

**Dr. Jamal Al Muhairi Visits
Central Adjudication
Committees**



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**44 Participations
Qualified to International
Adjudication
in UNESCO-Hamdan
Prize**

**Completion of 1st
Phase of Talented
Students Discovery
Portfolio**

**223 Students
Qualified
to Interviews**

**40 Students
Finish 3rd
Talents Winter
Camp**

**Phase II of Central
Adjudication Starts:
Results in March**



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index



Cover Story

OUR VISION

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



Monthly Educational Magazine

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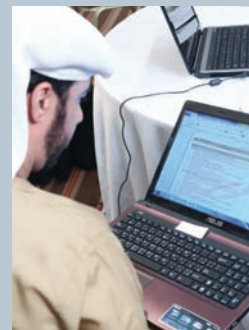
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Phase II of Central Adjudication
Starts: Results in March 04



Dr. Jamal Al Muhairi Visits Cen-
tral Adjudication Committees 10



44 Participa-
tions Qualified
to International
Adjudication
in UNESCO-
Hamdan Prize 14



223 Students
Qualified
to Interviews 12

Applications of 'Education-Supporting Institutions' to Continue until
End of February 11

Completion of 1st Phase of Talented Students Discovery Portfolio 16

40 Students Finish 3rd Talents Winter Camp 18



Introduction

Impartiality of Adjudication

• With the start of adjudicating the nominations participating in the competitions of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance in its 18th edition, the Award redoubles efforts to provide the favorable conditions for adjudication process in order to secure its independence and smooth progress under the requirements imposed by the adjudication committees. When we mention these committees, we should state that they are independent committees, composed of elite of specialists in judging educational quality. Originally those adjudicators are among the best professionals from all over the educational institutions in the UAE, enjoying the required experience and knowledge. They are employed every year as impartial committees to undertake the burden of great professional and moral responsibility with full commitment and transparency. Their responsibility is summarized by the assessment of educational excellence and approval of the eligible participants in the Award competitions, in accordance with the technical, scientific and digital criteria to efficiently achieve the ultimate accuracy in the results and their credibility. Therefore, Hamdan Award pins neutral, accurate, impartial and transparent adjudication as medal upon its chest. The Award administration is proud of having partners in success of such committed adjudicators who undertake teaching mission wholeheartedly and perform their national duty with full devotion.

• Thanks to attracting and supporting this important class of partners over 18 years, Hamdan Award has contributed to providing a cornerstone in the process of excellence and quality education in the United Arab Emirates and the Gulf Cooperation Council states, especially with the spread of quality culture and educational excellence programs and awards, along with their adjudication duties, including measurement, approval and amendment. This has created a leading track in the educational excellence work, supporting the efforts of the Award and all similar programs, and enhancing the chances of their success.

Thank you adjudication committees!

Abdul Noor Ahmed Al Hashimi
Chief Editor

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473 local, GCC and Arab Participations in Cycle 18

Phase II of Central Adjudication Starts: Results in March

Dubai – Mohammed Ali

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance has completed the first phase of central adjudication for the competing files in the 18th Cycle, and the next phase has started. The second phase includes interviews with the Distinguished Student category and field visits to the rest of the categories; based on which, the degrees of excellence already obtained by the student are approved, or otherwise modified according to the evaluation process, and then the winners are chosen according to the order of their positions. The winners' names will be announced on 23 March.

The number of participations in the 18th Cycle amounted to 473, including 371 local participations from educational zones, institutions of higher education and centers of social affairs in various categories, in addition to 85 participations from the GCC countries, and 17 participations so far in the category of Arab Educational Research. The first phase of central adjudication of the 18th Cycle commenced at the Higher Colleges of Technology –

men's campus, Dubai, by launching a workshop for the 49 members of the jury wherein the applications to the Award competitions were assessed theoretically including all local categories as well as the four GCC categories; namely, Teacher, Highly Distinguished Teacher, Student and School.

