



Draft Curriculum Framework for Secondary Belizean Studies

Published by QADS, Ministry of Education, Culture, Science and Technology

Introductory Sections

Definition and Scope of Belizean Studies

- 1.1 Belizean Studies is a four-year secondary-level program designed to be scheduled for a minimum of two hundred teaching minutes per week.
- 1.2 Belizean Studies focuses on the geographical space contained within and culturally connected to Belize from the time of early humans in Africa to the present day. It uses techniques and concepts of anthropology, geography, history, literature and sociology to explore the environmental, political, economic, social, cultural and technological origins and development of Belize in a global context.
- 1.3 Belizean studies contributes to the achievement of all the national goals of education. It strongly contributes to the achievement of:
 - Goal 1: A knowledge of Belize and a commitment to and involvement in its development.
 - Goal 2: An appreciation and respect for different peoples and cultures and a commitment to justice and equity for all.
 - Goal 6: An understanding of the economics of Belize and of the world, the appreciation of work, the capacity to participate in economic activities, skills in design and the ability to use a range of technologies.
 - Goal 8: An understanding of systems and subsystems in the physical world, including the natural environment and the need to preserve it.
 - Goal 10: An appreciation of, and participation in, artistic ventures, particularly within the Belizean culture.
- 1.4 Belizean studies contributes to the development of ideal secondary school graduates who will be national and global citizens, productive economic agents and socio-cultural individuals.

Philosophical Orientation of Belizean Studies

- 3.1 Belizean Studies promotes the ideal that all individuals, groups and communities should actively demonstrate their commitment to sustainable development, human rights, democracy, equity and justice. This requires individuals empowered by an enhanced social, political, cultural and spiritual consciousness who recognize no single national, ethnic, linguistic, religious, social or cultural group as inherently superior to any other and who believe that no nation, society or individual is entirely in control of its own destiny but that all must collaborate with the rest of the world if they are to thrive.
- 3.2 Belizean studies promotes the development of a concept of Belizean-ness based on the aspirations of a diverse and multi-cultural population to live and prosper peacefully and sustainably in a country with a rich history and ecology. Belizean studies assumes that this Belizean-ness is being continually constructed by its citizens in a process that mediates concepts individual identity, human rights and the nation-state within local, regional and global relationships. These relationships are dominated by strong cultural and geographic links with Central America and the Caribbean and the historical situation of Belize in an interdependent system that included the Americas, Western Europe, West Africa and South Asia. Belizean-ness is also shaped by increasing interactions with the people and cultures of the entire world. Belizean studies, therefore, aims to contribute to a journey in nationhood made by highly conscious, deeply committed and permanently engaged citizens willing and able to strive for a future premised on the continuous improvement of the quality of life for all its people.
- 3.4 Belizean Studies assumes that individuals continually construct knowledge as they interact with their environment. Since it is constructed, knowledge can and should be continually created and re-shaped as new evidence becomes available or existing evidence is reinterpreted. The role of the teacher, therefore, includes encouraging each new generation of students to actively challenge the assumptions of those that came before through rational and critical discourse.
- 3.4 Belizean studies prioritizes individual and group enquiry that aims to empower students to apply modern and traditional technology to complete practical tasks in real world contexts. These tasks should lead students to adopt a questioning approach to acquire information, provoke discussion and challenge assumptions as they create, explore and communicate multiple perspectives about the past, present and future.

Goals and Objectives of Belizean Studies

4.1 By the end of the program, students will:

- (i) value their own and others' national and cultural identities;
- (ii) have reflectively engaged in the creation of a personal ethical and moral sense of being;
- (iii) embrace the principles of sustainable development;
- (iv) be motivated to promote equity, human rights, the principles of law and justice for all;
- (v) have the capacity to use technology for productive academic, social, cultural and economic purposes;
- (vi) be developing competencies that will enable them to negotiate the increasingly complex and dynamic global environment in which they live and work;

