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International Medical Journal Published Hamdan Foundation Award-Winning Study

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Hamdan Foundation Joins MILSET Membership to Empower Students in STEAM Fields and Build International Innovation Partnerships

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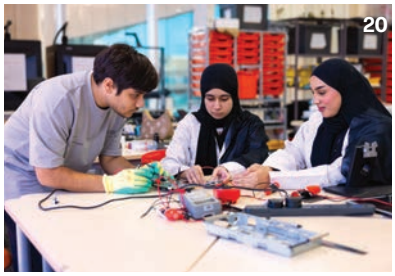
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Vision

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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Hamdan Foundation Explores Cooperation and Partnership Opportunities with Ethiopia

The meeting aligns with the Foundation's efforts to expand international partnership network and enhance portfolio of programmes and initiatives.

Discussion of mechanisms for discovering and nurturing gifted individuals, teacher performance development programmes, and the qualification of educational personnel according to the highest professional standards.



Dubai – 'Akhbar Al Tamayoz'

His Excellency Humaid Al Qatami, Chairman of the Board of Trustees of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, received His Excellency Jamal Baker Abdulla, Ambassador of the Federal Democratic Republic of Ethiopia to the UAE, and the accompanying delegation, in the presence of His Excellency Dr. Khalifa Al Suwaidi, Executive Director of the Foundation, and several officials.

The two sides discussed opportunities for cooperation and building partnerships with relevant Ethiopian educational institutions in the fields of educational and medical excellence. They also explored mechanisms for discovering and nurturing gifted individuals, along with programmes for developing teacher performance and qualifying educational personnel according to the highest professional standards, serving the path of human development in both countries.

The meeting falls within the Foundation's ongoing efforts to expand its network of international partnerships to enhance its rich portfolio of programmes and initiatives aimed at stimulating innovation and supporting excellence in the educational and medical sectors. This is achieved through an integrated system of international awards, training programmes, and specialised scientific conferences, which have become a global benchmark for excellence.





Hamdan Foundation and ATRC

Discussed Cooperation in Gifted Care









Dubai – 'Akhbar Al Tamayoz'

His Excellency Dr. Khalifa Al Suwaidi, Executive Director of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, received a delegation from the Advanced Technology Research Council (ATRC). The visit aimed to discuss avenues for joint cooperation in the field of discovering and nurturing gifted individuals and to review projects supporting education, particularly programmes directed at gifted students.

During the visit, the delegation was briefed on the most prominent projects and programmes implemented by the Foundation in support of education. Focus was placed on initiatives for discovering and nurturing gifted students, led by Global Talent Mentoring. This programme provides distinguished students with the opportunity for direct interaction with elite senior scientists and thinkers globally.

Global Talent Mentoring is one of the outcomes of the World Giftedness Center project, a pioneering initiative of Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences. It is distinguished as a global initiative aligned with international best practices.

The programme aims to provide long-term support spanning up to 10 years for exceptionally talented individuals, helping them achieve the highest levels of innovative excellence in STEMM fields. This path leads them to specialised achievements, qualifying them to be influential pioneers and contributors to global development.

The programme's mechanism involves individual online mentoring for the gifted by the world's brightest experts, recruited and nominated through more than 60 successful international

Looking over Hamdan Giftedness Test, a specialised scientific tool for measuring exceptional abilities according to accredited standards.

Introduction to Global Talent Mentoring, which provides students with the opportunity for direct interaction with elite international scientists.







partnerships. It aims to foster innovation and creativity by allowing talented individuals to work on innovative projects under international supervision, linking them with global expertise through an interactive platform.

Programme Advantages

The programme provides individual mentoring sessions, offering gifted students direct guidance from international experts and project-based learning to apply theoretical knowledge. Furthermore, it offers an international educational experience by giving students the chance to interact with global cultures and build academic and professional relationships with thought leaders and experts worldwide.

Hamdan Giftedness Test

The delegation also looked over Hamdan Giftedness Test, a specialised scientific tool for measuring and diagnosing exceptional abilities according to accurate and accredited standards. It is considered one of the best and latest Arabic scales recognised globally.

The test was prepared according to the latest scientific theories and international best practices. The Foundation has focused on building and applying appropriate tools and mechanisms for the quality testing of students possessing potential skills for talent and creativity in public and private education, from Grade 4 to Grade 12, across all schools in the country.

