

# The UAE Education System

## Overview of Performance in Education

UNITED ARAB EMIRATES  
NATIONAL QUALIFICATIONS AUTHORITY



الإمارات العربية المتحدة  
الهيئة الوطنية للمؤهلات

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The goal of this report is to provide a sense of the central issues and the contextual factors that shape the UAE education system today.

Understanding the background scenarios and the emerging needs and realities will enable us to deal with confronting implications and select better courses of action as we actively contribute towards achieving the UAE vision 2021.

## UAE POLITICAL CONTEXT



Ruler of Umm al Qaiwain; Ruler of Sharjah; Sheikh Rashid bin Saeed Al Maktoum, Vice President of the UAE, Ruler of Dubai, Sheikh Zayed bin Sultan Al Nahyan, known as the Father of the UAE, Ruler of Abu Dhabi and President of the UAE; Ruler of Ras al Khaimah; Ruler of Fujairah; Ruler of Ajman.

The leadership of His Highness Sheikh Zayed bin Sultan Al Nahyan marks the emergence of the country's development and the historic era of its modernization.

The highly respected Sheikh Zayed began his skillful governance involvement at the age of 28 when in 1946 he became the Ruler's Representative of Al Ain city. Through his insightful vision, Sheikh Zayed began a series of socio-economic developments including the first modern school in Al Ain, the Al Nahyan School in 1959; the first commercial market; the first hospital in Al Ain; the first network of paved roads and streets, and the first water irrigation system for cultivation purposes.

As tribal disputes emerged, Sheikh Zayed held talks and negotiations and worked diligently to settle tribal differences, thus gaining the admiration and support of all counterparts. As a result of his sensitivity to work for the greater good, Sheikh Zayed became the Ruler of the Emirate of Abu Dhabi on August 6, 1966. With insight and perception Sheikh Zayed was heavily involved in discussions between the rulers of the emirates of the then Trucial States, and became the principal driving force behind the formation of the new federation of the United Arab Emirates. On the 2<sup>nd</sup> of December 1971, His Highness Sheikh Zayed bin Sultan Al Nahyan was inaugurated as President of the United Arab Emirates, a position he held for over 33 years.<sup>1</sup>

<sup>1</sup> The Zayed National Museum. Biography of Sheikh Zayed bin Sultan Al Nahyan. <http://www.zayednationalmuseum.ae/the-vision/biography.html>

During Sheikh Zayed's first year in power, large infrastructure projects were initiated, including Abu Dhabi's first port and airport, and in the international front, Sheikh Zayed's diplomatic charisma continued on the basis of mutual cooperation to seek knowledge, experience and resources to help build a better life for his people. The UAE joined the international community immediately, by becoming a member of the Organisation of the Petroleum Exporting Countries, OPEC, in 1967; and UNESCO, the United Nations, and the Arab League in 1972.

## UAE DEMOGRAPHIC CONTEXT



The history of the modernization of the UAE involves a series of decisively important events marked by significant milestones such as the discovery of oil in the Iraqi region in 1927. The IPC petroleum company which had the monopoly of all oil exploration and production in Iraq from 1925 to 1961 played a major role in the discovery and development of oil resources in the Arab region.<sup>2</sup>

During the 1920s, the UAE Rulers of the then Trucial States, signed treaties with Britain for the exploration of oil reserves. However, WWII interrupted the geological survey efforts, resuming only after 1946. After years of consecutive failures searching for reservoirs with commercial quantities of oil, it was until December 1963, that the first cargo of oil set sail from the shores of Abu Dhabi. This event established the UAE on the world map as an official oil producer of international importance. Currently, about 30 per cent of the country's gross domestic product is directly based on oil and gas output.<sup>3</sup>

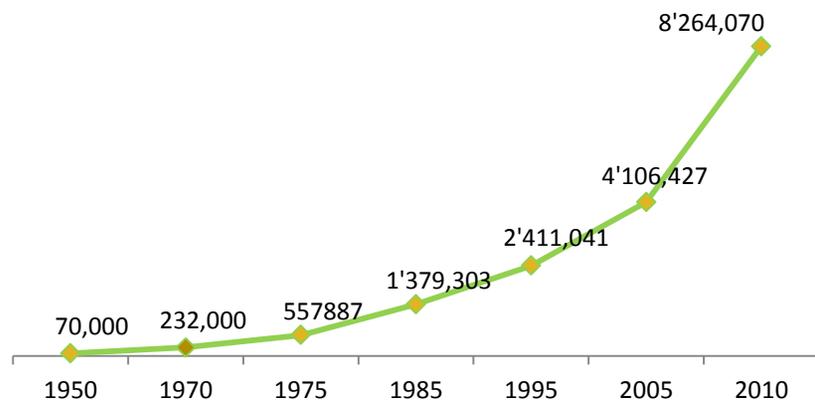
During the first decade of oil exports, increased oil revenues led to rapid socio-economic development and consequently a large influx of migrant labour mainly from India and Pakistan. Nevertheless, it was 'the oil crisis' during October 1973 and January 1974, which saw oil prices four times higher their original levels, that greatly benefited OPEC members' ability to finance ambitious infrastructure and social development projects, marking an era of dramatic population growth for