4.2 The objectives of Belizean studies are that, by the end of the program, students will be able to:

- (i) communicate a personal ethical code by exploring and reflecting on diverse social, religious, political, and cultural concepts;
- (ii) demonstrate respect of the needs, aspirations, beliefs and lifestyles of people, irrespective of their ethnicity, origin, nationality, gender, belief-system or socio-economic group; (affective)
- (iii) identify different perspectives about an issue or topic;
- (iv) communicate, in a logical, structured manner, an informed personal opinion about current or past events;
- (v) apply traditional and modern forms of technology to research, organize and communicate ideas;
- (vi) explain chronology, cause and effect, change, continuity recurring patterns and the nature of human interactions in relation to the in the history, geography and sociology of Belize;
- (vii) describe the connections between important local, regional and global people, places and events that have shaped current Belizean identities;
- (viii) experience empathy for the experiences of men women and children who lived In Belize in the past;
- (ix) explain the role that environmental features and the actions of individuals, groups and communities have played and continue to play in the development of Belize;
- (x) explore major concepts such as enslavement, democracy, imperialism, colonialism and sovereignty;
- (xi) extract relevant and useful information from a range of written, spoken, graphical, artefactual and digital sources including material objects, historical documents, extended prose texts, maps, data tables, graphs and oral testimony;

- (xii) extract relevant and useful information from visits to and interactions with historical and geographical sites and cultural spaces.

Principles of Assessment in Belizean Studies

The Purpose of Assessment in Belizean Studies

- 5.1 The purpose of each assessment in Belizean Studies, is for students to acquire cognitive, socio-emotional and behavioural knowledge, skills and attitudes through the use of technology, rational thinking, empirical observation, constant peer evaluation, and active creativity. These capabilities are already imbedded in the goals and objectives of the Belizean Studies curriculum which offers learning in the cognitive, affective and psychomotor domains.

General Principles for Assessment Strategies in Belizean Studies

- 5.2 Assessments have the flexibility to measure both absolute achievement of a learning outcome and relative progress in learning. Assessment tasks that encourage students to explore their own interests and develop their own methodologies, are both valid and effective ways of measuring learning. Assessment tasks should be designed to meet the needs of individual students. Therefore, frequent variability in expected processes and outcomes should be a routine part of assessment design.
- 5.3 Although a wide range of assessment techniques should be used, each instructional unit should include at least one major production or performance task. It is not necessary for all students to engage simultaneously on the same assessment tasks. Some elements of the assessment may require the student to work alone, and some elements may require the student to collaborate with others.
- 5.4 Product and performance based assessment tasks should enable students to build a deeper conceptual understanding of key concepts while developing process skills and socio-emotional competencies. To check that learning has taken place across these domains, assessments in Belizean Studies should be designed to:
 - (i) Foster an environment that promotes curiosity and open-mindedness and helps to develop students' confidence, curiosity and creativity by engaging students in effective reflection and opportunities for self-assessment;
 - ii) Promote knowledge and understanding of Belize's local and global environments using task based assessments built on the nature of learners through skills such as listening, questioning, observing, exploring, hypothesizing, experimenting, communicating, predicting, inferring and investigating, among others;
 - (iii) Promote the holistic development of the learner by having the student working cooperatively in teams, sharing ideas, debating, and thinking about what they need to do and how to do it;
 - (iv) Promote inclusiveness and equity among learners with tasks that provide students with an opportunity to further develop across a range of learning domains;
 - (v) Focus on the nature of the learner by measuring students' ability to retrieve knowledge and to apply it in relevant settings, thus allowing for frequent, low stakes and flexible but measurable and content-relevant tasks to build and consolidate learning;

- (vi) Use a range of techniques to ensure a valid, balanced and comprehensive assessment of student achievement as aligned with the goals, objectives, standards and learning outcomes of the Belizean Studies curriculum framework.

Content Overview

6.1 Belizean studies is divided into eight strands. Each strand is divided into four units, one for each grade level. Each unit is designed for approximately four weeks of teaching at two hundred minutes per week.

6.2 Each strand has a title and one big question. These are as follows:

Strands and Big Questions	
Strand	Big Questions
Introduction to Belizean Studies	What is Belize?
Identity and Beliefs	What does it mean to be Belizean?
Origins	Where did we come from?
Transformations	What are humanity's big turning points?
Development and the Environment	How can all Belizeans thrive, now and in the future?
Nationhood	How did Belize become an independent nation state?
Society and Governance	How can we live together in harmony?
Empowerment and Leadership	Who creates change?

6.3 The goals and objectives of Belizean studies will be mapped to the above strands to ensure students have the opportunity to acquire cognitive, socio-emotional and behavioral knowledge, skills and attitudes.

