

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



## Participation Guide

### Distinguished Student 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 Student Award

**Distinguished Student:** A distinguished student is the one who achieves exceptional performance higher than his/her peers in one or more academic or non-academic field.

•**Academic Field:** School-based academic subjects, such as: Languages, Mathematics, Science and Technology.

•**Non-Academic Field:** Non-School based subject matter, such as: Literature, Performing and Visual Arts, Leadership and Sports.

## Scope of the Award

### **The United Arab Emirates.**

Every basic education student, Grade 8 to Grade 12, enrolled in schools accredited by the UAE official authorities is eligible to participate in the Award:

- Governmental public education, including public schools, religious institutes, and applied institutes of technology.
- Private education.

### **Gulf Cooperation Council Countries:**

High school students (Grades 10, 11, 12) enrolled in public or private education sectors, in the Gulf Cooperation Council countries may participate in the award annually, provided that the student is a citizen of the country he/she is applying from. GCC countries are Kingdom of Saudi Arabia, Kingdom of Bahrain, Kuwait, Qatar, Sultanate of Oman.

## Application Conditions

The applicant for the award must meet the following requirements:

### **General conditions**

- Applicants must be enrolled in school in the academic year 2026/2027.
- Applicant may be a student in grades 8 to 12 (UAE students only).

- Applicants must only specify one area for excellence in either the academic or non-academic field. In the case of including more than one area of distinction, the first one will only be selected, and evidence for the second area will not be considered.
- Applicants may win the award in either the Academic or Non-Academic field only once. However, the student may apply for the award in the field they have not won before after two cycles have passed since the winning of the Outstanding Student Award. (for example: A student who won the award in the academic field in 2025 can apply for the non-academic field award in 2028).

#### **Academic Field-specific application conditions:**

- The student must have a superior academic record, i.e., the student has achieved a minimum total average of 90% in the academic subjects in each of the three academic years preceding the year of application, in each separate year. In addition, the student shall attach certificates/letters of excellence (academic performance appreciation and recognition) with the application.
- The Award arbitration committee endorses the academic record certificates per the following:
  - For certificates with digital (number) marks, the total average of the academic subjects (for Academic Field candidates) shall not be less than 90% in each separate year.
  - For descriptive (lettered) certificates, the total average of the academic subjects (for Academic Field candidates) shall not be less than (A) in each separate year.

#### **Non-Academic Field-specific application conditions:**

- The student must have a “very good” academic record, i.e., the student has achieved a minimum total average of 80% in the academic subjects in each of the three academic years preceding the year of application, in each separate year. In addition, the student shall attach certificates/letters of excellence (academic performance appreciation and recognition) with the application.
- The Award arbitration committee endorses the academic record certificates per the following:
  - For certificates with digital (number) marks, the GPA average shall not be less than 80% in each separate year.
  - For descriptive (lettered) certificates, the GPA average shall not be less than (B) in each separate year.

- The student must have obtained certificates of winning or excellence in competitions at the school, local or international level for the three years preceding the year of application, provided that the certificates of winning must be attached to the nomination application.
- The student must attach a recommendation letter from an expert or expertise agency in his/her field of excellence. The application will be disqualified if the student does not attach a letter of recommendation from an expert.

#### **Special conditions for GCC Countries students (in addition to the previous conditions):**

- High school students (tenth, eleventh, and twelfth grades) are entitled to participate in the award annually, but those who won the award may not participate again. The applicant must be a citizen of the applying country.

## **Guidelines**

### **Submission of the Application**

- The Applicant shall register electronically via the following link: <https://tahkeem.ha.ae/general>
- 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 Distinguished Academic Performance.
- 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.

### **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 proof 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.

### Guidelines for the Applicant Student

- The applicant shall provide an introductory summary for each of the criteria of excellence and its dimensions itemized in the nomination application, provided that the total word count for each dimension does not exceed 100 words.
- The applicant should adhere to set attachment size, number of proofs required for each dimension (up to 7 attachments per dimension – 2 proofs per attachment). If an attachment is unclear, no points would be awarded.



