

The Award

in its First Decade

(1998 - 2010)

Visions and Accomplishments





His Highness

Sheikh Hamdan Bin Rashid Al Maktoum

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Preamble

This book examines the Award process of distinction for academic performance over the past thirteen years, which is the period of the Award since it was launched in 1998, and demonstrates its range of development and success, along with its accomplishments and its impact on the field. This book is also intended to be a reference and a source of information for those interested in academic distinction and its particulars, and an accessible guide to all, be it inside or outside the country. Above all, this book allows individuals to recognize the valuable information it contains.

The book consists of four main chapters, starting with a brief background about the Award sponsor His Highness Hamdan Bin Rashid Al Maktoum, followed by the first chapter, which includes information about the Award in terms of its preamble, launching stages, objectives, strategic directions and the Award's distinctive features. The second chapter includes the Award process of development and success; it reviews the development of groups and categories, qualitative participations and accomplishments achieved by the Award over the past twelve years. The third chapter focuses on the nurturing management of the talented individuals and their accomplishments, UNESCO-Hamadan Bin Rashid Al Maktoum Award, nurturing program for academic excellence, and the supporting institutions for education. Because of the Award, these stages are considered to be accomplishments with clear impacts on individuals and societies. The book concludes with the practical impacts of the Award.

This book is also intended to keep pace with modern technical developments and to achieve the desired publicity through printing two editions: one in Arabic and the other in English, along with an electronic copy. We are hopeful that the readers of this book will find statistics and valuable information illustrating

and examining the movement as well as the process of distinction in academic performance within the UAE, lead by Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance. By so doing, it is hoped that the Award achieves the noble purpose desired by His Highness behind setting up this Award. This support will help setting up an education system of distinguished quality, capable of developing national competencies equipped with experience and skills which will enable them to lead the society to a comprehensively developed and promising future.

Introduction

Since the UAE inception, which was the second of December 1971, the rapid change, growth and development have accelerated, and such acceleration was in all aspects of life, keeping pace with most developed countries. All was made possible because of the leaderships of the late Sheikh Zayed Bin Sultan Al Nahyan, founder of the UAE and its educational renaissance, His Highness Sheikh Hamdan Bin Rashid Al Maktoum, Vice President, Prime Minister and Deputy Ruler of Dubai and their brothers, members of the Supreme Council, and the UAE rulers.

The UAE report on the developmental goals and objectives for the millennium, with respect to the UNDP, has affirmed that the UAE achieved a comprehensive developmental renaissance in all aspects of life; it has also affirmed that the UAE is committed to adopting sustainable development, which has resulted in distinguished economic and social prosperity and has provided welfare to society.

In an era where the concepts of strength and distinction have changed to science and information technology, the government's interest in education has become very clear, considering it a necessity for survival and a must for the nation's national security and its main elements of success as well as the tool of initiating comprehensive growth and development in the society, whose main objective is to develop an educational system that would keep pace with the explosion and dissemination of knowledge and rise up to international criteria. This system will be able to face challenges and achieve national aspirations. According to the UAE government, educational quantitative expansion and limited reforms were not sufficient. Therefore, there is a need for a more distinguished educational system with clear objectives that suits future aspirations of society. In this regard, educational councils were established for the purpose of development, which guarantees quality performance and equips society with qualified

cadres according to up-to-date standards.

On the basis that motivation is a key to distinction in human individuals and the power that drives their performance, it is such motivation that increases individuals' initiatives and their creativity and ignites their positive energy. To this effect, His Highness Sheikh Hamdan Bin Rashid Al Maktoum has announced the launching of the Hamdan Bin Rashid Award for Distinguished Academic Performance so the Award's vision and its objectives can be integrated within the UAE educational system and contributes, through its participation in other awards, to the dissemination of culture of distinction.

With the fast-paced and enormous developments, it is necessary to pause from time to time, review and identify what has been achieved and address any drawbacks, if any. This is precisely what this book is all about. It is hoped that readers will find all statistics and relevant information they may wish to find about Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance.



Brief Summary about the Award Sponsor His Highness Sheikh Hamdan Bin Rashid Al Maktoum

His Highness Sheikh Hamdan Bin Rashid Al Maktoum belongs to the deep rooted Al Maktoum Arab family, which governs the Dubai Emirate in the UAE. Currently, he is Deputy Ruler of Dubai and Minister of Finance. He is known to have keen interests in humanitarian actions and his passion for education, literature and scientific developments. His commitment to human sustainable development in a stable international environment is based on dialogue and partnership.

His Highness Sheikh Hamdan Bin Rashid Al Maktoum inherited wisdom and clear sightedness from his late father Sheikh Rashid

Bin Said Al Maktoum, who instilled in him the love and passion for knowledge and learning. After completing his primary and basic education in Dubai, His Highness pursued his higher education in Cambridge, UK. His Highness considers developing education within the UAE in particular and the other developing countries in general a top priority. He participated in supporting education in many countries such as Asia, Australia, Africa, Ireland, Europe, and South America. Such support is derived from His Highness' belief that modern education, which is based on a sound and solid foundation, is the correct way to achieve progress and sustainable human development.

In appreciation of his qualitative efforts, His Highness was chosen as a unique and distinguished character on a number of international gatherings- something which has clearly impacted human civilization. His Highness was selected as the Man of the Year for the year 2000 due to his support of a number of charitable projects, including building and setting up orphanages, schools and hospitals in many poor and underdeveloped countries. He was also chosen as best international character for the year 2005 in the fields of health, education and sports by the International Hospitals Federation. In 2006, he was awarded three certificates from the British Royal Academy as the first character to have such achievements; he was awarded the certificate of British Royal Academy Honorary Fellowship in London and Edinburgh for internal medicine; he was also awarded the British Royal Academy Honorary Fellowship certificate in Glasgow for internal medicine and surgery. His Highness was awarded the "Arab Technology" Award for Life Achievement in appreciation for his efforts as Chairman of the Dubai World Trade Center, the organizing body of GITEX Fair in developing the markets of information technology in the Middle East.

In 2006, His Highness was awarded the UNESCO Appreciation Medal due to his clear contributions and efforts in the fields of education and science. This medal is considered to be one of a

kind to be awarded by the UNESCO. His support for education and health sciences continues to be his favorite activity, let alone his setting up of many medical and teaching centers. In this regard, His Highness established the International Award for Medical Sciences, the Award for Multiculturalism in Scotland, aiming at acknowledging the contributions of individuals and institutions to support cultural diversity in Scotland, including religious, racial, cultural and civilized dialog diversity can prosper, the UNESCO-Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance, the UNESCO-Hamdan Bin Rashid Award for Outstanding Practices in Enhancing the Effectiveness of Teachers, and the Applied Arab Research Award at the Arab World level.

Chapter One

Launching the Award

Award's Strategic Directions

Award's Vision

Award's Mission

Award's Objectives

Award's Administration Organizational Structure and its Units

Award's Committees

Award Distinctive Features

Launching the Award

In March 1998, His Highness Sheikh Hamdan Bin Rashid Al Maktoum, Deputy Ruler of Dubai, Minister of Finance, issued a decree to launch the Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance as a token for His contribution to support the field of education, and to help qualify generations, who will be able to bear their responsibilities as well as their scientific and practical duties. The Award also honors distinguished individuals in the fields of education in all aspects. Therefore, his affirmation for commitment and his appreciation for innovative work make him the eligible sponsor for the Award. In its first year, the Award was restricted only to Dubai schools. Later, in his Closing Ceremony of the first round, His Highness nationalized the Award to include all the UAE schools. His desire was to promote the culture of distinction all over UAE. With this, the Award has not covered the Emirates of Dubai only, but it included all other places and become the moving mechanism for hidden potentials and talents for all people working within the field of education all over the UAE. With the issuance of decree number 25 in the year 2000, the Award took an official dimension at the highest level through which Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance was launched. Since then, the Award has become a legal entity with full capacity to act in light of its purposes and main statutes.

In March 2003, as the sponsor of the Award, His Highness requested that three Award categories be assigned to the GCC countries: Distinguished Teacher Award, Distinguished Student Award and the Distinguished School Award. With this, the Award moved from being a local event into the wider Gulf area. By doing so, the Award Administration has made the Award a reality in the academic year 2003- 2004 and was also considered to be a true move towards supporting the quality of the teaching systems

in these countries, generalizing the successful practices in this sector and making distinguished academic performance the aim and the criterion at the same time.

The Award has made another leap via launching the Applied Research Award at the Arab World level, starting from its ninth round (2006-2007), to encourage education researchers in the Arab World and to enrich the Arab educational library. This step came within the framework of the Award's attempt to extend its benefits to the Arab World. In a gathering held by the Award to honor the winners in its ninth round on April 9th, 2007, his Highness declared an international initiative and launched the UNESCO-Hamdan Bin Rashid Al Maktoum Award for Outstanding Practices and in Enhancing the Effectiveness of Teachers. The Award Administration, in cooperation and coordination with UNESCO, took all necessary measures to make the Award an international event. In 2010, the world witnessed the Award's first round celebration to honor the winners. Due to his Highness' belief of the importance of roles integration among institutions within the society, and his deep conviction that education is the society's concern that should be looked after by all sectors in a society, the Institutions Award was launched at the end of the tenth round, where his Highness requested that all society institutions be involved regardless of the activity practiced. In the eleventh round, a celebration was held to honor the first winning institution, which won the institutions award that supports education. Since "Distinguished Performance" has a beginning, but not an end, his Highness, in his Closing Ceremony in the 11th round, launched the Higher Education Competition Award for all universities accredited by the Ministry of Higher Education in the UAE. The Award included three categories: Distinguished University Student, Best Applied Project, and Best Scientific Innovation at the university and college levels. The twelfth round witnessed the celebration of honoring the winners in the Higher Education Competition

Award, and this has reflected his Highness' comprehensive view of distinguished educational performance and its connection and involvement with all various stages of learning.

Award Strategic Directions

The convictions of the Award Administration have emerged from the fact that planning is one the main factors for the success of business success. Planning identifies business priorities and pathways. It is also important for the purpose of monitoring its implementation away from confusion and randomness. Within the framework of this objective, a team from the Award Administration coupled with those experienced in the field of planning were asked to prepare the strategic plan for the period (2003-2007), in accordance with the decree number (1) for the year 2001. The team started its mission in light of the directions of the Award sponsor and the Board of Trustees' decisions, while considering the views of those who were impacted by the Award activities and those who had an influential role to play in such activities, including students, teachers, school principals, supervisors, districts educational managers, among others, to identify the Award vision, desired mission and culture, general and operational goals, along with their aspects of work. The Board of Trustees approved the Award Strategic Plan in its session number (73) dated 26/12/2003. As an inevitable result of developing the organizational body, monitoring the follow-up and assessment processes for the Award's programs and activities via periodical and stage achievement reports, exploring clients opinions and the procedural researches, the Award's aspirations, development, modernizing and requirement on embarking on more distinguished programs and activities, a decree was issued to form the Strategic Plan Preparation Team for the coming stage, starting from 2007 through 2012. The team prepared the plan which included the following:

The Award Vision

Pioneering in the leadership of distinction in academic performance and nurturing gifted individuals.

The Award Mission

Improving academic performance and care for gifted individuals via best local and international programs to compete and positively cooperate with all parties to build a distinguished and educated society.

Values

Community involvement and participation

Sustainable care

Social networking

Comprehensive quality of teaching methodologies

Promoting distinction and achieving pioneering role

Promoting national identity

Transparency and equal opportunities

Credibility and integrity

The Award has translated its mission, vision and desired culture into distinguished programs so as to preserve its pioneering role in the region on the one hand and maintain its role at the national and international level on the other.

Award Objectives:

The Award objectives put forward by His Highness constituted a challenge to the Award Administration, considering the fact that distinguished academic and teaching performance in the UAE is conceptually, intellectually and philosophically characterized by modernity. To realize this, the Award Administration put forth strategic objectives, along with wide-ranging plans and comprehensive programs. Such objectives are identified as follows:

- * Improving the levels of performance, innovation and excellence in the field of education.
- * Promoting innovation and excellence in all aspects of education and quality of teaching.
- * Providing motivating educational environment conducive to innovation, pioneering and excellence.
- * Motivating and honoring all bodies, groups and individuals who provide distinguished achievements and innovations, which contribute to developing the educational sector.
- * Highlighting the role of the Award as a catalyst for the development of education and dissemination of knowledge and maintaining its reputation locally and internationally.
- * Emphasizing the importance of the educational sector and its key role for the development of peoples and nations and for preparing qualified generations, who are aware of their duties and responsibilities towards their country, nation, peoples and their beliefs.
- * Expressing Dubai's role in supporting and encouraging the spirit of making initiatives, innovation and distinction in all fields, particularly in the field of education.

Since the need for development is inevitable, and because of the need for expertise to achieve quantum leaps in the Award performance in accordance with the aspirations of the pioneering institutions, particularly in the field of educational excellence, a set of strategic objectives was added as a requirement for the Award's new era. These objectives emerged as a result of the uninterrupted analysis and assessment of the Award's actual work, in addition to assessing the future ambitions and aspirations, and its constant desire to the forefront distinguished academic performance awards. Some of the objectives of the new phase are as follows:

1. Motivating targeted individuals to participate in the Award's competitions.
2. Coordination of efforts between the Award and the concerned

- parties of the programs and awards for outstanding performance.
3. Application of quality assurance criteria in the performance of organizational units.
 4. Promoting and updating the processes and practices of arbitration.
 5. Maintaining the reputation and prestige of the Award's distinction locally and internationally.
 6. Highlighting the role of the Award and the media level.
 7. Recognizing the Award as an international classification program.
 8. Investing in the capacities of the Gifted and Talented and meeting national priorities.