Belizean Studies Overview of Units - Proposed

Strand	Big Question	First Form Unit	Second Form Unit	Third Form Unit	Fourth Form Unit
Introduction to Belizean Studies	What is Belize?	The Geography of Belize	Economic Activities of Belize	The People of Belize	Belize in the Global
Identity and Beliefs	What does it mean to be Belizean?	Identity in Belize	Beliefs and Behaviors in Modern Belize	Religions of the Modern World	Beliefs about the Family in Modern Belize
Origins	Where did we come from?	Early Humans	West African Cultural Contributions: 1000-1500	How and Why People Migrated to Belize up to 1945	How and Why People Migrated to Belize after 1945
Transformations	What were humanities big turning points?	Early Human Settlement and Agriculture	Encounter: The European Arrival in the Americas	Enslavement	Decolonization in Africa and the Caribbean
Society and Governance	How can we live together in harmony?	The Maya City State	The Rights of the Citizen in Democratic Belize	Institutions and Groups	Democracy
Development and Environment	How can all Belizeans thrive now and in the future?	Sustainable Development	Climate Change	Disaster Risk Management	Sustainable Economic Development
Nationhood	How did Belize become an independent nation state?	Belize as an Independent State	The Colonization of Belize	The Caste War	Independence
Empowerment and Leadership	Who creates change?	The People and Government	Creating Positive Change	National and Regional Leaders	Entrepreneurship

Units and Learning Outcomes

First Form Learning Outcomes

Introduction to Belizean Studies

Big Question: What is Belize?

Unit Title: The Geography of Belize

- 1.1 Describe the location of Belize relative to other places in the region and the wider world.
- 1.2 Identify the approximate latitude and longitude of Belize and the exact coordinates of specified places within it.
- 1.3 Compare the main inland, coastal and marine features of Belize.
- 1.4 Compare the districts, main cities and towns and selected villages of Belize
- 1.5 Identify the ecological and climatic regions that Belize is part of.
- 1.6 Identify big questions facing Belize today.

Identity & Beliefs

Big Question: What does it mean to be Belizean?

Unit Title: Identity in Belize

- 2.1 Identify some attributes that shape a person's identity, such as gender, ethnicity, class, wealth, religious beliefs, language, moral code, disabilities that they are living with, place of origin and so on. (Depth Study)
- 2.2 Explain what it means to be indigenous.
- 2.3 Evaluate the richness of cultural diversity that exists in Belize. (Depth Study)
- 2.4 Discuss what it means to be Belizean. (Overview)

Origins

Big Question: Where did we come from?

Unit Title: Early Humans

- 3.1 Compare how various ancient civilizations explained the origins and development of the universe, the earth, life and early technologies.
- 3.2 Describe the scientific evidence used to demonstrate the existence of different species of humans in the distant past.
- 3.3 Describe some of the early human genera and species that have been identified.
- 3.4 Describe how early humans made and used fire, tools, art and other technology and how these changed over time.
- 3.5 Describe the spread of homo sapiens from Africa to the rest of the world, including how, when and why humans first arrived in, and then spread through, the Americas.

Transformations

Big Question: What were humanities big turning points?

Unit Title: Early Human Settlement and Agriculture

- 4.1 Identify the main techniques used by archaeologists to investigate ancient civilizations.
- 4.2 Describe how the development of agriculture and the exploitation of resources and technology contributed to the emergence of the civilization of ancient Egypt.
- 4.3 Investigate the lifestyles of the men, women and children that lived in ancient Egypt.
- 4.4 Compare the emergence of settlements and agriculture in ancient Egypt with their emergence in Mesoamerica.
- 4.5 Describe the way of life of the men and women who lived in the Preclassic Maya settlements of Belize.

Society and Governance

Big Question: How can we live together in harmony?

Unit Title: The Maya City State

- 5.1 Locate major Maya city states of Belize and the region.
- 5.2 Describe the social and political structures of Maya city states.
- 5.3 Explain why Oxwitzjá (Caracol) became rich and powerful in the Late Classic.
- 5.4 Explain how the needs for food and water of the people of Oxwitzjá (Caracol) were met.
- 5.5 Report on a trip to the site of a Maya city state.

Development and the Environment

Big Question: How can all Belizeans thrive now and in the future?

