Application of youth leadership development curriculum in public secondary schools in UAE: an investigative study

دراسة استطلاعية حول تطبيق منهج التطوير القيادي للشباب في المدارس الثانوية الحكومية في دولة الإمارات العربية المتحدة

By: Aisha Saeed Ali Al Hammoudi
Student ID:100156

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Dissertation supervisor
Dr. Eman Gaad

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Student Name	Student ID	Programme	Date
Aisha Saeed Ali Al Hammoudi	100156	Education	19 March 2012

Title

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Abstract

This research aims to examine the existence or non-existence of a youth leadership development curriculum in the government secondary schools in the UAE, together with the ability or inability of these schools to prepare students for the reality of today's world and the requirements of the workforce in the twenty-first century. Moreover, the research seeks to clarify the skills and competences that should be targeted by the public secondary schools in order to develop the potentials and abilities of the youth. Simultaneously, and at a parallel line, the research focuses on the main foundations in the UAE that specialize in youth leadership development. The aim here is to assess their current role in preparing youth, and the possible role of these foundations in relation to filling the gap as youth leadership development providers to the ministry of education in UAE in any future leadership training.

The tools used for gathering information for the research consisted of interviews, questionnaires, and reviews of documents. The findings of the research indicate the absence of youth leadership curriculum applied in the public secondary schools of the UAE; two different perspectives relating to the adequate preparation of students in the UAE public secondary schools for their future roles; and consensus between the participants of all categories on a group of 10 skills to be learned in the public schools due to their importance in preparing students for a fruitful life and successful workforce.

Based on the findings, recommendations were made to highlight the benefits and advantages of the application of the youth leadership curriculum in the UAE public secondary schools, together with a suggested set of methods for the actual process of application of this curriculum.

الخلاصة:

يهدف هذا البحث لدراسة توفر منهج للتطوير القيادي للشباب في المدارس الثانوية الحكومية في دولة الإمارات العربية المتحدة من عدمه، إلى جانب دراسة مدى قدرة هذه المدارس على إعداد الطلبة لمواجهة نوعية الحياة وتحديات سوق العمل في القرن الحادي والعشرين. من ناحية أخرى يسعى البحث لتحديد المهارات والكفايات المطلوب توفرها في المدارس الثانوية الحكومية واللازمة لتطوير القابليات والاستعدادات الشبابية. وفي سياق متصل يركز البحث على المؤسسات الرئيسية في دولة الإمارات المتخصصة في التدريب القيادي للشباب بهدف تقييم الدور الحالي لهذه المؤسسات في إعداد الشباب والدور المستقبلي الممكن في تقديم يد العون لوزارة التربية في حال تبنيها تطبيق منهج للتدريب القيادي للشباب.

الأدوات البحثية التي تم تفعيلها تنوعت بين المقابلات والاستبانات ومراجعة الوثائق. أشارت نتائج البحث إلى عدم وجود أي منهج للتطوير القيادي للشباب في المدارس الحكومية الثانوية في دولة الإمارات العربية المتحدة ، إلى جانب إبراز وجهتي نظر مختلفتين لطريقة الإعداد الصحيح للطلبة في المدارس الثانوية الحكومية للدور القيادي المنوط بهم في المستقبل. النتيجة الثالثة التي توصلت لها الدراسة هي وجود إجماع بين كل الفئات المشاركة في استبانات البحث على عشر مهارات لابد من تدريسها في المدارس الثانوية الحكومية لإعداد الشباب لحياة مثمرة وسوق عمل ناجح في المستقبل.

بناء على نتائج البحث تم طرح مجموعة من التوصيات لتحديد المنافع والمزايا المترتبة على تطبيق منهج للتدريب القيادي في المدارس الثانوية الحكومية إلى جانب مقترحات لمجموعة من الطرق التي ترسم تطبيق صحيح وواقعي لهذا المنهج.

Chapter 1: Introduction

1.1. The education system in UAE:

The UAE government focuses on education as the first and most important priority from the dawn of the UAE union on the 2nd of December 1971.Astudy by Gaad, Arif and Scott (2006) revealed that the educational system in the UAE consists of the public and private sectors. The public sector is funded and managed by the government. The private sector is established by the different culture groups living in UAE, known as expatriates, who reach 70 percent of the whole population. According to the Ministry of Education (2011), the public education in UAE is divided into four levels as follows: Kindergarten (4-5 years); elementary(6-11years); intermediate(12-14 years); and secondary(15-17years). The nation provides free education for all UAE nationals in single gender classes. The elementary education is compulsory for all Emiratis. Recently, the number of Emirati students who attend private schools increased and there is more support for the role of public education in the UAE. Gaad, Arif and Scott (2006) reported that although public education has made a sustainable achievement, the need for constant development and investment in the field is critical. Due to this awareness, the Ministry of Education has developed a policy document called Vision 2020. The target here is to provide public schools' graduates with further and more advanced equipment due to the international standard. Vision 2020 has been divided into a number of five-year plans and will be evaluated regularly every five years. There are four main components of the vision, which are: Islamic heritage; national heritage of the UAE; the country's constitution; and the country's developmental priorities.

Implementing the educational vision needed supported curricula. Because of this, the public schools curricula in different subjects were adapted to include the Vision 2020 conditions or were changed completely to follow its criteria.

1.1.1 Curriculum development process in UAE:

The national committee in the ministry of education is responsible for the establishment or development of curriculum. A vision for the new curriculum is stated by this committee and specific committees are established for each topic or area that has been identified for the new curriculum. The members of the national committee are nominated due to stated criteria. These memberships should include teachers and university academics from the target topic and others. The decision about producing

the text books and related facilities and activities is supervised by the undersecretary of curriculum. Feedback and recommendation about the quality of application of the new curriculum is reported by the subject supervisors to the secretaries' office. (Gaad, Arif & Scott 2006)

1.2: Background and purpose of the study

A recent analysis of the current situation of youth by Covey (2008) predicted that the world had entered an era of the most profound and challenging changes in human history. Most of the students are not prepared for these challenges and its requirements. Parents, educators, and youth workers understand the limitation of the learning resources available now to prepare young people in the information age. The three R's- " Writing ,Reading ,and, Arithmetic "- have now become not sufficient for success in 21st century . The youth need advanced techniques in building relationships ,communication improvement , setting goals , and opportunities investment. Simultaneously, Elmor (2008) proposed that the history records reveal that one percent of the population impact the rest all over the world continually, and this is called the 'critical mass'. According to sociologists, the youth may represent between three and four billion of the whole world's population by 2015. So, the idea is to direct these numbers of youth to practice Leadership. And preparing them as leaders could provide them with the opportunity to affect the whole world positively and serve mankind. The youth should be committed to lifelong learning to investigate their strength and invest in it, and encourage others to become leaders as well.

1.2.1:Rationale of the study

During the years I worked with adolescents when I was a teacher in one of the public secondary schools in Fujairah, it became clear that adolescents possess the potential and ability to become the future leaders, but they could not understand how to invest their abilities or steer them in the right direction. It was my great ambition to develop steps through the long way of youths' development. I think that providing young people with the knowledge and mechanisms to treat their future correctly is an important step to support them as Beltagy (2002) mentioned that Omar Ibn Alkhatab, the second president "Caliph" of the Islamic nation after Prophet Muhammad direct parents to raise their kids for an era completely different than theirs.

There are different considerations that motivated this research to focus on teenagers' leadership. Conner and Strobel (2007) reported that in November 2006, the United Nations convened the first- ever global youth leadership summit to encourage young people to be more involved in their communities' affairs and participate effectively in any decision regarding their societies or regions. This summit explains the importance of youth's participation in their societies' issues. Although they are the direct causes for their communities' problem, they possess the abilities to improve their societies. On the other hand, Murphy and Reichard (2011) elaborated that the current traditional plans for developing leaders in organizations are not sufficient to provide enough skilled people for the new positions and responsibilities. In addition, there is high demand in the new economic requirements for qualified leaders. " With a looming leadership shortage and global war for leadership talent, we cannot rely solely on organizations to train their leaders; we must begin leader development at an earlier age, developing leaders long before they even join those organizations to pursue their careers" (p.181). So, it's apparent that an international claim and global need is formulating to prepare schools' and universities' students to be the next generation of leaders who can effectively participate in the benefit and good of their societies. From another angle, the declaration of UAE rulers focuses on the youth as the real wealth. His Highness Sheikh Mohammed Bin Rashid Al-Maktoum, UAE Vice President, Prime Minister and Ruler of Dubai declared several times that the Emiratis' youth are the backbone of the nation and the foundation on which to develop the noble civilization, which will be unaffected by the wind of change, no matter how hard it blows (Al Maktoum 2000). Moreover, the vision of the UAE Ministry of Education seeks to deliver what it describes as the "Pioneering in Student preparation in K-12 education system for a productive life in a dynamic world to ensure sustainable development for the UAE society" (Ministry of Education, 2011).Simultaneously, the first strategic objectives of the Ministry of Education Strategy 2010 –2020 are to: " Ensure high quality curriculum is in place so that students are best prepared for the knowledge economy" (Ministry of Education, 2011). So, it's a critical point to focus on transforming the learners into growing leaders in the government schools by supporting their visible leadership qualities and nurturing the invisible, through a comprehensive plan to realize the " productive life" vision and fulfill the objective of turning out the " best prepared students for the knowledge economy".

Taking all the previous considerations into account could determine the aim of this study. The first decade of the twenty-first century has been completed, and the world is walking through the next one. Researchers reported that the 21st century required new and different competencies and skills. An overview of the schools' current situation reveals several facts about their statuesque. For instance, according to Partnership for 21st Century skills (2008) report, schools are falling behind the future workforce and modern societies' requirements. Many of the training available for young graduates in their work places are equipping them for the traditional economy not the information age. Similarly, (Cisco 2008) report showed the same despite educational institutes efforts to develop their standard to meet the21st century requirements. The results are not highly accepted by learners or employers. Fact-based curricula perspective still dominate the schools' lessons with no space available for cross functional leadership, cooperation and customer services skills. On the other hand, The National Association of Colleges and Employers research on 2000 (cited in Ricketts & Rudd 2002) support the conception of teaching leadership for youth. Six of the top seven competencies seeked for by employers were connected strongly with leadership. Likewise, Murphy& Reichard (2011, p.34) indicated that "The skills they [students] learn as young people will go a long way in the practice of leadership in organizations of the future". Moreover, due to Carter and Spotanski in 1989 (cited in Ricketts & Rudd 2002) findings, adolescents who trained for leadership and participated in formal leadership activities get higher scores in nine out of ten personal traits that are desired by employers.

So, the educational world is facing several challenging of twenty-first century requirements. Various researchers and associations support the perspective of employing leadership programs or curricula for youth to equip them with the twenty-first century competencies and skills. The UAE is part of the changeable world, and its educational system should be affected somehow with the world wide shifting and requirements. So, this research will study precisely to what extent the public secondary schools in UAE are applying youth leadership development programs as a way to be prepared for the 21st century requirements, and as a scientific method to a successful work and life in the new millennium.

1:3:1 Objectives of the research:

This research is aiming to investigate the statuesque of the public secondary schools in the UAE regarding the youth leadership development project; the role of the leadership foundations in UAE in leadership preparation of public schools' students; determine the important traits for public schools' students' to qualify them for the challenging future in the twenty-first century; and recommendations built on this research's result that its implementation could improve the education system in the UAE regarding youth development in the coming years.

1.3:2 The Research Questions:

Through this research answers for these four research questions will be found:

1-Do the public secondary schools in the UAE apply any type of leadership programs or curriculum for their students ?

2- What do the society's foundations offer to the secondary schools' students in the field of youth leadership development in order to participate in preparing them for the challenges?

3- What are the most important skills and competencies to be taught in the public secondary schools in the UAE to duly equip students for successful participation in the workforce and achieve a fruitful life in the new millennium?

4- What could be recommended to be embedded in the education system to help Emirati youth to become adequately prepared to take advantage of the expanding global and local opportunities of the future?

1:3:3The scope of the research:

This research will focus on the field of youth leadership development in the public secondary schools in UAE as a connection or bridge between Management science and education field. Leadership development is related strongly to the Management science but applying a leadership development project or curriculum in schools is related to education. The advantage of this connection enables the researcher to benefit from both fields.

1:3:4 The structure of the research

The dissertation is divided into 5 chapters as follows:

1- Chapter1: The Introduction:

The Introduction represents the entrance of this research where the researcher explains the exact target of this study, which is directed to the public secondary schools in the UAE. A summary about the education system in the UAE and the curriculum development process in this system is elaborated. Then, there is an explanation about the justification of the study from different angles. In addition to the statement of the problem there are perspectives about the need to prepare schools' students for their challenging futures by improving their leadership abilities and competencies and how this could be related to the the UAE educational system.

2- Chapter2: The Literature review:

This chapter consists of a critical study about the availability of the field of youth leadership development in literature. In addition there are theories of leadership development and its connection to youth leadership development. Scholars and researchers perspectives about youth leadership development tare explained with evidence to prove its critical role in preparing young people in the twenty-first century. A comparison between youth and adult leadership and the effects of applying adult leadership conditions on youth leadership is offered in detail. Moreover, this chapter encompasses an overview of youth leadership in the Arabic world and the three main approaches about youth leadership development are accompanied by its application in the real world of young people.

3- Chapter3: Methodology:

This chapter includes the methods employed in the research to gather information in a scientific way. Three types of methods are used to ensure the validity of the collected data. Questionnaires were used to gather the data related to the targeted groups in the public schools in the UAE, for instance, students, teachers, parents, business leaders and principals. Moreover, interviews were conducted with the employees in the Ministry of Education and Leadership Foundations. Furthermore, document reviews were an active way to draw a picture about the leadership objectives, programs and activities in the leadership associations in UAE.

4- Chapter4: Results

This chapter consists of data analysis. The results reflect several facts about the current situation of public secondary schools in the UAE regarding youth leadership development. A group of ten skills were nominated by the questionnaires' participants

due to the collected data of the research to be the required skills for successful life in the new millennium.

5- Chapter5: Conclusion and recommendation:

This chapter reveals the data discussion. The information gathered about the reality of public secondary schools in the UAE in the subject of youth leadership development were examined with evidence. A conclusion was built according to the evidence and recommendations were formulated in light of the previous conclusion at the final stage for more research in the field.

Chapter 2: The literature review:

2.1 Youth leadership development in the literature

It is reasonable to research about youth leadership development in the literature to examine the time of its appearance in the history of modern research. Researchers argued about the availability of youth leadership development in the literature. Bass (1981) conducted a comprehensive review of more than five thousand leadership studies and reported that there is nothing about youth as leaders or about leadership development for youth. Meanwhile, Ricketts and Rudd (2002) indicated that Adolescents' leadership improvement is a field with a little amount of research. Similarly Min and Bin (2010) highlighted the fact that the field of youth leadership development suffered from limitation in the research and had an ambiguous structure. The researchers mentioned above insisted that the subject of this study exists, but it is still new and raw as a long term of research and their reports clarified part of the mystery in this study's field. For more clarification, the source to determine the position of youth leadership in the literature is youth development literature and leadership literature.

2.1.1 Youth leadership development in the leadership literature

2.1.1.1 Leadership development theories:

MacNeil (2006) illustrated that the wealth of decades of work on leadership by scholars could be a broad investment gate for youth leadership provider. This is because it provides an elaboration to the essential skills and knowledge important for an effective leadership.