These objectives were translated into quality projects and unique programs that meet the Award's needs and aspirations.

By the end of 2010 and early 2011, the Award was ready to formulate its strategic plan for the next phase (2012- 2017). An advisory team, set up for preparing the strategic plan, is charged with identifying the Award's new phase priorities and analyzing and assessing the Award's status internally and externally. The team will also measure the clients' aspirations and expectations of the Award and their satisfaction with the services provided to them and their level of satisfaction.

All this was in accordance with the strategic directions of the Federal Government regarding education and the aspirations of Dubai and the vision of His Highness Sheikh Hamdan Bin Rashid Al Maktoum. This strategic plan will be recognized by the Award Board of Trustees in the Closing Ceremony of the 13th round. The outlines will then be translated into implementable projects and programs for the Award administrations and units where the Award officials hope that the Award's new strategic plan will show the way to distinction and give proper credit to the Award's sponsor.

Award Administration's Organizational Structure and its Units

According to Decree Number 25 for the year 2000, issued by the late Sheikh His Highness Maktoum Bin Rashid Al Maktoum, Dubai Ruler, the Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance was founded. Since then, the Award enjoys a moral and legal entity with full capacity to act in light of its purposes and statutes. Based on this eminent decree, the technical and managerial bodies of the Award Administration were created to carry out the Award's missions and realize all the achievements articulated in this book. Some of those achievements were demonstrated only for exemplification and clarification with respect to the Award's course. The Award body comprises of a number of educational and managerial qualified individuals, experienced in the field of distinction and quality; these competencies gave the work a professional dimension, distinguishing it from other bodies in other performance awards. In light of this, and in order to complement the structure of the Award Administration, an organizational body was created and descriptions of units' duties and responsibilities were illustrated according to Decree Number 612 for the year 2003, regarding the adoption of the Award organizational body and the main functions of the Award units. Since its inception, the Award Administration contained four sections: Educational Excellence, Development Unit, Gifted Individuals Unit and Administrative and Finance Unit. A handful of employees were appointed in these units. Because of the evolving roles of the Award, the branching of its activities, and the expansion of its diverse missions, along with the fast development and effect of distinguished institutions and organizations, and the emergence of distinguished performance awards, locally and internationally, and due to the Award Administration desire to reorganize its organizational environment according to the best organizational and administrative systems available, while considering the rapid

growth of the Award as an institution and the structures/bodies associated with it, the Award Administration, with directions from the Board of Trustees restructured its organizational body. With this reorganization, the Award has lucidly reflected the Award's technical and administrative nature and its activities, assisted by the best international experiences in the field. This was followed by restructuring the administrative and organizational units and employees' job descriptions. Since its inception, the Award Administration tried to attract best qualified individuals to work in it by adopting best human resources system for job advertisements and recruitment, along with housing facilities, based on the applicants' experience and qualifications. Therefore, new positions were created within the organizational structure to meet the demands of the award administrative work. The Award units were also transformed into departments, and the Award Administration. Since 2007, the Award consisted of four main departments, and twelve section/units, distributed among the departments according to the nature of the task of each department. The Award has also added some high quality positions such as the Internal Auditor, Quality Assurance Expert, Legal Councilor, in addition to leadership positions such as Board of Trustees, Secretary General, and Executive Supervisor. Such positions reflect the nature of work and its philosophy, based on a shared vision. This perhaps was one of the key factors, which contributed to the success of this institution and sustainability of its excellence in the field of distinguished performance.

In the year 2010, and as a result of the administrative reviews and the continuous job evaluation and the development of the Award activities and its geographical expansion to the international level by inaugurating the UNESCO-Hamadan Bin Rashid Al Maktoum Award , Institutions Awards for Supporting Education, and Higher Education Competitions Awards, all have given rise to the need to restructure the Award Administration in a way where such restructuring be based on the Award's new development and its

aspirations to expand on the one hand and to maintain its quality work on the other. To this effect, the Award Administration's organizational structure was reorganized by the Board of Trustees as follows:

First: Leading Positions:

- Award Board of Trustees
- Secretary General
- Executive Supervisor
- Auditing and Follow-up Office
- Strategy and Development Office

Second: Distinguished Academic Performance Department.

It includes:

- Competition and Arbitration Section
- Distinguished Programs Section
- Design and Measurement Section

Third: Media and Public Relations Department. It includes:

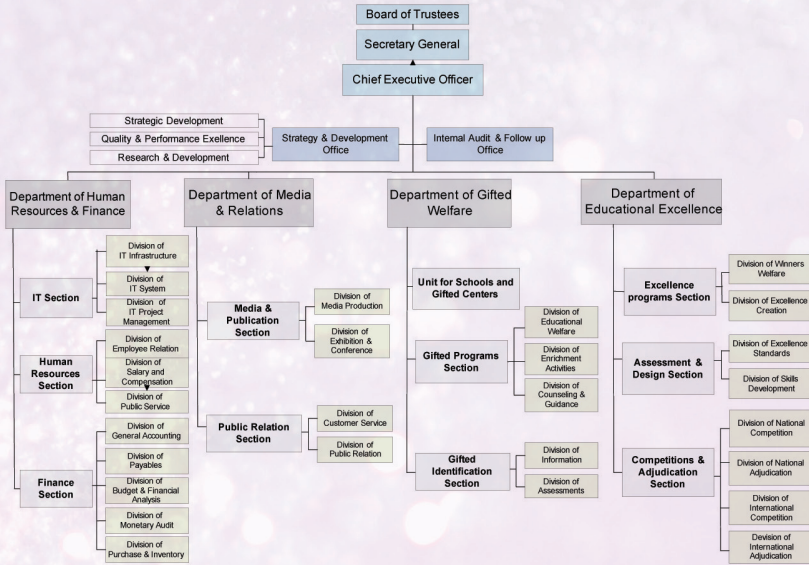
- Media and Publications Section
- Public Relation Section

Fourth: Gifted and Talented Administration. It includes:

- Gifted and Talented Programs Sections
- Gifted and Talented Centers and Schools Unit
- Gifted and Talented Exploration Section

Fifth: Human Resources and Finance Section. It includes:

- Human Resources Section
- Financial Resources Section
- IT Section



The new organizational structure above shows the job/positions development in accordance with the Award needs. The Award was keen to have a flexible organizational structure, capable of accommodating all next phase requirements.

Award Committees

Since its inception, the Award Administration ran its affairs relying on permanent and temporary committees, based on their needs and nature of the desired work. Such a system was utilized to fill in a gap which was created by the shortages in human recourses on the one hand, and the Award’s keenness to largely benefit from the specialized educational and academic experiences available in the society in all fields on the other. After attracting a group of qualified individuals experienced in institutional work in particular and excellence work in general to work with the Award as employees, the Award heavily relied on its employees in its administration, departments and sections to run its affairs in cooperation with consultants in different

fields. This created great a good and practical opportunity for our employees to learn and benefit from others' experiences. This has also contributed significantly to the development and renewal of the Award's programs and their diversification, which in turn helped in sustaining projects achievements qualitatively and quantitatively. Some of the committees which played a significant role in developing the Award's activities are:

1. The Executive Committee
2. Public Relations Committee
3. Arbitration Committee

We will now discuss, with some details, the two most important committees.

1. The Executive Committee:

Because the Award Administration is keen to observe the best coordination, organization and continuous organized communication between the Award Administration and the actual field locally and in the Gulf, the Award Executive Committee was created. It includes representatives (coordinators) from all educational districts and the GCC, presided by the Executive Supervisor who chairs all its periodical meetings. The Executive Committee holds its meetings throughout the year in addition to daily communication by phone or mutual correspondence and visits. Members of this committee are responsible for the following:

- * Introducing the Award and explaining its objectives and any development in each round.
- * Explaining the Award's mechanisms of implementation and arbitration.
- * Explaining samples of applications for nomination and what they include and what changes and developments occurred.
- * Holding meetings and training workshops about the Award.
- * Supervising the preliminary Arbitration Process in the districts or regions.

- * Answering any field questions about the Award and its mechanisms.
- * Supervising the Award's course of action regionally and internationally.

2. Arbitration Committees

Arbitration committees play a significant role in the Award procession as they identify the winners, the participants and the excluded applicants in each round. Because of this significance, the Award chose the committee members carefully according to, and specifications included in, the bylaws. Each arbitrator participating in the Arbitration Process must have the following:

1. Hold a degree not less than a master's.
2. Have an official license or university degree in comprehensive quality system or any other related fields.
3. Have field experience for at least 8 years.
4. Have professional experience for at least 8 years (4 years in the field of comprehensive quality system).

Arbitration committee members are selected annually according to the number and categories of participants in the Award. The Award Administration is keen to select arbitrators only from those who are qualified in the field of education and/or those with practical experience in the field whether they from universities or those working in the field. They could also be from community colleges or institutions or related areas, simply because the Award has a unique connection with education. The Award also provides an opportunity to those who are interested in self nomination particularly those who find themselves competent to participate in arbitration according to the Award terms and conditions. By so doing, the Award has benefited from the academic and practical experiences during the process of arbitration. The arbitration list has also identified and classified the ranks of arbitrators into three categories: Arbitrator, Arbitrator Assistant and Senior Arbitrator (i.e. expert in Arbitration). Such classification was based on the criteria listed above.

In order to invest in the arbitrators' management and capabilities, the Award Administration organizes a training program for arbitrators before they start the actual Arbitration Process. These training programs demarcate the arbitrators' missions, their rights, means and methods of assessment, roles and duties of the Arbitration committees' chairman, and the committees involved with him/her. To develop the skills of arbitrators and make the arbitrator more professional, the Award organized the "Certified Arbitrator Program", which included 40 arbitrators during the year 2001. Participants received the "Certified Arbitrator's Certificate from Hamdan Bin Rashid E- University. By so doing, Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance became one of the awards, which includes a group of elite arbitrators who are recognized at the official level.

Award Distinctive Features

Since its first year, the Award has clearly defined its path, demonstrating its uniqueness and identity among other Awards. This was evident in its criteria and arbitration mechanisms, and in its methods of running the Award. Some of the Award's unique features are listed below:

- * Participation in the Award is open to both public and private educational sectors. It is the Award's belief that both public and private sectors are important in the role they play in promoting and improving the level of education within the society. The Award also believes that improving the level of performance among employees in both sectors is part and parcel of the Award's mission and objectives.
- * The Award main interest is geared towards individuals and educational institutions, simply because the Award firmly believes that the role of distinguished manpower in the organization and the role of the organization in providing accommodating, friendly and motivating working environment is significant.

- * The Award made a good effort to promote research, considering it of great value to the society. The Award affirms that both field and procedural aspects of research are ways of solving problems and confronting challenges. This is in addition to the importance of research in knowledge generation and scrutinization. It may perhaps be the case that creating Applied Research category at the Arab World level represents the vision and the directives of the Award regarding research findings in developing the society.
- * The Award elevates the value of innovation and creativity in educational work. It utilizes the project method to achieve the planned objectives. To embody this trend, the Award designated a category for Best Scientific Innovation and Best Project Award to support cooperative work.
- * The Award put a great value or paid attention to the family and designated a category for the Distinguished Family, because the Award believes that family is the child's first school. Proper guidance and mannered behaviors begin at school. Because of the integration of the role of the school with that of the family (given the great the Award puts on family) its position in society was elevated and thus exceeded the level of educating children to promoting the level of social behavior and interaction. This new role has given the family a higher value in the eyes of parents or guardians.
- * The Award believes that teaching the elderly is significant, and therefore, it respects the elderly when they go to teaching centers. As a token of appreciation, the Award designated a special category to the eldest learner in an attempt to motivate this class of the society and help them seek knowledge and encourage them to continue their request for learning.
- * The Award serves as an umbrella which looks after gifted and distinguished individuals Thus it sought to enrich the government's efforts in the field of Gifted and Talented and in lines with the directives of His Highness, the sponsor of the Award. This was made possible by setting up a national plan

to explore and nurture Gifted and Talented, based on the latest programs and modern scientific means and curricula to achieve a quantum leap in nurturing Gifted and Talented and expanding such nurturing include all national students in schools throughout the country.

* The Award in its different categories were created based on the best comprehensive quality in teaching performance. These were prepared by highly qualified experts from universities and local community colleges involved in distinguished academic performance. Since its first round, the Award was keen to develop these and modify them in light of the feedback it receives following each round. This is in addition to recent development in the field of education field and according to the government's aspirations and directives with regard to excellence. The Award aspires to adopt comprehensive international criteria to be declared like other international Awards.

* Participating in the Award requires presenting documents and certificates to prove the participant's excellence in each criterion of the major or secondary Award . The Award requires that all documents should be relatively recent, and should not be more than three years old so that the participant's longing for excellence or distinction continues and never stops.

* The Award has partnership with the educational field and it provides its administrative institutions large space to participate in all its activities. In its local competitions, the Award allocated a specific quorum in each category and gave the educational district the freedom to form its Adjudication committees to shortlist applicants at the district level and to provide the district with an opportunity to nominate whoever it sees fit to participate in the Award at the UAE level. Through this process, the Award aims at instilling excellence in a comprehensive way throughout its categories, arbitrators, trainers, not only in each educational district, but also in every educational institution involved in teaching and learning.

