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MORAL EDUCATION



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H.H. Shaikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates

“

“Extensive knowledge and modern science must be acquired. The educational process we see today is an ongoing escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves.”

”

Quotes from H.H. Shaikh Khalifa Bin Zayed Al Nahyan

Moral Education

Engaging, Enlightening, Enabling and Empowering Global Citizens

“ ‘A country’s greatest investment lies in building generations of educated and knowledgeable youth.’... ‘To the young men and women of the Emirates, the future is yours. You are those who will determine your country’s future’ ”

Sheikh Zayed Bin Sultan Al Nahyan

“ ‘Values are the foundation of a nation’s stability, and the spirit of its laws. Without values a country has no security, stability or continuity.’ ”

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

“ ‘The future belongs to those who can imagine it, design it and execute it. It isn’t something you await, but rather create.’ ”

H.H. Sheikh Mohammed Bin Rashid Al Maktoum

“ ‘Our children face major challenges, and it is our responsibility to prepare and protect them. We should not sit back and watch. We should race faster than light, to ensure that future generations are well prepared to continue achieving and progressing.’ ”

H.H. Sheikh Mohammed Bin Zayed Al Nahyan

Moral Education

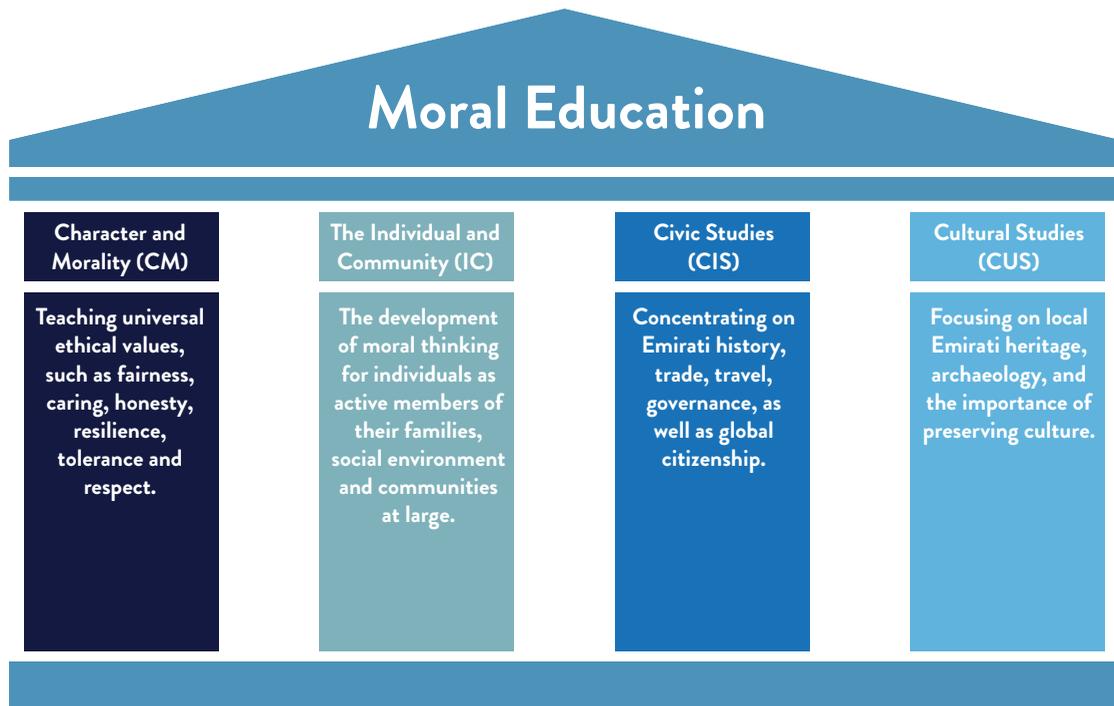
Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. It enables them to develop mutual understanding, respect for difference and empathy in order to sustain our cohesive and prosperous society. Through dialogue and interaction, students are provided with opportunities to explore different worldviews, to challenge one another's assumptions and attitudes and to develop the knowledge, skills and attitude necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.



Values of the Moral Education Course

Key Pillars of Learning

The Moral Education course will be experienced by students as they progress through the course, working their way through four key pillars of learning. Each of the four pillars is constructed around a series of learning outcomes.



Inspiration

The Ghaf tree is an essential and inspiring part of the ecosystem of our region

The Ghaf tree provides a safe environment for many animals and is a source of valuable resources for plants and humans. It is also so important that if it disappears, all other living organisms in its ecosystem may become extinct. The Sustainability Suite at Expo 2020 will rely on this idea to focus on the interdependence of human health with the earth planet.

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Being an Active Citizen

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What does it mean to be an active citizen?

How can we develop and apply the competencies required to be active citizens?

How can we make a positive contribution to our communities and societies?

How can we positively demonstrate leadership and good teamwork?



Lesson 1

Civic Engagement

Learning Outcomes

- Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.

Vocabulary

Active citizen

Civic engagement

Well-being

Civic duties

Civic responsibilities

1 Let's think about civic engagement and what it means to be an active citizen.

First, consider the definitions.

- Civic engagement means working to make a positive difference in the civic life of our communities and developing knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.
 - Active citizen: a person who is actively involved in his or her community on a local, national or global level.
- a. What sort of things would an active citizen do in a community?
 - b. What sort of things could someone do to demonstrate civic engagement?



2 Read the text below and answer the questions that follow.

Promoting Civic Engagement in the UAE

Civic engagement is crucial to building and strengthening a sense of identity and attachment to the nation. In a diverse and colourful society such as that of UAE, encouraging civic engagement can strengthen the bond between the various communities and contribute to the growth of the city. In Europe, the US and some other western societies, civil society is strong. Many individuals take an active role in their respected communities and see value in volunteering.

Here in the UAE, there is great potential to benefit from civic engagement, and people from all age groups can participate. For children, partaking in civic engagement activities can provide them with an opportunity to learn more about the UAE. Volunteering can also contribute to their healthy growth, instil confidence and develop their leadership skills. Volunteer activities could include a trip by a children's choir to a nursery; kids painting pottery items that are donated to a cancer organisation or baking and selling cupcakes with all profits donated to a local charity.

As for young adults, civic engagement will provide them with the opportunity to interact and diversify their views beyond the boundaries of a defined, traditional education. It will also help them build confidence and better prepare them to face the 'real world'. Students can volunteer to work with the disabled, or at an art museum, or help a non-profit organisation with its marketing.

Society can also greatly benefit from senior citizens' experience. At the same time, older adults can pursue strength, structure, purpose, affiliation and growth as well as add meaning to their lives through civic engagement. Older adults can volunteer at a library, teach a local or foreign language, or help school children with art projects.



- a. Do you agree that civic engagement can build attachment to the nation? How?
- b. In what way can participating in civic engagement activities provide young people in the UAE with an opportunity to learn more about the UAE?
- c. How can volunteering "contribute to young people's healthy growth, instil confidence and develop their leadership skills"?

THINK!

Do you personally know anyone who plays an active role in their community or volunteers? What do they do?

3 Why Civic Engagement Matters?

How clean would a community be if residents and businesses didn't take proper care of their rubbish? How safe would a community be if people didn't obey laws or report crime?

Some communities show a higher level of civil engagement than others. And in those communities where everyone is involved in defining and implementing public services and amenities, there is greater civic pride and responsibility. This in turn leads to stronger community wellbeing.

It was in the 1980s that non-profit organisation the National Civic League coined the phrase 'civic infrastructure' and created an index to describe and measure the essential elements of community in which everyone has a role in decision-making and public problem-solving. The civic league has worked to support civil engagement in American communities for 120 years. It believes that, through civic engagement, the many parts of a community – government, business, residents, non-profit agencies, and others – can work together to address public needs and desires. Whether it's economic development, safety, health, environmental quality or other matters, civic leadership and community partnerships can lead to lasting solutions that represent the values and desires of each part of the community.

Great communities have at their core strong and inclusive civic engagement that makes the most of the ideas and talents of all members of the community to ensure the common good and create lasting health and prosperity.



Look at the list of things that an active citizen could do to contribute to their community. Rank them from 1 to 5 in order of importance.

Rank	Examples
	Clean up litter
	Obey the speed limit
	Help elderly neighbours
	Always recycle
	Volunteering

4 Read the text below and answer the questions that follow.

Civic engagement is an umbrella term used to describe the activities which promote the bridging of communities with socially conscious thought and action. The following are examples of civil engagement.

Volunteerism

People over the world engage in volunteerism for a great variety of reasons: to help to eliminate poverty and to improve basic health and education, to tackle environmental issues, to reduce the risk of disasters or to combat social exclusion and violent conflict. In all of these fields, volunteerism makes a specific contribution by generating well-being for people and their communities.

Volunteers are motivated by values like those of justice, equality and freedom. A society which supports and encourages different forms of volunteering is likely to be a society which also promotes the well-being of its citizens.

Community Service

Community service refers to doing something beneficial to the community. There are many people associated with different aspects of community development. People full of philanthropic feelings are those who work hard for the betterment of the community regardless of race, customs and traditions. Any nation equipped with the feelings of community development and working to help the weak and less privileged communities to improve their standard of living is actually preparing itself for a healthier and happy community structure.

