

# GCCES

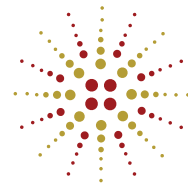
The Gulf Comparative Education Society

## Education Reform in the GCC

April 7-8, 2010

Ras Al Khaimah, United Arab Emirates

Sponsored by



SHEIKH SAUD BIN SAQR AL QASIMI  
FOUNDATION FOR POLICY RESEARCH

In partnership with



كلية دبي للإدارة الحكومية  
DUBAI SCHOOL OF GOVERNMENT





SHEIKH SAUD BIN SAQR AL QASIMI  
FOUNDATION FOR POLICY RESEARCH

On behalf of the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research I would like to warmly welcome you to Ras Al Khaimah and to the first Symposium of the Gulf Comparative Education Society. The Foundation for Policy Research is dedicated to improving both the quality and quantity of research that is carried out in the UAE and the GCC at large. We believe that through the production and dissemination of high quality research policy makers in the UAE and the region will be able to make decisions based on research and data which will lead to the greater success and sustainability of reforms.

The Foundation for Policy Research is very pleased to be sponsoring this event as we believe it is making an important contribution to the study of education in the region. We hope that through the sharing of research and experience policy makers and academics will be able to engage on critical educational issues, to the benefit of both.

I would like to formally thank His Highness Sheikh Saud bin Saqr Al Qasimi, Crown Prince and Deputy Ruler of Ras Al Khaimah for his tireless support for all things related to education. It is his support which makes all this possible.

I look forward to meeting many of you throughout the conference and hope that you enjoy your time in Ras Al Khaimah and the United Arab Emirates.

Dr Natasha Ridge

Executive Director

Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research



The Gulf Comparative Education Society

### ***Welcome to the Gulf Comparative Education Society***

Founded in 2008, the Gulf Comparative Education Society was formed to enable academic, professional and educational discourse, from a comparative stance, with a focus on the Gulf region.

The Gulf Comparative Education Society aims to develop collaborative and individual research and activities that explore educational issues that impact the region.

As the Gulf Comparative Education Society grows, we will be hosting regional meetings, conferences and workshops, as well as launching a newsletter as a way to share research and news among members.

Membership, at a nominal rate, offers access to other members, newsletters, conference and meeting discounts, voting rights, and support for the work of the society, which is a self-funding and non-profit organization.

We would like to invite you to join us, either by signing up during the conference or by visiting our website, [www.gulfcomped.ning.com](http://www.gulfcomped.ning.com).

Please continue to visit the Gulf Comparative Education Society website, as it will be updated regularly, with new features added as we grow and develop.

We look forward to welcoming you to this new and exciting regional society.

Dr. Daniel Kirk

President

GCES

## ***Keynote Speaker***

### ***Gita Steiner-Khamsi***

Gita Steiner-Khamsi is Professor of Comparative and International Education at Columbia University, New York. Prior to her academic appointment, she worked for ten years as a policy analyst at the Ministry of Education of the Canton of Zurich/Switzerland. She published six books and numerous articles and is the co-editor of the World Yearbook of Education series. Her most recent book is entitled "South South Cooperation in Education and Development" (with Linda Chisholm; published in 2009 by Teachers College Press, New York).



# Education Reform in the GCC

## April 7th

9:00 **Welcome to RAK** (Abdullah Hasan Hammad Al Shehi, *Director, RAK Educational Zone*)

9:10 **Introduction to Sheikh Saud Bin Saqr Al Qasimi Foundation** (Natasha Ridge, *Executive Director*)

9:20 **Introduction to GCES** (Daniel Kirk, *President*)

9:40 **Plenary** (Gita Steiner-Khamsi, *Teachers College, Columbia University*)  
**The Missing (Global) Link in Policy Studies**

10:40 Coffee break

11:00 **Panel 1: Access and Equity in Education**  
*Chair – Daniel Kirk*

**Mariam Al-Ali** (*UAE Ministry of Education*) - Equal Educational Opportunity: UAE Education System

**Ralph Tabberer** (*GEMS*) - The World's Greatest Shortage: why we need a new partnership

**Natasha Ridge** (*Dubai School of Government*) - Teacher Quality, Gender and Nationality in the UAE: A crisis for boys

**Nada Eissa** (*Georgetown University*) - Alternative Models of Increasing Access and Equity in Education

13:00 Lunch break

14:00 **Panel 2: Transforming Teaching in the Arab World**  
*Chair – Dorothy Harnish*

**Ali Ibrahim** (*UAE University*) - Teacher professionalism and teacher education in the Arab region

**Ken Volk** (*Masdar*) - Gender and Teacher Education in the UAE

**Kathryn Bindon** (*The University of Bahrain*) - Comparing Ourselves to the Best in the World: Matching Results to Rhetoric

