

Abstract

The government of the United Arab Emirates (U.A.E.) has established the Vision 2021 plan. The plan outlines the type of employment that Nationals are expected to engage in, which is knowledge based. The ability of education to ready Nationals for knowledge-based employment is investigated by analysing the current landscape of education in the Emirates. The perceptions of stakeholder attitudes, employment engagement factors and the pressures Emiratis face living in a transnational society are analysed to better understand areas that contribute to the labour market imbalances the country currently is experiencing. The methodology employed for the empirical aspect of the study, creative visual research, uncovers Emirati (aged 17-20) conceptualisations about their future career expectations. The findings suggest that young Emiratis identified success with the amount of effort put into their education and careers, but lack a clear understanding of the difference between the public and private sectors, and government policies such as Emiratisation and Vision 2021. Moreover, their salary expectations are high and a mentality exists among the study's participants in regards to engaging in the private sector as investors, opposed to job seeking individuals. The findings also suggest that perhaps the media and policy makers pay too much attention to Emiratis who are not in dire needs of employment and there is a need for further investigation into Emirati socio-economic class distinction. The study recommends the implementation of citizenship education, incentives and disincentives for federal education, and further development of alternatives to university such as vocational training.

Dedication

I would like to dedicate the labour that I devoted to this project to my family. To my mother and father for always supporting me unconditionally. To Millie Norman and Tillie, may peace be upon you. To my brother for his creativity and to my first teacher uncle Nate. Sophia, I think the world of you and look forward to spending the rest of my life with you.

Acknowledgements

I would like to thank my supervisor Dr. Naz Awan for her guidance, support and inspiration, as she was instrumental in getting me through this project. I also would like to thank Gregory Howe. Thank you for your colourful commentary and insight into my American English throughout my M.Ed study. I wish you a speedy recovery mate. I would like to thank Juanita Nel for reviewing and commenting on this project. I am grateful for your input. Last, but not least I would like to thank all the Emiratis who participated in this study. Without you this study would not have been possible and I wish you all the best in pursuing your future dreams.

Contents

Chapter	Section	Title	Page
1		Introduction.....	1
	1.1	Economic Aspirations: A Knowledge Economy and Challenges Facing the U.A.E.....	1
	1.2	Background of the Research: U.A.E. Labour Market Imbalances.....	6
	1.3	The Research Questions.....	7
	1.4	The Significance of the Research.....	7
	1.5	The Organisation of the Research.....	8
2		The Educational Landscape in the United Arab Emirates.....	10
	2.1	Education for a Knowledge Economy.....	11
	2.1.1	Primary/Secondary Education: Public Schools.....	11
	2.1.2	Case Study: Private Primary/Secondary Schools in Dubai.....	13
	2.1.3	Case Study: Dubai and the Trends in Mathematics and Science Study.....	14
	2.1.4	The Dubai School Inspections.....	16
	2.2	Tertiary Education.....	18
	2.2.1	Promising Indicators for Tertiary Education.....	18
	2.2.2	Issues Facing Teritary Education.....	19
	2.2.3	Gender and Tertiary Education.....	20

Contents

Chapter	Section	Title	Page
	2.3	The Ministry of Education 2010-2020 Strategy.....	23
3		The Rentier Economy Theory and U.A.E. Economic Development.....	25
	3.1	The Feudal State Revisited.....	26
	3.1.1	Rentier Economics.....	27
	3.1.2	Emiratisation.....	28
	3.2	U.A.E. Workforce Evolution and Economic Development.....	31
	3.2.1	Western Employment Engagers and U.A.E Employment Engagers.....	33
	3.3	Globalisation and the U.A.E.....	36
	3.3.1	Media Influence in an English Lingua Franca Society.....	37
	3.3.2	Concerns of living in a Transnational Society: Emirati Perspectives.....	39
4		Methodology.....	41
	4.1	Creative Visual Research Methods Compared to Traditional Qualitative Methods.....	41
	4.2	Research Design.....	43
	4.3	The Sampling Frame.....	44
	4.3.1	Gaining Access.....	45
	4.4	Methods of Data Collection.....	46
	4.4.1	Ethical Issues.....	48

Contents

Chapter	Section	Title	Page
5		Findings and Discussion.....	49
	5.1	Aspects of Identity as a Result of Creative Visual Activity.....	51
	5.2	Emirati Conceptualisations About Careers in the U.A.E.	53
	5.2.1	Rentier Mentality.....	53
	5.2.2	Higher Education and Serving the Country.....	57
	5.2.3	Public and Private Sector Preferences.....	58
	5.2.4	Private Sector Conceptualisations.....	59
	5.3	Interpretations of the Findings.....	61
6		Conclusions and Recommendations.....	63
	6.1	Conclusion.....	63
	6.2	Reflections.....	64
	6.3	Limitations.....	65
	6.4	Recommendations.....	65
	6.4.1	Citizenship Education.....	65
	6.4.2	Incentives and Disincentives for Higher Education.....	66
	6.4.3.	Vocational Education.....	67
	6.4.4	Emirati Socio-economic Distinction.....	68

Illustrations.....70

Appendices

I. Key Sector Development Timeline In
the United Arab Emirates 1791-2009.....71

II. Anecdotal Experiences of Work in
the U.A.E.: Emirati Elders.....76

III. Requesting Access: Correspondences
between Universities and the
Researcher.....77

IV. Information/Consent Sheet.....78

V. Participant Collages and Transcripts.....79

Bibliography.....131

Chapter 1 Introduction

Overview

The proceeding chapter will lay the framework for the discussion about United Arab Emirates (U.A.E.) aspirations to become one of the best countries in the world by 2021 as set out by the government's Vision 2021 strategy (Vision 2021 homepage). A key element of Vision 2021 is that all Emirati citizens will conduct themselves as responsible, educated and active citizens in a cohesive society. Moreover, Emirati citizens are expected to contribute to the labour market, mainly the private sector, in order to help build a competitive and resilient economy. This aspiration is to be supported by a world-class educational system, which is intended to enable U.A.E. Nationals to meet the goals of the Vision. However, labour market demographics, educational achievement, and National participation in the private sector are current challenges that the Vision is confronted with. This chapter will address:

- The economic aspirations of the government to empower U.A.E. Nationals.
- The key challenges facing the U.A.E.'s Vision 2021 plan
- Background research of the stated problem to be investigated
- The research questions to be explored
- The significance of the research
- The organisation of the research

1.1 Economic Aspirations: A Knowledge Economy and Challenges Facing the U.A.E.

The U.A.E. has made remarkable strides to become a model nation of the 21st century in terms of the economic diversification of the infrastructure (See Appendix 1, Key Sector Development Timeline). The government of the U.A.E. on both the federal and local levels has devised strategic plans aimed at continued economic diversification to create a competitive knowledge-based economy (Arnold 2009A). From an educational

standpoint the Ministry of Education has declared the 2010-2020 Strategy for education, which aims to overhaul education from KG through year 12 (Bardsely and Lewis 2010A).

Central to the government's strategy is a nationalisation policy known as Emiratisation, which promotes the participation and empowerment of Nationals by taking on key roles in the labour market (The United Arab Emirates Yearbook 2009:226). Globally, knowledge-based economies account for 63% of GDP of non-oil sectors, which is important as 85% of oil and natural gas comes from Abu Dhabi alone (Ministry of Finance and Industry 2010 and Arnold 2009A). Therefore, making it all the more vital that the Emirates develop a robust knowledge-based economy as the other six Emirates do not have the same oil and natural gas resources.

According to leaders of the U.A.E., present and past, education and the development of Nationals as active participants of the economy are of the highest importance¹.

We must not rely on oil alone as the main source of our national income. We have to diversify the sources of our revenue and construct economic projects that will ensure a free, stable, and dignified life for people. –Sheik Zayed, Founding President of the U.A.E.

Newsweek Magazine, as cited in The National, 2009, 'Sheik Zayed ranked as a, "Transformer."'

The development of education, the competencies and capabilities of the U.A.E. nationals will remain our main priority. –Sheik Mohammed Bin Rashid Maktoum, Ruler of Dubai and Prime Minister of the U.A.E.

'Education and skills of U.A.E. nationals are a first priority' The National, April 2009.

¹ Also see: Appendix 1: Key Sector Development Timeline, Vision 2021, The Arab Knowledge Report 2009, Abu Dhabi Council for Economic Development 5 year Strategic Plan 2008-2012 as cited in the U.A.E. Yearbook 2009:66-67, Abu Dhabi Economic Vision 2030, and Dubai's Strategic Plan 2015 as cited in the U.A.E. Yearbook 2009:66-67

Education is a short-and long-term investment in a country's economic growth... -Sheik Nahyan Bin Mubarak Al Nahyan, Minister of Higher Education and Scientific Research and Chancellor of the Higher Colleges of Technology.

'Nahyan calls for investment in education for growth' Gulf News, March 2009.

At this point in the discussion it is useful to define what a knowledge economy is and what key concepts are derived from its meaning. Houghton and Sheehan (2000:1) established that in order to define a knowledge economy it is necessary to explain traditional economic structures. For instance, an agriculture economy is dependant on land as key resource. An industrial economy is dependant on natural resources, such as iron ore, coal, and labourers. A knowledge economy is dependant on knowledge as a key resource.

Houghton and Sheehan (2000:2) pointed out that knowledge is required for the other types of economies as it is obvious that a farmer would have to know how to farm or a labourer would have to have the know how of a trade. However, the type of knowledge associated with a knowledge economy is entirely different from traditional economies. The forces of the information technology revolution, mainly computing and communication technologies coupled with technological change, have influenced the economic structure by creating knowledge intense activities that changed how goods and services are distributed. Furthermore, economists define a knowledge-based economy as the economies of a post-industrial society that are driven by the evolution of technology into different information channels in various globalised electronic markets based on consumerism (The Arab Knowledge Report 2009:29).

Houghton and Sheehan (2000:2) continued by arguing that the major difference between the industrial and knowledge economy lies in the minor costs of computing, storing and transmitting information, which does not require the operating costs, or industrial and service workers of the 20th century. Figure 1 demonstrates the type of worker skills needed in a knowledge economy.

The Arab Knowledge report (2009:29,32-33) authored by the Mohammed bin Rashid Al Maktoum Foundation (MBRF) and the United Nations Development

Programme/ Regional Bureau for Arab States (UNDP/RBAS) attempted to define a theoretical framework for the effects of the knowledge economy by proposing that overall, knowledge economies have given birth to a new “Knowledge Society.”

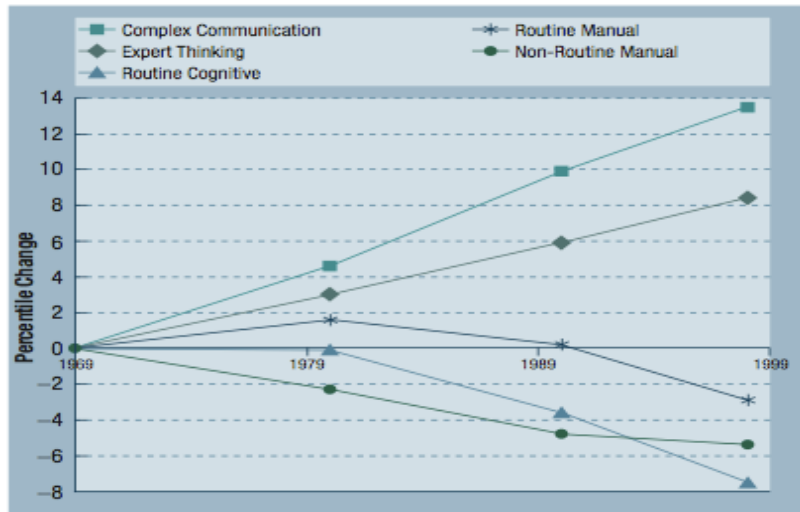


Figure 1: The type of skills needed in the knowledge economy.
 Source: From Levey, F. and Murnanae, R., *The New Division of Labor: How Computers are Creating the next Job Market*, 2004, as cited in, *Measuring Skills for the 21st Century*, Silva, E., 2008:2.

The new information channels and knowledge intense activities that have come to shape economic activity have ultimately influenced human cognition and behaviour. Moreover, the report presents the idea that a knowledge society can be structured as three poles: technical, economic, and societal, but is still a process in formation (Figure 2) (The Arab Knowledge Report 2009:29). The reports explanation argues that the formation of the knowledge economy has influenced humans at the end of the last century into the beginning of the millennia in a way that has caused the reorganization of societies epistemological paradigms of economic activity, media, culture, society, and education (The Arab Knowledge report 2009:32). These concepts will be explored in further detail in chapter three.

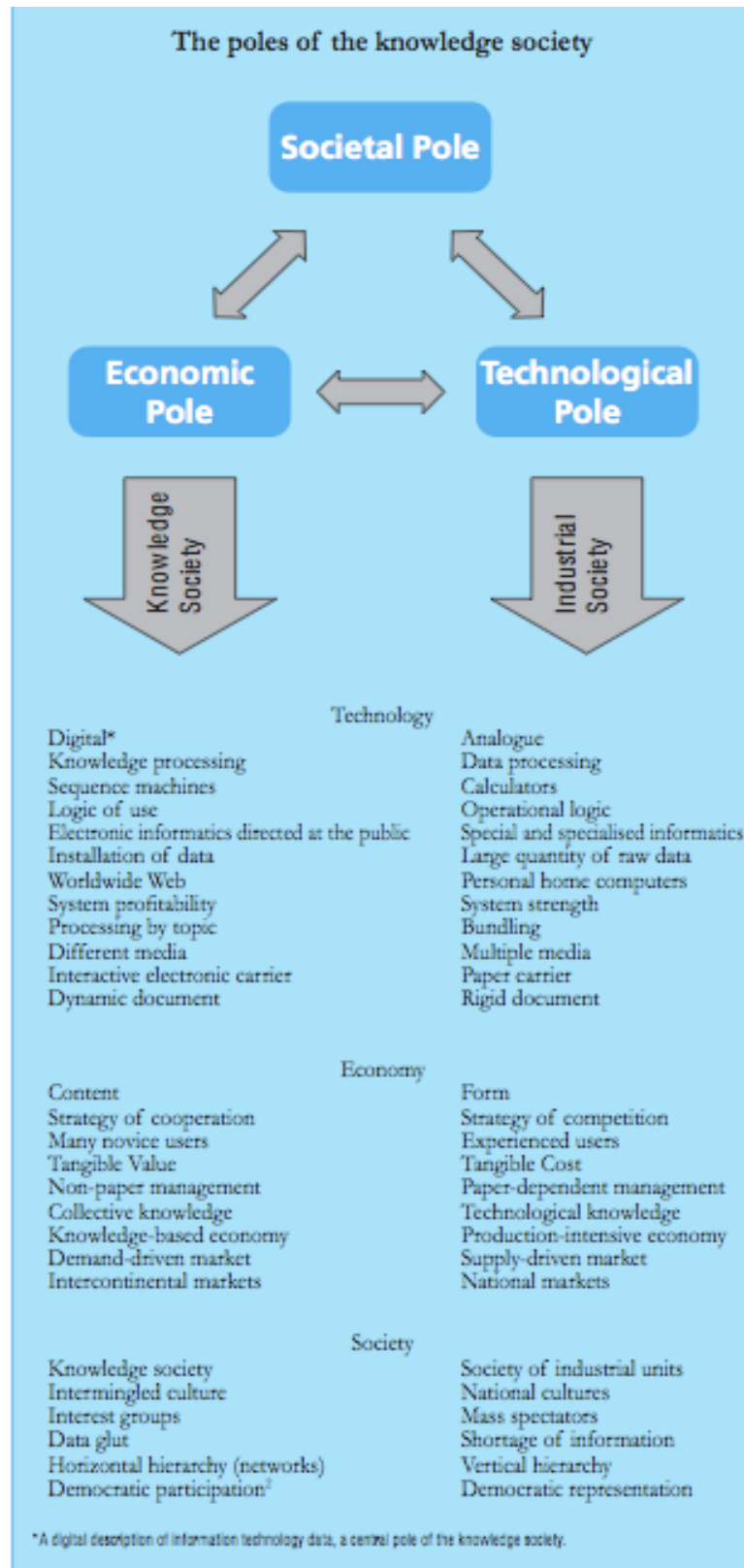


Figure 2: The 3 poles of a Knowledge Society. Source: The Arab Knowledge Report 2009:33.

1.2 Background of the Research: U.A.E. Labour Market Imbalances

As of October 2009, it was estimated that in the U.A.E. Nationals, or Emiratis, represented 16.5% of the population in their own country of nearly six million people (Rasheed 2009). The structure of employment in the U.A.E. is that one must be at least 18 years old to work, the retirement age is mandatory at 60 years age for men and 55 years of age for women unless the individual possesses a rare specialisation or qualification as deemed by the U.A.E. Ministry of Labour (Al Jandaly 2009). About 40,000 Emiratis, or 12% of the population is unemployed, (14% of Nationals in the nations capital, Abu Dhabi, are unemployed) (Shaheen 2010A) This is projected to be highest among youth (18-25), who represent over 50% of the population, as one study suggested youth unemployment outside of Dubai was at 30% (Arabian Business 2009, *The Emirates Foundation* 2009, Hume 2009, and Rasheed 2009). This is despite the government's nationalisation programme of the labour market, or '*Emiratisation*', which gives priority to Nationals in the private sector.

Empirical studies and discussion forums such as The Arab Youth Survey (2010), The Emirates National Development Programme Survey (2010), The Emiratisation Employers Forum panel discussion (2010), and The 15th Annual Conference on Education and the Requirements of the GCC Labour Market (2010), and the International Council on Security and Development (2009) have all played a hand in investigating and discussing labour market issues in the Emirates and Emirati perceptions and attitudes towards the topic. The labour market imbalance and the participation of Emiratis have long been areas of social concerns as the government has sought the consultation of educational and academic expertise to explore the causes of these issues in an attempt find solutions.

1.3 The Research Questions

Theoretically, this investigation will explore possible reasons as to why many Emiratis are under qualified and not active participants of the labour market. Empirically, through the employment of creative visual research methodology, this study will uncover key stakeholders perceptions and attitudes towards their career options and the labour market. The following research questions will be the vehicle to drive this investigation:

- To what extent does education in the U.A.E. empower Nationals to be active participants of the labour market?
- Is there a relationship between the rentier economic model theory, educational achievement and participation in the labour market in the U.A.E.?
- How has the economy evolved over the last 40 years in the U.A.E.?
- Is there a difference between western-based employment engagers compared to employment engagers in the U.A.E., and if so how does this effect policies such as Emiratisation?
- How has globalisation, mainly the transnational society in the U.A.E. and access to western information channels, influenced Emirati culture and values?
- What are the perceptions and attitudes of Emiratis (aged 17-20) towards their future careers and the labour market?

1.4 The Significance of the Research

In relation to U.A.E. National educational attainment and labour market imbalances, the government of the U.A.E. has invested a great deal into both of these areas to enable its citizens to be leaders and active participants of the labour market, mainly the private sector. Currently, up to 80% of Emiratis work in the public sector and as little as one percent work in the private sector (Kipp Report 2010). The government is unable to take on many more Nationals in the public sector because it has hit a saturation point. According to Saqer Gubash (2010), Minister of Labour of the U.A.E., by 2020

there will be between 225,000 -250,000 Nationals seeking employment and it will not be possible for the public sector to absorb these workers. Therefore, unless Nationals start entering the private sector labour market and raise their educational attainment then there could be potential social issues arising in the Emirates as a result of unemployment and the inability of government to offer work in the public sector.

1.5 The Organisation of the Research

The research is organised to consider variables that are directly related to the topic of the U.A.E. labour market, National participation and expectations. Firstly, the extent of education as an enabler to prepare Nationals to meet the government’s aspirations of their engagement in the knowledge economy is explored. The rationale behind first investigating education can be derived from Wiseman’s (2010) educational defacto links to the labour market (figure 3). The analyses of the primary, secondary, and tertiary levels of education, both public and private, will be discussed to explore the effectiveness of the educational system in the U.A.E. and how well it prepares Nationals to become active participants in the labour market. A snap shot of the current trends in education in the U.A.E. will be constructed by examining educational initiatives, reforms and realities.

Wiseman’s Defacto Education Links to the Labour Market
1. Good School systems develop human capital.
2. Increased human capital gives nations an economic advantage in a global system.
3. The quality of school systems can be measured by the average standardized test scores of its students.
4. Nations whose students have higher test scores have better schools.
5. Nations with the highest test scores will out compete others in the world market.

Figure 3: Wiseman’s defacto links between education and the labour market. Source: Global educational requirements and the future of the labour market in the GCC presentation 2010.

Secondly, the investigation gives attention to the rentier economic theory and if there is a relationship between the theory, educational attainment and labour market trends in the U.A.E. Thirdly, the comparison of western employment engagers and traditional U.A.E. culture will be discussed to establish any possible links to the Emiratisation initiative and the labour market imbalances. Furthermore, the impact of globalisation, mainly the effects of the transnational society and the economic model that has emerged in the U.A.E., will be explored. Finally, the empirical study will investigate attitudes of young Nationals with regards to their career expectations to allow for further discussion on the topic and make recommendations based on the findings.

Chapter 2 The Educational Landscape in the United Arab Emirates

Overview

At the time of unification in 1971, the U.A.E. had two University graduates (Al-Mutawa, Fox, Mourtada-Sabbah, and Walters 2008:127-128). Thirty-seven years after, as of 2007-8, over 34,000 Emirati students were enrolled from diploma level to the undergraduate level (Fox 2008:111). Since unification, education has rapidly expanded and been made accessible to the population of the U.A.E. (U.A.E. National Media Council 2010). The Emirates have developed a comprehensive K-12 educational system, federal, and private universities, which are central to the growth and development of the U.A.E. In 2005, according to The United Nations Education, Scientific, and Cultural Organisation (UNESCO) it was estimated that 84% of children in the U.A.E. have opportunities for basic knowledge capital formation (The Arab Knowledge Report 2009:103). “Knowledge capital” is defined as the skills possessed by individuals in a community and the ability to independently, mentally, and analytically process and evaluate various fields of knowledge such as languages, literature, maths, science, technology, and health to name a few (The Arab Knowledge Report 2009:100).

Comprehensive education from kindergarten through high school (public) to university (public and private) for both male and female Nationals is paid for at all levels by the government. The government allocated 2.65 billion dollars or 23% of the 2009 budget towards education (U.A.E. Yearbook 2009:66). As of 2009, there were 723 public schools (61%), primary and secondary, in the U.A.E. compared to 467 (39%) private schools (The Ministry of Education Strategy 2010-2020 2010). The majority of private schools in the nation (69%) are located in Abu Dhabi and Dubai. Despite the investment in the public sector for both primary and secondary education almost 50% of students in Dubai and 33% of students in Abu Dhabi attend private schools with parents choosing to pay extravagant school fees (Lewis 2009A, The Ministry of Education 2010-2020 Strategy 2010:5, and Shaheen 2010B).

2.1 Education for a Knowledge Economy

To further investigate the link between education and the knowledge economy in the U.A.E. this chapter will examine to what extent does education and curriculums prepare Nationals to become active participants of a knowledge economy. The investigation will focus on what options Nationals have in terms of curriculum and how effective it has been in producing a highly skilled local labour force to participate in the U.A.E. economy by specifically analysing the following areas:

- Primary/Secondary public education
- Primary/Secondary private education
- Case study: The Dubai School Inspection results and the Trends in Maths and Science Study (TIMMS)
- Challenges facing tertiary education
- Educational reform goals and challenges

2.1.1 Primary/Secondary Education: Public Schools

The public schooling educational structure was established in the early 1970's and is a 14 year programme (only compulsory to grade 9) where students start in kindergarten and then attend six years of primary schooling where after they must decide between a academic or technical career (U.A.E. National Media Council 2010). Each pathway then proceeds to three years of preparatory schooling then on to secondary or technical schooling.

Public schools in the Emirates are facing issues such as shortages in local teacher and management personnel, concerns over accountability, support, and achievement in mathematics and science compared to private education. 450 principals from Dubai and the Northern Emirates raised these concerns in a June 2009 meeting with the Ministry of Education (Ahmed 2009A). In public schools in 2008, only 11% of male teachers' were

Emirati in public schools, whereas Emiratis', both male and female, represented just over 50% in public schools (The Ministry of Education Strategy 2010-2020, 2010:7).

The Khaleej Times coverage of the issues noted that the Ministry of Education acknowledged that public schools needed restructuring to improve their organisation and management, "We know at present there is a problem and we will issue a decree at the beginning of the year" according to the Minister of Education, Humaid Mohammed Obaid Al Qutami (2009). In February 2010, The Ministry of Education released an ambitious 10 year plan entitled, the 2010-2020 Strategy, which is aimed at improving the overall effectiveness of the public schooling system (The Ministry of Education Strategy 2010-2020 2010). This strategy will be analysed and discussed in further detail later in this chapter under section 2.3.

The intention at this stage in the discussion is to explore current programmes and initiatives. In 2006, The Abu Dhabi Educational Council (ADEC) launched the Public-Private Partnership (PPP) initiative. The PPP is a reform effort that employs private educational firms to work directly with public schools to oversee the implementation of curriculum-based standards in maths, science, and English among other subjects (Bardsley and Lewis 2008B). The curriculum-based standards were developed by the Department of Education of the Australian state of New South Wales (Lewis 2009B). At the start of the 2009/2010 academic year a total of 147 primary and secondary public schools (roughly 50%) in Abu Dhabi were a part of the PPP initiative. The main focus of the PPP is geared towards the development of English. An additional 90 minutes of English instruction was added to the school week, along with the hiring of 455 native English-speaking teachers (Lewis, 2009B). Since then very little data has been published about the success and failures of the programme, which makes it difficult for one to judge the success of the initiative. For whatever reason, ADEC has decided not to make school inspection results public despite earlier promises that they would (Lewis 2010C).