Unit Title: Sustainable Development

- 6.1 Discuss sustainable development goals for Belize.
- 6.2 Explore the concept of sustainable development from an indigenous perspective.
- 6.3 Investigate actual and potential threats to the sustainable development of Belize.
- 6.4 Compare issues related to the sustainable development of Belize with a selected Central American, Caribbean or other small island state.

Nationhood

Big Question: How did Belize become an independent nation state?

Unit Title: Belize as an Independent State

- 7.1 Explain, with reference to specific examples from the Western Hemisphere, the differences between the terms country, territory, nation and state.
- 7.2 Describe the characteristics of Belize that define it as an independent, sovereign state.
- 7.3 Define the land and sea areas of the state of Belize.
- 7.4 Explain how the 1859 Anglo-Guatemala Treaty and the 1893 treaty with Mexico set the borders of Belize.
- 7.5 Explain why a dispute between Belize and Guatemala was referred to the international court of justice.

Empowerment and Leadership

Big Question: Who creates change?

Unit Title: The People and Government

- 8.1 Explore how the citizens and residents of Belize can show responsibility for their own and other people's wellbeing.
- 8.2 Describe various ways in which the people of Belize interact with the government.
- 8.3 Discuss the responsibility of government to protect and support all individuals and groups in society.
- 8.4 Discuss whether the government is carrying out its functions effectively.

Second Form Learning Outcomes

Introduction to Belizean Studies

Big Question: What is Belize?

Unit Title: Economic Activities of Belize

- 9.1 Compare the physical geography of Central America with that of the Caribbean.
- 9.2 Explain how the physical geography influences where people live and how they experience life.
- 9.3 Explain how natural resources influence economic activities in Belize and a selected Caribbean or Central American.
- 9.4 Describe the use of resources and the main economic activities of the Mennonite communities in Belize.

Identity & Beliefs

Big Question: What does it mean to be Belizean?

Unit Title: Beliefs and Behaviours in Modern Belize

- 10.1 Explore how and why Belizeans use and switch between different languages.
- 10.2 Compare and contrast how traditional beliefs and cultural practices such as marriage, death rites and rites of passage occur in at least two ethnic groups.
- 10.3 Explore how beliefs and cultural practices are changing in Belize.
- 10.4 Discuss the influence of religion in people's lives.

Origins

Big Question: Where did we come from?

Unit Title: West African Cultural Contributions: 1000-1500

- 11.1 Identify a variety of West African societies that flourished between 1000 and 1500 AD.
- 11.2 Describe selected West African buildings, textiles, artwork, technology, trade, religious beliefs and farming from the period 1000 to 1500 AD.
- 11.3 Identify some long term impact of West African culture from the period 1000 to 1500 AD.
- 11.4 Describe the impact on West African societies of the Portuguese exploration of the African coast in the fifteenth century.

Transformations

Big Question: What were humanities big turning points?

Unit Title: Encounter: The European Arrival in the Americas

- 12.1 Identify the major urbanized civilizations that existed in the Americas in the fifteenth century.
- 12.2 Describe the lifestyles of selected peoples that existed in the Americas in the fifteenth century.
- 12.3 Explain the reasons that first brought Europeans to the Americas.
- 12.4 Outline European colonization of the Caribbean, Mexico and Central America up to 1700.
- 12.5 Examine the impact of the arrival of the Europeans on the indigenous inhabitants of the Caribbean, Mexico and Central America.

Society and Governance

Big Question: How can we live together in harmony?

Unit Title: The Rights of the Citizen in Democratic Belize

- 13.1 Explain the rights of every person in Belize as outlined in the Constitution of Belize.
- 13.2 Discuss how some people's enjoyment of their rights can be impacted by attributes such as the their skin colour, ethnicity, gender, level of education, health status, disabilities that they are living with, and financial situation.
- 13.3 Explore the actions groups can take, or have taken, to protect their own rights or those of others.

- 13.4 Investigate the life, characteristics, and reasons for effectiveness, of a selected leader from the local community who has acted to protect or strengthen people's rights.

Development and the Environment

Big Question: How can all Belizeans thrive now and in the future?

Unit Title: Climate Change

- 14.1 Explain the concept of climate change.
- 14.2 Explore the human and natural causes of climate change.
- 14.3 Examine the impact climate change is already having on the weather, agriculture, tourism, marine and terrestrial environments and individual life.
- 14.4 Investigate the potential impact of climate change on the future development of Belize.
- 14.5 Suggest actions individuals, the community and government have implemented and can implement in minimizing the impact of climate change.

