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YEMEN ARAB REPUBLIC PRIME MINISTER'S OFFICE

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Central Planning Organisation

STATISTICS DEPARTMENT

1975 MANPOWER SURVEY

Method, Assessment, Analysing And Results



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PREFACE

Government interest in manpower started at the first stage of planning. Among the main goals of the three year program for development was sproviding equal opportunities for work to all citizens, as well as, eradiciting both unemployment and underemployment. Hence, it was inevitable to know its characteristics and distributions. Therefore, the idea of conducting a prompt survey arose.

Waiting for census results means that a long time will elapse before obtaining the required information.

In early 1974 an export in manpower planning had been invited to make a study about the possibility of carrying out a prompt survey. In 1975, this survey was conducted and its results were assessed by ILO Experts in co-operation with specialists from the Department of Statistics.

We consider this bulletin as a starting point for provoking discussions on this vital subject : manpower, planning and setting-up long term policy for developing it according to future development requirements in Yenen. Consequently, the contents of this bulletin are primary views of the authors subject to subjective discussions.

For this purpose, a seminar will be held on this subject. Responsibles and specialists from the various governmental hodies, as well as, international experts will attend it to set-up a policy for manpower in Yemen.

All concerned are kindly requested to participate in this discussion and send their views and comments to enrich this seminar.

Thanks to Mr. Adnan Habbab, Statistical Adviser, who took the responsibility of translating and preparing this bulletin which is based on Manpower Survey, as well as, the report of ILO Experts.

Thanks to those who participated in the various steps of this survey. Success God willing !

> Minister of Development, Chairman - Central Planning Organisation.

DR. ABDUL K. EL - ERYANI'

Sana'a, May 1976.

PREFACE

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1. Introduction:

Bate on labour force by levels and structures is one of the fundamental information for development operations. At the time, developed countries have sufficient numbers of trained and skillal labour force, the majority of labour force in the developing countries are not skillilly begides, a high percentage is engaged in agriculture or other simple works, and even the middle and high-level need training. Therefore, the developing countries are in med of detailed information about the stock of manyower, manely middle and high levels. This will allow:

- 1.1. Establishing projects according to the available manpower.
- 1.2. Developing education and setting training programs for manpower required for the existing and planned projects.
- 1.3. Employing foreign experiences in the areas that lack local manpower till national expertise become available.

Obviously such goals can't be attained to, unless sufficient information about manpower become available for decisions' makers and planners.

2. Approach to the Survey.

As data on the stock is very limited and does not ecced industrial implicites and other few unrysk, benides, processing (755 population cernes will some time, manpower survey has been decided to be conducted to meet the ungent meed for detailed data on manpower required for various development projects.

Mr. J.4. Sooknat, the expert on manpower planning at Ford Poundation in Bahrain, was invited in July 1974, where he met many responsibles and experts in the various government and international agencies.

In the light of these meetings, Mr. Socknat submitted a report in which he suggested an immediate manpower survey to be conducted.

The following factors were guiding his proposal:

- 2.1. Gurrent and anticipated shortages of cualified high and middle level sampover are of greatest immediate concern to the Gevernment. Wirtually all high and middle level sampover are anguged by governmental agencies and private sector non-form establishments.
- 2.2. Upgrading of the existing stock of manpower, especially in the public sector, is of urgest immediate concern to the Government. Fuller understanding of the nature and dimensions of the upgrading need are necessary.

2.3. Longer range high and middle level manpower requirements must be estimated as soon as possible because of the length of time necessary to produce such high and middle level manpower sucnly.

- 2.4. Correlation between manpower demand and education output requirements, however imprecise, must be attempted as an aid to setting targets for expansion of the education system. As a practical matter, such rationalization of education/ training expansion in terms of manpower requirements is also necessary for education/training system expansion.
- 2.5. Any data collection efforts undertaken should be as economical, fast, accurate and informative as possible. Obviously balancing of these conditions is
- 2.6. Such funds as are required for carrying out such a survey to meet the above test are likely to be available from interested donor agencies, especially multi-lateral donors.
- 2.7. To rely on 1974 Genaus of Population results would be to fail to meet the test of immediacy. Release of detailed census results is scheduled for early 1977. The preliminary results of population scheduled for release in April 1975 will not include any data except population by governorate.
- 2.8. According to the idfferent nature of both private and government sectors. it is suggested that each sector be dealt with alone and 1972 non-agricultural
- results to be taken as a frame for private sector.
- 2.9. August 1974 was suggested for the survey to be started.
- 2.10 Separate questionaires for government and private sector were submitted together with the report.
- 3. Discussion of the report and financing the survey:

Mr. Socknat's report, as well as, attached questionnaires were approved after being discussed. As human and financial efforts were devoted to population census, it was decided to postpone the survey to get a financial assistance from the U.N.

In January 1975, the U.N. approved financing this survey but all the staff were engaged in the population census preparation whose field works will start in February. Therefore, the survey was postponed again.

4. Revision of the Survey:

In late May 1975, the population census field works came to an end, the staff rejoined their work and it was possible to start again the survey. On the other hand, it was necessary to revise the basis of the survey in the light of the following factors:

4.1. A new frame became available through establishments census.

- 4.2. The students of statistical course were suggested to act as enumerators are not available as the course ended in November 1974.
- 4.3. The list of the governments' employees, at the the civil service commission. became very old and getting informations by updating this list would double the work ...

4.4. Few government agencies are able to give their employment plan for the future, especially for 1977-1981.

4.5. The new date for starting the survey was July 1975.

5. Instructions for Manpower Survey

Taking into consideration the above mentioned factors, the survey instructions were set up as follows:

5.1. Long-term objectives:

The overall objectives of the survey is to generate a data base upon which future manpower requirements may be imposed, as well as, develop machinery to maintain this data base to continually satisfy the needs of the country in its various stages of development planning.

5.2. Immediate Objectives:

The survey will provide instruments for human resources development planning through:

- 5.2.1. Determining current and anticipated shortages of qualified, high and middle level manpower.
- 5.2.2. Establishing the need for upgrading the existing stock of manpower, especially in the Public Sector.
- 5.2.3. Proving projections for long-range, high and middle level manpower requirements.
- 5.2.4. Prepare correlations between manpower demand and education output
- 5.2.5. Co-ordinate the efforts of key governmental agencies in order to enable the manpower survey to be carried out in a timely and efficient manner with favourable prospects of obtaining accurate results.

5.3. Coverage.

- 5.3.1. Geographical: The survey covered the establishments in the main cities: Sana'a, Taiz, Hodeidah, Ibb and Dhamar.
- 5.3.2. Boonomical: The survey covered all non-agricultural activities in the main five cities.

5.3.3. Sectorial: Both the private and government sectors were covered.

5.4. Method.

The survey covered all government agencies, as well as, establishments with five workers and more, by comprehensive enumeration, and by sample for establishments less than five workers. All industrial branches will be represented in the sample.

The field work was carried out in July 1975. The results were tabulated 5.5. Conducting the Survey manually in August and September 1975. These tables follow.

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6. The assessment report and discussion.

6.1. In September of 1975, I.L.O. expert Kr. Sincleir arrived for the purpose of devising and writing the Kanpower Assessment Report. This was done from devising and writing the sampower assessment Report. Into whe done irom mid September to mid January. An additional visit was made to the Yemen Arab Republic in November by Mr. Sockmat to assist with the design and scope

The report was submitted to the Government by I.L.O./U.N.D.P. in mid January.

- 6.2. A general discussion was held in the C.P.O. in January 1976, attended by
 - representatives from;
 - (1) The Ministry of Education. (2) Development of Educational Programmes and Institutions Project.
 - (3) The Ministry of Agriculture.
 - (4) The Ministry of Social Affairs and Youth.
 - (5) Central Planning Organisation.
- 6.3. In that seeting it was decided that an expanded seminar should be held later in 1976 for responsibles from various concerned Ministries, besides, experts and specialists, to set up a policy for the manpower in Y.A.R.
- 6.4. Experts of development of Educational Project have already submitted their comments on the report.

6.5. We enclose herewith the report and comments. and the second second

ASSESSMENT OF MANPOWER DEVELOPMENT AND POLICY AND PROGRAMME SUGGESTIONS FOR THE YEMEN ARAB REPUBLIC, 1976.

Report to I.L.O./U.N.D.P. and Government of the Yemen Arab Republic

C.A. SINCLAIR, I.L.O., Manpower Assessment Consultant J. SOCKNAT, I.L.O./FORD FOUNDATION, Manpower Planning Expert

January 1976.

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To the many who assisted in the project and who through error have not been included here, our sincere thanks and appreciation.

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Every country has an endowment of resources, land, labour and capital. The Temen Arab Republic has a relative abundance of labour and this resource is the concern of this manpower assessment.

Investments made in human capital through education and training have at least three aims:

- i) to improve and increase the cultural awareness of individuals.
- ii) to supply trained manpower at the appropriate level for the needs of the economy.
- iii) to raise the standard of living of the population.

In the Yamen Arab Republic, Medern Sactor employment is limited and represents 6.4% of all sequences, The large mojority of the male workforce find jobs either on the land (50.3%) or abroad (d2.6%). When could have a solution of investments in human capital, Medern Sactor requirements should have a solution the needs of workers abroad or in agriculture. This is anoming that the parts of employment and economic development remains smaller to that found today.

Over the last five years little attention has been paid to the training needs of workers abroad or of agricultural workers. Formal education has expanded at an astounding pose. Little or no consideration has been paid to the appropriate levels of enrolment, given a small Modern Sector, nor to the quality of education. As a result, the quality and standard of education is neboles is extremely low, a huge number of expiring teachers have been imported to staff schools and University education has the once every other level.