In 2007, the Ministry of Education launched the Madres Al Ghad Program (MAG), which is an innovation project that attempts to improve the quality of education in 50 Ministry schools throughout the U.A.E. with the goal being to develop National staff (teachers and school administration) as educational leaders (Vanlaan 2010). The vision of the programme is to create a world-class educational system in public education

with an emphasis contributing to a knowledge economy, career development and productive citizenship. The curriculum is focused on student proficiency in Arabic and English through student centered learning.

Objective data from a Grade 12 end-of-semester-one examination administered in January 2009 showed students from the MAG scored consistently 4-6% higher than the rest of the students at Ministry of Education schools (Chadwick 2009). However, problems have arisen in the programme, such as cultural identity and preservation issues. For instance, classes taught in Arabic were reduced from 7 to 5 a week and courses being taught in English were raised from 6 to 10 a week. Principals of the programme complained that English taught courses were undermining Arabic vocabulary skills of younger children (Habboush 2009A). A Federal National Council (FNC) Committee went as far as calling the situation a breach of the constitution for not adequately teaching Arabic. Currently, the teaching practices in Arabic and English are being analysed according to the director of Accreditation and Licensure department from Dubai's Knowledge Human and Development Authority (KHDA) (Ahmed 2009B).

2.1.2 Case Study: Private Primary/Secondary Schools in Dubai

The U.A.E. has evolved into a transnational society and this has resulted in the development of private primary and secondary curriculum-specific schools such as Indian, German, American, Pakistani, British, Japanese and other Arab schools (Bristol-Rhys 2008:100). For instance, in Dubai, U.A.E. Nationals opt to go to private National curriculum schools, British, American, and International Baccalaureate schools according to the report by the KHDA (Figure 4) *'The Role of International Assessments and School Inspections in the Reform of Education in Dubai (2009)*.

Generally, private schools are more attractive to parents because of higher quality and superior facilities (Lewis 2009A). Recently, 78 public schools in Dubai were inspected of which only 30 were rated good and 3 outstanding and the rest acceptable or unsatisfactory (Sankar 2010). Private schools have reformed quicker than their public counterparts, and some government model schools only go up to grade nine (Afshan 2009). Made evident in coverage from the National and Khaleej Times (2009) contradictory to the FNC's concern about too many courses being taught in English many

parents preferred more English based learning for their children with an international mix.

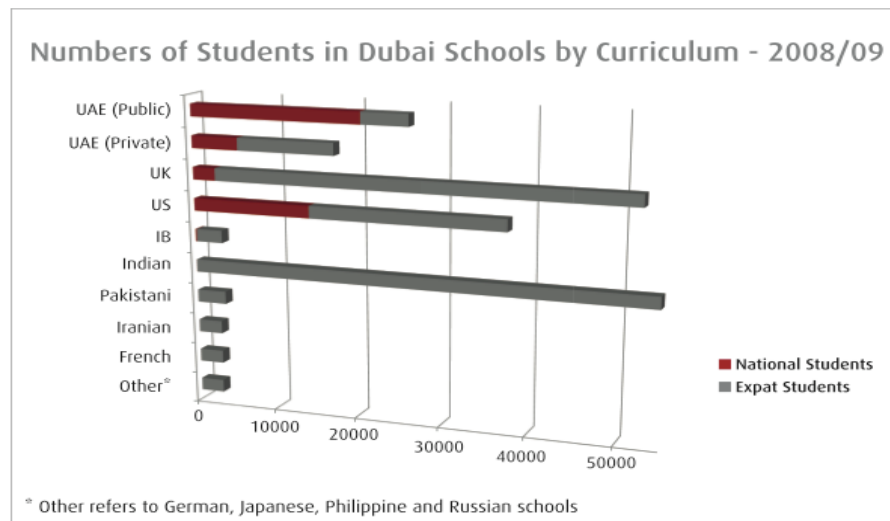


Figure 4: The breakdown of National students in Dubai schools by curriculum. Source: *The Role of International Assessments and School Inspections in the Reform of Education in Dubai, 2009*: http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/UK_%20brochure25-10-09_EN.pdf

The evidence then seems to suggest that parents have the perception that private schooling is better than public schooling, and that it offers better opportunities for children to gain a suitable education in preparation for university study. The next section, 2.1.3 will examine the results of the 2007 Dubai Trends in Mathematics and Science Study (TIMMS) to measure the parental perception that private schooling is better than public schooling.

2.1.3 Case Study: Dubai and the Trends in Mathematics and Science Study (TIMSS) 2007

TIMMS was a cyclical study that assessed the knowledge and skills in mathematics and science for 10 year olds and 14 year olds, considered to be formative years in student's learning trajectory for students in 63 countries and sub-national entities (Helal, 2009). The test was first administered in Dubai 2007 and will be conducted in

2011 in 4,000 schools nationwide in the U.A.E. (Ahmed 2009C). Figure 5 breaks down the results of the test achieved by curriculum type for both public and private schools in Dubai. Students in public schools in year four and eight scored the lowest of all curriculums that participated in the test. The results are measured against the international results average of 500. This further underlies the concerns about the quality of education offered in the public sector.

The executive summary of TIMSS, based on international studies into business competitiveness, states that education and the development of human capital in the U.A.E. is underdeveloped (Helal 2009).

Dubai TIMSS 2007 achievement by curriculum ²			
Type of Curriculum	% of students	Mathematics Mean	Science Mean
Year 4			
<i>Public schools</i>			
National Curriculum	16	398	404
<i>Private schools</i>			
National Curriculum	7	374	367
CBSE (Indian)	27	422	458
US	9	461	465
UK	41	480	496
National Average		444	460
Year 8			
<i>Public schools</i>			
National Curriculum	22	378	427
<i>Private schools</i>			
National Curriculum	8	424	453
CBSE (Indian)	26	474	507
US	9	471	488
UK	35	505	522
National Average		461	489
International Average		500	500

² More analysis of TIMSS 2007 results is available on the KHDA website at <http://www.khda.gov.ae>

Figure 5:

TIMSS results by curriculum in Dubai. Source: *The Role of International Assessments and School Inspections in the Reform of Education in Dubai*, 2009:7. http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/UK_%20brochure25-10-09_EN.pdf

For instance, year four students' scored 102 below the international average in math and 96 below in science. In year eight, the score was 122 below the average in math and 73 below the average in science.

Private schools may have scored better than their public counter parts, but were still below the international average. This trend was observed for National, U.S., U.K. curriculums for both year 4 and 8. Year 4 National curriculums being offered in private

schools actually scored worse than the public schools compared to the international average. Math by 126 and science by 133 compared to the international average. Year eight was 76 below in science and 47 in math. The U.S curriculum was 39 below in math and 42 below in science at year four and below 29 in math and 12 in science in year eight. The UK curriculum at year four was 20 below in math and 4 below in science. In year eight the UK curriculum was slightly better than the international average by 5 in math and 22 in science. Overall, private schools in Dubai were lower achieving compared to international standards.

2.1.4 The Dubai School Inspections

The purpose of focusing on Dubai's school inspection results at this stage in the discussion can be justified because of all the Emirates, Dubai has been the most transparent in terms inspection results, which have been made available to the public. Abu Dhabi Educational Council has not made their inspection results public and available information about the inspection processes or results from the other Emirates could not be found. Therefore, Dubai inspection results will serve as a sample to measure the quality of schools, public and private, in the Emirates.

Over the past two academic years (2008/09-2009/10), the Dubai School Inspection Bureau (DSIB) has conducted school inspections in both public and private institutions to measure the quality of schools in Dubai in an effort to monitor and identify areas for improvement. Figure 6 illustrates the schools that Emirati Nationals subscribe to and how they were rated over the last cycle of inspections for the 2009-2010 academic year. The inspection results are significant as it indicates that Emirati students have only 5 'outstanding' schools to choose from, of which two are private, and 58 'good' schools to choose from. This is compared with the 109 'acceptable' and 'unsatisfactory' schools as identified by the report. One could argue that the low amount of outstanding and good schools would not be able to absorb all Emirati students, and consequently Nationals may have to go to some of the lower performing schools based on the standards. It is however still beneficial that the DSIB is identifying areas for schools to shore up, but in the short this appears to have an impact on educational attainment.

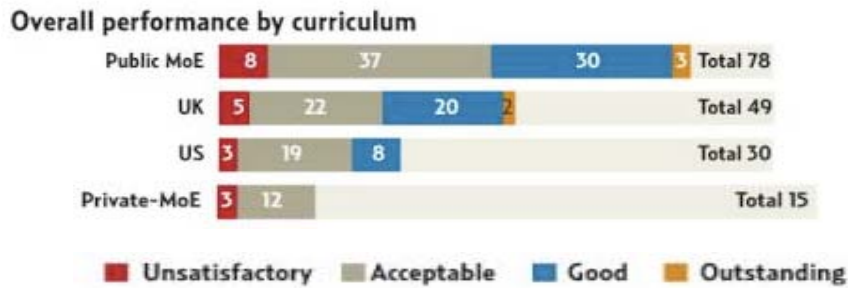


Figure 6: The Dubai School Inspection results by curriculum type in 2009-2010. Source: The Gulf News 11 May 2010.

According to the Arab World Competitiveness Report (2007), a major concern expressed in the U.A.E. was related to educational attainment, mainly at the primary and secondary levels. By default, the educational attainment of Nationals at the secondary level spills over into the tertiary level of education. This is evident based on the Common Educational Proficiency Assessment (CEPA), which is a test administered at federal universities in the U.A.E. CEPA serves as a predictor of future academic success and too many new university students score low (The report, ‘Educating the Next Generation of Emirati’s: A Master Plan for U.A.E. Higher Education’ 2007:26). Results from 600 National students at the United Arab Emirates University (U.A.E.U.) revealed that not a single student scored a top mark on the Arabic aspect of the CEPA test (Bardsley 2010A). This is problematic because not only do English language skills lack, but also worries over Emirati’s being taught in English may hinder their fluency of Arabic language skills, ultimately creating a hybrid of both languages. The Ministry of Education is well aware that large numbers of new national students entering tertiary education do not have the necessary competencies in English to enter English-speaking Universities. If the quality of education and achievement is not improved in the Emirates at a basic level, then it could be argued that this will effect the country’s ability to produce the knowledgeable National workforce capable of contributing to continued economic development that is desired by Vision 2021.

2.2 Tertiary Education

Originally, in the 1970's there were four main priorities for higher educational policy in the U.A.E. (Fox 2008:114). Firstly, the federal government would build and operate its own gender-based universities. Secondly, international faculty would be recruited to provide international education. Thirdly, instruction would be taught in English and finally, only qualified Emiratis would be admitted. The U.A.E. has achieved this by offering free education to its citizens by establishing the United Arab Emirates University (U.A.E.U.), The Higher Colleges of Technology (HCT), and Zayed University (Z.U.). Private tertiary universities have also been established throughout the Emirates (Fox 2008:118).

2.2.1 Promising Indications for Tertiary Education

Dr. Tayeb Kamali, Vice-Chancellor of the HCT, announced that federal universities have 'closed the gap' in terms of quality compared to foreign universities (Brardsley 2009B). *The Times*, a London based newspaper, and the career and education organisation (QS) ranked U.A.E.U. among the world's top 400 universities at 374 (Bardsley 2009C). Only 3 other universities in the Arab region were on the list. To further support these claims, *The Global Competitive Index (2009)*, ranks U.A.E. higher education capabilities 29th out of 133 countries.

The US-based National Science Foundation uses a ratio to measure how many first-degree recipients are in a country. The ratio measures every 100 twenty-four year old people and whether or not they have an undergraduate degree ($100:24=x$) (National Science Foundation, Science and Engineering Indicators, 2006 as cited in 'The Status of Science and Engineering Education in the United Arab Emirates' report 2007:4). In 2006, for every 100 twenty-four year old people in the world, 11.4 were first-degree recipients. The ratio average for the U.A.E. is 15.7 and despite being a small population, this is positive ratio. In regards to cultivating a knowledge based workforce all three federal universities offer first-degree programmes related to science and engineering. Programmes classified as science based include physical, biological, computer, math,

agricultural, social, and behavioural sciences (The Organisation for Economic Co-operation and Development (OECD) 2007 as cited in the report, *'The Status of Science and Engineering Education in the United Arab Emirates'*:5). 39% of Emiratis from the three federal institutions combined during the academic year of 2005-06 (figure 7) and 17% of Nationals in private institutions were awarded science and engineering degrees (*'The Status of Science and Engineering Education in the U.A.E.'* report 2007:5).

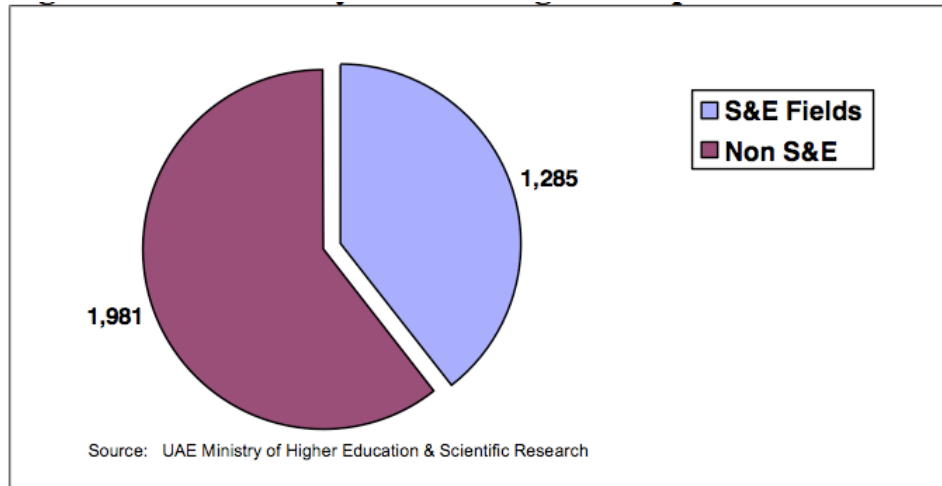


Figure 7: U.A.E. National first-degree recipients at combined federal institutions 2005/6 academic year. Source: The Ministry of Higher Education and Scientific Research Office of Higher Education Policy and Planning, 2007, *'The Status of Science and Engineering Education in the United Arab Emirates'*: 5.

These are promising indications for higher education in the U.A.E. as it clearly demonstrates the capacity and capability of the higher education programmes needed to develop a competitive National workforce in order to advance the agenda for economic development.

2.2.2 Issues Facing Tertiary Education

There is a range of issues facing tertiary education in the U.A.E. such as funding, enrollment, and qualification achievement. According to the a report by the Office of Policy and Planning *'Educating the Next Generation of Emirati's: A Master Plan for U.A.E. Higher Education'* (2007:16) the U.A.E. has not succeeded in providing funding

to meet the growing number of Emirati's enrolling in higher education. The report estimated that by 2016 enrollment pressure would occur in all federal institutions, with enrollment reaching 50,000 and 70,000 students by 2020.

During the 2005-2006 academic year, 30% of the federal budget for higher education was spent on remedial courses to prepare students for higher education (The report 'Educating the Next Generation of Emirati's: A Master Plan for Higher Education' in the U.A.E. 2007:26) As of 2009, most grade 12 students (94%) entering university needed one year of remedial foundation courses in Maths, Science, English, and Ethics (The Ministry of Education 2010-2020 Strategy 2010:12). Students who are entering university are not at the expected academic level that is required and it is argued by the report 'Educating the Next Generation of Emirati's: A Master Plan for Higher Education' in the U.A.E. (2007:26) that remedial courses cut deeply into the federal budget.

Another pressing issue is the low number of degrees being awarded. Less than one-fifth of HCT students completed a bachelor's degree and many only obtain a diploma or a higher diploma (Bardsley 2009D). The types of skillsets (section 1.1, figure 1) that would be needed for knowledge economy jobs are gained through learned undergraduate degrees. It can be argued that higher diploma degrees will not enable Nationals to engage in the labour market, mainly the private sector, the same way degree holders would be able to do as a result of their higher skillsets.

It is vital that these issues are being addressed because money invested by the government for higher education is instead spent on remedial skills that should have been obtained in high school. The quality of federal education is therefore weakened. Quality becomes compromised through cost cutting, fewer resources and less staffing in order to meet the remedial costs (Fox 2008:116 and the report 'Educating the Next Generation of Emirati's: A Master Plan for Higher Education' in the U.A.E. 2007:16).

2.2.3 Gender and Tertiary Education

Gender plays a huge role in the advancement of tertiary education and the empowerment of Nationals in the U.A.E. Male enrollment has been well behind female enrollment for the past 20 years (figure 8). According the National Admissions and

Placement Office (NAPO) (2009) at the Ministry of Higher Education and Scientific Research a total of 15,066 Nationals applied for admission to federal universities, about 62% of the applicants were female with the other 38% being male. A 2005 survey conducted by NAPO had shown that about half of male students leaving secondary education, who were approved for placement in federal universities, did not show up for registration (‘Educating the Next Generation of Emirati’s: A Master Plan for U.A.E. Higher Education’ 2007:27).

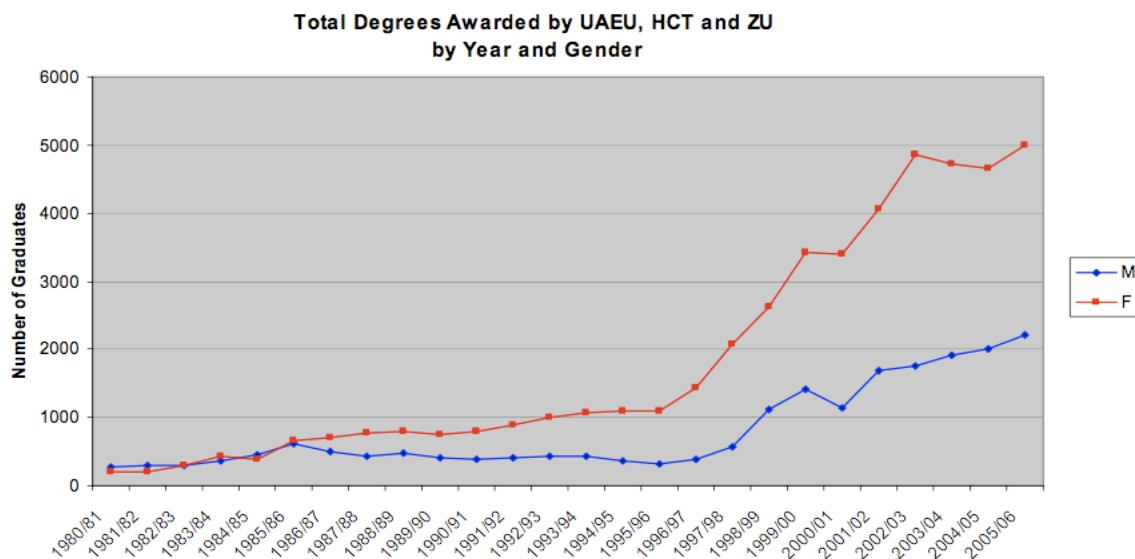


Figure 8: Federal University enrollment by gender 1980-2006. Source: The report, ‘Male and Female Persistence in Secondary and Tertiary Education in the U.A.E.: Current Trends and Policy Options: 5, <http://www.napo.ae/ohepp/PersReport.pdf>.

According to the survey, young Emirati men have other opportunities such as joining the military, police, participating in family businesses, or working in some capacity for the government in the public sector. Male Emirati capacities in English or their perception that it takes a long time to finish a degree may furthermore serve as deterrents (Educating the Next Generation of Emirati’s: A Master Plan for U.A.E. Higher Education: 27).

A report on ‘The Status of Science and Engineering Education in the U.A.E.’ (2007:3-5) showed that male Nationals that did attend universities in 2005-2006 only accounted for 34% of Nationals in both public and private universities in the U.A.E. In

the same academic year, male Nationals represented 24% of first-degree recipients, which means that 76% of first-degree recipients were females. Furthermore, males only represented 26% of all national students receiving science and engineering degrees. This is very low considering that science and engineering skilled workers are highly desirable for the U.A.E. where that type of economic infrastructure has been developed (Appendix 1: Key Sector Development Timeline).

Women are the majority of university degree recipients among Nationals in the U.A.E., but many of them will never enter the workforce after graduating (Moussly 2010). A Gulf News article, 'Minority of Emirati women still struggle to work and study' (2010) highlighted figures released from Zayed University that 25% of women that graduate do not enter the workforce. The same article also noted that HCT reported that 30% of graduating Emirati women did not enter the workforce opposed to the 90% of men that did. These statistics points to the U.A.E.'s traditional cultural values and customs where females do not engage in employment and instead start a family. Some see this issue as a waste of federal expenditure (the budget for tertiary education is under stress), whereas some see the situation as a valuable contribution to U.A.E. society by creating better mothers. (*'Educating the Next Generation of Emirati's: A Master Plan for U.A.E. Higher Education'* 2007:16).

Nevertheless, the larger issue of male involvement and readiness for higher education takes it root in secondary education. Research showed, boys post lower examination scores and drop out of high school at a much greater rate than girls (This does not mean that girls are that much higher performing than boys as they too are performing well below global standards) (Lewis, 2009E). The drop out rate is highest among boys in grade 10 as school in the U.A.E. public education system is only mandatory to year nine. An academic at the Dubai School of Government, Dr. Natasha Ridge, argued that uneducated youth limits the capacity of the economy and they cannot contribute to economic development in the same way a person with at least a high school degree could (Lewis 2009E). Clearly, this does effect the U.A.E. government's capacity and capability to cultivate the National workforce needed for a knowledge economy.

2.3 The Ministry of Education 2010-2020 Strategy

Up to now the discussion in this chapter has presented the overall educational landscape in the U.A.E. by exploring areas of success and those for further development. The focus will now shift to what the government is doing to address issues facing education in the Emirates. The Ministry of Education has released a new strategy (figure 9) that is to be implemented over the next ten years. The strategy is coined as the **10x10x10** strategy or:

1. **10** key objectives
2. Each objective achieved in **10** years
3. Each objective is deemed successful by measuring a perfect **10** out of **10** (Whether this is an expression or if there are actually 10 standards for each objective to be achieved to the fullest is not clear (The 2010-2020 Strategy 2010:15).

It is encouraging to see that the Ministry has recognised faults in their educational system and is given recognition to areas that need cultivating, which otherwise are appearing to be preventing Nationals from developing into the highly skilled workforce that the country is striving for. The strategy involves “massive undertakings” according to Dr. Natasha Ridge and lacks clear explanation as to how it will be implemented (Bardsley and Lewis 2010A). Dr. Earle Warnica feels the strategy mirrors similar Ministry initiatives and is more of the same, “There is nothing here that hasn’t been said in previous consultant reports and nothing that hasn’t been developed by previous consultants and ministry staff.” (Bardsley and Lewis 2010A).

A questionable element to the 2010-2020 Strategy is the phasing out of remedial courses for students who are not up to English-speaking university standards (Bardsley and Lewis 2010A). Currently, over 90% of year 12 students entering University need remedial courses (The 2010-2020 Strategy, 2010). This approach is questionable because a study by the Ministry of Education found that by grade seven 68% of students in public schools were two or more years below grade level in English reading and 74% were at least two years behind in writing (Bardsley and Lewis 2010A). On the one hand, it has been suggested in the report, ‘*Educating the Next Generation of Emirati’s: A Master Plan*

for U.A.E. Higher Education’ (2007:16) that the stress on the tertiary fiscal expenditure due to remedial courses is ultimately going to compromise federal university quality.

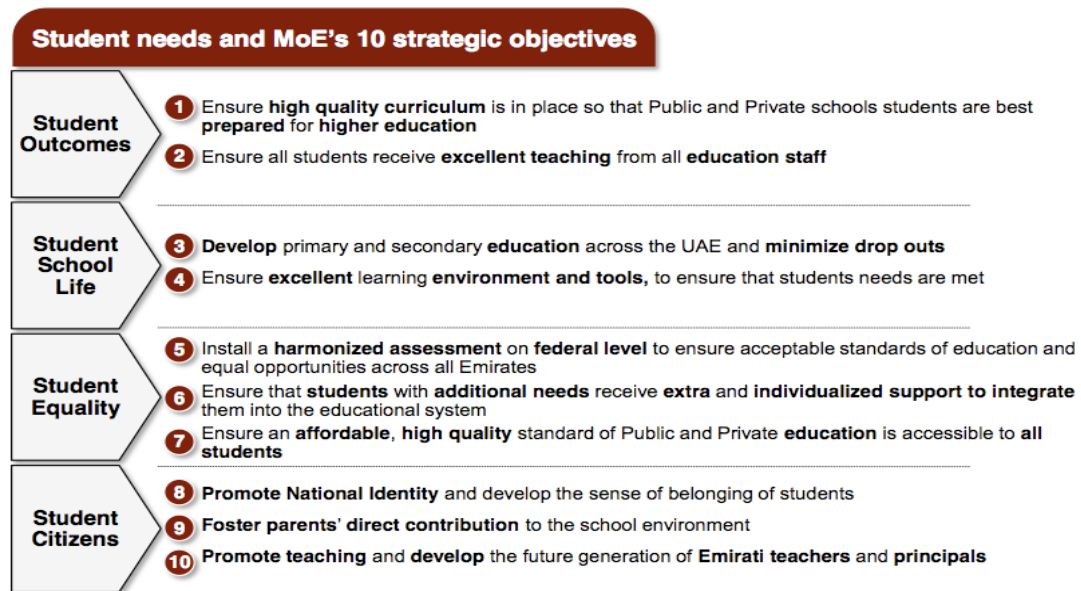


Figure 9: The Ministry of Education 2010-2020 Strategy. Source: The Ministry of Education Strategy 2010 –2020: Aiming in accomplishing a score of 10/10 in all of its initiatives: 19.

