



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



2025-2026

# MORAL, SOCIAL AND CULTURAL STUDIES

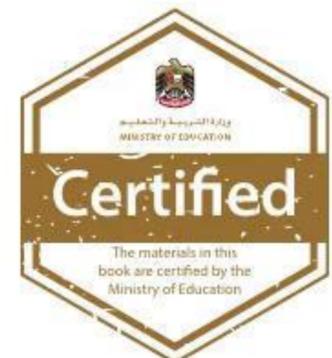


Grade  
11

# Moral, Social and Cultural Studies

**Student Book**  
Grade 11

Volume 2



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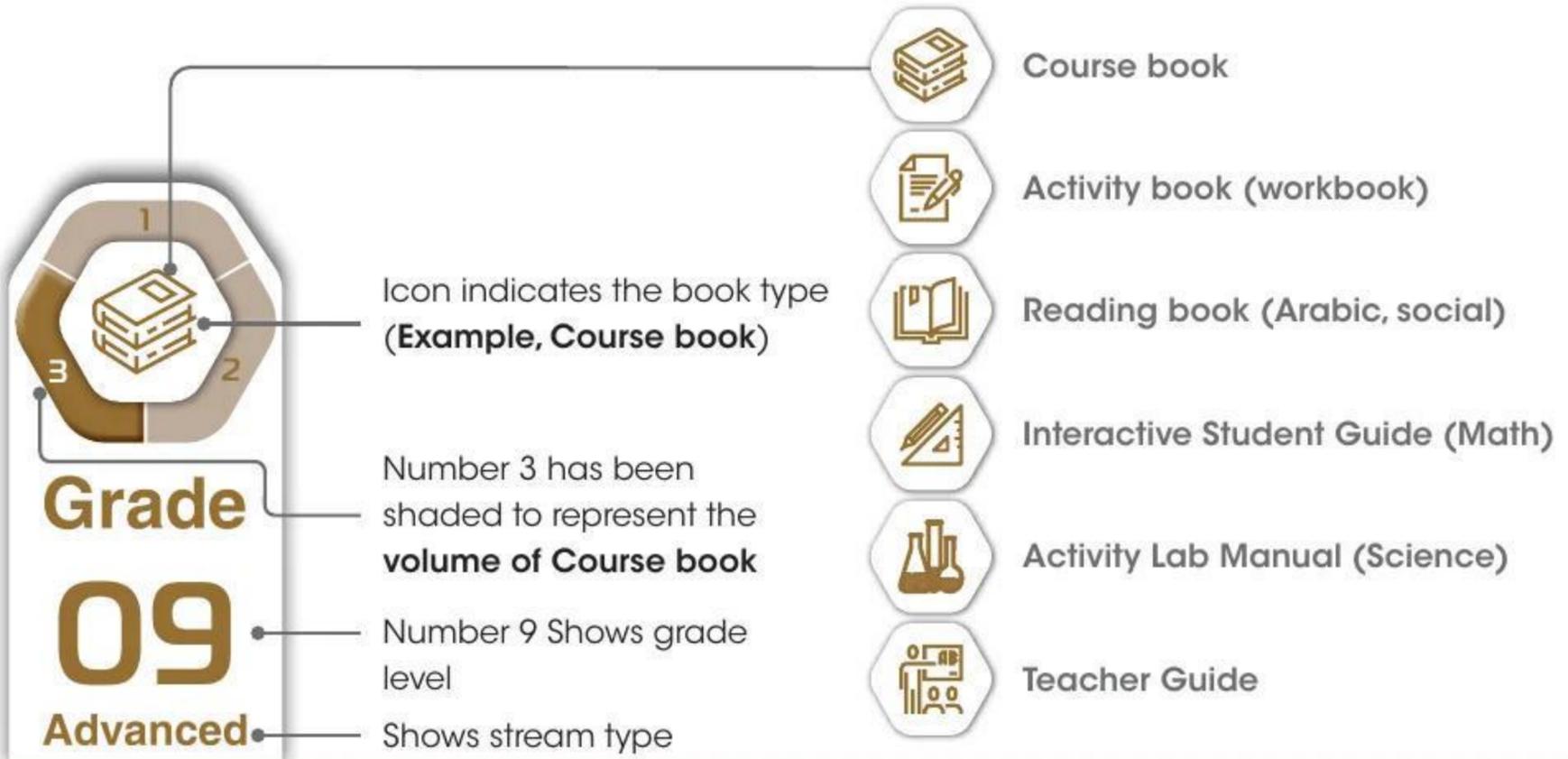


Those who take the lead take it by doing three things. First, science to be able to manoeuvre; second, knowledge to be able to heavily invest in education; and third, a very wise leadership with a clear vision and a roadmap to the right direction.

**His Highness Sheikh Mohammed bin Zayed Al Nahyan**

# Cover label guide

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# Unit 4: Universal Culture

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- **To what extent does humanity have a shared culture?**
- **What values or beliefs are universal?**
- **To what extent does culture affect values and beliefs considered to be universal?**
- **How has global culture been affected by globalisation?**
- **How have tourism and migration affected culture around the globe?**

## **Lesson 1: What is Meant by the Term 'Universal Culture'?**

- **What comes to mind when you hear the term 'universal culture'?**
- **What are some values and beliefs from your own culture that you consider to be universal?**



### **Key Vocabulary**

**values**

**conflict**

**catastrophe**

**sustainable economic  
development**

**infectious diseases**

**cyber security**

**universal culture**

**prejudices**

## UNIVERSAL CULTURE

Beliefs and values are developed from those one is surrounded by, as well as through his/her own experiences. These affect both decisions and behaviour, and guide people in their actions, thoughts, and choices. There are many different cultures globally – all of which have different **values** and beliefs – yet all these cultures exist in an increasingly interconnected world. Some people think that there are certain values and beliefs that all humans share, regardless of culture. The right to have one's own cultural beliefs is a basic human right and is respected in the UAE.

“



*"Educating people is an asset in its own right, and we are building a knowledge-based future."*

**Sheikh Zayed bin Sultan Al Nahyan**

**(May Allah have mercy upon his soul)**

”



Emirati values and culture are celebrated on National Day, which takes place every year on the 2nd of December.

### **Activity 1: Thinking Task**

What do you think are some values and beliefs from your own culture? What are some dos and don'ts for visitors coming to the UAE?

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## The Role of the United Nations



This is the United Nations Flag. The olive branches are a symbol for peace, and the world map represents all the people and the countries of the world. White and blue are the official colours of the United Nations.

The United Nations (UN) is an international organisation that was set up in 1945 after World War II, a **conflict** which claimed the lives of millions of people around the globe. This war is widely seen as a **catastrophe** and a breakdown in relations between countries. The UN was created to prevent such catastrophes from ever happening again and works to improve the lives of people around the world and maintain peace and security.

The main aims of the UN are to solve international conflict, prevent war, fight poverty, promote **sustainable economic development**, and protect human rights. It is a very large organisation with many different departments which work on different aspects of the UN's main aims. The work of the UN is vital because of the global challenges facing the world today, such as climate change, **infectious diseases**, **cyber security**, and war. These challenges need international action, and the UN brings together countries from all over the world to discuss solutions to these problems.

## Activity 2: Discussion Point

In groups, discuss why cyber security climate change, and infectious diseases are issues that require global action and the involvement of the UN.

## Working Towards Global Peace

The UN is not a world government, but it brings almost all countries and cultures of the world together to work towards peace. There are nearly 200 countries that are members of the UN, one of which is the UAE. The Charter of the United Nations is the constitutional document of the UN. All member states must follow the rules set out in the charter.

To provide a diverse and inclusive dialogue, the member states discuss global issues, and the result is an inclusive and diverse range of universally-held values and beliefs, making a **universal culture**. The vision of the UN is based on these shared values and beliefs. Even though we have cultural, economic and political differences, certain values and rights are universally shared and these form a universal culture.

## Activity 3: Checkpoint

What are the main goals of the UN?



## Universal Human Rights

The Universal Declaration of Human Rights (UDHR) defines these shared values and beliefs. According to the document, every person in the world has basic human rights. These include the right to life, personal safety, education, work, food and shelter, freedom of religion, and free speech and thought. In addition to these rights, there is also

the obligation to respect the rights of others.

Articles I and II state that “[a]ll human beings are born free and equal...” and “[e]veryone is entitled to all the rights and freedoms ... in this Declaration.”

#### **Activity 4: Action Task**

Here are nine examples of rights from the Universal Declaration of Human Rights. Order them from 1–9, with 1 being the most important right and 9 the least important.

- You have human rights, no matter your gender, skin colour, nationality, language, religion, or wealth.
- You have the right to an education.
- You are free to practise your religion.
- You are free from cruel punishment or torture.
- You have freedom of thought and speech.
- You have the right to food, clothing, and shelter.
- You cannot use your rights in a way that hurts others.
- You have the right to own personal property, which no one can take from you without a good reason.
- You have the right to defend yourself and to be considered innocent until proven guilty.

## Activity 5: Thinking Task

What responsibilities come along with the following universal values?

- The right to one's own culture, religion, and language.
- The right to express one's opinions.
- The right to not be harmed.

## 👥 Activity 6: Discussion Point

Read the nine examples of human rights again. Choose five of these rights and discuss what role they play in your daily life. Now imagine your life without these five rights. What would change? Discuss your ideas in groups.

## Respecting Everyone

People should treat others the same way that they would like to be treated, regardless of any differences among them. Showing respect and being respected is fundamental and makes people feel confident and secure in who they are. At times, some people choose not to respect others because of **prejudices** and stereotypes about that person or their culture. Such discrimination may be based on a person's gender, skin colour, language, religion, ability, type of job, or where they live.



The Universal Declaration of Human Rights states that everyone has basic human rights, regardless of their gender, race, nationality, or religion, or whether they are rich or poor.

## Activity 7: Thinking Task

Read the quote from Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul). Why are Sheikh Zayed's words so important?

“*To treat every person, no matter what his creed or race, as a special soul, is a mark of Islam.*”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



”

## Equality for Women



In the UAE today, more women complete secondary education and enroll in university and post-graduate programmes than men.



UAE Law requires female board members in every company and government agency. The traditional role of women has changed, mirroring how UAE society has changed, creating a bridge between the traditional and the modern, while preserving the UAE's heritage

and culture. Women have the same legal status, access to education and healthcare, and the right to employment opportunities. Women are starting to work in non-traditional positions, such as ambassadors, pilots, customs officials, and police officers, as well as in other fields.

## Activity 8: Discussion Point

In groups, discuss some more ways in which empowering women also empowers communities.

“*“We do not only empower women, but we empower the whole community through women.”*

**His Highness Sheikh Mohammed bin Zayed Al Nahyan**  
(May Allah protect him)



”

There are a number of organisations which focus on women’s rights in the UAE, including the General Women’s Union, the Family Development Foundation and the Gender Balance Council. The UAE government continues to focus on its gender equality strategies, following the example of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) by promoting equality for women in all aspects of the UAE’s social and economic development.

“*“The woman is half of the society; any country which pursues development should not leave her in poverty or illiteracy.”*

**Sheikh Zayed bin Sultan Al Nahyan** (May Allah have mercy upon his soul)



”

## Activity 9: Thinking Task

Consider the quote from Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul). What do you think a country can do to ensure that women are included in the development of its society?

## Sustainable Development

The UAE is also on the cutting edge of sustainable development. The world's first carbon and waste free city – Masdar City – shows what can be achieved when sustainable development policies are prioritised. This includes using clean and renewable energy, such as solar energy, to generate power and desalinate water.



“  *"The UAE is keen to participate, in words and in deeds, in supporting development strategies and transferring technology to third world countries."* **Sheikh Zayed bin Sultan Al Nahyan**  
(May Allah have mercy upon his soul) ”

Most of the buildings in Masdar City have been designed with sustainability in mind. Buildings have terracotta panels which are also balconies and are designed to help reduce temperatures and reflect heat. The designers of Masdar City say that temperatures can be 10–15 degrees lower in this area than in Abu Dhabi.

### Activity 10: Discussion Point

In what ways is sustainable development a universal issue in the 21st century?

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## Activity 11: Self-Assessment Task

Having read about universal culture, what points do you think the following quotes are trying to make?

1. *“Tolerance is no catchphrase, but a quality we must cherish and practise.”* **His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him).**
2. *“True progress of a society or a nation can be determined by the way it treats women.”* **Her Excellency Sheikha Lubna Khalid Sultan Al Qasimi.**
3. *“We believe the future of this country – the ability to sustain its development as well as maintain its security and standard of living – will depend on the quality of education we give our young people.”* **His Excellency Sheikh Nahyan bin Mubarak Al Nahyan.**

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## **Lesson 2: What Are the Key Concepts of 'Universal Culture'?**

- **To what extent is universal culture present in the UAE?**
- **How multicultural is each emirate?**



### **Key Vocabulary**

**co-exist**

**cultural pluralism**

**salad bowl effect**

**cultural bias**

**cultural relativism**

**cultural universals**

**human condition**

## UNIVERSAL CULTURE IN THE UAE

Since its founding in 1971, the United Arab Emirates has built a tolerant, multicultural society where people from all over the world can live peacefully together. Although the official language is Arabic, many other languages from all over the world are spoken, including Hindi, Urdu, Tagalog, Malayalam, and English.

### Activity 1: Thinking Task

What other cultures and languages exist in the UAE?

### Activity 2: Research Task

Ask those around you what language(s) they speak. Where and when do they speak these languages and with whom? Would those who are monolingual like to learn a foreign language? Why/Why not? Which one(s)?

## What is Cultural Pluralism?

Dubai, which is one of the world's most modern cities, has people from approximately 200 different cultures living and working within the emirate across all sectors, including the arts and design, engineering, medicine, and technology.

People from different cultures have their own values and beliefs, food, clothing and style, language(s), and generally hold on to their cultural identity even when they are not living in their home country. These cultural groups may be large or small, but all of them **co-exist** in society. Despite living abroad, they often maintain their own unique cultural identities.

While working or studying in the UAE, such people may speak Arabic with their co-workers or classmates but still enjoy their own culture; they may watch films, read newspapers, communicate with friends

and family in a different language – even cook their own style of food. This concept is known as **cultural pluralism**.

“The UAE extends a hand of integrity, peace and giving to the countries and the people of the world, building bridges of understanding between our people and others.”



His Highness Sheikh Mohammed bin Rashid Al Maktoum  
(May Allah protect him)

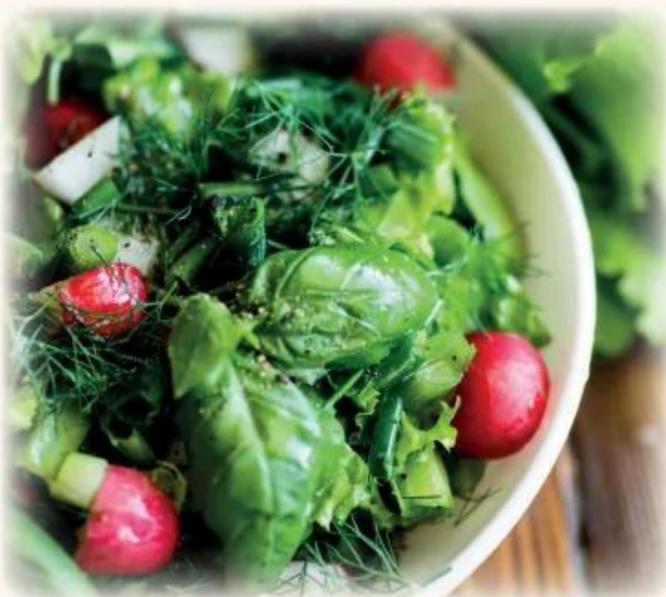
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### **Activity 3: Thinking Task**

What point(s) do you think Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) is making? How do you think the UAE builds ‘bridges of understanding’ between its culture and others?

## **The Salad Bowl Effect**

Sometimes cultural pluralism is referred to as the **salad bowl effect**. Each culture brings its own ideas and perspectives, and each of these is an essential part of making up the whole. Each culture is one of the distinct ingredients needed to contribute to the whole, but the original features do not change.



A salad made from different ingredients. These separate ingredients make up the salad as a whole and are an integral part of the dish.

Like a salad bowl, the more ingredients you add, the wider and more varied range of tastes you create. If we transfer this metaphor to the real world, the more diverse cultures that co-exist and work together in peace and harmony, the more understanding and awareness flows between different people.

An example of cultural pluralism is London in the United Kingdom. According to BBC Languages, there are currently over 300 languages spoken in London and many of its inhabitants were born in another country. This wide range of cultures co-existing can be seen especially through the many different types of restaurants there. You can find almost any cuisine from any culture, for example, harees from the UAE, bigos from Poland, Jamaican saltfish and Korean kimchi. All these cultures make up the culture of London, and like the cultures found in the UAE, they contribute to the whole in many ways.

#### **Activity 4: Research Task**

As you travel to school every day, make notes about the different cultures that you observe. This may be a restaurant, someone speaking another language, or wearing different clothes. Make notes about what you see and/or hear.

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#### **Activity 5: Research Task**

In groups, research two cultures that are present in the UAE. Make notes about their values and beliefs and how these might contribute to the country. Share your findings with the class.

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## Activity 6: Discussion Point

In groups, discuss other possible metaphors for cultural pluralism.

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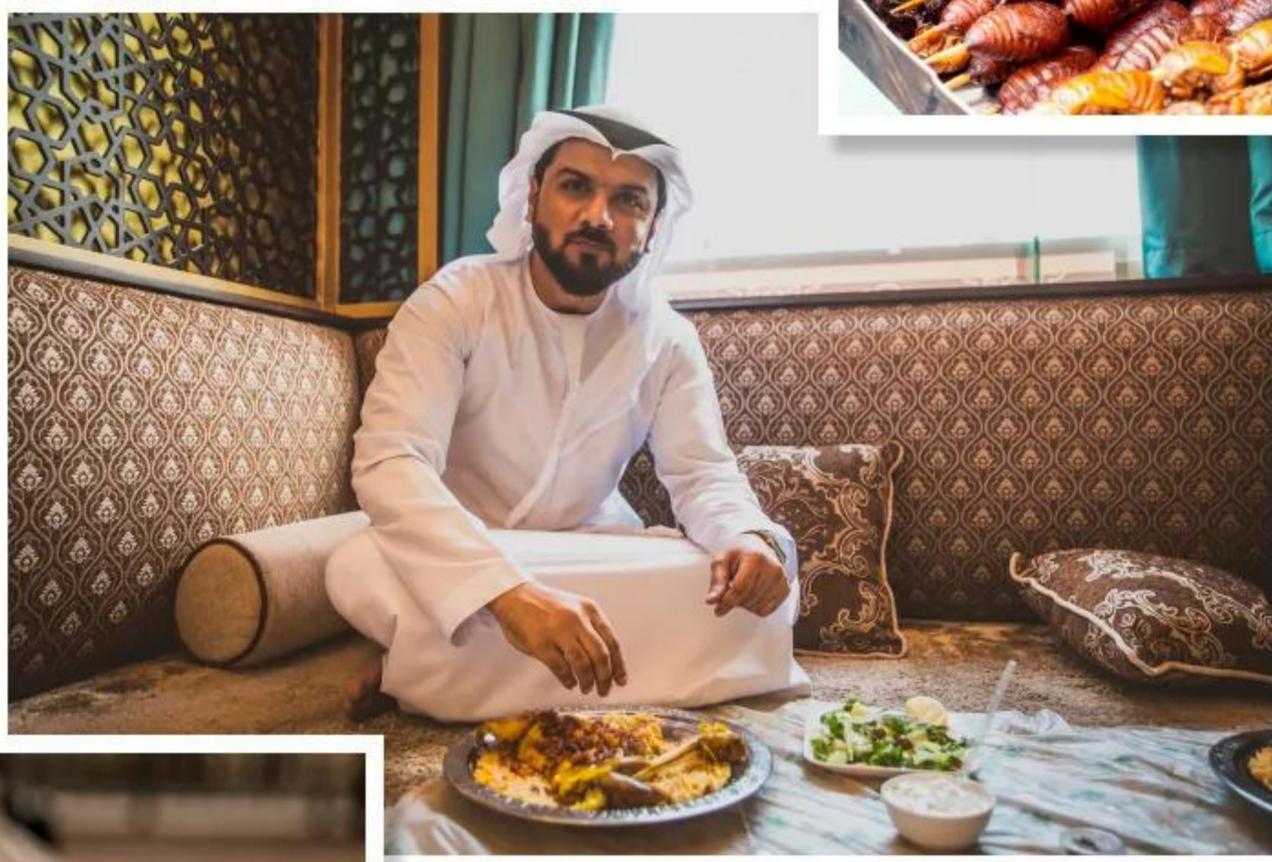
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## What is Cultural Relativism?

When experiencing other cultures, the tendency is to perceive them from a viewpoint rooted in one's own cultural values and beliefs. This is known as **cultural bias**. In a global society it is important instead to try to understand a culture within its own context. This is known as **cultural relativism**.

Cultural bias often arises in situations relating to cuisine and dining habits. Most countries and regions around the world have some aspect of their food culture that would seem strange – if not unpleasant – to those outside their culture. For example, in Southeast Asia, it is not uncommon to eat fried insects, and these are sold to the public in open-air markets. However, few countries around the world include this in their diet. In the US, people tend to eat quickly and on-the-go, often without strict mealtimes. This differs greatly from Mediterranean countries, where meals are often eaten at set times and at a leisurely pace, preferably as a family. In the Gulf countries, traditional meals are served on large platters with guests sitting on the floor and eating with their hands. This would likely seem unusual to Westerners.