**Hanada Taha-Thomure** (*San Diego University*)  
Reforming Arabic Language Teaching: the possible dream

## Breakout Sessions

15:30 **Session 1: Challenges & Opportunities in Education Reform**

*Chair* – Natasha Ridge

**Ibrahim Mohammad Ali Abdul-Latif** (*UAE University*) - Arabic Language Proficiency Test for Native Speakers

**Ali Al-Bulushi** (*Sultan Qaboos University*) and Dr. Greg Sales (*Seward Inc.*) - Student-Centered Pre-Service Teacher Training in Oman

**Samia Al Farra** (*Taaleem*) - Education Reforms and Private Tutoring: The challenges facing educators in the UAE and Jordan

**OR**

15:30 **Session 2: Lessons Learned from Education Reforms**

*Chair* – Munir Bashshur

**Hugh G. Jagger** (*Global eLearning Enterprises Ltd*) - The Role of ICT in Educational Transformation

**Fatma Mohamed Al Janahi** (*KHDA*) - The Importance of International Assessments in Education Reform: The Case of Dubai

**Jane Truscott** (*Madares Al Ghad, Ministry of Education*) - The Madares Al Ghad (Schools of Tomorrow) Program: Lessons to be Learnt

17:00 END

19:00 Gala dinner - Hilton Resort and Spa

## April 8th

- 8:40 **Welcome and Reflections** (Daniel Kirk)
- 9:00 **Panel 3: Improving Quality**  
*Chair* – Hanada Taha-Thomure
- Fatma Belrehif** (*KHDA*) - Improving Quality through Dubai's School Inspections Program
- Samir Jarrar** (*Educational Development Group International*) - Curriculum & School Reform: Looking outside the box
- Earle Warnica** (*American University of Ras Al Khaimah*) - Education Reforms in Sultanate of Oman & United Arab Emirates Ministries of Education: What worked, what failed and why?
- Dorothy Harnish** (*University of Georgia*) - Education for Work: Issues in Gulf Country Development
- 11:00 Coffee break
- 11:30 **Panel 4: Changing Direction: Reflections on Education Reform**  
*Chair* – Hamood Al-Harhi
- Munir Bashshur** (*American University of Beirut*) - Adoption/Adaptation and the Question of Educational Reform in the Gulf
- Wyatt Hume** (*UAE University*) - Converting UAEU into a Research Intensive University
- Daniel Kirk** (*American University of Sharjah*) - Education in the Arab World: 10 years on from the ECSSR conference on Educational reform. 10 years well spent?
- Alex Wiseman** (*Lehigh University*) - Creating a Global Educational Community in the GCC: The impact of Imposition, Invitation and Institutionalization
- 13:30 Lunch



## Breakout Sessions

14:30

### Session 3: Leading & Learning

Chair – Ali Ibrahim

**Eugenie A. Samier** (*British University in Dubai*) - Comparing Leadership Cross-Culturally from a Radical Humanities Perspective

**Robin Dada** (*Zayed University*) - Teacher Leadership in the Arab Gulf: Western Expats and Arab Teachers Mentoring Each Other

**Cambria Dodd Russell** (*Teachers College, Columbia University*)- Gendered Academic Transitions in the UAE

OR

14:30

### Session 4: Critical Perspectives on Education

Chair – Gita Steiner-Khamsi

**Juliana G-Mrabet** (*Dar Al Hekma College*) - Western Education in the Arabian Gulf: The Benefits and Cost of Reform

**Janet Y. Thomas** (*Zayed University*) - Internationalization and Education Reform in the UAE

**Anh-Hào Thi Phan** (*New York University*) - The Higher Education Experiment at Education City: A Case Study of Georgetown University's School of Foreign Service in Qatar

OR

14:30

### Session 5: New Scholars Panel

Chair - Natasha Ridge

**Saeed Al Ismaily** (*DIFC/Dubai School of Government*)- Education Challenges in the UAE in the Age of Globalisation

**Samar Farah** (*Dubai School of Government*) – Shadow Education in the GCC: Causes and Consequences

**Sid Djerfi** (*Teach for All*) - Teach for UAE: Expanding Educational Opportunity by Attracting Top Graduates to Teaching

16:00

**Closing Remarks** (Ali Ibrahim, *Vice President, GCES*)

16:10

END



# Speaker Biographies

**Maryam A. Al-Ali** is a Director of Supervising and Monitoring Private Schools Office at the UAE Ministry of Education. The office is responsible for monitoring and supervising all private schools throughout the UAE (474 schools). It is also in charge of developing policies, regulations, and standards that reform and improve education in private schools.