Academics, such as Dr. Natasha Ridge (Dubai School Of Governemnt), Dr. Brian Gilroy (Zayed University Assistant Provost), and Mark Drummond (Higher Colleges of Technology Provost), argue that it will be a major challenge to end remedial courses and that it could take more than a decade to end the need for them (Bardsley and Lewis 2010A). There is not a clear timetable in the strategy as to when this would be implemented.

The original question posed at the beginning of the chapter, ‘To what extent does education and curriculums in the U.A.E. prepare nationals to become active participants in the labour market?’ can only be answered by standing on both sides of the fence by concluding that yes, the intent of the education reform and the drive to create knowledge skilled workers is present, and on the other side no, too many of the nations citizens are not prepared to the minimal standard required to be active participants in the labour market.

Chapter 3 The Rentier Economy Theory and U.A.E. Economic Development

Overview

Emirati Nationals represent around 16.5% of the population of nearly six million in the U.A.E and 40,000 Emiratis, or 12% of the population is unemployed. This is projected to be highest among youth age 18-25 as one study suggested that youth unemployment outside of Dubai was at 30% (Arabian Business 2009, *The Emirates Foundation* 2009, Hume 2009, Rasheed 2009, and Shaheen 2010A).

The Social Capital Theory states that constructive workplace environments supported by government and society contribute to organisational competitiveness, profitability, and longevity (Al-Ali 2008:365). The nationalisation policy of the labour market, or Emiratisation, gives Nationals priority when seeking employment in the labour market (U.A.E. Government 2006). Variables such as waived tuition costs for all citizens to attend university or higher education institutions, covered by the government, and the Emiratisation policy would suggest that Emiratis should thrive in their own economy and contribute to organisational competitiveness in both the public and private sectors. Unfortunately, this is not the case in the Emirates, where the social capital theory model seems to be turned upside down.

This chapter will explore possible reasons for the labour market imbalances and elaborate on the concept of a 'rentier economy' by applying the theory to educational achievement and the current employment engagement trends in the U.A.E. to establish:

- If there is a relationship between the Rentier Economy theory and the Emiratisation policy's effectiveness
- The development of the U.A.E.'s economy over the past 35 to 40 years
- Federal labour law in the U.A.E. and its potential influence on National participation in the private sector labour market
- The comparison of western employment engagers with traditional Emirati culture and employment engagers
- The impact of globalisation on Emirati culture

3.1 The Feudal State Revisited

Feudalism was a political system practiced in medieval Europe, which can be defined as a series of reciprocal agreements between a lord whom supplied land to vassals in exchange for other services in return, such as military service, thus strengthening a monarch (Britannica Concise Encyclopaedia). In many regards, the evolution of U.A.E. socio-political structure can be compared to the arrangements of the feudal model as there are not Kings, but Sheikhs, who rule and have absolute power when decisions are made with regards to the governing of the country even though they are not considered a monarch.

The U.A.E. governing structure is a body known as the, 'Supreme Council of Rulers' (Cromwell, Mayo, and Mendhro A. 2010:3) Each of the seven Emirates in the U.A.E. has its own ruling Sheik who serves as a representative on the Supreme Council of Rulers who exercise executive powers or supreme control over the decision making process in the U.A.E. (Heard-Bey 1982:375). However, the Emirates of Abu Dhabi and Dubai wield the most influence as Heard-Bey (1982:375) pointed out that article 49 in the constitution stipulates that any governing decision must have the approval of Abu Dhabi and Dubai in a majority vote. The Emirates political structure also has a 40 member Federal National Council that has historically been appointed by the seven rulers of the Emirates to conduct legislative processes such as the drafting of laws. More recently, in 2006, the country allowed the first semi-open election of half of the council (20 members) by allowing a caucus of 6,689 citizens to vote for their appointment (Habboush 2010B).

Scholars have argued that the term feudalism has been misused when relating the term to describe the socio-political structure of a country in a modern context. From this point forward a more appropriate, academically accepted explanation for the socio-political-economic structure of the U.A.E. will therefore be employed, namely the concept of a rentier economy (Britannica Concise Encyclopedia).

3.1.1 Rentier Economics

A statement on a government website (copyright 2006) explains that the Ministry of Social Affairs and Labour recognises Emiratisation's (the Nationalisation of the Labour Market, section 3.2.2) potential negative impact on the private sector:

“...the Ministry is in favor of simultaneous development of the economy and human resources and is reluctant to alienate the private sector by forcing a quota for employment of nationals.”

Source: <http://www.uae.gov.ae/mofi/>

This statement clearly suggests that there are stakeholders, other than Emiratis, involved in the labour market and that there is a level of recognition (reciprocal agreements) between all parties, which are comprised of the government, National citizens, and private sector companies.

Rentier State Theory is linked to countries whose economy is dominated by external rent (unearned income), which is money that is earned as a result of natural resources, mainly from minerals or oil. This concept was first used by Iranian economist Mahdavy (1970) to describe pre-revolutionary Pahlavi Iran, his idea of a rentier state was viewed as a relationship between external rent and its impact on the of whole societal structure independent of the economy (Yates 1996:11-12). The concept was next applied to rich Gulf countries by Beblawi and Luciani (1987) and they refuted Mahdavy's concept of a rentier “state”, whereas they prefer to coin the concept as rentier “economy”, which focuses on the relationship between the state and economy as a result of the external rent (Yates 1996:11-12 and Minnis 2006:976). To further elaborate on the theory of a rentier economy, Luciani (1990:86) emphasises that the social function of a rentier economy is to benefit a special group of people or a “rentier class” who participate sparingly or not at all in economic production of the state, but receive a large share of capital earned from the external rent. For the purpose of discussion, the relationship between the U.A.E. and the concept of it being rentier state will be based on Beblawi and Luciani's defined meaning.

A possible example of rentierism in the U.A.E. can be found by observing the oil windfall revenues during the start of the 1960's that created cradle-to-grave social programmes amongst the National population, or a form of welfare capitalism that has

contributed to the possible formulation of a social stigma or what Beblawi and Luciani (1987 as cited Minns 2006:976) call a “rentier mentality”. They describe the rentier mentality, among Nationals in oil producing countries, as a disjunction between work, education, income and reward. Others such as Amuzegar (1999), El Ghonemy (1998), and Mazawi (1999) as cited in Minnis (2006:976) have linked poor educational attainment with rentier mentalities through casual research.

3.1.2 Emiratisation

In April 1999, an agreement between HCT and the Ministries of Labour and Social Affairs gave priority to HCT graduates in both the public and private sectors (U.A.E. Government 2006). This agreement, known as Emiratisation, has focused on attracting Nationals to work in the private sector. It is important to highlight Emiratisation because since its conception it has had little success in attracting Emiratis to work in the private sector, with up to 80% of Emiratis working in the public sector and as little as 1% of Emiratis in the private sector (Kipp Report 2010 and Gerson and Shaheen 2009C).

The Petroleum sector has had the highest Emiratisation levels at 18% followed by other areas of the private labour market, such as insurance and banking industries, with a smaller measure of success at 5% and 4% (Randeree 2009 and Shaheen 2010). Banking and insurance industries, including exchange houses are the only private sectors mandated to adhere to Emiratisation quotas (Hume 2009). In fact, according to Randeree (2009) Emiratisation was at 2% in the private sector in 2006, which means it has actually declined over the past two years. Figure 10 breaks down the population demography among Emiratis, expatriates and their place in the private labour market as of 2006 and 2007. The figure demonstrates the demographic imbalance of the population and the labour market.

Nationality	Absolute population	%
Emirati	875,617	13.5
Arab Expat	823,633	12.7
Indian	2,367,732	36.5
Pakistani	822,914	12.7
Bangladesh	589,545	9.1
Filipino	279,602	4.3
Sri Lanka	104,623	1.6
Iran	100,309	1.5
Nepal	93,469	1.4
China	32,637	0.5
Other Asian	151,234	2.3
Other African	72,453	1.1
Europe and Australia	134,630	2.1
North American	41,354	0.6
South American	4,177	0.1
Total	6,493,929	100.0

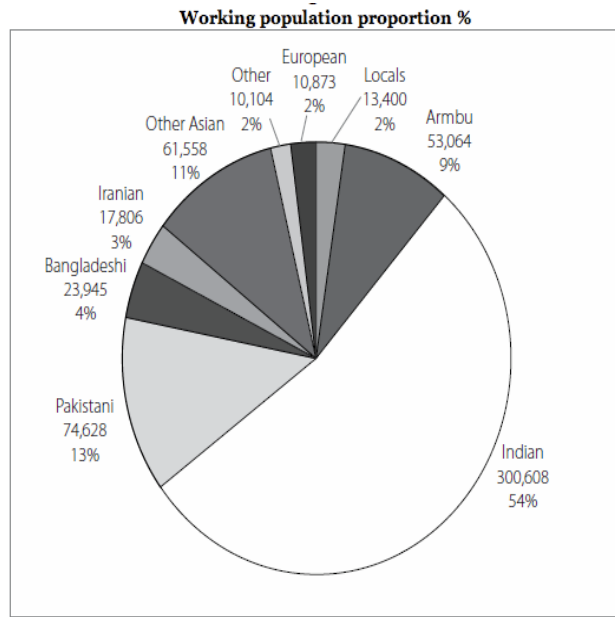


Figure 10: The population demography in the U.A E. and the distribution of nationalities in the private sector workforce. Source: Al Bayan Newspaper (2008) and the National Human Resource Development and Employment Authority Tanmia (2006) as cited in Randeree, K. (2009).

On the one hand public sector employment offers a first-rate salary to Nationals, a level of social and cultural comfort, and a high pension at the end of service (Gerson and Shaheen 2009). In March 2010, the release of the second annual *Arab Youth Survey* (conducted by ASDA'A Burson-Marsteller) was a survey of Arab National and expatriate youth aged 18-24 in nine Middle Eastern countries, which focused on youths' attitudes pertaining to various issues including career perceptions. In the U.A.E., there were 300 mixed gender samples of which 61% preferred to work for the government as opposed to the 31% who chose the private sector (Arab Youth Survey highlights 2010:27). The response from the U.A.E. youth is opposite to the government's policy, which has attempted to address the labour market imbalances for the last 15 years by drawing the local population towards the private sector (Al-Suwaidi 2010).

How the private sector faces the barrier of matching the pay and benefits of the public sector was discussed by Al-Ali (2008), Chansarkarargue, Mashood, and Verhoeven (2009), Gerson and Shaheen (2009C), and Randeree (2009). They all discuss how the private sector may not openly wish to employ Nationals because there may be negative stereotypes in relationship to their employability such as English language barriers, working hours (which tend to be longer in the private sector), and skill

standards. Abu Dhabi Tawteen Council's (ADTC) (a government body that works to place Emiratis in jobs) database of Emirati job seekers is comprised of almost 80% of Nationals who do not have a college education (Shaheen 2010C). Al-Ali (2008) points to research done by Al-Otaibi (1992:370) where cultural and environmental factors relevant to Emiratisation were identified, which suggested unwillingness of Arab nationalists to take on remunerative work.

“This phenomenon has variously been attributed to personal factors: and unrealistic expectation of reward and workplace conditions, lack of skills and knowledge, attitude toward demanding work, unwillingness to compete even with oneself in productivity measures, lacks of interest.”

(Al-Otaibi 1992, as cited in Al-Ali 2009).

A report released in April 2010 by the Emirates National Development Programme (ENDP) revealed that about 60% of Nationals quit the private sector because of a lack of career progression and expectations of salary being too high, which also has been attributed to lack of patience and endurance. (Shaheen 2010C). The National Newspaper's coverage of the issue quotes one National working in the private sector feelings about the matter as, “Many locals go from university straight into the public sector lured by big pay checks and shorter hours, but in some cases this can promote laziness and a sense of entitlement...” The report furthermore suggested that Nationals need to lower their salary and career advancement expectations in order to integrate into the private sector.

Contrary to the ENDP report, Abu Dhabi Tawteen Council (ADTC) recently revealed at a panel discussion at the Emiratisation Employers Forum that private employers were the main reason Emiratis did not want to work in the private sector due to lack of engagement (Shaheen 2010D). ADTC claimed that private employers only hired Nationals to meet Emiratisation quotas to follow the letters of the labour law, but not in spirit. Officials furthermore suggested that those private sector companies that indeed hired Nationals simply placed them in a back office with little or no work assignments. Also, concern was expressed about private sector employers failing to show up to meetings with groups of prospective Nationals that the ADTC brought together. Moreover, employers rejected National applicants without reason and did not provide the

ADTC with detailed job descriptions, which would help to match skillsets of employers with those of potential National job seekers. This was despite the claim by ADTC that Nationals were keen to work in the private sector for as little as 2,000 Dirhams (\$540) a month.

Based on these contrasting reports from the Emirates National Development Programme and the Emiratisation Employers Forum there are some clear misconceptions between the government, Nationals, and the private sector employers with regards to Emiratisation practice and expectations.

3.2 U.A.E. Workforce Evolution and Economic Development

The majority of the Emirati population has become urbanised over the last 2 decades despite elements of the traditional economy still existing, such herding, and date grove cultivation (Al-Muttawa, Fox, Mourtada-Sabbah, and Walters 2008:125). Work has changed from the type performed by several family members to a single wage earning person, in the public or private sector. The traditional pastoralism, arboriculture (date farming) or fishing has been replaced by a market exchange (Appendix 2: Anecdotal experiences of traditional work from Emirati Elders). Even the, “established ways of life” were dropped and, “more attributes of the industrial world” were taken on by Emiratis as argued by Al-Naboodah and Lawson (2008:15).

Through the 1970’s and 1980’s, when oil revenues started pouring in from the wealthy industrial countries, a major focus in the U.A.E. was on the development of physical infrastructure such as roads, airports, ports, water, electricity, as well as social infrastructure, such as schools and hospitals (Ghanem 1992:260). In 1971 there were only 2 university educated Emiratis and the National population was already considerably small, so naturally there would have been a need for skilled and semi-skilled imported labour (Al-Muttawa, Fox, Mourtada-Sabbah, and Walters 2008:127-128). Workers from less economically developed countries such as India, Pakistan, the Philippines, and Bangladesh allowed cheap access for labour, and more importantly, the ability to keep costs down and margins up for merchants (Seznec 2008:61).

The federal government chose to invest in infrastructure and more importantly devised labour laws that would further ensure the financial stability and security of Nationals. The first instance of where the government guaranteed Nationals a place in the work force, or more realistically towards financial income, was U.A.E. federal law No. 1 of 1979 (Ghanem 1992:273). Federal law no. 1 states that industrial projects should employ a minimum of 25% of local employees. However, the Minister of Finance and Industry realised there might be a shortage of suitably skilled Emirati labour and, therefore, could reduce or waive the law if local labour was not available for a given business. Regardless, federal law no. 1 is significant as it clearly set the agenda for a social economic policy in the U.A.E. and served as an early form of financial security for Nationals other than the distribution of oil revenues. Financial security was achieved by requiring any form of local industrial production to be approved by industrial committees comprised of various minister undersecretaries, (finance, industry, economy, commerce, planning labour, social affairs, petroleum and mineral resources, and electricity and water), a citizen from every Emirate, two U.A.E. industrialists, and that 51% of the capital had to come from a local source (Ghanem 1992:273). This was despite the absence of a suitably educated local population (whether this constituted higher academic knowledge gained from University studies or practical/technical skills gained via vocational education or practical work experience).

Eventually, as foreign investment and business start up laws further developed, such as the Commercial Companies Law (CCL) of 1984 (Figure 11), it enabled Emiratis to be guaranteed income if involved as “Service Agent” (U.A.E. Government 2010). It is attractive for foreign businesses to set up in the U.A.E. as they benefit from tax-free operation and access to cheap labour. It has been suggested that private sector has allowed Nationals to participate as investors, not job seeking individuals (Shaheen 2010D).

The Commercial Companies Law (CCL) of 1984	
1.	A U.A.E. National must be appointed as a 'service agent' for a foreign company branch.
2.	One or more nationals must hold Fifty-one percent equity at all times.
3.	The capacity to which the service agent functions for the foreign company branch is usually as a contract to provide specific services such as assisting in communications with government departments or undertaking other administrative matters.

Figure 11: The Commercial Companies Law (CCL) of 1984

Source: <http://www.government.ae/gov/en/biz/howdoi/start.jsp>

Based on the way the economy and labour laws developed from the 1970's onwards it gives a good indication as to why many Emiratis may not feel a sense of urgency when considering their future employment as top priority. This is especially prevalent in the private sector, as most young Emiratis have a solid socio-economic background, which Kazim (2009) feels, "[Emiratis]...are not driven to work by necessity and need incentives other than money..." to seek employment in the private sector.

3.2.1 Western Employment Engagers and U.A.E. Employment Engagers

Comparatively speaking, the labour arrangements in the U.A.E. contrasts dramatically with that of the western economic models or other economic models elsewhere in the world. What makes the models so contrasting is the fact that the western model requires individuals by necessity to work, which is driven by the need to gain capital as a means to meet basic human requirements such as food and shelter (housing). Also, there is little financial support given by most governments in western economic models.

In the U.K. socio-economic classification is based on academic qualification and occupation (The National Statistics Socio-economic Classification Analytic classes as cited in Kassem, Mufti, and Murphy 2009:102). The relationship between education and occupation can be classified into a hierarchy of socio-economic class distinction (figure 12). According to figure 12, the higher one is on the socio-economic ladder, the more

educated and well off the individual is. If this model was applied in the U.A.E. it would have been turned upside down because most Nationals are financially secure, but lack higher educational qualification and are not employed in more skilled occupations. For instance, Davidson (2008:144) estimates that GDP per capita for Nationals could be around 273,750 Dirhams (\$75,000) and even higher for Abu Dhabi Nationals around 1,000,000 Dirhams (\$275,000), with students (94%) entering university needing remedial foundation courses, less than one-fifth of HCT students complete undergraduate degrees and many only obtain a diploma or a higher diploma (The Ministry of Education 2010-2020 Strategy 2010:12 and Bardsley 2009D).

Group	Definition
1	Higher managerial and professional occupations
1.1	Large employers and higher managerial occupations
1.2	Higher professional occupations
2	Lower managerial and professional occupations
3	Intermediate occupations
4	Small employers and own account workers
5	Lower supervisory and technical occupations
6	Semi-routine occupations
7	Routine occupations
8	Never worked and long-term unemployed

Figure 12: Socio-economic classification in the U.K. based on occupation.
 Source: The National Statistics Socio-economic Classification Analytic classes as cited in Kassem, Mufti, and Murphy (2009).

Despite the lack of higher educational qualifications, or the fact that some Emirati job seeking databases are comprised of almost 80% of Nationals who do not have a college education, the government envisions Nationals in jobs that require a high skillset, such as levels 1-4 in the occupational hierarchy (figure 12) (Shaheen 2010D). The U.A.E. Minister of Labour in a key note address at the Emirates Centre for Strategic Studies and Research at the 15th Annual Conference on Education and the Requirements of the GCC Labour Market commented that the two main sectors of the labour market, construction services and trade services, which he claimed these sectors do not allow Emiratis to live an acceptable life style and are therefore unacceptable jobs (Gubash 2010).

Labour market initiatives such as Emiratisation have been developed presuming Nationals will want to participate in a western educational and economic model where financial incentive is the motivating vehicle for higher qualification and employment. It can be argued that Emiratisations inability to draw Nationals into the private sector could potentially be linked to traditional culture and custom arrangements in the U.A.E. An example of traditional culture and custom not aligning with the western economic model can be observed with the concept of housing in the U.A.E. Emirati culture attaches great importance to the home as it draws a clear distinction between National and expatriate society, encapsulates a sense of identity and the exchange of the extended family as it allows culture and custom to be practiced in private (Heard-Bey 1982:404-405). Wealthier families replaced their mud brick homes with villas as wealth expanded in the late 1960's and the government of the U.A.E. was well aware of the importance of suitable housing for families who could not afford to modernise their homes, which resulted in free housing for Nationals (Heard-Bey 1982:404). By 1992 the government had distributed more than 100,000 free homes to Nationals (Kazim 2000:341). For most of the world, a major financial driver is to accumulate enough capital to rent accommodation in the short term, save enough capital to buy accommodation, or pay a monthly mortgage.

The historical act of benevolence by the ruling families of the U.A.E. is still prevalent today as free health care, education, marriage grants, social security laws, and housing (Figure 13) are practiced. Indeed, the ability of the government to meet the basic needs of the National population is commendable, it does create conflict with western based employment engagement drivers, which encourages individuals to engage in higher education and labour based vocational training in order to ensure needs are met to be self sufficient. Ultimately, higher skillsets are financially rewarded.

Housing Benefits Headlines 2009-2010
Mohammed orders speedy delivery of houses justices- January 2009
Khalifa grants residential plots, low cost houses to 369 U.A.E. Nationals in Abu Dhabi Emirate- January 2009
Public Works Ministry to spend 7.6 million for maintenance of houses in Ras Al Khaimah- February 2009
Mohamed Bin Rashid Housing Establishment (MBRHE) approves 80 modern houses at a value of Dh 85 million- February 2009
MBRHE allocated 70 new pieces of land to beneficiaries in Dubai- February 2009
Emiratis promised 50,000 new homes- March 2009
Zayed housing programme approves 856 grants and loans- April 2009
Mohammed orders lands for inheritors- March 2009
Khalifa issues decree granting houses and plots to citizens- April 2009
Emiratis in Western Region to get 3,660 new villas in five years- April 2009
Aldar Properties appoints contractors to build 5,000 villas at Al Falah- July 2009
Abu Dhabi plans to build 17,000 villas for Emiratis- August 2009
Khalifa orders distribution of 800 plots to U.A.E. nationals- March 2010
Sultan meets citizens in Al Nahwa district, orders construction of residences- March 2010

Figure 13: Housing benefits for Nationals
Source: United Arab Emirates Interact Website.

3.3 Globalisation and the U.A.E.

At this point in the discussion, attention needs to be given to the government's expectations of Nationals as active participants in a western-based economic model with English Lingua Franca as the communication mode in the Emirates. The preceding discussion will focus on how the U.A.E.'s economic policy of importing foreign labour to help fuel the economy, which by default has brought and spread western-based popular culture as transmitted through media and social interaction. This can be attributed to the global phenomena of homogeneity that most of the world has come to experience as a result of advanced information and communication channels. The Arab Knowledge Report (2009) (chapter 1, section 1.1) highlights the concept of a knowledge society (the result of globalisation), which can be defined as the impact of new information channels based on consumerism that has influenced human cognition and behaviour.

Therefore, the need to explore how Emiratis feel in regards to the globalisation process, the burgeoning Expatriate population and their concerns about being active

participants in the western-based economic model (which has brought exposure of other culture by default) is justified at this stage in the discussion.

3.3.1 Media Influence in an English Lingua Franca Society

Globalisation, as defined by Steger (2009:9) is a set of social processes that transforms the social conditions of a society through the weakening of nationality as a result of shifting forms of human contact. Al-Muttawa, Fox, Mourtada-Sabbah, and Walters (2008:125) argued that, “*sophisticated media*” has created a climate of consumerism and that secular behaviour by young Emiratis under the age of 25 has occurred. They suggest that T.V., the Internet, and other media outlets have created a “*social matrix*”, which has influenced Emiratis to engage in the material world of status and leisure more so than the traditional duties within the extended kinship of traditional Emirati values. This particular age cohort furthermore represents the time frame of a quarter of a century of widespread T.V. viewing within the U.A.E. Students from the Communication and Media Sciences College at Zayed University investigated the impact of globalisation in a study and one area of the empirical investigation reported that 53% of young Emiratis preferred to watch T.V. programming in English (Habboush 2010C). Rahman (2008:38) raised a concern about the Arabic language being used in the U.A.E. by suggesting that some Emirati grandchildren are not able to understand dialects of their own grandparents. A short film done by female HCT students, “*Ana Arabi*” (Am Arabi) explores the phenomena of the dilution of the Arabic Language and culture by foreign influences. The film underscores the trend that if an Emirati is unable to speak fluent English then they fear they will be deemed as uneducated (Khaled 2010).

Two important concepts should be considered in order to address the mentioned concerns about the English language and non-native human and media influences. Firstly, consideration should be given to the idea that a country’s socio-cultural chemistry is something that is ever changing and evolving. For instance, the idea that Emirati culture has been influenced as the result of the importation of western economic ideals, non-native people, and the media may be true to an extent, but this claim is not any different from what other countries have experienced as a result of the globalised

communication channels. For example, Berns (2006) conducted a study on the presence of English through the media in Europe and implies that media can serve as a cultural forum to transmit the representations of other cultures and that there will be a degree of influence on youth perceptions, which may translate to individualistic behaviour. To suggest that only the U.A.E.'s indigenous population has experienced cultural exchange and media influences is not justifiable as it is a global event.

The second concept, English as the Lingua Franca, as suggested by House, (2003:560) discussed English as a Lingua Franca's main function in a transnational society. He argued that English Lingua Franca serves as a communicational means, or as a transactional language for indigenous peoples to participate in collective cultural capital. In the instance of the U.A.E., the need of locals to understand and use English is necessary due to the fact that the economy, mainly Abu Dhabi and Dubai, have developed into an international global hub. To suggest that English media has influenced secular behaviour among Emirati's is justifiable, one can argue that this notion can be limited at best. Emirati's clearly use Arabic as their language of identity despite living in an English Lingua Franca society.

The influence of the international media and popular culture is something that has occurred and is still occurring globally. In the case of countries that rely on a Lingua Franca as a means of communication, it can be argued that its use is a matter of choice. Moreover, the cultural capital exchange that is needed to participate in the economic structure as House (2003) has suggested, while the traditional mother tongue is retained as the language of identity. With these considerations in mind, the current perceptions of stakeholders, mainly the government and Nationals, related to the influences of the Internet, T.V., media messages, and the mixing of transnational society in the U.A.E., will be explored.

