What Are the Significant Global Issues of Our Time?

> Able individuals who do not use their intellectual and mental abilities and do not harness the way Allah Almighty intended for us, will only face diseases, mental and social troubles.

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

Learning Objectives

At the end of the lesson, you should be able to:

➤ Identify at least three key development issues for the world.

➤ Explain the process of forming a development agenda and priorities for the world.

➤ Outline, with reference to a case study, how advocacy plays a role in protecting human rights.

INTRODUCTION

Throughout lessons in Unit 4 of Grade 11, you have been exploring ways in which people and countries are interconnected in the world. You have learnt about international governance structures and treaties that have been created to assist countries in maintaining peace and stability. There has never been a time when the world's population has been as connected as it is now. This presents opportunities as well as challenges. In this lesson, we will identify some of the most significant issues of concern of our time (some of which we have already encountered in previous lessons), and think about how all of us are affected by these issues.

WHAT WORK HAS BEEN DONE TO ADDRESS GLOBAL DEVELOPMENT ISSUES?

When you studied the implications of globalisation in Unit 1 of Grade 10, one of the issues you studied was the effect of inequality among nations of the world. Some research indicates that the increasing 'gap' between relatively wealthy and relatively poor nations is a direct threat to achieving universal wellbeing and peace among nations and people. This is closely linked to development. In the world today, there are still many areas where lack of development in terms of economic, social, and health indicators, continues to create challenges for the people who occupy those areas. As global citizens, it is our individual and collective responsibility to be aware of these issues and work towards addressing them.

Action Task

Work in a small group. Brainstorm what you think are challenges that the world faces, in terms of development. Then browse some online news sites and try to identify global issues that are reported on regularly. Make a list of these. Then try to categorise the issues you have listed. You could do this by creating three columns:

Human and human rights issues	Environmental challenges	Political/other issues

Compare your issues with the lists created by other groups. Collate them for the whole class, and then talk about how you would go about prioritising the order in which you would address the issues. You must try to reach consensus!

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Millennium Development Goals

The eight United Nations **Millennium Development Goals** (MDGs) were identified and ratified by all 189 members of the UN after the Millennial Summit in 2000. At this summit, key issues for development across the world were discussed and formalised in the United Nations Millennium Declaration. Nations aimed to achieve all eight goals by 2015. The MDGs were to:

1. Eradicate extreme poverty and hunger.

2. Achieve universal primary education.

3. Promote gender equality and empower women.

4. Reduce child mortality.

5. Improve **maternal** health.

6. Combat HIV/AIDS, malaria and other diseases.

7. Ensure environmental sustainability.

8. Develop a global partnership for development.

■ Malaria can be treated and prevented. Almost half the global population is at risk of malaria, and in 2015 the World Health Organisation noted that there were around 212 million cases of malaria and 429 000 deaths.

Specific targets were set for each goal, with funds allocated by the World Bank, the International Monetary Fund (IMF) and the African Development Bank. The focus was on assisting developing nations to achieve a higher level of development.

Unfortunately, the MDGs were not successfully or universally achieved by 2015. There were many reasons for this. After the goals were established, some funds that should have been channelled into development were, instead, channelled into debt relief, natural disaster relief and military aid. Some critics said that the goals were drawn up without proper consultation with the affected parties they sought to support. However, the process of drafting the MDGs did provide a platform for nations to discuss the world's greatest challenges. In this sense, it could be seen as a constructive process.

Sustainable Development Goals (SDGs)

In 2016 the UN replaced the MDGs with the **Sustainable Development Goals** (SDGs). These are 17 global goals with specific targets. They are also known as Agenda 2030. The SDGs cover a broader set of the issues than the MDGs had done. They are set for all countries, and do not distinguish between 'developed' and 'developing' nations, as the MDG targets had done. An example of how the United Arab Emirates addresses the SDGs is the Sustainable Schools (Al Madaris Al Mustadama) initiative. This project addresses quality education. Teachers help students to undertake actions such as assessing the school's environmental impact and reaching out to the local community.

Key Terms

Sustainable Development Goals: A set of 12 goals adopted by members of the United Nations in 2015 designed to end poverty, protect the planet and ensure prosperity for all.

The goals are as follows:

1. No poverty.

2. Zero hunger.

3. Good health and wellbeing for people.

4. Quality education.

5. Gender equality.

6. Clean water and sanitation.

7. Affordable and clean energy.

8. Decent work and economic growth.

9. Industry, innovation and infrastructure.

10. Reduced inequalities.

11. Sustainable cities and communities.

12. Responsible consumption and production.

13. Climate action.

14. Life below water.

15. Life on land.

16. Peace, justice and strong institutions.

17. Partnerships for the goals.

There are 'cross-cutting' themes across the SDGs. For example, it is generally accepted that the empowerment of women and universal education opportunities for girls are closely connected to the achievement of other goals. The provision of clean water and sanitation is closely connected to health and wellbeing.

As a complementary approach to achieving the SDGs, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) proposed the development of Global Citizenship Education (you may recognise this as one of the themes of this programme you are studying). It places emphasis on individuals playing a role in working towards the goals, instead of the responsibility being held only by governments and development agencies.

■ Reliable access to clean, safe water (SDG number 6) is a basic human right. Safe drinking water and good sanitation facilities also protect people from diseases such as cholera, typhoid and diarrhoea.

Discussion Point
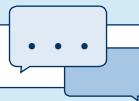
Look at the list of priorities you identified in the first Action Task of this lesson. How many of the issues you identified match the SDGs? Discuss the similarities or common themes and ideas.

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Thinking Task

Why do you think the SDGs are stated for *all* nations, and not specifically for 'developing' nations, as was the expectation for the MDGs? Do you think this implies a shift in perspective about the interconnectedness of the world? What role do you think global citizens play in achieving SDGs?

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Post-2015 Development Agenda

Organs and committees of the United Nations continue to keep SDGs on their working agenda. In 2012 the UN Secretary-General established the UN System Task Team to begin working on the post-2015 development agenda. The Task Team presented a report, *Realizing the Future We Want for All*, in June 2012. The report recommends an integrated approach to developing policies for a post-2015 development agenda, especially in relation to:

- inclusive economic development,
- inclusive social development,
- environmental sustainability, and
- peace and security.

The global partnership for development working group published a report in March 2013: *A Renewed Global Partnership for Development*. The report outlines 11 themes for discussion in a post-2015 world. It is expected that nations will engage stakeholders, especially civil society organisations, in extensive discussions and collaboration on what their expectations are for development within the consultation themes. The 11 themes identified are:

- **Conflict and fragility**.
- Education.
- Environmental sustainability.
- Governance.
- Growth and employment.
- Health.
- Hunger, food and nutrition security.
- Inequalities.
- Population dynamics.
- Energy.
- Water.

Action Task

Work in a small group.

1. Study each of the 11 themes for consultation according to the agenda for post-2015 development. For each theme, brainstorm issues that you know about in the world (for example, ones that you identified in the first Action Task in this lesson) that is related to the theme.

2. Now think about specific development challenges that affect different groups of people in the Middle East region. Add to your list in part 1 of this task if necessary.

3. Use coloured pens to draw lines connecting challenges that you think are related or connected in some way. For example, if you have identified renewable energy as a development issue for the Middle East region, you might think that it connects to growth and employment (jobs might be lost in the fossil fuel industries, but there may be new jobs created in the renewable energy sector).

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Thinking Task
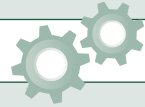
Why do you think the post-2015 development agenda specifically calls on civil society organisations to collaborate in discussions about development issues? What implications do you think this has for you and your peers as global citizens?

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Checkpoint   _Explain how the global development agenda facilitated by the United Nations has evolved to become more inclusive, from the MDGs to the post-2015 development agenda._

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■ Development agendas should take into account factors that enable human wellbeing and human rights.

CONSIDERING HUMAN RIGHTS ISSUES

You have learnt about the efforts of the UN to unite the global community in working towards a peaceful, healthy and developed future for all people. In the rest of this lesson, you are going to focus more specifically on issues related to human rights and environmental sustainability, and how they could be addressed, as well as other agencies that work on these development issues in some way.

Thinking Task

Do you think it is necessary for all people and countries to agree about what constitutes a violation of human rights? For example, as you have learnt, some countries allow capital punishment for crimes regarded as the most heinous, while other countries have prohibited capital punishment because the act of intentionally ending a person's life is seen as a human rights violation.

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Marginalisation of Women and Girls

In many parts of the world, women and girls are marginalised and vulnerable, denied access to education and other basic rights that are given to men and boys. There are many cultural reasons for this, but it is important to remember that cultural norms are also interpreted differently by individuals and groups that subscribe to the same culture. It is important to try to understand why certain interpretations exist, even if we do not agree with them. For example, different sects within the same religion may hold different points of view and rules about the roles of females and males in society.

There are, unfortunately, many examples of serious human rights violations in relation to women and girls in the world that most reasonable people would recognise as being unacceptable.

Roughly 30 million girls of primary school age in the world do not have the opportunity to attend school. Two thirds of the roughly 700 million illiterate people in the world are female. (These rough figures are drawn from UNESCO research over the past decade, notably the Education for All Global Monitoring Reports.)

■ All girls have a right to be educated. Female education attainment is associated with improvements in almost all other development indicators and social wellbeing.

The Global Gender Gap Report 2017   Each year the World Economic Forum publishes the *Global Gender Gap Report*. The basis for this report is that inequalities in rights accorded to males and females are a risk factor for other development problems, such as healthcare and economic stability. The report compares 144 countries to one another in terms of gender **parity** in four categories or sub-indexes that are measured by a range of UN organs. The sub-indexes are Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment. It then ranks them, and it is the rankings that are published. Although this type of report does not really do anything to address inequality, it does provide a benchmark tool for organisations and governments to use to facilitate discussion about gender parity.

According to the 2017 report, of the 144 countries represented:

- 68% have closed the overall Global Gender Gap.

- 58% have closed the Economic Participation and Opportunity gap.

- 95% have closed the Educational Attainment gap.

- 96% have closed the Health and Survival gap.

- 23% have closed the Political Empowerment gap.

(Source: page 7, *Global Gender Gap Report 2017*,
https://www.weforum.org/reports/the-global-gender-gap-report-2017)

■ One of the measures of gender parity is economic participation and opportunity.

Action Task

Work in a small group. Access the 2017 Global Gender Gap Report at https://www.weforum.org/reports/the-global-gender-gap-report-2017.

You can download the report as a PDF.

Study the statistics from page 10 of the 2017 *Global Gender Gap Report*. Answer the questions that follow.

1. What was the overall ranking for the UAE, according to the report?

2. In which sub-index did the UAE score the best of its four rankings?

3. Go to page 14 of the report. Read the commentary about the top five ranked countries. Summarise the reasons given for the ranking of each country.

4. Go to page 16 of the report. How does the UAE rank in terms of the Middle East region?

5. Now go to page 21. Find the UAE country name printed in bold. Read the reasons given for the UAE's regional ranking. Discuss this in relation to what you know about political changes that are taking place in the UAE.

6. Go to page 26 of the report. Read the section titled 'The case for gender parity'. Discuss this in relation to the 'cross-cutting' themes of the Post-2015 agenda.

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CONSIDERING ENVIRONMENTAL ISSUES

We currently only have one planet to support our survival. There are plans to set up communities on the planet Mars, eventually, but this may not be a viable option for your generation, or even the following generation. As global citizens, we have a moral and social responsibility to preserve and respect our environment. The human population is currently more than seven billion – this is a lot of people! The planet needs to be able to support a growing population sustainably. People have the power to make decisions and manage resources in ways that enable present and future generations of people to thrive and meet their needs. This is the essence of sustainable development. We will consider the consequences of different types of energy generation. You will explore other environmental issues further in Lesson 5.

We only have one planet. There is no Plan B because we do not have planet B.

Ban Ki-moon, former United Nations Secretary-General

Renewable and Non-renewable Energy

Non-renewable energy resources cannot be replenished once they have been used up. (Or, they can be replenished, but only after millions of geological years.) **Renewable energy** resources are sources of energy that can be replenished or re-used. As the population grows, the demand for energy also grows. In the past, many countries relied on non-renewable energy sources such as coal and oil to generate electricity and power vehicle engines. Burning coal in coal-fired power stations, as well as carbon emissions from vehicles, have been implicated strongly in global warming and climate change. There is thus a global commitment (albeit not from every country) to switching to renewable sources that are cleaner and more sustainable.

> **Key Terms**
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> **Non-renewable Energy:** Sources of energy which once used cannot be replenished unless over a very long period of time.
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> **Renewable Energy:** Sources of energy that are capable of being replenished in a relatively short period of time

■ Solar power is a clean, sustainable form of renewable energy that is viable in most places that have large land area and sunshine all year round.

■ Wind power is generated with large wind turbines and operates efficiently in any area that experiences predictable wind patterns.

■ Oil is a non-renewable energy resource that presents various environmental risks.

The UAE's Commitment to Renewable Energy   The UAE is committed to diversifying its economy away from a reliance on oil, and also to adopt cleaner forms of energy.

According to the UAE State of Energy Report 2015, the share of power generation from gas will drop from 98% in 2012 to less than 76% in 2021 as clean energy would enter the mix and energy efficiency would intensify.

The UAE is the first Gulf country to start on the new energy strategy, which involves nuclear power and solar energy in addition to natural gas. The country is looking to increase its target for power generation from clean energy to 30% by 2030; it aims to achieve 25 to 30% of its electricity to be generated from both nuclear and solar power. The government has committed to produce at least 7% of total power generation from renewable sources by 2020.

(Source: https://government.ae/en/information-and-services/environment-and-energy/natural-resources/energy-)

Research Task

Do some research to find out what commitment, if any, other countries in the Middle East have made to reducing reliance on non-renewable forms of energy.

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Discussion Point

Discuss how feasible it is for the UAE to generate energy from renewable sources. Discuss whether there are ways in which your school community can use energy more sustainably.

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Self-Assessment Questions

1. What was the purpose of the MDGs?

2. When and why were the SDGs adopted?

3. Explain in what ways the Post-2015 development agenda themes are similar and or/different from the MDGs and the SDGs.

4. Discuss two significant challenges related to development.

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What Are the Challenges to Global Citizenship and Peace?

Learning Objectives

At the end of the lesson, you should be able to:

➤ Identify at least three things that pose a challenge to global citizenship and peace.

➤ Explain a range of perspectives related to a case study about banning religious symbolism and expression in a multicultural society.

➤ Prepare a short speech to recommend ways in which young people in the UAE can maintain conditions for peaceful global citizenship.

INTRODUCTION

Maintaining conditions for global peace is one of the main goals of global citizenship. This may mean different things to different people, but in general it refers to the absence of situations and circumstances that cause suffering and conflict. Where there is instability and insecurity in the world, there tends to be a range of related human suffering that becomes a threat to peace. Being interconnected across the world poses many opportunities for human development, as people find ways to work together to achieve shared goals.

Interconnectedness, however, also poses challenges to different groups of people if they do not share the same values or ideas about how they should live, or how decisions should be made. This is one of the reasons large-scale organisations such as the United Nations have had limited success in preventing war and conflict – leaders of different groups of people simply do not share the same values, vision or agenda. Another issue is that when people perceive that they are in competition with others for basic resources, this may lead to conflict and erosion of conditions for peace, as you saw in your studies in Unit 1 in Grade 11.

In this lesson, we will examine several issues arising from a difference in perception among people that challenge global citizenship.

■ The dove and olive branch is one example of an international symbol of peace. It has become a symbol for peace among people. It also represents reconciliation – a key aspect of mending relationships among people who have experienced conflict.

HOW DO PERCEPTIONS ABOUT POWER AND VALUES CHALLENGE GLOBAL CITIZENSHIP?

A perception is a point of view you have about the state of something. It is often influenced by the **conditioning** you have had. For example, if a child is raised by parents who are loving, and who provide for their needs, they will likely develop a perception that adults should be trusted and respected. If a child grows up in violent circumstances or with adults who abuse them, they may develop a perception that adults are to be feared. When groups of people have different perceptions about an issue, this can lead to conflict and behaviour that is not conducive to peace or universal wellbeing.

Key Terms

Conditioning: Being influenced or affected in a certain way through experience.

Ignorance, Stereotyping and Judgement

Think about this scenario.

Mansour is an Emirati man. He books to go on holiday to a foreign country. He has been told there is a lot of opportunistic crime such as pick-pocketing in this place. He decides to go ahead with his plans, because there are some beautiful sights to see, and he has a friend from school days who lives there as well. Mansour arrives at his destination, checks into a hotel, and decides to walk around the local streets for a few hours and find something suitable to eat. As he walks past a local shop, an old woman approaches him suddenly from a doorway. She seems to be reaching out to him. Remembering the warnings he has received about pick-pocketing, he quickly steps back and loudly tells the woman to get away from him, thinking that she is about to steal his wallet and phone. She stops, hesitates, and heeds his instruction.

As Mansour continues walking, he decides to text his friend to tell him what has just happened. But his phone is gone! Furious, he turns around and rushes back, only to find that the woman has disappeared! The owner of the shop steps out of the doorway. He asks Mansour if he has lost his phone. Relieved to find a sympathetic ear, Mansour says 'Yes,' and starts describing the woman who stole it. He assumes that the shop owner already knows that the woman is a thief because she has probably robbed several other tourists outside his shop. The shop owner shakes his head quietly and asks Mansour if his phone has a blue cover. He nods his head. The shop owner produces the phone from behind his back and hands it to Mansour. Mansour is amazed and thanks the man graciously, thinking he must have run after the thief and retrieved it. The owner looks at Mansour respectfully and then explains that the phone had fallen out of Mansour's pocket as he was walking. The woman is a regular customer at the shop. She saw the phone fall and rushed out of the shop to pick it up. She tried to approach Mansour to return it, but he responded angrily. She had been warned by friends of hers that Arab men are not allowed to talk to women they do not know, and so she retreated and left the phone in the shop so that if Mansour returned to look for it, the shop owner – a man – could give it back to him.

