

Social Marketing, Education and the Female Workforce: A Comparison of United Arab Emirates and Kingdom of Saudi Arabia

Noura Al Rashedi (1)
Abdullah Al Shamsi (1)
Mohamed Rashed (1)
Tomasz Sinczak (1)
Sasha Hodgson (2)
Kate O'Neil (2)

(1) Graduate Student, Zayed University
(2) Assistant Professor, Zayed University

Correspondence:

Sasha Hodgson
Assistant Professor, Zayed University
Dubai, UAE
Email: Sasha.Hodgson@zu.ac.ae

Abstract

The religious, socioeconomic, and political status are fundamental principles that form the values of women's lifestyles in the Muslim World and especially in the GCC. It varies largely from nation to nation depending on how globalization has managed to affect the society in line with the lifestyles of modern living.

The World Economic Forum report (WEF, 2014) shows that the UAE focuses on transforming the country into a diversified self-sustaining market-driven economy. The economic prosperity and presence in the world affairs is mainly due to the leadership's decision to form a free market economy. The open economy, attractive business platform and ease of life have encouraged expatriates to work and live in the UAE forcing its social values to open up. This has had a direct effect on the lifestyles of Emirati society, and women in particular.

On the other hand, the exclusion of Saudi women from public life is no doubt a heated debate in the international scene. The government of Saudi Arabia has been strictly persistent in applying its cultural values in most macro-economic aspects such as education, technology (), and policy.

The research findings prove, based on the statistical approach, that government intervention has played a vital role in increasing the contribution of women in the workforce in both countries, the UAE and KSA, by supporting the required legal and official reforms. The substantial investment in education, of both governments, has proved to be one of the most important drives to increase the women workforce.

Despite the different levels of contribution in the social media platforms, the survey conducted under the context of this research revealed that social media played a positive role in motivating women to work in both countries.

Key words: female workforce, UAE, KSA

1. Camera held phones were banned by supreme religious authority until Dec 2014 due to "Spreading Obscenity" (NBC NEWS, 2014)

Introduction

United Arab Emirates (UAE) and Kingdom of Saudi Arabia (KSA) are two countries in the Middle East region that are undergoing rapid development starting from the Oil discovery era. KSA has a larger land area, population, labor force and economy in terms of GDP. UAE on the other hand is more developed which can be seen with higher Internet user penetration, longer life expectancy or GDP per capita (World Bank Data, 2014). Although the two countries are significantly different to each other the development trends are very similar with one or the other country leading or following with the 5, 10 or 20 years difference between each other depending on the KPI, (refer to World Bank data charts in Appendix 2).

The contribution of women in the workforce is a relatively new phenomenon in the UAE and KSA equally, and continues to be associated with many continuing challenges (Boundless Learning, 2014). As the GCC economies have seen sharp growth in the last forty years, supported by rising oil prices and political stability, women workforce were one of the tendencies and considerations in the socio-economic model of these countries.

In its World Economic Outlook released Oct 9th 2014, the IMF said growth in the six-nation Gulf Cooperation Council (GCC) states is projected to be at an average of 4.5 per cent in 2014 and 2015. The UAE's growth was revised upward to 4.8% while KSA's growth is expected at 4.6%. It is recognized that sustaining such economic growth and social prosperity will depend on the full utilization of the skills and contributions of all citizens involved in the workforce including women (Talwar et al 2009). As stated: "When women are not [fully] involved in the workforce, only part of the able workforce is being utilized and, thus, economic resources are wasted. Gender equality allows for an increase of women in the working sector, thereby, leading to an expansion of the labor force and an increase in economic productivity." (Talwar et al, 2009). Lofstrom conducted many studies to relate gender equality to GDP and concluded that if women were to participate equally in the workforce, the EU GDP would increase by 30%. (Lofstrom, 2009).

The research paper will explore the aspects by specially hypothesizing in the roles social media and education played in affecting the women workforce in a comparative study between UAE and KSA.

Hypothesis

Before discussing the hypothesis, below is a comparison of the demographics of the targeted groups we are researching, Emirati and Saudi females.

As the world population currently grows at 1.14 % yearly (World Population Clock, 2014), Saudi's population growth is at 1.49% and UAE's growth is at 2.71%. Saudi's birth rate has just recently begun slowing down which brings the Saudi new couples to produce smaller families in line with the world

trend. Comparing the two groups, we also can relate to other interesting analysis:

1. In KSA, 1.2 males exists for every 1 female where as in UAE 2.2 male for every 1 female (Saudi Arabia vs United Arab Emirates) as figure 1 demonstrates. The male dominance in UAE is clear in terms of jobs, but that isn't due to inequality, rather a natural result for male population outnumbering Emirati females.
2. Unemployment is at 10.9% and 2.4% in KSA and UAE respectively (Saudi Arabia vs United Arab Emirates).
3. In 2013, the UAE has a female labor participation rate at 44% being the highest in the GCC with Saudi at 18%, a record high for the country but lowest in the GCC (Bqdoha, 2013).

Linking the above demographics to our project title "Success of the Female Workforce in UAE vs KSA", our first hypothesis investigates the relationship between the internet social marketing wonders, to the productivity and confidence of our targeted group, Emirati and Saudi females.

Therefore we hypothesize:

H1a- Social Marketing has impacted the role of women in Saudi Arabia and UAE to be more confident and productive

H1b- Social Marketing has impacted the role of women in Saudi Arabia and UAE to be less confident and productive

To begin with, we conducted an independent survey in Abu Dhabi that covered close to 1000 females, Results showed that:

1. 63% of correspondents believed that using the Internet affected their overall motivation to work harder.
2. Over 70% of the correspondents agreed that internet has played a role in boosting their belief in themselves and aiding realization of their career goals.
3. 7.5% of the correspondents agreed that Internet didn't really play a role in realizing their career goal.
4. 18.5% of the correspondents are not sure whether the internet had played a role in effecting their realization in career goals

Social Media's Role in Women's Productivity at Work

Social Media has played a role in changing lives of women with special respect to 3rd world countries where women were considered secondary in society. The power of social media was visible in the Arab Spring which initiated in 2010 stretching from North Africa to the Arabian Peninsula, initially as a tool for women in the uprising to reflect their opinion

