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## **ABSTRACT**

In this paper, the author tries to briefly analyze some of the current systems of Egypt; the political, economical, and educational systems, in comparison to other developed countries, to help the on-going reforms in the country. Then, two main root problems are identified;

1. The poor application of modern management and organization theories
2. The lack of properly educated people or poor utilization of them

Hence, the author started his initiative to develop new generations of young people who would act in the future as Agents of Change. They will carry the responsibility of improving the country's systems and run them efficiently within their specific areas of specialty. In order to realize this mission, the author's experience in the non-formal education sector was utilized through his membership and active role in the Scout Movement. The fundamentals of Scouting, which differentiate it from other youth educational movements, are presented. The Scout Definition, Purpose, Principles and Method were explained. Finally, a comprehensive management and organization mechanism, to transform the concepts and fundamentals of Scouting from theory into practice, is introduced as the Organizational System. The components of this system are discussed, and the contribution that has already taken place in the development of this system is highlighted. The author believes that combining Scouting non-formal education with the Organizational System would provide Egypt's future with new generations that would act as Agents of Change.

## **Egypt's Future: Agents of Change, Non-Formal Education and Organizational Systems**

In the last couple of years, the Egyptian government announced its plans for reform initiatives in the different field. The new cabinet under the leadership of the Prime Minister launched some plans in trial to affect the existing economical, political and social systems. Whether these initiatives would really improve the deteriorating conditions of the country or not, this is the question that has kept wandering in the worrying minds of the Egyptians, as it has been always with the previous cabinets. Changes were done to the constitution related to the election of the country president and the presidency terms, trials to held free, honest and transparent presidency elections were carried out, and new laws improving the taxes and customs system were released.

However, I do believe that the road to really build a modern, developed and strong Egypt is still very long as almost all the country systems are suffering from inefficiency, ineffectiveness and corruption. For example, the political system doesn't properly guarantee a democratic rule of the country; the conditions of the inactive political parties are also very frustrating, the unreal non-transparent parliament and presidency elections, the governing chapters of the constitution and state laws.

The economical system, which should primarily utilize the country rich resources and put for the good of the people, has failed to build a strong industry that could compete with the world's players in the globalization touch game. It also hasn't been successful in exploiting the country's huge heritage and potentials for the tourism industry- it worth mentioning that one-third of the world's monuments is located in Egypt alone. The level of tourism services in hotels, resorts, museums and other attractions is still low and not competitive comparing to other countries which don't have as much long history, various attractions, pleasant weather, or geographic location as Egypt. Moreover, the fertile soil, moderate weather and abundant water resources of the country were handled carelessly to the extent that the fertile lands suited for agriculture have been destroyed by building concrete constructions on them which lead to the shrinkage of the green land and, consequently, the agriculture production.

Deterioration and inefficiencies could be traced not only in the above mentioned systems, namely the political and economical systems, but also in the country other systems; health, police, traffic, media, transportation, and, also, education. Living and growing in Egypt gave me the opportunity to have a first-hand experience of the problems and defects existing in the country's systems, and also to witness the negative implications they have on the daily lives of the people, resulting in the frustration, disappointment and unhappiness of most of the community.

Therefore, by knowing all this, I felt that I have a responsibility towards my country and the community I live in, and I further analyzed the condition and did some comparisons between Egypt and the developed countries. It was evident that these systems are very much interrelated and affect each other, therefore, an improvement in one of these systems alone without an approximately equal improvement in the other interrelated systems, wouldn't be sustainable and effective. Hence, I had to look for the root cause of the under-development of these systems. My observation was that the common two main root problems in almost all of Egypt's systems were:

- The poor application of modern management and organization theories: this is related to the organizational structures and processes that are used to transform the community inputs into useful and valuable output. In addition, the ability and knowledge to develop practical and effective strategic, tactical and operational plans.
- The lack of properly educated people or poor utilization of them: this is related to the poor educational system in place with all of its interrelated aspects, i.e. the curriculum, teachers training and qualification, schools and universities facilities and the core philosophy the system is built on.