If one were to perceive another country's food showing cultural bias, he/she may draw conclusions along the lines of insects being disgusting, eating quickly is unhealthy, or eating with your hands is not clean. However, from the standpoint of cultural relativism, these aspects of eating customs make sense in context and have come to exist due to external factors. In countries like Vietnam and Cambodia, insects are plentiful and a good source of protein. Americans are often short on time, so tend to eat quickly. As for eating with your hands, studies suggest that food is more enjoyable this way.



## Activity 7: Discussion Task

In groups, discuss the questions:

- What aspects of the food culture from your country might seem strange to foreigners?
- When have you showed cultural bias towards another country's food culture?

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## Activity 8: Thinking Task

What other situations could be affected by cultural bias? How could cultural relativism aid in helping intercultural understanding?

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“Our pride stems from the fact that we are a country where everyone thrives equally regardless of their differences, with true love and acceptance: a country where people live and work harmoniously, raising their children to enjoy a future free of the fear of extremism, intolerance, or discrimination based on their race, colour, religion, sect or ethnicity.”

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him)



## Activity 9: Thinking Task

Read the quote. What role does cultural relativism play in the 'pride' that His Highness Sheikh Mohammed bin Rashid al Maktoum (May Allah protect him) mentions?



## Activity 11: Thinking Task

In addition to language, cultural universals are present in other aspects of the human condition. In groups, think of additional cultural universals related to the following topics:

### Society

### Beliefs

### Technology

## Activity 12: Discussion Task

As a class, discuss items from the previous activity. Which aspects can everyone agree on?

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## Activity 13: Research Task

Research additional cultural universals. To what extent do they match the list produced by the class?



## **Lesson 3: How Do Values and Ethical Issues Vary from Different Cultural Perspectives?**

- **What role does culture play in people's values?**
- **How important are values in society?**



### **Key Vocabulary**

**cultural ethics**

**individual values**

**cultural values**

**power distance**

**indulgence**

**restraint**

## The Origin of Culture and Cultural Ethics

Humans learn culture and **cultural ethics** from the environment and those around them. This is significant, as culture influences every aspect of life, including language, religion, behaviour, style, problem solving – even interpersonal relationships. Values and beliefs are also an important part of culture.

## THE IMPORTANCE OF VALUES

Values influence how people think, how they express themselves, and how they exhibit behaviour through their actions. Everyday decisions made reflect values and beliefs and help people to grow and develop. Values can be positive or limiting, for example, trust, honesty and accountability versus blame and manipulation. Values guide individuals, professions, communities, and institutions in their behaviour and interactions with others.

### The Importance of Individual Values

Values and beliefs are learned from our culture, although much of this learning happens unconsciously. People may not be aware what their own values and beliefs are until they encounter people from another culture whose values could be very different. Differing behaviour, or behaviour that is not fully understood, has the potential to cause conflict, misunderstanding, and miscommunication.

Understanding **individual values** helps people to better understand themselves and why they may react the way they do. For example, if someone were to act in a way that is contrary to another's values, it could result in the latter feeling hurt or upset. Similarly, if someone made a decision which went against one of their values, this may lead that person to feel bad about the decision, as they have not been consistent. Some values may change over time, but generally core personal values remain the same.

Living in harmony with one's values can help them to feel motivated and content. However, to achieve this effect, values must be chosen freely. For example, if a student does not cheat in an exam solely because of the consequences they may face if caught, in reality they are not acting freely on the values of honesty and integrity. In the same way, if it were impossible to cheat for one reason or another, again, the student is not actively choosing to be honest. Only if one chooses to do something exclusively based on their values are they demonstrating those values.

Today's world is complex and multicultural, and it is easy to find oneself in difficult situations where choices have to be made. This can be especially challenging when living abroad or interacting with people from another culture, as the question remains whether to always follow individual values and beliefs or adapt. The best approach is to find a balance between staying true to one's own values, while trying to understand those of another culture.

### **Activity 1: Thinking Task**

Choose the ten most important values from the list. Then, choose which are the top three.

- accountability
- community involvement
- enthusiasm/positive attitude
- health
- reliability
- environmental awareness
- humour/fun
- achievement
- compassion
- respect
- adaptability
- conflict resolution
- fairness
- independence
- risk-taking
- ambition
- continuous learning
- well-being (physical, emotional, mental, spiritual)

## Activity 2: Discussion Task

In groups, discuss the questions:

- To what extent do individual values change over time?
- How closely related are individual values to cultural values?
- How important is it to take cultural relativism into consideration when demonstrating individual values?

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## The Importance of Cultural Values



Every culture has its own **cultural values**, or expectations about how people are to behave as part of its core values and beliefs. This affects what is considered socially acceptable, embarrassing, condemnable, or admirable. For example, achievement-oriented cultures place an emphasis on success, whether it is admiration for those that have achieved financial freedom or fame, the accumulation of

status symbols such as luxury cars, watches and clothing – or the acceptance and promotion of ambitious behaviour.

## Differing Cultural Values

Although there are some universal values across different cultures – such as global peace and human rights – cultural ethics reflect the values and morals of a particular culture. These can have an influence on the role of governance of that society's development, its laws, and also policies and thoughts towards other cultures. This also affects how the population adapts or reacts to other cultures. Naturally, cultural values and perceptions can vary greatly.

## Individualism versus Collectivism



Individualistic cultures value the rights and autonomy of the individual. Self-reliance, independence, and being assertive are considered positive characteristics. These types of cultures often focus on the belief that people should be able to solve problems and accomplish goals without the assistance of others. Examples of countries where these cultures can be found are the USA, the UK, the Netherlands, and

Australia.

At the other end of the scale are collectivist cultures. These cultures value behaviours that maintain social harmony and consider the effects on the group, rather than the individual. The value of working together for the advantage of the community is the top priority, which is the case in countries such as South Korea and Japan.

### ✓ **Activity 3: Check Point**

What are two key differences between collectivist and individualistic cultures? What can influence both types of culture to become more individualistic or collectivist?

## **Power Distance**



This concept refers to how power is shared in a culture. People in some cultures will accept that there are unequal distributions of power, that is, a high **power distance**, and may believe that everyone has a rightful place in society. This is reflected in the organisation of society where people are placed in hierarchies of power. Leaders are responsible for making challenging decisions and resolving conflict, and the

relationship between leaders and workers is dependent. In this kind of culture, compliance with the accepted cultural norms is usual, and this is seen to be essential for social harmony and stability. Low power distance cultures tend to be open to consultation and value being able to question ideas and state their own points of view. Independence and autonomy in making decisions are also highly valued.

#### **Activity 4: Thinking Task**

What are some examples of high and low power distance cultures?

“*The Ruler should not have any barrier which separates him from his people.*”  
Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



#### **Activity 5: Discussion Point**

In groups, discuss the following:

- How can a ruler ensure there are no barriers which separate him/her from his/her people?
- How may power distance affect behaviour in a society?

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## Avoidance of Uncertainty



We can divide cultures very generally into two groups regarding how much a culture tolerates and accepts uncertainty and the unknown: cultures that follow strict behaviour rules versus those that prefer informal interactions and behaviour models. Cultures with high uncertainty avoidance value very formal and structured learning and formality in interactions. There are usually strict behavioural norms and breaking rules and unorthodox ideas or behaviours are not tolerated. These cultures have traditional and conservative histories and can be somewhat resistant to change or new ideas.

Cultures that exhibit a low avoidance of uncertainty prefer fewer rules and are tolerant of change and accept different ideas as valid. They often value the taking risks, as this is seen as a way forward, especially in business. Education tends to be open-ended with students' input and ideas encouraged as a way of questioning facts and accepted norms of society. Some countries whose culture exhibits these traits are the UK, the USA, and Singapore.

## Activity 6: Thinking Task

To what extent is having a high or low avoidance of uncertainty culture advantageous in the 21st century?

### Long Term versus Short Term

Some cultures focus on future possibilities and consider, plan, and implement long-term goals. This involves the values of hard work and perseverance to achieve these. Traditions can be adapted depending on the circumstances and whether the change will be beneficial in the future or not. This is an example of a future-oriented culture, with the belief that the future can be shaped into what we want it to be. Countries such as the US, Canada, the UK, and the Netherlands generally operate this way.



Cultures that tend to focus on the past may prefer traditional values and ways of doing things. Tradition is very highly valued and is a source of inspiration, guidance, and direction. Being proud of your culture's traditions and being of service to others is of extreme importance.

A great deal of value is given to the traditional approach and change will be resisted. China, Japan, and some cultures in Latin America exhibit these traits.

“An ambitious nation like ours cannot achieve its goals by relying on its past achievements.”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



”

## Indulgence versus Restraint

This idea has to do with which societies can exercise control over impulses and desires. Cultures that value indulgence place more importance on leisure and the idea that individuals have more control over their lives. Restraint cultures prefer the value of regulating people’s behaviour and suppressing gratification.



## Activity 7: Research Task

In groups, research two cultures other than your own which are different from each other. Read the questions in the second column and make notes in the table. Present your findings to the class.

Dimension	Areas to consider and questions to ask about each culture	Culture 1	Culture 2
Power Distance	Who has authority? What type of authority? How much power do they have? (e.g. parents, teachers, police, government)		
Individualism versus Collectivism	Are families small or large? Do people tend to make decisions alone or as a group? Does the extended family play a large role in people's lives?		
Indulgence versus Restraint	Is self-control and not needing to seek 'pleasure' valued? Does the society expect people to be able to 'let go' and enjoy themselves? How should work and play be balanced?		



## **Lesson 4:** How Have Global Media, Social Media, and Information and Communication Technology Affected Different Cultures?

- **How important is communication technology in the world today?**
- **Which invention has changed global communication the most?**



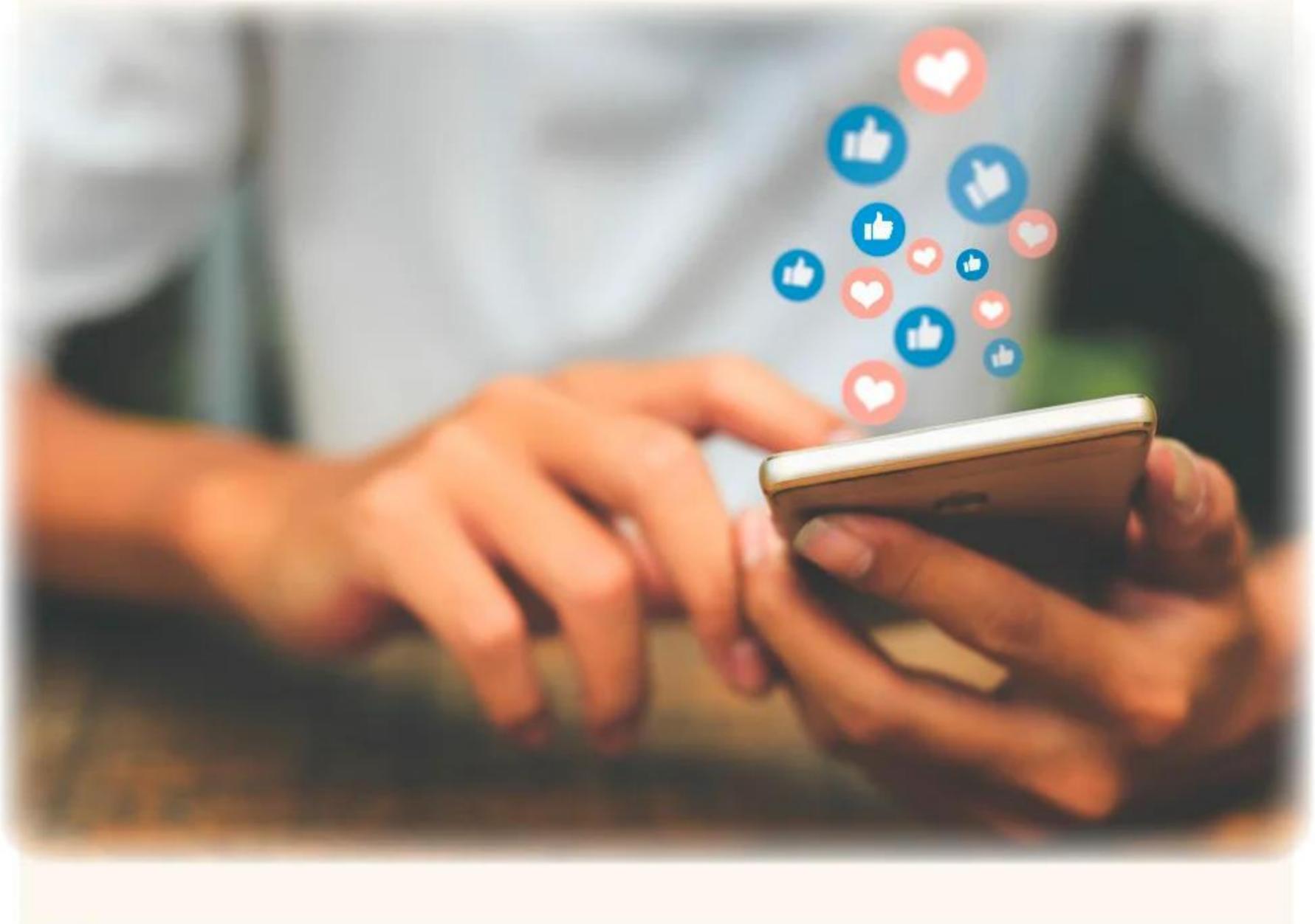
### **Key Vocabulary**

**information and communication technology (ICT)**  
**global media**

**social media**  
**real time**  
**fake news**

## GLOBAL MEDIA AND INFORMATION AND COMMUNICATION TECHNOLOGY

Until the 1830s, little had changed in the way of communication technology since the printing press was invented some 400 years earlier. However, the invention of the telegraph in the early 19th century, followed by the telephone, radio, and television – over the next hundred years or so – would revolutionise human existence. Nowadays, rapid global communication is commonplace, as **information and communication technology (ICT)** has grown to include a number of everyday devices all connected via the internet. Global communication is now the easiest and fastest it has ever been in all of human history, and as a result, both **global media** and **social media** are more prevalent than ever.



## Activity 1: Discussion Point

In groups, discuss the questions.

- To what extent are people exposed to global media on a daily basis?
- What role does social media play in society?
- How many devices with a Wi-Fi connection and storage capacity does an average person own? Which ones?

## What Are the Positive Effects?

Information and communication technology, global media, and social media are extremely powerful tools. Their use has changed the ways that people live, work, communicate and learn, and they continue to affect the way we see and interact with the world. Robots and computers are involved in everything from answering calls and handling customer requests, to performing surgery and exploring environments that humans cannot reach, for example, the ocean floor.

This explosion in global media and ICT means that people can communicate with each other in **real time**, making international communication easier and more effective. Working remotely is now feasible, as employees can connect with co-workers and participate in meetings online from anywhere in the world. It is now also possible to speak to family and friends even if they are on different corners of the globe.

Learning about other parts of the world is simple, as people write online blogs and upload photos of their lives and experiences, which are shared worldwide, giving insight into different cultures, attitudes, and beliefs. Students from all over the world can access information for assignments, and university courses are delivered online where participants interact in online classrooms. These participants may



live in different countries but work together to exchange ideas. With such exposure, people can develop awareness, not only about their own culture, but of other cultures around the world. Social media has provided an effective tool for people to come together on a global level.

Global networking can also provide opportunities for problem-solving with other cultures, sharing viewpoints, and interests. Increased communication develops more empathy, understanding, and tolerance. Our daily interactions are embedded in the digital world and our roles are changing from information consumers to information producers. We now search for and provide information. New media, especially those which allow users to directly upload their own writings, pictures, and sounds, are being used as a tool to allow them to express themselves in ways which were impossible with more traditional media.

### **Activity 2: Thinking Task**

How have global media, social media, and ICT benefitted your culture?



## What Are the Negative Effects?

Some people believe that the change from face-to-face interactions to online communication is a negative consequence of the digital age. Also, cultures that have more developed network systems and better digital infrastructures have a huge advantage over those that do not. Because of the increasing divide between those who can and those who cannot access the internet, the United Nations has included internet access as one of their long-term sustainable goals and are working to 'increase access to information and communication technology' and to 'provide universal and affordable access to the internet in developing countries.'

However, some argue that global media has a negative influence on their culture and traditional values and do not see increasing connectedness as something positive. If the largest global media corporations are based in one culture and most of the information comes from that culture, then this, some people have argued, threatens the receiving culture's traditions and beliefs. Others argue that the information is biased and determined by which company owns the media outlet.

### Activity 3: Thinking Task

How have global media, social media, and ICT had a negative effect on your culture?

## Fake News

**Fake news** refers to news and stories in the media that are written to intentionally misinform or deceive readers. Often, these stories are created to influence the readers' opinions and views about political content. Fake news has no verifiable facts, sources, or quotes. To help readers recognise fake news, the International Federation of Library Associations and Institutions has published a summary of what readers should look for when deciding if a news item is fake or not.

The main points include:

1. Consider the source (to understand its mission and purpose).
2. Read beyond the headline (to understand the whole story).
3. Check the authors (to see if they are real and credible).
4. Assess the supporting sources (to make sure they support the claims).
5. Check the date of publication (to see if the story is relevant and up to date).
6. Ask if it is a joke (to determine if it is meant to be satire).
7. Review your own biases (to see if they are affecting your judgement).
8. Ask experts (to get confirmation from independent people with knowledge).

### Activity 4: Thinking Task

To what extent does fake news affect society?

### Activity 5: Discussion Point

In groups, discuss the questions.

- Should people around the globe have unrestricted access to the internet? Should age be a factor?
- To what extent has ICT had a positive or negative effect on society?
- How has social media affected interpersonal relationships?
- What is the future of global media?

### Activity 6: Discussion Point

Read the quote and discuss these questions in groups:

*“The mass media have an essential part to play in the education of young people in a spirit of peace, justice, freedom, mutual respect and understanding, in order to promote human rights, equality of rights as between all human beings and all nations, and economic and social progress. Equally, they have an important role to play in making known the views and aspirations of the younger generation.” -the*

**United Nations**

- To what extent do you agree with the quote?
- How can the media and ICT promote different cultures' views and aspirations?
- How do you promote your own views about your culture?

### Activity 7: Research Task

Research internet connectivity around the world.

- Which countries have the fastest internet speeds?
- Which countries have the most/least internet users?
- Where is having an internet connection more/less expensive?



## **Lesson 5: How Have Tourism and Migration Affected Culture Globally?**

- **What would the world be like without tourism?**
- **Why have people migrated throughout human history?**



### **Key Vocabulary**

**tourism**  
**disposable income**  
**boom**  
**economic recession**  
**migration**

**push factors**  
**pull factors**  
**discrimination**  
**integration**

## WHAT IS TOURISM?

The word **tourism** often brings to mind images of swaying palm trees and crystal blue waters. However, there are many different types of tourism, including eco-tourism, accessible tourism, and religious tourism – all of which have an effect on culture globally.

Tourism is not a recent development, as it has been around for nearly 2000

years. It was not until the 1960s, however, that tourism expanded since people had more **disposable income** and could afford flights to and from places all over the world. With this **boom** in tourism, came very rapid development. Small villages in coastal areas often became over-developed with restaurants and resorts to cater for the large amounts of tourists arriving, as was the case on the Mediterranean coast.



### **Activity 1: Thinking Task**

Why do you think that people want to visit other countries?

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## The Positive Effects of Tourism

Tourism can bring a lot of money into local economies and can generate employment and economic opportunities for the local culture, which may not exist otherwise. Jobs may be created directly in the tourism sector and also indirectly, for example, through the provision of retail services such as shopping and dining options. By providing efficient healthcare and transportation infrastructure the local population also benefits, with increased access to other places in the country, as well as improved medical care.

At any tourist destination, there are many different cultures mixing together and this interaction allows individuals to learn about the host culture and pass on aspects of their own culture. People can learn from one another and compare each other's cultural beliefs and values. This can help to develop understanding and cultural exchange between the visitors and the hosts. It provides opportunities to develop mutual sympathy and understanding, change perceptions, and reduce prejudices.

Many tourists want to explore the culture of the host country. When businesses meet the demands of tourism, this also means that there are more cultural and social events available for local people, such as entertainment and exhibitions. This can create more community pride. Tourism can also encourage the preservation of local traditions and festivals which visitors can observe or participate in. This can strengthen local communities and renew local interest in cultural and historical traditions.

Tourism can encourage the protection of fragile natural environments and, if carefully managed, can promote conservation and natural resources. Entrance fees to national parks and nature reserves can be used to help finance environmental protection and conservation, which in turn, increases the environment's economic value. The interest in visiting places of natural beauty can increase the pressure

on local authorities to conserve different habitats and wildlife. Raising awareness of the value of natural and cultural sites can stimulate a sense of local cultural pride and increase interest in conserving these resources.



The cultural areas of Al Ain (Hafit, Hili, Bidaa Bint Saud and Oases Areas) are classified as UNESCO World Heritage Sites. They are culturally important and share local values and cultural heritage.

## The Negative Effects of Tourism

Unfortunately, if tourism is not managed properly, it can have negative effects on the host culture; it can affect the economy, socio-cultural status, and the environment. Research has shown that some jobs that are created by tourism are only seasonal and can be poorly paid. This means that there is no guarantee there will be employment from one season to the next. Tourism can affect the cost of basic food items and prices may increase due to the extra demand, which directly affects local people. Also, the required infrastructure needed to support tourism is often very expensive, for example, roads and airports, and these costs often need to be paid by local governments. If a country becomes overly dependent on tourism, then changes in tourism preferences or **economic recession** can have very harmful effects.