Nationhood

Big Question: How did Belize become an independent nation state?

Unit Title: The Colonization of Belize

- 15.1 Explain the reasons that first brought people from Spain and Britain to Belize up to 1800.
- 15.2 Outline the emergence of the Spanish and Portugues empires in Latin America.
- 15.3 Describe the impact of Spanish and British activities throughout the territory of Belize on its indigenous inhabitants.
- 15.4 Explain the main reasons why Belize did not become a colony of Spain.
- 15.5 Outline the reasons why the population of Belize expanded in the eighteenth and early nineteenth centuries.
- 15.6 Explain why Belize became a British colony.

Empowerment and Leadership

Big Question: Who creates change?

Unit Title: Creating Positive Change

- 16.1 Investigate the actions of a specified individual or group in the community that have led to successful, meaningful change.
- 16.2 Describe ways in which students can create change.
- 16.3 Implement a plan designed to address a specified issue in the local community.

Third Form Learning Outcomes

Introduction to Belizean Studies

Big Question: What is Belize?

Unit Title: The People of Belize

- 17.1 Describe the population of Belize using data from the Statistical Institute of Belize and other sources.
- 17.2 Apply the concept of population density to describe where people in Belize live.
- 17.3 Compare data from Belize related to births, religion, marriages, deaths, population growth and population density with data from other countries in Central America and the Caribbean.
- 17.4 Analyze short term and long term trends in Belize's population data.

Identity & Beliefs

Big Question: What does it mean to be Belizean?

Unit Title: Religions of the Modern World

- 18.1 Compare the worldwide geographical distribution and size of Buddhism, Christianity, Hinduism, Islam and Judaism.
- 18.2 Outline the origins, historical development and main beliefs of any two of the world's major religions.
- 18.3 Explore the impact Christianity has had on the social and cultural development of Belize.
- 18.4 Examine the continuing influence of indigenous and African religions in Belize and the modern world.

Origins

Big Question: Where did we come from?

Unit Title: How and Why People Migrated to Belize up to 1945

- 19.1 Describe the major movements of people into Belize between 1800 and 1945.
- 19.2 Explain the push and pull factors that led to migration into Belize of one group from each of the following time periods: 1700-1838, 1838-1900, 1900-1945.
- 19.3 Identify the major economic activities that migrants engaged in after their arrival in Belize.
- 19.4 Describe the political, social and cultural impact of the migration into Belize of any two major groups between 1700 and 1945.

Transformations

Big Questions: What were humanities big turning points?

Unit Title: Enslavement

- 20.1 Explain what it means to be enslaved and to live as an enslaved person.
- 20.2 Explain why there were slaves in Belize and the wider Caribbean in the eighteenth and early nineteenth centuries.
- 20.3 Explore evidence that provides information on the occupations, treatment and family life of enslaved people in Belize.
- 20.4 Examine the methods used by enslaved peoples in Belize to resist enslavement and improve their living and working conditions.
- 20.5 Describe the impact of the abolition of slavery on labour in Belize.

Society and Governance

Big Question: How can we live together in harmony?

Unit Title: Institutions and Groups

- 21.1 Outline the characteristics and purpose of primary and secondary, formal and informal groups.
- 21.2 Explain the characteristics of institutions.

- 21.3 Investigate the functions of religious, political, recreational, economic and educational institutions.
- 21.4 Describe the requirements for cohesion in groups and institutions.

Development and the Environment

Big Question: How can all Belizeans thrive now and in the future?

Unit Title: Disaster Risk Management

- 22.1 Explain the concepts of disaster risk preparedness, reduction, response and recovery.
- 22.2 Outline the roles and responsibilities of the people and government of Belize in disaster risk management.
- 22.3 Analyze the vulnerability of the community where the school is situated to natural and man-made disasters.
- 22.4 Investigate how an economic sector such as agriculture or tourism can prepare for natural and man-made disasters.

Nationhood

Big Question: How did Belize become an independent nation state?

