

9th Best Practices Seminar .. Thinking out of the Box

Deputy Ruler of Dubai Honors Winners of UNESCO-Hamdan Prize



**(Issuing Family Guidelines
for Parent of Talented Students)**

**Intensified Guidance & Training
in Cycle 17 ..Focusing on Increasing
Participation**

**100 Adjudicators Discuss 9th
Forum Updates & Observations**

**(Requests to Make Parents Aware
of School Regulations ..
Family is Fort)**

October 2014

Issue 87

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Cover Story

OUR VISION

To be pioneers in the management of excellence in educational performance and fostering talent

AIT News amayoz

Monthly Educational Magazine

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Hamdan Initiatives for UAE



* Actions, not only words, prove that the United Arab Emirates has overcome all obstacles, barriers and restrictions, whether the psychological, intellectual or physical, to go ahead steadily in the race of sustainable development, supported by the strategy of modernity in many aspects. These include recruiting the best talents, developing achievements and improving education and training, in addition to targeting excellence in performance. All these aspects have made the UAE one of the most developed countries in the field of application of smart solutions, as well as integrating into the global system as a reactant member about international issues, not to mention being a motivating and influential model in evolution trends; especially that the quantum leaps that have been achieved thanks to the standards of quality and excellence have led to a shift in the visions, strategies, tools and performance, resulting in launching internal evolution improvement initiatives and external support which has included vital areas for humanitarian purposes. Hence, praising the UAE Government by the Director General of UNESCO in her speech during the ceremony honoring the winners of UNESCO-Hamdan Prize which was held recently in Paris, as well as the enormous compliment paid to His Highness the patron of the Award, are both but a certificate of appreciation for the UAE, its visionary government, its achievements in sustainable development and its attitudes in support of the UN efforts.

* In this context, the achievements of His Highness Sheikh Hamdan bin Rashid Al Maktoum initiatives for this beloved country are among the important results of the empowerment and support given by His Highness to the institutions based on such initiatives for establishing special partnerships with international institutions such as UNESCO, wherein the majority of countries are members. Such partnerships have given an opportunity to the UAE achievements, humanitarian trends and noble values to meet with the efforts of the UAE embassies and permanent delegations to highlight the remarkable Emirati excellence which reflects the true image of the Emirati Gulf Arab Muslim individual, and to accumulate more positive media resisting the waves of agitated media marketing negative stereotypes.

* The revision of educational content and linking it with the current and future national entitlements guarantee pursuing the path of excellence and sustained excellence. Certainly the innovative solutions to the problems of education are available in an institutional system which have the entitling experience, efficiency and support; but what is more important is to change the intellectual stereotype entrenched in the mind of the society saying 'Education is for getting a job'.

Abdul Noor Ahmed Al Hashimi
Chief Editor

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Deputy Ruler of Dubai honoring the winners of UNESCO-Hamdan Prize: **Under Khalifa Guidance.. UAE Assists Poor Countries to Promote Education**

WAM – Paris, Al Tamayoz News – Dubai

His Highness Sheikh Hamdan bin Rashid Al Maktoum, Deputy Ruler of Dubai and UAE Minister of Finance, accompanied by His Excellency Husain bin Ibrahim Al Hammadi, Minister of Education and Chairman of the Board of Trustees of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance, and Irina Bokova, Director-General of the UN Education, Science and Culture Organization ‘UNESCO’ honored the winners of UNESCO-Hamdan bin Rashid Al Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers from Belgium, Panama and Madagascar.



During the Prize ceremony held at the UNESCO headquarters, HH Sheikh Hamdan asserted that the United Arab Emirates, under the directives of His Highness Sheikh Khalifa bin Zayed Al Nahyan, has always sought to lend a helping hand to assist poor countries in the advancement of their educational level.

HH appreciated the efforts of His Highness Sheikh Mohammed bin Rashid Al Maktoum, UAE Vice President, Prime Minister and Ruler of Dubai, for his unlimited support for all education programs, reminding of the awards and activities supporting spreading education and developing educational methods sponsored by His Highness Sheikh Mohammed locally, regionally and globally.

Spreading Education

HH Sheikh Hamdan exalted UNESCO's role as a global

holder for education and culture, noting the joint efforts between Hamdan bin Rashid Al Maktoum Award and UNESCO encouraging and motivating teachers in developing communities, and appreciating their struggle and efforts to improve human communities by spreading education and knowledge, combating poverty and all forms of difficulties, in order to help others and change their lives for the best.

His Highness Sheikh Hamdan bin Rashid Al Maktoum expressed his delight in participating with UNESCO in rewarding outstanding practices and efforts to improve the performance of teachers.

Concluding his speech, and before inspecting the sideline exhibition accompanying the ceremony, HH congratulated the Prize winners of the third session, and thanked UNESCO, headed by Director-General Irina Bokova for the ongoing

efforts to develop education and its techniques and programs, particularly in developing countries.

Sustainable Development

The Director of UNESCO also delivered a speech commending the unlimited support provided by His Highness Sheikh Hamdan bin Rashid Al Maktoum for knowledge and scholars at the UAE level and the region, especially in the African countries which are the most countries in need of education. She extolled the role of the UAE in the development of education and educational techniques for students, which ranks on top of the agenda of sustainable development, commending the financial aid offered by the UAE and its wise leadership orientation in spreading knowledge and fighting against extremism and ignorance in developing countries.

