

**Hamdan Foundation
Participates in ABEGS's
50th Anniversary Celebrations**

**Hamdan Centre Team
Participated in the Gulf Forum
for Gifted Students in Kuwait**

**Dubai to Host 2028 Asia-Pacific
Conference on Giftedness
in Recognition of Its Role in
Supporting Talent and Excellence**

Rashid bin Hamdan bin Rashid Honoured Winners of 2025 Medical Awards



**Students from Hamdan Centre for
Giftedness and Innovation Won Dubai
FIRST LEGO League Championship**

**20 July Set as Deadline
for Local and Gulf Educational
Award Applications**

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Rashid bin Hamdan bin Rashid Honoured Winners
of 2025 Medical Awards

04



Hamdan Foundation
Participates in ABEGS's
50th Anniversary
Celebrations

08



ABEGS: 50 Years of Leadership and Excellence
in Joint Educational Action

10

Educational Centre for the Arabic Language in Sharjah..
A Firm Role in Serving the Language of the Quran

13

20 July Set as Deadline for Local and Gulf Educational Award Applications

14

Dubai to Host 2028 Asia-Pacific Conference on Giftedness in Recognition of Its Role in Supporting Talent and Excellence

16



Hamdan Centre Team Participated in the Gulf Forum for Gifted Students in Kuwait

18

Students from Hamdan Centre for Giftedness and Innovation Won Dubai FIRST LEGO League Championship

19

90 Gifted Students Participated in an Educational Experience Creating Future Skills at Future Skills Winter Forum 2025

20

Applications Open for Master of Innovative Education Scholarship Until 30 April

21

Hamdan Foundation Implements Specialized Training Programmes within EFQM-Hamdan Education Model

22



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



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Accompanied by elite healthcare leaders, policymakers, academics, and researchers

Rashid bin Hamdan bin Rashid Honoured Winners of 2025 Medical Awards



Sheikh Rashid bin Hamdan bin Rashid: Medical Awards are a continuation of the scientific and humanitarian legacy of the late Sheikh Hamdan bin Rashid.

Medical sector is a fundamental pillar of sustainable development and the essence of enhancing quality of life and human empowerment.

Honouring distinguished elites reflects the Foundation's commitment to supporting excellence based on science, research, and professional performance.



Dubai - 'Akhbar Al Tamayoz'

Sheikh Rashid bin Hamdan bin Rashid Al Maktoum, Supreme Chairman of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, honoured the winners of the 2025 Medical Awards during a ceremony organised by the Foundation at Etihad Museum in Dubai. The event was attended by an elite group of healthcare leaders, policymakers, academics, and researchers from the UAE and abroad. In his speech during the ceremony, Sheikh Rashid bin Hamdan Al Maktoum emphasised that the medical sector is one of the most vital pillars of sustainable development and is the core of enhancing quality of life and human empowerment. He pointed out that honouring distinguished elites in this sector reflects the Foundation's commitment to supporting genuine excellence grounded in science, research, and professional performance. Sheikh Rashid explained that the Medical Awards represent a continuation of the scientific and humanitarian legacy of the late Sheikh Hamdan bin Rashid Al Maktoum, may his soul rest in peace. He was a firm believer in the importance of embedding a culture of excellence and innovation and supporting scientific research, which contributed to the development of diagnostic and treatment methods and to elevating the level of healthcare services and public health awareness in society.

Celebrating Excellence and Innovation His Excellency Dr. Hussain Abdul Rahman Al Rand, Under Secretary Assistant at the Ministry of Health and Prevention, stated in the Ministry's address: "As we celebrate the honouring of the Medical Awards winners, we celebrate excellence and innovation. We reaffirm our dedication to furthering scientific research, bolstering knowledge cooperation, and embedding a culture of excellence as a sustainable institutional approach."

Research and Applied Quality

His Excellency Humaid Mohammed Al Qatami, Chairman of the Board of Trustees of the Foundation, said: "The honouring ceremony marks the culmination of an integrated process of scientific evaluation and specialised judging for this year's awards cycle. The winning works demonstrated an advanced level of research and applied quality, highlighting pioneering models in medical research, healthcare innovation, and professional practices that contribute to developing healthcare systems and enhancing their societal impact." He added: "The Medical Awards at Hamdan bin Rashid Al Maktoum Foundation, through their rigorous standards, reflect the advanced level of healthcare services and reveal elite competencies in this vital sector. This underscores the positive interaction that aligns with the wise leadership's

Humaid Al Qatami:

Winning works reflected an advanced level of research and applied quality and highlighted pioneering models.

Medical Awards reflect the advanced level of healthcare services and reveal elite competencies.

Hamdan Foundation continues to support elements of the medical system toward excellence and pushes efforts to enhance medical performance.





keenness and support for this sector to achieve strategic goals toward a healthy, conscious, and empowered society capable of meeting the requirements of sustainable development.” His Excellency Humaid Mohammed Al Qatami congratulated the winners, noting that Hamdan Foundation continues to support all elements of the medical system toward excellence. The Foundation remains committed to creating opportunities to improve medical performance and reach new horizons of continuous quality.

Winners of 2025 Medical Excellence Awards

The winners were honoured across various categories of the 2025 Medical Awards, with 10 institutions, specialists, and researchers winning within the regional and local categories. These included Arab Award for Research in Healthcare, Arab Award in Genetics, Best Research in Healthcare Award, Innovation in Healthcare Award, and Hamdan Award for Distinguished Personalities in the Healthcare Sector. This cycle reflected an advanced level of scientific and applied quality in the winning entries, reinforcing the role of the awards in highlighting excellence in medical research and practice. At the Arab world level, Prof. Majed bin Abdullah Al Fadhel won Arab Award in Genetics. He is a professor at the College of Medicine – King Saud bin Abdulaziz University for Health Sciences, Chairman of the Genetics and Precision Medicine Department – King Aziz Medical City in Riyadh, and Deputy Executive Director of King Abdullah International Medical Research Centre. Furthermore, Arab Award for Research in Healthcare was awarded to two studies. The first, titled “Long-read sequencing enhances the discovery of pathogenic and novel variants in patients with rare diseases,” was submitted by a research