At present, the educational and training system is producing huge numbers of illiterate students and University graduates. The fundamental pre-requisite of long run sconomic development, "functional literacy" is not being achieved.

The few vocational training institutes that exist are largely ignored by students, who intend to proceed to University and thereby hopefully obtain a good salary.

In short, previous investment in human resources has been

- a) wasteful.
- b) unplanned.
- c) inappropriate,
- d) detrimental to the economic development of the Yesen Arab Republic.

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Educationalists and strategists should concentrate on the following points:

1. Improve guality of Primary Education by:

- allocating the best expatriate teachers to grades 1-5; - raising standards of teachers through in-service training courses;
- replacing unqualified teachers; - raising salaries and conditions of teachers,
- 2. Strictly limit enrolment in Post Primary education to the level appropriate to job opportunities in the Modern Sector.
- 3. Concentrate on Teacher Training Institutes and encourage Yemenie to train in them and to teach upon graduation.
- 4. Limit university study at home and abroad to a level indicated by job
- 5. Adjust all education and training institutions to provide training for specific jobs. The only exception being a few "general schools" students.
- 6. Give serious consideration to exactly what area of investment in human resources is the priority for the Yemen Arab Republic:
 - "Modern Education"?
 - Adult literacy training?
 - Specific job training for migrated workers?
 - Agricultural skills training?

Summary of Current Status of Employment, Manpower, Human Resource Development and Projections of Supply and Demand.

1. Information Setting

When the project was first envisaged, there was a general lack of information necessary for the Development of a Manpower Strategy. Amongst other more or less essential items of information not available were relevant data on the population. There was no information on the age-sex structure, nor a break-down by yearly ages of school children. There was no information on migration of Yemeni workers abread, their duration of stay, acquisition of skills, pay, conditions, remittances etc., all of which have a considerable impact on the domestic economy. Limited data was available on the employment characteristics of the Public Sector employees and only extremely fragmentary data on the Private Sector employment could be identified. There was generally total absence of data on employment in the Rural Sector. Educational Statistics were limited to total enrolments, with no information on "Drop Out" or "Repeater" rates, and only partial information on teachers. No central pool of knowledge on previous school building programmes or anticipated future developments existed. No centrally centrolled body of data on other Human Resource Development Programme was existant. Only fragmentary data on student study abroad was available. Conhequently, no estimate of student flew through schoels and training institutions was existant. While a widespread demand for "high" and "middle" level manpewer was experienced, no statement of the exact shortages of labour or the future demand has been made. The proposed Five Tear Plan, as yet unwritten, will presumably demand has been made. The proposed Five Tear Plan, as yet unwritten, will presumably state this in greater detail. However, no co-ordinated statement, either of future development programmes or the manpewer demand of the same, was existant.

In short, the basic data pre-requisites to an assessment of the supply of labour and the demand for it, were missing. As a result, there was no coherent Manpower Development

2. Strategy and Approach of the Manpower Assessment Project

2.1. Overall Objectives.

The contours of the development problems and strategy of the Yemen Arab Republic are fairly clear. Given the demographic profile and resource endowment of the country, the long-term development pricpity is, almost without question, rural development and agriculture. However, in the Three Year Development Programme there is considerable emphasis for the short-to-medium term on infrastructural development efforts (including human resource development) and on the administrative structure. Both of these are pre-requisites to further articulation and action upon an appropriate <u>long-term</u> strategy. In fact, the experience of the development programme, so far, has been that manpewer bottlenecks delay and impedes the implementation of basic development projects.

Hence, the most useful contribution of the Manpower Assessment Project (referred to hereafter as "the project") seemed to be an assessment of short-term high and middle level manpower demand in the modern sector, and a medium-term assessment of supply. In this way, attention would be directed to solving the immediate problem of Manpower Bettlenecks, and also an input would be made into thinking for longer

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2.2. The Practical Censtraints and Approach Adopted

As the Central Planning Organisation (0.P.O.) was in the process of administering and processing a comprehensive population Census, it was neither practical nor pensible to initiate a separate Household Survey to examine the total Labour pessiole to initiate a separate semesnoid Jurvey to examine the could amount Perce, or Labour Perce Participation Rates (by sex), Employment, Under Employment eto. The limitations of the time of the project staff and the G.P.C. enumerators together with budget constraints excluded the pessibility of a rural non-farm survey. . Consequently, the Manpewer Survey enumerated private non-farm urban establishments and Public Sector employment. The preliminary Census results provided a frame of private sector establishments by size, and a comprehensive enumeration of establishments with 5 or more workers was made, and a 10% sample of establishments with 4 workers or less was taken.

2.3. Objectives of the Survey

To fulfil the aims stated in 2.1. a minimum of data was required from the Survey. Namely, the characteristics of the employed stock of manpower in (a) modern sector non-farm private sector establishments in urban areas, and in (b) the public sector. In addition, on a Ministry by Ministry and Development Project by Development Project basis, data on public sector manpower recuirements were necessary.

2.4. Data Collection

In May of 1975 a Sample Survey of Private Sector Establishments was made to elicit inform tion on the employment characteristics of the Non-farm Modern Sector. In Aurust and September, a Survey of all Ministries and all Development Prejects was made to estimate current and future manpower shortages.

3. Overview of Employment and Manpewer

3.1. Labour Force

It was found that the number of active males and females in 1975 was 1.4 million and 0.6 million respectively. Total employment in the Non-Parm Modern Sector was found to be 90,180 persons, divided between the Private Sector, 58.5% and the Public Sector, 41.5%.

Table 1.1 shows that in the Private Sector "Wholesale and Retail Trade" and "Community and Personal Services" accounted for 62.6% of all employment. It is clear that Medern Sector Non-Farm employment opportunities are extremely limited. Of the entire male work-force, only 6.2% are found in medern "wage" employment and 93.1% (1.3 million) are found either in agricultural employment or abread. As a result of the fact that for every fifteen labour market entrants, only one may work in the "modern sector", the needs of the remaining fourteen (93%) must take priority in an overall Manpower Development Strategy. Moreover, the development of education and training must be re-appraised in the light of the very limited employment appertunities for educated manpewer.

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Medern Sector Non-Farm Employment, By Sector and for Government, 1975.

the second		
Economic Sector	Number	×,
Agriculture	200	0.4
Mining and Quarrying	51	
Manufacturing		0.1
Electricity Gas and Water	8,473	16.1
Construction	870	1.6
	7,950	15.1
Wholesale and Retail Trade	27,570	52.3
Transport Storage and Communications	1,047	2.0
Finance, Insurance and Real Estate	1,126	2.1
Community and Personal Services	5,422	10.3
Total	52,709	100.0
% of Grand Total		
Government	58.5	5%
% of Grand Total	37,471	
	41.5	9%
GRAND TOTAL	90,180	

4. Modern Non-Farm Sector

All Private Sector establishments in urban areas with five or more workers and 10% of all establishments employing four persons or less were enumerated in the Manpower Survey. All Government bodies were enumerated and a separate questionnaire was used to elicit information on the future manpower requirement of Ministries and Development.

4.1. Private Sector

The Manpower Survey found 33,090 persons (70.4%) employed in establishments iwth less than five workers, and 13,860 persons (29.6%) in establishments with five workers or more.

Also, it was found in the initial survey results that "Wholesale and Retail Trade" and "Community, Personal and Social Services" accounted for a large majority of employment. This distribution is a characteristic of many developing countries in an early stage.

In the Private Sector, the work force appears to be relatively untrained, and few persons possess the training or education which their occupation would normally

The age distribution of the work force in the Private Sector shows a relative absence of persons aged "25-44", suggesting that it is persons in this age range that seek work abroad.

.2. Public Sector

By far the largest Ministry in terms of employment in the Yemen Arab Republic is the Ministry of Interior, with 11,512 employees which represents 22.6% of all government employment. Next largest is the Ministry of Education with 4,301 employees (13.7%) and next the Ministry of Health with 2,199 employees (7.0%).

The age of government employees tends to be greater than for workers in the Private Sector, perhaps reflecting the more conservative recruiting practices of the Ministries.

Women account for 3.6% of all government employees and are found principally as teachers, nurses and cleaners,

As in the Frivate Sector, many Public Sector employees do not have the requisite education or training that their occupation presumably requires.

5. Human Resource Development

5.1. Educational System

5.1.1. Schooling: The pattern of schooling found in the Yemen Arab Republic is common throughout the Middle East, Six years Frimary is followed by three years Preparatory, which is followed by three years secondary.

At every level there are more boys than girls, who overall, are outnumbered by 18:1. The "educational pyramid" is a relatively steep one, there being 46 Primary School enrolees for every one Secondary school enrolee. This is not so much the consequence of selectivity in examinations, but the poor retentative ability of students, most of whom drop out after the year resentative addity of students, most of whom drop out after two years Primary schooling. Graph 1.1 shows the number of boys in each level of education in 1974/75, and also illustrates the alternative types of study.

5.1.2. Teachers: Of the 6,614 male teachers and 435 female teachers, 5,286 and 325 are Yemenis respectively, working almost without exception in the Frimary level.

Unfortunately, the majority of Yemeni teachers are underpaid and underqualified. In the Primary level where most teachers are Yemenis, salaries are occasionally as low as Y.R. 150/month. Often, teachers in the first and second grades of Frimary schools are "drop outs" from the fourth or fifth grades of the same. There is little cause to believe that the situation will shortly improve, as there are many more attractive career alternatives for able students than teaching.

