



Dr. Jamal Al Muhairi:
Program to Guide
Gifted Students
Parents & Master's
Degree for Gifted
Education Diploma
Graduates

AIT News AITamayoz

Newsletter - November 2014 - issue 88

**Hamdan Award In-
troduces 1100 Tar-
geted to Hamdan
Award Standards
and Developments**



**Hamdan Awards Visits
Educational Zones to In-
crease Participations**

**In response to Moham-
med bin Rashid invitation
.. Hamdan Award Cel-
ebrates Flag Day**



On the 43rd **National Day
Education in the UAE .. Quantum
Leap in Methods, Tools and Output**

November 2014

Issue 88

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OUR VISION

To be pioneers in the management
of excellence in educational
performance and fostering talent

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Innovation .. A Lifestyle



Introduction

* The announcement of applying the innovation system in the UAE confirmed the trend adopted two years ago by Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance towards the development of education through the introduction of innovation style, as well as the establishment of specialized centers supporting this trend. This is exactly what should be met by the cognitive system in education, which deals realistically with the current challenges, and is linked to the objectives of the community; namely, to arm the learner with the knowledge and skills assisting him/her to find solutions to the needs, problems and difficulties of life, whether technical such as certain inventions, or administrative such as managing family, school, social and emotional ties. This is the education which meets the requirements of UAE people who are capable of achieving leadership and excellence. Meanwhile, memorization, stuffing the student's mind with intensive information and restricting his/her thought with ready-made templates are no longer the methods that will ensure the qualification of the future citizen whom the UAE expects to confront the challenges efficiently and enthusiastically.

* Failure to reform is no longer an excuse, especially that the UAE owns the administrative and technical expertise and competencies that empower the State of leading education to achieve the national objectives and even further to the initiative of inventing a new educational system with a nature that suits the needs of many surrounding communities; therefore its application in a unified educational and cultural framework. This is what the Award actually masters in the field of educational excellence where such method has relatively become among the future methodologies that are required in teaching institutions at the level of the GCC States, alongside nurturing talents.

* Thanks to Allah's bestowal of wealth in addition to aware, prudent leadership and grateful, sincere citizens, the UAE has achieved leadership in many areas; the thing which placed the State in self-challenge to maintain such position. Undoubtedly, competitiveness necessitates adopting innovation as a lifestyle, sooner rather than later.

Abdul Noor Ahmed Al Hashimi
Chief Editor

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In response to Mohammed bin Rashid invitation .. Hamdan Award Celebrates Flag Day

UAE Flag Flutters in Sky and in Hearts





UAE flag .. a story of pride, belonging and loyalty, consolidating the value of national unity

Emphasis on the love and service of the flag and sacrificing the lives to keep it aloft

Recalling the overall empowerment march led by Khalifa to the highest developed echelons in the world

Flag Day symbolizes unity and loyalty to the leadership, and belonging to this dear country. It is an emphasis on the love and service of the flag and sacrificing the lives for it in order to remain flying aloft to stay strong and proud in the same strength and pride of the people of the UAE.

Celebrants of Flag Day recalled the process of comprehensive empowerment led by His Highness Sheikh Khalifa bin Zayed Al Nahyan which has taken the UAE to the highest ranks in the world. Thanks to this process, the UAE today has become a model of civilization and human progress in respect to fundamental human freedom and rights, justice system and equality among all human beings on its land, citizens and residents alike, regardless of their religion, gender or language, in economic and social progress and in adopting modern technological advancements.

Flag Day illustrates the mean-

«Al Tamayoz News» – Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance celebrated the Flag Day in response to the invitation of His Highness Sheikh Mohammed bin Rashid Al Maktoum, UAE Vice President, Prime Minister and Ruler of Dubai to launch a continuous, comprehensive national and grassroots campaign to celebrate the Flag Day which marks the third of November, the anniversary of His Highness Sheikh Khalifa bin Zayed Al Nahyan’s accession to the UAE presidency.

ings of unity and cohesion in the footsteps of the founding fathers who had dedicated their lives to serve the UAE to be as it is today – among the top countries in progress and prosperity, strong and proud under its wise leadership, and great with the love of the people of this land.

The UAE flag is a story of pride, belonging and loyalty, consolidating the value of national unity which carved the UAE name in the first row of countries. Whenever the flag flies high, it draws prosperous

limitless horizons for the present and future of this people in order to tell that the success of any nation is the result of the work of its people who are considered the tools of prosperity and urbanization.