- * One of the Award's striking features may perhaps be its rapid development with the completion of all its administrative units and maturity of its experience as well as its fast move from being local into the Gulf region and the Arab World. The Award is now moving into globalism and becoming an international entity. This has been realized by launching the UNESCO-Hamdan Bin Rashid Al Maktoum Award. It is also becoming a program for developing human resources and improving teaching performance. Above all, it promotes a culture of excellence and quality disciplines in the field of teaching in all its components.
- * The Award convictions are based on the fact that teaching responsibility is a shared responsibility in which all society members participate regardless of the actual activity individuals or institutions practice. Because of this, His Highness, the Award sponsor, announced the Supporting Institutions Award for Teaching to honor the efforts of community institutions whose main goal is to develop and improve learning in UAE.
- * Since excellence or distinction is a continuum, and with a weak continuum, no development is possible. His Highness therefore realized the importance of extending excellence to university education in three categories. This shows the Award's awareness of the importance of the university students excelling in his school, and this in itself constitutes real enrichment for the labor market and for sustainable development.
- * Since its inception, the Award serves as a house expert on matters relevant to excellence. It was considered as the reference body for many Awards in teaching performance, be it locally, regionally or internationally, not only in this regard, but also in other institutional and organizational aspects as well.
- * The Award considers the winners a national wealth which must be preserved, and such national wealth must be invested in the best way possible. To this effect, the Award has already invested in the winners' experiences for training processes which it carries out.

- * The Award was the first to launch the post excellence or distinction program whose philosophy is based on nurturing the Award's winners of previous rounds through an integrated program, which provides excellent services such as training, conference participation, courses, and fairs. The Award is also being represented in all gatherings as well as getting them involved in the Award's programs, projects and various forums. This means that the relationship between the Award and the winners is continuous, and such a program was launched according to His Highness's directives during the eleventh Award ceremony.
- * The Award serves as a house expert in the fields of institutional excellence and teaching quality. Many societal institutions, ministries and various Awards have requested the Award's views and to provide them with various experiences in the area of reviews, preparation and arbitration as well as benefiting from its administrative systems in human resources, administrative organization and teaching excellence.
- * The Award works as an independent institutional system with an organized entity whose administrative and technical systems integrate to form the Award administration. The success the Award achieved at all levels might be evidence on the efficiency of the administrative systems as well as the media systems.
- * The Award views teaching in a comprehensive way, and, according to the Award sponsor's view, it bears its responsibility not only within the UAE but across all boundaries. Therefore, participation in developing the educational system and its practices, along with those involved in it, regardless of their ethnic background or religion, is one of His Highness's directives. To this effect, the UNESCO-Hamdan Bin Rashid Al Maktoum Award for developing the supervisor's practices was launched. This Award, although geared towards improving the teacher's living circumstances, is considered to be the most expensive Award among all others.

- * The Award was present not only in the field of teaching performance and excellence but also in community and international participations such as exhibitions, conferences, in addition to sponsoring many activities.
- * What distinguishes Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance is the philosophy upon which it is based, not only for being an award for performance, and for assessing winners according to a set put forward for various categories, but for being a program for work and a style of living for distinguished individuals. This is what the Award aspires to accomplish.

Chapter Two
Journey of Success and Development

Since its inception in 1998 and over a decade, Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance achieved continuous success and made many developmental leaps. The Award move of development included its geographic field and categories, distinguished number of participants, recognized criteria for excellence, nomination requirements and application forms, arbitration system, as well as the bylaws and various activities along with its unique relationships with the societal and international institutions.

In this chapter, we will follow up the Award's developmental journey in these and other fields in which the Award has made clear progress and achievements.

The Award's Field Work and its Geographical Breadth

In 1998, when the Award was founded, it was restricted to Dubai educational school districts. Because of his desire to disseminate the culture of excellence or distinction so that everyone can benefit from its various activities, His Highness directed that the Award be extended to include all schools in the UAE. This attempt was made to help develop and motivate schools throughout the UAE, a policy which is articulated and followed by the UAE starting from the second round of the Award in 1999.

In March 2003, the Award was extended to include the regional dimension. Starting from the sixth round, His Highness, the Award sponsor, directed that the Award be extended to include all GCC countries under three categories: Distinguished Teacher, Distinguished Student and Distinguished School and School Administration.

Starting from the ninth round (2006-2007), the Award extended its activities to include the entire the Arab World. At this juncture, the Award launched the Applied Educational Research Competition. It also allocated three Awards annually in which each winner is entitled to \$20 thousand US dollars or equivalent, in addition to a Winning Cup and a Certificate of Excellence, to be presented

officially during the Award's Annual Closing Ceremony. In order to serve the process of education and motivate researchers in the field of education within the Arab World and its expatriates to produce distinguished scholarly works, the winning researches are published in a specialized periodical issued by the Award.

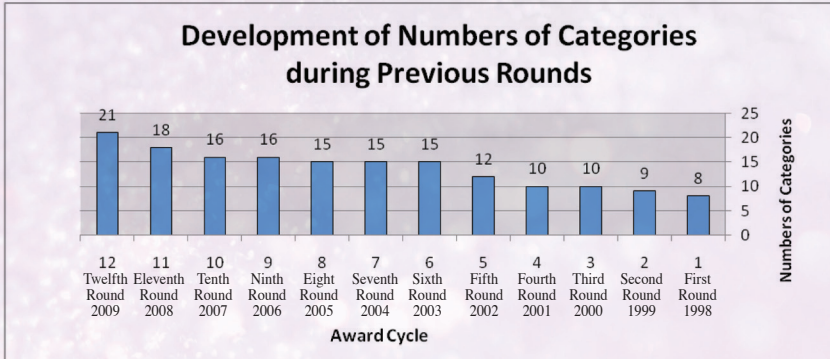
The Award then took a broader step towards internationalism. It implemented the first unique and integrated plan at the world level to explore and nurture gifted individuals. The plan aims at developing survey and diagnostic tools to discover distinguished gifted and talented students in their early stages. This includes the establishment of 28 schools, covering the various stages of the distinguished gifted and talented students starting from the academic year (2006-2007), and this plan will continue to be implemented over the five years that follow. This was made possible through the directives of His Highness to launch the International Initiative Award in conjunction with UNESCO, during which His Highness was honoring the Award winners in its ninth round on 9 April 2007.

Award Categories Development

1. Since its inception in 1998, the number of categories that benefited from the Award is eight. The decree for Award allocation divided it into three main parts:
 - The annual Award for both public and private schools .
 - The annual Award for Individuals: it is allocated for the Distinguished Teacher, the Ideal Student, Distinguished Social Specialist, Distinguished Supervisor and the Distinguished Guardian.
 - The annual Award for innovation and researches, which was allocated to the Best Scientific Innovation and Best Applied Project.
2. Starting from the second round in 1999, a new category under the title Distinguished Educational District was added. Also, the title of Distinguished School was modified to become

Distinguished School Administration.

3. In the third round in 2000, a new category under the title The Most Distinguished Teacher was added, along with five Awards annually associated with it, in an attempt to support and emphasize the teacher's role and his/her noble mission. In this round, the category Distinguished Guardian was changed into Distinguished Family with a financial reward of 25 thousand dirhams given to five distinguished families.
4. In the fifth round in 2002, two more categories were added:
 - Distinguished Central Administration
 - Best Educational Research
5. At the beginning of the ninth round, a new category was added at the Arab World level under the title Applied Educational Research. This was the first step through which the Award moved from being a local event into a regional one to become a remarkable international Award.
6. During His Highness' honoring of the Award winners in its ninth round on April 9th, 2007, an international initiative was declared under the title UNESCO-Hamdan Bin Rashid Al Maktoum Award. The Award was launched in conjunction with the United Nations Educational, Scientific and Cultural Organization (UNESCO).
7. At the local level, His Highness directed that two new categories specialized in honoring the efforts to support education in UAE be added. The first one was the Supporting Institutions Award for Education, and the second was geared more towards University Education. This later Award consists of three main categories: Distinguished University Student, Best Scientific Innovation, and Best Applied Project. The creation of such categories was declared during the closing ceremony of the tenth and eleventh rounds. With this, the total number of Award categories becomes twenty one.



Awards Value Development

- * When the Award was founded in 1998, it allocated one million dirhams as incentivizing rewards. This was increased to 4 million dirhams in 1999 with the start of the second round. The value then increased, and the Awards values allocated to its categories were also increased.
- * Starting from the third round in 2000, the reward allocated for the Distinguished Family was changed to 25 thousand dirhams instead of 15 thousand dirhams for 5 distinguished families annually. The reward value then increased to 35 thousand dirhams in recognition of the family efforts in supporting and raising children. A new category was then added in this round under the title the Most Distinguished Teacher with a reward value of 50 thousand dirhams with 5 annual rewards for this category.
- * In the fifth round, the Educational District Award was increased from 50 thousand dirhams to 100 thousand dirhams in appreciation of the pioneering efforts towards teaching.
- * In the twelfth round and in appreciation of supporting individual efforts and to encourage participation, the Board of Trustees approved the increase of financial rewards granted to the

Student and the Elderly to become 20 thousand dirhams, while the University Student reward was 25 thousand dirhams. The Teacher's reward was allocated 30 thousand dirhams and that of the Supervisor and Social Specialist. A reward of 25 thousand dirhams was allocated to the Best Scientific Innovation at the university level. As for Best Scientific Innovation at the public education level, 20 thousand dirhams were allocated, and the Best Applied Project Award was increased to 35 thousand dirhams.

* In recognition of the efforts to support research, and due to their importance in monitoring and addressing the problems of field work and improving performance, a 25 thousand Dirhams Award was allocated to local researchers, while it allocated three annual Awards, each Award is worth \$20 thousand U.S. dollars or equivalent for each winner in the Applied Educational Research Competition, and such Awards were allocated during the Award's ninth session in 2006 / 2007 for researchers from the Arab world.

Because of the desire of His Highness Hamdan Bin Rashid Al Maktoum to encourage exerted efforts to improve teachers' conditions and improve their performance, a \$270 thousand dollar Award was allocated to the winners of UNESCO-Hamdan Bin Rashid Al Maktoum Award for Outstanding Practices in Enhancing the Effectiveness of Teachers, in an attempt to reward distinguished efforts and practices to improve teachers' performance. This Award is distributed among three winners, i.e. 90 thousand dollars each.

Development of Winners and Participants Numbers

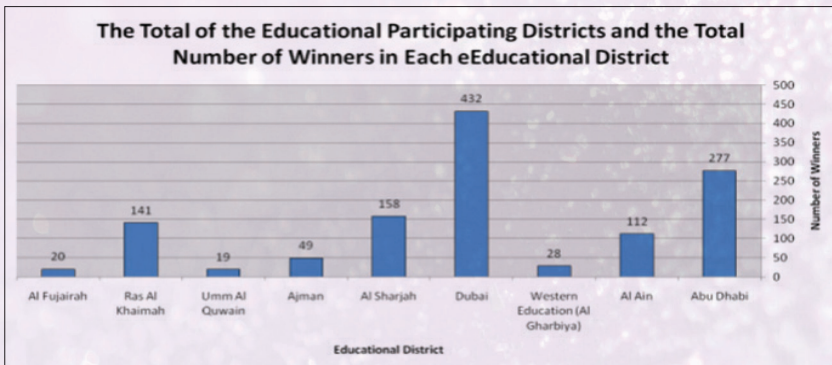
As indicated below, one can trace the development of the participating and winning numbers in the Award's previous rounds:

Round	Allocated Number	Actual Participating Number	Number of Winners	Participants' Percentage	Rate of Winners of Participating Numbers	Rate of Winners of Allocated Numbers
First Round	343	561	42	24%	2%	7%
Second Round 1999- 2000	791	563	42	31%	2%	7%
Third Round 2000-2001	987	410	107	26%	7%	26%
Fourth Round 2001-2002	1114	529	120	54%	12%	23%
Fifth Round 2002-2003	1198	484	122	43%	11%	25%
Sixth Round 2003-2004	1198	467	110	39%	9%	24%
Seventh Round 2004-2005	1198	471	182	39%	15%	39%
Eighth Round 2005-2006	1198	534	122	45%	10%	23%
Ninth Round 2006-2007	1198	521	113	43%	9%	22%
Tenth Round 2007-2008	1198	341	139	28%	12%	41%
Eleventh Round 2008-2009	1198	312	114	26%	10%	37%
Twelfth Round 2009- 2010	1198	389	117	32%	10%	30%
Total	-----	5582	1330	-----	-----	-----

The above table shows the increase in the number of Awards allocated in the Award categories as from the first to the fourth rounds. The increase in the categories of the Award from only 8 to 10 categories was due to the Award's opening up to the local

and the Gulf regions. The numbers allocated in the fifth round increased then from 1114 Awards to 1198 Awards in the sixth round and the following rounds due to the increase in categories and their development from 10 categories in the fourth round to 21 categories in the twelfth round due to the fact that the Award was open up to regional and international participants, particularly in the Applied Arab Research Award and UNESCO-Hamdan Bin Rashid Al Maktoum Award, in addition to the Supporting Institutions Award to education and to the Higher Education Competitions in three categories at the local level.

As for the number of participants and percentages of winning, the Award noticed an increase in the number of participants, starting from the first to the fourth rounds. Then, the number of participants decreased from the fifth to the twelfth rounds due to the Award’s periodical reviews of the competition and the fulfilling requirements, which happen to improve year after year. Such distinguished practices have become a normal practice this year and in the year that follows, etc. This made competitors and arbitrators look for new methods for distinction or excellence, which was in turn reflected positively on the kind of participations and winners. It should be noted that although there was a decrease in the percentage of participants in general, an increase in the number of participants was very clear from year to year, as shown in the previous table. It is worth mentioning that the number of participants reached 5582 during the Award rounds and the number of winners reached 1330 in all of the Award competitions.