Action Task

1. Why did Mansour immediately assume that the woman who approached him was a thief?

2. Why did the woman not insist on explaining to Mansour why she had reached out to him?

3. How do you think the woman and Mansour felt after the incident (think about the conditioning they had, which had led them to handle the situation in the way they had)?

4. What role did stereotyping play in this scenario?

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The key learning point from Mansour's scenario is that if we react to people we don't know according to perceptions, **ignorance**, conditioning and **stereotypes** we may hold about them, our actions can lead to unfortunate circumstances and division. On a much larger scale, we can think about Mansour and the woman who picked up his phone as representatives of some of the disagreement and conflict that happens in the world. Different groups of people do not trust each other because they have been conditioned by stereotypes that are rooted in fear or judgment.

One example of such misunderstanding is that of Muslim women in some 'Western' societies. Non-Muslim people who do not know much about Islam or Islamic societies may judge the Islamic faith as being oppressive towards women, because it 'forces' women to cover their heads and behave in very modest ways. However, many Muslim women themselves defend their expression of their faith as Muslims as a matter of personal choice – not coercion. If they are not given the opportunity to communicate their personal beliefs and values, others often continue to criticise and judge, without having a clear understanding about what they are judging. The very act of judging others against one's own subjective values and standards is a threat to local and global cooperation and peace.

Key Terms

Ignorance: A state of not knowing.

Stereotypes: The judging of a person as having some generalised characteristics or attributes that are believed to be true for a group they represent – often negative.

■ If people strive to listen to other people with the intention of understanding them, they are more likely to 'diagnose' their own unfounded perceptions and identify issues that may cause parties to misunderstand one another.

Thinking Task

Why do you think people have a tendency to judge or fear people and situations that are unfamiliar to them?

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Insularity

As the world has become more globalised, including the widespread effects of natural disasters, increased strain on resources, increased migration, and greater integration of economies, cultures, religions and language, the perception of threat created by integration has prompted some nations and groups to become more **insular** as they fear that their way of life may be changing. In recent years many parts of the world have experienced a rise in anti-immigration sentiment and attempts to re-assert 'traditions' and identity perceived to be better than 'imported' values or traditions.

Religious Symbols

Symbols and signs are forms taken by some people and peoples since ancient times as a sign of their religion or origins. Religious symbols and signs are shown in places of worship or through the way people dress, Many people across the world are interested in religious or historical symbols and use them to highlight their daily life and as a celebration of their beliefs. The veil, for example, is a manifestation of Islam worn by Muslim women.

In recent years, wearing symbols of religious identity and affiliation has become highly contentious in many countries, especially in Europe. The European Union recently banned the wearing of religious symbols in its places of work, and made it possible for European Union member countries to ban the wearing of religious symbols in their countries.

Some countries in Europe have used the legislation from the European Union to pass laws banning some forms of religious symbolism.

These sorts of bans have been controversial. Some people support the bans arguing that religious symbols can put up barriers between people which need to be removed to help improve integration of cultures. Others argue that these bans restrict people's rights to personal freedom and expression of their identity and is an example of governments being too insular in their outlook.

Thinking Task

What do you think about the way the European Union and some countries in Europe, have handled the banning of religious symbolism? Do you think expressing an aspect of one's identity is something that should divide people? Are there any opportunities for people to learn about each other through their religious expression?

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" *I am not imposing change on anyone. That is tyranny. All of us have our opinions, and these opinions can change. Sometimes we put all opinions together, and then extract from them a single point of view. This is our democracy.* "

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

Thinking Task

Do you think *Sheikh Zayed bin Sultan Al Nahyan's (May Allah have mercy upon his soul) words have the potential to influence global citizens in positive ways?*

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Action Task

Work in a small group. Make a graphic organiser to summarise all the perspectives you can think of related to the banning of people wearing religious symbolism at work in the European Union, and also in France. Try to defer your personal opinions and judgement, and be as objective as possible in considering the range of opinions and ideas about the issue.

Find out which other countries have banned the wearing of religious symbolism.

Write a short report on your interpretation of the reasons for the bans, and what effect this had on relationships among different groups of people.

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Checkpoint *Explain the connection between the concepts of perception, ignorance, prejudice and insularity.*

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# HOW DO ACCESS TO RESOURCES, FEAR AND SUFFERING CHALLENGE GLOBAL CITIZENSHIP?

All people need resource to live on this planet. In the modern world, in addition to basic shelter, food, water and air, people rely on incomes derived from performing work to purchase the resources they use in everyday life. This is the basis of economic activity as you studied in Unit 1 of Grade 10. If you think about your own life and environment, you can probably think of many things you wouldn't be able to imagine living without – like your mobile phone, broadband and electricity! When people live under conditions where it is difficult to get the resources they need, and if they feel that they are having to compete with other people to access resources, they may become resentful, fearful, and enter into conflict. These sorts of circumstances polarise groups of people, and make the ideals of global citizenship and peace difficult to achieve.

Discussion Point

Read the following quote from Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul):

"Past years have emphasized the importance of unity as a vital necessity for providing a better life to the people, for ensuring stability in the country and for realizing the hopes and aspirations of our people".

How might these words help the people of South Africa to understand and manage the changes and challenges the country faces?

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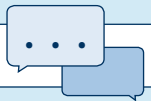
South Africa

South Africa is a country on the southern tip of the African continent. It has had a turbulent history of settlement and conflict spanning several centuries and involving many different groups of people. Between 1948 and 1994 the country, which has always had a majority population of people of African descent, was ruled by a small minority of citizens of European descent – referred to as the 'white' population. The ruling party, dominated by white Afrikaner nationalists, introduced a political and social system termed 'apartheid' (an Afrikaans word meaning '*apart*ness'). This system classified and segregated the population by race and ethnicity, removing rights and privileges from 'non-white' people and awarding privilege and power to 'white' people.

When this period of rule ended in 1994, with the first democratic elections being held in the country, South Africa became a beacon of hope and opportunity for millions of people, including citizens from many other African countries, who flocked to the country in search of employment, education, and a good standard of living. The global community praised the country for making the transition to liberation, democracy and universal human rights in a peaceful, negotiated way.

Unfortunately, the infrastructure and resources of the country, coupled with many and complex challenges of addressing the basic needs of the formerly marginalised population, were placed under strain. Political and economic problems in some countries in Africa meant that an increase in immigration to South Africa. Given the pressures which already existed in the country as it adjusted to a post-apartheid system, the education, welfare and resources of the country became further stretched as demand increased. When the pressure on systems increases, some people might look to apportion blame and fear and distrust of other people can develop. Prejudice towards people from different races is a negative thing. It is called **xenophobia**.

Key Terms

Xenophobia: Prejudice towards people from a different country.

■ Children participate in an anti-xenophobia march in Johannesburg, South Africa, sending out a message of inclusive values.

Action Task

Many people view the UAE as a role model in promoting peace, justice and the connected global community, highlighted by the official visit of the Pope of the Catholic Church, Pope Francis, to the State from 3 to 5 February 2019.

HH Sheikh Abdullah bin Zayed Al Nahyan, Minister of Foreign Affairs and International Cooperation, stressed the importance of the UAE under the leadership of His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE, for this historic visit, which is particularly important in establishing the ties of friendship and cooperation that characterized the UAE relationship. In the Vatican for the benefit of humanity and the service of world peace.

His Highness said, During his visit to the UAE, Pope Benedict XVI will participate in the "World Interfaith Dialogue Forum on Human Fraternity" at the invitation of His Highness Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces

Write a short statement showing the impact of this visit and the role played by the United Arab Emirates in maintaining peaceful global citizenship

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Self-Assessment Questions

1. Ignorance is a state of being that can challenge the conditions necessary for global citizenship. Discuss this statement by making reference to a case study you know about.

2. Discuss how perceptions and assumptions can impede constructive relationships among global citizens.

3. Make reference to two case studies to explain factors that challenge global citizenship and peace.

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What Does It Mean to be an Empathic, Compassionate, Engaged Global Citizen?

Learning Objectives

At the end of the lesson, you should be able to:

➤ State, in no more than 100 words, what you think a preferred future is for the citizens of the world.

➤ Explain three values and attributes that support global citizenship.

➤ Describe the role of His Highness Sheikh Mohamed bin Zayed Al Nayhan (May Allah protect him) as a global citizen working to improve global public health

➤ Analyse questions in a case study to enable the development of empathy.

INTRODUCTION

> *We cannot isolate ourselves from the rest of the world. However, we make friends with honor, cooperate with dignity, help without vanity or boasting and defend the principles of equality and justice*
>
> **Sheikh Zayed bin Sultan Al Nahyan**
> **(May Allah have mercy upon his soul)**

In previous lessons, we explored different aspects of being a global citizen, including the way that decisions are made at national and international levels, and some of the challenges to global peace and citizenship. There is a strong individual aspect to global citizenship as well. One of the ideas that is hopefully clear to you by now, is that you have a role to play in shaping a peaceful, collaborative world as well. Think about going to school each day. You come into contact with many other students, as well as teachers. In the same way as others can enrich your experience of learning by engaging with you meaningfully and helping you when you need help, you can do the same for others. If you have awareness of the circumstances of other people – in your school, your family, your community, within the UAE, as well as across other parts of the world – you can apply your own talents and efforts to engage with them in ways that are constructive. You can help to shape the kind of world most people would want to inhabit. As we saw in Lesson 2, a lot of this depends on perceptions and knowledge. In this lesson, we are going to explore this concept further, and identify some of the ways you can develop yourself as global citizen.

WHAT IS OUR PREFERRED FUTURE AS GLOBAL CITIZENS?
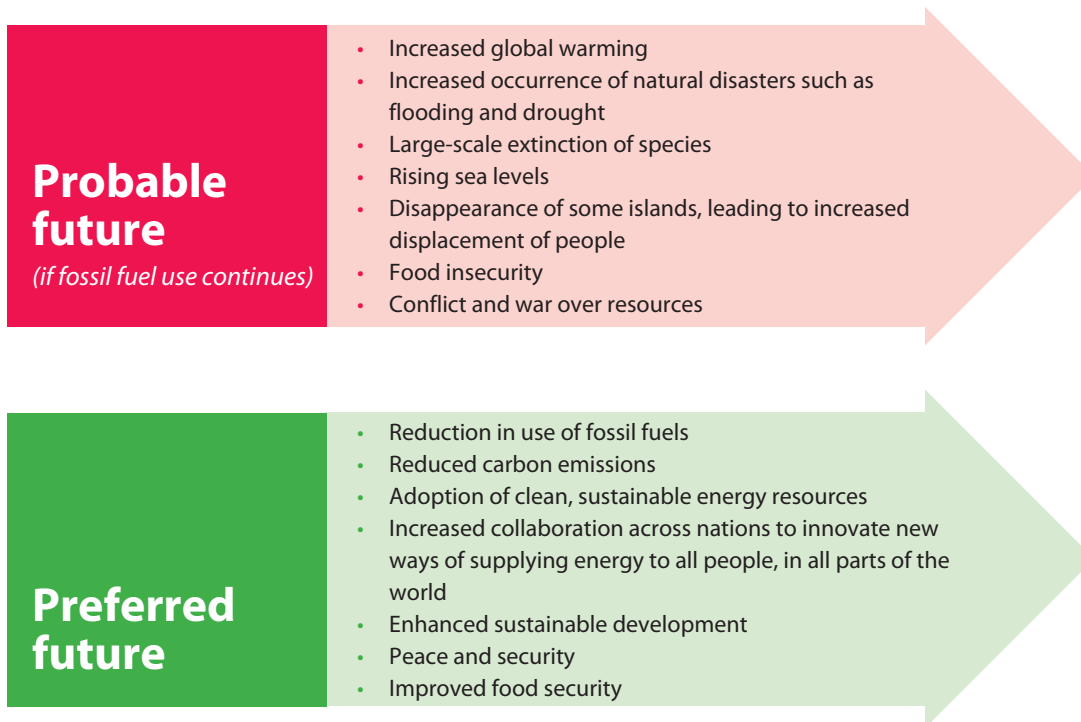
Key Terms

Co-create: Work together to create something that will benefit all.

As global citizens, we should be concerned about the future and what we need to do to **co-create** it. When we think about the future, we can begin to imagine what it might be like. We can use two perspectives:

- The likely future (if things continue as they are, without changing)
- The preferred future (what we would prefer the future to look like)

Here is an example of how to think about this. If we are concerned about global warming and climate change, we might project the future as shown in Figure 1, from the perspective of energy sources used by people on the planet:

Figure 1 The Probable and Preferred Future

Probable future
(if fossil fuel use continues)

- Increased global warming
- Increased occurrence of natural disasters such as flooding and drought
- Large-scale extinction of species
- Rising sea levels
- Disappearance of some islands, leading to increased displacement of people
- Food insecurity
- Conflict and war over resources

Preferred future

- Reduction in use of fossil fuels
- Reduced carbon emissions
- Adoption of clean, sustainable energy resources
- Increased collaboration across nations to innovate new ways of supplying energy to all people, in all parts of the world
- Enhanced sustainable development
- Peace and security
- Improved food security

Action Task

Choose any one of the global issues that you have learnt about in previous lessons in this unit and the previous one. Select one that you are particularly concerned about, or interested in.

Extrapolate the probable future if this issue is not addressed. Then define the preferred future (according to your opinion and own ideas). Give reasons for each point you make for 'preferred future' – i.e. what are the principles or values that are represented in your ideas?

Share your ideas with a partner.

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Discussion Point

Discuss whether there were significant differences between the probable futures and the preferred futures identified for each issue raised in the class. What does this suggest out our world and the role we have to play in creating its future?

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■ Young people across the world have the power to imagine a better future for all people through shared values, collaboration and respect for diversity.

As you worked on the Action Task, you may have come to realise that most of us feel there is always room for improvement in life. We identify issues of concern because we are able to identify that the way things are or have been is not good for human development or wellbeing in the world. If we develop our awareness of the world, and the circumstances of all people who inhabit it, and strive to observe challenges that people face, we can apply our idea of a preferred future to address challenges and collaborate on how to achieve it.

Checkpoint   *What is the difference between 'probable future' and 'preferred future'?*

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HOW CAN OUR NATIONAL VALUES IN THE UAE HELP US TO BE EMPATHIC AND COMPASSIONATE GLOBAL CITIZENS?

You may remember the case study about Shamma and the safari elephants from Lesson 2 of Unit 4 of Grade 11. Shamma responded to the plight of the elephants because what she discovered about them went against her own values and principles about fair and compassionate treatment of animals. As citizens of the UAE, we can draw on the values that we learn from our own families, and from the leaders of our federation, to begin to identify how we can engage with issues in the world. For example, if your family values kindness, and practises acts of kindness regularly, you will grow up with this value set and continue to behave in a kind way.

The values of the UAE are informed by the teachings and principles of Islam, which are also symbolised in national symbols such as the flag.

■ Our national values are a solid beginning point for directing our paths as global citizens.

The flag of the UAE symbolises values that unite Emiratis as citizens, providing guidance in how to conduct ourselves as global citizens as well:

- The red colour in the flag represents bravery, strength and courage, and binds the other colours together.
- The green colour in the flag represents hope, optimism and joy.
- The white colour in the flag represents peace and honesty.
- The black colour in the flag represents strength of mind.

Action Task

Write down all the 'values' words from the description of the colours of the UAE flag in one column.

In the second column, write down how these values can help Emiratis to be good global citizens. You must try to write your ideas in full sentences. For example:

'Values' words	How the value helps Emiratis to be good global citizens
Optimism	Optimism helps Emiratis to be good global citizens because it encourages them to look for strengths and opportunities in the wider world, and continue to work towards a bright future for all people.

Duty and Contribution

We can interpret the word 'work' in many different ways. One interpretation is that work is what we choose to put effort into, usually to achieve a certain outcome. Many people invest time and effort into work that interests them, or that appeals to an ambitious goal that they have. We can view Sheikh Zayed bin Sultan Al Nahyan's (May Allah have mercy upon his soul) work in uniting the seven emirates into one powerful, peaceful and successful federation as an example of valuable work. It also has an element of serving others. One of the values of Islam, which is common to other major religions, is caring for others, especially those who are less fortunate than oneself. Work becomes a way of helping and serving – an act of love and duty.

> *Every individual has to perform his duty. Man is mortal, but his work is not. Therefore, work is greater than wealth.*

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

> *Youth are the powerhouse of any nation and its hope for building a better tomorrow as nations are built and the future shaped by youth, capitalising on their abilities and skills. They are the driving force behind any nation's progress and advancement. We invest in youth to achieve the progress that we aspire to and steadily pave the way for a prosperous future for current and coming generations.*

His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), Vice-President and ruler of Dubai

Discussion Point

■ Work has many different meanings. It could refer to studies, or to working together to plan something that will have an impact on the world.

Why do you think Sheikh Zayed bin Sultan Al Nahyan (May Allah have mercy upon his soul) felt that duty and work are so important? In what ways do people in the UAE respect and demonstrate these values?

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The 'Three-finger Salute'

In 2013, His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him) used the three-finger salute for the first time, at the Government Summit held in Dubai, turning it into a national symbol for the UAE. The salute – 'win, victory, love' – symbolises work ethic, success and love of the nation. A statue of the salute has been installed at Burj Park in Dubai.

■ The three-finger salute has become a symbol of the UAE nation, reminding people of the importance of working hard, succeeding, and having love for the nation.

If we think about the concept of 'winning', we can also interpret it in several ways. One way could be that if we work hard to achieve something (that is, if we have ambition, purpose, pride and goals), we will 'win'. If we work towards the goal of peace in the world, we can apply our ambition and focus on achieving this goal. Similarly, 'victory' relates to success – the reward of being productive and focused. 'Love' could be interpreted as the unconditional understanding we have that we are, ultimately, connected to all other people on the planet. We should behave with love towards our fellow Emiratis. Likewise, we should look beyond our borders and seek opportunities to help others and contribute to their wellbeing.