3.3.2 Concerns of Living in a Transnational Society: Emirati Perspectives

The Ministry of Education has clearly noted the growing influence of globalisation. In the beginning of 2010, a new code of conduct was imposed on all public schools in a bid to curb bad Emirati student behaviour, which has been blamed on new ideas and technologies of the 21st century (Shaheen, 2010E). It is hoped that the code will address social networking, improper use of the Internet, dating, smoking and inappropriate clothing.

The Federal National Council (FNC) have taken notice of what they describe as, "...the dangers of globalisation" (Habboush, M. and Khalaf, H. 2009). The FNC argues that curriculum for National students should "...promote patriotism and enhance national pride" and warn that National youth should be protected from the Internet and from cultures of various nationalities that reside in the U.A.E. The new 2010-2020 strategy does address these concerns by establishing strategic objective number 8, which is the promotion of national identity (2010-2020 strategy 2010:19). One might question how the different behaviours of other cultures presented by media, or the behaviours of workers imported to help fuel the U.A.E. economic model, can be filtered to limit cultural exchanges that Emirati youth inevitably experience.

Hume (2009) points out through anecdotal evidence that some Emiratis are concerned about entering the labour market because they feel that the Emiratisation scheme may be putting Emiratis into the wrong type of employment as some of them are not working in their chosen field. For instance, the banking and insurance industries, with exchange houses are the only sectors that are mandated to implement Emiratisation quotas and there may potentially be a preference by recruiting agencies to place Nationals into these sectors, despite inappropriate skillsets.

In a study conducted by the International Council on Security and Development (ICoS) on youth unemployment in the U.A.E., 310 Emiratis between the age 16 and 26 were surveyed about their perceptions relating to the causes of youth unemployment and how they felt improvements could improve the situation (AMEinfo 2009). 58% of those surveyed felt feelings of frustration, insecurity, and depression with regards to the social

and emotional aspects of unemployment. A similar percentage felt resentful at the idea of being unemployed. A large number of those surveyed furthermore felt secondary education and higher education institutions in the U.A.E. did not adequately prepare them for the realities of work, and that a need for better career advice in schools and the teaching of practical skills relevant to the labour market needed to be improved.

A survey conducted by The National Newspaper found that 60% of Nationals surveyed felt a sense of isolation and that their cultural identity was being diluted by the large expatriate population (Exelby 2008). Some Emiratis welcomed the recent financial crisis as they hoped that the economic downturn would halt the number of foreigners pouring into the country and provide an opportunity to reassert their customs and traditions (Cromwell, Mayo, and Mendhro 2010:15). Cromwell, Mayo, and Mendhro (2010:15) discussed one FNC member's sentiments concerned with the demographic imbalance in the U.A.E. The FNC member hoped that the economic downturn would allow the country to rethink its development model over the next decade and significantly reduce the number of foreigners and bring population balance between Emiratis and Expatriates to a 40:60 percent ratio. This would allow Emiratis to have more control over society and encourage more Nationals into the private sector.

Chapter 4 Methodology

Overview

The investigation aspect of this dissertation will explore Emirati's perceptions in relation to their career expectations. Empirical studies and forums as discussed in chapter 3, such as The Arab Youth Survey (2010), The Emirates National Development Programme Survey (2010), The Emiratisation Employers Forum panel discussion (2010), and The 15th Annual Conference on Education, the Requirements of the GCC Labour Market (2010), and the International Council on Security and Development (2009) have all played a role in investigating and discussing Emirati's perceptions and attitudes towards education and the labour market in the U.A.E. The labour market imbalances and the participation of Emiratis have long been areas of social concern in the U.A.E. The government has sought the consultation of educational and academic expertise to explore the causes of these issues in an attempt to find solutions. Therefore, the empirical research focus of this investigation is nothing that has not been investigated before. However, unlike the mentioned studies and discussion panels, which have relied on mixed method approaches, such as face to face interviews, surveys, questionnaires and forum discussions, this study will employ a relatively new methodology known as creative visual research methods.

4.1 Creative Visual Research Compared to Traditional Qualitative Methods

Gauntlett (2007:19) argued that one of the most central aspects of being human is that all humans possess different levels of creativity. He discussed how creativity could occur in many different forms, such as artistic acts or simplistic commonplace routines such as choosing what clothes to wear. Creative and visual research utilises the fundamental aspects of human creativity and allows participants to share their identity and conceptualisations about a focused topic or question by having them engage in a creative activity. This is done by having participants construct an artifact (video, drawing,

sculpture, collage etc...) based on a focus topic or question, which allows the researcher an alternative avenue of delving for stakeholder conceptualisations (Gauntlett 2007, Awan 2008). One could argue that creative visual research is a form of activity-based ethnography (ethnographic research) as the participants are given something to do to identify their cultural shared beliefs. This is true, to an extent, as the aim of ethnographic research is to allow an interpretation of a cultural group's beliefs (Cresswell 2008:61). However, the construction of an artifact removes the reliance of interpretation by the researcher as the artifact translates the participants' or cultural group's beliefs and conceptualisations about a given topic for the researcher. In this way the cultural dataset is allowed to speak for itself as opposed to researcher influence during the interaction process.

Creative visual research methods is argued by Gauntlett (2007) and Awan (2008) to be less biased compared to traditional methodologies such as face-to-face interviews and surveys. Scott and Morrison (2007:133) viewed interviews in a research setting as a process where verbal stimuli is used to elicit verbal responses. Gauntlett (2007:92) pointed out that it is possible for the researcher to control the ambience of the discussion in an interview and discusses how traditional interviews may not allow full conceptualisation from the participants, as they have to speak instantly and reveal themselves in verbal discussion. The following problems could arise when conducting surveys as discussed by Creswell (2008:401-403):

- One or more of the survey questions could be unclear due to words that are imprecise
- Triple barreled questions (more than one question) can occur when survey questions are not specific, thus confusing participants
- The questions could be too long or wordy, thus becoming unclear.
- There are overlapping responses, which could create distinct options for the participants.
- There are unbalanced response options
- There is a mismatch between the questions and the answers
- Not all questions are applicable to all participants

These considerations arguably justify the use of creative visual research methods as it allows time for participants to engage and reflect on a question by considering the exercise and time to construct their artifact (Awan 2008:92). Moreover, creative visual research is a form of visual sociology, as statements that may be able to be expressed with words or writing descriptions can otherwise be made through the construction of an artifact, such as drawings, photographs or video recordings (Gauntlett 2007:106). A study by Whetton and McWhirter (1998), as cited in Gauntlett (2007:107), demonstrated that even though children aged 7-8 may be too young to communicate certain emotions through words (written or spoken), they were able to express their conceptualisations related to health education through their drawings. Gauntlett (2007:136) allowed people to use legos to construct metaphorical models of their conceptualisations of how they viewed their identities and what influenced them. The study revealed that peoples' identities were, not surprisingly, based and influenced by family members. Awan (2008) had year 10 students construct collages in a bid to identify their perceptions of their own identities and how the media is used to shape their conceptualisations of themselves. The study revealed how individuals understand their own identities more strongly than previous studies of young people and the media have suggested.

4.2 Research Design

The focus topic of this empirical investigation will be Emirati's expectations and attitudes concerned with their future career aspirations. Emiratis in year 12, (the end of secondary education) and University students from the Emirates of Dubai and Sharjah were the basis of the sampling frame this investigation (figure 13, section 4.3). They were asked to construct a collage in relation to the focus topic, which represented the metaphorical artifact as discussed in section 4.1. The collage is intended to allow the researcher a window of analysis of the participants' identity through their visual conceptualisations.

They were asked to locate images to best describe their attitudes towards the labour market and their expectations about what they hope to gain from employment after graduation. Participants were given access to a computer and the Internet. The pictures

were copied and pasted from the Internet into Microsoft Word to create the collage in A4 format. One participant chose to make a traditional collage by cutting pictures from magazines of her choice and pasting them to paper. Participants were asked questions in a semi-structured interview once the collage was completed. The questions were related to careers in the U.A.E. and were:

- Why did you choose your field of study?
- How much annual income do you expect to earn?
- What type of career did your parents encourage you to have?
- What does your father/mother do for a living?
- What jobs do you think your country needs?
- Do you know what the vision 2021 is as set out by your government?
- What is your understanding of the private sector in terms of employment?
- Do you think your collage is realistic?

4.3 The Sampling Frame

Scott and Morrison (2007:219) discussed that social scientists can never assume that one element of the social world is identical to another and because of this is not necessary to get a full census to participate in a investigation. Therefore, a sampling frame is selected from a subset of a population. The sampling frame of the study involved 5 female and 5 male Emirati students, either in their final year of secondary education or enrolled at the undergraduate level (figure 14). Due to the nature of this study, the sampling frame is appropriate as it targets participants that are between the age of 17 and 20. Unemployment in the U.A.E. for this age bracket, who represent 50% of the population, is projected to be highest in the country (*The Emirates Foundation* 2009 and Shaheen 2010A). The sampling frame also gives equal representation to gender from this age cohort. In the end, the sampling frame will be able to allow for the construction of a sample generalisability to draw conclusions, compare and contrast the findings against the discussions from chapters two and three, and make recommendations for further investigation and action.

The Study's Sampling Frame			
Participant Number	Participant Gender*	Current Level of Education	Institution Type
P1	Male	1 year of undergraduate education	Private University
P2	Male	1 year of undergraduate education	Private University
P3	Female	Currently sitting exams to complete year 12	Private Secondary School
P4	Male	Currently sitting exams to complete year 12	Private Secondary School
P5	Male	Currently sitting exams to complete year 12	Private Secondary School
P6	Female	Currently sitting exams to complete year 12	Private Secondary School
P7	Male	Currently sitting exams to complete year 12	Private Secondary School
P8	Female	3 years of undergraduate education	Public Federal University
P9	Female	1 year of undergraduate education	Private University
P10	Female	1 year of undergraduate education	Private University

Figure 14: The study's sampling frame. *Participants are listed in the order that the researcher received them.

4.3.1. Gaining Access

This study has had to evolve several times in order to meet the realities of access to participants and to be flexible to meet the needs of the cultural and traditional morals of Nationals (Appendix 3: Requesting Access: Correspondences Between Universities and Research). As the study was conducted in April and onwards, the end of term for many university students, availability to participants was limited. Initially, only federal undergraduate universities were targeted, but due to limited availability the study was expanded to include students at any level of undergraduate study. Undergraduate students that participated were recruited by word of mouth. Also, the study included students that were finishing their secondary education and getting ready to attend university in the upcoming 2010-2011 academic year. Access was given to a private British curriculum secondary school. This approach had to be employed to compensate for the 5 undergraduate students who were unable to be recruited.

4.4 Methods of Data Collection

The collages that were created by the participants have been used as measurable pieces of data. The pictures from the collages and the descriptions given by participants were classified into elements of identity. An observation instrument (figure 15) has been created to organise the findings from the collages. The number of participants that share two or more similar elements of identity was recorded from sampling frame.

Aspects of Identity		
Element of Identity*	Number of Participants	Percentage of Participants Sharing the Element of Identity
<i>Work Ethic</i>	<i>S3, S5, S6, S10</i>	<i>40%</i>
<i>x</i>	<i>S5, S6, S1</i>	<i>30%</i>
<i>y</i>		
<i>z</i>		

Figure 15: Example of the observation instrument that was employed to analyse the collages. *As interpreted from the collage and participant descriptions.

Discussions from the semi-structured interview were audio recorded for transcription in order to analyse trends arising from the sampling frame. Participants' responses were compared and contrasted. A second observation instrument (figure 16) was created to identify the trends arising from the audio-recorded responses.

TRENDS ARISING FROM THE SEMI STRUCTURE INTERVIEW AFTER THE COLLAGE ACTIVITY							
Why did you choose your field of study?	How much annual income do you expect to earn?	What type of career did your parents encourage you to have?	What does your father/mother do for a living?	What jobs do you think your country needs?	Do you know what the vision 2021 is as set out by your government?	What is your understanding of the private sector in terms of employment?	Do you think your collage is realistic?

Figure 16: Example of the observation instrument that was employed to classify trends arising from the participant responses during the semi-structured interview.

4.4.1 Ethical Issues

Scott and Morrison (2007:87) explained that ethical approaches to educational research take three forms: covert, open autocratic, and open democratic. This study had employed open democratic ethical approaches through informed consent. Each participant was given an information sheet/consent sheet (appendix 4) to explain the intention of the study and to make them aware they were free to withdraw if unsure or uncomfortable at any point during the collage construction and post interview. Despite the consent sheet, Scott and Morrison (2007:88) underline that the principle of informed consent can never be absolute, as most research designs have an emergent dimension to them, as the researcher is rarely in a position to control the entire process as set out initially.

Also, due to the nature of the participants' religion, custom, and cultural practices, special permission was sought for male researcher interaction with female participants. This reality has proven true, as female universities (Appendix 4:) have declined access to their female students, on the grounds of unacceptable contact between a male and females.

The secondary school students who participated were granted permission by their school principal. The principal's only request was that the name of the institution remained anonymous and that a female member of staff sat in during male researcher interaction time with the female students.

Chapter 5 Findings and Discussion

Overview

The aim of this study was to explore Emirati's attitudes and expectations with regards to their future career aspirations. Creative visual research methods (chapter 4, sections 4.1 and 4.2) were used to establish Emirati conceptualisations. Their conceptualisations were compared and contrasted with issues, as discussed (chapter 3). The sampling frame (chapter 4, section 4.3) created a collage representing what they hoped to gain out of their future career in the U.A.E. They were allowed to spend as much time as they needed on the construction of the collage where in some instances, participants chose to complete their collage at home and return for the semi-structured interview at a later date and time. An overwhelming majority of the collages (figure 17 and Appendix 5) were detailed in terms of completeness as many samples used a wide range of pictures to identify what they hoped to gain out of their future career.

The conceptualisations from the collage activity and the trends from the semi-structured interview were analysed, after which it was classified into elements of identity. An observation instrument was employed to organise the aspects of identity shared by the participants' collages. A second observation instrument was used to summarise the trends arising from the semi-structured interviews. The results from both observation instruments are then used to as the basis for the discussion.

Figure 17: Collages created by samples.



5.1: Aspects of Identity as a Result of Creative Visual Activity

After reviewing the participants' collages and descriptions of their work (Appendix 5), a framework of identities towards career expectations have been established. Samples sharing elements of identity are translated into a raw percentage. Figure 18 highlights the elements of identity that emerged as a result of the collage activity and the common elements shared by participants.

Aspects of Identity		
Element of Identity	Participants (P) Who Expressed Similar Elements of Identity	Percentage of participants sharing the Element of Identity
House or villa costing in the millions	P1, P2, P3, P4, P5, P8	60%
Car(s) that cost well above middle class standards	P1, P2, N4, P5, P8	50%
Business related	P1, P5, P6 P8	40%
Graduate Education	P1, P2, P7, P8	40%
Serving country	P3, P7, P9, P10	40%
Helping others	P3, P9, P10	30%
Success	P1, P2, P4	30%
Luxury	P5, P6, P8	30%
Political	P7, P9, P10	30%
Travelling	P3, P5, P8	30%
Hobbies	P1, P3	20%
Religion	P3, P10	20%
Happiness	P2, P4	20%
Work/Social Balance	P1, P2	20%

Figure 18: Elements of identity and percentage of participants sharing the element of identity. *As interpreted from the collage and participant descriptions.

After the participants discussed their collages the semi-structured interview was conducted to build from the creative visual research activity to further explore Emirati attitudes, understanding, and related issues of the current labour market in the U.A.E. Figure 19 identifies trends from their responses.

Trends Arising from the Semi-structured Interview							
Why did you choose your field of study?	How much annual income do you expect to earn?	What type of career did your parents encourage you to have?	What does your father/mother do for a living?	What jobs do you think your country needs?	Do you know what the vision 2021 is as set out by your government?	What is your understanding of the private sector in terms of employment?	Do you think your collage is realistic?
<ul style="list-style-type: none"> • Many of the participants were only able to give simple explanations as to why they chose their career path. • 50% of the participants wanted to engage in owning their own business. • 40% wanted to serve their country through political service or helping others. 	<ul style="list-style-type: none"> • Over 60% of the participants on minimal expected 20-40K a month in Dirhams for their starting salary. • Other participants expected between 70-200K a month in Dirhams. • 40% of participants were not overly concerned with how much money they earned, but were more concerned about job satisfaction. 	<ul style="list-style-type: none"> • 50% of the participant's parents were supportive of any career choices that the individual pursued. • The rest of the participants encourage them to seek a specific career path, which none have engaged in. 	<ul style="list-style-type: none"> • 80% of participant fathers' owned a private business. • 90% of participant mothers' were currently or at one time a teacher, assistant principal, or principal of a school. 	<ul style="list-style-type: none"> • 40% participants associated their responses with the medical field. • 40% participants were not sure or gave a simple response. • 20% were able to give very detailed responses. 	<ul style="list-style-type: none"> • Not one participant had ever heard of the vision 2021. 	<ul style="list-style-type: none"> • 40% of participants were not sure what the private sector was. • The rest of the participants were mixed in terms of their attitude towards the private sector. Some viewed it favourably while others viewed the public sector as a better option. 	<p>Almost 100% felt that their collage was realistic and could be achieved with hard work.</p>

Figure 19: Trends arising from the semi-structured interview.

5.2: Emirati Conceptualisations About Careers in the U.A.E.

5.2.1: Rentier Mentality

The concept of a ‘rentier mentality’ as discussed previously (Chapter 3, section 3.2.1) was associated with nationals from oil producing countries as having a disjunction between work, education, income and reward. Also, such nationals possessed a sense of entitlement as a result of unearned income or external rent such as oil. It can be concluded, that the participants from this study, did not demonstrate a disjunction between work and education. 40% of the participants desired the pursuit of a future graduate education. For this sampling frame there was a clear value for education and, the characteristics associated with the rentier mentality of education and work as an area of disinterest can be expelled. Moreover, the participants’ conceptualisations of their careers made it evident that many identified success with the amount of effort put into their careers, and in some instances, they identified with a certain code of conduct in the workplace. For instance,

Participant 1

I would like to work with whoever [public or private sector] valued me more, and depending on how hard I work is what [pay and benefits] I would expect in return.

Participant 2

What type of jobs do you think that your country needs? /Its, not about what jobs. It’s about what type of people our country needs. Trustworthy, hardworking people, not just lazy people that want to get money.

Participant 7

What jobs do you think that your country needs? /All types of jobs. We definitely need more doctors and nurses. I think scientific research and more encouragement towards the arts. We would benefit from economist and journalists.

Participant 9

What type of jobs do you think that your country needs? So for Nationals, where should Nationals be working?/Nationals?/Emiratis. /Somewhere far from labels. I want them to actually be working, not just behind a desk gaining money and not doing much and not having people that are lower to do everything.

Participant 10

What type of jobs do you think that your country needs? Like Emiratis? /I think we have enough big business cooperation's. I think we need/I know my cousin is studying speech therapy, which is needed here. Disaster management is another area that we don't have here. More to the lines of giving back. We just focus on/we kind of obsessed with making money, which I think we need to forget about now.

With regards to the other aspect of the rentier mentality theory, in relation to the expectation of high pay and reward, there is evidence that suggested that this aspect is present among some of the sampling frame. For instance, when analysing the responses to the question, 'How much annual income do you expect to earn?' it suggested that there is an expectation for high salary. Due to the way salary is dispersed in the Emirates, which is on a monthly basis, participants found it easier to respond to the question by answering the question with a monthly salary as opposed to an annual salary. 60% of the participants expected on minimal between 20,000 to 40,000 Dirhams a month (about \$5,475 to \$10,955) when they start their career out of university. A further 40% of samples expected salaries of between 40,000 to 200,000 Dirhams a month (about \$10,955 to \$54,970) when they start their careers. In a key note address at the Emirates Centre for Strategic Studies and Research at the 15th Annual Conference on Education and the Requirements of the GCC Labour Market, the U.A.E. Minister of Labour commented that the two main sectors of the labour market, construction services and trade services, do not allow Emiratis to live an acceptable life style and are unacceptable jobs (Gubash 2010). Shaheen (2010D) explored how many locals go from university straight into the public sector lured by big paychecks and a sense of entitlement. Also, a recent report released by the Emirates National Development Programme revealed that about 60% of Nationals quit the private sector because of a lack of career progression and expectations of a high

salary. In an effort to convince Nationals to seek and remain in employment in the private sector, a draft bill authored by the Ministry of Labour aims to give Emiratis working in the private sector the same salary and benefits that employees in the public sector receive (Arafa 2010).

If one compares the salary expectations of this sampling frame to that of a western model, such as the U.S.A., pay expectations go beyond that of a highly qualified individual. For instance, when the participants graduate and enter the labour market 80% of them expect to earn on minimal 25,000 Dirhams a month (about \$6,850). This salary is above the average of what a Doctoral degree holder would earn in the U.S., which is about \$6,244 a month (figure 20).

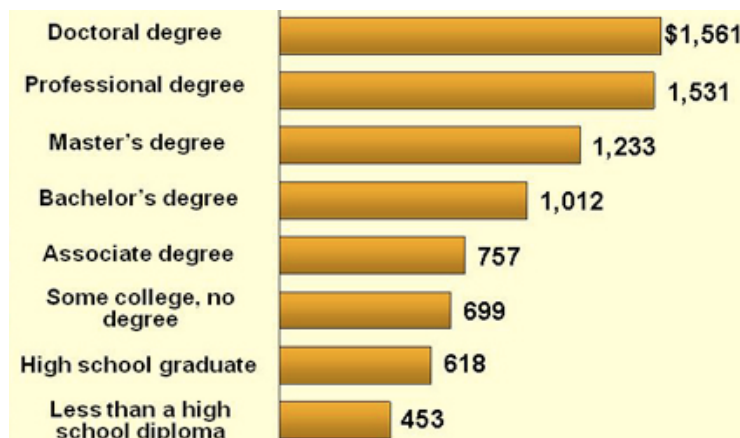


Figure 20: Median weekly earnings in the U.S.A. in 2008 based on educational qualification. Source: Bureau of Labour Statistics, Current Population Survey 2008. http://www.bls.gov/emp/ep_chart_001.htm

The second aspect of the rentier mentality, reward or expectation, can be found by observing the two most prevalent elements of identity. The desire to own larger upscale homes, and that of male participants expressing the desire to gain cars out of their career, which cost well above middle class standards.

Participant 1

Why have you chosen 4 expensive cars in your collage? /As a kid I always wanted a car collection.

Participant 2

What type of car is this? /It's a Mercedes, everyone wants to be happy.

Participant 3

What about this picture of the yacht and big house? */This is a house I want to live in. /Do you think that this house will cost a lot of money? /It is a house in Australia and it costs \$25 million dollars. /Do you think that you will eventually have enough money to pay for something like this? /Yes.*

Participant 5

May I just ask, you have 1, 2, 3 cars and a motorcycle. */Whichever one comes first. I like to travel a lot because I will be a pilot. I want to own a house or two. /Do you think that both of these houses/how much do you think that each one costs? /In the millions, more.*

These two elements of identity can be viewed in two ways. First, the concept a young of Emirati wanting to own larger homes and cars is probably not too different compared to individuals of the same age group from a western country. This conclusion can be arrived at due to the global phenomena of the homogeneity that most of the world has come to experience as a result of advanced information and communication channels. Palm (2006) discussed how some people have come to envy the lives of celebrities, including their million dollar mansions and expensive cars, which are transmitted through media channels. One could suggest that if participants from a western-based country engaged in the same collage activity that the individuals would probably have similar desires to own expensive homes, sports cars, and materials of luxury as a result of media influence.

The second viewpoint is based on tradition, which is arrived at due to the common practice that Emiratis tend to live in larger homes to meet the spatial needs of the extended family. Emirati culture attaches great importance to the home as it draws a clear distinction between National and expatriate society. It encapsulates a sense of identity and the exchange of the extended family as it allows culture and custom to be practiced in private (Heard-Bey 1982:404-405). It can be suggested that the large houses in the collages could represent Emirati tradition. For instance,

Participant 2

This house here, how many rooms do you think it has? */It depends on the family. U.A.E. families are quite big. A big house would be good.*

Participant 4

I chose the picture of the villa. I think having a good job will allow me to have a villa to live comfortable. /How much do you think the villa would cost? /Some millions. /This is a very big villa, why so big? /So I can have a big family.

Moreover, the historical act of benevolence by the ruling families of the U.A.E., which is still prevalent today in the form of free health care and education, marriage grants, social security laws, and housing, have potentially contributed to the high expectations of Nationals. Perhaps the expectations of owning larger homes are not too unrealistic as the government provides housing subsidies for Nationals (chapter 3, section 3.3.1, figure 12). It is admirable and if western governments were able to offer such benefits as a result of external rents then perhaps they would do the same. However, the social benefits bestowed to Emiratis appear to conflict with salary and material expectations.

5.2.2: Higher Education and Serving the Country

40% of the participants of the study were specific, descriptive and demonstrated that they have put much thought into what they want to get out of their career and how they will achieve this. Elements of identity such as the pursuit of a higher graduate degree and serving their country were two important trends arising from Emirati sample conceptualisations. For instance,

Participant 1

I want happiness and a good standard of life. Also, I want to have success with my education and hopefully get a masters degree and maybe a Ph.D. I know I will have to study hard and work hard.

Participant 3

...I am going to serve my own country. You can see a few pictures of poor people. Most people think that because you are local you have/your rich you have a lot of money. There are, the truth is that there are a lot of poor locals that live in Dubai. I want to help these poor people throughout my life.

Participant 7

I haven't completely decided on the career I want, but what I am deciding about now is I want to enter university and do some type of scholarly activity. Being able not to learn very specific things like in high school, but try to learn from a circle of many different things. Not just neuroscience and psychology, but even study philosophy and political science to get into the world of academia. Scholarly activity is something that is highly interesting to me.