The above diagram shows the total of the educational participating districts and the total number of winners in each educational district, where Dubai educational district recorded the highest participation percentage in the Award rounds, and the total number of its participations reached 1653, getting 432 Awards as the highest number of Awards. Abu Dhabi educational districts came second, and its participations during the Award rounds reached 1230, getting 277 Awards. The difference between participation and winning was due to the fact that Dubai was the first among other educational districts to participate in the Award. When the Award was first founded, it was restricted to the Dubai area only. Sharjah occupied the third place as the number of its participations reached 720, getting 158 Awards. Al Ain area came fourth according to the number of participations with 587 participations and fifth in Awards, getting 112 Awards. As for Ras El Khayma, it came fifth in the number of participations, with 401 participations, but fourth in Awards, getting 141 Awards. Ajman came sixth in the number of participation with 216 participations and sixth in winning 46 Awards. The rest of the areas were as follows: Al Foujaira with 227 participations, getting 40 Awards, Um El Quwain with 239 participations, getting 19 Awards, and the Western Area with 282 participations, getting 28 Awards.

Development of the Number of Participants and Winners at the GCC Level

As shown below, GCC countries started to participate in the activities and competitions in the sixth round (2003-2004) in three categories: Distinguished Student, Distinguished Teacher, and Distinguished School and School Administration. Their participations from the sixth round till the twelfth were as follows:

Country	Round	Distinguished Student			Distinguished Teacher			Distinguished School			Total		
		Allotted	Participant	Winner	Allotted	Participant	Winner	Allotted	Participant	Winner	Allotted	Participant	Winner
Kingdom of Saudi Arabia	Sixth Round	5	4	1	5	4	1	5	2	1	15	10	3
	Seventh Round	5	5	1	5	5	1	5	5	0	15	15	2
	Eighth Round	5	4	1	5	3	1	5	3	1	15	10	3
	Ninth Round	10	9	2	5	5	1	5	5	1	20	19	4
	Tenth Round	10	10	2	5	5	1	5	5	1	20	20	4
	Eleventh Round	10	7	2	10	8	2	10	8	1	30	23	5
	Twelfth Round	10	10	2	10	10	2	10	9	2	30	29	6
	Total		49	11		40	9		37	7		126	27
Kuwait	Sixth Round	5	5	1	5	5	0	5	4	0	15	14	1
	Seventh Round	5	3	1	5	4	1	5	1	0	15	8	2
	Eighth Round	5	3	0	5	4	1	5	2	1	15	9	2
	Ninth Round	10	1	1	5	2	1	5	1	0	20	4	2
	Tenth Round	10	8	1	5	5	1	5	5	1	20	18	3
	Eleventh Round	10	7	1	10	6	1	10	4	1	30	17	3
	Twelfth Round	10	6	2	10	5	2	10	4	1	30	15	5
	Total		33	7		31	7		21	4		85	18
Bahrain	Sixth Round	5	5	1	5	2	1	5	3	0	15	10	2
	Seventh Round	5	5	1	5	5	1	5	3	1	15	13	3
	Eighth Round	5	5	1	5	4	1	5	1	1	15	10	3
	Ninth Round	10	8	2	5	2	1	5	1	0	20	11	3
	Tenth Round	10	7	2	5	2	1	5	3	1	20	12	4
	Eleventh Round	10	7	1	10	5	1	10	2	1	30	14	3
	Twelfth Round	10	5	2	10	4	1	10	4	1	30	13	4
	Total		42	10		24	7		17	5		83	22

Qatar	Sixth Round	5	5	1	5	4	1	5	5	0	15	14	2
	Seventh Round	5	4	1	5	4	1	5	2	1	15	10	3
	Eighth Round	5	5	1	5	3	1	5	2	0	15	10	2
	Ninth Round	10	5	1	5	3	1	5	3	1	20	11	3
	Tenth Round	10	5	1	5	1	1	5	3	1	20	9	3
	Eleventh Round	10	6	1	10	3	1	10	6	1	30	15	3
	Twelfth Round	10	7	2	10	1	1	10	2	1	30	10	4
	Total		37	8		19	7		23	5		79	20
Sultanate of	Sixth Round	0	0	0	0	0	0	0	0	0	0	0	0
	Seventh Round	0	0	0	0	0	0	0	0	0	0	0	0
	Eighth Round	0	0	0	0	0	0	0	0	0	0	0	0
	Ninth Round	0	0	0	0	0	0	0	0	0	0	0	0
Oman	Tenth Round	10	7	1	5	5	1	5	5	1	20	17	3
	Eleventh Round	10	10	1	10	7	2	10	8	2	30	25	5
	Twelfth Round	10	0	0	10	0	0	10	0	0	30	0	0
	Total		17	2		12	3		13	3		42	8
	Overall No.		178	38		126	33		111	24		415	95

As the above table demonstrates, it can be noticed that:

The number of the allocated Awards for the Distinguished Student category in the 9th round was split into two groups: one for males and another for females. Consequently, the allocated numbers for each country increased. The allocated number has become 20 Awards compared to 15 Awards in the previous three rounds.

The number of participants within the GCC countries in round (2003/2004) reached 48 for the first time, and the number of Awards achieved by these countries was only (8). It is worth mentioning that the GCC participations since the first launch in the sixth round till the twelfth round were 178 participations in the Distinguished Student category and 126 participations in the Distinguished Teacher Category. Participations in the Distinguished School

category were 111, and the number of Awards achieved in all competitions was 95 distributed as follows:

38 Awards for Distinguished Student

33 Awards for Distinguished Teacher

24 Awards for Distinguished School

Development of Excellence and the Award's Assessment Elements

Excellence or distinction criteria are the elements upon which candidates are assessed and winners are selected for each of the Award categories. Since the Award's inception, these criteria were prepared and then developed by specialized committees from different universities in the UAE, and the Ministry of Education, and other related institutions with excellent experience in the field of education quality. Main criteria were prepared for each category under which sub categories are listed. These criteria are annually subjected to constant development and amendment in light of the observations and comments of the Arbitration committees, their reports, and the periodical reports from district coordinators. The Award Administration, at the end of each round, is keen that the Arbitration committee reports for various categories contain observations and amendments for the main and sub-criteria listed on the nomination application form and the relative weights for each. Then, committees for amending and developing applications for nomination, in light of any other criteria, are formed.

Changing from Descriptive to Numeric Criteria

Since its inception and till round five, the Award descriptive criteria were used for the main criteria, and in all of the Award categories, relying on open questions. The Award found that such descriptive open questions were more likely to be long and vague, leading the referees as well as candidates to different interpretations. Because of the Award's desire to develop these descriptive criteria and look for more specific and objective numeric ones,

a committee consisting of university professors and some other referees, was formed according to decree (1), dated 10/4/2001 to review these descriptive criteria for various categories and develop specific and more comprehensive numeric criteria to explore candidates' areas of excellence or distinction. Starting from round six, numeric criteria replaced descriptive ones, and such criteria were used to assess comprehensively various aspects of the applicants' potentials to determine his/her eligibility to compete and win. These numeric criteria have become a standard and clear approach to work within various categories, and also excellence has become, not a temporary situation which ends only in winning, but a daily work and a way of life.

In addition, numeric criteria, prepared and developed by subcommittees, were subjected to more scrutiny, reviews and amendments by other committees within the Award so it becomes as any other international Awards. Subsequently, numeric criteria were applied gradually to some categories in round six, and the process was then expanded to include other categories at the seventh round.

Preparing Explanatory Evidences

To deepen the understanding of the numeric criteria, the Award created explanatory evidences regarding its numeric criteria, prepared by consultancy and training committees. Evidences were distributed so people in the field can benefit from them, when Adjudication committees begin its work, in explaining the criteria listed in the nomination forms. Such evidences help candidates and referees explain what is required in each question, and specify all supported documents required to get a full mark on the question.

Development of the Arbitration Process and the Utilized Procedures

The Arbitration process is considered to be that the last and most critical stage, and in light of this, distinguished winners will be honored and granted their certificate of excellence or unsuccessful

candidates will be excluded from the competition. Because of the objectivity and authenticity of the Arbitration process, winners' reputation will be reflected positively on the one hand and the clients' confidence on the other. On this basis, administering the Arbitration process, in accordance with the scientific methods, and training the referees on such methods, along with setting up the arbitration criteria as well as providing accessible and explanatory rules and regulations, would all give the Award more credit, which can be added to the credit it has already achieved in many of its programs and activities. The Award administration, in conjunction with Dubai e-government, seeks to achieve computerized electronic arbitration, through which candidates' data are entered into the computer, and according to the terms of acceptance specific to the Award categories, the computer would accept or reject the application form. The computer can also check whether or not the applicant has won or been rejected in previous rounds and the years or the exact year of winning. The Award also works hard to computerize the Arbitration process to keep pace with technological development which Dubai e-government is witnessing. The Award is also keen to award all nominated referees with a "Recognized Referee" certificate, which will reflect his/her or her professional and distinguished performance. It should be noted here that the Arbitration process starts by examining the candidates' applications for the Award, along with any other enclosed supporting documents. Then, the candidate's performance is assessed according to the terms and conditions in each category in order to select candidates for the Award and grant them a certificate of excellence or distinction for their distinguished educational performance in various categories. As for arbitration, it has other objectives such as bringing to light aspects of candidates' excellence or distinction. Arbitration can also help candidates find areas that may need improvement, and once excelled, they can help disseminate and enhance the culture of excellence in education and throughout the whole society.

Levels of Arbitration

(1) District Arbitration

In conjunction with the district administration, and under the supervision of the Award Administration, the Award coordinator in the educational district is in charge of the process of verifying the candidates' fulfillments of the terms and conditions for applying to the Award, making sure that the required documents are enclosed and numbered according to the application form. An arbitration committee in the area then studies and evaluates the candidates' applications in various categories to select candidates at the district level according to the allocated numbers in each category.

(2) Central Arbitration

Central arbitration is considered the second level of arbitration since it includes arbitrating the nominated applications in various districts from different areas, in addition to the candidates from the central headquarter and the educational district. The central arbitration procedures pass through two stages: theoretical arbitration stage for nomination forms, followed by field visits and personal interviews. Central arbitration is carried out under the supervision of the Award Administration, and it includes local and Gulf arbitration together.

Central Arbitration Stages

a. Theoretical Arbitration Stage. It proceeds according to the following steps:

1. Holding a general meeting for the Chairs and Members of the Arbitration committees at the start of the arbitration session, attended by the Secretary General and the Arbitration committees' General Coordinator. The Secretary General delivers a speech to the arbitration team, and the Arbitration committees General Coordinator then holds a training workshop

to explain the terms and general conditions to be observed during the Arbitration process and to discuss problems from previous rounds so as to avoid repeating them.

2. The Committee Chair receives the nominations applications forms of his own committee and classifies the applications, making sure of their compliance with the terms of participation. The Committee Chair then sets up a plan to coordinate with and distribute the work to the committee members and gives a copy to the committees' General Coordinator.
3. After discussing the criteria and elements of assessment, the arbitration committee members examine the nomination forms and the enclosed documents and allocate the deserved grades for each. Each application is evaluated separately by two committee members. In case of disagreement in viewpoints, committee members should consult the committee Chair and may consult the General Coordinator if necessary. Aspects of excellence or distinction and those which need improvement in each application are written to serve as a feedback to the applicant and others.

b. Stages of Field Visits and Personal Interviews (Field Arbitration)

In the second stage of arbitration, being the field visits and personal interviews stage allocated to candidates who achieved excellence in the first stage, results are confirmed and aspects of excellence or distinction at both practical and theoretical levels in each category should be indicated. At the end of this stage, the following are specified:

1. Candidates to win the Award.
2. Candidates to get excellence or distinction certificate.
3. Candidates to get participation certificate.

Each committee submits its concluding report to the General Coordinator who in turn prepares the final report and submits it to

the Board of Trustees to approve the results and the documented notes and recommendations. Since its inception, the Award was keen to select well-qualified arbitration team members from different educational and cultural institutions on top of which are UAE University, and the other universities in the UAE, senior supervisors and Administration Directors as well as department chairs in the Ministry of Education and other related institutions. The central arbitration team consists of a General Coordinator who supervises the Arbitration committees' work technically and administratively and of an arbitration committee in each category in the Award. Each committee consists of a Chair and a number of members according to the category size and the number of candidates.

GCC Arbitration Activities

These activities go through two stages:

First stage: Inside the country, participating in the Award.

- * The Ministry of Education in each country forms a committee for nomination application evaluation for the categories (Distinguished Student, Distinguished Teacher, and Distinguished School).
- * The average of the evaluated points is calculated by the members of the arbitration committee to be the final points or the item evaluated.
- * The criterion or the item is reevaluated if the difference in points between the committee members is 20% or more.
- * Five male candidates and five females are chosen for each category of the allocated categories (Distinguished Student, Distinguished Teacher, and Distinguished School).
- * Providing the Award coordinator with the candidates' names and their original nomination applications and attached documents to be sent to the Award Administration.

Second Stage: Central Arbitration Committees

- * Central arbitration committee members submit the nomination applications according to the categories participating in the Award (Distinguished Student, Distinguished Teacher, and Distinguished School).
- * Each county's nomination applications are classified per se during the Arbitration process to select male and female winners from the distinguished student and teacher categories and also from the Distinguished School category two schools, one male and the other female, are chosen.
- * Nomination applications are evaluated by two or three referees.
- * The average of the evaluated points is calculated by the members of the arbitration committee to be the final points or the item evaluated.
- * The criterion or the item is reevaluated if the difference in points between the committee members is 20% or more.
- * Candidates from these countries are subject to the same theoretical arbitration applied to candidates inside the UAE.