Hussain Al Rand:
We reaffirm our dedication to furthering scientific research, bolstering knowledge cooperation, and embedding a culture of excellence as a sustainable institutional approach.

team from the Genomic Medicine Centre – Dubai Health, Mohammed bin Rashid University of Medicine and Health Sciences, and the Genome Centre – Dubai Police. The second study, titled “The role of dapagliflozin in relieving cellular stress and inflammation through modulation of the PI3K/AKT pathway in cardiomyocytes, aortic endothelial cells, and stem-cell-derived beta cells,” was submitted by a research team from the University of Sharjah, Mayo Clinic – USA, United Arab Emirates University, Emirates Health Services, the College of Medicine in the Armed Forces – Egypt, and Mansoura University – Egypt.

Local Awards

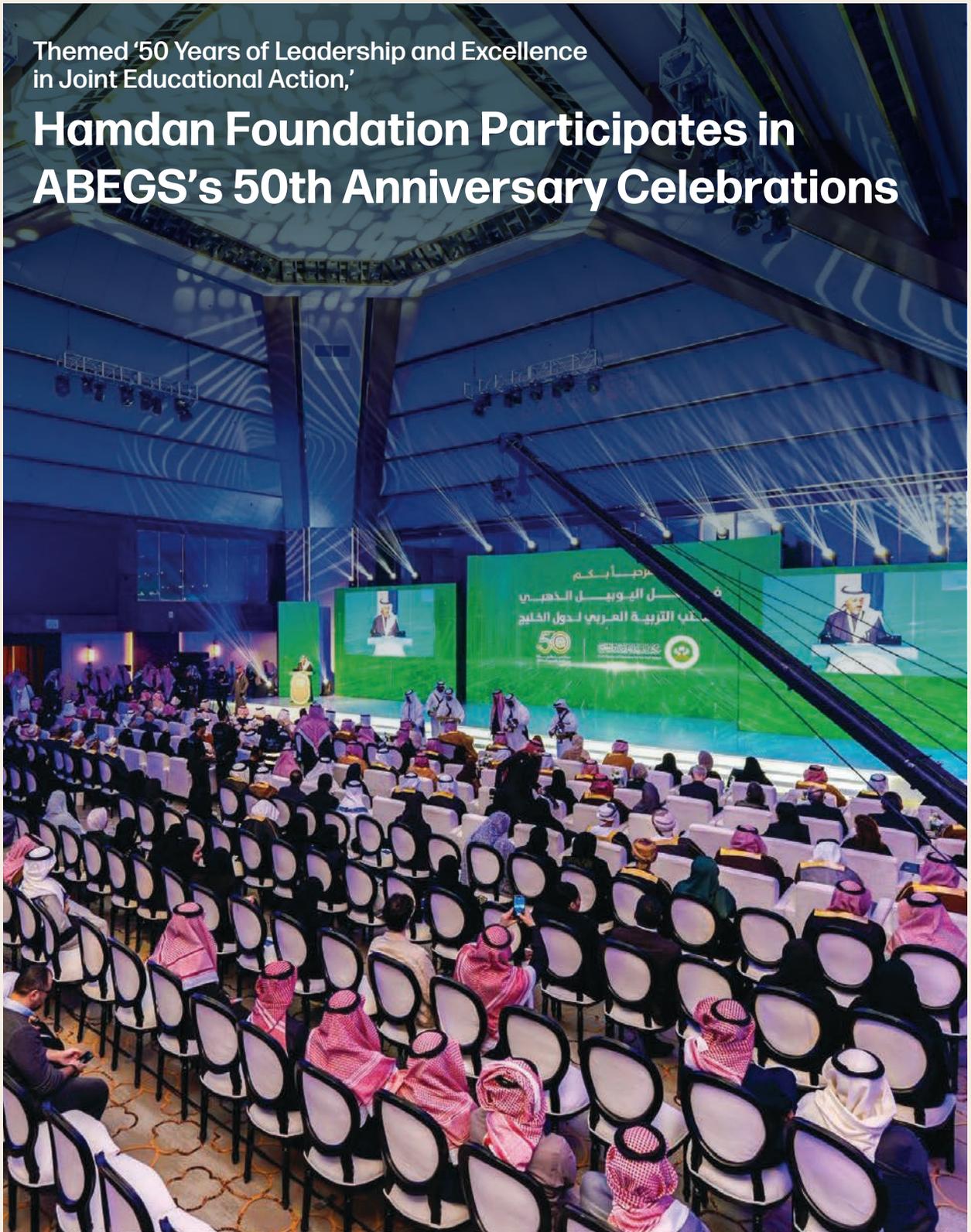
At the UAE level, Hamdan Award for Distinguished Personalities was awarded to Dr. Arif Abdulla Alnooryani,

Executive Director and Head of the Cardiac Catheterisation Laboratory and Heart Centre – Al Qassimi Hospital, and Prof. Wadeia Muhammad Sharif, Director of the Medical Education and Research Department – Dubai Health Authority. Three research papers also won Best Research in Healthcare Award. These included a study titled “Physical activity as a means of preventing eye diseases” by a research team from Gulf Medical University and Johns Hopkins University. Additionally, a study titled “Impact of multicomponent clinical interventions, including optimal medication use and lifestyle improvement, on patients with type 2 diabetes: a randomised clinical trial between two patient groups” was prepared by a research team from Life Corner Pharmacies – PureHealth and Seha Clinics – PureHealth. The third winning research was titled “Haemostasis techniques in neurosurgery: development of a consensus-based classification and validation using retrospective analysis of neurosurgical operative videos,” submitted by a research team from University College London. In the Innovation in Healthcare Award, the programme “Not Even One Day: A Radical Transformation Journey in Access to Autism Services” from Al Jalila Children’s Hospital – Dubai Health was the winner. Cleveland Clinic Abu Dhabi also won for the first comprehensive Deep Brain Stimulation (DBS) programme in the UAE for treating Parkinson’s disease and movement disorders, which has completed more than 100 AI-enabled smart implants and brain-sensing technologies that surpass global standards. At the conclusion of the ceremony, the winners affirmed that the medical excellence awards at Hamdan bin Rashid Al Maktoum Foundation are a major catalyst in establishing a culture of research and innovation and contributing to the UAE’s vision of becoming a global hub for medical and scientific excellence.