Theoretical Adjudication

Dr. Jamal Al Muhairi, Vice Chairman of the Board of Trustees and Secretary-Gen-

eral of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance stated that the current session was marked by the application of a student from the centers of social affairs. The participations from these centers were 3, distributed to the Student, Teacher and Innovation categories. Higher education files increased 40% rising from 20 last year to 28 this year, including 25 in Distinguished Student and 3 in the Best In-

novation category. Dr. Al Muhairi added that immediately after completing the first phase of central adjudication which was theoretical, the adjudication committees interviewed the participants in the Distinguished Student, to verify what was stated in the applications; they also visited participants in other categories each in their field such as: Distinguished Teacher, Distinguished School, Distinguished Social Worker and other categories.





Local Competitions

To elaborate, the number of participations in the Distinguished Student locally amounted to 296 including 25 university students, compared to 365 participations including 18 university students in the last cycle.

In the Distinguished Teacher category, the number was 38 applications compared to 56 in the last session, with no application received for participation in the Highly Distinguished Teacher this year. The number of participations in the Distinguished School & School Administration amounted to 5, compared to 12 last year.

In the Social Worker category, the Award received one application, compared to 6 in the last cycle, while the number of applicants to the Distinguished Mentor category was equal in both cycles with two participations each. The number of participations

Saudi Arabia First in the Arab Research Applications

17 applications in the category of Applied Educational Research in the Arab world were received in the 18th Cycle of the Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance.

Saudi Arabia topped in the number of participations by 6 nomination files, followed by Egypt, Jordan and Palestine by 2 files each. Only 1 file was received from each of the UAE, Kuwait, Oman, Algeria and Yemen.

in Scientific Innovation category amounted to 4 in the current cycle compared to 5 in the last one, while the Best Applied Project files increased 33% to 8 compared with 6 last year.

In the category of Educational Research, the number of participations amounted to 12 in the 18th Cycle, compared to 17 in the previous one, while in the Distinguished Family category, 5 applications were nominated, compared to 6 families in the last session. However, the Award did not

receive any nominations in the categories of the Central Administration and the Distinguished Educational Zone.

Participations by Regions

As for the distribution of participations according to the educational zones, Sharjah Educational Zone and the Sharjah Educational Bureau – Eastern Region topped the number of participations with 99, followed by Abu Dhabi Education Council with 92, including 53 in Abu Dhabi, 34 in Al Ain and 5 partici-

371 local participations from educational zones, higher education institutions and social centers

Student from social affairs centers applies in this session

Higher education files raise 40% to 28 participants this year

Locally .. Absence of Highly Distinguished Teacher, Central Administration and Educational Zone

pations from the Western Region. Dubai Educational Zone and the Knowledge and Human Development Authority ranked third in the number of participations with 81, followed by Fujairah Educational Zone with 36. The fifth position was held by Ajman Educational Zone with 15 participations, then Ras Al Khaimah Educational Zone sixth with 14 and finally Umm Al Quwain Educational Zone with 3 participations.

The number of participations from universities amounted to 28, while the centers of social affairs applied 3 files.

GCC Competitions

On the Gulf level, participations increased 13% to 85 participations, in comparison with the number of participations in the previous session which was 75.

The number of participations in the Distinguished School and School Administration

grew 41% from 17 in the last cycle to 24 nomination applications in the current one, whereas the Distinguished Teacher participations decreased 8% to 23 in the current cycle from 25 applications last year.

The Distinguished Student category grew 16% from 31 files in the 17th Cycle to 36 ones in the current cycle. This year also the Award received two nominations in the Highly Distinguished Teacher from Saudi Arabia and Kuwait.

Saudi Arabia Ranks First

Saudi Arabia ranked first among the GCC states with 46 participations, up 12% from last year which amounted to 41. Saudi participations this year were 20 nomination applications in the Distinguished Student, 15 in the Distinguished Teacher, 8 in the Distinguished School & School Administration and 1 application to the Highly Distinguished Teacher.