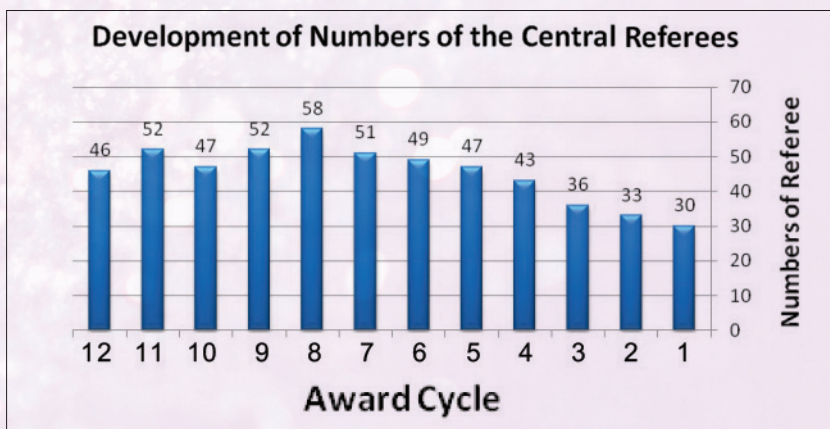
Third Stage: Field Visits and Personal Interviews for Distinction Degree Winners

- * Distinguished winners are selected according to higher total points achieved by the candidates in each country, provided that the total deserved points are not less than the distinction rate of the Award.
- * Winners are nominated according the specific numbers allocated for each winner.
- * Distinguished Student: male and female winner from each country.
- * Distinguished Teacher: male and female winner from each country.
- * Distinguished School: one school for males and another for females.
- * The Award will not be given to a category that does not achieve the required distinction rate.

Development of Numbers of Referees

The central referees number increased in the successive rounds based on the development of the categories and the increase in the number of participants, as shown in the table below:

Award Rounds												
Allocated Referees Numbers	1	2	3	4	5	6	7	8	9	10	11	12
	30	33	36	43	47	49	51	58	52	47	52	46



Preparing the Arbitration Bylaw^(*)

Within the framework of developing the Arbitration processes and organizing their work according to firm methodological basis, in 2003 the Award decided to prepare a bylaw for arbitration to organize the Arbitration process and help develop its levels, mechanisms and activities. The bylaw should achieve its objectives and is based on honesty and objectivity, which aims at the following:

(*) see the Arbitration Bylaw Project for Hamdan Bin Rashid Al Maktoum Awards for Distinguished Academic Performance.

- Specifying the Arbitration processes and practices.
- Specifying the referees specifications, duties and rights.

The bylaw has the following distinctive features:

1. The diversity of the experiences of the team of designing and preparing the bylaw as the team consisted of experts in the field of comprehensive quality in the domain of administrative and commercial work and others with educational experience together with experience in arbitration in the framework of the educational quality.
2. It was designed in a way to organize the task of the Arbitration process administration and the arbitration teams and to specify the missions and specializations of each part regarding arbitration and its mechanisms.
3. The bylaw contains developing ideas which contribute to improve the Award Arbitration processes.

The bylaw specified the duties and rights of the referees, in addition to the executive tasks of the Adjudication committees' Coordinator and the technical committees associated with it. It also clarified the processes of referees selection and the Adjudication Processes at the district and central levels.

How to Participate in the Award Categories

1. Local Level

Applicants can apply to the Award at the level in the categories of Distinguished Student, Distinguished Teacher, Most Distinguished Teacher, supervisor, Project, The Administration, Distinguished School, Research, Innovation, Socio and the psycho-specialist, and the Distinguished School via the educational districts according to a quorum determined by the Award Administration beforehand, which differs from one district to another according to the number of schools and of students and the size of annual participations in each district. The nominated applications are refereed first in the educational districts, and applications with highest scores are submitted to the district Administration,

provided that they do not exceed the specified quorum for the educational district after making sure of the compliance to the terms listed in the nomination application.

As for the Central Administration and the Distinguished Educational District categories, participation is direct via the Award office in Dubai, provided that the participants meet the requirement for the participation terms and conditions listed in the application form. As for the Institutions Supporting Education category and the Higher Education Competitions, participation is direct via the Award office in Dubai, provided that the participants meet the requirement for the participation terms and conditions listed in the application form.

2. Gulf Level

Application at this level is via the Ministry of Education in their respective countries. The Award Coordinator in each country receives the nomination applications according to the allocated quorum for each category after verifying compliance to participation terms and conditions. After being refereed locally, applications are sent to the Award administration.

3. Arab World Level Regarding the Arab Applied Research Competition

The researcher sends his research directly to the Administration headquarters after being certified by the Ministry of Education in the researcher's own country.

Fourthly: International Level

Participation is via recommendation from one of the institutions, provided that applicants meet the terms and conditions listed in the nomination form.

Qualitative Achievements

Honoring His Highness Sheikh Hamdan Bin Rashid Al Maktoum

On December 27, 2006, His Highness Hamdan Bin Rashid Al Maktoum, the Award sponsor, was honored by UNESCO for the efforts he exerts in supporting science and culture, in addition to the establishment of institutes and educational institutions at the international level, and the Awards His Highness sponsors such as the Award for Best Practices in the Field of Living Conditions Improvement, Dubai Award for Medical Sciences, and the Hamdan Award for Distinguished Academic Performance.

Launching UNESCO-Hamdan Bin Rashid Al Maktoum for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers

In pursuit of the Administration's keenness to achieve an international dimension, the UNESCO-Hamdan Bin Rashid Al Maktoum Award was launched in the Closing Ceremony of the ninth round. The Award is concerned with encouraging best teaching practices directed to improve teachers' performance all over the world, while giving priority to developing countries. It is awarded once every two years to institutions interested in improving their academic performance in these countries via motivating teachers and learners and improving the teaching environment with the aim of removing obstacles confronting them. The Award Administration also aims at encouraging and honoring distinguished academic and teaching practices and disseminating such practices through the best means of communication to develop the educational sector and contribute to the achievement of sustainable development. The Award also seeks to circulate the culture of excellence or distinction and motivate individuals in these countries, besides employing the best local and international education cadres to arbitrate

participation and nominate applications according to the in the arbitration bylaw in an atmosphere of honesty and neutrality.

Visit of UNESCO Delegation Chaired by Ms. Ereena Bokova to Hamdan Award and her Attendance at the Closing Ceremony

For the first time, the Award succeeded in inviting Ms. Ereena Bokova, UNESCO Supervisor General, to attend the Closing Ceremony of the twelfth round to crown the winners in the UNESCO-Hamdan Bin Rashid Al Maktoum Award. This visit was warmly welcomed by the highest leaders in the UAE, and developed an interest among political leaderships. Her Excellency met with His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President, Prime Minister and Deputy Ruler of Dubai, and His Highness Sheikh Dr. Sultan Bin Mohammed El Qasemi, Sharjah Ruler and His Highness Sheikh Mohammed Bin Zayed, Abu Dhabi Crown Prince and Sheikh Nahyan Bin Mubarak, Minister of Higher Education and Scientific Research. In the speech Bokova delivered in the Closing Ceremony of the twelfth round, she sates the “Hamdan Award now stands behind the initiative to improve the teaching standards all over the world. This is the Award’s main concern behind all of its projects, which adds tangible value to the efforts of your society and country as well as the international community, which emphasizes the importance of equipping men and women with all the necessary tools to become qualified and effective teachers, who can provide a distinguished teaching service to current students and citizens, and to the leaders of the future and its builders. The Award’s financial value will give you the possibility of progress and prosperity to the extent which exceeds the specialization of your institution.”

Conducting Studies and Procedural Research

To develop the Award performance and its services and to maintain communication with the field, the Award Administration

conducted many studies and procedural research via experts and specialists to explore individual's opinions working in the field about its services and their reflections and impact on the field's development performance. The findings of such researches have contributed to the development of the Award's performance and to the adjustment of its course, where needed. In this round (13), the Award is printing out two researches to be distributed to those working in the field of education. The research and development section has also conducted a comparative study between Hamdan Award (i.e. Distinguished Teacher category) and the European model for excellence or distinction in science. The Award also conducted four different studies to participate in different educational activities, and such activities were published in the Magazine for Excellence or Distinction under the following titles:

- 1) The Strategy of Teaching Excellence: Hamdan Award Experience as an Applied Model
- 2) Environmental Education Between Now and the Future
- 3) The Experience of Teaching in the Emirate School: Self-experience and Future Aspiration
- 4) National Identity: Reality and Aspiration

Conference Organization and Participation, and Cultural Forums and Exhibitions

With the participation of the specialized bodies such as the UAE University, Dubai's e-College for Comprehensive Quality, among others, the Award held many conferences and meetings to disseminate knowledge about the culture of excellence and motivate individuals within the local community, the last of which was the School Reform Conference, organized in April 2007 in cooperation with the UAE University. In this conference, over 55 papers were presented, discussing experiences and local and international practices. Many educational organizations also attended the conference. In the year 2010, many local and international organizations have participated in the conference

exhibitions, conferences and forums. Among these, but not limited to, are the following:

- 1) Cultures and Development Exhibition, organized at the UNESCO Headquarters. A paper was presented about “The Award’s Impact in Changing the Culture of Teaching within the UAE”.
- 2) College of Education Female Graduate Conference, UAE University. The Award presented a paper.
- 3) The International Conference for Teaching and Educational Technology in Valencia, Spain. The Award presented a paper “A Comparative Study between the Excellence/Distinction European Model and the Hamdan Award (School Category)”.
- 4) A paper was presented in the Forum “Our Excellence Distinguishes Us”, UAE. The paper was about the Award experience in achieving excellence or distinction.
- 5) A paper was presented in the “Science Day Conference”, UAE. The paper was about the Award experience in achieving excellence or distinction.
- 6) Participation in attendance in the conference of “Educational Consultations”, UAE, November.
- 7) The Third International Educational Forum. The Award participated with a paper on “The Award’s Impact in Providing a Learning Community”. February 2010.
- 8) Participation in attendance in the Fourth Quality Conference, A workshop conducted on “Achieving Excellence or Distinction in Future Schools, Dubai.
- 9) Participation in eight local exhibitions at the UAE level to introduce and demonstrate the Award’s achievements.
- 10) Participation in 3 international exhibitions, Newbury UK 2009; Bahrain April 2010; and Singapore 2009, to demonstrate the Award’s achievements.
- 11) Participation with a paper on “The National Plan for Gifted and Talented, in the European Conference for the Gifted and Talented, July 2010.

- 12) Participation with a paper on “The National Plan for Gifted and Talented”, presented in the First Gulf Forum for Nurturing Gifted and Talented, July 2010, Oman, Salalah.
- 13) Participation with a paper on “The National Plan for Gifted and Talented”, presented in the Eleventh Asian Conference for Gifted and Talented, July, 2010, Sidney, Australia.

Launching the Award’s Website

In line with the directives of Dubai’s e-government on the one hand, and because of the Award’s desire to achieve communication with the largest possible number of the targeted, and to widen the Award’s geographical coverage on the other, the Award website was launched in 2000. For the sake of the required development, the website was updated in 2006. The website was launched in its new look in October 2007, which includes a briefing about the Award sponsor, the Award sections, committees, its administrative structure, nomination forms, explanatory notes for nomination application forms, and best applied research at the Arab level. The audio- visual section was then added, which includes a photo album and distinguished cartoon series. This series is an educational series, which revolves around the notion of excellence or distinction, in addition to interviews with the Award winners. The website browser can find the book Best Practices, the Magazine for Excellence or Distinction, Winners Achievements, and Gifted Nurturing Center, among other important links.

Implementing Programs and Training Activities

The Award carries out training courses and workshops annually to introduce the Award and train referees, central referees, coordinators in various educational districts. It also trains referees in the GCC countries and public and private schools to help candidates compete for the award and deal with nomination forms in various categories. These programs also help applicants

understand how to enclosed supporting documents and ways of authenticating them. In this regard, the Award carried out different training workshops in different fields of distinction. The year 2010 witnessed a move in the training processes where the Award benefited from the winners of the previous rounds in the different categories to carry out the training courses to motivate them on the one hand and the award's belief in the winner's ability to communicate the ideas to others easily due to his dealing with attestation methods on the other. The award conducted 36 training sessions in the year 2010 at both local and Gulf levels in all the Award categories.

Production of Media Materials

Different materials were produced to introduce the award and to make people aware of its objectives, mission and activities in coincidence with the award activities in its different rounds among which:

- 1) Producing documentary films on education in Dubai and throughout the UAE.
- 2) Producing 12 films on the Award activities shown at the end of each round.
- 3) Producing a TV program targeting awareness with the Award mission and objectives through Dubai satellite channel.
- 4) Producing a film about the award journey over the past the 12 years.
- 5) Producing different radio programs about the Award and how to participate in its different categories.
- 6) Making media electronic posters about the Award.
- 7) Preparing the award website and updating it step by step.
- 8) Preparing the education distinction magazine website on the Award virtual electronic site and updating it step by step.
- 9) Participating in a radio program with Bahrain radio about the Award, its objectives and categories during Bahrain International Exhibition for teaching in March 2010.

Publications and printed materials such as:

- 1) Issuing 12 books on the category of Best Educational Research in each round.
- 2) Issuing 8 books on the program of Best Practices in Distinguished Academic Performance.
- 3) Issuing 12 printed materials (Hasaad “achievements”) in all rounds to introduce the winners and their distinctive practices in each round.
- 4) Issuing booklets about the award in each round.
- 5) Making posters and media leaflets in each round.