Dr. Al-Ali has extensive experience in private school systems including different types of assessments, instruction as well as curricula. Dr. Al-Ali also has great interest in research in the field of educational technology particularly in learning theories, Web-based instruction, course management systems (CMS), online learning, and serious games.

Recently, she published a book titled *Faculty Attitudes Toward Sakai Course Management System: An Educational Perspective* (2008). She also presented a paper about serious games in classrooms at the Global Education Forum in Dubai and participated in the International Technology, Education and Development Conference in Valencia, Spain.

Dr. Al-Ali received her M.Ed. in IT Instructional Design and Development from George Mason University in Fairfax, Virginia and her Ph.D. in Technology and Education from the American University of Washington DC.

**Ali Hussain AlBulushi** is an assistant professor of English Language Teaching (ELT) at the College of Education, Sultan Qaboos University, Oman. He obtained his PhD in Applied Linguistics from Lancaster University at the UK. Currently he is teaching several ELT courses at the department of curriculum. He is also involved in supervising ELT MA students. He is interested in task-based language teaching, computer-mediated communication, language curriculum development, and teacher professional development.

**Ibrahim Mohamed Ali Abdul-Latif** is from Egypt, and holds a PhD in Arabic Language from Dar Al Uloom, Minia University in the Arab Republic of Egypt. Dr. Ibrahim was teacher of Arabic Language in Egypt and Libya. He then joined the Department of Arabic Language in the University General Requirements Unit of UAE University as a teacher of Arabic Language to non-specialists, and was then appointed as a coordinator of Arabic language, a post he occupied for a period of six years. Dr. Ibrahim is currently the Coordinator of the Al Ain Arabic Proficiency Testing System in the UAE University.

His academic interests include the following topics: modern criticism, ancient Arab literature and all issues related to the teaching of Arabic language for native Arabic speakers. Dr. Ibrahim co-authored more than 10 educational books at UAE University, and has is also in charge of supervising the team appointed to design the Al Ain Arabic Proficiency test.

**Samia Al Farra** is a prominent educator and founding member of the Middle East International Baccalaureate Association (MEIBA), where she oversees the Academic and Operational development of Taaleem and its schools.

Dr. Al Farra is something of a household name on the IB circuit, especially on her home turf in the Arab world where she's a founding member of the Middle East International Baccalaureate Association (MEIBA), Dr. Al Farra brings depth and breadth of regional experience and understanding to the field of education.

Having notched up over 37 years in the field of international education, she has amassed a huge bank of experience as an educator, as a principal and through her senior positions on the Jordanian National Education Council and the CIS and NEASC accreditation teams.

**Hamood Khalfan Al-Harathi** is the Assistant Dean for Training and Community Services as well as Assistant Professor of Comparative and International Education at Sultan Qaboos University in Oman.


Dr. Al-Harathi earned his doctorate in International and Developmental Education focusing on Social and Comparative Analysis of Education from the University of Pittsburgh in the United States. He also holds an MA from the University of London and a BA from Sultan Qaboos University.

Some of Dr. Al-Harathi's most recent publications include (with M. Ginsburg) *Student-faculty power/knowledge relations: The implication of the internet as a source of knowledge in the College of Education* (2003), *Comparative Education in Universities in the Sultanate of Oman* (2008), (with H. Al-Harathi) *Teacher Training in Oman: Thirty Years of Achievement and Rapid Change* (2010), as well as *Harmony and Conflict between Traditions and Modernity in Educational Systems: The Case of Omani Educational System* (2010).

**Saeed Al Ismaily** has been working as a Relationship Manager in the DIFC Centre of Excellence since 2007 and is responsible for strengthening and maintaining sustainable relationships with the Centre's existing education, business, and strategic partners and also oversees the business development and marketing activities.

Saeed holds a Bachelor of Business Administration in Computer Information Systems with a minor in French and General Business from Western Michigan University. He also recently completed an MSc in Globalisation and Development from the School of Oriental and African Studies (SOAS), London.

Saeed has a special interest in education reform and aims to start his PhD in education policy in the near future.



**Munir Bashshur** received his BA (1956) and MA (1958) from the American University of Beirut, and Ph.D. in comparative education from the University of Chicago (1964).

Currently he is a Professor of Education at the American University of Beirut, where he has been teaching since 1964. He had also occupied various administrative positions in the same University, and has been part of a range of commissions to different Arab states, sponsored by regional as well as international organizations, including ALECSO, UNESCO and UNICEF, and has contributed to national and international conferences. He is member of the UNESCO Forum on Higher Education, Research and Knowledge and a founding member of the Lebanese Association of Educational Studies.

He has several publications in Arabic and English. Among his books the most recent is *Higher Education in the Arab States*, UNESCO Regional Bureau for education in the Arab States, Beirut 2004.