Action Task

Draw an outline of the three-finger salute over one page of an exercise book, or blank sheet of paper. Label each outstretched finger as 'win', 'victory' and 'love'. Along each finger, make key word notes about how you would recognise these values in action as a global citizen. You may like to refer to Lesson 2 of Unit 4 of Grade 11, in which you explored the attributes of a global citizen.

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Thinking Task

If we extend the symbolism of the three-finger salute, what do you think the closed or folded fingers could represent, in relation to our values as global citizens?

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Charity and Compassion

Compassion is a key teaching in Islam and other religions and cultures, and is a driving principle for global citizenship. If we are compassionate towards other people, especially if they are struggling or suffering in some way, we will look for ways to help them according to our own means and resources. **Charity** is another key principle of Islam and of UAE society, and is an extension of compassion.

Abu Dhabi Fund for Development (ADFD) The ADFD is a global, **philanthropic** and **humanitarian** foreign aid fund that aims to help developing countries achieve economic growth and reduce poverty. It was established in 1971, in the same year as the federation was established. The fund operates by offering loans, with certain conditions, to developing countries that need assistance with development projects. It also provides charity in the form of disaster relief and aid provided to refugees.

Between 1971 and 2016, the ADFD provided assistance to 178 countries. The value of aid, charity and assistance provided in the same period was 173 billion AED. The UAE is among the top ten countries of the world in terms of percentage of its gross national income allocated to charity and aid.

Key Terms

Compassion: Sympathy and concern for others, especially if they are suffering.

Charity: Voluntarily giving aid, such as money or other forms of assistance, to those in need.

Philanthropic: The attribute of wanting to uplift and promote the welfare of people through gestures of assistance and generosity; benevolent.

Humanitarian: Seeking to promote human welfare.

Research Task

Do some research to find out about one project that the ADFD has supported in a developing country, or one example of disaster relief it has provided.

Report on your findings according to these headings:

- The problem that was addressed
- Country or countries assisted
- Who was affected by the problem
- The purpose of the assistance provided (what it hoped to achieve or alleviate)
- The kind of assistance provided by the ADFD
- The impact of the assistance provided
- Your own comment or reflection about this case study

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

His Highness Sheikh Mohamed bin Zayed Al Nahyan (May Allah protect him) represents the United Arab Emirates in playing a key role in supporting global projects to improve health. Since 2010, he has donated significant funds to tackling and eradicating polio, malaria and guinea worm, as well as using diplomatic influence to allow access to places such as Afghanistan and Pakistan in order for polio vaccines to be administered to people there. More recently, the philanthropic Crown Prince of Abu Dhabi collaborated with the Bill and Melinda Gates Foundation and pledged funds to projects that aim to eradicate onchocerciasis (river blindness) and lymphatic filariasis (a disease caused by parasitic worms) from areas afflicted by these illnesses in Africa and the Middle East. His Highness has also pledged support to establish a health research institute in Abu Dhabi to play a role in combating infectious diseases.

HOW CAN WE BECOME ENGAGED GLOBAL CITIZENS?

We have explored values that support our personal development as global citizens. But values remain dormant until we use them to inform action. One of the attributes of being a global citizenship is action – engaging in connections and collaboration with other people.

Empathy

If we have **empathy** for other people, we can assist them in relation to their needs and challenges, because we will understand what the most appropriate and relevant support is that they need. This is related to the idea of 'walking in someone else's shoes'. In the past, some global aid initiatives have harmed rather than helped the target population it was meant to aid.

For example, there have been cases of baby formula donations being made to mothers in famine conditions, without realising that the formula to feed the babies would need to be mixed with safe drinking water – a condition that is taken for granted in many countries that provide international aid. If mothers only had access to contaminated water, without facilities to purify it, then babies drinking the formula could die from the effects of diarrhoea. To truly understand the needs and experiences of other people, we need to pay attention, observe, listen, and ask meaningful questions in the process of collaborating with or assisting them.

Discussion Point

Discuss how people can increase their capacity for empathy.

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The Importance of Listening in Communication

Communication is the foundation for finding ways to inform ourselves about the beliefs, experiences and way of life of other people. The most important part of inter-personal communication is listening. You will have covered this topic in more detail in Unit 3 of Grade 10 but what follows is a reminder of that learning. Recall that listening means we must 'hear' the perspectives of others using as many tools and approaches as possible. One way to listen is to ask meaningful, open-ended questions.

■ Listening openly and respectfully enables a safe environment for people to share and understand common and different perspectives.

Third Culture Kids

Maryam and Fatima are friends and classmates who live in Fujairah. Recently a new student joined their class. Cuifen was born in Hong Kong, to a Chinese mother (from Hong Kong) and French father. She was raised to speak Cantonese, French and English. When she was 18 months old, her family moved to the USA so that he father could take up a new job. She spent her early childhood in North Carolina, before the family relocated to Belgium when she was five years old.

She remembers making friends at kindergarten in North Carolina, and sitting on a huge red, blue and white float and travelling through their town to celebrate Fourth of July. She was sad to say goodbye to her friends, and her mother arranged a party to which she could invite five friends to say farewell to them.

The transition to life in Belgium was relatively easy for the family, because French is spoken and understood in Belgium. After two years the family relocated again, this time to Khartoum, in Sudan, where Cuifen found it more difficult to integrate because, although she attended an international school, she found the climate, culture and way of life quite foreign, especially since she had lived in westernised countries prior to living in Sudan. Her father's project there lasted for three years, before the family moved to Fujairah for a new project.

Cuifen is an example of a 'third culture kid' (TKC). This is a term that is used to describe children who spent their early childhood in a country or culture that was not native for either of their parents, or a country or culture that is not their own native country or culture. Maryam and Fatima are fascinated by Cuifen's experiences and they want to get to know her better and help her to feel comfortable in their community. They meet after school to discuss ways they can try to understand where Cuifen has 'come from', so that they can engage with her. They make a list of questions that they can ask Cuifen the following day:

- Why did your family move to the USA?
- Did you enjoy living in North Carolina?
- How did you feel when you found out you had to leave your friends and move to Belgium?
- What aspects of life in Khartoum were most challenging for you to deal with?
- Do you prefer Fujairah to Khartoum?
- Would you like to go back to Hong Kong to live at some point?
- What was your favourite part of life in America?
- In what ways do you think it has benefited you to speak several languages?

Action Task

Work in a small group. Consider the questions that Maryam and Fatima have planned to ask Cuifen.

Analyse each question using these criteria:

- Is it open-ended? Does it allow the speaker to speak in 'paragraphs'?
- Would it make the speaker feel uncomfortable?
- Does it allow the listener to gain valuable information from the speaker?
- Does it help the listener and speaker to develop empathy and understanding?
- Does it need to be amended or changed?

If you think any of the questions need to be amended, then re-write them. Remember that the purpose of the questions is to find out meaningful information about Cuifen so that Maryam and Fatima can begin to empathise with her experiences and use the information to make her feel more comfortable as she settles into their community.

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Self-Assessment Questions

1. Discuss one methodology we can use to imagine a better future for the citizens of the world.

2. List and explain the importance of four values that support global citizenship.

3. Explain one strategy that can be used to develop empathy.

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How Can Global Citizens Debate, Make Decisions About and Act to Promote Social Justice?

The education of our people is a great wealth. We are proud of our educated nation because through knowledge and science we will open the horizons of a glorious future.

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

Learning Objectives

At the end of the lesson, you should be able to:

➤ Define social justice.

➤ Identify at least two forums in the UAE established to address youth issues.

➤ Practise using public speaking skills to raise awareness about an issue affecting youth in the local community.

➤ Plan an advocacy programme to address the issue of lack of digital connectivity among the youth in Africa.

INTRODUCTION

In Lesson 3, you began thinking about ways to engage with others, especially through listening and trying to put yourself in the position of other people. Global citizens participate in actions that improve the conditions of humanity. In our modern world, we use technology that allows us to access limitless information about the world. We can learn about global issues, challenges, and problems merely from browsing news channels and reading social media posts, and we can observe and reflect on issues that happen in our own communities. Taking our global citizenship a step further, we need to find ways in which we can actively and meaningfully participate in debates and programmes to make the world a better habitat for all of us, starting with you and your peers – global youth.

■ Technology connects people across the globe. We have information at our fingertips all the time.

But how can we use our knowledge about issues in the world to participate in its development?

WHAT IS SOCIAL JUSTICE?

Social justice refers to the equitable distribution of opportunities, wealth, access to resources and privileges in a society. It does not mean that everyone in a society has the same amount of wealth, or that everyone is 'the same'. It is more about equal *opportunity* for people to meet their needs and access resources and services, irrespective of their culture, race, gender or economic or educational status.

At a very basic level, we may say that everybody in a society should have equal access to basic education, healthcare, safety, shelter, adequate nutrition and opportunities to work and contribute to the society in appropriate ways. Another common aim of social justice is eradication of poverty.

Social justice is connected to human rights. As you have learnt, the United Nations Universal Declaration of Human Rights outlines the fundamental rights that most people would agree must be accorded to all human beings. In societies where there is a high degree of social justice, there also tends to be a high degree of peace and respect among people. Where there is insecurity or inequitable access to basic resources, conflict and injustice may result, as you saw in Lesson 2 with the case study about xenophobia in South Africa. Social justice exists where basic human rights are respected and upheld, and where there is no prejudice or discrimination.

■ Social justice implies equal opportunity and absence of prejudice and discrimination.

Discussion Point

Discuss why social justice has, in recent years, become such a key theme in global development planning.

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What Can we do Locally to Promote Social Justice?

The citizens and government of the UAE have a respected history of being mindful of the circumstances of groups of people who may be described as less fortunate, and taking steps to provide assistance where possible. There are many philanthropic people living in the UAE who have set up foundations and projects to impact directly on development and social justice issues. These are people who run programmes and initiate actions for the greater good of humankind. In Unit 6 of Grade 10, you explored what it means to be an active citizen. There are many ways that you can join others in actively getting involved in social justice promotion – starting with your own development as a young global citizen!

The most important way to approach this is firstly to be aware of the programmes, channels and forums that are available to you, and secondly, to pursue the opportunities that they present to you to get involved. In this process, you should develop your own skills and talents to enable you to have the confidence and self-management strategies to be a role model for social justice, and to engage in debates and actions related to social justice issues. Being a responsible and engaged global citizen requires a high level of personal empowerment and awareness.

Government Programmes for Youth Development in the UAE

Key Terms

Innovators: People who come up with new ways of doing something, often to solve a problem in a new way, or to solve a problem that has not been solved before.

The government of the UAE has specifically emphasised the role of youth empowerment in its development initiatives. This is a key aspect of Vision 2021. The federation sees youth as the **innovators** and problem solvers of the future. That's you! To be an innovator, you need to know how to identify problems, think critically about them, and then collaborate in appropriate ways to devise and implement new ways of dealing with or solving these problems. The government has expressed a specific interest in addressing the needs and challenges of youth, as expressed by youth.

Emirates Youth Council   The Emirates Youth Council has been set up to represent the ideas and aspirations of youth, and to drive solutions to youth issues and concerns. It is currently headed by Her Excellency Shamma bint Suhail Faris Mazrui, the Minister of State for Youth Affairs. There are 13 members (male and female) who serve on the Council as government advisers on youth issues.

The Council is charged with developing a youth strategy based on research and recommendations regarding the role of youth in community development. The Council is also responsible for coming up with ways to nurture youth to realise their dreams and aspirations, and play a role in the future development of the UAE. There are, therefore, several channels that have been created for you to have your voice heard on issues that affect youth, including the concern you may have for human rights or other issues affecting your peers in the UAE and in other parts of the world.

Thinking Task

Why do you think a formalised Council has been established to promote the role of youth in development?

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In addition to the Emirates Youth Council, there are also other structures for youth representation available to you.

Action Task

Find out about other national or local youth organisations and how you can access or engage with them on different youth issues.

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Figure 2   Youth Councils Representing Different Levels of Youth in the UAE

Local Youth Councils: serve as role models to inspire peers across the seven emirates

Ministerial Youth Councils: young members of the ministries chosen to discuss how work environments for young people within the ministries can be improved

Corporate Youth Councils: represent youth in the public and private sectors with the aim of supporting them to realise their potential for leading, making decisions and growing as professionals, through policies and programmes

Global Youth Councils: support global relationships among Emirati students in other countries to enable them to be ambassadors for Emirati values

Action Task

Work in a small group. Consider each of the Councils that have been created for youth empowerment in the UAE. They aim to provide a forum to listen to the voices of a spectrum of young people in the UAE and address their needs, ranging from school-going teens such as you, to young people who have completed their secondary education and are involved in work, further studies, and governance structures.

Identify how each of these Councils and structures can operate systematically to support youth in the UAE to be global citizens.

Develop a short slide presentation to report your response.

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Her Excellency, Minister Shamma bint Suhail Faris Mazrui

Her Excellency, Minister Shamma bint Suhail Faris Mazrui is the youngest government minister in the UAE – and believed to be the youngest in the world. She was 22 years old when she was appointed to her position in 2016. She strives to represent the aspirations and concerns of young people to the government, so that it can understand what young people need to develop as strong leaders and contributors for the future. She has stated that the youth need to be listened to, and to be engaged. There should be a strong focus on identifying young talent and entrepreneurs in the UAE, and on providing them with opportunities to develop their potential. One of the key things she believes youth are concerned about is *purpose* – having a meaningful reason to respond to and act on issues in the world. This is what global citizenship is all about.

■ Her Excellency Shamma bint Suhail Faris Mazrui is an international speaker and strives to empower the youth of the UAE to live with purpose and develop their talents and entrepreneurial skills.
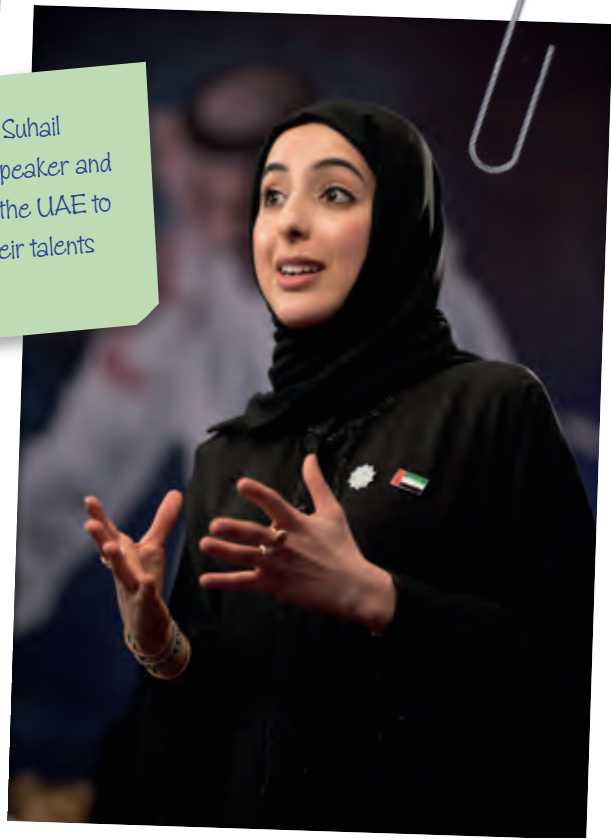
Action Task

Work in groups of five. Her Excellency Shamma bint Suhail Faris Mazrui has been recognised as an influential leader and an excellent communicator. Public speaking is one of the skills that enables leaders to share concerns and ideas, and influence an audience.

Each person in the group is to write down one youth need that they feel is not currently being adequately addressed at school or in the community. The group is to choose one idea from the list of five.

Each person is to spend one minute writing key word notes for each of the following headings:

- **The need (written as a statement).** For example: Youth needs more support making dietary choices for a healthy lunch.

- **Evidence that the need exists.** For example: Many students are overweight; concentration is poor in the afternoons after lunch has been consumed, and some students fall asleep in class.

- **A question related to the need.** For example: How can youth be supported in making healthy dietary choices for lunch, to support their learning?

- **Possible solutions to the need.** For example: Invite a dietician to school to speak to students about healthy eating; canvas the school cafeteria to provide a greater variety of fresh and wholesome foods; invite students to enter a competition to design a mobile phone application that incentivises friends to motivate each other to maintain healthy eating habits; provide recipes for healthy packed lunches that parents can easily follow if providing lunch for their children.

- **Possible role-players who can address the need.** For example: Dietician, senior youth leaders at school, cafeteria manager, parents, school management team.

- **Intended outcome of the solution.** For example: 100% of students at school eat a nutritious lunch each day and sustain concentration through afternoon classes.

Each group member has a time limit of two minutes to present a short speech about the issue, drawing on the ideas.

The group collaborates to identify which of the five short speeches would be most likely to convince an audience to participate in solving the issue.

Make a list of five 'best practice' strategies for persuasive speech-making.

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Youth Circles   Youth Circles are a platform created for youth to gather in a workshop setting, discuss their opinions about issues of concern, and consider possible solutions. Each 'circle' event has a theme and is facilitated in a way that allows youth with a specialisation or particular concern in relation to the theme to collaborate with one another and with representatives, who can carry their concern and aspirations forward to government. Individuals are selected to participate in each Youth Circle, and each participant has an equal opportunity in the workshop to have their opinions heard.

There is a structure to each session:

- Display: 15 minutes (outlining key trends and issues in relation to the theme)
- Dialogue: 45 minutes (discussing the theme in depth)
- Solutions: 60 minutes (collaborating to come up with solutions)

Action Task

Hold a class Youth Circle:

Choose an idea or theme for the class to discuss. (You could select or vote on one of the ideas from the previous Action Task.)

Select a person in the class to chair the Circle.

Reduce the structured time for each of the three parts of the Circle to two minutes, eight minutes and ten minutes.

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Thinking Task

Reflect on the Action Task in which you participated in a class Youth Circle seminar. What do you think are the advantages of having a strict structure in place? Do you think solutions are more sustainable if they were derived during collaboration? Why?

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What Can we do Globally to Promote Social Justice?

You can build on your own development as a global citizen within the UAE, to contribute to the wellbeing of youth and other people beyond the borders of the federation. There are many international forums and programmes in which you can participate to improve social justice in the world.

