming level, due to exacerbated humanitarian crisis and economic deterioration in the country triggered by war and conflict.

Table (4) Yemen’s ranking in the GHI during 2014-2019

Year	2014	2015	2016	2017	2018	2019
Index Value	23.4	23.2	35.0	36.1	39.7	45.9

Source: <https://www.globalhungerindex.org/download/all.html>

Yemen suffers from high rates of:

1. Undernutrition among the population for the period 2016-2018 was 38.9%.
2. Prevalence of stunting among children under-five years of age was 17.9%.
3. Prevalence of wasting among children under the age of five was 61.1%.



4. The increase in the mortality of children under the age of five was 5.5% (World Bank, 202: 7).

Eliminating poverty is not an easy task, especially where there are wars. However, its impact and future effects can be mitigated through some measures, including, helping the state pay public sector salaries, promoting sustainable agriculture, encouraging increased agricultural production and small enterprises, namely women and rural communities, drilling wells, providing clean drinking water, building schools and housing in extremely poor communities.

The Impacts of Poverty on Women and Children in Yemen

The political conflict is the cause of all the economic, social and cultural problems Yemen suffers from. It caused a rift in the social fabric, a weakness in the sense of loyalty and national belonging, and narrow loyalties to tribe, party, region, or sect. All of these impacts, have been increasingly evident in social cohesion and socialization and have been directly or indirectly manifested in disputes and conflicts that have left profound effects in the continued failure of the development process, the absence of social justice, and the mental health of community members, especially youth and children, who have become time bombs for future conflicts and wars (المتوكل، 2016: 50). Famine is still looming in the country, with two-thirds of all Yemenis are hungry. Nearly half do not know when they will eat next. 25% of the population suffers from moderate or severe malnutrition, including (2.1) million pregnant and lactating women. Almost 1.5 million families in Yemen depend on food assistance to survive, most of them do not have clear means of support (Humanitarian Response Plan, 2020).

For women, the effects of poverty on them differed greatly. Their poor condition and lack of money to cover their needs, may lead them to early marriage which will alleviate themselves of one more mouth to feed.. They and their families are likely to benefit from the dowry. At the same time, poverty may lead to a delay in the age of marriage due to the difficulty of providing the expenses of marriage. Poverty may also result in a change in some of the habits of society, such as women' work outside in general, or their work in markets which is a social defect. Deprivation forced the family to push their children into the labor market, and the phenomenon of child labor and beggary thus emerged (المركز الوطني للمعلومات، د.ت).



Children who find themselves in a poor family suffer from economic deprivation and deteriorated conditions that characterize poor families. Accordingly, their social relations are disrupted. A sense of material deprivation, which may fuel special tendencies and feelings such as envy and hatred, inadequacy and anxiety, arises within them. All this creates an atmosphere suitable for the growth of a deviant and aggressive behaviour (51 :2002، العمري).

Before the 2015 conflict, Yemen was making substantial progress in education. Primary gross enrolment increased from 73 % in 1999 to 94 % in 2016, while girls' enrolment grew from 52 % to 87 % during the same period (World Bank, 2020). However, conflict caused a deterioration in the education sector. More than 2,500 schools were destroyed or occupied by internally displaced people or armed groups (UNDP, 2019). About two million children were out-of-school, with girls' dropout rate estimated at 36 % compared to 24 % for boys (OCHA, 2020). Fifty-one % of teachers have not received their salaries since 2016, hundreds of schools have been destroyed and more than 1,500 schools damaged due to air strikes or shelling (Humanitarian Response Plan, 2019: 5-6).

In a report conducted by international and Yemeni human rights organizations that more than (380) educational facilities were destroyed due to the conflict in Yemen from March 2015 to December 2019. In another report of the United Nations Children's Fund (UNICEF), in 2019, more than two million children are out of school, and another 3.7 million are at risk of dropping out of education.

Due to the conflict, 1.8 million children at the age of six lost access to school with more than 3,500 schools, a quarter of all schools, shut down and some 600,000 children unable to take their exams. This resulted in a total of nearly 3 million - 47 per cent of Yemen's school-aged children- unable to receive education due to conflict, poverty and discrimination. Displaced women – estimated at 54 per cent of all IDPs in early May 2015– often bear the burden of supporting their families, despite challenges in accessing assistance, especially outside their communities (UNDP, 2016).

The health status of the population in Yemen improved in the years prior to the conflict, but now it is very weak. In 1990, the average life expectancy of women at birth increased from (52.6)



years to (58.1) years in 2003, and the infant mortality rate per 1000 live births decreased from (98) in 1990 to (83) in 2003. The maternal mortality rate was (570 per 100,000 live births), and the total fertility rate (6 children per woman) was the highest in the Middle East and North Africa region. Child malnutrition rate is the highest in the region. About half of Yemen's children are stunted (المؤسسة الدولية للتنمية، 2007: 4). In 2015, the maternal mortality rate declined to 38.5% for every (100,000) live births, according to the latest estimates (وزارة التخطيط والتعاون الدولي، 2020: 2).

In March 2017, UNICEF statistics estimated that 10 million children need humanitarian assistance, and half a million children suffer from severe acute malnutrition – a near 200% increase since 2014. Regarding the health system in Yemen, it is on the verge of a total collapse. Nearly 7 million children have no access to health care. An outbreak of cholera and acute watery diarrhea in October 2016 continues to spread, with over 22,500 suspected cases and 106 deaths. In June 2017 alone, (70) cholera cases and (600) deaths were reported. The situation is seriously deteriorating. The number of children who die daily from this disease is incalculable and they die from a disease that can be easily prevented (فكري، 2017: 99).

In addition, the spread of poverty has dire effects on children. Most of Yemen's children suffer from malnutrition, especially infants, who are at risk of contracting respiratory infections or epidemic diseases, which may cause them physical and psychological damages for their whole life. The overall impact of malnutrition on the level of children's performance in schools, leads to a decrease in the level of their productivity in the future (القباطي؛ وآخرون، 2021: 27).

In a UNICEF report, it was reported that the children of Yemen are facing the worst humanitarian crisis in the world. The total number of malnourished children under the age of five could reach 2.4 million by end of year, a 20 per cent increase, and only the increase in infant mortality of this age group will be 28%. The situation worsened with the outbreak of the Covid-19 epidemic and the preventive closure of the remaining schools, as 7.8 million children are not able to access education. The report also warned that if urgent aid was not provided; half a million lactating and pregnant women will miss out on basic



nutritional support, and (5) million children will not be vaccinated against deadly diseases (5 :2021، محسن).

The mortality rate for children under the age of five increased from 55% in 2014 to 58% in 2019. Half of all health facilities in Yemen are not functional due to staff shortages, lack of supplies, inability to meet operational costs or limited access. Those still running face severe shortages in medicine, equipment and staff, putting lives at risk. The following table shows the mortality rate for children and people in Yemen for the period 2014-2019 (وزارة التخطيط والتعاون الدولي، 2020 : 8-7). It also shows that two million children under five and (1.1) million pregnant and lactating women require immediate care to survive.

Table (5): Child and Person Mortality Rate in Yemen for the period 2014-2019

Year		2014	2015	2016	2017	2018	2019
Mortality rate and numbers	number (in thousands)	46	48	48	49	50	50
Children under the age of five	Rate (per 1,000 live births)	55	57	57	57	58	58
The rate and number of deaths of people aged 5-24	number (in thousands)	13	19	18	18	25	25
	Rate (per 1,000 live births)	20	30	28	29	38	37

*Source: Levels and Trends in Child Mortality 2014-2020-, UN Inter Agency Group**

Numbers about the situation of children in Yemen:

- (1.71) million displaced children.
- (400,000) children under the age of five with severe acute malnutrition.
- (465) attacks and military use of education facilities between 26 March 2015 and 28 February 2021
- (2) million children out of school
- (10.2) million children in need basic health care.
- (11.3) million children in need of humanitarian assistance.



- (8.1) million children in need of emergency educational support.
- 72.5% of girls marry at an early age (i.e., under the age of 18).
- (2.3) million children under the age of five - two out of every five children in this age group in Yemen - are at risk of severe acute malnutrition.
- The Yemeni society is almost young: the percentage of the age group under the age of 14 is 40% of the population.
- A decrease in the rate of female participation in the labor force compared to males, reaching 6% compared to 70.8% for males in the age groups (15) or more during 2018 (2020 (وزارة التخطيط والتعاون الدولي، 2020)).
- The overall rate of labor force participation reached 38%, with a large discrepancy between the participation rate of men and women, which reached 70% for men compared to 6% for women in 2019. The unemployment rate in Yemen has reached about 13% since 2010, which is much higher for women, reaching 25% in 2019 compared to 12% for men (2019 (منظمة العمل الدولية، 2019)).

Table (6) shows the values scored by Yemen across the sub-indexes in comparison with those of MENA region countries. Yemen was classified under “category 6”, due to poor healthcare and education system in the country and its overall impact on the life and health of children. This generally affects the productivity of the individual upon reaching 18 years of age (4 :2020 (وزارة التخطيط والتعاون الدولي، 2020)).



Table (6) Yemen’s Status in the Human Capital Index Compared to MENA Region in 2020

Description		Yemen Value	MENA Region Value
Human Capital Index		0.37	0.57
Survival Index	Probability of Survival likelihood to age 5	0.95	0.98
Study index	Expected years of schooling (Range: 0- 14)	8.1	11.6
	Harmonized Tested Score (Range: 300 – 625)	321	407
	Learning Adjusted Years of Schooling	4.2
Health index	Adult survival rate until the age of 60 (Range: 0 – 1)	0.8	0.91
	Percentage of children under age of five, who are not stunted	0.54	0.82

Source: The Human Capital Index, 2020 update (WB)

Poverty, homelessness and deprivation are not characteristics of good social, educational, pedagogical care of the child, but root causes for deviation. They contribute to excluding him/her from the rest of society and depriving him/her of being an active individual. In addition, the lack of knowledge of modern education methods and means and effective treatment methods for the manifestations of child spoilage and deviation, the anxious family atmosphere, and family disruption may all make the matter worse. There are other reasons for deviation that are widely available in the social environment in which the child lives. The streets, markets, and places of amusement-if misused- cause negative behaviors in the child, especially when the child befriends spoiled and deviated young or old people. There is also a child’s natural predisposition to deviation if he/she is not provided with health, psychological and social care keeping him/her away from this dangerous phenomenon. Deviation would develop bad habits and create aggressive behavior in the child. There are also manifestations of



crime that we sometimes observe in the lives of some children as a result of a number of accumulations that lead to that aggressive behavior.

Almost all social care programs and services are centered around women who are victims of family disintegration. Women become widowed, separated, abandoned or divorced. They are also clamped down hard by their families. As for abuse, aggression, coercion and deprivation, and what happens within the family framework by one of its members with his authority or jurisdiction, the weak victims in the family are mostly females and children. Mostly the weak women and children in the family are victims of abuse, aggression, coercion, deprivation and what happens within the family by one of its members who has authority and guardianship over women. The results of many studies link the difficult family living conditions, such as unemployment, low level of income, low level of education, large family size, deterioration of residential neighborhoods, and lack of the basic necessities for housing, with the increase in domestic violence (الشبيكي، 2004).

The phenomenon of begging in Yemen has spread and developed greatly in recent years. The number of beggars of all ages has increased, especially among women and children. Poverty was considered one of its causes, if not the main root cause. Poverty may be an incentive for hard work, struggle, and honest work, but it alone is not a reason for begging.

Economic factors (poverty, inadequate housing and poor neighborhood) showed the extent of the relationship between them and beggary. These factors may be combined with other factors to push the child prone or vulnerable to resorting to begging to fall into poverty (الخولاني، 2020: 18-19).

It is noticeable that conflicts and disputes in Yemen have cast tragic shadows on all aspects of human life. They have caused all Yemenis to suffer from the deteriorating economic conditions and the high rates of poverty and unemployment, which have affected education and healthcare. Many can no longer afford the costs of food, medicine, and other supplies that were considered basic commodities. Now, it has become too expensive even for Yemenis who have a source of income.



Chapter 5

Experiences of Countries that Have the Best Shot at Lifting themselves Out of Poverty

This chapter will present the experiences of some countries that have crossed the poverty line and were able to rise to the levels of developed countries, taking the Malaysian and the Singapore experiences as

First: The Malaysian experience in development:

The Malaysian experience is one of the experiences that is characterized by its specificity and importance for third world countries, which can be followed to free oneself from underdevelopment and dependence in the economy. Malaysia has become the largest exporter of goods and industrial technology in the Southeast Asian region, after it was a country that relied on the export of simple raw materials. It was able to get out of the stifling economic crisis that afflicted Southeast Asian countries in 1997. It did not resort to the International Monetary Fund and the World Bank to solve its crisis, but rather addressed the problem through a distinguished national economic program that imposed severe restrictions on the country's monetary policy to adhere to its national economic conditions and not to rely on others who want to exploit its crisis.

The International Monetary Fund and the World Bank did not address their crisis, but rather addressed the problem through a distinctive national economic program that imposed severe restrictions on the country's monetary policy and the conduct of its national economic conditions, not relying on others who wanted to exploit its crisis.

The Most Important Challenges Faced by the Malaysian Experience:

- The establishment of a unified nation governed by a sense of common destiny and united socially and security, as well as strong, sophisticated, highly confident and proud of its country.
- Building a mature and democratic society that actively participates in the development of its country in which morals, values and mutual respect prevail.



- Building a tolerant society loyal to its homeland and away from discrimination, regionalism and sectarianism.
- Building a progressive scientific community, not only a consumer of technology, but a producer and capable of innovation, creativity and manufacturing in all fields.
- Building a society that cares for and recognizes others and their role in their society.
- Building a society that cares for others and recognizes them and their role in their society while ensuring a society dominated by economic and social justice and driven by a spirit of partnership.
- Protecting and preserving the environment and preventing the threat of pollution factors.
- Achieving comprehensive and balanced development in its economic, social, political, educational and cultural dimensions.
- Lifting society out of poverty, ignorance, limited income, and lack of employment and production opportunities, to a prosperous and progressive industrial society whose members enjoy good financial resources, investments, huge projects and job opportunities.

The Reality of Malaysia's Pre-Development Economy:

The Malaysian economy was very simple. Tin, a non-renewable natural resource, was discovered in Malaysia in the seventeenth century. When Britain took over Malaysian land, they began planting rubber trees (from which natural rubber is extracted) and palm trees (for extracting palm oil), like the rest of the British colonies in the region. With the passage of time, Malaysia became an exporter of these three commodities according to the following system:

1. Chinese: They work in agriculture and industry, and they are the richest class in Malaysian society.
2. Indians: They work in agriculture, industry, medicine, and education.
3. Indigenous people (Malays): They lived in popular villages and their profession is agriculture and they are the poorest.

One of the statistical studies mentioned that the percentage of the population below the poverty line is within (75%). With the country's progress towards independence, the government began implementing



the five-year economic plan in 1965, that is after the first national government came to rule Malaysia (تجربة ماليزيا في التنمية الاقتصادية، د.ت).

The Reality of Malaysia's Post-Development Economy:

Through the strategic plans that have been set by Malaysia, development paved the way for the establishment of an integrated development system which included various fields, ranging from economic and social aspects to environmental aspects, and this is illustrated as follows:

First: The Economic Dimension of Development:

In the 1970s, Malaysia began to imitate the economies of the Asian Tigers, shifting from being a country based on agriculture and mining towards being a country-based manufacturing and export. It succeeded in this because there is a national government, represented by the efforts of the Prime Minister of Malaysia, Mahathir Mohammed who led Malaysia towards development, that believes in change. Malaysia's civil, technological and economic experience did not come out of nowhere, but rather is the result of the efforts of the Malaysian leadership, which benefited from the experiences of other countries in development. For example, it took great advantage of the Japanese experience in its various stages and avoided making the same mistakes that accompanied the great industrial renaissance in Japan. Malaysia has benefited from the large and long industrial experiences of the East and the West alike (تجربة ماليزيا في التنمية الاقتصادية، د.ت).

Malaysia has not only developed light and medium industries, but also developed its capabilities to become-after few years- the first Asian tigers in heavy industries. It relied on agricultural products and natural resources such as tin, palm oil, rubber and timber. Later, service and industry sectors have become the main sectors in the country, which contributed to the high average per capita income, which reached US\$5.286 in 2005, and US\$9.656 in 2011. "Malaysia now is the third richest country in ASEAN, after Singapore and Brunei. Yet it faces strong pressures from regional competitors such as China, India and Vietnam. Further reinforcement of its investment climate, deeper deregulation and a more flexible labour market are key to facing the competition. "Malaysia is currently the third richest country in the



ASEAN region after Singapore and Brunei,” and “has been classified by the World Bank as an upper middle income.”

This economic openness has enabled it to reach advanced levels, especially in the field of tourism and foreign direct investment, due to the areas it opened, the great facilities it offered, and the encouragement it provided to foreign investors in various fields, except for its acquisition of the steel and automobile industries- Malaysia is the first Islamic country to produce cars in the world- which enjoy a kind of Malaysian protection (95-96 :2013 :العلمي).

Malaysia’s development philosophy is based on the idea that economic and human development leads to income equality. Therefore, the gains of economic development must be reflected in the various aspects of an individual’s life. Attention should be directed towards promoting and advancing the educational system, which leads to the creation of an integrated development context, which will be reflected in the improvement of the rest of the sectors; provided that the poor, the unemployed and ethnic groups are among the first to benefit from it. Faith in this philosophy is undoubtedly motivated primarily by the fact that the relationship between increased growth and the level of poverty is inverse, because the poor’s access to better education and health has contributed effectively to the process of accelerating and increasing economic growth rates. The philosophy of the Malaysian experience has been based on the Islamic vision of the economic system in a number of principles, namely:

1. Dual/joint ownership, as the Islamic system combines public and private ownership; Islam protects and takes care of private property if it is from legitimate sources, and places the public interest above the guardian’s expansion of public property.
2. Economic freedom, that guarantees the private sector the freedom to engage in economic activity in a manner that does not conflict with the public interest, but rather works within the framework of the general interest of society. The State creates the appropriate climate for the private sector and monitors its activity in order to be consistent with the rules of Islamic law.
3. Social justice, that promotes social solidarity and creates a general balance through the fair distribution of income and wealth among all



members of society without discrimination among them because of religion, sex, age, color, or any other reason.

4. Zero interest rate, which is consistent with the prohibition of usury in Islamic law. Despite following this enlightened philosophy in achieving the desired development, it has been fraught with risks and difficulties. The Prime Minister, Mahathir Mohammed, faced the same traditional problems common in developing peoples, such as: the spread of ignorance and illiteracy, the lack of productive skills, the absence of a spirit of creativity and adventure, the inherent tendency to laziness, in addition to psychological defeat, lack of ambition and unwillingness to learn or rise and progress. These were the fundamental attributes firmly rooted in the conscience of the Malaysian people, particularly the indigenous people, so Mahathir Mohammed singled out for this issue a book he called “The Malay Dilemma” (التلباني، 2019: 23-24).
5. Economic diversification is the cornerstone of a strong economy, given the opportunities that the latter provides for sustainable development, reliance on specific elements would affect the economy of the state as a whole in a world governed by economic considerations and affected by them more than anything else. Malaysia has been able, due to the strategic plans it provided, to face various economic crises, especially the crisis of the nineties; it was not affected by the crisis because of its reliance on self-development and its rejection to any aid provided by donor institutions, unlike other countries. Thus, it escaped from the grip of conditionality and dependency imposed by these institutions.

Second: the Social Dimension of Development:

The great attention given to the economic dimension in development did not prevent Malaysia from paying attention to the social and humanitarian aspects. Rather, this encouraged it to have a kind of integration between the two aspects. The success of its economy made the Malaysian individual enjoy a luxury life on the one hand, and strengthen his will to work and progress more, on the other hand. The Malaysian economy is essentially based on and for the individual. Malaysia had impressive achievements in combating poverty, reducing unemployment rate and improving the type and quality of services provided, especially education, health and housing, which will be discussed in succession.



Poverty Reduction:

The 1970s in Malaysia witnessed the worst phases in terms of the high poverty rate, which reached 52.4% in the early 1970s. Because of the five-year development plans followed by the Malaysian authorities and showed more continuity and giving over the years, the poverty rate decreased in 2000 to about 5.5%, which means a decrease of about three times than it was. However, these results did not stop at the end of the nineties, but continued to this day, aiming to eradicate poverty completely in Malaysia. This process went in parallel between urban and rural cities, and aimed to achieve two main gains: reducing poverty on the one hand and restructuring society on the other. Achieving high levels of economic growth directly affects the structure of society. “Economic growth necessarily leads to income equality”, which has allowed Malaysia to transcend its ethnic differences and eliminate social inequalities despite its wide range of ethnic pluralism. If Malaysia have not adopted these policies, these differences would have been a source of demolition, and Malaysia, like other countries experiencing this type of conflict, would have been a failed state economically, politically, socially and civilly (غزواني؛ وحكار، د.ت).

Addressing the Problem of Poverty and Unemployment in Malaysia:

The Malaysian government has implemented a clear policy to combat poverty and unemployment, the most prominent of which are:

- a. Development Program for the Poorest Families: This program provides serious opportunities for poor families with very low incomes, and increases services directed to priority areas with the aim of improving the quality of life. The program has built many houses for the poor at a low cost, renovated and rehabilitated existing houses and improved their conditions by providing clean water, electricity and sewage services. Sometimes direct assistance is provided.
- b. Racial and Ethnic Disparities Reduction Program
By combating all forms of discrimination, and reducing social disparities, Amanah Saham Bumiputera (ASB) has been established, a financing program that provides interest-free loans to the indigenous poor of Bumiputera, with grace periods of up to four years. The poor can invest some of these loans in buying shares by the institution itself.
- c. Government Financial Assistance Program for the Poor, both Individuals and Families:



The government provides monthly subsidies ranging from (130-260) US dollars to those who support a family and are unable to work as a result of disability or old age.

d. The Provision of Interest-Free Loans to Purchase Low-Cost Housing for the Poor:

Through the Malaysian Government's endeavors to assist the poor, a fund was established to support the poor affected by the crisis in 1997. Despite the reduction in government spending following the financial crisis and the slowdown in the global economy, it contributed to the adoption of the Fund in the state's general budget annually, along with other financial appropriations for the benefit of social projects directed to the development of the countryside, agricultural activities for the poor.

e. The Provision of Basic Social and Economic Facilities in Poor Remote Areas:

The program provides transportation and telecommunications facilities, schools, health services, and electricity. The government has succeeded in expanding the base of basic services in poor urban areas within the framework of the 2020 strategy.

f. Government Life Saving Drugs for the Poor: This support forms part of the government's efforts to provide special services to the poor.

The government provided medicines for the poor at cheap prices that are almost free and opened health centers and clinics in rural and remote areas to provide better and free services.

g. The Establishment of Religious Schools for the Poor: This program aims to provide educational services and encourage students to carry out educational activities for the benefit of the poor.

h. Amanah Ikhtiar Malaysia (AIM):

It is a non-governmental program implemented by a group of national NGOs from different states, which aims to reduce extreme poverty by increasing the incomes of the poorest families and offering interest-free loans to the poor. For its part, the government provides loans to the program without interest in order to finance its projects in the field of agriculture and small businesses. The tax policy in Malaysia also included a social dimension that benefits the poor by emphasizing a progressive tax-benefit. The minimum taxable income is approximately \$658 per month. The tax is taken from the deduction of health insurance premiums, the percentage of children's cost of living, their



education expenses and parents' dependents, and the contribution to the compulsory insurance fund. The Malaysian state has also encouraged Muslim citizens (individuals, companies) to pay Zakat (obligatory alms) to the National Zakat Collection Fund administered by the Department of Islamic Affairs in return for a reduction in the percentage of income tax (119-120 :2017، ومصطفى، محمد).

The success of the Malaysian experience and its main foundations:

This success can be summed up as follows:

1. Wise political leadership:

Political awareness, sense of responsibility, and smart burden bearing have paved the way for decision-makers to face constraints at the local level, succeed at the regional and international levels, embody political and social stability, adopt consensual programs among the diverse ethnic groups that make up Malaysian society, and build rational relationships between the leaders of these different ethnic groups. The essence of this equation is the sharing of privileges and positions without discrimination or racism.

Mr. Mahathir Mohammed played the most prominent role in moving Malaysia from a weak agricultural country to the ranks of developed countries exporting micro-technologies and complex technologies. He managed to face the most serious Malaysian economic crises in 1998 and presented a vision for beyond 2020. Prime ministers who came after him followed his approach and path, focusing on professionalism and transparency in the fight against corruption, in order to maintain successful development in Malaysia.

2. Peaceful Coexistence and Ethnic Conflict Management:

Despite the different races that make up the Malaysian society, it was able to absorb these differences, representing a reason of cultural diversity rather than a cause of conflict and clash. It was also able to build a new nationalism in which everyone believed, incorporating principles called "Rukungara ", national ideology based on belief in God, devotion to the king and the state, upholding the constitution, the supremacy of morals, good behavior, elevating loyalty from race to a broader scope that aims at the Malaysian nation.



