

مؤسسة حمدان بن راشد آل مكتوم  
للعلوم الطبية والتربوية  
Hamdan Bin Rashid Al Maktoum Foundation  
for Medical and Educational Sciences



## Participation Guide

### Distinguished Educator Award

Our Vision

**“A Pioneering Foundation Fostering Excellence”**



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## About the Foundation

Initiated by the late Sheikh Hamdan bin Rashid Al Maktoum, Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance was established in 1998, followed by the establishment of Sheikh Hamdan Bin Rashid Al Maktoum Award for Medical Sciences in 1999. The aim was to strengthen excellence in the educational and medical sectors, foster innovation, and support high-quality initiatives. These Awards were designed to identify, nurture, and encourage talent while advancing scientific research in these crucial fields.

Within a few years, the scope of services and partnerships of both Awards expanded from the local framework to regional and international levels, especially with prestigious international and regional organizations such as the UNESCO, ICESCO, ALECSO, Arab Bureau of Education for the Gulf States, Fab Lab Organization, World Council for Gifted and Talented Children, International Research Association for Talent Development and Excellence, as well as reputable medical entities like specialized universities and international hospitals. This posed more challenges for the Awards that required an advanced administrative structure and additional resources.

In 2018, a law was issued to establish Hamdan bin Rashid Al Maktoum Foundation for Distinguished Academic Performance, giving the educational initiative its own institutional identity. In 2023, another law was issued to establish Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences. This law facilitated the transfer of the educational and medical initiative legacies into a single foundation that now possesses a rich portfolio of ongoing programs and projects, along with a solid springboard for further innovation aimed at enhancing governmental and societal efforts in highlighting the importance of the education and medical sectors. The foundation works towards spreading a culture of talent, innovation, excellence, and quality, contributing to the enhancement of quality and performance levels, and fostering creativity in educational and medical institutions at both local and international levels. This includes related elements and components in line with global best practices. Additionally, the foundation contributes to the establishment and support of innovation, talent, and scientific research centers and programs.

## The Strategic Framework of the Foundation

### Vision

A Pioneering Foundation Fostering Excellence

### Mission

Designing and implementing distinguished awards and programs that empower achievements in medicine and education, while nurturing the giftedness of individuals

### Values

Pioneering - Integrity - Excellence - Innovation - Corporate Agility

### Strategic Goals

- Pioneering education excellence support.
- Pioneering medical excellence support.
- Pioneering the field of giftedness and innovation.
- An agile and leading foundation.

## Definition of the Distinguished Educator Award

A distinguished educator is the one who has an innovative methodology that has resulted in exceptional practices to achieve unprecedented results in his field of work to deal with future changes and challenges.

## Scope of the Award

- The United Arab Emirates.
- Gulf Cooperation Council (GCC) Countries, including: Kingdom of Saudi Arabia, Kingdom of Bahrain, Kuwait, Qatar, Sultanate of Oman.

## Application Conditions

The applicant for the award must meet the following conditions:

- The applicant must fall in one of the categories targeted by the Award stated in this guide, including:
  - Personnel providing educational, social and psychological services to students, such as: laboratory and resource centers specialists, social and psychological workers, special needs specialists.
  - Supervisors and deputy supervisors of educational institutions and heads of departments, such as principals and assistant principals.
  - Supervisors of student services units, such as: security, health and safety, academic consultation.
- The applicant must hold at least a bachelor's degree and must be employed in the public or private educational sector who engages in or supports the educational processes to K-12 students.
- The applicant must attend the introductory workshop for the Distinguished Educator Award prepared by Hamdan Foundation.
- The applicant must meet the application deadlines specified in advance by Hamdan Foundation.
- The applicant shall submit employment documents that cover the last 3 years, including the nomination year, occupying the same educational job title/category with the same employer, continuously and directly.
- During one of the three years required for eligibility to apply for the award, the applicant must obtain a rating exceeding expectation (Outstanding) in the annual performance

evaluation which is not less than the grade of “very good” or meeting the required expectations during the last two years.