Malala Yousafzai

Malala Yousafzai is a Nobel Prize-winning women's rights and children's activist who was born in the Swat Valley in Pakistan. Her father had established a school and nurtured a love of learning in his daughter. Malala was determined to go to school and be educated – something that was forbidden by a terrorist group at the time. While travelling home from school in October 2012, she was shot in the head by a terrorist gunman. Miraculously, she survived the assassination attempt and the UAE government facilitated her transfer to a hospital in the United Kingdom for treatment.

She recovered and became more determined than ever to advocate for the rights of girls and women in the world. She gave a speech before the United Nations in 2013 (on her sixteenth birthday) and published her first book, *I Am Malala*, which tells her story. Her speech urged world leaders to recognise and promote the rights of women and children. She is the world's youngest person to be awarded the Nobel Peace Prize. In addition to this prestigious recognition of her work in promoting the rights of girls and women, Malala has also won several other awards.

■ Malala Yousafzai was warmly welcomed on a visit to the UAE in 2013.

Key Terms

Blog: A web page usually owned by an individual, called a blogger, which the blogger uses to write updates about an issue they are involved in, or express their opinion about something.

One of the strategies Malala used in her advocacy for girls' education was public speaking. Prior to the assassination attempt on her life, she delivered a speech in Peshawar, Pakistan, criticising the terrorists for taking away her right to be educated. Another strategy she used was to write a **blog** for a major TV broadcaster, to raise awareness among readers about life for a young girl under threat from the terrorists. She wrote the blog under a different name, to protect her identity, but her true identity was revealed.

Discussion Point

Discuss the success of Malala's strategies for raising awareness about the rights of girls to be educated, before she was shot, as well as after she was shot. In what ways can a blog be used to reach a wide audience of people?

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> *The extremists were, and they are, afraid of books and pens. The power of education frightens them. They are afraid of women … Let us pick up our books and pens. They are our most powerful weapons.*

Malala Yousafzai

Global Education First Initiative (GEFI)   One of the most troubling issues facing youth globally is that more than 60 million primary-aged children are out of school. Inspired in part by the experiences of Malala Yousafzai, the then Secretary-General of the United Nations, Ban Ki-moon, launched the GEFI in September 2012. The aim of the programme was to improve progress in the goal of achieving global universal basic education for children. The programme provides funding and support for countries to put education at the centre of their development initiatives.

The three specific priority areas for GEFI are:

• Put every child in school.

• Improve the quality of learning.

• Foster global citizenship.

One of the structures created as part of GEFI was the Youth Advocacy Group (YAG), which is made up of 14 young people from around the world, to promote the priorities of youth and GEFI messages and activities. Their roles are to facilitate dialogue with other youth in their regions and globally, and to mobilise young people to make pledges to support education, and monitor accountability for implementing these pledges.

> *Without ethics, good behaviour and knowledge, nations cannot build their generations and fulfil their duties. Civilizations can only be built on knowledge, good character and respect, on knowing the past and looking forward to the present and the future".*

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

Discussion Point
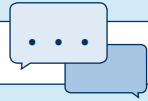
Discuss how you could set up a local version of a YAG, by using the structure and concept of the Youth Circles in the UAE.

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Another troubling issue for an interconnected global population is that 346 million youths worldwide are not connected to the Internet (reported in *The State of the World's Children 2017**). Three out of five youths in Africa are offline. Consider the implications of this data. You likely rely on the Internet each day for your learning, recreation and social interaction. Think about how different your life would be if you did not have internet access.

*Source: *The State of the World's Children 2017*, UNICEF, December 2017.

Action Task

Work in a small group. You are going to map out an advocacy programme to raise awareness about, and suggest solutions to, the problem of lack of digital connectivity among youth in Africa.

Download an Advocacy Toolkit at
https://issuu.com/planinternational/docs/english_toolkitlores.

Use the sub-headings underneath each of the first two sections of the kit ('Understand It' and 'Plan It') to do a basic map for your project. You must present it visually in some way, for example, using a slide presentation, a mind map, or an interactive presentation software program such as Prezi.

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Self-Assessment Questions

1. Describe two forums in the UAE that aim to develop youth.

2. Explain two strategies or sets of skills that enable a young global citizen to develop skills to participate in social justice issues.

3. List ten aspects that can be included in a plan for an advocacy project.

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How Can Global Citizens Debate, Make Decisions About and Act to Promote Environmental Justice?

Learning Objectives

At the end of the lesson, you should be able to:

➤ Define environmental justice.

➤ Identify at least one key environmental issue in the Middle East region and analyse its impact on a range of affected parties.

➤ Design ten survey questions to gather data about environmental justice issues according to youth in the UAE.

➤ Write a blog post of 250 words to recommend how youth can get involved in promoting environmental justice.

INTRODUCTION

In Lesson 4, you learnt about social justice and ways in which you can participate in social justice issues as a young person in the UAE, and as a global citizen. One of the things that connects all human beings in the world is the environment in which we live. You already know that we have

'Global Commons' that are deemed to be shared by all of humanity, with a shared responsibility to use them sustainably.

Imagine all the ways that you are connected to other people across the Middle East region and beyond. A strong wind and dust storm that originates in Saudi Arabia can move through the UAE. A piece of litter discarded in the Tigris River in Turkey may make its way down the river, through Iraq, merging with the Euphrates River, and being deposited in the Arabian Gulf, where it could eventually wash up on a beach in the UAE. An oil spill in the Arabian Gulf could affect all countries around the Arabian Gulf. Vehicles being driven on roads in the UAE may produce pollution that drifts across to North Africa. In this lesson, we are going to consider the implications of this connection, especially with regards to making decisions about the shared environment that are responsible and sustainable.
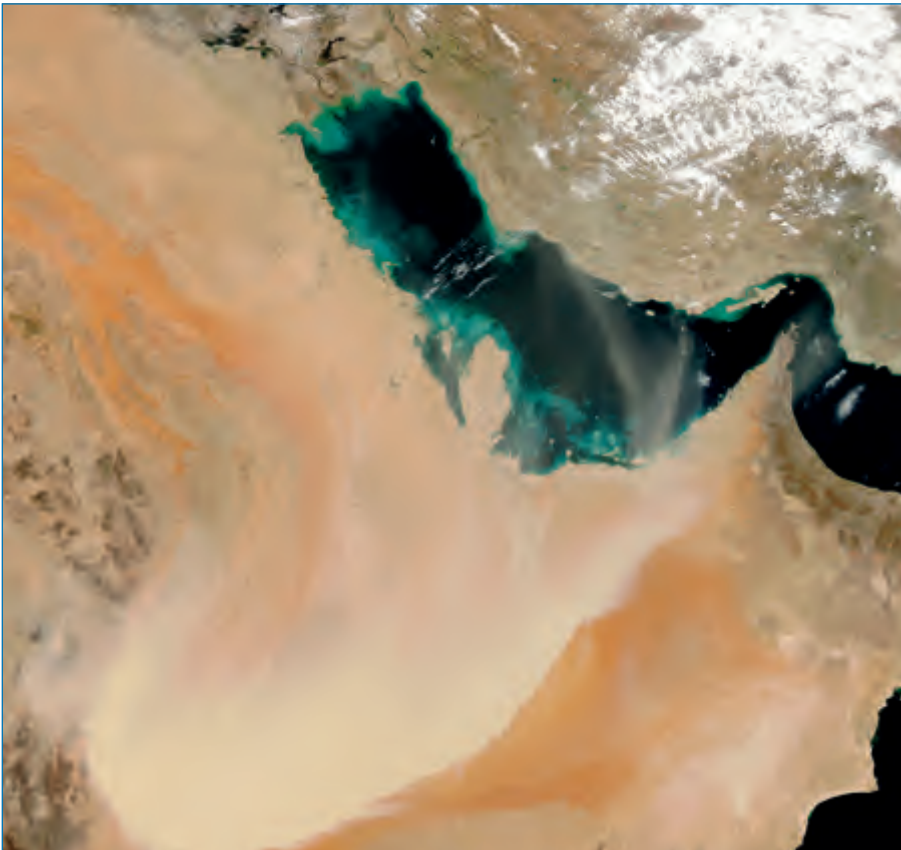
■ This is a satellite image of a massive dust storm over Saudi Arabia. The atmosphere knows no political, socio-economic or cultural boundaries. It is a Global Common in which processes and phenomenon occur that affect all people.

WHAT IS ENVIRONMENTAL JUSTICE?

In the same way as social justice refers to equitable access to resources for all people, regardless of their background, **environmental justice** refers to sustainable, fair and just policies and actions in relation to all stakeholders sharing an environment, because they all rely on it for survival.

This can be a very complex issue, because the population of the planet is huge (7.6 billion as of January 2018), and although population growth rates are gradually declining, there is still a lot of pressure for land and other environmental resources. The environment is truly a realm for global citizenship. Decisions made in relation to the management of the environment in one place will affect people in nearby and potentially even faraway places.

Deforestation in the tropical rainforests, which are located in a relatively narrow latitudinal band around the planet, affects every breathing creature on Earth, because it has implications for the balance of greenhouse gases in the atmosphere and changes in global temperatures. Polluted water in the upper course of any river will ultimately affect populations of water creatures and people that rely on the river downstream.
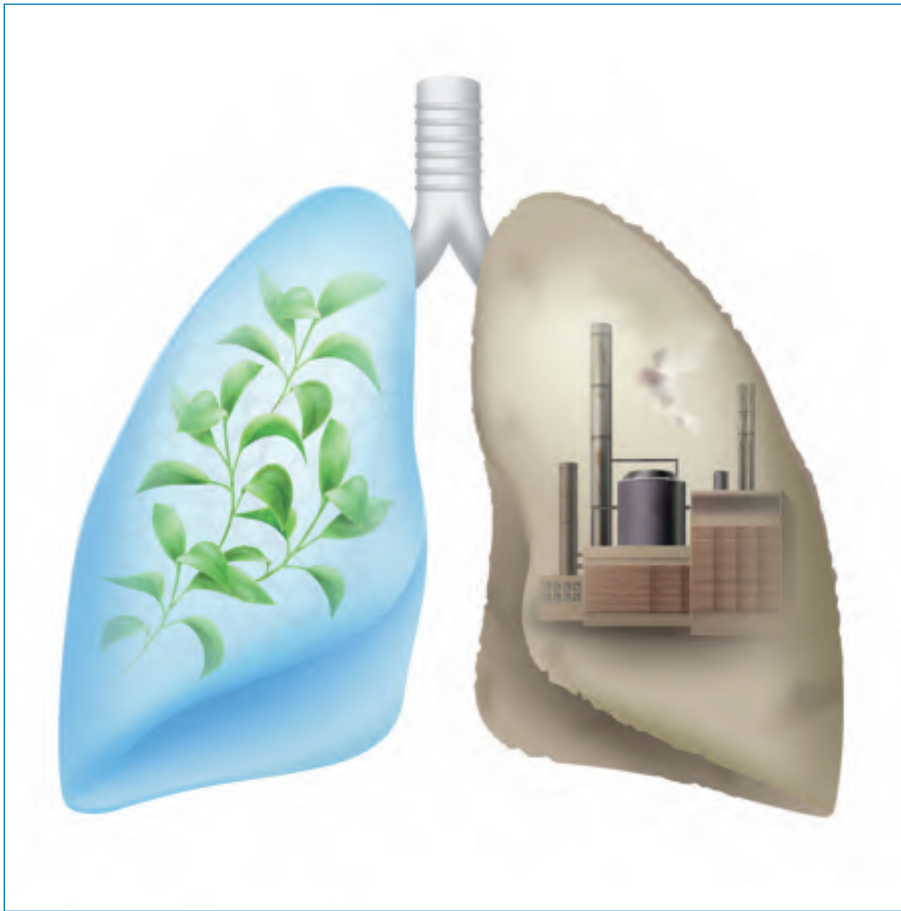
■ A set of lungs is a symbol of the balance of the atmospheric gases around planet Earth. There is a delicate exchange of gases in the lungs, as there is in the Earth's atmosphere. Environmental justice requires us to strive to maintain the balance, so that the Earth is able to sustain all life, equitably, in a state of wellbeing.

Environmental justice requires mutual respect among all people about their right to occupy a safe, life-supporting habitat. It often requires strong political collaboration. As with social justice and inequitable access to resources, lack of environmental justice can also lead to conflict and degradation of peace.

Dams and Hydroelectric Power

Water is one of our most precious resources. You will know this all too well, living in one of the most arid parts of the world. People use water for domestic and commercial purposes. Some have even described rivers as the 'arteries' of the Earth – supplying essential nutrients, hydration and habitats to the world's human, animal and plant populations.

One of the uses of water is to generate hydroelectric power. This is usually achieved by constructing a wall and a dam across a large, perennial river (a river that flows all year round), in the upper or middle course of the river, where the gradient is typically steep. The area behind the wall, on the upstream side, becomes a reservoir – water flows into this area and can be blocked from flowing further downstream. A large turbine is constructed at the bottom of the dam, on the downstream side of the dam wall. There are 'gates' that allow the flow of water to be controlled manually. When the gates are opened, water can flow from the reservoir down through a penstock or tunnel and into the dam. The force of the water then drives the turbine, which, in turn, generates electricity that is distributed along power lines and through the power grid that draws on this source.

The dilemma about hydroelectric power is that it has serious environmental implications. On the one hand, it is regarded as a clean and renewable source of energy – as long as water flows in the river, power can be generated. Dams can also be useful because they can be used to control flooding of land downstream, along the floodplain of the river, which is where the gradient becomes gentle before the river flows into the ocean or sea. Areas that experience seasonal flooding may benefit from a more controlled release of water. Dams can also be used to irrigate agricultural land in the area around the dam, and they provide a storage facility for water in arid or drought-prone areas.

On the other hand, the construction of dams and hydroelectric power stations have significant negative social, environmental and political consequences. When dams are constructed, large settlements of people often must be relocated to other areas, sometimes against their will. Land adjacent to rivers, and even rivers themselves, are sources of livelihood and culture for many groups of people. The natural habitats of many plant and fish species may be destroyed or threatened by changes in the course of the river. When a dam is constructed along a river that flows through several countries, control of the water can lead to political disharmony. One example of this is the construction of the Atatürk Dam along the Euphrates River in the south-eastern Anatolia Region of Turkey.

Construction on the dam began in 1983 and was completed in 1990. The purpose of the construction was to generate hydroelectric power and provide irrigation for plains in the region. Several communities that were settled along the river had to be relocated. There were concerns about loss of cultural heritage, as ancient civilisations had existed along the Tigris and Euphrates Rivers. Excavations were undertaken to salvage some important artefacts from those societies and historical periods.

The Euphrates River flows from Turkey into Syria and then Iraq. There is a tributary to the river in Syria, but not in Iraq. This means that parts of Iraq are dependent on the river and the upstream supply of water, mainly in Turkey. A treaty – the 1946 Treaty of Friendship and Good Neighbourly Relations – had been established between Iraq and Turkey as a guideline for how the river and water would be managed. Turkey maintained a responsibility of monitoring the flow of water and supplying data to Iraq. In 1980 the two countries extended the earlier agreement to include technical management of the river and water flow. Syria joined this agreement in 1982. Turkey had agreed to a minimum volume of water to be released across the border into Syria.

A problem arose in 1990, when the dam was completed and Turkey held back the flow of the Euphrates completely for the reservoir to fill. Turkey had warned Syria and Iraq that it would be holding back the water for this reason, and it provided a technical plan and programme to make up for losses. However, both downstream countries were angry about the action, as they were affected by the loss of water. At the site of the dam, about one third of the flow of water from the Euphrates is cut off. It has become a sensitive international relations issue, because the perspective of Turkey is that it has upheld the agreement to provide a minimum flow of water to Syria and Iraq, whereas the perspective of the other two countries is that Turkey is withholding much-needed water from their countries.

This is an example of a critical environmental resource that requires very careful diplomatic collaboration to avoid conflict and negative impacts for people who rely on the resource.

Action Task

Work in a group of four. Role play a discussion from the perspectives of Turkey, Iraq and Syria, to prevent a diplomatic crisis over the water issue.

One person in the group is the Chair for the meeting and controls the discussion.

The remaining members represent Turkey, Syria and Iraq.

The Chair uses a Venn diagram to assist the three representatives to map out their concerns. The diagram can be drawn on a large sheet of newsprint.

The area where the three circles that represent each of the three countries intersect is the common or 'agreed' area. This is where the Chair facilitates the three country representatives to come up with points on which they agree, for example, the fact that water is an essential resource for the populations of all three countries. The Chair records the points in this area. The area where two circles intersect represents points that the two countries represented agree on.

The rest of each circle represents the interests of each country.

The point of the meeting is for the representatives to collaborate and increase the size and significance of the area of intersection of all three circles (through negotiation and creative thinking), so that they can get closer to an agreement about the future of the water supply.

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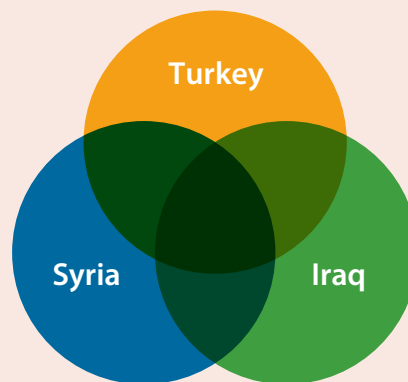
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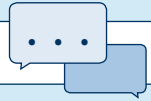
Reflect on the experience of participating in the role play. Discuss how you think this strategy could be used to solve other types of issues related to global citizenship and environmental justice.

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What Can we do Locally to Promote Environmental Justice?

The UAE has traditionally relied on oil as its most significant economic asset. Crude oil is a fossil fuel. Global oil prices have been falling in recent years. As a signatory to the Paris Agreement, the UAE recognises it has a role to play in working towards a low-carbon future. The federation aims to diversify its economy to one that is more knowledge-based, in addition to moving towards using more sustainable forms of energy. This means that youth and other citizens of the UAE have a role to play in realising these goals.

