Academic Year 2020-2021

The National Educational System

United Arab Emirates
### Subject

**The National Educational System**

**Introduction**

**General Education: The Emirati School**

- Early Childhood Education
- Fundamental School (First and second cycles)
- Secondary School (Third cycle)

**Academic**

- Elite Stream (Advance Science Program)
- Advanced Stream
- General Stream

**General Career Technical Education**

- Career Advanced Stream - CTE (A)
- Career General Stream - CTE (A)
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The National Qualifications Framework of the UAE.

The Ministry of Education coordinates with the nation’s higher education institutions to attract students to different specialisations with an aim to align to the needs of the labor market and UAE’s future human development plans. Higher education institutions determine the number of students who can be accepted according to their individual potential and goals. Higher education institutions also determine admission criteria for each program depending on high school track, student performance at the secondary level and the UAE Standardised Test (EmSAT). The integration between general and higher education allows for college credit in several courses that can result in a reduction in the term of university study.

The Ministry of Education regulates the educational system in the UAE through the National Qualifications Framework that includes the following levels:

1. Kindergarten/ Ages between 4-6 (Non-obligatory stage).
2. Nursery/ Ages between 0-4 (Non-obligatory stage).
3. Theoretical starting age
4. Elementary Education
5. First Stage
   - Grades 1-4
   - Ages: 6-9 (4 years).
6. Second stage
   - ELITE Program (Grades from 5 to 8)
   - The top 10% of students in the National Test results.
   - Ages between 10-14 (4 years).
7. Third Stage - High School
   - Academic Track
   - Technical and Vocational Track
   - Advanced
   - General
   - Specialised Academies
   - Advanced Technical
   - General Technical
   - Applied Technology
   - High School Programs
8. Grades 9-12 (ages 14-18)
9. Doctorate's Degree
   - 3-5 years
10. Master's Degree
    - 2 years
11. Postgraduate Diploma (one year)
12. Bachelor's Degree
    - Advanced university enrollment (3 years)
13. Diploma/ Higher
    - 2-3 years
14. Bachelor's Degree
    - 3-4 years
15. Postgraduate Diploma (1-2 years)
16. Master's Degree
    - 3-4 years
17. Doctorate's Degree
    - 3-5 years
18. Bachelor's Degree
    - 2 years
19. Postgraduate Diploma
    - 2 years
20. Master's Degree
    - 2 years
21. Bachelor's Degree
    - 1-2 years
22. Diploma/ Higher
    - 1-2 years
23. Bachelor's Degree
    - 1-2 years
24. Doctorate's Degree
    - 1-2 years

The Educational System in the UAE includes various educational programs such as:

- Elite Program
- Technical and Vocational Track
- Academic Track
- Advanced
- General
- Specialised Academies
- Advanced Technical
- General Technical
- Applied Technology
- High School Programs
- Grades 9-12 (ages 14-18)
- Grades 5-8 (ages 10-14)

The Ministry of Education works closely with higher education institutions to ensure that students are attracted to different specialisations to align with the labor market needs and UAE's future human development plans.
Introduction
The National Educational System
The development Pillars of The National Educational System

- UAE Constitution
- UAE 2021 Vision
- UAE Centennial 2071
- The UAE’s Strategy of Future Outlook
- Advanced Skills Strategy
- The National Innovation Strategy
- UAE Strategy for Artificial Intelligence
- Emirates strategy for the fourth industrial revolution
- Government Excellence System
- National Reading Strategy
- Smart UAE Government Initiative
- The National Strategy for Motherhood and Childhood 2017 - 2021
- The National Tolerance Program
- The National Youth Empowerment Strategy
United in Responsibility
Cohesive society and preserved identity.

United in Destiny
Safe community and fair judiciary system

United in Prosperity
• World class educational system.
• World class healthcare.
• Sustainable environment and comprehensive infrastructure.

United in Knowledge
Competitive knowledge economy.

PISA
Among the top 20 countries

TIMSS
Among the top 15 countries

Secondary School Graduation Rate
98%

Enrollment Rate in kindergartens (public and private)
95%

Expenditure on Research and Development as a percentage of GDP
1.5%

Percentage of Students with Advanced Skills in Arabic
90%

Percentage of Schools with High-Quality Teachers
100%

Percentage of Schools with Highly Effective School Leadership
100%

Enrollment Rate in Foundation Year
0%
UAE Centennial 2071

- A comprehensive and long-term government work plan.
- Investment in an education that focuses on advanced technology.
- Building a system of Emirati moral values that are instilled in future generations.
- Increasing the level of productivity in the national economy.
- Promoting social cohesion.

Education for the Future

A government with a future outlook

Diversified knowledge economy

A more cohesive society
1 The best in the world.
2 Supporting the continuous education system.
3 Education system.
4 Positive morals and values.
5 Empowering students' skills to become the best ambassadors (Diplomacy).
6 Open minds that are knowledgeable of global expertise.
7 Build professional values and morals.
8 Build leadership skills in education.
9 Focus on programming.
10 Instilling positive and Emirati morals.
11 Exchanging experiences with the best educational systems in the world.
12 Discovering individual skills and talents.
13 Future Curricula.
14 Converting schools to incubators of entrepreneurship and innovation.
15 Focusing on Applied education.
16 Promoting the principles of community services and volunteering.
17 History of the countries, their cultures and languages.
18 Developing sport programs.
19 Focusing on the specialties of advanced science and technology, space, engineering, innovation, medical and health sciences, arts, design and humanities.
20 Educational institutes are smart and are global knowledge and research centers.
21 Redirection of scholarships to be focused on needed specialties.
Education and the Future

Instilling moral values and positive trends.

Creating minds that are open to the expertise of advanced countries, by teaching students the history, culture and civilisations of other countries in addition to teaching them new languages like; Japanese, Chinese and Korean.

Enhancing the level of teaching science and advanced technology.

Raising the level of professionalism in educational institutes.

Enabling schools to be incubators of entrepreneurship and innovation.

Discovering the individual talents of students in early educational stages.

The presence of Emirati Universities on the list of the world’s top universities, which attract students, academics and researchers from different parts of the world.

Enhancing the integrated and continuous education system.
The government of the United Arab Emirates has taken a set of procedures and decisions related to the educational system in the country, as an essential step for the transition from an economy that is oil-dependent and reliant on traditional sectors, to a knowledge economy which depends on knowledge generation, employment and transmission, in addition to innovation and entrepreneurship.

Merging the Ministry of Education and the Ministry of Higher Education into one Ministry managed by three ministers, that are responsible for educational planning and managing from the early childhood stage until the completion of all levels, in order to unify efforts and policies, rationalize the financial and human resources, and bridge the gap between the output of general and higher education and the labor marker needs.

Development of a comprehensive national school framework with international standard specifications, called (The Emirati School), and generalizing it at the country level.
Vision:
Innovative education for a knowledge-based, pioneering, and global society.

Mission:
Development of an innovative Educational System for a knowledge-based and global competitive society that includes all age groups, to meet future labor market demand by ensuring the quality of the ministry of education outputs and providing the best services for internal and external customers.
Ministry of Education Strategic Objectives

Ensuring inclusive quality education including pre-school education.

Achieving excellent leadership and educational efficiencies.

Ensuring the quality, efficiency and good governance of the educational and institutional performance.

Ensuring safe, supportive and challenging learning environments.

Attracting and preparing students to enroll in higher education internally and externally, in alignment with labor market needs.

Strengthening the capacity for scientific research and innovation, in accordance with global quality, efficiency and transparency standards.

Provision of administrative services in accordance with the quality, efficiency and transparency standards.

Establishing a culture of innovation in an institutional working environment.
General Education

The Emirati school
"The Emirati School" is the National Education System in the UAE, aiming to achieve effective and quality education that matches the aspirations and future vision of the country.
The Emirati School: A comprehensive developmental bundle that includes all the aspects of public education, including:

- Educational Ladder and the Learning Paths
- Evaluation
- Smart Learning
- Curricula
- Quality and Monitoring
- Teaching
- Extra-Curriculum Activities

Developing the capacity of graduates to compete in the public and private labor market, and cope with the changes in the global labor market.

Relying on modern and developed scientific curricula, aimed to provide students with advanced thinking skills.

Enhancing the efficiency and effectiveness of education, learning, and evaluation.

Will continue to make fundamental change in the pillars and structure of education in the country.
The Emirati School Graduate

Graduate Profile

Personality
- Sincere.
- Has Leadership skills.
- self-Confident.
- Passionate for knowledge.

knowledge
- Effective in the knowledge community in all its dimensions; traditional, contemporary and conceptual.

skills
- Creative thinker.
- Collaborator.
- Bilingual.
- Technology Literate.
The Emirati School

- Distinct Leadership
- An Attractive and Modern school Environment.
- Guardianship and Support for Students
- Extracurricular Activities
- Community Partnership
- Teaching
- Curricula
- Assessment
Early Childhood

The Emirati School
Preschool stage includes any form of education and organised care for children from birth until the age of 6.
Investing in childcare and education at the early childhood stage is a strategic choice for a better future, for our children and our country.

Studies and research confirm that developments in the early stage of childhood have an impact on forming mental capabilities, building personality, acquiring social behavior and academic progress.

Studies and research confirm that development at an early stage has a vital role in shaping mental abilities, development of personality, learning social behavior and academic progress.

Learning is a concept that is not related to a specific age or school environment; the child’s ability to learn begins from the moment of birth.

Early childhood development has a holistic, integrated nature, which must be taken into consideration with all its aspects. Cooperation between all related systems, especially family, is needed to ensure achievement of the agreed goals and targets.
The pioneering national development in the UAE includes the development of national curricula, in order to change the learning process from memorizing and indoctrination to critical thinking and practical abilities, and the provision of all children with the essential modern skills and knowledge. The Kindergarten framework document is aligned with this vision, which has been developed to support kindergarten teachers and principals in the application of effective practices, to ensure the continuous development of all children in the UAE.

The kindergarten curriculum framework sets standards and expectations related to the teaching and learning process, and to giving the children the opportunity to benefit from a developmentally appropriate, integrated and supportive approach, through which children are given the opportunity to build their own knowledge through active learning in meaningful learning contexts. The successful implementation of the framework aims to improve the quality of education at early stages, raising the standards of teaching and learning, ensuring consistency between schools and equal opportunities for all children. The practice guide also provides examples of how to translate guidelines into practices.
Early Childhood Curriculum Management work plan 3P's

- Defining a national model for educational care and services.
  - Raising the efficiency of the workforce of early childhood care and education.
  - Developing a development framework for educational outcomes 0-8.
  - Improving the quality of care and education services.
  - Establishing a quality assurance system.
  - Following up on the children's progress.
  - Creating a language acquisition model.

- Updating laws and regulations.
  - Updating legislations.
  - Developing the implementation framework.
  - Creating a framework to maintain the laws.
  - Managing data collection and analysis.

- Establishing parenting support services.
  - Organizing awareness campaigns for parents and community.
  - Establishing a community center for early childhood.
Early Childhood- Nurseries Development

Academic plan for each nursery
Investor Guide
Evaluations and Field Visits

Nurseries Development is being carried out in cooperation with:

- Ministry of Health
- Civil Defense
- Municipalities
Early Childhood (age 0-4) - Evaluation

Types of Knowledge/ Skills being evaluated:

- Emotional development: relationships and sense of self.
- Relationships with other children.
- Understanding and Communicating.
- Exploration and Problem solving.
- Movement and coordination.

Growth Areas and Learning Goals:
The following developmental standards form a basis for organizing the forms of care and education in this stage, which contributes to the child’s comprehensive growth, and fulfills the expectations of knowledge and skills.

The development of social skills to achieve personal and psychological development, allowing children gain confidence, cooperation and participation skills, and helping them in developing their playing skills and teaching them to respect adults and engage with them.

Developing the skills of synergy, balance, lightness and fitness for children through developing their big and small muscles. Children are also provided with activities which link the right and left sides of the brain in order to develop their mental skills. Children also learn about healthy habits and the importance of maintaining their bodies.

Children acquire the skills to become independent, and take care of themselves and belongings, they also start to learn the consequences of their behavior and the feeling of pride and achievement when talking about their work. Children also learn to express their feelings about belonging to a small or extended family, city, homeland and big world. They learn the acceptable behavior in each affiliation circle, and they learn how to describe themselves, the ways in which they differ and meet others.

Children learn different ways of expressing themselves and their feelings through art, crafts, music, rhythmic dance and role playing.

Providing children with basic language skills: Expressing their ideas and feelings orally, and starting to learn pre-reading and pre-writing skills, listening and following instructions.

Children learn the basic mathematical skills: classification, measurements, counting, shapes and symbols and how to build and design them, they also learn how to explore the world around them and the ways to search for information in response to their many questions, through simplified steps of the scientific method. They also learn how to plan joint projects that are suitable for children's interest and understanding of reality.
Early Childhood - Kindergarten (Curriculum)

Person, Psychological and Social Development:
Learning methods, Personal, psychological and social development, Islamic and moral education.

Cognitive Development:
Science, mathematics, computer science, linguistic concepts.

Language Development:
Arabic language, English language, visual art (creative expression).

Physical Development:
Health and physical education and Physical development.
The main elements of early childhood curriculum were defined as follow:

- **Curriculum Philosophy**
- **Learning Outcomes**
- **Teaching Methods**
- **Evaluation**
- **Classroom Environment**
Educational field supporting documents

- Kindergarten curriculum framework
- Practices guideline
- Monthly releases and supportive materials for teaching and learning process
Curriculum and Educational field support documents aim to enhance the following:

- Teachers’ understanding of the way children learn and their progression in the acquisition of skills.
- Enabling teachers to understand the curriculum philosophy, and how to teach children in an integrative way, and provide unique learning that can develop children's skills in problem solving, learning from their mistakes and the determination and perseverance to find new ways.
- Teachers' understanding of children's capabilities and potential in every aspect of growth.
- Teacher's ability to plan educational activities in a motivational class environment, and to use all available resources to satisfy children's curiosity, stimulate their interests and take advantage of unplanned educational opportunities to develop their skills.
Development of the framework of kindergarten curriculum.

Cooperation with federal and local authorities, experts and stakeholders was implemented to prepare a comprehensive curriculum framework that integrates all aspects of children’s care and education at this stage, drawing on the latest scientific studies and global best practices in this field in alignment with state’s vision and strategy.

Kindergarten curriculum framework and the practices guide include:

- Basic principles of early childhood education.
- Learning overview.
- How to facilitate an active and integrated learning process.
- Psychological and physical learning environment.
- Planning and evaluation of learning.
- Empowering all learners regardless of their abilities.
- Learning in cooperation with parents and the local community.
- Effective practices application strategy.
- Qualifications, skills and personal characteristics of kindergarten teachers.
Curriculum application supportive documents include the following:

- **Planning:**
  - Practical activities for large and small groups in addition to learning pillars.
  - Resources package to implement the proposed plan.

- **Home Booklets:**
  - Activities that encourage parents’ participation in the learning process of their children.
  - Messages to ensure parents’ review of the expectations plan that is set for a child in a specific period of time.

- **School Books:**
  - Activities that cover all learning aspects.
Early Childhood- Evaluation Policy for Children Development

- Collecting accurate data on children's development, using multiple evaluation tools; which helps to improve the quality of educational programs and observe children's development in emotional, cognitive and social aspects.

- Study of the evaluation systems for the same age group in different countries.

- Implementation of a plan for a three-level evaluation system: Continuous, diagnostic and standard.

- Providing descriptive performance indicators of three levels for every major skill.

- Defining the most important skills to be evaluated at the end of each class and its relationship with first grade.

- Designing an electronic system to monitor children's skills.

- Issuing a skills development report for each child.

- Early intervention and survey tools: (age and stage questionnaire) managed by parents, health specialists, community development personnel, care providers and teachers.
Early Childhood- Early Evaluation

- **Survey Evaluation**
  - 0-6 (age and stages questionnaires), managed by parents, health specialists, community development personnel, care providers and teachers

- **Homeschooling services**
  - All children in center 0-6, Curriculum (Al Manhal as a platform for all 0-6 centers)

- **N-Center Educational Services**

- **Continuous evaluation based on curriculum**

- **Efficiency test to evaluate the program and its readiness**
  - A sample of children in school- KG 2
  - A standardised proficiency test unrelated to the curriculum
Kindergarten curriculum is being taught in alignment with children’s learning methods, children learn through active participation, and by following a comprehensive approach in specific contexts.

➢ Kindergarten’s study plan is represented in a comprehensive school day, which provides opportunities for children to learn actively, and play is supported by the suitable school day schedule for the age group, helping in the comprehensive development of children.

➢ The comprehensive approach supports children's development and learning, by providing them with a balanced set of learning experiences, directed by adults or proposed by children.

➢ A typical classroom day in kindergarten includes the following elements:
  ✓ Big group time/ Teachers support learning by planning activities targeting the whole class, such as: The presentation of a concept, story telling, and reflection period.
  ✓ Group time/ Teachers support learning through planned activities.
  ✓ Play activities suggested by children, children participate in play and learn activities, either individually or with peers and teachers at learning centers.

➢ These elements are combined together to create a daily routine that has a clear but flexible structure. The periods are adjusted according to the agreed plan, target learning outcomes, and the children’s needs and degree of response.

➢ Visual daily schedules are used in the classroom to provide children with visual examples of the daily routine, enabling them to perceive what is expected of them, and encouraging the desired behaviors and the feeling of emotional safety.
Measures to raise the competencies of the Educational Field:

1. School support visits by childhood experts
2. Amendment of job descriptions, and the creation of kindergarten-specific framework
3. Amendment of the teachers' performance evaluation policy to reflect the required tasks
4. Teachers and school leaders training
5. Training the trainers program
Early Childhood- Pillars for Educating, Supporting and Training Parents

The pillars of Educating and Training materials

- Recognizing children's growth stages and the way they develop their skills
- Knowing how to recognize the interest of children and their level of intelligence
- Games and resources that need be provided at home
- How to play with children and the importance of being partners in playing
- Providing connections with the past through grandparents and heritage games
Activity cards for parents with children from age 0 to 4.

Age groups:

- 0-3 months
- 3-6 months
- 6-9 months
- 9-12 months
- 12-18 months
- 18 months
- 2 years
- 2-3 years
- 3-4 years

Example:

Physical Development 18-24 Months

Fun with pompons:

Make or buy different sizes of pompons. Cut a hole/s in a container or box and ask your child to push the pompons though the hole/s. Open the lid, empty them out and repeat.

Alternative: Use other small items.

Caution: Watch your child careful as they may try to swallow small items.

Physical Development 18-24 Months

I am learning....

To develop the small muscles in my hands and fingers. I am developing my pincer grip and exercising the muscles in my fingers to make them stronger.

A total of 208 activities
Basic Education:
First and Second Cycle

The Emirati school
The first cycle of basic education is equal to the first level of ISCED system, while the second cycle of basic education is equal to the second level of ISCED system.
* The International Standard Classification of Education.
First Cycle - Learning Outcomes

- Students use their mathematic and scientific knowledge in solving mathematical problems, demonstrating their abilities in conclusion, connectivity, analysis, and evaluation.

- Students can solve numerical problems related to mathematics and electronic programming.

- Students can conduct applied projects employing their knowledge and linguistic, mathematical, technical, and artistic skills within an integrated and compact framework.

- Students can express their thoughts, feelings and aspirations, through language and arts like; theater, music and visual arts, showing their artistic taste.

- Students can practice activities that empower personal aspects related to self understanding and management.

- Students acquire basic skills of correct and fluent reading, in addition to a suitable linguistic knowledge base on the level of lexicon and linguistic structure, and employ it in understanding the academic texts they learn in Arabic and English, and they acquire the ability to express themselves and speak confidently in Arabic and English.

- Students show their love and loyalty for their country, pride of their religion, culture and heritage, believe in themselves, and participate in building their country and protecting it.

- Students use their knowledge of values and ethics in their interactions with others inside and outside the school.

- Students use their scientific knowledge to maintain their health and fitness, and to follow a healthy diet.
Second Cycle- Learning Outcomes

- Students apply analysis skills and reading behind the lines, through the examination of opinions and ideas, and distinguishing between them according to sensible and scientific data.

- Students apply scientific, mathematics and technical knowledge in solving issues and problems, and invest that in the implementation of integrated projects.

- Experimentation and discovery are mainly based on understanding scientific subjects. And students invest the information to maintain the environment and its components.

- Students employ electronic programming concepts in design, depending on the rules of design and innovation.

- Students adopt a healthy lifestyle related to fitness and physical health.

- By the end of the second cycle, students have different strategies to apply on reading several Arabic and English texts, understanding, analyzing, summarizing, then presenting them. Students have a rich lexicon, coherent linguistic knowledge, research tools and skills, the ability to link between their knowledge and their produced texts, and the ability to debate and interact in different situations in a level that reflects a clear growth in their vision and way of thinking.

- Students communicate with their friends and community in an efficient way, applying their linguistic knowledge and skills in Arabic and English, and their skills in presentation.

- Students apply the moral values they learned in their words, actions, dealings with others, and show loyalty to their country, deriving from their study of religion, customs, traditions and social science.
Third Cycle: Secondary School

The Emirati school
Technical and Vocational Track

Academic track includes grades 9-12, equal to the third level of ISCED.
* The International Standard Classification of Education.

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The Emirati School provides a set of academic and technical/vocational track in the secondary education stage, which provide multiple opportunities for students to enroll in accordance with their capabilities and preferences.

**Academic Track:**

- **Elite Stream**
  - An extended stream of the basic education stage, based on advanced scientific basis.

- **Advanced Stream**
  - Based on a general cultural base and a deep scientific base, which qualify graduates to study Science, Engineering and Medicine.

- **General Stream**
  - Based on general cultural and scientific bases, which qualify graduates to study Applied sciences.

**Technical/Vocational Track:**

- Advanced Technical track / Applied Technology High schools.
- General Technical / Secondary Technical Schools.
- Applied Stream.

Specialised academies.
Students invest their knowledge, scientific and technical skills in planning and managing their projects, in a way that highlights the complementarity between science an art.

Students communicate with their surroundings using various communication tools, with an efficiency and ability of persuasion that is demonstrated in the level of their oral and written presentations in Arabic and other languages.

Students show self-management ability, planning skills and different personal and life skills, that help them to live efficiently in a society that encourages sustainability.

Students choose their academic path according to facts related to their future their scientific and professional plans, and their achievement level in the required materials of the chosen path.

Students invest the available academic opportunities to gain access to universities and higher education in the most prestigious educational institutes in the world.

Students acquire Scientific, sports, cultural and ethical skills, in addition to a set of linguistics, scientific tools and intellectual tools, that qualify them to deal with literature and intellectual texts, in terms of understanding, analysis, critique and accountability, and the distinction of ideas in terms of health and corruption, applying logical reasoning, reading meanings and secondary thoughts in transcendent texts. Students also acquire a rich linguistic lexicon, reflecting the practice of the four language skills in different situations and for different recipients, and an ability to persuade and communicate that reflects the maturity in students' vision and thoughts.

Students adopt an entrepreneurial thought pattern that is based on innovation and creativity, believing that knowledge is humanitarian.

Students practice the principles of good citizenship, confirming their central and influential role in maintaining the country's gaining, and participating in the entrepreneurial move.

Students can form relationships, and link mathematical, engineering and scientific concepts and apply them to solve mathematical problems.

Students use logical and mathematical reasoning skills to prove everything that needs to be proven.
Third Cycle: Secondary School

Academic track

The Emirati school
Third Cycle: Academic Track
Elite Stream
Advanced Science Program

The Emirati school
The Elite Stream is a special stream designed for academically excelling students in science and mathematics and particular.

This stream aims at creating an educational environment which is capable of preparing an excellent generation of scientists, engineers, doctors and future leaders, who have deep knowledge and diversity skills to contribute in building a strong economy that is based on knowledge, in alignment with the vision and aspirations of the UAE.

After completing Elite stream, students compete to study in the best local and international universities.
The Elite Stream starts from grade 5 till grade 12; students in the second cycle study the Pre AP curriculum, in order to prepare them well in Mathematics and science, in addition to Arabic and English languages.

Third cycle students study the advanced AP curriculum, in cooperation with the American (The College Board) institute, which gives students the opportunities to acquire the required experience and skills.

Advanced English: designed to raise students proficiency levels in the English language; students are one level ahead of their peers in other streams.

Focuses on science and mathematics and supports scientific experiments to develop analytical and logical thinking skills and problem solving. Excellent students will be able to study AP- Capstone subject- research project.

The Elite stream students are expected to do three Advanced level tests which are: (AP) Math AB, Physics B/C, and chemistry.

Students choose one of the two optional subjects; Biology: for students who wish to pursue their university studies in medicine or related fields, or Statistics: for students who prefer engineering specialties.
Elite Stream - Criteria

01 Enrollment application from student's guardian.

02 Evaluation test in:
- Arabic and English languages.
- Mathematics.
- Science
- Problem solving skills.
- IQ test.

03 An interview to ensure that this stream is the right choice for the student's future.

04 Student admission committee's decision based on the previous stages and the student's result at the end of the year.
In Addition to the EmSAT exam, The Elite Stream program prepares students for a number of International tests.
Moe Capstone is one of the most prominent programs for Elite stream students. The first of the most important means of qualifying students in the 11th and 12th grades for universities, since it establishes the principles of scientific research and also paves the way for higher studies.

Moe Capstone implements the best international standards as it is inspired by the College Board's AP Capstone Advanced Science Program. But MOE Capstone takes the UAE's National Innovation Strategy as a foundation for selecting scientific research topics to be studied in grades 11 and 12.

Moe Capstone focuses on the basics of scientific research by introducing students to critical thinking, preparing scientific reviews, and selecting and documenting reliable scientific references and using scientific resources programs that enable them to conduct scientific research smoothly.

The program provides students with an opportunity to be creative by allowing them to choose their own research topic on the pillars of the National Strategy for Innovation, students work in groups under the supervision of the subject teacher and a UAE university professor to complete scientific research within the specified time period.

Students in grade 11 prepare plans that include Risk assessments and requirement lists and prepare feasibility studies for their scientific research and examine the practicality of their application. Students complete with the help of their supervisors a detailed report of their 12th grade work plan to put their research project into practice.

Students in the 12th grade begin to prepare for the implementation of the research project by learning the basics of technology that will help them complete the project and get a product that reflects their research plan. Students present their scientific research, plans, results, and conclusions, and compare them with their initial plans and then present the applied scientific project at the end of the year.
Various tools and educational resources are provided to teachers in order to support them while teaching students in the Elite stream, as well as supporting students to be fully prepared for the high level of exams scheduled in this stream.

Teachers are supported with the "Curriculum Guide". The guide provides suggested educational resources and assignments, test questions and lesson ideas, through the Academic Support Unit. The Curriculum Guide helps both the curriculum department and the teachers in working together to ensure the best results for students.

Teachers follow up program in the Elite stream provides direct online support, to ensure the best pedagogical practices. This program connects the stream’s teachers who wish to develop their teaching skills with those who have a lot of educational experience and a deep knowledge of the material or content. This program helps teachers regardless of their location, so that they feel that they are part of a larger team.
Third Cycle: Academic track

Advanced Stream
Advanced Stream

- Getting a preparation that deals with the cognitive depth of scientific subjects; mathematics, Chemistry, physics and biology. Which qualifies students for engineering, scientific and medical specialisations.

- The inclusion of STREAM standards in school subjects, which ensures the full understanding of mathematics and science, and enhances the students' ability to find the relationships and link and employ mathematical engineering and scientific concepts in solving problems.

- Physics and biology are taught in the English language in advanced 9 grade, as for the mathematics it is taught in English for grades 9 and 10.
Third Cycle: Academic track
General Stream

The Emirati school
General Stream

- Qualifying students for higher education requirements and the competitive job market, in alignment with the UAE's educational policy and goals, sustainable development requirements and future needs.

- Studying the basic scientific subjects, in order to enable students to enroll in some applied science specialisations at the university.

- Focusing on the applied side of mathematics while ensuring the depth of knowledge.

- Studying of other languages like French, Chinese and Japanese. Courses are taught in school language clubs during the extracurricular activities' classes, by specialised language teachers.

- Studying Business Administration (in English) for grades 9&10, along with emphasis on entrepreneurial projects and work, to prepare students for the labor market.

- Studying Arts in all grades, including: Visual art, Drama and Music.

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The basic common subjects:
- Arabic Language/ Islamic Education
- English Language
- Social Studies and National Education./ Moral Education

General Stream Subjects:
- Mathematics*
- Physics*
- Chemistry*
- Biology*
- Computer Science
- Creative design And Innovation
- Business Management

* these subjects were designed to focus on the applied side.
Third Cycle: Academic track

Specialised Academies
The Overall Goal

Preparing Islamic religious law students, who are able to practice the imamate, rhetoric, memorisation of the noble Qur’an, and pursuing university degrees and higher education to work in leading the religious discourses in the country.

Main Goals

○ Empowering students in Islamic religious law and qualifying them in the field of Islamic Culture.

○ Inculcating human values in the Academy students, and raising them on ethics, in order for them to be role models in their behaviors.

○ Immunizing students with the intellectual tools that prevent them from being trapped in deviant currents and extreme ideas.

○ Preparing academic graduates for scientific building, and pursuing precise specialisations, to be qualified in jobs that require more knowledge and specialisation.

○ Focusing on skillful training and professional preparation for some religious functions and field practices.

○ Linking students with the Emirati culture and national identity, to consider it as the main pillar of their educational and professional career.

○ Giving the students the ability to balance and align between religion teaching and reality, and to combine between originality and contemporary in thinking, behavior and professional work.
The Academy of Islamic Culture - Partners

Areas of cooperation:

- Setting the features of Islamic Culture Academy’s graduates.
- Determining the skills that academies’ students need to get involved in Mohammad V University without the need of the foundation year.
- Adopting the Curricula and the supporting resources.
- Building the Islamic Culture curricula pillars.

General Authority of Islamic Affairs and Endowments, Mohammed V University.
Goal:
Identifying sport talents and nurturing them.

Mission:
Creating an excellent learning and training environment for Emirati students who have exceptional sport talents.
The Academy of Sport Sciences is designed according to the best international standards, and it is managed by specialised team in sport science. Students receive high quality of sport training through a group of individual and team sport activities.

- Providing students with curricula and support to develop their theoretical knowledge and skills in the subject of sports science.
- Students receive professional sport training in individual and team sports.
- Strengthening ties with sport clubs, which provide students with bigger opportunities.
- Students will be better prepared to join the higher education institutes (special sports qualifications).
- Access to international sports scholarships.
Sports Science Academy

Individual Sports
- Running
- Jumping
- Discus Throwing

Olympic Track
- Athletics

Supporting Sports Talent
- Handball
- Football
- Rugby
- Basketball
- Cycling
Sports Science Academy

- A curriculum that is aligned with international standards.
- Applying all aspects of the program through a specialised team.
- Students study the same basic subjects as the general and advanced tracks.
- In addition to the core courses, students study a wide range of academic and practical sports science's subjects.
- Practical lessons include training conducted by sports teachers and professional sports coaches.
- Students are given the opportunity to participate in a range of sports competitions whether individually or as part of a team.

Main Courses:

- Science (Physics, Chemistry and Biology)
- Mathematics
- English Language
- Arabic Language/ Islamic Education
- Social Studies and National Education
- Computer Science

Sports Science Subjects:

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic human movement</td>
<td>Training and fitness</td>
<td>Anatomy and Physiology</td>
<td>Applied anatomy and organs functions</td>
</tr>
<tr>
<td>Fitness test</td>
<td>Healthy lifestyle</td>
<td>Sports fitness test</td>
<td>Sports biomechanics</td>
</tr>
<tr>
<td>Fitness exercises</td>
<td>Team sports</td>
<td>Team sports development</td>
<td>Excellence in Practical sports</td>
</tr>
<tr>
<td>Participating in team sports</td>
<td>Sports training</td>
<td>Sports injuries and diseases</td>
<td>Athletics lifestyle</td>
</tr>
<tr>
<td>Performance analysis</td>
<td>Individual sports</td>
<td>Individual sports development</td>
<td>Emirati sports heritage</td>
</tr>
<tr>
<td>Individual sports</td>
<td>Sports as a business</td>
<td>Introduction to sports psychology</td>
<td>Work in sports science</td>
</tr>
</tbody>
</table>
Sports Science Academy - Students selection

- From the first cycle, all students receive part of the talent identification lessons. A database has been created, which contains potential athletes from students all over UAE.

- Students are directed through the "Future stars" program, and the test is repeated every semester to ensure the database is up to date.

According to the sport test database, students can be directed and chosen to practice specific sports. For example:
- Sharing the information with sports clubs to provide us with the points that need to be developed.
- Performance development suggestions during individual training sessions.
- Training suggestions for the trainees and training clubs.
- Rescheduling test timing.
Creative Arts Academy

Goal:

Empowering students to enhance their creativity and artistic talents, in alignment with the Emirati School model, that focuses on developing students' skills and their ability to communicate and innovate.

Mission:

Establishing a world-class academy, to lead our students in discovering and expressing themselves, which prepares them to study and work in the field of Creative Arts.
Creative Arts Academy

Working closely with a group of partners in the field of creative arts, in order to provide learning and development opportunities for students' experiences and to develop teachers' practices.

The Academy consists of three sections: visual arts, Drama (theater) and music.

Students study the same basic subjects as the advanced and general academic tracks, allowing them to enroll in universities, in any field compatible with the outcomes of these tracks.

UAE is seeking to expand and reinforce arts and cultural industries sector, which will increase the demand for well-trained youth in the fields of culture and arts.
Creative Arts Academy

- 9th grade students' study three sections: visual arts, theater and music.
- Students specialise in one section of creative arts starting from 10th grade.
- Students in grades 10-12, study the basic subjects of their chosen specialisation, with the ability to choose from a number of optional subjects: visual arts, theater and music.
- Students study all subjects in interconnected contexts among the various art forms and culture.
- Study subjects are integrated to support students' creative arts choices.
- Creative arts academy students get the same certificate and choices of the students in the General and Advanced tracks, along with the added value of creative arts input.

Main Courses:

- Science (Physics, Chemistry and Biology)
- Mathematics
- English Language
- Arabic Language/ Islamic Education
- Social Studies and National Education/ Moral Education
- Computer Science

A wide range of basic and optional subjects in creative arts

Visual Arts  Music  Theater
The collaboration with the institutions concerned with arts is one of the prominent pillars of the creative arts academy, which provides students with the opportunity to explore, practice and enhance experiences.

Some partners:
The agriculture academy was created to meet the needs of students who wish to enroll in agriculture and livestock specialisation, in order to qualify them to become specialised professionals in agricultural engineering and veterinary medicine, and thus contribute to achieving the ambitious vision of the UAE in the agricultural sector.

The academy aims to meet the requirements of the labor market and recruitment in agriculture with its two sections: Plant production and animals, in the public or the private sectors.

Graduating highly qualified cadres with knowledge of all the basics of agricultural science, who are able to provide innovative solutions, and stay up to date with new developments in the agricultural sector worldwide.

The academy supports the Emirati advanced School model, which is based on developing students' skills and abilities to communicate and innovate, and enhance their sense of commitment to their homeland, keeping pace with the challenges of higher education and labor market requirements in the 21st century.
Academy of Agricultural Sciences Strategy

Instilling theoretical knowledge and developing practical skills.

Focusing on the preparation of students and qualifying them to get involved in the labor market, and producing a workforce that is able to contribute to a knowledge economy community.

Acquiring the International accreditations of agriculture qualifications in the Ministry.

The possibility of having the accreditation of some study hours in the post-secondary stage.
Starting from grade 9, students study the same core subjects as in the general and advanced tracks, in addition to Agriculture science subjects. In grade 9, students study introductory comprehensive units in agriculture specialised skills, then they can choose their specialisation starting from grade 10.

Students must complete 120 hours of practical experience per year, in a certified farm or research center. This experience allows students to apply their knowledge and skills, and develop their expertise in the agriculture field.

Main Courses:
- Science (Physics, Chemistry and Biology)
- Mathematics
- English Language
- Arabic Language/ Islamic Education
- Social Studies and National Education/ Moral Education
- Computer Science

Agriculture science subjects:
- Botany
- Zoology
- Food science
Academy of Agricultural Sciences- Intended benefits in the Agricultural field

Raising an Emirati generation that is knowledgeable of the challenges in agriculture in general, and capable of finding innovative and creative solutions to contribute to pushing and developing the agricultural sector in the country.

Preserving the national wealth of palm trees and dates, and improving it through the application of organic cultivation of palm trees, and studying genetic engineering of dates, in order to improve them and find the best way to market and export them.

Reclamation of agricultural land and spreading community awareness; in order to start with investments in agricultural projects, which contribute to availing reliable sources of income, establishing self sufficiency and supporting the country's economy and domestic income.

Ease of handling the transfer and development of agricultural technologies, pest control techniques, food production development, aqua-farming technologies and others, which lead to achieving food security for the country.

Promoting the concepts of agriculture sustainability, professional health and safety in the food sector, and preserving the environment, among students.
Academy of Agricultural Sciences- Intended benefits in the Animal Production benefits

Spreading societal awareness about the importance of fishery resources, and the development of fish farming techniques, considering their importance for the country’s food security.

Preserving the originality of breeding camels, deer, hawks, and horses and using the best practices of crossbreeding to improve off-spring and obtain disease-resistant strains which are able to adapt to environmental changes.

The application of modern technologies in livestock breeding: poultry, sheep, cows etc...

Contributing to the integration of the different farm sections, based on the logic of biodiversity, which relies on real organic farming to enhance sustainability.

Strengthening the basics of preventive medicine, veterinary immunisation, and health and safety in laboratories and slaughterhouses.
The agriculture academy certificate is equal to general and advanced tracks certificates.

Graduates from the academy can apply in any of the specialisations that graduates from general and advanced track can enroll, in addition to the possibility of joining the collage of food and agriculture at Emirates University, or advanced livestock and agriculture collages.
In line with the UAE National Agenda by:

- Graduating UAE cadres with professional competencies of international standards in aircraft maintenance.
- Availing multiple options for creative students in applied work.
- Increasing the demand by UAE citizens on applied work
- Achieving the UAE vision in the field of aircraft maintenance.
Aircraft Maintenance Academy

- Students study the core subjects according to the advanced track curriculum.

- Focus on the theoretical and practical aspects in the various aircraft maintenance classes, in order to ensure that the required knowledge is built and that students are able to develop practical and applied skills.

- The curriculum focuses on interactive learning with a focus on aircraft maintenance workshops.

- The curriculum provides a practical environment that simulates the demands of the labor market.

- Each student has a record of applied experience that can be used by technicians and engineers as a means of recording job assignments, experience and qualifications. This record can be used to confirm technical competence when applying for a license, exam or a job.

- Practical training is a compulsory requirement.