These two observations have occupied my mind since four years ago, and I believe that they would keep so for many years to come as I kept thinking how I can contribute to solve these two root problems. First, I figured out that solving these two problems would require a lot of patience, persistence and resources. The most important required resource

has been always the right people who would help the country to eradicate its problems. Those people would act as Agents of Change, who would make the improvements in the country's different systems a reality. They will come from the different academic background to be implanted in the different existing systems, but they will be equipped with the minds, hearts and spirits of change. Those Agents of Change should possess certain characteristics in order to carry out their touch mission; they should be intellectual, courageous, enthusiastic, ethical and spiritual. Moreover, they should have very good interpersonal and communication skills to propagate change and convince others of it. Also, they should be very organized and able to plan on the different organizational levels, able to form or work in harmonious and productive teams, capable of withstanding resistance to change from the different involved entities, and should be successful and skilled in the area or system they are trying to change. Originally, developing the people of the country is the main responsibility of the educational system which should have produced people with the right knowledge, attitudes and skills to run and improve the country's different systems. Moreover, it should have produced more knowledge, instead of making the people just merely users of knowledge. Unfortunately, this hasn't been the case, and even the current educational system itself needs those Agents of Change who would make it capable of performing its main function again.

Likely, there are three forms of education; the formal education which takes part in schools and universities, the informal education which is carried out within the family and friends, and finally the non-formal education which is realized by the church, club and other youth organizations. I haven't had an access to the formal education institutions, but, since 1996, I have been an active member in one of the well-established educational youth movements, namely the Scout Movement.

When I first joined the Scout Movement in one of the local scout groups, I was fascinated by the high ideals described in the ten-point Scout law that was identified by the founder of Scouting, Lord Baden Powel. Also, I was motivated by the crafts and survival skills that were moderately introduced to me while I was an assistant leader in my first scout group. Therefore, I had an insight that Scouting

could be my way to influence the young people and youth of Egypt to be Egypt's Agents of Change.

Day after day, my interest in Scouting increased, and I started to overcome the lack of training and education by educating myself on all the related topics to Scouting. I spent hours searching the Internet for relevant websites, making myself comfortable with the English terminologies of Scouting (as very few useful resources were available in Arabic), researching libraries and looking for people within my social network who can support me in any form. The result was fantastic; my knowledge, understanding and training of the scout skills and activities were recognized and appreciated by my colleagues, to the extent that I was appointed in 1999 to be the leader of the scouts section in my scout group. This meant that I would have the opportunity to train and develop about 25 young boy scouts within the age range of 11–14 years old. I paid attention to every boy scout in my section, tomorrow's Agents of Change, and I tried my best to give each one a variety of activities and projects to participate in and take active role in. Hence, they would figure out their real talents and potentials to put them in practice and develop them further. As I believed that "the aim of development is the complete fulfillment of man, in all the richness of his/ her personality, the complexity of his/ her forms of expression and his/ her various commitments- as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer."<sup>2</sup> Throughout camps hiking trips, cultural visits and celebrations, the young people felt appreciated, respected and cared for. They started to be proactive, willing to handle responsibilities, committed to Scouting, dependant on themselves and interdependent with each other.

Although I was happy that my scout unit was successful; member boy scouts were increasing, they were highly interested and they were developing and growing, I was again faced with Egypt's two root problems;

- From management and organization perspective, I found that I am spending a lot of time and energy in the running of the scout unit and in learning most things by trial and error. In addition, the whole scout group

was very weak with the absence of mature leadership and clear plans, existence of internal conflicts between the scout units leaders and the lack of utilization of the shared resources and systems between the scout units; i.e. financial resources, human resources, camping gears, etc.

- From an educational perspective, I realized that leading young boys in my scout unit was such a huge responsibility as it contributes to their development and growth that would later directly affect their current life and future. Unfortunately, I figured out that I had neither proper training nor mentoring guidelines to support me in carrying out my educational leadership role.

Looking for solutions to these problems was my motive to start looking around with more focus, and I outlined to myself certain areas that I need to explore;

- Well-established and successful local scout groups
- Experienced relevant people
- International scout resources
- Observation of all the similar organizations around me

Then, I reached out to friends in my network that can help me in gaining insights in the areas I already identified, and, in the meantime, I focused my independent readings and research on the proper solutions. The results were quite good; I got in contact with the Egyptian Federation for Scouts and Girl Guides (EFSGG) with its different associations, I explored the programs and organization of many local scout groups, and I found the official website of the World Organization of the Scout Movement (WOSM).