Bahrain came second in with 19 participations, increasing 19% from last year which was 16. The 19 participations included 9 in Distinguished Student, 5 in the Distinguished Teacher, and 5 in the Distinguished School & School Administration.

Kuwait ranked third with 12 participations: the same number of last year. This year, Kuwaiti participations are distributed as follow: 4 in the Distinguished Student, 3 in the Distinguished Teacher, 4 participations in the Distinguished School & School Administration and 1 file in the Highly Distinguished Teacher.

Qatar was the last in terms of the number with 33% increase, from 6 in the last cycle to 8 participations this year: 3 in the Distinguished Student and 5 in the Distinguished School, while no application is received for the Distinguished Teacher category.

Best Applied Project raise 33% to 8 applications

85 participations from the GCC with 13% increase over last year

Saudi Arabia tops GCC with 46 nominations

Growth of GCC School & School Administration by 41%

17 participants in Arab Educational Research

Stressing Good Preparation and Organized Documentation

Adjudicators: Benefitting from Winners' Experience is Essential to Win Hamdan Award

Dubai – Mohammed Ali

Adjudicators of the 18th Cycle of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance asserted that the most important reasons that lead to win Hamdan Award include commitment to standards, benefitting from the winners of previous cycles, and participating in the briefing workshops and training courses, along with observing strong evidences and documentation. They stated that what distinguishes participations this year is the number of applicants who have not won in the previous cycles, but they avoided

the negative remarks made by the jury; the thing which has upheld their files. This determination reflects the persistence of applicants to obtain the Award and achieve excellence. Dr. Hamza Dodeen, Chairman of Adjudication Committee of Best Applied Educational Research category said, "12 files were adjudicated, all of them are dedicated to the learning-teaching process in classroom. Adjudicated files varied, including teaching methods, use of various programs to increase educational attainment and motivation towards learning." "Participations submitted this

year were marked by high quality compared to previous years, reflecting the interest of a particular segment of society in education and academic field through scientific research, therefore the files become fruitful, not designated for mere participation," he added. "Submitted papers this year were received from most of the emirates: 4 participations from Abu Dhabi Educational Zone, 2 from Al Ain Educational Office, 3 from Sharjah Educational Zone, and 1 file from the educational zones in each of Dubai, Ajman and Ras Al Khaimah," he said. "There was participation from

a remarkable number of researchers who applied in previous cycles but have not been so lucky to win. A large sector of researchers has the desire to compete in the Award," Dr. Dodeen pointed out, and added: "They benefitted from the feedback provided by the Award to researchers, which contributed to the development and improvement in their level. This is also reflected positively on stimulating researchers and increasing their motivation. For them, application is not limited to win once, but there is an insistence on achieving excellence." He highlighted the need to diversify the research topics

because the field of education is full of them, stressing on reviewing the methods of educational research before starting research. This contributes to avoid any unforeseen problems during work, and helps in concluding positive outcomes. In this regard, the principles of research methodologies, methods of statistical analysis and treatments should be reviewed, because the improper methodology destroys the research. As well, the faith in the outcomes should always be positive. Chairman of Adjudication Committee of Best Applied Educational Research encouraged group participation in research files, pointing out that teamwork contributes to the increase of motivation and development of work, as well as helping in concluding a distinguished product. Anyone with an idea or skill is required to share it with everyone to achieve common benefit. Finally, he stressed the need to take advantage of the academic experts in the field of research,

especially from the colleges of education in local universities because they are full of competent specialists that must be utilized in co-authoring or supervising research files. **Distinguished Student** On the other hand, Dr. Ousha Al Muhairi, Chairman of Adjudication Committee of Distinguished Student at local and GCC levels said: "332 participations were adjudicated at the local and Gulf levels, including 296 students in public education, 25 university students, and 36 from the Gulf applicants. Adjudication process went smoothly and easily." She said that the fruitful participations from students of government and model schools in this cycle were noticeable, pointing out that the students' interest have been taken into account during the allocation of grades. She commended the development of applications year after year as the remarks and repetition of evidences becomes less. She also reported that pictures are deemed weak