In the field of leadership there are different approaches and theories that define the term of leadership and describe the role of the leader, for instance:

The great man theory:

Philosopher Thomas Carlys presented his theory about the great man in the nineteenth century confirming that the leader has distinguished traits. This theory was followed by several researchers to ensure the perception of the unique features of these people that qualify them to bloom and lead whatever the circumstances are surrounding them. This theory builds on the heredity origin of the leader. The scholars believed

that leaders are born leaders and are not prepared by training or education. (Al Garoudi 2011)

The Traits theory:

This theory builds on the great man approach and supports its perception about the main role of the inheritance in the leader character and qualities. Leadership according to this theory consists of a group of personal traits and inherent features. Scholars believe that the unique traits, either physical or behavioral, possessed by a person make him/her a leader. These traits encompass social qualities such as sincereity, openness and cooperativeness; psychological traits such as smart, determined, and self-aware; physiological skills, for instance, good looking, tall, fit and powerful. (Lussier & Achua 2010)

Behavioral theory:

The main perception of the behavioral theory is that the leaders are not naturally born, and that successful leadership relies on well-known behavior that is learned. This theory focususes on what and how the leader do things, not on his traits. The effective leaders due to this theory are described as a helpful character, he/she helps individuals, groups and associations in order to reach their objectives through two ways: building relationships with the members of a group responsible for a task and focus on this task to be accomplished in a qualified manner. The other way is their empathye with others by encouragement and appreciation, and by providing them with beneficial feedback about their work. (Al Garoudi 2011)

Situational theory:

This theory considers that the best performance of a leader depends on the way he/she behaves in a specific situation. Leadership is a direct result of interaction between people in a stated attitude, not an outcome of destined features of someone. Leaders appear when appropriate circumstances became available in their surrounded environment, to use their skills and achieve their targets and hopes. Steady patterns that are suitable for every situation do not exist, so each leader should search by himself about his/her appropriate and effective pattern due to the nature of the individuals under his/her responsibility and the type of attitude they experience. (Lussier & Achua 2010)

Contingency theory:

The ability of a leader depends on several situational components including the leader preference manner, the followers competencies and behavior, the nature of the organization mission and the surrounding environment. When the leader understands the organization environment, he/she could be able to expect the consequences of the alternative plans. This theory is part of the behavioral theory which reported that there are no specific methods for leadership and the effective way of leadership in a situation could not be appropriate in another. As a result, the suitable leader for a situation could be not suitable in a different time and place. There are three main factors affecting leadership effectiveness. These factors consist of the personal differences between leaders, the differences between situations and the way of connections between the previous two variables. (Lussier & Achua 2010)

Transactional leadership:

The essential principle of this theory is: the members simulate due to the punishment and reward system. The transactional approach is the common and famous way of leadership in organization. The social systems in an organization work better with clear instructions. So, when the followers accept to execute a job, they obey directly to their manager's directions and the main purpose for them becomes what their leader orders. As the followers work hard, they are rewarded. Rewards differ from money to work with safety conditions, and upgrading to a high level in their jobs. On the other hand, improving the followers abilities and competencies to the highest expectations is not a priority from the transactional leader point of view. (Lussier & Achua 2010)

Transformational leadership:

Al Garoudi (2011) described the transformational leadership in her book "Leading transformation in organization-an entrance to the leadership theories" and she mentioned that Bass believes that the leadership classical approach strengthens and supports individuals abilities. Transformational theory is not replacing the Transactional leadership approach, it just widens and adds on to it. Transformational leadership shifts from a limited improvement to the followers potentials and traits to a followers' development reaching their highest expectations. The Transformational leader focususes on the essential needs of the followers due to Maslow's pyramid which are self-appreciation and self-achievement. So, the Transformational leadership starts with developing the personal abilities of the leader and expanding to include the

improvement of the followers features through training and education. As a result, the leader can focus on removing the behaviors that could resist the followers from moving forward. Transformational leadership encompasses four main components or what Bass called the four Is which are:

a. Idealized influence:

The Transformational leaders represent a role model for their members, they keep their promises and behave honestly due to their words. Their followers trust and appreciate them because they represent values and moral in reality and work hard towards the good of the group or the whole organization. (Al Garoudi 2011)

b. Inspirational motivation:

The Transformational leaders behave enthusiastically and optimistically, so they motivate their followers to achieve the goals by working hard. The leader and followers draw together a vision and work cooperatively to reach it. (Al Garoudi 2011)

c. Intellectual stimulation:

Transformational leaders challenge and encourage their members to think creatively, so they can develop new ideas to accomplish their task and achieve unexpectable and great results. There is continual feedback to their work to improve it in the future by their leaders whereas, the Transformational leaders motivate their followers to develop their personal vision, mission and strategic plans. (Al Garoudi 2011)

d. Individualized consideration:

Each individual in the organization is provided with the leader's personal care, appreciating their needs and ambitions for growth, achievement and personal development. Leaders became special trainers for their followers. The individual differences such as needs, desires, feeling, and rights are taken into consideration by their leaders. The followers delegated in some tasks as a way to develop their career abilities and skills. (Al Garoudi 2011)

How each theory or a specific one could be employed to develop models for youth leadership development is a subject for new research. In this study the researcher could record comments about the relationship between these theories and the field of youth leadership development because the previous theories are part of adult leadership literature. For instance, MacNeil (2006) explained that the great-man theories reside leadership in a person and suppose the role of heredity and social

position as the only requirements for leadership because leaders are born not prepared by education to lead. The trait theories consider the effective traits of a person that qualified her/him to lead as the core element of the leadership. Bennis and Nanus in 1985, determined that each person has the abilities to be a leader. Likewise, the Kellogg Foundation report about youth leadership in 2000 (cited in Elmor 2008) concluded that each student has the ability to be a leader and needs to educate leadership skills as a necessity for the new world. On the other hand, Arvey and his colleagues in 2007 (cited in Murphy & Reichard 2011) reported that people inherent 30% of their potentials to be a leader from their parents, but the 70% remaining is an effect of the interference between environment and genetics. As a result, the great-man theory and the traits theory is not appropriate for the field of youth leadership development because the way to turn out leaders by educating them became widely open. Moreover, from the behavioral theory point of view, leadership could be learned and educated. So, training people to be the new leaders became enabled, but educating young people to be the future leaders is still a big question. Moreover, what and how leaders do things which is the main content of the behavioral theory represents a part of the youth leadership programs in youth centers, as will be mentioned later in this research in the contextual approach. Moreover, the situational theory and the contingency theory provides an opportunity to educate youth about leadership by developing their own leadership pattern. Young people could be taught various examples of leaders in different situations where each leader behaves due to the components of his/ her environment and the nature of his/her circumstances. Finally, the transactional leadership and the transformational leadership used by Linden and Fertman on 1998 in their approach about youth leadership development will be discussed in details later in this study.

In the leadership literature youth leadership was mentioned by Gardner (1990) and O'Connell (1994) as the future leaders. So, the secret behind the development of youth potential is to prepare them for future practice of leadership. In addition, MacNeil (2006) mentioned that youth leadership is found in parts of the educational contexts. These studies considered the higher education and secondary education very important to the society development as a source for the future leaders. Meanwhile, Conner & Strobel (2007) added that the education researchers focus on bonding relationships as a way to prepare leaders while other researchers encourage the youth

participation in decision making as a choice for youth to present their points of view. Although the notion of youth leadership remains vague in the context of leadership, there are advantages for the fuzziness concept about youth leadership. The youth leadership practitioner acquired flexibility in setting the youth programs goals and activities. However, there should be a consensus on the term of youth leadership, so researchers in that field could benefit from each other. There should be a theoretical framework for the concept of youth leadership to improve it.

Apparently at the current time there is neither consensus on the term of youth leadership nor a theoretical framework for the concept.

2.1.1.2 Youth and adult leadership differences:

a. Adult leadership development point of view:

MacNeil (2006) presumed that there is an opposite direction between youth leadership in the youth development literature and adult leadership in the leadership literature. The focus for youth leadership is on leadership ability such as skills, talents, and knowledge Whereas, adult leadership centralizes on authority such as decision-making. From adult leadership literature's point of view, leaders learn leadership and acquire skills and knowledge related to by practicing it in the real context. In reality, youth did not create a policy or make a decision with true impact and consequences, whether in their schools or community organizations. There is a combination between authority and ability as a consideration for successful leadership in adult leadership literature. On the opposite side, youth leadership missed the authority part.

There are significant differences and similarities between adult leadership and youth leadership. "But age does not stand alone; youth, like adults, are a unique combination of age, ethnicity, gender, sexual orientation, life experience, and other factors" . (p.39)

b. Youth leadership development point of view:

Youths' benefits from participating in service-learning were explained in detail by researchers. But their acquirement of leading the services-learning has not been adequately explored. Leadership development focusses on the managerial roles of adults and their traditional ways of development such as case studies and simulation. The young leaders of today have new methods for practicing leadership in a genuine situation. A review by Marais at el (2000) was classified service learning as the most powerful approach in youth leadership development. But, they believed that this

approach is not widely spread and informed. The reasons behind this refer to the challenging and threatening nature of this approach. Service-learning approach will allocate power and responsibility to be shared between young people and adults. It does not belong to adults only anymore. There are no mentors or mentees relationships. It is a partnership between adults and young people, where, knowledge, skills and experiences are shared to reach the mutual benefits and the collaborative participation in community serving. Adults employ transactional activities as a tool for leadership development such as organizing a ceremony of an event, distributing flyers to conference attendees and calling sponsors for celebrations. The authors' experiences in services-learning proved that transactional activities are just a decoration not a real performance of leadership. Adults think that leadership could be simulated by youth but not practiced in a real situation. Meanwhile, adults cannot simply allow young people to take their positions and become the decision makers. Taking all these notions into consideration reveal that, youth access to the world of leadership development will be delayed and limited by adults' misunderstanding of youth leadership development. Marais and his colleagues determined a group of key elements of effective leadership development which are: relationships between young people and adults; providing youth with real responsibilities; wide environment for learning and services; and conceiving youth abilities, knowledge, and potentials. More research on youth foundations and society outcomes should be conducted if the perspective towards youth leadership will change from its benefit to young people only to a mutual benefit between communities and youth.

2.1.2 Youth leadership development in the youth development literature
MacNeil (2006) explained that in the field of youth development, there are many studies and researches. There is an argument about the way these youth leadership development issues are structured, implemented and measured. In the context of youth literature, youth leadership is used in the frame of preventing the challenges facing risky adolescents and the right methods for intervention strategy. Simultaneously, Libby et al. (2004) provided an example of practicing this notion which is the cooperation between the Youth Leadership Institute and California Friday Night Live Partnership. These two organizations were targeted to combine the local prevention programs with youth development research. The results reveal that youth engagement in the prevention programs contribute them to improve and

participate in their community benefits. So, youth in youth development literature connected to their problems in societies, but the recent experiences indicate that they could be the factor of change when they are provided with the chance to decide, innovate and participate with adults in solving their problems. On the other hand, MacNeil (2006) revealed that, from the youth development point of view, leadership development provides good results for all the youth. It provides them with opportunities to improve their personal, social, and intellectual traits and competencies. Moreover, it builds their contribution to their societies through relationships or services. As a result, youth leadership due to youth development literature could be classified as an investment for the communities. Youth could be considered as problem solvers for their society problems not just as troublemakers. Youth will not be a liability for their communities but a benefit and investment. The participation of youth can serve the youth themselves in building a healthy life and help their communities benefit from their talents, energies, and insights to develop new solutions to the new challenges that face the modern-day organizations.

2.2 Definitions of youth leadership:

The different definition of youth leadership could be combined together and categorized into two directions. First, according to Wehmeyer, Agran, and Hughes (1998) (cited in Min & Bin 2010) youths have the capability to affect others' behavior and perspectives and guide them through series of events by leading the way. Second, according to Kames and Bean (1997) (cited in Min & Bin 2010) youth possess the ability to direct themselves, team and synergize with others, without the need to influence other people. So, youth leadership is a combination of internal and external abilities. Klau (2006) reported that the term of youth leadership is broad enough to include opposite and unrelated types of activities, such as, becoming the class president or hanging out with friends in the shopping center. According to O'Donoghue , Kirshner ,and McLaughlin ,2006 (cited in Conner & Strobel 2007) the concept itself takes many names including youth Voice ,Youth Participation ,Youth Civic engagement , Youth Decision making ,and Youth Empowerment.

2.3 Youth leadership in the Arabic world:
2.3.1 Youth Leadership development in the life of the Prophet Mohammed:

Although at the present time, there is no comprehensive study that covers and represents the unique approach of the Prophet Muhammad (peace and blessings be upon him) in developing youth leadership, there are glimmers throughout the Prophet Muhammad's' life which explain his way in fostering youth leadership.

The Prophet Muhammad's way in fostering Youth Leadership could be summarized in the following:

1-Satisfy the psychological needs of the Youth to love and belonging.

2- Build a close and strong relationship.

3-Teach the theoretical principles through saying and doing.

4-Lead by example.

5-Practice the responsibility through accomplishing a task.

6- Reflect on the experience of practicing the task.

Examples of the Prophet Muhammad's way of preparing youth leaders:

a. Usamah the young army commander:

Usamah was the son of a former slave of the Prophet Muhammed (peace and blessings be upon him). However, he was treated as his own grandson . As Usamah was in the adolescent phase, the prophet employed varied methods to develop his potentials and abilities. He was expressing his love to Usamah loudly to build a strong relationship with him, which proves that the Prophet used the second Leadership development. He taught Usamah the principles of life and Leadership combination with the principles of Islamic Religion (The theoretical part).In the practical part of fostering the Leadership abilities of Usamah, despite his young age(sixteen years old), the Prophet appointed him as leader of the Muslim army and his followers were people who would later on rise to become presidents themselves.(Husain,A.,2008)

b. The Youthful Ambassador:

Mus`ab ibn `Umayr (may Allah be pleased with him) was living a luxurious lifestyle. When Mus'ab accepted Islam and followed the Prophet Muhammed, he was obligated to leave the life of joy and start a new path of commitment to Islam at a young age. Despite the number of older companions around the Prophet Muhammed, he chose Mus`ab- the very young man- for the dangerous task to Almadina - called Yathrib in the past- as an envoy to represent him and present the message of Islam.

History records show that Mus'ab had met with a tremendous success in using his knowledge and wisdom to win the hearts and minds of the tribes of Yathrib.
 (Husain 2008)

2.3.2 Youth leadership from Arabic intellectuals' point of view:

Dr. Tareq Al Suwaidan-the chairman of Innovation Group, the chairman of "Rowad Center" for youth leadership training and the Professional trainer in the field of leadership and management in the Arabic world- elaborates in his book "Industry of leader"(2002) the concept of growing leaders as a long and slow process and its required steps . Al Suwaidan suggested that youth leadership supervisors should focus on heredity and childhood experiences because these two factors provide the tendency for leadership. Moreover, all arts and science information builds the basement of the individual's knowledge. He believes that the experience provides wisdom which occurs when the knowledge converts to a practical reality and he mentioned that the training improves behavior in a limited field such as communication. Al Suwaidan illustrated that youth leadership development should start in the early childhood, and the young leader must be elected due to criteria and conditions identified by youth leadership supervisors. Only the young people who possesse leadership abilities and potential, like intelligence, initiative, courage, and seriousness should be nurtured as young leaders and provided with the priority of education and training as future leaders. There are six steps to discover the potential leaders: Exploration stage, stage of experimentation, calendar stage, rehabilitation stage, commissioning stage, and stage of empowerment. Al Suwaidan's idea about leadership is advocated in the western world where Murphy and Reichard (2011,p.30) said that:" developing selection systems that consider early leadership experiences are a step in the right direction".

2.4 Youth leadership development approaches

Li Mein and Wang Bin (2010,p.2) reported that although there is no popularly agreed conceptual model of youth leadership, from former researches, we can find that youth leadership emphasizes more on internal ability, which may be caused by the developmental characteristic of teenagers' cognitive. Likewise, Conner & Strobel (2007) argued that there is no appropriate and accepted perspective about the

definition of youth leadership and about the way to improve leadership abilities and skills, So, youth leadership scholars and youth leadership programs' providers can be categorized and divided into two forms which are the individual developmental processes and the contextual features and procedures'. The former approach was represented by Linden and Fertman 1998. This theory was expanded by Ricketts and Ruded (2002) but without specific activities or programs to apply Linden and Fertman's theoretical framework. The contextual approach researchers mostly refuse the individual developmental processes approach and presume that leadership is acquired wholesale if there are appropriate policies and supported activities available.