**Fatma Belrehif** is the Head of Dubai Schools Inspection Bureau (DSIB) Strategic Projects at the Knowledge and Human Development Authority (KHDA) in Dubai.

Fatma graduated with honours from Zayed University as a Bachelor of General Science in Education in 2006. She was awarded Distinguished Administrative Employee 2008 in the Dubai Government Excellence Awards. She graduated from the “Elite” programme administered by the Mohammed Bin Rashid Programme for Leadership Development. She is currently doing her Masters degree in Public Administration at the Dubai School of Government.

Fatma has been working at KHDA since June 2006. She supported the initiation of major educational initiatives and the development of feasibility studies. She ran various teams across different departments aiming to align their functions strategically. She facilitated discussions with other local and international organizations exploring strategic cooperation and implementation.

Her current position includes helping with long-term strategic planning and capacity building in the DSIB, carrying out DSIB’s special projects, providing strategic guidance to the inspections and operations functions of DSIB, and ensuring effective communications with other departments.

**Kathryn Bindon** is a Canadian who has worked in higher education in five provinces prior to moving to the Kingdom of Bahrain in 2005. Following post-graduate studies in Military and British North American Social History at Queen’s University in Kingston, Ontario; she was a member of the History Department of Concordia University in Montreal, Quebec. As Principal of the School of Community and Public Affairs, she moved into teaching and research in public affairs and policy studies. Following a period as Executive Assistant to the Rector of the University, Katy attended Canada’s National Defence College as a civilian educator. Following this, she was appointed Vice-President (Academic) at Mount St. Vincent

University in Halifax, Nova Scotia; then Principal of Sir Wilfred Grenfell College of Memorial University of Newfoundland and Labrador; and most recently President of Okanagan University College.

Her career in Bahrain has included Founding President of the Royal University for Women, Founding Director of the Bahrain Teachers College and Advisor to the President of the University of Bahrain.

Throughout her career she has been involved in national and international organizations and has published widely in a broad array of areas, and has contributed to public and institutional policy building.



**Robin Dada**, Professor, is currently the Director of Graduate Studies, Zayed University College of Education. Dr. Dada began her career as an educator as a high school student leading 4-H clubs for younger children in rural Oregon, and became a certified teacher, principal, and superintendent of schools in Oregon and Alaska for thirteen years before moving to academia.

She has worked with curriculum reform since the 90's in the USA and continued during the last decade. As a member of the Zayed University College of Education faculty she works in the UAE with pre-service and in-service educators.

Dr. Dada received her Ph.D. from the University of Oregon in Curriculum and Instruction. Her research interests include education reform, conceptions and dispositions in math and science, quantitative literacy, women in science and math, and teacher leadership.

**Sid Djerfi** is the Managing Director of Middle East Relations for Teach For All. Teach For All is an international non-profit organization working to expand educational opportunity by helping local initiatives around the world duplicate the model of Teach For America (USA) and Teach First (UK), which attracts top graduates to teach in high-need need schools. Sid studied software engineering and business IT before joining Teach First as a participant and teaching in a secondary school in London. Following that, he worked as a management consultant at Ernst & Young. Upon the establishment of Teach For All, he left the business world and joined the organization to help improve education in the region. Sid supported the development of the program in Lebanon (Teach For Lebanon) and is now in the UAE helping the Abu Dhabi Education Council develop a local adaptation of the program.

**Nada Eissa** is Associate Professor of Public Policy and Economics at Georgetown University, currently teaching at the Doha campus of the School of Foreign Service. She is a Research Associate at the National Bureau of Economic Research (NBER), an elected member of the National Academy of Social Insurance, and a consultant to the World Bank. From 2005-2007, she was Deputy Assistant Secretary of the Treasury for economic policy. Previously, Prof Eissa was on the economics faculty at the University of California at Berkeley, a National Fellow of the NBER, a visiting economist at the IMF and a visiting scholar at the American Enterprise Institute (AEI).



Professor Eissa's research is currently focused on education reform, and models of expanding educational opportunities and quality. She is evaluating the impacts of school vouchers, including the Washington D.C. Scholarship Program, the first federally-funded school-voucher program in the United States. In Qatar, she is focused on structural reform of the educational system and its impacts on academic performance. And in Nigeria, her research examines conditional-cash transfers as a model for increasing attendance.

Professor Eissa is a recipient of the National Tax Association's Outstanding Doctoral Dissertation in Government Finance and Taxation (1995); and a Distinguished Service Award from the Department of the Treasury.

**Samar Farah** is a Research Associate at the Dubai School of Government. Her research interests lie in education and youth issues, focusing particularly on curriculum development and private tutoring in public schools as well as issues pertaining to access to education in the UAE.