Tourism brings together cultures that may have very different values and beliefs. Tourism may have a negative impact, as it can change the local culture's value systems and behaviour. For example, with increased tourism there can be more crime as tourists may be

carrying items of great value, such as jewellery or expensive phones. This may lead to increased pickpocket activity, or worse. Research has shown that where there is too much tourism for the local population, illegal activities such as drug use and crime may increase as a direct result.

Tourists come from many different cultures, so their beliefs and values may be very different from those of the host culture. Out of ignorance or carelessness, tourists may fail to respect local customs in terms of dress code and behaviour. This can cause offence and feelings of anger and resentment among the local population.

Without protection and conservation management, tourism can threaten the environment. Large numbers of tourists visiting natural places of beauty may leave litter and increase noise levels. Pollution and traffic can also increase. An increase in tourism also implies an increase in the need for resorts, restaurants, hotels, and golf courses. The construction of these facilities can have an impact on the environment, on ecosystems, and on natural resources such as water.

### **Activity 2: Checkpoint**

What are two positive and two negative effects that tourism can have on:

- a local economy?
- the socio-cultural aspects of a culture?
- The environment?

## Tourism in the UAE

The UAE is an increasingly popular travel destination in the Middle East, even despite the COVID-19 pandemic. According to government statistics, in 2021, over a million guests stayed in Sharjah. That same year, 3 million guests stayed in hotels across the Emirate of Abu Dhabi – generating 4.3 billion dirhams. The first three months of 2022 saw 3.97 million overnight visitors in Dubai, with hotels at 82% occupancy, placing it at the top of global rankings.

### Activity 3: Thinking Task

Why do you think the UAE is such a popular destination to visit?

## Developing and Integrated Approach towards Tourism

In response to the increasing number of people visiting the UAE, there has been a focus on developing the country as a global destination with an integrated approach in the tourism sector. This approach focuses on the airports, transport companies, airlines, accommodation providers, tour guides, and meeting organisers.

Tourists travel to the UAE for a variety of reasons: to experience a new culture and traditions, to attend sporting and cultural events, to enjoy nature and outdoor activities, as well as to go shopping. To accommodate such a wide range of needs, the UAE government has focused heavily on this sector, recognising that tourism is an increasingly important contributor to the national economy.

The world-famous Louvre Museum in Abu Dhabi, the Saadiyat Island Cultural District, and the Zayed National Museum are some examples of the UAE promoting global cultural attractions. The UAE also hosts several high-profile sporting events, such as Formula 1, international rugby



and golf championships, as well as cricket and other sports. These attractions are key features of the UAE's approach to tourism.



The government is striving to balance the development of tourism, while also preserving the country's unique culture. The country achieves this through festivals and events, such as the annual Qasr Al Hosn Festival, the Sheikh Zayed Heritage Festival, as well as numerous days

throughout the year that provide opportunities for new generations of Emiratis to experience and value their heritage. Every emirate has at least one heritage village, which allows people to have a look into the past lives of Emiratis through traditional architecture, markets, and public buildings.

The great number of museums across the UAE contributes to promoting and preserving Emirati culture, while also serving as tourist attractions. Several of these museums are in ancient forts and palaces and contain numerous items from the past, an example being the Al Ain Palace Museum. Some



museums also teach visitors about traditional sports, such as camel racing and falconry. The increased interest in falconry during recent years is because of Sheikh Zayed's influence. Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) was an expert in falconry and saw the sport as a way to preserve Emirati heritage.

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*“Youth should think and ask about history, and about how past generations lived.*

*I believe that those who don't know their history certainly don't know their present, but if a person knows his past then he should be prepared well for the future. Any nation without a cultural heritage does not have a future.”*

**Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)**



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## Activity 4: Thinking Task

How has the UAE balanced the positive and negative effects of tourism?

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## Tourism and Cultural Sensitivity



The UAE welcomes all visitors but wants to maintain its own unique cultural values, so it encourages all visitors to find out what is considered acceptable behaviour and conduct in the country. Information can be accessed on Emirati embassy websites worldwide and provides useful information for anyone visiting the UAE. It is important that tourists are aware of any cultural differences so they may avoid offending the local population.

## Activity 5: Action Task

Access an official UAE embassy website to find out what advice is given to tourists who plan on visiting the country. What additional information may visitors find useful?

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### Activity 6: Research Task

Choose a popular tourist destination. What changes have occurred over the past ten years? Do some research and complete the chart below.

Changes due to tourism	10 years ago	Today
Accommodation		
Employment		
Transport		
Environment		
Security		
Noise		

Based on the information in the chart, consider five reasons for promoting tourism and 5 reasons against doing so.

## GLOBAL MIGRATION

**Migration** is significant, as it removes traditional boundaries between languages and cultures. Even those who do not migrate are affected by movements of people in or out of their communities and by changes that result. There are many push and pull factors determining why people migrate to another country. **Push factors** are aspects of a home country that make one want to emigrate and **pull factors** are aspects about a destination country that attract migrants. Push factors cover a wide range of areas, such as a lack of job opportunities, **discrimination**, security threats, political and religious persecution, or natural disasters. Pull factors may include job opportunities, more political or religious freedom, better educational and healthcare options, security, or family links.

### Activity 7: Thinking Task

What are some other push and pull factors for global migration?

### Integration

Migrants in any host culture can maintain their own cultural characteristics while integrating into a new host culture. **Integration** in the UAE may mean a person from Osaka speaks Japanese at home, sends their children to a Japanese curriculum school, has Japanese friends, supports their home baseball team, yet communicates in English or Arabic with UAE citizens and residents, has Emirati friends or colleagues, and enjoys local celebrations and traditions. Naturally, this is a positive experience for both the migrant and the host culture, as migrants feel more comfortable in a multicultural environment and welcoming country.

Global migration is characterised by migrant cultures clustering together, for example, the Bangladeshi community around the Brick

Lane area in London, the Mexican community in Texas, and the Italian community in Melbourne, Australia. However, some host cultures may express concern that their own culture is facing a threat from the migrants' way of life and values, particularly if these values are quite different from the host's culture and perspective.

### **Activity 8: Thinking Task**

How does the UAE government encourage a multicultural society?

### **Activity 9: Self-Assessment Task**

Answer the questions, giving reasons and specific examples to justify your opinion.

1. How much responsibility do countries and individuals have for welcoming migrants?
2. Some countries view migrants as a threat to their culture, whereas others view them as an asset. Why is this?
3. Is tourism important to your culture or not?
4. Some countries believe that tourism destroys the local culture. To what extent do you agree/disagree?

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# Unit 5: Global Citizenship - 1

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- **What makes someone a citizen?**
- **What does it mean to be a global citizen in the 21st century?**
- **What different types of governance are there?**
- **What role does regional governance play in world politics?**
- **How significant are world governance structures in the 21st century?**
- **What is the importance of justice being done on the international level?**
- **What resources do all humans share that go beyond the national level?**

## Lesson 1: What Is 'Citizenship'?

- What comes to mind when someone says 'citizen'?
- What responsibilities does a citizen have?



### Key Vocabulary

**constitution**

**national**

**nation-state**

**cultural identity**

**upstanding citizen**

**ordinary citizens**

**second-class citizens**

**law-abiding citizen**

## WHAT IS A CITIZEN?

The most widely accepted definition of a citizen is a person who is a recognized member of a specific country. An individual is generally considered a citizen because of their ancestry (*jus sanguinis*), their country of birth (*jus soli*), or because they have met certain conditions for obtaining the status, such as through marriage or by investment. A citizen possesses certain rights based on the country's laws and **constitution**. In return, the citizen must uphold and obey the laws of the country and carry out certain responsibilities.

'My name is Zayed. I have UAE citizenship and both my parents are Emirati. As a citizen of the United Arab Emirates, I have the right to apply for a passport in my own name so that I can travel to other countries as an Emirati national. My personal liberty is guaranteed according to the UAE's constitution, and I am allowed to exercise freedom of speech within the limits of the law. I may be called upon to undertake military service to defend the nation if necessary. I would be proud to do this, because I think it is one of the most important aspects of being a citizen – participating in keeping your fellow citizens safe if they are ever under threat from abroad.'



'My name is Teulia. I am a citizen of New Zealand. My parents and grandparents are Samoan and I was born in Samoa. My family moved to New Zealand when I was two years old. We obtained citizenship in New Zealand through naturalisation. This means that my parents had lived and worked in New Zealand for five years as residents before applying for citizenship. We had to prove that we could speak English and that we were 'of good character' before we were granted citizenship. Samoa does not recognise dual citizenship, so my parents and grandparents decided to give up their Samoan citizenship in favour of obtaining New Zealand citizenship. As a citizen of New Zealand, I have many rights, such as the right to freedom of movement and freedom of expression. I am allowed to protest against things that I think are wrong, as long as I do not break laws while doing so. One of my responsibilities as a citizen is that I have to perform jury duty if I get summoned to do so.



The term 'citizen' is often used interchangeably with the term **national**. 'National' refers to people and processes within the borders of a country. For example, Zayed is a recognised national of the UAE, but he would be seen as a foreign national in New Zealand.

The term 'national' may have a broader meaning as well, making reference to a person's ethnic or cultural background, or the country where they were born. For example, Teulia may describe her nationality as Samoan because she was born in Samoa, and her family maintains aspects of Samoan culture and language in their home and local community, but she is a recognized citizen of New Zealand.

Some countries may be described as a **nation-state** because the majority of their citizens share a common identity, such as the same home language, or the same ethnicity or culture. In the UAE, normally only people of Emirati descent may legally acquire citizenship, but people of many different nationalities, speaking many different languages, live and work here.

On being told that 85% of the workforce in the UAE was made up of expatriate workers, Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) replied:

“*The livelihood is from God, the money is God's, the land is God's, the grace is God's, we are all God's creation, and he who has trusted God will never be failed, and those who come to us are welcome.*”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



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### **Activity 1: Discussion Point**

Discuss the ways in which people who come to the UAE are welcomed and provided with opportunities to live and work in harmony.

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### **Activity 2: Thinking Task**

Why do you think different countries have different requirements and conditions for citizens?

## **Citizenship within the Country**

In the examples of Zayed and Teulia, both obtained citizenship according to certain conditions but must follow specific rules and fulfil certain responsibilities to maintain their status. This is significant, as it means that an individual exercises limited personal choice in the legal aspects of their citizenship. If Teulia were to change her mind about the responsibility of participating in the judicial process of her country, she could not act on her feelings; she would have to comply with the obligation to perform jury duty if called to do so. In the same way, if Zayed were to feel that it would be wrong to participate in war or matters of national security, he could not disobey – he must comply with his government’s requirements if instructed to do so.

### **Activity 3: Discussion Point**

To what extent should the government be able to call upon citizens to serve the best interests of the country?

Being a citizen of a country gives us specific rights and responsibilities, yet citizenship status can also become part of an individual's identity. **Cultural identity** refers to the shared way we do things as citizens of a country. This includes certain norms and expectations about how decisions are to be made and how people should behave.

Culture may be developed and expressed through the following:

- values and beliefs
- language
- heritage
- the arts
- geographic location
- technology

Even if the population of a country is diverse, citizenship status itself adds a dimension of cultural identity to people's lives. For example, the US population is diverse, but the ideal of 'freedom' and the liberty to pursue individual gain are something that US citizens value on the whole. The US constitution protects the basic rights and freedoms of all Americans, therefore unifying the population in this aspect despite differences in race, ethnicity, gender, socioeconomic status, or religion.

#### **Activity 4: Discussion Point**

Work in groups. Consider what it means to be a citizen of your country.

- What responsibilities do you have?
- What aspects or ideas do you and your fellow citizens share?
- To what extent is this similar or different to you classmates?
- To what extent is this similar or different to UAE citizens?

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## Other Ways in which We Use the Term 'Citizen'

The term 'citizen' is often used to describe a person in terms of the way they behave in relation to others; people decide whether or not someone is a productive member of society people based on their behaviour in relation to how they are expected to behave within their community. This is a more subjective aspect of citizenship. It moves away from legal status and embraces the idea of shared values. Here are some examples:

Reem was acknowledged for being an **upstanding citizen** because she always went out of her way to help elderly members of the community.

A journalist had published an opinion piece in a newspaper praising the government for promoting the basic health needs of **ordinary citizens** in the country.

The National Party in South Africa between 1948 and 1994 pursued a policy called 'apartheid' in which people of non-European ethnicity were treated as **second-class citizens** and were even denied basic human rights.

A minister announces that **law-abiding citizens** need not fear government inquiries into tax evasion.

### Activity 5: Thinking Task

Study the four examples of ways in which the term 'citizen' is used above. In each case, explain what aspect of being a 'citizen' is being referred to.



## Lesson 2: What Is 'Global Citizenship'?

- **What does it mean to be a global citizen?**
- **What responsibilities does a global citizen have?**



### Key Vocabulary

**awareness**

**informed decisions**

**global citizenship**

**political boundaries**

**charitable organisations**

# GLOBAL CITIZENSHIP

Hisham, Aisha and Shamma are students at a school in Abu Dhabi. During the recent school holidays, Shamma had always wanted to experience a safari. She wanted to sit on the backs of trained elephants and be led through a natural landscape where they could view birds and other wildlife. However, she started reading online about tourist operators who were treating elephants badly: they take young elephants away from their mothers and use harsh and cruel training methods to prepare them for a life of transporting people and performing tricks. Shamma was horrified.

When Shamma's father announced that the family was to fulfil her dreams and spend time with elephants, Shamma was delighted but concerned. Her father reassured her; the family would be visiting an elephant sanctuary. At the sanctuary they would feed elephants, spend time with them, learn about their behaviour and care for them in an environment that was designed to protect them.

Shamma enjoyed the experience with the elephants and she found the local people very hospitable, kind, and caring, though she also felt guilty for not knowing how poorly many elephants were treated. She refused to take any 'selfies' with the elephants, and she discouraged her younger brother and sister from doing so. Still, Shamma felt she had to do more.

She found out that there was a Facebook group dedicated to raising awareness about elephants. She joined the group and started talking with people who were also concerned. These people were located in many different parts of the world. One of the key issues presented on the Facebook page was convincing people not to go

on elephant safaris until the authorities had taken steps to put a stop to the cruel treatment of elephants. Shamma told her father about the Facebook group, but he immediately suggested that she needed to think more carefully about what the group said and planned to do. He told her that issues in life are often complex and that there was often another side to the story. He told her that many people rely on tourism and that if people stopped going on safaris, the livelihoods of workers and their families could be affected.

Shamma had not considered this; she was grateful for the wise words of her father. When Shamma returned to school after the holiday, she spoke to some of her friends about the issues she had discovered. Her friends shared her concerns for the welfare of animals but also understood the other issues that Shamma's father had raised.

They all decided to talk to their teacher to get further advice and wisdom. Their teacher suggested that they might want to spend some time researching the issues in more detail to get better information. This would help them make more **informed decisions**. They all agreed that this was also good advice and began investigating.



## Activity 1: Discussion Point

Work in groups. Consider the scenario above and answer the following questions:

1. Describe the range of perspectives related to elephant safaris.
2. What did Shamma's father mean when he said that 'issues in life are more complex and that there was often another side to the story'?
3. List and discuss the shared values that you think are motivating Shamma, Hisham, Aisha, and other people concerned about elephants.
4. What important lessons do you think Shamma and her friends, who are young, learnt from Shamma's father about forming opinions on social issues?

## Global Citizenship Transcends Political and Geographic Borders

In the scenario involving Shamma and her friends, Shamma became concerned about an issue that was taking place in a different country. Her interest in elephants and wildlife was not connected to her citizenship status in the UAE. She developed an emotional connection to the well-being of a group of animals located relatively far away from where she lives. One aspect of **global citizenship** is that it transcends **political boundaries**; a global citizen is interested in – and wants to participate in – causes and events that are not constrained by statehood or legal citizenship. This does not mean that she forgets about her own country or that she can 'do as she pleases'; it means that she may choose to utilise the freedoms and liberties and other capacities of her citizenship status to participate in issues in the wider world.

## **Global Citizenship Involves Access to Information**

Shamma developed a love of wildlife and elephants through watching documentaries; she had access to media and content that enabled her to learn about something that did not exist in the same way where she lives. She also learnt about the criticisms of elephant-based tourism online. Access to the internet provided her with the opportunity to expand her knowledge and understanding about something happening in a different part of the world. Social media platforms gave her the opportunity to engage with other people who were also interested in the elephants' well-being. Global citizenship is enabled by almost unlimited access to information.

## **Global Citizenship Involves Critical Thinking**

Shamma's father told her that issues in life are often complex. He was trying to get her to consider the range of perspectives on the issue about which she had formed an opinion. Shamma had to confront the idea that the mistreatment of elephants was not a simple problem to be solved, and that action may, in fact, lead to other negative consequences.

Global citizenship must be grounded in critical thinking – the capacity to consider an issue from multiple perspectives, to question, to analyse the underlying causes of issues, and to work out a range of options for taking action (if any). Most importantly, critical thinking requires that a person not be affected in their decision-making by an emotional response to an issue they find uncomfortable. An individual must be able to examine the issue critically and try to understand it, while acknowledging that their reaction to it may not be positive.

## Global Citizenship Involves Identities that Transcend Nationality

When Shamma went online to join the Facebook page, she was able to communicate with other people who shared a common interest that gave them a shared identity. This is a key factor of global citizenship – individuals connect with other people from many different places, in relation to issues that are not linked to their nationality – they may even adopt new values into their identity. For example, think about online gamers. Typically, these are young people with access to a personal computer, gaming software, and the internet, who share a love of online gaming. They form teams and competitive groupings with other gamers from all over the world. Their enjoyment of gaming becomes an integral aspect of their identity and is unrelated to their nationality.



## Global Citizenship Involves Universal Values and Attitudes

Shamma felt that elephants should be treated humanely. She had a strong belief in the importance of animal welfare. This is a set of values that she shared with many other people. Global citizenship often involves a shared set of what we may call 'universal values'. They include believing in the importance of human rights, environmental justice, world peace, and many other things. These shared values unite people across political, cultural and religious borders. In the United Arab Emirates, for example, there are many international schools, attended by students of different nationalities and cultural identities. A value that the families of those students share is that education is important and prepares young people for a successful future, something that was dear to the heart of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul). This is highlighted by the following quotes:



“*An educated person is the real asset of a nation and the sustainable saving preserved for its present and future.*

*No education, no successful work; without these two factors, we can't achieve development and progress to serve the nation and citizens.”*

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



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## Global Citizenship Involves Action

Shamma and her friends wanted to take action to improve the conditions of life for the elephants. They also took the advice of others to help them realise that they needed to know more about the issues involved. Global citizens are active, involved, and engaged in issues of common concern.

“*The human being is at the heart of all real progress.”*

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



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## 🔍 Activity 2: Research Task

Research one of the following charitable organisations in the UAE:

- Emirates Red Crescent
- Dubai Cares
- Dar Al Ber Society



<p>How does the organisation help?</p>	
<p>How much aid do they provide each year?</p>	
<p>How can individuals contribute to the organisation?</p>	



### 🔍 Activity 3: Research Task

The UAE places a strong emphasis on providing resources and assistance



to people and causes in other parts of the world, as well as aiding development and relieving suffering. Do some research and complete the chart.

<p>How much money has the UAE given in aid in the last few years?</p>	
<p>What type of resources has the country donated?</p>	
<p>Which countries has it helped?</p>	







## Lesson 3: What Is 'Governance'?

- What is meant by 'governance'?
- What would happen without any governance structures in place?



### Key Vocabulary

**governance**

**leadership**

**rule of law**

**equity**

**strategic vision**

## What is 'Governance'?

**Governance** refers to the way a country or other enterprise is ruled, controlled or run, that is, governed. There is a close relationship between governance and **leadership**. Leadership provides direction, motivates everyone to achieve a shared vision, and sets the tone for the future and how decisions will be made. It is often grounded in values and respect for the people it serves. For example, Sheikh Khalifa bin Zayed Al Nahyan (May Allah have mercy upon his soul), placed importance on the use and development of technology and technological innovation as being a key aspect for the development of skills among all the UAE community. His leadership provided people with a vision to use technology to enhance their well-being. This is an example of visionary leadership, inspired by a desire to improve people's lives. Governance structures are there to channel and focus the decisions and actions that leaders take for the well-being of the country and its population.

### Activity 1: Discussion Point

Work in groups. Discuss aspects of life as a young person in the UAE that are governed by certain rules and processes, for example attending school until a certain age or not being allowed to have a job until you turn fifteen. Do young people have any say in these processes? Do they add value to their quality of life? What would happen young people's lives were not governed by any sort of structure?

## WHY DO WE NEED GOVERNANCE STRUCTURES?

A governance structure is created so that people who belong to a particular organisation or entity know how to do things in a way that has been deemed effective, efficient, ethical, and transparent. Think about your experience as a student at school. The education

system is set up and governed by a ministry of education. This is a government structure. It makes decisions about what type of curriculum will be followed by schools and what kinds of knowledge, skills, and qualifications should be attained by students. This helps to ensure consistency and organisation across the system. There are also specific guidelines for assessment and how examinations are to be administered.