The “Distinction News” Magazine

It is a periodical aiming at spreading the notion of distinction among workers in the field of education. It also aims at being the link between the award and other community institutions and the most prominent works that won the Award. This magazine was issued under the Production and Direction Committee, and 57 issues were published by the end of the twelfth round.

The Annual Forum for Best Practices in Distinguished Academic Performance

Annually, the Award holds the program “Best Practices in Distinguished Academic Performance” to add new credit to the Award, within the framework of the accumulative experience of disseminating the culture of distinction among educational community members. This will allow exchange of thoughts, expertise and distinguished experiences, and help develop such members and provide them with new unique visions that would add a new dimension to distinction and distinguished individuals. A book for best practices coincided with this forum, documenting the experiences of distinguished individuals who achieved high marks in the Award competitive standards. A live demonstration was made, reflecting the experience of distinguished individuals, allowing them to talk about their experience and explain the tools

and equipments they used achieve such distinction. By putting their live experiences before others, distinguished individuals have become a source of motivation for others to follow.

The Annual Arbitration Forum

The Award aims to constantly develop the skills of individuals, particularly those who are directly or indirectly interested in it. The annual arbitration forum came as a natural consequence of the development requirements and in response to feedback from those working in the field or from referees, or anyone dealing with the Award directly or indirectly. The forum also came because of the awareness of the Award's roles in disseminating the culture of distinction and quality of education in all its tasks, in addition to the roles of those in charge of the Award who train interested individuals interested and help them develop. All in all, the aims of the award forum are as follows:

- 1) To be familiarized with the most important arbitration practices at both district and central levels.
- 2) Uniting the arbitration practices at both levels: the area and central levels.
- 3) Identifying bases of arbitration and the processes of comparison among nomination applications.
- 4) Decreasing the differences between district and central arbitration.
- 5) Displaying the arbitration results, studying and discussing them, in addition to making them subject to group negotiations.
- 6) To be familiarized with the extent of agreement and disagreement among referees in the same category be it at the district or central arbitration levels.
- 7) Activating the arbitration bylaws and what it includes from arbitration stages and mechanisms.

Award Continued Contact with Other Related Institutions

The Award believes that partnership and cooperation relations with other related institutions in the framework of distinction

and joint work is essential. Therefore, since its inception, the Award maintained good relations with the educational, cultural and information institutions in the society and with institutions that nurture distinction inside and outside the country, and such institutions are:

Ministry of Education

The Award's cooperation with the Ministry of Education is fundamental, simply because the Minister of Education represents the top of the hierarchy in the administrative and advising organization of the Award, being the Chair of the Board of Trustees on one hand, and because the relevance of education to the main realm of the Award on the other. Therefore, the joint coordination between the two organizations is at both formal and functional levels. It included taking part in setting up and improving the competition criteria, or in helping in arbitration and training committees, preparing the bylaw, participating in the Award's various competitions. This cooperation was culminated in the signing of a Memorandum of Understanding (MoU) with the Ministry on Tuesday, January 18, 2010 upon which the two parties heavily rely in joint cooperation.

UAE University and Other Universities in the UAE

Since the Award was founded, the UAE University is considered to be a permanent partner of the Award, simply because it has highly qualified individuals with long experience in the field of education and other various fields. The Award's Board of Trustees includes some of those highly qualified individuals. Also, the Faculty of Education plays a pivotal role in leading the central arbitration process in the Award's various categories, in addition to its role in developing the Award's mechanisms and in training referees at both district and central levels. Other universities also contributed with their qualifications and expertise in different activities and in participating in the central arbitration committees.

Because of the Award's trust in the UAE University, it assigned the Faculty of Education the responsibility of arbitrating the most expensive Award (i.e. Applied Educational Research) at the Arab world level. A joint cooperation agreement was signed between the Award and the UAE University. This form of joint cooperation was culminated in launching this Award in September 2006, where the University received the nominated researches from the Arab countries and arbitrated them according to the Award's terms and conditions. On March 17 2010, a Memorandum of Understanding was signed between the two organizations, opening ways for joint cooperation.

Arab Education Bureau

The Arab Education Bureau is considered to be a distinguished office, as it has qualified individuals with good expertise who can definitely support cooperative work and research. It can also contribute to the development of education within the Arab world. To this effect, the Award extended bridges of communication and cooperation, particularly after the geographical expansion of the Award regionally and internationally. Every year the Gulf competitions results are announced in the Bureau with the presence of the GCC Deputy Ministers. Continuous cooperation between the two sides was crowned through holding a Memorandum of Understanding between Hamdan Bin Rashid for Distinguished Academic Performance Award and the Arab Education Bureau.

Visiting Arab and International Centers for Nurturing Gifted Individuals

Within the Award strategy to benefit from international experiences and expertise pertinent to programs of nurturing gifted individuals, and in order to harmonize the national plans to explore gifted individuals and nurture them, the Award is keen to maintain good relations with these Arab and/or international centers. Within this framework, the following were achieved:

- 1) Good communication with King Abdul Aziz Foundation for Nurturing Gifted Individuals, Saudi Arabia, was maintained. Mutual visits were made between the two sides to exchange ideas about a joint program which will provide distinguished services to the Gulf and Arab communities in the field of nurturing gifted individuals.
- 2) The Award's Gifted Individual Center participated in the Olympiad Conference for Creativity, held in Taiwan (July 31-August 4, 2006). Delegates participating in the conference consisted of the Supervisor of the Award's Gifted Individual Center, and ten gifted students, who are members of the center and represent grades seven to twelve. Delegates were acquainted with recent scientific developments in the field of the gifted, in addition to the most distinguished achievements in scientific discoveries, made by world innovators.
- 3) The Award maintained good relations with the Extraordinary European Council via its participation in the Council's Tenth International Conference, held in Lahti, Finland (September 13-16, 2006). The council was informed of the Award's strategic plan and the programs and activities it runs to nurture the gifted and the distinguished.

Recognizing the Award as a Representative for the Extraordinary European Council

As a result of participating in the Extraordinary European Council Conference, the Award was recognized as a representative for the Council. With such recognition, the Award enjoys all rights and privileges with regard to council publications with the country, and conducting studies and organizing scientific programs, courses, sessions, among others.

Visits to Arab Ministries of Education

In an attempt to encourage researchers and educators in the Arab World to participate in this competition as to enrich the Arab

education library with in the field of field and applied research, a delegation from the Award made a tour to a number of Arab countries included Jordan, Lebanon, Egypt, Tunisia and Morocco. During the tour, the Award's mission, its objectives and the stages of its development were introduced as well as the Award's pioneering role in extending the Award to the Arab world. These countries expressed their admiration of the Award and of the UAE progress achieved in all fields.

Maintaining Relations with Media Institutions

The Award's relationship with media institutions is very strong at both audio and visual levels. It provides media institutions with programs, familiarizing people with the Award's mission and its objectives. Through these programs, the Award maintains good relations with the members of the local society. It seeks people's opinions with regards to Award's various categories and respects their views and suggestions. The Award conducted TV and radio programs through Samaa Dubai TV and Nour Dubai Radio to know people's views and suggestions about the Award. The Award is also active in its continued participation in local dialogues through various radios stations.

Maintaining Relations with Social Institutions

Being a source of knowledge and experience in the field of distinction and quality of education, the Award plays a fundamental role in this regard. It also plays a significant role in various aspects such as administrative and institutional organization, criteria for distinction, arbitration, etc. This role made the Award a point of reference for many local institutions. In this regard, the Award provided many public and government offices and departments with bylaws and administrative and financial organizations such as Civil Aviation, Dubai Executive Council, Sheikh Hamdan Bin Rashid Medical Award, and Mohammad Bin Rashid Award for Athletic Innovation and the Directorate of Human Resources in the Ruler Divan.

The Award also provided its services in the field of arbitration to the Directorate of Dubai Courts, Dubai Police, RAS Award for Innovation and RAS Award for the Ideal Female. The Award reviewed some bylaws of the institutions such as Mohammed Bin Rashid Award for Athletic Innovation, Ministry of Social Affairs, among others, in addition to local distinction Awards such as Khalifa Award for Education and Sharjah Award for Distinction. All this reflects the pioneering role the Award is taking in the distinction. Recently, a memorandum of understanding was concluded with the Directorate of Dubai Courts in 2010. We should not forget the Award's continued presence in various societal activities such as book exhibitions, job fairs, as well as various societal activities.

Chapter Three

**Supervisorate/Department of Nurturing Gifted Individuals
The International Teaching/Educational Award
Program of Nurturing Distinction
Supporting Institutions Award for /Teaching/Education**

The Starting Off

Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance is keen to pioneer voluntary educational work. It will do so through providing the tools and the mechanisms that will lead to distinction. This pioneering role would have not been achieved had the Award's creative role and constant development not been recognized. This made the Award second to none at the local, Gulf and Arab levels. The Department of Nurturing the Gifted has followed the same approach to add to what has already been achieved by the Award, and by so doing, it complemented its role not only in motivating distinguished individuals at the UAE level, but it also provided its services to all individuals interested in the studies of talent. With this, the Department invests in brilliant minds and creative individuals everywhere in the UAE, striving to meet the demand for future national development and complementing the role of community organizations to develop human power according to the best scientific standards. The Department of Nurturing the Gifted was established in 2006 to crown the excellent work of the Center of the Gifted, which began in 2001 at the directives of the Award sponsor to be one of the important departments in the Award's Organizational structure, designed to achieve the following:

- * Increasing the rate of discovering and nurturing the gifted from both sexes and identifying the import of future national needs.
- * Disseminating the culture of the gifted in the country.
- * Nurturing the gifted and enabling them to invest their potentials toward national development.
- * Maintaining good contact with related educational institutions.
- * Achieving advanced results in the recognized Arab and international competitions.

Among the achievements consummated by the Center during the period of 2001-2006 are the following:

- * A working strategy was set up for the Center, basing its vision on its pioneering role in discovering gifted individuals and

nurturing them as the case with its counterparts in international centers. The Center's message lies in encouraging gifted individuals and developing their social and financial capabilities and those distinguished national students in the technical, social and economical areas according to the best recognized scientific standards.

- * The Center inaugurated its first national campaign to identify the gifted according to IQ's and creative skills. Tests were applied to those targeted in March 2002 and specialists in the field began their work in the Gifted Nurturing Program in April 2002.
- * The first nurturing program was implemented in summer 2002 and the number of students participating in mathematics and computer subjects reached 40.
- * A second national campaign was launched in May 2003 to discover the gifted in four educational districts (Dubai, Sharjah, Ajman and Umm Al Quwain). The selection of students was restricted to the primary stage.
- * A handbook containing the required documents was prepared for the gifted in the fields of leading skills, mathematics, computer, applied sciences, Arabic language, creative, thinking and psycho-social sciences. This handbook was prepared according to the competencies approved by the center such as psychological, social, creative thinking and those of problem solving competencies.
- * A second nurturing program was carried out in the summer of 2003, targeting 80 students from four emirates (Dubai, Sharjah, Ajman and Umm Al Quwain) in mathematics, computer and the area of psycho and socio nurturing.
- * A third nurturing program was carried out in the summer of 2004. This program was contrary to previous ones in the sense that focused on individual nurturing by enrolling students in public and private institutions such as the Labor Department, Dubai Hospital, Dubai Police General Headquarter, Al Sada (Echo) Magazine, Gulf Newspaper, Department of Economics, etc.

- * A third national campaign to discover the gifted was launched in 2005. Few students were accepted. Based on test results, 11 male and 15 female students were accepted.
- * The fourth nurturing program was carried out in the summer of 2005, and 50 male and female gifted students enrolled in it. The program was divided into two parts: one for the first batch of students and the other for the second batch. The first batch program was geared towards applications whereas the second was geared toward skill training.
- * The Gifted Center website was launched within the Award's website.
- * Preparing a handbook for nurturing to serve as a guide to those who deal with the gifted according to modern theories in discovering and nurturing the gifted. Such handbook was prepared by a team from the Gifted Center Council.
- * The Center participation in the Olympiad Conference for Creativity, held in Taiwan in June 2006, organized by the international council of the gifted in Taipei, the capital of Taiwan. A delegation of students from the Center participated in the conference during the period of June 31- August 4. Students got acquainted with recent scientific developments in the field of gifted nurturing with the most prominent achievements (i.e. theoretical and scientific discoveries) accomplished at the hands of world gifted individuals. As a result of this participation, UAE became a member in the Gifted International Council, and 36 countries and distinguished elite group of scientists from around the world participated in the conference. The conference dealt with various topics such as talent development, discovering and nurturing programs, and e-learning.
- * The Center participated in the talent conference in October 2006, held in Riyadh. A delegation from the Center participated in the Regional Scientific Conference for Talent, organized by King Abdul Aziz and his Companions Foundation for Giftedness. The conference presented the most important international

experiences in the field of giftedness, including the Chinese experience in the gifted nurturing, Pack Model for Teaching the Gifted in Germany, and the Malaysian experience (Innovation in Developing Teaching), among others.

In 2006, the second phase of the Center for the Gifted Center began so it becomes a more specialized center with its own organizational structure. Work in the center followed new direction according to a sound methodology. A team of well qualified experts in the field of the giftedness nurturing was consulted to design and form a national plan within a scientific framework. Such a plan organizes all practices directed toward the gifted in an integrated model, built on most recent theories and scientific studies. The plan also aspires to rehabilitate all workers in the field, particularly those who are interested to enroll to facilitate dealing with the gifted category. The master plan included 8 procedural plans:

- * Discovering gifted students.
- * Preparing the teaching material and programs pertinent to the gifted
- * Training UAE cadres and rehabilitate them for nurturing the gifted.
- * Providing services to guide and nurture the gifted.
- * Enlightening public opinion and publishing scientific educational printed materials.
- * Signing a Memorandum of Understanding with international bodies.
- * Organizational structure.
- * Internal and external grants/scholarships.