Samar holds a Master's degree in Globalisation and Development from the University of Warwick and a BA in International Development Studies and Sociology from the University of Toronto.

**Juliana G-Mrabet** has a doctorate in Comparative and International Education with a concentration on Middle East Studies from the University of Virginia. She has over 25 years of teaching and administrative experience and has spent the bulk of her career helping with the start up and development of educational programs at universities throughout the Middle East.

She was instrumental in the founding and subsequent development of the first foundation program at UAE University and the Academic Bridge Program at Qatar Foundation in Doha, Qatar. She also developed a Diplomacy Program for Kuwaiti diplomats at the University of Virginia, and contributed to the planning and implementation of several innovative projects at Alakhawayn University in Ifrane, Morocco. At present, she is the Director of General Education at Dar Al Hekma College in Jeddah, Saudi Arabia. Dr. Mrabet is very interested in educational change in the Middle East. Her latest research explores the effects of change on culture in the Arabian Gulf.

**Dorothy Harnish** is currently Associate Director for Evaluation in the Education Policy & Evaluation Center of the College of Education at the University of Georgia (UGA). She also directed the Occupational Research Group at UGA, which created occupational curricula for Georgia's postsecondary technical education system. She was a senior administrator at several community colleges in Virginia and New York, including Dean of Instruction and Student Services and Associate Dean for Academic Programs and Accountability.



She has designed and directed many multi-site, multi-method program evaluation projects in schools during the past 20 years, including the evaluation and development of the secondary technical education system in the UAE several years ago for the UAE Ministry of Education. Other projects headed by Dr. Harnish include evaluation of Comprehensive School Reforms, Supplemental Education Services, Career/Technical Education, Tech Prep, and School-To-Work.

Dr. Harnish holds a doctorate in administration from Virginia Tech, a master's degree in counselling, and a bachelor's degree in sociology.


**Wyatt R. (Rory) Hume** became Provost (the chief academic and chief operating officer) of the United Arab Emirates University, the nation's premier, research-intensive public university on September 1, 2008. Immediately prior to this appointment he served as Provost and Executive Vice President, Academic and Health Affairs for the University of California (UC) system. Between August 2007 and July 2008 he was also chief operating officer for the UC system, the only person to have served in that role.

Dr. Hume qualified in 1968 in dentistry, with first class honors, and then in 1973 with a doctorate in philosophy in human physiology and pharmacology at the University of Adelaide, Australia. He came to the University of California in 1975 as a postdoctoral research fellow in the Department of Pharmacology, UCLA School of Medicine, supported both by the American Heart Association and the Australian Heart Foundation.

In 1984 Dr. Hume began service as an academic administrator, first as a department chair and then dean at the Universities of Adelaide and Sydney; then as department chair at UC San Francisco and dean at UC Los Angeles (UCLA). In 1998 he was appointed executive vice chancellor, the chief academic and operating officer for UCLA. In 2002 the University of New South Wales, in Sydney, Australia recruited Dr. Hume as Vice-Chancellor and President. He also served as a member of the Australian Research Council and other national bodies in support of higher education and research. In September 2005 he returned to the University of California as system-wide Vice President for Health Affairs. In May 2006 he also became Provost of the UC system.

**Ali Ibrahim** is an Assistant Professor at the Faculty of Education at United Arab Emirates University (UAEU). He holds a Ph.D. in Social and Comparative Analysis in Education and an M.Ed. in International and Development Education both from the University of Pittsburgh, USA. Dr. Ibrahim worked for Carnegie Mellon University and consulted for Michigan State University. He co-directed the Institute for International Studies in Education (IISE), University of Pittsburgh for one year and has been involved in development projects carried by IISE in a number of countries.

Before moving to the United Arab Emirates, Dr. Ibrahim taught in Zagazig University, Egypt; and Sultan Qaboos University, Oman. While in Egypt, he has been a consultant for the USAID Egypt Education Reform Project on teacher education reform and decentralization of the education system. His research interests include cross-cultural education policy studies; higher education reform in the Middle East, and teacher professionalism in the Arab Gulf States.



**Hugh Jagger** has been advising government ministers and private sector executives since 2002 executives on new models of education to improve learning quality and efficiency. He is an international leader in creating innovative strategies for education empowered by technology which deliver a return on investment through accelerated economic growth. His strategies have combined electronic curricula, networked technologies and staff professional development, within holistic programmes where change is actively managed and evaluated. Such strategies have been developed and delivered in a number of countries through public private partnerships of national governments, global companies, international government donors and NGO's.

Previously Hugh Jagger was a senior partner in "big five" management consultancies, operating internationally with the world's premier Telecoms, Media Technology companies, with senior management experience in industry.