If these guidelines and requirements are followed carefully, then the qualification that a student receives upon completing their studies can be compared in quality to other students who obtained their qualifications from different schools – there is standardisation, transparency, and accountability. Most countries have at some point had problems with cheating and corruption in education. For example, students may attempt to bribe a teacher to give them a high grade instead of achieving this through their own efforts. Governance procedures make rules against this and provide guidelines for how these kinds of cases should be prevented or dealt with.

### **Activity 2: Discussion Point**

Discuss whether there should be any limits to governance. Should people who are affected by the rules and processes of governance be allowed to have a say in changes made to the governance structure?

## NATIONAL, REGIONAL, AND GLOBAL GOVERNANCE STRUCTURES

Many governance structures in the world are geographically and politically defined. For example, each country has its own government which is run according to its laws. Countries are both geographic and political entities. They are defined by physical borders that separate them from other countries and have their own political identities that distinguish them. Countries may co-operate with one another in regional entities that aim to regulate or facilitate aspects of decision-making. Generally, these types of structures are economic or strategic: they have been created to set up favourable conditions for the countries to interact with one another across political boundaries or as a way to protect one another from possible negative outside influences. There are also global governance structures that are responsible for providing guidance on decision-making in world matters. The United Nations is a prime example.

### Activity 3: Thinking Task

Why do you think strategic reasons (such as security) play such an important role in the establishment of structures for governance? What does this imply about the relative state of peace and cooperation in the world?



## Governance in the UAE: Local and National Structures



Established as a nation on December 2nd, 1971, the UAE has a unique system of governance that combines traditional monarchies with modern political systems.

Each emirate has a ruler and a crown prince; the federation is governed by the Supreme Council which is composed of the seven rulers. The rulers elect a president and vice-president, both of which serve five-year terms in office to which they can be re-elected. The Supreme Council has both legislative and executive functions. Members ratify federal laws and decrees, plan policy for the federation, and approve the nomination of the prime minister.



The executive branch of the federation is the United Arab Emirates Cabinet. The Cabinet operates under the supervision of the president and Federal Supreme Council. The Cabinet is made up of a prime minister, two deputy prime ministers, the ministers of the United Arab Emirates, and the General Secretariat. The General Secretariat provides the administrative, legal, and technical support to the Cabinet.

The aspects of common concern that are governed by the Supreme Council on behalf of the emirates are:

- foreign affairs
- security and defence
- nationality and immigration
- education
- public health
- currency and banking
- communication services
- air traffic control

The Federal National Council (FNC) is the UAE's parliamentary body. It consists of forty members: eight each from Abu Dhabi and Dubai, six each from Sharjah and Ras Al Khaimah, and four each from Ajman, Umm Al Quwain, and Fujairah.

The FNC has several functions:

- It discusses proposed amendments to the constitution and draft laws, with a view to approving, rejecting or amending them as required.
- It reviews the annual draft budget for the Federation
- It debates international treaties and conventions
- It influences the government's work by discussing, questioning, proposing, and recommending decisions and actions.



The Federal Judiciary is an independent body under the constitution (this means it is not influenced by the other federal structures). It includes the Federal Supreme Court and Courts of First Instance. The Federal Supreme Court has five judges who are appointed by the Supreme Council. The role of these judges is to decide on the constitutionality of federal laws and arbitrate on inter-emirate disputes, as well as those which may arise between the Federal Government and all the emirates.

In response to regional and global changes, the UAE Supreme Council has recognised the need to develop its governance structures. It needs to be more responsive to the needs of the population in relation to development, especially the need to engage young people in decision-making processes. This will enable them to participate in political and social developments that involve other members of the UAE community, as well as global citizens around the world.

In 2006, an electoral college was established and the first elections to the FNC were held. Initially, each emirate nominated a council made up of 100 times the number of FNC seats it would ordinarily fill (e.g., Ajman would nominate 400 people). These representatives then elected half of the FNC members for their emirate, while the ruler nominated the other half.

Under the reformed process, 20 members of the FNC are now elected by the Electoral College and 20 members are nominated by the rulers of the seven emirates. Further rounds of election were rolled out, with increasing participation of representatives who had not previously had the right to vote in the federation. The result was the council has a more diverse body of members – including women – who had not previously had an opportunity to participate in government.

The Supreme Council applies the principle of Al Shura (consultation) in governance decisions and processes.

#### Activity 4: Discussion Point

How have the leaders of the UAE worked together to create a good life for their people? Research three examples.

#### Activity 5: Research Task

How has the ruler of your emirate contributed to the success of the Supreme Council and the federation. Research three specific examples.

“*The harvest of our founding fathers’ efforts is the homeland that is dear to all of us. We live in it with dignity and pride. We continue to work day and night under the banner of the shadow of this fair union.*”

His Highness Sheikh Dr Sultan bin Mohammed Al Qasimi (May Allah protect him),  
on the occasion of UAE National Day, 2017.



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#### Activity 6: Action Task

Develop a slide presentation that presents how the UAE Government is structured and how it has a positive impact on UAE citizens and ensures their well-being.

“*Past years have emphasised the importance of unity as a vital necessity for providing a better life to the people, for ensuring stability in the country and for realising the hopes and aspirations of our people.*”

Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)



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## What is Good Governance?

Governance is only as effective as the principles, values, and processes behind it. The United Nations Development Programme (UNDP) has identified and published a set of features of good governance. These features can be applied to any governing body.



## Features of Good Governance

➤ **Participation:** All men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their interests. Such broad participation is built on freedom of association and speech, as well as capacities

to participate constructively.

- **Rule of Law:** Legal frameworks should be fair and enforced impartially, particularly the laws on human rights.
- **Transparency:** Transparency is built on the free flow of information. Processes, institutions, and information are directly accessible to those concerned with them and enough information is provided to understand and monitor them.
- **Responsiveness:** Institutions and processes try to serve all stakeholders.
- **Consensus Orientation:** Good governance mediates differing interests to reach a broad consensus on what is in the best interests of the group, and where possible, on policies and procedures.
- **Equity:** All men and women have opportunities to improve or maintain their well-being.
- **Effectiveness and Efficiency:** Processes and institutions produce results that meet needs while making the best use of resources
- **Accountability:** Decision-makers in government, the private sector and civil society organisations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organisations and whether the decision is internal or external to an organisation.
- **Strategic Vision:** Leaders and the public have a broad and long-term perspective on good governance and human development, along with a sense of what is needed for such development. There is also an understanding of the historical, cultural, and social complexities in which that perspective is grounded.

### **Activity 7: Discussion Point**

What additional features are important for good governance? To what extent are they universal?

## Activity 8: Action Task

Choose a governance structure in which you are involved in some way.

- Adapt the UNDP characteristics of good governance to suit the entity you have chosen. For example, if you have chosen a sports club, 'rule of law' may refer to the rules of the sport as well as how disagreements about selecting team players, or reporting results and scores, should be solved or implemented.
- Create a 'good governance' evaluation sheet and then evaluate your chosen entity based on your adaptation of the criteria.

Governance Feature	My chosen entity fulfills this effectively by...	My chosen entity needs to improve on this because...
Participation		
Rule of Law		
Transparency		
Responsiveness		
Consensus Orientation		
Equity		
Effectiveness and Efficiency		
Accountability		
Strategic Vision		



## Lesson 4: Looking Outward: What Is the Significance of Regional Governance Structures?

- What are examples of regional governance structures?
- To what regional government structures does the UAE belong?



### Key Vocabulary

**treaty**

**North Atlantic Treaty Organization (NATO)**

**Pacific Alliance**

**foreign policy**

**Gulf Cooperation Council (GCC)**

**charter**

**geopolitics**

**Arab League**

## Activity 1: Action Task

Work in groups. Look at the political map of the world. How many types of regions exist in the world? These do not have to be existing, formally named regions – they could be ideas for how countries of the world could collaborate in some way, based on their geographic location. They could also be regions that represent popular sporting tournaments or competitions. Which areas of the world have less geographic or situational advantage, compared to others?

### **REGIONAL GOVERNANCE AND CITIZENSHIP: GEOPOLITICS, SECURITY, AND TRADE**

Countries cluster together to form regional governance alliances for several reasons and purposes. One reason is that they may gain strategic benefit by having a common policy about an issue that affects all of the countries in that region. For example, if the countries in a region share a common security threat, they may form an alliance, via a **treaty**, and develop a policy for collectively responding to the threat. The benefit is that they can share resources and take collective action if a threat arises. It is much easier and there is a greater chance of success if several countries stand together because they already have a shared policy about how they will respond.

This type of regional governance alliance was especially evident after World War II, when the countries of Western Europe and North America formed the **North Atlantic Treaty Organization (NATO)** as a way to respond to future security threats that may affect member countries. Similarly, countries may choose to form regional governance agendas and processes for other geopolitical reasons. These reasons may be related to trade and ease of trade in a geographic area.



# THE PACIFIC ALLIANCE

The **Pacific Alliance** was established in 2011. Its founding members are four countries from South and Central America – Chile, Colombia, Mexico and Peru – all of which have a coastline on the Pacific Ocean. It was established to promote trade, and it is the first regional alliance involving Latin American countries that is apolitical. Agreements about how trade can be facilitated among the member countries take into account ports and harbours on the Pacific Ocean, which are part of a trade route, also connecting these countries to countries in Asia, on the other side of the ocean. The main trading partner for the alliance is the USA.

One of the rules of the Pacific Alliance is that, to benefit from the free trade agreement that member countries have with the USA, each member country must have a free trade agreement with each of the other members. One issue of concern is that member countries who produce the same products for export (which are primarily agricultural products), compete with one another, so there is limited protection for domestic producers of a commodity within their own market. However, member countries do not regard this as a prohibiting factor in membership, because they gain overall from strong trade ties, governed by clear rules and dispute settlement procedures.

The alliance is made easier by the initial four member countries having a shared regional identity. All are former Spanish colonies, the common language is Spanish, and there is a strong Roman Catholic ethos in all of the countries. This means that representatives can understand one another's world view and way of approaching decision-making.

From an economic perspective, it is

widely accepted that the Pacific Alliance will enable strengthening of economic growth for member countries. However, it has also come under criticism from other Latin American countries outside of the Alliance. The Pacific Alliance promotes free trade and a market driven approach to economic development for member countries.

It has been argued that this emphasis on trading freely with large countries such as the USA may distract member countries from focusing more strongly on social development, integration of values, and development across their own region and alongside other Latin American countries. This is an example of how an economic governance structure within a region, which excludes other countries in the region, may indirectly marginalise non-member countries. This can potentially leave them in a worse economic state in years to come and place a strain on diplomacy in other issues that may affect the region. Another concern voiced by Latin American critics is, that by strengthening economic ties with a powerful country such as the USA, it may impose its own values and policies, which may draw the member countries even further away from regional integration with the rest of Latin America.



## Activity 2: Action Task

- Do some further research into the Pacific Alliance. Create a list of the role players or stakeholders involved in or affected by the alliance. Identify how each one benefits, is marginalized, or is challenged by the Alliance. Try to think as critically as possible and from a variety of perspectives, including individual businesses or food producers, as well as consumers and governments.

Role Players	How they benefit from the Pacific Alliance	How they are negatively affected by the alliance

- Identify the shared values you think were the foundation upon which the alliance was established. Present them as a graphic organiser with reasons for each value that you identified.

## FOREIGN POLICY AND REGIONAL GOVERNANCE

Countries develop their own **foreign policy** in which they outline how they will interact with other countries. Foreign policy is often a foundation for the country entering into any regional agreements with other countries. Foreign policy sets the tone for how the country will make decisions about events that may happen in the world outside of its borders, and how it will potentially negotiate agreements with other governments. Those policies are usually flexible, and as changes happen in the world, governments may choose to amend them.

The UAE is committed to having an open policy towards the rest of the world, grounded in peace and goodwill; it respects international treaties and does not interfere in the internal affairs of other countries. It is also committed to resolving conflict peacefully, especially in the Middle East. For this reason, the UAE has become a respected member of the international community and attracts favourable foreign relations, which benefit citizens of the country.



### Activity 3: Research Task

Do some research to find out about the foreign policy of Saudi Arabia. What does the foreign policy of the Kingdom indicate about its relationship with the UAE?

## The Gulf Cooperation Council (GCC)

The UAE is a member of the **Gulf Cooperation Council (GCC)**, an economic and political alliance that was established in 1981. It is a regional group of Gulf countries that exists to maintain unity, work together to plan development across the region, and resolve tensions in the Middle East. Member countries share a similar identity in terms of being Arab, and having common cultural identities grounded in Islam. The GCC aims to promote cooperation among the citizens of member countries.

The GCC Charter states that the basic objectives are to:

1. Effect coordination, integration and inter-connection between member states in all fields in order to achieve unity between them.
2. Deepen and strengthen relations, links and areas of cooperation prevailing between their peoples in various fields.
3. Formulate similar regulations in areas including the following:
  - \* Economic and Financial Affairs
  - \* Commerce, Customs, and Communications
  - \* Education and Culture
4. Stimulate scientific and technological progress in the fields of industry, mining, agriculture, water and animal resources; to establish scientific research; to establish joint ventures and encourage cooperation by the private sector for the good of GCC peoples.



## REGIONAL GOVERNANCE: CULTURAL IDENTITY

We have looked at examples of how **geopolitics**, trade and security are key reasons for countries creating regional alliances and governance structures. There are other organisations and alliances that seek to promote regional cooperation through shared values, for example, an emphasis on human rights, or on cultural affiliation.

### The League of Arab States

The League of Arab States (or **Arab League**) was founded in 1945 with the intention of developing unity among Arab countries in the Middle East, North Africa, and the Horn of Africa, which previously, had been divided into separate political units. The headquarters is in Cairo.

Prior to World War II, regions that had a strong, unifying cultural identity, such as the Middle East and North Africa – which are strongly influenced by Arab and Islamic values – were divided into separate political units, which subsequently became modern nations. This was particularly the case during the period of European colonialism. As a result, it has been argued that the current borders are artificial, and randomly separate people who would otherwise be united through their culture and way of life. The Second World War had an impact on the entire world and led countries to rethink concepts such as identity, security, and regional cooperation. Since the war, however, regional cooperation has focused more on security and trade alliances, rather than cultural unity.

The League of Arab States is different from the GCC because its original aim was to create an organisation that would preserve and promote the interests of Arab countries. It has a very strong cultural foundation rooted in a shared identity, although it also deals with social and economic issues related to Arab countries.

The League has established several subsidiary bodies, such as the Arab League Educational, Cultural and Scientific Organization (ALECSCO),

and the Council of Arab Economic Unity (CAEU) that facilitate cultural, economic, political, scientific, and social programmes that promote Arab interests.



One of the developments of the Arab League is the Joint Arabic Economic Action Charter, which attempts to outline principles for economic activities across the region. In 2015 the League established a Joint Arab Force, with the aim of opposing extremism and threats to the member countries. It is not compulsory for countries to participate or contribute to this military force and it will only get involved in a conflict if a member country requests it.

Not all Arab or Arabic-speaking countries are members of the League. Chad is not a member, despite having applied for membership in 2014. The same is true for the Sahrawi Arab Democratic Republic in Western Sahara, as it is only recognised by some Arab countries as a sovereign state.

“*The success of the greater Arab nation in making itself known to the world and in supporting our solidarity does not depend on the Arab nation alone.*

*Our solidarity also requires that the entire Islamic community work for the good of the Arab nation as the Arab nation works for the good of the Islamic community.”*

**Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)**



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#### **Activity 4: Thinking Task**

Why do you think security and trade have played such an important role in the creation of regional organisations since World War II, rather than cultural factors?

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#### **Activity 5: Discussion Point**

Discuss how strong the League of Arab States is in governing Arab interests when a significant branch of its operations is voluntary.

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## **Lesson 5: What Is the Significance of Global Governance Structures?**

- **What global governance structures exist in the world today?**
- **How close is the world to living under a global government?**



### **Key Vocabulary**

**international governmental organisations (IGOs)**

**non-governmental organisations (NGOs)**

**tripartite structure**

**public sector**

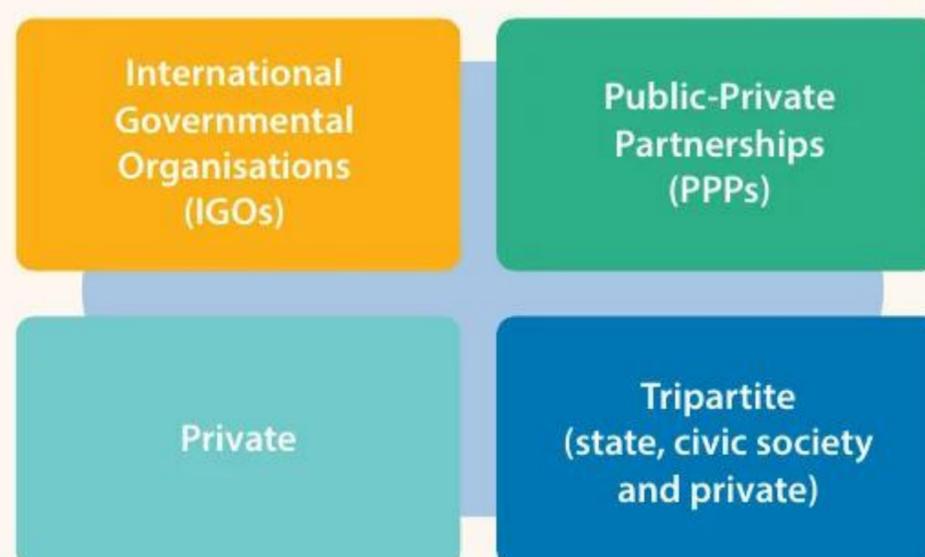
## AGENTS AND STRUCTURES OF GLOBAL GOVERNANCE

In this globalised world, there are many types of governance and groups of people with common interests that influence governance. In the past, it was mainly countries and governments – the **public sector** – that governed global interests. However, this has changed; in the modern world, many different types of private and public entities are involved in global governance.

Agents of governance include the following:

- States (countries)
- **International governmental organisations (IGOs)**, such as the UN and the World Health Organization
- **Non-governmental organisations (NGOs)**, for example Dubai Cares, and the International Red Crescent Movement
- Multinational corporations
- Scientific experts, such as specialists in global agricultural practices
- Civil society groups, for example Global Partnership for Education
- Networks, for example the Global Sustainability Network (a network of various role players working to achieve a free and fair world)
- Partnerships
- Private military and security companies and advisors

These agents can be classified according to four main types of relationship structures, as seen in the following chart.



IGOs operate on a large-scale and may also enter partnerships with other types of agents in the work that they do. Public/private partnerships refer to relationships that involve one or more countries, along with one or more private entities that can assist in advising or implementing governance decisions. One example of this could be where a country's ministry of education partners with a private consultancy that has experience in international assessments or the implementation of strategies for improving teaching and learning. The 'private' part of the partnership may also involve a non-governmental local or global agencies. A **tripartite structure** refers to when a country partners both with a private and a civic organisation to achieve a goal or deliver a project. The civic organisation may be included to monitor the work of the governance structure to make sure all relevant interests are taken into account and that decisions and actions are free of corruption or bias. Private structures can include any number of agents that do not directly involve countries. An example would be agencies that provide bond-ratings, such as Standard and Poor's Ratings Groups and Moody's Investors Service.

### **Activity 1: Thinking Task**

Why do you think, in a globalised world, there is an increasing number of non-state (private) role players influencing global governance?

## **Global Country Governance Structures – The G20**

The Group of Twenty (G20) is an international forum comprised of the world's 20 leading economies. Collectively, the countries in the G20 account for about 85% of the world's Gross Domestic Product (GDP). Roughly two-thirds of the world's population is represented in the G20.

The 19 individual member countries are: Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan,

Mexico, Russia, Saudi Arabia, South Africa, South Korea, Turkey, the UK, and the US. The 20th seat is occupied by the European Union, which is represented by the European Commission. Spain is a permanent non-member that is invited to the summits each year.

The G20 members participate in an annual summit, of which the first was arranged in 1999. It takes place in a different country each year. The host nation can invite other countries and groups to attend. It has become customary (although not compulsory) for the chair of the Association of Southeast Asian Nations (ASEAN) and the New Partnership for Africa's Development (NEPAD) to be invited to the summits.



There have been other 'G' collectives, but membership was limited mainly to industrialised nations. The G20 differs in that it involves economically developed countries, as well as emerging or developing countries.

The G20 has no permanent chair; the presidency rotates among member countries. Indonesia assumed the presidency in 2022 and will be followed by India in 2023, Brazil in 2024, and South Africa in 2025.

One example of a significant decision and action taken by the G20 occurred after the Global Financial Crisis (GFC) in 2008. In the spring of 2009, the United Kingdom held a special summit to respond to the crisis. The prime minister of the UK at that time, Gordon Brown, led agreement of a deal in which the G20 would inject \$1.1 trillion (4.03tn AED) of financial aid into the world's economy. Many people viewed this as a successful action on the part of the G20.

### ✓ **Activity 2: Checkpoint**

Ghana, a country in Africa, wishes to join the G20. Is it possible for them to do so under current G20 protocols? Why or why not?

## **The International Monetary Fund (IMF)**

The International Monetary Fund (IMF) was established after a UN Conference in 1944. It has 189 members. The purpose of the IMF originally was to attempt to avoid the economic crisis that had arisen from the stock market crash and Great Depression of the 1930s. The IMF aims to ensure the stability of the international monetary system. This system enables countries and global citizens to conduct transactions across national borders. The IMF fulfils this mandate in several ways:

- It monitors the economic and financial policies of its member countries and identifies potential risks to financial stability both within each member country and in relation to policies that link countries. If it identifies a risk, it provides policy adjustment advice.
- It provides loans (or 'bailout' packages) to member countries who experience balance of payments challenges. This means that they are able to continue to pay for imports and debts that they may owe to other countries, and their currencies are stabilised.