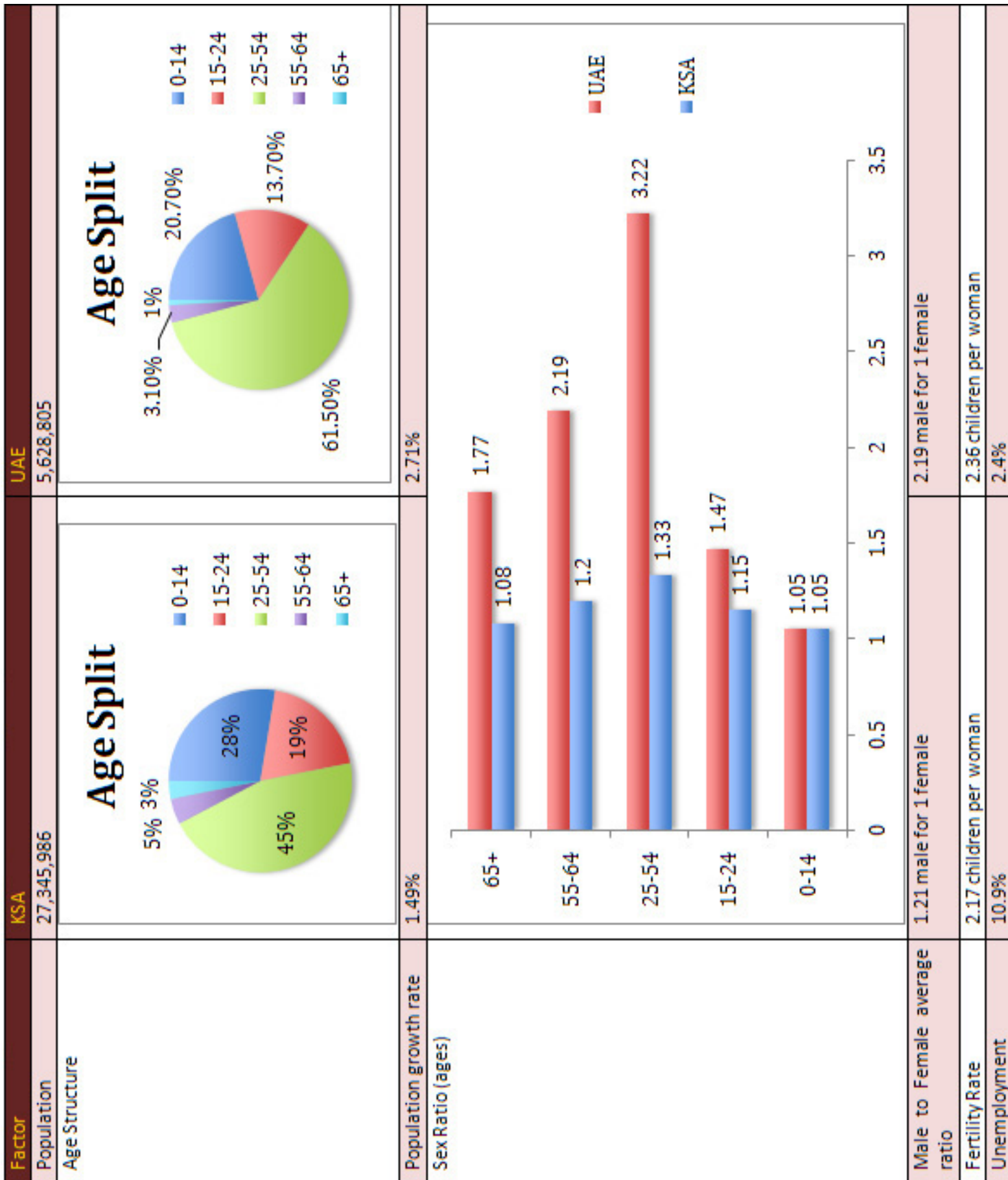


Figure 1: Demographic mix (2013)

openly for the very first time. A Nobel Peace award was awarded to the Yemeni activist Tawakul Karman in 2012 for inspiring the World by her online activeness(2) and opened the eyes of women in the region providing them with hope and opportunity when they haven't had a smallest glimpse of hope. Social Media is argued to have provided willpower, and confidence, to become more productive in themselves and thus, their ability to perform and achieve. (Arab Social Media Report, 2011)

Looking deeper into the Emirati and Saudi involvement in Social Media, the table below presents the total Emirati and Saudi female users in 2014 of the most popular three social marketing platforms:

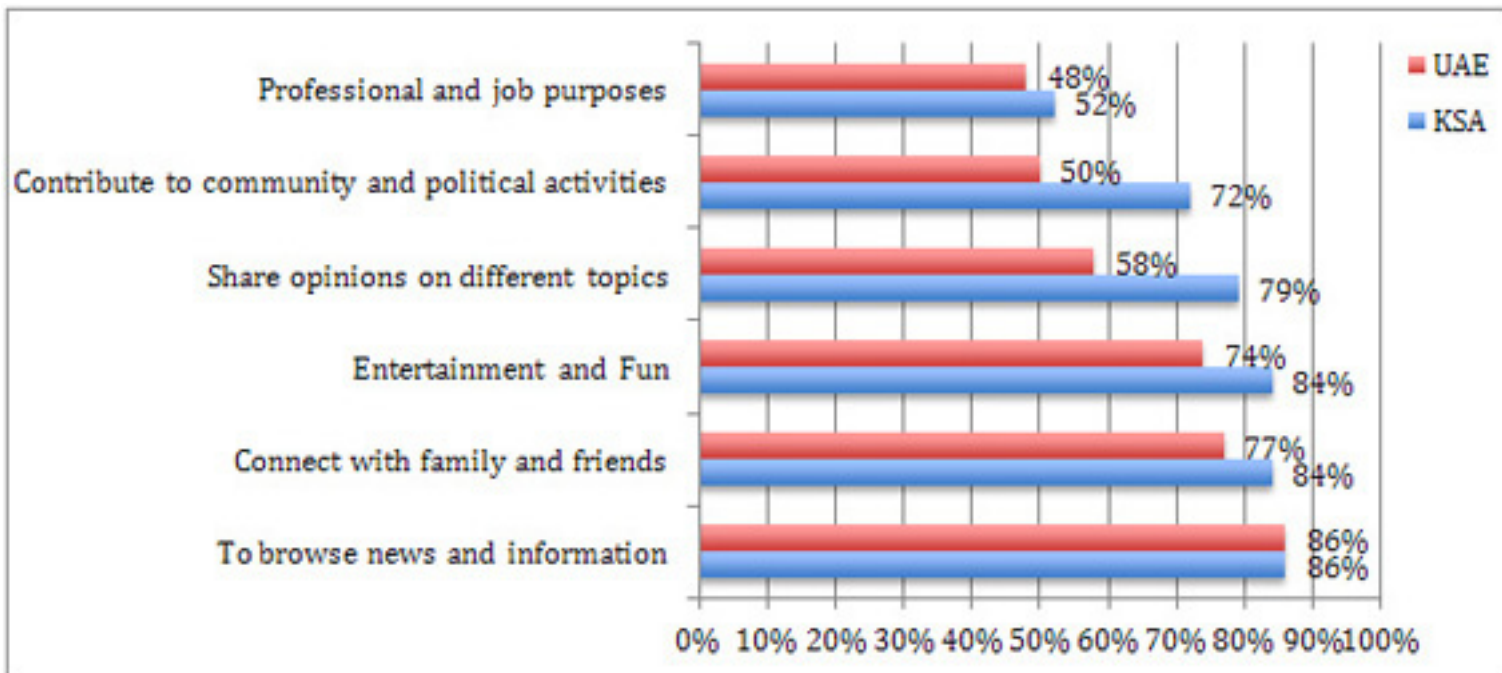
Figure 2: Indication of Gross users of social marketing in Saudi and UAE in 2014.