Celebrating this occasion carries several messages and meanings as expressed by His Highness Sheikh Mohammed bin Rashid Al Maktoum words: “We are not emirates; we are the United Arab Emirates”. It is a day where everyone expressed the extent of their love for this country, its leadership and flag.





7 UAEU Students Briefed on Hamdan Award Achievements

«Al Tamayoz News» – Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance welcomed a delegation of seven students from the United Arab Emirates University to identify

the most important achievements of the Award in the field of sponsoring talents.

The students were briefed on the Award programs for talents and their impact on the UAE community, in addition to identifying the departments

and work scope in the Award. The students listened to a detailed presentation on the giftedness programs in the Award provided by the work team, each in his/her respective fields. The presentation included the programs of discovering talents,

educational care, enrichment activities, guidance and counseling, educating and scientific publishing, in addition to the partnership with the institutions dealing with talents, Hamdan Talent and Creativity Center and the talent-adopting schools.

Visiting Educational Zones to Increase Participations

«Al Tamayoz News» – Dubai

Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance organized field visits to the educational zones, Knowledge

and Human Development Authority and educational councils in the UAE.

These visits aim at promoting cooperation and providing all the possible support and assistance by the Award to the edu-

cation authorities concerning the Award competitions and nurturing the gifted.

The Award discussed with the officials of the educational zones and councils the ways to increase the number of par-

ticipations and the preparations of the 17th Cycle. Moreover, the Award discussed the participation of special education teachers and mentors in the Gifted Education Diploma program.

On the 43rd National Day Education in the UAE .. Quantum Leap in Meth- ods, Tools and Output



Mohammed Ali

Education in the UAE is supported by the wise leaders who are always keen to provide excellence education programs, upgrade the level of the educational process and staff, provide a decent life for them, and raise the their livelihood level financially and professionally, so that teachers provide a good example for the children. Public education, higher education and university programs accounted for 20% of the total federal budget for the fiscal year 2015 by AED 9.4 billion, while the public education programs cost is estimated at AED 6 billion by 12% of the total budget.

The budget has allocated AED 4.2 billion for the program of providing equal educational services, while university and higher education is estimated at AED 3.4 billion at 7% of the total budget.

Leaders Graduates

AED 1.5 billion were allocated for the UAE University's programs and objectives, of which AED 502 million Dirhams were approved for programs for leading graduates and pioneers in their specialties, AED 99 million were approved for the academic excellence programs as per the standards of academic accreditation, and AED 1 billion for the objectives and programs of the Higher Colleges of Technology, of which AED 547 million were approved for programs to prepare generations of qualified graduates to meet the needs of the labor market.

In addition, AED 87 million were allocated for programs to provide a learning environment at the highest levels of quality, and AED 435 million to the objectives and programs of Zayed University, of which AED 292 million were approved for high quality university study programs, and AED 63 million for upgrading the University's research.

As for the Ministry of Higher Education and Scientific Research, AED 478 million were allocated to its programs and objectives, of which AED 390 million were approved for the program to promote opportunities for citizens to join the best accredited universities abroad.

Innovative Plan

This year, the Ministry of Education approved 2015 – 2021 plan, focusing on innovation as a central hub of education in the coming years. The plan aims to make a quantum leap in the



methods, tools and outputs of education in the UAE in order to contribute to the development of the educational system and outputs in line with the requirements of knowledge economy and to achieve integration of knowledge in science, technology, engineering and mathematics.

The new plan is commensurate with the orientations of the UAE government to rely on innovation and utilize modern technologies in the development of the educational sector which is subject to great interest from the leadership of the United Arab Emirates, led by His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the State, and His Highness Sheikh Mohammed bin Rashid Al Maktoum, UAE Vice President and Prime Minister and Ruler of Dubai.

Integration of Knowledge

Through its new plan, the Ministry of Education seeks the development of the skills that the students need in order to be qualified to their future careers and jobs and to empower them to apply knowledge integration in the unconventional sophisticated technological environment at an early age; the thing which meets the needs of the 21st century.

The proposed plan is part of a comprehensive system for the development of curricula and teaching methods at all stages in line with the best academic and practical standards, in order to en-

sure the provision of elements of support and assistance for the educational sector, including leaders, teachers, students and parents to implement the plan confidently and successfully.

Fundamental Changes

The MOE's plan is based on making significant changes and leaps in supporting learning process in terms of curriculum, assessment, teachers' performance and quality of education, as well as the school activities and environment.