Participant 9

I have a picture of Unicef. So, I was looking to go into that area, I tried to volunteer before, but they only accept volunteers with at least an undergraduate degree. I also have pictures of Dubai cares and some of the work they do in Gaza. So going into Palestine helping all poor nations, but trying to focus a bit more on poorer Muslim nations because I feel like they are kind of not given enough focus as well. Africa obviously needs our help and I'm going to drain a lot of efforts into that.

These attitudes are significant because they represent the desired characteristics of active citizenship that the government desires Emiratis to display. Individual characteristics that were observed from some of the participant conceptualisations are knowledgeable, hardworking, competitive and serving the needs of the country, which contributes to the Vision 2021 desire of a cohesive society. However, a major concern that was discovered was that not one participant was aware of Vision 2021.

5.2.3: Public and Private Sector Preferences

A major area of focus in the study was the imbalance of the public and private sector market in the U.A.E. and it was hoped that stakeholder attitudes towards this topic would be further revealed in this study. Overall, participant conceptualisations of the private and public sector were mixed points of view. 40% of participants did not know or were not sure what the private sector was. The other half of the sampling frame was split

in terms of preference. Some participants felt that the private sector offered better opportunities than the public sector. The others preferred to work for the public sector because they felt it offered better opportunities. Little evidence arose for further discussion about the public and private sector preferences, and the topic is therefore inconclusive. In semi-structured interviews the term Emiratisation was never mentioned to see if any of the participants would discuss the policy based on their own intuition. Not one participant mentioned the Emiratisation policy, but there was strong evidence of how Emiratis may potentially engage with the private sector.

5.2.4: Private Sector Conceptualisations

A major element of identity common among participants that surfaced from the creative visual activity demonstrated a strong attachment, either directly or indirectly, with entrepreneurship or the generalised concept of engagement with business as a career option. Initially, 50% of the samples indicated in their collages and descriptions that they wanted to engage in starting up their own business or work with a family business. Moreover, the semi-structured interviews revealed that the number of participants who wanted to open a business or would depend on the family business increased to 80%. This element of identity shared by the participants was supported by the fact that 80% of their families already owned a business, and in many cases, more than one business. It became evident that participants could simply work with their family businesses, seek financial support and even apply for government initiatives to serve as a financial means to support their own pursuits of opening a business. For example,

Participant 1

Your planning on starting other businesses and paying for the photography business from money saved? How will you pay for the other businesses? Will you take a loan out from a bank? /Right now there is the Sheik Mohammed programme for young businesses. I would apply for that and I would seek help from my father.

Participant 6

O.k., I decided to make my pictures based on what I want to do. I want to sell and design jewellery. The pictures of the pieces of jewellery represent the kind of jewellery I want to sell. /O.K., good. How do you think that you can start this type of business? /Well my family already has a jewellery business, so I will continue with this as I already work with the business.

Participant 9

How much annual income do you expect to earn? How much money do you expect to earn? /Doing my job? /Yes. /Um...Nothing. /Nothing? /Nothing. Especially, I am thinking of building schools. I don't/you don't gain profit from that. /May I just ask where you are going to get the money to build schools? /The money...um...yeah. We have a separate business that is actually one business is to gain money and the other business is to actually to return some of that. So, I will try to make a balance. Maybe, business will be more for me actually to live. I don't live beyond...[Speaks Arabic to friend] Yani, I will take just what I need. /Sure, I understand that. So you plan on opening businesses of your own? So you said one business to maybe help you build schools and one to.../Of course. I will need money if I want to do other so...like in the family business.

Participant 10

Would you work for a lower salary? /Yes, I don't mind volunteering. Thankfully, I am supported by my parents and maybe a husband. Thankfully, I am not in a position financially where money is a big issue to me.

The participant conceptualisations about businesses are important findings. It introduces the theory that some Emiratis may be classified by labour statisticians as out of work when in fact they may be engaging in family businesses or are possibly insulated by the securities of extended families income and savings whilst seeking work. This concept is what makes the Emirates, like other Gulf Coast Countries (GCC), so unique because the population imbalances and national labour laws allows many Nationals to take their time when searching for the type of career that they wish to engage in. The Emirates National Development Programme in the past has blacklisted Emiratis for being too selective when choosing job opportunities, as 500 Emiratis were blacklisted for refusing 6 or more offered jobs.

One could question if policy makers have considered the concept that Emiratis may be seeking work on their terms and that their need for employment may not be a pressing concern. This is in contrast to the western-based models, where a vast majority of job seekers would not be able to rely on family resources while looking for work, individual job seekers would be much more inclined to proactively seek work and accept work even if it is not a occupation they desire in order to meet their basic needs. If Emirati selectiveness is the case, as suggested, then it could be another indication as to why Nationals expect high pay and are selective when engaging in career options. This supports the finding of the Emirates National Development Programme's study (cited in Shaheen 2010) that many Nationals participate in the private sector as investors, not job seeking individuals.

5.3: Interpretation of the Findings

The English speaking media pays much attention to Emirati Nationals, which can tend to be negative at times. This most certainly has been the case in many regards to the U.A.E. labour market and Emirati employment seekers. Stereotypes of Emiratis in, or seeking to enter the labour market have been associated with a lack of having a need for meaningful employment, poor work ethic and poor educational and personal aspirations (Abdulla 2010). The individuals that represented this sampling frame undoubtedly dispelled these labels. In the future, the media should consider that all societies, east and west, always will have an element of the population who do not engage in the ethos of their community, state or country. Moreover, the U.A.E. has grown in leaps and bounds in terms of economic development and its continued effort to educate and provide suitable career options for its citizens. However, the result of development and growth may not always be a smooth transition for developing countries due to pressures placed on cultural values, which is best described by one of the study's participants:

Participant 7

I remember Oscar Wilde one time was talking about the U.S. and said it's the first nation to go from barbarism to opulence without culture in between. I think in some sense that can reflect Emirati society because we've grown so quickly and so much in such a short space of time. We haven't had that whole sort of full circle of civilisation. We've sort have jumped a few steps. We haven't allowed ourselves to build up on our own history or create our own distinct sense of culture. The wider Arabian Gulf like Qatar, Kuwait, Bahrain, Saudi Arabia to some extent- all these places just sort of jumped from I suppose a slightly more tribal way of living without building a whole lot culture around it.

Furthermore, findings from this study can raise the issue to policy makers to further investigate and consider what role family business and the overall business mentality contributes to labour market imbalances. Perhaps policy makers should reconsider employment engagement strategies in terms of what social classes of Nationals are being targeted to work in the private sector.

For example, two participants indicated that some Emiratis were not financially well to do and needed assistance in terms of education and financial income.

Participant 3

Most people think that because you are local you have/your rich/you have a lot of money. There are/the truth is that there are a lot of poor locals that live in Dubai.

Participant 9

... education should not only be spread in Dubai, not only in Abu Dhabi or the places that are doing good, but in Ras Al Khaimah, in these places there are poor women who have no access to education.

Participant description and other evidence suggested that a socio-economic distinction is present among the Emirati population. Recently, an announcement to help “poor Emirati families and youth” was announced in Ras Al Khaimah to provide them with housing (Ismail 2010). The Sheikh Mohammed Bin Rashid Al Maktoum Housing Establishment has introduced a ‘social integration scheme’ where Emiratis representing different socio-economic classes will be assigned housing in the same community. There is a paucity of information available on Emirati social class distinction and the findings from this study suggest that perhaps media and policy makers pay too much attention to Emiratis who are not in dire needs of employment.

Chapter 6 Conclusions and Recommendations

6.1 Conclusion

The research study conducted as part of this dissertation found that young Emirati's attitudes towards their future careers revealed four trends.

- (A) Young Emiratis identified success with the amount of effort put into their education and careers.
- (B) Young Emiratis lack a clear understanding of the public and private sector, and government policies such as Emiratisation and Vision 2021.
- (C) Emirati salary expectations are high.
- (D) A mentality exists among young Nationals in regards to engaging in the private sector as investors (business owners) as opposed to job seeking individuals. Due to family businesses and financial resources the young Nationals of the sampling frame are able to be more selective when choosing the type of career that they wish to engage in.

The study furthermore suggested that Emirati's attitudes discredited established stereotypes as portrayed by the media. The U.A.E.'s aspirations to become a knowledge economy will continue to progress, despite the challenges posed by the financial crisis, through the vast amounts of investment in education and reform projects. These include the Public Private Partnership (PPP) in Abu Dhabi, The Madares Al Ghad programme in Dubai and the Northern Emirates as well as continued participation and analysis of the TIMMS and PISA international testing, and school inspections as an agent of improvement in the U.A.E.

The reliance on expatriate employment is a trend that will continue in the U.A.E. However, one cannot overlook the fact that the National population is significantly increasing and that the public sector will struggle to provide employment to Nationals due to saturation levels. These events, with the possible introduction of government subsidies to the private sector to match public pay and benefits, is bound to lead more Nationals to the private sector over the coming decades.

6.2 Reflections

The collage activity as part of the creative visual research proved to be very successful compared with other qualitative methods, such as questionnaires and interviews. It presented participants the opportunity to think, reflect, and engage in the research question topic. Most of the participants produced detailed collages, which allowed the communication of meaningful conceptualisations of their understanding pertaining to future career choices and expectations. Creative visual research offered the focus group an alternative means of expression that arguably could not have been achieved in the same way compared with reading, writing or speaking, as all participants speak English as a second language. By employing creative visual research and building off the semi-structured interview a window was opened for the researcher to gain insight into a very important social issue in the U.A.E. This study was successful, much like Whetton and McWhirter's (1998) as cited in Gauntlett (2007:107) child drawings, Gauntlett's (2007:136) participant lego constructions, and Awan's (2008) year 10 students collages, as creative visual research methods proved to be powerful means to allow participants self-expression with minimal researcher influence.

There were many instances during the sample recruitment process where, due to cultural boundaries and the unwillingness of federal institutions to open their doors to the research project, that the researcher felt the creative visual research method approach would not be feasible due to limited participant access. However, the study unfolded through word of mouth, as sample volunteers stepped forward, one after the next. A mother showed up to a public library with her daughter and niece, men came to coffee houses and even invited the researcher into their homes, and men and women who had to study for exams took time out of their revision to participate in the study. The most humbling aspect of the experience was the fact that many participants thanked the researcher for taking interest in and investigating their country. Many politely wished a well outcome.

6.3 Limitations

The researcher acknowledges that there were areas of limitations over the eight months of the study. The first limitation was the size and composition of the sampling frame. Ideally, a larger sampling frame would allow for a more accurate interpretation of Emirati career conceptualisations. With regards to the composition of the sampling frame, it would have been ideal to get a representation of participants from both public and private universities in their final year of study. Due to sample availability, students in their final year of high school had to be included and only one sample from a federal university participated. It could be argued that the overwhelming majority of samples who came from the private sector education could have influenced the findings of the study.

The lack of access to federal institutions prevented the study from exploring important stakeholder attitudes. Therefore, the opportunity to conduct a well-rounded study was limited due to the several institutions refusing access, ultimately depriving important data sets from the study.

6.4 Recommendations

Based on the research and outcome of the study, which explored education in the Emirates and how well it prepared National to enter the labour market and Emirati attitudes and expectations towards their future careers, the following actions are recommended for further investigation.

6.4.1 Citizenship Education

The study revealed that participants were unaware of the Vision 2021 and policies such as Emiratisation. Also, most participants lacked a clear understanding of the differences between the public and private sectors and almost all participants expected high monthly salaries. Berman (2010) defined the nation building process as, ‘...the development of a unified national consciousness among that citizenry.’ The government

should establish mandatory citizenship education in the primary, secondary and entry levels of federal tertiary education. Not only for reasons found in this study, but for other issues such as a recent two year study tracked Emirati boys and at least 50% admitted to never studying for tests and expressed inflated expectations of life in general (The Khaleej Times 2010). Too many boys drop out of high school and around 50% of Nationals who do start remedial courses drop out as well as many of these dropouts do so on the perception that a secure salary awaits them in the public sector.

Citizenship education in the Ministry of Education's 2010-2020 plan is addressed, but it is not clear what content will be covered. The above-mentioned issues are a good starting point for the curriculum to cover. The Emirates must create a clear unified national consciousness among its citizenry about the direction the government wants the country to move towards. Informing citizens about Vision 2021 is a start, but it must not stop there. Expectations about work ethic towards education and the labour market need to be made clear. Government officials need to promote the ideals of Vision 2021 by going to high schools and universities to address the citizenry and be seen and perceived as key participants in the nation building process.

6.4.2 Incentives and Disincentives for Higher Education

One of the original pillars of higher education in the 1970's in the U.A.E. was that only qualified students would be admitted (Fox 2008:114). A major issue that challenges federal universities is two-fold. Over 90% of students entering federal universities need remedial courses and as a result one-third of the higher education budget has to be spent on such courses (The report 'Educating the Next Generation of Emirati's: A Master Plan for Higher Education' in the U.A.E. 2007:26 and The Ministry of Education 2010-2020 Strategy 2010:12). Moreover, it can take some National students in federal universities up to seven years to finish a bachelor degree and this past 2009/2010 academic year 5,000 National students missed the opportunity to attend federal universities because there were no seats for them (Shaheen 2010F). This occurred in a system where federal university is supposed to be free.

Feddah Lootah, the acting Director General of the National Human Resource Development and Employment Authority (Tanmia), has proposed that students who do

not take their studies seriously and fail repeatedly should pay for their higher education. This study wishes to build on this concept. By proposing a range of incentives and disincentives that needs to be introduced at the federal university level. For instance, the government already offers the incentive for students to attend university, as it is free. Outstanding educational achievement should be rewarded on an annual basis by means of cash incentive. An academic probation system should be designed and implemented, which is comprised of different levels of warnings that eventually could lead to fees for lack of progression. This would not only promote a sense of forced ownership among students, but it could help to lower the budget deficit federal universities face. Forced ownership is something that university students have to face in the west as many students have to take out student loans, work to study, or prove themselves academically for access to grant money and scholarships. This model should be given serious consideration to make the point of the governments aspiration to develop knowledge workers.

6.4.3 Vocational Education

Not all Emiratis have to go to University. A small group of influential economist and educators from the U.S. are saying the same, that not all American students need to attend university and instead the development of creditable alternatives to a higher degree need to be established (Steinberg 2010). They argue that extended high school courses and corporate apprenticeships should be explored to enable students to gain career specific skills. To an extent, the Emirates have done this by developing vocational alternatives to high school and university by establishing the National Institute for Vocational Education (NIVE) (<http://www.nive.gov.ae>) and the Vocational Education Development Centre (VEDC) (<http://www.vedc.ae>) among other smaller scale vocational programmes.

NIVE offers students the opportunity to development skills for the workplace by teaching them specific job competencies geared towards enhancing their employability. This is achieved through work placements in the public and private labour market coupled with vocational courses. Students can earn a BTEC EDEXCEL certified National diploma, Higher National diploma, or engage in other programmes such as

‘Bridge to Work’ or ‘Skills for the workplace.’ VEDC follows the Australian Qualification Framework and allows students to gain technical qualifications. NIVE has co-ed students whereas the VEDC targets young Emirati males that have disengaged from formal learning and offer students the opportunity to work directly with industry partners.

Both of these institutions appear to be offering suitable alternatives to secondary and higher education, but little statistics are available on the number of students who successfully graduate and enter directly into the work place. Also, enrolment numbers are very low as NIVE has around 100 students and VEDC around 650 students. Policy makers should further investigate the successes of these programmes. Students need to be identified who would otherwise struggle at the secondary and university levels and encourage their entry into such programmes. The 5,000 National students who were denied the opportunity to attend federal universities this past academic year could be altered towards such career paths, which would further benefit integration into the private sector.

6.4.4 Emirati Socio-economic Distinction

One of the study’s findings suggested that a socio-economic distinction is present among the Emirati population. There is a paucity of information available on Emirati social class distinction and the findings from this study suggest that perhaps media and policy makers pay too much attention to Emiratis who are not in dire needs of employment. For instance, there was clearly a socio-economic class of Emiratis that seek work on their own terms because they can engage in employment with or rely on a family business. Therefore, if there are Nationals that are living on a simple means of income focus should be directed towards them. Ideally, the lower socio-economic classes could potentially align better to the western model of employment engagement, as a necessity to work to meet basic needs is more likely to be present from this group. They would be ideal candidates to be recruited into vocational and apprentice programmes and further integration into the private sector. The government should continue it generous subsidies, mainly housing, but also develop subsidy in exchange for work schemes to encourage Emiratis to work for reward.

This was a small-scale pilot study and is by no means conclusive. Larger data sets from the key stakeholders should be further investigated to build on the concepts presented here. Federal universities, the Ministry of Education, and The Ministry of Higher Education and Scientific Research should coordinate their efforts to fund large-scale research projects in relation to Emirati attitudes and career expectations, to better align current policies and initiatives with the realities of its citizenry.

Illustrations

Figure	Title	Page
Figure 1	The type of skills needed in the knowledge economy.....	4
Figure 2	The 3 poles of a knowledge society.....	5
Figure 3	Wiseman’s defacto links between education and the labour market in the GCC.....	8
Figure 4	The breakdown of National students in Dubai schools by curriculum.....	14
Figure 5	TIMMS results by curriculum in Dubai.....	15
Figure 6	The Dubai School Inspection results by curriculum type in 2009-2010.....	17
Figure 7	U.A.E. National first-degree recipients at combined federal institutions 2005/6 academic year.....	19
Figure 8	Federal University enrolment by gender 1980-2006.....	21
Figure 9	The Ministry of Education 2010-2020 Strategy.....	24
Figure 10	The population demography in the U.A.E. and the distribution of nationalities in the private sector workforce.....	29
Figure 11	The Commercial Companies Law (CCL) of 1984.....	33
Figure 12	Socio-economic classification in the U.K. based on occupation.....	34
Figure 13	Housing benefits for Nationals.....	36
Figure 14	The study’s sampling frame.....	45
Figure 15	Example of the observation instrument that was employed to analyse the collages.....	46
Figure 16	Example of the observation instrument that was employed to classify trends arising from the participant responses during the semi-structured interview.....	47
Figure 17	Collages created by samples.....	50
Figure 18	Elements of identity and percentages of participants sharing the element of identity.....	51
Figure 19	Trends arising from the semi-structured interview.....	52
Figure 20	Median weekly earnings in the U.S.A. in 2008 based on educational qualification.....	55

Appendix 1: Key Sector Development Timeline in the United Arab Emirates 1791-2009

1791	1930	1935	1958	1970	1974
1791-1930 pearling represented 90% of national income. Dates and dry fish were tradable goods.	Pearl prices crash with the great depression and the Japanese invention of manufactured pearls.	The British sign agreements to explore for oil in Abu Dhabi, Ras Al Khaimah and Sharjah.	Commercial oil discovered in 1958 in Abu Dhabi. 1965 the British owned trucical states Petrol Company becomes Abu Dhabi National Oil Company	Dubai starts to export oil.	Sharjah starts to export oil.
1977	1985 Jebel Ali Free Zone	1985	1988 Ajman Free Zone	1991 Fujairah Free Zone	1995 Sharjah & Hamriyah Free Zone
Ras Al Khaimah starts to export oil.	Logistics and R&D driven industrial parks. In 1990 light industrial facilities added.	Emirates Airlines is founded. First flight is from Dubai to Karachi.	Zone offers entrepreneurship, international trade, commerce, manufacturing and industrial activity.	Currently 1,500 firms in the free zone covering commercial, industrial, services and logistics sectors.	A hub that offers sea, land and air transport links. There are 41,000 companies operating out of it.
1996 Dubai Airport FZ	1998 Umm Al-Quiwain	2000 Ras Al-Khaimah Free Zone	2000 Dubai Internet city	2000 Dubai Media City (Initiated)	2000 Dubai Cars and Auto Zone
Offers light industrial units, office units, and land sites.	Zone offers port facilities, manufacturing, trading and consultancy.	Offers a business park, industrial park, and technology park.	Media organisations ranging from news agencies, publishing, on-line media production and broadcasting.	Is the only global hub in the region where all media-based business operate as 1.	Main activities are trading cars and auto parts.

Appendix 1: Key Sector Development Timeline in the United Arab Emirates 1791-2009 Continued

2001 Dubai Gold and Diamond Park	2002 Dubai Multi Commodity Centre	2003 Dubai Aid and Humanitarian City	2003 Dubai Knowledge Village	2003 International Media Production Zone (Initiated)
Gold and diamond trading. Design and manufacturing of gold, diamonds and jewellery.	Provides industry specific market infrastructure and a full range of facilities for the gold & precious metals, diamonds and coloured stones, energy and other commodities industries.	Facilitates aid and development efforts by providing land to sea logistic facilities for international aid organizations.	Universities, training facilities, learning centres and support.	Devoted to graphic art, publishing, and packaging.
2003	2004 Dubai Flower Centre	2004 Dubai Silicon Oasis	2004 Industrial City of Abu Dhabi HCSEZ ICAD1	2005 Dubai International Financial Centre
Abu Dhabi launches Ethiad Airways.	Operates as a cool chain logistics facility and provides global logistic facilities.	One of the worlds leading centres of advanced electronic innovation, design and development. The regions engine for establishing a knowledge-based economy.	ICAD I targets heavy-to-medium manufacturing, engineering and processing industries, including metal products, construction materials, fiberglass, and plastics, assembly.	A world-class stock exchange, NASDAQ Dubai (formerly known as the Dubai International Financial Exchange or DIFX).

Appendix 1: Key Sector Development Timeline in the United Arab Emirates 1791-2009 Continued

2005 Dubai Studio City	2005 Dubai Biotech and Research Park	2006 Dubai Academic City (Initiated)	2007 Industrial City of Abu Dhabi HCSEZ ICAD2	2007 Dubai Energy City (Initiated)
Intended to cater to the production needs of the region and has plans to build movie studios like Hollywood sound stages backlots.	A free zone dedicated to life sciences.	Higher Education and training.	Includes metals, building products, and construction materials, oil and gas services, automotive, pharmaceuticals, and logistics.	Zone is aimed at regional and global energy opportunities. The zone is still under construction as of 2009
2008 Dubai Healthcare City First Hospital opens.	2008 Dubai Maritime City	2008 Industrial city of Abu Dhabi HCSEZ ICAD3	2008 Al Ain Industrial City 1 and 2 (Initiated)	2008
To include Boston University Dental Health Center, Harvard Medical School Dubai Center, Dubai Harvard Foundation for Medical Research, The Maktoum Harvard Library, and the Dubai bone and joint center.	Multipurpose maritime centre to suit the needs of Maritime Industries business.	Oil and gas zone, wood and engineering, zone, production of artificial grass yarn and, construction materials zone.	Light manufacturing, agricultural processing and food canning, light manufacture, chemical and plastic industries, construction materials, technology clusters, environmental industries, and prefabricated factory units.	U.A.E. Foreign Minister, His Highness Sheikh Abdulla Bin Zayed Al-Nahyan, and U.S. Secretary of State Condoleezza Rice signed a memorandum of understanding on cooperation in peaceful development of nuclear energy in the U.A.E.

Appendix 1: Key Sector Development Timeline in the United Arab Emirates 1791-2009 Continued

2009 Masdar City In Abu Dhabi named the International Renewable Energy Headquarters (IRENA H.Q.)	2009 Al Ain Aero Space Cluster (Initiated)	2009 U.A.E. Desalination	2009 Abu Dhabi to manufacture commercial air- craft	2009 Abu Dhabi's Advanced Technology Investment Company (ATIC) purchases computer chip manufacturer
Masdar City set to become the worlds first carbon neutral, zero waste city completely powered by renewable energy.	The cluster will cost about Dh 3.67 billion and suit aero- space manufacturing and service firms.	An estimated Dh 146.8 billion in desalination projects around the U.A.E.	Mubadala and General Electric Aviation sign multi-faceted aviation agreement to manufacture commercial aircraft by 2016-2018.	ATIC pays Dh 14.36 in cash and debt to the Singapore government owned Chartered Semiconductor in the Emirates continued effort to diversify its economy.
2009 Projects for U.A.E. sea and air ports total Dh 95.49 billion.	Dubai Building Material Zone (Planned Zone as of Aug 2009)	Dubai Carpet Zone (Planned Zone as of Aug 2009)	Dubai Design Centre (Planned Zone as of Aug 2009)	Dubai Heavy Equipment and Trucks Zone (Planned Zone as of Aug 2009)
More than Dh 95.49 billion of sea and air infrastructure projects are under way or planned to position the U.A.E. as a global trade and logistics centre.	Zone for building trades.	Zone will target the hand made carpet industry.	A building, furnishings, fixtures and materials hub.	The re-exports of trucks and heavy equipment.
Dubai Textiles City (Planned Zone as of Aug 2009)				
The textile Village will advanced communication network and utility systems aimed the Dh 12 billion Industry.				