Quantum Leap and Transformation from a Center into Department for Nurturing the Gifted

In 2007, and upon the directives of the Award sponsor, His Highness Hamdan Bin Rashid Al Maktoum, the birth of the Department for Nurturing the Gifted was announced within the

organizational structure of the Award Administration to manage three main sections: Educational Nurturing and Enriching Activities, Advising and Counseling, and E-Learning, in addition to a section for gifted centers and schools. In 2010, the Board of Trustees requested that being a hub and a key to progress and development. Since its inception, the Department for the Gifted had achieved the following:

* Developing a national plan for discovering and nurturing the gifted with the help of well-qualified international experts in the field of giftedness. With this, the Award inaugurates a new phase of ambitious work, based on scientific methods and highest levels of planning and implementation, heading toward a developed scientific atmosphere in the field of the giftedness discovery and nurturing. This plan aims at creating Emirati leaderships in various spheres, with the conviction that investment in future generations is a cornerstone for civilization in this country, and this can be achieved through discovering the gifted and then nurturing them in order to become a motive for finding a generation of creative thinkers and leaders, who will lead the country and the society in the future and to form a core for giftedness and talent. A number of international specialists will supervise the implementation of the plan. The total cost is about (100) million dirhams and this amount of money will provide all qualitative programs for the gifted. With this plan, the UAE becomes the first country in the world to adopt a comprehensive strategy in educating the gifted. The national plan contains eight main programs, forming its practical and well integrated system as follows:

1. Discovering Gifted Students

Students are discovered according to specific criteria and according to a multiple interviews model. Selection is also based on standardized tests about UAE environment and culture. Those students are provided with learning opportunities that would suit every one of them and fulfill their needs.

2. Gifted Students Nurturing

The Hamdan Award adopts Wisconsin Comprehensive Integrated Model for Nurturing the Gifted, which is called the hierarchical model. In this model, the educational learning choices and the services provided to gifted students are more specialized as the number of students decrease. The advanced level students receive more specialized choices than lower level students. This model is in harmony with the Award's philosophy in fulfilling the educational needs for the majority of the gifted students in a normal school environment.

3. Counseling and Advising

This program is regarded as the main part of the gifted nurturing program, simply because it helps students adapt to their new world, which might sometimes be disappointing and to their inner selves, including their abilities, motives, tendencies, values and attitudes, etc. An educational program will not fulfill gifted students' needs unless it is supported by counseling and advising services simply because ignoring these services has negative effects on students' motivation to learn and accomplish. This is in addition to the effect on their future ambitions, self-esteem, emotional maturity, social relations and their professional growth.

4. National Cadres Development Program in the Field of Talent and Giftedness

The Award is keen to provide all private and public schools in the UAE with opportunities to have a distinguished experience in the field of teaching gifted students. Such opportunities can be achieved through setting up training programs and implementing them to develop and qualify a national cadre in areas of discovering and nurturing the gifted. They can also be achieved through enrolling a number of students in the best universities inside and outside the country to pursue their graduate studies in areas pertinent to gifted education. In this regard, our program

has resulted in organizing a vocational diploma in the field of educating the gifted (20 June -21 October 2010), and after successfully passing the tests and personal interviews, 21 female teachers from different specializations were carefully selected to enroll in such a program.

5. Education and Scholarly Publication Program in the Field of Giftedness

Education and enlightenment play an integral role in the gifted nurturing strategies and such a role is represented in raising public awareness and promoting a culture of talent in the society. This can also be achieved by publishing educational materials through various mass media and holding education forums for specialized individuals, guardians, as well as those interested in this area.

6. Partnership with Educational Institutions Concerned with the Gifted

The partnership program focuses on extending bridges of cooperation between the UAE and reputable and advanced international institutions particularly in the field of teaching the gifted. This is done through local and international memoranda of understanding with institutions concerned with talent and creativity. The partnership program resulted in signing four local and regional memoranda of understanding, i.e. Ministry of Education, UAE University, Arab Gulf University in Bahrain and the Regional Center for Educational Planning.

7. Hamdan Centers for the Gifted

This program is consistent with the vision of the UAE leadership, where these centers are regarded as the umbrella under which all programs, services and activities provided by the Award fall. Through such centers, best practices pertaining to gifted teaching and education are promoted.

8. Hamdan Schools for the Gifted

These schools were set up in order to achieve the Award's vision and its pioneering role in leading distinguished academic performance and sponsoring gifted education and nurturing. Accomplishing this role can be made possible through providing gifted students with opportunities to learn in an environment attractive to their needs and challenging to their potentials. This can also be accomplished through enriching and well-developed programs provided by teachers selected and then trained to efficiently deal with gifted students selected from schools according to well-recognized international standards by specialists in the field of talent and giftedness.

Achievements of the Department of the Gifted

- * Obtaining approval to host the Asian Conference for the Giftedness, to be held in 2012.
- * Participation in the First Gulf Forum for Giftedness and Creativity, Salalah, Oman.
- * Carrying out the Students' Camp of the Giftedness and Creativity, in Salalah, Oman, with 15 male and female students.
- * Launching a campaign for discovering the gifted students during the year 2009 in four educational districts (Dubai, Sharjah, Ajman and Umm Al Quwain).
- * Applying IQ's test to students who won the award in previous rounds and establishing data base for them.
- * Preparing the first and second phases to measure up gifted students' behavioral characteristics.
- * Completing the preparation of the first stage of the gifted students' data base.
- * Enrolling 21 female teachers in the Vocational Certification Program of the gifted teachers.
- * Completing the administrative and legal procedures of the Standardized Achievements Tests and IQ project.
- * Preparing the nomination forms for the gifted students.

- * Completing the general framework and the working plan for the program of developing social and psychological skills of the gifted students.
- * Completing the preparation of the scientific material of the introductory handbook for the Department of Nurturing the Gifted.

UNESCO-Hamdan Bin Rashid Al Maktoum Award

In the Closing Ceremony of the tenth round, His Highness Sheikh Hamdan Bin Rashid Al Maktoum announced the creation of an international award. His Highness then directed the Board of Trustees to take all necessary measures to carry out this noble task. On May 13, 2008, Decree No. 19 was issued to set up the Hamdan International Award for the Teacher. However, on October 17, 2008, Decree No. 21/11 was issued to amend the title from Hamdan International Award for the Teacher into UNESCO-Hamdan Bin Rashid Al Maktoum Award for Rewarding Outstanding Practices in Enhancing the Effectiveness of Teachers. The Award was subsequently launched internationally in accordance with the UNESCO Executive Council Meeting, No. 180/M/T/45 dated September 5, 2008, held at the organization headquarter in Paris.

Objectives of UNESCO-Hamdan Bin Rashid Al Maktoum Award

- * Contributing to achieve development goals in the third millennium as declared by the UN General Assembly on September 8, 2000, as well as the goals of Learning For All initiative.
- * Improving teachers' level of performance and increasing their awareness of issues and problems all over the world.
- * Developing the level of teaching and application practices through the Award of the Distinguished, and promoting and exchanging such practices throughout the developing countries and marginalized societies.

- * Demonstrating the UAE pioneering role in promoting teaching and the level of quality, starting off with the successful experience of Hamdan Award toward global prospects.
- * Contributing to develop UNESCO programs.
- * Supporting exchange of experiences and publishing distinguished practices with respect to teaching and teachers.

Work Committees at UNESCO-Hamdan Bin Rashid Al Maktoum Award for Rewarding Outstanding Practices in Enhancing the Effectiveness of Teachers

International Arbitration Committee: Permanent Members

The Permanent Arbitration Committee of each round consists of three permanent members:

- * UNESCO Supervisor General representative.
- * Board of Trustees Representative at UNESCO-Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance.
- * General Coordinator, selected by Board of Trustees Representative at UNESCO-Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance, recommended by UNESCO.

Duties of the Permanent Arbitration Committee Members

- * General supervision of the arbitration process.
- * Follow-ups during the non-permanent committee's performance job and securing the required direction in the process of winners' selection.
- * Analyzing notes and feedbacks on developing arbitration mechanisms and arbitrators' training program.

International Arbitration Committee: Non-Permanent Members

The non-permanent arbitration committee consists of five non-permanent members from outstanding professionals who are well-qualified and experienced in issues related to teachers. The

arbitration committee membership should reflect the Award's global nature, characterized by geographical representation of all UNESCO areas, i.e. Africa, Arab countries, Asia and the Pacific Ocean, Europe, North America, Latin America, and the Caribbean. Balance of gender is also essential in this regard.

Screening Committee

It is a neutral committee and supervised by the Award Administration. It consists of a sufficient number of arbitrators with a vocational and educational experience in the field of teaching, supervised by the Award's General Coordinator. At this stage, arbitrators screen and examine the applications, along with the attached documents to verify their applicability to the Award's basic conditions. The Screening Committee also excludes all applications that do not meet the Award's basic requirements.

Participation Conditions in the Award

Candidates must be from member states of UNESCO, especially Ministries of Education, other ministries involved with issues of the two sexes, youth, and society), international and local governmental and non-governmental organizations, local, national, regional bodies, which are entitled to participate in the Award. Individuals cannot be nominated to win this award. The award is given to those candidates selected for their distinguished practices related to teaching or teachers; three awards are given every two years according to the following terms and conditions:

- * Applicants should be authorized to legally work in their field; they should submit an official letter confirming that nothing prohibits them from participation.
- * Applicants should be authorized to work for no less than five years.
- * Applicants should not belong to any ethnic, ideological or political affiliation.
- * Applicants should be independent at both administrative and financial levels.

- * Applicants should not be supported partially or wholly by Sheikh Hamdan Bin Rashid Al Maktoum or UNESCO.
- * Applicants should be partially or wholly interested in the education field.

How to Apply for the Award

Nomination is made by authorities or parties such as multinational or bilateral bodies, ministries of education (or other interested ministries), non-governmental organizations and institutions or organizations that contribute directly to distinguished practices related to teachers or familiar with these practices. Such organizations should have the legal authority to nominate individuals to win the Award. Nomination can be done by sending a nomination letter for each candidate eligible for participation. A nomination body can nominate anyone who fulfills the terms and conditions for participating, and each body can nominate a maximum of five candidates.

Rewards and Incentives

UNESCO-Hamdan Bin Rashid Al Maktoum Award for Rewarding Outstanding Practices in Enhancing the Effectiveness of Teachers is regarded as the most expensive award among all others. Its value is \$270,000 and is divided into three awards. Each award is \$90,000 given in the form of suitable educational and academic services.

The Award Round

The round of the Award begins once every two years. The year 2010 has witnessed the celebration of the first round for UNESCO-Hamdan Bin Rashid Al Maktoum Award. The second round will be in the year 2011-2012.

Arbitration

Arbitration activities at the UNESCO-Hamdan Bin Rashid Al Maktoum Award for Rewarding Outstanding Practices in

Enhancing the Effectiveness of Teachers are divided into three stages. They are as follows:

First Stage: Screening and Review

The Screening and Review Committee screen and examine the applications, along with the attached documents to verify their applicability to the Award's basic conditions. The Committee also excludes all applications that do not meet the Award's basic requirements.

The Second Stage: International Arbitration

The non-permanent arbitration committee, chaired by the Award's General Coordinator studies each application per se, then group and collective deliberations are conducted to select the best three candidates who meet the requirements and standards of arbitration.

The Third Stage: Field Arbitration

Permanent and non-permanent members of the arbitration committee visit the nominated institutions on their site and in their countries. They also meet those who are in charge of these institutions and examine the project they are undertaking to support education and teachers in their own countries. In light of this, a final decision for winners is made.

Participations of the Round

Participation in the UNESCO-Hamdan Bin Rashid Al Maktoum Award for Rewarding Outstanding Practices in Enhancing the Effectiveness of Teachers was open to all countries without any form of discrimination, starting from June till end of September, 2009. At the end of the nomination period, 33 different participants were received from all over the world. They were distributed according to the geographical classification of the UNESCO areas. The award received 12 participants from Asia and the

Pacific Ocean, 8 participants from Africa, five participants from the Arab countries, five participants from Latin America and the Caribbean and three participants from Europe and North America.

The Winners

In the first round of UNESCO-Hamdan Bin Rashid Al Maktoum Award for Rewarding Outstanding Practices in Enhancing the Effectiveness of Teachers, the following were nominated:

Ali Foundation for Teaching/Education (Pakistan)

This is a non-profitable organization, which was established in 1992 to develop teachers' professional capabilities in Pakistan via centers for teaching. Since 1997, more than 12,000 teachers benefited from the services provided by this foundation, and 87% of those 12,000 teachers were females.

Center of Excellence for Teachers Training (Dominican)

This center aims at achieving excellence in developing methods of teaching reading and writing for pupils in the first four grades via early teachers' certification. The center has certified 3,400 teachers and administrators.

Congo Center for "Learning For All" (Congo)

This center trains teachers and administrators in all study stages from kindergarten to secondary. Its mission is to certify teachers and those in charge of them to support teachers' experiences. To this effect, the center has trained over 1000 male and female teachers.