Due to the keenness of the Ministry of Education on the development of public education outputs to suit the requirements of the knowledge economy and achieve knowledge integration of the students, the MOE has cancelled the known branching into scientific and literary sections and introduced a new branching: advanced and general sections; the thing which allows smooth transition

of students from secondary school to university without the need for preparation year. In addition, this system will exempt outstanding and talented students from some academic credit hours in the first year of study at universities and colleges.

Specialties

The new system enables direct admission to the colleges of medicine, engineering and natural sciences for the advanced level students, while the students of the general section are allowed to study the legal and health disciplines, applied engineering, applied science, administrative sciences and humanities, with the possibility of admission to engineering, medicine and natural science colleges subject to attending courses in the first academic

year to qualify them to study in these colleges.

As for curricula and study subjects, the plan has adopted developing the curricula for all stages over three years, with the development of the curriculum of four grades each year. The plan also focused on strengthening national education standards, the introduction of interactive programs to serve the developed curriculum, the development of kindergarten curriculum and concentrating on the subjects of science, technology, geometry and mathematics to achieve knowledge integration of students.

Promotion of Arabic

The plan seeks the promotion of using Arabic language, increasing few subjects and merging and introducing others, including the introduction of health science for female students (wisdom), and life skills to male students, as well as optional subjects that are linked to the professional courses and others related to engineering and medical ones, as well as the





integration of computer science within the general science subject.

In order to achieve the best investment in its staff, the MOE has begun implementing a series of training and professional development programs to raise the performance of all staff serving in the educational field, and to help them apply the best educational practices and the arts of modern management, in preparation for a new quality shift in management thought and industry of development, intended to be achieved by the MOE, in order to ensure the efficient and effective conduct of the development work in the right directions, in accordance with the specified time schedules.

Specialized Training

The plan highlighted the significant role of teachers in the educational process by giving them a great deal of importance in the new plan in the sense that the plan allocated a specialist and ongoing training opportunities for them to contribute to the development of teaching quality and methods through the development of their skills and abilities.

The MOE's plan includes accredited special procedures for licensing teachers in accordance with professional stand-

ards based on the preparation and application of a system for licensing teachers depending on the national education standards for the professional practice of teaching profession.

Gifted, Innovative and Outstanding Segments

The plan introduced a program to discover gifted, creative and talented students whereby the plan seeks the development of voluntary work culture through activating voluntary programs for students and teachers to refine their social and leadership skills, establish a scientific, professional and artistic clubs, create a segment of innovative students in Arabic language, as well as the establishment of community partnerships to train students on various careers, the development of programs of nutrition and fitness, and creating distinguished heroes in science, mathematics and approved Olympic Games.

In vocational training and guidance, the plan aims at providing continuous training to the students in the UAE and abroad in collaboration with various sectors, developing vocational academic guidance project in all areas and the inclusion of training and professional programs that contribute to the provision of information related to the spe-

cialties and work sector of the student. Guidance will be available online, via digital media and through awareness events and guidance programs.

Quality Assurance

The MOE focuses on quality assurance so that all students access the best level of education. Special criteria will be developed to assess public and private schools to ensure quality educational performance therein through the assessment process which is based on the criteria that is comprehensive of all educational aspects. These criteria reflect a set of indicators and considerations whereby the school achieves the efficiency and quality in the educational processes through internal self-evaluation and external evaluation.

The plan is based on the formulation of specific outputs of the basic subjects over the years of study, measured by standardized unified exams to follow-up the performance of students. The MOE currently is keen on the preparation of comprehensive national exams that serve the educational vision of the UAE with international standards for evaluating the performance in the main study subjects, in addition to a set of accredited international exams.

Public education, higher education and university programs acquire 20% of the federal budget

AED 87 million for programs to provide a learning environment at the highest levels of quality

Educational system and outputs are developed in line with the requirements of the knowledge economy

Students' skills are developed to suit the future occupations and careers to empower them of knowledge integration

In 27 Training Workshop

Introducing 1100 Targeted to Hamdan Award Standards and Developments



«Al Tamayoz News» – Dubai

In the 17th Cycle of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance, the Award organized 27 workshops as part of the annual program held to the targeted groups.

A selection of specialists managed the workshops which were attended by big audience of the targeted who nearly amounted to 1,100 participants.

Over a span of six months, the workshops focused on all categories of the Award, especially the Teacher, Student, School,

Specialist, Best Applied Project, and Best Scientific Innovation.

The workshops of the current cycle were characterized by focusing on all the disabled care and rehabilitation centers in the UAE as well as the Emirates Autism Center to make the targeted groups aware of the categories they can participate in.