Appreciating Mohammed bin Rashid's efforts and unlimited support for all education programs

UNESCO is holder of education and culture globally

Bokova commends the unlimited support provided by Hamdan bin Rashid Al Maktoum for knowledge and scholars



“The Prize unites excellence in educational practices with their promotion across the world, besides providing direct support to the teachers’ achievements” Irina Bokova stated, stressing that positioning education in the forefront also means placing teachers in the forefront, noting that teachers, in many cases, teach without proper qualification and in the absence of the fundamental resources they need. UNESCO Director-General thanked HH Sheikh Hamdan bin Rashid Al Maktoum for his vision towards the necessity of making good education available citing: “This is the prevailing spirit in all works of UNESCO; namely, strengthening efforts to provide quality education for all, and raising education to the forefront of the national and international plans.” “Good teacher is the one who holds the keys to achieve good education, and we rec-

ognize the importance of teachers. However, we cannot do everything that has been done across the world”, HE Irina Bokova stated, calling for support of teachers in all means in the remaining period until 2015, and in the new plan which will come later, in order to ensure creating strong conditions, good work environment, high quality training and development programs, in addition to efficient management. 3 projects from Angola, Mali, Panama and Madagascar have won the third session of UNESCO-Hamdan bin Rashid Al Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers. The winner projects are: «Oxfam Novib International» project of Angola and Mali, the «ProEd Foundation» project of Panama, and the project «SOS Villages d’Enfants» of Madagascar.

The number of participating institutions amounted to 165 from different continents; 99 of them were qualified, achieving a 300% growth rate compared to the previous session. They were distributed as follows: 28 participants from Asia and the Pacific, 22 participants from Africa, 7 participants from Arab countries, 20 participants from Latin America and the Caribbean, and 22 participants from Europe and North America. 3 projects won the Prize from Madagascar, Panama, and a joint project between Angola and Mali. UNESCO-Hamdan bin Rashid Al Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers was founded in 2009 under the support of His Highness Sheikh Hamdan bin Rashid Al Maktoum. The Prize aims at supporting, encouraging and helping

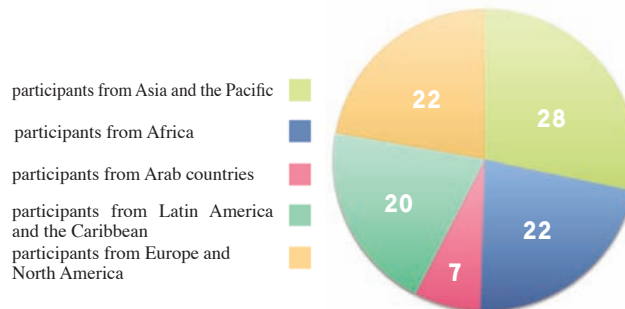
UN praises UAE’s orientation to spread knowledge and fight against extremism and ignorance in developing countries

UNESCO-Hamdan Prize provides direct support for teachers focusing mainly on education



seekers of enhancing the performance and effectiveness of teachers in order to achieve the objectives of Education for All, giving priority to developing countries, as well as marginalized and disadvantaged groups worldwide. It will also contribute to facilitate the dissemination of practices relating to outstanding teachers at the global level. The prize is awarded biennially for the three winners from around the world who provide outstanding educational practice contributing to improving the performance and effectiveness of teachers in developing countries and marginalized and less developed communities. The award amounts to US\$ 270,000, to be divided on the three winners, so that each of them gets US\$ 90,000. The Prize is awarded to the winning institutions in the form of appropriate educational and academic services.

Geographical Distribution of Participations



3rd Session in Numbers

132 participations from different continents

99 qualified projects

300% growth in the number of participations compared to the previous session

3 winning projects from Madagascar, Panama, a joint project between Angola and Mali

Huge Delegation

Heading a large delegation to Paris, His Highness the Deputy Ruler of Dubai and UAE Minister of Finance participated in the ceremony honoring the winners of UNESCO-Hamdan bin Rashid Al Maktoum Prize. The delegation included HE Hussain bin Ibrahim Al Hammadi, Minister of Education and Chairman of the Board of Trustees of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance; HE Abdul Rahman bin Mohammed Al Owais, Minister of Health; HE Humaid Mohammed Al Qatami, Former Chairman of the Board of Trustees; members of the Board of Trustees; and Abdullah Masbeh Al Nuaimi, Chairman of the Permanent Mission to the United Arab Emirates in UNESCO, along with a number of educational leaders in the UAE and the Member States of UNESCO.

About Winning Projects



1) Oxfam Novib/Education International for their project: Quality Educators for All: Every Child needs a Good Teacher implemented in Mali and Uganda.

Oxfam Novib (ONL) and Education International (EI) joined forces in 2007 to improve student learning outcomes by investing in the professional development of teachers and by holding governments responsible for providing quality education. This effort resulted in the project, Quality Educators for All (Quality-ED) first piloted in Mali and Uganda. Quality-ED has developed a consensus based teacher competence profile for primary school teachers and helped to strengthen their professional competences, in both formal and non-formal education.

Oxfam Novib is a member of the Oxfam Confederation that includes 17 Oxfam affiliates around the world and which was formed in 1992. Whereas, Education International is a global federation of teachers' unions with a membership of over 30 million teachers and education workers in 171 countries.



2) ProEd Foundation for its project: Teachers Teaching Teachers – Professional Learning Community (PLC) implemented in Panama.