Platform	UAE	Saudi
Facebook	42%	18%
Twitter	0.4 M users	1.9 M users
Linked In	16%	3%

(Kippreport magazine, 2014)

Below is another survey, extracted from one of the most recent successful journals prepared on this topic. The Journal was prepared by the Dubai School of Government under the title "The Role of Social Media in Arab Women's Empowerment" in 2011 where 469 correspondents were surveyed from the UAE and KSA aged between 15 and 40 years old:

Figure 3: "What do you use social media for?"



(The Role of Social Media in Arab Women Empowerment, 2011)

Based on this survey, it is observed that Emirati and Saudi women mostly share the same thoughts with regards to social media. We observed almost perfect resemblances in two areas where 50% of total users use the internet for professional services such as recruitment, whereas 86% of total correspondents use social media to casually surf the internet. On the other side, we also observed interesting differences between the two countries. To highlight the main variances, only 50% of Emirati women participate in community and political activities whereas in Saudi, 72% of women would participate. The other big differentiation was the frequency of opinion sharing where 79% of Saudis females were comfortably using social media to confront their opinions where only 58% of Emiratis felt comfortable to do this.

Reading across the journal, it was observed that another survey conducted within the journal showed possibilities that social marketing could have a negative impact on women's inner confidence and ability to express opinions freely; this feedback was summarized as follows:

2. Karman played a major role in the Arab Spring uprising. The award is to date the only prestigious Nobel Peace Prize, ever won by an Arab.

1. 32% of Emirati Women and 31% of Saudi women feel they shouldn't use social media for the authorities could hold them responsible for what they say.
2. 19% of Emirati women and 17% of Saudi women feel their participation could alienate them from family and friends.
3. 22% Emirati women and 21% of Saudi women feel that expressing their opinions will result in them being "stereotyped".
4. 6% of Emirati women and 5% of Saudi women feel their involvement in social media will be received negatively by males simply for being a woman.
5. 15% of Emirati Women and 17% Saudi Women don't see any negative outcomes.

Although the participation of women in Facebook in KSA and UAE averaged at 34% in 2011, an incline in the number is clear as Twitter figures indicate that Saudi, Egypt and the UAE top the regions highest female participation with average of two tweets a day (The Role of Social Media in Arab Women's Empowerment, 2011).

Our second hypothesis that may impact women's productivity at their workplace, is based on education. Education should set a strong platform for women's foundation of capabilities in the workforce, especially in a society where man is dominant. Therefore, we hypothesize the role of education to women being successfully confident and productive in their workplace as follows:

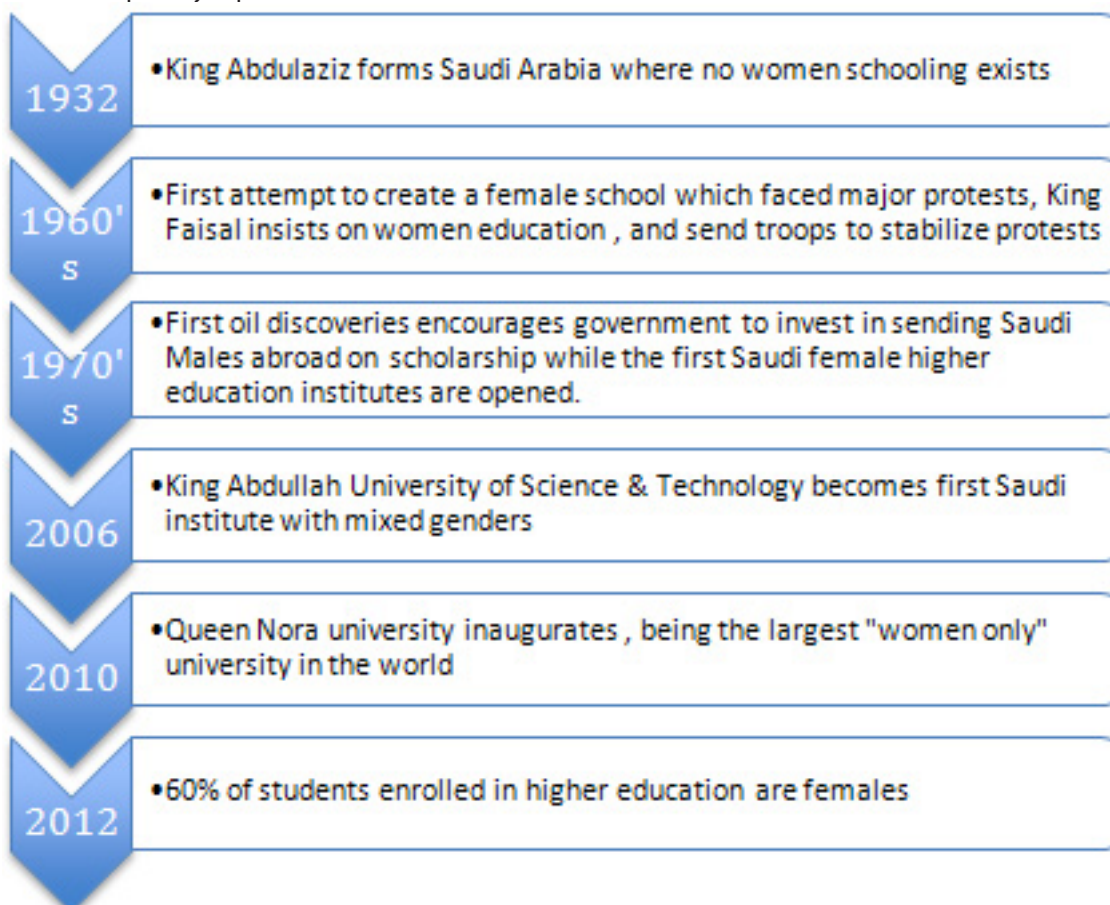
H2a- Education had a direct contribution for a more effective women workforce in KSA and UAE.