**Fatma Janahi** is the Head of International Assessments at the Knowledge and Human Development Authority (KHDA) in Dubai.

Fatma graduated with honours from Zayed University as a Bachelor of Science in Health Sciences in 2006 and Master of Education in Educational Leadership (M.Ed.) in 2009, in partnership with the University of Washington in Seattle and the University of Connecticut.

She was involved in developing KHDA's human development strategy and supported creating KHDA's policy agenda, as well as the re-integration of several existing entities to be part of KHDA.

Fatma has represented KHDA at national and international forums. She is currently leading international assessments (TIMSS, PIRLS & PISA), a top priority in KHDA's work towards improving the quality of education in Dubai. She is also Dubai National Research Co-ordinator (NRC) for TIMSS & PIRLS 2011, working with international bodies for planning and implementing these two studies.

She has also led KHDA's Continuous Education and Training team which is studying the Adult Education system in Dubai and working on reform plans.

**Samir Ahmad Jarrar** is the Chief Executive Officer of the Educational Development Group International. He is the former President of the Lebanese Association for Educational Studies and Editorial Board Member of the Mediterranean Journal of Educational Studies. He is also a member of the Arab League/UNICEF Task Force on Quality Education- Enhancement of Arab Teacher Professional Development and Accreditation. Chairman of the Board of Trustees for the Arab Resource Collective, Dr. Jarrar has been a visiting professor at many universities such as George Washington University, Georgetown University, Kuwait University, and Florida State University. He served at the World Bank and has been a consultant to many international agencies, including UNESCO, UNICEF, UNDP, and ISESCO. He has published several books on education including Education in the Arab World, Arab Education in Transition, and Core Skills for Training Teachers in Jordan, and has also contributed chapters and articles to various books and journals.



**Daniel Kirk** is currently an Assistant Professor at AUS, as well as serving as the Coordinator of the Faculty Development Center.

Daniel's interest and research focuses on Educational issues, in particular Teacher Education, Higher Education Development, and Global Systems of Education.

Daniel hails from London, UK, and completed his BA (Hons) English, PGCE Secondary English Education and MA (Special Needs Education) all at the University of Sunderland, UK. He taught secondary / high school English and Literature for ten years in the UK, Qatar, Bermuda and Dubai.

Daniel was awarded his Ph.D. in Education from the University of Georgia, USA, where he taught on the undergraduate teacher education program. His Doctoral dissertation was a comparative study, examining teacher education in the United Kingdom, United States and United Arab Emirates.


Daniel has recently formed the Gulf Comparative Education Society, under the advice and sponsorship of the World Council of Comparative Education Societies. Daniel is also active in several national and international societies and organizations.

**Natasha Ridge** is a Research Fellow at the Dubai School of Government specializing in education policy. She holds a Doctorate of Education focused on International Education Policy from Columbia University, New York. Dr Ridge's research focuses on secondary education in the GCC and includes topics such as boys' education, teacher quality, curriculum and shadow education.

Dr. Ridge has consulted on curriculum, assessment, training and other aspects of educational policy for the World Bank, UNICEF and USAID, in Kyrgyzstan, Tajikistan and Uzbekistan. Prior to this she worked as Faculty Head of English and ESL in schools in the UAE, Singapore and Australia helping to implement standards based curricula and assessment. Dr Ridge also holds a Masters of International and Community Development (focusing on the Middle East) from Deakin University, Australia.

**Cambria Dodd Russell** is currently a PhD student in Comparative and International Education at Teachers College, Columbia University and an adjunct lecturer in the School of Education at the City College of New York. Cambria's dissertation research examines gendered academic trajectories and transitions in secondary schooling in the UAE. She is also exploring gendered dimensions of institutionalized beliefs about secondary schooling. This is an extension of her previous research on the academic underachievement of boys. In addition to her academic pursuits, Cambria has been a public school teacher and private school administrator in the United States and has international experience as a teacher trainer in the Balkans and Caribbean.

Cambria is a recipient of the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research doctoral research scholarship.



**Greg Sales** is the CEO of Seward Incorporated International, a company he founded in 1990. He holds a Ph.D. in Curriculum and Instruction from the University of Minnesota (USA). His expertise in curriculum design, development, implementation, and evaluation has been put to use by a wide variety of clients including schools, universities, US government agencies, corporations, and medical companies, and Ministries of Education around the world. His work in the Middle East and North Africa includes multiple projects in Oman, Egypt, and Jordan.

In addition to recommending, creating, and evaluating customized education and training solutions for specific learning challenges, Greg has provided guidance in the development of comprehensive and sustainable Information and Communication Technology strategies to organizations seeking to improve system-wide learning outcomes and productivity. Greg has been working in the field of education since 1974.