- It provides technical assistance and training to help member countries develop economic policies that support stability.

The IMF is accountable to its 189 member countries and aims to maintain responsible governance within its own structure.



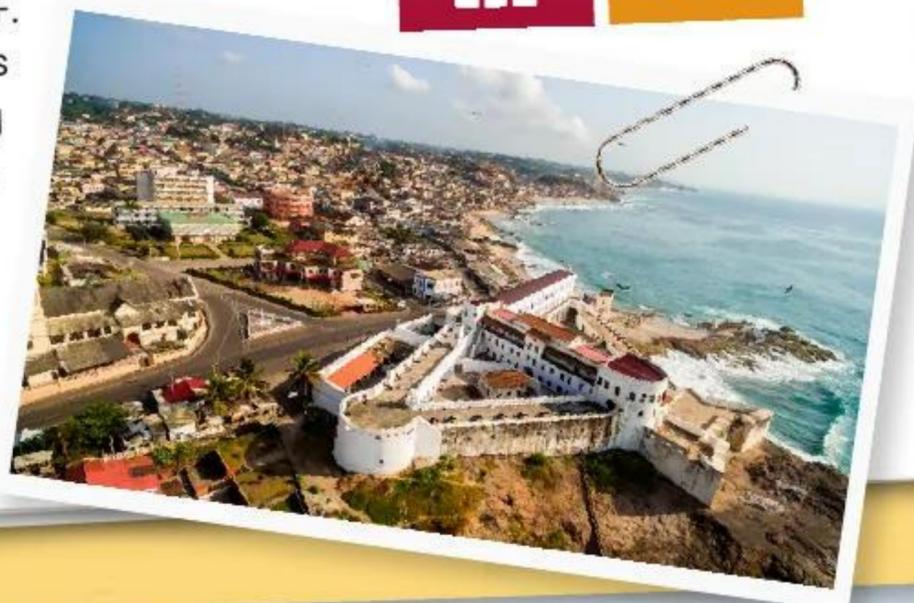
# THE IMF AND A WEST AFRICAN NATION

**M**y name is Siaka. I live in a small country you may not have heard of in West Africa. My country is poor and we have many challenges in regards to development. We qualified for debt relief from the IMF under the Heavily Indebted Poor Countries Initiative (HIPC), as well as the Multilateral Debt Relief Initiative (MDRI). My father is a teacher and an academic. He likes to debate political and economic issues. My father says that our country had to meet strict conditions before the IMF would help us.

We had to prove that we have a good macroeconomic policy framework and that our government is transparent about reporting on public spending and financial management. I think this is to make sure that there is little or no corruption in how we manage public funds. It sounds positive to me. My uncle says that we should be very grateful to be getting this help from the IMF because it will help us to dedicate resources to developing our cocoa industry.

However, my father says we should not be too quick to praise the IMF. He says that global organisations like the IMF are run according to the values of rich western countries, and that ultimately, if we accept these sorts of loans, we will be worse off because we will forever be indebted to rich

countries through the IMF. He says that some of the conditions that have been imposed on our government for this 'help' are very harsh and unreasonable. And they do not take our own culture and systems into account – we are forced to comply with what they think is best for us. My father says this is just a form of neo-colonialism. I'm not sure what he means by this! I still have to figure it out. I'm not sure who to believe – my father or my uncle. Perhaps they both have a valid perspective. I'm sure I'll understand this better if I undertake my own studies about global economics and globalisation.



### Activity 3: Discussion Point

Why might Siaka's father be critical of the IMF while his uncle is in support of the debt relief granted to his government by the organisation? Discuss the reasons for the two different perspectives and what this implies about the balance of political and economic power in the globalised world.

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### Activity 4: Self-Assessment Task

1. What are the main agents that play a role in global governance structures? Why do they exist?
2. What do the G20 member countries have in common?
3. Why is there controversy surrounding the G20?
4. In what ways does the IMF play a role in global governance?

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## **Lesson 6: How Do International Judicial Structures and Processes Work?**

- **What is international justice?**
- **Who should be responsible for ensuring justice for all globally?**



### **Key Vocabulary**

**justice**

**International Court of Justice (ICJ)**

**contentious**

**jurisdiction**

**International Criminal Court (ICC)**

## HOW DO WE DEAL WITH INTERNATIONAL DISPUTES BETWEEN COUNTRIES?

**Justice** is a key foundation for an interconnected world and for maintaining peace and order among people. A common understanding about justice is that it is a factor that can unite global citizens and ensure that they work together and strive to protect the conditions for peace and development. Governments develop their own foreign policies that outline how they will interact with other governments, yet countries may at times offend or commit injustices against one another. This is a difficult issue internationally because in some cases, the government of a country may feel that another country is interfering in its affairs without having a right to do so. Countries may dispute issues such as the extent of territory, treatment of citizens, conflict, and environmental issues.



### The International Court of Justice (ICJ)



**The International Court of Justice (ICJ)** was established after many preceding historical treaties and processes to uphold peace and order among countries who experience disagreements or where a country has violated an international treaty. The current court was established after World War II and after the UN itself was established.

The ICJ assists in settling **contentious** disputes among countries. It applies international law to settle these disputes, and the laws are constantly being tested through the different cases it deals with. The Court also receives legal questions from other UN bodies and gives advice according to individual cases and scenarios presented to the court.

The ICJ can only be involved in international contentious cases provided that the countries involved are either members of UN, party to the Statute of the Court, or have accepted the court's **jurisdiction** under certain conditions.

The ICJ is only able to examine a dispute if the countries involved have accepted its jurisdiction in one of the following ways:

- The countries can enter a special agreement for the court to deal with the dispute.
- The countries are both signatories to a formal treaty with a clause that states that disputes will be referred to the ICJ.
- The countries have both accepted the compulsory jurisdiction of the court as a condition of a specific treaty, meaning that disputes that arise must be taken before the court.

Cases at the ICJ work a little differently than they do for national or internal courts. Because these types of disputes are usually connected to diplomacy and international relations or foreign affairs with other countries, a government may choose anyone it wishes to be its 'agent' in the case. Typically, the agent would have legal training, but overall, they must clearly understand their government's foreign affairs policies and sensitivities. The agent may be the head of a special diplomatic mission created to deal with the case, assisted by solicitors and attorneys specialised in international law or the law relating to the specific context of the dispute.



## AUSTRALIA BRINGS CASE AGAINST JAPAN FOR WHALING IN THE ARCTIC

On 31 May 2014, Australia brought a case against Japan to the ICJ. Australia accused Japan of not following the 1946 International Convention of the Regulation of Whaling, by allowing illegal whaling activities under a permit called JARPA II for the second phase of the Japanese Whale Research Program, a scientific research project. Australia also accused Japan of disobeying other international obligations regarding the treatment of marine mammals and the marine environment in the issuing of the permit.

The ICJ first had to establish that it had jurisdiction to hear the case. Japan had wrongly disputed the jurisdiction of the Court. Japan then defended itself by referring to its own interpretation of Article VIII of the 1946 Convention, which says that parties 'may grant to any of [their] nationals a special permit authorising that national to kill, take and treat whales for purposes of scientific research'. The court examined Japan's argument, but found that its interpretation of that part of the convention was incorrect. It said that an individual country could not rely only on its own idea of what constitutes scientific research if it includes killing of whales.

The court found that the JARPA II Programme was, as stated, a scientific research programme. It then had to decide whether or not the killing of whales was actually necessary in the research process. The court considered the evidence

and ruled that actually killing the animals was not, in fact, necessary for the JARPA II Programme to achieve its research objectives. Furthermore, it ruled that the permit Japan had granted to the research agency allowed for the killing, taking, and treating of whales was not valid according to the convention.

The court then examined the other allegations brought against Japan by Australia and found that the Japanese researchers had, in fact, not fulfilled other agreements related to the prohibition of commercial whaling in the Southern Ocean Sanctuary and the moratorium on commercial whaling and factory ships.

The next phase of the process for the court was to state what should be done to fix the situation. It stated that Japan had to cancel the existing permit it had issued, especially the license to kill whales and to stop issuing further permits under Article VIII, paragraph 1, of the convention, in the continuing of the JARPA II research programme.



## Activity 2: Action Task

Look at the Australia versus Japan case study carefully and answer the following questions.

- How justified was Australia in bringing a case against Japan to the ICJ? What other options could have been (or were) explored to solve the dispute?
- Is the ICJ the correct entity to deal with disputes such as this? What types of cases should be brought before the court?
- To what extent has the ICJ served justice in the case?

## Activity 3: Research Task

Do some online research and answer the following:

- To what extent did Japan comply with the ruling by the ICJ?
- What is the current state of the dispute? Has it been completely resolved?

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## THE HAGUE ACADEMY OF INTERNATIONAL LAW

The Hague Academy of International Law is located at the Peace Palace. Since 1923, it has run summer courses for thousands of young international lawyers. More than six hundred lawyers join the Academy in July and August each year, participating in intense classes and discussions about international law. The courses are taught by people who are usually famous and highly accomplished in their international legal work. The Centre of Research affiliated to the Academy accepts 20 students each summer to undertake advanced research on an aspect of international law. Their findings are published. There is then an advanced regional course that takes place in a Latin American, Asian or African country (according to an annual rota).

In 2010, the United Arab Emirates was selected to host a series of lectures for The Hague International Academy of International Law in Abu Dhabi. The Abu Dhabi Education Council collaborated closely with the Paris-Sorbonne University Abu Dhabi (PSUAD) to enable the event to happen. The theme of the session was 'sustainable development' and Abu Dhabi was selected as a host city, partly in recognition of the city's leadership being committed to sustainable development and having hosted the International



Renewable Energy Agency (IRENA) conference. It was the first time that The Hague Academy of International Law had hosted an event in the Gulf region. The opening ceremony was attended by the President of the Curatorium of The Hague Academy of International Law at the time, as well as former UN Secretary-General Boutros Boutros-Ghali, who passed away in 2016



#### **Activity 4: Thinking Task**

How do you think the summer programmes offered by The Hague Academy of International Law assist in ensuring the quality and validity of cases that are handled by the ICJ?

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#### **Activity 5: Research Task**

Do some research to find out more about the legacy of Boutros Boutros-Ghali, his values and principles, and his commitment to development, especially among marginalised people in the world. Can you identify any similarities between his leadership style and values and those of Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)?

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## HOW DO WE DEAL WITH INTERNATIONAL CRIMES AND CRIMINALS?

The International Criminal Tribunal for the former Yugoslavia (ICTY) was a court established by the United Nations to try individuals who had committed war crimes during the Yugoslav Wars in the 1990s. The court was created specifically as a result of the conflict in the Balkans and brought charges against 161 people. The final trial ended in 2016, as the last fugitive to be captured died before proceedings could conclude. However, by far the most publicised case was that of Serbian President Slobodan Milošević.



Territory of the former Yugoslavia

# GENOCIDE IN THE BALKANS

After the First World War concluded, part of the peace agreement that was signed by the Allied powers saw the creation of a new state in the Balkans that would later become Yugoslavia. The newly-formed nation was made up of the modern-day countries of Bosnia and Herzegovina, Croatia, Kosovo, North Macedonia, Montenegro, Serbia, and Slovenia. Yugoslavia existed in various forms from 1918 onwards until political tensions and economic problems within the country led to conflict in the 1990s. Yugoslavia began to break up as individual republics declared independence beginning with Croatia and Slovenia in 1991. In addition, there were tensions between Serbia and neighbouring Albania. The Serbians felt threatened by the break-up of Yugoslavia and war broke out between Serbia and Croatia, Slovenia, and Bosnia.

In Serbia, Slobodan Milošević became the leader and gained popularity for pushing for the rights of Serbs in the region. During the conflict in Bosnia and the then Serbian province of Kosovo, Milošević adopted hard-line policies and there were increasing reports of atrocities. The international community intervened to protect ethnic groups in the region and eventually the conflict was brought to an end. Investigations into what had happened during the

war were carried out and confirmed that war crimes had been committed. Milošević, as the leader of Serbia, was held directly accountable. Although he had resigned his post in 2000, he was arrested in 2001 and extradited to the International Criminal Tribunal for the former Yugoslavia to face charges.

Over the next five years, the trial of Milošević was carried out with the former leader electing to defend himself. The trial, however, was never concluded as Milošević died of a heart attack in prison in The Hague on 11 March 2006. Following his death, the International Court of Justice ruled that there was insufficient evidence to find Milošević guilty of genocide by Bosnian Serb armed forces but he was found to have been at fault for failing to prevent such genocide.



## The International Criminal Court (ICC)

**The International Criminal Court (ICC)** is located in The Hague, Netherlands, and was formally established on 1 July 2002, after a lengthy process of laying foundations for its existence. The ICC is the world's first permanent international criminal court. It is governed by an international treaty called the Rome Statute. In 2005, the Court issued its first arrest warrants and the first pre-trial hearings took place in 2006.

One of the aims of the ICC is to prosecute and punish perpetrators of crimes against humanity as a way of maintaining justice for all and in the hope of preventing these types of crimes from taking place.

The ICC investigates and tries individuals charged with the following:

- Crimes against Humanity
- War Crimes
- Genocide
- Crimes of Aggression



The ICC building, located in The Hague, Netherlands

The ICC has published the following list of features of its operations:

- **Trials are fair:** ICC judges conduct judicial proceedings and ensure fairness.
- **The prosecution is independent:** The Office of the Prosecutor is an independent organ of the Court, carries out preliminary examinations and is the only entity that can bring cases before the court.
- **Defendants' rights are upheld:** Defendants have the right to a fair, public trial, carried out in a language they can fully understand.
- **Victims' voices are heard:** Victims are allowed to participate in ICC proceedings and can speak in the courtroom.
- **Participating victims and witnesses are protected:** There is a witness protection programme for victims and witnesses who participate in proceedings.
- **Outreach creates two-way dialogue:** The Court facilitates two-way conversation with communities that have suffered from crimes under its jurisdiction, so that they can communicate directly with the Court and have a sense of ownership in the judicial process.

To date, 31 cases have been brought before the Court; 10 people have been convicted and 4 have been acquitted. In some cases, accused individuals have become fugitives, so arrest warrants could not be exercised. The ICC does not replace national criminal systems. It may become involved in a case if a country where a crime against humanity has occurred is either unwilling or unable to carry out its own judicial process. The ICC does not have its own police force, so it relies on the cooperation of countries and their own resources worldwide to assist in making arrests and transferring arrested individuals to the ICC detention centre in The Hague, and for enforcing sentences passed.

The ICC has four organs to carry out its work:

- **The Presidency:** consists of a president and first and second vice president who carry out judicial and legal functions, as well as administrative tasks and external relations.
- **The Judicial Divisions:** composed of three divisions – Pre-Trial, Trial and Appeals – consisting of 18 judges who serve 9-year, non-renewable terms.
- **The Office of the Prosecutor:** conducts preliminary examinations under the jurisdiction of the court where crimes may have been committed, then investigates and prosecutes accordingly
- **The Registry:** handles all non-judicial work including security, interpretation, human resources, support for victims, and other duties.

# THE FIRST ICC CONVICTION

Thomas Lubanga Dyilo, former President of the Union of Congolese Patriots/Patriotic Force for the Liberation of the Congo (UPC/FPLC) was the first individual to be convicted by the ICC. He was charged with war crimes and crimes against humanity that occurred mainly in the eastern part of the Democratic Republic of Congo (DRC). The case was instigated after years of reports made by countries, NGOs and other international organisations that mass murder, rape, torture, forced displacement and the use of child soldiers was taking place in the DRC. He was found guilty of enlisting and conscripting children under 15 to participate in hostile activities. Cases against other individuals related to the same case continue.

He was found guilty on 14 March 2012 and was sentenced to 14 years of imprisonment in total, including the years he had already been in custody. He served his sentence at a prison facility in the DRC and was released on 15 March 2020.

CASE STUDY



## Activity 6: Research Task

Research a case which has been tried by the ICC and answer the following questions:

1. When and where was/were the accused arrested?
2. What charges were brought against the defendant(s)? Where and when did the possible criminal activities take place?
3. How long did the trial last? What difficulties or obstacles were there in the proceedings?
4. What was the verdict? Was justice served?

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## Activity 7: Discussion Point

Discuss the following questions in groups:

- How effective are the ICJ and ICC at serving justice? What criticisms have been made about the institutions?
- How effective are the two courts in preventing international disputes and crimes such as genocide?
- What is the future of international courts?

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## **Lesson 7: How Are We Interconnected through the 'Global Commons'?**

- **What resources should belong to everyone on the planet?**
- **How should global resources be managed?**



### **Key Vocabulary**

**global commons**

**Great Pacific Garbage Patch**

**Enhanced Greenhouse Effect**

**Antarctic Treaty System  
(ATS)**

**Cold War**

**The International Space  
Station (ISS)**

**Outer Space Treaty**

## HOW DO WE DEFINE THE 'GLOBAL COMMONS'?

The English word 'common' is often used to describe something that is ordinary, but it also describes something that is shared or, historically, a piece of land that was designed for use by everybody in the village. As the world becomes increasingly interconnected, we must reflect on shared common spaces or dimensions and how they are governed, respected and managed. By analogy to the historical custom, the areas of the planet to which all nations have access but fall outside of the jurisdiction of individual nations are known as the **global commons**.

The international community has identified four main dimensions of the global commons: the world ocean, the atmosphere, space, and Antarctica. In addition to these four dimensions shared by all nations, some people have proposed that the list should include resources that support the well-being of all of humanity, such as rainforests and biodiversity of species.

### Activity 1: Discussion Point

Work in groups. Try to name three countries outside of the UAE and in different parts of the world that no one in the group has ever visited. You may need to use a map. Discuss which aspects of the Global Commons connect the UAE with those three countries and to what extent.

## The World Ocean



The ocean makes up close to 71% of the surface of the Earth and contains about 97% of Earth's water. People have been seafaring for centuries. In the past, it was accepted that the only jurisdiction that individual countries would have over the oceans was in a narrow strip extending from their land territory. However, this principle applied only to countries with a coastline. Landlocked countries had no jurisdiction over the oceans at all, yet it was accepted that the rest of the ocean area was free to all but belonged to none. This meant that the relationship of countries and people to the seas was based on good faith.

However, by the 20th century, commercial practices such as fishing started having an impact on the oceans. Overfishing, pollution, pirate activities and other criminal acts were being committed on and within the ocean and its ecosystems. Pollution of the oceans is a serious environmental threat. Commercial interests in marine mining, fishing, and harvesting of other marine creatures and plants are potential reasons for conflict. Between 1945 and the 1970s, countries increasingly began claiming jurisdiction over increasingly larger areas of the ocean that directly benefited their own economies and commercial and strategic interests.

For example, the USA, under the leadership of Harry Truman, a supporter of oil interests, extended the USA's jurisdiction over all natural resources on the nation's continental shelf – including gas, oil and minerals. Following World War II, Saudi Arabia, Libya, Egypt, Ethiopia, Venezuela, and some Eastern European countries extended their own jurisdiction from a 3-mile limit to a 12-mile one. During the 1960s and 1970s, oil exploration and extraction literally entered new territories – offshore oil deposits were increasingly being exploited by private enterprise. This increased activity led to questions about the regulation of these activities.

In 1967, Arvid Pardo, Malta's Ambassador to the UN, called for an international mechanism to regulate activities taking place in the oceans. This led to the creation of the UN Seabed Committee, as well as a treaty that banned nuclear weapons on the ocean floor. The Stockholm Conference on the Human Environment of 1973 was convened to enable member countries to discuss the future of the oceans. The United Nations Convention on the Law of the Sea (UNCLOS) was finalised and adopted in 1982.

### **Activity 2: Research Task**

Do some research into the UNCLOS treaty. Note five key points that could directly affect the UAE and neighbouring countries.

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# THE GREAT PACIFIC GARBAGE PATCH

The Great Pacific Garbage Patch is an 'island' of pollution mainly composed of plastic in the Pacific Ocean. This 'island' was created by ocean currents that meet and carry the trash from other parts of the ocean to one area, where there is a kind of natural vortex that prevents it from separating out. It is not a physical island, nor is it even visible to boats or divers passing through, but rather is a large area contaminated with microplastics floating below the surface of the water.

It is difficult for researchers to ascertain the size of the garbage patch, but estimates range from 700 000 km<sup>2</sup> (roughly eight times the size of the UAE) to 15 000 000 km<sup>2</sup>. Marine animals are greatly affected by the plastic rubbish because they swallow it thinking it is food. Animals that are commonly affected are sea turtles and albatrosses. Eating plastics or being trapped in fishing



nets and plastic packaging leads to the suffering and death of these creatures. The health of human beings is also affected because humans eat fish that have eaten plastic either directly or by eating other creatures that have ingested plastic. Plastic is now found all along the food chain.



# DEEPWATER HORIZON

**D**eepwater Horizon was an oil rig owned by a company called Transocean and leased to the oil company BP. On 20 April 2010, there was an explosion on the rig that killed 11 crewmen and started a big fire. The fire caused the oil rig to sink, and as a result, oil spilled into the Gulf of Mexico for several months. It was not until July 15th that the leak was stopped. The Deepwater Horizon oil spill is one of the worst marine and environmental disasters in recorded history. Companies involved in the

operation of Deepwater were charged for what they had allowed to happen. Thousands of marine animals and birds were killed or threatened by the oil spill, and precious deep-sea coral was damaged. Following the spill, the birthing season for dolphins in February 2011 saw large numbers of dead baby dolphins being washed up along the Mississippi and Alabama coastlines.