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**Core Subjects:**

- Physics, Chemistry and Biology
- Mathematics
- English Language
- Arabic Language/ Islamic Education
- Social Studies/ Moral Education

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**Aircraft Maintenance Subjects**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to the history of aviation</td>
<td>1. Aircraft maintenance workshops II.</td>
<td>1. Electronic systems and digital technologies I</td>
<td>1. The maintenance of jet engines I</td>
</tr>
<tr>
<td>2. The basics of Aviation Science.</td>
<td>2. The basics of aerodynamics II.</td>
<td>2. Electronic systems and digital technologies II.</td>
<td>2. The maintenance of Jet Engines II</td>
</tr>
<tr>
<td>3. The basics of air dynamics I.</td>
<td>3. Electricity principles II.</td>
<td>3. Aviation laws I.</td>
<td>3. The maintenance of aircraft structures and systems III.</td>
</tr>
<tr>
<td>5. Aircraft maintenance workshops I.</td>
<td>5. Aircraft maintenance workshops III</td>
<td>5. The maintenance of aircraft fuselage and systems II.</td>
<td>5. Aviation laws II.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Human factors</td>
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</tr>
</tbody>
</table>

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The Academy of Health Sciences

- The Academy of Health Sciences provides students with access to health-related professions, providing an attractive and comprehensive approach that develops students' passion for health sciences.

- The study at the Academy of Health Sciences is based on a curriculum and teaching methods that blend theoretical knowledge with practical application and focus on enhancing effective communication and leadership skills.

- Students from grade 9 onwards study six courses of health sciences.

- Working on developing the academy graduates' opportunities at relevant higher education institutions, to ensure that students have direct admission and hours accreditation in health sciences majors.
The Academy's curriculum covers a wide range of subjects: Biology, human anatomy and physiology, as well as first aid, nutrition, Physiotherapy and pharmaceutical science.

The curriculum aims to give students the required knowledge to enroll in university specialisations and to obtain a job in the health care field. There is also great focus on the study skills and personal development that prepare students for higher education and the labor market.

Students study the core subjects within the general track of the Emirati school.
The Academy of Food Science and Safety

o The Academy of Food Science and Safety offers a unique approach through applied learning in many food industry-related topics that are growing rapidly in the UAE.

o The Academy was designed to provide students with in-depth understanding and advanced skills in the following areas:

✓ Basic principles on food science and nutrition; This will enable students to connect various streams of science together.
✓ Food production engineering and associated processes, which will help students develop new and innovative products.
✓ Marketing and business in food-related industries, enabling students to market and sell their products if they choose to go to business in this area.
✓ Food safety and control; This will help students ensure that health and safety rules, regulations and procedures are followed.
✓ Cooking skills, which will help students understand the skills required to select chefs in the industry
The Academy of Food Science and Safety

- Students of the Academy of Food Sciences and Food Control will have the opportunity to experience the work environment, especially in major institutions such as the Abu Dhabi Food and Agriculture Safety Authority, hotels and tourist facilities in the country.

- Academy graduates will have many options, not just in the food industry. For this purpose, a unique combination of the academic knowledge of the general track, as well as applied knowledge of food science, business and control, has been provided.

- The Academy allows students to:

  - Work for a company or to establish its own business.
  - Work in a laboratory, supervisory department, or engineering facility.
  - Work in the field of Food control and inspection of various restaurants and hotels.
  - Work in the food industry.
  - Continue their university studies in food science or in other fields related to the general track of the Emirati school.
The Academy of Social Studies has been established to provide opportunities for the UAE youth to contribute to the community in sectors related to social studies, this will help promote sustainable economic development in the UAE.

Several other areas that are needed to achieve sustainable development in a way that ensures its Emiratisation:

- Preparing for outdoor service
  (The preparation of students in cultural studies, history, world studies, geography and languages)
- Studies and Cultural geography
- Workforce and economy planning
- Population studies
- Social studies and sociology
- Several other areas that are needed to achieve sustainable development in a way that ensures its Emiratisation
- Foreign Language and Language specialists (sensitive issues)
- Archeology and heritage specialists.
- Aspects related to Humanitarian aid, global security and analysis of global issues.
- Analyst/Researcher
Curriculum Plan

Providing students with the skills and competencies that qualify them to complete their university studies and to practice a distinguished career in social studies that are associated with future growth, in line with the UAE’s Sustainable Development Goals.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are evaluated when they finish the first semester in order to assess their talents in Social Sciences Academy's target materials. During the second semester, students are re-evaluated to confirm the recommendations of their teachers from the first semester. Students’ parents are interviewed, and an awareness session, that highlights the opportunities for their children if they successfully complete the Academy’s requirements, is held.</td>
<td></td>
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</tr>
<tr>
<td>In addition to the core subjects, students choose from the following specialised courses: Advanced social sciences, advanced geography, advanced history and foreign language (including Chinese, Russian, Korean, Japanese, French, German, Turkish, etc.).</td>
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</tr>
<tr>
<td>In addition to the core subjects, students select from the following specialised courses: Sociology, microeconomics, macroeconomics, advanced world geography, history of the developed world, political systems, cultural geography and foreign language.</td>
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</tr>
<tr>
<td>In addition to the core subjects, students based on their own interests, select from a range of intensive specialised courses in the following areas: Political studies, economics, cultural studies, languages, applied history, and archeology, among others.</td>
<td></td>
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</tr>
<tr>
<td>Researching students’ options of higher education, in line with the academic depth covered by the Academy of Social Sciences.</td>
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</tr>
</tbody>
</table>
Emergency Services Training Academy

• This academy will help students to develop their knowledge and understanding of the jobs available in the Emergency Services or Military. The Ministry of Education is working in collaboration with the Ministry of Interior to ensure what our students learn will better prepare them once they graduate.

• The academy is suited to students who are working towards a career in the Police, Fire, Ambulance or Military.

• It aims to develop the essential employability skills and personal qualities, needed for a successful entry to the Emergency Services or Military through a wide range of theoretical, fitness based and practical activities. Students will be provided with opportunities to apply all these skills and qualities in real and simulated work contexts. When our students graduate from the academy they will be better prepared both physically and intellectually for a successful entry to their chosen career.
Why Open An Emergency Services Training Academy?

- The Military and Emergency services is a well respected position within the UAE.
- A Positive impact on the economy and society.
- A future job that provides great benefits and continual training and support.
- The structure and curriculum outcomes of the academy provides students with transferable skills that can be applied to any future career path.
- Allowing students to gain specific applied knowledge before they leave school will enable students to achieve their highest potential within their career.
Benchmarks and progression after graduation

- The academy is working with the Security Services in the UAE such as the **police college** and **Ministry of interior** to ensure the academy best prepares you for these careers.

- The curriculum has also been validated by benchmarking the outcomes against international qualifications such as BTEC Level 3 Diploma.

- The academy is designed to meet the needs of students wishing to pursue a career in one of the Civil Security Services – The Police, Fire Service, Military, Customs and Excise - or the Security Services.

- The academy will help your entry to into a Career or can help you to gain entry to a suitable college or Higher Education Degree such as Crime, Deviance and Society, Policing and Criminal Investigation or Law (Criminology).
Third Cycle: Secondary Education

Career Technical Education Tracks
Third Cycle: Vocational and Technical Education Tracks
Advanced Technical, and General Technical Tracks
(Applied Technology High Schools Program)

The Emirati School
Since its foundation, the Applied Technology High school has brought a paradigm shift in applied technology education, aiming to empower Emirati students with academic and technical skills through practical context. The school links education with the real world, in order to prepare students to become prominent figures in their future career, and active members in the society, educated and confident, through effective training programs in the field of advanced technology that are introduced in partnership with the government and business community sector.

In order to implement Abu Dhabi Center for Technical and Vocational Education and Training policies, which take into account the needs of the local job market, Secondary Technical School was established with the aim of empowering Emirati special students who have passed grade 8, and have the competencies needed to lead the future development in UAE, through a continuous technical and vocational educational-based work environment, in partnership with the industrial and economic sectors.

In light of the rapid positive developments in the education sector of the UAE, and the diversity that has been witnessed in the national economy, these two educational institutions are restructuring the academic specialisations in the current academic year 2019-2020, through a wide merging process between them that aims to create an educational entity under the name "Applied Technology High school", which promotes mutual cooperation and has the ability to deal with these accelerating developments efficiently.
The merging between Applied Technology High school and secondary Technical school, offers several positive factors such as:

- The converging strategy in achieving the vision of "UAE Centennial 2071" with regards to ensuring the continuity of securing a better future for generations and raising the country's competitive status globally.
- The rich, extensive experience, and the cross educational activities' role in discovering talent, training minds, and forming manners.
- Common interest in the standard international benchmarks for all education programs as a way to develop performance and enforce entrepreneurship.
- Attention to the optimal usage of current educational resources and ensuring their development to meet the quantum leaps in education globally.
The ATHS system applies three programs of study that build on the capacity of Emirati students, Advanced Science Program/ Elite program, Advanced technical program and general technical program.

Close partnerships are established between higher education institutes and industrial sector, in order to open different opportunities for different programs' students.

Through the ATHS Core Program, students are offered academic core subjects combined with cluster-based courses that are customised in accordance with their interest and academic performance.

The ATHS adopt several international standards, and several standardised tests by independent institutes, to improve academic outcomes in the designed curricula.
Applied Technology High School- Advanced Science Program/ Elite Track

- The Institute of Applied Technology is a pioneer in establishing the Advanced Science Program in the affiliated Applied Technology High Schools in 2012. The program still attracts distinguished Emirati students in UAE.

- The Advanced Science Program (ASP) is a distinguished academic program that enforces the spirit of scientific research for students, and provides them with comprehensive learning experiences, that rely on math and science, and are supported with a variety of practical applications and laboratory experiments. The program refines the linguistic skills, and the key skills of the third millennium; Communication, cooperation, critique, creativity and innovation.

- Given the success witnessed by the Applied Science Program in the Applied Technology High Schools, it was adopted by the Emirati School ecosystem, and publicised among public schools in the country under the name "Elite Track".

  This program qualifies students to pass the EmSAT AP and SAT exams, allowing them to pass some subjects in the foundational year if they achieve high scores in these tests.
The enrollment percentage of the Advanced Science Program and the Advanced Technical Track students in higher education institutes.
- The enrollment percentage of the General Technical Track* students in higher education institutes.

*Students which have graduated from the Secondary Technical School before merging it with the Applied Technology High School.
Advanced Technical Track
(Applied Technology High Schools program)
The Advanced Technical Education Track offers "Unified Science and Knowledge" and "Technology Trends", which start from the 9th grade with simple subjects, then become more advanced in the next stages, to ensure excellent preparation for students when enrolling with higher education institutes.

Students are also offered the BTEC Extended Diploma according to their specialisations - Third level from the Council of Teaching Business Administration and Technology in the United Kingdom.
Stemming from their belief in the imperativeness of renewal, the Applied Technology High schools have focused during the academic year 2019-2020 on restructuring the academic specialties, in order to achieve the UAE 2021 vision, and prepare for the future by keeping pace with the developments of the labor market requirements, positioning its students effectively in the field of entrepreneurship and active contribution in the continuous development of the country.

Building on an evolutionary curriculum that utilizes global best practices; four new programs have been launched for the Technical Advanced Track.

Engineering and Innovation, Computing and Artificial Intelligence, Financial Management and Economics, and Health Sciences.
Technical Advanced Track - Applied Technology High school programs

Graduation Requirements - CTE Advanced Program:
A student in the CTE Advanced Program must complete:
- 7 credit hours of General courses, 15 credit hours of Core courses, 8 credit hours of CTE courses, with a total of 30 credit hours.
- A minimum of 100 Fazaa hours
- Standardised Emirates Exam EmSAT
- Standard Global Exams

Credit Hours Distribution:
- CTE Courses 27%
- General Courses 23%
- Core Courses 50%
The Engineering and Innovation program provides students with a wide range of well-designed subjects, to ensure their acquiring of the necessary knowledge, practical experience and advanced technology, to foster creativity and innovation, sharpen thinking skills and meet career requirements.

Students study the same basic subjects as the advanced academic track, allowing them to enroll in universities, in any field compatible with the outcomes of this track.

Upon successful completion of this program, students can follow their undergraduate studies in various engineering majors: electrical, mechanical, industrial, and Mechatronics, and follow various career paths including Power Engineering, Automation Engineering, Control and Devices Engineering, Software Engineering, Data Science, and Operation Engineering.
# Technical Advanced Track - Applied Technology High school programs - Engineering and Innovation

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
</table>
| 9th    | Creative Design  
Programming basics |
| 10th   | Introduction to Engineering drawing  
Engineering Materials  
Occupational health and safety |
| 11th   | Electrical Circuits fundamentals  
Electrical Circuits applications  
Industrial Automation  
Introduction to Engineering drawing  
Health, Safety & Environment  
Technical communication in Engineering |
| 12th   | Computer Aided 3D design  
Manufacturing and micro controller programming  
Mechanical engines and Engineering Materials Testing  
Basics of Electronics and its applications  
Robotics  
Electrical design and wiring  
Measurement and Control of Engineering Operations  
Graduation Project |

**Program Focus Courses:**
Technical Advanced Track- Applied Technology High school programs- Computing and Artificial Intelligence

- The Computing and artificial intelligence program allows students to practice a practical educational experience that would help them develop their professional work competencies through practical laboratories, simulations and interactive learning environments.

- The program offers a series of practical materials that provide students with the necessary knowledge, skills and competencies, to continue their education in the fields of computer science and engineering; including artificial intelligence, computer security and software engineering.

- Upon successful completion of this program, students can follow their undergraduate studies in various related majors: Computer engineering, computer science, software engineering, among others, and can pursue a career in a variety of specialties including: Artificial intelligence engineering, Business intelligence engineering, data Analysis, and Information technology.

- Students study the same basic subjects as the advanced academic track, allowing them to enroll in universities in any major compatible with the outcomes of this track.
## Technical Advanced Track- Applied Technology High school programs- Computing and Artificial Intelligence

### Program Focus Courses:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Creative Design</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Programming</td>
</tr>
<tr>
<td>10th</td>
<td>Artificial Intelligence Fundamentals</td>
</tr>
<tr>
<td></td>
<td>Artificial Intelligence Applications</td>
</tr>
<tr>
<td></td>
<td>Artificial Intelligence Advances</td>
</tr>
<tr>
<td>11th</td>
<td>Software Design Basics</td>
</tr>
<tr>
<td></td>
<td>Procedural Programming</td>
</tr>
<tr>
<td></td>
<td>Object Oriented Programming</td>
</tr>
<tr>
<td></td>
<td>Artificial Intelligence Principles</td>
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<td>Artificial Intelligence Applications</td>
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<td>Artificial Intelligence Advances</td>
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<td>Fundamental of Design Lab</td>
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<td>Procedural Programming Lab</td>
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<td>Object Oriented Programming Lab</td>
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<td>12th</td>
<td>Computer Networks</td>
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<td></td>
<td>Computer Security Principles</td>
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<tr>
<td></td>
<td>Web Page Design and Development</td>
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<td></td>
<td>Digital Application Development</td>
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<td></td>
<td>Graduation Project</td>
</tr>
</tbody>
</table>
Technical Advanced Track- Applied Technology High school programs-
Financial Administration and Economics

- Students are projected to a variety of special subjects like: marketing, economics, finance, and accounting, in addition to knowledge skills that aim to instill independence and responsibility in specific situations. The program was designed in order to develop students in the business environment and to help them in continuing their education.

- This program provides students with the necessary business skills, in order to provide the best financial services in the economic sector.

- Upon successful completion of this program, students can follow their undergraduate studies in various related majors: hotel management, Logistics Management, Finance and legal advisory and Notary public studies.

- Students study the same basic subjects as the advanced academic track, allowing them to enroll in universities in any field compatible with the outcomes of this track.
## Program Focus Courses:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Creative Design</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Programming</td>
</tr>
<tr>
<td>10th</td>
<td>The Business world</td>
</tr>
<tr>
<td></td>
<td>The Business Community</td>
</tr>
<tr>
<td></td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>
Technical Advanced Track- Applied Technology High school programs- Health Sciences

- The Health Sciences program aims at stimulating students' interest in science, through a wide range of interactive learning activities. The program also aims at providing students with practical knowledge in the fields of communication, medical laboratory practices, scientific research principles and technical reporting.

- Students study the same basic subjects as the advanced academic track, allowing them to enroll in universities in any field compatible with the outcomes of this track.

- Upon successful completion of this program, students can follow their undergraduate studies in various related majors in Medicine and health Sciences such as: Pharmaceutical studies, Bioengineering, Rehabilitation Engineering and Psychology.
## Technical Advanced Track - Applied Technology High school programs - Health Sciences

**Program Focus Courses:**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Creative design</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of programming</td>
</tr>
<tr>
<td>10th</td>
<td>Communication in the healthcare field</td>
</tr>
<tr>
<td></td>
<td>Legal and Ethical Responsibilities in Healthcare</td>
</tr>
<tr>
<td></td>
<td>Safety in Healthcare facilities</td>
</tr>
<tr>
<td>11th</td>
<td>Biochemistry in Health</td>
</tr>
<tr>
<td></td>
<td>Cell and Molecular Biology</td>
</tr>
<tr>
<td></td>
<td>Human Genetics</td>
</tr>
<tr>
<td></td>
<td>Human Anatomy</td>
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<tr>
<td></td>
<td>Physiological Systems</td>
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<td></td>
<td>Physiological coordination</td>
</tr>
<tr>
<td></td>
<td>Communication in the healthcare field</td>
</tr>
<tr>
<td></td>
<td>Legal and Ethical Responsibilities in Healthcare</td>
</tr>
<tr>
<td></td>
<td>Safety in Healthcare facilities</td>
</tr>
<tr>
<td>12th</td>
<td>Biology 2</td>
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<tr>
<td></td>
<td>Human Health 2</td>
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<tr>
<td></td>
<td>Graduation Project</td>
</tr>
</tbody>
</table>
General Career Technical Education

Applied Technology High School programs

The Emirati School
General Career Technical Education- Applied Technology High School

- The General Career Technical Education track offers a set of core courses like applied math, Science, Arabic and English Languages, Islamic Education, Social Studies, Moral Education, Computer Science and Technological Trends, which start from the 9th grade with simple subjects, then become more advance in the next stages, to ensure excellent preparation of students when they enroll with higher education institutes.

- Students are also offered the BTEC Diploma according to their specialisations - Third level from the Council of Teaching Business Administration and Technology in the United Kingdom.
Based on a developmental curriculum that is based on international best practices, the Applied Technology High Schools have launched 5 new programs for the general technical track:

- Applied Engineering and Technology
- Computer Networks
- Business and Accounting
- Creative Media Production
- Supporting Health sciences
A student in the CTE Advanced Program must complete:

- 7 credit hours of General courses, 13 credit hours of Core courses, 10 credit hours of CTE courses, with a total of 30 credit hours.
- A minimum of 100 Fazaa hours
- Standardised Emirates Exam EmSAT
- Standard Global Exams
General Career Technical Education- Applied Technology High School- Applied Engineering and Technology

- This program aims at developing the hands-on experience of the students, and the skills needed to pursue further or higher education in different Engineering specialties.

- Students study the same basic subjects as the General academic track, allowing them to enroll in universities in any field compatible with the outcomes of this track.

- Upon successful completion of the program, students will be able to pursue qualifications in Engineering Technology or a four-year degree program in relevant sectors, such as Electrical, Mechanical and Aeronautical Engineering, and pursue different career tracks like: Control and operation engineering, welding, Measuring and control devices, production engineering, electricity transmission grid, mechatronics, aircraft maintenance engineering, avionics engineering and the propulsion systems engineering.
### Program Focus Courses - General:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Creative Design</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of programming</td>
</tr>
<tr>
<td>10th</td>
<td>Communications for Engineers</td>
</tr>
<tr>
<td></td>
<td>Occupational health and safety</td>
</tr>
<tr>
<td>11th</td>
<td>Electrical principles and applications</td>
</tr>
<tr>
<td></td>
<td>Applied Chemistry 1</td>
</tr>
<tr>
<td></td>
<td>Technical Communications in Engineering</td>
</tr>
<tr>
<td></td>
<td>Occupational health and safety</td>
</tr>
<tr>
<td>12th</td>
<td>Welding Technology</td>
</tr>
<tr>
<td></td>
<td>Engineering Materials</td>
</tr>
<tr>
<td></td>
<td>Electrical Installation</td>
</tr>
<tr>
<td></td>
<td>Electrical principles and applications</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
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<tr>
<td></td>
<td>Graduation projects</td>
</tr>
</tbody>
</table>
# General Career Technical Education - Applied Technology High School - Applied Engineering and Technology

## Program Focus Courses - Aeronautical:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Creative Design</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Programming</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Aircraft Mechanical Science</td>
</tr>
<tr>
<td></td>
<td>Theory of Flight</td>
</tr>
<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Aircraft Materials and Hardware</td>
</tr>
<tr>
<td></td>
<td>Human Factors</td>
</tr>
<tr>
<td></td>
<td>Aviation Legislation</td>
</tr>
<tr>
<td></td>
<td>Applied Chemistry 1</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Mechanical Principles and Application</td>
</tr>
<tr>
<td></td>
<td>Aerodynamics Science</td>
</tr>
<tr>
<td></td>
<td>Engineering materials characteristics and applications</td>
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<tr>
<td></td>
<td>Aircraft maintenance operations</td>
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<tr>
<td></td>
<td>Chemistry</td>
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<td></td>
<td>Graduation Project</td>
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</tbody>
</table>
The Computer Networks program introduces students to various aspects of computer networks such as protocols, transmission media, network architecture, hardware and operating systems. Students also study network maintenance, network security, network administration and troubleshooting.

Students study the same basic subjects as the General academic track, allowing them to enroll in universities in any field compatible with the outcomes of this track.

This program qualifies students to enroll in higher technology colleges, Khalifa University, and Zayed University, and allows them to pursue a career in various fields including: IT system support, Computer Networks, Computer systems, and facility management.
General Career Technical Education- Applied Technology High School- Computer Networks

Program Focus Courses:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Creative design</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Programming</td>
</tr>
<tr>
<td>10th</td>
<td>Communication Technologies</td>
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<tr>
<td></td>
<td>IT Communications Development</td>
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<tr>
<td></td>
<td>Knowledge Management</td>
</tr>
<tr>
<td>11th</td>
<td>Communication Technologies</td>
</tr>
<tr>
<td></td>
<td>Computer Architecture</td>
</tr>
<tr>
<td></td>
<td>Interactive Programming in Computer Science</td>
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<tr>
<td></td>
<td>Applied Chemistry 1</td>
</tr>
<tr>
<td></td>
<td>Knowledge Management</td>
</tr>
</tbody>
</table>
The program provides students with a wide range of courses to ensure that the students gain knowledge, hands-on and problem-based learning experiences that focus on the business administration skills required to succeed in the modern business world.

Students study the same basic subjects as the General academic track, allowing them to enroll in universities in any field compatible with the outcomes of this track.

Upon successful completion of the program, students will be able to pursue a diploma in Business or a four-year Business degree program such as: Accounting, Hotel management, booking services, travel consultancy, logistic services management and legal consultancy.
General Career Technical Education- Applied Technology High School- Business and Accounting

Program Focus Courses:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Creative Design</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Programming</td>
</tr>
<tr>
<td>10th</td>
<td>Business essentials</td>
</tr>
<tr>
<td>11th</td>
<td>Entrepreneurial Skills</td>
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<tr>
<td></td>
<td>Marketing</td>
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<tr>
<td></td>
<td>Communication in Business</td>
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<tr>
<td></td>
<td>Project management</td>
</tr>
<tr>
<td></td>
<td>Commercial assets</td>
</tr>
<tr>
<td>12th</td>
<td>Financial accounting</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of accounting</td>
</tr>
<tr>
<td></td>
<td>Managerial accounting</td>
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<td>graduation project</td>
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</tbody>
</table>
General Career Technical Education- Applied Technology High School- Creative Media Production

- The program provides students with a range of creative courses to ensure that they gain knowledge and hands-on learning experience. In addition, the program equips students with the skills required to develop the necessary creative and technical skills required for a continuously developing digital sector in the media industries of the UAE.

- Students study the same basic subjects as the General academic track, allowing them to enroll in universities in any field compatible with the outcomes of this track.

- The course will allow students to continue their studies in relevant universities, and pursue a career in a wide variety of professions including; Art, photography, Game design, Cartoon Design, Museum supervision, Media writing and presenting media programs.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
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</thead>
<tbody>
<tr>
<td>9th</td>
<td>Creative Design</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of Programming</td>
</tr>
<tr>
<td>10th</td>
<td>Pre-Production Techniques and Communication Skills for Media</td>
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<tr>
<td></td>
<td>Photographic Techniques</td>
</tr>
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<td></td>
<td>Film and Video Editing</td>
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<tr>
<td>11th</td>
<td>Media Research Techniques</td>
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<tr>
<td></td>
<td>Understanding Media</td>
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<td></td>
<td>2D Animation</td>
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<tr>
<td>12th</td>
<td>Business communication</td>
</tr>
<tr>
<td></td>
<td>Design workshop</td>
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<td></td>
<td>3D Animation</td>
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<tr>
<td></td>
<td>2D Animation</td>
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<td></td>
<td>Film and Video production</td>
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<td>Graduation Project</td>
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</tbody>
</table>

Program Focus Courses:
General Career Technical Education- Applied Technology High School- Allied Health Sciences

- This program will include a wide range of learning activities to stimulate an interest in general science and discipline specific components. The program includes lectures and interactive workshop sessions to provide students with a working knowledge of communication and biomedical laboratory practices.

- Students study the same basic subjects as the General academic track, allowing them to enroll in universities in any field compatible with the outcomes of this track.

- After successfully completing this program, students will be able to continue their studies in healthcare related sciences, nutrition and agriculture, and pursue a career in a variety of specialties including: Physiotherapy, nutrition, radiography, Pharmacy Technician and laboratory technician.
### Program Focus Courses:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Subjects</th>
</tr>
</thead>
</table>
| 9th    | Creative Design  
         | Fundamentals of Programming |
| 10th   | Communication Skills for Allied Health  
         | Equality and Diversity for Allied Health  
         | Health and Safety for Allied Health |
| 11th   | Cell and molecular Biology  
         | Nutrition  
         | Applied Chemistry 1  
         | Biochemistry |
| 12th   | Biology  
         | Public Health  
         | Technology in Allied Health  
         | Research skills in Allied Health  
         | Sociology and psychology  
         | Nutrition  
         | Human Development  
         | Graduation Project |
AP Capstone

AP Capstone is an innovative program that equips students with independent research, collaborative teamwork, and communication skills.

The AP Capstone program empowers students to synthesize information from multiple perspectives, apply skills in new situations and cross-curricular contexts, collect and analyze information with accuracy and precision, and craft, communicate, and defend evidence-based arguments.

It is a strict two-course sequence (AP Seminar & AP Research) that engages students in rigorous college-level curricula while promoting the critical skills needed for success in college and beyond.
Fazza Initiative for Voluntary Work:

Fazaa is a voluntary service social initiative which aims to highlight the comprehensive Emirati personality, in which the pride of the heritage and the technological aspects complement each other.

All students must complete a minimum of 100 Fazaa hours of volunteering and community services as graduation requirements.
Third Cycle: Secondary School
Applied Stream
The applied stream was launched to meet the students' needs and was designed to qualify students and to reinforce and refine their skills, and ensure their involvement in higher education institutions within a specific applied stream that is consistent with their preferences.

The stream focuses on developing the practical side of talented Emirati students in the applied and technical fields, and improving it in alignment with the academic side, to create equal opportunities for all students with different abilities in various fields.

The program was developed using the best International practices used in similar programs that currently function in different countries such as the UK, Australia, South Africa and New Zealand, in addition to similar programs within the UAE.

The applied stream provides a model of dual-purpose curricula, to ensure academic learning, in addition to the smart applied education that focuses on acquiring business skills.
The program offers a wide range of practical and professional subjects, which provide a wide range of options for students. It gives the students the opportunity to choose the subjects that match their skills and abilities.

- Follows the teaching and learning strategy, as it establishes the principle of theoretical knowledge application and developing practical skills.

- It ensures affiliation with technical institutions such as Higher Collage of Technology (HCT) and Abu Dhabi Vocational and Educational Training Institutes (ADVETI), and enables students to obtain a number of credit hours for the post-secondary education stage, which contributes to reducing the time period of studying in their institutes.

- Developing students’ skills and abilities to communicate and innovate, and contributing to enhancing a sense of commitment to their homeland.

- Obtaining International accreditation for professional qualifications in the Ministry.

- Focusing on preparing students to enter the labor market, and producing a workforce able to contribute to knowledge economy society.
Applied Stream

- Upon graduation from the applied stream, students receive the following:
  - Fourth level certificate for the general secondary stage.
  - Emirati certificate in applied education.
  - NQA qualifications.

- The core subjects program in parallel with the approved professional subjects.

- Grade 9 students study the core curriculum and introductory courses from the available electives in the specialised skills. In this way, students are given tasters of the electives to better inform their elective choices as they progress into grade 10.

- Specialised skills depend on proficiency, as students conduct evaluations based on projects.

Core Subjects:
- Applied Sciences
- Applied Mathematics
- English Language
- Arabic Language/Islamic Education
- Social Studies and Nation Education/Moral Education
- Computer Science
- Health and Physical Education
- Arts

Vocational Subjects:
- Electrical Maintenance
- Mechanical Maintenance
- Business
- Travel and Tourism
- Health and Social Care
- Accounting
- Fashion Design and Technology
- Applied Media

Work experience in the labor marker:
The student are required to complete 120 hours of work experience per year, for a total of 360 hours of experience from grade 10 to 12. This practical experience ensures students are familiar with the work environment, and that they apply the acquired skills in the classroom and develop their experiences in various specialised industries.
Applied Stream - Subjects

**English language:**
The English Language curriculum is designed to provide an interconnected educational experience for students, the curriculum includes English for specific purposes which allows students to understand the language according to the chosen specialisation.

**Science and Mathematics Subjects:**
Science and Mathematics subjects are taught in an applied Arabic language, to give students an applied educational experience.

**Specialised Skills:**
In alignment with level 4 qualifications of the UAE national qualification system in grades 11 and 12.

**Elective Specialties:**
Designed to provide students with wide educational opportunities and to meet the needs of industry.

The core subjects in the Applied Stream curriculum are the same as in the general stream curriculum.

Students are allowed to shift between different streams in both grades 9 and 10, while in grade 11 onwards they are not allowed to shift.
Based on these nine basic life skills, a set of criteria has been developed to include in the applied stream, these criteria are derived from levels 1 to 4 from the UAE National Qualification System, to allow students to develop and demonstrate their efficiency in 4 years as follows:

- Taking into consideration that this system does not prevent students from advancing to higher levels in a set of skills in any given year.
The affiliation with technical institutions ensures students obtain a number of credit hours for the post-secondary education stage, which contributes to reducing the time period of studying in their institutes.

After completing school, students are ready for employment or completing their advanced studies; students can continue in the education field either through formal colleges, or enter into the integrated continuous education, and obtain the qualifications that match their needs in the job market.
Applied Stream - Partners

- Abu Dhabi Vocational and Educational Training Institutes (ADVETI)
- Fatima Collage of Health Sciences
- Higher Collage of Technology (HCT)
Creating new specialties within the stream, in order to avail additional choices for students, and to meet labor marker needs.

Signing agreements with colleges and the accredited institutions in the UAE to ensure Students' educational future.

Distance Learning by e-learning lessons available on the Ministry's website.

Working to build solid relationships with institutions and companies from both the public and private sectors, to provide job opportunities that suit the graduates' specialisations and aspirations.
Mechanical Maintenance: It is considered one of the areas of the expansive engineering maintenance, it is branched out into many fields such as: Machine maintenance, air conditioning, power generation, aircraft maintenance, fluid mechanics and robotics.

Graduating Emirati cadres with professional competencies in Mechanical maintenance with world-class standards

Mechanical Maintenance in the applied stream focuses on practical tasks, which develop the skills of professional maintenance.
Students practice, through the curriculum, the skills of electrical maintenance, starting from the installation of small electrical and electronic circuits, to operating a simple electrical system, moving to learn electrical measurements and laboratory electrical and power calculation devices, up to structural electrical connections, examination and installation of electrical appliances, in addition to teaching students the skills of reading and analyzing electrical drawings.

Focusing on the practical and technical aspects, while taking into consideration the academic aspect.

Graduating Emirati cadres with professional competencies in Electrical maintenance with world-class standards.
Continuous Education

The Emirati School
The Continuous Education System was developed to achieve the following goals:

- Providing modern Continuous Education for all stages, regardless of the learning age, without linking it to a specific time to complete.
- Eradication of reading and digital illiteracy.
- Connect learners with the labor market.
- Contributing to building a knowledge economy community.
- Empowering females to contribute to leading the future development, through individual skill development that is in line with the UAE vision.
Continuous Education

Provides flexibility for learners.

Taking into consideration the age of learners and their work conditions.

Applies the system of guided self-learning.

Provides distance learning through a comprehensive e-curriculum.

The application of the Emirati school stream for a specific group of learners, where learners are provided with various features that help them in completing their scientific and practical journey.

Uses the system of credit hours, which give learners the flexibility to complete their specialisation.

Learners are allowed to move from one stream to another.
Educational Track - Continuous Education

- **Fundamental Stage**
- **Complementary Stage**

**Eradication of Illiteracy**

- Grade 7
- Grade 8

**Applied Stream**

- Grade 9
- Grade 10
- Grade 11
- Grade 12

**General Stream**

- Grade 9
- Grade 10
- Grade 11
- Grade 12

**Home Study**

- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
Continuous Education- Eradication of Illiteracy

An eradication of illiteracy stage, aimed at those who do not have the basics of language and mathematics. It targets learners from the age of 9 and above, and anyone above the age of admission to public and private schools.

It covers grades from 1-7 in two stages:

**Fundamental Stage:**
- Includes two academic years: The first year for grades 1 & 2. The second year for grades 3 & 4.

**Complementary stage:**
- Includes two academic years following the fundamental stage. Third year for grades 5 & 6. Fourth year for grade 7.

Special curricula were allocated for the fundamental stage, and the third year of the complementary stage. As for the fourth complementary stage (grade 7) the general education curricula are applied.

The learning system in grade 8 is divided into formal education and guided self-learning.

Grade 8 represents the connecting stage (bridging) between grade 7 and the Emirati school streams.
## Continuous Education - Eradication of Illiteracy - Curricula

<table>
<thead>
<tr>
<th>Level/ stage</th>
<th>Fundamental stage</th>
<th>Complementary stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>First year</td>
<td>Second year</td>
</tr>
<tr>
<td>Grades</td>
<td>Grades 1&amp;2</td>
<td>Grades 3&amp;4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>In school</th>
<th>Distance learning</th>
<th>In school</th>
<th>Distance learning</th>
<th>In school</th>
<th>Distance learning</th>
<th>Distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic Education</td>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
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<td>Arabic Language</td>
<td>6</td>
<td>5</td>
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<td>English Language</td>
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<td>6</td>
<td>-</td>
<td>7</td>
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<td>Mathematics</td>
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<tr>
<td>General Sciences</td>
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<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>6</td>
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<tr>
<td>General Culture/ Social Studies</td>
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<td>1</td>
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<tr>
<td>Social Studies and National Education</td>
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<td>3</td>
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<td><strong>25</strong></td>
<td><strong>10</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
Grade 8 is the connecting stage (bridging) between grade 7 and the Emirati school streams.

The learning system in grade 8 is divided into: formal education and guided self-learning.

<table>
<thead>
<tr>
<th>Curricula</th>
<th>Direct distance learning</th>
<th>Guided self learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Arabic Language</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>English Language</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>
A self learning system that starts from grade 7 till grade 12, based on the general stream. Students can study from home without the need to be at school, and they can take exams according to MOE exams system.
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Islamic Education</th>
<th>Arabic Language</th>
<th>English Language</th>
<th>Social Studies and National Education</th>
<th>Mathematics</th>
<th>Science</th>
<th>Physics</th>
<th>Chemistry</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stream</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>11 - General</td>
<td></td>
<td></td>
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<tr>
<td>stream</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 - General</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stream</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
</tbody>
</table>
A Vocational education system for both males and females who wish to complete their studies from grades (8-12) according to the following chart:

- **Preparation stage**: Its period ranges from 6 months to 18 months (grades 8&9). Students need to pass the skill test that qualifies them for grade 10.

- **Applied Specialisation stage**: (Engineering, Commercial and Health) according to the labor market requirements. Its duration is 3 years that include grades 10, 11, and 12.
The stream starts from grade 9, students get the general stream certificate after successful completion of grade 12.

<table>
<thead>
<tr>
<th>Curricula</th>
<th>Grade 9- general</th>
<th>Grade 10- general</th>
<th>Grade 11- general</th>
<th>Grade 12- general</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of classes</td>
<td>Number of classes</td>
<td>Number of classes</td>
<td>Number of classes</td>
</tr>
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<td>1</td>
<td>1</td>
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<td>Arabic Language</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English Language</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Social Studies and National Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Physics</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>Chemistry</td>
<td></td>
<td>3</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Life skills or Health Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>6</strong></td>
<td><strong>24</strong></td>
<td><strong>6</strong></td>
</tr>
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</table>

*12th grade student can choose between Chemistry or Biology.
### Level 1: grades 8&9

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of classes per week</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Arabic Language</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Islamic Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Information Technology and Communication</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Recruitment Skills</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Profession Skills</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

### Level 2: grade 10

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of classes per week</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic Language</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Islamic Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Information Technology and Communication</td>
<td>4</td>
<td></td>
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<tr>
<td>Physics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

### Level 3: grade 11 - Business

<table>
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<tr>
<th>Subjects</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Arabic Language</td>
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<td>Islamic Education</td>
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<tr>
<td>English Language</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Information Technology and Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

### Level 4: grade 12 - Business

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of classes per week</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic Language</td>
<td>4</td>
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</tr>
<tr>
<td>Islamic Education</td>
<td>2</td>
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<tr>
<td>English Language</td>
<td>8</td>
<td></td>
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<tr>
<td>Mathematics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>
### Transfer Criteria between General Education and Continuous Education

#### 1. Eradication of Illiteracy Stage

<table>
<thead>
<tr>
<th>Continuous Education</th>
<th>General Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamental First</strong></td>
<td><strong>Fundamental Second</strong></td>
</tr>
<tr>
<td>Grade 1 Fundamental</td>
<td>Grade 3 Fundamental</td>
</tr>
<tr>
<td>Grade 2 Fundamental</td>
<td>Grade 4 Fundamental</td>
</tr>
</tbody>
</table>

This table outlines the transfer criteria between General Education and Continuous Education, focusing on the eradication of illiteracy stage. The criteria detail the progression from Fundamental First to Complementary Fourth Year, highlighting the stages of Grade 1, 2, 3, 4, 5, 6, and 7.
2. Applied (Vocational) Stream: Business Studies

- Connecting Stage (bridging) between grade 7 and the Emirati school streams.
- Students continue studying in grades 8&9 for a period that ranges between 6 and 18 months, depending on the capabilities and skills of the students to overcome this stage successfully.
Occupational Qualifications
Vocational Education Development Center

The Emirati School
The main objective of establishing The Vocational Education Development Center is to provide specialised tracks and occupational qualifications which are built according to the needs of the local labor market, in order to meet the needs of UAE citizens to obtain qualifications and specialised vocational training, that qualify them to get a job, or evolve in the career ladder, along with the opportunity to complete their studies.