Themed '50 Years of Leadership and Excellence
in Joint Educational Action,'

Hamdan Foundation Participates in ABEGS's 50th Anniversary Celebrations





Dr. Mohammed bin Saud Al-Moqbel

Dubai - 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences participated in the celebrations of the Arab Bureau of Education for the Gulf States (ABEGS) on the occasion of its 50th anniversary. Held under the theme '50 Years of Leadership and Excellence in Joint Educational Action' in Riyadh, Saudi Arabia, the event was attended by His Excellency Jasem Albudaiwi, Secretary-General of the Gulf Cooperation Council (GCC), and several ministers of education from ABEGS's member states.

His Excellency Dr. Khalifa Al Suwaidi, Executive Director of the Foundation, attended the ceremony alongside an elite group of educational leaders and experts, as well as representatives from relevant regional and international organisations.

A Noble Mission

His Excellency Jasem bin Mohammed Albudaiwi, Secretary-General of the GCC, emphasised that over five decades, ABEGS has enhanced its achievements and consolidated its noble mission.

He noted that this is based on a firm belief that education represents the solid foundation for comprehensive development and the true lever for integration and progress. Additionally, he pointed out that

Dr. Khalifa Al Suwaidi attended the ceremony alongside an elite group of educational leaders, experts, and representatives of regional and international organisations.

throughout this prolific journey, ABEGS has played an active role in supporting education policies, developing curricula, empowering teachers, building educational leadership, and strengthening Gulf values and identity, whilst keeping pace with rapid global transformations, led by digital transformation and artificial intelligence applications.

A Shared Commitment

Stefania Giannini, Assistant Director-General for Education at UNESCO, confirmed that the ongoing cooperation between UNESCO and

the Arab Bureau of Education for the Gulf States reflects a shared commitment to regarding education as a public good.

She highlighted that the work being done has contributed to strengthening educational systems over the long term by supporting teachers, developing curricula, and planning that extends beyond short-term cycles.

Close Cooperation

His Excellency Dr. Mohammed bin Saud Al-Moqbel, Director-General of the Bureau, stated: "ABEGS's 50-year journey embodies the story of a Gulf entity that was the seed of joint Gulf action. It was born from the close cooperation between Gulf states and grew on a luminous vision established by our venerable leaders since 1975, to be a Gulf and Arab educational lighthouse sailing confidently amidst the waves of challenges towards a shore of knowledge, creativity, and the shaping of a better future."

Dr. Al-Moqbel added: "Within two decades of its establishment, ABEGS founded specialised and pioneering centres that formed an integrated system, represented by the Educational Centre for the Arabic Language in Sharjah, the Arab Centre for Educational Research in Kuwait, and the Arab Centre for Educational Training in Doha."



A GCC educational journey supporting education, enhancing integration, and human development

ABEGS: 50 Years of Leadership and Excellence in Joint Educational Action



ABEGS has collected an extensive network of cooperative relations and partnerships with prestigious regional and international organisations.

The Bureau formed the seed of joint GCC educational action and a collective platform for integrating efforts and supporting educational decision-makers.

ABEGS's status has been consolidated as a Gulf house of expertise in education and an umbrella for joint corporate action.



Dubai - 'Akhbar Al Tamayoz'

The Arab Bureau of Education for the Gulf States (ABEGS) was established by a decision of the senior Gulf leadership in 1975 as a joint strategic project. Since its inception, it has carried a firm belief that education is the deepest entry point for human development, and that educational cooperation between Gulf states is the solid foundation for achieving sustainable development and enhancing the unity of vision and destiny.

The ABEGS Statute acquired the status of an international document after being signed by the leaders of the founding member states: the United Arab Emirates, the Kingdom of Bahrain, the State of Kuwait, the Kingdom of Saudi Arabia, the Sultanate of Oman, and the State of Qatar. The Republic of Yemen later joined ABEGS in 2002, making it an integrated Gulf and regional framework for joint educational action.

Integration of Efforts

Since its establishment, ABEGS has formed the seed of joint Gulf educational action and a collective platform for integrating efforts, unifying visions, and supporting educational decision-makers in the Gulf states. It has played a pivotal role in shifting Gulf education from individual spheres of action to horizons of collective planning, based on a firm conviction that educational issues are inseparable from the cultural, value-based, and developmental context of Gulf society.

Throughout its journey spanning five decades, the status of ABEGS has been consolidated as a Gulf house of expertise in the fields of education and an umbrella for joint institutional action. It has contributed to formulating educational policies, developing curricula, building standards, empowering educational leaders, developing competencies, and enhancing the values of identity and citizenship. This role has been

reflected in tangible educational momentum, a qualitative shift in planning and execution mechanisms, and extensive regional and international partnerships.

ABEGS Organs and Centres

Within the framework of enhancing its specialised role, the journey of ABEGS witnessed the establishment of several subsidiary organs and centres that formed a practical extension of its vision. In 1979, the establishment of the Arabian Gulf University (AGU) in the Kingdom of Bahrain was approved as an early fruit of Gulf cooperation in higher education. AGU serves as an academic entity meeting the region's requirements in specialised and rare disciplines, contributing to the modernisation of university education in line with global developments and Gulf development plans.

In 1977, the Arab Centre for Educational Research (GASERC) was established in the State of Kuwait as the first



specialised organ affiliated with ABEGS. It was the first regional centre concerned with educational research and studies specific to Gulf states, placing scientific research at the heart of educational decision-making and contributing to the development of the educational process on solid scientific foundations.