ProEd's Teachers Teaching Teachers Professional Learning Community (PLC) began its mission to create high-quality, continuous professional development for teachers and school administrators of all ethnic, socioeconomic and gender orientations in Panama's public and low-income private schools in 2007. ProEd has developed curricular materials and delivered courses to approxi-

mately 700 educators over the past 7 years, who may, in turn, impact about 35,000 students. ProEd's PLC was created for the purpose of school improvement, which can be measured by an increase in student learning. The ProEd Foundation an organization founded in 2001 for the betterment of Panamanian education.

3) SOS Children's Villages of Madagascar for its project: Teacher Training Programme implemented in Madagascar.

Since 1989, SOS Chil-

dren's Villages - Madagascar acts as an association with a social purpose, it is non-denominational and apolitical.

Member of the International Federation SOS Kinderdorf International (KDI), present in 132 countries, it works in the field of child protection and is present in 12 regions in Madagascar.

SOS Children's Villages of Madagascar includes:

3 nursery and kindergarten schools with 750 children at risk of school dropout

3 primary and secondary schools with 1,350 children at risk of school dropout

10 classes ASAMA (Extra School Action of Malagasy Teenagers) with 100 children who have never been to school or are forced to leave school at 12 years old.

SOS Children's Villages Madagascar aims to improve the quality of education, particularly through training in order to build the capacity of teachers. An essential mission to fight against school dropout and promote access to education for orphans and children from the most vulnerable families.

Al Maktoum Foundation & Dubai Cares Participate in the Exhibition

Al Maktoum Foundation and Dubai Cares participated in the exhibition accompanying the ceremony of honoring the winners UNESCO-Hamdan bin Rashid Al Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers in the UNESCO's headquarters in Paris.

Mohammed Obaid bin Ghannam, Secretary General of the Al Maktoum Foundation (AMF) stated that the participation of AMF in UNESCO celebration confirms its vision and strategy, led by its patron HH Sheikh Hamdan bin Rashid Al Maktoum, focusing on education being a pillar of the nations' progress and effective tool in: mapping their future, forming and building capacities, and preparing generations for the various services and crafts, since everyone is aware of the importance of education in the lives of nations and peoples as a platform for progress.

He commended the efforts of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance, locally, regionally and globally, through competitions within the UAE and the Arab world, in addition to the partnership with UNESCO to reward outstanding practices and efforts to improve the performance of teachers and the learning environment.

The number of educational institutions that are run by AMF amounts to 45, including 45,000 students, with academic students composing half of this number in Africa and Europe. These educational institutions adopt the curricula of their own countries.

AMF commenced its philanthropy and humanitarian



journey back in 1997 via the Cultural Centre in Dublin, Ireland. This served as the nucleus for the history of bounty and charity initiated by His Highness Sheikh Hamdan bin Rashid Al Maktoum. AMF expanded its circle to cover 69 countries around the world.

In the same year, AMF launched its widespread educational program in Africa building ten fully-furnished secondary schools. The program is still going on achieving unprecedented success and helping thousands of African students to join important faculties. It has become the most important educational project in Africa outside the scope of government education.

In January 2000, under the directives of HH Sheikh Hamdan bin Rashid Al Maktoum, AMF's headquarters was opened in Dubai and in December 2005, His Highness Sheikh Hamdan bin Rashid Al Maktoum decreed appointing His Highness Sheikh Rashid bin Hamdan Al Maktoum, as a chairman of AMF, Mirza Al Sayegh, as vice chairman, and Moham-

med Obaid bin Ghannam, as general secretary, along with the formation of the AMF Board of Trustees.

On the other hand, Dubai Cares is a philanthropic organization working to provide children in developing countries with access to quality primary education since it is a critical factor in every child's development.

Education is the most effective tool to break the cycle of poverty, a belief held by the founder, His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai. It was from this belief and the desire to give children - regardless of their nationality, creed or religion - the opportunity to become positive contributors to society, that His Highness established Dubai Cares in September 2007.

Dubai Cares mission to increase children's access to quality primary education is realized through integrated programs that eliminate the underlying obstacles that prevent children from going to school and learning.

This is achieved through school feeding, deworming activities, early childhood education, curriculum development, literacy and numeracy through teacher training, school infrastructure as well as Water, Sanitation and Hygiene in schools.

Reaching more than 10 million children in 35 developing countries, Dubai Cares, with the support of the UAE community, is making a difference in the lives of children and their communities by:

- Building and renovating over 1,500 classrooms

- Providing more than 1,300 water wells and potable water sources and constructing over 3,400 latrines in schools
- Providing nutritious food every day to more than 504,000 children in schools
- Training over 38,000 teachers

- Keeping more than 2.7 million children free from intestinal worms through its deworming activities

- Distributing over 2.1 million books written in local languages

- Establishing over 6,750 Parent-Teacher Associations.

TAKE A TRIP INTO
YE 2050.

Your
for a gene
Visit Child
today and take a walk
future

Efforts Paved the Way for Cycle 17 of Hamdan Award

Guidance, Introductory Workshops and Talent Programs .. Focusing on Increasing Participations



Dubai - mohammed ali:

In preparation to the 17th Cycle, Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance held training courses and introductory workshops in various categories, in addition to applying an educational program to gifted students participating in the summer camp. The Award sponsored 27 students who were part of the Student Counseling Project held at the Intercontinental Hotel, Dubai, and have been qualified to participate in the current competitions.