An integrated Technical and vocational educational system, that aims to build a highly qualified generation that is equipped with the necessary skills according to the best International standards, in order to contribute to the development of the UAE.
The Center provides an attractive educational environment and safe on-campus housing that features various facilities including the Leadership Development Center, a gym equipped with various types of athletic machines, Olympic swimming pool and soccer, basketball and volleyball fields in addition to indoor and outdoor playgrounds.

The Center provides an opportunity for young citizens from the age of 14-23, who have completed grade 6, to complete their education in alternative ways that suit their abilities and desires, which made the center a destination for students from all over the UAE.
Occupational Qualifications/ Vocational Education Development Center

First Year:

Fundamental Stage
- Personality Development.
- Back to Learning.
- Vocational Guidance.
- Basic Learning Skills.

Industry partners choose students to sponsor

Second Year:

Specialised Core Subjects Vocational Introductory
- Mechanics and metal welding.
- Car mechanics.
- Electrical connections.
- Electric power generation.
- Security operations.

Sponsorships and job placements

Third Year:

Specialised Industrial Subjects Vocational Introductory
- Mechanics and metal welding.
- Car mechanics.
- Electrical connections.
- Electric power generation.
- Security operations.

Sponsorships and job placements

Graduation
- Vocational Applied Education Certificate.
- TAFE Certificate.
- Level 3 Certificate according to NQA.

The academic core subjects: Mathematics, English Language, Science, Information Technology, Arabic Language, Islamic Education and National Education.
Occupational Qualifications/ Vocational Education Development Center

Certifications:

- Applied Education and Training Certificate accredited by MOE.

- Vocational Certificates in: Electrical maintenance, Mechanical maintenance, Car maintenance, Business administration and Security operations (Level 3 NQA accredited qualifications, equivalent to Level 2 in TAFE.)
Occupational Qualifications/ Vocational Education Development Center

Partners:
Curriculum Matrices
### Subject Timetable Matrix

<table>
<thead>
<tr>
<th>Subject</th>
<th>Pre KG</th>
<th>KG 1</th>
<th>KG 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Islamic Education, Social Studies and Life</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math &amp; Design and Technology</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

### Total in-school Learning classes: 25
### Total Smart Distance Learning classes: 5
### Total Smart Learning classes: 30
# Chinese Language Schools Pre KG, KG 1 and KG 2

## Timetable Matrix

### Pre KG

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>English</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Islamic Education, Social Studies and Life Skills</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Math &amp; Design and Technology</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Science</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Arts</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

## Timetable Matrix

### KG 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>English</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Islamic Education, Social Studies and Life Skills</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Math &amp; Design and Technology</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Science</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Arts</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>5</strong></td>
</tr>
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</table>

### KG 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>English</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Islamic Education, Social Studies and Life Skills</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Math &amp; Design and Technology</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Science</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Physical Education</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Arts</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>5</strong></td>
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</tbody>
</table>

### Summary

<table>
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<tr>
<th>Class Type</th>
<th>In-school Learning</th>
<th>Smart Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total in-school Learning classes</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Total Smart Distance Learning</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total Smart Learning classes</td>
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<td></td>
</tr>
</tbody>
</table>
## Cycle 1 (Grade 1-4)

### Timetable Matrix

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G1</td>
<td>G2</td>
</tr>
<tr>
<td>Arabic Language</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Islamic Studies</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies/Moral Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Sciences</td>
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<td>3</td>
</tr>
<tr>
<td>Design and Technology</td>
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</tr>
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<td>Arts</td>
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<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Free Guided Activity</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

**Total**

- **in-school Learning Classes**: 30
- **Smart Distance Learning Classes**: 5
- **Total Smart Learning Classes**: 35
- **In-school Learning Class Duration**: **45 minutes**
# Chinese Language Schools

## Cycle 1 (Grade 1-4)

### Timetable Matrix

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G1</td>
<td>G2</td>
</tr>
<tr>
<td>Arabic Language</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Islamic Studies</td>
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<tr>
<td>Social Studies/Moral Education</td>
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<tr>
<td>English</td>
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<td>4</td>
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<tr>
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</tr>
<tr>
<td>Sciences</td>
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<tr>
<td>Design and Technology</td>
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<td>2</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Free Guided Activity</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

### Summary

- **Total in-school Learning Classes**: 30
- **Total Smart Distance Learning Classes**: 7
- **Total Smart Learning Classes**: 37
- **In-school Learning Class Duration**: 45 minutes
# Cycle 2 (Grade 5-8)

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart Distance Learning</th>
</tr>
</thead>
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- Total in-school Learning Classes: 30
- Total Smart Distance Learning Classes: 10
- Total Smart Learning Classes: 40
- In-school Learning Class Duration: 45 minutes
## Cycle 2 (Grade 5-8) – Third Language

### Timetable Matrix

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| Total in-school Learning Classes | 30 |
| Total Smart Distance Learning Classes | 13 |
| Total Smart Learning Classes | 43 |
| In-school Learning Class Duration | 45 minutes |
# Chinese Language Schools
## Cycle 2 (Grade 5-8)

### Timetable Matrix

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**Total in-school Learning Classes**: 30  
**Total Smart Distance Learning Classes**: 13  
**Total Smart Learning Classes**: 43  
**In-school Learning Class Duration**: 45 minutes
# Cycle 2 (Grade 5-8) – Elite Stream

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### Class Durations

- **In-school Learning Class Duration**: 45 minutes
- **Total in-school Learning Classes**: 30
- **Total Smart Distance Learning Classes**: 14
- **Total Smart Learning Classes**: 44
### Chinese Language Schools

#### Cycle 2 (Grade 5-8) – Elite Stream

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**Total in-school Learning Classes**: 30  
**Total Smart Distance Learning Classes**: 16  
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**In-school Learning Class Duration**: 45 minutes
## Cycle 3 (Grade 9-12) – General Stream

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- **In-school Learning Classes:** 30
- **Smart Distance Learning Classes:** 10
- **Total Smart Learning Classes:** 40
- **In-school Learning Class Duration:** 45 minutes
# Cycle 3 (Grade 9-12) – Third Language General Stream

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**Total in-school Learning Classes**: 30
**Total Smart Distance Learning Classes**: 13
**Total Smart Learning Classes**: 43
**In-school Learning Class Duration**: 45 minutes
Chinese Language Schools
Cycle 3 (Grade 9-12) General Stream

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**Timetable Matrix**

- **Total in-school Learning Classes**: 30
- **Total Smart Distance Learning Classes**: 13
- **Total Smart Learning Classes**: 43
- **In-school Learning Class Duration**: 45 minutes
### Cycle 3 (Grade 9-12) – Advanced Stream

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**Timetable Matrix**

- **In-school Learning Classes**: 30
- **Smart Distance Learning Classes**: 10
- **Total Smart Learning Classes**: 40
- **In-school Learning Class Duration**: 45 minutes
## Cycle 3 (Grade 9-12) – Third Language Advanced Stream

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### In-school Learning Class Duration
- **Total in-school Learning Classes**: 30
- **Total Smart Distance Learning Classes**: 13
- **Total Smart Learning Classes**: 43
- **In-school Learning Class Duration**: 45 minutes
# Chinese Language Schools
## Cycle 3 (Grade 9-12) Advanced Stream

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</tr>
<tr>
<td>Biology</td>
<td>3 0 3 0 1 1 0 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>2 2 0 0 1 0 1 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>0 0 2 2 0 0 0 0 0 1 0 1</td>
<td></td>
</tr>
<tr>
<td>Creative design and innovation</td>
<td>0 0 1 1 0 0 0 0 1 1 1 1</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 1 1 1 0 0 0 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>1 1 1 1 0 0 0 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Chinese Language</td>
<td>1 1 1 1 2 1 2 1 2 1 2 1</td>
<td></td>
</tr>
<tr>
<td>Free Guided Activity</td>
<td>2 2 2 2 0 0 0 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30 30 30 30 7 6 7 6 7 6 7 6 7</td>
<td></td>
</tr>
</tbody>
</table>

### Summary
- **Total in-school Learning Classes**: 30
- **Total Smart Distance Learning Classes**: 13
- **Total Smart Learning Classes**: 43
- **In-school Learning Class Duration**: 45 minutes
## Cycle 3 (Grade 9-12) – Elite Stream

### Timetable Matrix

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G9</td>
<td>G10</td>
</tr>
<tr>
<td>Arabic</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Islamic Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English language</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Creative design and innovation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Free Guided Activity</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

### Total:
- **Total in-school Learning Classes**: 30
- **Total Smart Distance Learning Classes**: 15
- **Total Smart Learning Classes**: 45
- **In-school Learning Class Duration**: 45 minutes

Students in the G11 of the Elite stream must attend the college board’s live learning classes.
## Cycle 3 (Grade 9-12) – Applied Stream

### Timetable Matrix

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G9 Direct</td>
<td>Self</td>
</tr>
<tr>
<td>Arabic</td>
<td>4  4  4  4</td>
<td>0  1  0  1</td>
</tr>
<tr>
<td>Islamic Education</td>
<td>1  1  1  1</td>
<td>0  1  0  1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1  1  1  1</td>
<td>0  1  0  1</td>
</tr>
<tr>
<td>English language</td>
<td>4  4  4  4</td>
<td>1  0  1  0</td>
</tr>
<tr>
<td>Arts</td>
<td>1  1  1  1</td>
<td>0  0  0  0</td>
</tr>
<tr>
<td>Applied Math</td>
<td>4  4  4  4</td>
<td>1  1  1  1</td>
</tr>
<tr>
<td>Applied Science</td>
<td>4  4  4  4</td>
<td>0  1  0  1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2  2  2  2</td>
<td>0  0  0  0</td>
</tr>
<tr>
<td>Computer science</td>
<td>1  1  0  0</td>
<td>1  0  1  0</td>
</tr>
<tr>
<td>Specialized Skills</td>
<td>6  6  7  7</td>
<td>1  1  1  1</td>
</tr>
<tr>
<td>Free Guided Activity</td>
<td>2  2  2  2</td>
<td>0  0  0  0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30 30 30 30</td>
<td>4  6  4  6</td>
</tr>
</tbody>
</table>

- **In-school Learning Class Duration**: 45 minutes
- **Total in-school Learning Classes**: 30
- **Total Smart Distance Learning Classes**: 10
- **Total Smart Learning Classes**: 40
# Academies – General Stream

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Timetable Matrix</th>
<th>Smart distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G6 Direct</td>
<td>G7 Direct</td>
<td>G8 Direct</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Islamic Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies/Moral Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English language</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Integrated Sciences</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Physics</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Design and technology</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Creative design and innovation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arts</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Specialized Skills (Academies)</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Free Guided Activity</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Moral Education is taught only in Cycle 2
# Academies – Advanced Stream

**Timetable Matrix**

<table>
<thead>
<tr>
<th>Subject</th>
<th>In-school Learning</th>
<th>Smart distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G6 Direct</td>
<td>G6 Self</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Islamic Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies/Moral Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English Language</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Integrated Sciences</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Physics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Design and technology</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Creative design and innovation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Specialized Skills (Academies)</td>
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<td>3</td>
</tr>
<tr>
<td>Free Guided Activity</td>
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<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Social Studies subject is taught only in Cycle 2
Higher Education
General Education

The Ministry of Education coordinates with the national higher education institutions in accepting students in different specialisations, in line with the needs of the labor market and future human development plans. Higher education institutions also determine the number of students who can be accepted according to their potential, mission and objectives. Higher education institutions also establish the conditions for admission of students in different programmes depending on the streams they have graduated from, their performance levels at the secondary level, and their results in the UAE standard test.

The integration and coordination of public and higher education institutions allow for the adoption and calculation of undergraduate school courses by school course and university specialisation, thus allowing for a reduction in the term of university study.
Higher Education - Introduction

- The higher education system is integrated with the general education system within the UAE's national educational system, which builds on each other and provides a properly qualified and integrated cadre that serves all sectors of society.

- The education system in the United Arab Emirates is characterised by the National Qualifications System (QFEMRIS). It is a national policy for all qualifications, from general education to higher education. The system of national qualifications comprises 10 levels and it links schools to vocational and university education qualifications; to be a single national system, allowing easy transition from one level of study to another or from one institution to another.

- The higher education system consists of stages, each of which corresponds to a specific level in the National Qualification System in the UAE.
The Ministry of Education undertakes the general planning of higher education in the UAE, and the identification of its types, levels, fields and geographical distribution, in line of the overall development needs.

The Ministry is responsible for authorising the establishment of higher education institutions and the collaboration between these institutions, to achieve the complementarity between them in the specialisations and the academic degrees they offer.

The Ministry sets standards for institutional and programmatic accreditation and continuously develops them in accordance with international developments in the field of quality assurance and academic accreditation. This helps in placing the UAE universities in advanced positions in the International classification and ranking of universities which in turn helps in achieving the future vision of the country to lead the region in higher education as well as achieving the goal of the knowledge-based economy.

The Ministry coordinates higher education institutions with governmental and private entities, to develop and support scientific research activities, in order to achieve the overall development goals.
The Ministry is responsible for monitoring the performance of higher education institutions in the UAE, their compliance with the approved quality standards, and evaluating higher education institutions, classifying them based on performance standards and indicators for community education and upgrading the performance of educational institutions.

The Ministry coordinates student admission policies to suit the needs of society and the country's human and economic development plans.

The Ministry establishes the policy of scholarships, grants and study aids, and supervises their implementation taking into account the needs of the community and the specialisations provided by the higher education institutions of the UAE.

The Ministry coordinates between higher education institutions, governmental and private bodies, to develop and support scientific research activities, in the interests of the overall development objectives.
Higher Education institutions in the United Arab Emirates are classified as:

- **Federal Institutions** (UAE University, Zayed University, HCT, National Defense Collage and Emirates Diplomatic Academy).

- **Private Institutions** owned by the local government.

- **Private Institutions** owned by individuals.
The stages of higher education that follow general secondary education are divided into the following types:

<table>
<thead>
<tr>
<th>Stage</th>
<th>The number of years</th>
<th>The number of credit hours</th>
<th>National Qualification System’s Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>1-2 years*</td>
<td>60 Credit hours and more</td>
<td>5th</td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>3 years*</td>
<td>90 Credit hours and more</td>
<td>6th</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>3-6 years*</td>
<td>121-180 credit hours depending on the specialisation</td>
<td>7th</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>1-2 years</td>
<td>24-52 credit hours depending on the specialisation</td>
<td>8th</td>
</tr>
<tr>
<td>Masters’ degree</td>
<td>2-3 years</td>
<td>30 Credit hours and more</td>
<td>9th</td>
</tr>
<tr>
<td>PhD</td>
<td>3-5 years</td>
<td>54 Credit hours</td>
<td>10th</td>
</tr>
</tbody>
</table>

The integration and coordination of the general and higher education systems allow for the accreditation and calculation of school courses within the university level according to the school stream and university specialisation, thus reducing the duration of university studies.
In September 2017, the Ministry of Education launched the National Strategy for higher Education 2030, as part of the annual meetings of the Government of the UAE.

**Vision:**
To prepare a future generation in the UAE, which enjoys the highest scientific standards and ethical and positive values, to ensure continuity, a happy future, a better life for future generations, and to raise the country’s position to compete with the best countries in the world.

**Mission:**
High-quality education in both professional and academic courses, delivering influential research outputs that contribute to the advancement of a knowledge-based economy.

**Skills:**
Equipped with technical and practical skills, productive and able to drive the state economy in both the public and private sectors.

**Knowledge:**
Professionals and specialists in sectors that are necessary for building a knowledge economy, actively participating in research, entrepreneurship and the labor market.

**Self-reliance:**
They are able to think critically, work creatively, and possess a leading mindset, enabling them to build their own educational and professional career path.

**Values**
Having a high working ethic, committed to their values and national identity, tolerant and open to other cultures.
The national strategy is based on four key pivots that aim at developing the higher education system:

- **Efficiency**: Access to high-productivity education institutions, high student completion rate, and integrated academic programmes supported by effective funding mechanisms.

- **Innovation**: Developing an enabling environment for scientific research that qualifies and attracts the best researchers and provides competitive funding that focuses on achieving effective research results that contribute to the advancement of a knowledge-based economy.

- **Harmonisation**: Preparing a generation of graduates eligible to compete in the labour market in the public and private sectors, by building partnerships with the private sector at all stages of higher education, through the design and launching of programmes and training.

- **Quality**: Support higher education institutions to compete globally by applying high-quality accreditation standards, providing incentives for institutions, and qualifying distinguished teachers.
Quality Pivot - Main Achievements

1- Designing the National Quality Framework.
   • National standards and an effective quality control system have been designed.

2- The establishment of standards and regulations for the classification of higher education institutions in the country:
   • The proposed standards and controls for the classification of higher education institutions in the country have been worked out after the standard comparisons of global classification systems have been prepared.

Enhancing the Level of Standards in all Institutions:
1. The National Quality Framework.
2. The higher Education Committee.
3. External evaluation of the academic programmes.
4. Increasing the percentage of international accredited programmes.
5. Developing institutional licencing systems.
6. Developing the standards of certificates equivalency.

Provide a Skilled Teaching Staff:
1. Future International Academy.
2. Teach for UAE.
3. Executive teaching staff.
4. Developing teacher licencing system.

Consistently Applied and Strong Incentives to Enhance System Quality:
1. Specialised higher education institutions.
2. Building a system of autonomy for institutions of higher education.
3. Effective councils.
4. The National Leadership Academy.

Consistently Strong and Applied Incentives to Enhance System Quality:
1. Transparency of output classification.
2. Performance-based financing.
Quality Pivot - Main Achievements

3. The completion of the development and introduction of the performance-based funding mechanism to enhance transparency:

- Creating and applying the funding mechanism for federal universities based on performance, in addition to calculating the results of indicators, and issuing the report in coordination with the federal higher educational institutions.

- The mechanism includes a number of indicators, such as: improving students’ graduation rates, increasing the rates of employment, reducing the leakage of information, increasing the numbers of researches, and other indicators that contribute to improving higher education outcomes.

4. Developing the standards of certificate equivalency:

- The standards and conditions for certificate equivalency have been updated according to the International regulations.

- Working is ongoing to automate certificate equivalency services.
Quality Pivot – Main Achievements

5. External evaluation of academic programs:
   • In addition to the annual plan for academic accreditation, the standards and procedures for the academic accreditation have been updated and their application is being pursued.
   • 219 academic programmes have been approved/renewed.

6. Developing Institutional Licencing System:
   • The process of licencing educational services (university admission services, educational institutions and consultations) has been initiated.
Quality Pivot - Main Achievements

7. Developing the System of Teachers’ Licence.

• Studying the best International practices, and developing a methodology for teachers' licencing, for those holding an international teaching licence.

• Developing the operational policy for the licencing process based on the best international educational practices and creating an implementation plan to licence all teachers and educational cadres, in cooperation with the concerned authorities.

• Identifying the list of educational professions for which professional standards are to be developed, in coordination with all concerned authorities, and following up on standards development of selected jobs.

### Services

<table>
<thead>
<tr>
<th>Services</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the first half of 2019, the number of teachers enrolled in the licencing system for the educational professions was.</td>
<td>42589</td>
</tr>
<tr>
<td>The total number of teachers who submitted professional and specialisation tests by the end of the first half of 2019 was.</td>
<td>22608</td>
</tr>
</tbody>
</table>

Provide a Skilled Teaching Staff:

1. Future International Academy.
2. Teach for UAE.
3. Executive teaching staff.
4. Developing teacher licencing system.

Consistently Applied and Strong Incentives to Enhance System Quality:

1. Specialised higher education institutions.
2. Building a system of autonomy for institutions of higher education.
3. Effective councils.
4. The National Leadership Academy.

Enhancing the Level of Standards in all Institutions:

1. The National Quality Framework.
2. The higher Education Committee.
3. External evaluation of the academic programmes.
4. Increasing the percentage of international accredited programmes.
5. Developing institutional licencing systems.
6. Developing the standards of certificates equivalency.

Consistently Applied and Strong Incentives to Enhance System Quality:

1. Transparency of output classification.
2. Performance-based financing.

Provide a Skilled Teaching Staff:

1. Future International Academy.
2. Teach for UAE.
3. Executive teaching staff.
4. Developing teacher licencing system.
The Innovation Pivot - Main Achievements:

1. Developing the strategy of the Scientific Research Fund and proposing a competitive research funding programme to implement the National Plan for Science, Technology, Scientific Research and Innovation:

- A proposed strategy for the scientific research fund has been finalised and its governance system has been defined.

- The Fund's policies and processes have been identified and the funding request review mechanism designed, based on transparency and fairness with all requests made.

- Building the database of international arbitrators, comprising more than 300 global experts, for the purpose of assessing requests for funding.

- A five-year proposal for the competitive Scientific Research Funding Programme has been finalised, with the aim of funding four key areas: Collaborative Joint Programmes, Talent, Infrastructure, and Partnership.

- Conceptualisation of the composition of the Fund Management Committee and the functions and responsibilities of the Committee.

- Process automation options have been selected.
The Higher Education Sector is in the final stage of updating the policies and standards for scholarship programmes and updating the electronic scholarship system; in order to create a system that offers an expanded and integrated study experience for the scholarship student.

- Updating scholarship and study aid regulations and creating a unified mechanism for selecting specialisations and higher education institutions in scholarship countries.

- Developing the electronic scholarship system.

### The total number of students who got the scholarship

<table>
<thead>
<tr>
<th>Service</th>
<th>Bachelor</th>
<th>Masters</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>the total number of students who got the scholarship</td>
<td>304</td>
<td>82</td>
<td>18</td>
</tr>
</tbody>
</table>

### The total number of graduates for the academic year 2018-2019

<table>
<thead>
<tr>
<th>Service</th>
<th>Bachelor</th>
<th>Masters</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>the total number of students who graduated</td>
<td>83</td>
<td>51</td>
<td>10</td>
</tr>
</tbody>
</table>
Harmonisation Pivot - Main Achievements

2. Performing the Graduate Track Survey:

• Preparing studies and surveys to follow the graduates’ path in coordination with higher education institutions and concerned parties, in order to determine the path of students after graduation. This helps to identify opportunities and challenges facing graduates and best guide future policies and action plans to bridge the gap between labour market needs and educational outcomes.

3. Providing students with expanded professional experiences:

• Preparing to implement the practical training portal to expand the options for students in all areas of practical training.

Providing a Comprehensive Experience for Students:

1. A portal for designing the student learning process.
2. The crowd-funding portal.
3. Clear criteria for student support services.
4. Amending the scholarship applications system.

Improving Ties with Private Sector:

1. The private Sector Council.
2. Expanded professional experiences.
3. Transparent assessment of the results of graduates.
4. A year dedicated to entrepreneurial work.
Efficiency Pivot - Main Achievements

1. Unified Data System:

   - Implementing a unified data system project, which includes the following:
     - Updated Data Model & Governance Policy.
     - Cleaned historical CHEDS database.
     - Data Upload & Validation Tool.
     - Interactive Dashboards.
     - Analytics Engine.
     - Mechanism for Automated Ingestion.

2- Organising students' enrollment, using various registration criteria:

<table>
<thead>
<tr>
<th>Service</th>
<th>The number of student applications</th>
<th>Number of accepted students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of student applications and the number of accepted students in public higher education institutions in the academic year 2018-2019, who were registered in 2017-2018</td>
<td>18920</td>
<td>16469</td>
</tr>
</tbody>
</table>

Motivating Students to Complete their Studies:
1. Analysis to improve student completion rates.
2. Comprehensive support systems.
3. Organising student enrollment using various registration criteria.

Structuring the Academic Programmes and their Application Mechanism:
1. Structuring the offered study programmes.
2. Taking advantage of modern and efficient educational models.
3. The availability of transfer study hours.

Enhancing the Financial Performance:
1. Searching for new sources of revenue.
2. Raising the efficiency of the federal higher education institutions.
3. Improving operations and using infrastructure and maintenance.
4. Unified Data System.
Efficiency Pivot - Main Achievements

3. Designing policies and procedures for the academic operating model of higher education:

- The current Operating model (AS-IS) has been evaluated and the policies and procedures for the operation of the higher education sector have been reviewed.

- Identifying the most prominent areas of improvements.

- The operational model is being designed in such a way as to ensure that departmental business processes are coherent. It ensures the delivery of customer-centered services.

Enhancing the Financial Performance:
1. Searching for new sources of revenue.
2. Raising the efficiency of the federal higher education institutions.
3. Improving operations and using infrastructure and maintenance.
4. Unified Data System.

Structuring the Academic Programmes and their Application Mechanism:
1. Structuring the offered study programmes.
2. Taking advantage of modern and efficient educational models.
3. The availability of transfer study hours.

Motivating Students to Complete their Studies:
1. Analysis to improve student completion rates.
2. Comprehensive support systems.
3. Organising student enrollment using various registration criteria.
Higher Education
Academic Accreditation
The Academic Accreditation Commission (AAC) was established in 2000 where it aimed at handling institutional licensing of governmental, local and private higher education institutions and the adoption of academic programmes within these institutions.

The Commission is responsible for ensuring the quality, efficiency and governance of educational and institutional performance, as the official body of the government that is responsible to regulate the quality of higher education in governmental, local and private educational institutions to ensure a level that meets international standards.

The accreditation of higher education institutions and their programmes contribute to the development and improvement of the quality of academic education, ensuring that the labor market is raised by qualified human cadres and helping graduates compete in the labour market.

The Commission has defined the criteria for reviewing the performance of private higher education institutions and academic programmes in accordance with internationally recognised quality standards.

Based on these standards, AAC organises independent and periodic initial external reviews, with the aim of licensing, renewal of licensing, adopting or renewal of academic programmes.

AAC provides six key services:

- Licensing and renewal of the higher education institutions by a specified period, accreditation of academic programmes in higher education institutions, periodic renewal of accreditation, and the processing of requests for fundamental changes in the institutions or programmes offered.
The Academic Accreditation Commission of the Ministry of Education in the United Arab Emirates has the authority to authorise federal educational institutions to grant scientific degrees and other academic degrees, and to adopt academic programmes for all institutions. This entails that any organisation in the UAE that provides regular theoretical, practical or application curricula in one academic year or longer after the UAE high school certificate (or equivalent) that qualifies the student for embarking on an academic degree, certificate or diploma, must obtain the license and should have its approved programmes so that they can be recognised by the Ministry. The Academic Accreditation Commission is responsible for quality assurance processes through standards governing the work of institutions issued by the Ministry.

The licensing and accreditation standards provide the initial requirements that an organisation must meet in order to obtain or renew the license or approval.
Since its establishment, the Academic Accreditation Commission has licensed 81 educational institutions and approved 1,184 academic programmes at the scientific grades listed below.

In 2019, the Academic Accreditation Commission approved five new educational institutions, initially adopted 27 new academic programmes and granted final accreditation to 32 programmes. In addition, provision for 26 programmes has been renewed and the fundamental and institutional change of 42 applications has been accredited.

<table>
<thead>
<tr>
<th>Degrees awarded by Higher Education institutions</th>
<th>The number of degrees awarded by Higher Education institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>118</td>
</tr>
<tr>
<td>Bachelor</td>
<td>646</td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>70</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>58</td>
</tr>
<tr>
<td>Masters</td>
<td>362</td>
</tr>
<tr>
<td>Doctorate</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1302</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic programmes adopted by the Academic Accreditation Commission</th>
<th>The Number of Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>93</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>309</td>
</tr>
<tr>
<td>Medicine and Health Sciences</td>
<td>162</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>44</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>576</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1184</strong></td>
</tr>
</tbody>
</table>
• AAC is creating and developing institutional and programmatic accreditation standards in line with the global application. The development of licensing and accreditation standards is subject to several disciplines, the most important of which is the participation of institutions of higher education and feedback from them on standard development proposals, as well as the participation of external experts and auditors used by AAC.

• The new version of the Institutional and Programme Accreditation Standards 2019 has undergone the required phases and reviews before being officially approved. It has also been presented to representatives of all higher education institutions in the country, as well as to strategic partners outside the Ministry (Education and knowledge Department in Abu Dhabi, Knowledge and Human Development Authority in Dubai and Sharjah Education Council) as well as representatives of other departments related to the Ministry.
Academic Accreditation Commission - Features of Updated Licensing and Accreditation Standards

➢ The new standards contain details and explanations of many of the aspects that the old standards briefly addressed.

➢ The new standards set out detailed items for harmonisation with the national qualification system of the government to ensure that the programmes adopted are system-compatible.

➢ The new standards were considered in the educational institution's website and identified the basic academic information to be presented and made public to the community and provided a condition for that purpose.

➢ The new standards were concerned with and supported scientific research and elaborated on detailed items in this regard.

➢ The new standards set specific provisions for the conditions of closing an educational institution, where they detailed the steps that the institution should follow during the closure of the institution or one of its programmes.

➢ The new standards were considered in the educational institution's website and identified the basic academic information to be presented and made public to the community and provided a condition for that purpose.

➢ The new standards emphasise and support scientific research and have developed detailed items to ensure the monitoring of postgraduate programmes, particularly the scientific research aspect.

➢ The new standards emphasise innovation, creativity and self-education and have developed specific provisions that require universities to use innovation in educational strategies.

➢ The new standards set specific provisions for the conditions of closing an educational institution, where they detailed the steps that the institution should follow during the closure of the institution or one of its programmes.

➢ The new standards set out the procedures used to hold universities and other educational institutions accountable, the quality and sequencing of penalties and the procedures for recourse by the institution if it so wishes.

➢ The new standards, through a new requirement, set out a special provision for the specifications of the academic programme to ensure that the approved programmes are monitored and compatible with those presented at the international universities.

➢ The new standards for medical education have established detailed provisions for approved hospitals for training and teaching purposes for medical specialties and have been a condition for this purpose.

➢ The new standards set out the procedures used to hold universities and other educational institutions accountable, the quality and sequencing of penalties and the procedures for recourse by the institution if it so wishes.

➢ The new standards have facilitated and encouraged the international programmes accreditation and developed specific provisions for them.
One of the most important projects undertaken by AAC in 2019 is the one to obtain the recognition of the World Federation of Medical Education, as an accreditation body, in compliance with the international standards established by the Federation to ensure the quality and output of medical schools.

By obtaining this accreditation, AAC is the first accreditation body in the GCC to have received it, which confirms its international leadership and position, as well as its commitment to international standards and good practices of policies and procedures applied within its operations.

The importance of this initiative is that medical graduates will not be allowed to complete their higher education and work in the USA or Canada, starting in 2023, unless they have graduated from medical colleges that have been accredited by the national accreditation bodies and then recognised by the World Federation of Medical Education (WFME).
AAC seeks membership in the International Quality Assurance Agency (INQAAHE) in higher education institutions during 2020, which will enhance its status and confidence in its decisions on the academic accreditation of the educational programmes based on standards, controls and procedures of global and reliable standards.

AAC’s membership in the International Quality Assurance Agency in higher education institutions will facilitate the recognition of certificates received by graduates of state-approved programmes by other countries, which is important for the transition of students to pursue their studies in educational institutions outside the UAE, or to work in other countries.
Academic year 2020-2021

Emirati School
Curriculum, Learning Resources, Assessment and Smart Learning
### Subject

<table>
<thead>
<tr>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamic Education</td>
</tr>
<tr>
<td>Arabic Language</td>
</tr>
<tr>
<td>Social Studies and National Education</td>
</tr>
<tr>
<td>Emirati Sannaa</td>
</tr>
<tr>
<td>Moral Education</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Design and Technology</td>
</tr>
<tr>
<td>CDI (Creative Design and Innovation)</td>
</tr>
<tr>
<td>Health science</td>
</tr>
<tr>
<td>Business studies</td>
</tr>
<tr>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Musical Art</td>
</tr>
<tr>
<td>Visual Art</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Third Language</td>
</tr>
<tr>
<td>Chinese Language</td>
</tr>
<tr>
<td>Aviation Maintenance Academy</td>
</tr>
</tbody>
</table>
## Contents

### Subject

- Engineering Maintenance - Mechanical
- Engineering Maintenance - Electrical
- Islamic Culture Academy
- Food Sciences and Safety Academy
- Sports Sciences Academy
- Creative Arts Academy
- Agricultural Sciences Academy
- Health Sciences Academy

### Learning Resources

#### Assessments

- The Emirates Standardised Test (EmSAT)
- Assessment: International Tests
- Smart Learning and Technology
Curriculum

Emirati School

Academic year 2020 - 2021
Curriculum Development

Fundamental Pillars

- The United Arab Emirates’ Constitution
- Federal Strategy, the Country’s Vision 2021 and its National Agenda
- UAE Educational Policy
- Ministry of Education Vision, Mission and Values
- The Document of the Founding Builder
- Values and Behaviour of UAE Citizens
- National Qualification System

Advanced curriculum that aims to enrich students with 21st century skills, which enable them to compete globally and achieve the Emirati school’s graduate goals

Comprehensive and advanced skills that reflect:

**Thinking Methods**
- Creativity
- Critical Thinking
- Problem Solving
- Decision Making

**Living Skills**
- Citizenship, professional life, social and personal responsibility.

**Work Tools**
- Information and communication Technology
- Knowledge of Information.

**Work Methods**
- Cooperation and communication
All private schools in the UAE, despite differences in the curricula and systems, are applying the 'Emirati School' curriculum in the subjects of Islamic Education, Arabic Language, Social Studies, National Education and Moral Education, in compliance with the national requirement laws in private sector schools.
His Highness Sheikh Mohammad bin Rashed launched the Smart Learning Programme in the year of 2012, which included 50 schools for grade 7 students only, up until 2013 where it included 100 schools. The Mohammed Bin Rashed Smart Learning Programme was available to all students from KG to grade 12. The system was then expanded to include home schooled students. The launch of the (Tamkeen) programme & the Virtual School for students who are unable to physically attend as per limited rules and regulations. The launch of the Environmental Smart Learning system for all streams in the Emirati school and students in the UAE.
Learning Methods in the Smart Emirati School

**Smart Distance Learning**
It includes different educational activities provided by the various MOE educational platforms

**In-school Learning**
Following the traditional educational techniques that allow direct contact between the teacher and the students inside the classrooms
Types of Smart Learning in the Smart Emirati School

**Smart distance direct-learning**
- Requires a teacher to be present during the whole period
- Fixed timings for direct lessons
- Focuses on the content that needs to be explained by the teacher.
- Smart distance direct-learning is more participatory

**Smart distance self-learning**
- Doesn’t require a teacher to be present during the self-learning lesson
- Time is more flexible as it is determined by the student
- Focuses on increasing the knowledge and skills of the student
- The Smart distance self-learning is interactive, and the assignments are graded
### Applying the types of Smart-Distance Learning in the Smart Emirati School

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Tutoring lessons</td>
<td>During the smart distance direct-learning tutoring lessons, the student can attend anywhere in the country regardless of the school he/she is registered in</td>
</tr>
<tr>
<td>Flexible timings</td>
<td>Students can modify their smart distance self-learning class schedule upon their convenience. Moreover, they can also re-attend the classes when needed</td>
</tr>
<tr>
<td>Teacher’s teaching load</td>
<td>Self-learning lessons do not count in the teachers’ load as teachers’ roles are limited to supervision and follow-up</td>
</tr>
<tr>
<td>Smart distance self-learning</td>
<td>Smart distance self-learning lessons do not count in the teachers’ load as teachers’ roles are limited to supervision and follow-up</td>
</tr>
</tbody>
</table>

- **Teacher’s teaching load**: The teaching load counts in the smart distance direct-learning lessons as part of his/her total teaching load.
- **Class timings**: The timing of the smart distance direct-learning lesson is equivalent to the in-school lesson.
- **Homework & Activities**: Homework and activities are included as part of students’ Continuous Assessment.
- **Attendance hours**: To ensure the required number of lessons for each subject is covered, the hours of the student’s attendance are counted.
Features of the Smart Emirati School

Future Preparation
Preparing students for the concept of lifelong learning, university majors and future jobs

Improved 21st century skills
Developing students critical thinking and problems solving skills, communication and cooperation, information skills, media and telecommunication skills

Individual Requirements
Satisfying individual interests and needs for each student in an efficient way, allowing them to think of how to learn and change their educational habits to suit their needs

Improved Access to Information
Make the educational resources widely available where students can access them without restrictions on their streams or grades. Also, the possibility to share, discuss, interact with other students around the world.
Flexible Learning in the Smart Emirati School

- Elective Courses
- Level-based Learning
- Flexible and Adaptive Learning
- Communication and Collaboration
- Student’s Cognitive Independence

Old System

- Lecture
- Homework activities

New System

- Lecture
- Classroom activities
- Self Learning
Flexible Learning Examples in the Smart Emirati School

Learning Times
The permanent availability of educational resources allows the students to specify their needs and alternate their learning times according to their different capabilities. It also allows the students to go back to such information whenever needed.

Educational Academies and Streams
Students in the various academies and streams can access interactive classes where electronic simulation tools and virtual reality programmes are used to do practical activities without the need of attending labs physically.

Merging Classes
Outstanding teachers can be asked to merge classes in some common subjects between the different streams and academies where it is possible for students to attend enrichment or extra classes remotely regardless of their locations.
Islamic Education Curriculum

Focusing on values and principles, taking into consideration the balance between the curriculum's values, skills and knowledge components.

Strengthening the student's connection to Al Qura'n and Sunnah with a proper understanding based on moderation.

Developing the student's sense of national belonging and pride in the national identity, creed, language and heritage, and highlighting the role of the founding builder.

Strengthening the role of the family in developing the student's personality through participation in activities like "I am proud of my son".

Focusing on the student as the core of the educational process by building a curriculum based on effective learning.

Emphasis on complementarity with other subjects.
Project "Memorize and Rise" aims at helping students memorise parts of the Qur'an in addition to the parts included in the Islamic curriculum book. 1 reciting and memorising class was appointed weekly for grades 1 to 5, while grades 6 to 12 will receive one class every two weeks.

Adjustment of continuous assessment tools in order to follow up on students' learning and memorising of the Qur'an, and to measure its impact on their behaviour, language, knowledge and other skills.

Updating book covers for grades 7-12 with pictures of mosques across the UAE, that highlight the country's culture and heritage and the role of leadership and Islamic Affairs and Endowments in serving Islamic sanctities. A description of each mosque is included on the back of the book in collaboration with the General Authority of Islamic Affairs and Endowments, and a group of talented Emirati photographers.

Alignment of Islamic Education curriculum and its supporting resources, focusing on topics that promote citizenship, in order to issue a global version in both Arabic and English.
Islamic Education Curriculum

Providing videos, interactive materials, in addition to curriculum-supporting and value-enriching stories.

- Evaluation of the interactive content of "Al Noor" educational platform, and providing electronic games and videos related to first stage curriculum.
- Evaluation of the interactive content of "Al Noor" educational platform, and providing electronic games and videos related to first stage curriculum.
- Designing two Applications for the Qura'an with distinguished educational features:
  - Electronic Qura'an for children.
  - Qur'an App for other students.
Arabic Language Curriculum

A curriculum that responds to the outcomes of scientific research, government’s directives, and the 21st century skills.

Goals

- Establishing conviction and awareness of the importance of Arabic Language and its presence in life.
- Building the curriculum that is grounded on a clear and gradual vision that meets the students' needs.
- Achieving diversity and avoiding stereotyping and stagnancy.