3. Investing in the human potential:

The human being is the essence of the development process and its main tool. Influencing the behavior of individuals to achieve collective discipline, love of work, respect for order and a sense of responsibility are all effective tools to accelerate economic and social development, increase knowledge and skills through education and contact with developed societies, create an atmosphere to unleash potential and creativity in all fields of science and knowledge, create a conducive environment that motivates competition and excellence, and allow all races to participate in change and comprehensive development.

4. Social solidarity and the family:

The value of the Malaysian individual depends on his belonging to the group. So, the family plays a role in establishing political loyalty, which is the nucleus of the general national loyalty to the state. The Malaysian nation is a large family, headed by the king, the symbol of collective leadership. The value of social and occupational hierarchy is based on criteria of preference for the oldest, the most senior and the most knowledgeable. One of the mechanisms of decision-making is the involvement of all levels of the group, organization or institution in its decision-making, in order to avoid division. Unlike underdeveloped countries, social customs and traditions play their role in making society lagged behind and obstructing its development paths, because of the immobility and rigidity of its institutions. The Malaysian experience has shown that social education, starting from the family to educational and media institutions, plays an influential role in shaping the behavior of individuals, especially when this education stems from the nation's heritage and its own social values.

5. The creation of Malaysian identity between authenticity and modernity:

Authenticity and modernity are reconciled by synthesis and relevance. Missions were sent, and experts were received. Modern experiences and skills have been utilized in the areas of technology, constitutional and legal systems, education, journalism, economy, and communication system, through technology transfer and adaptation according to the social environment. Each country has its own characteristics, and



there is nothing in particular that can be relied upon. Malaysian Prime Minister Mahathir Mohammed emphasized the importance of adopting a Malaysian democratic approach rather than Western democracy, which is not suitable for all peoples and contradicts local political culture. He implemented a program based on integrating industrial development and political reform, without deviating from the principles and teachings of Islam, which he made the main criterion. He also worked to create a society in which people of all races enjoy equality as a condition of social and political progress. Mahathir Mohammed did not rely on the automated transmission of ideas and institutions from the West, but rather worked on developing them according to the local environment i.e., the various activities of the Malaysian institutions stem from the values and traditions prevailing in the Malaysian family.

6. Focusing on scientific research:

The level of education has improved, and the rate of reading and writing has increased and has become one of the highest rates in the world. Sending missions to Japan and Korea to elicit strengths from successful experiences, with an emphasis on science and technology, is key to change. Malaysia allocates 20% of its national budget to education, which exceeds its defense budget (العربي، 2019 :37-39). The Malaysian experience in development is one of the unique experiences that must be benefited from, as its economy is based on diversification. Malaysia is among the few countries that have absorbed development philosophy and have worked to promote intellectual capital. It also paid attention to human capital, whether benefiting from the indigenous people of the country or from the Muslim immigrants whom the Malaysian authorities welcome to grant them citizenship. Malaysia has taken great interest in upgrading the level of education and laying the foundations of a strong economy, so that poverty and unemployment have been reduced. It has also taken care of the citizen and the development of his energies and intellectual potentials, so today it is in the ranks of developed countries and a model to follow.



Second: The Singapore Experience:

Singapore is characterized by an ethnic diversity. Its population comprises three main ethnic groups: Chinese (74.3%), Malays (13.4%) and Indians (9%), while (3.2%) belong to other ethnic groups. It also has a heterogeneous population of nomads from neighboring countries such as China, Malaysia, India and many Asian and European minorities, who managed to coexist peacefully despite their ethnic and religious differences, as Singapore sought to create a single identity that unites all (دايخ، د.ت).

Fifty years ago, Singapore was a “backward” country, and its population lived in extreme poverty, with high levels of unemployment. 70% of its people lived in cramped, crowded areas, with very poor living conditions. A third of its people lived in slums on the outskirts of the city without any shelter. The unemployment rate in Singapore was 14%, the GDP per capita was less than US\$320, and half of the population was illiterate. Today, it is one of the world’s fastest growing economies. Per capita GDP in Singapore has risen to US\$60,000 which is an incredible rate, and the unemployment rate has become only 2%, which have makmadee Singapore the sixth largest per capita GDP in the world, according to CIA data. Singapore also has a highly developed and successful free market. It is one of the world’s leading business centers and a major destination for foreign investment. Singapore has become the world’s largest economic success story despite lacking land and natural resources and thus a role model to be followed. Yet, by adopting open as well as strict realistic policies, applying “free market capitalism”, and developing education, Singapore overcame geographical obstacles to become a leader in global trade despite its small land area of 719.2 km². The prime minister’s first approach was to build man as the maker and monopoly of the renaissance. This requires paying great attention to education and raising the new generation on the notions of citizenship and a unified identity, as they will be stripped of notions of loyalty to religion, race, and sect. After decades of investing in new generations, a generation of Singaporean youth emerged, different from the generation of independence, which was underdeveloped and divided, which believes in the unity of the people



of Singapore and in the values of coexistence and cohesion among its constituent groups without exclusion or discrimination. Prime Minister Lee Kuan Yew directed to support the education sector, build schools and universities, and support scholarships to Europe and America, with the aim of creating a scientific base that contributes to the industrial renaissance of Singapore. He worked on fighting corruption both inside and outside power. He did not adhere to any economic system or political theory, but was open to all global theories with the aim of benefiting from them in developing the reality of his country.

1. Developmental Plans:

After the withdrawal of British forces and their exit from the Federation of Malaysia, Singapore found itself facing its neighbors such as Indonesia, Malaysia, Hong Kong and China. It entered the arena of industrial, commercial, and even military competition to maintain its territorial security, and deter any attempts to wrest the freedom of its decisions from the surrounding countries. Prime Minister Lee Kuan Yew's most urgent task was to provide stable job opportunities for his people after independence. Given the high unemployment rates at the time, estimated at 10%, he believed in the necessity of achieving a "social justice society" and not "social welfare." Therefore, he sought to pay attention to many areas, as follows:

- Development in the Tourism Sector:

The tourism sector in the early sixties was the first path for decision makers in Singapore to bring about a boom in growth and income rates. It provided few job opportunities. However, it was not sufficient to absorb the high level of unemployment, especially with the withdrawal of the British forces which used to employ between (40-50) thousand local workers. Despite the success of many administrative and financial reforms, combating corruption, and filling the government's fiscal deficit, these efforts were insufficient.



- Industry Development:

Factories were established, focusing on the manufacturing industry at the beginning, and securing their energy needs through four thermoelectric reactors, with a production of about (51.6) billion kilowatt-hours in 2016. Initially, its energy needs were secured by four thermoelectric reactors. Its production reached about (51.6) billion kilowatt-hours in 2016, and its consumption reached (48.63) billion kilowatt-hours.

Before the British completely withdrew from Singapore, Lee Kuan Yew persuaded the British not to destroy their dockyard for the purpose of converting it for civilian use. Meanwhile, Singapore stepped up its efforts, improved the working environment, and nationalized private sector companies that suffered from a lack of capital or expertise, such as Singapore Bank and Singapore Airlines. Then, it worked to open new markets and restructure the entire economic system, especially after the emergence of neighboring and competitive commercial markets. The first sign of success for this plan was the entry of Texas Instruments Corporation in 1968 to manufacture the transistor (دايخ، دت).

To strengthen the industrial sector, the Singaporean government established the Economic Development Board (EDB) in 1961 to attract foreign investment. To attract investors, Singapore had to create a safe, orderly and corruption-free environment, lower tax rates, and to remove any obstacles from the trade unions. To make this possible, the citizens of the country had to give up part of their freedom to a more authoritarian government to control the chaos and start the course of industrial development.

Due to the EDB and strict measures applied on the ground, Singapore's capital stock increased 33 times by 1992, and achieved a tenfold increase in the capital-labor ratio. Living standards steadily rose, with more families moving from a lower-income status to middle-income status. Major oil companies, such as Shell and Esso, have entered and established oil refineries. By the 1990s, it became the third largest oil refining center in the world, after Houston and Notre Dame, the third largest oil trading center after New York and London, and a major producer of petrochemicals worldwide. During the period from 2000 to 2010, the Gross Domestic Product (GDP) increased from (163) billion Singapore dollars to (304) billion. Inflation and unemployment rates were less than 2% and 3% each year, respectively, during this period.



- Banking Sector Development:

These steps were followed by the establishment of offshore banking units to encourage attracting investments to Singapore. This raised the financial sector's contribution to 27% of its national income. It has more than (60) commercial banks, in addition to a thriving Asian currency exchange market with encouraging benefits. There are more than (700) foreign financial institutions headquartered in Singapore, and the activities of these institutions are distributed over a wide range of financial services and products, such as financial trading, currencies, capital activities, loans, commercial security, specialized insurance services, and others, which contributed to the dynamism of the financial industry in Singapore. In 2004, Singapore was named among the top ten most developed financial markets in the world. It has a foreign currency reserve of more than (60) billion. It has gone through many economic crises from the 1970s to the Asian crisis that began in July 1997, followed by a sharp collapse in the financial markets of Asian countries, especially the Four Asian Tigers.

Nevertheless, the Singaporean economy was able to overcome this crisis, which brought down the growth rates to reach (0.6) in 2009. However, this rate increased after that to reach 3.6% in 2017. Thus, the Lee Kuan Yew government has succeeded in achieving high growth rates and reducing unemployment rates to reach 2% in 2013, with an average per capita income of more than (80) thousand dollars in 2014 (دايخ، د.ت). Singapore's banking system is one of the strongest in the world. Singapore has the fourth largest foreign exchange market in the world after London, New York and Tokyo. Many of the assets that were in Switzerland have also moved to Singapore due to the new taxes that were recently imposed by Switzerland.

Currently, Singapore is s one of the wealthiest countries in the world (ranked 3rd in the world). Despite its small area and a small population of (5.4) million people, the Singaporean economy ranks 39th in the list of the world's most powerful economies. Its GDP in 2016 was about \$295 billion. The tourism industry, and in particular medical tourism, brings more than (17) million visitors annually, the average life expectancy has increased to (83) years, and the levels of corruption and crime are among the lowest in the world.



The tourism industry, and in particular medical tourism, attracts more than (17) million visitors annually. The average age has increased to (83) years, and the levels of corruption and crime are among the least corrupt in the world.

- Educational Development:

Singapore began to focus on developing its human resources. It established many technical schools and prompted foreign companies to train unskilled workers in the fields of information technology, petrochemicals, and electronics, which made it in 1977 an exporter of textiles, apparel and basic electronics. The mission of education in Singapore focused on building and forming the human being to be an effective actor capable of developing the future of the country. This has brought the education system in Singapore to advanced positions in terms of efficiency and effectiveness, making it one of the best educational systems in the world.

Since education is an essential foundation for progress and excellence, the state gave great care and allocated a large budget to it, that amounted to \$7.5 billion in 2007- about 15.2% of the state budget - and it is subject to increase from year to year. The state also worked hard to make its educational system more flexible and responsive to students' choices, with the aim of giving them broader choices that could be compatible with their competencies and energies. When they are free to choose, they will be able to use their energies in the best possible way. It also contributes to creating generations of trained and academically qualified workforce and enabling young people to join the labor market (العالمي، د.ت: 300).

Lee Kuan Yew benefited from the experience of studying in the UK. The first step he took was to find a distinguished and strong educational system in its various axes, such as curriculum, teacher, place, family, administration, and then the student as a beneficiary of this distinguished and skillful educational link.

Education constituted the real key to the transition to the first world and global economic competition through real investment in the human element or human resources. It enabled Singapore to attract major international companies to work in it because of the quality of education, training and discipline of Singaporeans, men and women.



In 1968, universities did not graduate any engineers. Currently, it graduates about (20) thousand engineers annually, in addition to hundreds of advanced technical and professional institutes. Singapore boasts a stable, competitive and open economy.

All education, from pre-school to university, is offered in English, as the official language of the country is English. The second language remains a choice for each class of people (دايخ، د.ت).

In the global ranking of universities for the year 2015/2016, the National University of Singapore ranked twelfth in the world and first in Asia.

2. Health

Singapore came up with an idea that instead of establishing a health insurance system similar to that in Western countries, the best way to solve this issue is to allocate a percentage of the individual's contribution to the Central Provident Fund to pay for his treatment and to prevent the waste and abuse of medical treatments. In implementation of this strategy, starting in 1977, 1% of citizens' monthly income saved in the Central Savings Fund was deducted and deposited into a special account used to pay for the costs and treatment of their families. In implementation of this strategy, starting from 1977, 1% of the citizens' monthly income saved in the Central Savings Fund was deducted and deposited into a special account that is used to pay for the costs and treatment of their families. After the success of this step, Singapore established a health insurance system based on the following programs:

- a. **Medical Savings Program:** It was implemented in the year 1984 and its job was to insure against medium-level health risks. It is financed from the individual savings accounts in the Central Savings Fund, with a rate ranging between 6-8% of his/her savings transferred to medical savings accounts that can be used to pay hospital expenses up to (170) dollars, while the rest of small medical expenses are paid from the personal account of the individual.
- b. **Health Shield Program:** It was implemented in 1993 with funding from the government, not from the citizens to cover the costs of treating patients who have spent all their money and have no a family to depend on to apply for a grant after they being selected by the hospital's medical fund committee. The percentage of government



spending on the health sector has increased year after year in conjunction with the rise in its GDP (العالمي، د.ت: 300).

Lessons Learned from Singapore's Development Experience:

1. Taking great interest in armament does not contradict development: Relatively large military spending did not hinder Singapore from achieving sustainable development by investing in the educational sector and developing technological industries. It is very important that there be a balance between military spending and investment in sustainable development.
2. Implementing economic policies, such as a trial-and-error approach: Lee Kuan Yew and his government have professionally tried many solutions to Singapore's existential crises lack, such as lack of resources and water, small area and unemployment by implementing economic policies, reassessing their effects, reverting or modifying them if they do not comply with the previously desired results of these policies.
3. Realizing that regional political upheavals are not incompatible with development: Singapore is not isolated from the problems of its region. It was born out of a regional problem, causing it to be expelled from alliance with Malaysia because of threats from Indonesia and ethnic fanaticism among its citizens. Therefore, achieved balance between managing its regional agenda and promoting its local economy.
4. Taking advantage of the geographical location: Singapore has taken advantage of its geographical location and its local ports in connecting international trade from Asia and Australia to Europe and providing integrated services for transporting containers through its ports, and achieving maximum returns. It has also benefited from its international airport that provides air navigation services for aircraft maintenance and flight continuation for many international airlines.
5. Achieving more justice and societal harmony: Singapore has succeeded in controlling and containing many internal crises of an ethnic nature. Through the principle of equal educational opportunity, it was able to implant a national identity in its children within this social homogeneity, regardless of their racial and ethnic origins.



Chapter Six

Research Methodology and Results

The current chapter deals with research methodology and results as follow

First: Research Methodology:

The current research depends on the descriptive survey approach to describe the real situation of the poverty phenomenon in Yemen and its impact on women and children by analyzing poverty indicators which shown in statistics and reports on Yemen conducted by international or local organizations, and in research and studies related to poverty in general and women's poverty in particular, which were conducted to identify the extent of this phenomenon in our society and its impact on women and children.

Second: Research Results:

The current research has reached the following:

- The outbreak of conflict in 2015 deepened and widened the cycle of poverty to include the vast majority of the population, thus, the majority of Yemenis are living on less than \$1.90 for person per day.
- The spread of unemployment, as hundreds of thousands of Yemeni workers have lost their jobs and sources of income. The available estimates indicate that the unemployment rate has increased during the years of conflict from 56% to nearly 80% during the course of a year. While the data of the central bureau of statistics indicate that the private sector laid off (353.763) workers which take a rate of 64.1%.
- Economic activity has halted with a high percentage of private sector projects since March 2015.
- Government salaries and wages social welfare benefits have been interrupted since September 2016, as well social welfare benefits.
- Poverty has left (14.4) million Yemenis in need of immediate food assistance to survive, and (10) million Yemenis are in acute need of food assistance; which may lead to a rift in Yemen's social fabric and a loss of sense of community.



- The percentage of employment in the agricultural and fisheries sectors, in which about 70% of the workforce are employed, is reduced to one third.
- While Yemen was ranked 187 among 190 economies in the Ease of Doing Business Index in 2020, its rank in the Index of Economic Freedom was (123) with a score of (55.5), meaning that it is not free to a large extent. As for the Corruption Perceptions Index, Yemen ranked at the bottom of the list in 2019 to be (176) with a low performance score of no more than (15) scores. In the fragile state index, Yemen ranked first in the world in 2019 among 178 countries.
- Social solidarity is absent; the rich get richer and the poor get poorer, which increases poverty in Yemeni society.
- Conflicts and their continuation led to an increase in class discrimination, and thus class income differences, as well as gender, sectarian and regional discrimination.

Results of the Impact of Poverty on Women and Children:

- An increase in the gender gap in terms of participation, economic opportunity and equality between men and women. Yemen ranked 145th, the last in the world.
- A decrease in income and the spread of diseases, which led to malnutrition, deterioration of health status, and high rates of child mortality.
- Difficulty of getting jobs, as a result of the low level of education, the spread of illiteracy, and the lack of certificate and experience, which led to an increase in poverty and a decline in the standard of housing and of living in general.
- Women are more vulnerable to poverty than men because women are paid less than men for the same job and sometimes for the same tasks.
- With the increase in the number of women suffering from poverty and the deterioration of the economic situation, the phenomenon of “feminization of poverty” has widely spread. Because of conflict, displacement, and the burdens they bear, most of them suddenly become breadwinners of their families after the heads of the families



- die or sustain injuries that render them totally disabled or incapacitated.
- The low enrollment of girls in education are due to the small number of girls' schools, the scarcity of resources for the family, the family's lack of interest in the female education, school farness from girls' residence.
- Some families resort to early marriage to alleviate themselves of one more mouth to feed- especially if the breadwinner is a woman- as they and their families are likely to benefit from the dowry. They also resort to family's displacement to another region due to the ongoing conflict in Yemen.
- The spread of women's unemployment, as Yemeni women suffer from a lack of opportunities to participate in the labor force in Yemen; As 90% of working- age women are not employed due to customs and traditions, weak political will, and the spread of illiteracy among them. Moreover, many of them work in the countryside without pay (the invisible economy).
- Women face many difficulties during pregnancy and childbirth due to the poor health services. Only 20% of women receive health services, and this decline exacerbates the risk of death among women, especially in rural areas.
- The roles of Yemeni women have changed dramatically from those before the conflict. The war resulted in the death of thousands of people since its outbreak. It was mainly concentrated among the youth group, heads of families and active producers in it, forcing women to take the main role in the family.
- There are dire consequences of the expansion of poverty on children. Most of Yemen's children suffer from malnutrition, especially infants, who are at risk of contracting respiratory infections or epidemic diseases, which may cause them physical and psychological damages for their whole life. The overall impact of malnutrition on the level of children's performance in schools leads to the decrease in the level of their productivity in the future.
- There was a shortage of nutrition among the population for the period 2016-2018, amounting to 38.9%.



- Because of malnutrition, stunting was prevalent among children under-five years of age and reached 17.9%, wasting among them reached 61.1%. and mortality among them increased to 5.5%.
- The phenomena of child labor and beggary spread remarkably.

The current research and the results of previous studies

The current research agrees with the study of (عبيد، 2009), (عبد الرحيم؛ والخبيبة، 2007), and (Skalli, 2001) in the high rates of illiteracy, dropouts from education, and the absence of educational, health, social and service institutions. It also agrees with (الكفاوين، 2015) and (خفاجة، 2012) in the low level of education, lack of skills, and low income, which led to an increase in poverty.

It agrees with (عبيد، 2009), (الهيئة التنسيقية للتكافل الاجتماعي، 2010), and (دراسة الطيب، 2002) that a large part of the population - due to poverty - do not care about health and do not see doctors even when they are sick due to the absence of free medicine. It agrees with (الكفاوين، 2015), (SKalli, 2001), and (خفاجة، 2012) that the increase in poverty among women who head their families affects the material, health, educational, social and psychological aspects of women, family and child.

The current research also agrees with the study of (الكفاوين، 2015) and (SKalli, 2001) that domestic violence in all its forms- specifically husband's violence and divorce with all their consequences - have increased as a result of the tragic conditions in the country. It agrees with the study of (Breunig, R and O. Majeed 2020), (عبد الرحيم؛ والخبيبة، 2007), and (الطيب، 2002) in the outcome of inequality in wages and income distribution.

Also, one of the research results is an increase in unemployment, an increase in crime and moral deviations as consequences of economic conditions, in agreement with the study of (عبيد، 2009). The research agreed with most studies that there are physical, health, educational, social and psychological effects on women and children, including the study of (الهيئة التنسيقية للتكافل الاجتماعي، 2010), (الكفاوين، 2015), and (خفاجة، 2012).



Chapter Seven

A Proposed Vision of Poverty Reduction Mechanisms for Yemeni Society

Poverty is measured by the number of people living below the international poverty line (\$1.25). The Multidimensional Poverty Index depends on a number of important factors to measure poverty at the family level, including health care, education, and basic services, such as water, electricity and sanitation, and the availability of these services to the citizen. Therefore, this chapter will provide a simple vision for poverty reduction in Yemeni society.

Objectives of the proposed vision:

This vision aims at:

- Setting plans and objectives to eradicate poverty and finding appropriate and effective solutions, with the main objective being how to eradicate poverty.
- Lifting society out of poverty, ignorance, limited income, and lack of employment and production opportunities, to a prosperous and progressive industrial society whose members enjoy good financial resources, investments, huge projects and job opportunities.
- Determining how to deal with public and private sector resources.
- Knowing how to use aid to reduce extreme poverty.
- Providing strategies and solutions to reduce poverty.

To achieve these objectives, the following must be done:

First, studying society:

- Obtaining accurate data on poverty from studies, as there is not enough and updated data on poverty. Therefore, it is necessary to obtain accurate information about the places where poor citizens live and to identify priorities and the most important needs that must be provided to them. In addition, the types and dimensions of poverty must be identified.



- Making a list of the poorest areas to get benefits from the services that will be provided to the community to reduce poverty.
- Forming committees to develop plans to eradicate poverty.
- Identifying problems that may face the implementation of the plans.
- Follow-up and evaluation.

Second, aspects to be covered by the development plans:

1. The political aspect:

- Establishing a unified nation governed by a sense of common destiny and united socially and security.
- Building a tolerant society loyal to its homeland and away from sectarianism.
- Ending the conflict in the country and working to bring peace as soon as possible.
- Spreading and maintaining peace and security for all members of society.
- Achieving comprehensive and balanced development in all its economic, social, political, educational and cultural dimensions.
- Lifting out the society of poverty, ignorance, limited income, and lack of job opportunities.
- Building a democratic society that works to develop the country, in which morals, values and mutual respect prevail.
- Combating unemployment by encouraging the employment of young people and giving them the opportunity to prove their worth at work, as well as by encouraging the inclusion of the poor.
- Identifying areas whose citizens suffer from poverty, identifying and meeting their most important needs and priorities.
- Applying good governance standards.
- Working to achieve independence of the judiciary and the rule of law.
- Building a society dominated by economic and social justice and driven by a spirit of partnership.
- Adopting transparency in government spending of funds, which can reduce corruption in governments when the governments are accountable to their citizens for their actions or inactions.



- Investing in human capital, because humans are the core of the development process and its main tool.

2. Economic aspect:

- Developing statistical studies on the country's resources and wealth, whether its mineral, marine or agricultural, to be exploited in poverty reduction.
- Determining poverty rate in the country by economic researchers, the number of individuals who reach the poverty level is comprehensively verified with accurate statistics, and identifying those who cannot meet their daily livelihood and basic needs.
- Removing material obstacles for citizens- whether in agriculture or other natural resources- in order to earn a living, by allocating part of the state budget to projects and loans for the poorest families.
- Raising the minimum wage may increase the health and well-being of millions.
- By using microfinance, people who are unemployed or on low incomes can get small loans to help them to achieve self-sufficiency and reduce poverty.
- Allocating part of the state budget to projects and loans for the poorest families.
- Providing government support for food and cultivation of agricultural crops that help self-sufficiency.
- Directing orientation to industrialization and production and the creation of progressive industrial societies in which members of society enjoy financial resources, investment, huge projects, and job opportunities to reduce poverty and unemployment.
- Cooperating with international organizations and various social service agencies to provide assistance that covers basic human needs, including food, clothing, housing, health and social care.
- Paying attention to areas where citizens suffer from poverty, identifying their priorities, and meeting their most important needs.
- Supporting the field of agriculture to promote economic growth.
- Reducing financial and administrative corruption and applying social and legal accountability.
- Monitoring the financial market by imposing penalties on anyone who manipulates it.