Discussion Point

Go to the following website: https://ourworldindata.org/energy-production-and-changing-energy-sources

Scroll down the site to find the graph titled: Primary Energy Consumption by Source, World. Study the graph. Discuss the relationship between the main forms of energy consumption between 1965 and 2016, their impact on the environment, and the UAE's intended shift towards renewable forms of energy.

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UAE Vision 2021   You will have studied Vision 2021 in detail in Unit 3 of Grade 11. Recall that UAE Vision 2021 was launched in 2010 by His Highness Sheikh Mohammed bin Rashid Al Maktoum (May Allah protect him), Vice-President and Prime Minister of the UAE and Ruler of Dubai. The overall aim of the **Vision** is for the UAE to be one of the best countries in the world by 2021 – the federation's 50th anniversary, or golden jubilee.

From Unit 3 of Grade 11, remember that there are four pillars to the Vision:

• United in Responsibility.

• United in Destiny.

• United in Knowledge.

• United in prosperity.

One of the priorities for United in Prosperity is 'Sustainable Environment and Infrastructure'.

The UAE government wants to ensure sustainable development while preserving the environment, and to achieve a perfect balance between economic and social development.

Discussion Point

Discuss the link between prosperity and a sustainable environment.

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Sheikh Mohammed Bin Rashid Al Maktoum (May Allah protect him) Solar Park

This solar project, launched in 2012 by His Highness Mohammed bin Rashid Al Maktoum (May Allah protect him), is the largest single-site solar power generating plant in the world based on the Independent Power Producing (IPP) model. It is part of a strategy to transform Dubai into an international clean energy hub. The intention is for the plant to supply 7% of Dubai's power output from clean resources by 2020, 25% by 2030, and 75% by 2050. It is projected to reduce 6.5 million tonnes of carbon emissions per year.

■ Part of the Mohammed bin Rashid Al Maktoum Solar Park.

Checkpoint:

1. *Why is Dubai investing in constructing the world's largest solar plant?*

2. *What aspects of the UAE make solar power a viable source of energy? You may need to look up some information about solar power to answer this.*

3. *Explain what lessons other cities and countries can learn from the UAE about finding solutions to problems that are contextually appropriate.*

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Masdar Gen Z Global Sustainability Survey In 2016 the first ever global survey of youth classified as '**Generation Z**' (aged 18–25) took place, initiated and published by the Masdar Institute. The Masdar Institute is a specialised science and technology education and research organisation that focuses on research and innovation in sustainable energy. It works in collaboration with the Massachusetts Institute of Technology. The survey aimed to find out youth priorities for sustainability, climate change, and development – it was a way to listen to the 'youth voice' in regions across the world. The importance of the survey is that youth are the future decision makers. Young people from 20 countries were surveyed during 4704 online interviews.

The findings of the survey were as follows:

- Gen Z see climate change as the biggest threat for the next decade.
- Young people are keen to take on more responsibilities to find solutions.
- Government regulations are necessary, but youth wants corporations to take equal responsibility.
- Youth are doing more to be 'green'.
- Youth boycott companies which are not sustainable.
- Behavioural change is needed to help renewable energy investment.
- Education is seen as vital in making the world more sustainable.
- Germany, Canada, the US and the UK are perceived as clean-tech leaders.
- The majority of Gen Z believe that solar and wind energy is a priority for the future.
- Youth in frontier countries are more committed to a sustainable future.

(Sourced from: http://www.masdar.ae/assets/downloads/content/9800/masdar_gen_z_global_sustainability_survey_white_paper.pdf)

Research Task

Do some research to find out more detail about the responses received in the Masdar Gen Z Global Sustainability Survey. You can access the full report at from the link provided beneath the findings of the survey above this task.

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Action Task

Part 1   Design a survey that you can use to collect responses from your peers in the UAE about their own environmental justice concerns, and how they think *they* can work towards addressing these issues. You need to develop no more than ten questions.

You can use a free online tool such as Survey Monkey to set up your survey to collect responses. Here is the link: https://www.surveymonkey.com/

Test your survey on three peers in your class. They do not have to complete it digitally; you can make hard copies of the questions and let other students fill them in. You can also canvas students in other classes and grades at your school.

Summarise your key findings.

Part 2   Write a blog entry of 250 words in which you share the findings from your survey and make recommendations for how youth in the UAE can get involved in promoting environmental justice.

Your blog entry must have a relevant, thought-provoking heading, and you should write in clear, succinct paragraphs.

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Self-Assessment Questions

1. Define 'environmental justice' and provide one example to illustrate the concept.

2. Use a familiar case study to explain at least two perspectives in relation to an environmental justice issue.

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What is a Global Outlook?

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Learning Objectives

At the end of the lesson, you should be able to:

➤ State the definition of global outlook and explain how it can be developed.

➤ Explain how people participate in the social, cultural, economic, and political processes of globalisation.

➤ Explain why the consequences of globalisation are important to understand in order to develop a global outlook.

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INTRODUCTION

Key Terms

Global Outlook: A mental ability to understand general aspects of globalisation.

Global Mind-set: A mental capacity to understand specific global issues.

In this lesson, we will explore the meaning of **global outlook**, often known as **global mind-set**, and how we can develop it as a part of our global citizenship. Having a global outlook is essential as the world has become increasingly interconnected and interdependent across geographical borders, economies, and cultures because of the rapid globalisation. Every year millions of people move around the world to work, live, and do business. Globalisation has created transnational flows of capital, international labour, networked information and data, and goods and services among many other things. Along with these global economic activities, people also share their sociocultural aspects of their life, influencing each other's societies for change in complex ways.

Research Task

Review Lesson 2 of Unit 1, of Grade 10 in your student book entitled: "What are the Benefits and Costs of Globalisation?" Also conduct online or library research on the impacts of globalisation. Then, answer the two questions given below:

1. How does the UAE benefit from globalisation, particularly the global economy?

2. Explain any three negative impacts of globalisation on the UAE society.

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Although globalisation provides opportunities for all countries, it also engenders inequalities between the countries while creating various **uncertainties** and crises around the world. In this context, we must learn how to develop a global outlook, and use it to live and thrive in such a volatile globalised world. What is a global outlook?

■ Increasingly it is almost impossible to think only about your immediate surroundings. Could you go through any day without being touched by the global world in some way?

A global outlook can be defined as having a mind-set capable of understanding the processes and consequences of globalisation. A global outlook is much more than having a global mind-set. A global mind-set refers to mental capacity to deal with specific global issues or situations, whereas a global outlook refers to a much broader understanding of the processes and consequences of globalisation. We will be using both of these terms as appropriate throughout the discussion.

Briefly, processes refer to the all types of human activities, both at the individual and social group levels, and other contributing factors that cause or intensify the globalisation process. In contrast, consequences are the positive and negative impacts of globalisation on the human society including the economic opportunities, wealth inequalities, global warming, and various types of global crises.

Next, let us try to explore some of the underpinning processes of globalisation and consequences in a much greater detail in light of developing a global outlook.

UNDERSTANDING PROCESSES OF GLOBALISATION

The globalisation process is a not a new phenomenon in human history. The process of globalisation began with the early humans of prehistoric era (10 000 BC – 3500 BC) as they moved around from place to place for hunting and gathering. Then, the process of globalisation was further intensified with the invention of writing and wheels, the rise of empires, and the intercontinental Silk Road trade in the pre-modern era (3500 BC – 1500 AD). Then there came mechanised printing, sophisticated navigation technologies, intercontinental sea and air transport, telecommunications, and colonisation in the modern era (1500 AD -1970 AD). Now, the contemporary globalisation process (from 1970) has made a quantum leap with the arrival of the Internet and rapid advances in science, technology, communication, and international commerce (Steger, 2017*).

*Source: Steger, M. B. (2017). Globalisation: A Very Short Introduction (Very Short Introductions) 4th Edition. London: Oxford University Press

Today, in the **processes of globalisation**, people all over the world participate in interlinking their social, cultural, economic, and political activities with the world beyond geographical boundaries. People share their social norms and values with societies around the world exerting mutual influences to bring in societal changes. They also engage in global **cultural exchanges** such as fashion, foods, and festivities. Art, music, and literature are also widely shared across cultures. In a much deeper way, people also share their knowledge, worldviews, and practices based on their **cultural beliefs** and backgrounds.

Thinking Task

Can you think of some of the economic activities the UAE is engaged in today's globalised world? Think about what products are manufactured and exported worldwide by the UAE. Also think about some of imported products consumed by the people in the UAE.

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Perhaps, you already have a long list of economic activities, if you have thought about production, distribution, and consumption of goods and services around the world. Every year millions of people move around the globe to work, live, and do business. We can see that there are transnational flows of capital, labour, information and data, and goods and services across countries. Consequently, the economies of the world's individual countries have converged into a single global economy. For instance, when there are major changes to stock markets in America, China or Japan, the ripple effects are immediately felt in almost every corner of the world's markets.

Research Task

The global economy was hit hard with depression in 2008, which is also known as the global financial crisis. It all started in the United States with a banking crisis, when many US banks made high risk investments in the housing market. Do some research to find out how the global financial crisis occurred, and then write a paragraph to explain why the collapse of the housing market in the United States caused a crisis in the world's banking system and global markets.

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### The Role of International Organisations

As part of the globalisation process, there are also common political interests, relations, and governing principles shared across the globe. Every nation in the world is **sovereign** and equal before **international law**. If there is any international dispute or conflict between two countries, resolution is sought through the United Nations (UN) as you studied in Unit 3, in Grade 11. The UN is the world's single most important intergovernment organisation, which promotes cooperation and maintains international peace and order. It plays a vital role in shaping national and international policies and laws pertaining to the world's security, human rights, conflicts, health, environment, education, and poverty, among many other global issues.

Founded in 1993, the European Union (EU) is another good example of political globalisation involving 27 European nations. The EU is based on the principle of the free movement of people, goods, services, and capital between the member states.
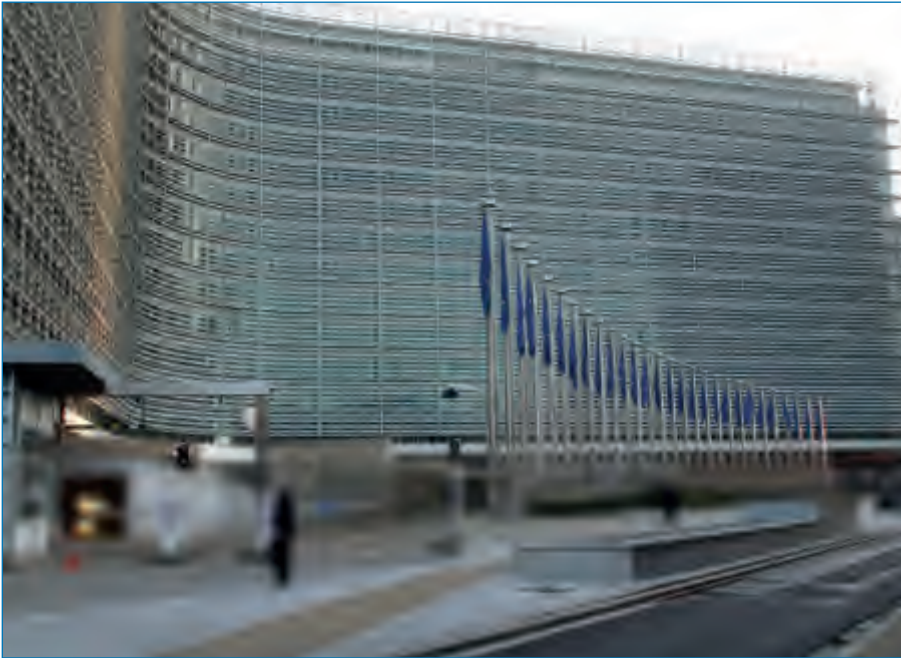
■ The current EU headquarters in Brussels, Belgium, where the assembly of 27 European countries work out on promoting social, political, and economic cohesion between the member states. What kinds of mutual benefits do you see for the member states?

The process of globalisation has become increasingly faster with human ingenuity and capacity for advancing science, technology, and innovation. Particularly, **digital technologies** (e.g., the Internet, computers, and mobile phones) have revolutionised how people share knowledge and information, ideas, and goods and services. Almost everything is online and instant, which is something unprecedented in the history of globalisation. As a result, the world has shrunk into a global village – a single community interacting instantly regardless of geographic boundaries and time constraints!

Key Terms

Digital Technologies:
The technologies with computing capabilities.

Questioning Task

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Conduct an interview with your parent or a relative who is an active social network user or online buyer. Ask him or her how they use social media in their everyday life. Also, ask questions about how online stores such as Amazon, eBay, and Souq.com have changed the ways people buy and sell things. Then, ask him or her to explain how these things were done in the 1970s and 80s, without the aid of digital technologies. Compare the two situations.

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Key Terms

Dynamic Phenomenon: An event, process or human experience that changes constantly.

We also must understand that social, cultural, economic, and political activities are **dynamic phenomena** that are in a constant process of change. These human activities constantly change based on political situations, the global economy, and social movements. We also observe cultural shifts in the course of time as we share and influence each other's culture.

UNDERSTANDING THE CONSEQUENCES OF GLOBALISATION

Earlier we talked about various processes of globalisation. Now, let us explore some of the important consequences of globalisation including its positive and negative impacts.

Action Task

Conduct online research on the impacts of globalisation, especially focusing on the environmental degradation caused by the rapidly rising global economy and various economic activities of humans (e.g., burning of the fossil fuels in factories and industries, overconsumption, overfishing, etc.). Then, complete the table below showing how various types of human economic activities have caused the negative effects on the environment. Some examples are worked out. You can add more negative effects and causes of global economy as you find out them from your online research.

Environment	Negative Effects	Causes (i.e., human economic activities)
Environmental Pollution	• Air pollution	• The air pollution is caused by the increased emission of carbon-mono oxide when people use the fossil fuels in their vehicles, factories, and industries.
	• Water Pollution	
	• Land Pollution	
	• Noise Pollution	
Natural Resources	• Depletion of finite natural resources, such as minerals	
Deforestation	• Loss of natural habits for wild animals	
Wastes	• Industrial wastes • E-wastes (e.g. electronic goods)	
Global Warming	• Rise in the Earth's temperature	

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The Consequences of Globalisation

The consequences of globalisation can be better understood when we consider that we are the recipients of both its benefits and risks at the same time. As part of developing our global outlook, we must have an informed awareness of both aspects of globalisation: we continue to prosper on the one hand, and we are also exposed to uncertainties, such as unemployment, loss of culture and traditions, wealth inequalities, and environmental degradation on the other hand.

The UAE has been fortunate enough to be able to outweigh the risks as we continue to harness the benefits of globalisation. Exports of oil, the international flow of capital and labour, and tourism, are some of the examples of the benefits the UAE has gained from globalisation.

But there are still many **developing nations** who are left behind despite globalisation. Underdeveloped infrastructures, lack of access to technology, and poverty are some of the factors that set these countries back from participating in the process of globalisation and gaining benefits. Even if they benefit from globalisation, such as with creation of jobs, these benefits can be short lived if multinational companies relocate once resources for raw materials are exhausted.

Key Terms

Developing Nations:

Nations where the average income per head of the population is lower than that in industrialised nations.

Thinking Task

There are many developing countries in the world. These countries still struggle to fulfil their basic needs, such as food, shelter, health, and education. As global citizens, in what ways do you think we could contribute to the betterment of these countries?

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Globalisation also invites unintended consequences, even in developed countries. Some of the common issues are global warming, financial crises, and the rise of unemployment as companies outsource or move offshore for cheaper labour and resources. The global economy also creates

alternatives for **tax havens**, in which many big corporations register their headquarters in offshore countries (e.g., Monaco, Panama, the Cayman Islands, Hong Kong, and the Bahamas) to benefit from low taxation, rather than registering in the countries where the goods and services are actually produced and sold. These corporations can be centred around generating profits, while making little or no contribution to the national economies they operate in by paying a fair share of taxes.

Perhaps much subtler, yet powerful consequences of globalisation can be observed in cultural and **ideological terrains**. Every culture has its own norms, values, traditions, and belief systems. Globalisation tends to spread the influence of Western culture over ethnic and indigenous cultures of the world. As a result, there are many ongoing cultural remixes, clashes, and in some cases even losses of cultural identities.

Finally, because of globalisation, today's workplaces are located in diverse cultural settings all over the world. Working in a global companies and culturally diverse settings presents both opportunities and challenges. Having a global mind-set is essential to adapt to diversity and harness its benefits while avoiding clashes. We will discuss this in greater detail later.

Self-Assessment Questions

1. What is a global outlook? Explain why it is important for you to develop a global outlook.

2. How does the UAE participate in the processes of globalisation?

3. Describe at least three consequences or impacts of globalisation on the UAE economy, society, and culture.

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What is Meant by Becoming a 'Global Citizen'?

Learning Objectives

At the end of the lesson, you should be able to:

➤ Explain what it means to be open-minded for global citizens.

➤ Explain how the global citizens can develop open-mindedness.

➤ Show the importance of having the twenty-first century skills for global citizens.

Key Terms

Intrinsic: On the inside of a person's mind or behaviour.

Cognitive: Knowledge acquired through learning, experience, and understanding.

Twenty-first Century Skills: A broad set of skills, knowledge, and attitudes that are essential to be successful in a twenty-first century global society and workplace.

INTRODUCTION

We live in an increasingly globalised world where we are quickly becoming global citizens. Becoming a global citizen, however, demands a global outlook with a new set of understanding, knowledge, and skills than just being the citizen of nation states. In Lesson 1, we studied about the contextual understanding of the phenomenon of globalisation and its processes and consequences, with an aim to develop a global outlook or global mind-set. In this lesson, we will look at the more **intrinsic** and **cognitive** aspects of developing a global outlook. We will specifically look into two emerging cognitive aspects of global mind-set as part of becoming global citizens: 1) embracing open-mindedness and 2) developing the **twenty-first century skills**. You will have considered the idea of open-mindedness in Unit 5, in Grade 10.