Government's directions

- Texts in the areas of sustainable development, entrepreneurship, and innovation.
- Texts on the concept of citizenship and belonging.
- Texts on the concepts of tolerance and respect.

21st century skills

- Building and enhancing communication skills.
- Promoting research, discussion and criticism skills and teamwork.
- Appreciating diversity and respecting other opinions.
- Learning for life education.
Arabic Language Curriculum - Literature Based Education

The developed Arabic language curriculum is based on Literature.

- Education in which authentic narration works are used as a central basis for the learning experience, in order to support learners to develop their reading and writing skills. The authentic texts form 95% of the curriculum, and this is considered as a unique addition to the Arabic curriculum in the Arab world.

- Hebert and Colt (1989): A comprehensive reading programme with which teachers and students interact in a variety of ways. A set of literary texts is chosen, whereby children develop their reading skills to become mature and professional readers.

- Toni and Jacobs (1989): A process primarily using real books to refine and improve reading.

- Zarello (1989): Practices and activities that use novels, informational books, short stories, poems and plays in teaching and learning the language. Zarello points out that literature is not rewritten for educational purposes and that authentic literature should replace the textbooks; not complement them.
Arabic Language Curriculum - Literature Based

**Natural Framework**
- Removing stagnancy from the Arabic Language

**Texts Variation**
- Anecdotal, narrative, Poetic, Literary, and biographical texts, plays, Informational, Persuasive and Descriptive texts.

**Length of Texts**
- Using the International Standards in determining the length of the texts in each stage.

**Natural Activities**
- Connecting the student's learning and personal experience with what is happening in the world.

**Learning Activities**
- Giving the students deliberate and cumulative language skills training and combination between depth and concentration

**Free Activities**
- Creating opportunities to discover talents and develop them.
Arabic Language Curriculum - Literature Based Education

- Starting from **the skill to build knowledge** and using application and repeated practice along with changing subjects.
- Focusing on **enriching the students' dictionaries** with diverse vocabulary that bring language closer to their life and world.
- Encouraging **students to memorise poems and songs** with an average of 20 to 60 verses per year according to the students' stage.
- Training students on **meditation, contemplation, critical thinking and reading recitation** according to the standards.
Arabic Language Curriculum - Topics

Grades: 1-12:
• Various texts progressing in difficulty and complexity.
• Begins with short stories for kids then simple informational texts, then richer informational texts, dialogue, persuasive texts and then points of view.

Grades: 1-12:
• Varied subjects and progressing skills.
• Starts in grade one, topics from the student's experience like: my best friend, my hobbies.... and ends with scientific and literature topics for various purposes like providing information, explaining points of view and convincing the audience.

Listening

Speaking
Arabic Language Curriculum - Topics

Reading

- Authentic texts written by local, Khaliji, Arab and international writers, which include both old and modern texts.
- High quality comic books for children which stimulate thinking, asking questions and connecting students with their surroundings.
- Rich and various informational texts.

Dictionary

- Pictured dictionary was added before each comprehensive text in grades 1-5 books, in addition to an enrichment dictionary attached to the book.
- Short glossaries were added before each comprehensive text in 2nd and 3rd stage books.
- Rich and various applications on using dictionaries, and continuous

Writing

- Gradual teaching beginning with writing sentences, then paragraphs and short texts and ending with essays and long texts in the higher grades.
- Texts variation: narratives, descriptive, interpretive, persuasive texts.
- Variation in the structure: chronological order structure,
• Primarily functional grammar that is based on a modern view of Arabic language use and lays the foundation of an easy to use language.
• Examples based on Qura'n verses, modern and old poems, stories, novels and newspapers.
• Assessment of grammar and dictation in writing lessons.

Grammar and Dictation

• A modern and simple design that drives eloquent topics to be practiced.
• Clear, Various and common texts which include old and modern texts.
• Direct application in writing lessons, to ensure embodiment of eloquence is included within student's writing assessment network.

Eloquent

• Grades: 1-6:
• Teaching (Al Nasekh and Al Roq'a) calligraphy.
• Developing calligraphy curriculum to include Al Diwani calligraphy.

Calligraphy
Arabic Language Curriculum - Assessment System

- Diagnostic tests in reading and writing for grades 1-12, in order to measure students' skills in both reading (fluency, comprehension) and writing.

- Building a central test bank that is updated each semester, to evaluate students' acquired language skills.
  - Focusing on the importance of subjectivity and accuracy in evaluating the students.

- Applying the Arabic Language National Test on grade 12 students.
  - Subsequently applying the national test for grades 2, 4, 6, 8, 10.

- Designing short, electronic and interactive tests that cover reading, Syntax, Dictation and dictionary lessons for grades 1 to 5.

Diagnostic Tests  Central Tests  National Test  Self-Assessment tests
Arabic Language Curriculum - Learning Resources

Outside the Curriculum Inside the Library:

• The first library students will be introduced to is inside their textbook, because it contains storyboards.
• 10 storyboards are included in each class at first cycle.
• In addition to the novels assigned for students in 2nd and 3rd cycles.

Library in the Book

• Establishing classroom’s libraries in UAE schools for the first cycle, to support the curriculum and guided reading and free reading, in addition to supporting teachers in implementing rich and diagnostic programme and improving reading programme.
• Continuing to enrich these libraries.

Library in Classroom

• Supplying school libraries with resources that support curriculum in cooperation with resource management.

Library in School
• Conducting operational research to study the results of curriculum implementation, and field reality analysis to benefit from in the future. The results of the research will be presented in global forums.

• Implementing an electronic platform project that aims to provide Arabic Language lessons using modern technology and audio-video effects.
• Adding self-assessment tests and worksheets for teachers.

Research and Scientific Forum

Modern Technologies Usage
The writing skill is the most important among the four language skills: listening, speaking, reading and writing.

It largely depends on the enrichment of students' vocabulary reservoir, and their mastery of the other skills.

To enable students to master writing at the end of sixth grade, they need what so called ‘Immersion’. In other words, they need to immerse themselves in a language environment that resembles the language they are learning to be natural and easy.

➢ To achieve that goal:

• Support writing skills through other subjects that are taught in Arabic.

• Train Arabic Language teachers, and the teachers of the other subjects taught in Arabic, on international approved writing assessment networks.
• Writing poetry is mainly a talent, however, it is developed and grown by memorising. Ancient Arabs urged whoever wanted to become a poet to memorise more than two thousand verses to be able to write poetry.

• The current curriculum is based on memorising poetry as a result of essential learning; students from grade 1 to 12 are required to memorise their assigned poems.
A new book titled 'Read and Learn' was added to the variety of book series provided to first grade students. Read and Learn is an enriching book that aims to empower students' skills while learning the Alphabets, so they can master reading and writing at the end of the second semester.

The book includes the following:

- Applications of letter sounds, consonants, and short and long vowels.
- Applications on how to read words after cutting it into sounds and syllables.
- Applications on quick reading of common words, and words at the same level of students' dictionaries.
- Exercises on linking reading and writing skills.
• New stories were added to grades 4 and 5 books, so the number of units assigned for each semester are four, each one containing four stories. The students can choose in coordination with their teachers three units to study.

• This aims to meet students' preferences and desire to study about their preferred stories, and to encourage students to self-read more stories that are not part of their curriculum.

• Poems and listening activities were added to student's book.
Contents of the three parts for grades (6-8) books were modified as following:

• The first part of the first semester contains three units, students can choose in coordination with their teachers two units to study. The same approach is followed in the second semester.

• Third part of the third semester was dedicated to study a new novel, in addition to its related informational texts, language activities, and other activities targeting understanding and analytical skills.

• Syntax lessons were separated into dedicated books in order to help students to create a comprehensive study plan, and to give a chance for 6th grade students to have an idea about the 7th and 8th grades lessons, and vise versa.
The novel 'Happy Dreams of Lebel' presents a rich world that mixes East and West, dream and reality and provides a beautiful diversification on the text of ‘One Thousand and One Nights’. Label used to read in books, and he succeeds in completing the story through a continuous dream and falls into many problems with the sharp-nanny, neighbor, and colleagues.

The story is considered to be one of the oral narratives, and its events revolve around the character ‘Hadara’, a child who was lost during a sandstorm and is less than two years old to live with a flock of ostriches for nearly ten years before being found and brought back to live among humans.
It is an adventure novel about a journey of a girl who loves to travel, discover and explore. The story started when the girl accidentally found herself riding a pirate's ship, where strange events and tales took place.

This story came as a payment of a debt from a student to his sincere teacher. This story talks about some children’s love of learning and knowledge when they utilised all of their energy to keep their dilapidated and forgotten schools alive, and how they fought all kinds of poverty and confronted daily troubles and hardships in order to get to their schools; to learn and to keep the light of knowledge burning in their little big hearts.
The philosophy of this curriculum, which is based on levels, and aligned with the structure of the European Framework of Reference for Languages, is built on several pivots:

- Student-centered Learning.
- Knowledge exchange and representation in multiple ways.
- Connecting learners with real context, which makes them apply the knowledge they receive in their day to day life.
- Collaborative Learning.
- Active Learning.
Curriculum's goals

**Communication Skills Goals:** The ability to communicate in Arabic language leveraging all its skills.

**Language Goals:** Mastering language skills and realizing the beauty of the Arabic Language.

**Cultural Goals:** Understanding the Arabic and Islamic culture.
The Need to Develop Arabic Language Curriculum for the Non-Arabic Speakers

Local and International Changes.

Educational Updates.

Future Community Requirements.

Comparison with and Benefiting from the Most Advanced Systems.

<table>
<thead>
<tr>
<th>Ten Levels of the Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill-based, taking into account the different levels.</td>
</tr>
<tr>
<td>Has modern content.</td>
</tr>
</tbody>
</table>
Unit 1. Coexistence and Tolerance.

- No for Bullying
- Year of Tolerance
- My Strange Friend

Level 8.

Unit 2. Emotions.

- Generation of safety
- We are Open
Arabic Language Curriculum for Non-native Speakers: Outline

Topics

- Familiarity of the Language/ Meet and Greet/ In School/ My Family/ Time/ My Favorite Food.
- Beautiful Day/ Professions/ Weather and Environment/ Holidays/ Occasions/ In The Zoo.
- An Interesting Experience/ Transportation/ Free Time/ Celebrities who changed the World/ Celebrations/ Outside.

Vocabulary

- New vocabulary will be present in each page of the same lesson, which will give the students the chance to know and memorise them.
- Lessons are built based on vocabulary from previous lessons, since learning is a cumulative process that cannot be broken up. Given their importance in the learner being fluent in reading and writing, the focus in Level one will be on visual words and spelling.
Sounds/ Phonetics

The sounds will be presented in a synthesizing way that combines partial and total. There will be a linguistic settings, providing letters with songs and activities, in the first weeks, but without great focus on the details of the letters.

At a later stage, the sounds will be presented according to the similarities in the written form, and the possibility of producing many vocabulary and sentences. From the beginning, there will be focus on phonetic awareness levels: sounds, syllables, rhyming and words.

Skills/ Listening

- The texts will be real, and from the students' reality, where the Arabic language is needed.
- The texts will vary in length.
- The texts will be including daily dialogue/ interviews, stories and weather forecasts.
- It will contain a lot of songs and chants for all stages and study levels.
- Each listening text will be preceded by discussion (before listening) to introduce the subject and vocabulary, then followed with a lot of activities to entrench vocabulary and achieve the desire results.
Skills/ Conversation

- It is important for children to create their own texts, after spending enough time in receiving the language by listening.
- Conversation activities and assignments will be short and easy, while also being purposeful and aiming to achieve the desired results.

Skills/ Reading

- Reading is also a receptive skill, which builds the students' linguistic dictionary, and contributes in linguistic patterns' acquisition without complicating the process with much grammar.
- The text will be varied and ranging in length.
- The text will address different students' interests.
- The text will introduce the local environment, the Arabic and Islamic culture, in addition to the moral values that humanity shares.
Skills/ Writing

1. The language learner must practice writing.

2. At the beginning, Writing will start with general handwriting such as: straight and curved font, etc., to be as in introduction on how to write Arabic letters.

3. The student will move from the level of learning writing to creative writing, according to the diverse learning results.

4. The text written by students will evolve in length and complexity with study stages progression.
Introducing the modern and easy Arabic language, without complexity.
Integration between the receptive level and the productive level of language, and the balance in presenting them.
Focusing on vocabulary, but in a different style like:
➢ Grades 1-4: photographic dictionary.
➢ Grades 5-6: text dictionary.
➢ Grades 7-8: special dictionary, we add a word then the student draws or writes the meaning in any language they choose.
➢ Grades 9-10: special dictionary, each student chooses the vocabulary they want to add to their own dictionary.
Presenting vocabulary according to the criteria of popularity, ease, need and progression.
The comprehensiveness of the topics; combining past, present and future in their pages.
One book for each level, instead of a set of books.
The presence of songs in the curriculum for the first stages. Songs are also included in higher stages but might be fewer.
Arabic Language Curriculum for Non-native Speakers: Strengths

- The curriculum combines learning and entertainment, students will find in their books entertaining games such as: Ladder and Snake in different forms, in which students learn and acquire linguistic methods and vocabulary.
- It comes in line with the 21st century skills.
- This Curriculum is balanced in terms of local and global topics.
- Enhances the values of tolerance and acceptance of others.
- Every student, from any culture or nationality, will find something they relate to in the book.
- Considers individual differences, as it is possible to achieve the same result in many ways and levels in the same unit.
- Focusing on functional words and linguistics links.
Social Studies and National Education curriculum for grades 1 to 12 is based on a number of pivots, including:

- Federal strategy, UAE vision 2021 and the National Agenda.
- General Framework for Curriculum Standards 2019
- The Document of The Founding Builder, UAE 2014.
- The Martyrs’ Matrix.
- The Matrix of the Year of Zayed 2018.
- General Framework for Curriculum Standards 2019
- The United Arab Emirates Natural Plants' Matrix 2018, within "Emirates Planting" initiative with the support and sponsorship of "Mother of the Emirates" Sheikha Fatima Bint Mubarak.
Updating the scientific materials and experiences that are included in the Social Studies and National Education curriculum, according to statistics, modern scientific resources and reliable local and global developments.

A lesson about the Human Brotherhood Document (analytical study) was added to grade 9, first semester.

Paragraphs and pictures about (The Year of Tolerance 2019) were included within the curriculum.

Recent paragraphs and experiences about Expo 2020 Dubai were added to the curriculum, in cooperation with the related authorities (Figures, Topics, Photos).
Preparing the curriculum of Sana'a, in cooperation with The Cultural Programs and Heritage festivals committee.

A lesson about (Mecca Document 2019 - analytical study) was added to grade 9, second semester.

A lesson titled "Emirates The peacemaker in the Horn of Africa" was added to grade 6, second semester.
Updating the expertise included in Social Studies and National Education curriculum about the national and standby service programme, in cooperation with the concerned authorities and preparing a booklet about the national and standby service for grade 12, third semester students.

Modifications on national service in Social Studies and National Education books were made.
Emirati heritage and the values presented by Al Sannaa is a patriotic duty, cultural identity and a lifestyle, and we as Emirati citizens, are required to maintain them by educational frameworks and scientific criteria among Emirati schools' students.

Therefore, the wise leadership of our country and educational leadership, sought this legacy to stand out professionally and honestly for future generations, through a balanced and smooth educational curriculum that conveys the ethics and behaviors of our parents and grandparents with pride, glory and supremacy.

Emirati Sannaa for Emirati schools' students: From our Local Values, we send positive messages to the whole world.
Teaching Al Sannaa aims to develop the capabilities of individuals toward global citizenship, encouraging them to participate, enlightening them and enabling them to embed the common moral values deep inside them, which enables them to interact, communicate with different cultural and social categories, and individuals with different ideas and views.
Al Sannaa: It is a general behavior system characterised by moral nature.

It is a behavior that must be followed by the Emirati citizens in their life and different occasions.

It is the entirety of actions and words that must be followed in different occasions and daily situations.

Al Sannaa is Etiquette.
Emirati Sannaa Curriculum - The Role of Sheikh Zayed

The personality of the leading father Sheikh Zayed is considered as a central figure, as he graduated from the heritage school and was a student of al Badeya values, customs and knowledge.

Sheikh Zayed - may Allah have mercy upon his soul - contributed in the formation of Arab and Khaliji heritage as well as the wording of Nabati poetry.

Heritage contributed in the formation of Sheikh Zayed character and conscience.

Sheikh Zayed- may Allah have mercy upon his soul- translated his interest in heritage values and traditions to active and influential institutes.

Zayed is the first one to maintain the inherited Sannaa and its traditions.

He made sure to instill heritage and Sannaa in the Emirati youth.
Emirati Sannaa Curriculum – Targeted Group

Emirati School Students.

Teachers (Arab and Foreigners)

Local Community (Guardians)

Partners
It is a curriculum based on teaching the principles of Emirati Sanna, and contributes to instill noble values in the heart of the new generation which distinguishes Emirati citizens and creates harmony, spiritual contact and expresses the interconnected bonds between them, respect and accept others through a set of behaviours that embody unity, interdependence and energy of our society, in addition to their participation in authentic values that represent a symbol of unity and national identity.
The definition of Al Sannaa Document:

It is a document that the curriculum is grounded on to define Emirati Sannaa and its fields. The document forms a general framework includes the curriculum foundation pillars, reasons, implementation criteria and evaluation.

The importance of building the Emirati Sannaa Document:

- Introducing students to a valuable part of the inherent values in this country and raising their awareness toward them.
- Enhancing noble values, behaviours, living in peace and tolerance with others and respecting diversity.
- Preparing a responsible citizen towards the country and the open society to all civilisation.
- Adhering to good morals and ethics in countering the rapid changes taking place in our world today.
- Instilling the concept of citizenship which reflects positively on students' behaviours and concerted efforts to serve the country.
- Developing the learners' global awareness and understanding others' traditions and cultures.
Emirati Sannaa Curriculum - Al Sannaa Document’s Pivots

1. The United Arab Emirates Constitution.
8. Emirati School Values.
The definition and importance of Sannaa.
The essentials and values of Al Sannaa.
Al Sannaa in Zayed approach.
Al Sannaa in Family and school.
Al Sannaa in hospitality.

Councils' rules of politeness.
Al Sannaa in Social relations.
Al Sannaa in travelling.
Women in Al Sannaa.
Al Sannaa in popular literature and hobbies.
The Standard of Emirati Sannaa:

Demonstrates knowledge of the values, customs, traditions and authentic customs that were preserved by the UAE society, in order to inherit it during consecutive period of time from one generation to the next, as the main factor that contributes in shaping the national identity and innate behavior of the society. It enhances the individual's loyalty and belonging to their community through their adherence to the values of Sannaa and its behaviour, its elements: cultural, social and environmental and taking it as an ethical approach in their daily dealings and lifestyle.
Generosity, Hospitality and Altruism.

Sincerity, Honesty and Truth.

Respect of Women.

Family Cohesion.

Volunteer and Help.

Polite Discourse.

Tolerance and Respect of Others.

Good Treatment and Elegance.
Emirati Sannaa Curriculum - Books

- **Student’s Activity Book**: Subject is based on knowledge, activities, strategies and different high level of thinking skills.

- **Teacher’s Book**: Scientific material for teachers to apply Emirati Sannaa curriculum.

- **Teacher’s Guide**: Teacher's guide to various aspects related to education and activities.

- **Sources and References**: Specialised in Al Sannaa (to be available in the school library).
السنج في القيادة الإماراتية

السنج الإماراتي في صب القهوة العربية

1. تأريخ القهوة العربية وسياقها في تاريخ الإمارات.
2. الفئات المختلفة لطريقة صب القهوة.
3. استخدام الفنون والطبيعة في صب القهوة.
4. عادات استخدام القهوة في الحياة اليومية.
5. إعداد القهوة من الأشياء المنزلية.

وائحات من يقوم بصب القهوة

1. يجب أن يكون الشخص بصحبة القهوة وجبة الحساء.
2. يجب أن يكون الشخص مطمئنًا في الجملة.
3. يجب أن يكون الشخص متحمسًا على القهوة.
4. يجب أن يكون الشخص يتنبأ بالقهوة.
5. يجب أن يكون الشخص ي hazır لصب القهوة.
6. يجب أن يكون الشخص يتوفر بالقهوة.
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10. يجب أن يكون الشخص يحضر القهوة.
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15. يجب أن يكون الشخص يجذب القهوة.
16. يجب أن يكون الشخص يتأثر القهوة.
17. يجب أن يكون الشخص يحقق القهوة.
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19. يجب أن يكون الشخص يقاطع القهوة.
20. يجب أن يكون الشخص يعبأ القهوة.
21. يجب أن يكون الشخص يجهز القهوة.
22. يجب أن يكون الشخص يحتفظ القهوة.
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100. يجب أن يكون الشخص يميز القهوة.

Emirati Sannaa Curriculum - School Book Goals

01. Provide a value, moral national framework stemmed from religious and heritage for cohesive society.

02. Provides flashes from old generations' thoughts, in order to be taken as role models toward healthy society and right path.

03. Review ethics-related modules and situations which provide the conducive environment for people to raise.

04. Strengthening social ties which lead to homogeneous society.

05. Support students to acquire good habits and help them to avoid or stop any bad habits.
## First Pillar
The Definition of Al Sannaa and its Importance:

- Al Sannaa definition.
- Why do we learn about Al Sannaa? (Its importance).

## Second Pillar
The essentials and Values of Al Sannaa:

- Emirati Sannaa main values.
- The essentials of Sannaa in the Emirati society.

## Third Pillar
Al Sannaa in Zayed Approach:

- The role of Sheikh Zayed in embodying and rooting Al Sannaa (samples, enduring and added values in Al Sannaa).
- Aspects of the care given by Sheikh Zayed to Al Sannaa.
- Our Sannaa is derived from Zayed Sannaa.
- A message from Zayed to his sons.

## Fourth Pillar
Al Sannaa in School at Home (Emirati students are always polite):

- Nuclear family is the first place where children acquire their knowledge.
- The importance of the family's role in nurturing on Al Sannaa.
- Respect parents is one of Al Sannaa values.
- Respect family members and other employees.
- Respect teachers, students and employees.
- Preserve public property.
- Respect rules and laws.
<table>
<thead>
<tr>
<th>Fifth Pillar</th>
<th>Sixth Pillar</th>
<th>Seventh pillar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al Sannaa in Hospitality</td>
<td>councils’ Rules of Politeness</td>
<td>Al Sannaa in visiting relatives and neighbors.</td>
</tr>
</tbody>
</table>

- Greetings.
- Norms of hospitality.
- Honor guests.
- The importance and emblematic of Arabic coffee in UAE
- Farewell to the guest
- The importance of Emirati councils and their types.
- councils' rules of politeness (Speaking and listening norms in councils).
- Elders (Sheikhs) councils (Al Sannaa in visiting elders ).
- Al Sannaa in visiting relatives and neighbors.
- Al Sannaa in visiting patients.
- Social occasions (Ramadan, visiting patients, weddings and condolences).
- Al Sannaa in Emirati traditional clothes.
## Eights Pillar
Al Sannaa in Traveling:

- Al Sannaa in traveling.
- Al Sannaa in walking.
- Al Sannaa in Emirati behaviour outside their country.

## Ninth Pillar
Women in Al Sannaa:

- The mothers of UAE, Sheikha Fatima Bint Mubarak.
- Emirati Sannaa in raising children.
- Women Sannaa in managing households.

## Tenth Pillar
Al Sannaa in Popular Literature and Hobbies:

- Al Sannaa in hobbies (hunting, camel riding).
- Al Sannaa in sailing and swimming.
- Al Sannaa in popular literature.
Emirati Sannaa Curriculum - The Goals of Student's Activity Book

- Focusing on the main definitions, enabling students to self learn, gathering information from various sources, processing the information and using it whenever needed.

- Identifying the required and must learn contents.

- Precise identification of the desired levels to be obtained (learning outcomes).

- Unifying Al Sannaa definitions for students by teaching them the skills and aspects related to it.

- Identifying associated learning activities.

- Application and implementation of different thinking skills.

- Enriching the learning material with extra activities and educational methods.
| Booklets of Emirati Sannaa in both in Arabic and English language for grades (1-12) | Seminars and training sessions about Emirati Sannaa and its applications, in cooperation with the Training and Professional Development management. | Communicate with the heritage institutions and participate in cultural and heritage festivals. | Revitalising the role of local community councils. | An example of communication with Mohammed Bin Zayed school for Falconry in order to spread the culture of Al Sannaa in councils. | Distribution of Al Sannaa and proverbs books by governmental and local entities in schools and local community. | The week of Sannaa in Emirati schools and local community. | Social media application (Our Sannaa). | The interaction of a local, heritage and scientific figures with the students. | Emirati Sannaa Ambassador for Al Sannaa in the Founding Builder thoughts - Sheikh Zayed- (may his soul rest in peace) | Include Emirati Sannaa and its applications in schools' curriculum |

**Emirati Sannaa Curriculum - Strategies and Methods of Spreading Emirati Sannaa Culture**
Emirati Sannaa Curriculum - Application Mechanism

**Grades: 1-4**

- Teaching material including subjects that focused on the definition of Al Sannaa being a way to preserve the Emirati heritage and enhance the system of morals and values in society.
- Enhancing the role of Emirati councils as pioneer platforms that promote Al Sannaa, and enable children to learn about Al Sannaa from the experiences of their parents and grandparents.

**Grades: 5-8**

- Drawing attention to late Sheikh Zayed bin Sultan Al Nahyan, may his soul rest in peace, the leader, teacher and knight, from where we learn about Al Sannaa Culture with its customs and traditions. Sheikh Zayed is considered the central personality for all Emirati people. In addition to establishing a federal state and launching development and revolution, he was the role model of leadership.
- Sheikh Zayed translated his interest in heritage, values and traditions into energetic and influential institutions. He sought to preserve the national culture and enhanced the authentic morals.
From the beginning of the school year, September, one pillar of Al Sannaa will be assigned for all schools in each month.

Schools carried out indoor and outdoor activities for each pillar assigned for each month.

Schools are free to apply whatever is good according to the followed procedures.

Schools' sectors will activate the pillar through social media applications and the initiative characters' fliers (Hamad and Salamah).

Processing will be conducted through a documentary animation film that aims to teach children Emirati Sannaa in some situations. Hamad and Salamah usually do some wrong behaviours, and the sound alerts them on these behaviours then corrects them.
Add Emirati Sannaa Document.

Compose Al Sannaa educational books for students and teachers for grades 1-2.

Review the specialised sides of Al Sannaa books.

Determine references and resources, develop the curriculum and teaching methods and adopt them.
The training plan is divided into 3 pillars:

The Awareness Programme:
- Targeting community and teachers, this programme relies on social media and interviews.

Training Programme:
- This programme targets teachers.
- Applied through stimulation in workplace.

Al Sannaa Projects:
- This project targets students through conducted events and published researches.
Part of this programme was applied within the building and composing process, based on systematic steps and procedures in order to obtain constructive feedback prior to initiating the programme.

- Al Sanna initiative proponents in students' activities were supported (events committee, Women Union etc...).
- Apply one activity each week for one month (Testing phase).
- Ads and special fliers have been used in each pillar.
- The outcome of the testing phase was measured at the end of the first month.

12 schools participated from all cycles (C1, C2, and C3).

97% of participating students completed the stages of the programme.

87% of the participating students benefited from the programme.
The Curriculum Updates:

1. Harmonisation between Moral Education lessons and other subjects in order to ensure complementarity.

2. Creating interactive resources (QR code) to support the curriculum and simulate values and recent developments (moral values, Expo 2020 texts, the document of Human Fraternity).

3. Adopting a quantitative evaluation of total 100 points, for 1st, 2nd, 3rd cycles, in addition to preparing special questionnaires to evaluate the impact of learning outcome for teachers, students, school principals and parents. The questionnaire will be added to smart learning gate (LMS).
Moral Education Curriculum

Harmonisation between Moral Education lessons and other subjects in order to ensure complementarity.

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Grades: 1-4</th>
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<tbody>
<tr>
<td><strong>The 4 pillars of the curriculum.</strong></td>
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<tr>
<td>- Morals and personality.</td>
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<td>- Individual and society.</td>
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<td>- Cultural studies.</td>
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<td>- Civilian studies.</td>
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<thead>
<tr>
<th>Learning outcomes</th>
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<tr>
<td>It is taught as a separate subject/ one class per week by social studies' teacher or Arabic language teacher.</td>
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<th>Cycle 2</th>
<th>Grades: 5-8</th>
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<td><strong>The 4 pillars of the curriculum.</strong></td>
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<td>The integration of Moral education lessons, outputs and resulting skills with other subjects to achieve complementarity and to be taught and delivered to students by all subject teachers in one pattern or one format.</td>
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<th>Cycle 3</th>
<th>Grades: 9-12</th>
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<td><strong>The 4 pillars of the curriculum.</strong></td>
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<td>- Morals and personality.</td>
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</table>

Achieve curriculum complementarity, using measurement tools enhanced by teachers’ guide. Guiding teachers toward subject complementarity to ensure achieving harmonisation between Moral education lessons and other subjects.
The harmonisation between learning results, outputs and resulting skills from moral education lessons with other subjects to ensure complementarity.
The integration of Moral education lessons, outputs and resulting skills with other subjects to achieve complementarity
Creating interactive resources (QR code) to support the curriculum and simulate values and recent developments (moral values, Expo 2020 texts, the document of Human Fraternity).
Creating interactive resources (QR code) to support the curriculum and simulate values and recent developments (moral values, Expo 2020 texts, the document of Human Fraternity).
Moral Education Curriculum

Cultural Studies.
UAE and global culture.

Morals and Personality.
The development of the student as an individual.

Civilian Studies.
Knowledge about life in UAE.

Individual and Society.
Individuals within various social groups.
This approach is based on achieving students’ development progression in all domains:

**Emotional Domain:** Adopting values and situations.

**Behavioral Domain:** Social and emotional skills.

**Cognitive Domain:** Knowledge of subjects.

**Academic researches, stories and novels about Emirati heritage and folklore, technology and multimedia tools, educational video games and field trips (visiting museums and courts).**

**Student-based, interactive, knowledgeable, and effective communication, Discussion, dialogue, cooperative learning groups, problem solving, exploratory, and learning through play.**
English Language Curriculum

- Achieving the National agenda indicators and raising the students’ performance rate in standardised test such as: Emirates test EmSAT in percentage of 100%, to ensure high quality education to all students, in order to enable students to skip the foundation year when joining universities.

- Preparing students for a global knowledge-based economy, equipping them with the 21st century skills to understand and solve problems they may encounter in work or life.

- Designing curriculum for each stream, to ensure the empowerment of students at all levels.

- Inserting Accelerated English Programme AEP, in order to enhance students' performance and in turn achieve the required level.

- Consistent with MOE’s national learning standards' documents, as well as being aligned with The Common European Framework for Learning Standards.

- The curriculum ensures a smooth transition between grades and study stages which enables students to build their knowledge and develop their language skills.
The English Language Curriculum is based on the Common European Framework that takes a practical approach to language learning through using the language as a tool for communication.

- The curriculum is directed toward empowering learners to perform, express themselves in different occasions inside and outside the subject and encourage learners to master the 21st century skills.

<table>
<thead>
<tr>
<th>Circle</th>
<th>Content</th>
<th>Common European Framework</th>
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</table>
| 1      | - Students start building on their basic skills of receiving language (reading and listening) where students understand the main idea and some of the main details of different types of texts.  
- They can have a conversation with their colleagues using simple language structures then learners move on to listen to more complex phonemes. | Pre-1 - A1.2 Exploration Phase. |
| 2      | - Students build their capabilities and move toward a transition phase to become more than basic language user, to be an independent user of the language and build on reception skills.  
- Learners become more confident in expressing themselves through various methods and start developing their language structure. | A1.2 - A2.2 Basic User. |
| 3      | - Students progress to be independent learners so they build on transferring their skills on language and vocabulary and be able to understand the main points of complex texts through different types of literature.  
- Students will be able to communicate fluently and interact with various subjects, expressing opinion, producing texts and using a range of methods to convey their messages. | B1 - B2 Independent User. |
Mathematics Curriculum

- Contains a comprehensive programme for early learning stage (Kindergarten).
- Contains student books, teachers' books and interactive guides for students.
- Contains topics that simulate creative and critical thinking and urges learners to formulate criteria that would help in the educational process. The curriculum also focuses on developing learners’ cognitive skills which will enable students to perform and solve different mathematical operations in a highly skilled manner.

- Mathematics curriculum prepares students for practical life skills, through conducting performance tasks, Mathematics lab, and projects that link theoretical aspects of the material with applied aspects.
- This curriculum enabled students to obtain universities' admission requirements without the foundation year and ensures that the students from both Elite and Advanced streams will pass some of university first years' courses.
- Serves UAE vision in achieving high standard education and obtaining the best results in the national and international tests.
The Mathematics curriculum was distributed in 6 field areas as compared to 4 field areas before. The pillars were also distributed across all the field areas in order to write new and refined matrix for range and sequence for the mathematics curriculum, according to grades and study stages within educational outputs and subject’s standards. Updated framework for mathematics has started to be written for all grades.

Work is in progress to build the general framework for mathematics matrix, using WIDS digital platform, which enables a detailed and easy view for mathematics matrix and allows it to relate to universities and local and international higher educational institutions.

The link between the curriculum outcomes and Common Core Standards has been studied.

Tables of terms and concepts in books, have been updated, and have been unified in Cycle 3 books along with inserting tables and symbols used in science to ensure the consistency of both curricula.

A guideline to Mathematics has been prepared in different grades and paths.

Mathematical terms and concepts have been unified in Cycle 3.

Mathematics in English started to be taught for grades 9 and 10 in the Advanced Stream.

Mathematics in Arabic started to be taught for grades 9, 10, and 11 in the Applied Stream.
Cooperation with Arabic language experts was carried out to proofread student book for grades 1, 2, 3.

New units were added to grade 1 book, taken from the content of Kindergarten book to ensure a smooth transition and start for grade 1 students.

Student books were reformatted for the Cycle 1 grades, including the font size.

A detailed syllabus of all exams and specification tables for all grades and streams was prepared, along with linking the books' output, examples and questions.

Analysis models using Office 365 were prepared for all grades after midterm exams.

Electronic exams were conducted for grades 7-12 for continuous education students in the General Stream.
The time distribution of all curriculum in 4 streams has been rescheduled to ensure that the required standards of International tests are covered, especially TIMSS and PISA.

All TIMSS questions for grades 4 and 8 that were published by IEA, have been classified according to the curriculum learning results, in addition to training teachers how to utilise them inside the classroom.

Practice questions are regularly published on LMS system to ensure the continuous preparation of the students.
The ALEKS platform has been activated for Elite Stream students, it is a smart and interactive learning system, which allows students to figure out their weak points and help them to self-train in order to enhance their academic level.

The evaluation system in the Elite Stream has been restructured, in order to prepare most of the students for Calculus AP from College Board.
- Participated in Juniors Diploma Initiative, which targeted second to seventh graders who need support in Mathematics.

- A brochure containing more than 800 questions was prepared in pillars: numbers, operations, fractions, engineering and it includes all levels and different main learning outcomes.

- Pre and post tests were prepared on six levels, to measure students' knowledge levels and their performance. All answers were analysed according to the questions and axes. Individual reports are prepared for each student to show their performance at the beginning of the application and after completion which helps in showing their development.

- All teachers who participated in the initiative had been trained and followed up with on daily basis, to ensure the smooth running of the initiative.
Mathematics Curriculum

- Tamkeen programme was supplemented with educational materials and videos for grades 4-11. Ejteyaz programme was supplemented with educational materials and videos for grade 12 for the two streams, General and Advanced.

- Educational materials were prepared for grades 2 and 5 within Qimma programme, which supports refinement of students' cognitive, perceptual and technical skills through independent smart learning.

- The activities of (School), the International electronic and educational platform within Sheikh Mohammad Bin Rashid initiative were reviewed and edited, in addition to the content of Edushare platform.

- Feedback was provided on Alef Education’s activities, to ensure its alignment with the curriculum.
Science Curriculum

- Modernising of the general framework for educational materials and developing educational outcomes for the scientific materials to include applied, cognitive and community sides, in proportion with labour market and developing of educational curriculum accordingly.

- Updating the general framework for the Scientific Subject Document, as it has become technically prepared on WIDS digital platform. The platform aims to check that the learning outcomes have been achieved and met, horizontally and vertically, as well as linking the general framework for the Scientific Subject Document with universities and local and international educational institutions, to ensure that students are followed up in their first year at collage.

- Upgrading the scientific materials and developing their practical side in order to activate laboratories with a 100% usage and achieving integrative and developing the 21st century skills. Laboratory work includes ensuring ethical consideration of scientific research and scientific applications such as animal welfare and respecting of others.

- Physics curricula that cover all the required axes and pivots at university studies in addition to their reliance on calculus, (Calculus-based physics), while ensuring the complimentary of the required skills between mathematics and physics in Cycle 3 classes.

- Developing students' guide and adding the digital and interactive copy to the book, to enhance independent learning by using the latest digital educational strategies.

- Teachers' guides are provided with the latest educational strategies that are compatible with the 21st century skills, and reinforce laboratory applied work.
Science Curriculum

- Activating students' laboratory activity guides by printing and linking them with the LMS system, and adding digital sources, including Physics for the Advanced Stream.

- Merging mathematics, science, design and technology in the first and second grades of Cycle 1 to ensure integration between scientific materials and to improve the quality of the educational outputs.

- Merging between science and social studies in geography subjects for Grades 5-8.

- Changing the teaching language from Arabic into English in the Advanced Stream for Physics and Biology subjects for 9th grade.

- Increasing the effectiveness of Chemistry and Physics laboratories through simulation, data loggers and educational portfolio experiments.

- Modernising Biology laboratories and making it integrative with both chemistry and physics within genetics, genetic engineering and chemistry in biology, while ensuring safety for all scientific educational sources.
Science Curriculum

- Upgrading the educational plan on LMS system, and adding laboratory sources from students' book, teachers' guide and laboratory activity guide to encourage teachers to use it while teaching.

- Aligning, reviewing, and adapting digital and scientific educational sources that consist of educational videos, study plans, simulation for students from the digital library for Mohammad Bin Rashid initiative (Madrassa) and Ebtikar institute (Edushare) and linking it with the LMS system for teaching plans.

- Activating (Tamkeen) programme on LMS system that supports students who are going to retake the makeup exams together with adding teaching plans, a copy of teachers' guide, digital scientific educational sources that consist of educational videos, teaching plans and simulation to support independent learning.
Computer Science Curriculum

- Computer Science subject focuses on developing students’ basic skills related to the 21st century skills, which are used in various aspects at the job market. STREAM skills are promoted among students using science, technology, engineering and mathematics, in which students learn from various subjects such as computer and network algorithms.

- The application of computer science curriculum begins in the 9th grade, where students learn one of the most important programming languages and the most used in the field of artificial intelligence, which is the language (Python), in line with the vision of the UAE making the country as one of the leading countries in the field of artificial intelligence. Students also learn computer networks, and how to protect them from hacking especially with the advent of the Internet of things (IoT).