3. The social aspect:

It focuses on the community safety and security network and on the associations and institutions that work to help the poor by:

- Providing soft loans to the poor.
- Providing youth and women with rehabilitation and training to find suitable work opportunities.
- Empowering women and the family socially.
- Providing monthly salaries to the elderly and those who are unable to work.
- Supporting the youth by establishing small agricultural businesses, namely crops, animal husbandry, coffee, fruit, etc.
- Establishing the Zakat Fund through which Zakat is distributed to the poor.
- Establishing Marriage Fund to organize group marriage events, and provides the necessary funding for the deserving poor to get married.
- Providing housing for the poor.
- Providing subsidies and cash assistance to individuals who are unable to earn a living.
- Supporting small businesses through NGOs.
- Providing monthly financial support to the poor, especially the elderly and those who do not have a job or monthly income.
- Activating social security mechanisms to include all targeted area.
- Building a comprehensive community protection system capable of facing crises and emergency risks, especially the poorest.

4. Civil Society Organizations:

Cooperation and coordination should be built between government institutions and civil society organizations to provide programs to help reduce poverty. Through civil society organizations, it is possible to work on:

- Planning and implementing the system of development programs for the family, women and children through the programs and plans of the Foundation so that it works in the interest of the poor and reduces unemployment.
- Raising community awareness by educating individuals in poor communities about the problems in their regions and the causes



that increase poverty in those communities, such as poor education, violence, drug abuse, etc., and help in how to solve them.

- Identifying areas whose citizens suffer from poverty, especially women and children, and identifying their most important needs and priorities and meeting them.
- Providing good jobs to reduce unemployment, such as providing vocational training for individuals and educating them.
- Setting up legal mechanisms and establishing a sustainable development culture.
- Providing the poor with natural resources so that they can benefit from them.
- Empowering the poor and achieving equitable development.
- Creating international partnerships with institutions that provide support to the poor.
- Working on small projects for the affected districts.

5. Educational aspect:

Regarding the educational aspect, development plans that help reduce poverty should include the following:

- Raising local community awareness about the importance of education.
- Paying attention to education; the state allocates a large part of its budget for the development of the education sector while drawing up ambitious plans designed to develop a first-class educational system.
- Paying attention to educational policies.
- Applying the law of compulsory basic education to everyone, and to all children until reaching secondary school or the age of (18).
- Encouraging scientific research and taking care of its institutions.
- Paying attention to curricula and linking them to scientific and technological development.
- Paying attention to vocational education and linking it to technological development.
- Paying attention to literacy in all regions, especially women's illiteracy.
- Increasing the number of schools, especially girls' schools in the countryside.



- Providing subsidies and cash assistance to students who are unable to complete their studies.
 - Reducing tuition fees.
 - Providing rehabilitation and training for educational staff.
6. Health sector:
- Paying attention to establishing health centers and hospitals and providing them with the latest modern equipment.
 - Paying attention to comprehensive health insurance for the poor can help achieve the goal of ending extreme poverty.
 - Providing treatment and medicines at reasonable and affordable prices.
 - Distributing some medicines that the poor cannot buy.
 - Paying attention to malnutrition in children and poor women, especially during pregnancy, and providing assistance to reduce the risk of death.
 - Securing better access to health care services for women and children
 - Securing special health services for the poor in their places of residence
 - Opening health centers and clinics in rural and remote areas and providing better and free services.
7. **Women and children:**
- Promoting gender equality, and then reducing poverty rate in society.
 - Reducing the educational gap between gender and providing equal access to education.
 - Reducing child labor and beggary and combating school dropouts.
 - Working to eliminate the phenomenon of underage marriage.
 - Working to reduce restrictions imposed on women related to their social, economic, and legal life.
 - Empowering women economically to ensure that women have more autonomy in the area of self-administration and financial independence, which are fundamental to reducing women's poverty.
 - Obtaining income-generating opportunities for poor women, and introducing how to deal with the market.



- Educating girls and empowering poor women with life and business skills, guidance, and support on how to manage projects and savings.
- Helping needy and poor families and enabling them to be independent and economically productive families instead of being recipients and dependent on aid from different parties, by providing them with a package of financial and non-financial services that meet their needs.
- Targeting poor and marginalized women by adopting systematic programs to develop sustainable livelihoods.
- Implementing a number of specialized training in bookkeeping, project management, preparing project plans, and technical training for agricultural projects.
- Income equality.
- Empowering the poor and achieving equitable development by increasing participation in development programs.
- Providing interest-free loans to finance their projects in the field of agriculture and small business projects.
- Paying attention to civil rights of women in all its forms.
- Combating domestic violence specially against women.
- Strengthening the principle of justice and equal opportunities.
- Empowering through granting small and medium loans.
- Settling women's policies and programs in cooperation with the private sector and non-governmental organizations.



Recommendations

1. Ending the conflict in the country and working to bring peace as soon as possible.
2. Spreading peace and security among all members of society.
3. Paying attention to education, stability, peace and working towards achieving gender equality is a priority national duty.
4. Determining poverty rate in the country by economic researchers, so that they comprehensively verify the number of individuals who reach the poverty level with accurate statistics, and identify those who cannot meet their daily livelihood and basic needs.
5. Identifying economic resources, introducing them to individuals, and how to exploit, distribute and supply resources.
6. Adopting microfinance, so that unemployed or low-income people can obtain small loans to help them achieve self-sufficiency.
7. Working to support small projects through NGOs.
8. Providing monthly financial support to the poor, especially the elderly and those who do not have a job or monthly income.
9. Supporting the youth by establishing small agricultural businesses, namely crops, animal husbandry, coffee, fruit, etc.
10. Establishing solidarity institutions - whether governmental or private - such as the Zakat Fund through which Zakat is distributed to the poor and Establishing Marriage Fund to organize group marriage events, and provides the necessary funding for the deserving poor to get married.
11. Establishing and activating laws to reduce early marriage of girls.
12. Paying attention to women's reproductive health by spreading health awareness for women and children.
13. Working on equal pay for women, especially in private institutions.
14. Integrating and involving women in social advancement, whether in planning or implementation.
15. Paying attention to poor women, giving them opportunities to work or help in small businesses by providing them with loans and facilitating payment.



16. Paying attention to comprehensive health insurance for the poor can help achieve the goal of ending extreme poverty.
17. Paying attention to the nutrition of the child, so that he does not become malnourished and of the poor women at the time of pregnancy, and providing them with assistance to reduce the incidence of death.
18. Providing financial aid and subsidies to students who are financially unable to continue their studies.
19. Planning and working to implement a system of development programs through programs and plans that work in favor of the poor and reduce unemployment.
20. Identifying areas whose citizens suffer from poverty, especially women and children, and identifying their most important needs and priorities and meeting them.
21. Reducing financial and administrative corruption and applying social and legal accountability.
22. Seeking to eliminate all forms of discrimination against women that limit their empowerment and inclusion in the development process, as they are the most affected and disadvantaged group in the society.
23. Developing special legislation that addresses the problem of violence against women in all its forms.
24. Eliminating illiteracy by increasing the capabilities and directed efforts.
25. Poverty eradication is the best solutions for the phenomenon of child labor. Hence, poor families must be supported by providing various social, educational and health services.
26. Establishing offices to protect children from homelessness and beggary.



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The Environmental Dimension in Development

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Executive summary:

This report deals with the concepts of sustainable development by linking them to the environmental dimension. The dimensions and components of sustainable development are touched upon by addressing the environmental dimension in the 2030 Sustainable Development Plan in the Arab region, and the objectives of the environmental dimension are defined. In addition, emphasis is placed on the environmental dimension in Yemen through presenting the most important problems facing the environment in Yemen, including environmental pollution (air, water, and soil), scarcity of groundwater, misuse of water resources, over-cutting of vegetation, urban expansion on agricultural land, the spread of epidemics, desertification, solid waste, pollution resulting from pesticide use, water pollution with effluents. The report also addresses the problem of women's limited participation in the environmental development system. Immediately after presenting each problem, a set of solutions are provided.

Introduction:

The concept of sustainable development has emerged on the international and local arena in order to find its way among many contemporary concepts, such as globalization, clash of civilizations, modernity, postmodernity, human development, structuralism, genomics, informatics, and other concepts that we must understand in order to find a clear way to communicate with the world.

It is worth noting that before the concept of “sustainable development” was introduced in the late eighties of the last century, the prevailing concept was “development” in the traditional sense. The concept of “development” emerged after World War II and after attainment of the third world countries their political independence, particularly when major capitalist countries began to promote the traditional developmental thought that asserts poverty and ignorance, which the third world countries suffer from, are the result of their backwardness, and not because they were colonized for long years. Accordingly, the concept of development was introduced to be a tool through which third



world countries could overcome the state of underdevelopment and catch up with the developed countries.

The concept of sustainable development is widely used nowadays. The first to refer to it officially is the report “Our Common Future” issued by the World Commission on Environment and Development in 1987. This commission was formed by a resolution of the UN General Assembly in December 1983 headed by Brundtland, Prime Minister of Norway and one of 22 personalities of the ruling political and economic elites in the world, with the aim of constantly moving global economy forward without the need for radical changes in the structure of the global economic system.

The definitions of sustainable development can be classified into two categories: The first category includes brief definitions which are called unilateral definitions of sustainable development. In fact, these definitions are closer to slogans and lack scientific and analytical depth, including:

- Sustainable development is renewable and sustainable development.
- Sustainable development is development that does not contradict the environment.
- Sustainable development is that which puts an end to the idea of the infinite natural resources.

The second category includes more comprehensive definitions. According to one definition, sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It focuses on sustainable integrated economic growth, environmental stewardship and social responsibility.

Sustainable development is the process of developing land, cities and communities, as well as businesses, provided that it meets the needs of the present without compromising the ability of future generations to meet their own needs. The Brundtland Report (1987) defines sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.



The Food and Agriculture Organization (FAO) defines sustainable development (adopted in 1989) as:

Sustainable development is the management and conservation of the natural resource base, and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations. Such sustainable development (in the agriculture, forestry and fisheries sectors) conserves land, water, plant and animal genetic resources, is environmentally non-degrading, technically appropriate, economically viable and socially acceptable.”

It has become evident that sustainable development is in fact “a systemic concept, relating to the continuity of economic, social, institutional and environmental aspects of human society. It enables society and its individuals and institutions to meet their needs and express their actual existence in the present time while conserving biodiversity and ecosystems and maintaining the continuity and sustainability of positive relations between the human system and the biological system, so that future generations can live a decent life. This concept also implies the need for the world to confront environmental degradation that poses great risks, without neglecting the needs of economic development, equality and social justice.

It is worth noting that despite the comprehensiveness of the concept of sustainable development and its inclusion of economic, social, institutional, environmental and other aspects, emphasis on the environmental dimension in the philosophy of sustainable development and its content is due to the fact that the establishment of many and diverse economic projects greatly has great repercussions on the environment, whether through the use of depletable natural resources or through the waste or pollution that these projects cause to the environment. Sustainable development pays great attention to environmental safety and gives equal and parallel consideration to environmental, economic and social conditions. Environmental protection and balanced use of natural resources are an integral part of the sustainable development process.



The process of integrating economic and environmental considerations into the various decision-making processes is the right way to achieve sustainable development. The environmental considerations involved in a decision do not necessarily constitute a contradiction to the economic considerations intended by the decision. For example, agricultural policies that preserve the quality of agricultural land with the aim of long-term agricultural development prospects and increasing efficiency in the use of energy and materials that would serve environmental goals.

Vision:

- It is necessary to provide a clean environment that possesses a variety of production sources and ensures justice in the development sectors.
- It is important to adopt regulatory and binding laws to protect the environment and to contribute to the development of gender and its participation to achieve sustainable development.

Objectives:

- Identifying the rationale for the environmental dimension within the components of sustainable development and in accordance with the 2030 sustainable development plan in the Arab region.
- Identifying the environmental problems and challenges facing the environmental dimension in Yemen and proposing appropriate solutions for each problem separately.

Dimensions and Components of Sustainable Development:

The idea of sustainable development was officially endorsed at the Earth Summit held in Rio de Janeiro in 1992. In this conference, political leaders realized the importance of the idea of sustainable development (أحمد، 2021). They took into account that there is still a large part of the world's population living in poverty and a great disparity in the patterns of resources used by both rich and poor countries, as well as the global ecosystem is suffering from severe pressures. All of these matters necessitated the need to redirect economic activity towards meeting the urgent development needs of the poor and prevent negative damages from their role to be reflected in the global environment. Indeed, both



developing and industrialized countries have responded. Developing countries have proposed formulating a so-called “new era of growth” to address the issues of poverty and problems plaguing the least poor countries. As for the industrialized countries, they believed that it necessary to exert strenuous efforts to increase energy and efficient and sufficient materials, in addition to bringing about a transformation in economic activity to reduce the burden on the environment.

From the aforementioned definitions of sustainable development, the development goals and their dimensions can be extracted and summed up as follows:

- Rational use of depleted resources, in the sense of preserving natural resources so that future generations are not deprived of them, especially since there are no alternatives to those depleted resources.
- Considering the limited capacity of the environment to absorb waste.
- The necessity of accurately determining the amount that should be used from each of the depleted resources, and this depends on determining its true economic value on which an appropriate price for it is determined.
- The ultimate goal of sustainable development is to reconcile between economic development and environmental preservation, considering the rights of future generations to natural resources, especially those that are depleted.

There are several types of sustainability that represent the components of sustainable development, and they can be summarized as follows:

- **Business Sustainability:**

In its simplified sense and as defined by Knut Hannes, Professor of International Strategy and Management at IMD, business sustainability is a business strategy in order to provide long-term value by considering how a particular organization operates in the economic and socio-ecological environment. Sustainability is built on the assumption that developing such strategies can extend the life of the company. The institutional performance is of various types (service or production), and institutions, whether civil, governmental or private, have an effective role in achieving sustainable development in general.



- **Environmental Sustainability:**

Environmental sustainability refers to the ability of the environment to continue to function properly. Therefore, the goal of environmental sustainability is to reduce environmental degradation. Sustainability requires constant natural nourishment, i.e. nature is able to renew the ecological balance, and this can be achieved by incorporating environmental considerations in development planning in order not to cause damage to the natural capital, as a minimum.

The Environmental Dimension in the 2030 Agenda for Sustainable Development in the Arab Region:

- The Arab region suffers from pressing environmental challenges such as water scarcity, desertification, land degradation and reduction in arable land areas, which negatively impact access to food especially in rural and marginalized areas. Since more than a decade, ESCWA works closely in partnership with the League of Arab States (LAS) and UN Environment on sustainable development issues including provision of adequate tools to monitor and assess the environmental dimension of the 2030 Agenda.
- The environmental dimension of the 2030 Agenda is very complex and requires streamlining the environmental dimension of the agenda into national and regional plans and strategies. Furthermore, monitoring and follow-up on the environmental dimension requires collecting environmental data based on specific indicators. National statistical offices of the region face major challenges in collecting environmental data, and require technical support and capacity building to improve statistical frameworks, data sources, and modern infrastructure.
- In this context, ESCWA organized the Consultative Meeting on the Implementation Framework for the Environmental Dimension of the 2030 Agenda in the Arab Region from 18 to 21 September 2017 in cooperation with UN Environment and the League of Arab States. The Meeting was held in Cairo, Egypt, and was attended by 84 experts and representatives of 20 regional organizations including Environment Ministries in Arab countries in the Joint Committee on Environment and Development in the Arab Region (JCEDAR),



representatives of national statistical offices, the United Nations and regional organizations, as well as experts from environmental research institutes.

- ESCWA presented the proposed “Implementation Framework for the Environmental Dimension of the 2030 Agenda” developed by ESCWA and its partners in response to the resolution of the Council of Arab Ministers Responsible for the Environment (CAMRE) in 2016, which called “to prepare an implementation plan for the environmental dimension of the 2030 Sustainable Development Agenda” in cooperation with UN Environment and LAS.
- Participants reviewed and discussed the draft Framework which proposed means of integrating the environmental dimensions of the 2030 Agenda for Sustainable Development into national development plans and policies in the Arab region. The Meeting also provided an opportunity for participants to exchange perspectives and views on environmental priorities of the 2030 Agenda, and on how to implement the Framework given the existing national statistical systems, and to collect data and follow-up and review on progress achieved in support of informed and integrated policy-making in the Arab region.
- Participants then engaged in a dialogue on the proposed future steps and the adequate regional and national institutional frameworks needed in the Arab region to monitor and review the goals and targets that have an environmental and natural resources dimension in line with national and regional priorities and the 2030 Agenda. During the Meeting, participants adopted the “Implementation Framework.” A finalized version of the framework incorporating countries’ feedback will be produced with a precise action focused document, and submitted to JCEDAR.

The Developmental Dimensions and the Environment:

Sustainable development is a systematic concept relating to the continuity of economic, social, institutional, and environmental aspects of human society. It enables society and its individuals and institutions to meet their needs and express their actual existence in the present time while conserving biodiversity and ecosystems and maintaining the continuity and sustainability of positive relations between the human



system and the biological system, so that future generations can live a decent life. This concept also implies the need for the world to confront environmental degradation that poses great risks, without neglecting the needs of economic development, equality and social justice.

Objectives of the environmental dimension in the 2030 sustainable development plan in the Arab region:

- Ensuring universal access to affordable, reliable and sustainable energy services.
- Ensuring healthy lives and promote well-being for all at all ages.
- Ensuring the availability of water and sanitation for all.
- Ensuring sustainable consumption and production.
- Preserving the seas, oceans, waterbodies and living organisms.
- Protecting and promoting sustainable use of terrestrial ecosystems, sustainably managing forests, combat desertification, and preserving biodiversity.

Objectives related to the environmental dimension within the framework of other objectives in sustainable development:

The 2030 Agenda for sustainable development represents a paradigm shift to replace today's growth-based economic model with a new model that aims to achieve sustainable and equitable economies and societies worldwide and ensure greater public participation in decision-making, in line with Principle 10 of the Rio Declaration on Environment and Development. It is an agenda that aims to address the root causes of unsustainable consumption and production patterns and transform them to sustainable lifestyles and livelihoods that benefit all. A well-cared-for environment is crucial for sustainability and the survival of mankind.

Poverty eradication can be achieved by integrating economic development, social protection and environmental health. Environmental poverty resulting from lack of access to natural assets, poor resource management, ecosystem degradation and pollution lead to further vulnerability and loss of resilience of local communities. Rapid population growth will make it more difficult to provide basic services to the poor.



The Environmental Dimension in Development

Human rights are closely related to the environment through the right of every citizen to a clean, healthy and productive environment. Sustainable development, linked to access to natural resources in the 2030 Agenda, is about being able to meet the basic needs of all and extending the opportunity for them to realize their aspirations to live in dignity.

More than half of the Sustainable Development Goals have an environmental focus or address the sustainability of natural resources: poverty, health, food and agriculture, water and sanitation, human settlements, energy, climate change, sustainable consumption and production, oceans and terrestrial ecosystems. Over 86 targets are concerned with environmental sustainability, including at least one in each of the 17 Goals. For example, building resilience and reducing vulnerability in human populations requires access to food and sustainable food production systems, a reduction in losses owing to disasters and a strengthened resilience to climate change (see Figure 1). The emphasis on the interlinkages between the three dimensions is present in all 17 SDGs, making the 2030 Agenda truly integrated.

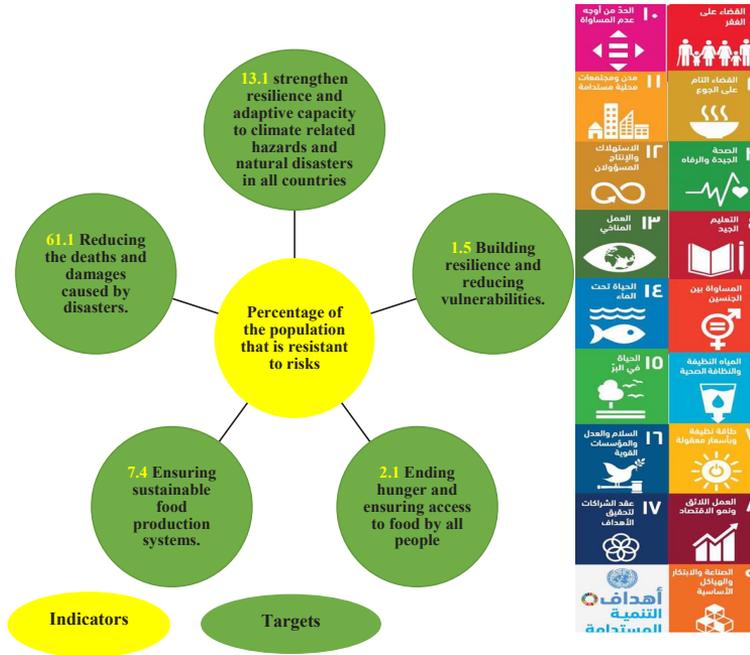


Figure 1: The relationship between the SDGs and the targets and indicators outlined on the UNEP interactive platform.

*Source: United Nations, 2016.

The International Resource Panel of the UN Environment Program estimates that consumption of natural resources will triple by 2050. It puts forward a sustainable development path that should maintain, enhance and, where necessary, rebuild natural capital as a critical economic asset and source of public benefits

New indicators will be needed, such as the Global Wealth Index (United Nations, 2016), which look beyond traditional economics in terms of resource use and development, such as GDP and Human Development Index. These indicators take into account manufactured, human and natural capital, and provide a more realistic assessment of the country's wealth and the sustainability of its growth.

Singapore's development experience in the environmental aspect:

Singapore has adopted several initiatives to maintain a clean environment and to consolidate its good reputation and attract tourists



and investors. Its plan included more digital solutions, such as the use of augmented reality and “blockchain and robotics” technology. Singapore has witnessed a growing demand for environmental services, driven by economic development, urbanization, and population growth, which poses a major challenge to the Singapore government in maintaining its reputation as one of the cleanest countries in the world.

Due to the spread of Covid-19 pandemic, the authorities concerned with operating environmental services faced a special challenge, which was the significant increase in demand for them, as they are among the most important means necessary to maintain hygiene and public health. This has motivated environmental services companies to improve their operations to become more efficient and productive to provide a clean, sustainable and livable environment in Singapore. Therefore, the government has taken new steps within its environmental plan to include more advanced digital solutions, such as the use of robotics and augmented reality in addition to the “Blockchain” technology. The environmental plan was also modified to include the pest management sector, in addition to the cleaning and waste management sectors, so that environmental services in Singapore include basic cleaning and waste management services. The environmental services industry is one of the most important sectors in the country. It includes more than (78,000) individuals from the workforce and more than (1,700) companies, nearly 90% of which are Small and medium-sized enterprises

In 2018, the Singapore National Environment Agency and the Information Media Development Authority launched the Digital Environmental Services Plan for the first time. This plan came as part of a broader initiative within the Digital Transformation Program for Small and Medium Enterprises, which included a three-phase digital roadmap:

1. Getting ready for the digital economy.
2. Achieving growth in light of the digital economy.
3. Preparing for a digital future.

The Environmental Services Industry Digital Plan was updated in early 2021 to include more advanced digital solutions, and it did so in partnership with SMEs. This plan tried to encourage these companies in the sectors of pest management, cleaning and waste management



to integrate the latest digital technologies in order to increase the efficiency, improve the quality of services, and confront the challenges facing digital transformation, such as the lack of digital skills and the phenomenon of resistance to digital transformation within companies. These companies can take advantage of any grant if they decide to adopt the solutions the plan proposes and recommends. Accordingly, the authorities support qualified companies with up to 80% of the qualifying cost, that is, up to US\$263000.

The plan was very well received. Until April 2021, 1,515 environmental technical solutions were approved for 518 companies and about S\$27 million were provided. However, the parties involved in implementing the plan faced some challenges, the most important of which is the lack of an adequate workforce with appropriate digital skills in the environmental field. However, the parties involved in implementing the plan faced some challenges, the most important of which is the lack of an adequate workforce with appropriate digital skills in the environmental field. The updated plan included a Roadmap for Digital Training, which includes specialized training courses in order to address these challenges and ensure that their employees in the field of environmental services are fully and adequately equipped with the relevant skills and knowledge.

Among those trainings courses is a course entitled “Introduction to Digital Technology in Environmental Services” conducted by the Institute of Technical Education. It is a course concerned with training the workforce in the field of environmental services according to the latest applications, such as robotics and automation, as well as software and management systems. For example, the adoption of technologies and digital solutions such as cleaning robots and smart toilet systems has not only led to higher productivity, but also enabled companies to upskill their workforce and enhance jobs. The “smart toilet” system saved businesses one to four hours of work each day. This system monitors the performance and quality of public toilets through sensors that detect and report malfunctions, by collecting data and sending it in real time to solve problems that need maintenance, and this allowed employees to re-prioritize their work.



The use of blockchain technology has helped small and medium-sized businesses manage recyclable materials and ensure that waste is disposed of in a safe and responsible manner. The Department of Industrial and Commercial Facilities has also developed- within the updated environmental plan- an internal system for workforce management to assist supervisors in managing workers who work in multiple locations, and to inform workers of their daily schedules.