<sup>2</sup> Environment Agency Abu Dhabi. The Environmental Atlas of Abu Dhabi Emirate. Oil & Natural Gas History. <http://www.environmentalatlas.ae/naturalCapital/oilAndNaturalGasHistory>

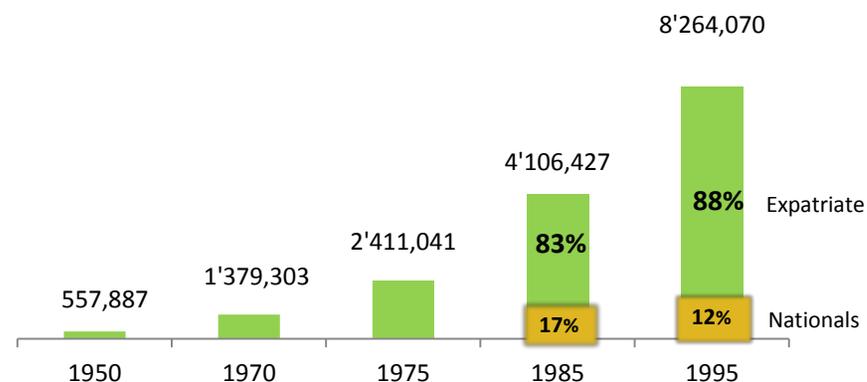
<sup>3</sup> Organisation of the Petroleum Exporting Countries (OPEC). OPEC Annual Statistical Bulletin 2012. [http://www.opec.org/opec\\_web/en/about\\_us/170.htm](http://www.opec.org/opec_web/en/about_us/170.htm)

the country. Demographic estimates and projections shown in figure 1 reflect the increased demand for foreign labor since 1950, which have reached in recent years 88 per cent of the total workforce in the UAE (Fig. 2).<sup>4</sup>

**Fig. 1: UAE Total Population 1950-2010**



**Fig. 2: UAE Total Population Estimate**



As Figure 3 shows, the UAE continues to experience rapid population growth mainly driven by a large proportion of expatriates with 70% of the total UAE population concentrated in Abu Dhabi and Dubai. For the National population of approximately 1 million, 60% of Emiratis live either in Abu Dhabi or Dubai as well (Figure 4 & Table 1).<sup>5</sup>

Close to 40% of Emiratis are below the age of 15, representing an opportunity to expand the productive capacity of the nation, and to create jobs to engage UAE Nationals in the job market (Table 2). Current predictions estimate that the UAE National population will double in 21 years as the UAE National population is growing at a rate of 3.28% per year (ranked 6th in the world).<sup>6</sup> High population growth, whether by expatriates or Nationals, places pressure on education provision and the labor market. Simultaneously, population growth can be viewed as an opportunity if education and training programmes are combined with economic policies to promote employment generation.<sup>7</sup>

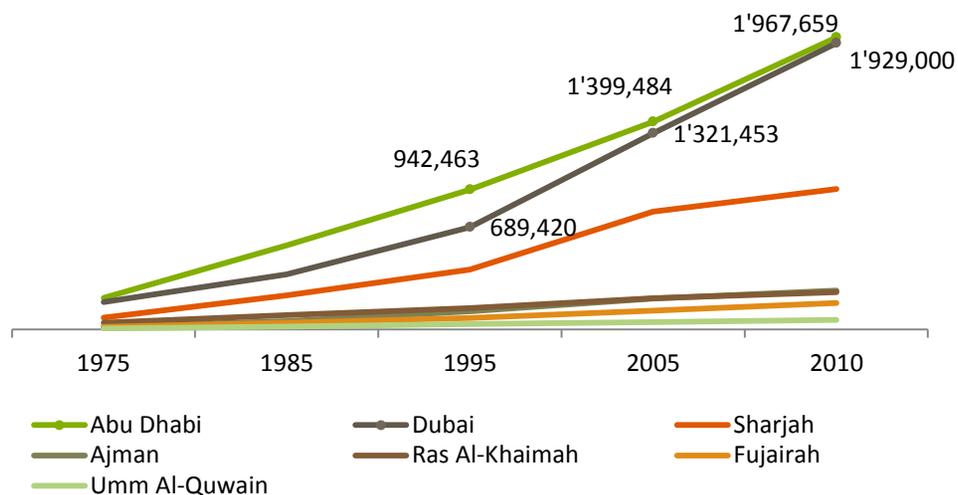
<sup>4</sup> UAE National Bureau of Statistics. UAE Population Estimates 2006 – 2010. ESAUN Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, *World Population Prospects: The 2010 Revision*, <http://esa.un.org/unpd/wpp/unpp/p2k0data.asp>

<sup>5</sup> UAE National Bureau of Statistics. Report: UAE in Figures 2010. <http://www.uaestatistics.gov.ae>.