Sources adapted from: 'Abu Dhabi to buy Singapore chipmaker for \$1.8b', The Gulf News, 7 September 2009, <http://gulfnews.com/business/investment/abu-dhabi-to-buy-singapore-chipmaker-for-1-8b-1.538494>, Abu Dhabi Zones Corporation general introduction, http://www.uaefreezones.com/fz_zonescorp.html, Ajman Free Zone general introduction, http://www.emiratesfreezone.com/ajman_freezone.asp and www.ajmanfreezone.gov.ae, Al Ain Industrial City 1 and 2 general introduction, http://www.zonescorp.com/En/Documents/AAIC_BROCHURE.pdf, Al-Majaid 2002, 'Areospace centre talk of show', 2009, National Newspaper, 'Projects for UAE sea and air ports total \$26bn', 2009B, National Newspaper, 'Irena to seize climate initiative', 2009, Condo Hotels Dubai, 'Dubai Academic City to become centre for higher education', <http://www.condohotelsdubai.com/articles/academic-city.htm>, Denslow, N., 2006 "Abu Dhabi Bids to be Logistics Hub", *Arabian Business*, January, <http://www.arabianbusiness.com/485052?tmpl=print&page>, Dubai Airport Free Zone General Introduction, www.dafza.gov.ae, Dubai Biotechnology and Research Park general introduction, www.dubiotech.com, Dubai Building Material Zone general introduction, <http://www.uaeinteract.com/business/freezones.asp>, Dubai Carpets Free zone general introduction, http://www.emiratesfreezone.com/dubai_carpets_freezone.asp, Dubai Cars Free Zone general introduction, http://www.emiratesfreezone.com/dubai_cars_automotive_zone.asp, Dubai City Guide: Dubai Flower Centre General Introduction and Dubai Flower Centre Free Zone general introduction, http://www.emiratesfreezone.com/dubai_flower_center.asp and <http://www.dubaicityguide.com/site/features/index.asp?id=1126>, Dubai Design Centre Free Zone general introduction, http://www.uaefreezones.com/fz_dubai_design_centre.html, Dubai Holding announces Dubai Energy: Dubai Energy general introduction, <http://www.dubaienergy.ae/Lists/Press%20Room/DispFormdfb4.html?ID=1>, Dubai International Financial Centre general introduction, www.difc.ae, Dubai Internet City general introduction, www.dubaiinternetcity.com, Dubai Maritime City general introduction, www.dubaimaritimecity.ae, Dubai Multi Commodities Centre, www.dmcc.ae, Dubai Silicon Oasis Authority general introduction, www.dso.ae, Dubai Studio City general introduction, www.dubaistudiocity.com, Dubai Textile Village Free Zone general introduction, http://www.emiratesfreezone.com/dubai_textile_village.asp, Embassy of the United Arab Emirates in Washington D.C. Nuclear Energy general introduction, <http://www.uae-embassy.org/uae/energy/nuclear-energy>, Emirates Airlines history story general introduction, <http://www.iloveindia.com/airlines-in-india/international/emirates-airline.html>, Emirates Business 24-7, 'Fujairah authority free zone on expansion drive', 12 February 2009, <http://www.zawya.com/story.cfm/sidZAWYA20090212035008/Fujairah%20Free%20Zone%20Authority%20on%20an%20expansion%20drive>, Etihad Airways history general introduction, <http://www.etihadairways.com/sites/Etihad/global/en/aboutetihad/etihadstory/Pages/EtihadHistory.aspx>, Gold and Diamond Park general introduction, www.goldanddiamondpark.com, Good News Magazine, 'Abu Dhabi to manufacture its first full commercial aircraft in 2018', p 14, 15, 2009, Good News Magazine, 'U.A.E. wins bid to host Irena H.Q.', p. 16-17, 2009, National Newspaper, Hamriyah Free Zone general introduction, www.hamriyahfz.com, Health Matters, 'The news letter of Dubai Health Care City', Issue 7, March –April 2008, www.dhcc.ae and <http://www.dhcc.ae/Lists/Newsletter/Attachments/5/DHCC-issue7.pdf>, Heavy Equipment and Trucks Free Zone general introduction, http://www.uaefreezones.com/fz_hvy_equipt_trucks.html, International Humanitarian City general introduction, http://www.ihc.ae/about_us.asp, International Media Production Zone general introduction, www.impz.ae, Jebel Ali Free Zone Authority general introduction, <http://www.jafza.ae/en/about-us/jafza-facts-at-a-glance.html>, Knowledge Village general introduction, www.kv.ae, Landais, E., "\$40b desalination projects planned to boost production, The Gulf News, 15 June 2009, <http://www.gulfnews.com/nation/Environment/10323155.html>, Ras Al Khaimah Free Zone general introduction, http://www.emiratesfreezone.com/rak_freezone.asp, Sharjah Airport International Freezone general introduction, <http://www.saif-zone.com/>, U.A.E. Interact (part of the National Media Council) 'Dh8bn Industrial zone part of master plan', 28 May 2009, http://www.uaeinteract.com/docs/Dh8bn_Industrial_zone_part_of_master_plan/36025.htm, Umm Al –Quiwain Free Zone general introduction, http://www.freezonesuae.com/umm_al_quwain_fze.htm, Wikipedia, The Free Encyclopedia, http://en.wikipedia.org/wiki/Dubai_Studio_City.

Appendix II: Anecdotal Experiences of work in the U.A.E.: Emirati Elders

Rahman, (2008) conducted a series of interviews with elderly Emirati citizens, which clearly projected a sense of hard work in their experiences growing up. A pearl diver, dhow builder, farmer, and mother were the focus of the interviews.

The pearl diver made it apparent that his work experience was not easy. “We were working hard in order to buy rice, sugar, and dates.” (Rahman 2008:32). He further described his experience as:

“The sea is cruel and diving is hell...Diving has no mercy- you can't rest and it is very dangerous as you are forced to stay up to five minutes under water without any diving equipment...sometimes we would stay out at sea for three months so that we were able to pay our debts and have something left to live on.”

(Rahman 2008:33)

The farmer defined the land as her, “personal identity” because it was her “work place” as she worked the fields and raised animals. She also felt that people have “abandoned” farming for office work leaving the usable land saline (Rahman 2008:34).

The elderly mother still insists on weaving baskets because at 65 she feels she should, “continue to be productive” (Rahman 2008:34). She pointed out that Emirati women used to do everything, but now, “maids do it all” and that is why many Emirati women are, “tired and inactive” (Rahman 2008:37).

The interviews of the elders made evident their sentiments towards modernism. They clearly point to materialism and consumerism, which they view as replacing production amongst the young Emirati population. For instance, the elderly mother who made the comment about maids doing a majority of the traditional work usually done by Emirati women is of concern by the government. It has been recently announced that grant money will be made available by the Emirates foundation for research into the maids role as the primary caregiver to children along with topics such as marriage, divorce (which is well above 40% in the U.A.E.), family values, and relationships between young people (The National, October 2009).

Appendix III: Requesting Access: Correspondences Between Universities and the Researcher

Dear Mr. Kotarski,

Many thanks for your interest in doing research at DWC.

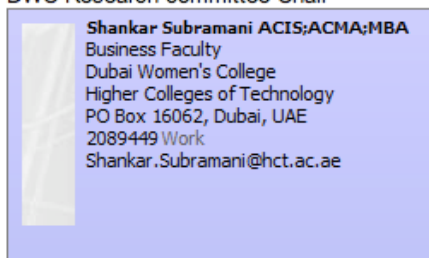
At the present time we are being very selective in accepting external research requests as our students are extremely busy with various projects and many of them are doing internships or getting ready for one. Besides it demands considerable amount of time and institutional resources which we are unable to spare.

Hence, we are not in a position to accommodate your proposal.

We wish you the very best in your research efforts.

Kind regards,

Shankar Subramani
DWC Research committee Chair



Dear Joe,

I presented your application to our Director yesterday. I am sorry to tell you that your application was rejected on the grounds that you require direct contact with our female students. Direct contact with our students at the Women's College is limited to our teachers and administrative staff. Being a Sharjah institution for female students, I am sure you understand the cultural limitations we have to abide by.

I'd like to wish you good luck with your research.

Regards,
Christina



Dr. Christina Gitsaki
UNESCO Chair in Applied Research in Education
SHARJAH HIGHER COLLEGES OF TECHNOLOGY

Dear Joe

I was away last week and could not get back to you. The first step for you will be to email:

Janet.Martin@zu.ac.ae

She is from the Research Office at ZU, you need to email her about your request and she would let you know what kind of procedures and forms you need to fill. However, just bear in mind that we are approaching the end of our academic year, you may not be able to do it this year.

Regards

Rabaa Alsumaiti, MEd

Instructor

College of Education
Zayed University, Dubai

Appendix IV: Information/Consent Sheet

Information Sheet: Prepared by British University in Dubai

Project Aim: The aim of this experiment is for you to share your attitude and perceptions about the future career you wish to take up once finished with your education at the HCT. Basically, what you want to get out of your future employment.

Participant expectations You will meet with a researcher for about 15 minutes where you will be shown how to create your own collage using images and text to help best describe your attitude towards the labour market, and expectations about what you hope to gain from employment after graduation. (The pictures will be copied from the Internet and pasted into Microsoft word to create the collage in A4 paper)

After the meeting you will complete the collage task at home. The next day the researcher will need to meet with you for 15-30 minutes (during your break time) to discuss the collage and ask questions related to the labour market. The discussion will be **audio recorded**.

Purpose: This activity is to aid a dissertation project titled, 'Education, Emiratisation, and the Knowledge Society: Preparing Emiratis to be Active Participants in the U.A.E. Economic Model' at the British University in Dubai. Your collages and responses could help to aid educational policy makers in the U.A.E. in understanding how to best plan educational strategy to better align the needs of Emiratis to the labour market in the U.A.E.

Your name will be kept confidential. Your collages and responses may be included in the dissertation project, which may be published.

Participation: Your participation is entirely voluntary and you may withdraw from the activity at anytime. If you should have any further questions I can be contacted at 050 1446423 or at j_kotarski@blumail.org You may also contact my dissertation advisor Dr. Naz Awan at 04 364 4547 or at Naz.Awan@buid.ac.ae for any other questions, concerns, or issues arising. The Sharjah College of Higher Technology and the British University in Dubai have approved this project and should you have any other questions or concerns you may contact a faculty member at your college.

Thank you for your participation,

Masters of Education Student

Consent

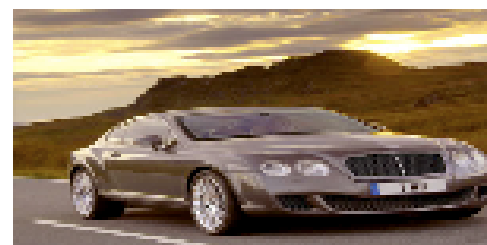
I have been informed of and understand the purpose of the study. I have been given the opportunity to ask questions and I understand that I can withdraw at anytime without prejudice. Any information that might identify me will not be published material. I agree to participate in the study as outlined to me.

Name of Participant: _____

Signature: _____

Date: _____

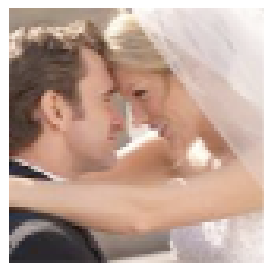
Appendix V: Participant Collages and Transcripts



Bachelor >>
Masters >>>



PHD



Run my own business



Participant: Male

Current level of Education: Undergraduate- 1st year

Type of Institution: Private University in Dubai

R= Researcher

P1=Participant 1

R: O.K., male sample 1 has finished his collage and he is now going to discuss his images that he has chosen to put in his collage. So we sill start with the question, *'Why did you choose your field of study?'*

P1: Actually, I choose my field of study, which is business because someday I would like to open my own business.

R: What type of business do you have in mind?

P1: What I have in mind is photography because it is my hobby and I want it to be more than a hobby. That is one of my businesses I want to open up. Open up a gallery so I can sell my photos and work. Also, have other Emiratis and photographers.

R: How much annual income do you expect to earn?

P1: Not much. It is something I really like, so the profit won't be that necessary, but I would like to open something else to get me profit.

R: How will you get the money to start the businesses up?

P1: It's my first year in university and I also have put time in a job. Saving money from that.

- R: Your planning on starting other businesses and paying for the photography business from money saved? How will you pay for the other businesses? Will you take a loan out from a bank?
- P1: Right now there is the Sheik Mohammed programme for young business. I would apply for that and I would seek help from my father.
- R: What type of career did your parents encourage you to have?
- P1: When I was a kid I wanted to become a civil engineer or an architect and my parents liked that. I wanted to be an architect, but when I grew older I changed my mind and thought I would go into business. They would be very happy with whatever I choose.
- R: What do your parents do for a living?
- P1: My father is a lawyer and he also owns his own law firm. My mother used to be a headmistress of a school.
- R: What types of jobs do you think that your country needs?
- P1: I don't know.
- R: Do you know what the vision 2021 is as set out by your government?
- P1: I don't know.
- R: The vision 2021 is a vision that your government has to be one of the best countries in the world. Also, Emirati citizens are expected to be responsible productive citizens.

R: Why have you chosen 4 expensive cars in your collage?

P1: As a kid I always wanted a car collection.

R: Can you discuss some of the other pictures in your collage at this time please?

P1: Well the picture of the Emirati family represents the Family I hope to have one day. I want happiness and a good standard of life. Also, I want to have success with my education and hopefully get a masters degree and maybe a Ph.D. I know I will have to study hard and work hard. I do want a good balance between work and my social life, family and friends.

R: What is your understanding of the private sector?

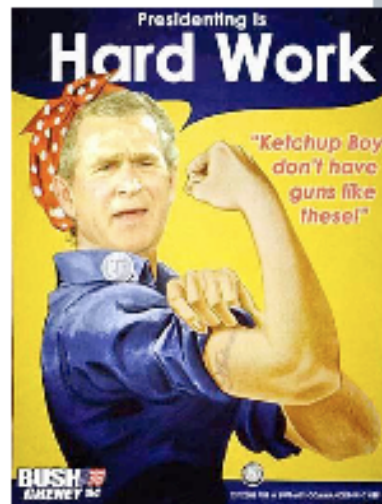
P1: Some companies offer great packages.

R: If you do not start your own businesses would you rather work for the government or the private sector?

P1: I would like to work with who ever valued me more, and depending on how hard I work [value and pay] is what I would expect in return. I don't have anything against the private sector.

R: Do you think your collage is realistic?

P1: At the current time no, but if I work hard and achieve my goals then I think yes.



Participant: Male

Current level of Education: Undergraduate- 1st year

Type of Institution: Private University in Dubai

R= Researcher

P2=Participant 2

R: Why did you choose your field of study?

P2: Because I think it has potential. My field of study is management. I think it has the most potential to meet the most success I want and to be able to meet my goals.

R: Is there a particular area of management you are focusing on?

P2: The reason I chose management is because I am then thinking of then studying a masters degree in international business. You know business outside the country.

R: How much annual income do you expect to earn? On a yearly basis what do you expect your salary to be in Dirhams?

P2: I am not sure about yearly, but monthly it would be around 70,000 Dirhams.

R: 70,000 Dirhams a month?

P2: Not after I graduate.

R: O.K., lets talk about when you graduate. Eventually, you want 70,000 Dirhams. What do you want when you graduate?

P2: 20,000 to 30,000 Dirhams a month.

R: What type of career did your parents encourage you to have?

P2: Well...they told me to be whatever I wanted to be, but something that would make me proud.

R: What does your father do for a living?

P2: He's a businessman.

R: He owns one business?

P2: Yes.

R: Does your mother work?

P2: No.

R: A stay at home mother?

P2: Yes.

R: What type of jobs do you think that your country needs?

P2: Its, not about what jobs. It's about what type of people our country needs. Trustworthy, hardworking people, not just lazy people that that wants to get money.

R: Do you know what the vision 2021 is as set out by your government?

P2: Not really.

R: 2021 is your government's plan or vision to make the U.A.E. and its citizens one of the best countries in the world.

R: What is your understanding of the private sector in terms of employment?

P2: Well, the private sector I thought used to be good, but now after the global crisis I don't know how good it would be, but is more relaxing than the government sector because it does not have much work and the government sector always has work. Plus there is a good chance of being promoted faster.

R: Let's take a look at your collage real quick. It looks like someone graduating, is that you?

P2: No. This picture represents that I want to fly high and continue my studies even after I graduate. To try and get a masters and a Ph.D.

R: Very good, you have a picture of a stairway to success; do you think that the latter is difficult to climb up?

P2: Well it depends on what type of person you are. If you are a person that tries hard and never gives up of course it will be easy. If you are a person who doesn't like hard work of course you won't.

R: I am a bit amused with the George W. Bush hard work poster. I assume you are focused on the concept of hard work?

P2: Yes.

R: Hard work, what does that mean to you?

P2: A person who reaches a certain level by playing it cool and getting work done to gain something. Of course give a person a position, but if a person gives hard work then they will be perfect.

R: What type of car is this?

P2: This is a Mercedes. Everyone wants to be happy.

R: This house here, how many rooms do you think it has?

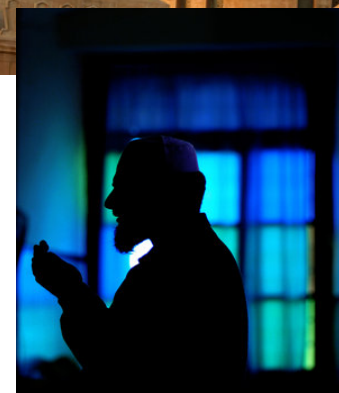
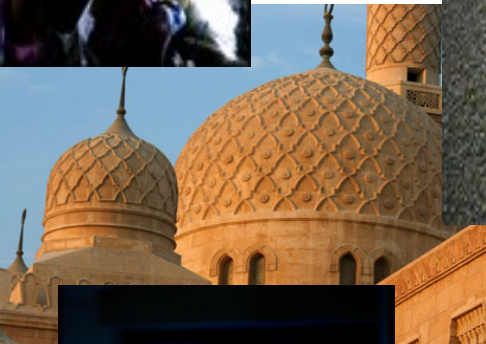
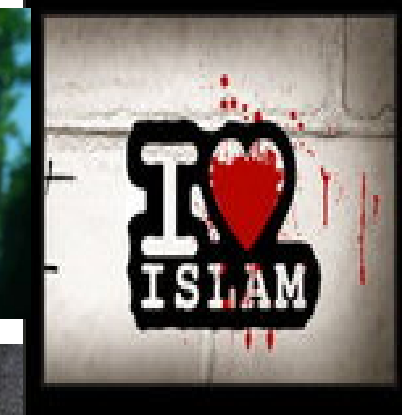
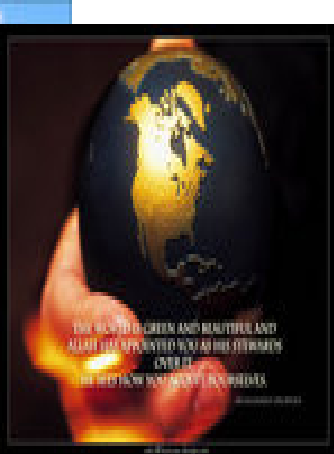
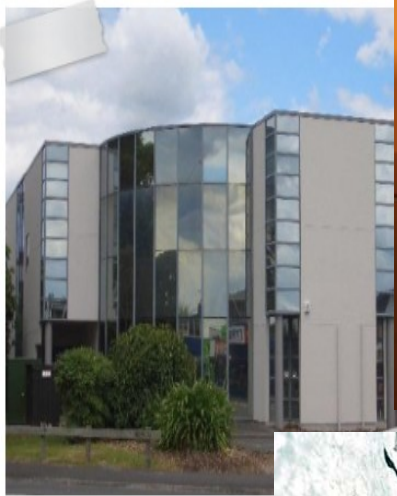
P2: It depends on the family. U.A.E. families are quite big. A big house would be good.

R: Do you think that you will be able to afford a house and car like this?

P2: If I work hard and diversify, branch out my own businesses, I might be able to do it.

R: Do you think that your collage is realistic?

P2: Yes.



HAMMER TIME ON ISLAND



Participant: Female

Current level of Education: Sitting exams in final year of year 12.

Type of Institution: Private U.A.E. National/British Curriculum Secondary School

R= Researcher

N3=Participant 3

R: This is sample 1 from the female sampling frame. She is now going to discuss her collage.

P3: O.K., so in my collage there is three parts. The first section is my views about my country and Islam and how it keeps me grounded. I want people the good sides of Islam, people in general. I want people to know Islam is a good religion. Most people have a view of Islam, that it might be terrorist. Islam is the religion that keeps me grounded.

R: What does this mean for you when you start to work?

P3: When I finish university I want to be a psychologist. There are a few pictures of the place I want to work. I want to be a psychologist and keep a balance between psychology and Islam. I want to relate or when I talk to people about psychology and help them with their problems I want Islam to help them through religion.

R: That would probably be working for a private company then if you were going to be working as a psychologist?

P3: Yes.

R: What else? You said that there was three parts, one that was clearly Islam.

P3: The second part talks about my hobbies and things I want in life. I am going to be a psychologist and I am going to balance between being a psychologist and Islam

and at the same time I want to be a writer and I care about, I want to have my own family and practice my hobbies such as horseback riding, writing, photography and so forth.

R: What is the third part?

P3: The third part is how I am going to serve my own country. You can see a few pictures of poor people. Most people think that because you are local you have, your rich, you have a lot of money. There are, the truth is that there are a lot of poor locals that live in Dubai. I want to help these poor people through out my life.

R: What is this picture here where there is a western pair of people?

P3: This is a picture related to psychology. The pictures of Emirates airlines is that I want to travel around the world.

R: What about this picture of the yacht and the big house?

P3: This is the house I want to live in.

R: Do you think that this house will cost a lot of money?

P3: It is a house in Australia and it costs around 25 million dollars.

R: You think that you will eventually have the money to pay for something like this?

P3: Yes.

R: O.K., now we are going to shift to questions related to the topic of your career.

R: You said you are going to be a psychologist. Why are you choosing this field of study?

P3: Because I believe being a psychologist...this would, there are more psychologically hurt people than physically hurt people. And helping people in my country, solving or tackling their problems is going to make me feel good about myself because I know that I served my country.

R: How much annual income do you expect to earn? If you do not know what you want to make a year you can tell me monthly.

P3: Honestly, being a psychologist is not about the money, but helping people. I am going to charge by the session. Approximately, I may charge 500 Dirhams a session.

R: So that's about 6,000 a day, or 30,000 a week, or 120,000 a month.

R: Do you think that this is a realistic income?

P3: Locals here think that they cannot talk to outside psychologists. Like if I was the first female psychologist who can make it big, and advertise and keep it confidential. There are not many females who study psychology. They do not study their masters in Dubai.

R: What type of career did your parents encourage you to have?

P3: Being a doctor.

R: What does your father do for a living?

P3: He has his own finance company. He has businesses and houses.

R: He has more than one business?

P3: Yes.

R: What about your mother?

P3: My mother was a principal at a school.

R: What type of jobs do you think that your country needs?

P3: I think that most male students in Dubai go to business because it is the easiest thing because their father encourages them to go into business. But, I think that there should be more doctors and more going into medicine. In our country there are local doctors, but not as much as we need.

R: Do you know what the vision 2021 is as set out by your government?

P3: I have no idea.

R: Your government wants to be one of the best countries in the world by 2021. Also, Emiratis should be responsible active citizens.

R: What is your understanding of the private sector in terms of employment? To rephrase that, there are people who work for the government, which is the public sector and there are people that work for private companies.

P3: I am not quite sure.

R: Do you think that your collage is realistic?

P3: I think that it is if I follow my path and go to university.

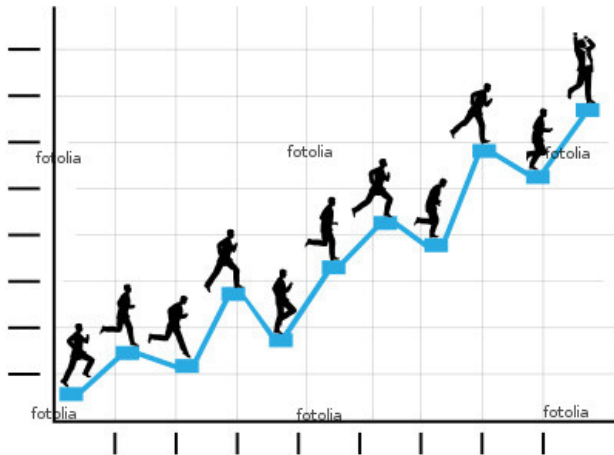


fotolia



fotolia

fotolia



Participant: Male

Current level of Education: Sitting exams in final year of year 12.

Type of Institution: Private U.A.E. National/British Curriculum Secondary School

R= Researcher

P4= Participant 4

R: Male sample number 3 can you tell me why you chose these pictures in your collage?

P4: I chose the picture of the villa. I think having a good job will allow me to have a villa to live comfortable.

R: How much do you think a villa like this would cost?

P4: Some millions.

R: This is a very big villa. Why so big?

P4: So I can have a big family.

R: O.K., for a big family.

R: You have a picture of a car. Can you tell me about it?

P4: The car is just some...I don't know what to say. I think it is something that I want, but it is not necessary.

R: Tell me a bit about the other pictures.

P4: The picture is of a chart, some type of business. I also for my job want to start my own business.

R: The chart is going up. Do you want to advance your career?

P4: Also, I want financial freedom and all of that combined with happiness.

R: What does financial freedom mean to you?

P4: It means to be able to do anything to do anything without money being an object. For example, I do not want to plan a trip ahead and just be able to be able to go.

R: And the last picture?

P4: I just want happiness out of my future job.

R: O.K. I am now going to ask a few questions related to your future career. When you go to university what will you study?

P4: Electrical Engineering

R: Why are you choosing to study electrical engineering?

P4: I just find the subject/I just like the subject.

R: What type of career did your parents encourage you to have?

P4: Basically, they said to do what you like and what makes you happy.

R: How much annual income do you expect to earn? If it helps you, how much money do you want to expect to earn each month?

P4: I don't know.

R: What would you like? So say you finish university and start your first job.

P4: When I start the job?

R: Yes.

P4: Maybe 20,000 to 25,000 Dirhams.

R: What does your father do for a living?

P4: My father used to work for Dubai Electric and Water Authority. He is retired and now his own businesses.

R: He has more than one business?

P4: Yes, they are small businesses.

R: What about your mother?

P4: My mother used to work as a teacher and now is an assistant head.

R: What type of jobs do you think that your country needs? So Nationals, what type of jobs should they have?

P4: I am not sure.

R: Do you know what the vision 2021 is as set out by your government?

P4: No.

R: Vision 2021 is a plan that your government has to make the U.A.E. one of the best countries in the world with Emiratis as good citizens.

R: What is your understanding of the private sector in terms of employment?

P4: That work is more free I think.