### Activity 3: Research Task

What provisions does UNCLOS contain that can hold companies responsible for environmental disasters caused by negligence in their operations?

## The Atmosphere

The atmosphere refers to the layer of gases that surrounds planet Earth. It contains oxygen and other gases, without which we would not be able to survive on this planet. One of the effects of the gases in our atmosphere is regulating air temperatures, which, in turn, regulates the climate. This is called the (natural).

Oxygen, water vapour, carbon dioxide and methane (among others) absorb long-wave radiation from the surface of the Earth, which is heated by the sun through short-wave radiation, and trap some of it in the atmosphere. This is how our atmosphere remains warm enough for us to live on the planet. Without these gases we would freeze to death.

The balance of gases is very important – this is where rainforests of the tropical areas play an important role. The trees in these massive ‘green lungs’ absorb carbon dioxide from the atmosphere and release oxygen during the process of photosynthesis. This process balances the ratios of oxygen and carbon dioxide. Human activities, such as the burning of fossil fuels like coal, increase the amount of carbon dioxide and other greenhouse gases in the atmosphere. Along with deforestation, this is believed to lead to an imbalance in the ratio of gases: volumes of carbon dioxide, methane and nitrous oxide are increasing, while oxygen is reduced. This is called the **Enhanced Greenhouse Effect**. Scientists have suggested that the atmosphere of the Earth is heating up because of the increasing amount of greenhouse gases, which absorb and retain radiation (heat).

A serious consequence of the Enhanced Greenhouse Effect is climate

change. Unless the process is slowed or reversed through reducing carbon emissions, scientists predict that temperatures will continue to rise, and there may be an increase in the severity and frequency of serious climatic events such as flooding and droughts.



## United Nations Climate Change Conference – the 'Paris Agreement'

Climate change is one of the most serious concerns of our time. Although not supported by all scientists, it is widely accepted in the scientific community that human activity, especially burning fossil fuels and deforestation, are contributing to the Enhanced Greenhouse Effect, resulting in climate change, as the composition of the atmosphere changes. The UN has facilitated several conventions and treaties with a view to unite governments of the world in reducing carbon emissions. The latest of these is the Paris Agreement, which many but not all countries have signed.



It is predicted that climate change will lead to increased incidences of natural disasters such as drought and that the world's most vulnerable populations will be most dramatically affected.

The primary aim of the Paris Agreement is to work towards a low-carbon future to combat climate change. It includes provisions to

assist developing countries in managing their own responses to climate change. The main aim of the agreement is to keep global temperature rise to no more than 2 degrees Celsius higher than pre-industrial levels. It is recognised that less economically developed countries are often the most vulnerable to climate change. Rising sea levels threaten island nations in the Pacific Ocean. Persistent drought threatens developing countries in Africa that are already challenged by environmental problems. Potential increases in diseases such as malaria, caused by changes in breeding patterns of mosquitoes due to higher temperatures, also threaten the health of millions of people in affected countries. The agreement attempts to facilitate collaboration; with financial and resource investment from more developed countries to address climate change and support less developed countries in their own development goals. Countries that have signed the agreement are expected to report on their emissions and lower them where possible.

The UAE ratified the Paris Climate Agreement in September 2016, committing the Federation to the provisions and expectations of the agreement. The Ministry of Climate Change and Environment has begun developing the UAE National Climate Change Plan – a national framework for climate action. Contributors to the plan include business stakeholders, members of civil society, the government, and academia. One of the most important actions the UAE is taking is to find ways to diversify its own economy into a knowledge-based one instead of one dominated by oil and fossil fuels.

## **Activity 4: Thinking Task**

Why do you think some countries have been reluctant to sign the Paris Agreement?



Rainforests are the 'green lungs' of our planet – they regulate air temperature and absorb greenhouse gases, so they are directly involved in moderating climate change.

## **Activity 5: Checkpoint**

Explain the difference between the Greenhouse Effect and the Enhanced Greenhouse Effect. How is the global community attempting to address the consequences of the Enhanced Greenhouse Effect?

## Antarctica

The ice-covered Antarctic continent, although geographically isolated from most nations of the world, is an international treasure. It contains a unique record of the Earth's climate over the last one million years locked away in its four-kilometre thick shelf of ice. It is one of the most important sites for scientific research on the planet and its natural processes, including global weather and climate patterns. It is also the only continent on Earth that has never experienced human conflict or war.



Antarctica has global environmental and scientific significance.

**The Antarctic Treaty System (ATS)** was signed in 1959 in Washington. Its purpose was to ensure that Antarctica would continue to be used for peaceful and scientific purposes, and that it should never become a site or source of conflict among nations. To date, this aim continues to be respected and fulfilled by all nations who have access to the continent.

## Activity 6: Research Task

Do some research to find out about one of the scientific research projects carried in Antarctica and how it benefits the global community.

### Space

Humans have been fascinated by the vast realm that extends beyond the limits of the Earth's atmosphere for thousands of years. It was only in 1957 that a rocket was successfully used by the USSR to launch the satellite Sputnik into outer space. The Space Race was an aspect of the **Cold War** that existed between the USA and the USSR from the 1950s to the early 1990s: both countries wanted to be the first to send a human into space or to land on the Moon. The USA successfully sent three astronauts on the Apollo space mission to land on the Moon in 1969. Since then, there have been many international space exploration missions.

**The International Space Station (ISS)** is a collaborative project involving international researchers and scientists from several different countries. Crew members on the Station conduct a wide range of experiments in astronomy, human biology, meteorology, and physics. It is also used to test equipment that can be used for other space missions. The ISS is an example of global collaboration to learn things for the benefit of all people.



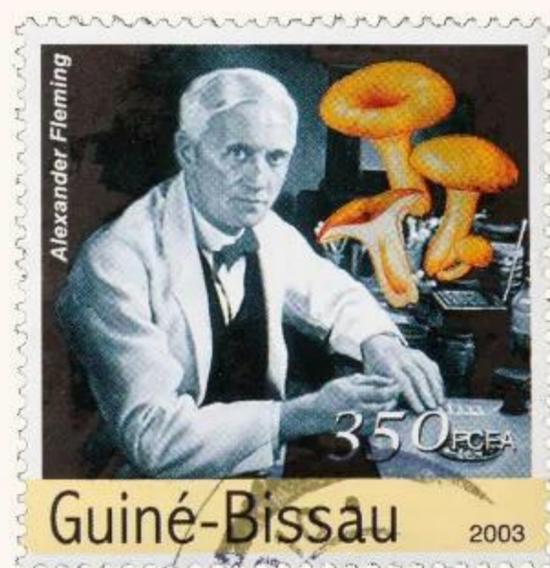
The ISS orbits Earth, collecting and transmitting data to researchers below.

## Activity 7: Research Task

Do some research on the **Outer Space Treaty** (or the *Treaty on Principles Governing the Activities of States in the Exploration and Use of Outer Space, including the Moon and Other Celestial Bodies*). Answer the questions.

- What were the reasons for the treaty?
- When and where was it signed?
- What are some of the provisions contained in the treaty? Does it mention projects such as the ISS or the possibility of colonising other planets?

## Information, Science, and Education



Many scientific findings have been used to change people's lives in dramatic ways. For example, since the discovery of penicillin in 1928, countless deaths have been avoided and surgeries have been carried out safely with little risk of infection. Likewise, the development of vaccines to prevent diseases such as smallpox and polio has almost

eradicated contagious diseases that caused many deaths and health complications prior to their large-scale use. Beyond medicine, many mainstream technologies have revolutionised people's way of life – not least of which is the mobile phone.

Some people believe that scientific research, information, and education should have a place in the global commons as they contribute to the development and well-being

of humanity. However, this is a controversial issue because there are commercial interests involved in scientific and technological research.



## 🔍 Activity 8: Research Task

Interview some older people in your community. Find out at least one problem that they experienced when they were your age that has been solved or changed in some way through a technological invention or development. Find out how the product was developed and brought into common use. Were any commercial interests served in the development of this product? How much of an impact has it had on people's lives?

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“On land and in the sea, our forefathers lived and survived in this environment. They were able to do so because they recognised the need to conserve it, to take from it only what they needed to live, and to preserve it for succeeding generations.”



Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul)

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## 🔍 Activity 9: Research Task

Do some research to find out ways in which the forefathers of the United Arab Emirates conserved the natural environment.

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## Activity 10: Self-Assessment Task

1. List the domains identified as the global commons.
2. Name three international treaties or conventions that attempt to manage the preservation and use of the global commons.
3. Explain in what ways the effects of climate change are felt mainly by less developed nations.

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# Unit 6: Macro Factors

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- **What is the UAE Economy based on?**
- **What goods and services are produced in the UAE?**
- **How is the UAE involved in global trade?**

# Lesson 1: National Economy

- What are some ways to know if an economy is healthy?
- What are some signs of an economic recession?



## Key Vocabulary

gross domestic product (GDP)  
stock exchange  
expansion  
recession  
lay off

depression  
recovery  
inflation  
per capita GDP  
inequality

## MEASURING NATIONAL WEALTH: THE GDP

The most common measure of a nation's economic output is the **Gross Domestic Product (GDP)**. The GDP is the total value of all the finished goods and services a nation produces in a given period, usually a year.



### Investment and Growth

The GDP allows economists to compare nations' economies and it also indicates a country's economic health. The growth rate of a nation's GDP from year to year is intensively studied by governments, banks, and investors. Investors provide money to companies in exchange for a share of profits generated by its activities. This share of profit back to investors is the return. Investment activity often takes place at **stock exchanges** such as the Dubai Financial Market or the New York Stock Exchange.

A strong growth rate suggests that unemployment is low because more companies are hiring more workers to enable production and the workers are happy because they have money. Happy workers with money are more likely to spend and consume, which further helps keep the economy flowing and growing. The value of company stocks rises during growth periods, providing substantial returns to investors.

## Business Cycles

Although growth is the normal state of economies, they do not grow constantly. Economists observe that economies experience a cyclical, repeating pattern of growth and contraction. They identify five stages:

1. **Expansion:** The GDP is growing, money is flowing through the economy, and there are plenty of jobs; a lot of people are investing in companies so they can profit from the positive direction of the economy.
2. **Peak:** The economy has grown to its maximum point in the cycle.
3. **Recession:** After the peak, the demand for products falls quickly. Producers tend to be slow to notice that the peak has passed and continue to produce as if the expansion were still underway, further over-supplying the market and causing prices to fall even more. Salaries, income, and output all decline, along with employment as many companies downsize and **lay off** workers, ending their employment for business reasons.

Many businesses close during recessions, causing workers to lose their jobs and an overall slowdown in spending. The chart of the UAE's GDP since 1975 shows a "dip" from the overall growth pattern in 2008–2009, when a global recession affected the UAE economy until it recovered in 2010–11.

4. **Depression:** If the recession is severe and continues for many years, it is a depression. So far, there has only been one true global depression in the last hundred years, the Great Depression of 1929–1939.
5. **Recovery:** Eventually, demand returns, and the economy begins to grow again. However, depending on the severity of the recession, this can take many years.

## Activity 1: Discussion Point

- What stage of the business cycle do you believe the economy is in right now? Explain your view.
- How much longer might this stage last?
- Predicting the future is uncertain. What does such uncertainty mean for investors?

## The Great Depression

The Great Depression began with a sudden 'crash', or drop, in the main stock exchange in the United States on October 24, 1929, after more than ten years of growth and prosperity.

People panicked and rushed to banks to withdraw their savings, causing many banks to run out of money and collapse. The 1930s also saw severe droughts where most of North America's farms are located, causing food shortages, further worsening the economy as millions of farmers had no crops to sell. The circular flow of income slowed globally, as few would (or could) spend money to buy products or invest in businesses.



Unemployed workers queue for free food during the Great Depression

## Keynesian Economics

The theory that governments should spend money during economic recessions and depressions to grow the economy was promoted by British economist John Maynard Keynes. He suggested that government spending would generate demand for products and increase consumption. Keynesian economic theories led governments to launch programs to build giant “megaprojects”.

### The Hoover Dam – the United States



The Hoover Dam in the US, a massive “megaproject” of government spending to stimulate the economy during the Great Depression

One of the seven wonders of the modern world, this hydroelectric dam did three major things at once: it stopped the Colorado River from regularly flooding parts of the Southwestern US, it provided fresh water to communities in the desert nearby – making the city of Las Vegas possible – and it supplied huge amounts of clean electric power generated from river water flowing through its turbines. It was a major contributor to the development of the southwestern part of North America and is still running nearly a hundred years later.

## The Afsluitdijk – The Netherlands

The Afsluitdijk is a 32-kilometre-long dyke that was constructed in the Netherlands to protect the country from flooding. Built during the Great Depression, it is another example of a Keynesian government project.

9 INDUSTRY, INNOVATION  
AND INFRASTRUCTURE



Much of the Netherlands is below sea level, as the land was reclaimed from the ocean by pumping water out with windmills for hundreds of years. This made the country vulnerable to flooding from North Sea storms, which killed many hundreds of thousands of people in the country's history.

Thousands of workers built the 32-kilometre-long structure by hand in the 1930s, closing a part of the Atlantic Ocean off to become a freshwater lake. It also stopped the flooding of the country's largest city, Amsterdam, and created large areas of fertile farmland from what had once been the bottom of the sea. The Afsluitdijk helped the small nation become one of the largest food exporters in the world.

## The End of The Great Depression

Large projects like the Hoover Dam and the Afsluitdijk are examples of Keynesian economics. By the end of the 1930s, Keynes' theory had been proven largely correct, particularly after the Second World War began and governments spent heavily on weapons and other war materials. This spending was what finally ended the Great Depression.

### Activity 2: Research Task

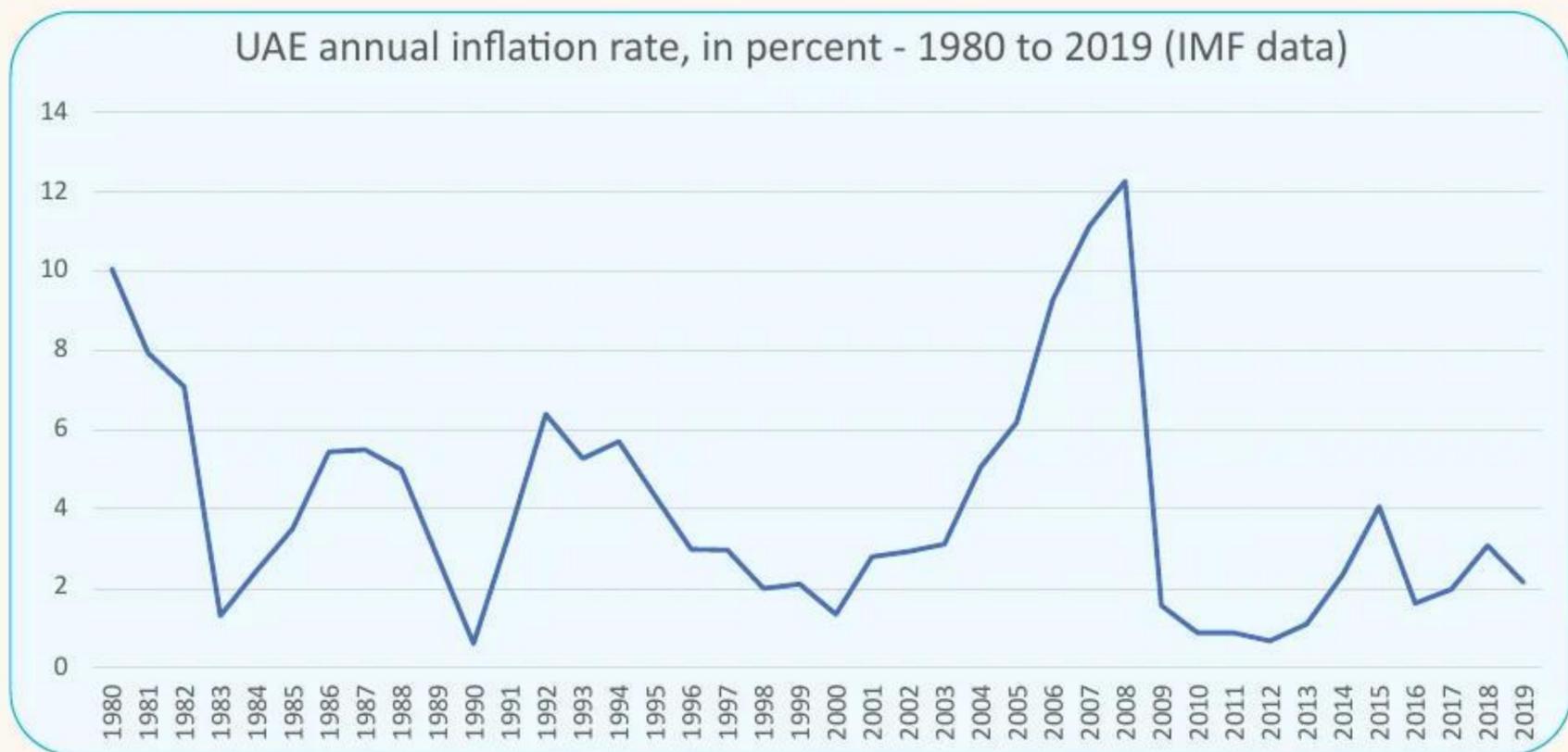
Research a major public project funded by a government.

- What was the purpose of the project?
- What was the total cost?
- How much economic activity did the project generate?
- How successful was the project?

# Inflation



Governments are careful to not inject too much money into an economy, as too much of something results in a decrease in value. When money loses value, prices increase. This is called **inflation**. High inflation rates are harmful to society: people’s savings and investments are worthless and salaries can buy fewer products. Keynesian theory suggests the solution to inflation is to increase government taxes on products and services, or reduce spending, to lower demand.



### Activity 3: Research Task

Research the annual interest rates for savings accounts from some major banks. Next, research this year's inflation rate in the UAE.

- What was the result?
- How wise is it to leave money in a savings account long term?
- What other financial products are available besides savings accounts?

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## COMPARING NATIONS: PER CAPITA GDP

Because GDP is a useful measurement of the wealth of a country, it can help us compare two or more national economies. A higher GDP indicates a more powerful economy. However, because different countries have varying populations, comparisons become more meaningful if the GDP is recalculated to consider the population size, resulting in **per capita GDP**. *Per capita* is a Latin term meaning 'per person' and provides a representative figure of each citizen's share of the GDP.

## RUSSIA AND ICELAND

Russia is by far the largest country in the world with a surface area of over 17 million square kilometres, whereas Iceland is a small island nation in the North Atlantic. In terms of population, Russia is ninth in the world, while Iceland has one of the smallest populations of any country. Naturally, Russia has a much greater GDP than Iceland due to its vast size and population.

	Russia	Iceland
Total Area (km <sup>2</sup> )	17,098,246	102,775
Total Population	143,054,637	376,248
GDP (US dollars)	4.365 trillion	19.8 billion



Aerial view of St. Petersburg

This would lead one to believe that Russia has a better performing economy than Iceland and is generally wealthier. However, per capita GDP shows the two economies in a different light. Per capita GDP is calculated by dividing the total GDP by the total population.

This is the result:

	Russia	Iceland
GDP per capita (US dollars)	30,013	52,625

In general terms, these numbers indicate that in Iceland, \$52,625 of goods and services are produced per person per year. This is a higher number than Russia's \$30,013, which indicates that Iceland's economy, despite being smaller, is stronger and more advanced.



Iceland, a small island nation in the North Atlantic

## PER CAPITA GDP'S LIMITS AS A MEASUREMENT OF WEALTH

Per capita GDP, although a useful statistic, does not truly indicate individual wealth. Of any given country's population, not everyone is of working age and/or contributes to the economy. Furthermore, some individuals are significantly wealthier than others and there can be a big gap between the rich and the poor.

As an average, however, per capita GDP is a useful measurement of national wealth, giving us an idea of the country's living standards: a higher GDP per capita can mean the country has better schools, better health care and better roads, and is more advanced technologically than those with lower per-capita GDPs.

### Activity 4: Research Task

Choose two countries from different parts of the world. Complete the table with information about each. Then, answer the questions.

Country	_____	_____
Total Area (km <sup>2</sup> )		
Total Population		
GDP (US dollars)		
GDP per capita (US dollars)		

Which country:

- is larger by surface area?
- has the bigger population?
- has the greater GDP?
- has the higher GDP per capita?

## Activity 5: Discussion Point

In groups, discuss the results of your research into countries' GDPs.

- Were the results what you expected? Why or why not?
- Do you see any patterns among countries with a high per capita GDP?



## 🔍 Activity 6: Research Task

During the Cold War, the world was divided into three economic spheres:

- The First World/Western Bloc: the US and its allies
- The Second World/Eastern Bloc: the USSR, China, and their allies
- The Third World/Non-Aligned and Neutral Countries: India, the former Yugoslavia, Egypt, and others

As time went on, the concept of a first, second, or third-world nation began to change; these terms started to be used to indicate wealth and development instead. Although somewhat common in everyday speech, it is not considered accurate to refer to a poor, developing nation as a 'third-world country'. Today, the World Bank classifies countries around the world as the following:

- High-income economies
- Upper-middle-income economies
- Lower-middle-income economies
- Low-income economies

Choose 10 countries and decide which category they belong to. Do some research online and check your answers.