Hamdan Giftedness Test consists of three phases: the investigation and nomination phase, the filtering and sorting phase, and the selection and integration phase. It has achieved wide recognition in educational circles, gifted centres, and institutions sponsoring talented students both within the country and abroad. Numerous initiatives for discovering gifted students have been launched through partnerships with government and private institutions, scientific conferences, and training courses aimed at establishing a culture of giftedness in society.













Hamdan Foundation and Sharjah Social Services

Discussed Strengthening Cooperation in Innovation and Talent Development

Looking over the Foundation's prominent initiatives in the educational and medical sectors, especially projects that promote excellence.

Introduction to the system of medical and educational awards granted by the Foundation at local, regional, and international levels.











Dubai – 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences received a high-level delegation from the Sharjah Social Services Department, led by Dr. Iman Al Zarooni, Director of the Government Communication Office at the Department. During the visit, the delegation was briefed on the most prominent programmes and initiatives launched by the Foundation in the educational and medical sectors, especially its projects aimed at promoting a culture of excellence and innovation, and discovering and nurturing promising talents in various specialisations. They also reviewed the system of medical and educational awards granted by the Foundation at local, regional, and international levels. The visit included a fruitful dialogue session between the two sides, which discussed ways to exchange expertise and strengthen cooperation in the fields of excellence, innovation, and talent development, as well as mechanisms for developing targeted programmes serving the health and education sectors.



66% growth in applications and results to be approved on 5 October 2026

169 Applications from 62 Countries for UNESCO-Hamdan Prize for Teacher Development

The first phase of evaluation will be remotely conducted, with the second phase taking place in person in May at UNESCO HQ.





Dubai - 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences announced that UNESCO–Hamdan Prize for Teacher Development has recorded a 66% growth in the number of applications for the current cycle compared to the previous one, with UNESCO receiving 169 applications from 62 countries.

The international jury of the prize held its preliminary meeting in the presence of His Excellency Dr. Khalifa Al Suwaidi, Executive Director of the Foundation. During the meeting, members discussed the procedures for individual evaluation processes. The first phase of assessment is set to begin remotely soon, while the second phase will be held in person at UNESCO headquarters in May.

H.E. Dr. Khalifa Al Suwaidi emphasised that this high turnout reflects the positive footprint of the prize in improving teacher performance and the spread of its impact across target regions worldwide. He commended the successful and ongoing partnership with UNESCO and its role in the success of this qualitative initiative, which supports teachers and elevates their practices to horizons of quality and excellence.

Dr. Al Suwaidi added that, according to the agenda of the UNESCO–Hamdan Prize for Teacher Development, the results are scheduled for approval on 5 October by the Director-General of UNESCO in Paris, with the names of the winners to be announced later at an official ceremony.



Dr. Khalifa Al Suwaidi:
The high turnout reflects the positive global footprint of the prize in advancing teacher performance and its impact across target regions.

The UNESCO–Hamdan Prize for Teacher Development was established in 2008 under the directives of the late Sheikh Hamdan bin Rashid Al Maktoum, may his soul rest in peace, and in cooperation with the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The prize aims to support and improve the quality of teaching and learning globally, enhancing teacher performance to achieve 'Education for All' goals and facilitating the sharing and dissemination of outstanding practices worldwide.

The prize is awarded once every two years to honour the best leading global practices in improving education quality and teacher performance. Winners are selected by an independent international jury consisting of five prominent experts in the field of education, appointed by the Director-General of UNESCO, ensuring representation from various geographical regions of the world.

To be eligible, projects must contribute significantly to enhancing teaching and learning in line with UNESCO principles and objectives. They must serve as a model that encourages similar initiatives, contain new intellectual resources, and have been under implementation for at least three years at the time of application.



Hamdan Foundation Joins

MILSET Membership

to Empower Students in STEAM Fields and Build International Innovation Partnerships



Dubai – 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences has announced its membership in the MILSET organisation. This strategic move aims to empower students in the fields of Science, Technology, Engineering, Arts, and Mathematics (STEAM) and strengthen the Foundation's international presence.

This strategic step opens broader horizons for students to benefit from specialised global initiatives and programmes, contributing to the development of their innovative skills and enhancing their ability to participate in international scientific forums.

Furthermore, joining MILSET enables the building of effective international partnerships with leading scientific institutions and centres. This supports the exchange of knowledge and expertise while keeping pace with the latest global trends in the fields of innovation and education.