National Service

National service is a system of either compulsory or voluntary government service, usually military service. Voluntary enrollments at the Peace Corps are also known as national service. Many young people spend one or more years in such programmes.

In 2014, National Service became mandatory for Emiratis. Emirati men who have finished secondary school or aged between 18-30 will have to serve a year, while those who have not will serve two years. The service is optional for women, who may be trained for nine months, regardless of their education, according to the law.

Environmentalism

Environmentalism can be described as a social movement focused on the welfare of the environment. Environmentalism seeks to protect and conserve the elements of earth's ecosystem, including water, air, land, animals, and plants, along with entire habitats such as rainforests, deserts and oceans. Environmentalism works to correct the damage already caused as well as prevent future destruction, creating numerous environmental groups around the world. Even with the combinations of legislation and improved corporate behavior, nonprofit organisations still play a significant role in achieving environmental goals.



Role play the following scenario.

You and your friend both want to benefit from civic engagement. You are very passionate about the environment. Convince your friend that environmentalism is the best way for you both to be involved.

5 Read the text below and answer the questions that follow.

There are many different types of organisations involved in civic engagement. Some of these organisations have a mix of paid and volunteer staff, like most charities. Other organisations are much more loosely defined, like community groups, and can be composed entirely of volunteers.

Some of the examples of organisations in the voluntary sector include the following:

Charities and Foundations

A charity is an organisation set up to help society in some way – whether it’s helping certain groups nationally or internationally, promoting arts or sport, or helping the environment or animals. A charity’s aims have to fall into categories which the law says are charitable – such as the prevention or relief of poverty, or the advancement of the arts, culture, heritage or science.

It has to be established exclusively for what is known as public benefit. That means its only purpose must be charitable. Most importantly, all the money charities raise has to go back towards achieving their aims. A charity can’t have owners or shareholders who benefit from it.

Charities have to state what their charitable objectives are in order to be registered with the Charity Commission, and then explain how they are meeting them in their annual reports, which are publicly available.

Social Welfare Organisations

A social welfare organisation is a nonprofit organisation operated exclusively for the promotion of social welfare; and local associations of employees whose earnings are devoted to charitable, educational, or recreational purposes. Example of social welfare organisation: the Environmental Protection Agency (EPA).

Advocacy Groups

Advocacy groups use various forms of advocacy in order to influence public opinion and/or policy. They have played and continue to play an important part in the development of political and social systems. An example of an advocacy group is the World Wildlife Fund.

Think of a group you know that is involved in civic engagement. What have they done to promote civic engagement? Who benefitted from their actions?

6 Complete the following activity.

Think of active citizens that you know. Who are they and what have they done to promote civic engagement?
Who benefitted from their actions ? What led them to become active in the community?

Tell your group about the active citizens you know.



Lesson 2

The Good Citizen

Learning Outcomes

- Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.
- Identify how they can make a positive difference to the local community and wider society in which they live.

Vocabulary

Character

Community

Good citizen

Resourceful

- 1 Write a short answer to each of these questions. Discuss your answers with your partner. Then share them with the class.

Good citizens are active in their communities. You are part of a very special community: your school community. This is where civic engagement begins.



QUESTIONS	MY ANSWERS
Who is part of your school community?	
What do you do to contribute to this community?	
Why is it important to be involved?	
What can you do to promote change in your school?	

2 Read the text. Then answer the questions that follow.

Raising Good Citizens

Many parents hope their children will learn to be good citizens when they go to school, but parents have an important role, too. Good character is learned at home. A solid moral and ethical foundation supports the development of compassion, integrity, commitment, selflessness, and all of the other attributes that make someone a "good citizen". Children need to be taught respect, responsibility and resourcefulness.

Teaching Respect

Respect for others is the basis of good citizenship. Instilling a respectful attitude in a child requires that discipline, when necessary, be delivered resolutely, yet calmly; that the child's point of view be taken into account when making family decisions; and that parents' actions be consistent with their words.

Teaching Responsibility

A community cannot thrive without citizens who are willing to ask - to paraphrase John F. Kennedy - not what the community can do for them, but what they can do for the community. Children acquire this sense of social responsibility if they are consistently expected to contribute to their families, and if they are not overindulged. Children who aren't expected to perform daily chores are in danger of believing it's possible to get something for nothing. This is not good for a child's healthy character development. The more productive a child is within the family, the more productive a citizen that child will become.



Teaching Resourcefulness

Children also need to learn how to be resourceful. You can help your children develop an "I can!" attitude by setting reasonably high goals and then providing the support and encouragement needed to reach those goals. A second aspect of resourcefulness is imagination. The more opportunities a child has for creative play, the stronger the child's imagination becomes. Give your child plenty of opportunities for free play, and also see to it that the benefits are not cancelled out by too much television watching or video-game playing, which are inert and passive activities that do not encourage creativity.

Remember, children don't learn good citizenship skills from babysitters, electronic devices or otherwise, but from their parents.

The best way for parents to teach students how to be good citizens is by being positive examples and inviting children to help them. Recycling, encouraging children to say "please" and "thank you," talking about national issues and volunteering all promote good citizenship.

With your partner debate the following topic: Schools have a part to play in raising good citizens.

Let's Think Together:

- Do you think children today are being raised to be good citizens? Why?

3 Read the text and answer the questions that follow.

The state should play a vital role in the development of good citizens, primarily because the success of a state depends on good citizens.

Similar to that of schools and parents the onus is on state to provide positive examples of good citizenship. Governments also need to heavily fund education and encourage more active citizenship.



In Europe, the pursuit of equity and social cohesion has been a growing priority over recent years at national and European level. Encouraging citizens, particularly young people, to actively participate in social and political life has been seen as one of the principal means to address these issues, and education has been identified as a major force in this respect.

Major policy documents, have recognised the importance of promoting active citizenship and, as a result, it has become one of the main objectives for education systems throughout Europe.

Furthermore, the European reference framework on key competences for lifelong learning proposed that young people should be helped to develop social and civic competences, defined in terms of knowledge, skills and attitudes, during their school education. This competence-based approach calls for new ways of organising teaching and learning in citizenship education.

In addition to this, the EU Youth Strategy 2010-2018 declared fostering active citizenship, social inclusion and solidarity among all young people as one of its main objectives. The Strategy includes several lines of action related to developing citizenship in both formal and non-formal educational activities, for example, 'participation in civil society' and 'volunteering as a vehicle for social inclusion and citizenship'. In addition, in 2011, the year was designated as the European Year of Voluntary Activities Promoting Active Citizenship.

- a. Compare the European initiative with what the UAE government is doing in regards to developing good citizens.
- b. How do voluntary activities promote active citizenship?

4 Read the text and complete the activity.

Civic Morality

'Civic morality is a nobler virtue than individual morality, observed a judge of the Supreme Court of India, Jasti Chalmeswar'.

What exactly is civic morality? Civic morality or civic virtue is when a citizen does an act of goodness for the whole community as opposed to doing it for themselves. An individual may exhibit civic virtue by volunteering, organizing a book group, or doing jury duty. In general terms, the individual recognizes himself as a member of a larger social fabric and, therefore, considers social problems to be at least partly his own. Such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.

One volunteer group, Habitat for Humanity Lebanon (HFHL) is a Civil Company not for profit. It demonstrates the concept of civil virtue. The mission of HFHL is to create a world where everyone has a decent place to live. It strives to fulfill its mission by building, rebuilding, renovating and rehabilitating houses through partnership models to reach the families in need of housing services across Lebanon. Through these efforts, HFH Lebanon has assisted over 4,600 families—more than 20,700 Lebanese—to transform their war-damaged, decrepit, incomplete, or otherwise inadequate shelter into healthy, dignified homes where they can feel secure.



Research the following volunteering organisations and fill in the table below.

Volunteering Organisation	Mission	Activities
Mawalif		
Takatof		
Red Crescent		
Human Appeal Int.		

5 Read these quotes about citizenship and good citizens. Choose one and discuss it with your partner.

"Citizenship consists in the service of the country"
- Jawaharlal Nehru, the first Prime Minister of India (1889-1964)

"I think it's easier than ever to hear only what you want to hear. That doesn't make a good citizen."
- Eli Pariser, entrepreneur (1980-)

"Every good citizen makes his country's honour his own"
- Andrew Jackson, seventh President of the US (1767-1845)

"Ants are good citizens: they place group interests first"
- Clarence Day, author, 1874-1935



Share your conclusion about the meaning of your quote with the class.

6 Are you a good citizen? Or are there things you could do better?

Think of three things you do that make you a good citizen and three things that you could do better.

Things I do that make me a good citizen	Things I could do better to be a good citizen



Lesson 3

The Good Citizens in my Country

Learning Outcomes

- Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.
- Identify how they can make a positive difference to the local community and wider society in which they live.

Vocabulary

Advancement

Fulfilment

Honourable

Prosperity

1 What does it mean to be a Good Citizen in the UAE?

Look at this table on Emirati citizens' responsibilities and duties towards their country, family and community.



An Emirati citizen has duties and responsibilities towards...	And these duties and responsibilities are...
...his or her family	- to provide an honourable life to the family
... his or her community	- to behave with good ethics and favourable manners
...his or her country	to be loyal to the nation - to observe laws - to work towards the advancement and prosperity of the nation

2 Read the extract from UAE Vision 2021, which aims to make the UAE among the best countries in the world by 2021, which is the Golden Jubilee of the union.