Program of Nurturing Distinction

In the Closing Ceremony of the eleventh round, His Highness launched a new program (i.e. Distinction Nurturing Program) for Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance. This program came as a response to

the Award's new phase of development and growth, entering its second decade in search for distinction. The program's philosophy is based on providing sustainable nurturing, societal participation, promoting distinction and achieving a pioneering role in this regard. It is also His Highness' personal view of education and excellence, which was reflected through his efforts and practices in support of teaching and expresses the Award values embodying His Highness' view and support of the program to be implemented, starting from the twelfth round.

The rationale behind this program is to take care of distinguished individuals within the field of education, particularly those who have either previously won the Award or participated in one of its rounds and did not win a major award, or got involved in any of the programs, or individuals interested in the notion of excellence, or those who provided quality programs which ensures sustainability and make excellence, not a short journey, but a way of life. The program of nurturing distinction consists of 15 projects which serve most of the Award's categories. These projects will be implemented consecutively within the next five years, with an average of two projects per year.

It is worth mentioning that, during the year 2009, the implementation of two projects "After Distinction Project (Teachers and Supervisors category), and the "Together towards Distinction project (Students, Teachers and Schools Administrations category) has begun. Currently, work is in progress to design and execute the third project entitled "After Distinction Project (School Administrations category), in addition to the Association of the Distinguished.

The program seeks to achieve the following set goals:

1. Distinction continuity for those who win the Award.
2. Activating the role of winners to participate in the dissemination of the culture of distinction in the society.
3. Investing in the winners' abilities and creativity so they can

- provide distinguished services to the society.
4. Attaining partnership with local and international institutions involved in nurturing distinguished individuals, and by so doing they provide supporting institutions with an opportunity to adopt the distinguished.
 5. Continuity of the Award pioneering role in the initiatives of distinction.
 6. Appreciating and encouraging efforts exerted by anyone within the field of education to contribute to achieving the Award vision.
 7. Motivating the targeted to participate in the Award competitions.
 8. Helping distinguished individuals who fear failure due to noticeable deficiency in any of the Award's main criteria.
 9. Helping distinguished individuals who reached the finals but did not win the Award.
 10. Understanding the disappointment of distinguished individuals who were interviewed but did not win.

Targeted Individuals From the Award Categories

Teachers, Most Distinguished Teachers, Students, Supervisors, School Administrations and Educational Projects, particularly those

- * Who previously won the Award.
- * Who reached the finals but did not win.
- * Who are known by their distinction in the educational field.

Program Outcomes in the First Round

- * Participation in Dubai Forum for best practices.
- * Sending a group of the project affiliates to participate in the “Ninth International Conference for Teaching” in Singapore and in “Gulf Presentation on Teaching and Training” in Bahrain.
- * Participation in attending local conferences (Educational Consultations Conference-and Teaching Quality Conference).
- * Providing consultations and advice to the Award candidates

who did not win in previous rounds. These consultations have resulted in (23) participants winning in the second round out of (45) applicants, and (15) participants out of (21) teachers, in addition to one school out of two schools. The award honored the supervisors for their efforts in supporting the participants and leading them to the winning stage.

- * Organizing the Fourth Annual Best Practices Gathering and Exhibition.
- * Organizing the Closing Ceremony exhibition.
- * Winners E-Forum.
- * Winners Forum.
- * Participation in the distinguished production exhibition be it permanent and non-permanent, fixed or stationary in schools that are involved with such activities within the UAE such as:
 - * Integrated program for training. A series of training courses for the program members were implemented, in addition to offering a bag for the teacher category associated with the project.
 - * A program for honoring participants who did not win.
 - * A visit and meeting program with the Ministry of Education, educational districts and relevant authorities.
 - * Nurturing distinguished projects in the field.
 - * Forming and promoting the Association for the Distinguished.

Supporting Institutions Award for Education

Because of his Highness conviction in the role institutions and society partnership play in improving the educational sector and developing it to a higher level, Sheikh Hamdan Bin Rashid Al Maktoum launched a new initiative directed toward educational institutions. Such an initiative aims at encouraging local, public, and private institutions initiatives to support education and improve teaching practices, which contribute directly or indirectly to improving the educational level. The initiative was broadly welcomed by the society institutions during the eleventh and twelfth rounds.

Conditions for Applying to the Award

- * Participation in the award must be in the name of the institution.
- * Application to participate in the Supporting Institutions Award for Education should be self nomination by the institution of the initiative or by a recommendation from another body.
- * Submitted initiatives must be geared toward helping the UAE educational sector, regardless of the institution headquarter inside or outside the country.
- * The institution must have an official recognition of its entity.
- * Nomination form must be in Arabic.

Selection Process

A committee of a number of experts and specialists is formed to select the respected institution. The selection is based on the kind of initiative, its continuity and impact, and the society sectors benefiting from it.

Winners

In order to participate in the Supporting Institution Award, 15 participations should be submitted during the eleventh and twelfth rounds. As a result of the submission, Dubai Police won with its initiative “The Security Education Program” in the eleventh round, and Dubai Municipality won with its initiative “The Child Library” in the twelfth round.

Chapter Four

The Award Field Effect

The Conclusion

The Award Field Effect

In order to assess the effect of the Award on the field, surveys, procedural researches and the periodical reports from coordinators as well as questionnaires are considered significant tools to extrapolate clients or customers' opinions about the Award, its activities and its effect on the field. Paramount to this are the reports of the arbitration committees and their observations, which were prepared after personal interviews and field visits, along with the concluding reports for the Award's rounds, which have proven to be significant means of estimating the effect of the Award on the field. Such an effect can also be monitored through the analysis of the tools that have shown the Award's effect on the field in accordance with the following categories:

Student

- * The Award has resulted in raising the spirit of positive competition among students in the field of academic achievement. This has clearly led to a high percentage of excellent grades in the participating schools.
- * The Award directed participating students to participate in other fields of activities such as athletics, cultural and social activities, while emphasizing students' academic achievements.
- * The Award contributed to uncover students' talents and identities, helping them to utilize various methods.
- * The Award increased the students' interest in computers, software, and network information (internet). It also encouraged them to possess the skills and utilize such technology in their studies to increase their achievements, and revise their source of information, and writing academic papers and conducting research.

Teacher

- * The Award motivated teachers to develop their performance and diverse their teaching methods. It also motivated them to improve develop themselves professionally via continuous

learning and keeping abreast with the latest developments in his field.

- * The Award increased teachers' interest in their students and directed them to follow up on their achievements. It also helped them diagnose students' weaknesses and strengths and provide effective remedies. All this is an attempt to improve their level of performance and provide them with opportunities to excel in their work.
- * The Award increased teachers' participation in schools' various activities and motivated them to plan ahead and organize their activities. This has helped teachers improve their overall role in schools.
- * The Award fueled the spirit of team work among teachers and motivated them to work together on projects that serve students' interests and increase the schools' role in society.
- * The Award motivated teachers to conduct educational researches to serve the educational process and equipped them with scientific methodologies for planning, organizing, documenting and conducting research.
- * The Award increased teachers' use of educational technologies as well as computers, software and the internet in teaching, professional growth and in self learning.
- * The Award contributed to uncovering highly distinguished teachers and rewarded them for their distinction.

School and School Administration

- * Scientific and strategic planning have become basic in the school work. Each school sets up its own strategic plan, branching into executive plans in different school.
- * The Award motivated the school to continuously follow-up on students and set up programs to improve their performance at the scientific and behavioral levels.
- * The Award increased the school's interest in educational projects and encouraged innovative works in teaching activities and teaching methods.

- * The Award encouraged the school to maintain good relations with the family, local community and various societal institutions to serve the educational process.
- * The Award increased the school's interest in the school utilities to better invest them in the school's different activities.
- * The Award enhanced the process of documentation in the school and made it essential in organizing its work.
- * The Award improved the appraisal processes in the school and made them more accurate, diverse and more objective.
- * The Award promoted the culture of educational distinction in schools and contributed to bringing out recent educational administrative theories, along with their various applications.

Supervisor

- * The Award motivated supervisors to intensify and diversify their supervision methods such as courses, workshops, symposia and meetings, not relying on class visits only.
- * The Award motivated supervisors to use organized scientific methods to identify teachers' educational and technical needs and then classify teachers into categories in light of these needs.
- * The Award contributed to developing supervisors themselves and motivated them to improve their education and develop their technical skills, especially in the use of computers and internet.
- * The Award directed supervisors towards educational and procedural researches according to sound scientific and educational methods so they can address field problems and improve performance. The Award also directed teachers to work on educational projects to serve those objectives.
- * The Award encouraged supervisors to attend to students' learning and follow up on their levels of performance as well as attending to teaching and teachers' levels and performance.
- * The Award helped supervisors diversify their assessment methods and design accurate and objective assessment tools for application.

Family

- * The Award increased families' interest in their children and continuously followed up on their studies and their behavior in schools.
- * The Award contributed to establishing good relations between home and school and increased communication between guardians and the school for the benefit of both school and student.
- * The Award promoted the cultures of distinction among the local community and families and further organized and developed relations among family members based on accurate educational principles.
- * The Award increased guardians' participation in the school's various activities and contributed to its openness to the local community.
- * The Award increased the family's understanding of its roles, which in turn contributed to family planning.

The Award's Impact on Improving the Performance of Educational Districts

With regard to the impact of the Award on the educational districts, scientific field studies were conducted by the Award to examine the impact of the Award on the educational districts. It was found that the Award has a positive impact on educational districts in improving workers/employees' tendencies and develop their institutional performance. The studies also included the following findings:

- * The Award motivated employees to take part in setting up strategies and implementing them according to accurate scientific principles.
- * The Award motivated employees to participate in the educational district in shaping the district's vision, mission, objectives and success indicators.
- * The Award motivated the educational district to set up annual plans according to the Award's strategic plan.
- * The Award helped in distributing working objectives and

success indicators to all administrative units and in scheduling it chronically.

- * The Award helped employees to take part in setting up an organizational structure, along with the district job description.
- * The Award increased its commitment to continuously document its work.
- * The Award helped in delegating responsibilities to other authorities for the purpose of simplification and facilitation.
- * The Award helped in setting up the district's plan and implemented it in the area of professional planning based on their training needs.
- * The Award encouraged educational districts to benefit from the private sector through its services and educational programs.
- * The Award helped in enabling the district to adopt a plan for developing employees' skills in IT for the purpose of evaluating them periodically.
- * The Award helped in enabling the district to implement pioneering projects, developed by employees.
- * The Award helped the district in measuring the impact of implementing projects on the targeted according to clear and accurate standards.

The Award also helped in the following:

- * Setting up appropriate programs to improve the teaching methods of various subjects.
- * Setting up clear mechanisms to identify the gifted and the distinguished.
- * Setting up enriching programs and useful activities for the gifted and the distinguished.
- * Setting up programs to train teachers on developed teaching methodologies.
- * Implementing joint projects to improve the services offered to the society.
- * Identifying clear policy for participating in the local and social events.
- * Identifying standardized criteria for correcting employees'

performance in the district periodically.

- * Adopting standardized criteria for correcting the performance of the district's organizational units periodically.
- * Benefiting from the results of correcting the performance of the district's organizational units in developing the work of the educational district.

It should be pointed out that the Award had a vibrant and positive effect on field during its first decade. It created a lively and active environment and at the same time fueled the spirit of competition among employees. The Award also promoted the culture of distinction and quality performance among contestants. As for highly and distinguished individuals, the Award put more emphasis on their aspects of distinction and provided directions to uncover their talents and nurture them properly.

The Award also made quantum leaps in the level of performance in the field of education, be it at the level of the school, school administration, socio-specialist, and supervisors. This was made possible through the utilization of modern administrative and educational strategies. The Award improved employees' ability to use up-to-date programs, which helped them work on projects and research, along with developing their skills in making educational initiatives and for self development. The effect of this was reflected positively on the performance of students in improving their academic achievements and increasing their activities inside and outside the school. Above all, the Award has contributed to establishing a strong relationship between the school and its social surroundings. It also strengthened the relationship between the family and the school.

Conclusion

After reviewing the Award process and its development, and examining the successes and the progress it has made in its first decade, one would expect that the Award image and prospects look optimistic and promising in its second decade. It is expected that the Award will continue its successful path and its continued

march toward future expansion at the Arab and international levels and become a reputable regional and international institution. Only then, the Award will be able to play an active role in promoting applications of modern education at all levels. This will be based on the Award's scientific view and sound planning, and its recognized international standards in academic performance quality. At this stage, the Award is benefiting from the most recent technologies, and commits itself in all of its procedures to the highest standards of honesty, accuracy and objectivity. With all these means of achieving progress and success, the Award will be comparable to the most reputable international institutions in this area, in addition to being an umbrella for gifted and creative individuals who will find care and ongoing follow ups.

Despite all the achievements, the Award now faces more challenges, namely its continued presence on the map towards distinction at the local, regional and international levels, and maintaining such presence, and then its constant search for sustainable pioneering programs, which will ensure its leading role in this regard. On the basis of this view, the Award clearly seeks to acquire international recognition of its standards, which reflect its accumulative history in the field of distinction and its unique philosophy, which is based on its own values. The Award also strives to maintain its presence and good relationship with institutions of excellence or distinction. To this effect, the Award acquired its presence in the European Council Membership for the Gifted, Arab Council for the Distinguished and Highly Gifted, and Dubai Quality Group. Currently, the Award is seeking to acquire the European Quality Group Membership. This indicates that the Award will be a bright shining star in its second decade along with other reputable and recognized international awards, doing its best to improve academic performance at the international level and develop academic performance at the local, Gulf and regional levels. With this, the Award, acquires recognition of all scientific educational institutions throughout the world.

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