Joining the organisation opens broader horizons for students to benefit from global initiatives and enhances their innovative skills.

Building effective international partnerships with leading scientific institutions supports knowledge exchange and keeps pace with global trends.

This direction is part of the Foundation's commitment to consolidating its position in supporting quality education and innovation, and empowering future generations with the tools of the future, in line with the UAE's ambitious vision to invest in people and knowledge.

MILSET is a non-governmental, non-profit, and independent youth organisation that aims to develop scientific culture among young people by organising science and technology programmes. Founded in 1987 in Quebec, Canada, MILSET has brought together tens of thousands of young people to exchange their creations, engage with researchers, youth leaders, and industrialists, develop projects together, discover other languages and cultures, and acquire new expertise and competencies. Due to its continuous growth, various regional branches have been established to achieve stronger development and maintain close contact with member organisations.

70% growth in applications compared to the previous cycle

3 Projects Win in the 8th Edition of 'Innovators 2025' Competition

Dr. Khalifa Al Suwaidi:

▪ Turnout for the competition reflects a growing awareness of innovation as a practical path for developing solutions and improving performance.

▪ Results of the 8th edition confirm the diverse academic and professional backgrounds of participants, enhancing the presence of innovation beyond traditional frameworks.

Dubai – 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences announced the results of the eighth edition of the 'Innovators 2025' competition, which took place at the Foundation's Fab Lab UAE.

The results revealed three main winning projects for the eighth cycle: VocaBuddy, presented by Erdzean Nathaniel Omalde and Mary Jean Omalde; Innovative Noise Monitoring Device, presented by a team comprising Noura Ahmed Al Nuaimi, Ahmed Mohammed Ahmed Al Nuaimi, Hussein Haj Sharif, and Waddah Talal Al Fateh; and AutoNurse, presented by Abdullah Ahmed Mohammed Al Hammadi and Fatima Rasheed Awadh.





AutoNurse project

Winning projects:

- VocaBuddy by Erdzean Nathaniel Omalde and Mary Jean Omalde
- Innovative Noise Monitoring Device by Noura Ahmed Al Nuaimi, Ahmed Mohammed Ahmed Al Nuaimi, Hussein Haj Sharif, and Waddah Talal Al Fateh
- AutoNurse by Abdullah Ahmed Mohammed Al Hammadi and Fatima Rasheed Awadh.

Two Incentive Awards:

- BioBone Printer by Fahd Namir Saghir and Mohammed Yahya Al Mahameed
- Terra-ping by Mohammed Hamdan Mohammed, Muayad Fadl Al Mawla, Aatish Shibu Nair, and Jedah Alaska Mariano.



Additionally, two incentive awards were granted to BioBone Printer, presented by Fahd Namir Saghir and Mohammed Yahya Al Mahameed, and Terra-ping, presented by Mohammed Hamdan Mohammed, Muayad Fadl Al Mawla, Aatish Shibu Nair, and Jedah Alaska Mariano.

Competitive Framework

His Excellency Dr. Khalifa Al Suwaidi, Executive Director of Hamdan bin Rashid Al Maktoum Foundation, stated: “The increasing turnout for the Innovators competition reflects a growing awareness of the importance of innovation as a practical path for developing solutions and improving performance. The competition provides a structured competitive framework based on clear criteria, allowing participants to present their projects systematically, focusing on feasibility and added value.”

He added that the competition witnessed a 70% growth this year compared to the previous cycle, with broad participation from university students and employees. This reflects the widening scope of engagement and growing interest in innovative projects with an applied dimension. He further noted that the results of the eighth edition confirm the diverse academic and professional backgrounds of the participants, which enhances the presence of innovation beyond traditional frameworks and indicates an expanding base of those interested in developing applicable projects that address real-world challenges.

Original Ideas

A specialised jury of experts in innovation and applied technologies oversaw the evaluation of entries, following criteria that focused on the originality of the idea, its applicability, and its practical feasibility.

The competition is organised as part of the initiatives of Fab Lab UAE, based at Hamdan bin Rashid Al Maktoum Foundation. It is the first comprehensive educational innovation laboratory in the country to obtain membership in the International Fab Lab Organization and is accredited according to international standards for Fab Lab centres. The laboratory provides a practical environment with access to digital fabrication technologies and advanced tools, alongside training programmes that develop applied skills and foster a culture of innovation.