2.4.1 The individual development process approach:

Van Linden and Fertman (1998,p.17) represent an example of the above group and presume that "Leadership development within the framework of adolescents needs can be a creative and useful vehicle for involving teens and helping them to make a difference". The authors use a leadership model which combines the transformational and transactional leadership characteristic. The model is broad enough to include students with different potential and abilities, whether the external society categorized them as leaders or not. Moreover, the model reveals leadership as a set of skills and attitudes that can be learned and practiced by all adolescents, in addition to encouraging families, schools, and communities to offer an environment to foster teenager's development.

Stages of leadership development:

The adolescent's leadership development, according to Linden and Fertman model's is flexible enough where young leaders can move forward and backward between stages according to the situations requirements.

The model stages are:

1- Awareness of one's leadership potential and abilities.
2- Expansion and strengthening of one's leadership potential and abilities through interaction.
3- Mastery of leadership skills in specific areas and activities of life.

Dimensions of leadership development stages:

Through several researches (Fertman and Long, 1990; Fertman and Chubb, 1993, Wald and Pringle, 1995, Long Wald, and, Graf 1996) the researchers discovered five dimensions through the stages of leadership development which are:-

1- leadership information
2- leadership attitude
3- communication
4- decision making
5- stress management

Leadership information:

Linden and Fertman (1998) stated that what adolescents know about leadership and leaders represents the first step in preparing a teenage leader. Although the information is not sufficient to stimulate separately, it possesses a critical role in raising leaders.

Even though the sources of information are abundant around the adolescent, the information disappears in a short time through short memory and ignorance. Therefore, information should motivate the student to remember it by the attractive presentation. Information should be suitable to the young people's time, circumstances and energy in an acceptable format. In addition, the educator must oversimplify the information to provide teenagers with valid understanding of the complex world.

Leadership Attitude:

Linden and Fertman (1998) elaborated that attitude could be summarized as adolescents' character, nature, contemplation, and sensation (both positive and negative) towards recognizing themselves as leaders. Leadership attitude is acquired through learning not by heredity. The acquisition occurs by direct instruction or by adopting social role or following others' point of view. The acquiring or modifying of adolescents' attitude appears through interaction with others directly or indirectly through media. Teenagers have a selective feature for things they pay attention to or respect. On the other hand, they continually look for formulation of their personal viewpoints and evaluation of their behaviors against the expectations of others in a dynamic process.

Communication Skills:

Linden and Fertman (1998) stated that the most important and famous leadership instrument that could be summarized in one word is communication. Communication is the process of sharing information, opinion, and thoughts verbally and nonverbally. Likewise, communication is a competence that should progress over a lifetime like other skills because it consists of a system of interrelated habits. Each communicated

message includes three parts: sending, receiving, and responding to a message. The message should be sent clearly from the sender and take into account the status of the receiver. On the other hand, the receiver should interpret the messages according to his own values and assumptions. The importance of the nonverbal messages should be taken into consideration, because it reaches 60 percent of any message. When teenagers communicate correctly they contact others smoothly and achieve their goals easily.

Decision- Making Skills:

Linden and Fertman (1998) explained that decision making skills distinguish between transformational and transactional leadership. Transformational leadership takes into consideration all viewpoints of the participants. Conversely, transactional leadership focuses on the leader's decision in order to move forward. Through the decision-making process, there is a series of steps. The decision maker should think about any alternative ways that could be used and prioritize them due to their capabilities to solve the problem or achieve the goal. Simultaneously, he/she must examine in mind the possible consequences for each method and compare the probabilities to choose the best choice which could lead to the desired result. Adolescents' leadership educators should focus on teaching them principles of decision making process, and the knowledge that accompanies the principles.

Stress-Management skills:

Linden and Fertman (1998) illustrated that stress happens as a consequences of the interaction between three components: external environment including friends, families and situations; different types of feelings for instance, happiness, sadness, and fear; physiological components such as hormones and neurotransmitters. Understanding that adolescents' stress is a complex process, based on multiple factors such as: adolescents' personalities, environment and perceptions is an important factor in their leadership learning. Adolescents have strategies to deal with stress and the role of adolescents' leadership education is to help them regulate this stress, which affects their performance as leaders.

2.4.2 The contextual support approach:

Conner and Strobel conducted a research for three years .The research was completed in a Youth center called Youth Engaged in Leadership and Learning (YELL). YELL is an after-school program based at a middle school in Redwood city ,California,

USA. The dimensions of focus in YELL to improve youth Leadership are : communication and interpersonal skills , analytic and critical reflection , and positive involvement in community affairs. The researchers' results illustrate the "bidirectional influence running between the context it provided and the youth who enlivened this context ". (2007, p.296) Other researchers such as Dworkin, Larson and Hansen (2003) and Scales and Leffert (1999) (cited in Hindes et al.2008) reported that teens who engage in leadership programs show improvements in crucial intrapersonal skills such as self-esteem, sense of personal control, goal setting, time management, emotion regulation, and interpersonal abilities, such as social skills, cooperation, and relationships, as well as a decrease in risky behaviors, shyness, and loneliness. Apparently, the best examples for this approach are the youth-based organizations which are responsible for presenting various types of youth programs either about leadership or not.

The principles of effective Leadership programs:

Woyach and Cox in 1997 (cited in Eich 2008) outlined 12 principles of effective leadership programming. Recently, Roth and Brooks-Gunn in 2003 (cited in Eich 2008) explored the research literature in this area and surveyed leaders of highly position regarded youth development programs. They determined that the most effective youth development programs generally have three defining characteristics: program goals, atmosphere, and activities. They state that program goals represent the leaders' beliefs that the program can prevent high-risk behaviors and build competencies and skills. The program's atmosphere includes the leaders' behavior, attitude, and expectations, and the supports and empowerment provided. Finally, the program's activities have an integral role in promoting positive outcomes. So, the "High quality Leadership programs are defined as those programs that have a significant positive effect on student learning and Leadership development" (p:176) which means that the high quality programs described as a continuous program development with integrated students' experiences during empowerment, and inclusive. Students acquire insights about themselves and others during practice of the Leadership activities. The system approach and the environment of the program encourage, foster, and accelerate the leadership skills in students.

The current situation of leadership programs in youth based organization:

Klau (2006) reported that Carengie foundation conducted a study on 120 youth based organizations all over the United States for ten years. The results reveal a strong disconnection between what youth leadership education provides and what adolescents need. This result supports the popular concept that most current youth programs are built on unexamined idea about the process of developing leadership qualities by youngsters. Likewise, Mitra et al. (2010) argued that youth leadership development programs focus on training young people on leadership skills and competencies, regardless of their current situation of leadership abilities. On the other hand, some of these institutions focus on a new group of young people who are not already classified as leaders. Go the Distance Leadership Institute (GDLI) is an example of an establishment that fosters leadership beliefs and competencies through four sides of learning. They educated youth about team building; recognizing their selves and others regardless of their different race, religion or color; and sense of responsibility. So, there are different perspectives toward evaluation the current situation of youth based organization and its role in preparing youth as leaders. Wingenbach and Kahler in 1997 (cited in Ricketts Rudd 2002) reported that the secondary school students could acquire leadership competencies such as team building; understanding of self and others; and communication by participating in society leadership programs and youth leadership foundation in schools. Moreover, Ricketts and Rudd (2002) observations about the career and technical education programs revealed that a considerable part of the leadership skills of students at schools is a result of their membership in youth organizations. Similarly, Klau (2006) highlighted the fact that reviewing past research on youth leadership programs could present advanced steps in the field. Youth participation in society services reveals genuine benefits for young people and their societies alike. Ultimately, Min and Bin (2010) maintain that youth leadership programs employ broad differences in their pedagogies. Although, research in youth leadership development identifies considerable work and obvious positive effects on youth and their community. The current youth leadership programs need a review and in-depth analysis to improve the theoretical and practical sides of leadership education for adolescents.

Examples of youth-based organizations in USA can be found in appendix D.

2.4.3 Youth leadership development approach by Stephen Covey:

Stephen R. Covey is a respected leadership authority, family expert, teacher, author, organizational consultant, and co-founder and vice chairman of Franklin Covey Company in USA. He wrote his books "The Seven Habits for Highly effective people" in 1990 and "The Eight Habits-from Effectiveness to Greatness" in 2004.The "Seven Habits" have been applied in primary and secondary schools in the USA and different countries around the world as a leadership curriculum in various ways depends on schools' circumstances. The real application of the seven habits proved its positive effect on students.

See Appendix F for Stephen Covey' Eight Habits' summary.

Covey in his book "The leader in me" (2008) provided examples of the schools who applied the seven habits curriculum. An overview on the results of these schools should be conducted to examine the appropriation of this curriculum

1-A.B.Combs school in the USA

The approach A.B. Combs school employed was called "A ubiquitous Strategy", where the Leadership program is part of each academic topic and each extracurricular activity is built in everything the school does. Teachers at A.B. Combs school teach the same core subject as other schools but they do it through the frame of life skills and character lessons whenever possible. A.B. Combs school started the leadership project as a pilot with only one teacher per grade level. Through the pilot year of the program, the test score jumped from 84 percent to 87 percent .At the end of the next year, when the Leadership program was implemented in the whole school, the percentage of passing students reached 94 percent. The enrollment at A.B.Combs school has increased from 350 to over 800 students since then.

2-English Estates Elementary in Fern Park, Florida in USA

This school received the district's award for "Most Improved Academic Scores", with test scores up as much as 35 percent in some subject areas. Discipline referrals dropped from 225 the previous year to 74 the year following. And according to the annual climate survey, parents' approval of the school rose to 98 percent.

3-Adams County ,Illinois, USA

After the application of the seven habits curriculum in this school, the number of parents attending parents-teachers meetings more than doubled, tardiness declined 35 percent, disciplinary referrals dropped 75 percent and referrals of students for completion of work declined 68 percent .Test (ISAT) scores in both reading and math,

increased after one year and three months from 57.4% to 89.7% in reading and from 77.4% to 100% in math.

4-Chua Chu Kang Primary School in Singapore

A change occurred since the seven habits became part of this school syllabus. The school was awarded the nation's character development Award by the Ministry of Education and has moved out of the "average" range to classified into the ranks of the higher- rated schools.

5-Guatemala

Maria del Carmen Acena became the minister of Education in 2003. She initiated a "path of Dreams" program. Her program encompassed teaching the Leadership principles and life skills due to Covey's seven habits in high school level. By the end of the 2006-2007 school year, a total of 175,000 high school students had participated in the "Path of Dreams" program, and they came up with "life plans" .The "Path of Dreams" program required the students to develop an action plan by working in teams to treat the critical illness called AIDS. Their vision is to teach and train one million students on the seven Habits over the next ten years.

6-Chestnut Grove Elementary in Decatur ,Alabama in USA

According to Lauretta, the principal of the school, "implementing the seven habits of highly effective people into our school has made a significant difference in how we respond to each other and how we teach children to take responsibility for their own actions and behavior" (Covey 2008, p:117).

The reasons behind the distinguished results in these schools :

The previous mentioned schools represent a practical model to the Stephen Covey's approach about youth leadership development curriculum. In all these schools employed the seven habits as a youth leadership development programs either a complete curriculum or occasional activities. According to these schools' records the seven habits help to improve their performance and accomplish distinguished results. The reasons behind the great outcomes from Covey's (2008) point of view are the global nature of the seven habits values; the extraordinary nature and abilities of today's kids and adolescents targeted by the seven habits' programs in these schools; and the abilities of the seven habits' principles to be educated at home.

2.5 Leadership instruction in secondary education:

The international experience in the field of education leadership in secondary schools could be examined through the scholars and researchers reviews and reports. Rogers (1991,p:43) stated that: "no other institution has a greater responsibility for the education of leaders other than the public schools. It is the only institution in our society that all children attend. It is the primary institution responsible for the preservation of values and rights basic to our democracy". Meanwhile, Robert Woych in1992 and Ben Kirshner in 2004 (cited in Conner & Strobel 2007) reported that youth leadership became big business in the USA. They elaborated that the effort to develop youth Leadership focususes only on the results, but, there is no clarity about the dynamic. Similarly, Watson, Modgil, and Modgil in 1997 (cited in Lewis, Sullivan & Bybee 2006) demonstrated that research has found that formal education is one of the most powerful mediums for shaping social attitudes, cultural norms, morals and values while maximizing access to occupational, economic and social success. And according to Rogers (1991), the number of secondary schools that implemented a type of Leadership instruction is very little in the USA. Funk (2002) reported that only in the State of Florida, is there a formal Leadership training course entitled (Leadership skills Development) where any school can offer it as an elective credit. Moreover, Higher Education Research Institute in 1996, Komives et al. in 2006 and Wren in 1995 (cited in Eich 2008) mentioned that the perception about leadership changed from positional leader or Leadership as an inherent characteristic to the ability to learn Leadership through involvement in Leadership education where all participants possess the potential to improve their skills and knowledge. Likewise, Ricketts and Rudd (2002) supported the previous ideas and argued that providing schools' students with formal leadership curriculum is considered as an important piece and key element of a successful career and technical education program. On the other hand, John Adair, who is now widely regarded as the world's leading authority on leadership and leadership development, in his book "How to grow leaders"(2005), indicated a hypothesis that opposes the idea of implementing a leadership development program in the secondary schools. He said: "A certain age or maturity, a certain amount of experience in real work groups, and a certain trepidation at impending leadership responsibility: these are the bricks that form together the threshold of the window of opportunity. Before they are there you are writing on water". (P.72). But he returned to assert that this is a hypothesis, and whenever there

are qualified teachers and professionally training methods, the youth leadership development in secondary schools could work successfully.

Virginia State in the USA represented an example for leadership instruction. The Virginia board of education provides an optional leadership development curriculum as a model for schools to use in preparing students in kindergarten through grade twelve. There are four areas of Leadership development that form the basis for the development of effective Leadership skills. These areas became the four organizing strands that frame the document at all grade levels: Developing knowledge of self and others, Defining Leadership, Developing Leadership skills and practices, and Practicing Leadership through service. (Verginia Department of Education 2001)

Chapter 3: Methodology:

3:1: Data Collection:

3.1.1. Questionnaire:

 Questionnaires are very cost effective research tools. There are two types of questionnaires: closed or open- ended. The closed ended questionnaire was preferred in this study due to its ease in coding and similarity of the response alternative.

The questionnaire offers comfort to the respondents because it allows them to be anonymous. On the other hand, it may be a less motivating tool because nothing could encourage respondents to provide answers. (Cozby, P.,2005)

Two types of questionnaire were used with a random sample. The first type is directed to four categories: students, teachers, parents, and business leaders or managers in organizations employing Public Secondary Schools graduates, whether before or after the university's graduation. It is labeled "The society categories questionnaire".

 Students and teachers from Fujairah Educational District's schools and Sharjah Educational Office's schools participated. 5 boys' schools and 3 girls' schools were involved.100 questionnaires were distributed to both students and teachers, 60 questionnaires to parents and 30 questionnaires to business leaders or managers.

89 questionnaires were received from students, 86 from teachers, 47 from parents and 11 from business leaders or managers. The second type of questionnaire was directed to principals from some Public Secondary Schools related to both Districts. It is labeled "the principals' questionnaire". 10 questionnaires were distributed and 9 of them were answered and returned back.

3.1.1.1 The questionnaire distribution procedures:

Before the questionnaire distribution a visit or a phone call was conducted with the schools administration to explain the purpose of the study in addition to a letter from the British University in Dubai to gain more formal approval.