- A winning educator in a certain cycle may reapply for the same award category (Distinguished Educator) after 3 cycles have passed and with a new job title.
- An applicant who does not manage to win at a certain cycle may reapply at the following cycle or thereafter.
- No more than three educators from the same school (educational institution) may apply for the Distinguished Educator Award.

#### **Specific Conditions for Applicants from GCC Countries:**

#### **In addition to the general conditions, the applicant must:**

- Be a citizen of the country from which they are applying.
- Have received an excellence award in the educator category at the regional or ministry level or provide a certificate from the Ministry of Education confirming their distinction and eligibility to apply for the award.

#### **Incentives and Rewards**

- The winning educator receives a cash reward of AED 50,000, a Certificate of Appreciation, an “Excellence Trophy,” attends the Honoring Ceremony, and be eligible to be enrolled in a Training Program.

#### **Applicant’s Journey**

**First Stage:** Attending the training workshops designated by the Foundation.

The applicant shall attend the training workshops related to the award category he or she is applying for as will be determined by the Foundation.

**Second stage:** The applicant shall apply for the award via the Foundation website.

The applicant shall fill in the **e-application** form and upload all supporting evidence within the timeframe specified by the Foundation.

**Third Stage: Arbitration**

- Theoretical arbitration (document assessment)
- Field arbitration (personal interviews)

**Fourth Stage: Result Announcement.**

The competition results are announced through the Foundation’s official channels.



## Excellence Criteria for the Distinguished Educator Award



## First Criterion: Innovative Working Methodology (250 points)

This criterion has to do with the innovation methodology and strategy developed by the applicant and his/her ability to foresee the future and overcome challenges and difficulties in the workplace in line with modern developments to make a difference within his/her workplace and achieve leadership and encourage other coworkers and all stakeholders to introduce ideas and proposals that aim at continuous improvement and acceleration of achievement at the workplace. This criterion focuses on preparing leading initiatives in the field of services, operations and programs adopted by the applicant to ensure the achievement of the operational objectives and provide the highest level of services and innovative solutions to please the clientele and all stakeholders.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence (examples but not limited to)
1.1 <b>Planning</b> (50 points)	The plans and methods adopted by the applicant to present his/her ideas and initiatives and the efforts to implement his /her initiatives and creativity and overcome difficulties and obstacles.	Presentation of an actual plan that includes goals and initiatives that meet the aspirations of the applicant's employer to be implemented within a certain timeframe. The plan should include performance indicators serving the applicant's place of employment and other entities.
1.2 <b>Innovations</b> (50 points)	Innovations provided by the applicant inside or outside his/her workplace, their applicability, and their impact on the level of the workplace and the local or external society	List of innovations implemented by the applicant inside or outside his workplace --a proposed innovation plan-- that includes the applicant's those innovations' measurement indicators to detect their influence inside and outside the workplace.
1.3 <b>Innovation Outputs Measurement Tools</b> (50 points)	Creative tools to measure the quality of the innovation outputs produced by the employee to serve his/her place of work and its local and external stakeholders.	Innovative systems developed according to a clear plan of action --innovative tools that achieve high quality outputs inside or outside the workplace.
1.4 <b>Sustainability</b> (50 points)	Digital tools to achieve environmental and economic sustainability inside or outside the workplace.	The applicant must present a sustainable framework, such as a plan, tools, practices, or programs, aimed at promoting a culture of creativity and innovation. This includes a variety of sessions, such as workshops and courses, through which the applicant actively disseminates creativity and innovation. Additionally, the applicant must provide tools to measure the impact, such as surveys, observations, or interviews.
1.5 <b>Satisfaction of the Beneficiaries</b> (50 points)	Working within teams ensuring the targeted population's satisfaction with the quality of the services provided.	Presenting a list of the committees and work teams, illustrating the applicant's role therein (chairman, member), along with measurement tools of the stakeholders' satisfaction (questionnaires, observation records, interviews, etc.).