Moreover, as part of its initiative to attract teachers, supervisors and administrators from several qualification centers, and to encourage them to participate in the 17th edition competitions, the Award held introductory workshops in the categories of Distinguished Teacher, Distinguished Social / Psychological Specialist, Best Applied Project and Distinguished School & School Administration. 50 teachers and a number of supervisors and administrators from various qualification centers attended these workshops, while 7 schools participated to get familiar with the Award's standards and how to document files.

The introductory program witnessed big turnout of the targeted segments, which reflects the extent of their interest in excellence of education and their desire towards proficient performance, reflecting the Award's vision; namely, "to be pioneers in the management of excellence in educational performance and fostering talent". The program was meant to assist the Award's supporting services for the targeted from different countries and its ongoing efforts in the development and modernization of its programs. The targeted identified the

Award's categories and application steps, and were trained on how to harmonize the standards of the Award with their performance in many areas, including activities, initiatives, creativity, innovation and educational excellence.

Online Advisor

The trainees were briefed on the Online Advisor program which was launched by the Award recently, where experts and adjudicators in the Award have been appointed to communicate and answer any queries received from targeted through different channels of communication including email, social networking websites (Facebook and Twitter), and instant messaging, in addition to private counseling sessions with the targeted.

Participants were enrolled in the Online Advisor program, where they were introduced to the program and how to register and take advantage of it to help them with their participation in future cycles.

The idea of this project is established on communicating online with the targeted who intends to apply for the Award and has questions about how to apply or prepare the file. Besides, candidates by the Award can

communicate with the trainees in workshops to introduce the Online Advisor program to utilize the services of the program; thus, the database is updated with the targeted wishing to take advantage of the program. As well, the participants in previous sessions who could not win can now recognize the weaknesses of their files.

The Online Advisor team members, in collaboration with the program supervisors from the Assessment and Design Section, communicate with the targeted found at the database using different channels of communication.

Hamdan Award in GCC States

At the level of Gulf countries, and in line with its efforts to spread educational excellence culture and consolidate quality education standards at the level of Member States of the Arab Bureau of Education for the Gulf States (ABEGS), and in order to boost their participation and interaction, Hamdan Award organized training workshops in the Kingdom of Bahrain targeting the Distinguished Teacher and Distinguished School & School Administration categories.

Bahraini teachers, administrators and educators participated in the training workshops where they were trained on the skills to deal with the Award standards under the supervision of both trainers: Moza Saif Matar and Zamzam Abdul-Aziz Al-Najjar.

The workshops focused on enhancing the trainees' skills including how to harmonize the standards of the Award with their performance in many areas, including activities, personal initiatives, creativity, innovation and educational excellence, as well as introducing the Award's latest development to them.

However, Hamdan Award presents numerous services to the targeted in different countries depending on ongoing measurement and assessment by developing and updating its programs targeting categories of the educational system, and improving the performance of the beneficiaries; the thing which is consistent with the Award's vision in establishing the methodology of excellence in educational culture and giftedness welfare.

New Category

In its 17th Cycle, Hamdan bin Rashid Al Maktoum Award for





Distinguished Academic Performance introduced a new category to the GCC competitions, the 'Highly Distinguished Teacher' at the GCC competitions level, to motivate teachers to add a feather to their cap in excellence career, especially that the participant should have already won Hamdan Award's Distinguished Teacher in previous editions.

The Award grants a reward of AED 60,000 and the Cup of Excellence to the GCC Highly Distinguished Teacher, provided that the winner obtains 80% or above of the total points assigned to this category.

In order to participate, the teacher should be holder of a university degree from an accredited university attested by the competent official authorities of the State, in addition to obtaining an excellent overall rating in the technical report for the last three years.

One of the main conditions provides that the number of pages of all attachment should not exceed 250, whether documentation is in the form of hardcopy

or softcopy.

Talents

As for talents, and in line with update and keeping abreast with educational developments in order to achieve the best educational outcomes in fostering talented students in the UAE, Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance applied STEM educational program to talented students participating in the summer camp taking place currently in the Children City in Creek Park, Dubai.

During this two-week program, Hamdan Award aimed at providing the necessary care for gifted students in an attractive and distinguished educational environment that satisfies their needs and suits their abilities based on the scientific standards and principles of the Award. STEM is one of the modern educational programs applied by many specialized institutions across the globe. This is the first time to be experienced in the Arab world to students in Arabic-speaking public schools;

the thing which is deemed a quantum leap in the program of training and qualifying talented students.

Furthermore, by applying such unique program, the Award seeks to make talented students familiar with the latest scientific and engineering techniques because the training workshops of STEM includes several scientific fields such as robotics, aviation engineering and space industry, in addition to other training programs and a variety of scientific and knowledge activities helping in the development of personal, scientific and leadership aspects among students, besides enhancing self-learning skills, creative thinking and social networking, not to mention enriching their skills in critical thinking and time management.

36 students of the fourth, fifth, sixth, seventh and eighth classes from Abu Dhabi, Dubai, Sharjah, Ras Al Khaimah and Ajman educational zones participated in the summer camp, after passing the test measuring mental abilities, which was

implemented last week on the candidate students.

This annual summer camp has been organized by the Award for gifted students regularly for 3 years aiming at providing scientific codified opportunities for talents to highlight and develop their outstanding abilities.