5.1.3. Quality: Looked at from almost any point of view, the quality of education in the Yemen Arab, Republic is, at this time, poor. From every 1000 boys who enter first grade Primary, 127 are likely to emerge six years later, and 138 will complete four years of education and achieve, presumably, literacy. This fact, taken together with the number of children who do not go to school, suggests that a basic pre-requisite of development, literacy, is not being achieved by the schooling system.

5.1.4. Levels of Education: The primary level has trebled enrolment in four years for boys, and doubled in the same period for girls. Despite the large numbers in Primary schools, the overall level of wastage is high and a large number are repeating years. The actual output is, as a result, very small.

There has been a tendency up till now to take any Primary school graduate into Preparatory and Secondary. However, there have been very few Primary school leavers available. After the Secondary school, in recent years, almost every male graduate has gone abroad for further study. Somewhat surprisingly, total enrolments in University are high and labour market entrants with Preparatory or Secondary schooling are relatively few.

5.1.5. Sana'a University: In 1974/75 1,480 students enrolled, 1,213 of whom were Yemenis, 899 of those being "full time". 67 women were enrolled in the same year. There are four faculties, Arts, Science, Law and Sharia and Commerce. Science is least popular, with Arts and Commerce more common options. Amongst the Faculties exists a Department of Education and it is hoped that future teachers will emerge from the

Unfortunately, the academic year is periodically interrupted by Censuses, holidays, elections etc., as the students of the University represent possibly the only cadre of educated manpower available for such work as enumeration etc. It is thought that more able students travel abroad for University study.

5.1.6. Specialised Education and Training: The Health Manpower Institute offers training to Primary and Preparatory school leavers in Para-medical professions. The statue of the professions, the state of Ministry of Health finances and the level of pay have combined to make this type of training extremely difficult and there has been a dwindling of enrolment.

The Taiz Vocational Training Centre aims to prepare Highway Authority employees in relevant skills, namely automotive and heavy engine maintenance. As a result of a lack of equipment, only 24 employees have completed a 12 month "pre-apprenticeship" course. This centre is clearly well placed to accomplish a necessary and useful function and expansion and equipping are envisaged.

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The National Institute of Public Administration is a training and servicing unit for the government. Relevant courses in all aspects of administration, including language training, are given. Recently of auminimoration, including language statining, are gaven. Automati Yemeni girls have enrolled in Arabic Typing Courses and it is hoped that this may be a channel for their further employment.

The Police College provides training for three years at the Secondary ine rolide college provides training for three years at the secondary level for employees of the Ministry of Interior. More advanced employees and officers are sent abroad for specialised training.

5.1.7. Non-formal Education and Training: Kuttab schools represent the most common experience of education of the work force. In the more remote areas they still function but the Ministry of Education, with foreign assistance, has provided modern schooling in most of the significant rural centres. The kuttab school is consequently less prevalent than

it was previously.

Less common now than may five years ago, is the practice of passing job skills from father to son. Modern schools and training institutions have curtailed the prevalence for this means of training, though it is still found in rural areas.

5.1.8. Pipeline Projects: Beside a variety of new schools and training institutions an I.B.R.D./U.N.E.S.G.O. team is making a major input into the structure, nature and quality of education. The educational system, after their contribution, will appear as shown in Graph 1.2. Girls' education will be the same, except there will not be the option to study in Agricultural, Commercial or Technical Secondary schools.

6. Projections of Manpower Demand and Supply

6.1. Demand

Public Sector: All Government bodies and Ministries were enumerated to elicit information on future Manpower Demand by occupation in the period 1975-1980. In addition, all davelopment projects were assessed to estimate future manpower demand deriving from them. An item was added to the total Manpower demand to account for those persons dying or retiring between 1975 and 1980.

Private Sector: From the information obtained in the Manpower Survey, the Stock of Employment in 1975 by Occupation and Economic Sector was available. Each economic meeter was taken and a growth rate of total employment over the period 1975-1980 estimated. Manpower demand was estimated by subtracting the total employment in 1980 by occupation from the total employment in 1975 by occupation. The additional demand for labour by occupation from 1975-1980 was calculated. An item was added to total demand to account for persons dying or retiring over the period. The additional job opportunities in both the Public and Private Sectors were summed into one of eleven occupational estegories. Each category possessed a similar education or training background. Graph 1.3 shows the total number of job opportunities divided between the public and private

sectors.

6.2. Supply

Two "sets" of educational structures and systems were constructed. Set One was designed in every respect to correspond to exactly what will apppen in the educational sector of the Yemen Arab Republic unless radical change is undertaken. Hence it will be possible to judge if, given current developments, education is developing in the most useful way for the overall economic development of the Yemen Arab Republic.

Set Two was constructed as a model for the Yemen Arab Republic which is closely related to actual job opportunities and the manpower required for the short-tomiddle term economic development of the Yemen Arab Republic.

A labour market potential supply was obtained from the two models of education by tracking the final outcome of every student who enters the system, and entering him into the work-force under the appropriate occupational group in the year of his entry.

As "Set 2" was designed to be a more appropriate educational system for the Yemen Arab Republic and since five years is too short a period to observe the effect of educational changes, both Set 1 and Set 2 were estimated over fifteen years. A labour supply was estimated in each Set for the periods 1975-1980, 1981-1985 and 1986-1990. Hence it is possible to see the consequences for the labour market of a different educational/training strategy. The educational attainment of labour market entrants is shown under the two conditions on Graph 1.4.

6.3. Manpower Demand and Supply

Manpower Demand: The job opportunities that become available between 1975-1980 divide between those in the Public Sector and those in the Private Sector. Graph 1.3 shows the division visually.

Of the 12,952 job opportunities identified in the Public Sector 57.1% required Secondary completion or more and 95.6% required Preparatory school completion or more. Many of these job opportunities are not annually recurrent, representing a once and for all expansion of the Ministry. The additional job opportunities arising from the Public Sector should be seen as relating to a period of approximately 15 years.

A smaller proportion of job opportunities in the Private Sector require some post secondary education compared with those in the Public Sector: 5.9" and 26.3% respectively. However, 62.0% of job opportunities require Preparatory or Secondary school completion.

The job opportunities in this sector do represent approximately those jobs which will recur every five years or so.

Of the 4.311 job opportunities which require some Post Secondary training or education 78.8% of them are found in the Public Sector. The majority of these jobs represent opportunities which will exist up till approximately 1990 with only very small annual net additional job opportunities.

Manpower Supply: Two projections of Manpower Supply were made termed "Set 1" and "Set 2". At the risk of boring the reader with a re-statement of the nature of these two, an outline is given here.

"Set 1" represents the supply of labour over the three five year periods, 1975-1960, 1981-1985, 1986-1990, assuming that the general direction and exphasis in education and training remains exactly as it appears at present.

"Set 2" represents the supply of labour over the same period but adjusts the emphasis in education and training to accord with three objectives. First, qualitative and cuantative educational development should be linked to job opportunities. Second, the Yemen Arab Republic should aim to be self sufficient in teachers by 1990. Third, recognising the limited job opportunities in the modern sector and that most people in the Yemen Armb Republic goin a living from the land, education and training should be orientated to creating a functionally literate work-force. This would facilitate rural development, thereby raising the standard of living of 90% of the Yemen Arab Republic's population. Also, it would create the opportunity to provide vocational training in specific occupations. A large proportion of the male work-force of the Yemen Arab Republic spend some time in Saudi Arabia. As the demand for the most basic skills (mostly employed in construction) in Saudi Arabia decreases as infra-structural investment diminishes there, Yemeni workers penetration of the Saudi labour market may come to depend more on the skills they can offer rather than their capacity simply to labour.

Under Set 1 conditions (the most likely given present developments), the number of University graduates increases dramatically and in the period 1986-1990, 73.% are illiterate.

Under Set 2 conditions the number of graduates remains relatively constant over the period, as does the share of most other groups except thece "literate" and thos "literate". The share of "literate" rules is achieved by strictly share of "literates" falls from 90.1% to 16.0%. This is achieved by strictly limiting post-primary errorisents to levels correspond to actual job opportunities, thereby improving the quality of education and by directing educational investment towards improving the quality of primary education.

These two alternative approaches to education and training create total enroleents illustrated on Graph 15. Evidently total enrolment is much lower in the Preparatory and Secondary level under Set 2 and higher in the Primary level. To accomplish this increase in Primary School enrolments, new entrants do not change but the retention rule inpreves.

Graph 1.6 shows the difference in enrolment in 1985/86 at each level of education including University by grade. Both the improvement in the Reparter Rate in the Primary level and the better retention of entrunte also in that level can be seen easily. Also, the radically limited post-Primary enrolments are evident.

6.4. Demand and Supply Analysis:

Graphs 1.7 and 1.8 visually show the resolution of Bemand 1975-1980, and Supply 1975-1990 under the two alternative approaches to education and training. It is important to note that to a certain extent, supply should be summed over the period 1975-1990, as demand, in part, applies to that time also.

6.4.1. Professional and Sub-Professional Occupation.

If the analysis of the nature of demand made earlier is correct, then for Occupational Groups "A" and "B", Professional and Subprofessional Occupations the supply of Manpower in the periods 1975-1980, 1961-1965 and 1966-1990, should be summed to know if supply

Graph 1.7 shows very clearly that there is a severe imbalance in "Demand" and "Supply" for Professional and Sub-professional Occupations in the short run and an excessive one in the period 1980-1990.

Graph 1.8 which shows supply under Set 2 reflects a more even balance of "Demand" and "Supply" in those two Occupations, if the "Supply" in the three periods is summed.