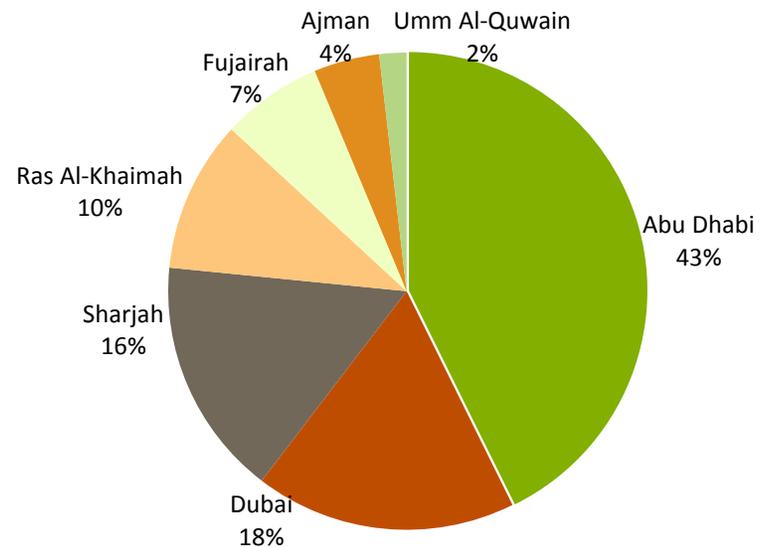
<sup>6</sup> The CIA World Fact book 2011. Population rankings of 230 countries

<sup>7</sup> UNPD. Arab Human Development Report: Population Levels, Trends and Policies in the Arab Region: Challenges and Opportunities. 2010

**Fig. 3: UAE Total Population by Emirate**



**Fig. 4: Percentage Distribution of Nationals by Emirate \***



**Table 1: National Population by Emirate - 2010 Estimate \***

Abu Dhabi	Dubai	Sharjah	Ras Al-Khaima	Fujairah	Ajman	Umm Al-Quwain	Total Emirati Population of the country's total
404,546 (43%)	168,029 (18%)	153,365 (16%)	97,529 (10%)	64,860 (7%)	42,186 (4%)	42,186 (2%)	947,997 (12% of total pop.)

**Table 2: National Population by Age Group**

AGE	0-14	15-24	25-34	35-49	50-59	60-69	69 +	Total
%	38%	26%	16%	12%	4%	2%	2%	947,997
<b>Total</b>	360,203	242,651	152,715	114,037	39,604	23,329	16,558	

## EDUCATION DIRECTIONS

Throughout history, few nations have experienced the amount of radical changes prompted by visionary leaders who saw to use oil revenues to improve the quality of life of their people.

*All Emiratis will have equal opportunity and access to first-rate education. Vision # 4.1*

*A progressive national curriculum will extend beyond rote learning to encompass critical thinking and practical abilities ... as well as high scores on standard international examinations.*

*School dropout rates will fall, university enrolments will rise, and more Emirates will climb higher up the ladder of learning into post-graduate education.*

*...those who leave school early will receive other forms of support such as vocational training. Vision # 4.2*

*UAE Vision 2021. United in Prosperity*

From the beginning, one of the highest priorities for social development has been education. As Sheikh Zayed pointed out, "The real asset of any advanced nation is its people, especially the educated ones, and the prosperity and success of the people are measured by the standard

of their education."<sup>8</sup> The focus on expanding education opportunities continue relentlessly to this date, as encapsulated in the UAE Vision 2021.<sup>9</sup>

In 1962, when oil production started, the country had about 20 schools for less than 4,000 students, mostly males. Moreover, post-secondary schools were non-existent. By 1971, when the UAE was established, education was still largely confined to the bigger cities, with less than 28,000 students in the country. By 1975, the rate of adult literacy was 54% among men and 31% among women.<sup>10</sup>