R: Well there is working for the government in the public and there is working for a private company.

P4: No, I misunderstood, my own business?

R: I mean working for a private company or for the government. Of you personally had to choose working for a public job in the government or a private business owned by other than an Emirati.

P4: I think I would like to work for the government.

R: Do you think that this collage is realistic?

P4: Yes it is possible.



OPEN
your own **BUSINESS**



Participant: Male

Current level of Education: Sitting exams in final year of year 12.

Type of Institution: Private U.A.E. National/British Curriculum Secondary School

R= Researcher

P5= Participant 5

R: Male sample has finished his collage and he is going to talk about the pictures he has chosen.

P5: First, I want to open a business for my job and I want to get married. I want a nice car and a bike of course.

R: May I just ask, you have 1,2,3 cars and a motorcycle.

P5: Which ever comes first. I like to travel a lot because I will be a pilot. I want to own a house or two.

R: You think that working, as a pilot, will enable you to buy these things?

P5: Yes.

R: Do you think that both of these houses/How much do you think that each one costs?

P5: In the millions...more.

R: What I am now going to ask you is some brief questions related to your career, you said you wanted to be a pilot? Why did you choose this field of study?

P5: It will enable me to...it's a good job. It pays well. My dream is to travel a lot.

R: How much annual income do you expect to earn?

P5: I would say about 40,000 Dirhams a month.

R: What type of career did your parents encourage you to have?

P5: They wanted me to be a doctor.

R: What does your father do for a living?

P5: He used to work in the Ministry of Education as a normal employee.

R: And your mother?

P5: My mother used to be a teacher.

R: What types of jobs do you think that your country needs?

P5: More engineering jobs.

R: Do you know what the vision 2021 is as set out by your government?

P5: Yes, is it nuclear?

R: No, not nuclear. Vision 2021 is a government policy aimed at making the Emirates one of the best countries in the world by 2021 and the citizens as highly productive contributors.

R: What is your understanding of the private sector in terms of employment?

P5: It's good.

R: Why?

P5: I have been told it is better than the...

R: The government? You think that the private is better, pays better than the government?

P5: Yes, that's what I have heard.

R: Who told you this?

P5: My family.

R: Do you think that your collage is realistic?

P5: 70% is.

R: What do you think might be unrealistic about it?

P5: Owning a private jet.



Participant: Female

Current level of Education: Sitting exams in final year of year 12.

Type of Institution: Private U.A.E. National/British Curriculum Secondary School

Note: The sample made a traditional collage by cutting out images from magazines as opposed to using the computer.

R= Researcher

P6= Participant 6

R: O.K., Female sample 2 has completed her collage. Instead of using the Internet to find pictures she decided to use a magazine to get pictures from a magazine she brought with her to make her collage. She is now going to talk about her collage.

P6: O.K., I decided to make my pictures based on what I want to do. I want to design and sell jewellery. The pictures of the pieces of jewellery represent the kind of jewellery I want to sell.

R: O.K. good. How do you think that you can start this type of business?

P6: Well, my family already has a jewellery business, so I will continue with this as I already work with the business.

R: O.K., we will move along and I will ask you a few questions related to careers and the U.A.E.

R: Why did you choose your field of study? I know you said that you want to carry on in the family business, but will you go to college of University?

P6: Yes, I will go to Sharjah College as they have a programme in jewellery designing and making.

R: How much annual income do you expect to earn?

P6: Well, jewellery is expensive. So if I do well I would expect to make about 200,000 Dirhams a month.

R: What type of career did your parents encourage you to have?

P6: They don't mind what I do.

R: What does your father/mother do for a living?

P6: My father works running the jewellery company and my mother designs jewellery from home.

R: What type of jobs do you think that your country needs?

P6: I do not know.

R: Do you know what the vision 2021 is as set out by your government?

P6: No.

R: It is a policy that your government wants the U.A.E. to be one of the best countries in the world with Emiratis serving as highly educated responsible individuals.

R: What is your understanding of the private sector in terms of employment?

P6: I am not sure.

R: What I mean is that if you could work for a private company or a government job what would you choose?

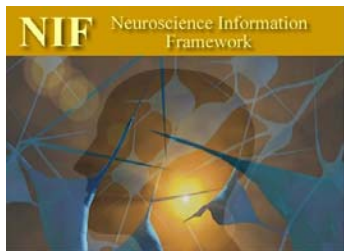
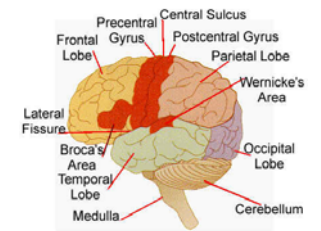
P6: I would work for the government job.

R: Why?

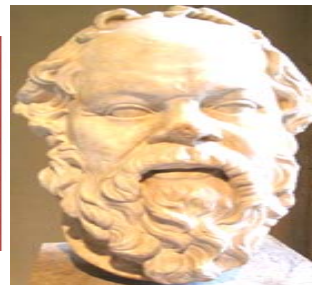
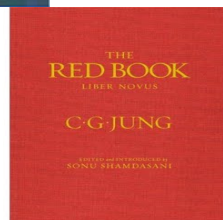
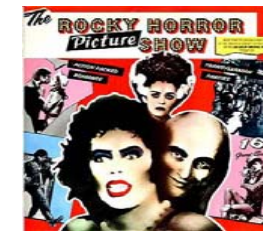
P6: It is better I think.

R: Do you think that your collage is realistic?

P6: Yes, I do.



Sponsored by the NIH Blueprint for Neuroscience Research



Participant: Male

Current level of Education: Sitting exams in final year of year 13.

Type of Institution: Private U.A.E. British Curriculum Secondary School

R= Researcher

P7= Participant 7

R: O.K., male sample is going to tell me about his collage that he has just finished.

P7: Right. So it's about 16 different photos in this collage that I have made. I suppose I have several reasons to choose the photos I've made my collage with. They are sort of medical and science based. Things like neuroscience of the brain. There is about 1 to 2 photos that have to do with surgery and another with medical science. There is also one about the journal of neuroscience, which is something that I am very interested in. So, the whole aspects of how the mind works. How we act as human beings, sometimes complex and sometimes simple, actions of humans and our behaviour and our personality, which I find incredibly interesting.

Then this one, it is sort of a collage in a collage. It's the three-pronged symbol for psychology. I don't know what it is called. The reason that I put it is because psychology is something else that interests me quite a bit as you probably can tell from the neuroscience explanation that I just gave.

Then there is I would say maybe 5 or 6 photos in this collage that represents scholarly activity. I haven't completely decided on the career I want, but what I am deciding about now is I want to enter university and do some type of scholarly activity. Being able not to learn very specific things like in high school, but try to learn from a circle of many different things. Not just neuroscience and psychology, but even study philosophy and political science to get into the world of academia. Scholarly activity is something that is highly interesting to me.

There is one photo I want to say is the Australian House of Parliament. Well it is not important where it is from, but what it represents. I wouldn't say that I would or wouldn't get into politics, but one of the things I want to look at and one of the things that interests me/I think that we are lacking in our current system and to some degree in our society about certain issues openly and honestly within our society and government. I don't think that this is something that we see here with our selves, especially in the media. This is another photo I have, which is a group of people sort of sitting together in a circle discussion of a certain topic. Also, emerged in discussion.

The last photos I am going to talk about are the Arts. Just sort of how they should have culture on society. Where not completely there yet I think, we don't have in the U.A.E., this proper sort of Arts and music- beyond popular music I mean, film theatre, that sort of thing. I remember Oscar Wilde one time was talking about the U.S. and said it's the first nation to go from barbarism to opulence without culture in between. I think in some sense that can reflect Emirati society because we've grown so quickly and so much in such a short space of time. We haven't had that whole sort of full circle of civilisation. We've sort have jumped a few steps. We haven't allowed ourselves to build up on our own history or create our own distinct sense of culture. The wider Arabian Gulf like Qatar, Kuwait, Bahrain, Saudi Arabia to some extent- all these places just sort of jumped from I suppose a slightly more tribal way of living without building a whole lot culture around it. And to represent this I have an old style Michigan movie theatre and that's the sort of theatre that I like because it is not sort of popular cinema, it is something that huge crowds do not want to see. It's slightly directed to quirkier films, one of them is the picture I put up of the Rocky Horror Picture Show. I just want to see the art house sort of films.

The final photo that I want to talk about is the one with the word freedom on it. I do think that we do have a great degree of freedom and I am incredibly grateful for that. I think that when it comes to certain freedoms that are not given in

completeness, like the freedom of the press and the freedom of speech. I think that if you want a healthy life society to grow and develop I think that freedom of speech is one thing that you cannot go without. If you want your society to progress properly without sort of having this one group of individuals at the top sort of dictating from the top down what should be done. As I said before like a sort of open debate about these things that are going on within our society without having any freedom of speech to discuss these things inshalla.

R: Thank you for talking about your collage. I am going to do a quick tape check. I am going to ask the sample a few questions about careers in general. You said you were looking in general into psychology and your interested with an array of academic thinking ideas. What led to you to pursue your field of study?

P7: Like I said before it about biological aspects psychology and neuroscience.

R: Why does this interest you?

P7: I think this is a tough one.

R: Is it safe to suggest that you are interested in finding out a deeper understanding of the way that we think?

P7: Yes, I suppose so.

R: When you have a job how much annual income do you expect to earn? If it helps you, you can tell me in monthly in Dirhams.

P7: I don't expect to get a lot when I first get a job. Hamduela, I have been brought up with a pretty good standard of living. I am not going to expect

myself to make anymore like...I don't know, what is a reasonable amount? Is \$50,000 dollars a year reasonable?

R: Where talking Dirhams.

P7: I'm talking dollars. O.K.

R: Just tell me what you think you would like to make in Dirhams a month?

P7: When I first work and what I think or what I would like to make?

R: Yes, what would you like to make when you first enter your career?

P7: Some where between 10,000 to 20,000 Dirhams.

R: What type of career did your parents encourage you to have?

P7: Ever since I was 9 I was talking about being a surgeon. My parents have been supportive of me. Supportive of the things I do like debating. That's one of the things that has opened me up to all different things.

R: What does your father do for a living?

P7: He works for the Federal National Council.

R: And your mother?

P7: She is a retired high school principal.

R: What jobs do you think that your country needs?

P7: All types of jobs. We definitely need more doctors and nurses. I think scientific research and more encouragement towards the arts. We would benefit from economist and journalist.

R: Do you know what the vision 2021 is as set out by your government?

P7: Not completely no.

R: Have you heard of it?

P7: No.

R: Vision 2021 is a vision set out by the U.A.E. government, which states that the U.A.E. should be one of the best countries in the world by 2021 and the citizens should be highly educated and productive.

R: What is your understanding of the public sector in terms of employment?

P7: From what I can see it isn't attractive to Emiratis because they think can get more benefits from the public sector. Also, for some reason, Emiratis view the private sector as much more inclined to give jobs to people outside the Emirates. That's probably because people coming from outside the Emirates are coming from lower paying jobs compared to their home country. Their getting things like housing, health care better pay. We sort of see this as stealing certain jobs, but Emiratis wouldn't want those jobs in the first place.

R: What is your view?

P7: I don't mind.

R: Do you think that your collage is realistic?

P7: In what way?

R: Do you think that you can achieve these things?

P7: Not all at once, but I hope so inshalla.



Luxury



Participant: Female

Current level of Education: Third year of undergraduate study.

Type of Institution: Federal U.A.E. University

R= Researcher

P8= Participant 8

R: A female sample has just finished her collage and she is going to tell us about it.

P8: My collage contains 18 pictures. I have pictures that indicate power, education, luxury, money, health, national identity and helping people.

R: Can you tell me about this picture here?

P8: Creating a family and peace.

R: Can you tell me a bit more about the luxury? Are these things that you want to engage in when you have a job?

P8: It's not a priority. Yes, of course like any person I would like to have things, but they are not my priority.

R: Can you tell me about these two pictures?

P8: I am wishing to continue my education and I want to start working from my bachelors and then my masters and maybe my Ph.D.

R: Now I am going to ask you some questions about your future career. You said you were studying business at a public/federal university. Why did you choose your field of study?

P8: Interest. It is something I always liked in school. I like dealing with numbers. I like figuring out things that's why.

R: Who much annual income to you expect to earn? If it helps you, you can say monthly in Dirhams when you first finish your university degree?

P8: It depends. Not minimum wage. I would expect 30,000 Dirhams maybe.

R: What type of career did your parents encourage you to have?

P8: They didn't, they gave me the freedom to do what I would like to do.

R: What does your father do for a living?

P8: Business.

R: Family business? Does he own more than one business?

P8: Yes, a family business, no he only has one.

R: Your mother?

P8: She is currently unemployed. She was a teacher.

R: What type of jobs do you think that your country needs?

P8: I think that we need health and education.

R: Do you know what the vision 2021 is as set out by your government?

P8: No.

R: Vision 2021 is the U.A.E. governments plan to make the Emirates one of the best countries in the world with responsible productive Emirati citizens leading the way.

R: What is your understanding of the private sector in terms of employment?

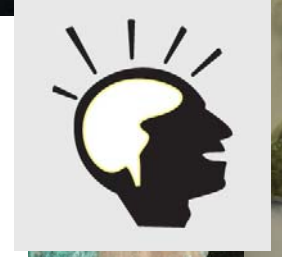
P8: I'm not sure what you are asking.

R: Basically, you can work for the government in the public sector or for a private business in the private sector.

P8: It's not as secure as much as the government sector. You can loose your job as it happened in the global financial crisis.

R: Do you think that your collage is realistic?

P8: Yes.



Participant: Female

Current level of Education: First year of undergraduate study.

Type of Institution: Private University

Note: Sample had a friend sit with her to ask for translation help when unsure.

R= Researcher

P9= Participant 9

R: I am with a female sample that has just completed her collage and is going to tell me about her photos and what they mean for her future career

P9: My collage is about my future career. I 'm trying to bring awareness for the stereotype of Arabs and the people wearing veils, if the man has a beard that they are terrorist that they are harmful. I am trying to show that if anybody is afraid of a terrorist or a terrorist attack they should be more aware of Israel and the Israeli government. Most people are not aware of the Israel and the plan that they have. I have read a lot of books that show that it's a systematic way of trying to...[Speaks Arabic to friend] yani...It's just...my aim I really I'm trying to show that they are real terrorist... [Speaks Arabic to friend] Shu...Yeah, Arab owners, Arab countries the presidents are having strong ties with them and strong relationships while our brother and sisters in Palestine are dying daily and nobody is giving them enough attention.

My goal is to do that and try to help them in any way I can for them, of course I will do anything to assist the country. I will, I will to bring in assistance that makes a difference. We should be more concerned with our neighbours that are going through these kind of stuff and then trying to present ourselves to the world that we are living in luxury and that we have everything because there is a time limit to where this luxury will continue [Speaks Arabic to friend]...There's a time limit to where this luxury will expand and what money we have today can be gone by next month. So, actually here like now living in this country and going to places like Jumeriah, I feel like a stranger. Actually, I feel like its kind of

imperialism that the government has, it's changing the way the country is, the traditions, the culture, the Islamic values. We are in an Islamic country and I want them to highlight these aspects to the places we go and see. For tourists to come here they're not seeing the country as it is, the people. We are like 10%, the locals. It's not like I have anything against people that come here to work because they had a hand in the business expansion, but I would like to see more respect. I would like to go into the government and try to bring policies...um try [Speaks Arabic to friend] make [laws] to protect the Islamic values because I believe our country will become a better place. I would like to see more money spent on education, knowledge, not education in business. I want to see humanity knowledge about people around the world and try and burst this bubble around many locals that we are doing fine and that we are doing good and other people. We are spending money, like yesterday I went into Armani café to drink water. A bottle of water was worth 20 Dirhams, 20 Dirhams for a bottle of water. It's just beyond how far we will reach for people to realise that we have to stop because we are not becoming well educated. There is just a bubble around people.

R: Can I just...

P9: One more thing.

R: You will have the chance. Basically, do you want to get involved with

P9: I want a union, just like the European Union. I want a union of the Arab world.

R: An Arab union?

P9: Yes, because the money we are spending here in Dubai would be used better in Egypt, the poor people in Egypt and Sudan, the wars that are happening in Palestine. That would be so much more valuable than building

the Atlantis or doing something that are basically fake. We won't live on/they have a limit. When you educate the people you make the world a better place. There should be more education, of course, I would like a stop on drugs here in the U.A.E. Many people are falling victim and like especially here it is growing with the money. We are bringing more harm than good.

R: Is there any other image you wish to...

P9: Yes, Family relationships. Yeah, family of course because I believe that if all families were close units then I think it would be a better place for us to bring more harmony.

P9: What about the picture of the boat?

P9: This is the Palm [Palm Jumeriah] and this is the boat, which I believe is not healthy.

R: And the picture in the bottom corner of the cap and diploma?

P9: Yeah, Yeah, Education should not only be spread in Dubai, not only in Abu Dhabi or the places that are doing good, but in Ras Al Khamineh, in these places there are poor women who have no access to education.

R: You hope to come in and spread the word?

P9: Yes, spread education and not just here in the U.A.E. I believe these nations are just a way to separate us and above all of that the most of us lead the same religion and speak the same language and their should be weak borders between us.

R: Thank you. Is there any thing else you wish to say before we move to the questions?

P9: No, that's it.

R: Thank you very much for that. Now I am going to ask you a few questions about careers and if you don't understand a question I can tell her and she can...

P9: No, [laughing] it's o.k.

R: Why did you choose your filed of study? Why are you doing this?

P9: [Students is studying international relations] I want to change...

R: You want to bring about change?

P9: Yes, I feel good.

R: How much annual income do you expect to earn? How much money do you expect to earn?

P9: Doing my job?

R: Yes.

P9: Um...Nothing.

R: Nothing?

P9: Nothing. Especially, I am thinking of building schools. I don't/you don't gain profit from that.

R: May I just ask where you are going to get the money to build schools?

P9: The money...um...yeah. We have a separate business that is actually one business is to gain money and the other business is to actually to return some of that. So, I will try to make a balance. Maybe, business will be more for me actually to live. I don't live beyond...[Speaks Arabic to friend] Yani, I will take just what I need.

R: Sure, I understand that. So you plan on opening businesses of your own? So you said one business to maybe help you build schools and one to...

P9: Of course. I will need money if I want to do other so...like in the family business.

R: And what career did your parents encourage you to have?

P9: Interior Designer

R: What does your father do for a living?

P9: He [Speaks Arabic to friend] he is in the furniture business.

R: He owns his own private business. Your mother? What does your mother do?

P9: She has a school.

R: A private...

P9: School

R: So a private business.

R: What type of jobs do you think that your country needs? So for Nationals, where should Nationals be working?

P9: Nationals?

R: Emiratis

P9: Some where far from labels. I want them to actually be working, not just behind a desk gaining money and not doing much and not having people that are lower to do everything.

R: Could that be for either the government or could that be for a private company or a non-Emirati owned business?

P9: Like active work. I would like to see them more in hospitals. I want to see them in shops. I want to see more of them...[Speaks Arabic to friend] yani...Donate a bit more. Now, I am actually seeing a lot of foreigners and some tourist that come here when they see a woman in an Albia they actually go and ask them where from she is. So they don't actually know.

R: Do you know what the vision 2021 is as set out by your government?

P9: Yes, I just heard you telling [Sample was in the room while her friend was interviewed]

R: Before you heard me?

P9: No, I did not.

- R: Did you hear me tell her what it was? It is basically that the U.A.E. government wants to be one of the best countries in the world. They want Emiratis to be highly educated and from them to be working/
- P9: Yeah, but they might be working in the wrong way. I don't think, it might not be right.
- R: I am not here to say if it is right or wrong.
- P9: Yeah, Yeah, I know! I'm just giving you my opinion. I think that they can be one of the best countries if they want but they will sacrifice a lot along the way.
- R: What is your understanding of the private sector in terms of employment? So basically, you can work for the government, which is the public sector or you can work for the private sector, which are privately owned businesses by the government.
- P9: I think that there is a lot more creativity in the private and the government is more like the government paying money for the citizens and there's a lot, I know many that work in the government public and/
- R: Well, 90% work there and 1% in the private.
- P9: They do get a lot of money and there, so not much creativity you can do there.
- R: Would you work for the private sector?
- P9: Never, No uh..Private?

R: Yes, private.

P9: Yes, I would work for the private not the government.

R: Do you think that your collage is realistic? Do you think you can make this happen?

P9: Yes, I think with a lot of hard work it will be very tiring. I'm not saying it will be easy to do, but even if I do I can send the messages to others and yes I do think I can make this happen.

R: Thank you so much.



لأجل أطفال غزة
For The Children of Gaza



Participant: Female

Current level of Education: First year of undergraduate study.

Type of Institution: Private University

R= Researcher

N10= Participant 10

R: Female sample has just finished her collage and now she is going to talk to us about it. Why have you chosen these pictures? What do these pictures have to do with your career?

P10: O.K., So, I am currently studying International Relations and Economics with the hope of going into charity work and human rights being a human rights activist.

I have a picture of Unicef. So, I was looking to go into that area, I tried to volunteer before, but they only accept volunteers with at least an undergraduate degree. I also have pictures of Dubai cares and some of the work they do in Gaza. So going into Palestine helping all poor nations, but trying to focus a bit more on poorer Muslim nations because I feel like they are kind of not given enough focus as well. Africa obviously needs our help and I'm going to drain a lot of efforts into that.

And I have pictures of labourers in Dubai like they have rights that they aren't given yet properly. So, I am kind of going into that area. Working with the U.N., maybe global, a more passionate side of the Middle East. Not that Dubai is all about capitalism and a moneymaking industry. I'm going to raise awareness about the poor nations in general.

R: So, your hoping to get out of your job basically: number one serving your country and number two helping out others?

P10: Yes.

R: I'm just going to ask you a few questions now. Why did you choose your field of study?

P10: Because I felt like economics is/I'm very good at/international relations gives me an idea of which nations/ because it studies countries and how they work together and a history of that like that helped me especially in areas of [Recorder problem].

R: O.K., we had a brief interruption. The female sample was telling us why she chose her career, which you talked about helping others. Go back to what you were saying about Muslim nations?

P10: To have an idea of nations and their relations with poorer countries. Other nations that will help them as well as Economics helps me. For example, I am taking a course in development economics, which is the economics of developing countries that will help me, show me areas of nations with third world developing countries.

R: How much annual income do you expect to earn from this job? If it helps what do you see your salary being in Dirhams a month?

P10: No idea.

R: Lets say that you finish university and you go right into a job. How much do you expect to make in Dirhams a month?

P10: I know in Dubai it's very different then Abu Dhabi for work. If I consider working in international relations I will probably be working in Abu Dhabi. I think about 40,000 a month. I am not going into it for the money.

R: Would you work for a lower salary?

P10: Yes, I don't mind volunteering. Thankfully, I am supported by my parents and maybe a husband. Thankfully, I am not in a position financially where money is a big issue to me. I am interested in donating my time to charity and people who do have problems.

R: What type of career did your parents encourage you to have?

P10: I was considering going into medicine for a while they were pushing me into law, politics was never something I thought about, but I am loving it now!

R: What does your father do for a living?

P10: My dad studies economics as well. He's in the family business.

R: What is the family business?

P10: We own a company that deals with real-estate and bringing electronics into Dubai.

R: And your mother?

P10: My mom has a home catering business. It is from home.

R: What type of jobs do you think that your country needs? Like Emiratis?

P10: I think we have enough big business cooperation's. I think we need/I know my cousin is studying speech therapy, which is needed here. Disaster management is another area that we don't have here. More to the lines of giving back. We just focus on/we kind of obsessed with making money, which I think we need to forget about now.

R: Do you know what the vision 2021 is as set out by your government?

P10: No.

R: Vision 2021 is a vision the U.A.E. as set out for the Emirates to be one of the best countries in the world with Emirati citizens as a highly productive and educated workforce.

R: What is your understanding of the Private sector in terms of employment? If you need me to further explain it I can...

P10: Yes, please.

R: Basically, the private sector is working for a private business and the business may not be owned by an Emirati. Then there is the public sector, which is working for the government. Have you heard anything?

P10: I've heard it's part of our nationalist protectionist policy that an Emirati has to own maybe 49% or 50% of a firm.

R: 51%.

P10: I do know that there is kind of informal discrimination between/which where your from it kind of/there's a difference of what you are offered in terms of salary. The westerners and Europeans get offered more, then the Emiratis and those in the Gulf, and after that it is everyone else.

R: Do you think that your collage is realistic?

P10: I hope so. Its what I want to reach.

Bibliography

Abdulla, F., '*Sterotypes can stymie the U.A.E.'s development*', The National Newspaper, 14 February 2010.

Abu Dhabi Economic Vision 2030, viewed 5 April 2010,
<http://gsec.abudhabi.ae/Sites/GSEC/Navigation/EN/publications.did=90378.html>

'*Abu Dhabi to buy Singapore chipmaker for \$1.8b*', The Gulf News, 7 September 2009, viewed 5 April 2010, <http://gulfnews.com/business/investment/abu-dhabi-to-buy-singapore-chipmaker-for-1-8b-1.538494>

Abu Dhabi Zones Corporation general introduction, viewed 5 April 2010,
http://www.uaefreezones.com/fz_zonescorp.html

'*Abu Dhabi to manufacture its first full commercial aircraft in 2018*', *Good News Magazine*, Volume 1, Issue 2, p. 14-15, July 2009.

Ahmed, A., '*Need for Public Schools to Raise Standards*', Kahleej Times, 23 November 2009A.