This was followed by the establishment of the Arab Centre for Educational Training (ACET) in the State of Qatar in 2001, reflecting the awareness of ABEGS regarding the importance of investing in educational leadership, building human capacities, and developing institutional performance through specialised training programmes.

In January 2007, the Educational Centre for the Arabic Language (ECAL) was established in the Emirate of Sharjah to care for the Arabic language and enhance its presence in education. Collectively, these specialised organs have contributed to consolidating the role of ABEGS as an integrated institution combining strategic planning, field execution, scientific research, and training.

Cooperative Relations and Partnerships

On the international level, ABEGS has woven an extensive network of cooperative relations and partnerships with prestigious regional

ABEGS Organs and Centres:

1979 Establishment of the Arabian Gulf University in Bahrain as an academic entity meeting the region's requirements in specialised and rare disciplines.

1977 Establishment of the Arab Centre for Educational Research in Kuwait as the first regional centre concerned with educational research and studies specific to the Gulf.

2001 Establishment of the Arab Centre for Educational Training in Qatar to build human capacities and develop institutional performance.

2007 Establishment of the Educational Centre for the Arabic Language in Sharjah to preserve the Arabic language and develop its teaching and learning as a pillar of cultural identity.

and international organisations. These include the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), the Islamic World Educational, Scientific, and Cultural Organisation (ICESCO), the Arab League Educational, Cultural, and Scientific Organisation (ALECSO), the Organisation for Economic Co-operation and Development (OECD), and the World Bank. These partnerships have enhanced the status of ABEGS, expanded its impact, and consolidated its presence as an active partner in global educational issues.

As ABEGS celebrates its 50th anniversary today, it stands on a rich record of achievements, deep cumulative experience, and a Gulf educational journey extending across half a century that has contributed to supporting education, enhancing integration, and developing the Gulf individual.

This celebration is an affirmation of loyalty to history, a recall of a journey full of giving, and a renewal of the pledge to continue joint action while looking toward broader future horizons. These horizons keep pace with the shifts of the era, respond to educational challenges, and place the Gulf individual at the heart of development, just as it has been since the beginning.



Educational Centre for the Arabic Language in Sharjah.. A Firm Role in Serving the Language of the Quran

Dubai – ‘Akhbar Al Tamayoz’

The care given by ABEGS to the Arabic language is a matter of identity, a cultural lever, and one of the pillars of the joint Gulf educational project. There emerged a clear realization that protecting the language of the Holy Quran, and developing its teaching and learning requires a specialised entity to carry this role as a long-term institutional responsibility.

The establishment of the Educational Centre for the Arabic Language (ECAL) in January 2007 came as the third specialised organ affiliated with ABEGS, within the strategic programmes included in the education development project. It is a direct translation of the directives of member states’ leaders to protect the Arabic language and enhance its presence in education and society. This embodies the interest of Gulf leaders in preserving the Arabic language, and developing its teaching and learning, as a pillar of cultural identity, a vessel of knowledge, and a fundamental of the linguistic and intellectual



security for future generations. The Centre took the Emirate of Sharjah as its headquarters due to the cultural weight, and the established role Sharjah plays in serving the Arabic language and sponsoring its intellectual projects. A Vessel of Knowledge Since its inception, ECAL has identified a clear and

comprehensive goal: caring for the teaching and learning of the Arabic language in all aspects, including curricula, teaching methods, building linguistic competencies, and linking the language to its contemporary cultural and civilisational context. This approach stems from the conviction that the strength of a language lies in disciplined renewal, and in making it capable of expressing modern knowledge and interacting with the shifts of the era.

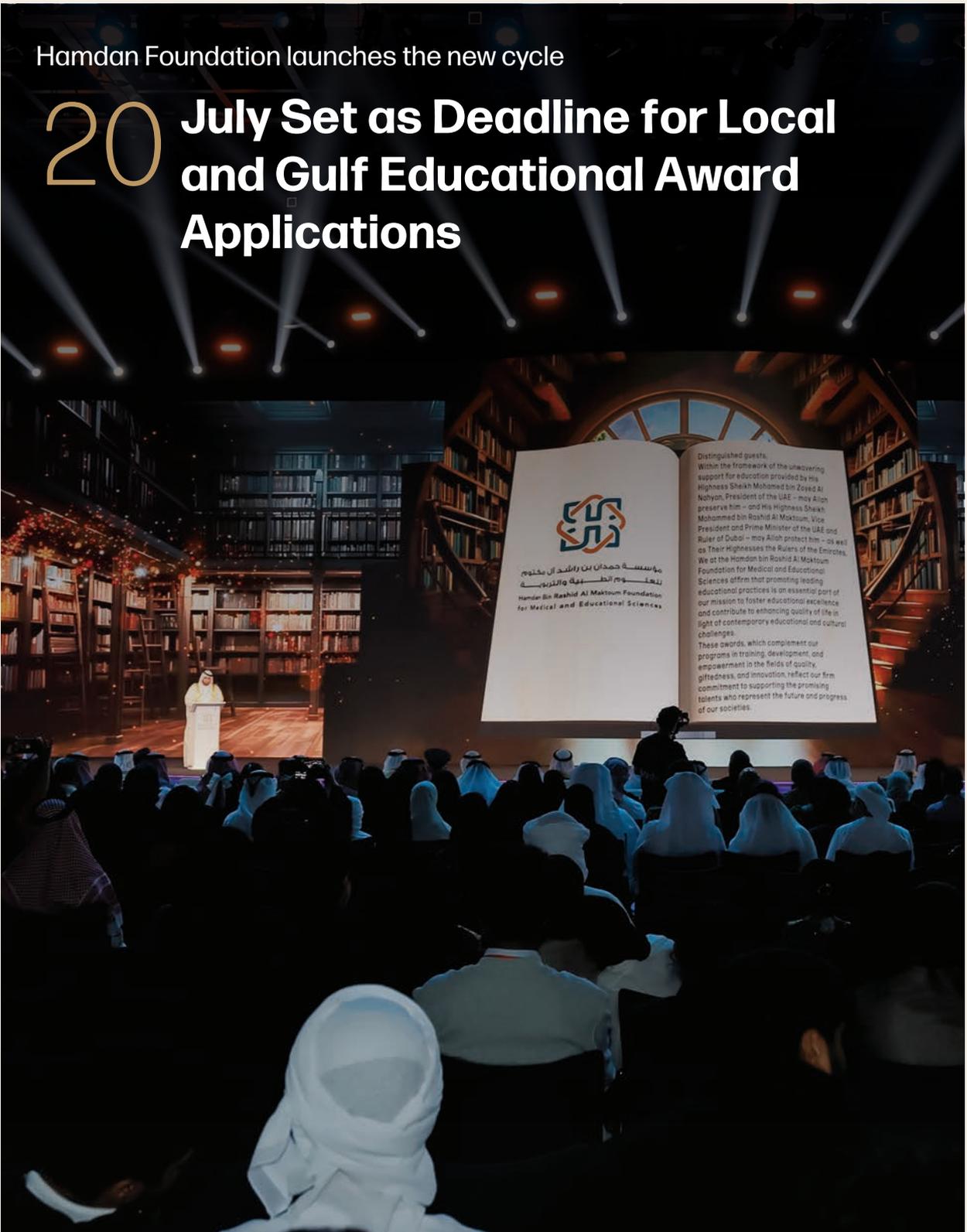
Throughout its journey, the ECAL has practically embodied the interests of member states’ leaders in preserving the Arabic language as a linguistic heritage, a tool for thinking, a vessel of knowledge, and a bridge between identity and openness.