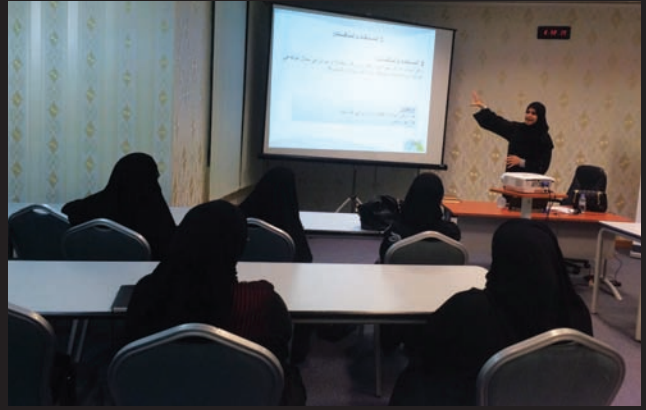
Many of individual counseling sessions were held either over the phone or by interviews in many categories including the categories of Student, University Student, Teacher, Family, etc., wherein advices were pro-

vided and all the participants' inquiries were answered. Many of the targeted contacted the Award by telephone inquiring about the standards and works among other things.

The current session has witnessed many developments, including the introduction of the Highly Distinguished Teacher category to the GCC competitions at a prize of AED 60,000. It is a special category for the citizens of all GCC States. The nomination applications of the local and GCC competitions have been unified in one application along with adding the GCC logo the cover page,

adding the GCC States data to the data page, and introducing the terms and conditions of the GCC States subscription on application.

In the Distinguished School & School Administration category, the nomination applications of the local and GCC competitions have been unified in one application along with adding the GCC logo the cover page, adding the GCC States data to the data page, and introducing the terms and conditions of the GCC States subscription on application, as well as updating all the main and sub-criteria.



Interview by: Hassan Mohammed

Dr. Jamal Al Muhairi, Vice Chairman of the Board of Trustees, Secretary-General of Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance announced the completion of a program to advise parents of gifted students, pointing out that this step comes in line with the Award attempts to enrich the educational field with all updates in the field of talent education. In an announcement to «Al Tamayoz News», Al Muhairi stated that next year, Hamdan Award is going to launch a program for postgraduate studies by enrolling graduates of vocational Gifted Education Diploma in a talent master's program in collaboration with the Arabian Gulf University, Bahrain.

He added that the Award seeks to promote its positive role in enriching the educational field with specialists in talent through the implementation of government and leadership policies in paying attention and talent, creators and innovators.

Dr. Al Muhairi pointed out that Hamdan Award has completed 43% of the programs of the National Plan for the Nurturing Gifted, which lasts until 2017,

containing 7 major programs with 57 affiliate sub-projects. He stated that 100 educators have been graduated from the vocational Gifted Education Diploma over the 5 consecutive batches from 2010 to 2014, in collaboration with the Arabian Gulf University (AGU), Bahrain under the Memorandum of Understanding concluded for the investment of the AGU expertise and position, which is renowned as the first among Arab universities which allocated a program for postgraduate studies in the field of Gifted Education.

Text of Interview:

• What are your most notable plans with regard to spotting and nurturing the Gifted?

The Award has implemented a family counseling program for parents of gifted students. It is a step that aligns with the attempts of enriching the educational field with all the updates in the



Vice Chairman of Hamdan Award Board of Trustees to **AIT^{News}Amayoz**:

Program to Guide Gifted Students Parents & Master's Degree for Gifted Education Diploma Graduates





field of gifted education. This program is one of the important programs of the National Plan for discovering and sponsoring talents, aiming to develop a scientific approach to family counseling for parents of gifted students, because sponsoring gifted children is an integrated process that is not only restricted to the taking care of the talents, but it includes whatever associated to the gifted students in that care. Providing the appropriate care for parents of gifted students is as important and necessary as the care of the apparent talent.

The Program Objective

• What does the Award seek from launching the family counseling program?
The program aims at empowering parents of a positive care approach that helps to build and pursue the positive relationship among parents and children, as well as training them on the skill of effective communication and strategies for dealing with the common features of their talented children.