CONFIDENT AND RESPONSIBLE EMIRATIS

Emiratis will be confident citizens, steadfast in carving out their future in a spirit of entrepreneurship and responsibility, engaged in the course of their nation and embracing moral values for richer fulfilment.

We want Emiratis to take charge of their path through life with confidence to map out a productive and fulfilling future for themselves and their nation.

In their professional lives they will prove that the route to success lies through personal commitment, dedication and a strong work ethic. Satisfaction and motivation will reward their self-reliance and initiative; their appetite for risk-taking will be fuelled by a vigorous entrepreneurial spirit.

At the heart of every Emirati's ambition is a profound awareness of duty towards their nation. Through this deeply held commitment, personal success and prosperity will grow hand in hand with moral responsibility. Emiratis will reinforce this noble and socially responsible dimension of the national character through greater participation in society.

Emiratis' dedication to the common good will keep them alert to events and changes that will impact our nation. Their proactive and persistent nature will inspire them to shape our nation's future as active members of society, rising to the challenges that tomorrow hold.

Efforts to succeed and prosper will not come at the expense of Emiratis' strong and healthy emotional balance. To



ensure stability amid the ever-changing demands of modern life, the notion of success must be broadened away from material wealth or social standing: it must also be defined by spiritual gratification. Prominent Emiratis will be well aware of their moral duties towards others and must allow society at large to share in their success. Those whose actions benefit the common goodwill will become role models in a society that recognises and values those who engage and serve their country.

- a. What does it mean to say that Emirati citizens should be "engaged in the course of their nation"?
- b. Why should Emiratis have an "awareness of duty towards their nation"?
- c. Should a good citizen prioritise wealth and social standing over everything else?

THINK!

Based on the ideas in this text, can you describe, in your own words, what a Good Citizen would be like?

3 A good Emirati citizen has responsibilities relating to general ethics and conducts. Read about these responsibilities. Then answer the questions that follow.

General Ethics and Conducts of a Good Emirati Citizen

The first duty of a good Emirati citizen is to abide by good ethics and conduct. This means being honest and honourable in daily dealings. It also means having good manners, and respecting public taste and civilised, promoted values. In the face of hardship, a good citizen is patient and mild tempered, and observes religion and tolerance when dealing with people.

The next duty is to be faithful to Islamic values and religious tolerance. This means abiding by Islamic values and principles, while also respecting other religions. A good citizen avoids extremism and extravagance.

A good citizen should also embrace the customs and traditions of the UAE. This means applying these customs and traditions in daily life, and blending them into all interactions and dealings with others. It also means representing Emirati customs and traditions with respect to people of other nationalities.

The fourth duty of a good Emirati citizen is diligence and perseverance. This means always aiming for brilliance and high standards, knowing that success comes from continued effort and hard work.



The next duty is innovation and leadership. A good citizen aims for creativity and innovation in different aspects of daily life, including work. It is also important to continually develop skills that enhance creativity and leadership, while also keeping up with developments in different fields.

A good citizen also works earnestly and diligently to achieve personal goals, aiming for continuous education, improvement and learning. It is also important, however, to achieve balance between psychological and physical health, because this is to the benefit both of the individual and the community. It is important, too, to achieve balance between work and family, giving each the attention it needs.

When abroad, a good citizen behaves well, observing laws, customs and traditions of the host country, being careful to represent the UAE in a positive way.

- a. The article identifies seven different areas of duty or responsibility that UAE citizens must meet. Is this asking too much of people?
- b. Which of the duties and responsibilities are most applicable to young people and students?

4 What makes a good citizen is different from one country to another. Read an extract of the interview of an Emirati postgraduate student in a Canadian university, on duties towards family and community. Then answer the following question.

INTERVIEWER: Tell us about duties relating to the family unit. What must a 'good citizen' do?

Student: The family has a big role in Emirati society. The first obligation is to nurture your family so it is united, harmonious and contributes to the community.

INTERVIEWER: In what way?

Student: Parents must educate their children, ensuring they understand the bond between family and community. Parents also have a duty to teach children about Islamic values and good ethics, as well as general Emirati customs and traditions. We want people to feel patriotic and proud of their nation. Parents explain to children they have a duty to make sacrifices to benefit their country.

INTERVIEWER: And does a 'good citizen' have duties within the family unit too?

Student: Oh, yes. Within the family unit, children are taught to respect their parents, their siblings and other relatives. They are taught to trust and be honest with one another.

INTERVIEWER: And what about other members of the community?



Student: As a good Emirati citizen, you have important responsibilities when dealing with others within the community. For example, you must respect everyone, irrespective of their status or background. You must respect other cultures within the community, never discriminating or showing favouritism. The principle of equal opportunity is really important in Emirati society.

INTERVIEWER: And what about a good Emirati citizen's duties to the broader Emirati society?

Student: Well, every citizen should feel a sense of social responsibility... almost as if we have a debt that we must repay to society. So you should do voluntary and charitable work, and you should do what you can to promote community harmony. Everyone has a duty to do whatever they can to help the less fortunate, such as the disabled, orphans, elderly and the poor.

- a. In the discussion, the Emirati student outlines responsibilities relating to family, community and society. How do you think most Emirati citizens perform in each of these categories? Choose one and share your thoughts with the class.

5 Although many qualities and characteristics of a Good Citizen are the same everywhere, the exact details differ from country to country. It depends on the particular society.

Some time ago, the Ministry of Presidential Affairs in the UAE held a competition to identify what good citizenship means in the UAE.

Read these excerpts from some of the winners' submissions.

A Grade 2 student took as his theme the need to be responsible and merciful to others, taking his inspiration from friends and the older generations.



"My mother told me that visiting a sick person is from Islam. So I went with my father to visit my cousin. He was ill for a couple of days because of something in his stomach. I brought him a gift. I always pour gahwa and chai halib for my grandfather when he wants some. I hold the bags for him when we are out. I walk with him to the mosque. I hold his hand to support him in walking. We should always respect the elderly."

A Grade 9 student explained the importance of the Quran and regular praying in his life.

"People might think it would take from your time and would distract you from your studies. It actually helped me be better in school. And my marks were better."

The mother of the winner in the kindergarten section said she had discussed the concept of being a good citizen with her son.

"Removing harmful things from the road is an act of charity. I was surprised when my five-year-old removed a thorn from the streets one day while we were walking. He explained that he was worried that someone would step on it or that it might damage car tyres."

6 Now that you've learned about what makes a Good Citizen in the UAE, let's describe an actual one! Write a profile of a Good Citizen in the UAE.

It can be a real person that you know or a fictional person. The profile should be three or four sentences in length.



Lesson 4

Developing my Competencies in Civic Engagement (1)

Learning Outcomes

- Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.
- Identify how they can make a positive difference to the local community and wider society in which they live.
- Demonstrate personal skills such as leadership and good teamwork.

Vocabulary

Competency

Mobilise

Quality

1 How good a citizen are you?

A good Emirati citizen has duties and responsibilities in many different areas and aspects of Life. These include general ethics and conduct, family and community.

Give yourself marks out of 10 for each category. Note what you do well and what you do better in each case.



	Mark /10	What I do well	What I could do better
General ethics and conduct			
Family			
Community			

2 Read the text and answer the questions that follow.

'Know your community to contribute better'

Knowing your community and the country is key giving something back, according to a Pakistani documentary filmmaker, who was addressing the Pakistan Youth Convention in Dubai.

Urging young people to find ways to contribute to society both in Pakistan and the UAE, she said, "unless you empathise with people, you can't help them. Unless you know the people and understand their situations, you won't know how to help them. You will only be making assumptions about their needs."



He said that you don't need a lot of money to help others, but can contribute by devoting time, energy and skills, as well as mobilising support for the right causes.

One way to contribute, she said, is to connect with the local Pakistani communities in the UAE and try to understand their needs.

"There are people from different social economic background who don't mix with each other easily. As residents, you can reach out to them. You can reach out to these people through events that they enjoy, such as cricket and other sports. This will bring people together. Once they are together, more social work can be done," said Fatima.

Organised by Pakistan Youth Forum, an affiliate of Pakistan Association Dubai, the convention brought together young Pakistani expatriates for an evening of cultural experience.

"We work hard to bring together different aspects of Pakistan and showcase a positive image of Pakistanis to the community," said the chairperson of the organisation.

- How can "mobilising support" help a cause?
- How can someone connect with a community?
- In what way can "more social work... be done" when the people of a community are together?

THINK!

Does community engagement depend on active citizens?

3 Read the story about how a community came together to help one of its less fortunate members. Then answer the question that follows.

'Every Door on the Street'

Community togetherness can turn a tragic story into an inspirational one. This is a story about how a community, moved by humanity and compassion, came together to help one of its less fortunate members.

A terrible traffic accident had left a 9-year-old girl unable to walk. It was tough to watch this once-active child unable to do the things she once took for granted. It was tough, too, to see her family struggling to adapt.

Caring for the girl was now a full-time occupation. Her mother was happy to take on the role, of course.

However, there were three other children to look after, too, so the father had to switch to part-time work. This put the family under financial pressure. They had some savings, but these were soon spent on medical bills and therapy for their daughter.

The most heartbreaking thing for the girl's parents was watching her struggle to move around her own home. Their small suburban house was not wheelchair accessible - and they lacked the finances to make the necessary alterations. Due to narrow doorways, steps and stairs, the young girl was unable to move from room to room. Even using the bathroom was difficult.