Unit Title: The Causes, Course and Impact of the Caste War

- 23.1 Identify one major political, one economic and one social cause of the Caste War of the Yucatan.
- 23.2 Outline the major events of the Caste War of the Yucatan between 1847 and 1901.
- 23.3 Explain why the Yucatan state and the Mexican federal government were not able to defeat the Maya rebels until 1901.
- 23.4 Identify one political, one economic and one social impact of the Caste War of the Yucatan on Belize.

Empowerment and Leadership

Big Question: Who creates change?

Unit Title: National and Regional Leadership

- 24.1 Identify some requirements for effective leadership.
- 24.2 Describe the life and times of at least one person who has had a major influence on the development of Belize, Central America or the Caribbean.
- 24.3 Investigate the activities of a civil society organization that is leading efforts for positive change at a national level in present day Belize.

Fourth Form Learning Outcomes

Introduction to Belizean Studies

Big Question: What is Belize?

Unit Title: Belize in the Global

- 25.1 Explain why Belize is described as an independent nation state.
- 25.2 Explain the aims of international bodies that Belize is a part of, including the United Nations, CARICOM and the Commonwealth.
- 25.3 Explain the role of the United Nations, including the International Court of Justice in settling disputes between nations.
- 25.4 Discuss the advantages and disadvantages of Belize's membership of international bodies and relationships with other countries.

Identity & Beliefs

Big Question: What does it mean to be Belizean?

Unit Title: Beliefs about the Family in Modern Belize

- 26.1 Describe different views of the nature and role of families in modern Belize.
- 26.2 Investigate the causes and effects of changes in the roles of family members in Belizean society.
- 26.3 Describe a range of social issues affecting family life in modern Belize.
- 26.4 Investigate a contemporary social issue affecting family life in modern Belize.

Origins

Big Question: Where did we come from?

Unit Title: How and Why People Migrated to Belize after 1945

- 27.1 Compare the causes of migrations into Belize from Asia and Central America from 1945 to the present day.
- 27.2 Explain the causes and impact of the migration of Belizeans to the United States.
- 27.3 Analyze the impact migration has had on the politics, economy, society and culture of Belize since 1945.

Transformations:

Big Question: What were humanities big turning points?

Unit Title: Decolonization in Africa and the Caribbean

- 28.1 Describe the British, French, Portuguese, Belgian and Spanish empires that existed in 1945.
- 28.2 Describe how, why and when a selected country in Africa became independent.
- 28.3 Describe the process of decolonization in the Caribbean.

Society and Governance

Big Question: How can we live together in harmony?

Unit Title: Democracy

- 29.1 Outline the characteristics of a democratic state.
- 29.2 Explain the election process in Belize.
- 29.3 Explain the rights and responsibilities of citizens in a democratic state.
- 29.4 Examine the impact of corruption on citizens and national development.
- 29.5 Outline steps that can be taken to strengthen democracy and promote good governance.

Development and the Environment

Big Question: How can all Belizeans thrive now and in the future?

Unit Title: Sustainable Economic Development

- 30.1 Identify ways in which Belize is either meeting or not meeting the U.N. Sustainable Development Goals.
- 30.2 Describe the contributions of any one of the following sectors to Belize's economy: tourism, fisheries, agriculture and forestry.
- 30.3 Identify beneficial and harmful practices related to the sustainable development of any one of the following sectors: tourism, fisheries, agriculture, forestry.
- 30.4 Evaluate government's policies that influence sustainable development in any one of the following sectors: tourism, fisheries, agriculture, or forestry.

Nationhood

Big Question: How did Belize become an independent nation state?

Unit Title: Independence

- 31.1 Identify the political changes that led to Belize becoming an independent state.
- 31.2 Describe how men and women of the labor movement promoted nationalism.
- 31.3 Explain some obstacles that Belize had to overcome to become independent.
- 31.4 Explore the impact Guatemala's unfounded claim to Belize had in the decades following independence.
- 31.5 Investigate the role of the international court of justice in determining the borders between Belize and Guatemala.

Empowerment and Leadership

Big Question: Who creates change?

Unit Title: Entrepreneurship

- 32.1 Discuss the importance of entrepreneurship to the development of a country.
- 32.2 Explore the challenges that small businesses face in Belize.
- 32.3 Discuss the role that government, financial institutions and other agencies play in encouraging entrepreneurship among a country's citizens.
- 32.4 Evaluate the effects of globalization and trade liberalization on consumers and businesses.