6.4.2. Skilled and Semi-skilled Occupations.

Taken together, the job opportunities available are filled under Set 1 conditions by 1965 and an excess mpply buils up after that time. Under both Set 1 and Set 2 conditions, there is a gafter that time. with Secondary School completion. Under Set 2 the supply of present with secondary School completion exceeds the demand for these were in the period (175-1900. Newer, this would create an ideal situatin the period (175-1900. Newer), this would create an ideal situating and the second state of the second state of the second eccupational tengory. As the toppilon in the the "O" complational training for specific jobs them it is to create septometries over-qualified manyoser.

6.4.3. Jobs which require literacy or less.

Clearly the do opportunities for persons with literacy or less are very limited in the modern socior. As not estimate to the work force with these characteristics will used in the yund areas or abread, what is isoportant is how may are literate. The yund areas or advend, the number of illiterates entering the work force is increasing repidly. Mear Set 2 their number is falling. - 24 -

7. Manpower Bottlenecks

While the shortage of Highly Qualified Manpower is a common experience at this while the shortage of highly qualified Munpoer is a common experience as the time in the Yemen Arab Republic, the relatively large number of students studying vice in the reach area negatily the reactively angle manner or according your a abroad and the relatively small number of Modern Sector job opportunities means aurona and the relatively mani number of Moneral Decore you opportunized man that by 1980 there will be, in numerical terms, an approximate equivalence of sume by 1900 shere will be in numerical serms, an approximate equivalence of Demand and Supply in Professional and Technical Occupations presumably requiring a solence/Mathe based University degree and a surplus of supply of graduates with a bolence/Acths based university degree and a surplus or supply of graduates with Arts based degrees. In the "A-1" Category, by 1980, there is a small surplus of Ares cased degrees. In the "A-1" Lategory, by 1900, there as a mail early 56 graduates; in the "A-2" Category there is a surplue of 1,762 graduates.

Having presented the global picture of approximate parity of "Demand" and "Supply" moving presented the gadeal plobus or spirofinate parity or secare and supply for "A-1" type jobs it is the case that within that group surpluses and shortages

exist within specific occupations.

In particular, there would seem to be a shortage of certain types of engineers and a purple of coornists. In the view of the project staff the problem of "Manpower Botlineoks" remains an extremely important one which warrants closer attentpower powindmenous" remains an extremely important one which warkshad closer sweet-ion. In particular, it requires (a) the visiting of individual Ministries on an ions in persionant, it requires (a) the visiting of instrument reinstrum of an annual basis to record the progress made in filling occupational shortages, (b) a continual monitoring of returning graduates and (c) a careful control of the adminountidual monitoring of recarring granauses and (0) a distill control of the administration of fellowships. It is suggested that staff be ansigned to this very important and time consuming exercise.

8. Nedium Term Strategy

The Yesen Arab Republic stands at a oritical point in its economic and social the temps while deputing stands as a cristest point in its convolution and training institutions development. If the explosis and direction of education and training institutions development. If the emphasis and direction of education and treating institut remains unchanged, then it commits itself to a serious "educated unemployment" rending unrendent then it commits itels to a seriod for unepicyment problem, which will be manifest in five years time. Moreover, her educational system and training institutions will not accomplish the fundamental pre-requisite of long run development, a functionally literate work-force. By expanding Primary of iong run development, a "inderionally liferate work-force" any expanding frame School education at an extremely rapid rate, the Yemen Arab Republic has begun to travel down the road of modern education. "Modern Sector" employment is limited traver nown the road of scarr cautation. "Rought sector equations is lish and likely to remain so for at least ten years. What happens to children in num inforty in remain for for my near tell years. Anay nappens to engaged in Primary schools and how many are permitted to travel up the educational system is

still an area where change and reform can be implemented.

If the experience of third world developing countries has produced any lessons for others to gain from, a few fundamental ones might be stated as follows:

8.1. The development of modern Preparatory and Secondary Schools does not lead to

- automatic economic development. In fact, it usually engenders in pupils a wish to seek modern sector urban employment and encourages rural to urban

8.2. The development of a University and the genring of an educational system to University study usually leads to large scale unemployment of graduates in urban areas. Examples of countries where this has occurred are numerous, Egypt and India are but two well known ones.

- 8.). Vocational and Technical schools have no automatic comparative advantage in preparing people for jobs over those whe acquire skills through experience or "on-the-job" with related classroom instruction. On the contrary, they tend to act as a means for school drop outs to re-enter the educational system and possibly to obtain a University place.
- 8.4. In training people for specific jobs, there is no better way than to identify adults already engaged in similar occupations or relevant areas who are socialised to a particular life style and level of earrings whose expectations are limited, and upgrade or teach at that level.
- 8.5. A functionally literate work-force is perhaps the most single important prerequisite to long run sustained economic development. In a country where most of the population is engaged in agricultural occupation this is especially true.

9. Implications

9.1. Education

Set 2 was constructed as illustrative of an educational system geared to manpower requirements. The authors would not argue that Set 2 is definitely the optimal design for Yemen's educational system. However, it is believed to be a good estimate. Certain particular implications emerge from that model and some of them are as follows.

9.1.1. Enrolments.

Enrolments Post-Primary should be strictly controlled to the minimum necessary to meet the level of job opportunities. There should be relatively few "general" schools and these should be located mostly in urban areas. The effect of limiting enrolment in every stage in "general" education will be that only the best students are admitted and eventually a small cadre of the best students will emerge from the University.

9.1.2. Teacher Training.

The problem with teacher training at present is not one of a lack of physical training capacity. On the contrary, schools for teacher training lie largely empty in the Yemen Arab Republic. It is a problem of lack of student motivation and sufficient reward for effort. Two steps should be taken to improve this situation: (a) the stipends paid to pupils in teacher training colleges should be altered until emoluments have reached the levels necessary; (b) the structure of the career of a teacher must be improved to attract and retain Yemeni teachers. But, bluntly, this means yet another rise in pay, better conditions of service and better pension rights. To those who will immediately observe the apparent additional costs involved, the author would point out that if enrolments reduced, the number of teachers required will be less, that at the present relatively large salaries are paid to expatriate teachers and they could be transferred to suitably qualified nationals.

Thirdly, this investment in human resources represents possibly one of the most important in the Yemen Arab Republic. If funds are not available, donor agencies might be requested to sponsor a number of

9.1.3. University.

The problem with University study at the present and in the near future . is that too many students are studying and graduating at too low a standard. A closer control of University study, both of the subjects studied and the numbers pursuing it which relates those two to the job

9.1.4. Quality.

Quality is of really crucial significance in the Primary stage. This stage is both the most wasteful in terms of resources and the only one experienced by the majority of school going Yemeni children. At present the Primary stage is not imparting literacy to 873 of every 1,000 boys who enter Grade 1. While the Primary stage should not be seen as a stepping stone to the Preparatory stage, it should provide a basic training in literacy. As a functionally literate work force seems to be a priority need for the Yemen Arab Republic, guality in the Frimary level should be puid possibly more attention than any other educational problem.

9.1.5. Teacher Strategy.

A reversal of current practices of allocating teachers should be made. Rather than allocate the highly under-qualified to teach in the First and Second Grades of Primary, the best teachers should be sent there, and the less able teachers in Grades 5 and 6, i.e. the Post Literacy level. This may require directing the most able expatriate teachers to Primary Schools.

9.2.1. Training for Occupations.

Several clusters of occupations with similar training/education requirements emerge as being in demand. For example, "he para-medical occupation, teachers, technicians, motor vehicle mechanics, craftsmen for several trades, welders etc. A "Training Strategy" to meet the meeds of either single important occupations, like teachers or clusters of occupations like artisans, plumbers etc. should be devised. The considerable accomplishments in vocational training by say the Chinese Technical School or the Health Manpower Institute have not been maintained past the training stage and resources have been wasted due to the lack of a training strategy. Such a "strategy", localised for each occupational group would first (a) assess the quantitative and qualitative need for manpower for a given occupational cluster,

(b) assess current training facilities and recommend amendment or addition where necessary, (c) act as a liaison between trainees and job opportunities by: providing job availability information; ensuring that the job was related to training; ensuring that salary and conditions were approximately appropriate. For anyone involved in devising training strategies for particular occupations, it would be extremely important to determine that a position and salary would be given to graduates of a training scheme, if the identified job opportunity lay with the government. The experience of graduates of the Health Manpower Institute is in point here.

9.2.2. Adults versus Pupils.

When a demand for manpower is identified there is almost always an implicit choice between training adults and training school enrolces. The view of the project staff would be that for occupations which require manual dexterity or skills that can be acquired on the job, i.e. skilled and semi-skilled manual occupations ("C-2" and "D-2"), the appropriate strategy for the Yemen Arab Republic is that of training and upgrading adult workers. The proposed Algerian Adult Training Centre and the suggested Saudi and Libyan ones appear to be appropriate. One problem encountered in Adult Vocational Training is that much of it assumes a basic literacy. As this pre-requisite is lacking in 90% or more of the work force, Adult Training Centres may well be involved in literacy training prior to vocational training.