After approval from the school administrations was given, the questionnaire was handed by the researcher to the secretary of each school or the cooperative teacher who was to complete the procedures of distribution and collect back the questionnaires.

Only the manager questionnaire was handed in person to each manager or business leader. Fifteen questionnaires were distributed in the eastern region, and the other fifteen questionnaires were sent to managers in Sharjah and Dubai by email after a call to their companies by the researcher.

3.1.2. Interviews:

The interview as a research tool is more effective than the questionnaire. The advantage of this tool is its interaction between the researcher and the interviewees. People mostly prefer to answer questions to a real person instead of a written questionnaire. Moreover, through interviews, any questions not easily understood could be clarified by the interviewer, either by explanation of the question or a follow-up question. (Cozby 2005)

Three interviews were organized regarding the research requirements. The first two were conducted with the Section Head Curriculum Department and the Head of the Students Activities Department in the Ministry of Education. The other one was targeted at Tawteen, a leadership project in the Emirates Foundation in Abu Dhabi.

3.1.2.1. Interviews procedures:

An appointment was made to conduct an interview. The importance of these interviews was to clarify the situation of the leadership activities and curriculum; which department in the Ministry of Education is responsible for or participated in the leadership preparation for students in public schools; and the relationship between leadership foundations and public secondary schools' leadership programs. The advantage of these interviews was to help the researcher to explore some complex and sensitive issues in more detail. The main problem faced during the interviews was the postponement of interviews several times due to the interviewees' circumstances and their lack of time.

3.1.3. Documents reviews:

The two foundations specialists in Youth Leadership Development in UAE are: Young Leaders and Elite program, a level of Mohammed Bin Rashid Program for Leadership Development (MBRPLD) in Dubai and Tawteen, a project in Emirates Foundation in Abu Dhabi.

Two procures about Mohammed Bin Rashid Program for Leadership Development (MBRPLD) in Dubai had been read and summarized. Two procures about Emirates Foundation and Tawteen project in Abu Dhabi had been reviewed. The aim here was to draw a complete picture about the type of programs presented by the two organizations regarding youth leadership development. Moreover, the web sites for the two establishments were reviewed to ensure the relevance of any details.

3.2. Methodological issues and challenges:

3.2.1 The broad range of the study:

Conducting a complete study about the statuesque of the public secondary schools' students regarding leadership development programs through building a comprehensive curriculum is quite a difficult and complicated issue for many reasons. First, conducting a suggested curriculum requires a specialist in the field of curriculum development but, the researcher is not. Second, the whole picture of a curriculum for youth leadership development in public secondary schools in the UAE needs a deep and comparative research in various fields, such as leadership development, youth development and curriculum development. In addition to a study of the genuine situation in public secondary schools in the UAE and the mechanism of developing a new curriculum which will need long period of time and more resources and procedures.

In the recent years, Abu Dhabi started a new education system completely different from the other Emirates. The other six Emirates used two types of educational system, which are the regular government education system, which was applied in most public schools, and the Schools of Tomorrow, which was implemented from the academic year 2007/2008. So, it is a wide subject and a broad project and the challenge was to focus on a narrow spot of that broad study. This research chose only to focus on the regular government education system in public secondary schools in the eastern area in the UAE. Moreover, because the researcher is a former teacher in the public secondary schools and more familiar with the education system in these schools, this idea could support the researcher's intention to focus on that system. This research presents a sample research about the subject of youth leadership development in the public secondary schools in UAE except Abu Dhabi.

3.2.2 The challenge of the research location:

 The researcher's experience of living in Fujairah helped to suggest the idea of studying the public secondary schools as the focus in the eastern area of UAE.

The eastern area encompasses three districts. Emirate of Fujairah, Khorfakan city, and kalba city. The latter two cities are part of the Emirate of Sharjah. The research was distributed between two districts: Fujairah education zone in Fujairah and its secondary schools, and Sharjah education office in Khorfakan and Kalba and their secondary schools. It takes one hour and a half to two hours to travel to Dubai schools, while it takes one hour to almost fifteen minutes to travel to Sharjah, Ajman, Om Alqueen, and Ras Al Khaimah. The time of traveling made the gathering of information through questionnaires difficult to distribute and collect back in other Emirates. As a result, questionnaires were distributed to the targeted categories in five boys' schools and three girls' schools mixed between Fujairah education zone and Sharjah education office as a sample and reflection of the public secondary schools in the six Emirates in the UAE except Abu Dhabi. An accurate and comprehensive result requires data collected from all over the nation but this research draws just a small picture from the whole Education system in the UAE.

3.2.3 The challenge of the topic:

There are dozens of books and articles in the field of leadership development and plenty of researchers in the side of youth development. However, the field of youth leadership development is still a new progressing area. The number of specialized books and articles is still small compared with the two former fields. It was the big obstacle challenging this study. The theoretical base of the study depends on the size of references available to the researcher. It was very difficult to get enough valuable references in the core of the subject. From another angle, the subject is still wrapped in mystery and is still quite vague, which makes it a tough area to investigate.

3.2.4 The challenge of the relationship between the study and the education field:

With this kind of study one may wonder to what extent the study is related to the education section. The study focuses on preparing public schools' students to be successful in their future work and life by studying a leadership curriculum in their schools. So, the study serves the youth development field. However, it presents a leap

in the theoretical part in encouraging and persuading the decision makers in the Ministry of Education to take the advantages of the idea of applying a curriculum specialized for youth in the secondary school period and perceive its importance to the adolescents according to the twenty-first century requirements at an international standard. On the other hand, the methodology of the research may clear the path about the real situation in the public secondary schools' in the UAE and what these schools offer to their students in the field of leadership. The skills and competences that public secondary schools graduates need most is to satisfy the workforce requirements. The study reveals a sample of perspectives for various categories related to the education scope. Parents, teachers, principals, and society's' managers are the critical categories regarding any decision that could be taken about adding a new curriculum in the public secondary schools.

3.2.5 Questionnaire related challenges:

3.2.5.1 The Language barrier:

The questionnaires and the interviews questions are written in Arabic to fit the targeted categories of people who use the Arabic language as the mother tongue or the first language. It is much easier to write it in Arabic to help   respondents understand the exact meaning. So, the researcher should translate back the questionnaires and interviews contents and results to the English language to fit the language of the research.

3.2.5.2 The questionnaire distribution:

 Permission had to be taken from the schools administration to locate a time from the class time to answer the questionnaires, in addition to finding a cooperative teacher to supervise the questionnaires' distribution, and explain the questions if there were any enquiries from the students and gather the answered questionnaires at the end. The problem was to find a teacher to complete all these procedures in the different schools, boys and girls. Cooperative teachers were found in just three schools but the rest of the schools were sent envelopes containing the questionnaires for students, teachers, and principals to the school administration. It depended on the cooperation of each school to distribute the questionnaires and gather them back. The school administrations refused to handle these procedures for the researcher herself because they were not formal teachers. The number of the returned questionnaires and the discussion with the schools' secretary or the cooperative teachers revealed that the

students' questionnaires were distributed among students with some instructions. They were ordered to answer the questionnaires at home and return them the day after. As a result, the students were not obligated to bring the questionnaires back. There were no marks related to it, which was a difficult task for the schools to gather the questionnaires back. It took three weeks to almost a month to collect the answered questionnaires after several visits and phone calls to the targeted schools by the researcher.

Validity Issues:

Golafshani (2003) identified that the research validity is determined by the accuracy of the instruments used, and to what extent these methodological tools measure the targeted information.

To increase the validity of the results of this research, the researcher triangulated data sources. This research used qualitative methods, including interviews, questionnaires, and document review.

Chapter4: Results

4.1 The questionnaires analysis

4.1.1 The society categories questionnaire:

4.1.1.1 First question:

**Do the Public Secondary Schools adequately prepare their students for today's reality and the workforces' requirements in the twenty-first century?

*The number of participants who responded to the first question:

Categories	Teachers	Parents	Business leaders or managers	Students	All categories
No. of participants	64	41	11	77	193
ratio	74%	87%	100%	87%	83%

*The number of participants who responded "Yes" to the first question:

Categories	Teachers	Parents	Business leaders or managers	Students	
No. of participants	28	9	1	41	79
ratio	44%	19%	9%	53%	41%
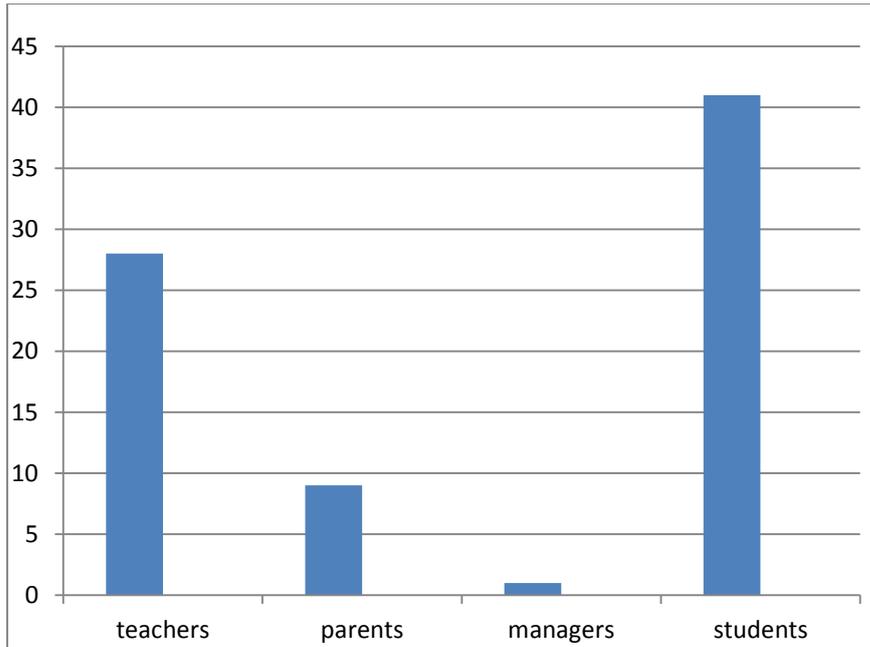
Figure(2): The number of participants who responded "Yes" to the first question

*The number of participants who responded "No" to the first question:

Categories	Teachers	Parents	Business leaders or managers	Students	All categories
No. of participants	36	32	10	36	114
ratio	56%	78%	91%	47%	59%
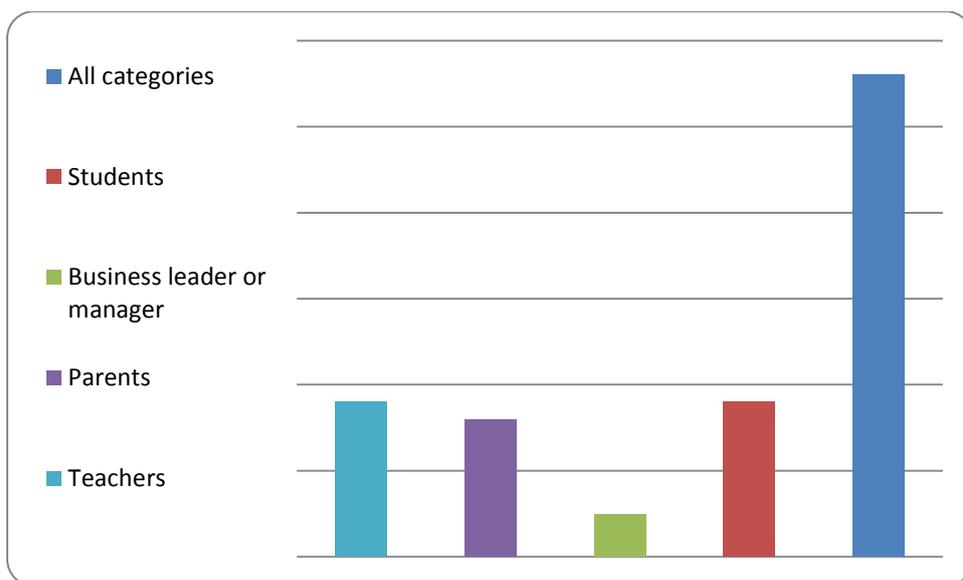
Figure(3): The number of participants who responded "No" to the first question

4.1.1.2 Second question:

**What are the skills and competences you want your self/sons /daughters/students to learn in Public Secondary Schools to become duly equipped to life and the workplaces in the twenty-first century, using a 5-point scale with 5 as the most important score, write the number (from 1 to 5) express your opinion in the table below ??

*The number of participants who responded to the second question:

Categories	Teachers	Parents	Business leaders or managers	Students	All categories
No. of participants	86	47	11	89	233
ratio	100%	100%	100%	100%	100%

The number of participants who responded to the "Proactivity" skill:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	36	32	12	3	1
		Parents	16	19	8	3	1
		Business leaders or managers	13	7	2	-	-
		Students	9	28	30	15	6
		The total	64	86	52	21	8
		The ratio	27%	37%	22%	9%	3%

The number of participants who responded to the "Self-motivation" skill:

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	52	24	8	2	-
		Parents	21	13	10	3	-
		Business leaders or managers	8	4	-	-	-
		Students	41	18	22	6	1
		The total	122	59	40	11	1
		The ratio	52%	25%	17%	5%	0.4%

The number of participants who responded to the "Self-confidence" skill:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	55	23	9	-	-
		Parents	30	9	8	-	-
		Business leaders or managers	7	4	1	-	-
		Students	66	16	6	1	-
		The total	158	52	24	1	-
		The ratio	68%	22%	10%	0.4%	-

The number of participants who responded to the "Goal-setting" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most impor tant	Very impor tant	imp orta nt	Littl e imp orta nt	Not impo rtant
		Teachers	40	31	11	2	-
		Parents	17	16	7	2	2
		Business leaders or managers	5	6	1	-	-
		Students	28	28	22	9	1
		The total	90	81	41	13	3
		The ratio	39%	35%	18%	6%	1%

The number of participants who responded to the "Balanced Life" skills:

No .	The skill	The participants' categories	The participants classification according the skill's importance				
			Most impor tant	Very impor tant	imp orta nt	Littl e imp orta nt	Not impo rtant
		Teachers	39	26	13	5	2
		Parents	21	19	6	-	1
		Business leaders or managers	5	4	3	-	-
		Students	42	20	17	4	5
		The total	107	69	39	9	8
		The ratio	46%	30%	17%	4%	3%

The number of participants who responded to the "Organizations management" skills:

No .	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	5	11	11	7	1
		Parents	4	6	10	5	3
		Business leaders or managers	2	4	4	2	-
		Students	11	16	30	24	8
		The total	22	37	55	38	12
		The ratio	9%	16%	24	16	5%

The number of participants who responded to the "Conflict-management" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	30	33	20	2	1
		Parents	11	20	10	4	1
		Business leaders or managers	4	2	5	1	-
		Students	30	19	23	11	4
		The total	75	74	58	18	7
		The ratio	32%	32%	25%	8%	3%

The number of participants who responded to the "Communication" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

45

			Most important	Very important	important	Little important	Not important
		Teachers	49	30	9	1	1
		Parents	19	19	3	-	-
		Business leaders or managers	2	8	2	-	-
		Students	37	23	16	7	2
		The total	104	80	30	8	3
		The ratio	45%	34%	13%	3%	1%

The number of participants who responded to the "Analytical-management" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	19	40	22	4	2
		Parents	9	16	13	4	1
		Business leaders or managers	3	4	5	-	-
		Students	21	34	17	9	8
		The total	65	94	57	17	11
		The ratio	28%	40%	24%	7%	5%

The number of participants who responded to the "Academic excellence" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	24	22	22	4	1
		Parents	30	5	7	1	-
		Business leaders or managers	3	6	3	-	-
		Students	44	17	21	3	2
		The total	101	50	53	8	3
		The ratio	43%	21%	23%	3%	1%