The family were too proud to ask for help, but they did not have to.

Aware of the family's difficulties, an elderly neighbour decided to help. He knocked on every door on the street, explaining the situation. Not one person refused to help.

Three days later, the house was fully wheelchair accessible - ramps were fitted, doors were widened and electric wheelchair was fitted. Some people gave their time and skills, others gave money.

One small community came together to help one small girl in a wonderful and inspiring case of community engagement.



- a. How do you think active citizenship or civic engagement projects are usually adopted or initiated? Do you think the way it happened in this story is normal or typical?

4 Read the text about active citizenship in the UAE. Discuss the questions with your partner. Then share your thoughts with the class.

'Get Involved for Change'

It's easy to pass judgement on what goes on around us but if you really want to change things you need to get involved. While the UAE has been identified as the world's largest donor of development aid, relative to its national income, a study conducted by Abu Dhabi's Al Bayt Mitwahid Association a few years ago, found that only 25 per cent of young Emiratis rated 'civic or social responsibility' as one of their top three values.

By making 2017 the Year of Giving in the UAE, the government placed charity and volunteering at the heart of what it means to be a good citizen today. Helping the elderly or disabled or using our skills to mentor and guide others are great examples of active citizenship and community engagement.



There is also a new breed of active citizen. Social philanthropists and entrepreneurs are citizens who contribute not only their money but, crucially, their time, knowledge and skills to give back. The non-profit organisation Team1971 which was established to encourage young Emiratis to give back to local communities is a good example. In 2011 when founders saw how a tweet regarding the litter following UAE's 40th National Day celebrations in 2011 led to a huge spontaneous clean-up which attracted people from all walks of life, they set up Team1971.

Since then, the group has engaged in projects with the elderly, labour workers and cancer patients bringing neighbours and communities together across the UAE. The Book Joint, an electronic moving library for patients across hospitals is one such project. Often, people still confuse their work for charity, and Bin Hendi is keen to change this perception. "This isn't charity. This is social work; awareness, community service."

- Do you think that what social columnist and blogger Khalid Al Ameri says is true? Is this a good thing? Why?
- What is the benefit of individuals setting up projects that help the community?
- Can you think of something you and your classmates could do?

5 Read the text about cooperation and answer the questions that follow.

'Co-operating to build a better future'

Most of the issues facing our society are complicated and they require complex solutions with numerous government departments and organisations working together. The improvement of income levels, one of the UAE's stated goals for 2030, is a good example.

The first part of this initiative is the provision of high quality education and a healthy job market to ensure citizens and residents can earn a decent living. In the UAE the budget for education is huge; in 2016, 21.2 per cent of the federal budget (AED 10.28b) went to fund education. The Ministry of Education has developed the Education 2020 strategy, a series of five year education plans aimed at developing a state of the art education system. To this end, various initiatives have been launched such as School Leadership Development Project and School Health Education Project.

Laws ensure that children must start school at 6 and remain there until they have completed Grade 12 or are aged 18. The UAE Government also passed a law in 2006 protecting the rights of people with special needs to education. Students with special needs are entitled to enrol in any school, without exception.

Social support is another part of the solution to this problem and the Ministry of Community Development provides assistance to families and individuals unable to provide sufficient income for themselves. Other entities also offer various types of support such as the Zakat fund which disperses zakat (alms) to people in need, the Marriage Fund which organises mass marriages and disperses marriage grants and the Sheikh Zayed Housing Programme which provides housing and land.

Financing businesses is another way of helping people increase their income levels and in 2007 the Khalifa Fund for Enterprise Development was set up to help develop local businesses and support entrepreneurs. The fund has several outreach programmes such as the Al Radda programme which, in collaboration with the Abu Dhabi police, aims to support Emirati prison inmates in entering the business sector and reintegrating into society after serving their sentences.

Discuss with your partner the following questions then present a report to your classmates.

- Were you surprised at how many elements there were to finding a solution to lower income people? Which initiative surprised you the most?
- Can you think of other things that need to be done that may not be mentioned in the text?
- Choose another problem facing the UAE such as climate change, the changing world of technology, the preservation of our national heritage and outline a strategy to solve the problem. Think about what kind of organisation might be involved and how you might mobilise volunteers to help your project.



6 Complete the following activity.

How could you personally make a positive difference either to your local community or wider society?

Think of an issue and what you could do to help or solve it. Then discuss your idea with your partner.



Lesson 5

Developing my Competencies in Civic Engagement (2)

Learning Outcomes

- Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.
- Identify how they can make a positive difference to the local community and wider society in which they live.
- Demonstrate personal skills such as leadership and good teamwork.

Vocabulary

Entrepreneurship

Leadership

Philanthropy

Teamwork

1 Think again about civic engagement. Do you remember the definition?

Write it here:

Consider your own community. Is there a high level of civic engagement in your community? Or could it be improved?

Make a list of four things that could be done to improve civic engagement and active citizenship within your community.

	Recommendation
1	
2	
3	
4	

2 Read the article "A True Leader within the Community" and answer the questions that follow.

The people of Sukumbasi Tole, a village in Nepal, are culturally, socially and economically marginalized. Nonetheless, with the help of UAE-based philanthropic organisation Dubai Cares (which works to provide children in developing countries with access to education), they are bringing great opportunities to their children through education.



دبي العطاء
Dubai Cares

One 14-year-old student, Suraj, has shown dedication, power, and strength to change the future of his village through education. His father is away working in India, surviving on a meagre salary and sending as much money home as possible, so Suraj has had to become the leader of the family. Currently the family is rebuilding their home, which means they have no shelter and are sleeping outside.

Despite these challenges, Suraj is a leader within his community. He is the Chairperson of the Children's Club at his school. One of the Club's current projects is to educate community members on the importance of latrines. Assisted by his teachers, Suraj and seven other classmates are showing people the health dangers of not using latrines. Suraj is also involved in the construction of the first proper school structure in his village. Now that the school year is over, Suraj spends every day on the worksite doing various jobs – digging the foundation, carrying sand and rocks, and filtering sand. Despite his small size and young age, he makes a huge contribution to the construction of the school. "If I study, I can be a successful person in the future," he says. Despite his young age, Suraj understands that education is the key to his future. His goal is to become either a doctor or an engineer.

The Work of Dubai Cares

Dubai Cares supported the establishment of 220 libraries and the publishing of 5 local language titles/books, of which 336,000 copies have been printed and distributed. In partnership with BuildOn, Dubai Cares is directly benefitting 2,100 primary school age children in 14 schools, and 1,200 illiterate women from indigenous rural communities. Activities also benefit 5,000 adults, teachers, and officials (600 unique volunteers per school project, project leadership teams, teachers, officials).

- Can you identify any examples of leadership in the article?
- Can you identify any examples of teamwork in the article?
- Is this a good example of civic engagement? Why?
- Research the work of Dubai Cares. Identify some other civic engagement projects it is involved in?

THINK!

Do you think civic engagement is more common in economically marginalised societies such as Nepal or wealthy societies such as the UAE?

3 Read about the encouragement of the United Nations for this type of civic engagement from young people then complete the task that follows.

Young people are often severely affected by humanitarian disasters. However, young people are also very often active in the responses to these disasters.

New Youth Compact to Reshape Humanitarian Work

The first World Humanitarian Summit convened by [the then] UN Secretary-General, Mr. Ban Ki-Moon and hosted by the Government of Turkey, which took place on 23-24 May 2016 in Istanbul, saw a strong emphasis on the urgent need to address the needs and safeguard the rights of young people and engage them in humanitarian response efforts.

One of the official Special Sessions of the Summit focused on the theme of "Transforming Humanitarian Action with and for Youth" and culminated in the launching of the new Compact for Young People in Humanitarian Action.

The Secretary-General's Envoy on Youth moderated the Session, and highlighted the compact's five key actions which focus on the improving and upscaling service delivery for young people in humanitarian settings, the engagement of youth in humanitarian response, their capacity building -especially at the local level. He stressed that if implemented the compact will transform the humanitarian work with and for young people.

All partners involved in the preparations of the Special Session through the WHS Advisory Group on Youth, which included numerous UN System entities, youth organizations and networks, including the UN Major Group for Children and Youth, committed to the compact's implementation.

The Envoy expressed that he was extremely pleased with the strong turn out and high-level and diverse multi-stakeholder representation during the event: "I want to congratulate all our partners in the youth sector and encourage everyone to urgently move towards implementing this ground-breaking compact. I also commit to continue mobilizing international support for the role of youth in peace building and humanitarian response.

The Compact states that the participants will work to "ensure that the priorities, needs and rights of young women and young men, girls and boys affected by disaster, conflict, forced displacement and other humanitarian crises, are addressed, and that they are informed, consulted, and meaningfully engaged throughout all stages of humanitarian action."

Action 3 of the Compacts states that participants "Recognize and strengthen young people's capacities and capabilities to be effective humanitarian actors in prevention, preparedness, response and recovery, and empower and support local youth-led initiatives and organizations in humanitarian response, such as those targeting affected youth, including young refugees and internally displaced persons living in informal urban settlements and slums."



How could you (as a young person) help to respond to the plight of young people during a humanitarian disaster?

4 Read the following article and then complete the task that follows.

Young people have an important role to play in promoting justice and equality throughout the world. The UN Sustainable Development Goals (SDGs) provide a framework for tackling these issues.