Ahmed, A., '*Ministry will revamp all Public Schools*', Kahleej Times, 12 June 2009B, viewed 5 March 2010,
http://www.khaleejtimes.com/DisplayArticleNew.asp?section=theuae&xfile=data/theuae/2009/june/theuae_june259.xml

Ahmed, A., '*International Assessment System for Education*', Kahleej Times, 16 December 2009C, viewed 5 March 2010,
http://www.khaleejtimes.com/DisplayArticleNew.asp?section=theuae&xfile=data/theuae/2009/december/theuae_december453.xml

Ajman Free Zone general introduction, viewed 5 April 2010,
http://www.emiratesfreezone.com/ajman_freezone.asp and
www.ajmanfreezone.gov.ae

Al-Ali, J., 2008, '*Emiratisation: Drawing U.A.E. Nationals into their surging economy*' The International Journal of Sociology and social policy, vol. 28, iss. 9/10, p.365-366.

Al Ain Industrial City 1 and 2 general introduction, viewed 5 April 2010,
http://www.zonescorp.com/En/Documents/AAIC_BROCHURE.pdf

Al Haddad, A., '*Emirati students confident of jobs despite downturn*', *Arabian Business*, 6 July 2009, viewed 6 March 2010, <http://www.arabianbusiness.com/561130>

Ali, M., 'Nahyan calls for investment in education for growth' The Gulf News, 31 March 2009.

Al Jandaly, B., 'Working after retirement in the U.A.E.', The Gulf News, 2 May 2009, viewed 6 April 2010, <http://gulfnews.com/uaessentials/residents-guide/working/working-after-retirement-in-the-uae-1.440878>.

Al-Majaida, Jamal, 2006. 'The Press and Social Change in the U.A.E. (1971-1991)', United Arab Emirates Zayed Centre for Coordination & Follow-up , pp. 28-30, 33.

Al-Mutawa, M., Fox, J., Mourtada-Sabbah, N., and Walters, T., 2008, 'Media as a Social Matrix in the Untied Arab Emirates', in Alsharekh, A, and Springborg, R. (eds.), *Popular Culture and Political Identity in the Arab Gulf States*, London: Middle East Institute at the School of Oriental and African Studies, pp. 122, 125, 127-128.

Al-Naboodah, H. and Lawson, H., 2008, 'Heritage and Cultural Nationalism in the United Arab Emirates', in Alsharekh, A, and Springborg, R. (eds.), *Popular Culture and Political Identity in the Arab Gulf States*, London: Middle East Institute at the School of Oriental and African Studies, p. 15.

Al Otaibi, G.A., 1992, 'Job satisfaction among public and private sector in Kuwait, a comparative study', *Journal of Public Management (in Arabic)*, vol. 69, pp. 31-62 as cited in Al-Ali, J., 2008, 'Emiratisation: Drawing U.A.E. Nationals into their surging economy' *The International Journal of Sociology and social policy*, vol. 28, iss. 9/10, p.365-366.

AMEinfo, 'Unemployment among Emirati Youth-Findings of Emirates Foundation Sponsered Research', viewed 9 May 2010, <http://www.ameinfo.com/219366.html>

Amuzegar, J., 1999, 'Managing the Oil Wealth: OPECS windfalls and pitfalls', London, U.K.: I.B. Taurus as cited in Minnis, J., 2006, 'First Nations Education And Rentier Economics: Parallels with the Gulf States', *Canadian Journal of Education*, 29, 4, p. 976.

Arab Youth Survey Highlights, 2010, p.27, viewed 26 April 2010, <http://www.arabyouthsurvey.com/downloads/highlights2009.pdf>

Araf, A., 'Public Sector benefits for private sector Emiratis', The Khaleej Times, 4 February 2010.

'Areospace centre talk of show', The National Newspaper, 14 June 2009.

Arnold, T., 'Training the youth is seen as vital', The National Newspaper, 24 November 2009A.

Arnold, T., 'Projects for UAE sea and air ports total \$26bn', The National Newspaper, 10 September 2009B.

Awan, F., '*Young People, Identity and the Media*', viewed 27 May 2010, <http://www.artlab.org.uk/fatimah-awan-phd.htm>

Bardsley, D. and Lewis, K., '*Schools are braced for the wind of change*', The National Newspaper, 24 February 2009A.

Bardsley, D. and Lewis, K., '*The Key Challenges*', The National Newspaper, 18 April 2008, viewed 5 March 2010B, <http://www.thenational.ae/apps/pbcs.dll/article?AID=/20080417/NATIONAL/906846521&SearchID=73383269444314>

Bardsley, D., '*Emirati University Students fail to reach top mark in Arabic Test*', The National Newspaper, 30 January 2010A, viewed 5 March 2010, <http://www.thenational.ae/apps/pbcs.dll/article?AID=/20100131/NATIONAL/701309874&SearchID=73383271838376>

Bardsley, D., '*UAE University in the World's top 400*', The National Newspaper, October 13, 2009B.

Bardsley, D., '*Federal universities have caught up to those overseas, says officials*' The National Newspaper, 2 November 2009C.

Bardsley, D., '*HCT Provost urges nationals to pursue degrees*', The National Newspaper, 25 December 2009D.

Berman, S., '*From the Sun King to Karzai*' Foreign Affairs on-line, viewed 27 May 2010, <http://www.foreignaffairs.com/articles/65984/sheri-berman/from-the-sun-king-to-karzai>

Berns, M., 2006, '*In the presence of English: Media and European Youth*', viewed 9 May 2010, <http://www.springer.com/education+&+language/linguistics/book/978-0-387-36893-1>

Blanke, J., Browne, C., Drzeniek Hanouz, M., Geiger, T. and Mai, I., 2009, '*The Global Competitive Index*', viewed 5 March 2010, <http://www.weforum.org/documents/GCR09/index.html>

Biter, Z., '*Housing Establishment developing projects for Emiratis*', The Gulf News, 23 July 2009.

Bristol-Rhys, J., 2008, '*Gender-Separated Higher Education in the U.A.E.*', in Davidson, C. and Smith, P.M., (eds.), '*Higher Education in the Gulf States: Shaping Economies, Politics and Culture*', London: London Middle East Institute at the School of Oriental and African Studies, p.100.

Britannica Concise Encyclopedia, Definition of feudalism, viewed 4 February 2010, <http://www.answers.com/topic/feudalism>

Brown, M., 2007, 'U.A.E.'s drive for Emirati-Run Economy is Thwarted by Handouts', *Bloomberg News*, viewed 9 May 2010, <http://www.bloomberg.com/apps/news?pid=20601085&sid=axmdijbZMi5k&refer=europe>

Chadwick, C., 'Schools of tomorrow show real results today' *The National Newspaper*, 9 April 2009.

Chansarkarague, B., Mashood, N., and Verhoeven, H., 2009, 'Emiratisation, Omanisation, and Saudisation- Common Causes: Common Solutions?', viewed 28 April 2010, <http://www.wbicunpro/17.%20Helen-U.A.E..pdf>

The Commercial Companies Law, viewed 5 April 2010, <http://www.government.ae/gov/en/biz/howdoi/start.jsp>

Condo Hotels Dubai, 'Dubai Academic City to become centre for higher education', viewed 5 April 2010, <http://www.condohotelsdubai.com/articles/academic-city.htm>

Creswell, J., 2008, 'Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research' Pearson-Prentice Hall.

Cromwell, J., Mayo, A., Mendhro, U., and Notira, N., 2010, 'Sheikh Mohammed and the making of "Dubai Inc."', Harvard Business School: President and Fellows of Harvard College.

El Ghonemy, M.R., 1998, 'Affluence and Poverty in the Middle East', London, U.K.: Routledge as cited in Minnis, J., 2006, 'First Nations Education And Rentier Economics: Parallels with the Gulf States', *Canadian Journal of Education*, 29, 4, p. 976.

Exelby, J., 2008, 'Emiratis fear being swamped by expats-survey', *Arabian Business*, viewed 9 May 2010, <http://www.arabianbusiness.com/533004-emiratis-fear-being-swamped-by-expats---survey?ln=en>

Davidson, C., 2008, 'Diversification in Abu Dhabi and Dubai: The impact on National Identity and the Ruling Bargain', in Alsharekh, A., and Springborg, R. (eds.), *Popular Culture and Political Identity in the Arab Gulf States*, London: Middle East Institute at the School of Oriental and African Studies, p. 144.

Denslow, N., 2006 "Abu Dhabi Bids to be Logistics Hub", *Arabian Business*, January, last viewed 5 April 2010, <http://www.arabianbusiness.com/485052?tmpl=print&page>

Drzeniek, M, El Yousef, S., Yousef, T, 2007, *The Arab World Competitiveness Report* Country Profile U.A.E., viewed 5 March 2010,
http://www.weforum.org/pdf/Global_Competitiveness_Reports/Profiles/UAE.pdf

Dubai Airport Free zone general introduction, viewed April 5 2010, www.dafza.gov.ae

Dubai Biotechnology and Research Park general introduction, viewed 5 April 2010,
www.dubiotech.com

Dubai Building Material Zone general introduction, viewed 5 April 2010,
<http://www.uaeinteract.com/business/freezones.asp>

Dubai Carpets Free zone general introduction, viewed 5 April 2010,
http://www.emiratesfreezone.com/dubai_carpets_freezone.asp

Dubai Cars Free Zone general introduction, viewed 5 April 2010,
http://www.emiratesfreezone.com/dubai_cars_automotive_zone.asp

Dubai City Guide, Dubai Flower Centre General Introduction, viewed 5 April 2010,
<http://www.dubaicityguide.com/site/features/index.asp?id=1126>

Dubai Design Centre Free Zone general introduction, viewed 5 April 2010,
http://www.uaefreezones.com/fz_dubai_design_centre.html

Dubai Flower Centre Free Zone general introduction, viewed 5 April 2010,
http://www.emiratesfreezone.com/dubai_flower_center.asp

Dubai Holding announces Dubai Energy, Dubai Energy general introduction, viewed 5 April 2010, <http://www.dubaienergy.ae/Lists/Press%20Room/DispFormdfb4.html?ID=1>

Dubai International Financial Centre general introduction, viewed 5 April 2010,
www.difc.ae

Dubai Internet City general introduction, viewed 5 April 2010,
www.dubaiinternetcity.com

Dubai Maritime City general introduction, viewed 5 April 2010,
www.dubaimaritimecity.ae

Dubai Multi Commodities Centre, viewed 5 April 2010, www.dmcc.ae

Dubai Silicon Oasis Authority general introduction, viewed 5 April 2010, www.dso.ae

Dubai Studio City general introduction, viewed 5 April 2010, www.dubaistudiocity.com

Dubai Textile Village Free Zone general introduction, viewed 5 April 2010,
http://www.emiratesfreezone.com/dubai_textile_village.asp

Embassy of the United Arab Emirates in Washington D.C. Nuclear Energy general introduction, viewed 5 April 2010, <http://www.uae-embassy.org/uae/energy/nuclear-energy>

Emirates Airlines history story general introduction, viewed 5 April 2010,
<http://www.iloveindia.com/airlines-in-india/international/emirates-airline.html>

Emirates Bussiness 24-7, 'Fujairah authority free zone on expansion drive', 12 February 2009, viewed 5 April 2010,
<http://www.zawya.com/story.cfm/sidZAWYA20090212035008/Fujairah%20Free%20Zone%20Authority%20on%20an%20expansion%20drive>

The Emirates Foundation, *Unemployment Among Emirati Youth: Findings Of Emirates Foundation Sponsored Research*, viewed 6 March 2010,
<http://www.zawya.com/Story.cfm/sidZAWYA20091221102411/Unemployment%20Among%20Emirati%20Youth%20-%20Findings%20Of%20Emirates%20Foundation%20Sponsored%20Research/>

Etiha Airways history general introduction, viewed 5 April 2010,
<http://www.etihadairways.com/sites/Etiha/global/en/aboutetiha/etihadstory/Pages/EtihaHistory.aspx>

Fox, W., 2008. 'The United Arab Emirates and Policy Priorities for Higher Education', in Davidson, C. and Smith, P.M., (eds.), *Higher Education in the Gulf States: Shaping Economies, Politics and Culture*, London: London Middle East Institute at the School of Oriental and African Studies, pp.111, 114.

Ghanem, S., 1992, 'Industrialization in the U.A.E.', in Abed, I. and Hellyer, P., 2001, (Eds.), 'United Arab Emirates: A New Perspective', U.K., Trident Press LTD, p. 260, 273.

Gerson, J. and Shaheen, K., 'Pay rise for public jobs has public sector wary', The National Newspaper, 22 December 2009.

Gold and Diamond Park general introduction, viewed 5 April 2010,
www.goldanddiamondpark.com

Governement of the U.A.E. website, copy righted 2006, About Emiratisation, viewed 5 April 2010, <http://www.u.a.e.gov.ae/mofi/>

Gubash, S., Key note address, "Challenges facing the GCC Labour Market", Day 3 of the Emirates Centre for Strategic Studies and Research 15th Annual Conference: Education and the Requirements of the GCC Labour Market, 3 February 2010.

- Habboush, M., '*FNC: Failures in Arabic "breach of constitution"*', The National Newspaper, 28 October 2009A.
- Habboush, M., '*Make voting age 18, FNC Veteran Says*', The National Newspaper, 30 March 2010B.
- Habboush, M., '*Drumming up support for national identity*', The National Newspaper, 20 February 2010C.
- Habboush, M. and Khalaf, H., '*Educators Pressed on National Identity*', The National Newspaper, 17 November 2009.
- Hamriyah Free Zone general introduction, viewed 5 April 2010, www.hamriyahfz.com
- Hassan, H., '*Challenges of Emirati Family Life are Focus of New Research Grants*', The National Newspaper, 08 October 2009.
- Health Matters, '*The news letter of Dubai Health Care City*', Issue 7, March –April 2008, viewed 5 April 2010, www.dhcc.ae and <http://www.dhcc.ae/Lists/Newsletter/Attachments/5/DHCC-issue7.pdf>
- Heavy Equipment and Trucks Free Zone general introduction, viewed 5 April 2010, http://www.uaefreezones.com/fz_hvy_equipt_trucks.html
- Helal, M., 2008, Dubai School of Government, '*Benchmarking Education: Dubai and the Trends in Mathematics and Science Study 2007*', p.8.
- Heard-Bey, F., 1982, '*From Tricial States to United Arab Emirates*', Longman, p. 54.
- Houghton J. and Sheehan, P., '*A Primer on the Knowledge Economy*', Centre for Strategic Economic Studies, Victoria University, February 2002, pp. 1-2.
- Housing benefits for Emiratis, viewed 23 April 2010, <http://www.uaeinteract.com/news/default.asp?ID=35>
- House, J., 2003, '*English as a lingua franca: A threat to multilingualism?*', Journal of Sociolinguistics, viewed 9 May 2010, <http://uk-online.uni-koeln.de/remarks/d5134/rm2169656.pdf>
- Hughs, R., '*Education and skills of U.A.E. nationals are first priority*', The National Newspaper, 19 April 2009.
- Hume, J., '*How to put the right people into the right jobs*', The National Newspaper, 24 September 2009.

Humphrey, D. and Suyyagh, F. 2009, (eds.), *The Arab Knowledge Report: Towards Productive Intercommunication for Knowledge*, Dubai, pp. 28, 32, 33, 100 and 103.

International Humanitarian City general introduction, viewed 5 April 2010,
http://www.ihc.ae/about_us.asp

International Media Production Zone general introduction, viewed 5 April 2010,
www.impz.ae

'Trena to seize climate initiative', The National Newspaper, 1 July 2009.

Ismail, S., *'177 houses for poor families in RAK'*, The Khaleej Times, 28 April 2010.

Jebel Ali Free Zone Authority general introduction, viewed 5 April 2010,
<http://www.jafza.ae/en/about-us/jafza-facts-at-a-glance.html>

Kassem, D., Mufti, E., and Murphy L., 2009, *'Educational Studies: An Introduction'*, Open University Press: McGraw-Hill Education.

Kazim, M., *'How young Emiratis can put us all on fast track'*, The National Newspaper, 22 November 2009.

Khaled, A., *'Student Film Makers Lift Lid on the Taboos of National Life'*, The National Newspaper, 20 April 2010.

The Kipp Report, 2010, *'How will Emiratisation succeed?'* viewed 7 April 2010,
http://www.emiratisation.org/index.php?option=com_content&view=article&id=495%3Ahow-will-emiratization-succeed&catid=112%3Afebruary-2010&Itemid=67&lang=en

The Knowledge and Human Development Authority, *'The Role of International Assessments and School Inspections in the Reform of Education in Dubai'*, 2009, p. 4, viewed 5 April 2010,
http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/UK_%20brochure25-10-09_EN.pdf

Knowledge Village general introduction, viewed 5 April 2010, www.kv.ae

Kwong, M., *'Thousands of Emiratis are found jobs'*, The National Newspaper, 20 February 2010.

Landais, E., *'\$40b desalination projects planned to boost production'*, The Gulf News, 15 June 2009, viewed 5 April 2010,
<http://www.gulfnews.com/nation/Environment/10323155.html>

Levey, F. and Murnanae, R., 2004, *The New Division of Labor: How Computers are Creating the next Job Market*, Princeton, N.J.: Princeton University Press, as cited in, Silva, E., 2008, *Measuring Skills for the 21st Century*, Education Sector Reports, p. 2.

Lewis, K. 'Emirati's turning to private schools' The National Newspaper, 15 August 2009A.

Lewis, K., 'Private firms to take on state run schools' The National Newspaper, 14 September 2009B.

Lewis, K., 'School inspection results will not be made public', The National Newspaper, 1 March 2010C.

Lewis, K., 'Fears over Education's Gender Gap', The National Newspaper, 6 November 2009D.

Luciani, G., 1990, *The Arab State*, University of California Press, p. 86.

Mazawi, A.E., 1999, *The Contested Terrain of Education in the Arab States: An appraisal of major research trends*, Comparative Education Review, 43, 3, as cited in Minnis, J., 2006, *First Nations Education And Rentier Economics: Parallels with the Gulf States*, Canadian Journal of Education, 29, 4, p. 976.

The Ministry of Higher Education and Scientific Research, Office of Policy and Planning, 2007, *Educating the Next Generation of Emirati's: A Master Plan for U.A.E. Higher Education*, pp. 16 and 26-27, viewed 6 March 2010, <http://www.napo.ae/ohepp/htm/planning.htm>

The Ministry of Higher Education and Scientific Research, Office of Policy and Planning, 2006, *Male and Female Persistence in Secondary and Tertiary Education in the U.A.E.: Current Trends and Policy Options.* p. 3, viewed 6 April 2010, <http://www.napo.ae/ohepp/PersReport.pdf>.

The Ministry of Higher Education and Scientific Research, Office of Higher Education Policy and Planning, 2007, *The Status of Science and Engineering Education in the United Arab Emirates*, pp. 3-5, viewed 5 March 2010, <http://www.napo.ae/ohepp/SME%20report.pdf>

Minnis, J., 2006, *First Nations Education And Rentier Economics: Parallels with the Gulf States*, Canadian Journal of Education, 29, 4, p. 976.

Morrison, M. and Scott, D., 2007, *Key Ideas in Educational Research*, Continuum International Publishing Group.

Moussly, R., *Minority of Emirati women still struggle to work and study*, The Gulf News, 31 January 2010.

The National Institute for Vocational Education, Homepage, viewed 27 May 2010,
<http://www.nive.gov.ae>

The National Science Foundation Science and Engineering Indicators, 2006, as cited in The Ministry of Higher Education and Scientific Research Office of Higher Education Policy and Planning, 2007, '*The Status of Science and Engineering Education in the United Arab Emirates Ministry*', viewed 5 March 2010,
<http://www.napo.ae/ohepp/SME%20report.pdf>

Organisation for Economic Co-operation and Development, 2007, as cited in The Ministry of Higher Education and Scientific Research Office of Higher Education Policy and Planning, 2007, '*The Status of Science and Engineering Education in the United Arab Emirates Ministry*', p. 5, viewed 5 March, 2010,
<http://www.napo.ae/ohepp/SME%20report.pdf>

Palm, T., 2006, '*Americas Idols-Why the Obsession with the Rich ad Famous?*', viewed 25 May 2010, <http://www.realthtruth.org/articles/465.ai.html>

Population demography by nationality in the U.A.E., The Al Bayan Newspaper, 2008, as cited in Randeree, K., 2009, '*Strategy Policies and Practice in the Nationalization of Human Capital: Project Emiratisation*', Research and Practice of Human Resource Management, 17, 1, Curtian University of Technology, viewed 14 April 2010,
<http://rphrm.curtain.edu.au/2009/issue1/emiratisation.html>

Population demography by nationality as distributed in the labour market, 2006, The National Human Resource Development and Employment Authority (Tanmia), as cited in Randeree, K., 2009, '*Strategy Policies and Practice in the Nationalization of Human Capital: Project Emiratisation*', Research and Practice of Human Resource Management, 17, 1, Curtian University of Technology, viewed 14 April 2010,
<http://rphrm.curtain.edu.au/2009/issue1/emiratisation.html>

Rahman, N., 2008, '*Place and Space in the Memory of the United Arab Emirates Elders*', in Alsharekh, A, and Springborg, R. (eds.), *Popular Culture and Political Identity in the Arab Gulf States*, London: Middle East Institute at the School of Oriental and African Studies, p. 15.

Randeree, K., 2009, '*Strategy Policies and Practice in the Nationalization of Human Capital: Project Emiratisation*', Research and Practice of Human Resource Management, 17, 1, Curtian University of Technology, viewed 14 April 2010,
<http://rphrm.curtain.edu.au/2009/issue1/emiratisation.html>

Ras Al Khaimah Free Zone general introduction, viewed 5 April 2010,
http://www.emiratesfreezone.com/rak_freezone.asp

Rasheed, A., '1.9m increase in population since last official census', The Gulf News, 6 October 2009, viewed 14 March 2010, <http://gulfnews.com/news/gulf/uae/general/1-9m-increase-in-population-since-last-official-census-1.541758>

Sankar, A., 'Authorities vow close monitoring as 25 Dubai Schools Slip in quality ratings', The National Newspaper, 11 May 2010.

Sambridge, A., '500 Emiratis blacklisted over attitudes to jobs', Arabian Business, last viewed 26 May 2010, <http://www.arabianbusiness.com/573598-500-emiratis-blacklisted-over-attitude-to-job-search>

Seaman, A., 2009, 'Sheik Zayed ranked as a, "transformer"', *Newsweek Magazine* as cited in The National Newspaper, 2 October 2009.

Seznec, J., 2008, 'Changing Circumstances: Gulf Trading Families in the Nineteenth and Twentieth-Century Gulf', in Alsharekh, A., (Ed.), *The Gulf Family: Kinship Policies and Modernity*, p. 61.

Shaheen, K., 'Hope is to match Emirati's and Jobs', The National Newspaper, 25 January 2010A.

Shaheen, K., 'Large Emirati families may start to dwindle' The National Newspaper, 19 January 2010B.

Shaheen, K., 'Emirati job demands too high, says experts', The National Newspaper, 8 April 2010C.

Shaheen, K., 'Government Attacks Emiratisation Laggards', The National Newspaper, 26 January 2010D.

Shaheen, K., 'Shake up for schools' code of conduct to deal with unruly pupils', The National Newspaper, 2 February 2010E.

Shaheen, K., 'Students who fail 'Should pay for collage'' The National Newspaper, 06 April 2010F

Sharjah Airport International Freezone general introduction, viewed 5 April 2010, <http://www.saif-zone.com/>

Steger, M., 2009, 'Globalisation: A Very Short Introduction', New York, Oxford University Press, p. 9.

Steinberg, J., 'Plan B: Skip Collage', The New York Times, 14 May 2010.

U.A.E. Interact (part of the National Media Council) 'Dh8bn Industrial zone part of master plan', 28 May 2009, viewed 5 April 2010,

http://www.uaeinteract.com/docs/Dh8bn_Industrial_zone_part_of_master_plan/36025.htm

United Arab Emirates Media Council 2010, viewed 5 March 2010 on U.A.E. Interact, <http://www.uaeinteract.com/education/default.asp>

United Arab Emirates Ministry of Education, 'The 2010-2020 Strategy', pp. 5, 7, 12, viewed 5 March 2009 [http://uaepm.ae/pdf/Website_Strategy%202010%20-%202020%20\(En\)1.pdf](http://uaepm.ae/pdf/Website_Strategy%202010%20-%202020%20(En)1.pdf)

United Arab Emirates Ministry of Finance and Industry 2010 in section titled, 'Oil and Gas', viewed 5 March 2010, http://www.uae.gov.ae/Government/oil_gas.htm

'U.A.E. wins bid to host Irena H.Q.', *Good News Magazine*, Volume 1, Issue 2, p. 16-17, July 2009.

United States Department of Labour, Bureau of Labour Statistics, viewed 27 May 2010, http://www.bls.gov/emp/ep_chart_001.htm

Umm Al –Qiwain Free Zone general introduction, viewed 5 April 2010, http://www.freezonesuae.com/umm_al_quwain_fze.htm

Vanlaan, L., 2010, 'Educational Reform in the Middle East', viewed 5 March 2010, <http://www.onestopclil.com/section.asp?theme=mag&catid=232&docid=613>

Vine, P. 2009, (ed.), *The United Arab Emirates Yearbook*, Dubai, Trident Press Ltd. and The National Media Council, pp.66-67 and 226.

The Vocational Education Development Centre, Homepage, viewed 27 May 2010, <http://www.vedc.ae>

'Why More Emirati Boys Quit Schools', viewed 26 May 2010, http://www.menatn.com/9n_news_story_s.asp?storyid=1093335322

Wikipedia, The Free Encyclopedia, viewed 5 April 2010, http://en.wikipedia.org/wiki/Dubai_Studio_City

Wiseman, A., 2010, 'Global Educational Requirements and the Future of the Labour Market in the GCC', Presented at the Emirates Center for Strategic Studies and Research 15th Annual Conference.

Yates, D., 1996, 'The Rentier State In Africa: Oil Rent Dependency and Neocolonialism in the Republic of Gabon', Trenton, N.J.: Africa World Press, pp. 11-12.