- Are any of the findings surprising?

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# INEQUALITY

Living standards and GDP per capita vary between countries and regions. This fact is not merely about GDP charts and economic data on computer screens – it is about the quality of people’s lives: can they prosper or do they struggle to survive? Simply put, the location where someone was born is the single greatest factor in determining the kind of life he or she will have. People born in a high-income economy are more likely to enjoy better health and a longer life, as well as a better education and greater opportunities.

**Inequality** is a moral problem for the world. There is a growing understanding that extreme inequality is unfair and that everyone should have the chance to enjoy a healthy, happy, and rewarding life, regardless of where they were born. Inequality is also an issue of security, affecting a range of issues, from combating climate change to sharing vital resources like clean water.



A neighbourhood in a low-income country with modern high-rise developments in the background.

## Activity 7: Research Task

Using the same two countries as before, research the following:

- Literacy levels
  - Life expectancy
1. Is there a relationship between per capita GDP and the education and health levels of the two countries?
  2. How do the countries compare to the UAE regarding per capita GDP, literacy, and life expectancy?

## Lesson 2: Global Production

- **What are some companies that do business in the UAE?**
- **What sectors are these companies involved in?**



### Key Vocabulary

**raw materials**  
**primary sector**  
**subsistence, automation**  
**secondary sector**  
**supply chain**

**finished goods**  
**tertiary sector**  
**quaternary sector**  
**competitive advantage**

## THE FOUR SECTORS OF GOODS AND SERVICES

There are four factors of production that create goods and services: land, labour, entrepreneurs, and capital. Economists divide the types of industries that produce these goods and services into four sectors:



**Primary**



**Secondary**



**Tertiary**



**Quaternary**

As the sectors advance from primary to secondary and onward, there is a greater requirement for technology and education, but also greater value and wealth generated from the higher-level work.

## Primary Sector – Raw Materials

*(agriculture, forestry, mining, and fishing)*

Nearly every country has some level of **primary sector** industries. From the UAE's oil and date production to Chinese rice, to wood from Canadian forests – everything we own was initially produced in this sector.

In nations with lower levels of economic and technical development, much of the raw material production is done by hand. Many people in these countries grow food and fish for their own families' consumption and survival – what is referred to as **subsistence** – with limited trade in the marketplace.

In higher income nations, raw material production relies on **automation** and advanced technologies, allowing far more to be produced by fewer workers.



## Secondary Sector – Manufacturing

Industries in the **secondary sector** receive materials produced by the primary sector, which is their **supply chain** of source material required for manufacturing. They process these materials into **finished goods** which are then shipped to retailers. The goods are often sold at far higher prices than the cost of production, adding value and providing higher profits.



However, manufacturing industries have downsides: they consume significant supplies of energy and they tend to produce pollution in the manufacturing process. Many of the world's largest manufacturing nations are also among the most polluting. Also, as with the primary sector, manufacturing in higher income nations typically involves assembly lines with robotics and automation, providing fewer jobs but greater output.



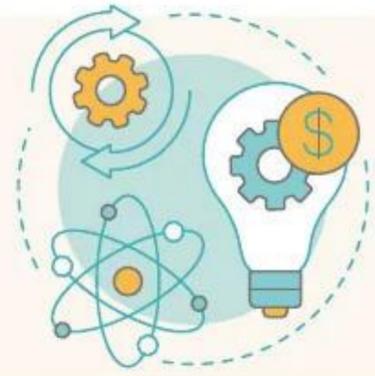
## Tertiary Sector – Services

The **tertiary sector** includes the production of services rather than physical products, including teaching, retail, health care and transportation.



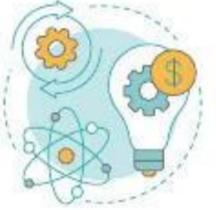
## Quaternary Sector – Information

The industries in the **quaternary sector** are also services like the tertiary sector, but their product is information. This includes entertainment, design, programming, and research and development.



### Activity 1: Thinking Task

Create a list of 20 companies that operate in the UAE. Match each one to the sector in which they belong.

			
Primary	Secondary	Tertiary	Quaternary

Is there at least one company for each sector? If not, try to think of one.

# SECTORS IN ACTION: PRODUCING A PHONE

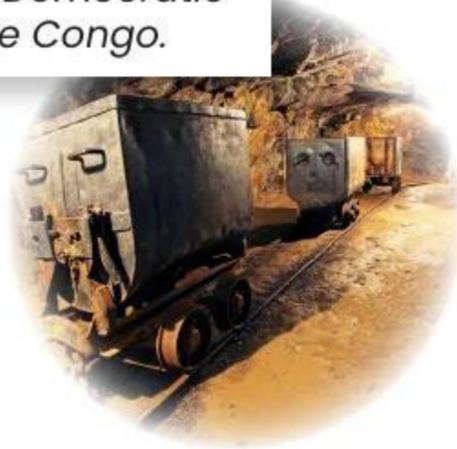
The four sectors of goods and services work together on a global scale to produce many common goods. Let's look at the construction of a smartphone to see how the different sectors operate as a system:

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



## Primary Sector

At this stage, the raw materials are pulled from the ground, mostly from mines around the world. Aluminum and iron are extracted from Mongolia; tin, lithium, and other metals are mined in Chile and Bolivia; cobalt and other rare elements are mined in the Democratic Republic of the Congo.



## Secondary Sector

The raw materials are processed in factories in China, Japan, South Korea, and the US to produce mobile phone components, including batteries, displays, cameras and microprocessors. These components are the supply chain for a massive factory in southern China where they are assembled into complete smartphones and packaged.



## Quaternary Sector

The label on the back of iPhones reads 'Designed in California'. That design is in this sector and includes research and development, programming, and design, as well as marketing and advertising for the phone.



## Tertiary Sector

The packaged phones are then transported from China to retailers around the world.



## Activity 2: Thinking Task

- Which sector is most common locally?
- Which sector(s) do you think you will work in during your career?

## COMPETITIVE ADVANTAGE

Companies compete for consumers by trying to be different from their competitors by offering better or cheaper products. When they offer a better value than their competitors, they hold a **competitive advantage**.

Businesses might only enjoy this competitive advantage for a short time because competitors always closely watch each other. An effective innovation or a price reduction by one will soon be copied by the competition.

For example, suppose there are two shopping malls in a small city in the UAE. Both have large outdoor parking lots for customers' cars. Later, a third mall is built in the city, and unlike the first two, the new mall features a covered parking garage. Now, customers do not need to walk outside into the summer heat to move from the car to the mall door.

This is popular with customers, and many choose to visit the new mall and park in cool comfort. The other malls notice the drop in business and build parking garages too. The new mall no longer has its competitive advantage.



Competitive advantage is not just for businesses, it is also for people. A person's skills, education, and experience all contribute to the human capital of a company, yet these same features can give you a competitive advantage over other professionals in your sector:

- What special skills and talents do you have?
- What additional education or training have you gained?
- What experiences have you had that make you good at what you do?

Determining your competitive advantage is important for your future success, because when you search for a job, you are competing with everyone else who is also looking for work. Whatever sets you apart from the others should be the main message of your resume and any job interviews.

### **Activity 3: Research Task**

With a partner, identify a business that has a unique competitive edge over others.

- What is the advantage?
- How significant is the advantage over other competitors?
- Do competitors try to copy the advantage? To what extent are they successful?

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## NATIONAL COMPETITIVE ADVANTAGE

Like businesses and individuals, a nation can also hold a competitive advantage. It may have a highly educated population, access to valuable natural resources, and/or special cultural traits that make its production superior to other countries.

### Location



Dubai International Airport, one of the busiest airports in the world due to the UAE's strategic location.

One of the most important advantages a nation can have is its location. A major trading advantage of the UAE is its strategic location between East and West. The UAE lies directly in the path of air and sea routes between Africa and Europe in one direction and India and China in the other. This is why Jebel Ali is among the world's top ten busiest cargo ports and more international passengers transit through Dubai International Airport (DXB) than any other airport in the world. This is a key competitive advantage for the UAE, and many of its successful industrial sectors benefit from the UAE's geography.

## Advantages of Factors of Production

Different nations have strengths in each of the four factors of production (land, labour, capital, entrepreneurship) that give them a competitive advantage over others. These are some examples:

➤ China has hundreds of millions of well-educated, highly skilled workers. Living costs in China are lower than in other countries, so salaries are also lower. China's low labour cost is one reason why so many of the world's products are manufactured in China. Singapore and Switzerland are small countries with few natural resources but have long traditions of education, entrepreneurship, and banking. Both are world leaders in global finance.



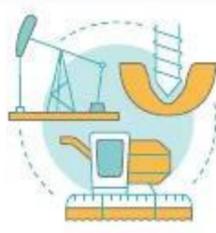
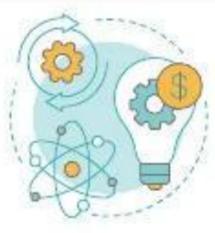
➤ The UAE's huge petroleum reserves are much more easily (and cheaply) extracted from the ground than in other countries like Canada and the United States. Those countries must use difficult and expensive techniques like blasting water deep underground (fracking), or separating oil from mud (tar sands). The UAE's easily accessible petroleum reserves gives the country a competitive advantage in petroleum production, as it can produce oil at a lower cost than many other countries.



## Activity 4: Thinking Task

Arrange these industries according to sector.

Food processing	Patchi Chocolate Shop	Date farming
EMAAR Real Estate	Driving a taxi	Dubai One (TV)
FlyDubai	Teaching	ADNOC oil extraction
RAK Ceramics	National Paints factory work	Hotel management

			
Primary	Secondary	Tertiary	Quaternary

## Activity 5: Discussion Point

Location can be an advantage but also a disadvantage. List four ways the UAE's geographical location presents unique challenges for the country.

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## Lesson 3: Global Trade

- **What everyday items are produced in the UAE?**
- **What region of the world do most goods and services come from?**



### Key Vocabulary

**exports**  
**imports**  
**balance of trade**  
**trade surplus**  
**trade deficit**

**ISO shipping container**  
**mercantilism**  
**retaliate**  
**trade war**

## IMPORTS AND EXPORTS

No country in the world has everything its industries need, as resources are spread unevenly across the planet. Trade allows nations to get what they want and need.

Products are exported from the sending country and imported to the receiving country. The calculation of all **exports** counted against all **imports** for a country is its **balance of trade**. When a country exports more than it imports, it has a **trade surplus**. When it imports more than it exports, it has a **trade deficit**.

Money circulates through the economy, flowing in the opposite direction of products. International trade complicates this flow: when goods and services are imported into a country, money to pay for them flows out and will no longer circulate within the domestic economy. In general, nations with trade surpluses enjoy healthier economies and governments often look for ways to increase exports and decrease imports.

### Activity 1: Research Task

Identify each of these countries on a map and look up their current or previous year's balance of trade.

China	Brazil	India	Egypt	Canada
Nigeria	the US	the UK	the Netherlands	the UAE

- Does each country run a trade deficit or surplus?
- What might be the reason(s) for this?

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## GLOBALISATION, PRODUCTION, AND THE CONTAINER

Before the mid-20th century, goods were shipped from one country to another in crates and sacks on ships. When a ship arrived in a port, hundreds of workers had to load and unload the cargo by hand, one at a time, onto trucks and trains. Sometimes the cargo would be stolen during transport: crates could be opened, sacks could be ripped, and goods could be taken.

However, in 1956, American businessman Malcom McLean developed and patented the **ISO shipping container** – a standard size container that could easily be loaded and unloaded from ships, trucks, and trains whilst remaining locked. By the late 1970s, the new standard size container was in use worldwide, greatly reducing both shipping times and costs.

This revolution in shipping has had a lasting effect on the world economy, as it is now extremely inexpensive to ship goods from one place to another. Consumers have benefited from this economic globalization, which has improved the standard of living for people around the world. Many countries have gone from poverty to prosperity in a relatively short period of time, although some of their industries have changed or disappeared. For example, Norway had a long tradition of fish processing, but now it is cheaper for fish caught in Norway to be processed in China and shipped back to consumers in Norway than to do the processing there. Another downside has been an increase in pollution, a natural consequence of increased production and consumption.

## TARIFFS, MERCANTILISM, AND PROTECTIONISM

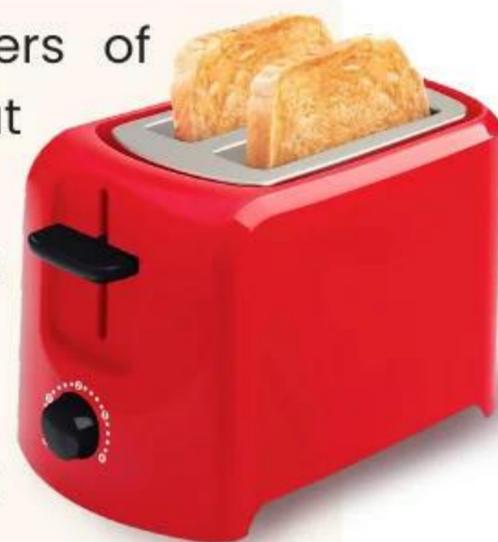
Since the 1600s, many countries have implemented policies to limit imports and maximize exports. This economic theory is **mercantilism**. These nations limit imports by imposing tariffs, or import taxes, on

products as they enter the country. Tariffs make imported products more expensive, which helps give an advantage to domestic manufacturers of the same type of products.

A similar strategy is to impose import quotas, which limits the quantity of a product that may be imported into a country in a particular timeframe. National policies to reduce imports are known as protectionism, as they reduce international competition to domestic industries. However, this can be harmful in several ways.

## THE TOASTER: TARIFFS AND TRADE WARS

Let's look at an imaginary example of the dangers of protectionist policies. The specific example is not real, but these patterns commonly occur in international trade. Suppose Country A wants to limit imports of foreign toasters to help its domestic toaster manufacturing industry, so it imposes import tariffs of 30 percent on cheap toasters made in Country B. Three things might happen next that can harm Country A:



- Although the tariffs will help Country A's domestic sales, they will likely increase toaster prices within Country A. With prices now higher, the people of Country A will not be able to buy as much with their money, nor have as many choices. The duties will also affect Country A's retail sector, as their toaster stores will sell fewer toasters at the higher price than if the toasters from Country B were cheaper.
- Country A's domestic toaster companies now enjoy a competitive advantage against Country B's imported toasters due to the import tariffs, so they may not need to innovate as well to compete against foreign toasters in their home market. This inefficiency can make Country A's toasters less competitive in international markets unaffected by Country A's tariffs.
- Country B may be unhappy about Country A's toaster tariff, as

its toaster manufacturing industry now exports less to Country A because the tariffs have lowered demand. Country B could hit back by imposing their own import tariffs on products that Country A exports to Country B. This would hurt those industries within Country A's economy.

Country A could choose to impose even more tariffs on Country B's products, causing Country B to **retaliate** against Country A again, and on and on as new tariffs are imposed and increased across a range of industries far beyond toasters. The escalation of tariffs in this way is what is known as a **trade war**.

### **Activity 2: Research Task**

Find two countries that are currently having a trade war.

- What caused the dispute?
- How has it impacted other countries?
- What is public opinion about the trade war in each country?

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# Unit 7: Trade

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- **What are the advantages of trade agreements?**
- **Why is sustainability significant in the 21st century?**
- **How do free trade agreements work?**

# Lesson 1: Trade Agreements

- **What currencies are used in the GCC?**
- **What are some examples of currencies around the world?**



## Key Vocabulary

exchange rate  
free-floating (currency)  
pegged currency  
Gulf Cooperation Council (GCC)  
European Union (EU)

United States – Canada – Mexico Agreement (USMCA)  
Association of Southeast Asian Nations (ASEAN)  
African Union (AU)

## CURRENCIES

When travelling abroad, one will notice that other countries have a different currency than the UAE. This currency might also be called dirhams, but is likely called dinars, dollars, pounds, or another name. Also, the value of one unit of the currency is probably different than the UAE dirham. For this reason, one must be aware of the **exchange rate** when making purchases. In some cases, the number of units of currency needed to buy simple consumer goods – such as a bottle of cola – may be in the hundreds or thousands; in other cases, the number may be lower than the price in the UAE.



Price of a 2-litre bottle of cola					
the UAE	Canada	Sweden	India	Lebanon	Bahrain
8 dirhams	2 dollars	23 krona	80 rupees	5000 pounds	0.75 dinars

Most currencies are **free-floating**, meaning their value goes up and down according to the laws of supply and demand. If the country's currency, or its products, are in demand in the world, the currency's value goes up in relation to other currencies. However, if there is a large amount of the currency available and unwanted, the value will go down. This is one reason why countries are discouraged from simply printing more money with lots of zeroes to pay down national debts. If this were done, the currency would lose value and cause inflation.

Some countries, including the UAE, **peg** their currency to another more stable currency at a fixed exchange rate. The UAE dirham is pegged to the US dollar, which is the world's most exchanged currency. Pegging the dirham to the US dollar helps the UAE by making its currency more stable by eliminating dramatic rises or drops. This consistent value also simplifies imports and exports, especially for petroleum, which is usually traded internationally in US dollars. Pegging the dirham to the dollar also reassures international investors that their investments, valued in dirhams, will retain their value. This means that if the US dollar goes up or down in value against a free-floating currency, so does the dirham.

### Activity 1: Research Task

The purchasing power of money varies from country to country. Some countries are expensive to live in, while others are more affordable. How much does a night at a four-star hotel cost around the world? Choose 5 of the following cities and compare.

Mexico City, Mexico	Ankara, Türkiye	London, England
Dakar, Senegal	Battambang, Cambodia	Montevideo, Uruguay
Ahmedabad, India	Hong Kong, China	Tokyo, Japan
New York City, USA	Samarkand, Uzbekistan	Managua, Nicaragua

Compare your ideas as a class. Then, check online.

- Which locations are cheap?
- Which are expensive?
- How do they compare to prices in the UAE?
- Check the GDP for the five countries? Is there a correlation between GDP and the price of hotel rooms?



## Regional Economic Groups

Neighbouring nations in many regions have formed economic unions and alliances to reduce or remove trade barriers. In most cases, the member nations have significant cultural and historic links as foundations for the economic unions to develop and citizens of member countries often enjoy privileges in other nations within the groups. Some of these groups have adopted a common currency or are considering doing so. An example of a regional economic group is the **GCC**.

## The European Union (EU)

In the years following World War II, Western European nations began to strengthen economic and political ties in hopes that future conflict be avoided. In 1957, the Treaty of Rome was signed, creating the European Economic Community (EEC).



This organisation laid the foundation for what would become the **European Union (EU)**, which came into existence in 1993, provisioned by the Treaty of Maastricht.

The 27 member states of the EU form a single market where goods, services, capital, and people all move freely. No tariffs or custom duties need be paid on purchases made and EU citizens are free to live and work in any member state. Passport controls have been eliminated between most countries in the union through the Schengen Agreement, which also includes several other non-member states. A single currency – the euro (EUR; €) – was introduced in 1999 and entered circulation in 2002, replacing national currencies such as the Deutsche mark and the Spanish peseta. It is the official currency of 19 EU member states and is also in use in several other European countries. Additionally, over 20 other countries/territories around the world use a currency pegged to the euro.

Although the European Union is the world's largest trading block, it has faced a series of challenges over the years, which have at times threatened its survival. A serious debt crisis occurred in 2009 in which 5 member states were unable to repay or refinance their government debt. In 2020, the UK withdrew from the union after over 4 decades of membership. These events have caused many to doubt the future of the EU; however, others believe the organisation is an emerging superpower.

### **The United States – Mexico – Canada Agreement (USMCA)**

The three largest North American countries form a common trading block with reduced or removed tariffs on most products. This was known as the North American Free Trade Agreement (NAFTA) until early 2020, when it was replaced by the **USMCA**.

Unlike the EU, the three nations have maintained borders and their own currencies and the USMCA is not a political union. However, it has had a significant effect on the economies of the three countries:

goods produced by cheaper labour in factories in Mexico can cross into the United States without tariffs and prices between the three countries have fallen as a result.



## The Association of Southeast Asian Nations (ASEAN)

**ASEAN** is a regional organization of ten nations in Southeast Asia, promoting free trade and creating a common market between member countries. ASEAN also negotiates with other nations and blocks such as the EU, China, and Australia

to facilitate freer trade between them. ASEAN has declared that it is working towards a closer, “EU-style” economic union.



## The African Union (AU)

Started in 1963 as the Organization of African Unity, the **African Union** consists of 55 member states, encompassing most of Africa and its one billion people. It has created a free trade zone, the African Continental Free Trade Area. The AU is also a political union, and enables cooperation in education, security, and culture to develop the African continent.



### Activity 2: Discussion Point

Work in groups. Make a list of either advantages or disadvantages for removing national borders in regional blocs. Then, debate your ideas with a group that holds the opposing view. Conclude the debate, discuss as a class and decide which argument is more convincing.

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# Lesson 2: Sustainability

- What is meant by sustainability?
- To what extent has sustainability been achieved?



## Key Vocabulary

**renewable**

**economic sustainability**

**social sustainability**

**environmental**

**sustainability**

**externalised costs**

**Sustainable Development Goals (SDGs)**

## SUSTAINABILITY

Transforming the global economy into a sustainable economy will be a massive challenge, but the process is already underway. For example, solar power is becoming the cheapest source of energy, and the UAE is a world leader in solar generation. Solar energy, along with other **renewable** sources, including wind energy and hydropower, may be a solution to future sustainability. Forward-looking governments will look at sustainability not only as an opportunity, but as a necessity.