9.3. Economic Development Strategy

In devising a development strategy for the Yemen Arab Republic a variety of objectives and constraints are involved. Amongst the constraints experienced is a shortage of foreign exchange, capital, income, domestic infrastructure and administrative capability. Amongst the variety of development objectives of the Yemen Arab Republic, one which should at least be considered is employment maximisation. In the coming Five Year Plan, it is suggested that sectoral investments, new industries and their technologies should be studied in the light of their employment opportunities. Careful consideration should be given to the fact that the Yemen Arab Republic is relatively short of capital. and has a relative abundance of labour. The "opportunity cost" on "shadow wage" of labour is somewhere between Y.R. 18/day (the wage of unskilled labour in the Yemen Arab Republic) and Y.R. 30/day, the minimum wage in Saudi Arabia. Moreover, the Y.R. 30/day is earned in foreign exchange but only part of it is remitted. In short, the Yemen Arab Republic, at present, does not have costless labour and in making investment decision in the Yemen Arab Republic. this point, often overlooked, is important.

A good example of the considerably different employment implications of different technologies is given by those used in construction in the Yemen Arab Republic. Usually, there are at least three alternative technologies which can be employed in a construction project, and the same number of design approaches, all with a different cost implication.

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Different approaches to construction have very different economic consequences. "Stonework" construction generates additional local employment (e.g. quarrying) redistributes income within the country and does not require the use of foreign exchange. Concrete construction does not generate employment beyond the exchange. Contricts collisituation does not generate explorements by our ane immediate construction project, directs earnings to those supplying materials outside the country, requires foreign exchange and requires some skills not readily available in the local labour market.

9.4. Rural Development

9.4.1. Present situation.

From the analysis in the "overview of Employment and Manpower" the small share of Modern Sector employment was evident. For most of the population rural development is the key to a better standard of living. while the efforts of the Ministry of Agriculture have been, and are, considerable, there is a need for a greatly increased effort to impart specific skills, training and optizal agricultural practices to farmers, So far, rural development efforts have reached a tiny proportion of those engaged in agricultural occupations. As the fruits of the Research Centres emerge, so will the need for a channel through which to pass their results to farmers. It is suggested that a network of Manpower Development Centres be created to assist in several ways with rural development. In particular, the aim of these centres will be to serve the needs of a large number of farmers.

9.4.2. Manpower Development Centres.

The authors see the Manpower Development Centres as having a crucial role to play in co-ordinating the overall Manpower Strategy of the Yemen Arab Republic in the modern and traditional sectors. In the rural areas, the functions of these centres would be (a) to provide basic skills training in identified problem areas, e.g. tractor maintenance, (b) to impart the knowledge gained from the Agricultural Research Centres, e.g. optimal cropping patterns, (c) to provide advice on optimal agricultural practice, e.g. water utilisation, (d) to act as liaison units between the central administrations and farmers by monitoring local problems, e.g. a diminishing water supply, by requesting advice on specific local problems from the Ministry of Agriculture

The centres would be located in strategic rural centres, housed in low cost locally constructed buildings and operated by a staff of one or two secondary or preparatory school graduates. The aims of the centres in local areas would be to reach as many farmers as possible and provide the basic knowledge and skills for agricultural development. Admirable and essential as the present agricultural projects are, they tend to have been (a) expensive, (b) localised to one place. The forthcoming Aricultural Projects like the Livestock Programme and the Agricultural Credit Programme will require some medium to work through and these centres are seen as meeting that need. The graduates of the new Agricultural Secondary School would appear to provide a source of staff for these centres.

9.5. Migration

The prevalence of migration from the Yemen Arab Republic to countries abroad for employment is known to be extensive. Moreover, the Significance of remittances for the balance of trade of the Yemen Arab Republic is also recognised. Little is known about the duration of stay abroad, the type of work obtained, if skills are acquired on-the-job or not, the use of remittances for domestic investment or personal consumption, the effect of migration on rural-to-urban migration in the Yemen Arab Republic. In short migration has a considerable significance for the development of the Yemen, Arab Republic, and little is known about its impact.

In devising a Manpower Strategy for the Yemen Arab Republic some recognition of the changing patterns of job opportunities abroad is necessary. To determine this and the current significance of migration for the economic development of the Yemen Arab Republic, more information is required than is currently available. It is suggested that steps be taken to remedy this data gap by a sample survey of the Yemeni work force abroad and the returnees

Comments by: Abdel Basit Mohamed Ali Babiker. Expert in Educational Statistics.

I was directed by the Project Manager to attend a meeting to discuss this report I was directed by the Frogeot Managor to ditend a meeting to discuss this fe at the Central Planning Organization of the Yemen Arab Republic. I hereby at the central flamming urganization of the femen area republic. I never submit my comments on this report after attending that meeting and after reading

From the discussion with Mr. Sinclair at that meeting, it was evident that from the discussion with with one chairs at east secting, it was evident that Mr. Sinclair was preaching for an adoption of educational policy which just meets the demand of manpower requirements. I think such policy at this stage meets the admini of manipower requirements. I thim much policy at the stage of development of Yemen is pressive and most hurmful to educational development.

1. I conceive education as a means of changing the accounts and social patterns

1 concerve solucation du s means or changing the sconomic non society preverse of development of any nation. During this process through balanced planning sary targets are covered. These targets cannot be broken down into small fragments in order to achieve a specific objective. Bluention is not a one factor element, it is a mussive endeavour of changing the economy, social attitudes and in general mobilising the whole potentialities of the country

No same planner can frame an educational policy just for the sake of certain cadres of manpaker. It is a false illusion to have few educated in an ocean of illiterate population, since skilled manpower cannot function in vicuum. Be planning of manpower is expected to be an inseparable part of an over all development which entails economic, mocial, cultural and political aspects to give the country its own identity in development.

Having the appropriate number of required manpower with the rest of population left in the darkmess of illiteracy will handleap proper deployment of this manpower at a later stage of development.

2. The authors of this report also recommended that future expansion of primary education should be stepped up since its output is very poor. They suggest that money invested in this type of education should be saved to be allocated for training special cadre according to job apportunities available in future.

I find this attitude most unacceptable since all countries, at present, are calling for compulsery primary education to harness illiteracy. Education is a social demand and notody can dare and call for its non-expansion. If the content of primary education is poor other measures should be taken to introduce innovation in teacher training, Curricula and audio-visual aids to improve its quality and to save wasted funds "or its further expansion. Lessening the cost of primary education by using new methods in teaching, instruction etc. will give the educational authorities a more flexible hand in full utilization of resources for a paramount expansion of this level.

3. The authors also adivated that steps should be taken to restrict enrolment in post primary and university studies at home and abroad just to the level appropriate to job apportunities in modern sector. 3.1. If we know that the Yemen Arab Republic is starting from scratch and

that, at present, many jobs are occupied by very low calibre of personnel, this would be a ridiculous attitude. What ever graduates Yemen will have, this will improve the quality of personnel at the different levels and the more we have the better chance of selection will be, and accordingly present posts occupied by semi-literate persons will be filled by better gualified manpower.

3.2. The authors recommended this restriction at post primary level because according to their calculations unemployment will take place in these socalled modern sectors in which the authors used orude ways of estimating future job opportunities. It is never an indicative measure of job opportunities in future if you just ask government officials in the different ministries about their future needs of personnel if there are no future plans or programmes set forward, as the authors themselves have admitted.

3.3. The authors have admitted that there are shortages in highly qualified. manpower now but they emphasized that by 1980 there will be enough numbers to make equivalent of supply and demand in the professional and technical occupations with a slight surplus in Arts based degrees.

The authors have assumed that the economy of Yemen will be static up to -1985 and the present status quo of economic conditions will prevail till. 1985. This is cuite untrue and if we just take the past trend for three years ago, we will witness tremendous structural changes in the economy of the country in respect to productivity, occupational composition and technol-

4. Procedure Techniques and computations used.

4.1. In page 3.3. the authors stated that educational statistics of the Ministry of Education cover only "modern school". These are defined as those which have teachers, books, curricula and inspectors supplied and approved by the Ministry of Education. This definition excludes the remaining kutab and

But looking at table 3.24 the authors have forgotten their statement and included in the first grade of primary education the kutab schools in which a student can stay in one class more than two years. This has resulted in bigger error in following the cohort of students till graduation. In this way an incredible size of wastage is computed which makes the judgement on this level somewhat exaggerated.

To have a true picture of the size of wastage in primary education, it should be deparated into two categories of modern schools and kutab and measure wastage for each of them separately.

4.2. Pollowing the authors approach of the strategy of manpower assessment in their working paper No. 2 table 5, one finds that the rule of garticipation of the age group of male population 15-91 to the 0.85 in 1757. This rule decrements only to 0.05% for the coming ten years till 1985.

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This means that despite the remarkable expansion in secondary schools, the decoational system will not be able to improve itself to contain more than 0.05 of that population till 1995. When it we consider the natural increase this rate is velatively small and hypothetical.

This rate could have been assessed in a better way if future projections of a positive factor of betterment of content to be matched by the natural increase of that age group.

There was no orilanation for much assumptions and no interpretations were denoted by the second seco

5. Conclusion.

The report contains so many rypothetical assumptions, especially, in the projections concerning manpawer needs. I admit that there is a scarcity of data but this is no excuse to base fundamental issues on controversial criteria.

In my opinion this job is not a one-man job, and it needs a tamal like tank forces to study the straterize of development of the country, to survey all plana, projects and programmes and to co-ordinate them together to have an overall picture of the situation. Surveys need to be carried out on a wide scale to cover the eggs of essential data required.

Correlation of educational imputs and outputs should be worked out to manpower requirements bearing in mind a flexible prespective of balances in education to serve other goals of the society.

May I suggest at the end that the whole report should be revised by a bigger team of specialists in order to review these requirements on the light of real projects and plane of the different ministries and on the light of expected economic growth of the country. This could be a joint effort of the C.P.O., the Census Barean, The Division of Educational Statistics at the Ministry of Education, the Ministry of Pinance and appendixies from ILO. Comments by: Maher F. Abdalla Non-formal Education Expert.