Youth and the SDGs

The Millennium Development Goals (MDGs) 2000-2015

In 2000, the United Nations issued the Millennium

Development Goals; to focus international development efforts around 8 key issues for a period of 15 years

(2000-2015). The Millennium Development Goals provided one of the most important and most successful global agreements where governments, NGOs and business came together to fight poverty, hunger and other key global issues. But... much still remains to be done! Hence, a new set of Goals are now in place, called the Sustainable Development Goals (SDGs). These 17 Goals will span a further 15 years: taking us from 2015-2030.

World Leaders have committed to 17 Global Goals – or Sustainable Development Goals (SDGs) - to achieve three extraordinary things in the next 15 years: end extreme poverty; fight inequality and injustice; fix climate change. The Global Goals for Sustainable Development could get these things done in all countries for all people. So, no one gets left behind.

Young people have been described as the 'torch bearers' by United Nations leaders and that they have a central role to play in the successful implementation of the Goals. Consider these statistics:

- 90% of the world's youth live in developing (poorer) countries.
- There are 1.8 billion young people - aged 10 to 24.
- There are close to 500 million youth aged 15 to 24 living on less than \$2 a day.
- Of the 8.4 million votes in the My World Survey, 56% were submitted by 16-30 year olds.

The Sustainable Development Goals provide an unprecedented opportunity for young people to learn about and take action on issues in society and the world. Young people should be able to undertake their own youth-led campaigns and to collaborate with others to get their views across. An enabling environment is required to make this a reality.

Role-play a scenario showing how young people could get involved in your assigned SDG.



"You're not only the largest generation of young people the world has ever known. You are also the first generation that can end poverty. And you are also the last generation that can avoid the worst impacts of climate change. The world needs you to step up this year and beyond – for people and the planet"

Ban Ki-moon

5 Read the following article and complete the task that follows.

One of the SDGs is to take climate action. Ban Ki-moon pointed out that young people are "the last generation that can avoid the worst impacts of climate change". Actions that young people take now can ensure a sustainable future for the generations that will follow.

Climate change to be taught in all UAE schools

Dubai: Awareness of climate change and how to help save the environment will soon be taught in classrooms across the UAE, authorities announced in December 2017.

Under plans to tweak school curriculums to include learning on sustainability, school children will also be shown how to take energy-saving measures. These include school children of all ages, including in private sector schools, learning the importance of turning off lights and air-conditioning when not in use, and how to use less water.

Each pupil will also be encouraged to spread the message to their family and friends.

One of these initiatives, called Sustainable Schools, is an extension of a programme that started in Abu Dhabi in 2009.

"Now, we're going to roll it out and apply it in the rest of the schools in the whole of the UAE," said Thani Ahmad Al Zeyoudi, Minister of Climate Change and Environment.

The sustainable curriculum will be applied across several subjects, such as economics and science. A group of government and private schools across the country will be part of a pilot scheme that will start next year, Al Zeyoudi said.

If successful, all schools across the country will adopt the initiatives.

School children will also be taught about the UAE's efforts to combat climate change, such as the Paris Agreement, which it signed in April along with 192 other states.

"Our Generations is a leading initiative," the Minister told Gulf News, "and an integrated educational programme that is designed to provide students with ample opportunities to have a strong environmental consciousness and eco-friendly culture as well as to participate in practical environmental activities. The initiative also aims to raise awareness about the fundamental factors that cause environmental problems, and to equip students with positive attitudes towards their environment since childhood.

"The Ministry works to educate the young generation about the ongoing efforts at local and global levels to combat climate change issues and the concrete steps taken by the nation and the global community such as the UAE's Green Agenda and Paris Agreement," he elaborated.

If both pilot initiatives succeed, they will be adopted in all schools in the UAE.



- a. **One of the aims of 'Our Generations' is to make young people aware of their 'carbon footprint'. What steps can students in your school take to reduce their carbon footprint and set an example of environmental responsibility for the rest of the local community?**

6 Civic engagement involves taking individual and collective actions to address public concerns.

From what you've learned in this lesson, try to identify five simple actions that you can take to become a more engaged citizen.

1.
2.
3.
4.
5.



Unit 6

Moral Education in Action

'We become just by doing just acts, temperate by doing temperate acts, brave by doing brave acts' (Aristotle).

Introduction to Moral Education in Action

Now that you have completed the Grade 9 units in the Moral Education programme, what happens next? In this unit, you will engage in an action project collectively with your class, in order to further enhance your emerging skills in this area. At the heart of the Moral Education programme is the acknowledgement that the values that we hold as humans shape our actions. This action project can be considered the meeting point of where theory and practice come together.

Young people are not 'Citizens in Waiting' (Professor Audrey Osler). You will be given the opportunity to critically examine your own understanding of citizenship and reflect on a range of complex, but crucial, moral issues in the classroom for the first time. After engaging with the units so far in the moral education programme, it is hoped that you will feel empowered, not to mention compelled, to take action for a better community. In this sense, learning from the lessons that you have encountered is linked to responsible action.

The action in the project might range from individual charitable endeavours and making more ethical consumer choices, to more collective forms of direct actions, such as raising awareness or campaigns. This action project gives you both the support and space to begin to try and influence decision making at a variety of different levels. The 'call to action' inherent in this project is an essential component of the Moral Education programme in order to give you a chance to enact the values you have learnt about so far in real-world contexts.

Before deciding on the action project that you would like to embark on it is important that you take some time to step back and plan for the project.





The Action

Once you have decided on your project, together with your classmates you should brainstorm the following questions

What is the specific aim of the project?

How are you going to get it on the agenda of the relevant decision makers?

How can you encourage the rest of your school to get on board?

How are you going to encourage the public to make a change for the better?

What kind of follow-up plans will help to really maximise change?

Ideas for Action Project

1. Awareness campaign:

You can plan an awareness campaign about:

- Ethics: How to be an active citizen
- Finances: What to save and how

2. The 'Great Switch-Off':

In an increasingly interconnected world, media, technology and electronic devices are central to our lives and how we relate to people. But sometimes we do not spend enough quality time with friends and family in the real world.

Develop guidelines or a framework for your class or the whole school to participate in the 'Great Switch-Off', whereby all students and their families commit to not using any electronic devices for a whole evening.

- Choose one evening per week to do this.
- Work with your fellow students to see which night might be most suitable. Students should in turn work with their parents and families.
- Choose what to switch off from! (TV, the internet, log off from social media)
- Plan a special family time such as special meal or a group or community walk on the evening in question.
- Collect feedback from everyone who participated and see how they got on. You could even give certificates of completion to anyone who succeeded in not turning on any devices during this time!

Showcase Event for Your Parents

Now that you have undertaken the project work, you will want to update your parents about your progress! Along with the rest of your class you will plan a showcase event. Below are some ideas for organising a showcase event for them:

1. Design:

- With your class and teacher, choose the space and venue for your showcase. (your classroom or the school hall).
- Plan how you will design the space.
- You could represent the flags of all the countries of people in your class.
- You could design a 'name wall' where everyone writes their name.

2. Display:

- Ensure that everything that you have learned from the action project is visibly represented.
- Include posters or other graphical representations of the work that you have done.
- Set up a self-running slideshow of photos that were taken during your action project.

3. Engagement:

- Prepare questionnaires.
- Prepare quizzes for parents to attempt.
- Conversation starter sentences to start dialogues.

4. Think:

- Define the best ways through which you can communicate the new knowledge you have acquired and the skills you have developed as a result of this project.

Other Ideas for Sharing Your Action Project

You may decide that you would like to share what you have learned through the action project in alternative ways to the showcase event for parents. Below are some other suggestions:

- Share the main learning from your project in a school blog or newsletter.
- Summarise the main points of your project in a poster or infographic.
- Take part in a partnership event with a local school that has also completed a moral education action project.
- Contribute to a reflective journal or learning log.
- Use social media to share details of some of your project work, for example a class Twitter account or podcasts.

Remember

- This project is a summary to what you have learned.
- It is a personal input in the society that activates your citizenship.
- Before you decide on your project, respect your school rules.
- Be inclusive, plan and implement the project with all your classmates.
- Be proud of what you are doing and communicate the new knowledge and skills with others.

QUOTE

'If you don't think a small thing can make a difference, you have never slept in a room with a mosquito'

African proverb

Parents' Guide Grade 9

Unit 5 Being an Active Citizen

Letter to the Parents/ Guardians

Dear Parents/ Guardians

Welcome to a new academic year, one that we hope will be fruitful and beneficial.

We have decided to teach Moral Education in order to facilitate the character development of our students. We aim to introduce them to a set of individual and social values, which we hope they will abide by. This will enable them to play an effective role in the community and create a bright future on both personal and social levels.

Therefore, we hope you will contribute to our efforts by talking to your children and discussing with them the topics and lessons of this course.

At the beginning of each unit, you will find a summary of its content and intended learning outcomes. We hope you will read the summary and learning outcomes and work with your children to complete one or more activities from the menu suggested in this unit, thus ensuring interaction between the students and their family members.

Unit 5

Being an Active Citizen

Objectives of the Unit

This unit focuses on civic engagement and its methods. Students learn about civic and community engagement, study the current reality in the United Arab Emirates, and recognise the most prominent faces and groups. In this context, students define their role as good and active citizens in the community and plan a project aimed at developing their competences in civic engagement, and how to promote and raise awareness about it.