## Second Criterion: Exceptional Practices (250 points)

To fulfill this criterion, the applicant must have undertaken exceptional practices and made outstanding accomplishments that exceed targets, and are characterized as unique, leading, flexible and closely related to his/her main roles and duties. These practices and accomplishments shall be capable of achieving promising outputs and gain added values in terms of cost, service and quality, elements that are essential to achieving quality work and proactive performance and development. These practices and accomplishments shall conform to current developments, able to stand independently and be technically superior in order to significantly contribute to raising the quality of life of the surrounding community.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence (examples but not limited to)
2.1 <b>Programs, Initiatives and Projects</b> (50 points)	Presenting unique (initiatives/programs/projects) with new proactive leadership to foresee the future and enhance the applicant's job and the status of the employer.	A list of strategies and proactive initiatives, highlighting an exceptional practice within a work plan that includes initiatives and forward-thinking programs aimed at future foresight. The plan should also measure the impact of these initiatives on stakeholders both within and outside the organization.
2.2 <b>Executive plan of the Initiative/Project</b> (50 points)	Preparing the executive plan for the initiative/program/project, identifying roles and responsibilities, allocating the necessary (human, financial and material) resources, and maximizing their benefits.	A list of the various pioneering initiatives and methods presented by the employee through a plan of action that includes measurement indicators and results of measured impact on the stakeholders inside and outside the workplace, "first-of-their-kinds" services inside and outside the workplace. An executive plan that includes pioneering initiatives and procedures presented by the employee through measurable indicators and results assessing the impact which in turn can affect the concerned people within and outside the work setting – first-of-its-kind services at the workplace level and beyond.
2.3 <b>Implementation Tools and Mechanisms</b> (50 points)	Implementing 'exceptional' tools and mechanisms that contribute to achieving the strategic objectives of the employer.	Benefiting from the optimal plan of investing in human, financial and human resources to succeed in saving money and time in accordance with specific goals and use of measurement indicators that make remarkable impact inside and outside the workplace.
2.4	The applicant shall be able to solve problems, work under pressure and achieve	The applicant shall develop alternative plans that will have positive impacts on the stakeholders

Dimensions	Interpretation	Sample supporting evidence (examples but not limited to)
<b>Employing Digital Skills to Solve Problems</b> (50 points)	the target in a timely manner and with the required quality using innovative digital strategies.	inside and outside the workplace. The applicant shall give examples of ways to solve problems and work under pressures, reserving the quality of the outputs desired by the employer -- the applicant shall develop digital programs that reduce the work pressures.
2.5 <b>Simplification of Procedures</b> (50 points)	Simplifying procedures and mitigating complications using innovative and effective methods, means and programs to achieve the objectives of the educational entity.	An impact-measured plan that provides innovative programs that contain objectives, procedures, and measurement indicators -- a method of work -- an innovative program that aims to reduce complications and simplify work procedures.

### Third Criterion: Unprecedented Results (400 points)

This section focuses on the candidate achieving superior and sustainable results characterized by inclusivity and positivity. These outcomes are driven by the implementation of programs, initiatives, or projects through outstanding practices regularly applied by the candidate, reflecting positively on their organization and external stakeholders. The candidate employs unique and innovative measurement tools to serve all stakeholders, aiming to analyze and compare measurement outputs and implement necessary corrective actions for continuous improvement and development of processes and services within their organization and beyond. (This section encompasses the results of all other sections, with all outcomes consolidated here.)