The number of participants who responded to the "Teamwork-management" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	28	39	20	4	-
		Parents	13	16	12	2	1
		Business leaders or managers	4	4	4	-	-
		Students	38	22	19	6	4
		The total	83	81	55	12	5
		The ratio	36%	35%	24%	5%	2%

The number of participants who responded to the "Technological skills":

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	34	34	13	2	2
		Parents	17	15	13	-	-
		Business leaders or managers	8	2	2	-	-
		Students	35	29	18	4	3
		The total	94	80	46	6	5
		The ratio	40%	34%	20%	3%	2%

The number of participants who responded to the "Problem solving" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	19	39	23	5	-
		Parents	13	18	11	4	-
		Business leaders or managers	4	4	4	-	-
		Students	31	30	17	7	5
		The total	67	91	55	16	5
		The ratio	29%	39%	24%	7%	2%

The number of participants who responded to the "Decision making" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

48

			Most important	Very important	important	Little important	Not important
		Teachers	30	36	24	9	1
		Parents	25	11	11	-	-
		Business leaders or managers	4	7	1	-	-
		Students	38	35	14	1	1
		The total	97	39	22	7	2
		The ratio	42%	38%	21%	6%	0.9%

The number of participants who responded to the "Creativity" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	21	30	27	6	2
		Parents	17	18	11	1	-
		Business leaders or managers	4	7	1	-	-
		Students	34	27	17	10	2
		The total	76	82	56	17	4
		The ratio	33%	35%	24%	7%	2%

The number of participants who responded to the "Integrity character":

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	59	13	9	2	-
		Parents	33	9	5	-	-
		Business leaders or managers	6	6	-	-	-
		Students	69	13	4	2	2
		The total	167	41	18	4	2
		The ratio	72%	18%	8%	18%	0.9%

The number of participants who responded to the "Healthy Life" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	40	31	10	3	2
		Parents	20	16	7	4	-
		Business leaders or managers	2	6	5	-	-
		Students	36	25	16	7	6
		The total	98	78	38	14	8
		The ratio	42%	33%	16%	6%	3%

The number of participants who responded to the "Achievement" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	23	41	14	4	1
		Parents	23	14	7	2	-
		Business leaders or managers	5	4	3	-	-
		Students	32	31	19	7	2
		The total	83	90	43	13	3
		The ratio	36%	39%	18%	6%	1%

The number of participants who responded to the "Optimistic" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	32	22	15	2	1
		Parents	18	21	5	1	-
		Business leaders or managers	4	4	4	-	-
		Students	39	21	19	10	1
		The total	93	68	43	12	2
		The ratio	40%	29%	18%	5%	0.9%

The number of participants who responded to the "prioritizing" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	33	32	16	5	-
		Parents	23	18	4	1	-
		Business leaders or managers	5	4	3	-	-
		Students	37	25	20	6	-
		The total	98	79	43	12	-
		The ratio	42%	34%	18%	5%	-

The number of participants who responded to the "Transparency" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	29	35	17	12	1
		Parents	20	14	9	3	-
		Business leaders or managers	5	6	1	-	-
		Students	25	23	27	8	6
		The total	79	78	54	23	7
		The ratio	34%	33%	23%	10%	3%

The number of participants who responded to the "Collaborative" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	38	29	16	1	2
		Parents	20	18	5	2	-
		Business leaders or managers	4	5	3	-	-
		Students	49	21	11	5	2
		The total	111	73	35	8	4
		The ratio	48%	31%	15%	3%	2%

The number of participants who responded to the "Building Bonds\Interpersonal" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	35	32	16	2	-
		Parents	24	12	7	2	-
		Business leaders or managers	4	6	2	-	-
		Students	40	29	12	5	2
		The total	103	79	37	9	2
		The ratio	45%	34%	16%	4%	0.9%

The number of participants who responded to the "Critical Thinking" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	20	31	20	10	4
		Parents	16	16	11	30	-
		Business leaders or managers	4	3	4	1	-
		Students	33	23	21	10	1
		The total	73	73	56	24	5
		The ratio	31%	31%	24%	10%	2%

The number of participants who responded to the "Time Management" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance				
			Most important	Very important	important	Little important	Not important
		Teachers	38	29	15	4	1
		Parents	19	15	9	3	-
		Business leaders or managers	7	5	-	-	-
		Students	32	25	22	7	5
		The total	96	74	46	14	6
		The ratio	41%	32%	20%	6%	3%

The number of participants who responded to the "Shoulder Responsibility" skills:

No.	The skill	The participants' categories	The participants classification according the skill's importance

			Most important	Very important	important	Little important	Not important
		Teachers	43	24	11	6	1
		Parents	26	10	3	3	1
		Business leaders or managers	8	4	-	-	-
		Students	49	19	16	3	2
		The total	126	57	30	12	4
		The ratio	54%	24%	13%	5%	2%
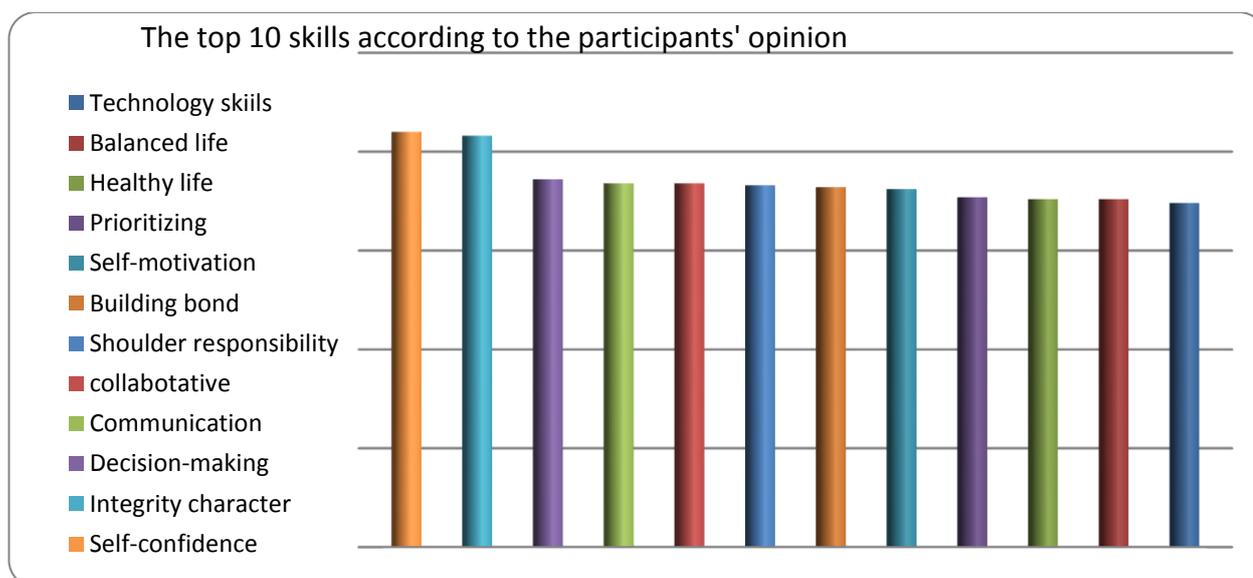
Figure (4): The top 10 skills according to the participants' opinion

4.1.2 Principals' questionnaire:

The principals' questionnaires reveal a set of facts about Youth Leadership programs in the public secondary schools:

*The schools represent the Leadership programs through students' training team, the excellent and gifted students' committee, the reward's committee, or as a single goal in the schools' strategic plans.

*The principals assert that Youth Leadership is part of their schools' vision and mission.

*The choices represented by schools for their students are described in a spectrum of projects: "I choose my career", "student administration", "visit and meeting with community leaders", "students' council", "international rewards", "conferences and symposiums", "educational projects and trips", "lecturers' student", "elite values", and "students' parliament".

*The schools' managers believe that the existence programs for Youth Leadership have a positive effect on students. It encourages students to look forward to an ambitious future.

*The notion of applying Youth Leadership curriculum was accepted and encouraged by the schools' administrators. The application obstacle from the principals point of view are:

1. Considered as an additional curriculum, which means more effort and responsibility for students and teachers.

2. Low awareness among students and their parents.

3. The schools buildings are not prepared to fit the requirements of the new curriculum.

4. No qualified people exist in the educational field to implement the curriculum.

5. The academic year according to tighter curricula requirements in public secondary schools didn't offer enough choices of time.

6. The teachers sever from workload, curricular and co-curricular activities, remedial and enrichment plans, underachiever and distinguished students programs.

Moreover, from the principals' experience, there are positive relationships between students' participation in leadership programs and their high academic performance.

4.2 The interviews reflection:

The Ministry of Education has one Department responsible for youth caring and improvement, named the Students Activities Department. The Students Activities Department presents a spectrum of Leadership Developments activities which are: international participations, external trips, volunteer programs, student competitions and youth camps. All these types of programs focus on distinguished students in academic performance or gifted students in extra-curricular activities.

On the other hand, according to the interview with the Section Head Curriculum Department, the Ministry of Education accomplished the draft document for a new curriculum about the life skills to be applied from the kindergarten to grade 12.

The proposed document is designed to fulfill the directions of His Highness Sheikh Mohammed Bin Zayed Al Nahian, Crown Prince of Abu Dhabi, and in response to the request of the Ministry of Education to enhance the students' awareness about life and future requirements.

The main principles for the Life Skills proposed curriculum are the following:

1-Intellectual skills

2-Planning skills

3-Self-management skills

4-Knowledge skills

5-Beauty and health skills

6-Social interactive skills

7-Household skills

8-Citizen skills

9-Economic skills

If this proposal is applied in the public secondary schools in UAE, the leadership skills project sought by this study could be included in this curriculum as a practical dimension through all the groups of competences mentioned above. But it depends on the mechanism and methods adopted in teaching and learning.

4.3 Documents review reflection:

4.3.1 Leadership organizations in Dubai:

According to the "Promising Leaders" brochure and "Elite program" brochure in addition to this two web sites: www.mbrpid.ae and www. Tep.ae, information has been gathered about Mohammed Bin Rashid Program for Leadership Development (MBRPLD) in Dubai.

For more information see Appendix C.

1-Young Leaders:

A level of Mohammed Bin Rashid Program for Leadership Development (MBRPLD), The Young Leaders Program aims to qualify young leaders through training programs

and workshops, in line with the strategic plan and international and regional aspirations of Dubai through Personal development, management development, and leadership development Simultaneously with Technical knowledge.

2-Elite program:

The program specializes in preparing an elite of competent and talented national youth in personal development, teamwork skills development, and administration development.

The two programs nominate participants due to their UAE nationality, their academic excellence (Bachelor degree from a recognized university), and their age (between 18 to 34).Moreover, the two programs aim to help the participants to develop their skills and competencies in the management field and provide participants with the required knowledge about the government jobs in addition to each job related skills. Meanwhile, they support participants during building and implementing their individual plans. In each program they encourage consistency between participants' abilities and Dubai's strategic priorities. They employ global experts to train the participants in the different fields. Moreover, they pay specific attention to the gifted nominated youth to invest in their talents.

4.3.2. Leadership organization in Abu Dhabi:

According to Emirates Foundation brochures, Tawteen brochures and these websites: http://www.abudhabichronicle.com/2008/03/new-tawteen-youth-leadership-project.html and http://www.uaetawteen.com information has been gathered about Tawteen Youth Leadership Program.

For more information see Appendix E.

3- Tawteen Youth Leadership Program:

The Tawteen Youth Leadership Program is one of Emirates Foundation's projects in Abu Dhabi in the shape of camps, aimed at University and HCT students between the ages of 18 and 23.

The camp involves a gathering of Emirati graduates from secondary schools, higher colleges and universities across the UAE. Each activity is formed of leadership theory, a practical exercise, and a debriefing session.

Chapter 5: Discussion, Recommendation and Conclusion

5.1 Discussion:

There are four categories participating in the first type of questionnaire: parents, teachers, business leaders and students. The Ministry of Education's role is to educate students and improve their knowledge and abilities. So, students are the target of the educational process. Teachers are the core element in the education process and the vital connector between the curriculum and the students. Parents are the first place for learning in the early childhood and the critical contributors together with teachers to complete the role of learning generations. Although business leaders are not part of the learning cycle, they are the receivers of the Ministry of Education's outcomes. They are the category of recruitment possessing the substantial evaluation of the Ministry of Education products. As a result, these categories had been chosen by the researcher due to their critical involvement in the educational process and their importance in any related decision or policy stated by the Ministry of Education. Cisco (2008,p.4) report determined that the "Sustainability of quality education and access to it needed a multi-stakeholders approach that included government officials, education leaders, teachers, private sector investments, and non-government organizations to address many of the basic needs and barriers to education" .

The first issue in this research is to study the extent to which the UAE public secondary schools' outcomes are capable of matching the twenty-first century requirements from four nominated society categories point of view. The "society categories" questionnaire is divided into two questions, but there was a problem regarding the first question. 17% of the participants didn't answer it, which decreased the ratio of participation in the first question. The Questionnaire analysis reports that the number of participants who evaluated the public secondary schools in UAE as an appropriate association for improving students' skills and competences to match the twenty-first century needs reached 41%. This ratio is not small enough to be ignored. The satisfaction needs more discussion with these people to elaborate the exact definition of twenty-first century requirements, the method of successful life and work force in the new millennium, and the challenge involved. Interviews could help in the definitive interpretation and satisfaction measurement. On the other hand, this team could change their perspective partially according to the result of the second question of the same questionnaire. Most of the categories voted for the skills which were

classified due to researchers as twenty-first century requirements and leadership related competences.

The conflict between the two points in the participants answers reveals a kind of misunderstanding between their evaluation and their desires and preferences. This misunderstanding could be accepted because these participants are not expert evaluators. It was just an opinion reflecting a combination of passion and reason. Ultimately, they think that the Public Secondary Schools worked well to prepare students to twenty-first requirements. But the skills they elected thereafter overlap with the procedures and educational environment in the public secondary schools at the real time. So, they support the limitation in public schools indirectly. From the other side of the spectrum, there are about 59% of the participants who assessed the public secondary schools in UAE as inappropriate educational institutes to prepare their students for twenty-first century requirements. This ratio of unsatisfied participants should be taken into account by the people in charge who are capable of change. A nationwide study should be conducted in the public secondary schools in the UAE to measure the accuracy of the results from this research. They perceive a limitation in the Public Secondary Schools performance as the responsible organization for raising students to their future life in the new century. To sum up, the first issue in this study reveals that the public secondary schools in the UAE tend to be an inappropriate environment to prepare students for a better future life. In other words, this educational environment should be improved and provided with twenty-first century requirements in order to recover from this limitation.

The second issue is to ensure the availability of leadership curriculum in the public secondary schools. On the Ministry of Education level, according to the interview with Section Head Curriculum Department and the Head of the Students Activities Department in the Ministry of Education, there are no existing working leadership curricula in public secondary schools in the UAE. From the kindergartens' curriculum to the twelfth grade in the public schools, there are no specific curricula for preparing leaders or teaching leadership. In the Ministry of Education in the UAE, there are leadership activities where the students' leadership training is part of the Students' Activities Department and Students' Guidance Department roles and responsibilities. The leadership programs started eight years ago in the Ministry of Education by personal initiatives, which began with students' camps and moved forward toward:

International participations, students' competitions, external trips, volunteer programs. The Ministry supervises the District's activities and the schools' activities through the Ministry's standards and guidelines for the programs, the Ministry's provisional evaluation and the Ministry's final assessment. The Ministry's activity plan encompasses a part for youth leadership. All these plans are directed to a small group of students from each district, and the selection of the participants refers to the supervisors in different schools. On the other hand, there are new participants each academic year. Thus, there is no opportunity of continuity for each student. So, the difficulty here is their short leadership cycles which are considered as ineffective leadership development processes. In addition, the leadership development programs are implemented through field trips or conferences. But leadership development is not an event, it's an integrated process. Taking all this into consideration, all these activities play a role in the growing leaders process, but it's scattered and disconnected in parts. The whole picture cannot be drawn from these pieces, which leads us to say that there is an absence of any complete curriculum or comprehensive program to produce the future leaders in the public secondary schools in the UAE issued formally from the Ministry of Education.