H2b- Education had no direct contribution for an effective women workforce in KSA and UAE.

Education on the rise

Saudi's turning point in female education was in 2009 when King Abdullah had appointed Norah Al Faiz, a former US educated teacher, as deputy minister for education, which wasn't just the highest post attained by a woman in the government but also lead to remarkable changes in the way Saudi females received their education resulting in more females joining the workforce. (The Economist Magazine, 2014)

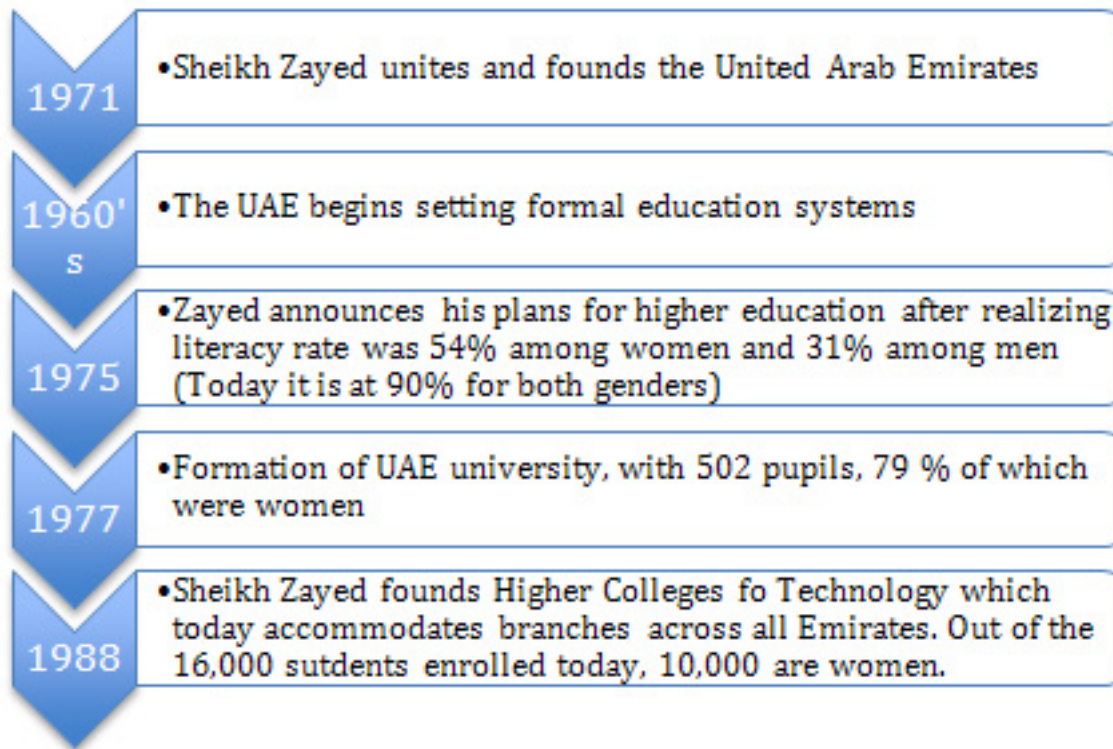
Below is a quick synopsis of the milestones in women education in Saudi Arabia:



(Royal Embassy of Saudi Arabia, 2014)

The previous figure demonstrates the battle between the willpower of Saudi females for education and the conservative public fighting the idea. To demonstrate this internal struggle, in 2012, 60% of the enrolled students in higher education were females, but only 21% of the workforce were females (World Bank Report, 2012).

Moving to the UAE's milestones in Education, we observe a slightly quicker absorption and acceptance by the government and society in adopting and supporting women education:



(Embassy of the United Arab Emirates, 2014)

The involvement of government in education

The Saudi government efforts in providing support for women education can be widely attributed to King Abdullah, who had been the game changer for women's overall position in Saudi Arabia since assuming presidency in 2005, launching several educational programs to fill the education flaws to produce a more effective and sustainable workforce, the most popular being:

1. King Abdullah Scholarship program (KASP) has been widely successful and its current 9th batch is due in 2014. Since its launch in 2005, more than 140,000 students out of which 30% are currently women have been sent to selected institutes worldwide; women contributed only 15% when the scholarship was first launched in 2005.

(Arab news, 2012)

2. King Abdullah Project for General Education development with a budget of AED 9 Billion, specially designed to create skilled future workforce focused on different industries. (KSA, Ministry of Education, 2013)

3. Tatweer Program with a budget of AED 7.5 Billion launches, which focuses on introducing new teachings away from the traditional Saudi methods of memorization towards encouraging a problem-solving system as well as a more secular, vocationally based system. (KSA, Ministry of Education, 2013)

As to the UAE on the other hand, Dr Lamyia Fawwaz, the executive director of public affairs at Abu Dhabi's Masdar Institutes of Science and Technology, discussed UAE's support for women in the United Nations Commission for status of women. She highlighted "Strong support from the UAE government was probably the biggest driver in women's increased participation in Stem professions in the country". Dr Lamyia also added "Starting from scholarships that provided advanced education, to internships at innovative companies, to the constitutional rights to equal pay and maternity leave, the leadership has done everything possible to make education and profession easy for women." The UAE government had been consciously supportive of equally supporting UAE males and females in terms of education through different initiatives, to name some major initiatives:

1. Abu Dhabi Education Council (ADEC) allocated a budget of AED 197 for Abu Dhabi school graduates, scholarships over 5 years which is equally split between the two genders. (TheNational news, 2013)

2. UAE Education ministry emphasized on the need to equalize male and female population in higher education throughout private and public academic institutes since the majority of students in private colleges were males. As a result, most education institutes offer attractive discounts to UAE females. For instance, London Business School in Dubai offers 50% discount on its tuition fee for Emirati females who qualify to enroll in their programs. (London Business School, 2014)

3. 2020 vision for Education: The initiative includes balancing the number of genders in all fields of education and improvement of English syllabus to be the main language of education through all institutes across the country. (GulfNews, 2014)

Based on our own group survey conducted, the target group was asked if they were able to achieve their higher education degree personally, without governmental support.