Until the beginning of the seventies of the last century, it was believed that economic growth is based only on environmental protection and it is not possible to combine these two orientations. In addition, any improvement or development in the quality of the environment will impede economic growth and any economic growth will eradicate and destruct the environment. However, the justification of the concept of sustainable development has led to reconciling these two orientations because pollution, resource depletion, and environmental imbalance are linked to production processes in the country as a whole through the overlap between human society and the environment in which it lives, while seeking to satisfy its continuous needs.





The Problems Facing the Environmental Dimension in Yemen

1. Environmental pollution: air and water.
2. Groundwater scarcity and misuse of water resources.
3. Over-cutting of vegetation.
4. Urban expansion on agricultural land.
5. The spread of epidemics.
6. Women's limited participation in the environmental development system.

1- Environmental Pollution:

Yemen is facing a stark challenge related to environmental degradation resulting from the overuse of natural resources. The levels of environmental degradation have increased due to the increase in the population, the repercussions of the desertification problem that Yemen suffers from, the problem of solid waste and soil pollution, and water pollution with effluents. All this helped in the expansion of poverty, which means more depletion of natural and environmental resources and more degradation of life for marine and terrestrial organisms.

Suggestions to Solve Environmental Pollution:

1. Making deterrent laws - such as imposing fees and fines - to limit environmental pollution.
2. Encouraging living in rural areas or suburbs to reduce overcrowding in urban areas.
3. Encouraging the disposal of industrial waste through sanitary landfill and incineration.
4. Investing in waste recycling projects.
5. Community participation in environmental protection.
6. Raising awareness by all means of the importance of preserving the environment.
7. Encouraging the use of paper bags instead of plastic ones.
8. Urban afforestation, which helps purify the air, cool the atmosphere and provide a clean healthy environment.
9. Putting waste bins in all public roads so that the environmental cleanliness culture prevails in the society.



10. Creating a page on social media concerned with clarifying the importance of the environment and its preservation.
11. Making a series of films to raise awareness of the importance of the environment and its preservation and the extent of disaster risks that result from environmental pollution.
12. Intensifying cultivation and increasing green spaces that reduce the level of environmental pollution.
13. Printing awareness posters and banners and disseminating them in public places.
14. Replacing chemical fertilizers with organic fertilizers to maintain good soil.
15. Introducing the concept of preserving the environment within the academic curricula.
16. Organizing workshops and forums to preserve the environment and develop solutions for them.
17. Benefiting from the experiences of other countries.
18. The necessity of women's involvement in the environmental protection system as an important and key actor in preserving the environment.

a. Air Pollution:

The World Health Organization indicated in its reports that outdoor air pollution (in open spaces) causes an estimated 1,100 premature deaths every year in Yemen, and indoor air pollution (indoors and homes) causes an estimated 6,700 premature deaths



every year. Most of deaths from pollution-linked diseases in Yemen are due to cholera, heart attacks, pneumonia, respiratory diseases, cancers, hepatitis viruses, diphtheria, diabetes, anemia, and cases of death and drowning due to rain, hurricanes, and others.



Suggestions to Solve Air Pollution:

- Using appropriate types of paint and avoiding oil paint that produces hydrocarbon fumes.
- Establishing rules and regulations that oblige vehicle owners to carry out periodic maintenance to reduce carbon emissions.
- Regular monitoring to ensure the reduction of leaks and emissions resulting from transportation means.
- Conserving energy sources and reducing their consumption, which lead to a decrease in the demand for power plants, and thus a decrease in the proportion of air pollutants.
- Avoid burning waste in places other than those designated for that, as these practices lead to air pollution with soot, mold, and other substances that cause some respiratory diseases, and increase allergic diseases. The increasing amount of waste negatively affects the environment over time.
- Encouraging walking, using public transportation, or bicycles while commuting rather than using private cars, because the movement of vehicles is one of the main causes of smog production.
- Planting trees, because they absorb carbon dioxide in the atmosphere.



b. Water Pollution:

Yemen suffers from the problem of water pollution. Poor sanitation, the lack of sewage treatment plants, and the over-use of pesticides and fertilizers are the main causes of polluted water which affects the health of community members in general.

According to related reports, water from sewage plants is often





used for irrigation and in this way heavy metals seep down into the groundwater, and wells also became contaminated when farmers pumped water direct from sewage plants for irrigation purposes.

According to a 2008 report by WHO and the UN Children's Fund entitled Progress on Drinking Water and Sanitation, 34% of the population had access to unimproved drinking water sources (unprotected wells, springs, carts with a small tank/drum, tanker trucks, and surface water).



Suggestions to Solve Water Pollution:

- Reducing the amount of chemical fertilizers used, because they move to different watercourses when mixed with rainwater, which leads to pollution of waterbodies and underground wells.
- Collecting liquid waste, such as: oils and chemicals, in tanks to be re-recycled.
- Expansion of wastewater treatment projects.
- Rationalizing the use of water in irrigation by watering plants in early times to cut down on evaporation.
- Providing the soil surface with an organic cover to ensure that the soil is kept moist and that the water does not evaporate, which leads to a decrease in the quantities of water used to irrigate crops.
- Starting not the dishwasher or washing machine before it is full, because they consume the same amounts of water, whether they are full or not. Water levels for washing machines can be adjusted when they are not full.
- Turning on the water tap only when needed and wasting not more water in daily consumption.
- Reducing the amount of water consumed by reducing the time taken to shower.



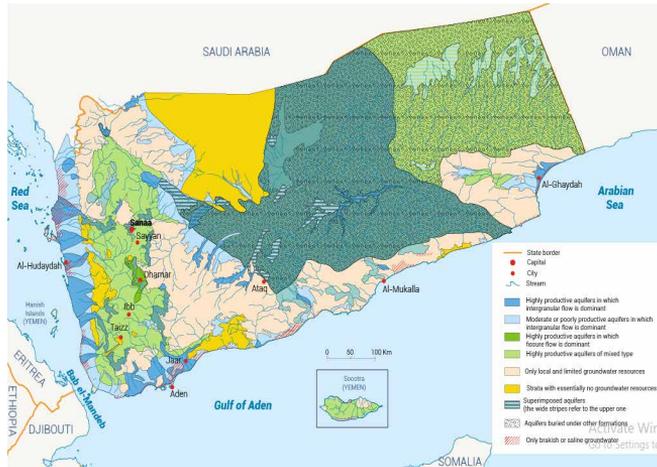
2- Groundwater Scarcity (Misuse of Water Resources):

- Yemen is one of the water-poorest countries in the world, and is at the bottom of the scale of countries below the water poverty line. The average of annual rainfall ranges between (250-400) mm, and reaches its minimum levels between (50-100) mm. Rainfall is characterized by irregularity and volatility.
- Irrigated agriculture depends mainly on drilling underground wells and exploiting the aquifer accumulated from previous eras.
- Groundwater amounts to about (10) billion cubic meters in the Messila Basin, and (205) billion cubic meters in the Tihama Basin, while the rest of the aquifer reserves are distributed over the rest of the regions.
- The amount of reserve water withdrawal is (3,900) million cubic meters annually from (110) thousands of artesian wells by 900 drilling rigs. 90% is used for agriculture, 8% for the domestic sector, and 2% for the industrial sector. The extracted amount represents more than the renewable ground recharge by (1,500) million cubic meters, which causes the groundwater level to drop. For example, the Bani Hashish District is the main tributary of the Sana'a Basin, and there are 6,000 wells.





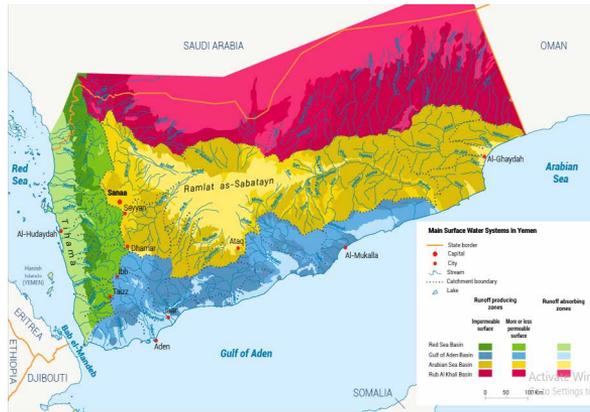
An Illustration of Water Basins in the Republic of Yemen



- Yemen is one of the countries with the highest population growth rate in the world and the most depleting countries of water resources in the Middle East.
- Surface water is estimated at 1,000 million cubic meters per year. It flows into drainage basins (Red Sea, Gulf of Aden, Arabian Sea, Empty Quarter) or a topographic depression occurs where massive evaporation happens as a major natural reaction mechanism.
- Qat cultivation drains 60% of the groundwater in the Sana'a basin. In addition, pesticides that violate specifications cause environmental damage, pollute the soil, the environment, ground water, and agricultural products, and pose a health and economic threat to society.



An Illustration of the Torrential Areas



Suggestions to Solve Groundwater Scarcity:

- Developing an integrated strategy for water resources, which takes into account the need to maintain a balance between the quantities withdrawn and the stock of water.
- Developing programs and general plans to rationalize water use.
- Encouraging farmers to use modern irrigation methods.
- Treating wastewater for use in agriculture.
- Stopping the import of water drilling rigs and supervising drilling movements.
- Stopping issuing permits to drill wells. Stop issuing permits to drill wells.
- Making reservoirs to recharge underground wells.
- Expanding the construction of dams, and recharging wells.

3- Over-Cutting of Vegetation Cover

The agricultural sector is one of the most important productive sectors in the Yemeni national economy. This importance stems from being one of the main sectors contributing to the GDP, ranging from 10-12%. In addition, it is a productive sector of





food commodities and raw materials. It ranks first in absorbing labor, including two million workers, who constitute about 53% of the total workforce in the country.

Of the total lands of the Republic of Yemen, the agricultural lands used for agricultural investment represent 1,202,113 hectares, or 2.04%, as shown in the following table:

Table (1): The distribution of the lands of the Republic of Yemen

Description of land	Area (hectares)	Percentage %
Rocky, desert and urban lands	30,000,000	54.05
Range and pasture lands	22,600,000	40.72
Forests and woods	1,500,000	2.70
Cultivated lands	1.202.113	2.04

*Source: المركز الوطني للمعلومات

China, America, India and Brazil are among the countries that record the largest expansion of agricultural lands by reducing pasture lands and combating desertification. The vegetation cover in Yemen is threatened by two dangers: the mismanagement by the competent and security authorities and excessive logging by citizens to meet their needs as an alternative to domestic gas, especially since the outbreak of the war, which caused a rise in the price of gas and a shortage in oil derivatives. It has become difficult for bakeries or rural homes, and others to obtain them.

The Mangrove forests on the Red Sea coast and the Kamaran Island Reserve in the Hodeidah Governorate have been transformed for excessive logging. The same also happened to the island of Socotra, which has a unique environmental diversity. At Sana'a University, 37 perennial trees were cut down from the courtyard of the Faculty of Arts at the university, for \$8,000 at an official auction.

Aboul Fotouh indicates that 860 thousand trees are cut down to meet the needs of the capital's bakeries only, which number 722 bakery, and 17,500 tons of firewood burned annually, which eliminate 780 hectares



of land planted with these trees, and pose a threat to the areas of pastures and agricultural lands, which in turn causes sand encroachment in desertification areas, transformation of large areas into dry lands as a result of soil aerobic erosion factors, and reduction in the quantities of water that feeds water basins and springs, as well as the occurrence of floods and torrential torrents that remove vegetation cover, erode soil, and destroy biodiversity.

Excessive logging is one of the most dangerous processes that lead to rapid and increasing forest degradation, in addition to the various negative impacts on the environment and society, including drought and ecological imbalances, according to the Environmental Protection Authority. Yemen Science Network indicates that for more than six years, 60% of the vegetation cover has been destroyed.

Suggestions to Solve Over-Cutting of Vegetation Cover:

- Maintaining the contribution of the agricultural economy by improving and developing it.
- Laying down laws and regulations to encourage investments in the agricultural sector by reclaiming new agricultural areas through facilitating agricultural reclamation loans.
- Encouraging employment in agricultural areas by providing support and training.
- Reclaiming agricultural areas by converting pasture lands into agricultural lands.
- Making laws that deter overgrazing and heavy encroachment and over-exploitation of woods and forests.
- Attempting to use and exploit renewable energy sources as an alternative to using wood fuel.
- Establishing ecological reserves.
- Preserving the vegetation cover and preventing overgrazing, which adversely affects agricultural land.
- Stopping importation electric saws.



Photo (1)



Photo (2)



Photo (1)



(Archived Photos)

4- Urban Expansion on Agricultural Lands:

The phenomenon of urban sprawl on lands of high value and fertility will remain a concern for agricultural specialists, agricultural development researchers and those who seek self-sufficiency. Urban sprawl has negatively affected thousands of hectares of highly fertile agricultural land. There are large areas that have disappeared, including Al-Hakl and the Al-Bun bottoms, as well as a number of valleys, including Surdud, Rema', Rasyan, Mawza, Siham, Tibn, Abyan, and other areas. Studies estimate the urban sprawl rate reaches an annual average of 3.7%, that is, within the next three decades, the entire agricultural area will disappear.

Overpopulation, the absence of urban planning for most Yemeni cities, the shift towards building near plains, where services are accessible, instead of uncultivated mountain areas, migration from rural to urban areas, and societal culture towards horizontal construction, the decrease in the number of workers in the agricultural sector, the increase



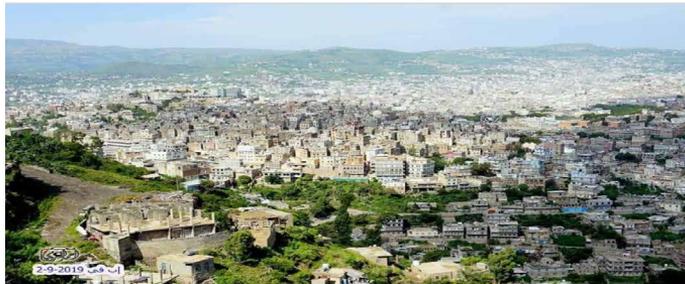
in investment in real estate, low cash crops with low awareness level and role, absence of regulatory and security controls, will contribute to the non-stop urban sprawl.

Ibb city- a model - before and after urban sprawl

Ibb 60 years ago



Ibb 35 years ago



After 35 years



Suggestions to Solve Urban Expansion:

- Establishing rules and regulations, which limit construction in agricultural areas.
- Enacting laws and activating them to limit urban expansion.
- Serious orientation by the state towards urban planning, defining agricultural areas and residential areas, and providing services.
- The vertical orientation in urban expansion instead of the horizontal orientation to reduce losses from agricultural areas.
- Rural development to reduce migration from rural to urban areas to mitigate the risks of agricultural terraces destruction.
- Activating the role of local authorities and ensuring full commitment to the implementation of urban plans.
- Benefiting from the experiences of other countries with regard to urban planning and preserving green spaces.
- Directing capital towards other investments, and limiting urban investment on agricultural lands.
- Continuous updating of spatial data and linking it with all state agencies.
- Identifying large non-agricultural lands for companies by the concerned authorities themselves.

5- The spread of epidemics:

Yemen faced challenges and political transformations in the past twenty years, which were negatively reflected on all levels, including services and economy. Yemen was unable to keep pace with population growth and displacement from conflict areas to safe areas, among the most prominent of these challenges are:

Sewage networks:

Sewage system in Yemen suffer from neglect, especially since many areas were unable to handle the excessive pressure on sewage networks, which caused their collapse. Treatment plant inefficiency and the use of waste water to irrigate vegetables have led to the spread of diseases and epidemics (diphtheria, dengue fever, cholera). During the first five months of 2019, the number of cholera cases reached 300,000 citizens and 600 deaths. The number of infected and dead since the outbreak of the epidemic has reached two million.



In this regard, UNICEF indicated in its report on April 29, 2020 that over 5 million children face threat of cholera and acute water diarrhea in the midst of COVID-19, after recording 110 thousand of suspected cholera cases in 290 of the 331 regions of Yemen. Heavy rains and floods in Aden, Abyan, Lahj and Sana'a have interrupted access to clean water. Sewage leaks into residential and agricultural areas formed a fertile environment for the spread of epidemics.

Suggestions to Solve the Spread of Epidemics:

- State's adoption of development strategies and plans towards developing and modernizing sewage networks.
- Understanding the reality of sewage networks.
- Expanding the establishment of wastewater treatment projects.
- Providing an adequate budget to address the root causes of the crisis, due to the futility of temporary solutions.
- Conducting more studies on the root causes
- Focusing on solving problems starting with the basic pressure areas.

6- Women's Limited Participation in development process:

Women are half the society and men's partners in life. They have the same duties as men. In the Arab world, women have strong and remarkable presence in environmental protection. They play important roles besides being a housewife, who is responsible for managing family affairs, and bringing up children.

Recognizing the right of women to protect nature is one of the most important steps in recent decades, which is reflected in many



international agreements including the 1992 REO Declaration on Environment and Development.

It is possible to preserve the environment and reduce the depletion of natural environmental resources through the prominent position assumed by women in our first environment (the home) through:

- Reducing squandering food, water, and energy and anything that would lead to waste in the environment.
- Guiding children on the rational use of natural resources, which is an environmental educational role played by the mother.
- Women are primarily responsible for the health of generations during the different age stages and for raising their level of health.
- Women have a role in raising a conscious and educated generation, which will have a direct and indirect impact on their interaction with the environment.
- Women reduce their energy consumption by regularly monitoring their energy consumption and by not leaving electrical tools turned on unless necessary.
- Women sort garbage at home and teaching their children how to sort into different bags.
- Women encourage their children to plant a plant in the garden of the house or in its balconies, and allow them to take care of it.
- Teachers can play a major role in guiding students in schools and developing a relationship with the environment through school songs and activities such as drawing and others.
- Rural women can take an active part in the waste recycling process, by using food leftovers and scraps as animal feed.

Yemen will not be able to advance sustainable development and environmental protection unless women actively participate in this orientation.

Suggestions to Solve Women's Limited Participation in development process:

- Involving Yemeni women in the development process by effectively integrating them into the labor market.
- Focusing on women's environmental roles and developing them



through raising awareness and training.

- Highlighting the domestic contributions of women and their work to preserve the environment, especially since their work is invisible and unpaid.
- Enacting laws regulating the role of women in political, economic, social and developmental life through a quota.
- Raising the economic level of women, especially rural women, by providing soft loans to small and medium-sized enterprises.
- Empowering Yemeni women by raising their own capacities for self-realization.
- Women's full participation with men in setting development activities and preserving the environment.
- Raising awareness of the importance of women's role in educating generations about the risks of environmental pollution.



Conclusion

It is necessary to draw attention to the importance of the environmental dimension in relation to all other areas of development, which is a direct reflection of the level of availability of the requirements of the environmental dimension. In this regard, a report issued by ESCWA in 2012 stresses the importance of avoiding the collapse and depletion of resources and the importance of confronting environmental degradation. The report notes that humanity has entered the threshold of unsustainability and has crossed the point of no return. If there are no drastic and immediate changes that advance human civilization, we will not be able to overcome the risks and effects of this stage.

Today, the world is facing environmental challenges that deeply affect the ecological balance because of the non-compliance of the countries of the world with international conventions and treaties, which regulate the volume of carbon emissions into the atmosphere, especially the major industrialized countries. These emissions resulted in catastrophic climate changes that affected the entire planet. In the past year, the Arab region witnessed natural disasters, including forest fires in Algeria, floods in Oman, Yemen, Sudan, and Egypt, sea-level rise in coastal cities, severe cold waves, and low temperatures in the Arabian Peninsula and Egypt.

For Yemen, the current generation is facing challenges and environmental risks, which is evident in low production capacity in the agricultural sector, scarcity of land available for agricultural and industrial development, urban planning, the increase in the areas subject to desertification, the decrease in the annual per capita share of water, the spread of epidemics and diseases, re-emergence of epidemics that the Republic of Yemen previously fought, such as cholera, polio, diphtheria, in addition to different types of fevers, including dengue and Chikungunya.

All these problems have severely increased due to the abnormal conditions that Yemen has been experiencing since 2015, resulting in a complete absence of the state's role in preserving the environment, in addition to a low level of awareness among citizens.

The economic situation, along with the war, reflects a high level



of environmental challenges and risks, which requires the official authorities to handle them seriously by activating the existing regulating laws to preserve the environment and enacting other new laws that would address massive damage and destruction, which affected the environment during the past ten years due to conflicts and natural disasters.

To increase investments in projects that achieve sustainable development and preserve the environment, official authorities must also adopt policies that encourage exports and support investment in economic projects that contribute to supplying the state treasury with foreign currency.

Likewise, we must seriously support all initiatives or orientations, which may have an impact on the ground, and in which integration with the economic, social, development and environmental process is taken into account and the level of awareness is raised. Furthermore, ensuring the participation of all segments of society - including Yemeni women - and encouraging investments in the environmental fields because of their significant role in supporting sustainable development., should also be considered.

Finally, if peace is not actually achieved in Yemen to enable the concerned authorities to find immediate and sustainable solutions to environmental challenges, the environmental, social, economic and development problems will inevitably increase and become worse, which will cause harm future generations. This will limit the chances of a better life, constantly cause and exacerbate crises, increase the intensity of conflict over resources, cause loss of hope for a decent life for current and future generations. Their insecurity will prompt them to seek a better life in other countries, legally or illegally, as has been the case since 2015 to the present day.



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Governance of Yemeni Universities

A Proposed Model

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Abstract:

Universities take great interest in achieving their expected role in development and society building through carrying out reform processes and following modern administrative systems which have proven their effectiveness and success in many institutions, whether economic or educational. Governance is one of the most important practical administrative cultures which aim to raise performance levels in educational institutions by activating the role of accountability and achieving justice and equality. The current research aims to develop a proposed model of governance in Yemeni universities, know its application requirements by identifying the intellectual framework of governance, its reality in Yemeni universities, and the importance of its application, determine the most significant difficulties encountered, learn about the experiences of university governance in the United States and Britain, and determining the requirements for the governance of Yemeni universities. Hence, the research relies on a descriptive and analytical approach and reaches several results, the most important of which are:

- Governance is an administrative system for institutions. It combines official and non-official bodies to participate in the decision-making process, in light of providing standards that guarantee the rights of all participants, legislative, administrative and organizational rules that organize the work of these bodies in a way that contributes to the service and development of societies.
- As a result of many difficulties in the legal, administrative, technological and financial fields, Yemeni universities endure a decline in the application of the concept of governance and its principles. The results of the experiences of the United States and Britain proved that the governance of universities, which is based on a democratic climate and elections through which boards of trustees are selected from academics, students, external bodies, organizations, businessmen, and the various executive committees, participates in improving performance and making administrative decisions that support the quality of the educational process in light of specific administrative, legislative and regulatory requirements.



Governance of Yemeni Universities

- One of the most important requirements for implementing governance in Yemeni universities:
 - Legislative requirements: Administrative requirements and technological requirements.
 - Governance principles: Vision, goals, transparency, accountability, participation, efficiency and effectiveness.

Keywords: Governance, Yemeni universities.



Introduction:

The educational systems in many countries of the world have witnessed many global transformations, including rapid developments in information and communication technology. All these developments were accompanied by the emergence of knowledge economy as a global trend that required increased attention to the research aspect of universities, to the decision-making mechanisms in administrative and academic affairs, to the number of students enrolled in universities and to the competition among universities. All these challenges led to the emergence of many administrative waves of reform that began to resonate in many universities in various countries of the world.

Governance represented one of the evaluative reforms that captured the attention of universities as a new administrative architecture based on transparency, objectivity, integrity and freedom (الدهدار، 2017: 63). It is an administrative orientation that appeared during the twentieth century. Many university institutions have benefited from it in terms of developing and improving their performance. It also represents the frame of reference for defining its objectives and managing its human and financial resources and other components in accordance with transparency, accountability and participation to achieve the desired goals with high quality (Wang, 2010: 487). Governance does not refer to what universities do, but precisely, rather to how they perform. It is also concerned with the methods and means that the organization uses to achieve its goals, which include distribution of powers and tasks among departments, communication and control methods, relationships within the university administrative organization, which contain multiple dimensions in how its parts are held together, power exercise, contact with internal members (teaching staff, students, administrators), decision making, and internal procedures.

The governance system includes the role of the institutions' boards of directors, their structures, their participation, their procedural rules, their resource allocation policy, and their arrangement for performance management, follow-up and reporting (برقعان؛ القرشي، 2012: 9). Governance- through the principles and procedures it applies - leads to a decrease in levels of financial and administrative corruption, and raises



the efficiency of performance through regulations. Thus, it prevents an institutional conflict of interest between all parties within university and increases its ability to compete and survive in light of the increase in the number of university institutions (عباس، 2019: 141). Therefore, many universities have sought to implement governance by providing its requirements and mechanisms. However, the reality of Yemeni universities is not different from the reality of many regional or Arab universities that suffer from weak governance practices. (المليكي، 2017) proved that the reality of Yemeni public universities is in dire need of applying the principles of governance, and (الحدابي؛ والعزيمي، 2019) showed that the degree of practicing the principles of governance in Yemeni public universities is low.