The establishment of ECAL was a strategic decision confirming that the future of Gulf education cannot be built on modernity and originality alone, but on a conscious balance that makes the Arabic language a steady pillar in the development project.



Hamdan Foundation launches the new cycle

20 July Set as Deadline for Local and Gulf Educational Award Applications



Dubai - 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences has announced the launch of the new cycle of its educational awards at the UAE and GCC levels, alongside the Hamdan-ALECSO Awards and the World Giftedness Center (WGC) Awards. This cycle reflects the expanded scope and diversity of the awards, keeping pace with rapid transformations in education, research, and innovation.

The nomination and evaluation phases commenced in January 2026. These include orientation workshops on eligibility criteria and advisory sessions held from February until July. The deadline for submitting applications for Local and Gulf awards is 20 July 2026, while the deadline for the Hamdan-ALECSO Award for Digital Innovations in Education is 19 August 2026, and 24 August 2026 for WGC Awards.

The cycle will continue with adjudication processes in August, followed by interviews and field visits in September, leading to the announcement of winners in November 2026.

On this occasion, His Excellency Dr. Khalifa Al Suwaidi, Executive Director of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, stated: "We are pleased to launch the new cycle of the Foundation's awards, in line with our established commitment to our stakeholders and beneficiaries according to the approved annual and periodic plans. Hamdan Foundation places strong emphasis on the quality of its services as part of its ongoing efforts to support excellence in education, encourage scientific research, and recognise the qualitative contributions of students, teachers, educational professionals, and institutions, in addition to innovative initiatives and giftedness development."

Dr. Al Suwaidi noted that the current cycle is distinguished by its focus on initiatives with measurable impact and sustainable quality. He added: "Through these awards, we aim to motivate outstanding performance and foster a culture of quality and innovation, contributing to the advancement of education and the development of knowledge-based societies capable of keeping pace with global changes and achieving sustainable development."

The Secretary-General explained that the new cycle includes Local



Dr. Khalifa Al Suwaidi:
We are focusing on initiatives with measurable impact and sustainable quality.

We are keen to motivate outstanding performance and foster a culture of quality and innovation.



Cycle Agenda:

- February to July: Orientation workshops on eligibility criteria and advisory sessions.
- 20 July 2026: Deadline for Local and Gulf award applications.
- 19 August 2026: Deadline for Hamdan-ALECSO Award for Digital Innovations in Education.
- 24 August 2026: Deadline for World Giftedness Center Awards.
- August: Adjudication processes.
- September: Interviews and field visits.
- November: Announcement of winners.

educational awards dedicated to recognising distinguished achievers within the UAE. These comprise the awards of Distinguished Student, Distinguished University Student, Distinguished Teacher, Distinguished Educational Professional, Distinguished School, and Supporting Institutions of Education, in recognition of qualitative contributions that enhance the educational environment and advance the quality of education in accordance with established professional standards.

He added that the Gulf educational awards include the Distinguished Student, the Distinguished Teacher, the Distinguished Educational Professional, and the Distinguished School, reaffirming the commitment of Hamdan Foundation to supporting educational excellence across the GCC countries, promoting the exchange of educational expertise, and recognising leading educational models in the region.

Regarding regional awards, Dr. Al Suwaidi noted that they include the Hamdan-ALECSO Award for Distinguished Educational Research and the Hamdan-ALECSO Award for Digital Innovations in Education, implemented in collaboration with the Arab League Educational, Cultural and Scientific Organisation (ALECSO). These awards aim to support qualitative educational research and encourage innovative solutions that contribute to the development of educational systems and the advancement of educational practices.

Furthermore, he highlighted the gifted education awards, most notably the School Global Award Initiative of Talented Education and the Applied Research Global Award of Talented Education, implemented by the WGC. These aim to support leading initiatives and applied research contributing to the identification and nurturing of gifted individuals internationally.

The launch of the new cycle reaffirms the leading role played by Hamdan Foundation in supporting educational excellence, advancing scientific research, and empowering educational and student competencies, in line with national, regional, and international directions for the development of education.

The Foundation invites those interested in the awards and application procedures for all categories to visit its website.