The recent orientation in guiding students in general including gifted students, is to get the parents involved in the guidance process, because the parents have an essential role in this regard for several reasons, most notably: they have a direct and continuous contact with their children, they have the ability to make their children acquire multi-skills through the interaction in everyday life, and they have many opportunities

Total number is 100 graduates in the years from 2010 to 2014

	2010	2011	2012	2013	2014
Total No. of Applicants	93	101	54	105	101
No. of Applicants who Passed the Interview and Joined the Program	45	39	42	77	62
Statistic of No. of Gifted Education Diploma	20	19	21	20	20

Providing the educational field with 100 graduates of Gifted Education Diploma

43% of the National Plan for Nurturing the Gifted completed

7 major programs in the National Plan and 57 affiliate project

to have conversations and dialogues with their children. Parents are not required to be experienced in guidance, but they should get familiar with the characteristics and needs of their talented children. They

should also develop some guiding skills that they can apply to their children at home, most notably: communication skills and strategies to deal with the characteristics of gifted children to develop their social skills, create opportunities for social interaction, and provide a positive reassuring atmosphere inside the house to prevent the potential problems in the absence of the guiding role of the parents.

International Standards

• What was the basis of preparing the program? Did you benefit from similar programs globally?

Counseling program for parents of gifted students was implemented on the basis of international standards in the field of counseling and school guidance, specifically the standards adopted by the American School Counselor Association (ASCA) for school guidance and counseling in general, and for guiding and directing talented students in particular. Among the most important of these standards were those

adopted by the US National Association for Gifted Children (NAGC). It is necessary to provide counseling services for the gifted, and keep up communication with the school and parents – hand in hand – to ensure the effectiveness of these services.

The program was also based on scientific theories in educational psychology, school guidance and counseling in general, and on the other hand, in particular, the guidance of talented students.

Emirates Environment

• How did the counseling program take the UAE’s environment into account, and did you apply it on an experimental sample before adopting it?

The program was built on international practices. As well, field research has been conducted in the UAE, where the research was in the form of survey to gather data about the reality of sponsoring gifted students in the UAE, to explore the welfare programs and tools available in the field of gifted, and to survey the views of students, parents

and teachers about the negative factors and the needs in this field.

We also depended on the formation and revision of enrichment activities by specialists in the field of school counseling and guidance of adjudication, to measure their suitability in terms of easy application by the parents, in addition to depending on the NAGC standards in the preparation and development of these enrichment activities that are applied by schools and parents with the objective of providing guidance needs for gifted children.

The program focused on the care method applied by parents of gifted students, the skill of effective communication, and the strategies of satisfy the guidance needs of gifted students.

The program displays addressing models between parents and children, including negative ones leading to a strained relationship between both parties where the communication is interrupted and the dialogue stops leading to the exacerbation of the problems associated with the characteristics of gifted students. Whereas in positive models the care model is deemed effective through the continuous communication and dialogue among parents and their talented children, in a manner empowering children of passing the problems accompanying their common traits, and therefore to invest their talents.

Scientific Value

• What are your ambitions after launching the family counseling program?

The Award has presented this specialized scientific program for the educational community in the Arab World hoping to be a scientific reference for the segment interested in educational institutions, and to add a scientific value to the efforts in the development of education and sponsoring the gifted.

The family counseling guidelines have been utilized in guiding and counseling parents of gifted students through the workshops held at the first Talent Forum 2014, and also through the training workshops in summer or spring camps for



parents or teachers of gifted students or to the concerned parties, in order to educate and guide them towards providing the specialized and proper guidance to talented student, whether at home, school or community. Here we find that our attention and focus is paid to the parents of gifted students due to the social, cultural and cognitive level of importance of the parents to lead the talented child from home environment, school environment and local community to the dissemination of talent culture.

Developments

• Where are you in vocational Gifted Education Diploma?

On the basis of keeping abreast of developments and changes in the field of education in general, and talent, excellence and innovation education, in particular, in addition to the fact that the specialization in gifted education is not common in the UAE, and since it is badly needed by the educational field, Hamdan bin Rashid Al Maktoum Award for Distinguished Academic Performance implemented the Gifted Education Diploma pro-

gram for national educators of teachers and supervisors in the Gifted education for five consecutive batches from 2010 to 2014 with 100 graduates so far. The program is implemented in cooperation with the AGU under the Memorandum of Understanding concluded for the investment of the AGU expertise and position.

The AGU is renowned as the first among Arab universities which assigned a program for postgraduate studies in the field of gifted education, and thus the AGU follows the footsteps of



the finest and most prestigious universities in the world that pays special attention to this type of programs.