What does it mean to be an active citizen?

Exploratory Questions

- How can we develop and apply the competencies required to be active citizens?
- How can we make a positive contribution to our communities and societies?
- How can we positively demonstrate leadership and good teamwork?

Learning Outcomes

- Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement.
- Identify how to make a positive difference to the local community and wider society.
- Demonstrate personal skills such as leadership and good teamwork.

Home Activities

Activity 1:

An active citizen is actively involved in his or her community. The most basic form of a community is the family. One family member draws an Active Chart to record each family member's activity in the home for a week:

Active Chart							
Name	S	M	T	W	T	F	S

- Family members record what activity they did, such as tidying up around the house, helping to prepare dinner, playing with younger siblings, putting recyclables in the correct bin, etc.
- At the end of the week, family members discuss the activities: which activities they felt were most important for the smooth running of the household and the consequences if any activity was not done.
- Family members reflect on the Active Chart created during the previous week. How did being an active part of the family make them feel?

Activity 2:

- Family members watch the news together and note anything that is linked to Active Citizenship, for example someone doing something good to benefit the whole community rather than themselves.

Activity 3:

- Family members discuss the qualities and characteristics they believe make a person a Good Citizen.
- Each family member speaks in turn about how they try to be a good citizen in their daily lives.

Activity 4:

Social media has an important role to play in promoting Active Citizenship.

- Family members research different social media sites to see how they promote civic engagement.
- They compare the usefulness of each social media site for promoting different types of civic engagement, such as a local community event, a national campaign or an international humanitarian effort.
- They discuss how they could contribute to different causes using social media.

Activity 5:

It's important for young people to have an insight into how Active Citizenship can be achieved at every level of society, local and national.

- Family members identify a local voluntary organisation that they may visit to find out about the work it does.
- The student prepares a list of questions to ask staff members in the organisation.
- The family visits the voluntary organisation and talks to staff members about its aims and how they hope to achieve them.
- After the visit, family members discuss the organisation and how it uses social media to promote its work.



Glossary

Active citizen: A person who is actively involved in his or her community on a local, national or global level.

Acts of compassion: Actions that help to reduce the suffering of others. For example, giving charity, feeding the hungry, visiting the sick.

Advancement: The act of progressing or moving forward.

Amendments: Changes to an existing law.

Appreciation: Understanding the value of an object or a situation.

Archaeologist: A person who studies human history through the excavation of sites and the analysis of artefacts.

Archaeology: The study of ancient sites and artefacts in order to learn more about the history of the civilised world.

Autonomy: The quality or state of being self-governing.

Barter: The exchange of goods and services for other goods and services without using money.

Belonging: The sense that a person has of belonging to a community.

Character: The way a person thinks and acts in general.

Citizen: An inhabitant of a city or town, or a legally recognised member of a country.

Civic duties: Responsibilities or actions that citizens are required by law to perform.

Civic engagement: Individual and collective actions designed to identify and address issues of public concern; involves citizens working together to make a positive difference in the community.

Civic responsibilities: Duties or actions that citizens should perform out of moral duty or social responsibility, but are not required by law to do.

Commitment: Giving time and energy to a cause or project that is important to you until a goal has been achieved.

Community: A group of people living in the same place, sharing interests and concerns; A group of people who live and interact with one another in a specific place and in accordance with specific regulations.

Community engagement: The participation of citizens in a united effort to achieve a goal that is of mutual benefit to the entire community.

Compassion: An individual's ability to feel what others are feeling and understand their suffering. In other words, to imagine yourself in their places for a moment, and then to appropriately respond to that feeling by trying to reduce such suffering by doing what you can to help.

Competency: A skill, talent or ability.

Components of cognitive production: Elements of academic achievement.

Conservation: Saving and protecting all things of historical significance such as buildings, artefacts, and archaeological sites as well as the natural environment.

Constitution: A set of rules and laws that determines the system of a country or state.

Controversial: An issue that creates discussion.

Corporate Social Responsibility: The idea that businesses should balance profit-making activities with activities that benefit society.

Customs: The government agency that has the authority to implement the laws for the protection of exports and imports, and the regulation of the entry and exit of goods, as defined as a tax imposed on imported products.

Decrees: An official order that has the force of law.

Democracy: A system of government where citizens vote to elect representatives.

Disability: An injury that affects a person and leads to an impairment of an organ, or in a total or partial inability.

Discrimination: The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Display: Arrange a collection of objects or artefacts for public viewing.

Distributive justice: The fair distribution of services, resources and assets to everyone according to their own needs.

Duty: A set of principles agreed upon in society aimed at achieving higher morals in the community, such as helping the poor and advising against lying.

Economic Crisis: A long-term economic state characterized by unemployment, low prices and low levels of trade and investment.

Economic cycle: Regular and frequent periodic fluctuations in the level of economic activity, varying in timing and length.

Empathy: The ability to share the feelings of another person, and to put yourself in their shoes.

Emerging: Becoming apparent or prominent.

Entrepreneur: A person who practises entrepreneurship.

Entrepreneurship: The activity of independently establishing a business or initiative; The organisation and management of any enterprise, especially a business, usually with considerable initiative and risk.

Equality: Treating others equally without prejudice, hatred or discrimination regardless of colour, gender, religion, sect or race.

Equity: Justice; giving people their rights.

Excavation: Remove soil and earth from an area in order to reveal ancient ruins or artefacts.

Exchange rates: The price of one currency when exchanging it for another.

Fairness: Justice, giving people their rights.

Famine: A big shortage in food, that leads to high rise in mortality.

Findings: Evidence such as artefacts, buildings, ruins, etc, that reveal information about a person, thing or place.

Fulfillment: Feeling of being content and satisfied.

Genetic map: Biological legacies.

Globalisation: Globalisation in its ideal concept is the building of one standard world. Its foundation is the standardization of principles, and the liberalization of political and economic relations all over the world. Globalisation also includes translation of cultures, freedom of broadcasting information, spreading and sharing products, technology, and media.

Good citizen: Someone who is respectful, responsible and resourceful, who contributes to their community and follows rules.

Ground: Basis.

Happiness: Feeling of joy, contentment and reassurance.

Heritage Village: A reconstruction of a historical village so that it resembles the way it was in the past.

Honourable: Possessing or displaying respect and good character.

Human Development Index: Is a composite statistic of life expectancy, education, and per capita income indicators, which are used to rank countries.

Identity: Knowing who or what a person or a thing is.

Ignorance: Lack of education or knowledge about something.

Income: The money that an individual or business receives in exchange for providing a good or service or through investing capital.

Inequality: Is the difference found in various measures of economic well-being among individuals in a group, among groups in a population, or among countries.

Inflation: A continual increase in the price of goods and services.

Initiative: A plan or action that is put in place to solve a problem or improve a situation.

Intangible: Abstract and can be experienced but not held.

Jurisdiction: The right or power to impose laws and punish those who don't follow them.

Justice: A key social pillar that is essential for permanent co-existence between people; it is based on fairness, equality, balance, non-infringement and protection of both private and public interests.

Leadership: Guiding, directing or inspiring others towards a cause or project.

Litigation: A lawsuit or a court case.

Local community: A group of more than three members who gather to share their values and interests.

Logistic processes: A management art that aims at following a range of processes by providing them with appropriate information until they are done correctly.

Luxury: Enjoying comfort, good health and happiness.

Malnutrition: Malnutrition is a serious health condition that occurs when a person does not get the right amount of nutrients in their diet, or if the nutrients are less than their needs or more than their needs, in case of obesity.

Mobilise: To organise or encourage people to come together to act.

Morals: Morals are directly related to all aspects of life. A man's actions reflect his morals. Morals are the basic principles of any society.

Moral act: Each action or behaviour beyond the egotistic or selfish needs of the individual is a moral act; any action or behaviour showing selflessness is a moral act. The criteria for being a moral act is a love of others, and working to serve them and comfort them.

Moral duty: A sense of responsibility towards the other person or the community, without being compelled with laws and mandates. For example, people often feel that it is their duty to help poor or needy people. Therefore, among the most important qualities of moral imperative is willingness, responsibility and freedom.

Morality: Morality, is a mannerism and inherent nature, resulting in a person's tendency to act in a certain way. A mannerism, on the other hand, is an adjustment that occurs when a person forces himself or herself to act in a certain way, and gets used to it over time. When a person's behaviour is good, it is called good morality, such as honesty, honouring parents, offering help and altruism. Bad behaviour is called bad morality, such as lying.

Moral Imperative: It is a sense of duty towards the other person or the community, innately or out of generosity, without being compelled with laws and mandates. People often feel that it is their duty to help poor or needy people. Therefore, among the most important qualities of moral imperative is willingness, responsibility and freedom.

Moral rules: Is the set of principles that are recognized by people in a particular society. Abiding by those principles assure the community's help and respect to each other, mainly supporting the vulnerable, being truthful.

Moral values: The beliefs we hold for virtuous behaviour.

Mother language: Language of country of origin.

People of determination: An honorary designation for “People of Determination”, instead of the term “People With Disabilities” which is frowned upon, that aims to highlight their abilities and skills, making them active members in all social sectors and capable of accomplishing tasks and being productive within a friendly environment.