## Incentives and Rewards

- The winning student receives a cash reward of AED 30,000, 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)

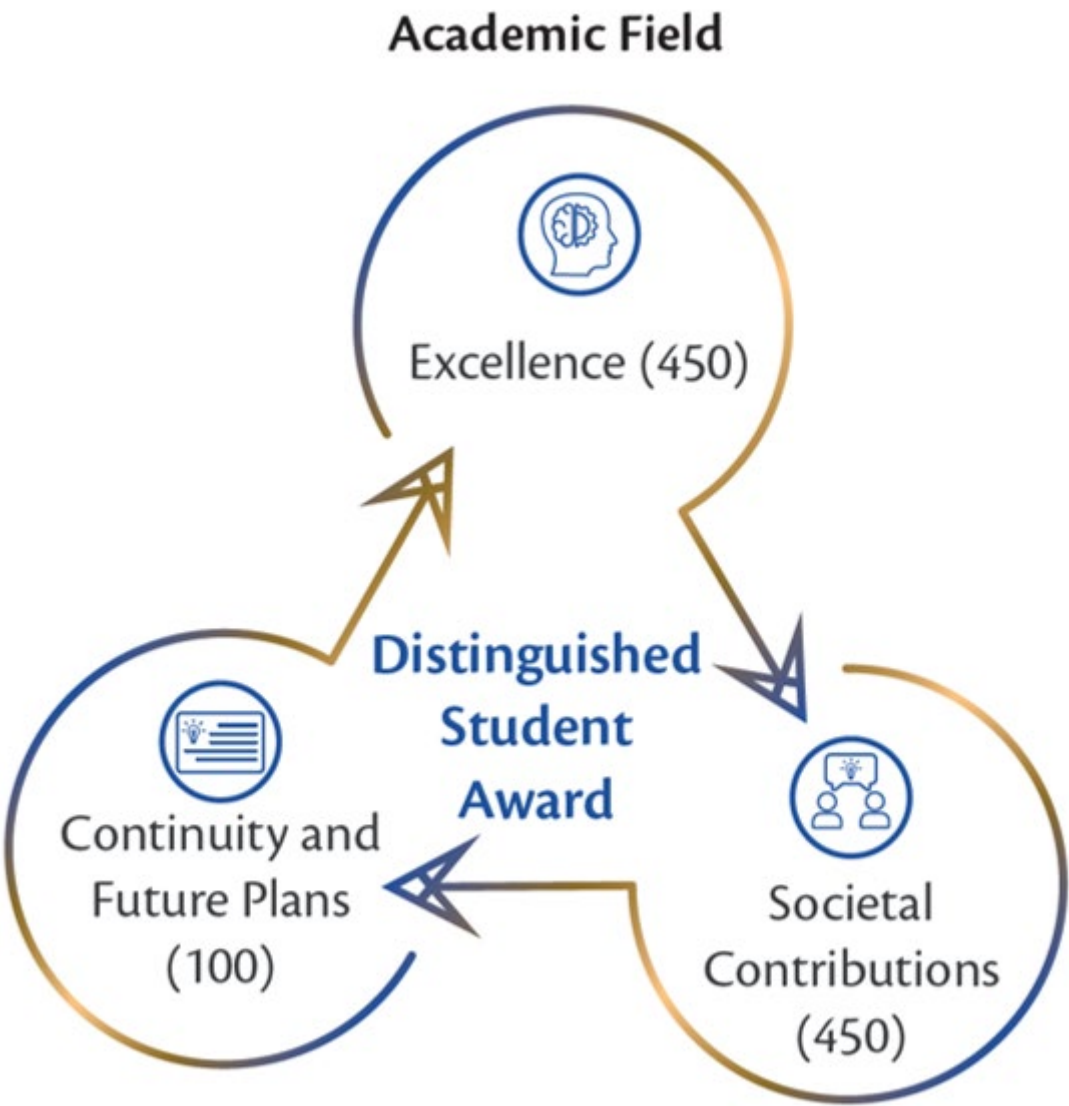


**Fourth Stage: Result Announcement.**

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

Excellence Criteria for the Distinguished Student Award

Academic field:



## First Criterion: Excellence (450 points)

How the student employs her/his skills and abilities in an academic field such as (linguistics, mathematics, science, technology...) in a manner that exceeds expectations and distinguishes her/him from her/his peers.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<b>1.1</b> <b>Distinguished Performance</b> <b>(100 points)</b>	This dimension evaluates the student's distinguished performance in a certain academic field, in which she/he achieves advanced positions and remarkable superiority higher than her/his peers at the school/ local/international level. <b><u>Only one field shall be selected, and no score will be awarded if more than one field is chosen.</u></b>	The proof submitted by the student in this dimension shall be in line with her/his field of academic excellence. Grade Reports (transcripts) are not considered in this dimension. Academic competitions wins and distinctions are eligible in this dimension. Students must enclose proofs such as: Certificates of Excellence and winning competitions in the academic field, etc.
<b>1.2</b> <b>Development Methods</b> <b>(100 points)</b>	This dimension evaluates the curricular and extra-curricular methods used by the student to develop her/his abilities and skills in her/his field of academic excellence, such as performing tasks, working on projects, participating in workshops, taking courses, attending lectures, etc.	The proof submitted by the student in this dimension shall be in line with her/his field of academic excellence. Student must attach proofs pertaining to her/his development methods such as task completion attestation, project folders, workshop participation certificates, training course completion certificate, lecture attendance confirmation letters or expressive photos and videos, membership in scientific clubs, etc.
<b>1.3</b> <b>Leadership skills</b> <b>(90 points)</b>	This dimension measures the skills of communication, problem-solving, and responsibility that distinguish the student from her/his peers. Student shall specify and illustrate her/his leadership skills.	The student shall attach proofs that prove her/his ability to communicate information and convey messages effectively and accurately; that she/he is able to find positive and effective solutions to problems in a scientific and creative manner that

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
		distinguishes the student from her/his peers. These proofs may include delivering lectures, conducting workshops, leading teams, becoming an MC (master of ceremonies), having persuasion and influence skill, showing presentation skill, etc.
<b>1.4</b>  <b>Societal Distinction</b>  <b>(160 points)</b>	This dimension measures the impact of the student's academic excellence on the society (school, the local community, international society).	The student shall indicate and explain the areas of her/his distinguished societal contributions. The student shall attach proofs on solving societal problems such as disposal of medical waste, writing a “digestive” science book, discovering new ways to solve mathematical problems, etc.

## Second Criterion: Societal Contributions (450 points)

They are the voluntary initiatives and efforts undertaken by the student, in any field other than the field of student excellence, driven by her/his sense of social responsibility towards society.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<b>2.1</b> <b>The initiative and its societal context</b> <b>(210 points)</b>	This dimension measures the student's ability to identify the initiative implemented by her/him, and the related societal field, provided that the initiative is original, modern and in line with the culture of the society.	The applicant shall indicate whether the initiative is innovative and has a societal impact. The student shall attach proof of undertaking initiatives in recycling, reducing environmental pollution in the world, rationalizing the use of water in the UAE, combating cyberbullying, spreading health awareness in times of epidemics, etc.
<b>2.2</b> <b>Efforts made under the initiative.</b> <b>(140 points)</b>	This dimension measures the student's efforts to activate her/his societal initiative. These efforts shall be characterized by modernity and creativity.	The student shall identify and explain her/his voluntary efforts exerted for her/his societal initiative, (such efforts must be in line with the nature of the initiative). Proofs for this dimension may be delivering lectures and workshops, preparing brochures, designing a web page in order to educate others, etc.
<b>2.3</b> <b>Impact of Distinguished Social Contributions</b> <b>(100 points)</b>	This dimension measures the positive impact of implementing the initiative on the student's personality, the school, and the local and external society.	The student shall explain the positive effects of applying her/his societal initiative on her/his personality and explain how the initiative would affect the development of society at the school, local / international level. The student shall attach proofs such as: developing communication skills, developing social skills, developing understanding, showing appreciation, gaining self-confidence, solving societal problems, creating new inventions, generating new valuable ideas, etc.