Getting in contact with EFSGG gave me valuable opportunities to take part in numerous national opportunities to take part in numerous national events and to meet many responsible people in the scout movement whom enriched my knowledge and background about the status of the scout groups in Egypt and the

different challenges and obstacles that it had been faced. Also, this reaffirmed my previous analysis of the conditions of the country, and the identified root problems, as I was able to test and verify them on a larger sample of the Egyptian community. Also, the EFSGG gave me the opportunity to have international exposure by nominating me to represent it in some international scout events that gather scout groups from the different countries of the world. This was a life-changing experience as it was my first time to get such an international exposure, observing and studying totally different mentalities with different life approaches and different leadership and management methodologies. This experience broadened my mind and enabled me to accept and understand different points of views. Having such exposure made me in a good position to compare between the various international scout groups I met during my travels and the local scout groups that I was observing and following their activities to further refine some common initial observations and requirements that should exist in a scout group in order to be effective in the development process of its young people.

In addition, I was able to download and read many documents from the WOSM official website. These documents have been my teacher, educator and trainer for years to follow. They clearly and deeply provided to me, for the first time in my life, a clear official definition of the Scout Movement as “a voluntary non-political educational movement for young people open to all, without distinction of origin, race or creed, in accordance with the purpose, principles and method conceived by the founder”<sup>1</sup> Furthermore, this definition introduced to me three main other topics; the Scout Purpose, Scout Principles and Scout Method. These were the fundamentals of Scouting and the core philosophy of Lord Baden Powell who didn't spare any time or effort to develop it and spread it to the whole world. I even realized that it is very important for everyone in Scouting or related to fully understand, digest and live by these fundamentals to be really an active member in this movement, a truth no one has directed my attention to before, and very few people whom I know has realized this truth. These fundamentals composed my

beliefs and convictions on how the effective educational system should look like, on what basis it should be built on and how it should be implemented.

I learned that that the main purpose of Scouting is “to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.”<sup>1</sup>

I was fascinated by this comprehensive purpose which takes care of the physical intellectual, social as well as spiritual development.

Also, through other general readings related to the human development, like Stephen Covey’s “The Seven Habits of Highly Effective People”, I was convinced and reassured that the balanced approach of Scouting is very unique and very truthful. Moreover, learning that the scout principles are:

- 1- Duty to Self
- 2- Duty to Others
- 3- Duty to God

I became very confident that even the values that Scouting is following while achieving its purpose are also comprehensive as they include the main centers of focus one should be taking care of in life.

Not only the Scout fundamentals provide the definition of what Scouting is, the main purpose Scouting strives to achieve, and the principles that govern all of its actions to achieve this purpose, but they also address how Scouting should be practiced in order to achieve its main purpose. This is expressed in the Scout method which contains seven points;

#### **1- The Scout Law and Promise:**

The scout law is “a code of living based on Scouting principles”<sup>3</sup>- as explained earlier- and the scout promise is “a pledge that every young person makes before a group of peers when he/she chooses to join the movement”<sup>3</sup> which indicates his/her acknowledgement of the scout law and personal commitment to so his/her best to abide by it.

## **2- Learning by Doing**

This reflects the practical approach that should be followed while educating the young people, an approach which proved by modern educational methods to be the most effective. In this first book about Scouting, Lord Baden Powell explained that “self-education, that is, what a boy learns for himself, is what is going to stick by him and guide him later on in life, for more than anything that is imposed upon him through instruction by a teacher.”<sup>4</sup> Something which I personally experienced during my early years in my university and in Scouting.

## **3- The Team System (or Patrol System):**

This utilizes the fact that young people have a tendency to create their own groups with their peers which requires that any scout unit should be formed of teams, each team has a leader from the young people themselves, and each team member has a certain responsibility for the good of his/ her patrol, i.e. secretary, hikemaster, treasurer, etc. Lord Baden Powell commented that “the patrol system leads each boy to see that he has some individual responsibility for the good of his patrol. It leads each patrol to see that it has definite responsibility for the good of the troop.”<sup>5</sup> This team system provides a real partnership between the young people and their adult leaders, self-government, democratic system and an acceptance of the differences between the human beings as “when people work together on rewarding projects which take them out of their usual routine, differences and even conflicts between individuals tend to fade into the background and sometimes disappear.”<sup>2</sup>