- By the end of the 10th grade, students will have knowledge of programming and networks, modifying and collecting data using Python language libraries, understanding artificial intelligence algorithms, showing ability in using artificial intelligence, machine learning various fields and specialisations, to provide new solutions, as these skills help students in their university studies.
Computer Science Curriculum

E-awareness of students, and enabling them to use moral piracy means, which aim to maintain the integrity of the systems and the digital data from the hacking programmes that target people and institutes.

Including artificial intelligence software in the curriculum and informing students about the latest developments in this field to use it for problem solving and implementing various projects and applying it in their daily life.

Providing students with the technological skills that would qualify them for post-graduate studies and job market.

Focusing on concepts, creativity and innovation, critical thinking, scientific and conceptual analysis for things and concepts that surround students’ lives.

Focusing on the student as the center of the educational process by building an effective learning curriculum.

Preparing students to participate in local and international competitions.
Computer Science Curriculum - Outputs

1- Artificial Intelligence:
- Differentiating between artificial intelligence and its types.
- Knowing ‘Why’ and ‘When’ to use artificial intelligence.
- Knowing how to collect and organise data.
- Using Python libraries.
- Understanding algorithms of artificial intelligence and using them to solve problems.
- Designing applications using artificial intelligence to solve problems.
- Knowing neural networks in artificial intelligence.

2- Programming
- Understanding the basics of programming and writing algorithms.
- Designing programmes using Python.
- Understanding numerical logic, data types and input/output.
- Understanding the basic tools of Python and how it is used.
- Designing programmes to solve problems.

3- Information Security:
- Understanding types and consequences of cyberattacks and the importance of information security.
- Being aware of data hacking.
- Understanding cyberattacks precautions, and the importance of awareness raising on the dangers of information hacking.

4- Computer Network:
- Defining and understanding the different types of networks and the pros and cons of each type.
- Explaining how networks work and understanding their terminology and components.
- Network design.
Students will be able to apply the 21st century skills upon completing a two-year computer science course.

**Cooperation:**
Collective work projects that would enhance cooperation between students.

**Creativity:**
Creativity in projects with a competitive environment among students.

**Design:**
Developing and building project designs.

**Communication:**
Communicating with different people in order to collect data and find tools for projects.

**Critical Thinking:**
Think critically about projects, which helps in creativity and finding solutions.
Introduction to Networks.
Students learn basic logic and networking links, including hardware, switching and networking.

Programming Basics Using Python.
Students are introduced to the basic components of Python programming language in which the concepts of cryptography are used.

Python Programme and Big Data.
Students learn how to manage and use big data in making information technology in a smart way.

Python Programme and Artificial Intelligence.
Students learn how to create artificial intelligence applications in real world, using Python.

Computer Science Curriculum
Computer Science Curriculum - Projects Samples

01 Knowing and classifying things by using images, through artificial intelligence and Python.

03 Recognising people's faces using artificial intelligence and Python.

02 Examining fruits ripening through color and appearance, using artificial intelligence and Python.

04 Recognising people and gender of the speaker through voice, using artificial intelligence and Python.

05 Recognising currencies through image and color, using artificial intelligence and Python.
Design and Technology Curriculum

01 The standards of Design and Technology material are based on enhancing applied and innovative skills in technology, in addition to design and creativity, where students acquire basic computer skills as well as context programming.

02 The content of the material focuses on the deep understanding of logical, arithmetical and logarithm thinking.

03 Students design and innovative skills are developed in order to help them in building innovative projects.

04 Subject topics and lessons are linked with other materials to achieve STREAM vision in teaching and learning.

05 Students acquire compatible skills with the fourth industrial revolution.
Design and Technology Curriculum

Preparing a generation capable of connecting digital technology with all specialisations and use this technology in daily life aspects.

Preparing students to join technical and electronic specialties in universities.

Supporting UAE initiatives and visions such as -One Million Arab Coders- by preparing a generation of designers, innovators and engineers able to innovate and develop new approaches and solutions, using engineering, technology and art.

Preparing a creative thinking and problem-solving generation, using technology and modern digital applications.
The Development of Technology Curriculum in the Emirati School

1. Cycle 1: (Design and Technology), kindergarten and grades 1-4.

2. Cycle 2: (Design and Technology), Grades 5-8.

3. Cycle 3: (Computer Science), Grades 9-10

4. Cycle 3: (Creative Design and Innovation) Grades 11-12
Design and Technology Curriculum - Teaching Outputs

- Developing creative thinking skills
- Collective work skills
- Finding creative solution skills
- Developing arithmetic thinking skills
- Building algorithmic skills
- Learning visual programming

Discovering and creating different projects

Developing logical thinking skills.

Following a hierarchical task performance

Finding solutions

Filtering, processing and validating information.
The materials share many features and components with engineering, mathematics, science and technology subjects, and aim to enhance our students' understanding of the important and effective role they would play and at the same time preparing them to play such a role effectively in the future of the digital world.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Logical and Arithmetical Thinking</th>
<th>Visual Programming Guidelines</th>
<th>Robotic Programming</th>
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<tbody>
<tr>
<td>First and Second Grades</td>
<td>Introduction for Design and Technology</td>
<td>Robotic Programming</td>
<td>Logical and Arithmetical Thinking and Computer Skills</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Design and Modeling</td>
<td>Visual Programming</td>
<td>Robotic Programming</td>
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<tr>
<td>Fifth Grade</td>
<td>Games’ Design Basics Using Codo</td>
<td>Robotic Science</td>
<td>3D Modeling and Design</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>Python Basics</td>
<td>Robotic Skills, Digital Control and Programming</td>
<td>Basic Skills in 3D’s Project Designs</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>Python</td>
<td>Developing and Programming 3D Modeling</td>
<td>Website Design Skills</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>Advanced Skills in 3D Design</td>
<td>Digital Processing Software</td>
<td>Project Designs</td>
</tr>
</tbody>
</table>
Creative Design and Innovation subject is one of the Emirati School subjects that reinforce STREAM principles in schools' curriculum.

Creative Design and Innovation subject uses 21st century skills in an innovative curriculum which enhance the principles of: Science, technology, engineering and mathematics in a unique and simple way.

Creative Design and Innovation subject is applied through a leading curriculum, where students deal with design and innovation challenges along with applying entrepreneurship principles while designing different projects.
Creative Design and Innovation Curriculum - Goals

Through passing two years of studying Creative Design and Innovation subject, students will be able to:

- Apply 21\textsuperscript{st} century skills in their productive designs such as communication, creativity, cooperative and critical thinking.

- Adopting entrepreneurial methodology to transfer an innovative idea into a comprehensive product, by pre-research then producing several solutions and selecting the best one, then starting to designing it on paper, using computer to model it, printing the form using 3D printing techniques, starting to market the product and studying its productivity.

- Using engineering design methodology when designing and product or devise.

- Follow STREAM principles to design various projects on various topics which combining:
  - Electronics.
  - Integrated systems and programming.
  - Technical drawings using computers.
  - 3D modeling and printing techniques.
  - Robots.
  - Artificial intelligence.
  - Mechanics science.
  - Renewable energy.
Creative Design and Innovation Curriculum - Educational Outputs

Cycle 3 - Grade 11

➢ Determining STREAM's six main components.

➢ Applying CAD design using computer and recognize the benefits of using 3D printing technology in our life.

➢ Using entrepreneurial methodology during implementation.

➢ Determine the main functions and components of electric circuits.

➢ Understanding engineering design process and its main stages.

➢ Understanding and applying project implementation process, including interpretation of its graphic schematics and parts welding.

➢ Determining the main functions and components of electric circuits.

➢ Understanding and reading technical and engineering graphs.

➢ Knowing the main programming languages.

➢ Explaining microprocessor application and learning how to programme it in order to control different kinds of electronic devices.
Recognising artificial intelligence and machine learning and understand the differences between them.

➢ Understanding robots and its importance.

➢ Understanding circuits' basics.

➢ Testing circuits' parts and explaining its graphs.

➢ Differentiating between digital and asymmetries signals.

➢ Recognising space robots and understanding its building mechanism.

➢ Explaining the difference between micro-processor and micro- controller.

➢ Implementing an artificial intelligence project.

➢ Recognising the usage of Robots in real life.

➢ Determining the role of artificial intelligence in robots.

➢ Recognising energy sources and understanding the principles of energy conversion.

➢ Explaining the difference between digital and asymmetries signals.

➢ Using solar system as a clean energy sources to run any project.
Creative Design and Innovation Curriculum - STREM

STREAM
Science/ Technology/ Reading/ Engineering/ Art/Mathematics.

- 3D printing features.
  - Understand how motors and sensor devices function.
  - Apply Ohm's Law to analysis circuits.
  - Specify the features and applications of circuit's component like capacitors, resistors and transistors.
  - Differentiate between analog and digital signals.

- Computer-aided design, including 3D modeling and 3D printing techniques.
  - Learn about famous programming languages.
  - Using microprocessor in building projects.
  - Enumerate and distinguish between major robotic systems.
  - Understand the principles of artificial intelligence and learning machines.
  - Implementing artificial intelligence based-projects.
  - Determine energy sources and use renewable energy sources to run projects.
  - Learn about space craft and their technology.

- Apply engineering design process through following an innovative methodology based on 3D modeling, computer engineering, electronics and controllers programming.
  - Test the function of electrical components using DMM.
  - Determine the most suitable component to complete a specific design.
  - Explanation of circuit diagrams.
  - Welding of electric circuit components.

- Sketch designs before converting them into 3D model.
  - Understand the basics of technical, engineering graphics and their applications.

- Search for different types of information that help complete the project successfully.
  - Conduct and submit researches and investigations.

- Engineering measurements.
  - Coordinates, axes, levels and basic geometry, comparison of 2D, 3D shapes, lengths and spaces, angels, parallel and vertical lines, types of polygons.
  - Data analysis and problem solving.
  - Calculate and measure the values of electrical components in electrical circuits such as resistor, capacitor, energy and other sources.

- Learn about famous programming languages.
  - Using microprocessor in building projects.
  - Enumerate and distinguish between major robotic systems.
  - Understanding the principles of artificial intelligence and learning machines.
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  - Data analysis and problem solving.
  - Calculate and measure the values of electrical components in electrical circuits such as resistor, capacitor, energy and other sources.
Health Science Curriculum

- Health Science (HS) subject paves the way for students to join health-related professions, while enabling them to acquire knowledge and science in many health conditions, and the methods of treatment and prevention.

- It teaches principles of First-aid, dealing with ER cases while empowering students to recognise the value of health and well-being, and the importance of healthy nutrition.

- The HS curriculum prepares students to follow healthy food diet that would benefit them and their families. The topics of the curriculum also focus on the importance of living a healthy lifestyle.

- This course is given to all students, males/females in both 11 & 12 grades.
Health Science outcomes correspond to the standards of Fatima Collage of Health Sciences (FCHS), while several learning outcomes were included in the first semester curriculum.

- Health science curriculum has been harmonised with different health science studies from all over the world including; BTEC

- The curriculum was linked with the outcomes of moral education curriculum, in order to build academic and professional student personality.
Health Science Curriculum - Educational Outcomes

Cycle 3 – Grade 11

➢ Understanding and demonstrating the factors that effect health.

➢ Understanding and explaining the principles of health educational techniques/ promotion methods that can reduce the danger of health-related illnesses which would in turn improve the quality of life.

➢ Recognising the importance of communication and conflict resolution to improve the leadership side.

➢ Determining the purpose of first-aid and highlighting the first measure to be taken when encountering danger.

➢ Recognising the main food groups and classifying the different kinds of food and identifying the main function of each foodstuff.

➢ Describing the main organs of human body including: skeleton, muscular system, nervous system, respiratory system, digestive system, immunity system and blood circulation.

➢ Statement of appropriate response to emergency situations, first aid procedures and CPR.

➢ Recognising the importance of hygienic food in avoiding diseases and food poisoning.

➢ Understanding psychology and cognitive processes.

➢ Learning about the role of healthcare specialists, and the rights and responsibilities included in healthcare.

➢ Explaining the concept of mental health and everything regarding emotional control, self-esteem and confrontation strategies.

➢ Explaining the effect of environmental pollution on health.
Health Science Curriculum - Educational Outcomes

Cycle 3 – Grade 12

➢ Definition of common medical terms and application of the basic steps to create medical terms (medical terminology)

➢ Description and classification of diseases and disorders in; skeleton, muscular system, nervous system, respiratory system, digestive system, immune system, blood circulation, and study of the main concepts of care in certain situations.

➢ Learning about the importance of safety on roads and fires.

➢ Learn how to enable individuals to control their health and reduce the risk of having diseases.

➢ Explaining each stage of pregnancy, when emergency medical care is required, and identifying the required changes of lifestyle during pregnancy, and the nutritional needs for newborn babies (female only).

➢ Identifying and applying the correct procedures that must be taken during accidents, mass casualty, and the need for stitches.

➢ Readiness, the application of first-aid for different emergency situations such as burns, electric shock, different types of fractures, poisoning, diabetes patients’ emergencies and seizures.

➢ Understanding the principles of lifestyle behavioural change.

➢ Understanding the proper nutritional management for certain diseases including diabetes and heart diseases.

➢ Applying basic skills and treatment related to physiotherapy, including the usage of tools and technologies that determine the location of patients and their transfer methods.

➢ Discovering survival basic skills (males only).

➢ Exploring the role of technology in the field of healthcare and its impact on health.

➢ Learning about the main principles of pharmacology and medical mathematics and describing safety measures for drug administration and storage at home.
**STREAM**
Science/ Technology/ Reading/ Engineering/ Art/ Mathematics.

- Students study basic anatomy and physiology, to understand different body systems and how can it be affected by various diseases and disorders.
- Technology is included throughout studying curricula, by different types and interactive tasks.
- Students must read many studies presented in the curriculum, and a lot of researches including explore scientific reports and articles.
- Many activities and projects encourage creativity, by designing stickers, fliers and health awareness campaign.
- Students use mathematics in different life aspects such as: calculating calories, body fat, IBM -body mass index in nutrition, medical mathematics in pharmacology and calculate heart rate.
Youth grow in a developed and dynamic world, where they face new and unpredictable opportunities and challenges. The Business Administration Curriculum encourages students to develop their capabilities in organising their lives, through the economic and social data they are encountered with.

The curriculum enables students in decision-making, managing their personal financial resources, and preparing them to be able to adapt and be creative throughout their career life.

Business administration curriculum encourages students to develop learning and working skills, by supporting and developing their analytical and critical thinking skills and problem solving.

The curriculum aims to develop students’ skills in both reading and writing, information and communication technology and the 21st century skills, through providing an applied realistic context and practical examples in order to provide an effective and real example.
Business Studies Curriculum - Criteria

- The curricula were built in line with the International Standards, to provide students with basics and skills that meet the goal of the UAE National Agenda.

- The evaluation criteria for business studies curriculum contribute in developing evaluation standards based on practical methods, in line with BTEC.

- Business studies curriculum aims to enhance students' choices, provide different paths based on deep regulations and rules, in cooperation with Higher Technologies Colleges.

- Programmes were developed via Internet, linked to a group of business studies specialties, like accounting and economics to be available to all students of Cycle 3, as this provides students with great vision, stronger basis for pursuing their undergraduate studies specialised in business studies. This programme will be developed in cooperation with other universities, such as: Zayed University, to ensure the continuation of the educational process with the correct approach.
Business Studies Curriculum - Goals

- Developing technological skills and required entrepreneurship in modern business environment.

- Obtaining the principles and basics in both knowledge and commercial projects that support The Emirates National Agenda 2021.

- Developing student's basic life skills.

- Analysing the current business structure and choosing the most appropriate for their businesses.

- Understanding national and international business, and the role of people in each one.

- Understanding and implementing the proper financial awareness on personal and professional level.

- Developing business ideas and examining their usefulness.

- Understanding the role of marketing in business, and conducting research related to the current market as well as analysing and discussing the results.
Cycle 3

➢ Identifying different business structures and understanding the correct ownership structure for a specific company.

➢ Production, presentation and analysis of SWOT to their businesses, and recommending appropriate ways to face challenges.

➢ Analysing competition between companies and training on ways to excel competitors.

➢ Developing SMART goals for businesses, in addition to analysing and evaluating them.

➢ Explaining how management and leadership effect business.

➢ Differentiating between different finance sources based on business needs.

➢ Identifying the skills and characteristics of businessmen, analysing their skills and how it suits different fields, to become successful pioneers.

➢ Describing marketing and explaining its importance in business.

➢ Executing financial accounts and submitting financial evaluation for trade situation based on results.
Business Studies Curriculum - STREAM

STREAM
Science/ Technology/ Reading/ Engineering/ Art/ Mathematics.

- Developing high system skills including analysis and judgement.
- Including information and communication technology in presentations of projects and evaluations.
- Interactive sources and activities related to media.
- Designing and presenting business ideas.
- Developing new and creative business ideas.
- Designing and creating fliers and presentations as part of projects and evaluations.
- Developing and supporting students' skills in English language through different activities.

- Collective education with technology and design.
- Participating in MOE competitions.
- Developing financial awareness and Eradication of financial illiteracy, on personal and commercial levels.
o Health and Physical Education conveys a clear and distinct vision, as a comprehensive and advanced curriculum was developed, for the purpose of producing educated and motivated individuals who practice healthy lifestyle.

o This vision aims to enable students to gain physical skills, as well as the basic scientific knowledge to achieve harmonisation between health and lifelong luxury. The material was developed to suit all students as it was formulated in a special way to provide high quality education which is grounded on research which builds gradually on students' skills and their current knowledge.

o Health and Physical Education has been developed to become a subject of various educational goals that facilitate students' overall developments. Its primary goal is to inculcate the core values such as: honesty, teamwork and respect. MOE believes that Health and Physical Education must perform an important part of curriculum as a whole, and recognises the need to engage teachers, students, parents and the entire school community in the success of this subject.
Physical and Health Education Curriculum - Criteria

- Health and Physical Education Curriculum was designed to suit students in all stages. The national standards are divided into objectives and specific learning outcomes for each unit of the educational curricula. This curriculum is designed to align with the national standards in countries with the most prominent Health and Physical Education programmes, such as the USA, Australia and the UK. Specific learning outcomes are deliverables to measures to determine what student must be able to know and do.

- The focus in Health and Physical Education is on the improvement of the evaluation process, to make it more targeted and organised for teachers and students, as the programme recognises that that the teaching and learning and the evaluation process are linked together and all of these processes are responsible for improving students and teachers.

- MOE programme includes the most powerful features in various international curricula, to prepare students with knowledge, skills to compete with others in International third-level institutions and enhance participation with others from similar fields internationally.
The curriculum includes high thinking skills; creative thinking in its three elements; energy; flexibility and originality.

Facing the world health problems like movement diseases, nutrition diseases (obesity and underweight) and other related diseases.

Facing the challenges of maintaining an integrated healthy lifestyle including; satisfaction and different sports and hobbies for students inside or outside schools.

Focusing on the acquisition of health information that qualify learners to develop a healthy sports programme that would help in developing motor and physical skills.

Improving partnership with gyms, stadiums and local initiatives within the community.

Development of Motor Skills
Training Methods
Individual and Group Sports
Diet and Nutrition
Physical and Health Education Curriculum - Goals

- The development of motor skills, their performance separately or during games.

- Acquiring a variety of technologies and tactics, to advance individually as athletes, and to compete effectively in different sports.

- Evaluating performance, and showing progress through a number of physical activities, for best performance.

- Demonstrating knowledge of the anatomical and physiological systems of the body.

- Presenting and promoting desired social behavior, such as cooperation with others, decision-making, self-respect and respect of others.
Cycle 1

Students learn:

• Showing motor playing skills and balancing through using the proper techniques

• Performing the basic motor skills and applying the concepts practically.

• Recognising the benefits of sports and expressing various types of methods for health and luxury.

• Recognising the basic practices for individual and social responsibilities.
Cycle 2

Students learn:

• The development of motor skills during games and using the skills of teamwork and decision-making under pressure.

• Explaining the concepts, principles and strategies of motion, and performance related tactics.

• Identifying the elements of physical and health fitness.

• Understanding and being able to address the impact of nutrition on motion and performance.

• Clarifying awareness about health benefits of participating in physical activities.
Cycle 3

Students learn:

- Applying and including tactical awareness and advanced techniques in motion and during exercises.
- Understanding and promoting social, emotional and moral well-being.
- Demonstrating proficiency in decision-making.

- Showing enthusiasm and passion in physical activities and sport activities outside academic communities.
- Applying a set of principles and scientific theories when introducing theoretical topics such as; neuropharmacology.
STREAM
Science/ Technology/ Reading/ Engineering/ Art/ Mathematics.

✓ Students learn physiological basics of motion and physical exercises.
✓ Students learn how nutrition effects performance.
✓ Using heart rate monitors, and counters in preparing for activities.
✓ Using video in presenting, analysing and performing student's performance.
✓ Students' books contain information and written assignments, that focus on classrooms.
✓ Students read tasks' cards and respond to them while practicing.
✓ A set of ideas and project plans that link between physical education and engineering was proposed.
✓ Each year, students learn a full unit about creative performance.
✓ Students learn how to calculate BMI and heart rate.
Musical Art Curriculum

• The pride of local folklore and linking it to the global musical artistic heritage.

• Building a general framework for the musical art curriculum according to the latest scientific and educational theories.

• Linking musical art with modern digital technology in the fields of codification, recording and design, through specialised musical programmes and applications, and using it in recording tunes that can be saved in digital files.

• Paying attention to the environmental, national, heritage, cultural and societal dimensions in promoting sustainable development concepts.

• Building an approach that encourages creativity and innovation in performing various musical skills.

• Promoting the importance of teamwork and creating the opportunity for participation.

• Promoting the Emirati national identity through national songs and local folklore arts.

• Promoting higher thinking skills and developing creative innovation skills through composing music.
Creating students' activity books for elementary classes:

Designing a students' activity book, which includes the main musical art axes, divided into 3 units, through a comprehensive system of educational, applied and evaluation activities, which reflect the level of student understanding of modern curricula and the development of students' level of musical performance.

Linking previous methodological experiences with the new ones:

Setting a theoretical framework that highlight the previously studied experiences, to link it with new academic ones to help in enriching knowledge and experiences and improving the musical performance skills.

Creating teachers' guide for music teachers and students' books for secondary education:

Preparing the teachers' guide according to the latest strategies of teaching musical science curriculum, in order to achieve the curriculum standards, and the targeted learning outcomes by the musical art document as well as designing an activity book that is rich in applied and evaluated activities.

Completing the study plan of musical arts to include all secondary education classes:

Completing the study plan of musical art to include all general secondary education classes; after adopting the plan of teaching it for Grades 10-12, to achieve the goals of musical art curricula development from 1st to 12th grades.
Supplying schools with modern musical instruments to apply the curriculum.

Creating a time plan to supply all schools with modern musical instruments to ensure the application of 2020-2021 developed curricula, which contribute in developing the musical skills of Emirati schools' students and honing their talents.

Ensure complementarity of musical art curriculum with other curricula:

Ensure complementarity of musical art curriculum with other curricula after intimately acquainted with its educational outcomes.

Designing interactive lessons:

Creating “Anamel Mubdeah” – Talented Fingertips - Project

38 creative labs were created in the Cycle 1 schools of the elementary education, to establish a broad base of creative students who can play a musical instrument.

Designing interactive lessons for musical art subject, depending on students' interactions with audio-visual scientific musical subjects.
Visual Art Curriculum

- Developing the curricula approach of 1-9 grades and expanding the area of teaching to include secondary education schools.

- The adoption of three international pivots to create visual art guides like: the history of art and culture, artistic production, critical art and analysis, to improve the skills of reading, writing and speaking skills of fine arts, in addition to criticisms, conviction, analysis and research.

- Adopting a visual arts integrative strategy with other subjects, and including information and knowledge about art therapy theories, to support and improve learners' behaviours at different academic levels.

- Encouraging creativity and innovation, by merging international, regional, and local arts innovation ideas with different fields of art to produce innovative ideas in which national identity is embodied.

- Developing students' activities guide including designing a study plan, evaluating lessons of each unit, and serving both teachers, students, school principals, and parents.

- Linking curricula with students' lives and their social activities and translating it to a technical experience that ensures the acquisition of technical values and skills, Also, encouraging learners to access the labour market and start up entrepreneurship businesses.
The philosophy of the drama curriculum is derived from the philosophy of drama in general, taking into consideration that drama is a human phenomenon that traces the history of human existence. This trace is what we see in the stages of human development from birth to death, and these stages are the same stages of drama development and renewal, as these two histories can not be separated from one another (human history, and drama history) and what can be said in the relationship between these two histories is that it is a relationship of integration and intersection, in which drama as is seen as a living human phenomenon that allocates the history of human existence.

We included drama in schools curricula, because we believe that drama is life, and can play an important role in building students’ personality, developing their abilities to express themselves, ideas and innovative visions that they derive to solve problems and to present themselves as strong, independent, and confident to their society.

The role of drama curriculum is not preparing actors only, but preparing competent citizens, and providing opportunities for students to practice art, and acquire artistic culture. In this regard, the following definition has been adopted for the concept of drama in schools:

The school drama is considered as an entertainment, and educational, cultural, artistic, and cognitive activity.
Drama Curriculum

- Developing the general framework, according to what suits Drama curriculum for grades 9-12 for this academic year.
- Openness to global art and learning about the culture of different nations.
- The course is taught in both Arabic and English language in order to enhance students' language skills.
- Providing experts and specialists in the field of drama, in cooperation with the Arab Theater Institute, and other cultural institutes that work with theaters.
- Students' expressions of their personalities, interests and Emirati identity through drama.
Drama curriculum is divided into 7 main pivots:

- 01 Acting
- 02 Dramatic Script
- 03 Dramatic Directing
- 04 Dramatic Culture
- 05 Artistic Taste
- 06 Art, Science, Knowledge and Technology Integration.
- 07 Visualising and Design (Cycle 3)
Drama Curriculum - Goals

Cycle One

1. Developing students' sensory capabilities, mental abilities, listening and watching skills.

2. Promoting learners' self-confidence, accustoming them to teamwork, expressing themselves and ideas, enhancing their communication and collaboration abilities, verbally and physically.

3. Developing students’ ability to express themselves using voice and motion.

4. Introducing learners to theaters' art (theatric performance and acting).

5. Enriching learners' knowledge with types of plays, enhancing their artistic taste, and understanding the basics of theatrical performance and expressing their opinions.
Drama Curriculum - Goals

Cycle Two

1. Students' capacity development of focusing, imagination, vocal, physical, and sensory expressions.

2. Enhancing students' self-confidence and accustoming them to teamwork.

3. Developing students' abilities in good communication and tolerance.

4. Empowering student to know theatrical types.

5. Developing students’ artistic taste, criticism sensory, the ability to analyse, communicate and convince.

6. Developing students’ creativity, innovation and leadership spirit.
Drama Curriculum - Goals

Cycle Three

1. Enhancing practical exercises through performance, writing and observation.

2. Developing students’ scientific, linguistic and artistic skills, through local and international drama scripts.

3. Differentiating between all genres of theater shows.

4. Developing their artistic taste, criticism sensory, and their ability to analyse, communicate, and convince.

5. Developing students’ creativity, innovation and leadership spirit.

6. Enhancing their ability of self-project planning and management.

7. Enhancing their spirit of collaboration and teamwork.
Drama Curriculum - Application Mechanism

First: Preparing and implementing a plan of qualifying theater specialised teachers, to understand the uniqueness of this curriculum, and providing them with the educational concepts that help in:

1. Understanding the traits of Cycle 1 age group.
2. Managing the activities according to the modern rules and methods of teaching, where learners are the focus of the educational process.
3. The ability to teach each activity in order to achieve the intended educational goals such as the scientific knowledge, performance skills, and appropriate social behaviour.
4. Classroom management that combines both teamwork and individual work, in addition following up on students’ development of performance, each with their own requirements and their own means of expressions.

Second: Providing teachers with teacher’s guide to help them in:

1. Standardisation of teaching and achieving outcomes through advanced prepared weekly lessons and classes, each with a special output that contributes in achieving the general requirements at the end of the year.
2. Commitment to the curriculum contents and standards, teaching methods in which activities are taught and the means that must be followed to achieve general objectives.

Third: Providing students with a special book that contains intellectual and mindful activities. The following highlight the features of the book:

1. Contains activities that cover all lessons in teacher’s guide and enhances students’ achievements of skills and knowledge.
2. Promotes students to stimulate their mental capabilities in an interactive way by observation, focusing, discovery, analysis and conclusion in order to support their abilities in problem solving and innovation.
As the art of Drama is dynamic, we have seen that Drama materials aspire to a dynamic interaction with the development of school life and its social environment. To this end, we have envisioned projects, some of which are related to school life and its relationship with the family and the social environment and others that are related to openness to the society, the country and the world.

**In Cycle One:**
- ‘The Mini Theater’ project, which is an interactive tool in which student and their families are given a field to interact together through short stories, based on everyday life and the national environment, in which students can move the main characters with their families, according to the requirements of the story, so they can examine life situations and social values indirectly through practice and innovation expressions.

**In Cycle Two:**
- The ‘Theatrical Laboratory’ project where students undergo a group of activities, situations and experiences, in order to develop the performance innovation skills, writing, presentations and the art of criticism among students.

**In Cycle Three:**
- The ‘Theatrical Library’ project which is based on presentations, and individuals who contributed in the field of theatre through their rich resources and references, including authors and individuals from the UAE or worldwide.
Common Projects among all Cycles:

- Allocating field research activities by encouraging children to know the national artistic heritage, with theatrical features, or the art that requires spoken word poetry, and taking care of it as a source of uniqueness for the Emirati theatrical show.

- Organising performance festivals such as diction, monologue, gesture, and rhythmic expression at the level of the Ministry of education in the UAE as the first country to adopt Drama as a required subject in all academic levels; as an expression of its endeavor to create an open society to the world of innovation. Therefore, we seek to:
  - Organise an international conference about the school theatrical experience in the UAE in 2021.
  - Establish a documentation and research center for Drama and theater and their educational use at school.
Third Language Curriculum - Chinese and French Languages

- Compatible curricula with the UAE culture and society that would open doors for our students to the world around them.
- Helping learners to acquire and understand other cultures and people, which contributes in promoting the concepts of global citizenship.
- Aims to prepare and qualify generations in different scientific aspects, to be able to share experiences, and communicate with different countries, and to enhance students' opportunities to pursue their education in the biggest and most successful universities around the world.
- Strengthening the role of the country in linking between the countries of the world and taking advantage of its position as a global tourist destination.
The student will join the smart learning path depending on their level so that the material that is given corresponds to the individual academic needs for each student. Hence, it will raise their knowledge, learning, and linguistic level.
What distinguishes the Chinese language framework is different levels of learning the language, and its compatibility with international standards for countries that teach Chinese as a foreign language.

Although the proposed topics cover various aspects of students’ lives, various fields such as history, literature, and environment, it focuses on three main topics: I am as an individual, myself and the society, and myself and nature.

Textbooks titled (Through The Silk Road), have been developed, and are distinguished with the following:
- The balance between context between UAE and China.
- The balance between authentic and modified language.
- The balance between language skills and knowledge.
- The balance between spoken and written communication skills.
Chinese Language Curriculum

In order to help UAE students to better understand China and the Chinese society, the Chinese team in the Ministry of Education is planning to develop a textbook based on exploration, consisting of different units to explore China.

This textbook will be used as a resource to support learning Chinese language through exploring China and the Chinese society in different aspects such as; art, design, mathematics, geography, science, music, drama, history, literature, sports and society.
The current Chinese language curriculum corresponds to the levels of International standardised test of Chinese language proficiency HSK.

The students of grade 12 who passed the third level of HSK, will be eligible to apply to study science programmes at the universities of China. For those who plan to obtain university degrees in humanities, they must pass the fourth level of HSK.
The curriculum includes the practical and theoretical aspects of aviation maintenance to ensure the development of knowledge, as well as the practical and applied skills.

The curriculum focuses on interactive learning and focuses on workshops for aviation maintenance.

The curriculum provides a practical environment that reflects the career market's needs.

Grade 9
1- An Introduction to Aviation History
2- The Basics of Aviation Sciences
3- Basics of Aerodynamics I
4- Principles of Electricity I
5- Aircraft Maintenance Workshops I

Grade 10
1- Aircraft Maintenance Workshops II
2- Basics of Aerodynamics II
3- Principles of Electricity II
4- Aircraft Materials and Equipment I
5- Aircraft Maintenance Workshops III

Grade 11
1- Electronic Systems and Digital Technologies I
2- Electronic Systems and Digital Technologies II
3- Aviation Laws I
4- Aircraft Structures and Systems Maintenance I
5- Aircraft Structures and Systems Maintenance II
6- Aircraft Materials and Equipment II
7- Human Factors

Grade 12
1- Jet Engine Maintenance I
2- Jet Engine Maintenance II
3- Aircraft Structures and Systems Maintenance III
4- Aircraft Fans Maintenance
5- Aviation Laws II
6- Profession Training

This record is used by technicians and engineers as a method to write job assignments, expertise and qualifications, and can be used to confirm the technical competence when applying for a license, test or applying for a job.
Curriculum of Aviation Maintenance Academy

- High School Certificate (Advanced Stream)
- Qualification for the EASA (A) License in Aviation Maintenance.
- Number of Accredited Hours by Applied Colleges in the Specialty of Aviation Maintenance
- Professional Qualifications Accredited by the National Qualifications Authority
- Internationally Recognised Professional Qualifications
Curriculum of Engineering Maintenance - Mechanical

Grade 10 Learning Outputs.

• Studying the concept of Engineering products creation or providing services with safety and efficiency as a team.

• Carrying out engineering operations safely, to manufacture a product, or providing services with safety and efficiency as a team.

• Learning about design triggers, challenges, restrictions, opportunities, materials, manufacturing and maintenance operations.
Curriculum of Engineering Maintenance - Electrical Mechanical

Goals:

- Understanding and applying the basics of Electrical Maintenance.
- Planning and designing products that meet the requirements and qualifications of certain designs.
- Recognising the business processes in engineering.
- Differentiating between various types of programmable numerical control machines.
- Understanding the Electrical, Electronic and Mechanical main concepts.
- Recognising and applying Microprocessor systems.
- Defining the characteristics and main applications of electrical machines.
- Applying electrical connections.
The electrical maintenance curriculum standards have been harmonised with the criteria and qualifications of the international Business and Technology Education Council (BTEC).

BTEC standards are followed to evaluate the electrical maintenance subject, through three evaluations in every semester.

Evaluations are categorised into three main areas:

- **Accuracy**: The extent to which students demonstrate a healthy understanding in accomplishing specific tasks.
- **Application**: The extent to which students demonstrate their theoretical understanding and their ability to apply what they learn in a specific scenario.
- **Presentation**: The extent to which the work is presented with a clear structure and showing a high level of written or/and spoken communication skills.

Students create file/agenda, used to evaluate their general performance during the semester and throughout the academic year. It is the main guide to prove students' completed business, and it is held until graduation.
Learning Outputs - Cycle 3:

- Learning about health and safety regulations and systems.
- Explaining engineering graphics by following engineering drawing criteria.
- Working to install the usage of electronic measurement tools and testing them on the electrical circuit.
- Discovering the industrial applications that operate, maintain and install engines. Phase 3.
- Full project planning.
- Learning about factors' role in operating a maintenance engineering company.
- Determining work and energy and transmitting energy in dynamic engineering systems.
- Implementing and making electrical circuits which include lightning and power source before testing them.
- Submitting data using statistical methods.
- Demonstrating the requirement of choosing from devices or software for programming control unit.
- Explaining how to operate processing system.
- Understanding how to deliver final design.
- Learning about control systems' properties.
- Learning about the properties of DC engines and generators.
## Core Subjects

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grades 10-12</th>
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</thead>
<tbody>
<tr>
<td>• Mechanical Maintenance.</td>
<td>• The Basics of Electrical Maintenance.</td>
</tr>
<tr>
<td>• Electrical Maintenance.</td>
<td>• Engineering Design.</td>
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<tr>
<td>• Future Maintenance Jobs.</td>
<td>• Technical Specialised Work.</td>
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<td></td>
<td>• Measurements and Control Systems.</td>
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<td>• Principles and Applications.</td>
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<td></td>
<td>• Electronics.</td>
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<td>• Forces and Electrical Machines.</td>
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</tbody>
</table>
**Curriculum of Islamic Culture Academy**

**Vision**

Preparing future students who possess the ability to practice imamate, rhetoric, memorisation of the Holy Qur’an, and pursuing university and higher academic studies to lead a religious discourse.

**General Objectives**

<table>
<thead>
<tr>
<th>Enabling students to principles of Sharia sciences and qualifying them in the fields of Islamic culture.</th>
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<tbody>
<tr>
<td>Instilling human values in the academy’s students and raising them on morals and virtues; to set an example in their behaviour.</td>
</tr>
<tr>
<td>Focusing on skillful training and professional preparation for some religious jobs and field practices.</td>
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<tr>
<td>Linking the student to Emirati culture and his national identity and considering it the main pillar of his educational and professional path.</td>
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<tr>
<td>Providing the student with the ability to balance and harmonise the teachings of religion and reality, and to combine originality and contemporary thinking and behaviour with professional work.</td>
</tr>
<tr>
<td>Preparing graduates of the Academy for scientific construction and pursuing a rigorous specialisation in order to qualify for jobs that require more knowledge and specialisation.</td>
</tr>
</tbody>
</table>
Curriculum of Islamic Culture Academy

Achieving cooperation in the field of academic curriculum with:

General Authority of Islamic Affairs And Awqaf

Mohamed-V Abu Dhabi University

Field of Cooperation:

Determining the skills that academic students need to enroll in Mohammed V University without the need for the foundation year.

Stating the attributes of the academy’s graduates.

Adopting the curriculum and the sources supporting them.

Building standards of Islamic culture curriculum.
Curriculum of Food Science and Safety Academy

- Combining theoretical knowledge with practical skills
- Work experience opportunities
- Applied business skills
- State of the art facilities
- Enhancing students’ practical experience
- Preparing our students for the future
Curriculum of Food Science and Safety Academy

**Academy's Outcomes:**

- General Stream Graduate Certificate
- Applied knowledge regarding Food Science and Food Inspection
- Gaining work experience
- Careers passport - Careers guidance and support
- Transferable skills
During the course of the Academy, our students gain an in-depth understanding of:
Curriculum of Sport Sciences Academy

Future Stars
Students are identified in grades 1-5 as their development is mentored and monitored by focusing on enhancing their mobilisation skills.

Cycle 2
Focuses on building a foundation of routine, knowledge and training. Students will be exposed to several sports. This stage concentrates on ‘developing potential’.