### Third Criterion: Continuity and Future Plans (100 points)

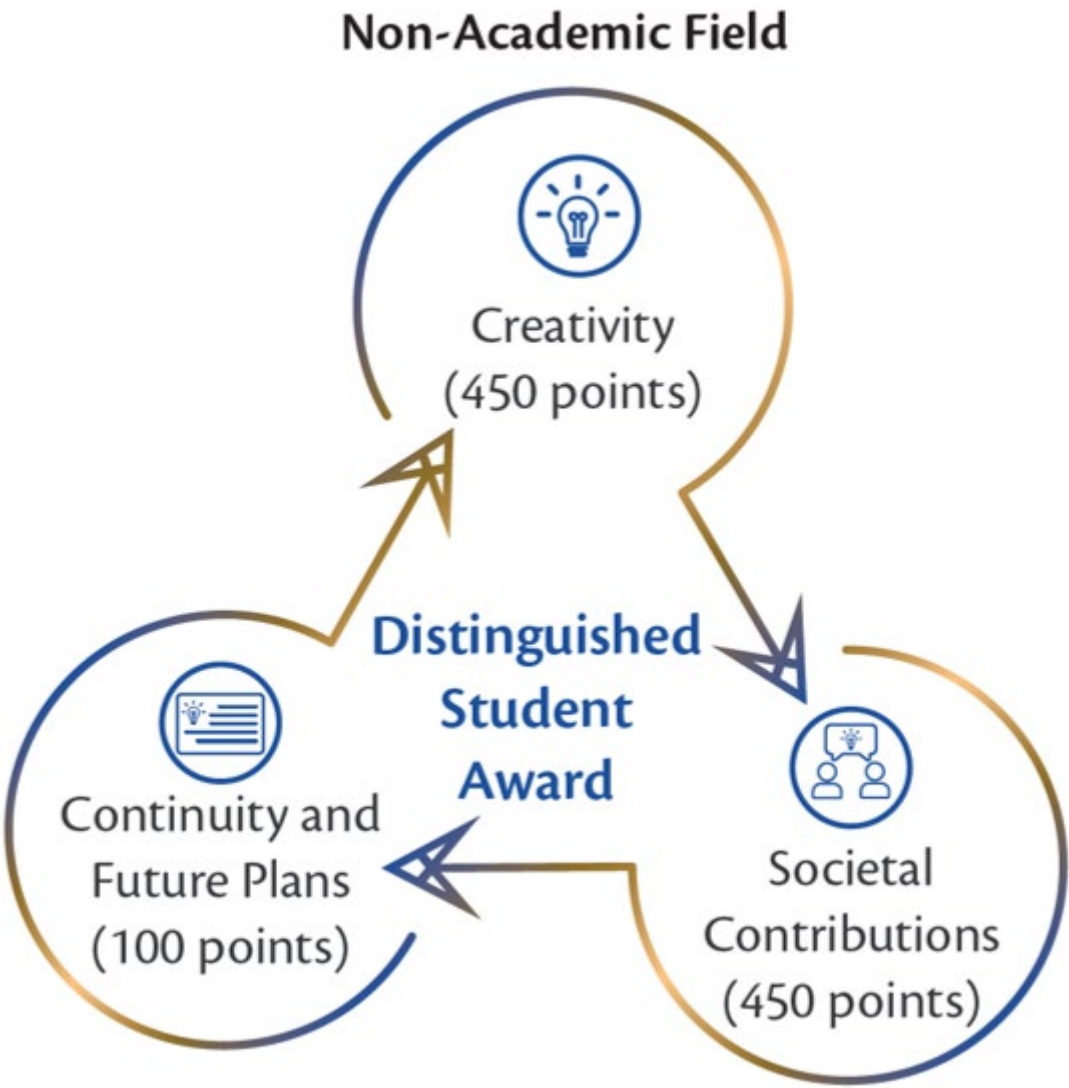
Setting future goals in the field of excellence with the aim of advancement and continuity to maintain growth with an ever-changing world.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<b>3.1</b> <b>Goals</b> <b>(20 points)</b>	This segment assesses how the goals specified by the students can be realistically accomplished and measured in one of the areas of non-academic distinctiveness.	The student shall explain the goals set by her/him in the future plan in her/his field of excellence; goals that should be multiple, diverse and continuous. The student shall also explain how these goals comply with her/his field of excellence, and how these goals are measurable and assessable, and susceptible to deal with an ever-changing world.  Examples of diversity and reality of goals: developing my mathematics skill, be the best student in the class in chemistry, writing a book, improving my science skill, etc.
<b>3.2</b> <b>Plan Phases</b> <b>(40 points)</b>	Identify the stages of the future plan's execution and attainment in accordance with the student's creativity area.	The student shall explain the stages that contribute to the achievement of the future plan that reflect continuity. The stages must be in harmony and consistency with the student's area of distinction.  The student should attach evidence for those stages; for example, the first stage is to develop an educational game in the field of mathematics, and the second stage is to test the effectiveness of the innovative educational game, etc.
<b>3.3</b> <b>Time Frame</b> <b>(20 points)</b>	Identify the time frame that the student needs to implement the future plan.	The student specifies, with explanation and clarification, the time required to implement the future plan in the field of excellence.