evidence while certificates are better. As well, she praised the power of university students' files, whose numbers increased this year 39%, from 18 last year to 25 in this cycle. Dr. Ousha called for abiding by the conditions and instructions of the Award, and for more observance of standards, in addition to attending the workshops and training courses carried out by coordinators as they facilitate the process of central adjudication, not to mention emphasis on strong evidences, especially in the talent and methods development. **Categories of School, Project and Innovation** Dr. Sultan Al Suwaidi, Chairman of Adjudication Committee of Distinguished School & School Administration, Best Applied Project and Best Innovation stated, "Adjudication included 29 local and GCC participations in the Distinguished School & School Administration, including 24 from the GCC states, in addition

to 8 files in the Best Applied Project, and 4 in the Best Innovation category." "This year is marked by the participation of schools that have already applied for the Award. They took into account the feedback from the jury, worked hard to development, and participated with powerful files," he said. Dr. Al Suwaidi pointed out that some files lacked a clear vision for the standards, and recommended the good preparation for the Award, reviewing the standards and ensuring their availability. He stated that it was obvious that some applicants were as if they were applying for the first time, stressing that the objective of application to the Award is to promote the level of schools. Regarding to the categories of Best Applied Project and Best Innovation, Dr. Al Suwaidi announced that the files were fruitful and promising to be excellent, while the projects were in various fields including technology, management and others.





Dr. Jamal Al Muhairi Visits Central Adjudication Committees

'Al Tamayoz News' – Dubai

Dr. Jamal Al Muhairi, Vice Chairman of the Board of Trustees and Secretary-General of Hamdan bin Rashid Al Maktoum Award, accompanied by Sulaiman Abdul Khaliq, CEO of the Award visited the Cen-

tral Adjudication Committees of the 18th Cycle at Higher Colleges of Technology – men's campus. Dr. Al Muhairi commended the adjudicators' efforts and role in the assessment of distinguished educational practices reflected in the applications. He stressed on establishing the

principle of transparency and neutrality in the Award's adjudication methodology, as well as accuracy and credibility in granting the degree of excellence to the eligible elements of the educational system. He stated that the current cycle employs 53 adjudicators in local and Arab competitions.

All adjudicators are from the academic figures in the UAE, enjoying the highest degree of accuracy and impartiality. Dr. Al Muhairi expressed satisfaction with the progress of the adjudication process which is conducted in accordance with the schedule adopted at the beginning of the 18th session.



Applications of 'Education-Supporting Institutions' to Continue until End of February



'Al Tamayoz News' – Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance will continue receiving the applications competing in the Education-Supporting Institutions category for the 18th session until the end of February. The Award call for participation in the Award included the governmental, quasi-governmental or private community institutions offering initiatives serving the educational field or its affiliates in the United Arab Emirates. Hamdan Award grants a Certificate of Appreciation and Excellence Cup to the winning institution supporting education, while a Certificate of Participation is granted for all the applicant institutions. The nominated institution shall deliver an application directly to the administration of the Award.

Terms of Application

Application to participate in the Education-Supporting Institutions category is conduct-

ed by self-nomination by the institution providing initiative itself, with recommendation by another entity. The initiative submitted by the institution or applicant shall be designated to serve the educational field in the United Arab Emirates, regardless of the institution or the applicant's headquarters, whether inside the UAE or abroad, provided that the institution's entity is officially approved.

The institution or applicant is entitled to participate in the Education-Supporting Institutions award every year, unless it has won; in such a case, the institution may only participate after two cycles with new initiatives that have not been applied before.