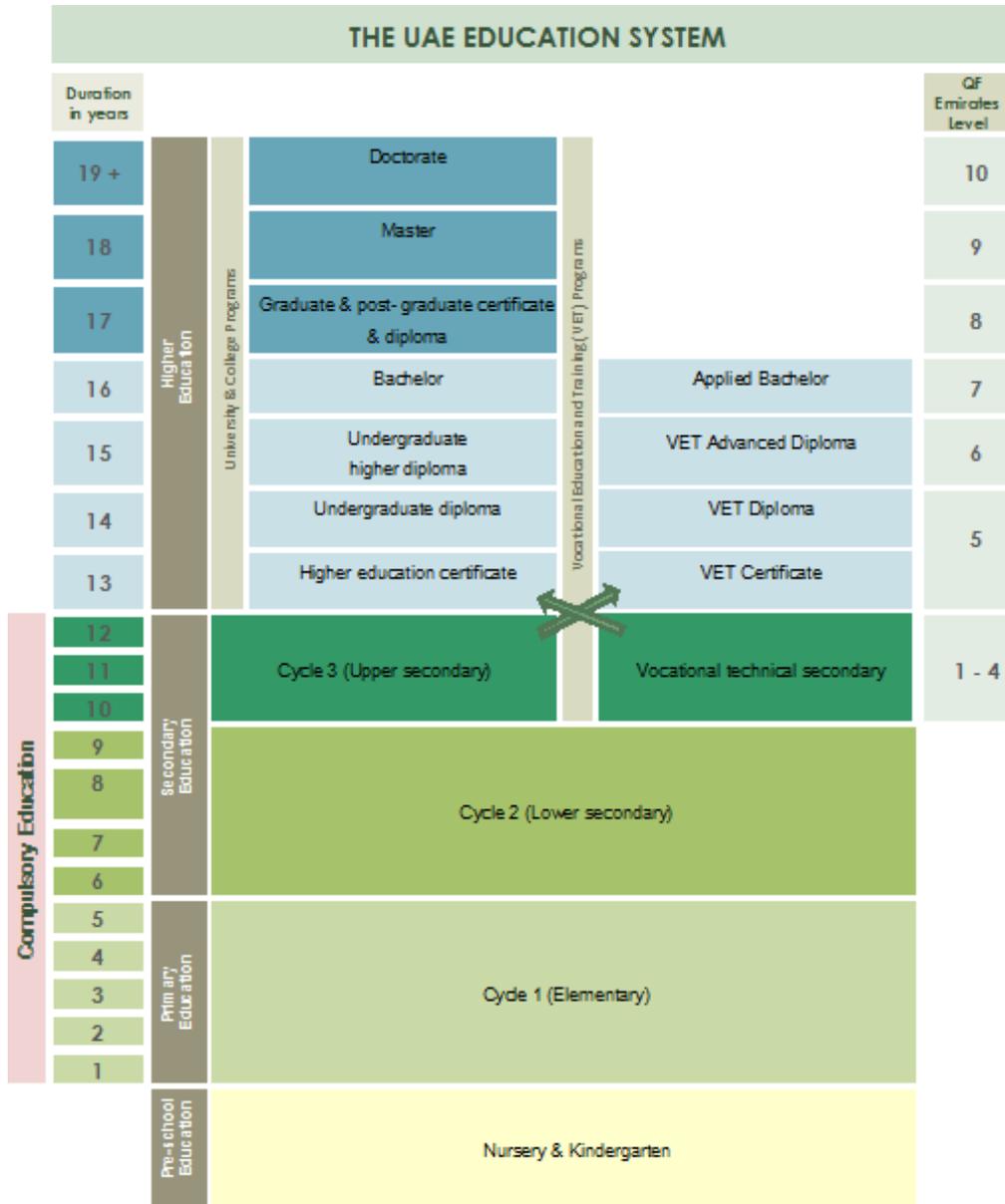
The first most important measure to universalise education was the UAE constitution and Federal Law No. 11 of 1972, making education compulsory in the primary stage and free at all stages for UAE Nationals. In 2012, in an effort to extend compulsory attendance, the age was raised to 18 or Grade 12.

Expansion of education opportunities brought large construction programs for the K-12 system and for higher education as well. The first higher education institution, the UAE University, opened in Al Ain in November 1977, while the largest, currently at 17 men's and women's colleges across the country, the Higher Colleges of Technology, was established in 1988. To this date, the UAE education system has matured into a structure of four-tiers. A depiction of the current education structure is given below.

<sup>8</sup> Maitra, Jayanti. 2007. Zayed: From Challenges to Union. Center for Documentation & Research

<sup>9</sup> The Ministry of Cabinet Affairs. UAE Vision 2021. [http://www.moca.gov.ae/?page\\_id=620&lang=en](http://www.moca.gov.ae/?page_id=620&lang=en)

<sup>10</sup> Ministry of Education, Education in the UAE. <http://www.moe.gov.ae/English/Pages/UAE/UaeEdu.aspx>



Education in the UAE is seen as a public service with free provision available to all Emiratis from primary and secondary levels through all higher education stages. The stages follow the ISCED international standard classification of education levels.

The UAE's primary and secondary education system operates in three phases: cycle one includes five years of elementary education; cycle two covers grades six to nine; and cycle three comprises of grades 10, 11 and 12, also known as upper secondary; for a total of 12 years of compulsory education.

The Ministry of Education, The Abu Dhabi Education Council, ADEC; the Knowledge and Human Development Authority, KHDA; and the various education zones in the other emirates oversee the implementation of government reform initiatives and quality standards.

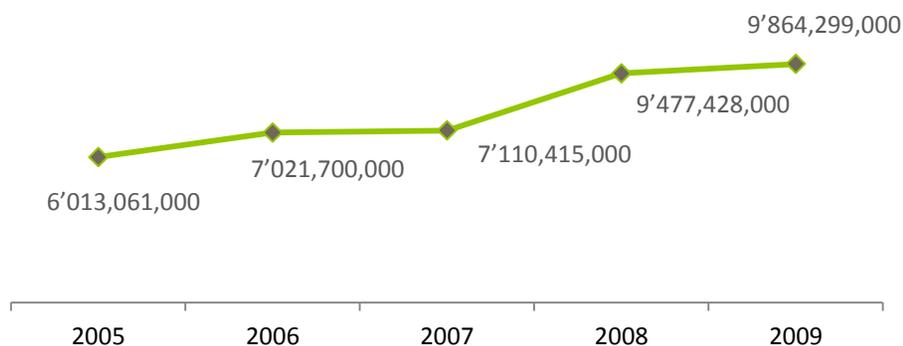
In the higher education sector, the country has been keen to form partnerships and joint ventures with international education providers and have attracted some of the most prestigious education institutions from around the world, such as INSEAD, New York University, Sorbonne, and the University of Wollongong among others. These post-secondary institutions and their programs are licensed and accredited by the Commission for Academic Accreditation, CAA. CAA accredits institutions based on quality requirements published in its handbook.<sup>11</sup> Currently CAA lists 79 higher education institutions with a student body of 103,431 enrolled in 644 accredited academic programs that follow CAA's standards of quality.