Creative Thinking Test

The Award is intended to apply Torrance test of creative thinking, in collaboration with the Arabian Gulf University in Bahrain, for the purpose of spotting gifted students, after the teachers who took the test obtains the license to apply the program.

The Award organized a training workshop to apply and correct Torrance test of creative thinking in partnership with the University of Georgia and the Arabian Gulf University.

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance pays special care to talents, along with enhancing the capabilities of those who are interested in



discovering talents, in collaboration with the Arabian Gulf University in training teachers. The application of this test has many objectives, including detecting the creative capabilities of students at schools, to identify their unnoticed potentials, and to conduct studies to understand more about the human mind, its mechanism and composition.

The test targets students from kindergarten up to 20 years old, measuring many dimensions such as fluency, flexibility, originality, elaboration, abstractness to titles, resistance to premature closure and creative strengths.

The test application takes approximately 79 minutes, including 49 minutes of verbal image by 7 minutes for each question, and 30 minutes for formal image by 10 minutes for each question.

The test application is supervised by graduates of the Gifted Education Diploma, where the Award seeks to license 20 of the Gifted Education Diploma graduates in detecting talented

students in the field of creativity and innovation in order to enroll them in the Award's special programs (the summer and spring program, and the winter camp) where students' talents and creativity are developed.

In collaboration with the Arabian Gulf University, Bahrain, Hamdan bin Rashid Award organized a training workshop to apply and correct the Torrance Test of creative thinking late in June, in the framework of cooperation between the University to provide educational and training services in the field of creativity and talent. The workshop was attended by a selection of teachers who were granted the professional Gifted Education Diploma.

The Torrance Test of creative thinking has been one of the most important tools used globally to detect innovators since 1966 until now. It is used in hundreds of studies scattered in international scientific journals and specialized books.

Special Care

The Award pays special care in-

vesting in the capabilities of the parties concerned in spotting talents by training them; therefore Dr. Huda Al Handal of the Arabian Gulf University implemented a workshop to show the importance of such test and practicing it.

The workshop recommended to codify the test on the UAE environment, especially after the trainees successfully passed the workshop and received certificates to apply the test after being corrected by a committee formed in Torrance Center at the University of Georgia, resulting in providing an Emirati copy with standards that are suitable for the detection of talents in the UAE.

Receiving Applications

The Award has started receiving nominations to the new cycle online through the website since the beginning of September, and has worked to unify the nomination applications for Distinguished Teacher, Distinguished Student and Distinguished School & School Administration between the local

and GCC competitions, in order to simplify procedures and unify all terms of categories in the competition.

Adjudication

As for adjudication, it undergoes several stages; the first one is logical adjudication, including the receipt of applications and verification that each candidate meets the terms of application, in addition to adjudicating nomination applications of Distinguished Student category locally and the categories of: Student, Teacher and School at the GCC level; then submitting applications to the Award administration after approving of the names of candidates.

The second stage is the central adjudication which comes after adjudication by zones, including several phases: the first one is evaluation of applications and their attached documentation, the second is field adjudication, interviews and field visits to the candidates, and the third phase is the preparation of the final results and approving them by the Board of Trustees.



100 Adjudicators at their Forum

Soon ..

Hamdan Award Grants Quality Academic Performance Certificates

Hassan Mohammed – Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance organized the 9th Adjudication Forum at Al Bustan Rotana Hotel, Dubai in the presence of Dr. Khalifa Al Suwaidi, Member of the Board of Trustees, and General Coordinator of the Adjudication Committees, besides the Award coordinators in the Gulf Cooperation Council (GCC) States and a selection of adjudicators. The two-day Forum was characterized by providing training workshops in the categories of Distinguished Student, Distinguished Teacher and Distinguished School & School Administration to clarify the mechanisms and methods of evaluating competition criteria for each category. Workshops were carried out by a number of experienced and competent trainers in the educational field.



The Forum was attended by approximately 100 adjudicators who are responsible for evaluating candidates' applications intended to obtain Hamdan Award from in the educational zones in the UAE and across the GCC States.

Dr. Khalifa Al Suwaidi announced that Hamdan Award is about to become an authority entitled to grant quality educational performance certificates, especially after receiving requests from the GCC States. He revealed that there is an orientation towards a performance appraisal program, whereby the school is granted a quality certificate valid for 5 years. He also stated that private schools in the UAE and GCC States seek to obtain this certification, as it represents adherence to the Award's criteria of excellence. This would be a major shift in the Award's progress.

He said that His Highness Sheikh Hamdan bin Rashid Al Maktoum, Deputy Ruler of Dubai and UAE Minister of Finance, deems the Award as a project for the development of education since it was launched. Speaking about the latest updates in the current session, Dr. Al Suwaidi announced that at the local level, participation

door has been opened in front of special needs institutions and centers, as they were not allowed to apply, stressing that there excellence should be subject to the Award's criteria.

He pointed to updating the Distinguished School & School Administration application form as some criteria in this category were developed and others were amended to be subject to the application of the radar detection philosophy in respect of management.

Moreover, Al Suwaidi announced introducing the Highly Distinguished Teacher category to the GCC competitions, pointing out that it is the only category where there is no quota, while the application necessitates that the teacher should be a previous winner, with a continuous excellence record.

He expected increasing the number of candidates for this category, stating that a neutral committee has been formed to choose 5 highly distinguished teachers among the best talented candidates at the GCC level.