VocaBuddy project







Innovative Noise Monitoring Device project



Results of 5th Season of Future Science Challenge at the Arab World Level to be Announced 23 April 2026

Dubai – 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences will announce the results of the 5th season of the "Future Science Challenge" at the Arab world level on 23 April 2026.

This year, the challenge is held under the theme "Tourism and Hospitality," aligning with the UAE's directives and its National Strategy for Artificial Intelligence. It reflects the Foundation's commitment to linking applied education with the nation's vital sectors.

New Skills

The challenge aims to develop students' capabilities and inspire them to acquire new skills and expand their knowledge horizons. It further encourages them to employ modern technologies to solve real-world challenges through innovative scientific methods.

It also seeks to enhance students' active participation in developing their community through applied projects that envision the future and instil values of innovation and sustainability.

The "Future Science Challenge" is an educational initiative by Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences. It aims to foster scientific research skills and innovative thinking among talented Arab students in the fields of Artificial Intelligence (AI) and the Internet of Things (IoT).

The competitions of the 5th season focus on innovating technical solutions that contribute to the development of the tourism and hospitality sectors, improving service quality, and enhancing sectoral sustainability by employing AI and IoT to design distinguished experiences for visitors.



Evaluation of Participating Schools

in 4th Cycle of Hamdan–EFQM Education Model and Global Award to Begin in October 2026

Dubai – 'Akhbar Al Tamayoz'

Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences has announced that the evaluation phase for schools participating in the fourth cycle of the Hamdan–EFQM Education Model and Global Award will commence in October 2026.

The evaluation was preceded by a training phase held from January to April 2026, with participation from schools in the United Arab Emirates, the Kingdom of Saudi Arabia, and the Kingdom of Bahrain. This participation reflects the regional dimension of the model and its role in fostering a culture of institutional excellence across diverse educational environments.

The training phase focused on empowering participating schools to understand the criteria of the Hamdan–EFQM Education Model and the mechanisms for applying it within their educational systems and programmes. This was achieved through targeted training programmes led by specialised experts, contributing to the development of institutional readiness based on practical application and systematic analysis of excellence requirements.

Performance Quality

The training phase concluded by supporting participating schools in completing the requirements for participation and submitting their files via the accredited electronic platform.

This stage comes within the context of the Foundation's commitment to enhancing institutional excellence in the educational sector and supporting schools in adopting international best practices. This aligns with its mission to develop education and elevate the quality of its outcomes at both regional and international levels.

Targeting charitable entities, volunteer institutions, donors, and philanthropists

Hamdan - ICESCO Prize for the Development of Educational Infrastructures in the Islamic World Extends Application Deadline to 1 June 2026





Dubai – 'Akhbar Al Tamayoz'

The Islamic World Educational, Scientific, and Cultural Organization (ICESCO) and Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences have announced the extension of the application deadline for the fifth edition of the Hamdan - ICESCO Prize for the Development of Educational Infrastructures in the Islamic World until 1 June 2026. This Prize is a prominent joint initiative aimed at supporting and recognising efforts to improve the educational environment in Islamic countries and enhancing the sustainability and quality of educational infrastructure.

Applications can be submitted through self-nomination or recommendation by completing the application form in Arabic, English, or French via the approved e-system at: https://tahkeem.ha.ae/login.xhtml.

The Hamdan – ICESCO Prize for the Development of Educational Infrastructures in the Islamic World was established in 2017 with the support of the late Sheikh Hamdan bin Rashid Al Maktoum, may his soul rest in peace. It seeks to support ICESCO's efforts to motivate and honour those involved in volunteer initiatives and charitable works in the field of education, specifically for the development and construction of new educational facilities. The Prize also aims at the development of educational infrastructures across the Islamic world. It specifically targets charitable organisations, volunteer institutions, and individual donors and philanthropists.

Award Objectives:

- Support ICESCO's efforts to stimulate and honour those behind voluntary initiatives.
- Encourage voluntary efforts aimed at developing and constructing new educational facilities.
- Upgrade educational infrastructure across the Islamic world.







International Medical Journal Published Hamdan Foundation Award-Winning Study

The study won the Arab Award for Research in Healthcare and revealed innovative techniques for diagnosing rare diseases using genomic medicine.

Dr. Rasha Buhumaid:
We are committed to integrating academic pathways with practical application to develop medical practices.

Fatma Rabea:
The study enhances the accuracy of diagnosing rare diseases by uncovering their genetic origins through advanced detection.