**Eugenie A. Samier** is author of articles on organisational culture and values, the New Public Management, the role of history and biography in educational administration, the role of humanities in administration, and Weberian foundations of administrative theory and ethics appearing in various journals on educational management and administration. She is editor and contributor to *Ethical Foundations for Educational Administration* (2003), (with R. Bates) *Aesthetic Dimensions of Educational Administration and Leadership* (2006), *Political Approaches to Educational Administration and Leadership* (2008), (with M. Schmidt) *Emotional Dimensions of Educational Administration and Leadership* (2009), (with M. Schmidt) *Trust and Betrayal in Educational Administration and Leadership* (2010), *Literary Representations of Educational Administration and Leadership* (forthcoming), and *The Cinematic Critique of Educational Administration and Leadership* (forthcoming). Dr. Samier is also one of the four associate editors of *Educational Leadership and Administration* (2009) and a contributor to the *Encyclopedia of Education Law* (2008) and the new edition of the *Handbook to Educational Leadership* (forthcoming), and *Handbook of Educational Theories* (forthcoming). She has been guest lecturer at a number of universities in Germany, Estonia, Norway, Finland, the US, Russia, and Lithuania.

**Ralph Tabberer** came to live and work in the UAE in April 2009, where he joined GEMS Education as Chief of Schools, charged with spearheading plans to expand, regionally and globally, this unique UAE-based company and brand. Ralph was previously the Chief Executive of the Teacher Training Agency in England, for six years, and the Director General of Schools between 2006 and 2009.

After studying at the University of Cambridge, Ralph began his career as a qualified teacher in London and held senior posts in local government and at the National Foundation of Education Research. Ralph is a visiting Professorial Fellow at the Institute of Education, University of London, he has an honorary doctorate (D.Ed) from the University of East London and is a Fellow of the Royal Society of the Arts (FRSA). He is retained as professional expert to the UK's business and education task force. HRH, The Queen made him a Companion of the Order of the Bath (CB) in the New Years Honours List, in 2009.



**Hanada Taha-Thomure** is the director of Arabic programs at the Language Acquisition Resource Center at the San Diego State University. She is the director of Arabexpertise, an educational consulting company based in California, USA. She has taught Arabic language to native and non-native speakers in countries such as Lebanon, Bahrain, Sultanate of Oman, United Arab Emirates and the United States of America for the past twenty years. Dr. Taha-Thomure has trained thousands of Arabic language teachers in various countries within the context of international private and public schools and in international conferences.

Dr. Taha-Thomure has developed many Arabic language instructional materials and scholarly works including: *Academic Freedom in Arab Universities*, *Ardh AlAswat*, *Writing through Drawing*, *My Colourful Books* and lately a series titled *Arabic Language Through Dialogue* for teaching Arabic to non-native speakers using the communicative language approach. *Kharbashat Imra'ah Arabiyya* is her most recent publication, 2010. She is a consultant to the Bahrain Teachers' College, Arab Thought Foundation and to the International School Services in charge of developing their Arabic language programs.


**Anh-Hao Thi Phan** is a doctoral candidate in International Education at New York University. Her research interests center on the internationalization of U.S. higher education from an international affairs perspective. Ms. Phan has worked for the U.S. State Department as a Foreign Service Officer and as an international affairs consultant, in Seoul, Tokyo, Washington, and New York. In her public service career, she has worked in educational and cultural affairs, public affairs, and consular affairs. Ms. Phan has also taught English as a Second Language in Tochigi, Japan.

**Janet Y. Thomas** is Assistant Professor and past Director of Graduate Programs in the College of Education at Zayed University in Dubai. She completed her doctoral studies in Educational Policy Studies with concentrations on the Sociology of Education and Program/Policy Evaluation at the University of Illinois at Urbana-Champaign in the United States.

An educational sociologist, researcher and teacher, Dr. Thomas has held positions at Johns Hopkins University's Center for Social Organization of Schools, Rutgers University and the University of Pennsylvania, all in the U.S. Her work has appeared in publications such as *The Review of Research in Education*, *The Journal of Education Policy*, *The International Handbook of Educational Policy*, and the *Encyclopedia of Social and Cultural Foundations of Education*. She is the author of *Educating Drug-Exposed Children: The Aftermath of the Crack-Baby Crisis* (Routledge/Falmer Press, 2004) and is the past Associate Editor of *the Journal of Education for Students Placed at Risk (JESPAR)*.

Her professional affiliations include: The American Educational Research Association, The Comparative and International Education Society, U.S., Kappa Delta Pi International Honor Society and Phi Delta Kappa International Honor Society in Education.