As for the Online Advisor, Al Suwaidi said that the program was developed after proving its great success last year in terms of the candidates' response and advising them, since the pro-

gram was introduced to promote the idea of direct communication with the targeted interested in applying for the Award. The update included introducing instant messaging to the program to provide an opportunity for those who cannot attend courses. Al Suwaidi added that in the current cycle, Hamdan Award contracted with 4 adjudicators within the Online Advisor program, allocating a username and password for each of them. Adjudicators provide counseling for four categories; namely: School Administration, Teacher, Best Applied Project and Student.

In addition, he emphasized on keeping online reception of applications where each applicant takes a copy of the application form for each category from the Award website, fills out all the data online, and then saves and prints out the application to complete signatures, attachments and explanatory guides for submission to the Award coordinator in the zone or the state. He stressed encouraging and nominating community institutions in the educational zones to apply for the Award in the Education-Supporting Organizations category.

Documentation

As for documentation, Dr. Al

Training workshops in Student, Teacher and School categories to clarify the mechanisms of criteria evaluation

Participations from special needs institutions and centers are welcomed

Introducing Highly Distinguished Teacher to the GCC competitions



Suwaidi confirmed keeping limitation of the number of attachments for each category as follows: (Distinguished Student, 100 pages or 50 sheets of paper; University Student, 100 pages or 50 sheets of paper; Distinguished Teacher, 250 pages; Highly Distinguished Teacher, 250 pages; Distinguished School & School Administration, 500 pages; Best Applied Project, 100 pages; Best Scientific Innovation, 100 pages; Distinguished Social / Psychological Worker 250 pages; Distinguished Supervisor, 200 pages; Distinguished Family, 300 pages; and Education-Supporting Organizations, 50 pages). Regarding the adjudication and receiving applications, Dr. Al Suwaidi assured that submitted works are deemed to be the property of Hamdan Award and all submitted works will be kept and will not be returned to participants. Thus, coordinators should make sure that applicants submit copies, not originals of their attached certificates and documents.

He called to complying with regional adjudication regulations when the adjudication committees and teams of Student are formed in the educational zones within the UAE, and when forming the adjudication teams of Student, Teacher and School in the GCC States. Furthermore, he stated that Hamdan Award is ready to support organizing forums for best practices in the GCC countries in order to spread the culture of excellence in the educational field and benefit from the winners

through presenting best projects and practices so that applicants can benefit from them. He also assured that the counseling program for the categories of Distinguished Student and Teacher is continuing.

He called adjudicators in educational zones in the UAE and the GCC States to make sure that all applications satisfy requirements in order to prevent receiving incomplete applications by the Award. If applications that have not met the conditions are received, this indicates that there is a role which has not been played properly; however, if there is confusion in the application of certain standards, it can be removed.

Dr. Al Suwaidi requested encouragement of applicants who have not won in previous sessions, especially as they have been provided with observations on their applications to avoid them, pointing out that he noticed that the happiest winners are those who have won the Award after several attempts. Talking about the Award website, he stated that it is interactive, and participants can take advantage of it properly.

As well, he stressed that adjudicators should have attended training courses before the formation of the local or GCC committees, requesting to communicate with applicants and respond to their inquiries, in addition to abiding by the deadlines of delivering files to the Award.

Objectives of the Forum

The 9th Adjudication Forum

aims at upgrading the adjudication operations and improving the performance of central and regional adjudicators; it includes the local and GCC scopes, with the purpose of training adjudicators of Distinguished Student category from the educational zones at the local and GCC levels.

The Forum also seeks to bring the views together and unify the concepts and adjudication practices among the central and regional committees to communicate directly, and to create proper environment to support the relationship between the Award and its adjudicators at all levels, as well as to deliver the Award amendments of the current cycle and any other developments to the educational field. The Adjudication Forum is an annual tradition for the Award, which is among the important necessities and a natural result of the requirements of development, and comes in response to the ongoing feedback received whether from the field, the adjudicators or any other direct and indirect interested people in the Award and its standards.

The Forum comes within the scope of the Award officials' awareness of the importance of continuous performance development and improvement, in addition to their permanent trust in the importance of continuous training and sharing experiences, and their firm confidence in the importance of transparency, reading the reports, and taking notes where these factors compose important and key roles to

the success of one of the essential roles of the Award, namely, the adjudication process.

Adjudicators of the Student category were subject to training for several reasons, some of the most important reasons are that this category forms the largest proportion of the Award application, the large number of observations shown by results of the audit on random samples that are made upon adjudication, and most of the observations received by the Award are related to this category, whether from applicants or coordinators, and usually out of the parents' support their student's participation who may consider failure in such a case as personal matter.

The idea of training was based on selecting random samples from the applications in various stages. The samples were read and analyzed, and then a training paper was designed for adjudicators according to the observations made to those applications to be under study and training at the same time, and to be closer to the reality in order to attain the greatest possible consensus among adjudicators on criteria for standards on the one hand, and to achieve justice and equality among the Award applicants on the other.