Research problem:

Governance has proven its success as an effective administrative trend in many Arab and international universities. It creates a conducive working environment. In light of equality, justice and transparency for all participants, it aims to achieve goals by the participation of all academic and administrative levels. The current research aims to identify the requirements for implementing governance in Yemeni universities by answering the following questions:

1. How do Yemeni universities define the concept of governance?
2. What is the reality of governance in Yemeni universities?
3. What are the challenges facing the implementation of governance in Yemeni universities?
4. What experiences do countries have in the governance of universities?
5. What are the requirements for implementing governance in universities?
6. What is the proposed vision for implementing governance in Yemeni universities?

Research Objectives:

The current research aims to identify

1. The concept of governance in universities.
2. The reality of governance in Yemeni universities.
3. The most important difficulties facing the implementation of governance in Yemeni universities.
4. The experiences of countries in the governance of universities.
5. Requirements for implementing governance in Yemeni universities.
6. The proposed vision for implementing governance in Yemeni universities.

Definitions of Key Concepts

1. **Governance:** It is a set of measures and procedures that ensure the progress of work within universities by controlling the relations between all administrative, executive and academic units, and among other bodies.



2. **Requirements:** It is an integrated system of legal, administrative and technological policies, under which the activities of Yemeni universities are directed and realized in light of the principles of transparency, accountability and participation of all employees.
3. **Yemeni Universities:** They are the highest educational institution on the educational ladder that deals with university education in Yemen.

Research limitations:

- **Subject limits:** Governance in universities: its importance, principles, and requirements.
- **Spatial limits:** Yemeni Universities.
- **Time limits:** 2022.



Chapter One

The Concept of Governance in Universities

The current chapter deals with two axes: the intellectual framework of governance in terms of concept, objectives, importance and principles and the issue of university governance as follows:

First Axis: The Intellectual Framework for Governance

1. The concept of governance:

Governance is part of the global cultures that emerged in the twentieth century in order to enhance the participation of various societal actors and governments to thrive and grow through making and implementing public policies. Significant problems in financial institutions have caused financial crises affecting the global economy. As a result, governance emerged with the aim of reforming these financial institutions. Taking interest in the concept of institutional governance begun in 1992, that is, when the Financial Dimensions Committee issued a joint report with the London Stock Exchange entitled “The Financial Dimensions of Corporate Governance.” In 2001, institutional governance took on another dimension after the financial crises and the bankruptcy of major economic companies in the USA. The 2006 OECD report “Principles of Corporate Governance” represented the first international recognition of the concept of governance (ناصر الدين، 2012: 88).

The governance system has been associated with commercial companies on the basis that it is a set of mechanisms that contribute to imposing discipline and control over corporate management in a way that ensures the improvement of their performance, and serves the interests of their shareholders and other stakeholders (برقعان؛ والقرشي، 2012: 8). The concept of governance has spread as one of the global orientations in administrative reform due to the emergence of many problems in commercial companies, including explosion of the financial crisis in Southeast Asia in 1997, intensity of financial and administrative corruption in commercial companies, great collapses of the big companies, great financial liberalization in companies, global openness, and lack of legal systems for these companies in many countries. Accordingly, The spread of corruption was greatly aided by all of these problems (الشمري، 2008: 133).



In view of the above, solutions were developed for redefining the administrative roles in these institutions to achieve transparency, accountability and participation in bearing responsibility. On the various institutions, the necessity of responding to the governance methodology that depends on ensuring complementarity in the roles between the various administrative boards (i.e. Board of Directors, Executive Management, Shareholders, Supporters and Owners of the Foundation) responsible for managing the institution, has been imposed through formulas that control the contractual relationship between them and by using sound financial and accounting tools in accordance with standards of accountability, disclosure, and justice-based transparency among the stakeholders in them to ensure their continuity (الفراء، 2013: 8).

Due to the multiplicity of interests and specializations of researchers and writers, there are many definitions of the concept of governance, including:

- Linguistically, we find that the word Governance was used in classical writings to mean education. Procedurally, the term is seen as an embodiment of pluralism, accountability and respect for the law, human rights and market principles and mechanisms (العنواني، 2009: 70) It was agreed that governance is the “style of practices of good governance authorities” (غادر، 2012: 12).
- The Organization for Economic Co-operation and Development (OECD) defines governance as a set of relationships between a company’s management, its board, its shareholders and other stakeholders (الفراء، 2013: 10).
- The International Finance Organization (IFC) defines governance as “the structure through which the objectives of the company are set, and the means of attaining those objectives and monitoring performance are determined” (محمد، 2017: 10).
- The United Nations Development Program defines governance as “the exercise of economic, political and administrative authority at all levels to manage the affairs of society” (سيف، 2017: 54).
- It is defined as the system through which organizations and institutions are managed, directed, organized and monitored,



and the procedures that direct and manage organizations and institutions and monitor their performance, so that their mission and goals will be achieved, and the interests of all parties, including managers, employees, suppliers, customers, controllers, stakeholders, shareholders, society are guaranteed (الشمرى، 2008 :118).

From the above, we find that the concept of governance is characterized by many characteristics that commercial companies focus on, namely:

- Discipline: Appropriate and correct ethical behaviors should be followed
- Transparency: A clear and realistic picture of what is in the organization should be presented
- Independence: There is no external authority that imposes or influences the institution or its decisions.
- Responsibility: All parties involved in the institution should bear responsibility.
- Accountability: It is the ability to evaluate and assess the work of the Board of Directors and the Executive Management.
- Equity: It includes respect for the rights of all parties and stakeholders in the institution.
- Social Responsibility: The institution is considered an economic aid in support of the national economy of the country (سيف، 2017 :57).

Therefore, the concept of governance depends on three main pillars:

- Economic pillars: They include decision-making processes that economically affect the country's activities.
- Political pillars: They include decision-making processes related to the development and formulation of public policies.
- Administrative pillars: They include the system for implementing policies.

2. Institutional Governance Objectives:

Governance aims at comprehensive development within institutions by achieving the following objectives:

- Supporting accounting and internal audit procedures to reduce corruption and its manifestations.



- Developing management and assisting managers and the board of directors in adopting a strategy commensurate with the objectives of the institution.
- Monitoring and following up on the operational and strategic performance of the institution.
- Improving the performance of the organization by increasing effectiveness.
- Achieving stability and credibility in financial matters at the local and international levels.
- Achieving effective institutional communication, such as communicate with the external communities.
- Deepening the commitment to the principles and standards agreed upon within the organization and developing systems for self-censorship within an ethical framework stemming from the ethics and principles of society.
- Ensuring harmony between the objectives of the institution and the objectives of the investors (Saif, 2017: 55).

3. The Importance of Implementing Institutional Governance:

The importance of governance is evident through its positive impact on performance in organizations with different objectives. Governance works to strengthen and consolidate the various positive values that help conduct the tasks, such as democracy, justice, equality, responsibility and transparency. It maintains integrity of transactions and strengthens the rule of law under which all are accountable, so that it can limit the spread of corruption and its manifestations, improves the performance level of the institution, and guides decision making by providing incentives and taking measures that serve the interests of the beneficiaries. Governance is one considered one of the effective pillars for achieving development, as it is linked to increasing productivity and supporting long-term growth (سيف، 2017 :55) In addition, it contributes to minimizing risks and increasing competitiveness of services provided by the institution, separates ownership and management in institutional governance, supports the development of administrative methods, promotes transparency, increases the number of investors, and strengthens the country's economy performance and its long-



term competitiveness by emphasizing transparency in transactions, accounting procedures and financial auditing (محمد، 2017: 13).

4. Dimensions of Governance:

Governance consists of several dimensions as follows:

- The supervisory dimension: It has to do with strengthening and activating the supervisory role in the administrative and executive performance of the Board of Directors and stakeholders.
- The sponsorship dimension: Sponsorship is activated at both the internal and external levels of the institution.
- The ethical dimension: It is all about the regulatory environment, such as ethical rules, integrity, and honesty and about spreading the culture of governance at all administrative levels of the commercial institution.
- The strategic dimension: It is concerned with formulating a clear business strategy, encouraging creativity, innovation and strategic thinking, and analyzing the internal and external environment of the institution to build strategic orientations.
- Communication and Balance keeping: They have to do with the design and organization of relations between the company represented by the Executive Board of Directors and external parties from the authorities, organizations, and supervisory and sponsorship bodies, to be based on the foundations of justice, sincerity and commitment.
- Accountability: It includes disclosure of the activities and performance of the commercial institution to shareholders and others entitled to accountability.
- Disclosure and Transparency: They relate to providing the necessary information to rationalize the decisions of all parties in the commercial institution and disclosing the information in public reports to the institution (الحدابي؛ والعزيزي، 2010: 39).

5. Governance Principles:

Governance is based on a set of principles that enable the institution to achieve its goals. These principles were set out by the Organization for Economic Co-operation and Development (OECD) in 1994 and were



reformulated and developed in 2004. These principles form the basis for the implementation of governance in most countries, both member and non - member of the organization. They are as follows:

- **The first principle:** Ensuring the existence of a basis for an effective governance framework that encourages transparency, observes the provisions of the law, and defines and distributes responsibilities among the various supervisory, regulatory and executive bodies existing in the institution.
- **The second principle:** Protecting the rights of shareholders and equity owners to facilitate the exercise of their rights.
- **The third principle:** The institutional governance framework should ensure equal treatment of shareholders, as well as provide them with the opportunity to obtain effective compensation when their rights are violated.
- **The fourth principle:** Ensure balance in dealing with stakeholders, and work to achieve cooperation and integration between the institution and stakeholders in creating wealth, job opportunities and financial sustainability for the institution.
- **The fifth principle:** Transparency and proper, correct and timely disclosure of all important issues related to the institution, such as financial position, performance, and property rights.
- **The sixth principle:** The institutional governance framework ensures that the board of directors carries out its responsibilities in terms of strategic planning, control, direction and accountability of the executive management for any shortcomings in its performance

Governance is an administrative culture based on many principles that contribute to strengthening the institution's position among all its employees and external beneficiaries and contributors. In light of this culture, work is carried out in accordance with the principles of transparency and accountability, and disclosure of what is being implemented within the framework of law and professional commitment. Governance also contributes to the development of professional and administrative empowerment for all beneficiaries, whether inside or outside the institution through involving them in decision-making within a clear legal and administrative framework for all.



The Second Axis: Governance in Universities

The current axis deals with governance in universities in terms of concept, objectives, importance, limitations, presentation of models, principles, justifications for its implementations in universities, its stages, and obstacles, as follows:

1. The Concept of Governance in Universities:

The concept of governance emerged in universities due to its important role in the development processes that societies aspire to. The three fundamental functions of university (education, scientific research, and community service) require an integrated administrative system that includes the participation of all parties in the decision-making process, work in an atmosphere of transparency and clarity, and bear the responsibility of all those parties inside and outside the universities.

The concept of governance in universities refers to the internal structure, organization and management of independent institutions. The internal governance body usually consists of the board of directors and the university president- the chief executive officer of the university- academics, consultants, staff, administrators, and student representatives (مسعودي، 2018: 87).

Governance in universities is a way to direct the activities of universities, manage scientific departments and faculties, follow up the implementation of their strategic plan and general directives, develop their management, organizational structure, performance appraisal methods and university decision-making follow-up methods. All of these are carried out with the aim of achieving the principle of transparency, accountability and participation, which reflects positively on the performance of the university (الفرأ، 2013: 26).

Governance was also defined as “the method by which universities direct and manage their activities to ensure the achievement of quality and excellence in performance.” To achieve their goals, universities follow effective plans and methods. They also stress the need for the participation of all relevant parties, including faculty and staff members, in the process of reforming teaching programs and in decision-making. In addition, universities provide the appropriate organizational structure in accordance with university environment changes in light



of mechanisms of transparency, accountability, independence and effectiveness.” (عباس، 2019 :144).

Governance represents a set of systems for monitoring the performance of the university, and regulating the relationship between its councils represented by the boards of trustees and council of deans. This is done through the administrative rules and regulations which run the university and define the rights and duties between the university administration and those councils to ensure the quality of the outputs (ناصر الدين، 2012 :91).

2. University Governance Objectives:

Governance in universities aims to:

- Creating a conducive work environment that enhance the effectiveness of universities and increase their internal and external efficiency.
- Establishing laws and rules to regulate the administrative work of all employees and ensure democracy and justice for all employees in a way that reflects the quality of administrative work.
- Enhancing the participation of all parties in universities, including the academic, administrative, leadership and student bodies, in the decision-making process that serves the educational process.
- Achieving justice and equality among all university employees.
- Seeking accountability of all the beneficiaries of universities.
- Achieving justice and equality for all university employees in order to improve the level of performance.
- Achieving transparency through clear mechanisms that enable employees to better practice their work and actively participate in all university activities, both internally and externally (Alshaer, et al, 2017: 220).

3. The importance of governance in universities:

The importance of applying governance in universities is reflected in their role in monitoring and following up the implementation of tasks and responsibilities, through which the goals and objectives of universities are achieved. The importance of governance is determined by the following:

- Providing the organizational structure that defines the responsibilities and tasks through which objectives are achieved.



- Participating in the establishment of boards and administrative bodies responsible for determining the strategic direction of the institution to ensure effectiveness and quality.
- Enabling universities to achieve their goals in the best possible way, by:
 - Identifying weaknesses and shortcomings in performance and developing the necessary improvement plans.
 - Ensuring a balance between long-term and short-term strategic responsibilities.
 - Ensuring the rights and interests of employees from the administrative and academic bodies without discrimination
 - Governance is a system of supervision and self-supervision, which leads to the application of laws and ensuring the rights of employees.
 - In addition to what has been presented, the implementation of governance reduces the cost of universities. The implementation of governance has resulted in
 - Eliminating paper-based bureaucracy and paying attention to practical procedures in the application process.
 - Facing the weakness of the resources allocated to the education sector, in addition to increasing spending on development in the higher education
 - Developing the sources of technical higher education by linking the budgets of these institutions to the quality of performance and approved programs and providing the largest possible degree of independence for universities (Alshaer, et al, 2017: 220).

4. Justifications for applying governance in universities:

Governance has become one of the critical issues in higher education that has imposed on many universities the need to adopt and implement it. Dani states that universities need governance in order to build a sustainable and acceptable strategy to the institution as a whole, and other key stakeholders Governance Department oversees the implementation of such strategy through well considered processes and procedures in an open, transparent and honest manner. It also supports the capabilities of individuals and university institutions to take responsibility (Dani. 2015:175). Therefore, the justifications for applying governance in universities emerged as a result of the following repercussions:



- Expansion of higher education systems.
- The diversity in educational systems and the emergence of new patterns, including e-learning and distance education.
- Student diversity at all universities which have embraced many heterogeneous student bodies of different cultural, social and economic backgrounds.
- The increasing internationalization of higher education, which has contributed to increasing the role of universities in the research and innovation aspect to produce new knowledge, and in providing students with various educational skills.
- The emergence of many trends related to the financial aspects of universities arrangements, including the need to diversify financial resources and reduce dependence on government funding which focuses on expenditures related to organizational and administrative aspects (OECD: 2009).
- Poor infrastructure and lack of scientific research opportunities.
- Weakness of scientific research culture in public and private institutions.
- Weak link between ongoing research projects in universities and economic and social development plans (48 :2017 :عربية؛ وبن عيسى،).

5. Basic Elements of University Governance:

The process of applying governance in universities requires basic elements, namely:

- A specific system for councils and committees within universities and colleges along with written policies available to all, which clearly define the roles and tasks of these councils and committees.
- Documents and evidence approved for the councils' structures, duties, rights, criteria for selecting their members, and accountability systems for the policies and decisions they issue.
- Systems and procedures that provide opportunities for student participation, as well as information related to decisions that are related to their interests.
- Boards and committees adopting quality and accreditation requirements.
- Continuous training of new members of the boards, and update information for old members regarding changes in the mission and objectives of programs and study plans in university colleges.



- Specific systems and procedures for continuous periodic evaluation of the effectiveness of those councils and committees.
- Working as one self-managed team (مرزوق، 2018 :428).

6. Determinants of Governance:

Governance in universities is based on internal and external determinants, which are:

- **Internal determinants:** They focus on decision-makers' councils, the selection of participating members, the methods of choosing members, control systems, incentives and the increase of performance levels.
- **External determinants:** They include the university's relationship with external community institutions such as civil society organizations and performance monitoring bodies which ensure fairness and transparency of internal procedures in accordance with legislation and legal systems (طيب، 2018 :205).

1. Forms of University Governance:

The process of promoting university education requires an integrated system of governance that includes all decision-making parties at university levels. Governance is the way to reach higher levels of education desired by the beneficiaries. It also requires the promotion of university roles and the development of institutional performance and governance, which include transparency in work and accountability for performance levels and results, and with the participation of all parties according to a legislative reference regulating the work, so that decisions are made and issued according to the administrative hierarchy, starting from the department council, to the university council, and ending with the Board of Trustees (ناصر الدين، 2021 :87). Therefore, the forms of governance in universities vary as follows:

- **Participatory or Shared Academic Governance:** It means a set of activities and practices in which faculty members actively participate in the decision-making processes related to work. The university administration organizes and coordinates with external parties, including regulatory bodies with higher authority such as the Ministry of Higher Education and other supervisory bodies which are concerned with the continuous guidance and control of



shareholders and stakeholders as members of the University Board of Directors to whom certain powers have been delegated by the senior management.

- **Administrative self-governance:** It refers to the administrative roles and responsibilities of managing employees at the university. It sets goals and takes decisions in line with the orientation of the university administration.
- **Academic self-governance:** It refers to the self-management of faculty members in accordance with their job duties.
- **Electronic Governance:** It is related to information technology through which electronic operations and procedures are conducted to provide information about the university to all its customers inside and outside the university.
- **Academic Governance:** This model is considered one of the most adherent to academic conventions and norms. Universities should be subject to the governance of staff and academics through several methods, including actual and effective representation of staff and academics in university councils or the promotion of a prominent academic at university to a higher position (الحاج، 2017: 132).

2. The stages of applying governance in universities:

The process of implementing governance passes through many interrelated stages:

- **The first stage (introducing governance):** It clarifies the concept of governance for all university employees, its importance, principles, and application mechanisms.
- **The second stage (building the structure of governance):** Governance in universities needs a strong structure, capable of interacting with the developments and changes surrounding it. This structure consists of legal, administrative, technical structures capable of achieving understanding and effective coexistence between all parties involved in university administration.
- **The third stage (developing a standard program for governance and determining its standard timings):** Governance implementation needs to build a specific timetable of work and tasks. Then, the program is monitored, the progress of the implementation of the



university's strategy is followed up, and then obstacles are identified for each of the implementation stages (العريني، 2014 :122).

- **Fourth stage (implementing governance):** The willingness of the beneficiaries to apply the principles of governance is measured, because it guarantees freedoms, restrictions, and regulations that require everyone to abide by.
- **Fifth stage (following up and developing governance):** At this stage, good implementation of the previous stages is ensured through monitoring and follow-up, which are major tools used by the university to implement governance. Such monitoring has two characteristics:
 - Therapeutic nature: It addresses the shortcomings and weaknesses that may face the application processes.
 - Preventive nature: It is an innovative character based on tools and means that increase the effectiveness of governance (ناصر الدين، 2012 :97).

3. Obstacles to applying governance in universities:

University institutions face many obstacles that impede the application of the principles of governance, which are represented in the following:

- The general political climate in which many countries experience, which affects the orientations and capabilities of educational institutions.
- The legal system in most universities is no longer compatible with the changes facing the university education sector.
- The dominance of the political and ideological aspect over the practical and objective aspect at the level of university education reforms, which is evidenced by the weak role of academics in making decisions related to their academic affairs and putting forward ideas, and expressing opinions freely (الدحياني، 2015 :132).
- The absence of accountability and the spread of many manifestations of corruption in university life.
- The centralization in the management of university institutions, and the lack of institutional autonomy in managing their affairs.
- The complete absence of the idea of students' assessment of academic performance.



- The absence of the role of faculty members in university life (الحدابي؛ والعزيمي، 2019: 42).
- The absence of a culture of creativity and adoption of change among members of the community system, whether with regard to faculty members or students. Several survey studies have shown the absence of the application of the principles of governance, transparency, accountability, and the participation of decision-makers. This is due to the spread of a negative culture based on avoiding change and mistrusting its potential and creativity in all its forms.
- Weak level of supervision in higher education institutions. These institutions lack the actual exercise of supervisory function (عراية؛ وبن عيسى، 2017: 52).

In view of the above, we conclude that governance is an administrative reform system that has spread in many universities to address the administrative problems caused by corruption. Therefore, by providing and clarifying many administrative laws and regulations, governance aims to provide a conducive work environment that stimulates outstanding performance and is based on accountability. These administrative laws regulate the relations between the different actors in the university administration - whether they are from university internal components, including administrative and academic leaders, staff and students, student and union bodies, or from external parties represented by the Ministry of Higher Education and other educational bodies, civil society institutions, and economic institutions - and the process of their application, which depends on setting standards and mechanisms to judge the performance of all employees, including leaders, academics, and administrators by activating the principles of accountability and transparency and with the participation of all parties in the decision-making and evaluation processes in a way that serves university institutions and helps them achieve their goals.



Chapter Two

Governance in Yemeni Universities

The current chapter deals with university education in Yemen, the reality of governance policies in Yemeni universities, the reality of the application of its principles, and the obstacles to its application, as follows:

First: University education in Yemen:

University education dates back to the beginning of 1970s, coinciding with the issuance of the Republican Decree No. 42 regarding the establishment of Sana'a University represented by the Faculties of Education and Sharia and Law (وزارة التعليم العالي، 2007: 24). In the same year, the College of Higher Education was established in Aden. It was followed by transforming the Nasser Institute for Agricultural Sciences into the Nasser College for Agricultural Sciences in 1972. These two colleges formed the basis of the University of Aden, which was established with the issuance of Law No. (22) of 1975.

With the establishment of these colleges and their success, demands increased for university education, so other colleges were established in the universities of Sana'a and Aden (الحاج، 2000: 18). Education in that period remained limited to the two universities and their affiliated colleges until the Yemeni unity was achieved in 1990, which marked the beginning of a new era of higher education. The education sector witnessed a clear quantitative development in the number of public and private universities, which reached 54 in the academic year 2013-2014, including (16) public universities, of them (6) universities under construction, and (38) private universities.



Table (1): The quantitative development of Yemeni universities from 2008-2009 to 2013-2014

Governorate	Number of institutions during 2008-2009						Number of institutions during 2013-2014					
	Public		Private		Total		Public		Private		Total	
	Universities	Faculties	Universities	Faculties	Universities	Faculties	Universities	Faculties	Universities	Faculties	Universities	Faculties
Ibb	1	8			1	8	1	10			1	10
Abyan		2				2		2				2
Amanat Al-Asimah	1	14	13	49	14	63	1	15	19	77	20	92
Al-Baydha		2				2	1	5			1	5
Taiz	1	12	1	6	2	18	1	13	3	9	4	22
Al-Jawf												
Hajjah		2				2	1	3			1	3
Hodeidah	1	13	1	4	2	17	1	13	1	4	2	17
Hadhramout	1	12	1	5	2	17	1	13	2	8	3	21
Dhamar	1	11			1	11	1	10	1	2	2	12
Shabwa		2				2		2				2
Sa'ada		1				1		2				2
Sana'a		2				2		4				4
Al-Dhale		1				1		1				1
Aden	1	12			1	12	1	14	1	2	2	16
Amran	1	4			1	4	1	4			1	4
Lahj		3				3		4				4
Marib		1				1		3				4
Al-Mahwit		1				1		1				3
Al-Mahra		1				1		1				1
Raymah								1				1
Total	8	104	16	64	24	168	10	121	27	102	37	223

Source: 64 : 2015، المجلس الأعلى لتخطيط التعليم،



In light of this quantitative development, the number of doctoral faculty members reached (4,284) during the 2013–2014 academic year for (227,163) male and female students. Yemeni universities suffer from brain drain due to the lack of an environment conducive to excellent performance, the lack of clear evaluation mechanisms, the prevalence of nepotism in the recruitment and selection processes, and the absence of legislation related to scientific research (79 :2015، المجلس الأعلى لتخطيط التعليم، البنك الدولي؛ والجمهورية اليمنية، 2010 :156). In addition, Yemeni universities lack a database for their academic, student and administrative components, which in turn affected decision-making processes that lack evidence transparency.