Cycle 3
Students will now compete to win and will have hardcore training according to their specialisation as personalised plans will be developed in order to prepare them for higher education. This stage focuses on developing professionals.
## Curriculum of Sport Sciences Academy

<table>
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<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
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<td>Training and Fitness</td>
<td>Anatomy and Physiology</td>
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<td>Fitness Testing</td>
<td>Healthy Lifestyles</td>
<td>Fitness Testing for Sports Performance</td>
<td>Fitness Training and Programming</td>
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<tr>
<td>Fitness Training</td>
<td>Team Sports</td>
<td>Developing Team Sports</td>
<td>Excellence in Practical Sport</td>
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<tr>
<td>Participating in Team Sports</td>
<td>Sports Coaching</td>
<td>Sports Injuries and Illnesses</td>
<td>Living Like an Athlete</td>
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<tr>
<td>Performance Analysis</td>
<td>Individual Sports</td>
<td>Developing Individual Sports</td>
<td>UAE Heritage Sports</td>
</tr>
<tr>
<td>Individual Sports</td>
<td>Sport Biomechanics</td>
<td>Introduction to Sports Psychology</td>
<td>Working in Sports Science</td>
</tr>
</tbody>
</table>

- Assessments are specifically designed to fit the purpose and objective of the Sports Science Academies. The tools include a range of different assessment types suited for a practical subject whilst still testing the theory through several projects.

- Achievement requires the demonstration of depth of study in each unit and ensures acquisition of a range of practical skills. Units are assessed using a grading scale of Bronze Pass, Bronze Merit, Bronze Distinction, Referral. As students move up the grades, these same scales are used but using silver, gold and platinum terms.
Curriculum of Sport Sciences Academy

SSA Cycle 2 - Curriculum Overview (Junior SSA)

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<th>Grade 6</th>
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<td>Teamwork in Sport</td>
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<td>Technical Development in Athletics</td>
<td>Individual Sport</td>
</tr>
<tr>
<td>Nutrition, Lifestyle and Health</td>
<td>Sport Development</td>
</tr>
</tbody>
</table>
## Curriculum of Creative Arts Academy

- The curriculum in the Creative Arts Academy is based on fundamental knowledge that is derived from the general stream.
- The evaluation method is similar to BTEC in which the focus is on building a set of evidences, that shows the various learning results among qualified students.
- As the Academy lasted longer, it coincided with improvements of the Academy of Creative Arts standards, and it is expected to develop more so that it can be aligned with (BTEC).

### Subject Areas

- **Music.**
- **Drama.**
- **Arts.**
- **Contextual Studies.**

### Course Content

**Grade 9**
- Art/ Music/ Drama.
- Optional: Art/ Music/ Drama.
- Optional: Art/ Music/ Drama.
- Contextual Studies.

**Grade 10**
- Composing.
- Sing and Performance Techniques.
- Solo Singing and with Band.
- Musical Composing Evaluation.
- Musical Project.
- Contextual Studies.

**Grade 11**
- Video-recording in Art and Design.
- Materials, Techniques and Operations in Art and Design.
- Ideas and Concepts of Art and Design.
- Communication through Art and Design.
- Contextual Studies.

**Grade 12**
- Principles of Acting.
- Voice Improvement for Actors.
- Intangible Theater Improvement.
- Story Telling as a Performance.
- Drama in Education.
- Public Performance.
- Contextual Studies

*Students study one type of art and collaborate with other students from other specialties in contextual studies units.*
Visual Arts

- Visual arts enrich the needed technical skills to qualify students, and the standards focus on the most important areas of arts such as: art making, thinking, creativity, responsiveness, communication and analysis.

- The main areas covered by the standards are artwork ideas generating, using tools and artistic equipment in addition to the interpretation and evaluation of artifacts.

- Standards of visual arts include a set of tasks to reinforce students’ personal style through working across various aspects and wide range of topics including media, shapes, artistic context, visual elements and melodies, therefore; a comprehensive improvement of artistic skills set.

Theater

- Theater standards are based on developing the required skills for students to become creator actors, and encourage to create a creative personal style, by taking care of students’ creativity skills. It mainly focused on acting, creative expressions, professional and transferable skills, perform shows for audience, analysis and criticism.

- Theater standards also develop knowledge, through a set of performance techniques from different platforms. It also enhances students’ ability and confidence, including planning for classrooms Drama, dramatic texts interpretations, organising and conducting exercises for improvised and written scenes.
Musical standards provide the required skills to improve musical performance and focus on the main three music concepts: performance, composition and criticism.

Music standards include the development of sound techniques in individual and group context, and the development of auditory perception and analytical skills, and the development of improvised performance skills by creating music clips. Music standards also include a set of tasks to develop voice performance skills through listening and practical individual performance.

Contextual Studies

Contextual studies criteria helps in the three aspects of creative art inside the academies which are: Drama, Music and Art.

Standards of contextual studies encourage comprehensive analytical skills in some aspects such as comparing and contrasting famous texts, enhancing teachers’ participation and understanding their society, which develops the necessary skills in work.
Curriculum of Agricultural Sciences Academy

Students’ Book/ Grade 9.

**First Semester**

**Plant Production**
- Reproduction Methods of Plants.
- Irrigation.
- Date Palms.
- Vegetables Production in the UAE.
- An Overview of Agricultural Pest.

**Animal production.**
- The Complementary Relationship between Animal Production and Plant Production.
- Farm Animals.
- Poultry Farm.
- Fish.

**Second Semester**

**Unit 1**
- Section One: Vegetables.
- Section Two: Disease.
- Section Three: Insect
- Section Four: Honey.

**Unit 2**
- Plant Food.
- Animal Based-food.
- Sanitary Conditions in Food Malefactors.
- Food Spoilage and Food Preservation Methods.
- Dairy Industry.

**Third Semester**

**Unit 1: Environment and Natural Resources.**

**Unit 2: Vegetable Gardening and Aquaculture Technology.**

**Unit 3: Animal Production.**
Curriculum of Agricultural Sciences Academy

Students’ Book/ Grade 10

**First Semester**
- **Unit 1**: Food and Nutrition.
- **Unit 2**: Soil and Plant Production.
- **Unit 3**: Animal Production.

**Second Semester**
- **Unit 1**: Ornamental Plant, Gardens and Forests.
- **Unit 2**: Economics and Agricultural Extension.
- **Unit 3**: Agricultural Industries.

**Third Semester**
- **Unit 1**: Plant Production and Protection Division.
- **Unit 2**: The Animal Production and Health Division.
- **Unit 3**: Farms Management.
Curriculum of Health Sciences Academy

Vision

Supporting the Emiratisation process of the Emirati cadres by developing the skills of the Emirati students to specialise in the medical field in the future and lead the rudder in this vital field

Properties

• A distinguished curriculum that balances theoretical and practical aspects
• Qualifying students for the future career and graduate studies
• Cooperating with local and international universities to facilitate students' enrollment in university majors
• The integration between the course and the skills of learning, communication and self-development

Fields

The study areas of the Academy revolve around a number of major topics such as health and welfare, care, nutrition, diseases and first aid in addition to the human body.
Curriculum of Health Sciences Academy

- Starting in grade 9, six lessons per week
- Lessons are a combination of theory based and practical application
- Core Health Sciences topics, supplemented by study skills, communication skills and personal development
- Collaboration with UAE universities for graduates from HSA to obtain access to relevant courses.
- Focused on engaging practical learning, developing skills for higher education and employment within the healthcare industry.
Students will study a variety of areas including:
- Criminal Justice System
- Public Safety and Emergency Management
- International Relations
- Security Technologies
- Cyber Security
- Psychology
- Criminology
- Crisis and Disaster Management
- Basic Field Craft
- Operational Planning
- Health and Fitness
- Leadership and Teamwork
- Expedition Skills
- Crime and its Effects on Society
- Command and Control

<table>
<thead>
<tr>
<th>Subject</th>
<th>G9</th>
<th>G10</th>
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<th>G12</th>
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<td>Emergency Services Training</td>
<td>6</td>
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</tr>
</tbody>
</table>

Outcomes:
- General / Advanced Stream school leavers certificate
- Work placement experience
- Careers passport - Careers guidance and support
- Transferable skills
Outcomes of Emergency Services Training Academy

The student has the following outcomes upon graduation from the Academy in Grade 12:

- Level 4 NQA certificate of the national security
- Experience in crises, emergencies and security work
- General Stream Certificate
Learning Resources

Emirati School

Academic Year 2020-2021
Data analysis, statistics, generating a set of recommendations, which have been translated into a plan for developing learning resource centers. The plan contains a set of initiatives, programmes and activities.

Monitoring and studying the current situation of learning resources' centers, and forming councils from learning resource centers specialists, doing centers inspections to monitor reality and to minimise needs, by filing an online form.
Learning Resources - Development Features

- Preparing a document for learning resources that includes a set of work plans; in order to unify procedures, policies and specifications that control work in learning resource centers at school, and to activate its role, and to ensure its positive participation and effectiveness in the educational process.

- Development of the infrastructure in the learning resource centers. The development included provision of the latest furniture, devices and readable, visual and interactive learning resources.

- The development in learning resource centers is represented by providing books, references, various sources and different educational solutions.

- Raising the efficiency of performance, upgrading the skills of the learning resource centers specialists in library systems and computer skills through training programmes.
The Ministry of Education has adopted a set of programmes that enriched the classroom library and made books accessible for students. The books are represented in:

1. Obtaining the copyright of a group of Arab and International publishing houses with a total number of 32, and 45 books that have been included in the educational curriculum for different classes.

2. Obtaining the copyright of some Emirati authors, and other Arab and international writers in which a total number of 169 books copyright for international, local and Arabic publishing houses, to be provided to the libraries of the learning resource centers and classroom libraries.
Educational Solutions to Enhance Performance

Adopting the electronic (Waraqa) system, which is considered as one of the most widespread systems among the specialised educational libraries in the world. System characteristics include organising work in learning resource centers, automating the procedures, and providing easy access to data and statistical reports which would result in ensuring that learning resources are used in a way that achieves reading strategies.

The Basic Units of the System:

- OPAC Unit: Online Public Access Catalogue.
- Acquisitions Unit.
- Cataloging Circulation Unit.
- Reports Unit.
- System Unit.
Interactive Reading Platform (DARFA)

- Interactive Reading Platform (DARFA) is a website with a smart application that reads books and stories with the ability to be listened to given that there is an audio recording for each book and each story. The application also enables users to determine the level of the book according to students' age especially that there are 19 levels for each book. At the end of each book, there is an interactive evaluation to identify students' level of understanding and the acquired knowledge from reading.

- The platform working mechanism:
  Creating a virtual classroom with a supervisor who registers students to the class and the creates reading assignments, where students do and submit their assignments through DARFA platform by listening, reading and voice recording. The supervisor then follows up on their students' assignments and present them by reports from the platform to the teacher, school and parents through the platform.
# Interactive Reading Platform (DARFA)

## Platform Goals:

To develop the skills of reading and learning through:

| Facilitating access to books electronically, at anytime and everywhere. |
| Creating an interactive, competitive and interesting reading environment, using the optimisation mechanism provided by the platform. |
| Giving teachers the opportunity to learn about the reading percentage of their students and comparing it to the global scale. |

| Saving books and updating them to ensure they are more accurate and reliable |
| Organising reading books and materials in a way that reflects fast and easy process to retrieve such books and materials. |
| Real-time students' motivation, so that whenever students move from one stage to the next one, they earn points to be collected in Qatouf card. |

| Strengthening and activating the tools of communication and collaboration between members of a learning community. |
| Reducing physical storage spaces effectively. |
| Encouraging reading through playing. |
Learning Resources - Laboratory

- Uniqueness in reflecting the best practices in implementing scientific experiments.
- Providing accurate and stable evaluations for tests implemented from the resource bank.
- Developing 21st century skills.
- Developing learners' thinking skills, to support the outcomes of the Emirati school curriculum.
- Providing the educational field with national cadres armed and equipped with the main traits of the Emirati school graduates.
Assessments in the Emirati School System

Assessments in the Emirati School aim to ensure the achievements of standards and learning outcomes of each educational stage, as the ministry prepares evaluation criteria and students’ performance indicators for all subjects, grades and academic streams, in light of the General framework of learning standards, in order to ensure the achievements of learning standards and outcomes.

Students Evaluation Forms:

- **Continuous Student Evaluation**
  - Strategies and tools applied by teachers continuously to check students learning outcomes.

- **School Tests**
  - Formative tests prepared by teachers to evaluate students’ performance periodically.

- **Central Tests**
  - Final tests conducted by the MOE at the end of each semester.

- **National Tests - Emirates Standardised Test (EmSAT)**
  - Tests applied for grades: 1, 4, 6, 8, 10, 12, in order to verify their knowledge and skills acquisition needed for smooth transition between educational stages and institutes (early childhood institutions, general education and higher education).

- **International Tests**
  - Tests applied on students in order to verify their acquisition of international competitive skills.
Assessments in the Emirati School System

Developing a general framework to evaluate students' learning.

The implementation of diagnostic tests.

Providing the educational field with organisational and demonstrative evidence to upgrade evaluation process.

01

Preparation of centralised tests to evaluate students' learning of subjects in groups A&B with standards related to study hours and the number of classes for each subject.

04

Providing performance outcome reports.

05

Providing Question Bank with keywords and concepts according to the learning outcomes associated with the national curricula and the standards of international questions.

06
Assessments in the Emirati School System

- Linking between external evaluation outcomes and academic achievement and tracking the performance during all the educational stages.
- The results of diagnostic test and tracking students' performance during the academic year or several years.
- EmSAT Results.
- Students' performance in science and mathematics during a whole academic year.
Assessments in the Emirati School System

- Providing students with positive feedback.
- Motivating students to self-evaluation, taking the responsibility of their learning.
- Using the evaluation results in improving the education process.

Central Evaluation
- Prepared centrally by the MOE.
- Based on the cumulative learning outcomes of the semester and the academic year.
- Targeted grades from 1 to 12.
- Providing positive feedback about the quality of education.
- Using as a continuous building procedure on school level.
- Implemented by teachers.
- Building on the learning outcomes.
- The grades are monitored electronically, depending on the tool.

Formative Evaluation
- Targeted grades from 1 to 12.
- Providing positive feedback about the quality of education.
- Using as a continuous building procedure on school level.
- Implemented by teachers.
- Building on the learning outcomes.
- The grades are monitored electronically, depending on the tool.
Assessments in the Emirati School System

Diagnostic Tests

- Applied during the education process.
- Contribute in following students’ performance.
- Providing positive feedback for students and teachers.
- Measuring students’ level of acquiring education goals according to each level.
- Improving the learning and teaching process.
- Providing information about students’ learning.

Assessments in the Emirati School System
Assessments in the Emirati School System

School Projects

Performance Tasks

Helps in motivating students to self-evaluation and taking the responsibility of their learning.
Assessments in the Emirati School System

Helps in motivating students to self-evaluation and taking the responsibility of their learning.

Practical Performance

- Going towards students' acquisition of the skills of experimentation, observation, investigation, induction and conclusion.
- Switching to higher levels of measurements by performance.
- Providing students with positive directions toward learning by experiments, creativity and innovation.
- Empowering students with 21st century skills.
Using the evaluation results in improving the educational process.

**Treatment Plans**
- An educational method to deal with skills weakness.
- Usually activated in Cycle 1 grades.
- Carried out during the education processes and concentrated after each stage of the final evaluation.
- Targeted teachers.
- Includes all subjects.
- Qualify teachers to be capable of evaluation.
- Its effect measured by the results of students' performance.

**Training of Educational Evaluation**
Assessments in the Emirati School System

The implementation of a general framework in evaluation students learning at all educational types.

- Applying diagnostic tests.
- Providing the educational field with educational guidelines to improve the different processes.
- Preparing targeted central tests to measure students learning in A&B groups and linking this learning with studying hours and the number of classes for each subject.
- Providing reports about the performance results, both descriptive and digital.
Easy and fast test designs, which are used in the final evaluation.

Easy to get equal images from tests according to a unified specification schedule.

Objective comparison between students' level of achievements of different semesters and years.

Providing correct and reliable measurements for all tests applied by the resource bank.

Switching to Electronic Tests
Electronic Evaluations

Improving Question Banks and providing them with test concepts and terms associated with the national learning outcomes, to measure student’s performance through designing electronic sample tests and performance follow up reports.

- Linking test’s concepts and terms with the national learning outcomes.
- Linking concepts with international studies’ standards.
- Unified Specification Schedules.
- Providing a sequence of extended learning outcomes.
- Linking concepts with thinking skills.
### Tamkeen Programme for Grades 4-11

<table>
<thead>
<tr>
<th>Point</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Targeted the students who fail in 3 subjects and below, of Group A subjects in grades 4-11.</td>
<td>Provides students with the means of self-learning skills and knowledge through educational lessons and supporting videos.</td>
</tr>
<tr>
<td>Available for use from mid-July until the end of August 2019.</td>
<td>A students’ guide was provided to explain how to use the programme and to facilitate students’ learning process, available on MOE website.</td>
</tr>
<tr>
<td>Students are required to login on the system for at least 30 hours.</td>
<td>Students who are enrolled in Tamkeen programme are subjected to a final evaluation (equal to 3rd semester final test).</td>
</tr>
<tr>
<td>The examinations are done paper based for (failure subjects) and electronically according to readiness.</td>
<td>The final evaluation will be carried out in the student’s same schools at the beginning of academic year.</td>
</tr>
<tr>
<td>Upgrading student to the next class depends on the result of the final test.</td>
<td></td>
</tr>
</tbody>
</table>
Tamkeen Programme for Grades 4-11

- The programme includes private and general public education in all streams.
- The programme works with specific criteria associated with:

  - Educational Stages and Pathways
  - Subjects
  - The Distribution of Classes
  - The relative weight of the subjects according to the educational plan
Tamkeen Programme

A self-learning programme that provides an opportunity for learning and electronic evaluation for all grades and subjects, associated with the national curricula standards.

- Contributes in upgrading students' performance in all stages through self-learning.
- Qualifies students to pass and acquire skills through an extend learning and evaluation process.
- An opportunity to learn at anytime and anywhere.
Ejteyaz Programme

An opportunity to learn and be evaluated electronically, available for national service students to enable them to pass and get the high school completion certificate.

Provided for national students at the national service HQ, in addition to providing a continuous learning opportunity.

Continuous improving of all types of learning and evaluation by supplying this programme with educational subjects.

Gradual transfer toward smart learning system.
The Emirates Standardised Test (EmSAT)

Academic year 2020-2021
A national evaluation system consisting of a set of standardised electronic tests based on the national standards of the UAE education and evaluation for students, applied periodically on a group of stages and educational subjects.

emsat.moe.gov.ae
The need to collect accurate data on UAE students’ performance in all elementary subjects of sequenced stages of education, in line with the national evaluation and learning standards, for improvement and continuous development.

The need to collect accurate data on UAE students’ performance in order to achieve a set of the national agenda goals related to the educational system.

The need for a methodology to follow up and evaluate the educational system, depending on students’ performance according to the agreed national standards. The Emirates Standardised Test (EmSAT) collects data on one of the general education institutes’ input which are skills and knowledge that students already have when joining first class/second stage of kindergarten, then follow up on students development across the educational stages, completed at the end of grade 12, or what equal it in other curricula, learning outcomes evaluated through measuring students’ skills and knowledge.

The need to collect accurate data on UAE students’ performance in all elementary subjects of sequenced stages of education, in line with the national evaluation and learning standards, for improvement and continuous development.
The Emirates Standardised Test - EmSAT

<table>
<thead>
<tr>
<th>The most prominent purposes of The Emirates Standardised Test (EmSAT)</th>
</tr>
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<tbody>
<tr>
<td>Evaluating students' skills and knowledge in education subjects in line with the national standards for education and evaluation.</td>
</tr>
<tr>
<td>Providing decision makers with data that can help in evaluating schools and teachers' performance in line with students' achievements of the national expectations in the matter of educational subjects.</td>
</tr>
<tr>
<td>Providing higher educational institutes with data about students' skills and knowledge as they finish their general education and move on to higher education. They provide decision makers with data for college admission and placement.</td>
</tr>
<tr>
<td>Quality assurance of educational outcomes.</td>
</tr>
</tbody>
</table>
The Emirates Standardised Test (EmSAT) is divided into three main sections:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diagnostic Tests</td>
<td>Standardised Electronic Tests to assess students’ skills and knowledge in targeted subjects (Arabic, English, Science and Mathematics). These Online tests measure Grade 1 skills and knowledge and provide decision makers with data on Grade 1 student performance as they transition from kindergarten to general education.</td>
</tr>
<tr>
<td>2. Continuous Tests</td>
<td>Standardised Electronic Tests to assess students’ skills and knowledge in targeted subjects (Arabic, English, Science and Mathematics). These Online tests track the development of students during their general education. They provide decision makers with data on the performance of students in Grades 4, 6, 8, and 10.</td>
</tr>
<tr>
<td>3. University Admission Test</td>
<td>Standardised Electronic Tests to assess students’ skills and knowledge in targeted subjects (Arabic, English, Science and Mathematics). These Online tests measure the knowledge and skills of Grade 12 students as they finish their general education and move on to higher education. They provide decision makers with data for college admission and placement.</td>
</tr>
</tbody>
</table>
### The Emirates Standardised Test (EmSAT) - Features

The Emirates Standardised Test (EmSAT) is characterised as:

1. The test targets all students in all schools and provides decision makers with comprehensive data on students' performance in different academic subjects and allow them to link the performance of employees in general educational institutions with students' performance in tests.

2. Universities admission exams are made in tests centers outside schools, its presence helps to adjust and manage tests effectively.

3. The Emirates Standardised Test EmSAT helps in targeting early childhood institutions outputs and general education outputs which stand later as one of the higher education input, in creating a monitoring and evaluation system for educational system in the UAE, associated with students' tests performance and how well their skills developed in various study subjects.

4. The Emirates Standardised Test (EmSAT) is based on unified national evaluation and education standards. The test reduces the differences between the standards and provides a framework for both private and public sectors where teaching and evaluation are guided by.
The Emirates Standardised Test (EmSAT) is characterised as:

- Most of the test steps and application processes are computerised, and this increases the efficiency of the test by eliminating any human error.

- Equivalent samples are drawn from one test form through the Question Banks that are fed with questions regularly, which helps keep them confidential.

- The Emirates Standardised Test (EmSAT) is useful because it is done periodically and it follows the educational system and controls the quality of education.

- The constructions and extraction results of the Emirates Standardised Test (EmSAT) are based on the modern theory of measurements Item Response theory (IRT). The theory allows for prediction of students’ capabilities, relying on their test results, and counting on the accurate statistical estimates of students' efficiency levels in different academic subjects.

- The application of Adaptive test, allows for estimating students’ efficiency levels, relying on reducing the number of questions and time making it more accurate, thus increasing the efficiency of the test by reducing cost, effort and time to apply test and extract results.
The Emirates Standardised Test (EmSAT) - Test Development Stages Include:

1. The formation of national committee concerned with drafting and approving the national standards for assessing education subject.

2. Drafting and approving the national standards and indicators to evaluate UAE students in education subject.

3. Building the framework for student assessment, which includes:
   - Introducing the test, its goals and justifications.
   - Evaluation and indicator criteria for measuring students’ performance.
   - Relative weights of performance indicators on the test total result.
   - Students efficiency levels.
   - Test time and sub-sections.

4. Building and drafting the Emirates Standardised Test EmSAT which includes:
   - A description of all test structures and application and result releases.
   - Conditions and requirements for applying the test in tests’ centers.
   - The criteria of choosing participating teams (question prepared team, question review and approval team, essay question correction team, test application and examination follow up team, readiness of tests’ centers, test analysis team, test result analysis and releases result team).

5. Drafting questions and feed question banks periodically by specialised team.

6. Building, reviewing and testing team.

7. Application of tests at tests’ centers, either at accredited testing centers in higher educational institutions, or deployed in computer laboratories in schools.

8. Test analysis, including a set of statistical analysis on the one question level and test level, in order to control the quality of the test.

9. Issuing the result via the test specialised Online platform, in cooperation with MOE learning data center.

10. Conducting studies and researches, in line with students’ results in the tests, in order to improve and develop it.
The number of Emirates Standardised Test (EmSAT) applicants, starting from the first course, which was conducted in the academic year of 2016/2017, until the last course which was conducted in the academic year of 2018/2019.
Assessment - International Tests
Emirati School

Academic year 2020-2021
International Tests

UAE Participated in the following International Tests:

PIRLS, TIMSS, PISA.

- A codified evaluation studies with high reliability.
- Applied to specific subjects and targeting students in specific stages.
- Accompanied by different questionnaire, in order to study the effect of some variables in the level of students' achievements.
- Able to recognise the efficiency of education policy, and the extent to which students have competencies that qualify them to face future challenges and qualify them to reach the level of global competition.
- Measure students' skills to ensure their acquired competencies in school stages, and their abilities to use these skills in life.
- Provide curriculum developers with information about the required changes in the curricula, in order to improve them in line with the best global practices.
- Contributes in comparing between students' levels of performance with others globally in different subjects.
- Provide decision makers in the Ministry with information about the quality of education in the country, in order to take appropriate development decisions.
### International Tests

<table>
<thead>
<tr>
<th>TIMSS</th>
<th>PIRLS</th>
<th>ePIRLS</th>
<th>PISA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure students’ skills in Mathematics and Science.</td>
<td>Measure students’ skills in reading and understanding in the teaching language.</td>
<td>Measure students' skills in electronic reading comprehension in online stimulation environment.</td>
<td>Measure students’ skills in reading, Mathematics and Science, problem solving and the extent of how students can use it in life.</td>
</tr>
<tr>
<td>For grades 4 and 8 students.</td>
<td>Grade 4 students.</td>
<td></td>
<td>15 year- old students, in grades 7 to 12.</td>
</tr>
<tr>
<td>Every 4 years.</td>
<td>Every 5 years</td>
<td></td>
<td>Every 3 years.</td>
</tr>
<tr>
<td>International Association for the Evaluation of Educational Achievements.</td>
<td></td>
<td></td>
<td>The Organisation for Economic Co-operation and Development</td>
</tr>
</tbody>
</table>
Smart Learning and Technology
Emirati School

Academic Year 2020-2021.
Smart MOE

The Emirati School is a global educational template that aims to prepare generations to be able to lead the future of United Arab Emirates, characterised in using modern technology tools to empower students' skills in learning and innovation.

- Unified system for school administration SIS-Al Manhal.
- Develop MOE website.
- Establish and develop unified registration system for higher education institutes inside and outside UAE.
- Provide distance learning services and visual contact.
- MOE mobile App
- Establish open educational resources platform (OER)
- Establish the initiative (Teach For UAE) and link it with the recruitment system.
- Teachers' Licencing Platform.

The Emirati School is a global educational template that aims to prepare generations to be able to lead the future of United Arab Emirates, characterised in using modern technology tools to empower students' skills in learning and innovation.
Integrated digital learning environment

AL MANHAL

Smart Learning

Adaptive Learning

Learning resource platforms

E-Assessment

Professional Development

Office 365

Internal Systems

External Systems

Organisational Linking System

Unified Learning Data

Descriptive

Predictive

Prescriptive
The Smart Learning System in the Smart Emirati School

Guardian ↔ Student

Teaching and Learning Process

Office 365

Cloud Based

Adaptive Learning

Learning Resource Platforms

E-Assessment

Teacher
Technology and Learning Data - Infrastructure

Central services provided to schools from data center without relying on Internet MOE - Private Cloud.

Promoting Internet and communication lines for data center and schools.

Preventing penetration devices and network monitoring system.

Completing the full semester in all Abu Dhabi schools and linking it with the Ministry data center.

Providing central telephone services for Abu Dhabi and connect them with all public schools in the UAE.

Supporting the infrastructure with virtual services.

Providing distance learning and visual contact services.

Enhancing network coverage to include 290 schools.

A developed data center, able to provide current and future needs.

Providing all UAE schools with central printing services.

Creating a unified virtual data center which provides cloud services.

Updating the Wi-Fi devices in Abu Dhabi schools.
Examples of Smart Learning Platforms

Ministry of Education platforms provide thousands of educational videos, interactive activities and assessments for all subjects and all classes that depend on using Artificial Intelligence.

Nahla wa Nahil offers more than 1000 Arabic e-books, classified into several levels, with a set of related exercises. It provides the opportunity for the learner to improve in different levels of reading according to their achievement of reading.

Matific provides over 2000 educational videos in both Arabic and English targeting the math curriculum and provides a learning experience using Gamification games.

Twig platform provides more than 1700 videos in English, 300 of them are in Simplified English and 750 in Arabic. In addition to over 150 educational resource packages and over 130 math lesson plans.

Mc Graw Hill Education offers tailored learning solutions covering math and science curricula from kindergarten to grade 12, which includes approximately 1,334 lessons in science and 2131 lessons in mathematics.
Examples of Smart Learning Platforms in the Smart Emirati School

The LMS learning management system allows students to obtain various educational materials for all subjects with a variety of activities.

The Edu Share electronic content library includes all the teaching and learning materials that teachers and students need.

The Learning Curve platform is a professional development platform for all teachers to receive their online training courses.

The Alef Education Project is being implemented in 150 schools, with more than 2000 E-lessons on the Platform.

Madrasa is a leading online educational platform that provides distinguished educational content in the Arabic language and all subjects of science and mathematics. And is freely available to over 50 million Arab students, wherever they are.

The Diwan Platform displays E-Books versions that allow the user to download and use it as an offline application.
The application of electronic tests in all UAE schools, over the past 3 years.

### Current Actions

Converting fast test system from cloud services to MOE servers is under process.

### Future Plans

- Developing a unified private Question Bank for MOE to be integrated with any electronic test system.
- Developing and improving the registration process of electronic tests via the Emirates Standardised Test EmSAT portal.
Technology and Learning Data - Electronic Tests

- Results mechanism via (Online & Off-line Mode).
- The ability to view performance evaluation report.
- Conducting electronic tests for students and teachers' license.
- Viewing all tests' websites and centers during tests.
- Conducting tests via (Fasttest & SwiftAssess).
- Providing the services of electronic tests registration.
- Providing Sequential Tests services.
Local electronic server in school.

Over 450 schools were provided with electronic tests system as a test centers.

Assessment Models - Extensive

| De-centralised system - an extensive assessment model, about schools and continuous assessment including; tests, assignments and theory assessments. |
| Centralised system - an extensive assessment model. unified central tests. |
### Technology and Learning Data – Electronic Tests

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Continuous Learning</td>
<td>Academic and homeschooling.</td>
</tr>
<tr>
<td>Teachers tests.</td>
<td>Licensure, training and recruitments.</td>
</tr>
<tr>
<td>Central tests</td>
<td>Grades (4-12).</td>
</tr>
<tr>
<td>National Tests.</td>
<td>The Emirates Standardised Test EmSAT.</td>
</tr>
<tr>
<td>Private Education.</td>
<td>Central tests for grade 12.</td>
</tr>
<tr>
<td>De-centralised tests</td>
<td>Continuous assessment.</td>
</tr>
<tr>
<td>Practical assessment</td>
<td>for technical and practical subjects.</td>
</tr>
<tr>
<td>Diagnostic tests</td>
<td>for grades (1-3).</td>
</tr>
</tbody>
</table>
The Smart Assessment System for Students in the Smart Emirati School

Using the (LMS) Smart Gate
Using the assessment tools available on LMS to conduct a continuous assessment for students and providing options for E-feedback to students, which helps them to develop their academic performance continuously.

Analysis of Assessment Results
Supporting assessments for all schools nationwide for all subjects and national tests, analysing and processing the results of assessments automatically.

Interactive Question Banks
Creating interactive question banks and databases related to learning outcomes for different subjects and linking them to high-quality standards.

Assessment Management Platform
SwiftAssess, the assessment management platform is used to manage and organise the process for all systems of assessments, tests, assignments, practical assessments and surveys.
System Features:

Improving the education platform, through offered jobs, subjected to modification according to Ministry requirements, application expandable, strong, stable and safety and control rules- based platform, the platform’s ability to cover new and accelerated business needs and operate it according to the required standards, operating 24/7.

Improvements Made by Al Manhal System.

Diverse curricula, Multiplicity of hierarchy, Registering new students, raising students to next classes, attendance and absence, children of martyrs, children of determination, grades book, dashboard records, group transfer of students, transfer students from private schools to government schools and vice versa, integration with SSO in order to access the system uniformly, improve user page to be according to the preferred content (Arabic/English).
Providing an educational open source portal, which allows experts to share educational resources with audience through a professional public portal.

To be launched at the beginning of the new academic year.

An application that increases the interaction between students and parents in school.

The test launch took place last Ramadan by His Highness Sheikh Mohammad Bin Rashid and His Highness Sheikh Mohammad Bin Zayed.

The second phase of the programme is being implemented to be launched with the new academic year.
The Ministry has changed all the old projectors that were characterised by low image clarity, into high-quality projectors in all classes. Each laser projector operates for 20,000 hours without any maintenance or alteration of components.

The Ministry has implemented interactive smart boards:
1. A total of 1365 Hitachi smart boards - Abu Dhabi schools for grades (9.10.11).
2. A total of 2886 projectors installed in Emirati schools for grades (6.7.8.12).
3. A total of 3526 projectors installed in Emirati schools for grades (1.2.3.4.5).

- The Ministry installed surveillance cameras in 367 schools in Dubai and the Northern Emirates, in compliance with the regulations of the Emirates according to storage space and image resolution.
- Covered areas: Entry and exit doors, public corridors, reception areas, exit doors, play area ...etc.
- Each storage unit will be installed in the school(locally) with monitoring the recorded storage through the Ministry's head office.

It was implemented in Abu Dhabi and Dubai as shown bellow:
1. Dubai: 10 training rooms and 50 classrooms.
2. Abu Dhabi: 10 training rooms and 50 classrooms.
3. Teachers can start the course from anywhere, and distance learning calls will start through the video conferencing unit. Two screens are installed in every semester where the video screen can appear while another screen can show the content.

The Ministry had delivered approximately 65,899 (laptops) to all students and teachers of Grades (9, 10, 11) in Abu Dhabi, and Grade 9 students in Dubai and the Northern Emirates.

Laptop

Projector

Smart board:

Closed circles surveillance systems.

Distance learning systems.
### Smart Learning - Activities

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<tbody>
<tr>
<td>Smart lessons displayed, where 21st century skills are applied, and the level of electronic maturity of teachers in different subjects.</td>
<td>It is a platform for educational open resources and was launched to be a source for researches and educational materials.</td>
<td>Female teachers training programme training teachers to use the latest software in educational technology and applying it to raise the level of electronic maturity of teachers and students. The number of trainees was 22 from Dubai, Abu Dhabi and the Northern Emirates.</td>
<td>A supporting programme for students who did not pass the final tests, through enriching smart learning portal with educational resources, and developing students' skills.</td>
<td>An Integrated digital system for education between the two countries, containing digital information, and using artificial intelligence and data; to improve all aspects of educational performance.</td>
</tr>
</tbody>
</table>
Homeschooling: 7 homeschooling programme were launched on the smart learning programme, and currently it has 19 teachers to teach for 14,000 students.

Ejteyaz Schools: To assist Garde 12 students with low educational achievements, pass the exam in cooperation with the evaluation department at the Ministry to help 638 students in all Emirates.

Expansion of the smart learning programme for international student assessment.
An Educational platform that is regarded as one of the best artificial intelligence platforms globally for mathematics in English. The platform is available for Emirati school students.

- Focuses on the benefits of written methods in solving problems, which enriches the educational process and makes it more efficient.
- Continuous evaluations for students according to their skills.
- The development of self-learning and self-reliance skills.
- The development of reading skills and mathematical analysis.
- Assesses student's understanding of what they had learned and what they had not learned and what they are willing to learn. The programme will establish an educational plan for each learner to help them reach a full understanding in the most effective way.
- The platform provides instant feedback.
LEARNETIC - Initiative

This platform provides more than 40,000 short tutorial videos, as well as a set of scientific experiments in chemistry and physics, videotaped by laboratories.

• Enabling the usage of mobile devices using interactive content, to encourage teamwork in classroom, and activate thinking, discovering, analysis and conclusion.
• Interactive illustrations, to help teachers to explain, save time and enhance students' understanding.
• Preparing assisting materials for special need students, and advanced materials for distinguished students.
• Helping teachers to form learning teams from students at different levels in classroom.
• Reducing the need of private lessons.
• Enhancing students' English language, by teaching scientific materials in English.
• Giving students the opportunity to prepare their lessons and explain them in classroom.
• Training students for self-learning, research and explaining information.
• Giving school assignments during long and summer holidays, which facilitate following up for students and teachers, and keeping students in the learning environment.
Interactive ebooks for Science and Mathematics, written in English language, with videos covering all concepts, and interactive exercises with instant feedback.
Smart Learning - Smart Learning Initiative (LMS)

- Creating a joint collaborative educational environment
- Supporting different learning and teaching strategies
- Provide students and parents with weekly planner
- Students have access to educational resources at anytime
- Enhancing student’s academic level
- Providing learners with 21st century skills

بوابة التعلم الذكي
https://lms.moe.gov.ae
# Smart Learning Initiative (LMS)

<table>
<thead>
<tr>
<th>Teachers:</th>
<th>Students:</th>
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<tbody>
<tr>
<td>• Manage their own courses.</td>
<td>• View the educational content of the curriculum.</td>
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<tr>
<td>• Establish medals and rewards for students.</td>
<td>• View the educational plan.</td>
</tr>
<tr>
<td>• Follow up on the analysis of the curricula.</td>
<td>• Answer assignments.</td>
</tr>
<tr>
<td>• Follow up on student's progress.</td>
<td>• Posting on curriculum Online page.</td>
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<td>• Follow up on student's accounts.</td>
<td>• Follow up on medals and rewards.</td>
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<td>• Manage groups.</td>
<td>• Participate in discussions.</td>
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<td>• Participate in opinion polling.</td>
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<td>• Follow up on learning paths.</td>
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Academic Year 2020-2021

The Ministry of Education

Students’ Welfare and Activities
## Content

### Subjects

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<td>The System of Discovery and Care of Talented and Innovative Students</td>
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<td>Academic Track - Science, Technology, Engineering and Innovation</td>
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<td>Special Needs</td>
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<tr>
<td>Academic, Professional and Social Guidance</td>
</tr>
</tbody>
</table>
Introduction

Policy, Strategy and Programmes
The system is a clear framework for the development of personal characteristics and specialised skills in accordance with the requirements of the National Qualifications Authority. This system includes providing targeted services and programmes to enable all groups of society and building their capacities to be influential and effective in achieving the national goals of Emirates centenary and the building of knowledge economy.

This system serves all age groups from early childhood, students within the educational system, including general and higher education, and includes programmes for building capacity for life.
National Strategic Inputs For Students’ Welfare and Activities

- National Educational System
- The UAE Strategy for the Fourth Industrial Revolution
- Children Care and Development
- The National Plan For Gifted Programmes
- UAE Vision 2021
- The Fourth Industrial Revolution
- The National Plan For Gifted Programmes
- UAE Centennial 2071
- National Literacy Strategy
- National Literacy Strategy
- UAE Strategy for the Future
- Cultural Agenda 2031
- National Food Security Strategy
- The National Strategy for Wellbeing
- Advanced Skills Strategy
- The National Strategy for Motherhood and Childhood 2017-2021
- National Tolerance Programme
- National Advanced Sciences Agenda
- National Innovation Strategy
- UAE Strategy for Artificial Intelligence
- Youth Empowerment Strategy
- The National Policy for Empowering People of Determination

Emirati School

United Arab Emirates Ministry of Education
National Strategic Inputs For Students’ Welfare and Activities

UAE Centennial 2071

A Happy and Cohesive Society
Education for the Future
Future-Focused Government
A Diversified Knowledge Economy

UAE Vision 2021

United in Responsibility
United in Prosperity
United in Knowledge
United in Destiny

UAE Strategy for the Future

The National Policy for Empowering People of Determination
Youth Empowerment Strategy
The National Strategy for Motherhood and Childhood 2017-2021
The UAE Strategy for the Fourth Industrial Revolution
The National Plan For Gifted Programmes
National Tolerance Programme
National Food Security Strategy
National Literacy Strategy
Advanced Skills Strategy
National Strategy for Wellbeing 2031
Cultural Agenda 2031
National Innovation Strategy
UAE Strategy for Artificial Intelligence
National Advanced Sciences Agenda
The Fourth Industrial Revolution

National Education System
National Strategic Inputs for Students’ Welfare and Activities

National Education System

VISION
Innovative education for a global leading knowledge society

MISSION
Building and managing an innovative educational system for a globally competitive knowledge society, covering all ages, and meeting the needs of the future labor market, through ensuring the quality of the output of the Ministry of Education and providing distinguished services to internal and external customers.