The Award terms also state that the total number of all attachments shall not exceed 50 pages, whether documentation is in hardcopy or softcopy. As well, any page may not be enclosed with more than two attachments. If the attachments are not clear, their allocated mark shall not be calculated.

Standards

The standards of excellence include the most important initiative(s) made by the institution to support education in the UAE, allocated budget, the goals that the institution aims to achieve from the initiative(s), beneficiary segments and their number, time dimension for implementation, tangible positive impact of the provided initiative(s), and the future vision for the development of the provided initiatives.

The evaluation of the applicants or institutions is conducted on two phases: the first is the assessment of nomination application by a minimum of two members of the committee, and the second one is the field visit by the committee to the applicant institution after having successfully qualified from the first phase of evaluation. This phase includes briefing on the provided initiative on the ground meeting with work team, verification of the details contained in application and inquiries of the evaluation committee.

The need to introduce the initiative and its budget, goals, beneficiary segments and future vision of development

Briefing on the initiative, meeting with work team and verification of the details contained in applications



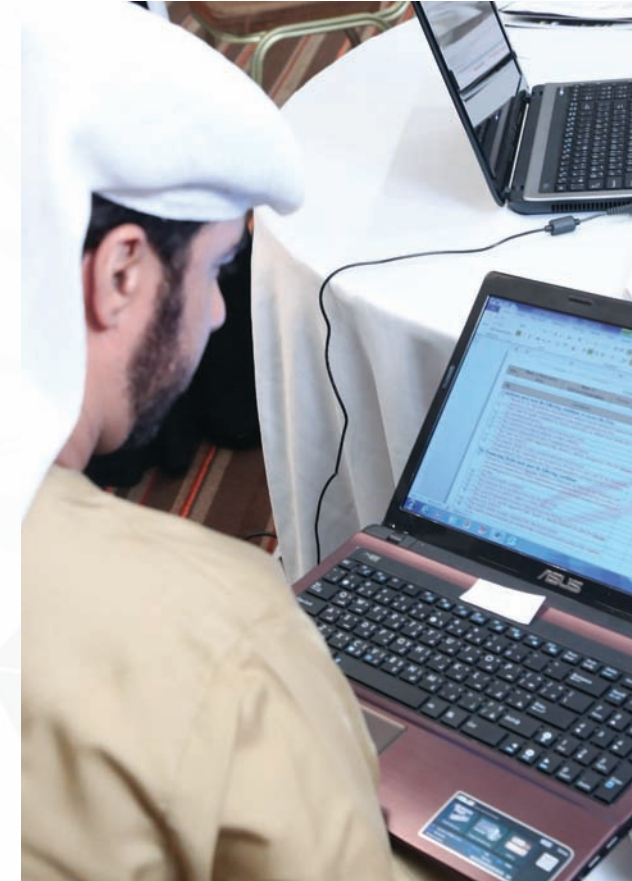
223 Students Qualified to Interviews

223 students, including 18 from universities were qualified to personal interviews, which is the second phase of the central adjudication process in the 18th Cycle. 'Al Tamayoz News' camera captured nominees during the interviews, where some of them brought their musical instruments and inventions to the scene of interviews at Higher Colleges of Technology – men's campus, Dubai. Others showcased their talents in front of their colleagues.

Nominees to personal interviews formed 75.3% of the number of students participating in the current session with a total of 296 students in public and higher education.

Nominated students for interviews were subject to assessment process by the committees to verify the skills, inventions, contributions etc. stated in their applications and files.





44 Participations Qualified to International Adjudication in UNESCO-Hamdan Prize

‘Al Tamayoz News’ – Dubai

Out of the 216 files submitted from 44 countries from all over the world, only 44 participations were qualified to the international adjudication phase in UNESCO-Hamdan bin Rashid Al Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers. The qualified files are distributed as follows: 19 from Asia and the Indian Ocean, 9 from Africa, 3 from Arab states, 4 from Latin America and the Caribbean, and 9 from Europe and North America.