### The Three Dimensions of Sustainability

**Economic sustainability:** Human needs should be provided for, and economic growth should continue, yet without harming the other two sustainability dimensions.

**Social sustainability:** People's well-being should be a priority and they should not be viewed only as consumers. Also, cultures around the world should be preserved.

**Environmental sustainability:** Natural resources, processes, and the environment should not be disturbed by human activity.

### The Tragedy of the Commons

In 1833, British economist William Forester Lloyd wrote a short story describing a fictional situation where a shared resource was destroyed. The shared resource of the story was the "commons", a grassy field in British towns where every citizen could bring their cows to feed on the grass.

Imagine there are ten farmers, each with one cow, and every day the farmers bring these ten cows to the commons to graze. The commons is large and healthy enough to feed these ten cows, they produce milk, and everyone is happy.

However, imagine that one day, one of these farmers gets an idea: he brings two cows to the field. The two cows graze on the grass

alongside the other nine, and this doubles that farmer's milk. The farmer thinks he is smart.

Unfortunately, the field was only ever able to support ten cows, and now with eleven cows, there is no longer enough grass. Each cow's milk production decreases because they eat less. Each of the other farmers is now suffering reduced milk: where they received 1 cow's worth of milk before, they are now getting 0.8 cow's worth.

Because of either greed or fear of falling behind, one by one each farmer decides to do what the first farmer did: they each bring two cows, too. Now, where there were ten cows, there are twenty, on a field that could only ever support ten. As the grass disappears, and milk production drops faster, some panicked farmers bring three or four cows.

And so the story ends: with so many cows, the commons is ruined, the grass is gone, and the cows all starve and die.

The Tragedy of the Commons is a story about any shared resource: clean air, fish in the sea, or fresh water flowing through rivers that cross international borders like the Nile and the Amazon. It demonstrates that human nature tempts us to act on short-term selfish gains instead of actions that would benefit the group.

## Externalities

When the first farmer brought two cows to the field, he did not pay for the cost to feed the second cow. That burden was carried by all the farmers who use the commons, but only he received the benefit. The cost was externalized. **Externalized costs** are negative effects of an activity that are experienced by people who were not directly involved in the activity. When a company's factory sends pollution into the air harming the health of people in the surrounding area, it is externalizing some of the cost of production.

## Externalised Costs in Developing Countries

Producers may choose to increase output by overlooking the resulting damage to the environment. Environmental protection regulations are strict in high-income countries, but in many low-income countries, environmental rules are weaker or less enforced because those governments may prioritize economic growth.

### Activity 1: Discussion Point

In groups, discuss possible solutions to the Tragedy of the Commons.

### Activity 2: Research Task

Choose one of the following resources and research it.

Then, answer the questions.

- Blue whales
- Forests in Southeast Asia
- Gold



1. What is the current status of the resource?
2. To what extent is it threatened
3. What will happen in the future?
4. How should the resource be managed?

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## The UN Sustainable Development Goals

Due to the urgency of achieving sustainability across the globe, in 2015, the United Nations created the 2030 Agenda for Sustainable Development. At the center of the agenda are the 17 **Sustainable Development Goals (SDGs)**, which outline the issues that must be addressed by all member states to ensure sustainability in the future.

The 17 SDGs are:

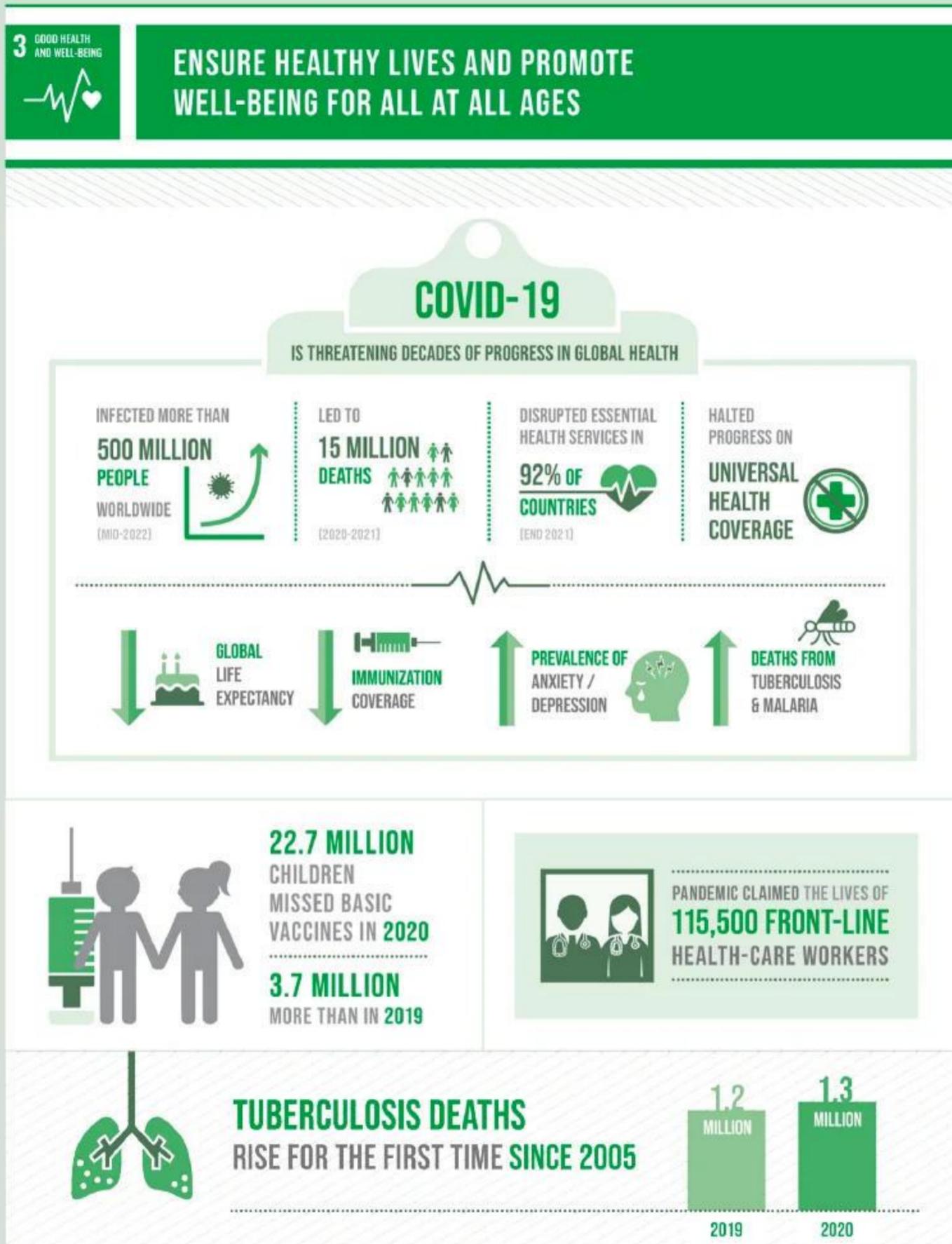
1. **NO POVERTY:** End poverty in all its forms everywhere.
2. **ZERO HUNGER:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. **GOOD HEALTH AND WELL-BEING:** Ensure healthy lives and promote well-being for all at all ages.
4. **QUALITY EDUCATION:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. **GENDER EQUALITY:** Achieve gender equality and empower all women and girls.
6. **CLEAN WATER AND SANITATION:** Ensure availability and sustainable management of water and sanitation for all.
7. **AFFORDABLE AND CLEAN ENERGY:** Ensure access to affordable, reliable, sustainable, and modern energy for all.
8. **DECENT WORK AND ECONOMIC GROWTH:** Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.
9. **INDUSTRY, INNOVATION, AND INFRASTRUCTURE:** Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. **REDUCED INEQUALITY:** Reduce income inequality within and among countries.
11. **SUSTAINABLE CITIES AND COMMUNITIES:** Make cities and human settlements inclusive, safe, resilient, and sustainable.

12. **RESPONSIBLE CONSUMPTION AND PRODUCTION:** Ensure sustainable consumption and production patterns.
13. **CLIMATE ACTION:** Take urgent action to combat climate change and its impacts by regulating emissions and promoting developments in renewable energy.
14. **LIFE BELOW WATER:** Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
15. **LIFE ON LAND:** Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
16. **PEACE, JUSTICE, AND STRONG INSTITUTIONS:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. **PARTNERSHIPS FOR THE GOALS:** Strengthen the means of implementation and revitalize the global partnership for sustainable development.



### Activity 3: Discussion Point

Look at the overview of SDG 3 and discuss the questions below in groups.



- How successful has the world been in achieving this goal so far?
- What challenges does the world face in actioning the goal?
- What can be done to achieve this goal on a personal/community/national/regional/international level?

## Activity 4: Research Task

In groups, research one of the other SDGs. Discuss the same questions from the previous activity about the goal chosen.

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## SUSTAINABLE DEVELOPMENT GOALS



## Activity 5: Discussion Point

Rank the goals according to importance, 1-17. Compare rankings in groups. Then, answer the questions.

- How possible will it be to achieve all 17 SDGs? Which goals will be more challenging? Which will be easier?
- How will reaching these goals be beneficial for the world?
- What other goals or objectives could be met to promote sustainable development?

## Lesson 3: Free Trade Agreements

- What are some examples of free trade agreements?
- What are the advantages and disadvantages of such agreements?



# FREE TRADE

### Key Vocabulary

**free trade agreements**

**trade barriers**

**protectionism**

**tariffs**

**restrictions**

## FREE TRADE AGREEMENTS

These are the key elements to **free trade agreements**:

- **Trade barriers** are reduced or eliminated between countries and international borders.
- Free trade agreements between countries are the opposite of **protectionism**, where nations protect their trade with **tariffs** and **restrictions**.
- Regulations and government oversight can come with free trade agreements.
- Free trade agreements are made between nations to promote stronger commercial and trade relationships.
- Free trade agreements can help energise and boost the economy of participating countries.

## THE POSITIVE EFFECTS OF FREE TRADE AGREEMENTS

Free trade agreements can lead to the increased economic growth of a country. They promote a more dynamic business environment. With barriers and protectionism reduced or eliminated, industries



and businesses become more motivated to become competitive. Governments subsidize less, as trade barriers are removed for companies, thus freeing up more public spending which can be used for other important initiatives. Technology transfer between countries is often enhanced as companies have access to the latest technologies, which in turn contribute to economic growth and greater job opportunities.

## THE NEGATIVE EFFECTS OF FREE TRADE AGREEMENTS

Free trade agreements can sometimes cause poor working conditions, as multinational companies outsource jobs to places that might not have the same labour laws. For developing nations, they can lead to natural resource depletion, such as deforestation. As free trade agreements between countries lead to less tax money for governments, smaller or weaker countries may struggle to replace money lost the elimination of import and export fees and tariffs.

## FREE TRADE AGREEMENTS AND THE UAE

The UAE has been active in trade organizations and free trade agreements over the decades since its founding. It became a member of the World Trade Organization in 1996. The UAE is also a founding member of the GCC. The UAE, as part of the GCC, has strong ties economically with Bahrain, Kuwait, Oman, Qatar, and Saudi Arabia, sharing a customs union and common market with them.



The UAE has free trade agreements that were signed between the GCC and the EFTA (European Free Trade Association) in 2009 in Norway. This is in addition to a free trade agreement with Singapore signed in 2008. The agreement with Singapore benefits the sectors of petrochemicals, machinery, and steel related industries. In addition, preferential treatment for the UAE in Singapore is given in tourism, health, transport, and educational services.

The Free Trade Agreement between the GCC and the EFTA enables duty free access to industrial goods, including marine and fish products. The UAE also has free trade access to countries such as Morocco, Egypt, and Tunisia as part of the Greater Arab Free Trade Area Agreement (GAFTA).



## Activity 1: Research Task

In groups, research the trade blocs below. Then, complete the table with the most current information.

			
Full Name			
Member Countries			
Total Population			
GDP			
GDP per capita			
Growth %			



# Unit 8: Economic Diversification

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- **What is OPEC?**
- **Why is diversification important?**
- **What products come to mind when thinking of the UAE?**

## Lesson 1: OPEC

- How important is oil in a country's economy?
- What is the price of oil now?



### Key Vocabulary

**OPEC**

**petroleum policies**

**member states**

**oil-producing countries**

**fracking**

**oil market**

# OPEC – THE ORGANISATION OF THE PETROLEUM EXPORTING COUNTRIES

## What is OPEC?

**OPEC** is an intergovernmental organisation formed in Baghdad in 1960 to coordinate **petroleum policies** across its **member states**. The founders – Iran, Iraq, Kuwait, Saudi Arabia, and Venezuela – wished to change the global system of oil production to benefit **oil-producing countries**. Over the years, OPEC has grown and currently includes 13 full members, international observers from several countries, as well as the broader OPEC+, a group of non-member nations that participate in initiatives.

In addition to the founders, the current members are Algeria, Angola, the Republic of the Congo, Equatorial Guinea, Gabon, Libya, Nigeria, and the UAE, who had originally joined as the Emirate of Abu Dhabi in 1967.

## Key facts about OPEC

- The objective of OPEC is to regulate the supply of petroleum to control the price of oil on the international market.
- Current estimates place 80.4% of the world's known oil reserves in OPEC countries, 67.1% of which are in the Middle East.
- Three of the largest oil-producing countries – China, Russia, and the United States – are not OPEC members.
- The arrival of **fracking** technology in the U.S. has reduced OPEC's ability to control the world market.

### ✓ Activity 1: Checkpoint

Why was OPEC founded? Who were the founding members? Who are the current members? What major oil-producing countries are not members?

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## OPEC and Oil Prices

OPEC has a lot of influence on the **oil market** in comparison to non-oil-producing countries. Because member countries hold the majority of crude oil reserves, they have considerable power in these markets. As an organisation, OPEC sets oil prices while maintaining shares of the global market.

## The Decline of OPEC's Influence on Oil Markets

New technology in oil exploration and extraction, such as fracking, has had a significant effect on international oil prices. Because of this, there is less of a need for oil from OPEC, which has lessened its influence on international markets. The result of fracking as an alternative source of oil has pushed OPEC to increase production despite this leading to lower prices.

### 👥 Activity 2: Discussion Point

In groups, discuss the following questions:  
How successful has OPEC been in member countries taking control of their own oil resources?  
What challenges might the organisation face in the future?

## OPEC and the UAE

The UAE is among the largest top ten oil producers in the world. It is an important part of OPEC due to its oil-producing capacity. Since the formation of the country in 1971, oil and gas have played a central role in supporting the nation's economy. Although it has the most diversified economy in the Gulf region, the UAE is still heavily economically dependent on oil and natural gas.

As a federation, each of the seven emirates is responsible for regulating the oil industry within its borders. ADNOC, the state-owned oil company based in Abu Dhabi, controls most of the oil resources. However, this is in partnership with international oil companies, including Shell, BP, and Exxon.

### Activity 3: Discussion Point

In groups, discuss the following questions:

- What other sectors are there in your emirate?
- What role will oil and natural gas play in the UAE economy in 2050? In 2100?

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## Lesson 2: Oil and Diversification in the UAE Economy

- In what ways can a country generate national income?
- How important is oil to the economy of your emirate?



### Key Vocabulary

**diversified economy**

**Gulf region**

**aviation sector**

**free zones**

**tourism industry**

## OIL AND THE UAE ECONOMY

The UAE has the world's seventh-largest proven oil reserves, making it a major partner and player in global energy markets. Oil has always been a major part of the country's economy since its founding.



Although it has become the most diversified economy in the GCC since the discovery of oil in the UAE in the 1950's, petroleum exports still play a central role in the economy of the country. For example, in 2009, more than 85% of the economy of the UAE was based on petroleum exports. However, in 2011 they accounted for only 78% of the state budget of the UAE. In 2020, this figure would drop to 25%, demonstrating a lesser dependence on oil and a more diverse economy.

Each emirate controls its own oil production and resource development. Abu Dhabi holds 94% of the UAE's oil resources, or about 92.2 billion barrels. Dubai has an estimated 4 billion barrels, followed by Sharjah and Ras al-Khaimah with 1.5 billion and 100 million barrels of oil, respectively. The UAE's largest customer for oil is Japan, which imports more than 40% of crude oil produced.

## DIVERSIFICATION OF THE UAE ECONOMY



The UAE is the most **diversified economy** in the **Gulf region** and began its diversification to become less dependent on oil. Individual emirates within the UAE have invested heavily in sectors such as technology,

tourism, aviation, and telecommunications. Tourism has been at the heart of the diversification program in the UAE, which has been a major success, as hotels across Abu Dhabi and Dubai continue to see record numbers of visitors. Other emirates within the UAE are increasing hotel capacity due to a rise in tourism, such as Ras Al Khaimah, which is increasingly becoming a popular holiday destination.



The development of the **aviation sector** has been central to diversifying the economy of the country. The UAE was among the leading countries in terms of the number of passengers passing through national

airports in 2018, accounting for 134 million passengers, with Dubai International Airport (DXB) ranking first globally with over 89 million. Despite lower numbers in subsequent years due to the COVID-19 pandemic, in 2021, Dubai International was still the busiest hub for global travel.

The establishment of economic **free zones** which provide incentives for overseas companies to invest in the UAE, such as exemption of taxes, is also a central element of the diversification of the economy of the country. Currently, there are over 40 free zones across the Emirates which



contributed to 33 % of the nation's non-petroleum trade in 2014. The free zones established by the UAE government also provide 100% foreign ownership for overseas companies.

### ✓ Activity 1: Checkpoint

Why is it necessary for the UAE to diversify its economy? What sectors has the country invested in? To what extent have these initiatives been successful?

## Abu Dhabi Economic Vision 2030

Abu Dhabi Economic Vision 2030 was implemented to further the diversification process of the UAE economy. Key industries to be developed as part of the vision include healthcare equipment, the aerospace industry, and manufacturing. Furthermore, service industries such as tourism, media, and education are to be focused on, as well. Another aim of the vision is to improve and develop transportation infrastructure across the Emirates, yet the core of Vision 2030 is to include Emiratis in the private sector, as well as encourage entrepreneurship among them. The promotion of cultural tourism is an additional strategy to diversify the economy. Initiatives such as the Louvre Abu Dhabi and the Guggenheim museum projects on Saadiyat Island form the basis for the cultural tourism plan to attract foreign tourism.

## Dubai Industrial Strategy 2030

Along with Abu Dhabi Economic Vision 2030, Dubai Industrial Strategy 2030 is also a key element in the drive to diversify the economy. The strategy emphasizes the development of high technology activities, including targeting the aerospace industry by making Dubai a hub for both short-haul and long-haul flights around the world. In addition, the government also wishes to develop the maritime industry by making Jebel Ali Port the leading port facility in the world.

## Tourism in the UAE

Tourism is an important sector in the UAE's diversified economy. The total contribution of tourism to the country's economy was estimated to be approximately Dh134 billion in 2015 accounting for 8.7% of GDP. However, estimates also state that by 2026, this number will reach Dh236.8 billion. The **tourism industry** in the UAE produces 317,500 jobs, which is 5.4% of total employment. However, this is projected to rise to 410,000 jobs by 2027.

## Key features of diversification in the economy of the UAE

- Dubai International Airport (DXB) is the world's busiest global hub, connecting millions and millions of passengers to over 240 destinations.
- Investment in clean energy: the Barakah Nuclear Energy Plant will produce up to 25% of the UAE's electricity once fully operational.
- The fifth busiest port operator – DP World – is based in the UAE.
- There are around 200 media companies located in the UAE.
- Over 40 free zones can be found in the UAE, including DMCC in Dubai, which has been chosen Global Free Zone of the Year for the last several years.
- Over 40,000 jobs are expected to be created in the tourism sector by 2027.

### ✓ Activity 2: Checkpoint

Which key sectors are targeted for development under Abu Dhabi Economic Vision 2030 and Dubai Industrial Strategy 2030? Why is tourism important for the economy of the UAE?



## Lesson 3: Term Project

- **What products are commonly bought and sold in the UAE?**
- **What products would you import to the country?**



12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION



## PROJECT DESCRIPTION

In pairs, create a profile for a product sold in the UAE. Each pair in the class should choose a different one. The teacher can help advise if a suggested product is suitable for the project.

## PROJECT STEPS

The presentation should be 7-10 minutes. All supporting information should be properly referenced. Your presentation should answer as many of the following questions as possible. If you are unable to locate an answer, replace the question with your own relevant one.

### Introduction

Introduce the product: What does it do?

### Import/Export

- Where is it from? Is it made in the UAE or imported?
- If it is imported, do you believe it could be possible to manufacture this product in the UAE?
- If it is made in the UAE, is it exported? Where to?

### Production

- How is it made? (by hand, in a factory, by skilled workers...?) Discuss the method of production.
- What materials are required to make the product? Where do they come from?
- What are the comparative international prices?
- How does the price of this product in the UAE compare to the price in other countries? Are there countries where the price is dramatically different? Identify two countries that sell the same

product at different prices from the UAE price. Why do you think the prices are different?

- If the economy slows, how would sales of this product be affected?

## **Sustainability**

Consider the materials of the product, and the lifespan of the product. How sustainable is it? Does it wear out easily? Is there much plastic packaging? Offer any recommendations to improve the sustainability of the product.