On the public school level principals, through their answers to the questionnaire, illustrate that youth leadership programs are available in the public schools' vision, mission and strategic plan. These programs are implemented due to directions from the Students Activities Department and the administration strategic plans. Schools differ in their application of the leadership programs according to each school circumstances; the space of time allocated to these activities; and their amount of understanding to the right procedures for substantial results. The principal questionnaire reveals that the public secondary schools in the UAE still focus on the academic excellence as a priority, and there is not enough space in the daily academic schedule in schools for the leadership activities to be improved. Over the last years, leadership programs have represented excellent and gifted students' committee; students' council; educational projects and trips' and the international and local rewards' committees.

Principals believe in the positive effects of these programs on participating students especially in the academic performance. Since there is no statistical evidence about the relationship between the leadership programs and high academic performance, there is no exact explanation of the positive effect of these programs. This relationship

will be a mystery or a hunch and more research is needed to solve this equation and reveal the reality of the principals' notion. So, a comprehensive project with organized and harmonious plans will magnify the positive effect and make it more focused and productive. Meanwhile, the schools' managers provided a positive feedback about the implementation of the suggested youth leadership curriculum by the researcher. They accepted the concept and encouraged the notion.

The schools principals as a reply to the researcher question about the curriculum application's obstacle elaborate a group of problems could resist the youth leadership development project, the obstacles are the following:

1. The low awareness among students and parents. This factor could easily be avoided by a broad orientation session in the preparatory period of the estimated project. An expert in the project could explain the mechanism of the youth leadership curriculum applications, the expected outcomes, the curriculum objectives and the main components.

2. An extra load for teachers and students overlapped with their current responsibilities. This problem could be solved if the curriculum designed in a different structure using digital information. However, teaching and learning styles in schools less affected by technology could benefit from the feature of technology attractiveness to deliver information. For instance, they can attend an online course in leadership by an international professor in China or the USA. Technology has a wide range of potentials, and students master many skills in that field. The challenge is to combine the two links as one solution to the former problem and the experts could provide more.

3. No qualified teachers in the field of leadership development are available in the Ministry of Education or schools field. There are leadership experts in college and universities. A cooperation contract with these specialists could be the first step. The second step will be an assistant teacher for these professors in the classrooms from the fresh graduates of the leadership major in the management colleges. Simultaneously, with longitude training to teachers interested in the leadership programs they could switch their teaching subject to the youth leadership field.

4. There is not enough time available to apply a new curriculum. The practical part of the leadership curriculum could be embedded in the main subject activities, such as, math, science and languages to cover this obstacle.

5. The school buildings are not prepared from the principals point of view. The modern public schools' building could be adapted easily to fit the new curriculum requirements. After an inclusive understanding of the leadership curriculum by each school's administrations and teachers, they can draw the rearranged required plan with a complementation fund from the Ministry of Education, society organizations and cooperative parents.

The third issue in this research is to study the skills and competences that should be taught in the public secondary schools to qualify students by the twenty-first century requirements. Through this study, however, the researchers in the field of youth leadership development which were mentioned in the literature review chapter have a variety of perspectives and methods. They support the concept of employing leadership activities, curricula and programs to develop youth abilities, knowledge and skills towards an appropriate life in the new millennium. All the scholars and researchers experiences presented in this research serve the notion of the capability of leadership programs to prepare young people for a better life and a power to overcome the challenges they could face in the future.

The participation in the society categories questionnaire revealed by numbers the skills and competencies they prefer to be taught in the public secondary schools. Apparently, most of the skills desired by all categories possess both twenty-first century requirements and leadership related traits. So, business leaders, parents, teachers and students prefer a school environment where skills such as self-confidence, collaboration and communication are the central focus.

According to the data analysis regarding the second question, the skills and competencies shifted from focusing on the academic excellence to the social traits, which matches the international demands from schools. However, the academic excellence was also mentioned in the list of the questionnaire's skills and competences under the name of "achievement". It's not chosen by the participants between the top ten, which indicates a new perspective about the future schools' outcomes ready to be formulated in the society categories' mind. Apparently, the participants reflect a new shift from focusing on the academic excellence to the social traits.

On the international level, this notion is strongly supported, for instance, the partnership for 21st century skills (2008) report reveals that in the USA, they measure their ability to compete internationally as a nation with a shift in the public education matching the twenty-first century skills. They believe that the changes in economy

from manufacturing to service demand new skills built on innovation, communication or what they called the twenty-first century skills. They believe that "All American, not just an elite few, need 21st century skills that will increase their marketability, employability and readiness for citizenship, such as: thinking critically and making judgments; solving complex, open ended problems; creative and entrepreneurial thinking; communicating and collaborating, taking charge of financial, health and civic responsibilities"(p.10)

It was noticed from the questionnaire analysis that self-confidence and integrity character take the first order between the top ten traits. This indicates the importance of values and principles to be inculcated in the student character, and to be taught as the first priority in youth leadership programs. That is because values represent the solid basement for the other skills to work successfully and easily. All that the researcher mentioned in the literature review chapter indicates at least more than one of the top ten skills in their youth leadership programs or as the required skills to be educated in schools or youth based organizations.

To sum up, on the third issue in this study the change in the public secondary schools in the UAE should include providing these schools with curriculums built on the skills and competences chosen by the participants. This is because these skills are considered internationally as the backbone of any youth leadership development curriculum in twenty-first century. As a company CEO explains his way in hiring employees. He said:" The first thing I look at when hiring is skills. Skills get people in the door to be interviewed. But what gets them hired and what keeps them hired is character (Covey,S.,2008,p.32).

The fourth issue searched in this study was the leadership organizations in the UAE. The two foundations studied by the researcher were Young Leaders and Elite program a level of Mohammed Bin Rashid Program for Leadership Development (MBRPLD) in Dubai and The Tawteen Youth Leadership Program which is one of Emirates Foundation's projects in Abu Dhabi. Although, they are not federal organizations, they were established according to the local government orders, directions and support both in Abu Dhabi and Dubai. According to the interview, documents review and the web site content of the Emirate foundation, youth leadership development programs are executed by Tawteen. Tawteen is one of the Emirates Foundation initiative which was launched in Abu Dhabi in February 2007 in cooperation with

private sector leading UAE companies. They focus in their mission on providing Emiratis with the mind set and the skills that qualify them to work successfully in the challenging private sector and the global economic market as well. Tawteen aim through their objectives to develop Emiratis' talents, skills and knowledge; and reinforce their employment in secure and sustainable positions in the private sector. The Tawteen youth leadership project was presented in different shapes such as camps. They took benefit from their partners to encourage young leaders to learn the theoretical part of the leadership in practical activities. For instance, they provided the youth with the opportunity to plan, make decisions and work with groups to achieve goals. Tawteen camps took the name "Leadership Academy" at its pilot phase. Their aim at the beginning was to work with three key groups: high school, higher education and post- graduates. But due to the interview they postponed the higher education group at the present time.

The interview indicates unclear vision about involving secondary schools in their programs. They believe that the type of training they used is inappropriate for the secondary schools' students. The young people experience and knowledge cannot exceed the theoretical and practical leadership programs provided by Tawteen. On the other hand, there are no collaborative leadership training or activities at the moment between the Ministry of Education and Tawteen. The notion of cooperation with the Ministry of Education is a subject of study in the new hierarchy arrangement of the Emirates Foundation. On the other hand, Young Leaders and Elite program in Dubai are specialised mostly in training UAE employees with Bachelor degrees and aged between 18 to34. So the Young Leaders and Elite program in Dubai, and Tawteen Youth Leadership in Abu Dhabi are leadership training foundations, not youth-based organizations. These foundations cannot play the role of youth-based organizations because secondary schools students are not these organization targets. The two organizations present leadership programs in a theoretical and practical frame to the universities and colleges graduates. However, they have no experience in the field of secondary schools' leadership training. In other countries, community-based organizations and youth-based organizations are responsible for developing the youth. They play the role of providing valuable preparation, training, and education for young people in various subjects and they support the educational institutes in their mission. But in the UAE, because there is not enough information about the type of

leadership programs presented to the youth by the community-based organization or the kind of youth development activities conducted by these establishments, other studies on this specific subject are sought, so we cannot draw a complete side of youth leadership development picture.

To sum up in the fourth issue in this study the main leadership foundations available in the UAE are representing enormous projects with international criteria but it does not include the Public Secondary Schools' students in the caring and training as essential participants. As a result, the mission of developing youth leadership abilities and competences are the exclusive role of the Ministry of Education.

5.2. Conclusion:

Through this research, there is several evidence by scholars and researchers to support the idea of executing youth leadership curriculum in public secondary schools as the best place for building the leadership competences and skills, and the effective way to prepare young people for a successful life in the twenty-first century. However, researchers in the field of youth leadership are divided into various approaches that overlap in several important points. The contextual approach describes the effect of the contextual surrounding young people (such as places, people, and activities) on their learning of leadership principles. This approach is implemented mostly in practical manner in community-based organizations and youth-based foundations through their youth leadership programs. The second approach is the individual approach, which focuses on learning leadership in an individually supervised process. The two approaches can be implemented collaboratively whether in families or specialized foundations, but the best place to execute them is in schools. On the other hand, the experience of applied Stephen Covey's seven habits in schools was an example of an appropriate combination of the two groups of researchers, in addition to the strong base of the habits as universal principles, and critical requirements for young people's future life.

My aim in this study was to investigate the status of application of a leadership curriculum, or project in the public secondary schools in the UAE to develop youth abilities and potential and provide them with the modern day requirements.

My research focused on the situation in the UAE, and the interviews with members of the Ministry of Education revealed that there is no specific curriculum to teach

young people leadership skills in public secondary schools in the UAE and the new curriculum mentioned in the interview is still in the preparation phase. Slightly above half of the samples in my research think that public secondary schools should change their performance towards teens. Moreover, the youth leadership organizations in the UAE do not includes secondary school students in their programs. On the other hand, self-confidence, integrating character, decision-making, communication, and collaboration are new examples of skills that appeared in the circle of concentration recently in international education and they are the competences and traits of the twenty-first century. Parents, managers, teachers and students participating in my research support this direction. The research describes new insights in youth leadership development and it is worth   engaging in the experience.

5.3.Recommendations:

1.Employ the Logical Framework Approach as a tool to develop a proposed curriculum built on the Stephen Covey's eight habits to be implemented in the public secondary schools in the UAE.

2. The Ministry of Education should establish new policies and spend a lot of time, effort, and resources to reinforce the application of the youth leadership development. The proposed curriculum builds fundamentally on the universal principles, which all religions and civilizations generally accepted. For UAE society this means the principles of Islamic religion. So the eight habits proposal curriculum could be examined according to the Islamic principles and UAE values, customs and traditions. Any part not related to the former conditions could be omitted. These values could be presented in an attractive way to encourage students involvement.

3. The "Eight Habits" must be fully understood by the administrators and supervisors in the Ministry and Educational zones as a survival condition for the project. The implementation of the new suggested curriculum needs enough time to embrace the whole idea of the project, understand the material and immaterial components. So, the preparation phase of the project should extend over a sufficient period of time to draw strong foundation.

 4. The Ministry of Education should build a strong relationship with teachers, parents and business leaders due to their valued involvement in youth preparing, directing, training and educating. An orientation sessions should be conducted regularly to build an understanding base for twenty-first century requirements and conditions of success

in the new millennium. The Ministry of Education should keep in touch with these society's categories to be continually informed about the schools outcomes. Also, community participation will add a valued part in the preparation and implementation phase of the leadership project, so, it should be treated with high consideration by the Ministry of Education. Hence, the new suggested curriculum should not be imposed on people who refuse the idea or possess an opposite philosophy. Instead, the useful way in the preparation phase of the project is building awareness and contentment between administrators, teachers and parents about their role in accomplishing the project. They should be trained to become life giving mentors and moral examples. Moreover, in the new millennium, families, schools, community-based organizations and youth-based organizations should change their philosophy and strategy in dealing with youth due to the orientation sessions conducted by the Ministry of Education at the preparation phase of the leadership project.

5. The "Eight Habits" represent the core elements for the youth leadership development's project, so, it should be used as the fundamental base and be improved regularly from the recent global successful experience in that field.

6. The youth leadership development project in secondary schools have experience in many Arabic, western and eastern countries. These projects should be studied carefully by experts in the field. Their successful parts and distinguished achievements in that field must be recorded together with the positive effects on students and community in addition to the negative consequences and the reasons of failure.

7. The application of youth leadership curriculum could be implemented in two parallel ways: "semi – ubiquitous strategy and stand – alone class strategy" which may represent new successful experiment in the field of youth development in the UAE.

8. Planned cooperation between the Ministry of Education and leadership foundation in the UAE could enable the Ministry to accelerate its leadership project because these organizations provide high level of leadership training on international standards. The Ministry of Education could benefit from their programs, expertise and experience in the field to build and improve a new curriculum for secondary schools' students cooperatively with them.

9. There is a need for a comprehensive study all over the nation at an international standard about the students' skills and competences in public secondary schools in the UAE compared with the twenty-first century requirements.

10. Comprehensive research should be conducted nationwide about the exact programs and projects presented by the community-based organization and youth-based foundation in the UAE and about the youth leadership development or youth development in general and their genuine effects on youth development.

11.The application of the project could extended to include kids from the kindergarten and the primary schools which will provide long period to embed the Habits' values in the essential years of the students' lives, where the character is in the formation phase.

12. All the projects, programs, and plans directed to the young people should be organized in harmony, to focus the efforts and maximize the positive results.

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Appendices

Appendix A: Sample questionnaires

The society categories questionnaire

Since the dawn of the twenty-first century, the life pattern is changing very fast, and the successful person who has the ability to catch the obtainable chances and use it to reach promising future and successful life.

Dear honorable teacher\ parent\ manager\ student:

All the information mentioned in the questionnaire will remain confidential, and will used only for the research purposes.

1-Does the Public Secondary Schools adequately prepare their students for today's reality and the workforces' requirements in the twenty-first century?

2- What are the skills and competences you want your sons \daughters to learn it in Public Secondary Schools to become duly equipped to life and workplaces in the twenty-first century, using a 5-point scale with 5 as the most important score, write the number (from 1 to 5) express your opinion in the table below ??