Second: Governance Policies in Yemeni Universities

The quantitative developments in the number of Yemeni universities were accompanied by many legislative and administrative directions to organize the work of universities. The Ministry of Higher Education has issued several administrative and regulatory law, which have been addressed as follows:

1. The Administrative Organization of Yemeni Universities:

The structure of the administrative organization of Yemeni universities is determined at the general level by the Ministry of Higher Education and Scientific Research and the Supreme Council for Higher Education. The Ministry is responsible for supervising and directing Yemeni universities, without playing a censoring role because of the absence of a clear definition of the duties and responsibilities of the Ministry. Therefore, the Ministry should have specific tasks performed by highly qualified staff, in addition to its need for a sufficient database that enables it to set policies and plans and to take appropriate decisions. The data and information it has now is insufficient, and there is no complete data on resources and expenditures, in addition to the incompleteness of the legislative structure of the ministry (13-12، 2006، المجلس الأعلى لتخطيط التعليم).

The Supreme Council of Universities: It represents the top of the organizational hierarchy of Yemeni universities. The Council is headed by the Prime Minister, and includes in its membership: Minister of Higher Education (Vice Chairman of Universities Council), Minister of Finance, Minister of Planning and International Cooperation, Minister for Civil Service, Minister of Education, Minister of Technical and Vocational Training, Minister of Social Affairs, Deputy Minister of



Higher Education, heads of public universities, Undersecretary of the Education Sector at the Ministry of Higher Education, one representative from private universities, one representative from the private sector, and three academic figures (استراتيجية التعليم العالي، 2006: 16). Article No. (4) of Republican Decree No. 32 of 2007, regarding the executive regulations of the Yemeni Universities Law, specified the tasks and functions of the Supreme Council for Higher Education as follows:

- Proposing the university's general policy and education plans and submitting them to the Supreme Council for planning and supervising their implementation after being approved.
- Developing an admission plan for universities.
- Coordinating university education and directing it in line with the country's needs.
- Coordinating between university faculty members' needs according to their demands and the laws in effect.
- Coordinating between the various university systems.
- Establishing general controls for university books and notes, and setting their own systems.
- Approving the universities' budget and final accounts.
- Approving the executive regulations of the law before submitting it to the Council of Ministers.
- Approving the internal regulations of the university and colleges (وزارة الشؤون القانونية، 2007: 7-8).

Many of these tasks have remained mere ink on paper. The reality of university education is not related to the country's development needs. There are no actual and realistic coordination steps between the outputs and appropriate educational programs offered by universities and development requirements. The reality of university education is almost devoid of university-specific plans. The low quality of university education is also evident in the ratio of faculty members to students. The average ratio of students to faculty members reached 53 male and female students, which is more than three times the global average of (المجلس الأعلى لتخطيط التعليم، 2015: 80) 17 male and female students.

Within the framework of the aspirations of the Ministry of Higher Education and Scientific Research to address administrative problems, a higher education strategy was developed for the years 2006-2010,



which adopted a proposed organizational structure for higher education and included many councils, as shown in the following figure:

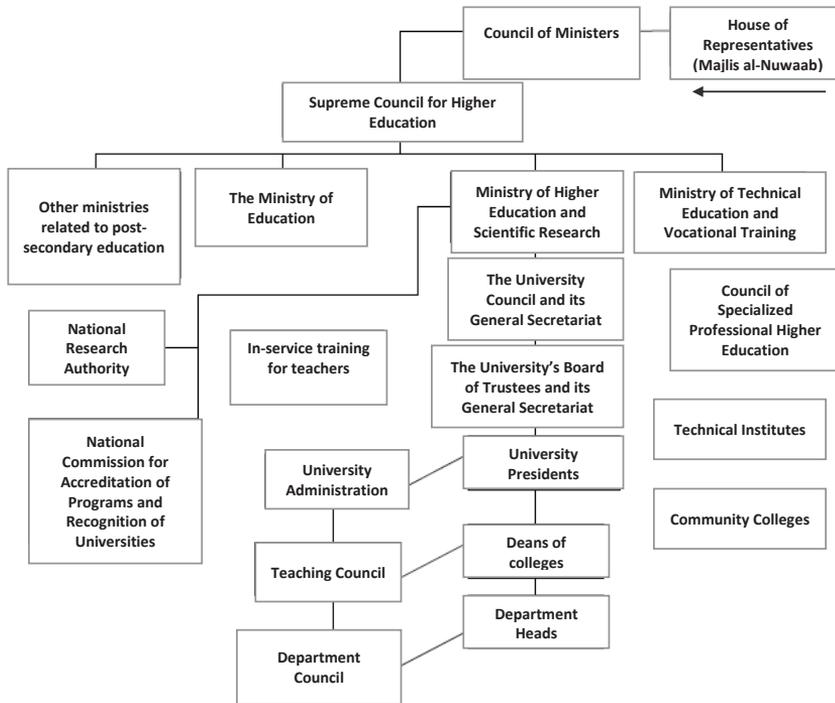


Figure (1): The proposed organizational structure for higher education Source: وزارة التعليم العالي، 2006: 58

It is clear from the previous figure that:

- There is a linear flow between the different administrative levels, starting with the House of Representatives, which is the first legislative authority in the country, then the Council of Ministers, followed by the Supreme Council for Higher Education, then the Ministry of Higher Education, the Council for Academic Accreditation and Quality Assurance, then the Council of Universities, from which the Board of Trustees directly responsible for universities emerges, followed by university president and then the rest of the university councils.
- Establishing some councils and bodies supporting the governance system in universities, and these councils are:



- a. Commission for National Program Accreditation and University Recognition or the so-called Quality Assurance and Accreditation Council:** It was established by Republican Decree No. (210) of 2009 (6 :2012: مجلس الاعتماد الأكاديمي وضمان الجودة). It is an external administrative system that improves the quality of higher education and provides a mechanism for accountability for universities' performance.
- b. Board of Trustees:** It is an internal administrative system, and is established within universities according to the Higher Education Law No. (13) of 2010. Paragraph (a) of Article (21) stipulates, "Under this law, each public university shall have a council called (the Board of Trustees), consisting of those who hold a first university degree, as a minimum, at the university's headquarters." The Council plays its role in the processes of accountability and monitoring for the performance of universities. Its tasks have been defined as follows:
- Nominating university presidents.
 - Supporting the university and its councils in promoting and consolidating academic values and norms.
 - Enhancing the academic, financial and administrative independence of the university and enabling it to carry out its mission and achieve its goals.
 - Evaluating the performance of the university and the degree of its commitment to implementing the laws, regulations and systems in effect.
 - Approving projects of executive plans for university facilities, their preparation, modernization, and maintenance.
 - Approving the university's investment plans within the framework of the state's general policy.
 - Monitoring the degree of commitment to implement the approved operational plans.
 - Opening channels of communication between the university and the community, so that study and research programs are linked to the needs and requirements of development and the labor market.
 - Assisting the university to obtain legitimate sources of income to improve its performance in accordance with the law.
 - Adopting the annual budget, approving the final accounts of the university and all its affiliated units, reviewing the reports of the



Central Organization for Control and Accountability, making observations and providing the necessary recommendations for the university to work on their implementation.

- Considering any issues related to the university presented by the Chairman of the Board of Trustees, which do not fall within the powers of any of the councils stipulated in this law.

The observer of these reforms on the ground finds no effect of Accreditation and Quality Assurance Council. Although years have passed since its establishment, its role is almost non-existent in colleges, it lacks many of the basics to exercise its role in Yemeni universities. As for the Board of Trustees, it is still ink on paper, and we do not find any presence for it in the reality of Yemeni universities.

2. Legislation:

Several laws regulating the work of universities were issued, including Law no. (45) of 1992 for Education, which contains the various legal articles in universities, and Law No. (18) of 1995 for Yemeni universities, which clarifies the objectives, formations, specializations, job titles and everything related to administrative operations in University Councils, Law of 2007 for Executive Regulations, and many other laws regulating university education, such as Scholarships Law and its Executive Regulations issued in 2003, Law No. (40) of 2008 for postgraduate studies, Law No. (284) of 2008 for Student Affairs in Yemeni Universities and other laws regulating work within Yemeni universities, Civil Service Law No. (19) of 1991 and its executive regulations, Law No. (43) of 2005 for jobs, wages and salaries and its executive regulations, Law No. (8) of 1990 for financial matters and its Executive Regulations (وزارة الشؤون القانونية، 2010).

According to these laws, the Ministry of Higher Education and Scientific Research has the right to supervise, coordinate and develop plans, programs and various educational policies for Yemeni universities in order to improve and ensure the educational services it provides. However, it did not exercise its supervisory role effectively due to the absence of a clear definition of the tasks and responsibilities that the ministry is supposed to perform (وزارة التعليم العالي والبحث العلمي، 2006: 15).



Higher Education Strategies:

Higher education did not receive attention until 2001, when the establishment of a special ministry for university administration, i.e. the Ministry of Higher Education, was confirmed. Therefore, the strategic directions did not appear except through the construction of the development strategy for higher education and its implementation plan 2006-2010, which included many themes, such as quality, governance, financing and diversity (المجلس الأعلى لتخطيط التعليم، 2011: 56). Many criticisms were levelled at this plan, including the centralized planning by the Ministry of Higher Education and without the participation of universities, which means that it will be characterized by centralization of implementation (المجلس الأعلى لتخطيط التعليم، 2013: 88). Furthermore, the national strategy for the year 2025 revealed the weakness of the reality of Yemeni universities in keeping pace with the needs of the local labor market, including many policies and structures aimed at governance. However, the strategy remained a mere matter of formality, of which only a small part was implemented (المجلس الأعلى لتخطيط التعليم، 2015: 90).

Third: The Reality of Governance Principles in Yemeni Universities

1. Independence:

The Yemeni University Law No. (71) of 1995 clarified in its third article, "Each university to which the provisions of this law apply has a juridical personality and has financial and administrative independence." However, the reality of Yemeni universities does not confirm this, and this is evident through the following:

- **Administrative authority:**

The Yemeni Universities Law of 1995 states that the administrative authority within universities is represented by the University Council, which represents the highest administrative authority in any public university. Councils are made up of: The President of the University (rector), his Vice Presidents, Deans of faculties and centers, three professors elected by faculty members according to their seniority and nominated by the Supreme Council, taking into account their representation of different scientific fields, and three members with experience and opinion, chosen by the University Council at their first meeting in each academic year and appointed by a decision issued by the university president (وزارة الشؤون القانونية، 1995).



The Council performs its duties in light of what was specified by Law No. (17) of 1995 in its Article No. (11), including:

- Discussing and approving the University annual budget project that was prepared in the light of the budget projects of the colleges and centers, and to oversee their implementation.
- Evaluating the university's work in light of its general policy and through reviewing the annual and periodic reports submitted by the university president and deans of faculties and centers to the council, and forming special committees to evaluate the various activities of the university.
- Appointing, promoting, transferring, seconding - with or without salary- granting tenure to faculty members at the university and its affiliated institutes and centers, as well as granting them leaves (including sabbatical and unpaid leaves), accepting their resignation, and discharging them.
- Discussing and approving the university's development plans and linking them to the state's development plans.
- Determining the numbers of the annual admissions at the university, in light of the needs of the community and the university's absorptive capacity.
- Returning, amending or canceling decisions issued by the councils of colleges, institutes or centers
- Re-issuing modifying or repealing decisions made by the councils of the colleges, institutes or centers if they are in contravention of the University laws, regulations or organizational decision (قانون الجامعات اليمنية، 1995).

There are also many other councils in charge of managing universities and colleges, including: Academic Council, College Council, Scientific Department Council, Higher Studies Council, Student Affairs Council, and Library Affairs Council.

- However, the role of these councils is limited due to the central authority of the university president, who has been the reason for the absence of these councils' roles and for their ineffectiveness in setting policies and developing the university and its faculties (المجلس الأعلى لتخطيط التعليم، 2021: 82).



- The failure to implement the strategy for higher education confirms the weakness of the capabilities of those in charge of higher education administration in the field of strategic planning.
- Although the law specifically clarifies the tasks of the council, some of the tasks of the university council were not implemented on the ground. The council does not exercise its role in evaluating university work due to the fact that there are no mechanisms for the evaluation process and no plans to improve the problems in the faculties. Also, the link between the university's plans and development plans is almost non-existent. This becomes evident in the high rates of unemployment for university graduates. In addition, the law amendments of 2010 reduced the council's duties by canceling paragraphs (4), (12) and (17) related to the financial budget and final account, and approved the executive plans for university buildings.
- High centralization in the administrative aspect, as the university president is mainly responsible for decision-making processes.

- **Financial Authority:**

There is a clear contradiction between financial legislation and the reality of its application in Yemeni universities. The Yemeni Universities Law No. (17) stipulated in Article No. (54) of 1995, "the university disposes of its funds and manages them by itself. This disposal and management of these funds in the university is subject to the financial system approved by the University Council. On the contrary, Article (73) of the Executive Regulations of the Financial Law and its amendments (1034) of 1999 stated, "The directors of general financial affairs represent the Ministry of Finance in the bodies in which they work, and they are assisted by account managers, treasurers, purchasing and store managers— those who must be technically and administratively affiliated with the Ministry of Finance so that they perform the tasks specified for them in accordance with the provisions of the laws, regulations and financial instructions in effect, oversee revenue collection and appropriation bill. The directors of general financial and administrative affairs have the right to sign exchange orders, and no financial transaction whatsoever may be carried out without the signature of representatives of the Ministry of Finance" (وزارة الشؤون القانونية، 1999).



In addition, the Ministry of Finance approves annual budgets based on the previous year's budgets. This system does not contribute to developing solutions to problems related to poor performance, especially that the budget approval by the Ministry of Finance is not in accordance with administrative and academic standards specific to the university system in terms of performance quality, student density, specialization, academic achievement levels, and financial support (وزارة التعليم العالي، 2006: 31).

2. Accountability:

The reality of Yemeni universities lacks an internal body for accountability, in the light of which the principle of reward and punishment is adopted. Officials within universities are not subject to legal accountability, neither by the university administration nor by any other body. The higher education strategy has confirmed that the administrative system shows a low level of performance due to the low commitment of all administrative levels to the laws and regulations, low adherence to academic traditions and norms, the lack of evaluation, and The weak role of the Council for Academic Accreditation and Quality Assurance in practice in university evaluations (وزارة التعليم العالي، 2006: 18).

3. Transparency:

Yemeni universities are characterized by lack of transparency, and this is evident through the process of appointments for university presidents in that they are made according to the nomination of the Supreme Council of Universities and the decisions of the President of the Republic. This is evident through the appointment process for university presidents and faculty deans. While university presidents are appointed by the nomination of the University Supreme Council and the decisions of the President of the Republic, and deans are appointed by a decision of the Prime Minister and the President of the Supreme Council based on the nominations of university presidents. There is no application for appointment standards. "The appointment process in universities lacks commitment and transparency in the applied standards stipulated by law, whether for administrators or academics." It has been observed that there are problems in the application of the approved standards and controls for the selection and appointment of faculty members, which in turn affects the quality of the educational process. Also, "the appointees are not legally accountable by their universities" (وزارة التعليم العالي، 2006: 18).



The processes of appointments made in universities to administrative levels do not comply with the criteria specified in the law, not to mention the absence of the role of internal or external evaluation systems and the lack of transparency in annual financial revenues and expenditures reports. In addition, the admission and registration process for students does not take place in accordance with the criteria set within the admission policy, as we find that the numbers of students are not commensurate with the absorptive capacity of some colleges. Moreover, most universities and colleges have exceeded the admission requirements and procedures in most scientific disciplines. This is ascribed to the absence of a supervisory role of administrative employees at student registration and document extraction, which has resulted in diverse forms of corruption such as bribery and nepotism (الريمي، 2010: 199).

4. Participation

The administrative and organizational participation of all parties inside and outside university institutions confirms that the educational process is considered a joint process between them in order to achieve the objectives of the educational process. However, Yemeni universities lack conducive internal environment that supports the processes of teaching and learning, the role of academics in decision-making, and the participation of faculty in university councils, especially in administrative and academic matters. The reality of universities is characterized by the lack of effective initiatives for productive partnership between them and the institutions of the public and private sectors (المجلس الأعلى لتخطيط التعليم، 2013: 69-70).

We conclude from the above that Yemeni universities lack commitment to the principles of governance, and this reality is characterized by the following:

- Ambiguity of administrative policy within Yemeni universities.
- Weakness and contradiction of the current laws and frameworks for university management, which led to the spread of administrative corruption at various administrative levels.
- Weak monitoring and poor accountability within universities.
- Lack of clear mechanisms for evaluating performance at the administrative and academic levels



- Lack of clear mechanisms for transparency in the appointment processes and administrative and academic practices within universities.
- Prevalence of centralization and the weakness of democratic practices in the university decision-making process.
- Weak role of the current councils in the management of universities.
- Non-compliance with the appointment criteria for leaders, academics and administrators.
- Financial centralization in the hands of the Ministry of Finance.
- Poor compliance with internal laws and regulations, which made internal monitoring and accountability poor and useless.
- Limited participation of academics and beneficiaries from outside the university in facilitating university administration.
- Absence of the role of the Academic Accreditation and Quality Assurance Authority in universities.

Fourth: The Difficulties of Implementing Governance in Yemeni Universities:

Yemeni universities suffer from weak institutional, legal, organizational and administrative frameworks for university education requirements. This is accompanied by the severe low level of organizational loyalty of university employees - university presidents, their deputies, faculty members, employees and administrators, which is evident in their non-commitment to university systems, laws and regulations, poor performance levels, and the spread of academic, financial and administrative corruption (المجلس الأعلى لتخطيط التعليم، 2012: 112), as well as the lack of clear mechanisms for the conduct of administrative and academic performance and the weak relationship and coordination between various departments and organizational units in the absence of modern systems of management information in universities (شرف الدين، 2014: 169). Reality suffers from the lack of renewal of university laws and legislation, the poor selection of academic and administrative leaders, and the poor awareness of the importance of governance in university administration (الحمزي، 2015: 189).

The poor performance of administrative and academic leaders is scribed to their conviction that there is no clear, strong and effective system for accountability, follow-up and evaluation, and the non-application of the principles of punishment and reward for workers (المجلس الأعلى للتخطيط، 2014: 100).



Also, the absence of the role of boards of trustees contributed to the weak institutional performance, efficiency, and effectiveness, the weak private sector participation in the formulation of academic policies and programs, the absence of financial and administrative independence, the emergence of financial and administrative corruption, the misuse of self-revenues due to the absence of transparency and accountability, the lack of a transparent evaluation mechanism for faculty members, the weak commitment to appointment criteria for selecting faculty and administrators, and the lack of a comprehensive system for total quality and academic, institutional and programmatic accreditation for the Council for Academic Accreditation (المجلس الأعلى لتخطيط التعليم، 2015: 99).

The difficulties facing the implementation of governance in Yemeni universities can be summarized as follows:

1. Political and legal difficulties:

- Instability of the political situation in Yemen.
- Stagnation of existing laws, with low employee commitment in various universities.
- Weakness of the effectiveness of some laws related to activating the board of trustees, appointments, and promotions.

2. Administrative difficulties:

- Weak spread of the legal culture of accountability, reward and punishment.
- Weak awareness among higher education leaders of the role of accountability and transparency in administrative tasks.
- Administrative central control over all university departments.
- Absence of the role of the Board of Trustees in the management of universities.
- Weakness of administrative leaders in the field of strategic planning.
- Weak commitment to internal regulations governing work within university administrations.
- Absence of administrative accountability for universities
- Absence of the role of supervisory departments within universities.
- Absence of the role of the Academic Accreditation and Quality Assurance Council.



3. Technological difficulties:
 - Lack of an integrated database on university education.
 - Weak networking within the university's various departments and faculties.
 - Poor availability of electronic infrastructure.
4. Financial difficulties:
 - Centralization in financial matters.
 - The traditional management of university budgeting.



Chapter Three Previous Studies

The current research relies on many studies and research papers that dealt with the concept of governance in universities in terms of concept, requirements and obstacles to application, which were presented in chronological order from the newest to the oldest as follows:

- 1. The study of (2021، آسية):** It aimed to identify the most important basic pillars of university governance by identifying theoretical concepts of university governance, knowing the requirements that must be met to implement this, and to view the international experiences of universities that have succeeded in applying governance. The results of their study include the following:
 - The process of applying governance in universities requires focusing on the structure of the university's organizational structure, the regulatory and legislative framework, their control over them and the extent to which they try to achieve quality and excellence.
 - Mechanisms to implement governance in universities include strengthening oversight mechanisms, mechanisms to enhance participation, and mechanisms to enhance strategic orientation.
- 2. The study of (2021، الشاوش):** It aimed to identify the extent of applying the principles of governance in Ibb University from the point of view of faculty members. This was done by building a questionnaire that was distributed to the members of the sample, which was a stratified randomness of the faculty members, and the study reached the following results:
 - The degree of application of governance principles at Ibb University was average.
 - There are no statistically significant differences at the significance level ($0.05 = \alpha$) between the responses of the study sample members towards the application of the principles of governance at the University of Ibb according to the variables: type of college, degree, years of experience.
- 3. The study of (2020، وآخرون، فلاق):** It aimed to identify how governance in universities contributes to enhancing the application of quality assurance by presenting the concept of governance, its



- dimensions and the reality of its application in Algerian universities, and to know the impact of the application of university governance on quality assurance at the Algerian University of Schleif. The study reached many results, which are:
- The process of achieving governance at the university requires the provision of governance councils that exercise their role transparently and clearly.
 - The process of applying governance enhances mutual trust between all parties leading to improved performance.
 - Governance at the university works to avoid financial and administrative corruption and to ensure the rights and interests of all parties at the university.
 - Working to develop the university's administrative structures to participate in improving the performance and development of universities.
4. **Mebarki; and Benlahbib, 2020:** The study aimed to identify one of the models of scientific research governance in the United States of America by addressing the concept of governance in universities and then presenting the governance of scientific research for Westminster University-London. The study reached a specific framework for the governance of scientific research for universities in Algeria.
5. **The study of (2019، الحدابي والعريزي):** It aimed to identify the level of application of governance principles in Yemeni universities from the point of view of faculty and academic leaders, and to identify whether there are statistically significant differences between the averages of the sample members' degrees of appreciation of the level of application of governance principles in universities Yemeni is attributed to the type of university or not. The study reached the following results:
- The level of application of governance principles at the University of Sana 'a is low, while it was at a high level at the University of Science and Technology.
 - There were statistically significant differences between the mean score of the study sample for the university type variable in favor of the University of Science and Technology.



6. **The study (2018، بركات؛ ورحال،)**: The aim of the research is to identify the most important mechanisms for applying the concept of governance in the countries of the European Union and some Arab countries. By learning about the intellectual concept of university governance, the extent to which governance systems and standards are applied in the countries of the European Union, Jordan and Saudi Arabia, and analyzing the reality of governance in Algerian universities. The research has reached many results, the most important of which are:
 - All States focus on applying governance with transparency, accountability, efficiency and effectiveness, although there is no uniform approach to doing so in those States.
 - Algerian universities need to adhere to regulations and laws in appointments and the implementation of student activities, with the establishment of an external audit committee that carries out internal evaluations of university institutions.
7. **Kentab, 2018:** The study aimed to find out the extent to which King Saud University applies the requirements of governance from the point of view of faculty members. The requirements are: transparency, accountability, organizational structure, laws and regulations, and justice. The study found that the level of application of transparency, accountability and justice was average, and the level of clarity of organizational structures and the application of laws and regulations within the university was high.
8. **The study (2018، مسعودي،)**: It aimed to study the subject of university governance by addressing the most prominent concepts related to the concept of governance represented in: principles, characteristics and the importance of governance in developing the performance of university institutions. The policies of many institutions to implement governance in their universities have also been identified in many countries such as the United States, Australia, South Africa and some European countries. The study found that the application of governance principles in universities requires many steps, namely:
 - Prioritizing scientific research in universities.
 - Providing sources of funding for research centers.



- Working to reduce administrative bureaucracy within university institutions.
 - Universities are keen to provide channels of communication with the economic, social and environmental institutions of society.
 - Focusing on the student and encouraging creativity and innovation.
9. **The study (2018، عبد الرحمن):** It aimed to clarify the role of governance in improving the performance of higher education institutions by presenting the stages of applying governance and its most important mechanisms, and to show the most important difficulties facing this in higher education institutions. The study found that governance contributes to the process of improving performance, and that the process of applying it requires working to enshrine the principles of governance (independence, transparency and decentralization) in higher education institutions. Promote the promulgation of flexible laws that include performance measurement criteria and the quality of the functions of higher education institutions (community service, teaching and scientific research).
10. **The study of (2018، طيب):** It aimed to build a clear strategy for the implementation of governance in Saudi universities by identifying the frameworks, the concept of governance and the obstacles to application in Saudi universities, and the most important models of governance in universities were presented. The study concluded by presenting a strategy for the implementation of governance in Saudi universities that includes strategic directions, beneficiaries, implementation requirements, and stages of implementation in Saudi universities.
11. **Alshaer et al, 2017:** The research aimed to clarify the role of university governance in strengthening partnership with NGOs from the point of view of workers in public universities in Gaza, and the research reached the following results:
- There was a statistically significant relationship between all dimensions of governance, laws and regulations, academic freedom, accountability, board responsibilities, the rights of all beneficiaries, transparency and disclosure, and strengthening the partnership between universities and civil society.