Introductory Workshops

Introductory workshops indicated that the coordinator is responsible for making sure that the conditions and the instructions are met before submitting applications to central adjudication. The coordinator holds the

responsibility of excluding applications as a result of failure to comply with conditions of participation or for non-compliance with the instructions. Adjudication shall not start without the previous actions, in particular the coordinator shall check meeting the instructions and conditions, fill out the remarks paper, and approve it by the head of the committee in case of exclusion. The workshops indicated that theoretical adjudication includes individual assessment which means assessing the application form where each adjudicator separately examines the application form, and compares it with the accompanying documents and evidences, and then estimates its points in light of the criteria stated in the application. Later, each adjudicator, separately, fills out an «individual assessment form» by recording the scores, and what he thinks as points of excellence, points that need to be developed, and points that need a clear and specific explanation. The adjudicator is entitled to choose the appropriate time and place circumstances to carry out the individual assessment. Each application form is assessed individually by two to three adjudicators at least, keeping in mind that any application will be excluded in case the student has not acquired 90 percent or more for 3 consecutive years, while descriptive grades will not be accepted as a proof for the student excellence. No marks will be given to any certificate in this provision unless with a seal or signature stating the year of issuance.

Leadership characteristics

With regard to the characteristics of leadership, introductory workshops showed that the student's leadership characteristics are clarified through fluency and self-expression, which means the verbal ability of the students to express themselves clearly and concisely, explaining their objectives and ambitions in life for themselves, their family and country. Such procedure is done by a documentary video recording not exceeding 5 minutes, and the adjudicator is to be bound by the terms contained in the questionnaire to assess this standard. Workshops stressed that students should be involved in causes of their society and interactive with them, and when assessing this standard, the cause name must be

taken into account and recorded in the specified field since some of the participants overlook it. Evidences and attachments shall be closely related to the cause which must be characterized with seriousness and modernity, and shall be suitable for the stage of the student.

In this respect, the workshops drew the attention that the decisive factor in determining the cause or situation is whether they have a clear meaning and concept and not to be left to conclusion; being interested in any cause is not to be limited to visit or distribution of brochures or gifts (to autism, disabled, elderly etc.), but it must focus on the role of spreading awareness of the cause to the society, and the attitude must be noble if not being from the functions and duties of the applicant. New and unusual attitudes are the best. The students' influence is to be measured by the amount of work and activities they made to such groups, not by what they benefited from these groups. Courses, workshops and lectures which the applicant joined through the group do not reflect the students' influence on the group as much as they reflect their influence on the students.

Skill and Hobby

Workshops stressed on the need to distinguish between skill and hobby. Points shall not be allocated to the name of ability and skill, but to the methods of development, where development methods shall be associated with the skill and ability, and the methods used to develop shall to be logical, intended and deliberate, while logical evidences shall be attached therewith.

The workshop noted that the adjudicator should ensure identification of the major talent clearly without any confusion, make sure that there is a relationship between the development methods and said talent, and make sure that the results are linked with the major talent of the student along with the diversify of methods of talent development.

The adjudicator has also to ensure that there is a relationship between the development methods and the hobby, the diversification of development methods of the hobby, and not to repeat the evidences stated in the talent.

Adjudication

Adjudication in Hamdan Award goes through several stages: The first is regional adjudication wherein the applications are collected, conditions are met and adjudicated, and support is provided for applicants in the educational zones, so as to nominate the best applicants according to the percentages specified for each zone.

Whereas the second stage, theoretical adjudication, is carried out by the central adjudicators where, in light of its results, applicants who do not meet the stage requirements are excluded, and the remaining ones are qualified to enter the second stage of adjudication. The third stage, field adjudication, i.e. the personal interviews with the qualified groups, is the stage which decides who are the winners of the competition.

Adjudicator's Roles

The adjudicators start actual adjudication by receiving a list from the head of committee containing the applicants' names and data, then they check if the names are matching with the list and existing works, ensure whether applications are in the room of adjudication, audit the application forms, and make sure they meet the requirements and instructions. In the case of any remark violating the conditions or instructions, such remark shall be recorded, and the head of the Committee shall be informed to act accordingly. In case of exclusion of any of the applications, an assessment form shall be filled stating the cause of exclusion and the head of committee shall be reported of the same. Adjudicators have to agree on the work agenda and the method of implementation in light of the time available.

Participation Guidelines and Conditions

Guidelines are essential for the adjudicator to accept or reject the application form, to qualify it to the theoretical adjudication stage or not; therefore, it is the duty of each adjudicator to check the following:

1. Compatibility of the application form with the stage of the applicant to the Award.
2. That the attachments to the application forms contain the evidences and proofs supporting the applicants' answers.
3. Availability of "CD" or any similar device containing the student's introduction of himself.
4. authenticated recommendation letters.
5. No more than 100 pages, according to specified number.
6. Seals and signatures on the application form (the school headmaster, the educational school, etc.).
7. That the nominated student has obtained a minimum percentage of 90% of the total grades for each year of the last three years.
8. Evaluation in academic grade sheets in numerical values, not descriptive evaluations.
9. That two years should have passed since the student won Distinguished Student Award last time.
- 10 Attach an electronic photo of the applicant.



In the 9th Seminar,
Dr. Jamal Al Muhairi:
**Diversity of Practices
Constitutes Intellectual
Product Motivating
Creative Energies**



Hassan Mohammed – Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance organized the 9th Seminar of Best Practices in Distinguished Educational Performance at Al Bustan Rotana Hotel in the presence of a number of experts and leading figures in the educational and social work.