Philanthropy: Practice of donating money, time or other resources to assist others ; Involves charitable giving to human causes on a large scale.

Positive growth: A person's physical and mental growth, healthy and decent way, while taking advantage of learning and skill development opportunities.

Positive relationship: Developing effective and clear communication with others and understanding them well.

Promulgate: Put a law or decree into effect by official proclamation.

Propaganda: The dissemination of information with a one-sided perspective and directing a focused group of messages to influence the views or behaviour of the largest number of people.

Prosperity: A state of wealth or abundance.

Quality: A feature or characteristic of something or someone.

Ratifying: Signing or giving formal consent to a treaty, contract, or agreement, making it officially valid.

Reform: A change or improvement, especially in the area of government or politics.

Renewable energy: The non-traditional sustainable energy obtained from natural resources that are renewable and inexhaustible.

Resourceful: Being capable of dealing with unfamiliar or challenging situations.

Respecting others: Treating others with an understanding of their importance and value.

Responsibility: Performing tasks, participation, cooperation and assisting others in the family, school and community. In addition, accepting the consequences of mistakes i.e. recognition of, apology for and withdraw of the committed mistake and work to find solutions to the problems resulting from it.

Rights: The beliefs we hold for virtuous behaviour.

Sanctioning: Giving official permission or approval.

Scalability: The ability of an organization to grow and manage increased demand.

Security: Being free from danger or threat.

Self-esteem: Confidence in one's self or abilities, self respect.

Self-respect: A sense of pride and confidence in yourself. Belief in your own abilities and worth.

Social Responsibility: Individual or group behaviour that benefits society at large.

Social values: The desirable characteristics or qualities of a community defined by the existing culture. These characteristics include tolerance, rights and power. This makes them a social tool to maintain social order and stability. They are expressed through people's care for other people and their tendency to willingly help others. People who have this value are compassionate, kind and love serving others.

Stability: The state of being firm and solid and unlikely to change suddenly.

Start-up: A new business, usually small but with the potential to grow. It usually incorporates an innovative business idea, developing a creative or unconventional solution to a market problem.

Sustainability: Continuation; unlikely to run out.

Sympathy: Understanding the feelings of another person and feeling for them. For example, feeling sadness for their suffering.

Tangible: Touchable, can be seen and felt.

Teamwork: Combined effort or work by a group of people.

Technological revolution: The huge progress in information and communication technology, which has enabled information sharing at the global level to overcome barriers between nations.

Technology: A comprehensive process that systematically employs science and knowledge in many fields, for the purposes of achieving practical value for society.

The concept of volunteerism: Volunteer work is providing assistance, help and effort for the good of the society in general and of its individuals in particular.

The concept of values: The idea and the intentions of the desirable characteristics or qualities of a community defined by the existing culture.

Threat: Something or someone that can damage or cause harm.

Tolerance: Willing to accept different people, as well as different views, beliefs and attitudes.

Treaty: An agreement between two or more states, or two or more parties, which regulates certain relations between them.

Values: A set of mental judgements that guide us to our desires and trends, and affect our behaviours. People acquire their values from the society they live in. They also acquire values from their life experience and the challenges they face. This in turn creates a set of rules that govern a person's actions, thoughts and behaviours. Also, they refer to the inner personality of humans.

Vandalism: The deliberate destruction of property that is not your own.

Virtual: So realistic that it is almost the same as the real thing.

Volunteer work: One of the means used to advance societies. This work is becoming increasingly important, as the governments want to involve community members in providing support to those in need. Moreover, volunteer work is not a profit-making profession, nor is it a mandatory profession. Anyone can participate in such work because it is based on linking the interests of volunteers with the interests of other individuals in society.

Water security: The ability to have enough clean water for human use.

Well-being: A person's state of comfort, health and happiness.



New Symbol



Old Symbol

The new symbol expresses that people of determination are active, dynamic vibrant members in the community, unlike the stereotyped old symbol; conveys stillness and dependency; the new symbol depicts transition into independency and self-determination



The oval head symbolizes the ability to communicate in all directions and assimilate the person to all the variables around them. It is not static in one direction but can be seen and perceived as looking in multiple directions that accommodate different points of view



The oval head symbolizes the ability to communicate in all directions and assimilate the person to all the variables around them. It is not static in one direction but can be seen and perceived as looking in multiple directions that accommodate different points of view



No back or side rest to give independency to the person not leaning on others and yet self-reliant; the person's supportive energy reveals self-motivation towards achieving their goals and gaining the position they deserve within the community.



There are no sharp edges in the new logo as an expression of flexibility that people of determination enjoy and accept the changes around them to assimilate and integrate them into various areas of educational, practical and social life.

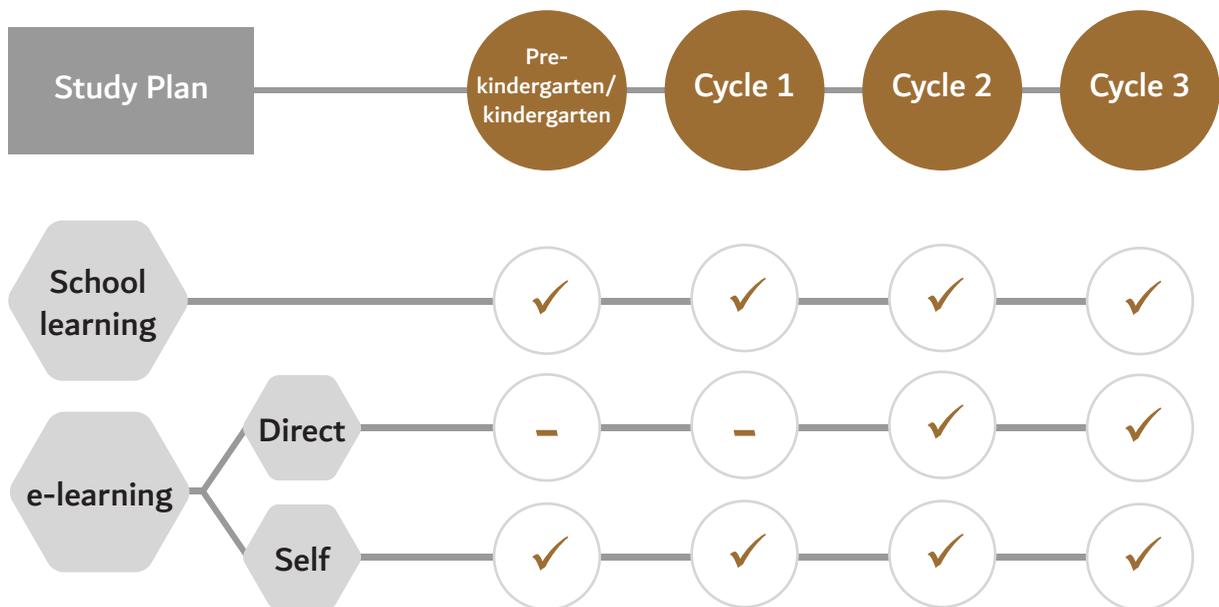


The moving hand that pushes the wheelchair is a symbol of initiative, self-reliance, and a desire towards progress, accomplishment and competition with the community members



Hybrid education in the Emirati school

Within the strategic dimension of the Ministry of Education's development plans and its endeavor to diversify education channels and overcome all the challenges that may prevent it, and to ensure continuity in all circumstances, the Ministry has implemented a hybrid education plan for all students at all levels of education.