Sponsored and organised by Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences

Dubai to Host 2028 Asia-Pacific Conference on Giftedness in Recognition of Its Role in Supporting Talent and Excellence

Hamdan Foundation concludes its participation in the 19th edition of APCG in Jeddah

Dubai - ‘Akhbar Al Tamayoz’

At the conclusion of the 19th Asia-Pacific Conference on Giftedness (APCG 2026), held in Jeddah, Saudi Arabia, under the theme ‘Towards the Future: Vision 2050 for Gifted Education’, the Asia-Pacific Federation of the Gifted announced that Dubai has been selected to host the next edition of the conference in 2028, which will be sponsored and organized by the Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences.

Dr. Kyungbin Park, President of the Asia-Pacific Federation on Giftedness (APFG), stated: ‘Dubai is a unique city that embraces diverse cultures and nationalities, serving as a global model of diversity, openness, and coexistence. We look forward with enthusiasm to the conference convening in Dubai in 2028.’

She affirmed the Federation’s confidence that Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, the organising body, will deliver a high-calibre version due to its prominent record in supporting giftedness and the supportive environment provided by the Emirate of Dubai.

Humaid Al Qatami:
The selection of Dubai is regional recognition of the leadership role of the UAE in supporting education systems based on discovering gifted individuals.

Dr. Khalifa Al Suwaidi:
Dubai winning the bid is an opportunity to strengthen the integration between scientific research and educational application.

His Excellency Humaid Mohammed Al Qatami, Chairman of the Board of Trustees of Hamdan Foundation, emphasised that the selection of Dubai to host APCG 2028 embodies regional appreciation for the pioneering role of the United Arab Emirates in supporting education systems that discover and develop gifted learners. This is achieved within

an integrated educational environment that combines policies, initiatives, and institutional partnerships, thanks to the sponsorship of the wise leadership.

H.E. Al Qatami added: ‘Hamdan Foundation is a leading initiative in creating a global model for talent care, possessing effective expertise and partnerships employed efficiently to support this sector.’

Al Qatami explained that the directives and follow-up of His Highness Sheikh Rashid bin Hamdan Al Maktoum, Supreme Chairman of the Foundation, and his support for hosting international conferences, have become part of building advanced plans to embrace gifted students and empower them to occupy influential leadership positions.

He noted that the conference provides an advanced platform to discuss giftedness from theoretical and applied perspectives, while contributing to educational models that keep pace with future needs.

H.E. Al Qatami also pointed to the integration of national efforts to develop education and host specialised conferences, especially with the qualitative educational initiatives in Dubai that support innovation and talent development.



The Foundation concluded its participation in APCG's 19th edition in Jeddah, where the presented papers and exhibition reflected a high level of research and applied quality. The participation highlighted leading models in medical research, health innovation, and professional practices that contribute to developing healthcare systems and enhancing their societal impact.

Dr. Khalifa Al Suwaidi, Executive Director of Hamdan Foundation, stated: 'The Foundation's participation in APCG 2026 came within the framework of contributing to the development of specialised scientific dialogue on gifted education and exchanging expertise related to designing educational programmes and building policies that support creative and innovative capacities.'

He added that Dubai winning the bid to host the next edition of the conference, APCG 2028, represents an opportunity to strengthen the integration between scientific research and educational application, and to expand the scope of cooperation with Asian institutions involved in gifted education, thereby supporting the development of educational practices based on knowledge and field experience.

The scientific programme featured the presentation of several research papers and specialised sessions. Dr. Mariam Al Ghawi, Director of Hamdan Centre for Giftedness and Innovation, presented a working paper titled 'Academic Talent and University Major: A Gap in Selection or an Opportunity for Empowerment?', whilst Dr. Rashid Al Riyami, Head of the Distinguished School Award Committee, presented a paper titled 'Stimulating Excellence in Education: The Hamdan-EFQM Education Model as a Framework for

Transformative Impact'.

Furthermore, Dr. Sadiq Ismail, Senior Researcher at the World Giftedness Center, presented a paper titled 'Consolidating and Developing a Culture of Excellence: Contributions and Initiatives of the World Giftedness Center'. Huda Al Hammadi, Giftedness Initiatives Specialist, delivered a paper titled 'Enhancing Global Excellence in STEMM: The Global Talent Mentoring Programme'.

The Foundation's delegation also participated in several specialised scientific seminars, including 'Mentoring Across Talent Development Stages: From Attraction to Excellence' and 'Developing Gifted Education Through Innovation: The Hamdan Model', addressing issues related to developing educational practices and innovative models for gifted care.

The team from Hamdan Centre for Giftedness and Innovation participated in the Youth Summit, which focused on dialogue regarding artificial intelligence and modern technologies. They also took part in the Innovation Hackathon, a challenge for gifted youth aged 15 to 30 aimed at developing innovative solutions to educational issues.

The team concluded the challenge by winning third place. Through its exhibition pavilion, Hamdan Foundation showcased its local, regional, and international projects to strengthen institutional collaboration.

The Foundation showcased its global, regional, and local projects through its pavilion in the APCG exhibition. This participation aimed to introduce its initiatives and programmes in the field of gifted care, while strengthening opportunities for collaboration with specialised entities and institutions.

Dr. Kyungbin Park:

Dubai is a unique city that embraces diverse cultures and nationalities, serving as a model of diversity and coexistence.

Hamdan Foundation will deliver a high-calibre edition in 2028 thanks to its record in supporting giftedness.

Dr. Mariam Al Ghawi presented a paper: 'Academic Talent and University Major: A Gap in Selection or an Opportunity for Empowerment?'

Dr. Sadiq Ismail introduced a paper: 'Consolidating and Developing a Culture of Excellence: Contributions and Initiatives of the World Giftedness Center.'

Dr. Rashid Al Riyami presented a paper: 'Stimulating Excellence in Education: The Hamdan-EFQM Education Model as a Framework for Transformative Impact.'

Huda Al Hammadi highlighted qualitative initiatives of the Foundation to support talent and build global pathways to excellence.



Qualitative workshops, lectures, and field visits for participants

Hamdan Centre Team Participated in the Gulf Forum for Gifted Students in Kuwait

Dubai - 'Akhbar Al Tamayoz'

A team from Hamdan Centre for Giftedness and Innovation, an affiliate of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, participated in the third edition of the Gulf Forum for Gifted Students.