Dubai – 'Akhbar Al Tamayoz'

A research team at Dubai Health has published a new scientific study in the international medical journal Nature Communications, revealing innovative techniques for the detection and diagnosis of rare diseases using genomic medicine. This step further strengthens Dubai's global standing in advanced scientific research.

The study won the Arab Award for Research in Healthcare, part of the 2025 Medical Awards by Hamdan bin Rashid Al Maktoum Foundation for Medical and Educational Sciences, for its scientific contribution to improving diagnostic precision for rare diseases.

The study, titled 'Long-read sequencing enhances pathogenic and novel variation discovery in patients with rare diseases', provides a scientific framework to support the diagnosis of rare diseases. It addresses the employment of advanced techniques in clinical genetic testing that enhance diagnostic accuracy and lead to more effective medical tools, supporting the overall healthcare system.

Empowering Students

Dr. Rasha Buhumaid, Dean of the College of Medicine and Dean of Graduate Medical Education at Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU), the learning and discovery arm of Dubai Health, said: 'This success reflects the quality of our graduate programmes and our commitment to empowering students with scientific thinking and advanced research skills within a supportive ecosystem at Dubai Health. It also confirms our commitment to integrating academic pathways with practical application, contributing to the development of medical practices and elevating the quality of patient care.'

She added that MBRU is dedicated to preparing research professionals capable of contributing to medical knowledge through Master's and PhD programmes in Biomedical Sciences, providing a discovery-based learning environment. She noted that these programmes combine advanced academic training with practical application across Dubai Health facilities, alongside providing scholarships for PhD candidates and financial support for Master's students, enabling them to focus on high-impact qualitative research and strengthening national research competencies.

Diagnostic Precision

Fatma Rabea, PhD student at MBRU and spokesperson for the research team, explained that the study contributes to enhancing the diagnostic accuracy of rare diseases by uncovering their genetic origins using modern techniques. This approach supports evidence-based treatment decisions and helps elevate the standard of care for these patients.

She noted that the study analysed clinical samples, showing that long-read genomic sequencing improved diagnostic accuracy by identifying genetic variants missed by traditional methods.

Simplified Analytical Approach

In this study, the team developed a simplified analytical approach aimed at identifying various types of harmful genetic changes, as well as abnormal DNA methylation patterns associated with diseases, using long-read whole genome sequencing. This methodology successfully detected all known disease-causing genetic changes in previously diagnosed samples.

When applying this approach to patients who had not received a diagnosis through traditional genetic testing, researchers identified a genetic cause in an additional 10% of cases. This included the detection of a methylation pattern used to diagnose Spinal Muscular Atrophy, a serious but treatable condition. The results confirm that long-read sequencing is capable of improving genetic diagnostic accuracy in clinical practice and uncovering new genetic changes that current methods may miss.

Discussing a contemporary phenomenon expanding within higher education

Sound Educational Governance for GenAI in Postgraduate Studies Recommended by Hamdan – ALECSO Award-Winning Research

Call to build a rational university culture for the ethical and critical employment of AI through clear integrity policies.

Necessity of integrating academic advising and thinking skills programmes into postgraduate studies to ensure sustainable learning.

Emphasis on establishing written university policies that precisely define acceptable use and differentiate between cognitive support and cognitive replacement



Dubai – 'Akhbar Al Tamayoz'

A research paper winning the Hamdan – ALECSO Award for Distinguished Educational Research (2025 cycle) has recommended building sound educational governance for the use of Generative Artificial Intelligence (GenAI) in postgraduate studies. This aim is to preserve learning quality and scientific authenticity while limiting the inflation of "illusory competence" and the distortion of intellectual identity.

The research, titled "Illusory Competence Inflation as a Mediating Variable in the Relationship between Cognitive Dependence on GenAI and Intellectual Identity Distortion among Postgraduate Students in Saudi Universities – A Mixed Method Study," was conducted by Professor Dr. Majda Al-Sayed Ali Al-Kishky from King Abdulaziz University in the Kingdom of Saudi Arabia.

The study discussed a contemporary educational phenomenon expanding within higher education: the cognitive dependence of postgraduate students on GenAI, and the resulting shifts in learning patterns, academic achievement, and the nature of knowledge construction.

The research stems from the observation that the increasing use of AI tools is no longer limited to accelerating tasks; in some cases, it has become a substitute for authentic cognitive effort, such as analysis, synthesis, argumentation, and scientific writing. This shift may impact a student's perception of self-efficacy and their relationship with their intellectual identity as a researcher.