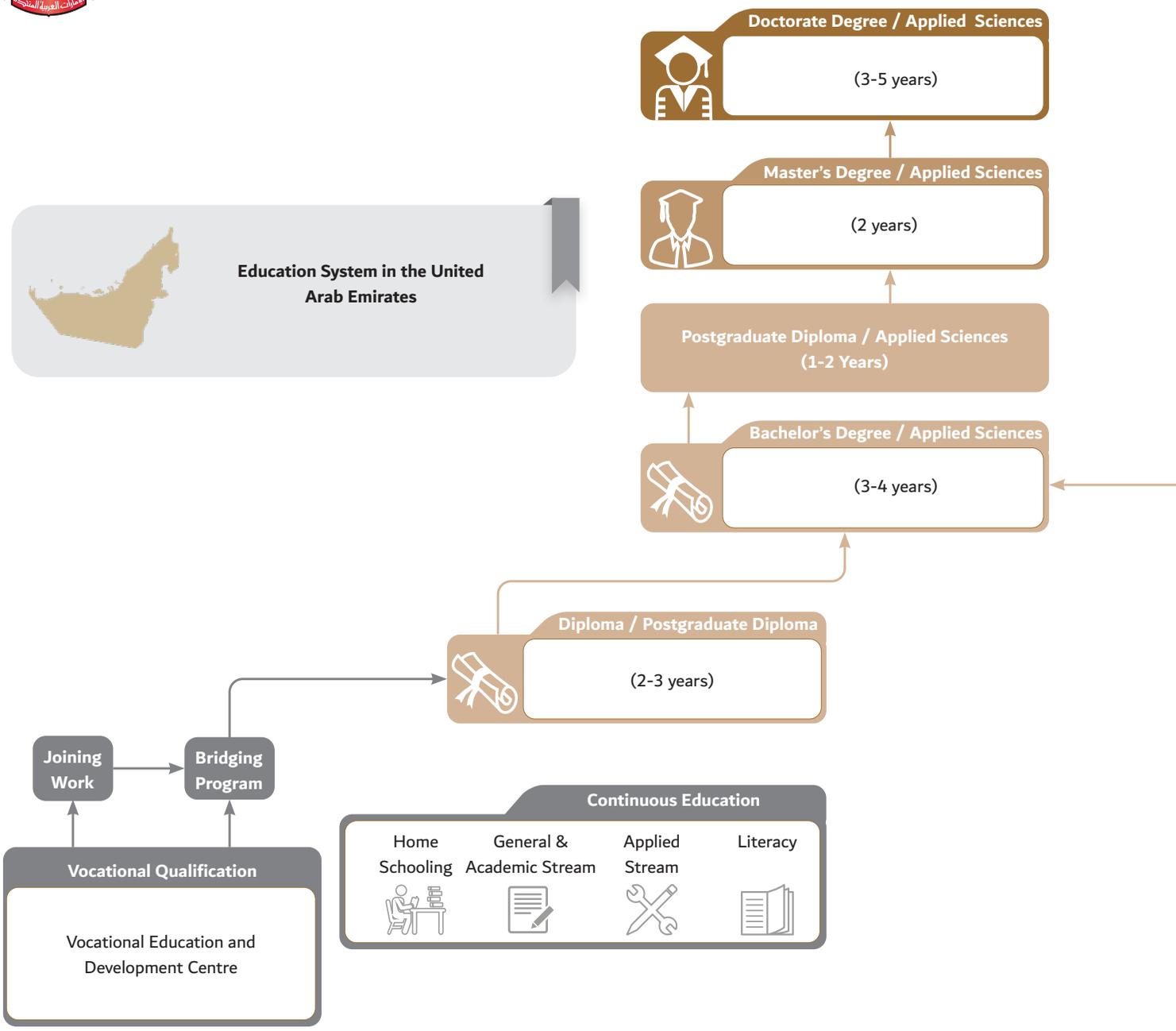
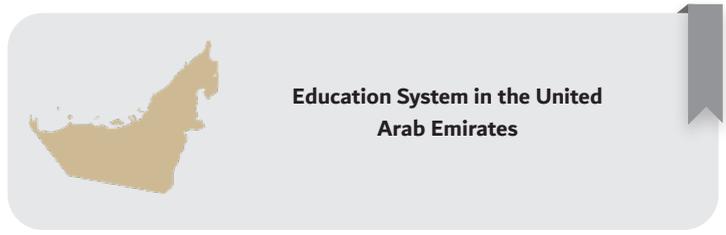
Channels for obtaining a textbook:

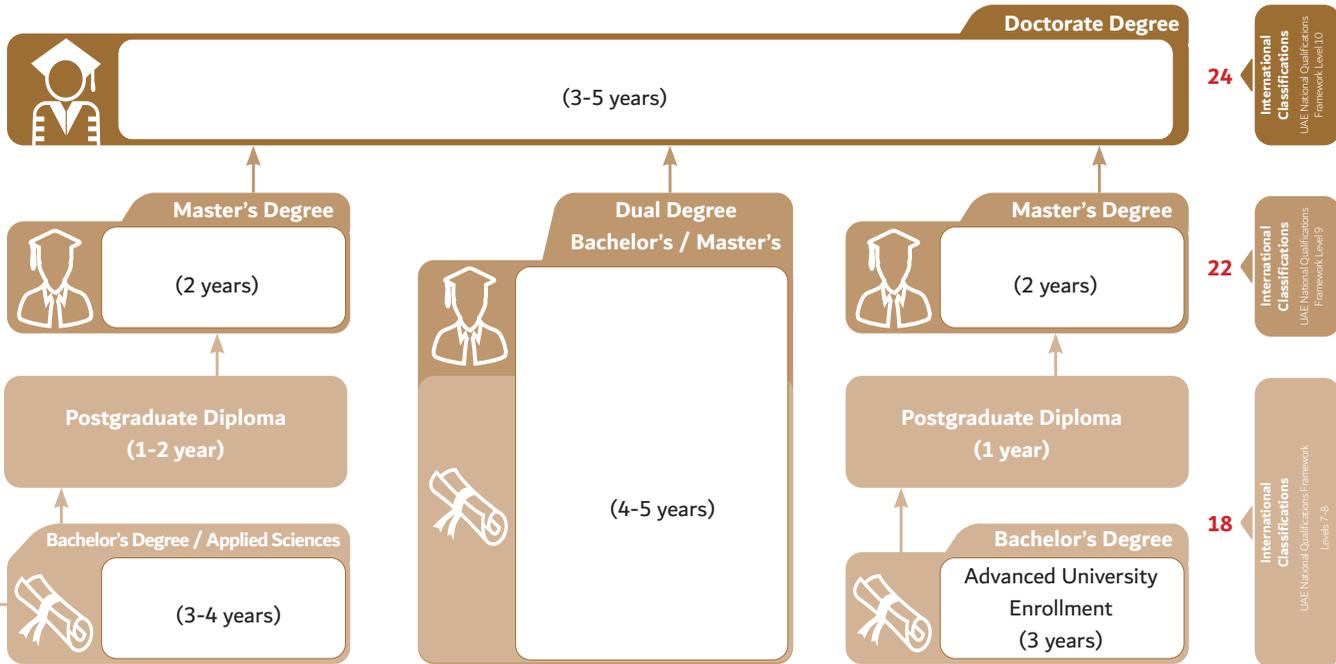


برنامج محمد بن راشد
للإتقان الذكي
Mohammed Bin Rashid
Smart Learning Program

Electronic units

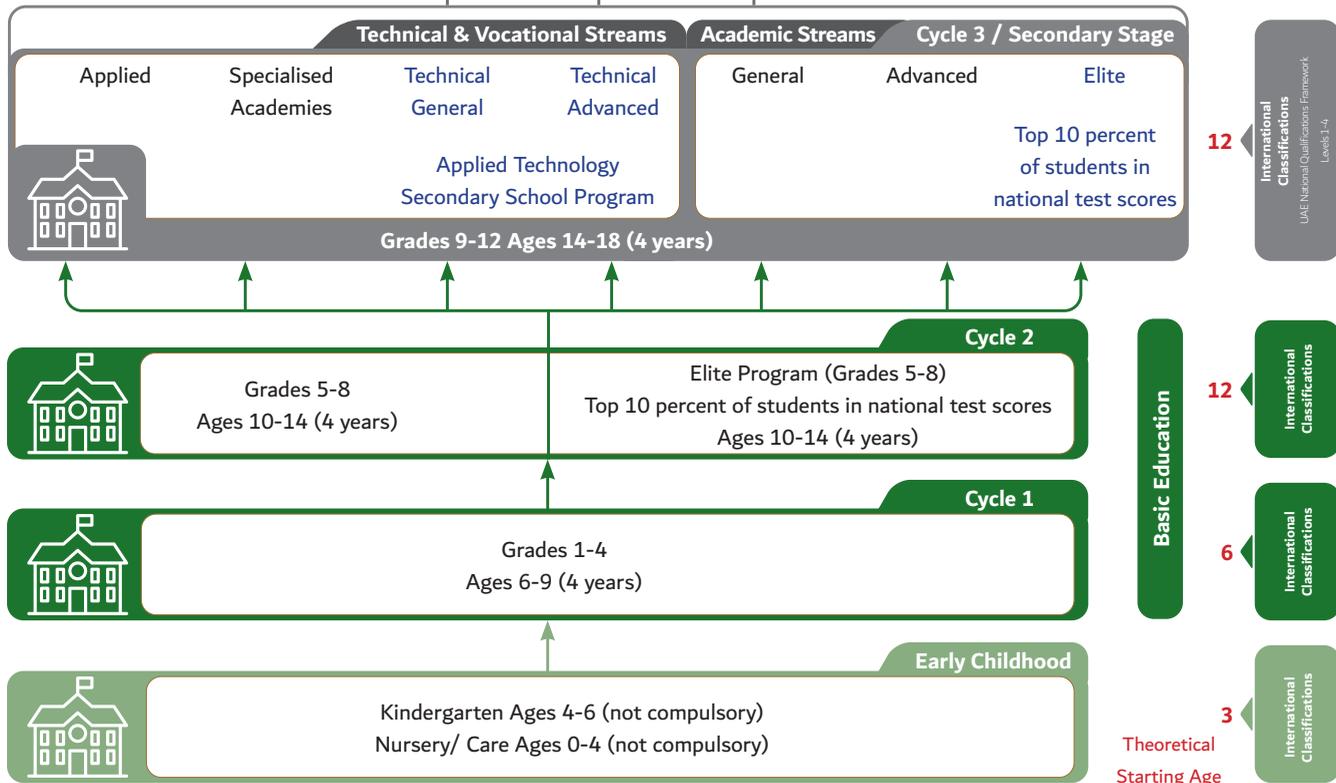






The Ministry coordinates with national higher education institutions to admit students in various majors in line with the needs of the labour market and future human development plans. Higher Education institutions also determine the number of students that can be admitted according to their capabilities, mission and goals. They also set the conditions for students' admission to various programmes according to the stream they graduated from, the levels of their performance in the secondary stage, and their results from the Emirates Standard Assessment Test.

Integration and coordination between General and Higher Education systems allow for the approval and calculation of school study courses within university studies according to the school stream and university specialisation, which reduces the duration of university studies.



Theoretical Starting Age