Envisioning equal education, including pre-school education
Achieving outstanding competence of leadership and educational institutions
Ensuring the quality, efficiency, and governance of educational and institutional performance
Ensuring safe, supportive and learning environments
Attracting and qualifying students to higher education institutions, both within and outside the country, in accordance with the needs of the labour market
Ensuring the quality, efficiency and governance of educational and institutional performance
Ensuring the quality of the output of the Ministry of Education and providing distinguished services to internal and external customers
Strengthening scientific research and innovation capabilities in line with the global competitive standards
Ensuring that all administrative services are provided in accordance with quality, efficiency and transparency standards
Establishing a culture of innovation in the corporate environment

Policy and Strategy for Care and Activities

Empowerment And Capacity-building Programme
The Discovery and Welfare of Talented and Innovative People Programme
Strategic Map of Welfare and Activities

<table>
<thead>
<tr>
<th>What Results from our Achievements</th>
<th>A generation that is open to the cultures of the world</th>
<th>A Responsible, innovative, creative and ambitious generation, responsible for community service</th>
<th>A generation that adheres to its customs, traditions, and national identity</th>
<th>A generation that is knowledgeable in science, technology, humanities and social sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we are Trying to Achieve</td>
<td>Developing activities and initiatives that enhance the educational, professional, personal and health profile of the Emirati School's graduates</td>
<td>Initiatives and programmes that support the UAE vision to create a generation that is capable of building the knowledge economy, by disseminating and promoting a culture of innovation and entrepreneurship among students and teachers</td>
<td>Strengthening the system of comprehensive activities that support the interests and talents of students at the UAE school from childhood to university</td>
<td>The comprehensive extracurricular system of activities, which supports the curricula and is in line with educational outputs of the Emirati School</td>
</tr>
<tr>
<td>What we have to do</td>
<td>Providing students with counseling programmes for all their psychological, social, academic and professional aspects, to ensure the development of an integrated generation in terms of personality, knowledge and skills</td>
<td>Empowering students through integrating education programmes, and providing students of determination with the academic and social skills</td>
<td>The development of initiatives in the area of welfare and activities</td>
<td>The evaluation and improvement of initiatives</td>
</tr>
<tr>
<td>Goal Achievement Enablers</td>
<td>Researching best practices in the area of welfare and activities</td>
<td>The development of policies and regulations for the implementation of programmes and activities</td>
<td>Developing the mechanisms for discovering skills and talented students</td>
<td>Effective internal communication</td>
</tr>
</tbody>
</table>
Students’ Welfare and Activities

Welfare

Academic, Vocational and Social Guidance
- Developing policies and standards for students’ welfare, and their academic and professional guidance.
- Preparation of social, psychological and guidance programmes for students, in order to achieve psychological, social, academic and behavioral synergy for students.
- Developing the tools for assessing students’ academic and professional interests in accordance with the national standards.
- Supporting and building students’ skills and their readiness to choose the appropriate academic, technical and professional courses.

Special Needs (Inclusive Education)
- Policy-making, preparing and developing the standards and special education programmes for students of determination in early childhood institutions, kindergartens, schools and universities.
- Studying the needs of students and those working in the field of special education, supervising the provision of them, and preparing plans to develop the competencies of those working in special education programmes.
- Developing the tools to detect students of determination and ensuring that these tools are suitable for different student groups and the country’s culture.
- Monitoring the acquiring of all educational rights by students of determination, in accordance with the laws and regulations of the State.
- Supervising the implementation of special education awareness programmes for schools, families and society.

Health and Fitness
- Developing policies, standards and general frameworks for school health and physical fitness programmes for students.
- Carrying out awareness campaigns and physical and health education programmes and sports competitions.
- Planning and developing fitness programmes and sports teams, in collaboration with relevant community institutions.

Skills Development
- Developing the policies and facilities of programmes and initiatives for the development of students’ skills at the Emirati School (platforms, manuals, batteries, and practical and theoretical tests).
- Preparing and implementing of programme plans and projects aimed at enhancing students’ personal traits and skills.
- Promoting the development and implementation of initiatives aimed at the discovery and welfare of talented and distinguished students in academic and cultural fields.

Welfare and Activities

Welfare

Academic, Vocational and Social Guidance

Special Needs (Inclusive Education)

Health and Fitness

Skills Development

Students’ Welfare and Activities

Welfare

Academic, Vocational and Social Guidance

Special Needs (Inclusive Education)

Health and Fitness

Skills Development
The Strategy and Policy of Care and Activities

Empowerment and capacity-building programme, 27 initiatives

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<th>Initiatives</th>
<th>Enablers</th>
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<tr>
<td>Reading Initiatives</td>
<td>Enhancing the scientific research and innovation capabilities according to global competitive standards</td>
</tr>
<tr>
<td>School Theater Festival</td>
<td>Attracting and qualifying students for higher education institutions, both inside and outside the UAE, in accordance with the needs of the labor market</td>
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<tr>
<td>The Beginning of the Story</td>
<td>Ensuring safe, and supportive environments for learning</td>
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<tr>
<td>Environmental Initiatives</td>
<td>Ensuring equal education, including pre-school education</td>
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<tr>
<td>Model U.N</td>
<td>The discovering and welfare programme of talented and innovative students, 13 initiatives</td>
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<tr>
<td>Volunteering is Life</td>
<td>National Festival Of Science, Technology And Innovation</td>
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<td>Students' Camps</td>
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<td>Specialised Volunteering</td>
<td>International Sports Tournaments</td>
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<td>&quot;Intilaaqah&quot; Initiative</td>
<td>Our Ambassadors</td>
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<tr>
<td>Student Clubs in the Emirates School</td>
<td>Masterpieces مناهزات</td>
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<tr>
<td>Environmental Activities and Programmes at the School Level</td>
<td>Emirates Measure of Occupational Tendencies</td>
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<td>Environmental Initiatives</td>
<td>Emirates School Championships</td>
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<td>National Programme for the Prevention of Bullying in the School Environment</td>
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<td>Specialised Volunteering</td>
<td>Capacity-building and qualification of specialised cadres</td>
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<td>Emirates Measure of Occupational Tendencies</td>
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<td>Emirati School Scouts</td>
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<td>Emirati Sanaa Initiatives</td>
<td>Programmes evaluation and amendment</td>
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<td>&quot;Intilaaqah&quot; Initiative</td>
<td>Providing the necessary infrastructure for the implementation of strategic programmes</td>
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<td>Initiatives</td>
<td>Strategic Inputs</td>
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<td>National Policy for the Empowerment of People of Determination</td>
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<td>The National Strategy for Motherhood and Childhood</td>
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<td>Attracting and Qualifying Students for Higher Education Institutions, Both</td>
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<td>Inside and Outside the UAE, in accordance with the Needs of the Labor</td>
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<td>Student Clubs in the Emirati School</td>
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<td>The framework for the activation and support of enrichment activities and Programmes at the school level</td>
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<td>Health Education and Awareness Initiatives</td>
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<td>Unified Champion Schools</td>
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<td>Let’s Talk</td>
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<td>School Support Programmes for Children of Martyrs</td>
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<td>National Tolerance Programme For Gilgit-Pakistan</td>
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<td>Ensuring Safe And Sensitive Learning For Students</td>
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<td>Attracting And Qualifying Students For Education Institutions, Both Inside And Outside the UAE. And In Access Of The World Market</td>
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<td>Enhancing The Scientific Research And Innovation Capabilities According To Global Competencies</td>
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</table>
### Students' Welfare and Activities Programme: Classifying the Programmes According to the Targeted Groups

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>General Education</th>
<th>Higher Education</th>
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<tbody>
<tr>
<td>The beginning of the story</td>
<td>Volunteering is life</td>
<td>Unified champion schools</td>
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<td>Students camps</td>
<td>Environmental initiatives</td>
<td>Let's talk</td>
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<td>Environmental initiatives</td>
<td>UN Model</td>
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<td>Student clubs in the Emirati school</td>
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<td>Emirati Sanna initiatives</td>
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<td>Emirati school scouts</td>
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<td>Fitness initiatives</td>
<td>School support programmes for children of martyrs</td>
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<td>Health education and awareness initiatives</td>
<td>Health and fitness fun festival</td>
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<td>Health and fitness fun festival</td>
<td>UAE vocational and practical training programmes</td>
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<tr>
<td>Unified champion schools</td>
<td>National programme for the prevention of bullying in the school environment</td>
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</table>

**Enabling Programme and Capacity-building**
# Students' Welfare and Activities Programme:
## Classifying the Programmes According to the Targeted Groups

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<td>Our ambassadors</td>
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<tr>
<td>National Festival of Science, Technology and Innovation</td>
<td>International sports tournaments</td>
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<td>School Olympics</td>
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<tr>
<td>Masterpieces</td>
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<td>Student clubs in the Emirati school</td>
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<td>School theater festival</td>
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<tr>
<td>Arabic reading challenge</td>
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<tr>
<td>Robotics, programming and artificial intelligence competitions</td>
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</tbody>
</table>
## Students Empowerment and Capacity-Building Policies

### Strategic Policies

- Inclusive education policies
- The prevention of bullying in the school environment policy
- Child protection policy

### Policies, Operational and Procedural Evidence

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<tr>
<th>Policy</th>
<th>Guide/Program</th>
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<td>School trips</td>
<td>School trips guide</td>
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<tr>
<td>Volunteering in Emirati School</td>
<td>Volunteering in Emirati School guide</td>
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<tr>
<td>The prevention of bullying in the school</td>
<td>The prevention of bullying in the school environment guide</td>
</tr>
<tr>
<td>Students' clubs</td>
<td>Students' clubs guide</td>
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<tr>
<td>Electronic activities and contests guide</td>
<td>Electronic activities and contests guide</td>
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<tr>
<td>Let's talk guide</td>
<td>Let's talk guide</td>
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<tr>
<td>Activities and sports tournaments</td>
<td>Activities and sports tournaments guide</td>
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<tr>
<td>The activation of national and international activities guide</td>
<td>The activation of national and international activities guide</td>
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<td>Annual activities agenda</td>
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<td>School nutrition standards</td>
<td>School nutrition standards</td>
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<td>The consultation sessions for parents'</td>
<td>The consultation sessions for parents' guide</td>
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<td>guide</td>
<td></td>
</tr>
</tbody>
</table>

### Enablement and Capacity-Building Programme

- Discovery and welfare of talented and innovative students' policy

### Discovering and Caring of Talented and Innovative Students' Programme

- Discovery and welfare of talented and innovative students' policy
Student and School Portfolio
Students' Welfare and Activities Programme- Student and School Portfolio

- Part of the student grade certificate.
- Includes the student's full history in terms of participation and achievements in the activities.
- Coordination with universities to be among the admission requirements for higher education.

Skills and Features of the Emirati School Graduate

![Diagram]

- Communicative
- Innovative
- Achiever
- Technological
- Specialised
- Open-minded
- Conservative
- Accountable

A system to measure and guide activities in each school

360° Evaluation

A system to measure and guide student participation in activities.

Ensuring the distribution and diversity of activities in all schools across the UAE to provide equal opportunities for all students

Student Portfolio

School Portfolio

- Part of the school assessment.
- Award of excellence to schools in the area of building and promoting participation in activities.

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Impact</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>National and international participation</td>
<td>The average of students’ achievement in each course</td>
<td>Number and type of activities available at school</td>
</tr>
</tbody>
</table>
Innovative, creative, intellectual and Explorer

Ambitious and confident to achieve

Responsible and positive

Loyal to customs, traditions and the national identity

Open to other cultures

Specialised

Communicative

Open-minded

Conservative

Accountant

Achiever

Organic

Technological

Innovator

Dialogue and communication

Armed with knowledge and specialised.

Digital savviness

Armed with knowledge and specialised.
Students' Welfare and Activities Programme - Student Portfolio

Example
<table>
<thead>
<tr>
<th>Skill / Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative</td>
<td>The ability to link, analyse, understand, evaluate, draw and build information</td>
</tr>
<tr>
<td>Achiever</td>
<td>Success by demonstrating personal capabilities and competencies</td>
</tr>
<tr>
<td>Accountable</td>
<td>Independent thinking, personal choice of actions and decisions, promotion of community service principles and volunteering</td>
</tr>
<tr>
<td>Conservative</td>
<td>Adhering to customs and traditions which emanate from the Emirati culture</td>
</tr>
<tr>
<td>Open- minded</td>
<td>Understanding, accepting, recognizing and respecting other cultures and preserving what makes humanity happy</td>
</tr>
<tr>
<td>Specialised</td>
<td>A generation specializing in science, advanced technology, space, engineering, innovation, medical and health sciences, arts, humanities, design, programming and diplomacy</td>
</tr>
<tr>
<td>Communicative</td>
<td>The ability to communicate, talk and express opinions</td>
</tr>
<tr>
<td>Technological</td>
<td>The ability to use modern technology and employing it positively</td>
</tr>
</tbody>
</table>
### Strategic Goal

<table>
<thead>
<tr>
<th>Policy</th>
<th>The policy to which the initiative relates, if any</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme</td>
<td>Write the name of the main programme under which the initiative is included, for example: A system for the discovery and welfare of talented and innovative students</td>
</tr>
</tbody>
</table>

### Student's Profile

#### Initiation name

#### Initiative description

<table>
<thead>
<tr>
<th>Targeted group (Highlight targeted group)</th>
<th>Learning cycle</th>
<th>Gender</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>First</td>
<td>Secondary</td>
<td>Male</td>
</tr>
<tr>
<td>First</td>
<td>Second</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Second</td>
<td>Male</td>
<td>Female</td>
<td>School</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Male</td>
<td>Female</td>
<td>School</td>
</tr>
<tr>
<td>First</td>
<td>Male</td>
<td>Female</td>
<td>School</td>
</tr>
<tr>
<td>Second</td>
<td>Male</td>
<td>Female</td>
<td>School</td>
</tr>
</tbody>
</table>

### Initiatives outcomes

#### Skills and Features of the future generation.

**Distribute ratios to a total of 100, with a minimum of 3 attributes/skills selected**

<table>
<thead>
<tr>
<th>Innovative</th>
<th>Achiever</th>
<th>Responsible</th>
<th>Conservative</th>
<th>Open-minded</th>
<th>Specialised</th>
<th>Communicative</th>
<th>Technological</th>
<th>Total</th>
<th>%100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative, creative, intellectual and Explorer.</td>
<td>Ambitious and confident to achieve.</td>
<td>Responsible and positive</td>
<td>Loyal to customs, traditions and the national identity</td>
<td>Open to other cultures.</td>
<td>Armed with knowledge and specialised.</td>
<td>Communicative and dialogue</td>
<td>Digital savviness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students' Welfare and Activities - Enablers on The School Level

- Enablers of activities and enrichment programmes support at the school level
- Annual activities agenda
- Electronic School trip guide
- Volunteering in Emirati school guide
- Activities and school tournaments guide
- Electronic activities and contest guide
- Students clubs guide
- The activation of National and International days guide

The System of Discovering and Welfare of Talented and Innovative Students
Developing a framework that includes methodologies and tools for the discovery of talented students.

Developing a sustainable system for designing and implementing programmes and activities aimed at the welfare of talented students.

Designing and developing competitive platforms and programmes for talented students.
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

Academic
- Discover 456 Project
- Ambassadors Initiative
- National Science, Technology and Innovation Festival
- AIR Series
- Masterminds Initiative
- Master-skill Initiative

Arts And Culture
- Arabic Reading Challenge.
- Masterpieces Initiative
- Emirates School Theater Festival
- Voice of Tolerance

Sports
- Emirati School tournaments.
- School Olympic.
- International sports tournaments.
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students.

Academic Stream - Science, Technology, Engineering and Innovation.
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

**DISCOVER:**

- **Battery setup and development.**
- **Field experimentation on Arizona children.**
- **Training of residents.**
- **Field testing and battery modification in UAE.**
- **Actual application to kindergartens and the first grades.**

**Initiative Stages**

- **2016**
  - Eight specialists from the Ministry of Education are sent to Arizona to participate in standard-setting.
  - Apply to 72 children in Arizona.
  - Train 30 residents.
  - The stage of rationing applied to 912 children.
  - Actual application phase for 866 children.

- **2019**

Its use is part of the Ministry of Education's Development Plan for kindergartens, with the aim of developing a new model that seeks to prepare a child with a comprehensive personality, which contributes to the construction of his homeland, under the supervision of qualified educational cadres, within an attractive educational environment, and with the management of educational leaders with a world-oriented vision, with Emirates Identity.

This battery is the first of its kind in the Arab world for the age group (4-6).

Ten early childhood students' abilities are measured, based on Howard Gardner's theory (multiple intelligence levels). It is classified into three areas: (Steam), leadership, and visual arts.

This battery is the first of its kind in the Arab world for the age group (4-6).
### Measured Capabilities

#### Domain
- Mathematical
- Mechanical/Technical
- Scientific/Naturalistic
- Linguistic

#### Creative Arts
- Visual/Spatial
- Auditory/Sound
- Bodily/Somatic

#### Leadership
- Emotional/Intrapersonal
- Spiritual/Ethical
- Social/Interpersonal

DISCOVER:

- The System of Discovering and Welfare of Talented and Innovative Students

Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

DISCOVER:

- Training **36** Emirati residents to apply the battery by the Arizona team, and continuing to supervise their training (**15** days per resident).

- The selection of **3** resident teams which are licensed to apply the battery of discovering gifted children from the 4-6 age group, by the University of Arizona, by the end of September.

Initiative Outcomes

- The battery is rationed and adjusted to fit the UAE context and the UAE school environment.

- Supporting the comprehensive personality of Emirati school children and developing their abilities at early stages, to include them in initiatives that develop their skills in solving problems in creative ways, and to motivate them to innovate.

- Developing a plan to care for students discovered in the battery.
The Ministry of Education launched the “Our Ambassadors” initiative in 2016, it is implemented each year, and includes a range of international delegation programmes: Six for students, and one for teachers. Each of these programmes is implemented over two or three weeks during the summer holiday period, and participants are sent to one of the leading and distinct countries depending on the area of each programme.

The “Our Ambassadors” initiative is a major contributor to the promotion and enrichment of students' creative, innovative, voluntary, artistic and leadership capabilities. It arms them with 21st century skills and provides them with best practices in the main field of each programme, enabling the UAE to be among the best countries in the world by 2021.
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

Our Ambassadors

**Vision**
Our vision is to inspire the students to be global citizens, that have an active role in contributing to the building of a knowledge society in the UAE.

**Mission**
Introducing student-centered international programmes that open industry prospects for students and focus on the seven priority sectors of the national innovation strategy.
Our Ambassadors

The Number Of Beneficiaries Per Year By Category

Higher Education Ambassadors
- The number of participants per year
  - Year 2018: 128
  - Year 2019: 102

General Education Ambassadors
- The number of participants per year
  - Year 2016: 159
  - Year 2017: 410
  - Year 2018: 815
  - Year 2019: 731

Educational Ambassadors
- The number of participants per year
  - Year 2017: 78
  - Year 2018: 136
  - Year 2019: 112
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

Our Ambassadors 2019

- **Education**
  - 112 participants
  - 4 programmes
  - 832 Male/Female
  - 582 Females
  - 250 Males
  - 112 Teachers
  - 25 Destination

- **Innovation**
  - 112 participants
  - 4 programmes

- **Future**
  - 195 students
  - 5 programmes

- **Giving**
  - 140 students
  - 5 programmes

- **Student Activities and Welfare**
  - The System of Discovering and Welfare of Talented and Innovative Students
Our Ambassadors 2019

- **Innovation Ambassadors** - Spring, China
  - 40 participants for 14 days
- **Ambassadors of Giving** - Spring, Malaysia
  - 30 participants for 14 days
- **Ambassadors of the future** - Spring, Singapore
  - 40 participants for 14 days
- **Sports Ambassadors** - Summer, USA
  - 40 participants for 14 days
- **Education Ambassadors** - Summer, USA
  - 31 participants for 14 days
- **Masterpieces Ambassadors** - Summer, United States of America
  - 28 participants for 13 days
- **Ambassadors of the future** - Summer, Canada
  - 35 participants for 14 days
- **Ambassadors of the future** - Summer, South Korea
  - 40 participants for 14 days
- **Sports Ambassadors** - Summer, Italy
  - 12 participants for 14 days
- **Ambassadors of the future** - Summer, Ireland
  - 40 participants for 21 days
- **Ambassadors of Giving** - Summer, Azerbaijan
  - 25 participants for 14 days
- **Ambassadors of Giving** - Summer, France
  - 12 participants for 14 days
- **Ambassadors of Giving** - Summer, United Kingdom
  - 40 participants for 14 days
- **Sports Ambassadors** - Summer, China
  - 40 participants for 14 days
- **Ambassadors of the future** - Summer, Canada
  - 35 participants for 14 days
- **Ambassadors of the future** - Summer, South Korea
  - 40 participants for 14 days
- **Education Ambassadors** - Summer, USA
  - 31 participants for 14 days
- **Ambassadors of the future** - Summer, UK
  - 45 participants for 14 days
- **Innovation Ambassadors** - Summer, Ireland
  - 40 participants for 21 days
- **Diplomatic Ambassadors** - Summer, USA
  - 80 participants for 14 days
- **Ambassadors of the future** - Spring, USA
  - 35 participants for 14 days
- **Ambassadors of Giving** - Summer, Zanzibar
  - 30 participants for 14 days
- **Ambassadors of the future** - Spring, UK
  - 45 participants for 14 days
- **Innovation Ambassadors** - Summer, USA
  - 40 participants for 21 days
- **Ambassadors of Giving** - Summer, Sri Lanka
  - 25 participants for 14 days
- **Ambassadors of the future** - Summer, USA
  - 35 participants for 14 days
- **Sports Ambassadors** - Summer, USA
  - 40 participants for 14 days
- **Ambassadors of the future** - Summer, Saudi Arabia
  - 30 participants for 14 days

**Our Ambassadors Initiative 2019 MOE**

**Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students**
Our Ambassadors 2019

Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

International Partners In Capacity-building

International Partners

National Partners

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION
The National Science, Technology and Innovation Festival.

The National Science, Technology and Innovation Festival, in its last two editions of 2018 and 2019, was conducted under the patronage of his Highness Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi, Deputy Supreme Commander of the Armed forces, God protect and care him.

The visit of His Highness Sheikh Mohammed bin Rashid Al Maktoum, Deputy Prime Minister and Ruler of Dubai, may God protect and take care of him, in 2018.
The festival provides an attractive environment that attracts learners and teachers, promotes their passion for science, technology, innovation and leadership, brings them together with leading international expertise and institutions in these areas, and offers them the opportunity to learn and share knowledge, present and discuss their ideas, and work together to achieve tangible results, full of creativity, innovation and sustainability. Based on science, technology and scientific research.
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

The National Science, Technology and Innovation Festival.
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

The National Science, Technology and Innovation Festival.

- 30,000 Visitors
- 2,100 Students
- 912 Projects
- 18 Awards
- 271 School
The National Science, Technology and Innovation Festival.

The Percentage of Projects Submitted to Each Category on 2019

- **Technology**: 46% - 421 projects
- **Social and behavioral sciences**: 8% - 73 projects
- **Biology and Environment**: 28% - 257 projects
- **Chemistry, Physics and Mathematics**: 18% - 161 projects

Total: 912 registered projects to participate in the last competition (Science exhibition 2019)
The National Science, Technology and Innovation Festival.

Examples of Some Specialised Awards

- Architecture
- Oil Engineering
- Solar Systems and Renewable Resources
- Arabisation of Digital Technology
- Drones
- Aircraft Engineering
- Construction Techniques
- Cyber Security
- Educational Techniques
- Robotics and Artificial Intelligence
- Transportation
- Autonomous Vehicles
- Genetic Engineering
- Health and Treatment
- Smart Cities
- Electronic Commerce
- Food Security
- Water Consumption Reduction
- Space Science
- Biotechnology
- Internet of Things
- Digital Fabrication
- Electronics and Semiconductor
- Satellites

Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

The National Science, Technology and Innovation Festival.

- The top 7 participating projects at the 2018 Science Fair were invited to attend the ‘Extraordinary people at the Palace of the Sea’ event in October 2018; To present the results of their research and projects in front of his Highness Sheikh Mohammed Bin Zayed Al Nahyan.

- The best projects participating in the Emirates Award for Young Scientists 2020 competition will be invited to be presented at the Palace of the Sea in Abu Dhabi within the activities of the National Science Week 2020.
The National Science, Technology and Innovation Festival.

Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students
Artificial Intelligence and Robotic Competitions Series.

Through the series of AI and robotic competitions, we aim to achieve the UAE centennial 2071; For the UAE to become attractive to the world's best minds to support the UAE talent in innovation and technology leadership.
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

2015
1\textsuperscript{st} Edition
+VEX Robotics Competition (VRC)
+VEX IQ Challenge (VIQ)
35 Participants
2 Categories

2016
2\textsuperscript{nd} Edition
+FIRST LEGO League Jr. (FLJ)
+FIRST LEGO League (FLL)
731 Participants
4 Categories

2017
3\textsuperscript{rd} Edition
... 
1,437 Participants
4 Categories

2018
4\textsuperscript{th} Edition
+STEAM Robotics Innovation (SRI)
+STEAM 3D Printing (3D3)
+STEAM Project Advanced (SPA)
+STEAM Project Beginners (SPB)
+TYNKER National Competition (TNC)
+Web-Design National Competition (WNC)
+Python National Competition (PNC)
+C++ National Competition (CNC)
+STEAM Robotics Innovation (SRI)
+STEAM 3D Printing (3D3)
+STEAM Project Advanced (SPA)
+STEAM Project Beginners (SPB)
2,595 Participants
15 Categories

2019
5\textsuperscript{th} Edition
+Minecraft National Competition (MNC)
+STEAM Project Kids (SPK)
+OnStage Preliminary League (OPL)
+Soccer Open League (SOL)
3,020 Participants
20 Categories

2020
6\textsuperscript{th} Edition
+MATE ROV Competition (ROV)
+Aerial Drone Competition (ARC)
+Hydrogen Car Competition (HCC)
+FIRST Tech Challenge (FTC)
*3,731 Participants
*24 Categories
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

2020
Abu Dhabi, 23-25 Feb

FNC
RNC
VNC
TIC
UOC

Artificial Intelligence & Robotics Competitions Series

UOC
Abu Dhabi, 23-25 Feb
Masterskills Initiative 2019

Achievements and Results of the Emirati School Teams 2019.

Participated in the Regional Championship World skills Asia 2019, United Arab Emirates:

– Gold medal in the competition of flower arrangement.
– Gold medal in the competition of the moving robot.
– Silver medal in the competition of website design.
– Silver medal in the Competition of programming and information technology.
– Bronze medal in the competition of electrical connections

Participated in the World Skills Kazan 2019 World Championship in Russia:

– Bronze medal in the competition of electrical connections.
– Bronze medal in the competition of the moving robot.
– Bronze medal in the competition of paint and decoration.
– Bronze medal in the competition of graphic design.
Masterskills Initiative

Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

Masterskills Initiative

15-17 April 2020
Abu Dhabi, UAE

27-29 November 2020
Abu Dhabi, UAE

22-27 September 2021
Shanghai, China
Masterskills Initiative 2019

- 4 Awards
- 4 Medals

- 7 Awards
- 4 Medals

- 53 Awards
- 3 Medals
Masterminds Initiative

It is a sustainable programme aimed at forming national student teams in various fields: Science, mathematics, physics, chemistry, biology, Arabic language and economics, to participate in the Regional and International Olympics. Qualified students are subject to intensive and sustained training programmes in internal and external training camps by the best local and international university professors.
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

Masterminds Initiative

- Biology Masterminds
- Chemistry Masterminds
- Physics Masterminds
- Science Masterminds
- Informatics Masterminds
- Economics Masterminds
- Arabic Language Masterminds
- Mathematics Masterminds
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

Masterminds Initiative

Masterminds مناهزات

2020-2019

Kazakhstan
International Olympics
1-6 July 2020

Turkey
International Olympics
6-15 July 2020

Lithuania
International Olympics
18-26 July 2020

Germany
International Olympics
2-12 December 2020

Oman
Khaleji Olympics
3-7 October 2019

Japan
International Olympics
3-11 July 2020

Russia
International Olympics
8-18 July 2020

Singapore
International Olympics
19-26 July 2020

Arabic Language Masterminds
Physics Masterminds
Mathematics Masterminds
Biology Masterminds
Mathematics Masterminds
Informatics Masterminds

Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students
Student Activities and Welfare - The System of Discovering and Welfare of Talented and Innovative Students

Masterminds Initiative

Universities and Institutes: Cambridge University, Khalifa University, University of Sharjah, Oxford University, Higher Colleges of Technology, UAE University.
Student Activities And Welfare- The System of Discovery and Welfare of Talented and Innovative Students

Arts and Culture
Student Activities And Welfare - The System of Discovery and Welfare of Talented and Innovative Students

**Vision**

Arts that touch hearts and minds, for a leading society that is rich in heritage and takes pride of its authenticity and identity.

**Mission**

Developing an innovative educational system for a globally competitive knowledge society, by preparing tomorrow's artists and enriching the UAE's community with the arts.

- A national initiative to be implemented by the Ministry of Education, in cooperation with local and international partners, to discover and care for performance and artistic talents; so that our students to become the UAE art ambassadors to the world.

- High-standard "masterpieces" tests, requiring high-quality performance. Students who successfully pass the selection stage receive intensive training and lessons on Saturdays, as well as specialised camps during student holidays and out-of-state training within our ambassadors-masterpieces programme.
Student Activities And Welfare - The System of Discovery and Welfare of Talented and Innovative Students

Masterpieces

High-standard "masterpieces" tests, requiring high-quality performance. Students who successfully pass the selection stage, receive intensive training and lessons on Saturdays, as well as specialised camps during student holidays and out-of-state training within our ambassadors-masterpieces programme.

Stages

- Registration: September
- Launch: September
- Qualifications: October
- Final Presentation: November
- Winter Camp: December
- Training: January
- Spring Camp: March
- Our Ambassadors Programme: July/August
Selection committees are set up from specialists in the relevant international and local fields, to select and provide welfare programmes for the talented students in the technical and cultural fields.
An annual School theater festival, organised by the Ministry of Education in cooperation with the state institutions, bodies and theatrical departments, which are: (Ministry of Culture and knowledge Development - Sharjah Culture Department / Theater Management - Abu Dhabi Tourism and Culture Authority - Dubai Culture Authority - Fujairah Culture and Media Authority - Arab Theater Institute), to be held during May of each academic year.

Goals:

• Promoting the school theater activities.
• Strengthening of national identity and educational values.
• Increasing school experience with theater activity by entering the landscape of theater festivals.
• Increasing the interaction between schools, exchanging experiences and knowledge among them.
• Developing artistic and aesthetic taste for students and school theater supervisors.
• The removal of methodological material from the books; Transforming it into dramatic and visual formulas that are embedded in students’ minds for a longer time.
• Inculcating the ethical values, customs and Islamic Arab traditions, and inculcating the patriotism of the UAE society into the students’ minds.
School Theater Festival Partners
Voice of Tolerance Initiative

Concert
Dubai 25 November 2019

Competitions
National: Dubai 8-14 March 2020
International: Belgium 5-15 July 2020
The System of Discovery and Welfare of Talented and Innovative Students

Sports
School Olympics

A national programme aimed at discovering talented and distinguished students through sports training centers, to support national clubs and sports teams, and spread the Olympic sports culture through some individual sports games, in partnership with the National Olympic Committee.

The school Olympiad centers are available for the following individual sports: (Swimming - Athletics - Bow and Arrow - Fencing - Judo - Badminton - Taekwondo).
Student Activities And Welfare - The System of Discovery and Welfare of Talented and Innovative Students

School Olympics

Organizing sports tournaments among schools based on what is taught in the health and physical education curriculum, to encourage students to exercise and adopt a healthy lifestyle. Tournaments also help in recognizing, nurturing and discovering sports talents.

316 School Olympics Training Centers across the country, training around 4,000 students; over 2,000 of which participated in the Sports Excellence Week of the school Olympics.

41.6% Of students are girls

14 Medals won in School Olympics

NUMBER OF STUDENTS PARTICIPATING IN THE FINAL COMPETITIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1450</td>
<td>1971</td>
<td>2018</td>
<td>2045</td>
<td>2125</td>
<td></td>
</tr>
</tbody>
</table>

NUMBER OF STUDENTS IN THE TRAINING CENTERS

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>2683</td>
<td>3000</td>
<td>3450</td>
<td>3756</td>
<td>3955</td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL OLYMPICS TRAINING CENTERS

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>129</td>
<td>202</td>
<td>270</td>
<td>290</td>
<td>316</td>
<td></td>
</tr>
</tbody>
</table>
The Emirati School Championship

Organizing sports tournaments among schools based on what is taught in the health and physical education curriculum, to encourage students to exercise and adopt a healthy lifestyle. Tournaments also help in recognizing, nurturing and discovering sport talents, as competitions between school teams take place within the educational sectors, and the winning team is selected to participate in final state competitions. The competition is managed by the Health and Fitness Department and the winners are crowned.

<table>
<thead>
<tr>
<th>Types of Emirati School Championship</th>
<th>Number of Schools</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>26</td>
<td>280</td>
</tr>
<tr>
<td>Volleyball</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Rugby</td>
<td>14</td>
<td>800</td>
</tr>
<tr>
<td>Handball</td>
<td>62</td>
<td>972</td>
</tr>
<tr>
<td>Basketball</td>
<td>135</td>
<td>2187</td>
</tr>
<tr>
<td>Football</td>
<td>403</td>
<td>7054</td>
</tr>
<tr>
<td>Golf</td>
<td>9</td>
<td>580</td>
</tr>
<tr>
<td>Fitness</td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

11,923 Student

59% Played football in Emirates School Championship
Student Activities And Welfare - The System of Discovery and Welfare of Talented and Innovative Students

The Emirati School Championship
International Sports Tournaments

Qualifying sport talented students through training in specialised and intensive training centers; in order to participate in regional and international sports competitions, which contributed to achieving advanced places and winning medals in a number of championships.

UAE school teams Students participate in championships organised by international associations and educational institutions such as: ISF, the Arab Federation for physical Education and Sports, which provides them with opportunities to participate in international competitions and develops them to the international sports levels.
Qualifying talented students through specialised and intensive training centers to participate in international sports competitions, which contributed to achieving advanced places and winning medals in a number of championships.

<table>
<thead>
<tr>
<th>Participation in the World School Olympic Games (Gmnassiad) in China 2020</th>
<th>Participation in the World School Olympic Games 2018 (Gmnassiad) in Morocco 2019.</th>
<th>Arab School Handball Championship - Egypt</th>
<th>Participation in the first Self-Defense Games Tournament (Judo and Taekwondo) in Hungary</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 Participating Students and Get 8 medals</td>
<td>16 Participating Students</td>
<td>13 Male Students and 5 Female Students Participating</td>
<td>6 medals</td>
</tr>
</tbody>
</table>

Student activities and welfare - The system of discovering and welfare of Talented and innovative students
Skills Development
Students' Skills Care and Development Programme

Enrichment Programmes

- Emirati School student clubs.
- Reading initiatives
- The beginning of the story
- U.N model

Life Skills Programmes

- Volunteering is life
- Specialised volunteering
- Student camps
- UAE school scouts
- Emirati Sanna initiatives
A regulatory framework and a systematic mechanism for conducting various activities that develop and enhance specific skills in different areas. Student club areas have been linked to the aspects of the 'Gardner theory' of multiple levels of intelligence.

The addition of a relevant student club activation indicator to all key initiatives, for developing students’ skills and capacity-building. Example:

- Theater clubs under the School Theater Festival initiative
- Robot clubs under a series of robotics and artificial intelligence competitions

<table>
<thead>
<tr>
<th>Student Clubs’ Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental Skills</strong></td>
</tr>
<tr>
<td>Renewable Energy Club</td>
</tr>
<tr>
<td>Environment Club</td>
</tr>
<tr>
<td><strong>Life and Personal Skills</strong></td>
</tr>
<tr>
<td>Giving Club.</td>
</tr>
<tr>
<td>Diplomatic Club</td>
</tr>
<tr>
<td>Scout Club</td>
</tr>
<tr>
<td>Economy and Entrepreneurship Club</td>
</tr>
<tr>
<td><strong>Linguistics Skills</strong></td>
</tr>
<tr>
<td>Qur’an And Sunnah Club</td>
</tr>
<tr>
<td>Arabic Language Club</td>
</tr>
<tr>
<td>Cultural Partnership Club</td>
</tr>
<tr>
<td>Sign language and Braille Reading Language Club</td>
</tr>
<tr>
<td><strong>Health and Sports</strong></td>
</tr>
<tr>
<td>Chess Club</td>
</tr>
<tr>
<td>Group Sports Clubs (Football, Basketball, hand.)</td>
</tr>
<tr>
<td>Nutrition and Health-Awareness Club</td>
</tr>
<tr>
<td>Swimming Clubs</td>
</tr>
<tr>
<td><strong>Science, Mathematics, Technology and Engineering</strong></td>
</tr>
<tr>
<td>Science Club (Physics, Biology, Chemistry...)</td>
</tr>
<tr>
<td>Computer Science Clubs</td>
</tr>
<tr>
<td>Mathematics Club</td>
</tr>
<tr>
<td>Science Research Clubs</td>
</tr>
<tr>
<td>Robotic and Digital Manufacturing Club</td>
</tr>
<tr>
<td><strong>Arts, Creativity and Heritage</strong></td>
</tr>
<tr>
<td>Theater Club</td>
</tr>
<tr>
<td>Visual Arts Club</td>
</tr>
<tr>
<td>Music Club</td>
</tr>
<tr>
<td>Digital Arts Club</td>
</tr>
<tr>
<td>Heritage Club</td>
</tr>
<tr>
<td>Applied Arts Club</td>
</tr>
</tbody>
</table>
# Student Activities and Welfare - Students' Skills Development

## Student Clubs in Emirati School

### Student Clubs System

**When?**
Allocating an activity class within the study plan (60 - 90 minutes, once a week) to activate the student clubs.

**How?**
Each student at the school is assigned to a student club that matches his or her talents and inclination.

**What are They?**
The activities presented through these clubs range from programmes supporting the curricula to extracurricular activities, in order to enhance the learning outcomes.