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence (examples but not limited to)
3.1 <b>Measuring Happiness of the Target Clientele</b> (50 points)	Results of measuring the happiness of the targeted beneficiaries at the workplace.	Staff performance indicators, stakeholders' satisfaction indicators.
3.2 <b>Results of Changes and Improvements</b> (50 points)	The results of changes and developments taking place in the workplace are caused by the application of corrective measures.	Workplace components' improvement indicators resulting from amendments in operations that have been applied by the applicant.
3.3 <b>Achieved Results and Impacts (Programs/Initiatives/Projects)</b> (50 points)	The unprecedented achieved results and impacts (for the program/initiative/projects) and their reflection on the overall performance of the work entity. This includes how these exceptional outcomes have led to significant improvements in the organization's performance, highlighting the innovative and impactful nature of the initiatives or projects.	Performance indicators for initiatives, programs, and projects, comparing results with leading organizations.
3.4 <b>Results of Innovative Approach of (Initiatives/Programs/Projects)</b> (50 points)	Results of the innovation factor of (initiatives/programs/projects) implemented or developed by the candidate, which serve the stakeholders inside and outside the workplace.	Measurement indicators that serve the innovative initiatives, programs and projects implemented in accordance with the plan prepared by the candidate and its impact on stakeholders inside and outside the workplace, comparing results with leading entities.

Dimensions	Interpretation	Sample supporting evidence (examples but not limited to)
3.5 <b>Outcomes of Plans' Indicators</b> (50 points)	Results of the applicant's plans' indicators determined subsequent to the main duties of the candidate and the goals of the employer.	Indicators for measuring the spread of innovation culture and practices within the plans of programs, initiatives, and projects distinguished by the applicant – results from future foresight tools (radar, cloud).
3.6 <b>Efficient Use of Resources (Human, / Material &amp; Funding)</b> (50 points)	Results that describe the added value of using (human/material/financial) resources efficiently and effectively.	Measurement indicators of the accomplished benefits of efficient utilization of (human, material, financial) resources according to the impact-measurement plan prepared by the candidate.
3.7 <b>Sustainability Achievement Results</b> (50 points)	Results of achieving environmental and economic sustainability due to the application of innovative digital tools.	Budget spreadsheets showing stable school finances, and environment-based procedures and activities showing school's adherence to sustaining a safe and healthy environment for the whole school and outside community through the utilization of innovation and technology.
3.8 <b>Exceptional Awards</b> (50 points)	Exceptional awards and patents or intellectual property registered in the name of the candidate (if any).	List of local and international awards, patents, and intellectual property (registered in the name of the candidate).

#### Fourth Criterion: Development and knowledge Transfer (100 points)

This criterion deals with the applicant's keenness on self-development, research and knowledge; how the applicant varies and develops his/her skills to achieve personal and professional progress; how the applicant exchanges knowledge and associates with ever-learning persons; how the applicant is keen on developing the work environment, operations and services; how the applicant supports the work team in building their capabilities and the quality of the employer's outputs in line with the future requirements and changes.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence (examples but not limited to)
4.1 <b>Professional and Academic Development</b> (25 points)	The applicant's professional and academic self-development efforts contribute to the efficient completion of work to achieve the local and international objectives of the educational body in a distinct and creative manner.	The self-development plan and its impact on the stakeholders in the workplace according to goals and measurement indicators that affect the workplace.
4.2 <b>Monitoring the Knowledge and Skill Needs of the concerned people.</b> (25 points)	The applicant's thorough observation of the knowledge and skill needs of the clientele within the workplace to improve their performance levels.	A list of (skills, cognitive, scientific) training needs to raise the level of performance of the clientele within the workplace -- a plan of action put according to programs measured by standardized indicators that improve the level of performance of the clientele inside and outside the workplace.
4.3 <b>Workshops, Conferences and Training Courses</b> (25 points)	The applicant's practical approach toward augmenting the cognitive and cultural base of the clientele in the workplace by conducting workshops, conferences, and continuous training courses, measuring the impact of such knowledge transfer on the whole workplace environment.	A list of workshops and courses -- a training plan within the workplace's developmental program that measures the training results on the clientele.
4.4 <b>Transfer of Knowledge to the Outer Community</b> (25 points).	The applicant's expansion of the scope of knowledge transfer outside the workplace and the measurement of these efforts' results and tangible impact.	A knowledge transfer plan that includes programs, objectives, and performance indicators to measure the impact on stakeholders – the scope of the knowledge transfer circle and its reach (at the external level of the work entity).