The study sought to build an explanatory model illustrating how this dependence relates to the emergence of "illusory competence inflation", an exaggerated sense of ability and mastery not matched by actual performance levels, and how this can subsequently lead to intellectual identity distortion. This includes a disturbed sense of scientific authenticity, fluctuating feelings of intellectual ownership, and weakened confidence in producing independent self-knowledge.

The research adopted a mixed-method design to balance precision and interpretation; it combined a quantitative component to test relationships between variables and their impact patterns with a qualitative component to capture the lived experiences of students and reveal the mechanisms behind the phenomenon's formation within the context of learning and research.

In the quantitative phase, measurement tools developed by the researcher were applied to three main variables: cognitive dependence on GenAI, illusory competence inflation, and intellectual identity distortion. Quality of measurement was verified via reliability indicators (Cronbach's alpha and McDonald's omega) and confirmatory factor analysis to ensure construct validity. Single-sample tests were used to measure variable levels and effect sizes, followed by structural equation modelling (SEM) to test hypothesized causal relationships and the mediator's role. The quantitative sample consisted of 393 postgraduate students in Saudi universities.

In the qualitative phase, in-depth interviews were conducted with 11 participants to explore AI usage patterns and their reflection on scientific self-perceptions. Data was then analysed using thematic analysis to identify recurring patterns and meanings.

Results indicated that while cognitive dependence on GenAI was low, illusory competence inflation reached a medium level. The findings supported the mediating model, suggesting that illusory competence inflation serves as an explanatory mechanism for how the impact of cognitive dependence transitions into intellectual identity distortion among some students.

In its conclusion, the research highlighted the importance of building a rational university culture for the ethical and critical employment of AI through clear integrity policies, developing metacognitive skills, and enhancing training in authentic academic writing, ensuring tools serve as cognitive support rather than a cognitive replacement.

Results highlighted the necessity of integrating academic advising and thinking skills programmes within postgraduate studies to ensure truly deep and sustainable learning. The study stressed establishing written university policies defining acceptable use limits and adopting unified disclosure models where students specify how tools were used in planning, drafting, or proofreading.

Furthermore, the research emphasised mandatory training for students and faculty on critical AI use, including source verification, detecting biases, and questioning strategies. This should be linked to developing metacognitive skills such as monitoring understanding, controlling dependency, and path correction.

The research recommended developing assessment methods that enhance authenticity and reduce replaceability, such as evaluation based on successive drafts, research thinking logs, short oral discussions, and tasks involving the analysis of local data or cases, alongside rubrics that measure the student's personal contribution and their defence of methodological decisions.

The study also emphasised the role of scientific supervision, recommending the integration of an "AI Use Agreement" within the supervision plan, reviewing the progress of student writing through clear stages, and providing feedback that focuses on argument construction and reasoning rather than merely improving phrasing; thereby strengthening research identity and reducing the illusion of competence.

Furthermore, the research called for redesigning research skills and thesis-writing courses to include practical units on documentation, citation, and the detection of automated generation, as well as instructions on how to integrate tools at specific stages without compromising authenticity. This includes training students to compare outputs with peer-reviewed references to make conscious decisions regarding acceptance or rejection.

Professional Development Programmes

The research recommended qualifying faculty members through professional development programmes that explain AI opportunities and risks, provide assessment scenarios, offer examples of disclosure policies, and establish fair mechanisms for handling violations without turning the process into a punitive confrontation.

The study called for launching awareness initiatives within universities, including concise guides, practical examples of correct and incorrect usage, periodic workshops, and a resource platform for academic writing and publishing ethics, in addition to introductory campaigns on intellectual property rights and the limits of paraphrasing.

The research also recommended establishing early support mechanisms for students prone to excessive dependency, such as academic advising sessions, writing groups, and programmes to build confidence in actual competence, while monitoring student progress through performance indicators (improvement in drafts, quality of argument, and independence in decision-making).

Furthermore, the study suggested forming specialised university committees to review policies annually and update them in line with the evolution of tools, linking these policies to quality standards and academic accreditation. Finally, the research called for conducting follow-up studies to standardise measurement tools and develop early monitoring indicators for cognitive dependence and illusory competence inflation, as well as evaluating the effectiveness of educational interventions that reduce cognitive replacement and support deep, sustainable learning, with the aim of generalising results across the Arab world through partnerships between universities and ministries of education.