The report may have merits if we consider it as a look into the question of the Wangower Development in WiR, or as suggestions for methods of carrying out studien about it. But, for the reasons displayed below, it becomes disturbingly minleading if we consider it as a complete and in-depth survey upon which recommendstions for designing an educational question or policy should be based.

- 1. The report offers none educational recommendations that severly curtain should all the educational activities of the country. They are presented as wey for <u>suppying</u> a manpower <u>demand</u> calculated for the years 1975 1980. This is a very short period to offer grounds for the establishment of an educational avetem or policy for a mation that is commencing à phase of high rate of change. By the time the educational recommendations are implemented and its output fed into the market, the period 1975 1960 would have completely or mostly gone mettions of output would be incompatible sith the now demands for the met time.
- 2. Dren for such a short period, the method used for colcalating the desard, gave unrealistic and very insufficient results. The public satord desamed is an estimation based on a questionnaire presented to 17 different governmental bodies sounds to represent all the sector. Without the existence of a real and comprehensive futuristic plan in the hands of the officials approached, they will not comider near of the adopt of the existence. They will under-estimate they will not comider near of the sequence of the sector. Without the existence of a real that will be adopted, even though not foremen new, because they depend on forement external to the country. Many of the officials questioned, with their period external to implement external to impleme the quality, short methods, public, will be adopted, even though not be quality, so the sector set of the quality in sector and instructions, will fail to impleme the quality in sector a mean advantage of the replacement and expansions measures to form a modern advantage of the desart external to end out the quality.
- 3. The results obtained for this sector are illustrated in the 2 tables, 4.20 and 4.21 of the report. The figure of 1592 is given as the total additional demand needed by the public sector till the year 1980. Out of these 12,952 officials, 9,265 are for the Ministry of Education alone, 4.833 primary school teachers and the rest as supporting and impecting staff. Taking out the demand for this Ministry, se find that only 3,657 additional jobs of all categories of the report will show the extreme undersetimation in all categories particularly in the higher leading ones.
- 4. For the <u>private sector</u>, the estimates are based on many cuestionable assumptions. If we consider these assumptions, and the discussion presented by the report (pages 4.5 and 4.17) about then, we note the following:

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4.1. Page 4.5 para. 1 of the report assumes that no change will happen in the productivity, technology or composition of the labour force.

- 4.2. A 10% increase is calculated for the manpower involved in agriculture. A reasonable ratio if related to a realistic figure representing the total manpower engaged in the sector. Unfortunately, the report applies the percentage to a figure of 200 representing "total modern sector agriculture wage employment". This outrageously misleading choice, ignores completely the real farming manpower and the changes that are expected and needed in it and in those who would service it and those who would lead it for better methods, machinery, tool, marketing, co-operatives and community development, para (a) pago 4.5.
- 4.3. For mining and quarrying, although the report admits the finding of quantities of gypsum, yet the need is calculated as nil. The report claims that it takes time (how much?) to organise the production. The report missed the fact that for this organisation and others, time is truly needed but also workers and specialists. In this sector, the report doomed the country not to have any other minerals (or oil) discovered or even looked for.
- 4.4. For manufacturing, it is with a shock that one reads in para. (c) page 4.6 of the report. "In fact, there is a case to be made out for the YAR to avoid industrial and manufacturing development .. " The report contributed this advice because of the "high social cost involved", the "untrained state of the labour force" and the "starting and incomplete infrastructure". After signaling these factors, the report takes the negative attitude of leaving everything as it is and making a case against industrial development, ignoring the efforts, and clear desire of the country to change these situations including the building-up of the infrastructure and the training of the labour force.

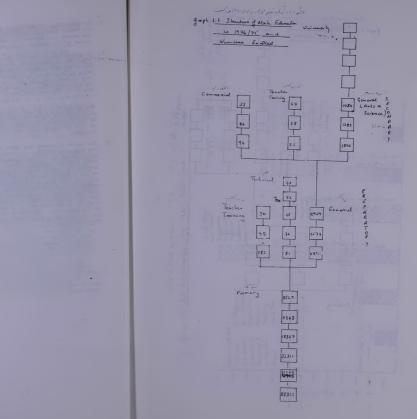
4.5. If we continue with the same chapter (4. Demand for the private sector). we can see how the methodology utilized, or rather the assumptions put are reducing the possibilities of progress in all sectors. Upon applying the same methodology on the construction sectors, the authors themselves were shocked to see their results in estimating the manpower engaged presently in the sector. They found it to be much lower than anything expected in Yemen or any of the countries of the region, (Para (e), page 4.7). To remedy this, the authors discarded their finding of 8.0% of the labour power to be involved in that sector and used an arbitrary ratio of 15%. The increase in the ratio did not help much since it was, like in the case of farmers, applied to a very small whole i.e. that described as "all modern sector employment". A 2% per annum increase was calculated for the labour power of the sector, claiming that electricity, water and many other factors will not change or advance.

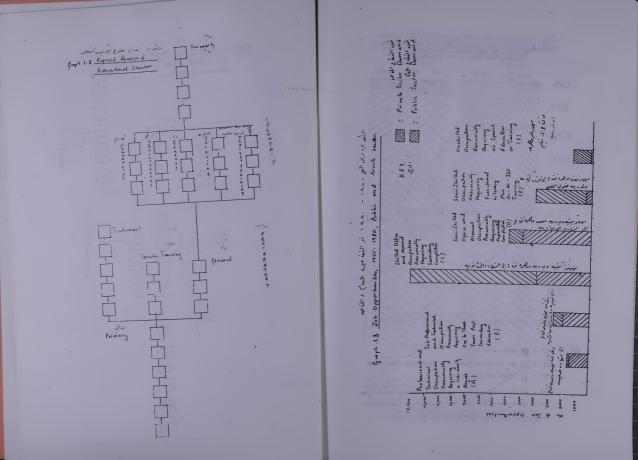
5. In calculating the wastage in manpower for both the public and privite sectors, the report took into consideration only 2 factors; death and retirement. The report thus ignored the imigration factor which, though may increase the income of the country, taxes enormously its manpower.

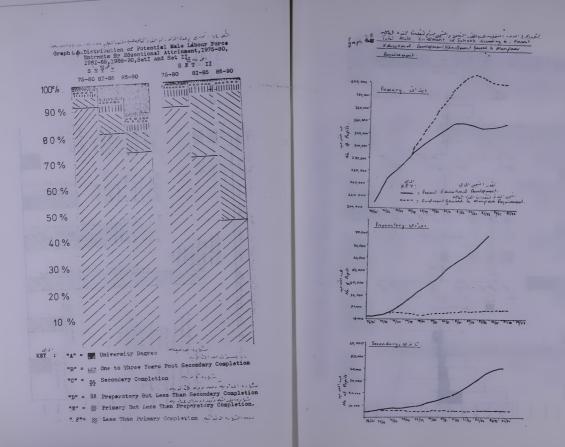
6. In calculating the demands for most of the sectors, no considerations were taken for the replacement of existing non-Yemeni workers. When this important factor was mentioned for some sectors, it was enormously under-estimated. The table 4.105 page 4.37, estimated that in 1975 all the non-Yemenis, in all occupations in Yemen are 266, while we know that teachers only in the Ministry of Education are about 1500. It is obvious that such a number will not be replaced by Yemenic in the next five years, but ignoring such a factor is very misleading in putting education policy for any period in a nation's history.

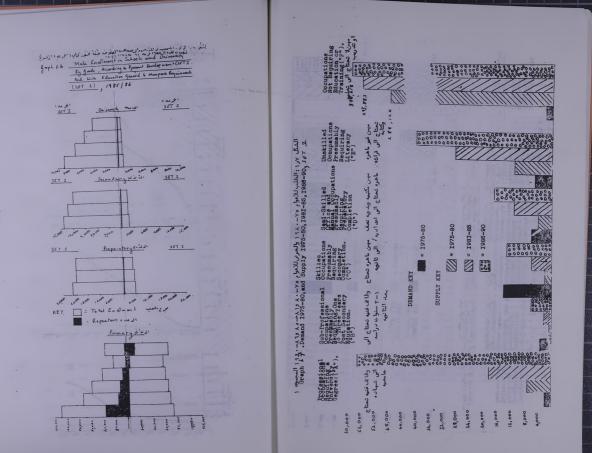
The column "Total Net Job Opportunities 1975-1980" of the same table, 4.105, represents the report estimate for the additional demand that should be supplied by the educational/training systems for every occupation. A quick consideration of this column will show many examples of the clear under-estimations of the

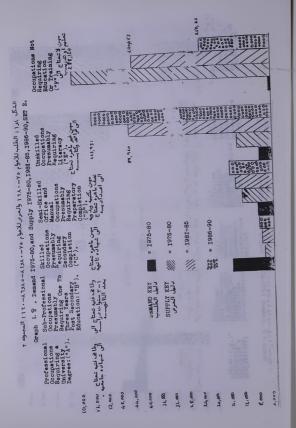
 $\ensuremath{\overline{\gamma}}$. The report neglected many other demands needed by any nation, especially one in the condition of YAR. It ignores all the demands concerned with the general enriching of the culture of the nation, the formation of an educated core from which thinkers, writers, journalists, radio and T.V. programmers and performere, artists etc, would evolve and give the nation a cultural life that is as necessary as the productivity and for the productivity Table 4.20, page 4.50, for example, shows no soft ware or any programme makers for the Ministry of Information, only technicians and too few for that. Other demands forgotten are the demands coming from the desire of any nation to raise the general standard of education of all the job holders, as well as, those without any jobs such as women at home. Without the educated masses, a modern sector job holders will always remain alien. to the community. Bringing to the masses the light of some basic general education at least to a primary level, must be a target for all educational playners for Yemen now.