Progress Procession

• **What are the justifications and foundations whereupon the Gifted Education Diploma program is based?**

The vocational Gifted Education Diploma program is based on many justifications and foundations. These include that the talent, excellence and innovation are among the advanced educational fields of interest in the developed world; to keep abreast of the progress procession, financial, human and educational potentials should be available for the care of this segment to help meet their needs. Among the motivations of launching of Gifted Education Diploma is to meet the needs of workers in the field of education in relation to spotting talented and creative students, to develop their own educational programs and services, to help them adapt to the environment in its overall concept, to meet their needs, and to improve the system of education in general. We also note that we lack teachers who specialize in this field

at the level of the Arab GCC States, in particular, and at the level of the Arab countries in general, where local universities do not have talent specialization; rather, what is available is only special education.

The Development of Teams
 • **What is the link between the Gifted Education Diploma and the National Plan for Nurturing the Gifted?**

Gifted Education Diploma is the first program applied in the Arab World in the field of gifted education with the objective of developing national cadres in the field of gifted education. The program of developing national teams in gifted education is one of the major programs of the National Plan for the Gifted, which primarily targets teachers. Since 2007, the Award adopts the National Plan for the Gifted as an ambitious strategic plan to discover talents containing 7 main programs and 57 projects affiliate to such programs. However, the Award has completed 43% of the programs of the Plan which extends to 2017.

Knowledge & Skills

• **What are the detailed objec-**

tives of the Gifted Education Diploma program?

The Gifted Education Diploma program seeks to help learners to acquire the knowledge, skills and experience relevant to the field of gifted education, in addition to the preparation of qualified teachers in the field of gifted education, and to meet the needs of the educational field by supplying it with expertise and high educational leaders.

Furthermore, the program aims to contribute to the development of educational institutions, empowering them to provide the services and programs that help meeting the special needs of gifted students, and providing the advanced professional and academic programs in terms of form and content, coping pace with the level of aspirations and objectives of the Award.

Keep up with Developments

• **What are your plans for the future in respect of the Gifted Education Diploma program?**

The Award is looking forward to promote its positive role in enriching the educational field with specialists in talent through the implementation of the government and leaders'

Parents have the ability to make their children acquire multiple skills of interaction in life

Depending on the standards of US National Association for Gifted Children

Lack of talent-specialist teachers



policies about taking care of gifted, creators and innovators. The Award sought to develop specialized human resources in the gifted education for that purpose. In line with the Award keenness, and in agreement with the AGU to keep up with the developments in the fields of education, the Award is going to launch a program for postgraduate studies through enrolling Gifted Education Diploma graduates in Gifted Master's program in 2015 in collaboration with the AGU.

Diagnosis and Discovery

• How could the Award invest the graduates of Gifted Education Diploma in the service of the educational field?

Hamdan Award, represented by the Department of Gifted Welfare, was keen to take advantage of the graduates of the Gifted Education Diploma in the field service through the diagnosis and discovery of gifted students, as well as training the teachers of talented students at their schools to diagnose and discover talented students, and the formation and establishment of enrichment units targeting gifted students (from grade 4 to 12), in the following

subjects: math, science, Arabic Language, and social studies.

As for the spring and summer enrichment programs of the Award, models for enrichment activities and programs targeting gifted students have been prepared, such as thinking programs, strategies for teaching gifted students, family counseling and guidance programs, and participating in summer camps and outdoor trips etc.

Some of the enrichment activities and programs targeting gifted students have been subject to assessment, such as thinking programs, strategies for teaching gifted students, and counseling and guidance programs. As well, training portfolios were prepared to train public education teachers to establish enrichment units and activities targeting gifted students, and participating in teams to train the teachers of talented students at their schools to diagnose and discover talented students, and in the family guidance and counseling programs.

The Award has been represented in seminars and conferences held in the UAE and abroad, whether those organized by the Award, or by some of the other

authorities relevant to the field of talent and creativity, besides participating in working papers in the conferences and seminars organized by the Award.

Leading Role

• How do you evaluate the Gifted Education Diploma program in its fifth session?

The success achieved by the Gifted Education Diploma has become evident through the investment of the graduates' capacity and capability in the activation and implementation of various talent programs in their schools. This is a confirmation of the leading role of the Award in support of gifted education in the UAE, and its mission of improving the performance of education and care of the talented through the best local and global programs of positive competition and cooperation; the thing which contributes to building a distinguished learning community. It is a further assurance of the Award objectives of contributing to the provision of educational conditions and environment that are modern, sophisticated and encouraging creativity, leadership and excellence.

Local universities lack the specialization in Talents while Special Education teacher are available

Gifted Education Diploma is the first program applied in the Arab World