12. **The study of (2017، المفيز):** It aimed to present a vision of the application of governance in Saudi universities by identifying the reality of applying governance in universities and the obstacles that prevent its application, and presenting some models of global university governance. The study concluded by presenting a proposed vision for the application of governance in Saudi universities.
13. **Research paper of (2017، وبن عيسى، عرابة):** The paper aimed to identify the intellectual frameworks for the concept of governance in universities, and the most important requirements for the success of its application in universities and identify the obstacles to implementation. The paper reached the following conclusions:
 - Governance is the most important modern administrative reform that requires the provision of a regulatory and legal platform commensurate with the principles of governance, while promoting a culture of principles of governance, transparency and accountability among all employees in universities.
 - One of the most important obstacles to the application of governance in universities is the organizational culture of the university, which resists working with the principles of governance and weak funding.
14. **Research Paper of (2017، وبن عيسى، عرابة):** The research paper aimed to identify the concept of governance in higher education, and the most important requirements for its application in universities, The paper reached the following conclusions:
 - Universities must undertake the process of reviewing the administrative patterns through which universities are administered.
 - Activating the principle of participation for all students and third parties benefiting from university education.
 - Working to impose the rule of law in the higher education system.
 - Recruitment and promotions should be carried out according to specific criteria.
15. **The study of (2010، وبامخرمة، باطويح):** The study aimed to identify ways to strengthen the concept and principles of governance in Arab universities by monitoring the most important challenges facing Arab universities, knowing the possibility of adapting the principles and mechanisms of the governance system to the needs



of Arab universities, and to identify the most important ways that promote the principle of independence and support for the application of the principles of governance. The study reached several conclusions:

- The process of applying the concept of governance in Arab universities requires reforms in many academic, accounting, legal and regulatory aspects to support the work on applying governance.
- Ways to promote the concept of governance in universities require a range of things: the creation of a scientific climate, the opening of channels between universities and society, the development of admission criteria, the provision of a database, granting financial and administrative independence, good preparation of human resources, developing curricula and teaching methods, and developing regulations and organizational structures.

Commenting on Previous Studies:

The current research is consistent with the previous studies in the goal of determining the requirements for the application of governance in universities, and these studies are: the study of (2018، مسعودي)، the study of (2021، آسية)، the study of (2010، وبامخرمة)، the research paper (2017، مرزوق)، and the research paper (2017، ابن عيسى، عرابية). The current research is also similar in results in terms of presenting a proposed model, and this corresponds to the study of (2017، المفيز)، and the study of (2018، طيب).

The current research also agrees with previous studies in emphasizing that governance is an effective administrative culture when it is applied in light of the commitment of senior leaders and of an administrative climate characterized by justice, equality and transparency.

The current research also agrees with previous studies in affirming that governance is an effective management culture when applied in light of the commitment of senior leaders and in light of the availability of an administrative climate characterized by justice, equality and transparency.

The current research is distinguished from previous studies in terms of determining the requirements for implementing governance in Yemeni universities.



Chapter Four

Global Experiences in the Application of Governance in Universities

This chapter presents two successful experiences in the application of university governance, namely the American experience and the British experience on the basis that their university institutions are among the oldest universities in the world and have a long history, in addition to the emergence of many universities of the two countries within the global rankings, and were addressed as follows:

1. American experience in the application of governance in universities:

American universities rely on the application of governance on two main umbrellas, namely the Ministry of Education, and the Council for the Accreditation of Higher Education, to form the structures supporting governance. Most of American universities are governed by Boards of Trustees and some other councils to play the main roles of university management that have been clarified as follows:

Main Boards: The boards of directors that represent the public authority in American universities are diverse, and most of the management of American public universities is focused on the Board of Trustees, which consists of businessmen, professionals, and representatives of bodies who have made donations to the university, as well as students and faculty members from outside the executive management (ناصر الدين، 2012: 92). This board includes many different scientific and student councils. However, while some universities, such as the University of Michigan and Washington, depend on the Board of Trustees, and others depend on the Council of Fellows (أسية، 2021: 52). All of these councils are formed through elections supervised by the Board and its members appointed by the Governor of the State, who is the President of the Board in most American state universities.

These councils play many key roles, including appointing the president of the university, whose selection is voted on, and he, in turn, selects university council members. These members select other members for the Academic Council to manage the academic affairs of



the university and present recommendations to the Board of Trustees for approval (بارة، 2017: 185). The Council shall select Vice-Presidents, Deans of Colleges and senior officials of the departments of the University, approve the nomination of heads of department, and monitor the extent to which universities adhere to their strategic direction of vision, message and objectives, and supervise financial aspects.

Boards of trustees and other councils are composed of elected members through elections supervised by the Board and appointed by the governor of the state in which the University is located. The Board of Trustees is composed of important members of the state, such as the state mayor, some members of the Legislative and Regulatory Boards, capital and business leaders, senior clerics, those with scientific status, the president of the university, and some distinguished students who continue to study or graduate with great achievements. The number of members of such councils and the length of time in which they exercise their roles vary from university to university according to the internal regulations of those universities (أسية، 2021: 52).

Supportive sub-committees are formed in the decision-making process, including: Executive and Financial Committees, Investment Committee, Student Affairs Committee, Quality Committee, and Educational Policies Committee. These committees are considered a link between the Board of Trustees and other similar councils as well as between the executive administrative bodies and stakeholders in universities (محمد؛ وعبد الرزاق، 2019: 356).

Other councils: These councils are considered supportive of the Board of Trustees, as they are concerned with following up the academic aspects. These councils include the University Council and the Council of Deans. These two councils represent the academic and technical side and are concerned with the academic affairs of faculties, departments and research centers. So that membership is not linked to the scientific rank. These councils represent most members of the university community in proportion to all university categories. They are formed through elections or appointments, and are chaired by the vice president of the university, and are usually limited to senior administrative staff. The methods of decision-making in such councils vary depending on the number of members; they may be through voting



or through deliberations. These councils can play their role through sub-commissions that discuss the topics under consideration, and proposals are then submitted to the University Council for adoption. They also oversee the management of the academic affairs of teaching staff, their assistants and student affairs, and the supervision of research, social and cultural activities.

University Agencies: The number of agencies in the United States is between 40 and 12, and their goals and activities vary between academic and administrative activities, including the University Agency for Academic Affairs, the University Agency for Human Resources Affairs, Research Affairs, Student Affairs, and the University Agency for Initiatives and Strategies, University Agency for Financial and Commercial Operations.

American universities practice governance at the highest level through the above-mentioned bodies. Such These universities have strategic goals directed to advance their role in community service. The levels of participation are manifested in everyone who has a direct or indirect interest in the university. They are enabled to participate in those universities by appointment or election. Responsibilities are defined through university legislation, so that tasks are distributed according to the level and importance of each university body. Many officials at different levels are held accountable. Universities are also granted academic freedom (54 -53 :2021 :أسية). Lee has pointed out that the history of the governance system in American universities is based on the following:

- Promoting a culture of governance among faculty members and administrators, which has led to improved relations within universities.
- Providing an effective university system based on shared responsibility, working in a spirit of fruitful cooperation among all employees, and the institutional hierarchy of boards of trustees, senior administrators, faculty and students within the framework of legislation defining the quality of relationships (Lee & Land, 2010:6).

According to what is mentioned above, the researcher concludes that the governance of American universities depends on the following:



- **Councils:** Various official councils of administrative, academic, student and community leaders, representatives of various bodies, businessmen and students are formed. Councils are formed through elections to exercise their role in the light of specific and clear tasks, the most important of these is the development of strategic plans for the university, appointments, and administrative follow-up, with the support of councils such as the University Council and the Deans Council, which are concerned with the academic and technical aspects of colleges.
- **Committees:** There are executive committees supporting the main boards in academic, financial and administrative aspects.
- Avoiding centralism and provide a democratic environment in the appointments process.
- The Participation of internal and external bodies in the follow-up of universities in their administrative, academic and financial processes, in accordance with clear legal frameworks.
- Forming various main councils that are characterized by a democratic environment in the appointments process, the issuance of decisions, and the formation of committees supporting the work of councils within universities.
- Providing a space for academic freedom for all academics for the process of knowledge production for community service.
- Establishing legal frameworks that define relations between all university parties and external parties.
- Achieving justice in providing accountability for all officials in American universities.
- Promote and spreading the culture of accountability and transparency among all those working at those universities.

2. **British Universities and Governance:**

British universities are characterized as autonomous bodies with their own tasks within a government-specific framework, where admission criteria, certificate content, courses offered, human resources management policies, and budget management are developed independently (355 :2018، ورحال، برکات). The State grants universities autonomy and the freedom of administration in determining the type of students wishing to join them, the conditions for appointments



and promotions for faculty members, their needs and requirements of university departments, and defining scientific research topics that are within the university's mission, goals and role in community service. A member of the faculty has academic freedom and the right to study subjects falling within his or her field of specialization within the university and to participate in university administration, free elections of university leaders, and university decision-making, He or she is also entitled to full-time scientific research, to compose and to develop his or her expertise, or to develop his or her skills in some modern methods and means (جفطة، 2017: 76).

The British Universities Governance System has multiple councils and inter-university coordination committees. The Organization of UK Universities is the body whose membership includes all university administrators and some non-university colleges of higher education, so that the Organization can formulate policies and directions for British education.

The governing authorities and councils of British universities include:

- **Quality Assurance Authority:** The authority issues the general framework for qualifications and ensures the quality and efficiency of higher education offered by British universities, and their commitment to the goals of teaching and training.
- **Higher Education Financing Authority:** It consolidate government funding according to a policy of incentive, a codified evaluation of the performance of universities in 60 disciplines, and in the light of the results, funding is granted.
- **Higher Education Statistics Authority:** It has the power to suspend university receivables that have not provided them with the required information in accordance with the prescribed specifications.
- **Academic Recognition Bodies:** They deal with the training of teaching staff and the development of basic frameworks for the exercise of higher education.
- **Higher Education Leadership Foundation:** It establishes training programmes for university leaders with a view to standardizing their skills.

These bodies receive government support and are considered independent. Therefore, they are subject to accountability, and are obliged



to disclose the usefulness of their work by fostering transparency. Most universities share more than one council; For example: The University of Oxford is governed by two councils, the University of Manchester by four councils, and Cardiff University by three councils. There is no unified system in the composition of these governing councils in British universities, nor in the number of members or their selection methods. Most British universities also have an honorary “university president” who is outside the university and who does not serve as university president.

With regard to the councils, they have a set of powers and tasks that they perform as follows:

1. Administrative tasks:

- Working on the administration of the University, its property, and financial resources.
- Supporting the University’s mission to implement its strategies and related vision, mission and values.
- Enhancing the follow-up processes for the authorities responsible for education, scientific research, appointments, and the granting or withdrawal of honorary degrees
- Making decisions on proposals for additions or amendments to regulations and systems within universities
- Following up on the terms of the executive regulations agreed upon between the university and the Higher Education Financing Council
- Determining the academic structure of the University
- Ensuring that the university has an effective risk management and internal control system (أسية، 2021 :55).

2. Academic tasks:

- Strengthening the university’s role, organization and control in the teaching and scientific research functions.
- Discussing academic matters and making decisions thereon, and providing advice on educational policy.
- Taking responsibility for maintaining the level of scientific research and teaching.
- Preserving the university’s academic and scholar associates, and taking interest in student life.



- Achieving the quality and effectiveness of education, research, employment, and development (359 :2019، محمد؛ وعبد الرزاق).

Thus, the principles of governance in British universities are demonstrated by the fact that they are fully independent in the exercise of administrative processes, such as appointments, promotions and admissions to students, the provision of a framework for participation through the various boards, the definition of their functions, the high level of transparency in the appointment processes, the existence of a kind of accountability with regard to financial and administrative matters, and the clarity of the functions and powers of the councils.

The two previous experiments could be guided by the following:

- Governance principles applied at these universities vary in: vision, message, objectives, independence, participation, accountability, questioning and transparency.
- University management is a participatory process away from centralization.
- There is a Board of Trustees with various executive councils and committees composed of members of universities, academics, students, external bodies and organizations and businessmen.
- The outside community and the periphery of universities are involved in these councils.
- It is necessary to work in a democratic and electoral environment in selecting the leadership and management components of universities and colleges.
- The relationship between these councils, the various committees, and their members is regulated by providing legal frameworks that support the principles of governance.
- There should be oversight mechanisms for entrepreneurs involved in university education, in terms of:
- Paying attention to internal control through the existence of specialized committees on laws and regulations to monitor the efficiency of the university system.
- The existence of external governmental or non-governmental bodies for the purpose of conducting oversight and evaluation of the University's performance.



Chapter Five

Requirements for Implementation Governance at Universities

The process of applying governance in universities requires implementing the principles of governance itself, and providing the appropriate environment for that. This chapter will present the requirements for implementing governance as follows:

1. Principles of Governance at Universities:

The governance system was initially linked to commercial systems, and then was adopted by higher education or universities system. Therefore, the principles of university governance are not different from what the Organization for Economic Co-operation and Development (OECD), the United Nations Development Program (UNDP), and other organizations that have concerned themselves with the governance system. In 2013, The World Bank carried out a study to examine the governance of universities, which included more than 100 universities in some countries in and North Africa and Middle East, including Yemen. The examination was based on five principles:

- **Mission and Objectives:** They are the general framework of the higher education system and the interaction between the institution and the state. The governance aspect is to secure the necessary resources to fulfill university's goals and mission and to monitor the performance of institution managers at the highest level and hold them accountable.
- **Management orientation:** It includes decisions that facilitate the affairs of the institution, including: the mechanisms for selecting universities presidents and their deputies, members of other administrative bodies, defining their responsibilities, clarifying their administrative hierarchy and their tasks, and what concerns students in matters of admission and registration, accreditation of degrees, and what concerns members of the teaching staff and administrators, establishment and maintenance of the facility.
- **Independence:** It deals with universities' independence, both financially and academically. As for the former, it deals with



universities' ability to clarify tuition fees, Reserve accumulation, carry forward balance, borrow money, invest money in assets (financial and material), own and sell buildings and lands, and provide contractual services. As for the second, it deals with issues in terms of the extent to which universities are able to design or re-design curricula, introduce or cancel degree programs, define organizational structures, report on the number of students, determine admission criteria and the number of students in each program, evaluate programs, education outcomes and teaching methods. Along with other academic matters.

- **Accountability:** Granting independence is associated with accountability to a large extent, which takes the form of measurable evidence of what is being implemented and accomplished in order to achieve the goals of universities. Here, accountability refers to the accountability of directors, faculty members, staff and administrative boards, as it is linked to the process of evaluating the achievement of institutional goals and disseminating information about what they include. It also refers to students' achievements, opportunities to graduates to join the labor market, internal and external evaluation of the institution, accreditation and clarification of the methods used in evaluating students, faculty and administrative workers, financial review, risk management process and dealing with misconduct.
- **Participation:** It includes the extent to which stakeholders and the interests of faculty members, students and alumni, government, industry representatives, donors, associations, and unions, taking into account the role they play in the decision-making process (World Bank, 2013: 2-3).

Several studies, such as (الفرأ، 2013) and (عرابة؛ وبن عيسى، 2017), have shown that the principles of governance at universities are summarized in the following:

- Having a clear strategic vision for the institution that considers the internal and external environments of the university.
- Balanced distribution of responsibilities between the board of directors, executive management and beneficiaries, including efficiency and effectiveness in performance.
- Transparency and adequate disclosure of the institution's financial performance.



- An integrated system of accountability and transparency with its implementation to all decision makers.
- The institution's applied systems, policies and procedures to ensure smoothness and rapid response when dealing with it, in addition to its interaction with community issues related to the university's activity (الفراء، 2013: 10).

While the studies of (طبيب، 2018)، (عبد الرحمن، 2018)، (فلاق؛ وبخديجة، 2020)، and (أسية، 2021) showed that university governance includes the following principles:

- **Authority:** It means the authority granted to university president by governmental bodies in the country, which he exercises through his deputies, the vice-president of the university, the dean, the head of the department, and the officials of the departments to coordinate with the university units of faculties, professors and students.
- **Consultation:** The president of the university and the rest of the departments consult with the faculties and the concerned parties to discuss university issues, with the process of pre-announcing those parties and according to legal procedures, taking into account the feedback and contacting the relevant institutions in a timely manner.
- **Representation:** Governance in universities requires professional, academic, and student representative bodies at the level of each college, so that the selection process is carried out according to elections, and the elements of professional bodies represent their elements at the level of university policies, administrative decisions, financial level and executive procedures.
- **Participation:** The provision of information allows the participation of all parties that make up university governance through their representatives in all administrative, academic and financial matters.
- **Evaluation:** It is to ensure that the evaluation is carried out at the level of departments, colleges and the university as a whole on a regular basis with the participation of all parties, especially students, and to provide feedback to improve performance by updating academic programs and improving academic performance.
- **Respecting the rights of the beneficiaries:** The university must disclose, with transparency, to all beneficiaries, its performance and ownership, the responsibilities of the administrative body,



and accounting, while providing them with opportunities to participate in the decision-making process related to university matters.

- **The systematic review of levels:** it is part of the university's self-accountability; Quality levels must be established and tested in universities.
- **Accountability:** It means the periodic monitoring of the performance of universities so that it is completely transparent, and that all work is carried out within the context of the rights and responsibilities specified by the university administration.
- **Financial stability:** Universities need sufficient financial resources to bring about development; To enable institutions to face the shortfall in their financial budget deficit (209-208 :2018 :طيب).

As for the study of (الزميتي، 2019), it identified the principles of governance as follows:

- **Strategic vision:** It means that the university has a clear vision of its goals and future requirements.
- **Effectiveness & Efficiency:** It is the ability to use human and material resources to provide the needs of workers, beneficiaries and the community surrounding universities.
- **Justice and Equity:** It is based on the rule of law in the management of university affairs.
- **Effective participation:** It is intended to create atmosphere for all relevant parties to contribute effectively to decision-making and decision-making processes.
- **Transparency & Honesty:** It is intended to provide an information system and work to announce it to all parties working in the university and the beneficiaries.
- **Accountability & Accounting:** It means that decision-makers are subject to legal accountability and activating control procedures (الزميتي، 2019 :25).

The principles of university governance are summarized as follows:

- Providing a clear strategy for universities that includes the vision, mission, and goals.
- Providing clear organizational structures, tasks and responsibilities for all those working in governance at universities.
- Distributing responsibilities among the governance council,



executive management and beneficiaries to ensure efficiency and effectiveness in performance.

- Transparency and adequate disclosure of the university's administrative and financial performance.
- Creating an atmosphere for the participation of the beneficiaries in the decision-making processes.

In parallel, several studies have shown some administrative and legal mechanisms to reinforce these principles, which are:

a. Strengthening Internal and External Control Mechanisms:

Commitment to the principles of institutional governance is one of the most important factors for the success of universities governance, because they contribute to strengthening internal and external control, among those principles are:

- **Transparency:** It depends on the degree of clarity of the university in providing information and taking the necessary procedures and support for the decision-making process, so that the responsibilities, rights and duties of all employees are clarified and disseminated, while instilling confidence and credibility, and preparing illustrative guides for the steps of various administrative transactions such as submitting and ending proposals and complaints, and so on.
- **Accountability:** It is based on the extent to which a special body is provided with accountability for the work and the implementation of tasks, and working to take accountability procedures for the level of performance, whether legal, financial, administrative or technical, so that tasks are distributed through the provision of regular regulations that ensure the quality of work and prevent the presence of conflict in the process of performance.
- **Decentralization and independence:** Independence means that there is no body that controls the university administration and its ability to make its administrative or academic decisions. The university administration is responsible for appointing members of the university council, academics and administrators, and building strategic plans that achieve its ambition in the future, and organizational structures with specific tasks and responsibilities, and provide an independent financial system in which tuition fees are



determined, with the freedom of the university to own buildings and invest them for the benefit of university services.

- b. Mechanisms for Enhancing Participation:** Enhancing participation within universities requires several principles, which are explained in the following:
- **Participation and response:** The implementation of governance requires the participation of all parties from within the university (academics and administrators), and from the community surrounding the university, so that many basic frameworks for governance processes are defined, including determining funding sources, building strategic plans, and defining oversight mechanisms, taking into account the public interest, showing the method of dialogue and consultation, and encouraging teamwork and cooperation among all participating parties.
 - **The rule of law, justice and equality:** Ensuring the rights of all parties is linked to a fair legal, legislative and regulatory system through which the university's independence and freedom of academic work in research, practical production and dissemination of information are guaranteed, as well as defining the powers and tasks of all employees, and determining how the administrative, scientific and student bodies work.
 - **Effectiveness and efficiency:** Improving the level of performance in universities is linked to the activation of the principle of effectiveness and efficiency, and the use of available resources to achieve the goals of universities with the least effort and time. Effectiveness in universities is measured on the basis of services provided, workforce development, coordination between educational curricula, expenditure control, relations between students and staff, and emphasis on their academic reputation.
- c. Strategy Enhancement Mechanism:** In light of the implementation of governance, universities are supposed to adopt future directions for what they aspire to achieve in the future, so that the process of its construction is carried out with the participation of all parties in order to reach a common and expressive vision. The strategy includes clarifying the future vision, mission and goals that the university leadership aspires to, and working to provide what is necessary to



achieve this and to contribute to raising the level of the quality of university services (بارة، 2017: 179-182).

2. Requirements for applying the principles of governance in universities:

Governance in universities depends on the full conviction of university administrations, acceptance of their principles, supervision, and control, with the provision of trust between all concerned parties within the university administration, clarity of legislation and legal policies, clarity of mechanisms for implementing the governance system, including the directions and instructions it includes. All this in light of the selection of administrative leaders according to specific criteria for competence and merit (الدهدار؛ وآخرون، 2017: 67). Ensuring that there is an effective basis for applying the principles of governance in universities requires the existence of a framework of laws and legislation supporting the application of these principles and encouraging the principle of transparency and participation under the umbrella of an effective institutional system that guarantees the application of these principles and defines the functions and responsibilities of all founding parties, taking into account the internal values that belong to the institution (عزالدين، 2014: 154).

The study (محمد، 2019) also indicated that among the most important requirements for implementing governance are the following:

- Building the legal framework that defines the rights of all the basic parties in the institution so that it defines the responsibilities and competencies of the board of directors and all its councils, and clarifies the penalties resulting from the deficiencies that may occur during the performance of administrative tasks within the educational institution.
- Defining the legal framework that includes the supervisory bodies entrusted with to ensure the implementation of governance procedures regulating the work of non-governmental institutions in educational institutions.
- Establishing the organizational framework and clarifying the structure, responsibilities and specializations for each member of the institution.
- Developing strategies that clarify goals, values and principles,



which are announced to all employees to prevent corruption in all transactions.

- Developing executive policies that obligate senior leadership, and define responsibilities for all employees within the organizational structure.
- Ensuring the efficiency of board members and giving them opportunities to participate in the strategic planning and decision-making process by making available and disseminating information to identify deficiencies in the process of carrying out tasks (محمد، 2019 :14).

The process of implementing governance requires reducing the intensity of centralization and granting universities a kind of autonomy and authority in managing tasks and processes for achieving their goals, such as funding and appointments, and redistributing powers and responsibilities between central authorities and universities. Thus, governance allows universities to self-manage themselves and to be free in planning, administrative disposition, direction, supervision and follow-up, in a way that improves performance, with the need to focus on accountability mechanisms. Funding sources and methods of controlling and disposing of institutional budgets are also one of the means of supporting universities autonomy (عباس، 2019 :158). Among the most important requirements for applying governance in universities are the following:

- **Issuing** laws and regulations that allow universities to independent, self-governing institutions.
- Reducing state's authority in some jobs and granting the appointment power to universities regarding the university council and its members.
- Establishing independent bodies and agencies concerned with financial control or providing other services.
- Adopting funding models that give universities a kind of freedom and motivate them to provide self-financing sources.
- Developing new forms of accountability by preparing performance and results reports in achieving the goals of the university institution.
- Establishing private agencies concerned with the quality of universities (Lee & Land: 2010).



In their study 2017 (عرابة؛ وبن عيسى)، indicated that the implementation of governance in universities requires several things; they are as follows:

- Providing systems for monitoring the performance of universities in their quantitative and qualitative dimensions.
- Organizing the relationship within universities by providing clear organizational structures for tasks, rights and duties, so that the relationship between the University Council and other councils is organized.
- Organizing the relationship between the scientific councils within the university with its various hierarchies.
- Involvement of all decision-making parties at the level of the sector as a whole or at the level of universities to ensure transparency at work and accountability for performance and results (48, 2017).