موظفر الدولــــه حمــب الــوزارات والـجدـــــي وقــــات الا عـــار Gevernment employees by ministries, sex and group of age

Table (1)

- A.	23-		المجم	T p	1: 10	TI	-1.0	1.	1-10	1.1		-	_	نجد ط ()
Ministries	-	Total		65		1.000	- 64		5- 44		0-24	Les	UP L	
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President & Prime M	T	1	M	7	M	7	M	1 8	M	1	H	17	N N	
Dept. of Antiquities		-	397	-	1	-	6		- 30		13	-	-	-
Civil Service Comm.	1	-	30	-	-	-	1		- 20		3	-		
National Institute	95	3	92	-	1,	-	9		- 56					البيئة المامة للاشار
	61	11	50	-	-	-						3		البيئة المامة للخد مقالعد لية
Office of Legal Adv.		- 1	24		-	-	2		16			• 3		المعيد القومي للادارة_
C.O. Control & Audt.	67	3	64	2	-	1	2		36	5	3	-	3	مكتب المستشار القانوني
Fin. & Adn. Organ.	26	1	25				1			-	-19	3	7	المهاز المركزي للرقابة
Min. of Interior	11512		11512						7	-	12	1	5	العابة المالية والأدامة
Legislative Council	103	-	103	-		~	-		11512	-	-	-	-	وزارة الد اخلهـــــة
Min. of Justice	986		986		50	1	4	100	51	-	33	-	15	مبلس الثــــــــــــــــــــــــــــــــــــ
Min. of Education	4351	287	4064	-		-	532	-	358	-	31	-	15	وزارة المــــــــــــــــــــــــــــــــــــ
Sana'a University	72	3	10000		125	22	1199	106	2163	72	464	87	113	وزارة التربية والتعليم
Educ. Dev. Project			69	-	-	1	4	1	30	1	27	-	8	جامعة مند
Min. of Health	15	1	14	-	-	-	-		7	-	6	1	1	شروع تطهر التعليم
Min. of Agriculture	2199	416	1783	-	-	-	-	416	1783	-	-	-	E	وزارة المحم
Nat. Office for Food	420	8	412	-	5	2	59	4	330	1	14	1	4	وزارة الزرامــــــــــــــــــــــــــــــــــــ
Min. of Public Horks	- 9	1	8	-	-	-	1	-	6			1	1	المكتب الوطني للغط ا"
Sewerage & Mater Dept	332	8	324		1	3	74	2	235	1	11	2	100	وزارة الا عصفال
Semerage & Mater Dept	- 88	3	85	-	-	-	8	2	56	-	13	1	3	وزارد المحمد البياد والمبارى
Highway Authority	915	33	912	-	3	-	64	- 1	758	-		1	8	
Min. of Municipality	2102	269	1833	-		25	309	183			76	3	11	صلحة الطرقــــــات
Min. of Communication	1070	1 21	1049		22	2	213		1193	44	238		83	وزارة البلدي
Civil Aviation Dept.	186	4	182		"	1		3	567	8	169		78	وزارة البوام الد
Yenen Airways	257	4	253				2	2	98	1	65	1	17	صلحة الطيران الندنسي
Min. of Local Admin.	978	9		-	-	-	19	3	193	1	33	-	8	مو"ـــة الطيران المطسي
Min. of Information		2	976	-	71	1	309	-	527	-	55	1	14	وزارة الادارة المعليصة
Dept. of Tourism	362	6	356	-	2	-	33	-	259	2	52	4	10	وزارة الامـــــــــــــــــــــــــــــــــــ
Min. of Foreign Aff.	30	1	29	-	-	-	-	-	18	-	5	1	6	ملعة المسجاحية
Min. of Economy	187_	11	176	-	1	1	27	2	127	6	12	2	9	مزارة الغارجي
Dept. of Min. & Petrol	131	2	129	-	-	-	18	-	81		19	2 1	1	وزارة الا تعصياد
Min. of Finance	22	1	21.	-	-	- 1 -	- 20	-	10	- 1	2		4	صلمة الثروة المعديسة
Dept. of Taxation	2041	11 2	030	- 10	0	- 1 :	23	2 1	m		06	9 9	C 1	وزارة الماليــــــــــة
	286	-	286	-		-	40		193		45		8	ملحة الضرائـــــــ
Dept. of Customs	668	2	666	-	3	1 1	92		28		30		-	صلحة الجعـــــارك
Dept. of Estates	159	-	159	_	4		73	1	23		4			ماسة الاستلاك
Central Planning Org.	140		128				3	2	64	3				
Min. of Supply	219		217				17			-	31	7 3		الجماز العركوى للقغطيط
Min. of Social Affairs	129		129			1			53		28	1 1		وزارة الصهصين
Min. of Waqf	258		258	1,	1		6		73		29	- 21	-	وزارة الشواون الاجصامية
Central Bank of Yemen	388			1.10	1.	1	90		28		13	- 1;	3 -	وزارة الارقـــــــــــــــــــــــــــــــــــ
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فوطف والدواسه حسب الوزارات والـــــدرجات

Government employees by ministries and level

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			1000	9	-	4	1	1	2	1	2	2	8		-	71	2	الرئا مسطان المعنة المامة للاشار
	ivil Service Con		2	11	1	12	5	4	4	8	6	7	31			-		
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	ffice of Legal .		- 1	2	1	-	3	1	1		1			1	1	-	1	المعنهد القومي للاد ارة
0	.O.Control & Au	11. 67	1 -		-	13	4	11	1		-		14	-	-	1		مكتب المستشار القانوني
P	in. & Adm. Organ	n. 26	4	-	1	2	5	5	-1	5	-	-	29	2	2	2	1	الجهاز العركوى للرقابة
M	in. of Interior	11512	11512			1	2	2	-	-	-	-	1	-	1	-	2	النبابة البالية والادابية
L	egisletive Couns			28	2		-	-1	-	-	-	-	-	-	-	-	_	وزارة الداخليمية
	in. of Justice	986	1				12	9	15	-	1	1	4	1	5	5	1	مملحي الشميروى
	in. of Education				220 1		22	48	16	14 1	71	89 1	76	1 :	22	42	6	وزارة المــــــــــــــــــــــــــــــــــــ
			-		143 9	64 12	23 5	73 3	592	59 1	20	56 13	10	1010	25	5	1	وزارة التربية والتعليب
	ana'a University		-	37	-	2	4 :	17 .	-	-	-		12		1	1	-	وزارد التربية والتعلي
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	in. of Health	2199	39	491 2	14 4	93 4	35 11	18 1	.05	72 2	9		- 1	-	1	-	-	شروع تطرير التعليم
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No	t. Office for P	e bee		-	4	- H - H		2				35 6	8	5 1	0	4	1	وزارة الزرامــــــــــــــــــــــــــــــــــــ
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Se	werage & Water					200				12 3	2 :	11 3.	3	4	9	2	1	وزارة الاشـــــــــــــــــــــــــــــــــــ
	ghany Authority		-		24 -			6	9	1	5	6 4	4	4	1	-	-	مواسبة البياد والمجارى
	n. of Municipal:	915	-	141 2		7 23	50 3	10 2	27 1	4	6	6 19	9	4 :	2	1		صلحة الطرق 2
1.	n. of Municipal	2102	-	852 5	84 35	2 14	2 6	2 3	32 1	8 2	6	8 15	5	8		1	7	وزارة البلديــــات
MI	n. of Communicat	th 1070	1	149 1	20	0 14	8 10	2 8	37 3	1 6		9 74		0 10		2	1.	وزارة المواصلات
	vil Avistion Dp.	186	-	48	- 3	7 3	3	9 1	3	7 4		1 17		- 2		510.00	4	وزارد النواط
	men Airways	257	15	5			1 1	20100	5 1							2	1	
Mi:	n. of Local Adm.	978	1	132	6 16	3 1							1.2				1	موسسة الطيران اليعني
Mi	n. of Informatic	362	-	7	3 4		1.00					- 1		3 1	105	2	1	وزارة الاد ارة المعلية
Der	p. of Tourism.	30		2	17							3 80	1 3	1 8		6	1	وزارة الامـــــــــــــــــــــــــــــــــــ
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	. of Min & Petr	131	-	14	- 16				4 3	5 4	1 3	3 29	1 5	10	1 :		1	وزارة الاتصـــاد
			-	4	- 4	4	- 1	1 -			1 -		1 -	8			1	صلمة الثروة المعدني
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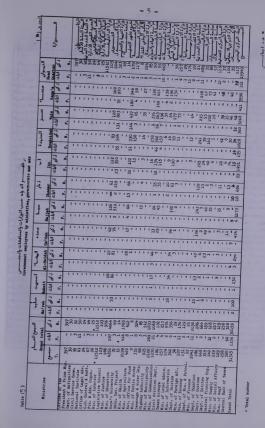
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موظف والدد ولده حسب الوزارات والاختص