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<b>3.4</b>  <b>Assessment</b>  <b>(20 points)</b>	<p>The student shall identify the procedures and/or tools that measure the extent to which his goals are achieved in her/his field of excellence.</p>	<p>The student shall identify and explain the procedures and/or tools such as: tests, questionnaires, surveys, etc. that she/he will use to measure the extent to which the goals of her/his field of excellence have been achieved. The student shall indicate the extent to which the evaluation procedures are compatible with the presented goals. The student shall also set a time frame for the evaluation of these initiatives.</p>

Non-Academic Field:





## First Criterion: Creativity (450 points)

Creativity means modernity, originality and social value added in any area of life in general, and the ability to find new solutions, ideas, methods, or concepts, and use them in a positive, innovative, unique and unfamiliar manner.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<b>1.1</b> <b>Creativity</b> <b>(90 points)</b>	<p>This dimension determines the field or nature of creativity. The fields of creativity are limitless; they include, but not limited to, technological creativity, scientific creativity, literary creativity, linguistic or expressive creativity, etc. This dimension also explores the student's area of creativity's development methods.</p> <p><b><u>Only one field shall be selected, and no score will be awarded if more than one field is chosen.</u></b></p>	<p>The student shall identify the area of her/his creativity in a clear, coherent, and accurate manner. The field of creativity may be technological creativity (digital and electronic), scientific creativity (science, math), literary creativity (poetry and prose), linguistic or expressive creativity (elocution and recitation), etc. Student shall identify her/his field of creativity development methods, such as task completion attestation, project folders, workshop participation certificates, training course completion certificate, lecture attendance confirmation letters or expressive photos and videos, membership in scientific clubs, etc.</p>
<b>1.2</b> <b>Creativity Outcomes</b> <b>(210 points)</b>	<p>This dimension measures the student's outcomes in the field of her/his creativity, such as a product or an application. The student may provide one or more products, provided that it/they shall be characterized with originality and modernity.</p>	<p>The student shall explain the outputs resulting from her/his creative practices and shall identify the purpose of the product, the group targeted by the product, explain whether this product is an individual effort or a group task. If the product is a result of group work, the student must specify her/his role in the production. It is imperative that the product is in line with society's values and traditions. The student shall explain whether or not there is a plan to evaluate the creative product, whether this</p>

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
		<p>plan has evaluation methods and procedures and results of evaluation.</p> <p>The student shall attach proof of making the creative product; products such as: inventing a new device, coming up with a new idea for rationalization of water, developing new technologies, drawing an award-winning painting, writing a story or writing a widely published poem, etc.</p>
<p><b>1.3</b></p> <p><b>Social value</b></p> <p><b>(150 points)</b></p>	<p>This dimension measures the added value of the student's creativity outcomes for the local and/or international level.</p>	<p>The student shall identify and explain the efforts made by her/him in the field of creativity, provided that these efforts are in line with the area of creativity. The student shall attach proofs of her/his creativity products that are beneficial to her/his local community and the wider society; products such as inventing a device to dissolve plastic materials safely, creating an application that makes science studies easier and more accessible. Included in this dimension is exploring whether the society has made any economic, municipal and progress gains as a result of publicizing the creative product, etc.</p>

## Second Criterion: Societal Contributions (450 points)

They are the voluntary initiatives and efforts undertaken by the student, in any field other than the field of student creativity, driven by her/his sense of social responsibility towards society.