Over 50% of the responses agree that they wouldn't be able to pursue their higher education goals, if the government hadn't provided the means for building quality and affordable educational options and providing full or partial scholarships. This resulted in more females being educated and able to join the workforce.

Results - H1

According to the Journal published by Dubai School of leadership "The Role of Social Media in Arab Women Empowerment", below summarizes the view of Emirati and Saudi women with relation to social media which was based on a survey.

Based on the feedback received, it seems that Saudi Women are impacted by social media more than Emirati women with the exception of Political Empowerment. The survey generates the observations below:

1. 77% of Saudi women and 63% of Emirati women believe that Social Media has enabled Women to bring gender equality into the political landscape.

2. 79% of Saudi women and 68% of Emirati women believe it had played a role to improve and advance women rights.

3. 85% of Saudi women and 75% of Emirati women believe social media can empower women to be role models for social change.

4. 83% of Saudi women and 78% of Emirati women believe that Social media made civil participation in society easier.

5. 93% of Saudi women and 76% of Emirati women believe social media have helped their ability to communicate their opinions easier in public.

These results show us that Saudi women have gained advantage from social marketing mainly for the ability to have a more effective role in society. Looking at politics in the survey, Saudi women specially strive to be involved in decision making processes. It is believed social marketing has played a great role since the Saudi's king has asked for the Shoura council(3) to incorporate female members starting 2015 onwards where 30 out of the voted 150 members will be females. (CBC news, 2011)

Whereas in the UAE, as of today, four women hold ministerial positions, 18% of the elected FNC (Federal National Council) is comprised of women, with three female UAE ambassadors and four judges recently appointed. (UAEinteract, 2013)

Based on figure 3, we can observe a trend where 86% Saudi and Emirati females use internet for casual use (Surfing, Email, etc.) but a large increasing portion have been involved in expressing their personal opinions with regards to different topics most of which are heated topics, which before rise of social marketing, was difficult to express. It has boosted moral and confidence in women which reflected positively in productivity. In supporting hypothesis "H1a", it seems that women in Saudi and UAE found a safe platform to spread awareness of their struggles and challenges. As cultural and societal limitations decrease, social media is progressively playing a more important role to bring change, raise hope to women who have always felt as being secondary to male dominance in their own country.

There also seems to be hidden disadvantages for the use of social media for a society like KSA and UAE that opened to social media suddenly after women have been suppressed from active roles in society for decades. According to Gulf News, reports claim there are as much as 25,000 accounts in Saudi alone for promoting homosexuality and prostitution, mainly on twitter.

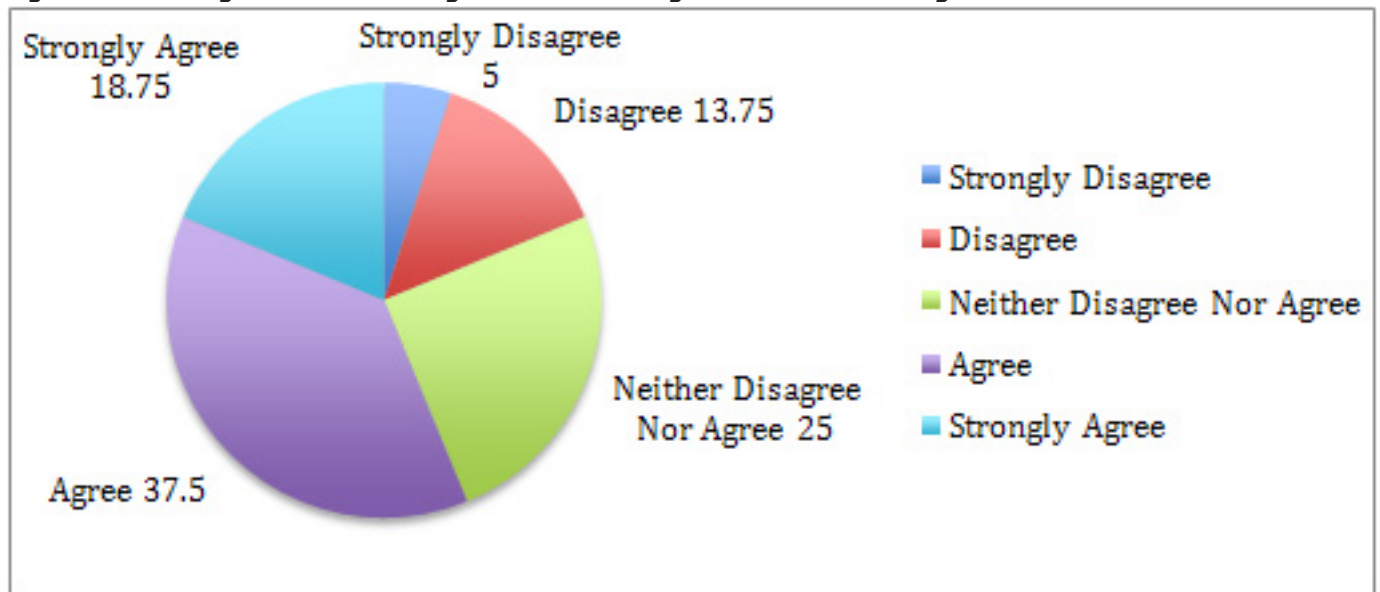
Weighing the positive and negative impacts of social media on women's confidence and productivity to their workforce, the hypothesis of social media's positive impacts in "H1a" outweighs the negative impacts represented in "H1b", while there seems to be little solid evidence that could possibly prove "H1b".

Results - H2

Several connections between education and a productive workforce were observed in our research. These were; the need to be self-independent, the quality of education, the government's expenditure in education and the government's role in sponsorships.