In view of the above, by presenting the experiences of countries and studies related to the requirements of governance and its reality in Yemeni universities, the researcher views that the application of governance in universities requires many considerations, which are identified in the following form:

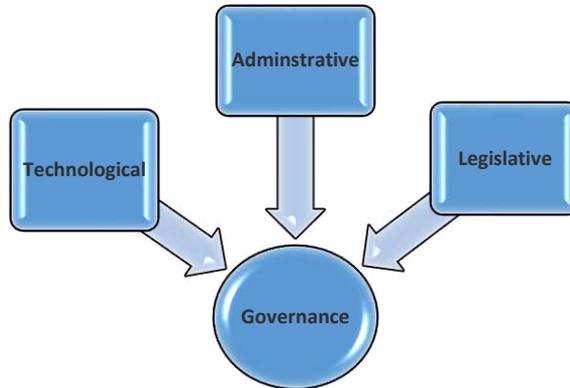


Figure (2): Governance requirements for Yemeni universities.

*Source: the researcher



Legislative requirements:

- Making laws that defines the roles of the bodies specialized in the management of higher education and universities, with other parties (administrative, academic, students, student unions, and beneficiaries from outside the university).
- Developing laws for boards of trustees, and other executive departments.
- Updating the current laws in universities to conform to the principles of governance, and granting universities administrative and financial independence.
- Activating accountability laws at all administrative levels within universities.

Administrative requirements:

- Adopting strategic planning in universities as an effective administrative approach that has proven successful in various university education institutions to build strategic plans with the participation of all parties inside and outside the university, announce them to all, and define roles for all administrative and academic staff.
- Reducing the centralization of leaders supervising universities and granting them financial and administrative independence.
- Working to adhere to transparency and criteria for appointments to university leaders and academics, which are based on competence and merit, and to avoid nepotism and politicization of positions.
- Providing opportunities for continuous training for all administrative and academic leaders to develop their strategic capabilities.
- Providing opportunities to involve the beneficiary community and the outside beneficiary community and supporting their administrative capabilities and practical skills in implementing governance.
- Activating material and moral incentives for outstanding performance.
- Clarifying the organizational structure within the university and the tasks and responsibilities of all employees at various administrative levels.
- Establishing Boards of Trustees for each university consisting of academics, students, community bodies, and representatives of the community and its various organizations; this board is followed by



several academic, financial and administrative executive committees which aid to its role in the administrative and academic field.

- Developing administrative and academic rules and regulations, which regulate work within the university and work on implementing an administrative control system to prevent corruption.
- Providing ethical codes and how-to guides, which shed light on the values, principles and desired behaviors inside and outside universities.
- Activating the role of internal control and legal accountability for all university employees on an ongoing basis.
- Activating the role of external control, such as quality assurance bodies and other educational organizations.
- Complete transparency in the information that pertains to the university for all employees and beneficiaries.
- Providing effective financial reporting management systems.

Technological requirements:

It is necessary to provide a technological infrastructure that supports all principles of governance through which the following can be done:

- Building diverse and up-to-date information bases on work between all faculties within the same university.
- Providing information bases on academic programs in all colleges, such as a system for student admission and registration system, academic programs type, academic achievement results, academics and their scientific productions, community service activities and other services provided by universities.
- Providing electronic channels of communication between all parties inside and outside the university to raise the level of effectiveness and efficiency within the university and to allow accountability.



Chapter six

Research Methodology and Results

The current chapter deals with the research methodology and the findings, as follows:

First: Research Methodology:

The current research relied on the Analytical Descriptive Approach, which fits with the nature of the subject being investigated by collecting information and data from various sources, including indicators, official documents, and Arab and foreign studies specialized in the field of university governance, to be analyzed and interpreted to reach conclusions.

Second: Search Results:

The researcher concluded a number of important results, which are shown in the following:

1. Governance is an administrative system for institutions, which combines official and non-official bodies to be in position of decision-making in light of providing standards that guarantee the rights of all participants and the existence of legislative, administrative and organizational rules that regulate the work of these bodies in a way that contributes to the service and development of societies.
2. Governance is an administrative system for institutions, that combines official and non-official bodies to be decision-makers in light of the provision of standards that guarantee the rights of all participants and the existent legislative, administrative and regulatory rules. It organizes the work of these bodies in a way that contributes to the service and development of communities, which organize the work of these bodies in a way that contributes to the service and development of societies.
3. Governance in universities is an administrative orientation to reform the reality of its institutions by establishing clear standards and mechanisms for all its employees and applying the principles of transparency, accountability and accountability, and participating all



beneficiaries in the process of management, facilitation, decision-making and evaluation.

4. Weak commitment of Yemeni universities to the principles of governance, because the reality of university governance is characterized by the following:
 - Ambiguity of administrative policy in Yemeni universities.
 - Weakness and contradiction of the current laws and frameworks for the management of universities.
 - Weakness of the current councils' practice of their roles in the management of universities.
 - Administrative centralization by university administrations.
 - Financial centralization by the Ministry of Finance.
 - Weak commitment to internal laws and regulations, which led to the spread of administrative corruption and weakness in internal follow-up and accountability processes.
 - Limited participation of academics and beneficiaries from outside the university in facilitating university administration.
 - Lack of the role of the Academic Accreditation and Quality Assurance Authority in universities.
5. The reality of Yemeni universities suffers from multiple difficulties that prevent the implementation of governance, and these difficulties are summarized in the following:
 - Legal difficulties.
 - Administrative difficulties.
 - Technological difficulties.
 - Financial difficulties.
6. The results of the experiences of the United States and Britain proved that the governance of universities is based on the application of the principles of governance, including transparency, accountability and participation and under councils consisting of university members academics, administrators, students, external organizations, businessmen, as well as on the various executive committees and other external bodies such as the Quality Assurance Authority and other organizations that exercise their role in the governance of universities.



7. Among the most important requirements for applying governance in universities:
- Legislative, administrative, technological requirements.
 - The principles of governance needed by the reality of Yemeni universities are vision and goals, transparency, accountability, participation, efficiency and effectiveness.

Results of the Current Research and Previous Studies:

The current research agreed with the study of (فلاق؛ وبخديجة، 2020), (Kentab, 2018) and (بركات؛ ورحال، 2018) that governance in universities is an administrative orientation to reforming the reality of university institutions by setting clear standards, developing mechanisms for all its employees and establishing means for their implementing the principles of transparency, accountability, and participation of all beneficiaries in the management, facilitation, decision-making, and evaluation processes. It also goes well together with the study (الشاوش، 2021) (طيب، 2018) and (بركات؛ ورحال، 2018) that the principles of governance in universities aim to provide an administrative environment characterized by justice when applying internal rules and regulations. In addition, it is in agreement with with the study (أسية، 2021), (عبد الرحمن، 2018), and (طيب، 2018) on the requirements needed to implement governance in universities, including legislative, regulatory and administrative requirements, which contribute to improving the level of performance and ensuring the quality of academic work and educational outcomes.



Chapter Seven

The Proposed Model for Implementing Governance in Yemeni Universities

In light of the previous chapters, the theoretical research results, the experiences of American and British universities in applying governance, and previous studies, a proposed model was presented for implementing governance in Yemeni universities. This proposed model requires the following:

Premises of the Proposed Model:

- The theoretical results of the research indicated that there are shortcomings in applying the principles of governance in Yemeni universities.
- There are administrative orientations of the higher education sector in Yemen towards university governance.
- All previous studies agree that the implementation of governance in universities contributes to the improvement of administrative work and the outcomes of the educational process.
- The current era is characterized by administrative developments and rapid scientific and technological changes.
- There is a wide spread for the development of university governance in most Arab and foreign universities.
- There is a wide spread of university governance development in most Arab and foreign universities.

Guarantees for the Success of the Proposed Model:

- University leaders should be convinced to implement governance.
- University leaders should reconsider the current administrative methods and patterns, so that they fit with the nature of the actual implementation of governance.
- It is necessary to prevent confusion and interference in the tasks and roles of those in charge of them in the administrative and academic field.



- The role of academics and students in university governance should be codified.
- Universities should be kept away from political influences and orientations.
- It is necessary for the Ministry of Finance to reconsider the pattern used in setting financial budgets for universities.

It is necessary to grant universities administrative and financial autonomy.

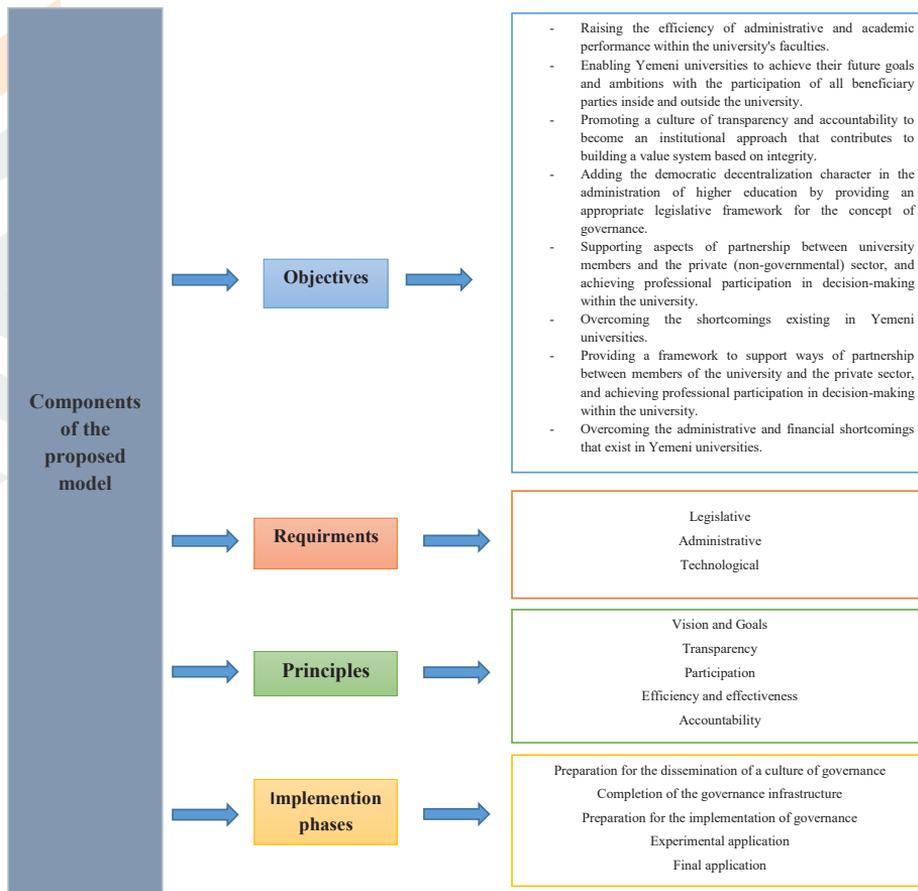


Figure (3): Components of the proposed model for implementing governance in Yemeni universities

**Source: the researcher*



First: The objectives of the proposed model:

The current model aims to implement the following objectives:

1. Raising the efficiency of administrative and academic performance within the university's faculties.
2. Enabling Yemeni universities to achieve their future goals and ambitions with the participation of all beneficiary parties inside and outside the university.
3. Promoting a culture of transparency and accountability to become an institutional approach that contributes to building a value system based on integrity.
4. Adding the democratic decentralization character in the administration of higher education by providing an appropriate legislative framework for the concept of governance.
5. Supporting aspects of partnership between university members and the private (non-governmental) sector, and achieving professional participation in decision-making within the university.

Second: Requirements for implementing governance in Yemeni universities:

In view of the results of the reality of Yemeni universities governance, the experiences of American and British universities, and previous studies, the requirements for implementing governance in Yemeni universities have been identified as follows:

1. Legislative requirements:

- The provisions of legislation that defines the roles of the Ministry of Higher Education and the university, including administrative, academic, students, student unions, and beneficiary parties from outside the university.
- Updating and announcing legislation that clarifies the rights and tasks regulating work within the university.
- Issuing laws compatible with the principles of governance in universities, and granting universities administrative and financial autonomy.



2. Administrative requirements:

a. The field of strategic planning:

- The commitment of the Ministry of Higher Education to the strategic direction in universities, so that the ministry provides long-term strategies to clarify the roles it will play towards public universities.
- Yemeni universities build strategic plans for each university by analyzing the internal and external environments of the university and with the participation of all parties inside and outside the university in order to determine the strategic directions and ambitions that they seek to achieve.
- Ensuring the participation of all the beneficiary parties inside and outside the university in the planning processes.
- Working on clarifying the university's strategy for all employees, defining roles for academics and administrators, continuously following up the implementation processes by defined performance indicators.

b. The field of employment:

- Avoiding the politicization of university positions.
- Activating the appointment of university and academic leaders based on scientific criteria and according to merit and competence, so that those with competencies and experiences are selected in administrative work, and those who are able to create administrative creativity in the leadership process of the university institution are supported.
- Adhering to transparency in recruitment and appointment processes.

c. The field of training and incentives:

- Providing training opportunities for all university, academic and administrative leaders to develop their strategic capabilities.
- Enhancing the participation of the external community and beneficiaries by supporting their administrative capabilities and practical skills in implementing governance.
- Holding seminars and workshops to spread the culture of governance at all administrative and academic levels, with the participation of beneficiaries from external parties.



- Motivating all parties inside and outside the university to present their administrative innovations and providing material and moral incentives to improve the quality of university performance.

d. Organizational field:

- Establishing a Board of Trustees for each university consisting of a group of personalities who are selected, according to integrity, competence, experience and merit. The Board is made up of university community such as university president and representatives academics, administrators and students, as well as of the outside community (the beneficiaries), such as representatives from the government and private sectors, civil society institutions, and men of the local authority. Thus, the Board performs its duties defined by Law No. (31) of 2010, in Article No. (22): The Board shall coordinate with the Supreme Education Council and the universities for governance to work on adopting governance to be an administrative orientation in all colleges.
- Activating the law of the Board of Trustees and its functions, which was issued in 2010 in all public universities.
- Forming supportive sub-executive committees in the decision-making process, such as: The Finance Committee, the Academic Committee, the Student Affairs Committee, the Quality Committee, and other executive committees.
- Clarifying the organizational structure within the university with its tasks and responsibilities of all employees.
- Developing and implementing administrative and academic regulations and systems that regulate work within the university, and implementing an administrative control system with specific standards of transparency, integrity and accountability to prevent corruption.
- Activating the supervisory role of all university leaders and relevant parties and assuming responsibility inside and outside the university.

e. The field of supervision and follow-up:

- The Ministry's commitment to its role in following up on public universities in terms of preparing internal, organizational, academic



and administrative bylaws, and completing their legal procedures in accordance with the laws and regulations in force.

- The Ministry of Higher Education's exercise of its role in university performance follow-up and monitoring.
- Activating the role of the Quality Assurance Authority in the universities in a realistic and effective manner to play its role in the evaluation process the role of universities.
- Complete transparency in the information that pertains to the university for all employees and beneficiaries.

f. The field of financial management:

- Granting universities financial independence.
- Providing effective financial reporting management systems.

3. Technological requirements:

- Completing the infrastructure and technological equipment in all Yemeni universities to be able to perform tasks effectively between the various university departments, and between them and other parties.
- Providing electronic communication channels between all parties inside and outside the university, offering information to enable accountability, and contributing to the appropriate decision-making process to raise the level of effectiveness and efficiency within the university.
- Providing an updated information base on all academic programs offered by universities, everything related to academics, their various scientific production and activities, and everything that concerns learners in the field of admission and registration, tests, results, and services they provide to the community so that they are available to everyone.

Third: Principles of Governance in the Proposed Model:

In view of the research results of the reality of governance in Yemeni universities and the researcher's familiarity with the principles of the World Bank and some Arab studies, such as (الفراء، 2013) and (الزميتي، 2019) and some Yemeni studies, such as (الحدابي؛ والعريزي، 2019)، (الشاوش، 2021)، and (الملكي، 2017)، the principles of governance for Yemeni universities have been defined in:



vision and goals, transparency, accountability, participation, efficiency and effectiveness as shown in the table below:

Table (2): Principles of Governance for Yemeni Universities

Principles	Vision and goals	Transparency	Accountability	Participation	Autonomy & independence	Efficiency & effectiveness of institutional performance	Ethics	Justice
Studies								
البنك الدولي	*	--	*	*	*	*	--	--
الحدابي	*	*	*	*	*	*	*	*
الشاوش	--	*	*	*	*	--	--	--
الدحياني	*	*	*	*	*	--	*	--
الفرا	*	*	*	*	--	*	--	--
الزميتي	*	*	*	*	*	*	--	*

-- Unavailable

* Available

Prepared by: the researcher

- Vision and goals:

- Providing a strategic plan with clear visions that reflects the university's philosophy.
- Involving all internal parties (academics, administrators and students) and external stakeholders in the process of building the strategic plan.
- Supporting university leaders in the process of implementing governance.
- Providing a clear organizational structure of tasks and roles.
- Adopting clear and specific criteria in the appointments of administrative leaders.



- **Transparency:**

The university should

- Provide a website to explain its activities.
- Clearly state and adhere to rules and regulations.
- Apply rules to all employees without discrimination.
- Clarify the criteria for appointment and promotions for its members.
- Provide a guide for new students.
- Publish an annual report on its activities.
- Publish the results of the university's general assessment in a complete and transparent manner.
- Provide a system for informing all employees of their rights and duties.
- Allow the free flow of information for all concerned parties inside and outside the university.
- Provide and activate a complaints system.
- Clarify its annual budget and financial policy.

- **Accountability**

- Providing effective accountability systems for all university employees.
- Confronting all forms of financial and administrative corruption.
- Commitment of all university employees to their professional duties.
- Decision makers take legal and moral responsibility for their decisions.
- Linking some financial dues to the quality of work.
- Evaluating the efficiency of university employees according to a specific system.
- Activating administrative control methods.
- Applying the principle of reward and punishment to everyone without discrimination.
- Providing opportunities for the beneficiaries and the relevant parties to hold the decision makers accountable.

- **Participation:**

- Involving academics, students, and administrators in laying down regulations related to their own field of specialization.



- Involving all university employees in making decisions related to their tasks and rights.
 - Involving the local community in making decisions related to them.
 - Adopting decentralization and granting powers and freedom to make decisions in accordance with what the colleges, departments and departments deem fit.
 - Adopting the principle of Shura in the decision-making process.
 - Encouraging the submission of proposals to develop its performance from inside and outside the university.
 - Allowing the participation of specialists from experts in community institutions to develop their academic programs.
 - Providing a system to link the university with its productive institutions and knowledge incubators.
 - Providing rules and regulations encouraging partnership between the university and production institutions.
 - The university's reliance on democratic elections in selecting its leaders.
- **Efficiency and effectiveness:**
- Investing in all its financial and human capabilities in an optimal way.
 - Holding professional development courses for all employees on a regular basis.
 - Adopting the principle of democracy and shura in facilitating its work.
 - Granting the university, a degree of independence and autonomy in managing its affairs.
 - Adopting quality and accreditation standards in managing its affairs.
 - Ensuring commitment to providing the community needs of graduates.
 - Adopting electronic systems in management and education.
 - Spreading the culture of governance among all university employees.
 - Providing the appropriate material and human resources to manage its affairs.



Fourth: Stages of Applying the Proposed Model:

The First Stage: Preparation for the dissemination of the culture of governance:

1. Senior leaders in the Ministry of Higher Education should be committed to implementing governance in all Yemeni universities.
2. The ministry is working to follow up the university in completing the infrastructure of internal rules and regulations.
3. Working to spread the culture of governance in Yemeni universities through:
 - Holding professional development courses for all university employees to develop their skills and practical abilities, each in his field of specialization and knowledge.
 - Holding training courses and workshops for all employees on the concept of governance, its goals, importance and principles in universities.
 - Providing effective channels of communication with all parties related to the university, including students, parents, and the local community, including governmental or non-governmental bodies and organizations.
 - Supporting and encouraging specialized research in the field of governance.
 - Preparing a guide to governance in Yemeni universities that includes the pillars, requirements, principles and stages to ensure the success of the implementation.

The Second Stage: Governance infrastructure completion through:

- Providing appropriate administrative and regulatory rules to implement the principles of governance and announce them to all.
- Providing effective electronic communication channels inside and outside the university.
- Providing qualified human staff capable of managing information systems.
- Completing the infrastructure of some colleges that lack financial resources or human staffs.
- Providing computers and networking for all colleges.



The Third Stage: Governance implementation:

1. Forming a board of trustees, the various executive committees (academic, student affairs, quality, finance, appointments, rewards), and other committees that may be required by the reality of Yemeni universities to support in the process of achieving their goals.
2. Developing a strategy with a clear vision and goals, with the participation of representatives from the university community and the beneficiary community outside the university.
3. Activating the role of follow-up and internal control bodies in all universities and colleges.
4. Ensuring that work is carried out in light of quality standards and academic accreditation.
5. Working on investing in human resources, including administrators and academics, providing incentives for their performance, applying the principle of reward and punishment for their negligence, and training employees according to the training needs of those staff.
6. Forging partnerships with external parties that benefit from university education.
7. Working on activating electronic systems in administrative and educational work and publicizing universities' roles and activities in various administrative, academic and student fields.

The Fourth Stage: Experimental application of the proposed model:

1. A public university is approved as a model to adopt the application of governance and implement the following:
 - Developing a strategy for the university that includes its vision, mission and goals, with the participation of all parties inside and outside the university, in light of the available capabilities and resources.
 - Working to spread the culture of governance in the approved university and in its various colleges, ensuring the commitment of all employees to apply the internal regulations and laws in all transactions, and mobilizing all available resources and energies to implement the principles of governance.
 - Ensuring that the Board of Trustees exercises its role in carrying out its tasks, following up on the implementation of university functions, and preparing periodic reports on the levels of university achievement of its activities.



2. Evaluation of implementation and follow-up: The evaluation process is carried out by working to monitor the level of implementation of the principles of governance within the university and the extent to which the various laws and regulations are activated. In addition, regulatory authorities apply the principle of accountability according to clear administrative bases for all employees, and the evaluation processes are then carried out in light of the university's vision and mission and based on the principles of governance, which have been taken into account as bases for measuring the extent of the application of the governance system.
3. Modifications according to the proposed model: After the implementation and follow-up processes, modification processes are carried out in order to address the shortcoming and challenges encountered by the implementation process. Thus, modification sare made in a more realistic and objective manner.

Fifth Stage: the final application of the proposed model:

After the completion of the previous stages, which included implementation, follow-up and modification, the proposed model becomes applicable in Yemeni public universities.

Fifth: Obstacles to Applying the Proposed Model:

- Centralization by leaders within the university and the Ministry of Higher Education.
- Not allowing universities autonomy in administrative, academic, and financial aspects.
- Senior leaders are not convinced in university governance, and those in administrative positions are resistant to change.
- Continuing to politicize the appointment processes for leadership, academic and administrative cadres within the university system.
- The politicization of recruitment processes for leadership, academic and administrative staff within the university system.
- Stagnation of existing laws and regulations and lack of modernization and development processes as required by the reality of universities.



Recommendations:

In light of the previous results, the following recommendations can be made:

- Striving to provide political stability for the country.
- Spreading the culture of governance at the level of all service institutions of the community.
- The necessity for the Ministry of Higher Education to provide a national strategy for the education and scientific research system linked to the development processes that the state aspires to.
- Activating regulatory authorities for university institutions on an ongoing basis.

Conclusion:

Good governance is one of the waves of administrative reform and the most important executive administrative culture in many universities around the world. Governance is a clearly defined implementation plan for what should be done in a clear and announced legal and administrative framework for to all existing and interested parties in universities and their roles. When talking about university governance, we find that we touch upon strategic planning, through which all the components inside and outside the university are involved in planning what to do within a legal framework with specific standards, which, in turn, aims to improve the quality and performance of administrative and academic work at all levels and raise the level of achievement while carrying out tasks and responsibilities by everyone. Accountability for any defect or shortcoming shall take place in an administrative environment characterized by justice and equality that achieves a high level of job satisfaction and supports the achievement of tasks with a high degree of creativity. The insistence of leaders on maintaining centralization, which dominates many university systems and imposes many decisions that support personal and individual opinions to serve specific people who are not subject to any standards or conditions, may hinder the implementation of governance in universities. This, in turn, limits the independence of universities in issuing supportive decisions to achieve their role and specific and declared goals for all beneficiaries. In Yemeni universities, there are many problems that require the application of governance to fix its reality, which is characterized by



centralization, ambiguity, the absence of administrative and financial policy for all its employees, and the absence of censorship and follow-up processes, which all led to the emergence of many forms of corruption, such as bribery, nepotism, abuse, non-compliance with laws in administrative and academic appointments, and weak legal culture at various administrative levels affecting the performance of tasks.

In view of the above, our university needs an executive administrative revival, such as governance, to ensure transparency, accountability, and the participation of all parties inside and outside the university. This requires the existence of legislative, administrative and technological requirements that support the implementation of these principles. Governance helps to adapt to the reality of the internal and external environments of the university by setting clear vision and goals and announcing them to all parties under the umbrella of government commitment and follow-up represented by its supervisory authority, the private sector, and the beneficiaries of university outputs.

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