<sup>11</sup> Commission for Academic Accreditation, CAA. Standards for Licensure and Accreditation (2011). <https://www.caa.ae/caa/DesktopDefault.aspx?tabindex=6&tabid=13>

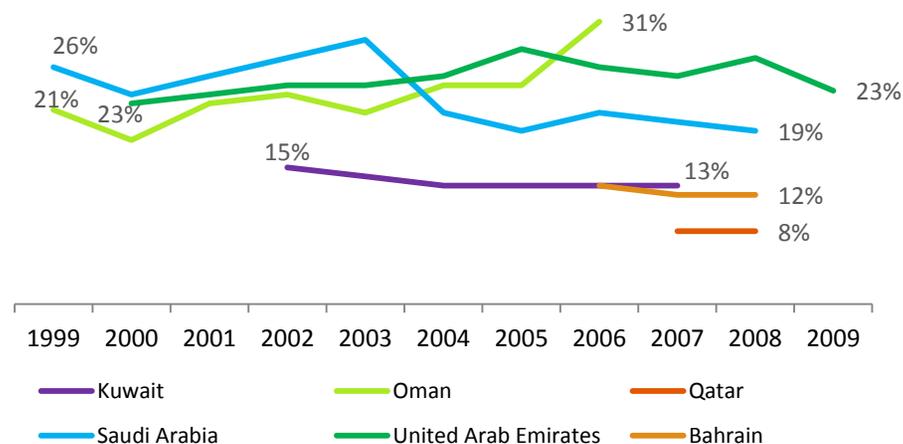
## FINANCING EDUCATION

The budget for public and higher education combined has grown to approximately 10 billion AED in 2009: 28% of the federal budget for that year (Fig. 5).<sup>12</sup> When comparing among GCC nations, public spending on education receive high priority, particularly in the UAE and Oman (Figure 6).<sup>13</sup>

**Fig. 5: Change in the UAE Federal Budget Allocations to Public and Higher Education 2005-2009**



**Fig. 6: GCC Countries Public Spending on Education as Total % of Government Expenditure 1999-2009**



With increased budget allocations, there has been an increase in the number of UAE schools serving more students: from 1,256 schools (600,000 students) in the academic year 2007-2008 to over 1,350 schools (700,000 students) the next year.<sup>14</sup>

In the Abu Dhabi Emirate alone, the 2010 figures show a total of 291,314 students distributed as follows: In the government school: 126,294 school students in 305 schools, with 10,758 teachers. 73% of the public school students are Nationals, since in 2006-2007 admission for expatriate students into the public schools was allowed, with fees levied to parents.

<sup>12</sup> The Ministry of Cabinet Affairs. 4 Years of Achievements. UAE Government Report 2006-2009. <http://www.uaecabinet.ae/english/Pages/4yearsebook.aspx>

<sup>13</sup> UNESCO Institute for Statistics. Education Finance. Public spending of education as a percentage of government expenditure. The Gulf Cooperation Council (GCC): Saudi Arabia, United Arab Emirates, Qatar, Kuwait, Bahrain and Oman

<sup>14</sup> UAE Government Report 2006-2009 – Four Years of Achievements. UAE Ministry of Cabinet Affairs, 2010

Parallel to the public school system in the Abu Dhabi Emirate, the private schools account for 184 institutions, with 165,020 students, of which 25% are Nationals, served by 9,445 teachers.<sup>15</sup>

## QUALITY OF SECONDARY EDUCATION

### Literacy Rates

The UAE has been actively involved with UNESCO's 'Education for All' mandate established in 1990. Hosted by UNESCO in 1990, the World Conference on Education launched the 'Education For All' initiative with 155 country representatives agreeing to meet universal access to primary education, achieve gender equality, improve quality of education provision, reduce adult illiteracy, and provide early childhood care. In 2010, at the second UNESCO 'Education for All' summit, the UAE, along with 163 countries re-affirmed their commitment to achieving universal education by the year 2015.<sup>16</sup>

The UNESCO targets are also linked with the eight objectives of the 2015 United Nations Millennium Development Goals, namely, universal primary education and gender equality in education. UNESCO has developed an index to evaluate each country's progress with regards to the 'Education For All' goals, published in the annual document 'The Education for All Global Monitoring Report'.