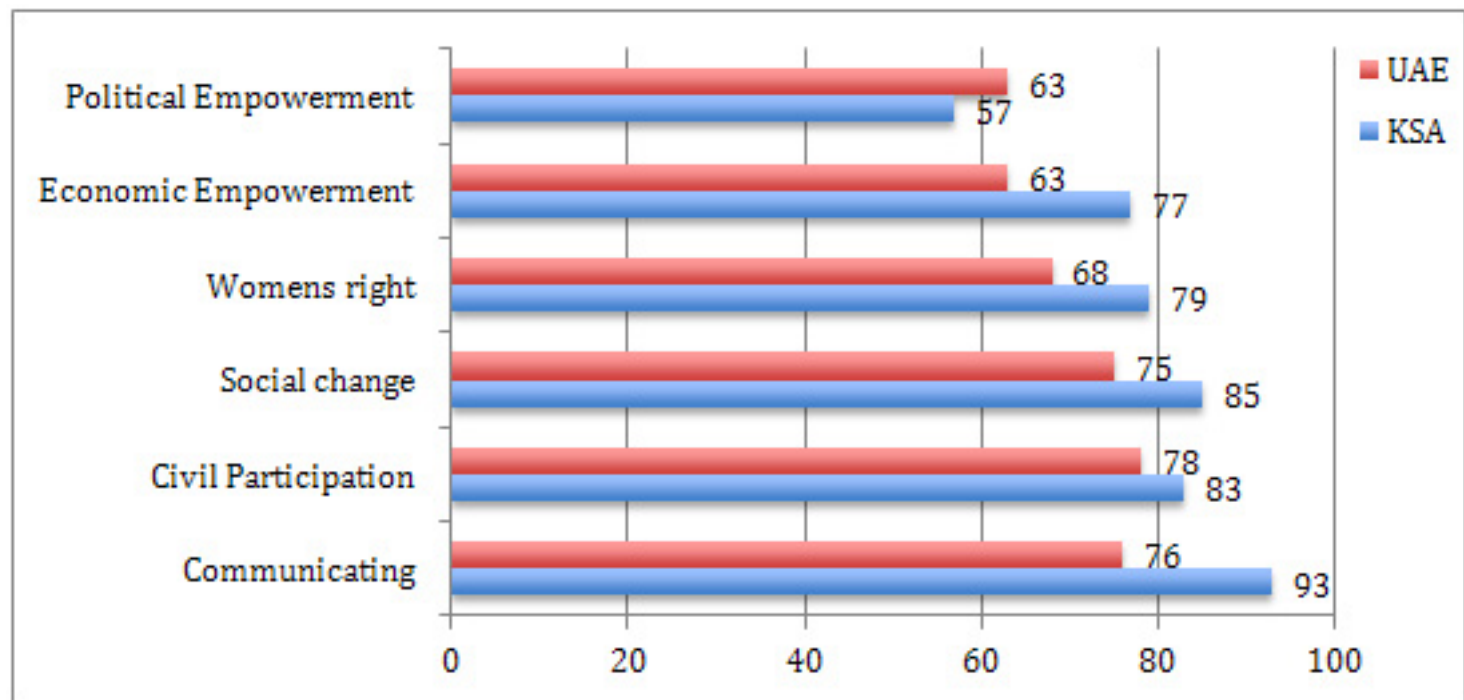
(3) Elected members in society which represent and voice public opinions to support and influence government decisions. Since 2006, women have been advisors to the council, not members yet. (Shura, 2014)

Figure 4: Percentages of women who give credit to their government for making education available to them.



(own survey)

Figure 5: "To what extent do you agree with the following statements regarding women and social media?"



(The Role of Social Media in Arab Women Empowerment, 2011)

The need to be independent

A big portion of Saudi and Emirati females are living marital challenges which raises awareness for women to work harder to be self dependent to afford life's rising living expenses (Arabian Business, 2010), as divorce rates reached 20% and 25% in the UAE and KSA respectively in 2009.

As Maslow's Hierarchy of Needs justifies, the "Physiological" and "safety" factors form necessities for any individuals needs. This generations of females feel the need to be independent in order to provide for themselves and in some cases their

children with shelter, increasing the willingness to pursue higher education for a better job, for their ultimate goal to have more independent lifestyles.

Quality of education

The quality of education females are receiving seems to have a reflection in the productivity of women in the workforce. There are many reasons that will support "H2a" aiding the hypothesis that education in UAE had contributed to a more effective workforce in regards to quality of education:

1. Unlike males, 70% of Emirati female students are educated by Emirati women while it has been proven in studies that instructors with the same background and gender as students tend to be able to raise students' interest for education. Male dropouts in the UAE form 10% of total students whereas just 2% of women have dropped out, which could be caused by the level of interest by students. (gulfnews, 2014)

2. In the recent years, many male students in UAE and KSA have been enrolled in low skilled jobs by police and military. To demonstrate, the UAE Army hired up to 56% of the entire Emirati Male graduates in 2009 (The Emirati Workforce report, 2009) giving females the opportunity to approach specialized and administrative jobs. Here, females have entered industries such as Media, Medicine, Dentistry, among others, which is helpful for the economy as the UAE and KSA are transforming into a knowledge based economy with increased dependency on white collar jobs (gulfnews, 2011). The growing ability of specialized Saudi females is evident. To illustrate by a unique example, the first GCC movie Oscar entry "Wadjda"(4) occurred in 2014 and was a heated debate for being produced by a Saudi young movie producer (Wadjda, 2013)

Based on our survey conducted to prepare this report, we asked females if they believed the quality of their education has helped them improve their work productivity at their workplace as figure 6 below shows:

Investing in Education

The different forms of initiatives analyzed in this report shows the multiple initiatives by both the Saudi and UAE govern-