Not importan	Little important	Important	Very important	Most important
1	2	3	4	5
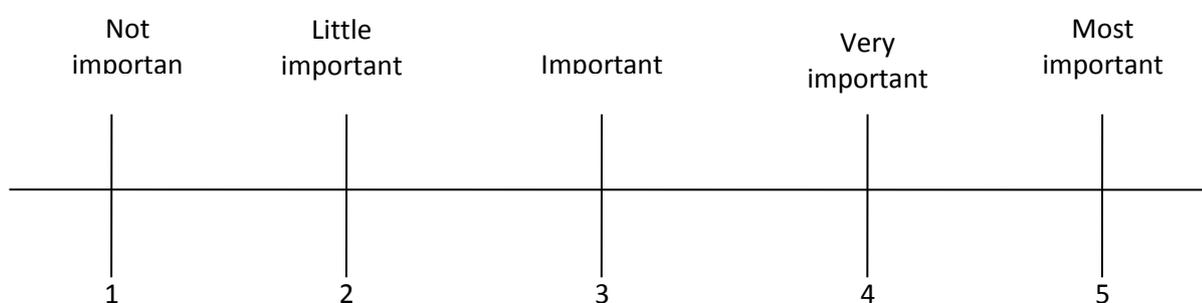
No.	The skill	The participants response
1	Proactivity (initiate for work without request)	
2	Self-motivation (work according to internal motivators)	
3	Self-confidence	
4	Goal-setting	
5	Balanced Life (make balance between the body, mind, heart, and soul requirements)	
6	Organizations management	
7	Conflict-management (employ the correct methods to deal with the opponents)	
8	Communication (use both oral and writing conversation	

	successfully)	
9	Analytical-management (use scientific methods to analyze people and situation)	
10	Academic excellence	
11	Teamwork-management	
12	Technological skills (excel in using computer and internet)	
13	Problem solving	
14	Decision making	
15	Creativity	
16	Integrity character	
17	Healthy Life (practice continuously and eat healthy food)	
18	Achievement	
19	Optimistic	
20	Prioritizing (possess the ability to put the most important things in the beginning)	
21	Transparency (clear in his\her opinion and behavior)	
22	Collaborative	
23	Building Bonds\Interpersonal	
24	Critical Thinking (use correct ways to critique others without hurting)	
25	Time Management	
26	Shoulder Responsibility	

Other skills or competences:

…………………………………………………………………………………………………

The principals' questionnaire

Questionnaire about the leadership training in secondary schools

Since the dawn of the twenty-first century, the life pattern is changing very fast, and the successful person who has the ability to catch the obtainable chances and use it to reach promising future and successful life.

Dear honorable principal….

All the information mentioned in the questionnaire will remain confidential, and will used only for the research purposes.

Not that your opinion will reflect the points of view of an important group of society.

1- Is there any specialized committee for students' leadership training in your school?

2- Does the students' leadership training considered as part of the school's mission?

3- Name the programs presented by the school to improve the students' leadership potentials?

4- Do you think the schools' leadership training has positive effects on your students?

5- Would you give me examples for the leadership choices in your surrounding society that provided by the school?

6- Do you think that the application of leadership curriculum in public secondary schools will receive an acceptance among the students and teachers?

7-What are the obstacles that may face the application of the leadership curriculum in public secondary schools?

8- Did you notice any positive or negative relationship between the students' participation in leadership activities and their academic performance?

Appendix B: Interviews

Interview (1)

With the Head of Students' Activities Department: Wafa Ali Al Abaar

A: Is there any specialized department or section for secondary schools students' leadership training in the Ministry of Education?

W: Section or department …no..but the students' leadership training is part of Students' Activities Department and Students' Guidance Department roles and responsibilities, and there is new section called "Leadership and volunteering " established from three years.

A: Does the leadership training considered part of the Ministry's mission or vision?

W: There is no specific part of the ministry's mission or vision regarding students' leadership training, but you can understand it indirectly, in addition to its existence in the Ministry's goals such as: "improving the educational environment".

A: How the leadership programs in schools supervised by the Students' Activities Department?

W: The Ministry of Education adopted no central Strategy in treating the leadership programs. The programs divided to:

- The Ministry's programs.

-The District's programs.

-The schools programs.

The Ministry's supervised the District's activities and the schools' activities through three steps:

-The Ministry's standards and guidelines for the programs.

-The Ministry's provisional evaluation for adapting the current of the programs according to the Ministry's standards.

-The final assessment for the programs.

A: Do you think that the current leadership programs have positive effects on the students?

W: I believe that the programs have positive impact on students for many reasons:

1-The programs designed to meet the students' desires and tendency, which is mean that the programs executed in fun and attractive ways for presenting the activities.

2- The programs designed to consider young people potentials.

3- The programs designed to be suitable for students' sex.

A: What are the obstacles usually face the students' activities- including the leadership programs-?

W: mm….I think the most difficulties we faced with the old fashion mind of schools and districts' leaders who sort these activities as waste of time. On the other hand, some activities implemented in nonsystematic methods, which causes reluctance for students and parents.

A: When the Leadership and Volunteerism Section established?

W: Three years ago….

A: Does the leadership programs started with the establishing of Leadership and Volunteerism Section?

W: No, the leadership programs started from eight years by personal initiatives, which represented in students' camps….

A: What are the programs and choices employed by the Ministry for the purpose of students' leadership development?

W: Well…. In the Students' Activities Department, the leadership programs as following: International participations, students' camps, students' competitive, external trips, volunteerism programs collaboratively with "Takatof" for schooling volunteerism foundation.

A: Thank you for your helping information..

W: My pleasure, you are welcome…

Interview (2):

With the Section Head of Curriculum Department: Huda Ali Bin Al-Zaabi

A: Is there is a specific curriculum for the secondary schools students' leadership training approved from the Ministry of Education?

H: No, until now there is not. But the Ministry just finished from the draft document for a life skills curriculum. The curriculum includes the basic skills which all the students needed and the Ministry looking to apply it from grade 1 to grade 12.

A: What are the criteria used by the Curriculum Department regard establishing any curriculum?

H: Mmm…, any curriculum should serve the society and students' needs. The starting point is shaping the concept, then translated to document encompasses two sides: The theoretical side practical side. The theoretical side includes: the reasons, rudiments, and philosophical principles such as ideological, social, and economical principles. The practical side includes the time line and the sequences of the studying age.

A: Can you describe for me part of the new curriculum components?

H: (She opened her computer and showed me part of the main components of the draft…..here are some of these components:

1-Intelectual Skills:

a- Creativity thinking

b- Critical thinking

c- Scientific thinking

d- Problem solving

e- Decision making

2-Planning Skills:

a- Time management

b- Personal goals

c- Future specialist

d- Career planning

3-Self-management:

a- Psychological healthy

b- Self-esteem and self-confidence

c- Adaptability with pressures

d- Emotional intelligence

4-Knowledge Skills:

a- Academic skills

b- Strategically reading

c- Dealing with electronic knowledge resources

d- Continuous learning

5-Beauty and healthy Skills:

a- nutrition skills

b- Physical healthy

c- Emergency and safety skills

d- Sexual raising

6-Social interactive Skills:

a- Communication skills

b- Work with Team

c- Human relationships

d- Dealing with family

7-Household Skills:

a- Prepare and design dining table

b- Household technical skills

c- Household responsibility

d- Dealing with house keepers

e- Designing and decoration

8-Citizin Skills:

a- Social and moral responsibility

b- Social service

9-Economic Skills:

a- Safe money and reservation

b- Shopping skills

c- Family's money management

d- Investment and marketing

e- Dealing with banks

A: How you conceive the implementation phase in schools?

H: As we plan and hope a requisition for teachers has distributed in all public schools.

About 200 teachers were chosen to inter two meetings then a final test. 32 teachers

were succeeding. Theses group of teachers will participate in courses about building

and applying the curriculum. They will write, teach, and train other teachers, whom will choose later in the implementation phase.

A: Thank you for your helping information. It is really benefit for my research…

H: Thank you…

Interview(3)

Interview with a member of Tawteen project in Abu Dhabi

a. According to your web site: The Tawteen Youth Leadership Program is one of Emirates Foundation's projects in Abu Dhabi in the shape of camps, aimed at University and HCT students between the ages of 18 and 23. Leadership Academy is one of The Tawteen Youth Leadership Program. Is that completely correct??

b. First of all let me apologize for make you waiting all these days, but you know…the work pressure…projects… Yes. But that was a while ago. No we are going through some changes at the foundation. Which includes changing the name of the program and its scope.

a. Could you tell me when the program of Tawteen Youth Leadership Program started?? And when the program of Leadership Academy started either?
b.2007
a. Which of the two programs are more connected or more focused on the secondary schools graduates??
b.Our leadership program targets university students and graduates.
a. What kind of programs the " Leadership Academy " provided to the trainees??
b.The project focuses on the below:
Mentoring & Coaching
Practical Leadership Tasks
Self-Awareness
Team Building Activities
Leadership Workshops
Theory Based Training
a. Who can attend these programs, what are the conditions of the program??
b. HCT/ University students.
a. speaking statistically, How many people were trained by the " Leadership Academy " through the last years??
b. Around 1,000 people.
a. Does the secondary schools' students was one of Leadership Academy trainees' categories at any time??

b. No

a. From your experience, do you think that secondary schools' students are able to attend the " Leadership Academy "?? (approximately they aged between 15 to 17)

b. No.

a. What are the obstacles that could prevent secondary schools' students from participating in the " Leadership Academy "??

b.The advanced comprehension required by the project attendees.

a. What are the problems that could face secondary schools' students when they participate in the " Leadership Academy "??

b. Languages and advanced understanding.

a. Are there any kind of cooperation between Mohammed Bin Rashid Program for Leadership Development or in particularly the " Leadership Academy " program and the ministry of education, and if so could you explain this kind of cooperation??

b. There is no cooperation yet.

a. If the ministry of education started a program of leadership training in the public secondary schools, do you think that Tawteen Youth Leadership Program or in particularly the " Leadership Academy " may offer help and support?? and if it's possible, how??

b. This could be addressed following the new structure of the Emirates foundation.

a. Thank you very much for your time…

b. You are welcome…

Appendix C

The Mohammed Bin Rashid Program for Leadership Development (MBRPLD)

Introduction:

The Mohammed Bin Rashid Program for Leadership Development (MBRPLD), Initiated by His Highness Sheikh Mohammed Bin Rashid Al-Maktoum, UAE Vice President, Prime Minister and Ruler of Dubai, is an innovative leadership program designed to develop future national leaders capable of promoting the sustainable development of Dubai.

The objectives of this program are to:

- Ensure long-term systemized leadership development across the Government.
- Provide a comprehensive approach to developing leaders at all levels.
- Secure a systematic approach to sustainable flow of leaders and successors.
- Increase retention of high potential staff.
- Leverage existing foundations and experience in leadership development.
- Empower the Dubai Government to successfully implement the Dubai Strategic Plan (DSP) 2015.

Young Leaders:

A level of Mohammed Bin Rashid Program for Leadership Development (MBRPLD), The Young Leaders Program aims to qualify young leaders through training programs and workshops, in line with the strategic plan and international and regional aspirations of Dubai.

Designed to develop fundamental management skills, potentials and knowledge of young leaders through the following key areas:

- Personal development.
- Technical knowledge.
- Management acumen.
- Leadership development.

Program Objectives:

- Empower participants to develop key leadership skills capabilities.
- Ensure that participants are aware of executive processes in the public and private sectors.
- Streamline, empower and brighten up the basic personal skills of young leaders.
- Develop and support personal development plans.

Program Components:

1- Executive Programs:

It is crucial for leaders in the public and private sectors to address leadership-related basic issues from a national, regional and international perspective. Thus, a series of executive programs were developed in cooperation with top business schools in the world, to enable participants to deeply and qualitatively understand many challenges leaders may face in various fields of management, leadership and personal development, through the following executive programs:

- Your leadership style and communicating with impact.
- Foundation of strategic management.
- Operational excellence in working with clients and customers.
- Managing complex problems.
- Transitions and career planning.
- Motivating individuals.
- Leading teams.
- Leading for results.

2- Work Projects:

This Program has a group of work projects supporting and motivating participants' leadership, management and personal development, to enhance the role of young leaders by consulting and cooperating with a group of government mentors and leaders. It ensures an effective and real-time training and executive skills development, in order to promote the participants' awareness of effective

leadership approach and attitude, and strategic projects management that go hand in hand with the specific goals of each institution/department, along with the requirements of the Dubai Strategic Plan.

3- Blue Ocean Forum:

An innovative and important forum that aims at empowering the participants to discuss from local, regional and global points of view the challenges and opportunities faced by the public sector. Moreover, it develops and enhances networks that strengthen the young leaders' knowledge, experience and skills in critical strategic cores including:

- Leadership and strategy.
- Leadership policy.
- Change leadership and management.
- Leadership and effective communication.

4- Workshops:

The program provides self-management, development, training and coaching, and is designed to promote self-awareness, set executive learning principles and develop the skills. Also, it will support in the successful implementation of each participant's personal development plan.

5- Personal Development Plan (PDP):

The program provides each participant with PDP, designed to his/her personal development according to each candidate's needs and preferred methodology of learning activity, in addition to proper development approaches.

6- Personal Coaching:

The program provides each participant with a coach who acts as a personal supporter and mentor, in order to develop the participant personally and professionally throughout the program, and assist in implementing the PDP and program requirements at an international level.

7- Virtual Learning Resource Center (VLRC):

The program fully and continuously supports and encourages participants to utilize the VLRC of its exclusive strategic partners. Each participant will be able to develop his/her own specialty knowledge and work by using a number of multidimensional state-of-the-art tools. VLRC is an important and vital source for various information and knowledge, and considered a significant part and principal reference of PDP for each participant.

Participation\ Joining Requirements:

- Be a UAE national.
- Be a graduate of a recognized university.
- Be between the age of 28– 34.
- Be known for his/her competence and achievements.
- Be proficient in English and Arabic languages.
- Be acquainted with computer applications.

Selection Mechanism:

- Review of nomination applications.
- C.V.
- Passing the assessment center tests.
- Interviews.

Application:

- Self-nomination via the program website www.mbrpld.ae.
- Nomination by the department.

Elite program:

Aims:

Enable participants to develop and gain personal and administrative skills, and work within teams.

Pay attention to participants with effective competencies.

Ensure the continuous flow of talented youth to face current challenges and future initiatives.

Ensure harmony between youth skills and strategic priorities of Dubai's plans and initiatives.

Exchange the functional know-how and skills among participants.

Elite Brief

Components:

Personal Development:

- Personal Development Plan.
- Positive Influence.
- Values & Code of Ethics.
- Effective Communication Skills.
- Personal Mentoring and Coaching Program.
- Shadowing Elite Program for Personal Development.

Teamwork Skills Development:

- Teamwork Skills.
- Exchange of Roles and Overcoming Obstacles facing the Team across Organizations.
- Teams' Competency by merging Different Cultures.
- Job Rotation Program.

Administrative Development:

- Project Management.
- Management Creativity.
- Focus on Results.

Elite Path for the Future:

Participants in the ELITE program determine their future path, chart their strengths and challenges, and assess both their skill requirements and development priorities. After a thorough assessment, ELITE helps participants create, implement, and review an action plan for future success. The program assists its participants in utilizing their acquired skills by giving them the potential for a golden career opportunity in Dubai's strategic initiatives.

Elite Exploration:

ELITE participants gain valuable and diverse work experience across a wide array of organizations, initiatives, and businesses. This matchless experience allows participants to expand their skill-sets, gain the broad professional knowledge essential for leadership and innovation, and explore the potentials.

ELITE participants explore a variety of challenging positions within Dubai's strategic initiatives. Additionally, they gain functional training, professional expertise and key competencies from private partner companies and consulting firms. Every ELITE position is tailored specifically to participants on the basis of skill development based on areas of strategic priorities. The participants are then rotated to contrasting positions in other domains. By working across traditional boundaries, ELITE participants become adaptable, well-rounded leaders. Working with ELITE mentors, the participants analyze their competencies, create a plan for their future, and propel their careers forward.

Elite Development:

ELITE students begin an efficient and accelerated path of continuous skill development and knowledge acquisition. They learn how to grasp the essence of

new information, focus on strategic outcomes, master technical and business knowledge, and develop solid decision-making and problem-solving skills. The program cultivates business acumen and leadership skills essential for effective outcomes.

Elite Communication Skills:

ELITE develops both written and oral communication skills of participants. By emphasizing the importance of communication, the participants learn how to express facts and ideas in a clear and organized manner, make succinct and convincing presentations, and facilitate an atmosphere of open communication. Additionally, the students gain essential leadership skills in negotiation, conflict management, team-building, and communicating through different cross-cultural communication systems.

Elite Distinction:

ELITE develops both written and oral communication skills of participants. By emphasizing the importance of communication, the participants learn how to express facts and ideas in a clear and organized manner, make succinct and convincing presentations, and facilitate an atmosphere of open communication. Additionally, the students gain essential leadership skills in negotiation, conflict management, team-building, and communicating through different cross-cultural communication systems.