<sup>15</sup> Abu Dhabi Education Council. ADEC. 2010 Statistical Fact-book. <http://www.adec.ac.ae/ADEC%20Shared%20Documents/Forms/AllItems.aspx>

<sup>16</sup> UNESCO, The EFA 2000 Assessment: Country Reports - UAE [http://www.unesco.org/education/wef/countryreports/united\\_arab\\_emirates/rapport\\_2.html](http://www.unesco.org/education/wef/countryreports/united_arab_emirates/rapport_2.html)

One important measure of gender equality in education revealed in the report is that the adult literacy rate in the UAE increased from 72% to 89% for males and 69% to 91% for females from the period of 1984-1994 to the period of 2005-2010.<sup>17</sup>

### Secondary School Assessment

In terms of students' attainment in English reading, mathematics and science, small improvement gains in relation to international standards are revealed in the PISA testing. PISA tests take place every three years in approximately 65 countries. Dubai participated in PISA testing in 2009 with 5,620 students age 15, enrolled at 134 public and private schools (60% of Dubai schools). Parallel, Abu Dhabi participated in May 2010 with 91 schools. PISA test results show a total of 10,867 UAE students.<sup>18</sup> International comparison of tests results shows 9<sup>th</sup> grade students' performance is below international standards.

Out of a total of 65 countries, students in UAE ranked 42 in English reading and 41 in science and mathematics, placing UAE ahead of Qatar, Jordan and Tunisia. In the UAE, girls outperformed boys in the three subjects. English reading results reveal that 60% of students showed proficiency at or above the baseline needed to participate effectively and productively in life. This compares to 81% in the OECD countries.

<sup>17</sup> Education for All Global Monitoring Report 2012. Youth and skills: Putting education to work. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2012-skills/>

<sup>18</sup> Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA). PISA 2009 Results: What Students Know and Can Do. Vol 1. And PISA 2009+ Results. Performance of 15-year-olds in reading, mathematics and science for 10 additional participants.

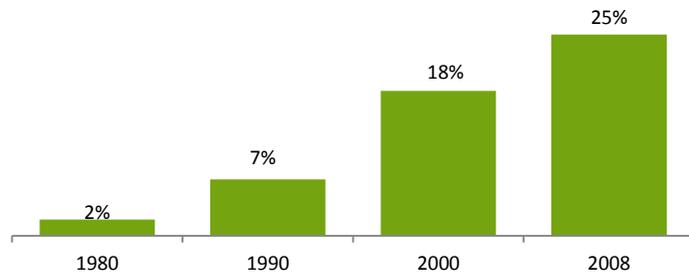
Mathematics: 49% of students showed proficiency in mathematics. Science: 61% of students showed proficiency in science. This compares to 82% in the OECD countries.

These findings are comparable to the school inspections data gathered at Dubai's schools by the Knowledge and Human Development Authority, which highlights that although the governance of public schools has improved overall since inspections began in 2008-2009, standards in mathematics and science are only good in about 40-45 per cent of public schools.<sup>19</sup>

### QUALITY OF HIGHER EDUCATION

Higher education participation continues to rise in the UAE (from 18% in 2000 to 25% in 2008) (Fig. 7).<sup>20</sup> North America and Western Europe has the highest participation in tertiary education (71%).<sup>21</sup>

**Fig. 7: UAE Higher Education Participation**



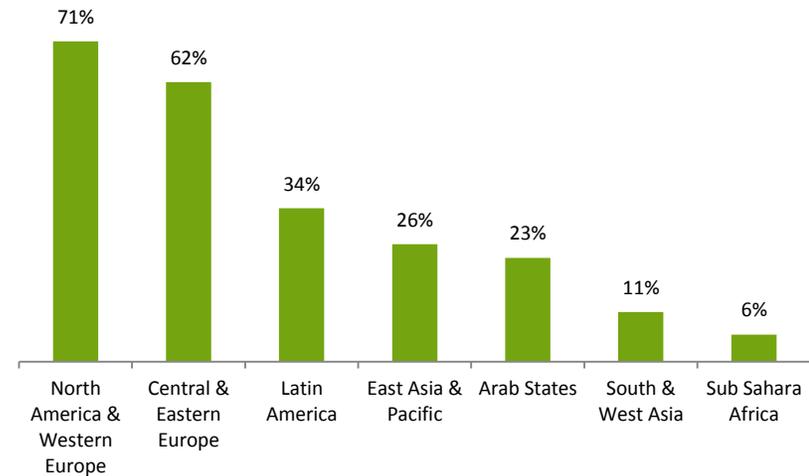
<sup>19</sup> Knowledge and Human Development Authority, KHDA. Dubai Schools Inspection Bureau. Public School Inspections 2010-2011.

[http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Public%20Schools%20Summary%20v35%200\\_Eng\\_%2006\\_June2011.pdf](http://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Public%20Schools%20Summary%20v35%200_Eng_%2006_June2011.pdf)

<sup>20</sup> UNESCO 2009 World Conference on Higher Education. Trends in Global Higher Education: Tracking an Academic Revolution

<sup>21</sup> UNESCO UIS, Global Education Digest 2009, Comparing Education Statistics Across the World

**Fig. 8: Countries Tertiary Level Enrollments 2008-2009**



Despite the increase in progression rates to tertiary education, success in higher education provision goes beyond participation rates to include the assessment of existing coordination mechanisms that link the World of Learning and the World of Work.