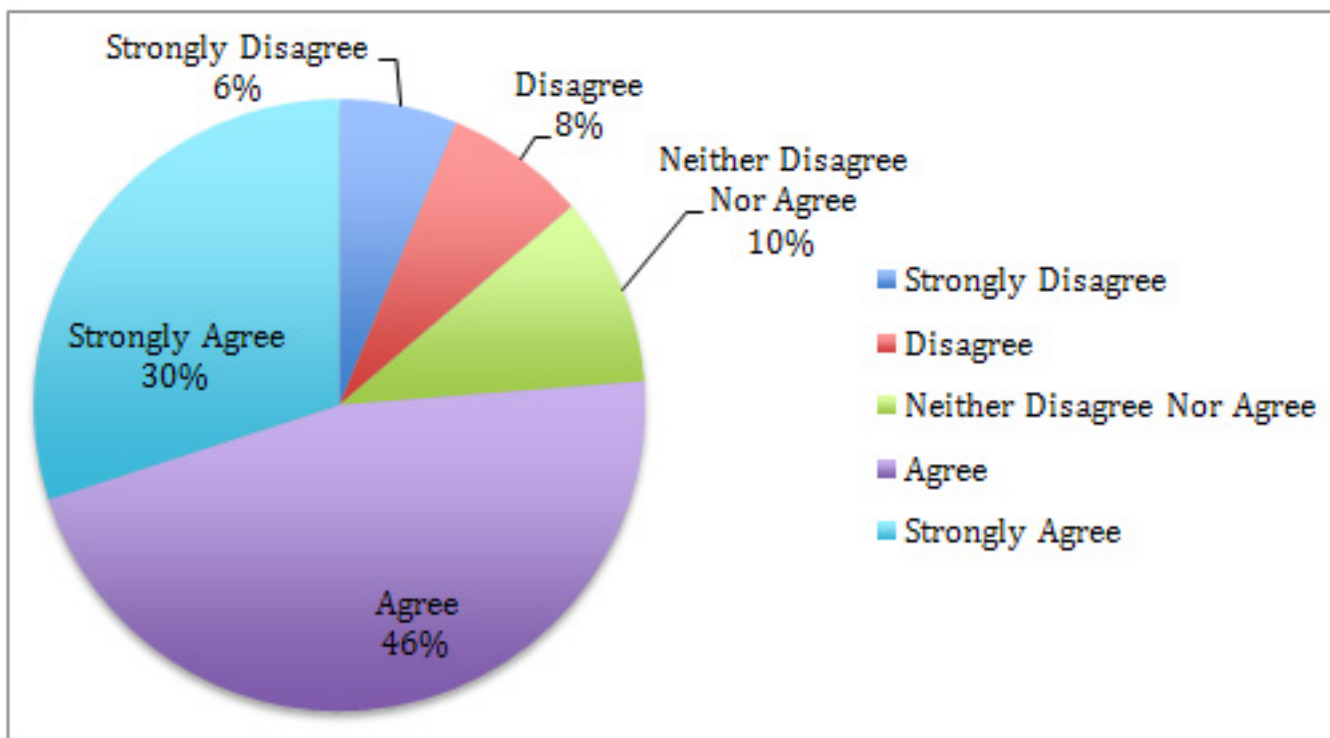
ments to invest in order to provide better quality of education, as the government realizes the requirement to invest reflects in a better performing female workforce.

According to a recent report by the UAE's national qualification authority, the UAE government spent 23% of its total expenditure in education in 1999 where the budget stayed constant at 23% a decade later in 2009, whereas in Saudi Arabia, the government had spent 26% of its total expenditure in 1999 opposed to 19% in 2009. However, comparing these statistics, the high Saudi governments expenditure in 1999 can be attributed to developing institutes and facilities for women education which were in shortage, whereas the investments by the UAE government was shared equally between male and females mainly since the facilities are shared by both genders since the formation of the country. However, the biggest portion of government expenditure for education remains to be in sponsorships (NQA Report, 2013) .

Sponsorships

As of 2014, 43% of the funded Saudi female students overseas with scholarships are women. As a result, we can expect the workforce in Saudi to radically change soon in terms of quantity and quality - the figure used to be 15% in 2005 when the funding first started (Hausheer, 2014). Therefore, although only 15% of workforce are women, it seemed that these figures prove that the percentage is about to increase as the graduates return home. The U.S Department of commerce predicted in 2011 that \$22.7 billion of their economy is generated from Saudi student enrollment (Hausheer, 2014).

Figure 6: Survey results on "Quality of education has provided Emirati and Saudi women with the right tools to be more productive at our jobs"



The above chart symbolizes a strong correlation that supports "H2a" showing that education provided one of the direct reasons for UAE and Saudi women to perform better at their jobs.

(4) It was produced by a Saudi producer and revolved around the life, suppression, and challenges of a typical young Saudi girl. (Wadjda, 2013)

It seems that women in UAE and Saudi both have reached positions in the government and convinced officials for further expenditure in education supporting hypothesis "H2a". In the UAE, the female population have been sustainably joining the workforce with the same expectations throughout time, providing a balanced workforce among genders and among females in terms of general work perception and even in women's roles in society and their strong inner belief and in their place in society which all contributed to a more productive female workforce. Whereas in Saudi Arabia, this report seems to show that Saudi's growing female workforce can be labeled as two groups: the conservative pro Saudi ideology group, and the more modernized Generation Y females, which both contribute to productivity but can create a cultural war in the long run.

Conclusion

While appreciating that so much has been done in both KSA and UAE to increase the contribution of females in the workforce, driven by the government's belief of the vital role women can play in the economy, further success will require more robust efforts. Sharing almost a common ground in the religious, social, traditional and economic challenges, the achievements of integrating women in the labor workforce in both countries is worth acknowledgement, however, major educational and legislative reforms in KSA are needed to sustain growth and catch up with the figures the UAE has achieved (17% vs 42%) (Saudi Arabian Monetary Agency, 2009).

While we appreciate the employment of women offers more than a steady income as this research suggests, it is rather an expression of modern lifestyle in which women in the region are to prove, and a new mode of expressing opinions and maturing in society as a valuable contributor to society to equate to the role of males. It can also be safely assumed, comparative to world average that high income in both countries could be a catalyst for low productivity of women workforce, as they tend to be financially stable and are not in need of additional income. A researcher needs to be careful in comparing the status of both countries to the developed world as the socio-economic and time factors will not offer a justifiable comparison, as the highest GCC achievement in terms of women enrollment in the workforce is Kuwait (51%) which is still at least 20% behind the average in the west. (Saudi Arabian Monetary Agency, 2009)

The increasing spread of contribution to the different social media platforms in both countries offered channels of promoting knowledge that assisted in increasing the contribution of women in the work force. The proposition that women's success in the workforce can be attributed to the government support and rise of social marketing in the region are both positive propositions as proved.

The particularity of the GCC communities in the way women workforce is seen, has seen dramatic changes in the last 40 years. However yet to allow women to have the right to drive cars in KSA, the fact that a female pilot can fly a fighter plane

and lead a team of male fighters in a warfare action did happen in UAE and made the world headlines in 2014 (CNN, 2014). Change is imminent and the current gap between female and male workforce in both countries will continue to diminish at a higher rate considering the facts included in the context of this research as a result of a growing, sustainable female nation.