A quick overview of the processes and consequences of globalisation in Lesson 1 revealed that it is not an easy task to develop a global mind-set. Rather, it is a complex task of learning new things, adapting with perpetual changes, and also **unlearning** some of our deep-seated beliefs and assumptions as well. Let us explore what it takes to do so. In particular, we will discuss open-mindedness and twenty-first century skills as major attributes of developing a global outlook.

EMBRACING OPEN-MINDEDNESS

Whenever we think about or react on something, we tend to be impulsive rather than using reasons or being rational. We also stick with our conventional method of thinking and acting because it is easy, as it requires little or no effort. Most of the time, we tend to use only a fixed set of habits of mind – a closed-mindedness – to understand things and guide our behaviours and actions. This type of closeness of mind is called staying within your '**comfort zone**'.

This is problematic, because if we face situations or things that are not familiar to us, we are likely to either hasten to a premature judgement or avoid them altogether. Needless to point out that our comfort zone is filled with assumptions, such as prejudices and **stereotypes** about almost all kinds of things, places, and people that are different. This in turn leads us not only to misjudgements, but also stirs much darker emotions such as hatred, bigotry, and dehumanisation. Thus anything outside of our comfort zone raises high level of anxiety, stress, and fear, leading us to behaviours and actions that are barely acceptable, but **biased**, incomplete or irrational.

Key Terms

Unlearning: Making effort to discard previously learnt information or ideas so that you can build a new and improved mental model with more relevant information and ideas.

Comfort zone: A mental state, feeling or behaviour, in which you feel safe, easy, anxiety free. The comfort zone is often considered problematic as you do not want to make any effort to learn new things, nor improve your behaviour.

Stereotypes: Widely held but oversimplified beliefs and assumptions, especially about certain groups of people and their behaviours. The stereotypes usually portray a negative or inaccurate image of people based on the wrong information about the people.

Biased: Unfair and one-sided judgment or behaviour toward a person or group while favouring the other person or group.

Action Task

Look at the definition of the word 'stereotype' in the key terms box. Then, give two to three examples of stereotypes based on your personal experience or observations that you have made in your society. Finally, share it with your classmates.

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How do we step out of our comfort zone? Fortunately, we can work our way out of the comfort zone by embracing the idea of open-mindedness, which you will have studied in Unit 5, in Grade 10. As the term suggests, open-mindedness refers to being open to ideas, viewpoints, beliefs that differ from our own. Being open-minded allows us to inquire and learn new things, and also helps us to adjust what we already know.

Benefits of Being Open-minded People

Having open-mindedness broadens the horizon of our understanding of the world and prepares us for accepting the risks and challenges posed by globalisation. That is to say, open-mindedness helps us to develop a global outlook and cope with the changes, crises, uncertainties, and unfamiliar situations brought about by globalisation.

Another key attribute of open-minded people is their willingness to learn about various cultures, while sharing that of their own. They can interact with diverse people without dehumanising them or having any prejudices and stereotypes. Instead they listen to people and respect their beliefs, values, and perspectives. When interacting with people from diverse cultural backgrounds, open-minded people often discover rewarding experiences, such as new information, knowledge, and opportunities. It also enriches their experiences about life and world. It is not surprising that open-minded people live more vibrant, balanced, and inquisitive lives.

■ What a metaphor for having open-mindedness – 'Wake Up and Be Amazing!' Without having an open mind in a globalised world, it is like you are still asleep! Waking up means being aware of the opportunities you have around you, whereas sleeping refers to inactive mind and closed eyes. What might happen if you have an inactive mind when you are involved in your school, community or workplace?

In today's globalised world, people from diverse cultures come together to work and live. These people must work as a community by identifying themselves as global citizens. It is imperative for all of them to become open-minded so that they can collaborate, harness **collective intelligence**, and succeed. Hence, being open-minded is often considered as one of the core twenty-first century skills of the global citizens.

However, having an open mind doesn't mean that we should accept all new information and every new idea as truth. It doesn't mean that we should give up our cultural beliefs and identities, either. What it means is that we should broaden the horizon of our thinking and better ourselves at problem solving by applying the multiple perspectives that we gain from interaction and collaboration with diverse people.

> **Key Terms**
>
> **Collective Intelligence:** The intelligence, including the skills, knowledge, and wisdom, gained through collaboration involving a group of like-minded people. It is also often called 'the knowledge of the crowd'.

Discussion Point
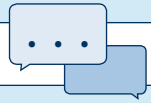
How to Become an Open-minded Person?

There are many different ways to pursue open-mindedness. Here is a list of some of the common ways of building this essential twenty-first century skill that might eventually help you to develop a global outlook. Note that the points presented below are not for rote memorisation, but for you to discuss, in groups, how you can apply them in real-world life situations:

- **Embrace change:** Open up yourself to change and try to see it as a progress, but not as a difficulty.

- **Pursue cross-cultural engagement:** Read, travel, and volunteer. Respect the differences people have. Of course, thank people for their ideas and suggestions.

- **Embrace multiple perspectives:** Learn to disagree and see it as an opportunity to expand your knowledge and experience.

- **Look for positives and opportunities everywhere:** Learn to turn problems into possibilities or opportunities!

- **Practice active learning:** Instil curiosity, learn to ask questions, and pursue lifelong learning.

- **Make informed decisions:** Get the facts before making your decisions. Do not rush to quick judgments. Educate yourself, read more and reflect more, and listen to others to see what they have to say.

- **Show leadership and make an impact on people and society:** This is when you will reap the true benefits of being an open-minded person!

- Avoid making your life more difficult, isolated, and unfulfilling.

- **Challenge your comfort zone:** Try new things and see what new opportunities come by.

- Re-evaluate your current way of thinking!

1. Choosing a point from the list above, discuss how would you apply it in a real-life world context.

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2. Discuss between your group some other ideas for developing open-mindedness.

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Action Task

In pairs or small groups, create a poster presentation showing the qualities of an open-minded person. Share the poster with your classmates.

GLOBAL OUTLOOK AND THE 4CS OF TWENTY-FIRST CENTURY SKILLS

Previously we talked about how open-mindedness is crucial for building a global outlook. Now let us dig deeper, looking at how some of the essential twenty-first century skills can contribute to developing a global outlook.

Having an open mind alone is not sufficient to participate, solve problems, and succeed in a global society. We also need a new set of skills called 'twenty-first century skills'. These skills include a broad set of abilities that the current generation of students, who are also global citizens, need to develop in order to accomplish personal and professional goals in the global society and the workplace. According to a widely popular Partnership for 21st Century Learning (P21.org), critical thinking, communication, collaboration, and creativity (the 4Cs) are the essential twenty-first century skills for today's students. There are other types of twenty-first century skills that are generally deemed necessary to have, such as problem solving, innovation, adaptability, information literacy, and cultural awareness. Nonetheless, the 4Cs are at the core of all these skills.

Critical Thinking

What we do or how we do things is guided by our thinking. Similarly, our thinking also determines what we choose to believe and how to express our feelings and interests. If our thinking is uninformed or partially informed, biased, and stereotypical, then you can easily imagine that our actions, behaviours, and judgements cannot be fair and balanced. This is where critical thinking plays a crucial role to overcome these flaws and shortcomings of our thinking.

Checkpoint *Naturally, most of the time we rely on the habits of our minds or our own comfort zone! Do you recall what a comfort zone is? How does our comfort zone prevent us from thinking critically?*

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Critical thinking is self-regulated thinking that is characterised by **clarity**, **fairness**, open-mindedness, and **supporting evidence**. As global citizens, critical thinking can be applied to regulate our own thinking processes and thoughts to make fair judgments of things based on relevant information or evidence. Such fair judgements are possible only when we are able to suspend our quick judgments that are solely based on existing beliefs, guesses, and emotions. Rather, we should strive for well informed and open-minded judgements.

Communication

Communication has been a vital life skill for humans for centuries to interact and do business. People also communicate to share their thoughts, ideas, problems, and solutions. Communication is used for a variety of purposes, for instance, to inform, share knowledge, motivate, and persuade. For effective communication, a range of communication skills are required, including well articulated oral presentations, clear writing, and active listening.

It has become even more important today for the global citizens of the twenty-first century to effectively communicate in a globalised, diverse world. First, people must effectively analyse, process, and communicate an overwhelming amount of information and data in their personal and professional lives. Second, they need to build **cross-cultural** communication skills to effectively listen, show **empathy**, and communicate with linguistically and culturally diverse people around the world. Third, twenty-first century communication demands skills of using technology, images, and videos as well as the traditional modes of oral and written communications. Finally, they must educate themselves how to communicate well in multiple settings, such as workplace, public life, and now **digital social networks**.

Discussion Point
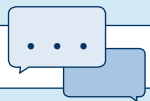
According to the Partnership for 21st Century Learning (P21*), effective communication skills can be defined as the ability to:

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

2. Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.

3. Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).

4. Utilise multiple media and technologies, and know how to judge their effectiveness *a priori* (from experience), as well as assess their impact.

5. Communicate effectively in diverse environments (including multi-lingual).

*The link to the 'Partnership for 21st Century Learning' is here: http://www.p21.org/about-us/p21-framework/261

In groups, choosing one or two points from the P21's communication skills above, discuss the points and consider examples to help develop your understanding.

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Collaboration

Collaboration refers to work and cooperation between multiple individuals or organisations, by putting together their knowledge, skills, talents, and resources to accomplish a common project or task at hand. Collaboration creates a community-like work environment that allows those involved to harness collective intelligence, multiple perspectives or ideas, and individuals' own strengths and ideas. It also creates an opportunity for individuals to learn from each other and improve their creativity and problem solving skills.

Sharing knowledge and information is key to collaboration. Thus, collaboration is highly effective for problem solving and creativity using multiple perspectives or ideas. Can you think of an example from your community of how people collaborate and why?

Collaboration is considered a fundamental twenty-first century skill of global citizens. Much work in modern business environments is accomplished in teams, often with individuals coming from diverse cultural settings and nations around the world. Therefore, a collaborative mind-set requires open-mindedness, active listening, leadership, and mutual respect for sharing varied ideas and perspectives. According to the P21* organisation, an effective collaboration entails the following characteristics.

1. Demonstrate ability to work effectively and respectfully with diverse teams.

2. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

3. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

*The web link to P21 is here:

http://www.p21.org/component/content/article/2224-collaboration

Creativity

Perhaps all of you have now come to understand that globalisation constitutes changes, challenges, and opportunities. In such a changing world, the success of global citizens depends on their creativity of ideas and things. It is essential that they prepare themselves as creators, **makers**, and inventors to thrive in a global society. What is creativity?

Creativity sparks new ideas and innovations that are unique and original. It generates new alternatives and new possibilities that are rooted in the **real-world problems**. Thus, creativity transforms novel ideas into unique but useful products in the form of acts, goods, and services. You can see creativity in a range of human activities: in arts, music, and literature; in product innovations and inventions; and in operating and creating new services, such as smart technology.

A creative mind engages in unusually bright ideas '**defying the crowd**'- challenging how others think or approach a problem. They think and work in ways that were never seen before!

Key Terms

Makers: Persons or groups who make things. More recently, makers are commonly referred to people who can create various objects using 3D printing technology.

Real-world Problems: Problems that occur in our everyday lives, such as at home, community, school or workplace.

Defying the Crowd: Doing something that is unusual or unconventional, yet creative.

Action Task

In small groups, identify a common problem that you have as students. For instance, procrastination (e.g., not doing your homework on time, etc.) might be one of the common problems among you. Now come up with a creative solution to deal with this problem. In doing so, try to adhere to the steps below:

Step 1, in groups (4–5 students):

a. Consider what procrastination is and why it happens.

b. List some of the four to five activities that you usually tend to put off.

c. Write down some of the benefits of overcoming these delays.

Step 2, individually:

a. Consider the problem, and come up with a list of three or four ideas or solutions that are most creative, imaginative or unique. Try to defy the crowd here!

Step 3, in groups:

a. Go back to the group and share your ideas or solutions.

b. Select the top 3 unique solutions and engage in a *collaboration* with an intent to improve them. Be mindful that collaboration is very important here.

Step 4, individually:

a. Apply the solutions to yourselves and see how they work for you!

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Self-Assessment Questions

1. What is open-mindedness? How do you develop this mind-set?

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2. In what ways you can use the 4Cs of the twenty-first skills in your day to day life? Explain each with one example.

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3. Describe how having an awareness of open-mindedness and the 4Cs can help you to enhance your global outlook.

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Why do we Need to Understand Diversity?

Learning Objectives

At the end of the lesson, you should be able to:

➤ Provide a written or verbal definition of the term 'diversity'.

➤ Describe the importance of diversity in a society and workplace.

➤ Describe the roles of cultural and emotional intelligences in affirming diversity.

INTRODUCTION

Key Terms

Social Groups:
Groups of two or more individuals sharing similar geographical, cultural, and political identities.

Identities:
Characteristics which are the same or similar despite different situations or aspects.

People identify themselves by associating with certain **social groups** that are made up of age, gender, religion, culture, education, and national origin among others. These social groups represent their social, cultural, political, and economic **identities** and backgrounds. Typically, people identify themselves as members of a certain social group by looking at the similarities and differences between various social groups.

■ Mr Sultan Ibrahim is a successful 40-year-old businessman from Abu Dhabi, UAE. He is also a prestigious member of the society, as his entrepreneurship is widely recognised. Do you know anyone from your family or community who is also a successful entrepreneur like Mr Sultan?

Thinking Task

How would you describe Mr Sultan based on his age, gender, religion, national origin, and socioeconomic status? Do you think you can find other Emiratis belonging to the similar social group that Mr Sultan represents?

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Beware of my children from any detrimental thoughts coming from abroad. Do not approach or work with them. Do what you see as useful and reconciling to the homeland in order to achieve more growth, prosperity and progress

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

"

Key Terms

Diversity: The similarities and differences among individuals and social groups in terms of their varied cultural, racial, ethnic, gender, and socioeconomic backgrounds.

What is Diversity?

In the current globalised world, the notion of diversity has become increasingly influential in transforming society, economy, and politics around the world. For example, many urban societies (e.g., New York, Tokyo, Shanghai, and Dubai) have been transformed into global societies as diverse people from all over the world come together to live and work. These people have changed the social, cultural, political, and economic landscapes of these urban communities. Some of the examples of such transformations are the global flow of multinational companies, international non-government organisations, fashion, foods, and music in these communities. If you enquire further, you will notice that each of these transformations embodies various types of differences, similarities, and remixes. In other words, it is **diversity**!

■ The term diversity has a broad meaning. For instance, cultural diversity includes people from various racial and ethnic groups. Similarly, religious diversity includes people from various religions. Can you think of any other types of diversity?

Diversity can be defined as the similarities and differences among individuals and social groups in terms of their varied cultural, racial, ethnic, gender, and socioeconomic backgrounds. Diversity also includes varying mental and physical abilities of people. It also represents various individuals and social groups having similar religious beliefs, political beliefs, and ideologies that shape up their socio-political representation in the society.
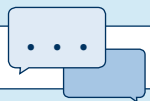
Action Task

Observe the community where you live in, and prepare a table or diagram showing different types of diversity. Share your work with your classmates.

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Diversity has been increasingly viewed as a positive social change as it fosters creativity, innovation, and shared knowledge and expertise. However, sometimes diversity can also become a sociocultural and political issue, as **dominant social groups** can potentially exert power and control over the **minority social groups**. The consequences can be dire, causing **dehumanisation**, discrimination, oppression, racism, and inequalities in society. For instance, many religious minorities face harassment and racial discrimination, mostly because they belong to a minority religious group in different parts of the world.

Key Terms

Dominant Social Group: A more powerful social group, which controls the systems of social values and norms in a society.

Minority Social Group: A group of people who form a small percentage of the total population.

Dehumanisation: The treatment of people or groups as inferiors to other humans.

Discussion Point

Despite knowing the importance of diversity, there exist various forms of discrimination and oppression in the society. Discuss what they are and why they exist.

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More often than not, such oppressions and inequalities remain invisible in society. This is simply because people in the dominant social groups do not want to think about giving away their privileges, such as any special advantages, immunity or benefits which are enjoyed by these groups that are associated with their dominance. At the same time, minority social groups, often involuntarily, conform with the domination. This is called

maintaining the '**status quo**' or 'business as usual', which is reproducing the same culture as long as it is seen beneficial to you, no matter what inequalities prevail in the society.

Maintaining the status quo can be socially destructive in the long run. Government and citizens in global communities must seek to build **social cohesion** – the idea that diverse individuals and social groups must live in harmony and work for mutual benefit, while preserving and maintaining their respective identities. To build such social cohesion, we must practice social inclusion (e.g., participation for all social groups) by **affirming diversity**. We can describe 'affirming diversity' as an act of commitment to recognise and accept different individuals and social groups coming from diverse backgrounds, and to treat them equally in society. We should note that affirming diversity is a two-way process – that you strive for social cohesion on the one hand; and you also preserve your own social groups' identities, on the other hand.

In this context, let us bring in one of the four pillars of the **UAE Vision 2021** that talks about social cohesion and perseveration of identity at the same time. Under the strategic theme of 'Cohesive Society and Preserved Identity,' The UAE Vision 2021 and the Ministry of Community Development emphasise the importance of diversity, that we must strive for:

"…social cohesion among the people in the UAE based on the following themes: family cohesion, education and culture, equality, justice, security, participation and national belonging (NKPI specific to UAE)" (the UAE Vision 2021).

Both as Emiratis and as global citizens, what we need to understand is that affirming diversity can play crucial roles to build and maintain social cohesion in the UAE and also to pursue equality and social justice, while preserving the unique Emirati culture, traditions, and national identity. It is also our moral and civic responsibility to pursue social cohesion and equalities in the community by building shared values, community engagement, and reducing social disparities such as wealth, income, health, work conditions, and access to resources.

We will now explore how we can begin the act of affirming diversity in communities and workplaces.