The Seminar attracted about 400 students, teachers, and faculty and administration members in the UAE, in addition to a number of educators and coordinators of the Award in the GCC States. His Excellency Dr. Jamal Al Muhairi, Vice Chairman of the Board of Trustees, the Secretary-General of the Award delivered the opening speech welcoming the attendees and participants who represent

a selection from the winners in various categories of the Award whose performance became a sample and reached the maturity to be a model practice that should be followed and imitated. Al Muhairi conveyed the greetings of His Excellency Hussain Ibrahim Al Hammadi, Minister of Education and Chairman of the Board of Trustees and his wishes for a successful Seminar. His Excellency pointed out that the pursuit of self-education is the main supporter to expand cognition of excellence and raise the level of awareness of its rules, equations and transactions; therefore, the Award is keen to organize the annual Seminar based on the contentment that showcasing exemplary practices to excellence seekers significantly contribute to the development of their moral education and the sense of responsibility, including discipline, compliance and cooperation, as well as the diversity

of practices which constitute an intellectual product motivating creative energies towards thinking out of the box and attempting to produce innovative methods to achieve excellence objective.

Dr. Al Muhairi quoted the wonderful words of His Highness Sheikh Mohammed bin Rashid Al Maktoum, UAE Vice President and Prime Minister and Ruler of Dubai, in which he says: "Quality is not merely an end. It has become a way of life." He noted that this quotation expresses the reality behind the great achievements we actually live, with all the positive impact on our lives. Such achievements were not possible without changing the culture of habit and dependency to the culture of initiative and excellence. Indeed, who wants to progress should always look forward; and as His Highness Sheikh Mohammed says: "there is no finish line in the race for excellence".

Thinking out of the box and attempting to produce innovative methods of excellence

Self-education is the main supporter to expand cognition of excellence and raise the level of awareness





Ahmed Abdullah Al Mulla, Director of Student Affairs at the Applied Technology High Schools, presented a paper entitled: “Applied Technology High Schools experience”, wherein he briefed the Institute of Applied Technology (IAT) experiences with excellence, and its role in the development of the educational system through the allocation of smart scientific programs and projects that contribute to strengthening the student’s personality in a motivating learning environment.

As well, Al Mulla talked about the establishment of the IAT, pointing out that it is based on creating a world-class career technical education system that will produce the scientists, engineers and technicians needed for the UAE to build a knowledge-based economy.

He stated that since its establishment in 2005, the IAT has provided appropriate specializations to cover the industrial and technical requirements for a competent workforce. While career clusters are designed and customized in accordance to local community needs and requirements, enrollment in a



Ahmed Abdullah Al Mulla

particular program is primarily dependent on student interests and academic achievement.

Furthermore, Al Mulla explained that the IAT’s curriculum is designed to offer standards-based rigorous academic core combined with hands-on cluster based courses. The Curriculum Matrix details the distribution of periods per week for each subject area, each period being 45 minutes with a total of 40 periods per week. The term “Cluster Requirements” under Subjects refers only the total number of periods designated to career cluster courses.





He also pointed out that today's knowledge-based economy demands continuous learning and innovation. It calls for a highly skilled and flexible workforce with the ability to work in multi-functional teams with people from diverse cultural and educational backgrounds.

"Preparation of a qualified workforce should start at the school level, where students need to understand at a young age the educational requirements for success at the college level and in the workplace. Moreover, they must be able to make informed decisions about their future careers," Al Mulla added.

The IAT curricula follow the latest policies of technological education and training of the 21st Century. These curricula allow the IAT students to obtain the basic knowledge and practical skills in multiple areas of advanced technology. Students of one career cluster will acquire similar academic and technical skills, and most likely they will pursue similar industry certifications and/or post-secondary education.

Al Mulla highlighted the popu-

larity of the IAT, referring that the number of students was 2,661 on inception, while now it exceeds 5,000 students distributed to 7 branches across the UAE, not to mention attracting female students to provide them with such an opportunity.

Besides, Al Mulla clarified the IAT has adopted the Career-Technical Education (CTE) model in which academic core knowledge is integrated with technological and workplace skills; the former is required to pursue post-secondary education and the latter provides students with a higher level of career cluster-related experience. Al Mulla briefed Polytechnic Abu Dhabi with the vision of creating skilled professional technologists and engineers capable of performing at the highest international standards to build a knowledge-based economy in the UAE. Abu Dhabi Polytechnic was established by the Institute of Applied Technology in 2010 to offer a dual educational-professional training system with multiple high-tech disciplines (specializations) to produce technologists and engineers to serve the UAE indus-

trial manpower required for Abu Dhabi Economic Vision 2030.

He also stated that the graduates can enroll at Fatima College of Health Sciences, which was established in 2006, the Fatima College of Health Sciences (FCHS) aims to meet the United Arab Emirates' growing need for skilled healthcare professionals. The College presently offers the Bachelor of Science in Nursing degree and Diplomas in Medical Services Programs, such as Diploma Medical Laboratory Analysis, Diploma Biomedical Equipment Services and Diploma Medical Assistant. FCHS is accredited by the Ministry of Higher Education and Scientific Research nationally and is internationally benchmarked through Griffith and Monash Universities in Australia. The presentation was concluded honoring Ahmed Abdullah Al Mulla, Director of Student Affairs at the IAT by Dr. Khalifa Al Suwaidi, Member of the Board of Trustees, and General Coordinator of the Adjudication Committees, for the former's contribution to highlighting the literary and scientific values of the event.

Changing the culture of habit and dependency to the culture of excellence and initiative

Applied Technology High Schools are education system designated for the development of knowledge-based economy

Ahmed Al Mulla: 5,000 students in the technology high schools distributed to 7 branches