To this end an evaluation of the extent to which the different industry sectors find the education programs relevant is imperative because ultimately, the county's economic development and growth is fostered by education providers focusing on relevant and up-to-date technologies and innovation that develop demanded skills.

As summarized by the OECD Skills 2012 report, education providers need adequate access to information on the employment and industry trends and skills needed in the

labour market in order to develop up-to-date curricula and relevant programs that respond to the needs of the labour market and society at large.

All skills needs of the labour market must be translated into relevant curricula and training programs. Moreover, education providers need to make rapid adjustments in education and training to implement curricula that meet employers' skills requirements.<sup>22</sup>

A close examination and analysis of the higher education programs offered in the UAE by accredited institutions reveal that there is an obvious gap between higher education institutions and the skill needs of employers. There is an overemphasis in a narrow set of academic offerings:<sup>23</sup>

- 50% of students enrolled in UAE higher education pursue degrees in business or in engineering.
- 60% of the accredited academic offerings of higher education providers are in business, engineering and health sciences.
- 60% of study-abroad nationals enroll in business administration or in engineering programs.

In the UAE, efforts to address the mismatch between graduate supply and labor market demand, and involve education providers, and industry and business sectors in

designing and delivering curricula and training programs are currently underway through the mandate given to the National Qualifications Authority, NQA.

NQA has developed an easy to interpret qualifications framework of 10 levels in order for post-secondary education institutions and employers to understand which skills are held by potential employees, and to facilitate recruitment and matching.<sup>24</sup>

The development of National Occupational Standards (NOS) is also underway. NOS are recognized skills that specific industries require of the labour force, and set a minimum level of skills content within a given job. NOS are developed by industry groups working closely with employers and professional bodies. After NOS are developed, training and education providers use them to better inform the skills to be included in the curriculum and to develop training plans and training materials that meet both organisational and individual learning needs.

Together the Qualification Framework and the National Occupational Standards will facilitate the development of qualifications relevant to the labour market, and will provide consistency in the development of curriculum linked to workplace employment requirements.

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<sup>22</sup> The Organisation for Economic Co-operation and Development, OECD, OECD 2012, Better skills, better jobs, better lives: a strategic approach to skills policies, [http://www.oecd-ilibrary.org/education/better-skills-better-jobs-better-lives\\_9789264177338-en](http://www.oecd-ilibrary.org/education/better-skills-better-jobs-better-lives_9789264177338-en)

<sup>23</sup> The Commission for Academic Accreditation, CAA Annual Report, 2011 & 2011-2012 accredited programs <https://www.caa.ae/caaweb/DesktopModules/InstEnrollment.aspx>

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<sup>24</sup> National Qualifications Authority (NQA), Qualifications Framework for the Emirates Handbook [http://www.nqa.gov.ae/Qualifications\\_Framework](http://www.nqa.gov.ae/Qualifications_Framework)

## UAE KNOWLEDGE ECONOMY

More Emiratis will enter higher education where they enrich their minds with the skills that their nation needs to fuel the knowledge economy.

UAE Vision 2021. United in Knowledge.  
Harness the Full Potential of Human Capital.  
Vision # 3.1

Knowledge economy is defined as the production and services based on knowledge, information and high-skill activities, rather than on physical labor or natural resources that contribute to technical and scientific advance.

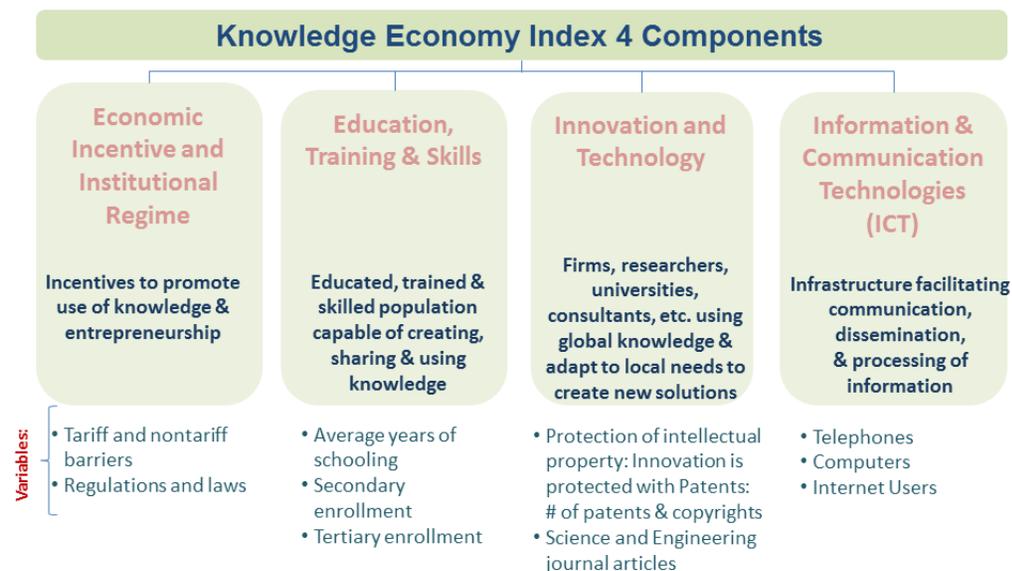
A knowledge economy agenda implies a shift in the education system, in the teaching-learning process mainly. It aims to equip students with high-order thinking skills including creativity, analysis, planning, reordering, problem solving and developing information into knowledge capital to be distributed and used again.