## Recommendation

During the e-application, the applicant shall provide the names and details (job title, email, contact number) of his/her line manager in order for the Foundation to send him/her an electronic letter of recommendation form to fill out and send back directly to the Foundation.

## Guidelines

### General Instructions

#### Submission of the Application

- The Applicant shall register electronically via the following link: <https://tahkeem.ha.ae>
- The applicant shall make sure that he/she meets the requirements for participation in the award prior to proceeding with the application process.
- The applicant shall submit the nomination application online within the pre-set dates, after which no application may be accepted. For any inquiries related to the electronic system, please contact the Hamdan Bin Rashid Al Maktoum Foundation for Medical and Education Sciences.
- The applicant shall fill in the application for the award in accordance with the prescribed conditions in terms of the number of words, number of attachments and quality of printed and audio-video evidence, as shown for each criterion and sub-criteria withing the e-application form.
- The applicant's answers and attachments in relation to each criterion shall meet the requirements of the evidence evaluation tools shown in the e-application form.
- The applicant shall attach supplementary documents (declaration, avowal, letters of recommendation) as required by the nomination form.
- It should be noted that the management of the Foundation has the right to discard the application in the following cases:
  - a. Failing to adhere to the timetable of the application process published on the Foundation's website.
  - b. Giving inaccurate information on the application form.
  - c. Lacking fulfilment of required information of all criteria and subsequent dimensions set forth in this guide.

#### Proofs and Attachments

- All submitted works, documents and proofs shall be the property of the Foundation's management.

- The Foundation may publish the contents of the successful application after the announcement of the result in order to promote the “best educational practices” in the educational community.
- The applicant shall, to the best of his/her ability, seek to meet the criteria of excellence based on the elements specified in the application form. Further, the applicant may support his/her application with evidence he/she deems appropriate, provided that it complies with the set conditions.
- The significance of the evidence provided is determined by its strong indication of the intended purpose and its compliance with the set criteria, and which will score higher.
- Photos are not strong proofs of an activity unless they are supported by text evidence proving their authenticity.
- The proof and documents shall be restricted to the last three years plus the year of submission.
- Electronic links are NOT accepted as proof.
- The applicant shall retain the attachments which size or number exceeds the set limit to be submitted at the request of the arbitration committees.
- The applicant shall ensure that all documents and proofs are dated, stamped, and attested by the concerned authority.
- The more varied (level, local, international) the evidence issuing authorities are, the higher the score would be.
- The more the attached proofs are innovative and creative, the higher the score would be.
- No more than one proof may be attached per page. If two or multiple proofs are attached on the same page or if the proofs are illegible, they will not be credited scores; only evidence that comply with legibility conditions will be considered by the arbitration committee.

### Special Instructions for the Applicant

- The applicant’s employer is fully responsible for facilitating the work of the Award arbitrators during the field visit arbitration stage. In case of lack of the necessary support, the management of the Foundation has the right to cancel the arbitration and inform the applicant of the underlying grounds by email.
- The applicant shall provide an introductory summary for each of the main criteria and their dimensions. The maximum total word count of the summary for all criteria should not exceed 1500 words.
- The applicant should adhere to set attachment size, number of proofs required for each dimension (up to 3 attachments per dimension – 2 proofs per attachment). If the attachment is unclear, no points would be awarded.