■ Cultural intelligence in a workplace means being able to work with culturally different people by sharing ideas and creativity to achieve a common goal. In the era of global economies, having cultural intelligence is considered an essential quality of a business leader or manager. If you were to work with business firms run by Chinese or American people, what are some of the things you need to consider in terms of cultural differences?

Affirming Diversity

One of the essential steps toward **affirming diversity** is to develop **cross-cultural competence**. It is based on the concept of '**cultural intelligence**', which is the capability to relate, interact, and work effectively across different cultures and social situations. Here, culture is used in a much broader sense. It is not only about religion and traditions, but it is also about who we are, how we think, and how we behave and act in a globalised world where we live and work with diverse people. Cross-cultural competence refers to a set of cultural knowledge and skills that illustrate how well individuals can function in diverse cultural settings, how well they understand the similarities and differences between cultures, and how well they interact with diverse people without dehumanising them.

You might be wondering how we can develop cross-cultural competence. Of course, there are many ways to develop this competence, for instance, social interactions, travelling, reading, and global media. However, none of

Key Terms

Cross-cultural Competence: The knowledge and skills that help you to work in a different culture from that of your own.

Cultural Intelligence: The set of mental and intellectual capabilities to relate, interact, and work effectively across different cultures and social situations.

these ways will be effective unless you are an open-minded person. Simply put, without having an open-mind it will be impossible to get out of your own comfort zone and learn about diverse people and their cultures.

Checkpoint *Go back to the 'embracing open-mindedness' section above and read it quickly to find out how being open-mindedness can help you develop the cross-cultural competence.*

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At first sight, you will go through some strong emotional feelings and self-conflicts when you engage in cross-cultural situations, as tensions may arise between cultures because of their differing viewpoints, lifestyles, and social norms and values. This might challenge you emotionally. To overcome such emotional challenges, a knowledge of emotional intelligence could be very useful. **Emotional intelligence** refers to the ability to identify, manage, and use emotions of your own and those of others to adapt in emotionally difficult situations. For example, when you find values and traditions of a culture quite contradictory with those of yours, you are likely to reject or consider that culture as inferior. You are likely to make quick and stereotypical judgements about the culture and people. If you have to work and interact with people from that particular culture, you will then find yourself emotionally uncomfortable, as you presume yourself superior to them in everything. If you know how to use emotional intelligence, you will soon discover that cultural differences actually bring more possibilities for creativity and problem solving. Instead of dismissing them, you will start to engage in harnessing collective intelligence (e.g., reasons, information and knowledge, and multiple perspectives) through collaboration.

Key Terms

Emotional Intelligence: The ability to understand and manage the feelings and emotions of others to get things done.

Action Task

According to Daniel Goleman, the author of the New York Times Best Seller book called 'Emotional Intelligence' (published in 1995), there are five key components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. Study the article on Goleman's emotional intelligence using the link below:

- https://web.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/goleman.htm

Imagine that you have a very demanding group project for this course with a deadline next week. There are four of you with varying academic abilities (e.g., low performing to high performing) working on the project. You also have the Maths and Science tests coming up in the same week. Everyone is stressed because of the lack of time to work on the project. Explain how you would use Goleman's five components of emotional intelligence to manage yourself and others to finish the project on time.

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Self-Assessment Questions

1. What is diversity in UAE society? Do you see the increase of diversity in your community as a positive social change or negative one? Explain.

2. What is meant by 'social cohesion in a globalised society'?

3. Why do we need to have cross-cultural competence in the workplace and community?

4. What is emotional intelligence? How do you develop your emotional intelligence?

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Who Are the 'Digital Youth'?

> *The education of our people is a great wealth. We are proud of our educated nation because through knowledge and science we will open the horizons of a glorious future.*
>
> **Sheikh Zayed bin Sultan Al Nahyan**
> **(May Allah have mercy upon his soul)**

Learning Objectives

At the end of the lesson, you should be able to:

➤ Define what is meant by the term 'digital youth'.

➤ Explain at least two common characteristics of digital youth.

➤ Describe the two fundamental concepts of digital citizenship: digital footprint and digital ethics.

Key Terms

Digital World: The world of the Internet and gadgets, such as computers, mobile phones, and tablet devices.

Digital Youth: Active users of various types of digital technology.

Internet of Things: The interconnections of computer-enable physical things, devices, and services.

Gadgets: New digital devices, such as smartphones, tablets, and wearables.

INTRODUCTION

What is a **digital world**? Who are the **digital youth**? These two questions are highly relevant when we talk about the current generation of youth, including children and adolescents aged between under 19 years. The digital world is the world of the Internet and the **Internet of Things (IoT)**, in which technology is ubiquitous. The term 'digital youth' refers to the young generation of people who proactively use the Internet and **gadgets** starting from an early age. They are also increasingly adapting to the newer and innovative uses of digital technology, such as the IoT and smart cities.

■ Digital youth quickly adapts to the IoT. The IoT means the interconnections of various devices, physical things (e.g., parking lots, hospitals, and business entities) and services (e.g., energy and water supply) that utilise the Internet and computing capabilities. For example, using your mobile phone apps, you can access information about where a car parking space is available for you at a shopping mall or on the street, control your home appliances, and get your health records from the hospital. Smart cities heavily rely on the idea of IoT.

If you think about yourselves, you will come to realise that you are the members of this generation of digital youth, as you are active users of various types of digital technology, such as smartphones, tablets, mobile apps, and the Internet. Some of you will have already been into the digital world of the IoT! Digital youth are sometimes called '**digital natives**' as they have inhabited the world of digital technology with ease and comfort since birth.

Key Terms

Digital Natives: The young generation who was born into the digital world and grew up surrounded by multiple gadgets.

Rashid was born in 1979. As he grew up he became more and more aware of the range of gadgets wonderful devices that seemed to become available every year. He was excited by the opportunities new technology provided, in particular the increased functionality of computers. Not only were they getting more and more powerful but also smaller and more portable. He thought the idea of a 'laptop' was pure genius!

Rashid found that as each new device came on the market he was more and more familiar with them and using them became much easier. he was surprised by the fact that his parents seemed to view these devices in a different way; they found them confusing and difficult to understand and needed many hours of time to even do some basic tasks.

Rashid continues to find new technologies useful and fascinating not least the ability to stream music, take photographs, play games, communicate with his friends, buy goods and services online and find almost any information at the touch of a button. He has heard himself described as one of the 'digital natives'. It's a term he can associate with and can understand why; digital technology has been a major part of his life.

■ A digital native is surrounded by multiple devices. Consider how digital natives use different kinds of devices.

Digital natives are often viewed in contrast with the generation of **digital immigrants**, mainly those who were born before the digital era or before the 1970s. Unlike digital natives, they have to invest a considerable amount of time and effort to learn how to use computers and gadgets. They find that technology can be a source of anxiety and uncertainty, as they feel little control over what technology does. Digital natives on the other hand, view technology as having multiple benefits, such as a source of **infotainment** and a useful **manoeuvring tool** to get their tasks done more efficiently.

Digital immigrants may well adapt with new technologies, but the majority of them are late comers and prefer to use non-digital things, for instance, they might prefer reading physical books over eBooks, using phone calls instead of texting and using emails, face-to-face meetings rather than online conferences, and so on.

Discussion Point

According to The Center for Generational Kinetics, our current society is made up of five generations (See http://genhq.com/faq-info-about-generations/). Below is a breakdown of the five generations based on their birth years.

1. Generation Z, iGeneration, or Centennials: Born 1996 and later.

2. Millennials or Gen Y: Born 1977 to 1995.

3. Generation X: Born 1965 to 1976.

4. Baby Boomers: Born 1946 to 1964.

5. Traditionalists or Silent Generation: Born before 1945.

Discuss in groups why Generations Y and Z are called 'digital natives'. Discuss why earlier generations could be referred to as digital immigrants.

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Digital Youth

The current generation of youth, children and adolescents under 19 years of age, find the digital world very exciting and compelling to explore their personal interests, academic and social lives. Most youth also tend to stay '**always on**,' being constantly and instantly connected with their friends via texting, online messaging, and video chats. They also use online social networking sites (e.g., Instagram, Facebook, and YouTube) to share a wide range of personal and social interests, such as creativity and boring chores, humour and sadness, knowledge and stupidity, successes and failures, and as a matter of fact, almost anything that can be digitised and shareable. In a way, much of their lives dwell on the digital world. This is why they are dubbed 'digital youth'. Digital youth are also referred to as Generation Z, iGeneration, centennials, and Post-millennials among other things.

Action Task

Go around your classroom and ask at least three of your classmates questions about:

a. The various types of digital technology they are using in their day to day life.

b. What they use the technology for.

c. How often they use it.

From the information you collect, create a chart or diagram which illustrates their uses of technology. Explain in one paragraph how they represent the digital youth generation.

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The Characteristics of Digital Youth Digital youth have adopted digital technology as an integral part of their life. First of all, this group have moved past simple access to technology to an 'IoT, where all types of computerised networks and multiple technologies converge to create spaces for them to

live, learn, play, and interact. For this group, the IoT includes an array of wirelessly connected devices, wearables, gaming devices, virtual reality gadgets, and commodities (e.g., Amazon Alexa), to name a few.

They are also increasingly participating in the use of new languages and practices of the Internet such as blockchains, robotics, **machine learning**, unmanned vehicles (e.g., Uber and drones), and all sorts of emerging technologies. This is a radical departure from the traditional systems of socialisation, financial activities, transportation, goods, and services. They see everything is digital, online, instantaneous, and globally borderless for them. Their smartphones alone can function like a technology hub for networking, interaction, and carrying out digital activities, all under the control of their fingertips! It sounds almost ethereal and holographic: as imperceptible or intangible as air that spreads into the cosmos of the Internet.

However, the digital world also harbours serious risks of privacy, cyber-bullying, security threats, misinformation, copyright issues, moral corruption, and Internet addiction, among other problems. It is very important that the digital youth conceive themselves as digital citizens who can skilfully and responsibly participate in the digital world. **Digital citizens** are those individuals who develop skills, knowledge, and ethics to effectively utilise information technology in order to participate in personal, social, economic, and **civic activities**.

Since you are also actively participating in the digital world, you are also digital citizens. Therefore, you will have to understand your civic responsibilities and ethics of the digital world. In so doing, we will explore the two foundational concepts of digital citizenship: digital footprint and digital ethics.

Digital Footprint   What is a footprint? It is simply a mark or trace of foot or shoe on a surface. We also leave a footprint or traceable trail on the Internet whenever we use it. This trail is called a **digital footprint**. The digital footprint is a unique trail of whatever websites you browse or whenever you post something on the Internet. Your activities and actions are recorded, and will exist for a long time. Your digital footprint leaves a trail of what devices you used, and also where and how long your online presence was.

■ A digital footprint is the record of your online and offline activities. One click at a time, your digital footprint will eventually grow to be enormous. You must be aware what you say or do online. Once there, even if you delete your online activities, they are going to stay somewhere, on a webserver, for a long time. Your digital footprint is not only irreversible, but also traceable!

Should you worry about your digital footprint always? For 'an answer', go to the 'Digital Ethics' section later.

A digital footprint can be classified into two broad categories: passive and active (see Madden, Fox, Smith & Vitak, 2007*). A passive digital footprint is an unintentionally left and stored trail of your web browsing activities. For example, when you visit a website, your internet protocol (IP) address and search history are logged and stored on the web servers and search engines you have used. An IP address is a number which identifies every device connected to a computer network using the web. An active digital footprint is also stored in the digital world when you intentionally post or write something online, such as your postings on social networking sites, blogs, YouTube uploads and comments, and emails. Active digital footprints also include your offline activities, for instance, data saved on your personal computers and hard drives.

*Madden, M., Fox, S., Smith, A., and Vitak, J. (2007). Digital Footprints: Online Identity Management and Search in the Age of Transparency. PEW Research Center Publications

Thinking Task

Think about your own digital footprint. What types of digital footprints have you left online?

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Since many UAE digital youth use the Internet extensively on a daily basis, they must know what kind of footprint they are leaving behind in the digital world. They must be fully aware of their civic responsibilities, and the norms and values of the UAE society. In other words, they have obligations to practise digital ethics, as all good digital citizens do.

Fatima is part of the digital youth. As far back as she can remember, she was confident using all sorts of gadgets and technologies to the extent that it was almost second nature. The key device she uses is her smartphone. She listens to music, watches videos (both streamed), catches up on the latest entertainment news, takes photographs and videos and also uses her phone for many of her banking needs, and most of all for communicating with her friends. Social media is at the centre of her world and she uses different platforms on a regular basis.

One day she was washing some dishes and lent across the sink to open a window. Her phone fell out of her top pocket into the water. She panicked as she tried to retrieve the phone but it was too late. Nothing worked. She was angry at herself for being so careless. After finishing the dishes, she tried different ways to try and dry out the phone in the hope it would work again but without success. She eventually took it to a shop to get repaired. They told her it could be done but it would take two weeks. 'No problem', she thought, 'I can manage without for that period of time'.

How wrong she was. Only that evening did she find herself completely lost without her means of communication. She felt isolated and totally out of touch and for the next few days, things got no better. One evening she sat and contemplated her situation. She realised just how dependent on her phone she was and it worried her. She thought about the fact that she rarely spoke in person to her friends but only through social media. This was surely not how things should be? Fatima made a conscious decision that when she got her phone back she would use it differently and most importantly, would make a conscious effort to speak to her friends in person far more often. Six months later, she reflected on the incident and concluded that dropping her phone into the washing up water was a blessing in disguise.

Digital Ethics

The term digital ethics refers to the moral behaviours and civic responsibilities of using the Internet and other digital technologies in a safe, **savvy**, and ethical way. As newer and more innovative digital technologies continue to emerge, there will arise many unforeseen ethical issues in future. The following four points include some of the most common issues pertaining to digital ethics:

1. Acceptable Use Policy (AUP): An AUP includes a set of rules or guidelines for the users of Internet services provided by entities, such as business organisations and academic institutions, that prohibits unauthorised access and use of the services. The philosophy behind an AUP is to promote a fair and ethical use of the Internet and other digital technologies by adhering to the government laws and regulations.

Key Terms

Savvy: Using digital technology skilfully and wisely.

2. Intellectual Property Rights (IPR): In the digital world, the IPR includes the **infringement** of copyright laws of **digital content**, such as publishing and distributing movies, music, images, eBooks, and encrypted TV and radio programmes. For digital youth as students, digital plagiarism (e.g., copying and pasting from the Internet without any attribution to the source) is the infringement of IPR. IPR protects all digital creations from illegal publishing, reusing without permission or attribution, and distribution.

3. Internet Privacy: The right to privacy is another important part of the digital ethics. Internet privacy, also known as online data privacy, refers to the privacy and security of sensitive and personal data and communications that individuals have stored or published on the Internet. It also includes the confidential information and data of public corporations. For instance, you are not allowed to publish information (e.g., addresses and phone numbers) or images that exposes the privacy of a person, family or public corporations. This was covered in Unit 4, in Grade 10 under personal identifiable information.

4. Netiquette: The term 'netiquette' consists of two words – 'net' as in the Internet and 'etiquette.' It basically means demonstrating socially acceptable behaviour while using the Internet and interacting with others. Some of the common netiquettes are being courteous while discussing with people in **online forums**, using appropriate language, refraining from defamation and personal attacks, and avoiding the distribution and consumption of the copyrighted materials over the Internet.

Although the digital world is a globalised community, UAE digital youth must understand that the **social norms** and **public morality** of the UAE may differ from that of other countries or regions of the world. Thus, they must educate themselves about digital ethics in the UAE in accordance with the nation's public morality and social norms. They must adhere to the AUP and the Internet guidelines published by the Telecommunications Regulatory Authority (RTA), UAE. Any violation of such digital ethics is not only socially unacceptable, but it is also a criminal offence, and punishable by law.

Key Terms

Infringement: The violation of law, an agreement, or someone else's right.

Digital Content: All types of products or materials available in a digital format.

Online Forums: Online and social networking platforms where people can post their content or make comments.

Social Norms: Socially created and accepted rules that govern the behaviours of people in society.

Public Morality: The moral and ethical values and standards of the public or society.

Self-Assessment Questions

1. How do you define a digital youth? What kinds of technology do they use and for what purposes?

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2. Define digital footprint. What things should you consider when you leave behind your digital footprint online?

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3. Explain the four components of digital ethics, with examples.

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4. What does the Telecommunications Regulatory Authority (RTA) do in terms of the Internet use by the public in the UAE?

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How Do We Participate in a Knowledge Society and Knowledge Economy?

> **Learning Objectives**
>
> At the end of the lesson, you should be able to:
>
> ➤ Define the terms 'knowledge economy' and 'knowledge society'.
>
> ➤ Describe at least two types of knowledge including scientific, theoretical, and cultural knowledge.
>
> ➤ Explain the basics of how to participate in a knowledge society and economy.

INTRODUCTION

One of the four pillars of the UAE Vision 2021, and also as an ongoing long term top priority of the UAE government, is being 'United in Knowledge.' The pillar seeks to engage the nation in the emerging knowledge economy, envisioning it to be driven by the knowledgeable and innovative Emirati workers in the global stage. The vision states:

"A diversified and flexible knowledge-based economy will be powered by skilled Emiratis and strengthened by world-class talent to ensure long term prosperity for the UAE." (The UAE Vision 2021*)

*Source: https://www.vision2021.ae/en/uae-vision/list/united-in-knowledge

Embracing the knowledge economy by the UAE government is not coincidental, but a solid vision to capture the newest futuristic forms of the global economy in the pursuit of long term economic prosperity of the people in this nation. It is imperative for Emirati youth to enact upon the vision of the government by preparing themselves to understand, work, and lead in the new global knowledge economy.

■ Compare the two images: the first picture (on the left) shows the importance of information and knowledge sharing in the new knowledge economy whereas the second picture depicts the nature of work in the traditional economy, which is mostly manual labour. What other differences can you show between the two types of economy?