Government employees by ministries and specialnisation

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ble(4)		-		-	120	1	000		1		1.		. 15.	1 14	1 :	الـــــــــــــــــــــــــــــــــــــ
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Ministries	المبسوع	Other	Sand	S.K.	tiler.	te Teol	m. Ten	and the second		o, Rhg.	50	Cinters	8	12		اارتا ــــــــــــــــــــــــــــــــــ
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President & Prips	n. 397 30	1~	9	1	2					- -	5			3	12	= المعامة للخدمة العد
Dep. of Antiquities	95	-	12		26						1 2			1	1 3	المعيد القومي للادارة
Civil Service Cosm.	97 61		13		36		1 .			- -	15		1			بكلب المستشار القانوني
1.1.P.A.	24	-			1 4			- 3		- 1 -	- 1 7		- 2	1	1.1	الجماز العركزى للوقامة
Office of Legal Adv.		-				7 2	7 .	- 1		- -	- 1		-	1 2	1.1	الهابة المالهة والادارية
C.O. Control & Audi	67	-		3	1 1	2		- 1 -		- 1 -						زارة الد اخلي
Fin. & Adm. Organ.	26								- 1		- 1					ملس الشــــــــــــــــــــــــــــــــــــ
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Min. of Justice	986	33	1		1.		9 301	7	3	-	7 13		2	-		استمنع
Min, of Education	4351	10				0	1	- 1	1	- 1	- 2		-		- 1.	مروع التطوير التعليمير
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٢- مليم ١٠ طياراوسامد طيارو) شينين •



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موظفو الدواية حسن التعنيف الدولي والجنس وفظات الاعمــــــار Government employees by ISCO, eex and group of age

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ers than 5 Workers	1		1			1580	1582	اقل من ° عمال
-9	1	2	2		16	497	518	°_۱ سال
0-24	8	1	2	3	13	122	149	11-1.
5-49	2	1	1	2	9	17	22	. (1_1.
0-99	1		1		10	7	19	11_0.
100 and over	1	2			9	6	18	۰۰ ا ناکتر
Irand total	14	6	?	5	57	2229	2318	الميدوع المام
Lericultur e			1					اازراعة والصهسك
Lese than 5 We						3	3	اقل من « مسال .
5-9						3	3	•_1 سال
10-24							-	1(_) -
25-49	1						1	1-13
50-99							-	11_0.
100 and over					1		-	۱۰۰ ناکتر
Total	2				-	6	?	المجموع
Mining and quarrin	-					-		التعديس
Less than 5 Worker				10.00			-	اقل من ٥ ممال.
5-9	Ĩ				1	1.1.1	1	•_1 سال
10-24						2	2	11-1-
25-19							-	11_10
50-09				1 2				11_0=
100 and over								۱۰۰ ناکثر
Total					1	2	3	الميموع
Manufacturing								التعولية
Less than 5 Works:	1. I.V.L.		1	1000		209	210	التدويليت اقل من • سال
5- 9	1	1 .	1		6	151	158	امر من علمان ۵ـــ۱ سال
10-24	1.0	1			2	36	38	Tt_1.
25-49		1 1			1	4	6	11_10
50-99		1			3	2	5	11_0.
100 and over					1	-	1	5161
		-			-			
Total		2	1	-	13	402	418	المجدوع
Electricity & wat								کہرہا' وہناء
Less than 5 Worke	1					1	1	اقل من ° سال
5-9			1			3	4	°_1 صال
10-24			1		3		4	T(_) ·
25-49	1						-	£1_Y •
50-99							-	11_0.
100 and over		2		_	2	1	5	۱۰۰ اناکر
Total		2	2		5	. 5	14	المجموع

Sources Hanpower survey 1975.

9	8	7	6	5	1000	21		20(1.1) 3
Construction & bu	11000	-		5	4	. 3	2	(1 r) at
Less than 5 Works		10	in Same	C JL J	C. The		1	
5- 9		1	a second					سهد منا
10-24		179.83	and and the	1000	1	1	2	ل من • ممال
25-49	1	-	-		1	4	4	_1 سال
50-99	20					1	1	1(_)
100 and over				1.1		4	4	£1_1
Total	-	-			2	5	2	11_0
Trade & Restaurant	-		122	-	3	15	18	۱۰۰ناکثر
Less than 5 Worker							40	مبدوع
5- 9		- 1.		1 10		1192		جارة ومطامسم
10-24		1		79.1	5	282	1192	قل من • سال
25-49	3				6	45	288	ه_۱ سال
50-99	22		1665	1168	1	8	54	TE_1.
00 and over					4	0	9	£1_1+
al and the state	1	4	4 č		1		4	11_+-
otal .	3	1			17	1527	-	۱۰۰ ناکتر
ransports à stora	100		-			1927	1548	المبدوع
eas than 5 Workers								نقل وتخزيسن
5-9	-		3 45	1 100	2	2	2	اتل من • سال
10-24	1	12		3	6	6	8	ه_1 مال
25-49		11	100	1	3	6	10	TL_1 -
50-99	2		1000	-	1		4	[1_T+
00 and over	The second				-	1	2	11_0.
stal	1			3	6		and and	۰۰ اناکثر
anking & insurance	-	-		>	6	16	26	المجموع
and a most mice						1		حارف وتأميسين
tes than 5 Workers				1		1		
5-9 .	1					8	8	ائل من • سال
0-24		1	1000	37	1	5	7	•_1 سال
5-49				2	4	4	5	11-1-
0-99			1000	1	2		7	£1_T*
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tal	1			2	11	-		۱۰۰ ناکتر
reonal & community		1000				18	22	الميدوع
s than 5 Workers	. 1							خدمات اجتمامية وشخصية
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-24	4	1	1	0		46	47	•_1 سال
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and over	1	1 2	0.00				2	11_0.
al	8	1	4				-	۰۰ ا ناکثر
	0	1	4		1	238	252	المجدوع

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تعليم المتقدم م Table(1.) اقل من 0 عمال (معال فاكثر | المجموع

Activities	Total	Five workers and more	Less than five workers	النشاط
Agriculture	200	192	8	الزراعــــــــــــــــــــــــــــــــــــ
Mining & Quarrying	50	50	· -	المناجم والمحاجر
the second s	3633	3102	531	التحويليم
Manufacturing Electricity & Water	870	865	5	الكهرباء والمياه
Construction	2191	2191	-	البنــــــــــــــــــــــــــــــــــــ
Trade & Restaurants	6220	3839	2381	التجارة والمطاعم
Transport & Communic-	633	611	22	النقل والمواصلات
Banking Insurance	1176	1166	10	المصارف والتا ممين الخد مات الجماعيه
Community & Personal Services	2324	1982	342	والشخص
Total	17297	13998	3299	المجموع

Source: Manpower Survey 1975.

المصدر :بحث القوه العامله ١٩٢٥

able (12)	-س		فطّات العمر والـ by age- grou	عاملون حسب ف p and sex	جدول (۲۱)
Age Group	-	المجموع Total	انات F.	ذكور м.	فثات العمــــر
Less than 20	TV TV	3242	303	2939	اقل من ۲۰ سنیے
20 - 24		3504	75	3429	TE _T.
25 - 44		8677	113	8564	٤٤ _٢٥
45 - 64		1705	39	1666	71-10
65 and more		169	4	165	٦٥ ـ فاكثــر
Total	-	17297	534	16793	المجموع

Source: Manpower Survey 1975.

المصدر: بحت القوه العامله ١٩٧٥

العاملون حسب المستوى التعليم Employment by Education Level

					the second se
Education Level	EL.	المجموع Total	انات F.	ذكور . M	<u>الجد ول (.۱۳)</u> المستوى التعليمي
Illiterate Informal	long	6883	377	6506	ام
Less than 4 years	100	5530 597	11 45	5519 552	غير نظآمـــي اقل من ٤ سنوات
4 - 5 years 6 - 8 years	1	663 1370	16 28	647	٤_٥ سنوات
9 - 11 years Secondary	14	1095	24	1342 1071	۲_۸ سنوات ۹_((سنے
Post Secondary	12	805 154	22 6	783 148	ثانوبه
University Total	-	200	5	195	بعد الثانويه جامعة
Total	1	17297	534	16763	المحموع

Source: Manpower Survey 1975.

المصدر: بحسالقوة العامله ١٩٢٥

العاملون جسبالحالة العمليسه Employment by Status

Table (13)

Nable (14)		10		لجدول (ع)
Employment Status	Total	انات F.	کور M.	الحالة العطيه
Own Account	2370	7	2363	يعمل لنفسه
Recipient of Wage	13987	512	13475	يعمل باجر
Unpaid Family	940	15	925	يعمل لذ ويه بد ون اجر
Potal	17297	534	16763	المجموع

Source: Manpower Survey 1975.

المصدر: بحث القوة العامله ١٩٢٥

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- 21 -

العامسلون في القلّاع الغما يحسب المهند، والجنبي وقدّ المسر Exployee in the Private Bestor by occupation, sex and age-group.

														(10)	الجديل
1e(1	5) 21- 70	21.	71_10	2-	tt_To	۲ سلة	س ۲۰ ـ		اقلحن ا		2	المجد			المهنة
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العالمون في القلاع الغام حسب المينه والنشاط (الله من ه عمال) Sentowers in the Private Sector by Occuration and Activity.

			Seeloyees :	Reschlichne	ant of lesr	than 5 Morkes	nii +			ول (11)	الجد	
T-ble(16)						المناهــــه		الزراعــــه	المجموع	العيت		
المدمات	اليـــال	النقل	التحــــاره والطاعـــــ	البنسمية ا				1000				
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المعدية (١٢) بالمع

- 28 --ر د آنشار کار کارتیاع دید است. افغار ولاقال به به اماله ا

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الجهور تدلع تتة اليمنيته رئاسة مجشاس الوزراء الجهاز المؤكزي للتخطيط ادارة الاحصاء

ف القوة العاملة

19VO plat منهج وتحليل وتقيئيم ونتائج

الممن ١٠ ريالات