Maryam Al Shehhi, Head of Competitions & Adjudication Section stated that the total number of participations this year amounted to 216 foundations, among which 76 have been qualified to the first screening stage, while the participations which have not met the requirements were 140.

She clarified that the participations included 58 files from Asia and the Indian Ocean countries, 34 from the African countries, 27 from the Arab countries, 38 from Latin America and the Caribbean, and 37 files from Europe and North America.

Al Shehhi pointed out that the program or project submitted by a candidate shall have contributed significantly to the improvement of teaching and learning in line with UNESCO’s principles and ob-

jectives in this area, through showing the capacity for innovation aimed at: strengthening the performance of teachers; producing educational or other special aid materials in order to develop innovative methods of teaching and learning; benefitting from initiatives and / or means that would contribute to improving the performance of teachers; and enhancing coordination and research in order to disseminate information and improve the performance of teachers.

She added that the program or project in question shall be: continuous for at least 3 years so that its results can be assessed and its effectiveness verified; form a significant contribution to the achievement of the fundamental objectives of UNESCO and the United Nations in the field of

216 institutions in total: 76 qualified to initial screening and 140 did not meet requirements

quality education for sustainable development; be an example model inspiring similar initiatives; and have proved its efficiency in injecting new intellectual and material resources.

Chaired by Dr. Ali Al Kaabi, the Initial Screening Panel’s membership included Dr. Ibrahim Al Mujaini, Dr. Mohammed Shaaban, Dr. Mohammed Abdul-Wahid and Dr. Effie Efthimiou. The United Nations Educa-

tional, Scientific and Cultural Organization ‘UNESCO’ has approved the extension of the joint prize for a term of 6 years.

In 2008, UNESCO-Hamdan Prize was created to support the enhancement of teaching and learning quality in achieving the Education for All goals, which is one of UNESCO’s priorities.

The Prize is awarded biennially to three winners whose projects aim at providing excellent educational practices that contribute to improving the performance and effectiveness of teachers worldwide.

Generously supported by H.H. Sheikh Hamdan bin Rashid Al Maktoum, Deputy Ruler of Dubai and Minister of Finance of the UAE, the Prize amounts to \$300 000 divided equally between the three winners.



Completion of 1st Phase of Talented Students Discovery Portfolio

'Al Tamayoz News' – Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance launched the third part of the first phase to accomplish the Talented Students Discovery Portfolio, which is the first of its kind in the Arab world. During this phase, the discovery tools of the portfolio were applied on a sample of students in the UAE, in collaboration with the Ministry of Education. Research interviews were also conducted with teachers to determine the characteristics that must be available in talented students, and to find out learning programs provided to them.

The Talented Students Discovery Portfolio has been built on scientific research basis in collaboration with the University of Erlangen-Nuremberg and University of Regensburg, both from Germany, with the help of scholars in the field of gifted education such as Prof. Albert Ziegler and Prof. Heidrun Stoeger. On the sidelines of the meetings, Hamdan Award holds practical training workshop on how to use the portfolio discovery tools to spot talents.

Tools

In March 2015, Hamdan Award launched the project of the 'Talented Students Dis-

covery Portfolio' in collaboration with experts in talent from Germany. The project is marked as the first integrated and comprehensive portfolio to discover talented students at the UAE level. It provides internationally accredited discovery tools, including all the stages of discovery approved scientifically and internationally. The portfolio also includes standardized tools suitable for the UAE community. The Award established cooperation with the International Research Association for Talent Development and Excellence (IRATDE), represented by Professor Albert Ziegler, psychologist and Chair Pro-

fessor of Educational Psychology at the University of Erlangen-Nuremberg, Germany, and Professor Heidrun Stoeger, psychologist and Full Professor for Education at the University of Regensburg, Germany. The German experts undertook the development, testing and introduction of a mechanism to spot talents in the UAE in collaboration with the Gifted Welfare Department at Hamdan Award. This cooperation is a developed model, serving other education systems all over the world on how to help students more effectively, and to take advantage of their talents and strengths by turning them into

points of excellence and outstanding achievements.