The event was organised by Sabah Al-Ahmad Centre for Giftedness and Creativity under the theme 'Safe Food... A Promising Future: Together Towards Sustainable Food Security in the Gulf States'.

Kuwait hosted the forum, which saw the participation of approximately 80 students from grades 9 to 12, alongside 20 supervisors from government bodies, and specialised talent centres from across the GCC. The forum aimed to achieve scientific, cultural, and social goals by enhancing communication and the exchange of expertise among gifted students, while developing their awareness and linking

theoretical knowledge to practical application.

Workshops and Visits

The forum's programme included the delivery of qualitative workshops and lectures, held in cooperation with the Kuwait Institute for Scientific Research (KISR). These sessions covered fields such as poultry production, fish farming, tissue culture, microbes, and livestock production.

Furthermore, field visits were organised to leading agricultural and food production sites, including fish farms, smart farms, and the Scientific Centre. These visits embodied the concept of 'Science in the Field', effectively linking academic knowledge with practical reality.

The forum is an extension of the successes achieved in the previous two editions, contributing to the empowerment of gifted students and preparing them for active participation in building a sustainable future for the region's countries.

80 students and 20 supervisors from government entities and talent centres across the GCC participated in the forum.

Forum Objectives:

- **Enhancing communication and the exchange of expertise between gifted students.**
- **Developing awareness and linking theoretical knowledge with practical application.**

With 85 teams from various schools and educational institutions in Dubai participating

Students from Hamdan Centre for Giftedness and Innovation Won Dubai FIRST LEGO League Championship

Dubai - 'Akhbar Al Tamayoz'

Students from Hamdan bin Rashid Al Maktoum Centre for Giftedness and Innovation of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences secured the championship title at the FIRST LEGO League competition in Dubai. Held at Metropole School in Dubai, the event featured 85 teams from various schools and educational institutions across the emirate.

Dr. Mariam Al Ghawi, Director of Hamdan bin Rashid Al Maktoum Centre for Giftedness and Innovation, stated: "This achievement reflects the advanced level attained by the programmes at Hamdan Centre, and it embodies the scientific competencies and innovative capabilities our students possess in the fields of science, technology, and engineering." She added: "These results reaffirm the commitment of Hamdan Centre to providing applied educational environments based on experiential learning, which enable students to develop analytical thinking, teamwork, and problem-solving skills, whilst linking theoretical knowledge to practical application."

Dr. Al Ghawi noted that the participation of the Centre in the FIRST LEGO League competition aligns with its vision to prepare a generation of innovators capable of competing in scientific and technical forums, contributing effectively to supporting the UAE's transition towards a knowledge and innovation-based economy.

The first student team was crowned the overall competition champion and secured first place in Robot Performance. Additionally, they achieved the highest score recorded across local competitions in the UAE, underscoring the advanced level of the participating students and their ability to excel in technical challenges.

The first team included: Khalid



Dr. Mariam Al Ghawi:
Achievement reflects the advanced level of Hamdan Centre programmes and embodies the scientific competencies and innovative capabilities of our students.

Mohammed Al Emadi, Hamdan Rashid Beljafla, Abdullah Fahad Al Mahmoud, Abdulkarim Yousuf Bu Khashm, and Sayyed Mansour Sayyed Hassan Al Hashimi.

Meanwhile, the other team earned second place in the Robot Design category following a strong competition that showcased advanced skills in engineering innovation and design thinking.

The second team included Zayed Jassim Al Banna, Sheikh Theyab bin Mohammed Al Nahyan, and Essa Yousuf Bu Khashm.

The participation of students from Hamdan bin Rashid Al Maktoum Centre for Giftedness and Innovation in the FIRST LEGO League falls within the framework of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences' commitment to supporting gifted students. By developing their abilities in science, technology, engineering, and mathematics (STEM) through practical, hands-on learning experiences, the Foundation fosters creativity and teamwork, preparing a generation capable of innovation and competing at both local and international levels to achieve national milestones.



10 specialised training workshops in talent and innovation

90 Gifted Students Participated in an Educational Experience Creating Future Skills at Future Skills Winter Forum 2025

Humaid Al Qatami: Future Skills Forum translates the Foundation’s commitment to providing innovative environments that empower students with future-ready skills.

The forum is a specialised platform aiming to develop students’ scientific and technical skills, enhance applied learning, and support talent and innovation.

Foundational, applied, and innovative programmes focus on AI applications, community technologies, and digital agriculture.

Dubai - ‘Akhbar Al Tamayoz’

Ninety gifted students from various regions across the UAE participated in the activities of ‘Future Skills Winter Forum 2025’, organised by Hamdan Centre for Giftedness and Innovation, an affiliate of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences. The forum featured more than 10 specialised

training workshops in talent and innovation. The forum served as a specialised educational platform aimed at developing the scientific and technical skills of students, promoting applied learning, and supporting talent and innovation among participants aged 10 to 22, through an integrated set of training programmes and specialised workshops.

Innovative Educational Environments His Excellency Humaid Al Qatami, Chairman of the Board of Trustees of the Foundation, confirmed that the Future Skills Forum represents one of the qualitative initiatives that translates the Foundation’s commitment to providing innovative educational environments that contribute to empowering students with future skills.

His Excellency pointed out that the forum is an extension of the Foundation's efforts to support talent and innovation, and to enhance applied learning that enables students to discover their potential and expand their scientific and technical knowledge.

Specialised Training Programmes

The specialised training programmes were distributed across talent and innovation tracks, including foundational and applied programmes such as: Smart TECH Explorers, Humanoid Robot, FIRST LEGO League, CubeSat, and The 5 Buckets, alongside innovation programmes focusing on artificial intelligence applications, community technologies, and digital agriculture, including: Al Smart Air Monitor, Community Arcade Challenge, and Digital Green Farm, within educational environments prepared for project-based learning and teamwork.