This criterion includes the following dimensions:

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<b>2.1</b>  <b>The initiative and its societal context</b>  <b>(210 points)</b>	This dimension measures the student's ability to identify the initiative implemented by her/him, and the related societal field, provided that the initiative is original, modern and in line with the culture of the society.	The applicant shall indicate whether the initiative is innovative and has a societal impact.  The student shall attach proof of undertaking initiatives in recycling, reducing environmental pollution in the world, rationalizing the use of water in the UAE, combating cyberbullying, spreading health awareness in times of epidemics, etc.
<b>2.2</b>  <b>Efforts made under the initiative.</b>  <b>(140 points)</b>	This dimension measures the student's efforts to activate her/his societal initiative. These efforts shall be characterized by modernity and creativity.	The student shall identify and explain her/his voluntary efforts exerted for her/his societal initiative, (such efforts must be in line with the nature of the initiative). Proofs for this dimension may be delivering lectures and workshops, preparing brochures, designing a web page in order to educate others, etc.
<b>2.3</b>  <b>Impact of Distinguished Social Contributions</b>  <b>(100 points)</b>	This dimension measures the positive impact of implementing the initiative on the student's personality, the school, and the local and external society.	The student shall explain the positive effects of applying her/his societal initiative on her/his personality and explain how the initiative would affect the development of society at the school, local / international level. The student shall attach proofs such as: developing communication skills, developing social skills, developing understanding, showing appreciation, gaining self-confidence, solving societal problems, creating new inventions, generating new valuable ideas, etc.

### Third Criterion: Continuity and Future Plans (100 points)

Setting future goals in the field of creativity with the aim of advancement and continuity to maintain growth with an ever-changing world.

This criterion includes the following segments:

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<b>3.1</b> <b>Goals</b> <b>(20 points)</b>	This axis measures the feasibility of the goals set by the student for measurement and the extent to which they are realistic to achieve in one of his areas of non-academic distinction.	The student shall explain the goals set by her/him in the future in her/his field of creativity; goals that should be multiple, diverse, and continuous. The student shall also explain how these goals comply with her/his field of creativity, and how these goals are measurable and assessable, and susceptible to deal with an ever-changing world.  Examples of diversity and reality of goals: developing my mathematics skill, be the best student in the class in chemistry, writing a book, improving my science skill, etc.
<b>3.2</b> <b>Plan Phases</b> <b>(40 points)</b>	Determine the stages of implementation and completion of the future plan, that the stages are compatible and consistent with the student's field of creativity.	The student shall explain the stages that contribute to the achievement of the future plan and reflect continuity. The stages must be compatible and consistent with his field of creativity.  The student should attach evidence of the stages, such as: The first stage is to develop an educational game in the field of mathematics, and the second stage is to test the effectiveness of the innovative educational game....etc.
<b>3.3</b> <b>Time Frame</b> <b>(20 points)</b>	Determine the time frame that the student needs to implement the future plan.	The student specifies, with explanation and clarification, the time required to implement his future plan in the field of creativity.

Dimensions	Interpretation	Sample supporting evidence. (examples but not limited to)
<b>3.4</b>  <b>Assessment</b>  <b>(20 points)</b>	<p>The student shall identify the procedures and/or tools that measure the extent to which his goals are achieved in her/his field of creativity.</p>	<p>The student shall identify and explain the procedures and/or tools such as: tests, questionnaires, surveys, etc. that she/he will use to measure the extent to which the goals of her/his field of creativity have been achieved. The student shall indicate the extent to which the evaluation procedures are compatible with the presented goals. The student shall also set a time frame for the evaluation of these initiatives.</p>

## Definitions and Terminology

- **Performance Evaluation:** Review the student's performance according to specific standards.
- **Documents and Proofs:** Certificates, photos, applied works, audio and video media that reflect actual participation.
- **Excellent Performance:** The student's exceptional performance that exceeds expectations and that of peers in one or more academic or non-academic field.
- **Training Program:** A program that aims to develop the creative skills of the student. The training programs may vary in nature: seasonal programs or activities (summer, winter, etc.), trips and visits, weekend programs, scholarships, etc.

### Terms pertinent to the stages of applying 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.
- **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 during which the applicant's overall documentation is scrutinized.

## Best Wishes for Continuous Excellence and Innovation