In addition to observing the needs and traditions of the Emirati society closely, the talent discovery mechanism in the UAE will certainly reflect the recent developments in the field of talent research by re-directing the diagnosis towards their abilities and motives.

Plan

The 2015-2017 operational plan of the project for talented students from grades 4 to 10 is expected to contain the initial / field survey tools, tests battery for spotting talents, forms and guidelines of personal interviews for talented students, training on the portfolios, and training workshops on how to develop discovery tools.

Spotting talented students goes through several stages including: the initial / field survey to all students of the school; followed by the nomination stage of 10% to 20% of the students; then the selection and choice stage of 2% to 5% of the students; and finally the stage of joining the programs of talent.



Research interviews with teachers to determine characteristics of talents and learning programs provided to them

Talents Portfolio is built on scientific research basis in collaboration with two German universities

Application of portfolio tools on sample of students in collaboration with MOE



40 Students Finish 3rd Talents Winter Camp

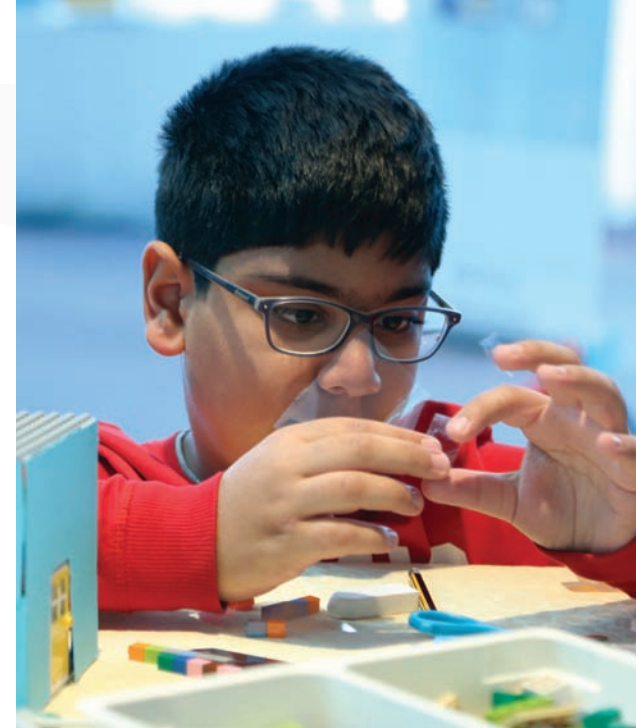
'Al Tamayoz News' – Dubai

40 students in grades 4-10 from public and private schools from all over the UAE finished the 3rd winter camp for talented students organized by Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance. The camp lasted for five days from 20 to 24 December.

The winter camp is one of the Award's programs that contribute to the development of gifted students' skills wherein

ongoing support is provided to students through scientific, personal and leadership activities. It also includes recreational competitions that add fun aspect since it is an important and effective part to attract students to continue their participation in the programs of enrichment activities.

The Award is keen to create an attractive environment by searching for the latest programs applied locally to invest the energies and abilities of students, directing them



towards innovation and creativity in the field of their interests, and meeting the future national development needs of gifted citizens to achieve a quantum leap in the field of the fostering talents. Through winter camps, the Award seeks nurturing talented students during the end of first semester leave by providing scientific, personal and leadership programs, focusing on the development and investment of gifted capabilities in a scientific and recreational

environment in order to develop and invest students' skills. The winter camp program is designated to develop the scientific skills of gifted students through specialized programs, providing them with self-learning, creative thinking and problem-solving skills, as well as promoting the skills of teamwork, and enriching students' skills through activities, events and training workshops, to highlight their talents and utilize their abilities to be motivated to creativity.