References

- Arab Social Media Report (2011) Accessed online 14th October, 2014. Retrieved from: <http://www.arabsocialmediareport.com/UserManagement/PDF/ASMR%20Report%203.pdf>
- Arab news, (2012) accessed online 14th October 2014. Retrieved from: <http://www.arabnews.com/king-abdullah-scholarship-program-opens-invitations-students>
- Arabian Business, (2010) accessed online 14th October 2014. Retrieved from: <http://www.arabianbusiness.com/education-pushing-up-gulf-divorce-rates-361201.html>
- Booz & Company, Global Education Digest (2011), Kingdom of Bahrain MoE
- Boundless Learning, Inc. (2014) accessed online 14th October 2014. Retrieved from: <https://www.boundless.com/political-science/textbooks/boundless-political-science-textbook/civil-rights-5/the-women-s-rights-movement-41/women-in-the-workplace-235-7242/>
- BQDOHA news (2013) accessed online 14th October 2014. Retrieved from: <http://www.bqdooha.com/wp-content/uploads/2013/09/Female-participation-in-workforce.png>
- CBC news, (2011) accessed online 14th October 2014. Retrieved from: <http://www.cbc.ca/news/world/saudi-women-to-be-allowed-role-in-politics-1.1012732>.
- CNN News (2014) accessed online 14th October 2014. Retrieved from: <http://edition.cnn.com/2014/09/25/world/meast/uae-female-fighter-pilot/>
- Embassy of the United Arab Emirates (2014) accessed online 14th October 2014. Retrieved from: <http://www.uae-embassy.org/uae/education>
- GCC Women: Challenging the Status Quo - World Bank. (2012, January 1). Retrieved September 27, 2014, from http://almasahcapital.com/uploads/report/pdf/report_19.pdf
- GulfNews, (2014) accessed online 14th October 2014. Retrieved from: <http://gulfnews.com/news/gulf/uae/general/uae-supports-women-in-education-1.1341116>
- <http://gulfnews.com/news/gulf/uae/education/emirati-boys-suffer-due-to-teacher-disinterest-1.1389640> <http://gulfnews.com/gn-focus/why-women-graduates-outnumber-men-in-the-uae-1.790849>
- Hausheer, S. (2014) accessed online 14th October 2014. Retrieved from: <http://susris.com/2014/02/26/not-the-saudi-arabia-you-hear-about-the-students-abroad-factor-hausheer/>
- Kippreport magazine, (2014) accessed online 14th October 2014. Retrieved from: <http://www.kippreport.com/fcs/king-of-the-social-media-ring/>

KSA, Ministry of Education, (2013) accessed online 14th October 2014. Retrieved from: <https://www.moe.gov.sa/English/pages/tatweer.aspx>

Lofstrom, A, Gender Equality, economic growth and employment. Swedish Ministry of Integration and Gender equality (2009) accessed online 14th October 2014. Retrieved from: <http://www.se2009.eu/polopolyfs/1,21862!menu/standard/file/Presentation%20by%20%C3%85sa%20L%C3%B6fstr%C3%B6m.pdf>

London Business School, (2014) accessed online 14th October 2014. Retrieved from: <http://www.london.edu/programmes/emba/feesandfinancing.html?gclid=CPHY6MCzosCFabLtAodFGkALA>

NBC NEWS accessed online 14th October 2014. Retrieved from: http://www.nbcnews.com/id/6133475/ns/world_news-t/saudi-arabia-bans-cell-phone-cameras/

NQA Report, (2013) accessed online 14th October 2014. Retrieved from: <http://www.nqa.gov.ae/En/OpenData/Pages/default.aspx> (direct link)

Royal Embassy of Saudi Arabia, (2014) accessed online 14th October 2014. Retrieved from: <http://www.saudiembassy.net/about/country-information/education/>

Saudi Arabia vs. United Arab Emirates (2014) accessed online 14th October 2014. Retrieved from: <http://www.indexmundi.com/factbook/compare/saudi-arabia.united-arab-emirates>

Saudi Arabian Monetary Agency Forty Fourth Annual Report (2008), accessed online 14th October 2014. Retrieved from: http://www.sama.gov.sa/sites/samaen/ReportsStatistics/ReportsStatisticsLib/5600_R_Annual_En_44_2008_09_23.pdf

Shura Council, (2014) accessed online 14th October 2014. Retrieved from: <http://www.shura.gov.sa/wps/wcm/connect/shuraen/internet/committees>

Talwar, A, Cochran, K. and Kortman, J, Economic Growth, University of Michigan (2009) accessed online 14th October 2014. Retrieved from: <http://sitemaker.umich.edu/sec-006group4/home>

The Economist Magazine, (2014) accessed online 14th October 2014. Retrieved from: <http://www.economist.com/news/middle-east-and-africa/21602249-saudi-women-are-gaining-ground-slowly-unshackling-themselves>

The Emirati Workforce report, (2009) accessed online 14th October 2014. Retrieved from: http://www.academia.edu/5813970/The_Emirati_Workforce_Tables_figures_and_thoughts

The Role of Social Media in Arab Women's Empowerment. (2011, November 7). Retrieved September 27, 2014, from http://www.arabsocialmediareport.com/UserManagement/PDF/ASMR_Report_3.pdf

TheNational, (2013) accessed online 14th October 2014. Retrieved from: <http://www.thenational.ae/news/uae-news/education/emirati-students-offered-unique-opportunities-through-scholarships>

UAEinteract, (2013) accessed online 14th October 2014. Retrieved from: <http://www.uaeinteract.com/society/women.asp>

Wadjda, Saudi Arabia's first female film, is country's Oscar entry (2013) accessed online 14th October 2014. Retrieved from: <http://www.imdb.com/title/tt2258858/>

World Bank MENA Gender Compendium (2009) accessed online 14th October 2014. Retrieved from: http://siteresources.worldbank.org/INTMENA/Resources/MENA_Gender_Compendium-2009-1.pdf

World Economic Forum - WEF report (2014) Accessed online 14th October 2014. Retrieved from: <http://www.weforum.org/pdf/scenarios/UAE.pdf>

World Population Clock, 7 Billion People (2014) accessed online 14th October 2014. Retrieved from: <http://www.worldometers.info/world-population/>