## **4- A Symbolic Framework:**

It helps to communicate and simplify the concepts and values intended to be rooted in the depths of the souls and minds of the young people. These symbols include, but not limited to, the very name of movement, Scouting, that appeals very much to the adventurous spirits of the young people, Scout logo, Scout slogan, Scout uniform, units and teams flags and merit badges. The effect of symbols in one’s life is explored in *The Possible Human* as “the capacity for awareness of sensory experience is critical to the development of meaning... Meaning derives from a profoundly held relation to the revelatory power of the

symbols. Yet the symbol becomes an objectified 'other' if it is not grounded in the senses."<sup>6</sup>

#### **5- Nature:**

This has been a very unique aspect of Scouting which characterizes most of its activities. It means that the young people in Scouting should be in contact with nature as "every flower of the field, every fiber of a plant, every particle of an insect, carries with it the impress of its maker, and can- if duly considered- read us lectures of ethics or divinity."<sup>7</sup> Scouting has the belief that the outdoors is the best place to educate the young people about life, death, immortality and God, and that living in harmony with nature is a good way to hit "the mark without effort and apprehend the truth without thinking" as expressed by Confucius.

#### **6- Personal Progression:**

A very important component of the Scout Method ensures that every young person has the opportunity, motivation and support to set personal objectives relevant to his/ her personal talents and potentials. In addition, work on achieving these progression objectives at one's own pace and best learning technique without any form of stress or pressure. The WOSM expresses this stating that "there are no competitive tests, no ranking according to who did better or worse. The only competition is with oneself."<sup>3</sup> Progress is followed up, measured and celebrated "in terms of the effort made, the level of proficiency gained and the use that has been made of it."<sup>3</sup>

#### **7- Adult Support:**

This means that the support of adults in Scouting is very crucial to the success of its method. Adults are expected to work in partnership with the young people, advising, guiding and mentoring them through their life in Scouting. Also, adults in Scouting develop leadership styles that best suit the scout unit according to its age range and its ability to lead itself, as Lord Baden Powell explained that a Scout leader "has to be neither schoolmaster nor commanding officer, nor pastor, nor instructor. He has got to put himself on the level of the older brother."<sup>5</sup>

Nevertheless, I found that although all these concepts and approaches are explained clearly, not all the scout groups that are aware of these fundamentals are able to be successful. The reason for this is that these fundamentals haven't provided the detailed mechanisms to transfer the concepts into sustainable and effective running organization. This is where my academic background, professional work experience and volunteering experience came together to help me in developing this mechanism. I called this mechanism the Organizational System which I believe would help solving Egypt's management and organization problem. This system is composed of the **Mission Statement** which includes the main purpose of the existence of the organization and its main philosophies and values- in case of a scout group, this could include most of the Scout Fundamentals. Then, the **Strategy** of the organization is derived from the Mission Statement, including Long-Term, Intermediate and Short-Term Goals that the organization strives to achieve. **Processes** are developed in order to transform the organization's inputs into its desired outputs to achieve the defined goals. Therefore, Processes are the core of the Organizational System, as it's the working method or means by which all the people in the organization would use to achieve the goals. Processes could be divided into three main categories; Management Processes (Strategic Planning, Financial Planning and Strategic Controlling), Core Processes (this differs from organization to another according to the nature and the mission of the organization) and the Support Processes (Human Resources, Logistics, Facilities, Administration, etc.). In order to develop an organization's processes, a certain methodology needs to be followed which I will detail later. After, setting-up the Processes, the responsibilities could be divided in the form of an **Organizational Structure**. Finally, the **Right People** should be allocated to the right positions to run and operate the Organizational System.

After developing this generic concept, I took the responsibility to apply it and test it on my scout unit as a model. Moreover, I already started developing the system's Processes with the help of two friends in my scout unit. We developed the Annual Planning Process and the Membership and Training Process in the last couple of years, and the methodology we used in order to achieve these processes was as follows:

1. We started by defining the objective from the process
2. Developed the main steps of the process and then detailed each step into certain activities, following the “Levels Concept”<sup>8</sup>, until we reached the point that there is no further detailing, so we designed templates, forms or handouts to be used.
3. Finally, we documented and filed all the developed work.

This year, 2006, we started testing the Annual Planning Process on our scout unit, and our initial evaluation was that it is very successful although it needs some minor refinement.

In conclusion, I do believe that utilizing the Scout Movement fundamentals combined with the presented Organizational System could contribute greatly to solve Egypt’s educational, and management and organization problems through the development of generations of young people who will act in the future as Agents of Change. Those Agents of Change will improve the conditions of the different systems of the country to prepare it to be among the most developed countries of the world.

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