One model used to measure the extent to which a country accomplishes the knowledge economy objective as indicated in the UAE Vision 2021 is the World Bank Knowledge Economy Index, KEI. The UAE participates in the World Bank's compilation of data which represents a country's overall preparedness to compete in the Knowledge Economy.

The World Bank identifies four pillars of the Knowledge Economy.<sup>25</sup>

As seen in Figure 9, the four pillars focus on a number of major areas including incentives to encourage individual creativity and knowledge; availability of education opportunities; protection and development of intellectual and knowledge resources, and availability of knowledge facilities and assets available for everyone.

Fig. 9: World Bank Knowledge Economy Index (KEI)



<sup>25</sup> World Bank, Knowledge Economy Index Components. [www.worldbank.org/kam](http://www.worldbank.org/kam)

Analysis of the KEI index rankings shows that the UAE is placed first among the six GCC countries due to its high ICT (internet users, number of computer and phone users), and improvements in terms of innovation and technology (science and engineering journal articles published). When compared to the entire group, the UAE attained a ranking of 42 among 146 nations (Figure 10).<sup>26</sup>

Developing a knowledge economy based educational system requires a significant commitment that is much needed in order to develop a resilient society. It is commonly agreed that economies that adapt rapidly to change by making creative use of knowledge, skills and technologies will prosper while those, which lag behind, may lose their competitiveness.

Rankings of the Global Innovation Index 2012, which ranks 141 countries on the basis of innovation capabilities and outputs, also ranked Switzerland, Sweden, Finland, Netherlands, Denmark, among the top 10 nations playing a key role in innovation for economic growth and prosperity.<sup>27</sup>

Given the prominent standing of the Nordic and Baltic countries in the areas of innovation and knowledge economy development, it is relevant and of timely importance to increase agreements for cooperation, academic exchange, professional consultations, education and specialized training programs with special emphasis on Science, Engineering and Technology with

each one of these top nations, thus benefiting from their lessons and best practice.

**Fig. 10: Knowledge Economy Index (KEI)**  
**KEI World Bank Ranks 146 countries**



<sup>26</sup> World Bank, Knowledge Economy Index KEI 2012 Rankings. <http://web.worldbank.org/>

<sup>27</sup> INSEAD. Global Innovation Index 2012 (GII): Stronger Innovation Linkages for Global Growth, [http://www.wipo.int/econ\\_stat/en/economics/gii](http://www.wipo.int/econ_stat/en/economics/gii)

## CONCLUSION

The United Arab Emirates has experienced considerable improvements since its establishment. Particularly, the education sector has undergone ambitious overhaul. There has been significant investment in infrastructure, administration and delivery systems. Worldwide partnerships and joint ventures have been established aiming at implementing best international practices aligned with national goals that support human capital development. The aim is to facilitate the transition of the country to a knowledge-based, sustainable and diversified economy.

The most pressing issues in the agenda of education reform in the UAE have been to build educational capacity, encourage technical knowledge and innovation in the curriculum, introduce international quality assurance frameworks to raise standards, and measure performance. In recent years, a coherent, more accountable system has begun to emerge for all levels of education provision across the country.

Since the founding of the nation in 1971, the country has developed at a rate that is almost without parallel. At the basis of this transformation are government policies that persistently focus on the welfare of the country and its people.

This is the legacy left by the founding father, Sheikh Zayed, to the future leaders of the country: Sheikh Zayed had a clear vision of what he wished to achieve for his nation through human capital development initiatives.

As His Highness Sheikh Zayed bin Sultan Al Nahyan stated:

“Wealth is not money. Wealth lies in men. This is where true power lies, the power that we value. They are the shield behind which we seek protection. This is what has convinced us to direct all our resources to building the individual, and to using the wealth with which God has provided us in the service of the nation, so that it may grow and prosper.

Unless wealth is used in conjunction with knowledge to plan for its use, and unless there are enlightened intellects to direct it, its fate is to diminish and to disappear.

The greatest use that can be made of wealth is to invest it in creating generations of educated and trained people.”<sup>28</sup>

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<sup>28</sup> Sheikh Zayed - A Special Tribute.  
[http://www.uaeinteract.com/uaeint\\_misc/pdf\\_2008/zayed\\_tribute/zayed.pdf](http://www.uaeinteract.com/uaeint_misc/pdf_2008/zayed_tribute/zayed.pdf)

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