**Jane Truscott** is the Academic Programme Coordinator for Madares Al Ghad at the Ministry of Education. She is a committed, passionate and highly motivated educational leader. Educated in the UK, Jane is a qualified teacher, teacher trainer, and head teacher. She has worked in the State system in the UK, as well as State and International schools in Egypt and the UAE. She



has trained a wide variety of teachers on topics as varied as classroom management, student centred learning, effective teaching methods, competence standards approach to curriculum design to integrating educational technology in the classroom. She is currently undertaking her doctoral studies, looking specifically at Educational Reform in the Middle East.

As an educator she consciously focuses any decision that she makes - regardless of her role or responsibilities - on the impact that the decision will make on the students in the classroom. She believes that all members of a teaching community, from the most able teacher to the most disadvantaged student, have the capacity - and must have the opportunity - to contribute to improving the quality of education.

**Ken Volk** is Head of Outreach Programs at the Masdar Institute of Science and Technology in Abu Dhabi. Ken's role at Masdar is to work with schools on activities that cultivate students' knowledge, interest and academic skills in science, engineering and technology - particularly as they relate to the areas of renewable, alternative and sustainable forms of energy.

Ken's background is in the field of Technology Education - also known as Industrial Arts or Design & Technology. He started his professional career as a high school woodworking teacher outside New York City. Before joining Masdar, Ken was Assistant Professor at East Carolina University (USA), Principal Lecturer at the Hong Kong Institute of Education, and most-recently UNESCO Chair, Applied Research in Education at the Higher Colleges of Technology (Sharjah).


Ken received his doctorate at the University of Maryland (USA), with his thesis examining technology education curriculum guidelines for developing nations. His recent research areas focus on gender issues as they relate to technology education, pupils' attitudes toward technology, and the history of technology/vocational education.

Although Ken enjoys working with teachers and other professionals, what he enjoys most is seeing the smile, energy and excitement of young students as they design, build and creatively solve problems.

**Earle Warnica** is a Professor of Education at the American University of Ras Al Khaimah and Program Manager for the Masters in Education program. From 2006 to 2009, Dr. Warnica was an Advisor to the Office of Policy and Planning at the Ministry of Education where he focused on restructuring the Ministry as well as conducting reforms in curriculum, assessment, evaluation and examinations.

Before moving to the UAE, Dr. Warnica acted as an Education Advisor to the Ministry of Education in Oman from 1998 to 2006. Having begun his career as a teacher, Dr. Warnica has had extensive experience in Canada working with the Canadian International Development Agency (CIDA), Manitoba Department of Education, Southern Alberta Professional Development Consortium, and the University of Lethbridge in Alberta focusing on curriculum, instruction, evaluation and teacher training.

Dr. Warnica has a Doctorate of Education in Administration, Supervision, Leadership, Curriculum and Evaluation from the University of Montana in the United States.



**Alexander W. Wiseman** is an Associate Professor in the College of Education at Lehigh University and Coordinator of the Comparative and International Education Program.

Dr. Wiseman is interested in both comparing American education with schooling that occurs in other nations as well as investigating and understanding global trends in education. He publishes, teaches, and speaks regularly on a wide range of topics including:

internationally comparative analyses of national educational systems; school organization, leadership and management; global and national educational policy; the transition from school to work; and gender issues in education

Dr. Wiseman's publications include numerous peer-reviewed journal articles, book chapters, and several books. Some of his recent books are *The Employability Imperative: Schooling for Work as a National Project* (2007), *Education for All: Global Promises, National Challenges* (2007), and *Principals under Pressure: The Growing Crisis* (2005).

His current projects include the implementation and analysis of national educational testing and training systems, a study of the professionalization of comparative and international education, a cross-national study of youth political socialization in schools and an internationally comparative study of gender-segregated national school systems.





## About the Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research

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The Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research, based in the Emirate of Ras Al Khaimah, encourages scholars from a wide range of disciplines and professional fields to undertake research that will inform policy making. By offering scholarships for doctoral candidates and faculty members to conduct studies on social policy in the Emirate, the Foundation aims to aid the economic and social development of the Emirate and the country by developing and fostering research collaboration between the Ras Al Khaimah government and the international and local research community. The vision of the Foundation is to generate a world class body of public policy research focused on the Emirate of Ras Al Khaimah and the United Arab Emirates.

## About the Dubai School of Government

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The Dubai School of Government (DSG) is a research and teaching institution focusing on public policy in the Arab world. Established in 2005 under the patronage of HH Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai, in cooperation with the Harvard Kennedy School, DSG aims to promote good governance through enhancing the region's capacity for effective public policy. Toward this goal, the Dubai School of Government also collaborates with regional and global institutions in delivering its research and training programs. In addition, the School organizes policy forums and international conferences to facilitate the exchange of ideas and promote critical debate on public policy in the Arab world.



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