Elite Community:

By helping to foster an environment of confident, enterprising, communicative, and highly skilled individuals who are committed to enhancing their communities, we are growing the capacity and future prospects of the United Arab Emirates. ELITE helps to ensure a long-term systematic and sustainable leadership development across Dubai, and to improve our communities as a whole. Elite students become the community leaders of tomorrow.

Elite Participants:

Joining Elite:

ELITE merges academic, on-the-job, and assignment-based learning, enabling students to gain the comprehensive skill-set necessary to thrive within a position at unique positions in Dubai's initiatives.

ELITE considers talented young people between the age of 21-25 years with leadership potentials and a proven academic track record. The following requirements are compulsory. To be reviewed as a potential ELITE candidate, a prospective participant must:

- Be a UAE National.
- Possess a Bachelor Degree in Business or Applied Science.
- Demonstrate a proven academic excellence.
- Have a working knowledge of both Arabic and English languages.
- Demonstrate a dedication and commitment to the human and socio-economic progress in UAE.

A candidate must provide two letters of recommendation from a former teacher or employer explaining why he / she is a good candidate for ELITE, complete a psychometric test to assess the talent and leadership potentials, and go through personal interviews.

Appendix D

Youth-based organizations in USA:

a. HOBY:

Every year, about 8000 of students become part of HOBY programs. One of the most well-known leadership programs that targeted youth and trained students in different fields of leadership. They practiced many skills such as, goal-setting, critical thinking and community services. The participants benefit from the advantages of other cultures' students from outside UAE. The program helps the youngster to understand the process of democracy and provide them with better recognition of themselves through the feedback about their abilities and skills from experts. (Murphy , Reichard 2011)

b. Growing Leaders:

Growing Leaders is a non-profit organization which serves public schools, state universities, and civic organizations, as well as faith-based organizations and churches. Their mission is to develop young leaders who will transform society. Their goal is to equip and mobilize one percent of the world's population under the age of 25 (30 million students) to think and act like authentic, life-giving leaders. They will do this by helping them discover their purpose, equipping them for leadership and showing them how to use their gifts to serve the world around them. Dr. Tim Elmor, the founder of the Growing Leaders organization, figured out a new perspective of leadership. He thought that, if the definition of leadership as possessing qualities, that enable an individual to organize a group of people to accomplish a task, then it cannot consider each student a leader. But if leadership is finding an area of strength, and using it to influence others in a positive way, the perception of Leadership will completely change to consider all the students to be leaders if the conditions required are available. (Elmor 2008)

c. Super Camp:

The ten, eleven and twelve graders, who attend a previous programs can continue with Super Camp. The student could develop their leadership skills, for instance, communication, team building, personal management through participation in Super Camp's activities. (Murphy Reichard 2011)

d. The Teen Leadership Breakthrough (TLB) program:

This program was developed by Rapport Leadership International. Two theories guided its development: Glasser's (1965) reality therapy based on choice theory and Maslow's (1954) hierarchy of needs. Glasser's therapy directed participants to focus on the present to build their future. It's stimulating people to shoulder responsibility about their decision and their general life. The program claims to create sustainable changes in youth using experiential activities, direct instruction, and feedback to teach leadership skills. (Hindes et al.2008)

e. Junior Reserve Officers' Training corps -JROTC:

A leadership course that mixes the military training with the nature of secondary school environment. The program aims to build a citizen character and develop leaders. Junior Reserve Officers' Training corps, is one of the oldest and largest federal programs for youth development in America. Congress established JROTC in 1916 with broad mandate. Despite this mandate, few schools actually established JROTC units .In 1995 Robert C. Funk after retiring from Marine corps as officer, established the Marine Corps Junior ROTC program at Topeka high school in Topeka, Kansas. He built a curriculum comprised of four separate modules: Character, Life skills, Leadership skills, Service Learning. (Funk 2002)

Appendix E

Tawteen project in Abu Dhabi

Tawteen is a major strategic initiative of the Emirates Foundation, in cooperation with substantial private sector partners. It was established in Abu Dhabi in February 2007 under the Patronage of HH Sheikh Mohamed Bin Zayed Al Nahyan, the Crown Prince of Abu Dhabi.

Tawteen was launched as part of the region-wide MENA Learning and Leadership Programme. Represented on the MENA LLP board are British Council, BP, Compass Rose, DLA Piper, Emirates Foundation, International Power, the Middle East Association, Rolls-Royce and Shell.

Mission

- Leverage private sector support and best practice models, as well as mobilize private sector funding
- Equip Emiratis with the mindset and relevant skills for future private sector employment in the UAE and in the global economic market
- Co-ordinate with existing successful projects across the UAE, for the benefit of the community

Objectives By combining the four key pillars of society: Private Sector, Government, Civil Society and Academia across the Tawteen programme, are to:

- Unlock local talent and empower local individuals
- Enhance access to learning and skills development
- Ensure access to meaningful employment for local nationals.

Tawteen Youth Leadership Project, launched in December 2007. Tawteen means "Localization" in English: the overall Tawteen Programme was established by the Emirates Foundation and leading UAE private sector companies.

The Tawteen Youth Leadership Project is one of eight current projects identified during the initial Tawteen Symposium early in 2007. The aim is to provide similarly testing activity opportunities for young nationals across three key groups: high school, higher education and post-graduates, during coming years.

Camp activities included leadership theory, practical exercises, and debrief sessions. Students worked in a group context to put theory into practice and learn by doing.

The Managing Director of the Emirates Foundation, Ahmed Ali Al Sayegh, commented: "Tawteen actively supports the Government's aim of preparing young UAE nationals to secure sustainable employment in the private sector. They face an uncertain and demanding world - through this and other Tawteen projects we and our "champions" help them meet and overcome its challenges." The Director of Projects for the Emirates Foundation, Khuloud Al Nuwais, said: "We are most grateful to BP and ALDAR for their encouragement and commitment to this leadership training. Their role is vital as we prepare for the next season of leadership camps." Shireen Khalil Yousef, a Takatof team leader enthused: "The experience was very rewarding' it was a good opportunity to discover new abilities - such as self-confidence - and the ability to make quick and right decisions under pressure, as well as leading groups to achieve goals".

Appendix F

Stephen Covey's eight habits:

** Habit 1: Be Proactive, Personal Vision:

Proactivity means that, our behavior is a function of our decisions; we are completely responsible for our own lives.

People who take initiative, recognize their responsibility to deliver the things they are looking for. Even organizations can be proactive through using the resourcefulness of proactive individual with their creativity to produce the proactivity culture.

In our life we are concerned about things, called "Circle of Concern". But the real space where we practice genuine influence on things is called "Circle of Influence". When we focus our time and energy in the Circle of Concern but outside the Circle of Influence, we are wasting our energy and time. Effectiveness requires focusing on the Circle of Influence, where we have the ability to change and affect. However, proactivity helps to expand the Circle of Influence.

Reactive people use their energy and time in the wrong direction, because they spend their effort on the Circle of Concern. As a result, their Circle of Influence shrinks.

The natural law governs our action and its results. Sometimes we make mistakes as negative consequences to our actions. From the proactivity point of view, we should acknowledge it instantly, correct and learn from it.

Our ability to make and keep promises, and our integrity in keeping commitments are the clearest manifestations of proactivity.

**Habit 2: Begin with the End in Mind- Personal Leadership:

When we begin with the end in mind we hold a compass to direct our daily activities and move forward toward our life goals, without which we will accomplish little toward our own life achievement.

All things are created twice, first in our mind, and then by working to bring them into physical existence.

A starting point in beginning with the end in mind is to create a personal mission statement. It will draw your future picture about what you want to be (character), do (contributions and achievement) and the values that govern your being and doing.

The mission statement could be balanced and easier to work with, by breaking it down into the specific role areas of your life and the goals you want to accomplish in each area.

If the person lost the direction according to the mission statement, there should be affirmations to be created. The affirmation's ingredients should be personal, positive, present tense, visual and emotional.

Mission statement can be executed by families, service groups, and organizations of all kinds.

**Habit 3: Put First Things First-Principles of Personal Management:

Habit 3 is about the Personal Management, the practical way for the independent will to create a harmony with life's values, goals and mission. Independent will, is the ability to make decisions and choices and direct the daily activities according to them. The best way to subordinate a person's feelings, impulses, and moods to the internal values is for there to be a burning "yes", which creates the ability to say "No" to other things. The "Yes" is our purpose, passion, clear sense of direction and value.

Time Management is the first and the essential skill for personal management. Time management is developed in different methods such as notes and check lists, calendars, and appointment books, prioritizing and clarifying values, and managing ourselves rather than managing time.

A matrix can be made of the characteristics and activities, sorting them according to the criteria of urgent and important.

Quadrant I activities are urgent and important.

Quadrant II activities are important, but not urgent.

Quadrant III activities are urgent and not important.

Quadrant IV activities are not urgent and not important.

Effective people focus their effort on quadrant II because it's at the heart of the Personal Time Management, however they shrink the time they spend in Quadrant I according to its emergency. Moreover, they don't use Quadrant III and Quadrant IV as they can

The second critical skill for personal management is delegation. Delegation enables you to devote your energies to high level activities in addition to enabling personal growth for individuals and organizations.

The most effective way of delegation is stewardship, which focuses on results instead of methods, it's the way to developing the goose to produce golden eggs based on internal commitment.

**Habit 4: Think Win Win

There are six philosophies of human interaction:

1-Win-Win: This model depends on principle-based behavior, where benefit is interchangeable in all human interactions.

2-Win-Lose: The authoritarian style and the competitive paradigm are dominant.

3-Lose-Win: This is the "Doormat" paradigm, where the Leadership style is permissiveness. When people live this paradigm they sever from psychosomatic illness.

4-Lose-Lose: When people become obsessed with making the other person lose, even at their own expense.

5-Win: It allows one benefit, regardless of what others need.

6- Win-Win or No Deal: If the mutually beneficial does not occur, the result is agreed to disagree agreeably-no deal.

There are five dimensions of the Win-Win model:

1-Character: It represents the fundamental base for the model. This model depends on integrity to establish trust in the relationship and to define a win in terms of personal values. The essential quality is the "abundance mentality" that there is plenty for everyone.

2-Relationships: Regardless of the model you deal with, the relationship possesses the ability to turn the situation around. The trust relationship increases the probability of a successful, productive interaction.

3-Performance agreements: The agreement should include elements to create a standard by which people can measure their own success. The elements are encompass a definition for the results not the methods, guidelines to illustrate the measurement for accomplished the result, resources, accountability and consequences.

4-Reward System: The spirit of Win-Win cannot survive in an environment of competition. When the title is Win-Win and the rewards are for Win-Lose, this results in annulling the Win-Win paradigm.

5-Process: Look at the problem from the other point of view, then state the essential issue involved, after that determine which results provide the best solution, and finally identify new options to achieve the desired results.

**Habit 5: Seek First to Understand-Then to be Understood

People tend to analyze the information they receive according to their own point of view, and reflect their own paradigm on their governance.

There are four level of listening: ignoring, pretending, selective listening, or attentive listening. The fifth form of listening is called "Empathic Listening". Through

empathic listening we must listen with our ears, eyes, and heart. Our purpose is to understand the other person's feeling and frame of reference as we truly step inside the opponent, and see the world as he sees it.

The developmental stages for Empathic Listening:

1-Repeating what the person said.

2-Rephrase what the person said with your own words.

3-Express with reflect feelings.

4-Rephrase the content and reflect the feelings.

The Empathic Listening takes time but it's better than treating the bad results of misunderstandings. When there is deep understanding, the door for healthy communication and creative solutions is open.

**Habit 6: Synergize-Principles of Creative Cooperation:

Synergy means the whole is greater than the sum of its parts. The fundamental base for synergy is to value the differences and the genuine effort to understand the opponent. It requires us to respect others, build on the strengths and compensate for weaknesses using an open mind and sincere heart to think creatively for new possibilities.

Through synergy we work together on the same side to create the third alternative to meet everyone's needs.

When people apply more pressure to strengthen their position, creating more resistance, they are expending the negative synergy which represents the Win-Lose approach. In contrast, a cooperative approach enables accomplishment.

Implementations of the first three habits produce synergy with ourselves and provide us with internal security "intrapersonal synergy", which leads to synergy with others "interpersonal synergy".

Our real life is more suited with psychic synergy, when we combine our logical thinking using left brain and emotional thinking using right brain.

In ecology, the interrelation of things, describes the synergism in nature. In synergic relationship the creative powers are maximized. The Seven Habits are also interrelated and are most powerful when used together.

**Habit 7: Sharpen the Saw- Principles of Balanced Self-Renewal:

Sharpen the saw means: taking time to renew the physical, spiritual, mental and social-emotional dimensions of our life.

The physical dimension encompass the healthy eating, enough rest and relaxation, and exercising on a regular basis.

The spiritual dimension means our commitment to our value system. It represents the deep relationship with the timeless truth of humanity. It interprets what life is all ultimately about.

The mental dimension means daily feeding to your mind by reading, writing, organizing, and planning.

The social-emotional dimension requires focus and exercise in our interaction with others. It depends on our intrinsic security which comes from living a life of integrity and practice correct principles deep in our own mind and heart.

Many people reflect others' opinion, prescriptions, and paradigms; as a result their lives become a mirror for the people surrounding them. We can solve their problem by treating them as worthwhile individuals, responsible and value-based people.

**Habit 8: From Effectiveness to Greatness-Find Your Voice and Inspire Others to Find Their Voice:

The previous Seven Habits describe the path to Effectiveness, whereas the Eighth Habit describes the path to greatness, which is the requirement of success in the twenty-first century.

Stephen Covey illustrates that: "Greatness involves transcending the negative cultured "software" of egos, scarcity, comparison and competitiveness, and choosing to become the creative force in your life".

Most great organizations start with one person who first changes him-or herself by learning true nature and gifts, then uses them to envision others to accomplish what they are looking for, such as Mohammad Yunus, the founder of Grameen Bank in Bangladesh.

How to discover your voice?

When people find out their three gifts and their four intelligences they are born with, they reach the point of discovering their voice.

The three gifts are:

1-The freedom to choose:

There is a distance between the stimulus and the response, inside this distance exists our ability and our freedom to choose the suitable response and our response directs our growth and happiness.

2-The Natural Laws or the principles such as: fairness, kindness, respect, honesty, integrity, service, and contribution. These Laws work as a compass to correct response to different stimulus.

Wisdom essentially means: living according to the principles instead of pursuit of today cultivation, which is built on quick reform.

3-The four intelligences:

The human beings include four parts: body, heart, mind, and soul. Each part matches with a different ability or intelligence.

The mental intelligence IQ means: the ability to analyze reason, think abstractly and comprehend.

The physical intelligence PQ means: what our body does without a conscious effort.

The emotional intelligence EQ means: one's self-knowledge, self-awareness, social sensitivity, empathy and ability to communicate successfully.

The spiritual intelligence SQ means: one's drive for meaning and connection with infinite. It's the small voice within us.

How to inspire others to find their voice??

Studying the great achievers' life reveals one connection line between them all. They are similar in developing their four intelligences.

Great achievers develop their mental intelligence into vision through a combination between their abilities and their needs.

Great achievers develop their physical energy into discipline. Discipline means to pay the cost of converting the vision to reality "will power".

Great achievers develop their emotional energy into passion. Passion glows when a human's need meet with unique gift in some one. The key for a life exuberant is to discover your unique talent, your special role and your life purpose.

Great achievers develop their spiritual energy into conscience.

When conscience governs the vision, discipline, and passion, the leadership change and leads the world to its best.

The best way to inspire others is through organizations. In organization the leader who finds his-her voice can enable individuals to sense their worth and potential for greatness and contribute to the individuals' talents and passion.