## Definitions and Terminology

- **Foreseeing the Future:** Identifying and studying future trends and analyzing their potential impacts on the strategies, tasks and operations of the educational entity and adapting to them using effective tools and methodologies.
- **Proactive Services:** Predicting the services the clientele may need and working to provide them before being requested. It is an action that responds to the educational entity's clientele's needs, aspirations, and preferences, and in response to events related to their life using forecasting tools and advanced analysis of the available data.
- **Quality of Life in the Work Environment:** Building an ideal work environment which provides the right resources and appropriate levels of support, observes the quality and safety of the physical environment, instills values, enhances trust and positive relationships among employees, and achieves happiness and high quality of life.
- **Innovation:** Generating innovative ideas and developing new products, services and processes that improve the quality of life and improve efficiency, effectiveness, and competitive advantage.
- **Performance:** The achievements and results achieved by the employee or work groups in the form of work teams, which affect the workplace.
- **Development:** Developing the necessary tools in response to new requirements or making the necessary improvements to the status quo while performing duties
- **Quality:** A set of standards and procedures that meet the ever-changing needs of all concerned groups in the workplace by providing a high-quality service that leads to continuous improvement in the main and secondary educational outputs.
- **Performance Measures:** Quantitative and/or qualitative information and data that describe the outputs and performance of the employee's operations within the workplace.
- **Leadership and Excellence:** Unique and positive superior performance, practices and services provided in an efficient and effective manner, while focusing on performance, results and customer service.
- **Taking the Initiative:** Proactive suggestion of new, innovative, or unprecedented ideas that aim at achieving positive change to raise the levels of institutional performance.
- **Program:** A set of interrelated and ongoing activities for which specific resources are allocated to achieve one or more strategic goals for the employer.
- **Goals:** A set of future statuses and/or desired levels of performance which may be categorized as short or long-term. The goals determine the success of the employer in promoting the spirit of team unity by solidifying all goals of the institution.
- **Clientele's Viewpoints:** Collecting and understanding the clientele's viewpoints, commentary and observations, and their level of satisfaction and attitudes toward the employee and the services he/she provides.
- **Leading practice:** Any undertaking which is unanimously considered the optimal practice in any given field.



- **Creativity:** Developing new ideas and converting them into services, procedures, systems, or modes of social interaction.
- **Methodology:** A long-term plan, which describes the methods and processes through which the educational entity intends to achieve its mission, vision, and goals.
- **Knowledge:** Knowledge and skills acquired by the individuals through their cumulative experiences as well as the education and training activities, including the theoretical and practical knowledge.
- **Efficiency:** Completion of the duties properly through the optimal use of the available resources.
- **Strategy:** A plan of action designed to achieve a long-term or overall goal that contributes to the success of the work of the educational institution.
- **Services:** The product of the various operations and activities of the educational entity offered to the clientele.
- **Stakeholders:** The individuals or entities and institutions that have mutual interests with educational entity. They are impacted by the outcomes of the educational entity's activities while having an impact on its operations.
- **Performance Evaluation:** Review of the educator's performance according to specific standards.

### Terms relating to the stages of application and arbitration

- **Excellence Criteria:** Requirements for educational excellence.
- **Dimensions:** The sub-criteria under each main criterion of excellence.
- **Award Cycle:** The period of time from the application submission up to the announcement of results.
- **Introductory Summary:** The written transcript where the applicant describes, explains, and justifies why his/her performance, activities, scope of work and accomplishments are to be considered distinguished in accordance with the criteria and dimensions of excellence set by the Foundation.
- **Letters of Recommendation:** Letters authored by the applicant's employer in his/her support and in confirmation of his/her eligible candidacy for this prestigious award.
- **Application for Nomination:** The application form available on the Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance website, which shall be filled out by the teacher applying for the award accompanied by the required supporting documents.
- **Theoretical Arbitration:** The initial stage of the application evaluation process which includes a theoretical arbitration of the introductory summaries of all criteria and dimensions and of their supporting proofs.

- **Field Arbitration:** The second stage of the application evaluation process which includes holding interviews and/or conducting field visits, during which the applicant's overall documentation is scrutinized.

## Best Wishes for Continuous Excellence and Innovation