The 'Al Smart Air Monitor' workshop provided an applied experience in designing and building a smart device to monitor air quality using artificial intelligence techniques. During the workshop, participants learnt to integrate a set of sensors to measure fine particles, detect harmful gases, and track temperature and humidity, as well as program the device and interpret sensor data and transfer it to the cloud, thereby enhancing their skills in smart technologies and environmental applications.

The 'Community Arcade Challenge' workshop also provided an applied experience in the field of arcade game design, where participants worked on transforming their ideas into ready-to-play models. During the workshop, they learnt to design and implement the structure of an arcade game, connect buttons, sensors, and interactive lights, and programme score calculation and timers, in addition to adding sound and light effects, leading to the production of an integrated arcade game that can be tested and challenged.

Innovative Experience

The 'Digital Green Farm' workshop included an innovative experience in the field of digital design and manufacturing, enabling students to design and manufacture a miniature smart greenhouse that combines beauty

Scientific and Interactive Programme and a Dialogue Session with Parents on the Closing Day of the Forum

The closing day of the forum witnessed the organisation of a scientific and interactive programme that included honouring participants, an exhibition of student products, as well as scientific presentations and competitions. Students reviewed the projects they worked on during the days of the forum, reflecting the outcomes of the training programmes and the scientific and technical skills they acquired based on application and practice.

The forum's programme also included a dialogue session dedicated to the parents of gifted students, aiming to enhance the role of the family as a supportive partner in nurturing talent, and enabling parents to understand the educational pathways provided and their role in supporting the scientific and innovative development of their children.

and function. During the workshop, students learnt about the principles of 2D and 3D design and the use of 3D printing and laser cutting techniques, alongside integrating functional elements that support smart farming and sustainable solutions, which enhances design thinking skills, needs analysis, teamwork, and transforming ideas into developable practical models.

The 'CubeSat' workshop focused on an advanced educational experience in the fields of engineering, programming, and satellite mission control. Students experienced designing and implementing their own miniature satellite project. During the workshop, they learnt about the characteristics of miniature satellites, the mechanism of smart sensors in environmental monitoring, tracking direction in 3D space, precise geographic positioning, and wireless data transmission over long distances,

which enhances their understanding of advanced space technologies.

Thinking Skills

The 'Humanoid Robot' workshop provided an interactive educational experience in the fields of science, technology, engineering, arts, and mathematics through the design, assembly, and programming of an integrated humanoid robot. Students learnt about the concepts of mechanics, movement, programming, and artificial intelligence, in addition to developing a robot capable of imitating human gestures and interacting through face and voice recognition, which enhances analytical and creative thinking skills and teamwork, contributing to preparing them for future technologies and innovation.

'The 5 Buckets' workshop included a practical framework that helps students understand their priorities in life and work, and develop concentration and decision-making skills. The workshop focused on achieving a balance between knowledge, skills, relationships, resources, and reputation, contributing to building an integrated vision for a successful and balanced life.

Technical and Applied Skills

The 'SMART TECH EXPLORERS' workshop provided an advanced educational experience in the field of robotics and artificial intelligence. During the workshop, students worked on programming smart robots to perform various tasks, including element recognition, moving objects, and performing precise movements based on data analysis and responding to different situations, alongside distinguishing between autonomous programming and manual control, which enhances their technical and applied skills.

The 'FIRST LEGO League' (FLL) workshop also provided specialised training for gifted students in the fundamentals and skills of the robot competition, as part of their preparations for their upcoming participation in the championship. It focused on combining the practical side with analytical thinking, and developing design, programming, and teamwork skills, which enhance their readiness for local and international competition.



Implemented by the Foundation in cooperation with the College of Education at UAEU

Applications Open for Master of Innovative Education Scholarship Until 30 April



Dubai - 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences announced the opening of applications for the Master of Innovative Education scholarship programme, implemented in cooperation with the College of Education at United Arab Emirates University (UAEU).

Applications for the programme will continue until 30 April. The initiative aims to graduate qualified educational professionals to lead the educational field across all its instructional and administrative aspects.

The programme is designed to align with the requirements of the educational field and keep pace with future education aspirations. It targets Foundation award winners and distinguished

educators working at the Ministry of Education and various public and private educational institutions in the country. It seeks to nurture them, enhance their professional competencies in the educational field, and qualify them academically to reach the highest levels of excellence in education.

The Foundation offers 10 scholarships. Eligibility criteria for the scholarship programme require the candidate to be a UAE national and either a previous winner of the Foundation's awards or employed at a winning school. Alternatively, candidates must be distinguished professionals with high performance evaluations. Applicants must not have previously obtained a master's degree, must be currently employed in the educational field, and should be between 25 and 40 years of age.

The Programme:

-Aims to graduate qualified educational professionals to lead the educational field both instructionally and administratively.

Aligns with the requirements of the educational field and keeps pace with future education aspirations.

Targets Foundation award winners and distinguished educators in the Ministry of Education and public and private educational institutions.



Hamdan Foundation Implements Specialized Training Programmes within EFQM-Hamdan Education Model

Dubai – ‘Akhbar Al Tamayoz’

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences implemented a series of training programmes within the framework of EFQM-Hamdan Education Model. These programmes aim to foster a culture of institutional excellence in the educational sector and enhance the competence of educational leaders and certified assessors, based on global development methodologies and internationally recognised quality standards.

His Excellency Dr. Khalifa Al Suwaidi, Executive Director of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences,

Dr. Khalifa Al Suwaidi: Implementing the programmes is a pivotal step towards supporting continuous improvement in schools and developing classroom and institutional management practices.

explained that the implementation of these programmes represents a pivotal step towards supporting continuous improvement in schools and developing classroom and institutional management practices.

His Excellency Dr. Khalifa Al Suwaidi stated: “EFQM-Hamdan Education Model contributes to building an educational system capable of achieving measurable results and provides institutions with the tools necessary to link planning with execution and impact. These programmes are a continuation of the Foundation’s commitment to elevating the quality of education and empowering educational cadres.”