Furthermore, young people also need to understand that economy and society are interwoven: the growth of the knowledge economy depends on a society that values the creation and consumption of knowledge and vice-versa. This type of society is called a **knowledge society**.

Since knowledge is at the core of both knowledge society and knowledge economy, the current generation of youth will have to build a knowledge worker's mind-set in order to have a competitive advantage. Having this mind-set helps them to focus on the creation, sharing, and management of knowledge. Before delving into how young people can develop this mind-set, they will have to understand the underlying **structures** of a knowledge society and economy.

Key Terms

Knowledge Worker:
A member of knowledge society whose work is mainly focused on the creation, distribution, and management of knowledge.

Structures: The building blocks or forces of a knowledge society and knowledge economy.

Knowledge Society

Gradually, global society continues to grow into a knowledge society. The knowledge society began to evolve in the post-industrial era in the 1970s. A knowledge society creates and shares knowledge to improve the various aspects of society, including economic growth, technological advancements, education, and overall progress of human condition and society.

A knowledge society transcends the information society as the creation of knowledge involves more than a mere transfer of information. In the information society, people are involved in creating, distributing, and manipulating information to fulfil their economic, political, and cultural needs and purposes. In a knowledge society, the information is considered as the raw data or building blocks of knowledge, so a body of information is synthesised to create knowledge. This knowledge is shared to pursue creativity, innovation, entrepreneurship, and problem solving, among other things.

Discussion Point

Information includes facts, data, and messages about something, for instance, information on a new mobile phone instruction manual. Having knowledge of the mobile phone and how to use it is much more than just looking at the information in the manual. You need to get familiar with the manual, understand the information in it, and also use and experience the mobile phone.

Using this example, in pairs, discuss what you have understood about the differences between 'knowledge' and 'information'.

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We have noted that knowledge is created and disseminated in a knowledge society. Consider the following two important questions: Who creates a knowledge? And who is responsible for the dissemination of this knowledge?

■ Emirati Knowledge Society in-the-making: Emirati students and professors in a university's courtyard are seen engaged in sharing their knowledge and information. Do you think knowledge is created only at academic institutions or elsewhere, such as in society and the workplace too? Which creation of knowledge you think is most important and why?

Traditionally, only knowledge that was either scientific or theoretical was considered as valid knowledge (Stehr, 1994*). Scientifically, knowledge is created by applying a scientific method of systematic observation, measurement, experiment, and formulating and testing of hypotheses about a phenomenon or object. Theoretical knowledge consists of various concepts, ideas, and facts about a single object or phenomenon, and based on these it tries to explain what is true and valid about the object or phenomenon.

In a knowledge society, social and cultural knowledge are considered equally important. The cultural knowledge includes all types of knowledge created by everyday people and professionals within their contexts, such as daily activities and practices (e.g., at work and in businesses) and cultural traditions. From this point of view, everyone is considered as knowledge creators, because they are capable of creating knowledge and sharing it purposefully, not only the scientists and scholars.

*Stehr, N. (1994). Knowledge societies. London: Sage Publications.

Knowledge Economy

A knowledge economy utilises the all types of knowledge: scientific, theoretical, social, and cultural. Knowledge is viewed as a sharable and portable commodity, like many other goods and services, thus making it intellectual capital. Intellectual capital is the human knowledge and skills based resources that companies can utilise to gain a competitive edge. It includes the employee's knowledge and expertise, data, information, and training resources that a company holds.

In the knowledge-based economy, goods and services are produced primarily utilising **knowledge-intensive activities** and intellectual capital rather than the traditional physical inputs, such as the use of natural resources. Some of the knowledge economy based industries are marketing firms, research and development organisations, and educational institutions. If we look a bit closer, we can see that every modern industry utilises some forms of intellectual capital in the production and distribution of goods and services.

Utilising knowledge as a major **commercial commodity**, the knowledge economy began in the post-industrial era, especially with the service industries, such as information and communications services and financial services. Today, the knowledge economy pervades almost every aspect of commerce and trade of the world.

> **Key Terms**
>
> **Knowledge-intensive Activity:** An activity that involves collecting, processing, analysing, and synthesising of information.
>
> **Commercial Commodity:** The resource or raw material to be used for commercial production and consumption

■ The man in the picture is meant to represent the relationship between him and the information and situations around him to be able to do his job. This is a part of an information based economy in an information society. The information society is the precursor of the emerging knowledge society. What difference can you think of when it comes to the job of this individual? How is he going to use information to create knowledge, then apply that knowledge for problem solving?

Developing the Mind-set of Knowledge Workers   As stated earlier, the UAE government has a top priority of promoting a knowledge economy for long term economic prosperity. Thus, the Emirati young are encouraged to develop themselves as knowledge workers, who create and share knowledge and innovations and also lead in the global knowledge economy. Now as part of the process of developing a mind-set of knowledge workers, the young need to build an understanding of how knowledge is created, shared, and managed in a knowledge society and economy.

Knowledge is Created Everywhere

To begin to understand this new world of a knowledge society and economy is to have an awareness that knowledge is created by anybody, anywhere. You must unlearn the conventional understanding that knowledge comes from formal logic, reasoning, experiment, and from only authoritative sources, such as scholars, researchers or scientists. For instance, earlier we talked about cultural knowledge, which may be created and shared by everyday people and professionals in their own contexts. As matter of fact, in the knowledge-based economy, cultural knowledge is often found more useful than scientific or theoretical knowledge, as it is local, specific, and a more practical entity directly supporting how people live and work.

■   Knowledge sharing is ubiquitous in the knowledge economy: Sharing ideas, information, and knowledge necessarily doesn't have to be in formal meetings, but as seen in the picture, it can take place anywhere at any time! Can you think of some other informal places where people are likely to share their knowledge? Why do you think it is important to do so?

Knowledge Can Be Created Using the Twenty-First Century Skills

The young are encouraged to become knowledge creators and innovators. Information processing, technology skills, and creativity are central to the process of developing themselves as knowledge workers. Similarly, the twenty-first century skills, particularly the 4Cs that we discussed in Lesson 2, will provide the foundations for knowledge creation and dissemination.

Action Task

Re-read Lesson 2 and complete the following table about how the 4Cs can be useful in the process of creating and sharing knowledge. Work in pairs.

The 4Cs	Give a short definition for each of the 4Cs	How does it help to create knowledge? List any three.	How does it help to share or distribute knowledge? List any three.
Critical thinking		1. 2. 3.	1. 2. 3.
Communication		1. 2. 3.	1. 2. 3.
Collaboration		1. 2. 3.	1. 2. 3.
Creativity		1. 2. 3.	1. 2. 3.

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A Knowledge Economy is A Global Economy

The knowledge economy is a global economy. The workplace will be a space of diversity, where people from all walks of life and from different parts of the world come together to work. Open-mindedness, a diversity mind-set, and collaborative skills are essential elements for the current generation of young people to participate and succeed in this type of economy.

Knowledge is Created and Disseminated Using Digital Technology   The knowledge economy is mediated by the Internet and other digital tools and services. Therefore, the importance of digital and media literacies cannot be overstated. Although the current generation of Emirati youth are the digital youth, they will still need to build further their digital literacies. This is because much of the creativity and innovations for a knowledge-based economy are based on the start-ups from the digital world.

Discussion Point
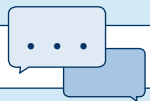
Digital literacies include the essential knowledge, skills, and attitudes required for using technology in order to meet one's needs and purposes in a digital world and the society. According to Bawden* (2008), digital literacies have the following four components:

a. **Underpinnings:** basic computer and ICT literacies required as basic skills and abilities in workplace and the society.

b. **Background knowledge:** knowledge required about the types and nature of digital information and its resources.

c. **Central competencies:** basic skills and competencies to be able to read and understand information in digital and non-digital formats, knowledge assembly, evaluate information, create and communicate digital information, media literacy, etc.

d. **Attitudes and perspectives:** the ability to perform independent learning and maintain moral and social literacy while engaging in the digital world.

Discuss in groups how some of these digital literacies help you in the creation, distribution, and consumption of knowledge.

*Bawden, D. (2008). Origins and concepts of digital literacy. In C. Lankshear & M. Knobel, (Eds.), Digital literacies: Concepts, policies, and practices (pp. 17–32). New York: Peter Lang.

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Self-Assessment Questions

1. What is a knowledge society?

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2. What is a knowledge economy?

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3. Show the differences between information and knowledge.

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4. How is knowledge created and disseminated?

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5. Distinguish between three types of knowledge – scientific, theoretical, and cultural and give an example of each to illustrate your answer.

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6. How do you participate in a knowledge society and economy? *(Hint: As knowledge workers.)*

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What is it Meant by 'Working for Common Good'?

Learning Objectives

At the end of the lesson, you should be able to:

➤ Explain what is meant by the 'common good'.

➤ Explain at least two of the global issues where the acts of common good are absolutely necessary to enact upon.

➤ Describe one way in which you can promote the common good in a global society.

INTRODUCTION

In a way, our attempt to develop a global outlook throughout this unit is to promote both a **private good** and a **public good**. The 'private good' is concerned with having a quality life for individual people and their families, for example, to have a desirable socioeconomic status in society. It is being able to pursue personal and familial prosperity through a job, business, and entrepreneurship in the current global economy and society. The private good has to do with the overall wellbeing of a person and his or her family. It is measured against the national and global **prosperity indexes**, periodically.

Key Terms

Private Good: The socioeconomic wellbeing of an individual person or family.

Public Good: The wellbeing of people in general promoted by individual and collective action.

Prosperity Index A global index measuring well-being using both economic and social criteria published by The Legatum Institute.

On the other hand, the public good, referred to hereafter as 'common good,' is going above and beyond personal benefits and interests. Within the notion of global outlook, working for the common good refers to the individual and collective actions that promote the wellbeing of the whole global community. It aims to improve global society by promoting equality, social justice, and sustainability for all human beings. The acts of common good include a wide range of voluntary donations and activities of people for improving basic human needs and rights, such as health, education, food and nutrition, and human rights.

■ The picture on the left shows a representation of a wealthy family reflecting the idea of the term 'private good'. The picture on the right shows a family who are living in much poorer conditions. If you look at this situation from the common good point of view, what are some of the things that the wealthier family could do to help the poorer?

Although having a sense of promoting the common good is a noble idea, it also demands an array of greater human values, such as compassion, courage, fairness, social imagination, and altruism. Therefore, it takes conscious efforts (e.g., understanding the prevailing inequalities in society) to build these values. These greater values can be achieved by reflecting upon the different aspects of developing a global outlook that we have discussed throughout the previous five lessons.

WORKING FOR COMMON GOOD

Next, we will look at how the Emirati youth, as global citizens, can play vital roles to promote the common good while addressing some of the pressing global issues.

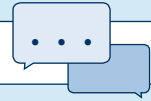## Preserving Identity and Culture in a Globalised Society

We must be wary of the fact that because of globalisation, many nations around the world are on the verge losing their local and indigenous cultures and traditions. As much of globalisation originates from the Western world – North America and Western Europe, the popular culture and ideologies of the West permeate other cultures. This process is called **cultural homogenisation**, in which the diversity of culture, ideas, and social values are likely to diffuse into one global culture. The loss of diversity has an adverse impact on how we think, create, innovate, and solve problems. The Discussion Point below will help you to understand the importance of diversity.

Key Terms

Cultural Homogenisation: A situation where the diversity of culture, ideas, and social values diffuse into one global culture.

In the global era of cultural homogenisation, it is imperative for the Emirati youth to initiate the preservation of identify, culture, and social values of our own, and that of others as well. It is not only our civic responsibility to do so, but on the whole it is an act of common good to make the global society more diverse, vibrant, and full of possibilities.

The UAE is a quintessential example of how countries around the world can proposer in globalisation while preserving its identity, culture, and social values and norms, in the face of cultural homogenisation. While embracing a diverse workforce from every corner of the world, we have maintained a glorious image of being Emiratis, in a way only a few other countries on Earth could have accomplished. Many countries which are on the brink of losing their local, indigenous identity and culture can learn from the UAE in order to cope with globalisation and subsequent cultural homogenisation. As diversity is key to collaboration, creativity, and innovation, setting the UAE as an example of cultural preservation and diversity serves the purpose of doing a common good in the global society.

Advocating for Sustainability and Global Warming Issues

The other two global issues urgently needing action to promote of the common good are sustainability and global warming. Sustainability includes environmental, economic, and societal issues.

Developing Awareness of Environmental Degradation and Global Warming   Our Earth's environment is in crisis. There is a rapid depletion of natural resources, Earth's atmosphere, and biodiversity. Non-renewable natural resources, such as coals, petroleum, and minerals are being used up quickly as the world's population continues to grow and consume more and more. Similarly, the Earth's climate has been adversely affected by human activity, such as burning of fossil fuels and deforestation, with many scientists suggesting that this is causing the greenhouse effect and subsequent global warming.

■ Pollution in the Earth's atmosphere and the environment is caused by human activity, such as generating energy, factories and industries, and cars. It is one of the human race's biggest challenges to find ways to control and reduce environmental degradation.

Despite the challenges, there are ways to manage environmental degradation and global warming. For the common good of global society, one of the important ways is to embrace the idea of 'think globally, act locally'. It has a broader meaning, but in the context of climate and environmental change, it means urging people to consider how their actions in their local communities and cities impact the environmental health of the entire world. For instance, urban communities can plan for **smart cities**, to not only improve their cities but to contribute to the preservation of the global environment as well.

Key Terms

Smart City: A fully computer technology integrated city, in which latest information and communication technologies are used to distribute, monitor, and manage all types of utilities, traffic systems, law enforcement, and waste management, to name a few.

■ The City of Dubai is quickly evolving into a smart city (More information here: http://www.smartdubai. ae). The smart city concept is an emerging design aimed at making urban areas not only more efficient, but also clean, green, and safe. A smart city utilises the latest information and communication technologies to distribute, monitor, and manage the use of energy, water supply, transportation traffic, law enforcement, and waste management among many other things.

Checkpoint   *Currently, many urban areas are striving to become smart cities. How do these emerging smart cities help in the prevention of environmental degradation and global warming?*

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Creating Awareness for Economic Sustainability and Societal Issues

Recently, unsustainable development of the global economy has caused many economic and social problems, especially in developing nations. The following outlines some basic facts about socioeconomic inequalities:

- The distribution of global wealth is astoundingly disproportionate. In 2017, 50% of the world's millionaires were concentrated in the United States (43%) and the United Kingdom (7%). Even more dire, less than 10% of the global population holds more than 90% of global wealth, whereas every seventh person in the world is living on less than $2 (7.4 AED) a day.

- The rich Western countries are getting richer, with the expansion of their business and investments, while poor countries are forced to export their cheap manual labour and raw materials at a fraction of the cost.

- Outside the Western world, only three countries are considered industrial powerhouses – China, Japan, and South Korea. Thus, most countries in Asia and Africa are left behind in the race of globalisation with unequal economic development, underdeveloped twenty-first century infrastructures (e.g., ICTs) that are essential for globalisation, while being mired by quickly depleting non-renewable resources, environmental degradation, and poverty.

- We know that competitive and free global markets involving multinational companies can produce and distribute goods and services very efficiently. For instance, lower prices for products, more efficient logistics, and wider choices of products for consumers. However, if you look at the distribution of multinational companies, nearly all of them are either American, Japanese, or Western European. Big multinational companies can easily eliminate competition by pushing out locally grown smaller companies and businesses, thereby creating a market monopoly for manipulation of pricing and limiting choices. For example, it will be almost impossible for local beverage companies to compete in the market for soft drinks with multinational giants.

- Finally, today's global economy is transforming into a knowledge economy. While developed nations continue to benefit, this type of economy is almost out of reach for the developing nations around the world. In future, the gap between rich and poor between countries will grow even wider.

Discussion Point

Based on the facts presented above about the socioeconomic inequalities, discuss some of the ways to make the global society more just and equitable as part of the common good. Focus your discussion on the roles and responsibilities of global citizens, and the governments of both developed and developing nations.

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Promoting Philanthropy, Equality, and Social Justice

Philanthropy is perhaps the most important human act that one can pursue, at both individual and group levels, for the greater good of humanity. Individually, people can donate money and goods out of their generosity for the welfare of others. They also can volunteer and help needy communities in various ways. At the group level, philanthropists can join or support foundations and government and non-government organisations with an aim to improve human conditions in needy communities around the world through donations, **charity**, and voluntary works.

The term philanthropy is often used synonymously with 'charity,' although they have different meanings and implications. While both imply equally generous acts on a voluntary basis to support human causes, philanthropy is much more than just giving to a charity. The act of charity refers to the giving of money or goods for immediate relief (e.g., donating money to victims of natural disasters), whereas philanthropy involves sustained giving, and effort to curb the root causes of human problems. Thus philanthropic activities include long term projects dealing with basic human needs and problems, such as poverty, health, education, gender inequalities, and human rights.

Key Terms

Philanthropy: A voluntary act for long term human welfare.

Charity: A voluntary act for immediate relief.

Research Task

The UAE is one of the leading countries in the field of global philanthropy. In the past 44 years, the UAE has provided numerous initiatives for humanitarian and charitable aids amounting to 173 AED billion (approximately US $47 billion) to the benefited of people in 178 countries.

Look at the 'UAE Annual Report 2016' published by the National Media Council, UAE. Then prepare a brief research report on how these philanthropic activities have made a positive impact on the various parts of the world (e.g., Africa, Asia, and the Middle East).

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Arrogance and vanity are among the worst qualities, which are rejected by the Holy Quran. Arrogance means contempt for others and the fate of any arrogant person is hell. People must be humble showing love to their brothers and collaborating with them.

Sheikh Zayed bin Sultan Al Nahyan

(May Allah have mercy upon his soul)

Self-Assessment Questions

1. What do you understand by the term 'common good'?

2. What is meant by the term 'private good'? Do you think it is unethical for someone to pursue their private good alone?

3. What is environmental degradation? How can we prevent it?

4. What can be done to establish a sustainable economic development for the whole global society?

5. What is the difference between philanthropy and charity? Which one do you think is more important? Why?

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