## Student Clubs Benefits

1. Discovering and nurturing students' talents, preferences and individual needs.
2. Inculcating the spirit of entrepreneurship, developing communication and dialogue skills, expressing opinion and respecting the opinion of others.
3. Creating specialised programmes that develop students' skills in proportion to their age range.
4. Providing a platform to launch activities and projects that integrate students' acquired skills and learning outcomes into the UAE school curricula.
5. Contributing to the achievement of sustainable development goals through relevant student club programmes and activities.
6. Creating a database of student talents, and student clubs’ outcomes.

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**Emirati School**

Focusing on the importance of such activities, and disseminating this culture in the society, in preparation for the introduction of programmes for developing students and educational talents after school and during the weekend.
An initiative launched by his Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President of the United Arab Emirates and Prime Minister and Ruler of Dubai in 2015, aimed at raising awareness of the importance of reading among students in the Arab world.

The initiative aims at achieving a number of objectives: Developing self-learning skills and critical analytical thinking, expanding understanding, developing students' emotional and intellectual aspects, improving students' Arabic skills to increase their ability to express fluently and eloquently, enhancing students' cultural awareness since their early age, and expanding their thinking. The initiative also seeks to build a network of emerging Arab readers and activate communication among them, in order to build an Arab cultural community, and foster a national and Arab sense of belonging to a single nation.
Enrichment Programmes

Student Activities and Welfare - Students' Skills Development

Reading Initiatives

2020-2019

1. Participating in the organizing of Arabic Reading Challenge
   September 2019

2. Participating in the Book Fair
   "Sharjah International Book Fair"
   November 2019

3. Organizing the Reading Campaign
   "Readers make our winter more beautiful- UAE"
   December 2019

4. Organizing the Reading Carnival
   "Reading Carnival- UAE"
   March 2020

5. Participating in the reading festival
   "Sharjah Children's Reading Festival"
   April 2020

6. Participating in the book fair
   "Abu Dhabi International Book Fair"
   April 2020

7. Organizing the reading campaign
   "Readers Make Our Summer More Beautiful"
   August 2020
Student Activities and Welfare - Students' Skills Development

Reading Initiatives Partners

- Lughati
- Emirates Literature Foundation
- Ministry of Presidential Affairs
- National Archives
- Sharjah Book Authority
Completing a comprehensive theater performance that covers one of the topics in the books, including all elements of the theater: text, performance, directing, lighting, music, fashion and decor.

Objectives:

• Promoting the culture of theater art and children’s talents and sharing experiences.
• Recognizing the importance of culture in the development of the society.
• Bringing cultures closer together by artists.
• Developing the artistic taste of school students and their theater supervisors.
• Developing the artistic boldness of school students.
• Increasing the knowledge of UAE schools of theater techniques and stage techniques.
• Presenting the Curriculum in a clear and interesting theater art framework that reaches students' minds faster and easier.
• Giving the artistic spirit to students and educators, establishing dialogs in the latest educational and artistic trends in theater art.
• Demonstrating the importance of theater art in the development of students' skills.
The Beginning of The Story

<table>
<thead>
<tr>
<th>Schools Participated</th>
<th>Number of Students</th>
<th>Once Upon a Time City Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>371</td>
<td>Abu Dhabi</td>
</tr>
<tr>
<td>1</td>
<td>270</td>
<td>Dubai</td>
</tr>
<tr>
<td>3</td>
<td>216</td>
<td>Sharjah</td>
</tr>
<tr>
<td>1</td>
<td>652</td>
<td>Ajman</td>
</tr>
<tr>
<td>4</td>
<td>1105</td>
<td>Fujairah</td>
</tr>
<tr>
<td>2</td>
<td>180</td>
<td>Ras Al Khaima</td>
</tr>
</tbody>
</table>

2794 Students

- 39.5% Students are from Fujairah
- 19 Schools Participated
- 42% Schools are from Abu Dhabi

![Students and Schools Participated Pie Charts]
Life Skills

A range of programmes and activities: (Volunteering is life, specialised volunteering, student camps, Emirati School Scouting programme), designed to provide students and teachers with a specialised volunteering culture, developing their skills and building their abilities with continuous training, to benefit from them in the management of specialised events and programmes and to make them productive members of the community.

The programmes require the implementation of specialised volunteer work hours that allow participants to serve the community, promote their sense of responsibility and citizenship, and provide them with advanced, practical, technical and general skills that enable them to carry out voluntary work at the national and global levels, in accordance with the principles and methodologies of the Emirati school.

The programmes are based on modernisation and the transfer of knowledge from the countries specialised in the fields of scouting at the international level, to create a safe, educational-and-learning environment that supports the Ministry's vision in achieving the national agenda in the fields of international competition.

The implementation of student camps during intercourse or summer holidays is aimed at developing students' skills, enhancing their abilities and linking them to sustainable courses and programmes related to the content provided during the camps.
**Developing an integrated system of the Scout Movement in a modern way that is suitable for the UAE school system.**

**Emirati School Scout Programme**

Developing an integrated system of the Scout Movement in a modern way that is suitable for the UAE school system.

**Volunteering is Life Programme**

A variety of voluntary initiatives of a humanitarian and national nature:

- Maintenance of schools and families’ homes.
- Activities with senior citizens and people of determination.
- Ramadan initiatives and initiatives with blue collar workers.

**Specialised Volunteering Programme**

Providing students and teachers with a specialised volunteer culture to benefit from them in the management of specialised events and programmes.

- Providing students with new skills through their participation in specialised training and activities, such as arbitration and media volunteering, during national and international events.
- Developing and adopting the Scout policies and programmes.
- Developing the Scout facilities.
- Organizing the participation in national and global scout events and initiatives.

**Students’ Camps**

A variety of events and programmes during (summer - spring - winter)

That promote the spirit of citizenship and student life skills.

- Developing students’ skills, enhancing their abilities, and connecting them to sustainable courses and programmes related to the content presented during camps.
Vision
A national programme that invests the energy of the Emirati School students to serve the nation, through a contemporary scout model that meets the trends of UAE.

Goals
• Developing new courses that motivate students to enroll in the scout field.
• Preparing a generation of students (males and females) to join the national service.
• Providing an educational environment that will improve students' skills in the areas of modern scouting.
• Developing and improving the infrastructure for the implementation of developed Scout programmes
### Life Skills

#### Scout Camps

- **2019**
  - Winter: 400
    - 300 males, 100 females
  - Spring: 100
- **2020**
  - Winter: 1000
    - 700 males, 300 females
  - Spring: 300

#### Scout Centers

- **2019**
  - Dubai 10, Sharjah 2
    - Emirati School Scouts: 12
    - Energy: 1100 participants
- **2020**
  - Dubai 10, Sharjah 3
    - Fujairah 2, Ras Al Khaimah 2
    - Energy: 2000

#### School Scouts

- **2019**
  - The number of school scout teams: 20
  - The number of participating students: 2000*
    - 1000 males, 1000 females

#### International Scouts

- **2019**
  - "International Scouts Participation" - number of students: 2
    - Malaysia 60
    - USA 14
- **2020**
  - The number of participating students: 15000*
    - Canada, UK, Malaysia, Zanzibar, Azerbaijan, and Austria: 240
    - Dubai 10, Sharjah 3
    - Fujairah 2, Ras Al Khaimah 2
    - Energy: 2000

Emirati School Scouts- Partners
Student Activities and Welfare - Students' Skills Development

Life Skills

 Volunteers in the Track of **Media**
المتطوعون في مسار الإعلام

 Volunteers in the Track of **Training**
المتطوعون في مسار التدريب

 Volunteers in the Track of **Arbitration**
المتطوعون في مسار التحكيم

 Volunteers in the Track of **Giving**
المتطوعون في مسار العطاء

Volunteering Hours: 186,841
Volunteering Supervisors: 498
Volunteers: 17,546
Volunteering Council: 159
Volunteering Club: 113

2019
 Volunteers: 245

2020
 Volunteers: 280

%55
%50
%43
%100

654
40
60
1,000

United Arab Emirates Ministry of Education
Health and Fitness
Programmes, initiatives and camps related to health and nutrition that serve the UAE education system to provide safe, supportive and stimulating learning environments.

Nutrition and Health Education Initiatives.

Developing and consolidating national efforts, through cooperation with federal and local authorities at the UAE, to develop policies and legislation.

Policies and Criteria

Planning of sport programmes and initiatives with different sports authorities and boards and developing and their implementation mechanisms.

Fitness Initiative

Collaborating with different authorities to prepare different studies, in order to identify existing gaps in lifestyles with a focus on health and nutrition.

Studies and Surveys

General Framework for Health and Fitness Programmes
The Fun Festival, under the patronage of Her Highness Sheikha Fatima bint Mubarak, takes the lead as the largest event that includes many educational activities and events, with the participation of many local and international institutions specialised in the fields of health and fitness.

**Goals:**

1. Conducting a health education campaign for the Emirati School students, which is considered a preventive programme for children exposed to diseases that affect their lives, future and school achievement.
2. Reducing student health risks by promoting health awareness.
3. Working with community-based institutions to raise health awareness.
4. Engaging community members under a framework of fun events that promote healthy lifestyles.
5. Encouraging the UAE society to adopt a healthy lifestyle based on activity and health improvement.
6. Promoting health awareness and health practices among students and encouraging them to adopt a balanced diet and physical activity as a lifestyle.
7. Reducing health risks for young people by promoting health awareness.
Health and Fitness Awareness

Health and Fitness Fun Festival

Number of Participants

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10,000</td>
</tr>
<tr>
<td>2</td>
<td>17,000</td>
</tr>
<tr>
<td>3</td>
<td>35,000</td>
</tr>
</tbody>
</table>

Student Activities and Welfare - Health and Fitness
Health and Fitness initiatives’ Partners

- MINISTRY OF HEALTH
- ACTVET
- Arla
- AL AIN ZOO
- Umm Al Emarat Park
- THE FLAG ISLAND
The Ministry of Education has adopted the School Canteen Development project since the Academic year 2013-2014; in order to promote healthy food behavior within the school, through giving the students good dietary habits in terms of quantity and quality, which contributes positively to the creation of healthy, lifelong nutritional behavior among students, and can prevent malnourishment diseases such as Obesity, emaciation, anemia, and others.

Goals:

1. Supporting government schools to adopt healthy nutrition strategies and mechanisms for school canteens.
2. Raising health awareness among school students and encouraging them to practice healthy nutritional behaviors by developing school meals and healthy nutrition.
3. Improving the healthy canteens environment to support healthy nutritional behaviors.
This programme aims to educate students about the importance of health eating habits by following internationally recognised standards for healthy nutrition. The Food Movers Project is a project that invites sixth-grade students to work creatively during dining breaks and improve food habits by developing the following skills:

- The skill of thinking outside the box
- Communication skills
- The skill of collaboration
- The skill of innovation
Health and Fitness Awareness

- **80 Schools** participating in the programme
- **Educating 100** government schools and **50** private schools in the UAE.
- **3 UAE schools** won the best activation of the project award (gold for a government school, silver for a government school, and bronze for a private school).
The Ministry of Food Security initiated the formation of a joint committee with the Ministry of Education for the food security file, which aims at achieving partnership and integration between partners in promoting health and developing nutrition in schools. The first step was the launch of "Yalla Bzar' at the Health and Fitness Fun Festival throughout the country, and the provision of a specialised chef to train students and educate them on food culture, which has an effective influence on student behavioral change.

Goals:

1. Providing nutritional advice to students, as well as education on how to prepare healthy food, which effectively contributes to the improvement of the student's environment.
2. Developing Students' healthy behaviors and supporting and strengthening the role of parents and school departments in motivating students to adopt a healthy lifestyle and contribute to reducing weight or obesity.
3. Helping Students and their parents to choose the right health option, and to create healthy meal models adapted to the thinking and taste of students in preparing their meals.
The Educational Programme for the art of Healthy Cooking and Food Culture "Yalla Bzar"

Educating 45 male students and 45 female students about healthy cooking and the right choices.

The Art of Healthy Cooking Camp "Yalla Bzar"

Educating 30 students through a camp with the chef about making healthy dietary choices.
Health and Fitness Initiatives' partners
### Health and Fitness Initiatives:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launched the Campaign &quot;Superhero: Defeat Diabetes&quot;</strong></td>
<td>Aiming to raise health awareness among our students and all community groups through a range of activities and health programmes for students with diabetes, in cooperation with the Emirates Diabetes Association.</td>
</tr>
<tr>
<td><strong>Educational Programme for Besity Awareness Among School Students:</strong></td>
<td>An educational programme to increase the awareness among students and family members about the risks of obesity; in order to address them and to improve healthy behaviors, in cooperation with the Dubai Health Authority.</td>
</tr>
<tr>
<td><strong>Football Training Centers for Girls:</strong></td>
<td>Aiming at implementing the girls' football project through evening training centers.</td>
</tr>
<tr>
<td><strong>Spring Camp for Jujutsu Training 2019:</strong></td>
<td>Implementing the Jujutsu training camp during the spring school holiday.</td>
</tr>
</tbody>
</table>
The study aims at describing the spread of the two diseases and their extent among children in the United Arab Emirates.

Applying the study to a number of UAE schools in different regions, to learn about the lifestyle of students and their dietary habits, and to learn about the causes of obesity among students, and the laws that will help reduce it.

Applied at a national level.

Targets the age group of 13 – 17 years old.
Student Activities and Welfare - Health and Fitness

Partners:
Special Education
Meeting students of determination’s needs of the most important educational systems and techniques, such as print/braille books, and providing them with the appropriate environment, such as water cycles, elevators, slopes, buses and private cars.

Implementing awareness programmes for the parents of students of determination and the local community.

Implementing training programmes for the administrative staff, teachers and specialists on various programmes in interdisciplinary education.

Monitoring special education support centers for students of determination and providing them with the necessary support like Evaluation and diagnosis, individual and group speaking sessions, and follow-up to individual educational plans.

Developing and implementing the general and detailed frameworks for designing and building individual educational plans according to the needs of each student, following up on their activation, and measuring the progress of students of determination according to it.

Preparing and implementing special considerations for students of determination during the testing period according to their individual needs and plans.

Coordinating with community institutions to provide diverse services to students of determination, such as: Zayed higher Foundation for people of determination (Abu Dhabi), Sharjah Social Services Department and Sharjah Learning difficulties Center.

Quality assurance of the implementation of the special education programmes, in coordination with the concerned authorities.
### New Services

<table>
<thead>
<tr>
<th>2018-2019</th>
<th>60 Companions</th>
<th>5 Sign Language Translators</th>
<th>Outdoor Games</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Providing 60 accompanying persons for students of determination by the Ministry and the Department of Social Services of Sharjah, and more than 400 accompanying persons are being recruited.</td>
<td>For the first time in the ministry, a sign language translator was assigned for students with hearing disabilities.</td>
<td>Installation of special outdoor games for students of determination in 6 schools in cooperation with the Health and Fitness Department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-2020</th>
<th>431 companions in UAE</th>
<th>5 sign language translators</th>
<th>14 schools</th>
</tr>
</thead>
</table>
Empowering people of determination from childhood, and empowering their families, in order to achieve a more prosperous and happy life. Hence, it is important to combine the efforts of ministries and local authorities to ensure that services are not redundant, and that health, education, social and other services are provided through a single care provider that can be a reference for guardians. Supporting families and introducing them to the EHC Plan application, which connects different ministries and local authorities through the ID of the people of determination.

**Joint National Initiatives**
*(Within the Annual Government Meetings)*

**Ma'an Initiative to Empower People of Determination**
- Working with all ministries and local authorities to support students of determination in education, health and social needs.
- Coordinating with all federal, local and private schools to provide support services such as Physiotherapy, functional treatment, speech and language treatment, specialised training, and assistive equipment and techniques.

**Damej Initiative**
- Linking electronic systems between different authorities, as well as developing a system based on artificial intelligence mechanisms; To monitor and provide needs and services in an integrated manner between the authorities, like the Ministry of Education, the Ministry of Community Development and the Ministry of Health and Community Protection, through a unified electronic system in which information, reports and communication are exchanged between the authorities without the guardian's request for any information concerning the concerned students.
Student Activities and Welfare - Special Education

Special Education Support Centers

1. Receiving students of determination from schools, centers and homes, and making the necessary assessment for them.
2. Application of developmental and diagnostic tests, and evaluation of students of determination by multi-specialty teams.
3. Organizing the enrollment of students of determination in the inclusive education programmes in the country.
4. Providing advisory and training services to teachers, schools and families of students of determination.
5. Preparing comprehensive reports on each student.
6. Community education on disability, the programmes and services offered to students, and the importance of the integration process and its positive effects on the individual, the family and society (publishing educational bulletins, scientific seminars... Etc.).
7. Strengthening the cooperation between the family and the school in support of the needs of students of determination.
8. Monitoring students enrolled in schools and coordinating with all teachers on the preparation of individual educational plans, evaluation mechanisms and appropriate examinations for each group.
9. Providing support services to students of determination in schools, such as speech, language, evaluation and diagnosis by specialists in the centers.
10. Auditory and visual survey of kindergarten students; for early detection with the beginning of each academic year.
11. Direct coordination with schools on students of determination, monitoring them and ensuring that their needs are met.

14 centers

Registration and diagnosis of more than 200 cases annually
Providing services to more than 14,000 students per year
Receiving 11 categories of students of determination
Psychological Care Programmes 2018-2019:

Several programmes for the psychological care of students of determination are offered by psychologists in special education support centers. These programmes include:

- The diagnosis and evaluation of students of determination, and the new candidates for integration programmes
- Behavioral modification programmes
- Psychological guidance programmes for students
- Studying cases of psychological and behavioral problems of students
- The number of students who have been offered individual psychological services depending on their needs

<table>
<thead>
<tr>
<th>Programme</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The diagnosis and evaluation of students of determination</td>
<td>3800</td>
</tr>
<tr>
<td>Behavioral modification programmes</td>
<td>639</td>
</tr>
<tr>
<td>Psychological guidance programmes for students</td>
<td>1009</td>
</tr>
<tr>
<td>Studying cases of psychological and behavioral problems of students</td>
<td>566</td>
</tr>
<tr>
<td>The number of students who have been offered individual psychological</td>
<td>1205</td>
</tr>
<tr>
<td>services depending on their needs</td>
<td></td>
</tr>
</tbody>
</table>
Preparation of the inclusive education policy and reviewing it with all partners and stakeholders and presenting it to the Education and Human Resources Council, in preparation for submission to the Council of Ministers.

The participation of students of determination in the programme "our ambassadors" for two years (visual disability, hearing disability, learning difficulties).

More than 60 companions are provided to the students of determination through the Ministry and the Social Services Department in Sharjah, and more than 400 companions are being recruited.

For the first time in the ministry, a sign language translator was recruited.

Application of the programme "Unified heroes schools" in 17 government schools - a global programme that is part of the special Olympics.
Revision and update of the control standards of government and private schools, and training the responsible stakeholders on them, in addition to the creation of new standards for special education support centers.

Participation of the Department of Special Education in two major initiatives at the annual governmental meetings; "Ma’an", to empower people of determination, and "Damej".

The participation of private education teachers and specialists in the "our ambassadors" training programme in the field of autism with the University of New York.

Installation of special outdoor games for students of determination in six schools, in cooperation with the Department of Health and Fitness.
Diagnostic Equipment, Technologies, Tools and Tests for 2018

- Arabic cards for Speech and language treatment sessions 17%
- Electronic Applications for Speech and language treatment sessions 17%
- FM Device for hearing disabilities 11%
- Special Education suitcase 11%
- Magnifying glass 11%
- Braille devise 2%
- liter test 6%
- Stanford Binet test 13%

Special Needs Room - Special Education Teacher

- Companion 50
- Special Education Teacher Assistant 13 257
- Special Education Teacher 21 2 359

Student Activities and Welfare - Special Education - Statistics
Strategic Partners

Student Activities and Welfare - Special Education
Academic, Professional and Social Guidance
The student guidance provides guidance services: (Psychological, social, academic, professional), consistent with the vision of the UAE and the Ministry of Education, in accordance with structured frameworks, operational plans, innovative and quality measures, which yield tangible results and impact.

**Psychological Guidance**
Providing group and individual counselling services, prevention, development and treatment programmes for students, helping them to manage and develop self-esteem, contributing to their personal and psychological care, raising student awareness and providing them with the necessary leadership skills.

**Social Guidance**
Helping students grow socially and develop positively, addressing problems, and preventing anticipated problems, by enhancing social skills to achieve social compatibility, and to encourage positive behavior.

**Academic Guidance**
Enhancing the value of science and knowledge, realizing achievements, opening up to the world, driving motivation, and encouraging the desire to achieve, taking into account individual differences. Gaining problem-solving and decision-making skills, studying skills, and making the right decision in choosing the course and university specialisation within or outside the country.

**Profession Guidance**
Discovering passion, inclinations and abilities, planning for the future profession according the requirements and skills required in the labor market and based on the strategic governmental and global trends. Acquisition of opportunities, training students and providing them with the required job skills through training.
Physiological and Social Guidance

- National programme for the prevention of bullying.
- National Drug Prevention programme.
- School support programmes for children of martyrs.
- Let's talk.
- Educational campaign on the rights of the child (a safe educational environment)

Academic and Vocational Guidance

- Practical training programme for students.
- Professional and educational exhibitions.
- Entelaqa initiative.
- Emirates standard for professional tendencies

Child Protection

- Child protection system.
- Annual Government initiatives:
  - Wasel
  - Safety and hopeful.
Social and Psychological Guidance- The Prevention of Bullying in the School Environment

An awareness-raising preventive programme aimed at raising awareness among students, parents and society about bullying, its signs and effects, and the correct procedures for prevention and reduction of it, according to the different ages.

Activities of the Initiative

• Learning about the best practices and global studies.
• Organizing a brainstorming session.
• The establishment of the National Commission for the Prevention of bullying in the School Environment.
• The establishment of a support team for the national week for prevention of bullying in the school environment.
• Creating an approved training nucleus for bullying.
• Preparing training workshops for all school staff.
• Preparing studies on bullying.

Initiative Outputs

• The National week for the prevention of bullying in the school environment.
• The politics of bullying.
• Training and empowerment.
• Guides.
Social and Physiological Guidance

The National Commission for the Prevention of Bullying in the School Environment's Partners
Social and Physiological Guidance- Let’s Talk Initiative

Enhancing students' self-confidence, building their life skills and abilities, and enabling them to support each other through groups led by educators, to brainstorm ideas, talk about the topics and challenges they face, find the best ways to address them, and take advantage of the outcomes and recommendations of sessions in addressing negative challenges. Developing practices and tools to enhance the quality of life in the learning environment.

The Timeline for the Implementation of Let's Talk Initiative

- Initial meeting for programme preparation: MAR 2019
- The official launch of the programme: JAN 2019
- Counselors training: JUL 2019
- Training hours approval for counselors: MAY 2019
- Create a plan for let's talk initiative in schools: JUL 2019
- Determine the dates: SEP 2019
- Determine the pillars: SEP 2019
- Determine the execution administrator: SEP 2019

Student Activities and Welfare - Students Guidance
This programme aims at promoting awareness of ways to prevent negative behavioral practices that may lead to drug addiction, through the development of positive health and behavioral habits, the enhancement of problem-solving, decision-making and responsibility skills, self-security skills and the maintenance of personal safety. It also aims at developing scientific research in the design of drug prevention programmes based on scientific background.

Timeline for the Implementation of the National Drug Prevention Programme

- **OCT 2019**: Documentation of addiction cases registered at the Ministry of Interior (Among students)
- **NOV 2019**: Study of the programmes implemented by the Ministry of the Interior
- **APR 2020**: Identifying programmes that are based on health methods, and that take into account mental and physiological health
- **MAY 2020**: Identifying policies/procedures for dealing with addicted students in order to rehabilitate them
- **2021**: Dissemination of programmes and their effectiveness in cooperation with the Regional Research Center
- **OCT 2019**: Identifying policies/procedures for dealing with addicted students in order to rehabilitate them
- **JAN 2020**: Creating special applications for students to learn basic skills of self-protection
- **JAN 2020**: Study of the programmes implemented by the Ministry of the Interior
- **NOV 2019**: Identifying programmes that are based on health methods, and that take into account mental and physiological health
- **APR 2020**: Identifying policies/procedures for dealing with addicted students in order to rehabilitate them
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- **OCT 2019**: Documentation of addiction cases registered at the Ministry of Interior (Among students)
Student Activities and Welfare - Students Guidance

Social and Psychological Guidance- School Support Programmes for Martyrs’ Children

Providing school support programmes (psychosocial/health/school/behavioral) for children of martyrs in public and private schools, by identifying, and following up on their psychological, educational, academic and behavioral needs. This is achieved through the development of appropriate plans and the implementation of school programmes and activities (preventive, developmental and curative), and monitoring students to improve their grades, and enabling them to achieve a good degree of psychological compatibility given the impact of their parents’ absence.

Continuous Tasks

- Creation and update of the children of martyrs database.
- Providing appropriate support and services to children of martyrs (Monitoring and inspection visits).
- Activating the initial data form and school support plan.
- Following-up on the participation of children of martyrs in activities and programmes at the Ministry level.
- Statistical report on programmes and services for martyrs’ children

New Tasks

Organizing the "Let’s Talk" sessions for the martyrs’ children as part of the psychosocial support programmes.
### Social and Psychological Guidance - Practical Vocational Training Programmes within the UAE

Aiming at creating and promoting professional awareness among secondary education students; by helping them identify the various government and private business sectors and research centers and improving the perception about work among them. Vocational practical training empowers students with the skills needed in the labor market and reduces the gap between graduates’ skills and labor market needs. Training also helps guide students to make academic and professional decisions that are in line with their skills and meet the demands of the vital sectors of the country. In order to achieve this, students are given the opportunity to train and work in private and government sector companies at a rate of 50-100 training hours distributed over quarterly holidays.

### Outcomes

- **Students with labor market skills**
- **Knowledgeable students in professional sectors and courses**
- **Students that make decisions that are suitable to their tendencies and abilities**

<table>
<thead>
<tr>
<th>Government sector</th>
<th>Private sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organised by MOE</td>
<td>Organised by the Ministry of Human Resources and Emiratisation</td>
</tr>
</tbody>
</table>
Academic and Professional Guidance - Educational exhibitions.

- Introducing students to the various educational and professional opportunities and fields that contribute to the development of their ability to make the right decision in choosing academic specialisations at universities.
- Guiding students to the appropriate major based on their abilities and preferences.
- Providing information and data on how to enroll in universities, colleges, and institutes.
- Highlighting the rise of the United Arab Emirates and its civilisation in the field of higher education.
- Enabling higher educational institutions to present their colleges and majors.
- Developing family awareness of educational opportunities available to children within the UAE.
- Strengthening the relations between the Ministry of Education and all educational institutions in the UAE.
- Increasing students' professional and career awareness and preparing them for the labor market.
Academic and Professional Guidance - The Project of the 1,000 Top Students in General Stream.

- A guiding initiative aimed at creating a generation of citizen students who are able to attend distinguished universities outside and within the UAE and in the most prestigious specialisations.

- Improving students' personal skills, problem-solving skills, adaptability and independence, during three years of training. We will ultimately ensure that a number of students attend these universities, in order to prepare national cadres of entrepreneurs, leaders and innovators that are capable of meeting the needs of the future in various sectors.
### Programme Domains

#### Programme Strands

- **Sports**
  - Physiotherapy
  - Health and Nutrition
  - Sports Science
  - Rehabilitation

- **Health Care**
  - Medical Informatics
  - Genetic Research and Insight
  - Nano-biology
  - People of Determination

- **Enterprise**
  - Entrepreneurship
  - Leadership
  - Innovation
  - Project Management

- **Technology**
  - Computer Science
  - Data Science
  - Machine Learning
  - Artificial Intelligence

- **Sciences**
  - Energy
  - Environment
  - Space Exploration
  - Psychology

- **Engineering**
  - Renewable Energy
  - Sustainable Food Production
  - Transportation in SMART Cities
  - Robotics & Automation

- **Vocational Stream**
  - Graphic Design Technology
  - Automobile Technology
  - Manufacturing
  - Automation
  - Travel and Tourism

- **Arts and Design**
  - Performing Arts
  - Digital Arts and Marketing
  - SMART Architecture
  - Visual Arts

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### Academic and Professional Guidance - The project of the 1,000 Top students in general stream.

- **English Proficiency**
  - Language Development
  - Academic Writing
  - Research Skills
  - Language Certification (EmSAT)

- **Technical Knowledge**
  - Pre-requisite Skills
  - Project-based Application
  - University Credits
  - Workplace Experience

- **Life Skills**
  - Independence
  - Self-Awareness
  - Resilience
  - Interpersonal Skills

- **Life Skills**
  - Technical Knowledge
  - Academic and Professional Guidance
  - The project of the 1,000 Top students in general stream.
Academic and Professional Guidance - Emirates Standard for Professional tendencies.

A reliable, accurate and up-to-date tool for professional tendencies, helping students choose the profession that suits their abilities, preferences, motivations, future plans, and helps them to accept their role in the world of labor in accordance with their abilities, and to be professionally oriented so that they can scientifically and accurately identify their personal characteristics.

The creation of the standard is based on theories about personality, its characteristics, and its patterns; especially the John Holland theory

- The standard includes new professional fields, including new professions and career trends at the UAE; which reflects the country's current and future policy and long-term strategic plans for building and developing the UAE's society and civilisation.
- It also includes areas that take into account the changes in occupations and professional tendencies in the UAE; According to the local and international economic, social and professional conditions.
Student Activities and Welfare - Students Guidance

Academic and Professional Guidance - the Emirates Standard for Professional Trends and its Relationship to Professional Success

Assisting the individuals in discovering and developing their abilities and preferences.

Assisting the individuals in choosing a career based on personal satisfaction, the amount of services he or she can perform to his or her community, and passion.

Profession Tendency (12 Tendencies)

- Tourism tendency
- Law tendency
- Humanitarian tendency
- Educational tendency
- Information technology and artificial intelligence tendency
- Political tendency
- Literature tendency
- Military tendency
- Economic sectors tendency
- Engineering and energy tendency
- Applied science and space tendency
- Health and medicine tendency
Social and Psychological Guidance - Child Protection System:

Enabling children to enjoy their rights, educational rights in particular, and the right of protection, according to the legislation and provisions of the law, which include the protection of the child from all forms of abuse, negligence, discrimination and exploitation at home or school. A child's safe school environment is protected against all threats to his or her survival and maintain physical and psychological health and provides protection against sexual abuse and exploitation.

Safety and Hope Initiative:

A unified framework for reporting, intervention and support actions, in accordance with global standards and trends, to support the protection of children's rights within the school environment and all its services.

Wasel’s Initiative:

Linking electronic systems between different authorities, as well as developing a system based on artificial intelligence mechanisms to monitor behavioral deviations.
The world celebrates the 30th anniversary of the Convention on the Rights of the Child on November 20, 2019. In line with this event, the Department of Academic Guidance will launch a training workshop for counselors about informing children of their rights and obligations, and the goals of sustainable development, through a training portfolio prepared by the World Health Organisation UNICEF, UNESCO and the World's largest lesson organisation.

**Initiative Goals:**

- Informing children of their rights and obligations.
- Introducing children to sustainable development goals.
Social Guidance - Parents’ Consultation Sessions:

• Consultative dialog sessions, organised periodically at the level of each educational area, and presenting best practices and discussing the most important topics related to educational issues and student problems. This aims to produce the best recommendations, practical solutions, and innovative ideas.

• A discussion platform that aims to give students and their parents the opportunity to express their views and impressions about their aspirations and challenges, with the participation of community actors and institutions. Each consultation addresses a specific topic and attempts to present solutions and ideas through practical discussions and recommendations from students, parents and the community.
Academic year 2020-2021

Emirati School
Professional Development of Educational Staff
Training and Professional Development

The requirements of Professional Development Programmes training are determined based on the job description of the employees in the educational sector, their performance evaluation results, in line with the global developments in field of education.

The Department of Training & Professional Development undertakes the development of a comprehensive framework for the professional development of the employees in the Ministry of Education in accordance with the certified professional standards. The department also handles the management of the training programmes which are consistent with the Professional Development Framework, and evaluates their impact on the work environment.
Training and Professional Development - The Department of Training & Professional Development -

Tasks

Preparation of a comprehensive framework for the professional development of employees, in accordance with the approved professional standards.

Supervision of the training processes in schools and educational zones, in relation to the training of educational, managerial and vocational authorities.

Formulation of a training plan in accordance with the approved professional standards and sectors' needs.

Evaluation of the training programmes and their success in achieving their objectives, and following up on the results with the relevant organisational units.

Management of the professional training programmes, including the purchase of training services, and the provision of its managerial and technical needs.
Training & Professional Development - Targeted Segments

- Teachers
  - In-service teachers
  - Newly appointed teachers
  - Pre-service teachers

- School Leadership
  - Sector manager
  - Assistant sector managers
  - Senior manager
  - School principals
  - Assistant school principals
  - Heads of Academic affairs units

- Other Positions
  - Secretaries
  - Learning resources specialists
  - Laboratory specialists
  - Academic advisors
  - Support specialists

- Administrative Staff
  - All the ministry's employees in leadership, supervisory and executive jobs.
An electronic system that was developed in 2015 to facilitate the calculation of the training hours of Ministry of Education trainees.

An electronic learning system that provides an advanced interactive learning environment, using all capabilities of distance education (under development).

An Online platform that provides interactive electronic workshops to the Ministry of education's employees (With technical and educational programmes). The number of employees interacting with the platform reached (21078) and the number of workshops stood at (123).
Training and Professional Development - Teacher Training Programmes

Teachers undergo 100 training hours per academic year through:

**Specialised Training**
A training programme targeting all MOE teachers in all specialties. The programme runs 3 times a year (once per term) offered in the first week of each term during the professional development week. The programme aims to support teachers’ knowledge and skills in different subjects.

**Ongoing Training**
A training programme designed in the form of professional learning communities, which are groups of teachers cooperating together in order to exchange expertise, acquire knowledge about best practices and overcome difficulties and challenges. Teachers’ schedules are cleared for two hours per week based on the specialty and the study group.
Training and Professional Development - Teacher Training Institute - Training Modules

1- Direct Training
Conducted in the presence of teachers at the training centers across the UAE.

2- Online Training
Carried out by different electronic methods such as:
- electronic training platform
- Webinars
- Online conferences

3- Self Development
Subjects are selected for self-reading, teachers are required to complete a task, or a short test after conclusion.

4- Applications in the Workplace
Acquired knowledge is applied in the workplace by the trainees.

5- Field Trips
Field trips are organised for teachers in order to develop their skills according to their fields of specialties.

6- Internal and External Dispatch
Teachers attend conferences and forums inside and outside the UAE.

7- Events and Conferences
Teachers attend conferences and events organised by the Training and Professional Development Department.
Training and Professional Development - Teacher Training Institute - Teacher Training Programmes

Certified Trainers:
60 training hours were conducted for 5000 teachers to qualify them to lead the training programmes in their schools and professional learning communities. The satisfaction rate of the training stood at 95%.

"Brain Science" Educational Programme:
370 teachers and school unit heads received training in the Brain Science Educational Programme. The programme focuses on leveraging global research results in the classroom. Satisfaction rate of the programme stood at 90%.

Education Ambassadors Programme:
This programme aims at providing teachers and school principals with innovative practices, educational tools and approaches, as part of their continued professional development at international destinations. The programme was launched in 2019 where 97 educational personnel from different emirates have been nominated.

Reading Supervisors Preparation Initiative:
The initiative targeted 600 learning resources specialists and language teachers, in order to enable them to support reading, and achieve the UAE and the ministry's strategy to make reading a lifestyle. Satisfaction rate of the initiative stood at 91.53%.
The programme aims at training newly joined teachers. 225 training hours have been conducted. A 30% achievement rate of the effect of the training on teaching was recorded, as well as a satisfaction rate of 91.7%.

The programme aims at attracting outstanding university graduates with scarce specialties, in order to train and qualify them as teachers in a comprehensive 6-month programme.

The programme aims to empower new school leaders to start their mission through a comprehensive training programme that provides them with the necessary skills and leadership concepts.

The programme targets all MOE employees, across all departments, and aims to raise the efficiency of the new administrative personnel in order to meet the Emirati School standards.
Training And Professional Development - Technical Training Programmes

Microsoft Tools Programme
1239 educational and administrative entities were trained within this programme, which focuses on the use of Microsoft educational tools in improving and developing the educational process. Satisfaction rate with the programme stood at 90%.

Satisfaction rate with the programme stood at 90%.

Online Tests Programme
3079 educational and administrative entities were trained within this programme. The programme focuses on the use of the Online testing platform in improving the students' educational level and results. Satisfaction rate with the programme was 86.76%.

Satisfaction rate with the programme was 86.76%.

Smart Learning Tools Programme
1878 educational and administrative entities were trained within this programme, which focuses on the use of smart learning tools and technology to promote the best practices in the educational process. Satisfaction rate with the programme stood at 86.6%.

Satisfaction rate with the programme stood at 86.6%.

Cyber C3 Programme
550 employees were trained within this programme. The programme focuses on the safest technology practices. Satisfaction rate was 90.91%.

Satisfaction rate was 90.91%.
Training And Professional Development Language Teaching Programme

English Language Programme

A programme that focuses on advanced English language skills (speaking, writing, listening, and reading), in addition to weekly evaluation tests. The programme also includes activities that empower participants in the English language communication skills.

Arabic for Non-native Speakers Programme

Teaching Arabic language to non-native speakers, meeting the latest international standards and best practices in teaching and learning languages. The programme targets the non-Arabic speakers in the Ministry.

Foreign Languages Programme

A summer programme for teaching foreign languages, such as:
1- Chinese
2- Korean
3- Japanese
4- French
5- Spanish
6- Italian
7- German
The empowerment of 160 new school leaders. The programme recorded a satisfaction rate of (89.42%).

The empowerment of 80 school leaders in the Practitioner Leader Programme. The programme achieved a satisfaction rate of 89.7%.

The empowerment of 30 school leaders and reintegrating them in the educational field. The programme received a satisfaction rate of 87.37%.

Preparing 258 school leaders as certified trainers. The programme achieved a 95.2% satisfaction rate.

765 educational institutes and kindergarten unit heads were trained on evaluating the impact of training programmes, over the course of 10 training hours. Satisfaction rate stood at 95%.

"How Do Our Children Learn?" Workshop
95 male school principals were trained in the "How Do Our Children Learn?" Workshop, which focuses on international best practices in teaching male students. Satisfaction rate with the workshop stood at (87.29%).

Enabling 100% of the school principals to conduct procedural research in the Emirati school.

Fortifying the skills of 100% of senior principals, in order to enhance the leadership and administrative skills of other school principals.

A specialised training programme that focuses on the leadership of learning and teaching. The programme targets 100% of the Emirati school leaders.
Training and Professional Development - MOE Employee Training Programme

**The Central Plan**
Preparation of the administrative staff training plan annually, which goes through a number of stages that include defining the training needs, setting goals, designing the training programmes, implementing the training programmes and the evaluation and measurement of the impact of the training and its efficiency.

**Specialised Diplomas**
Empowerment of the administrative staff in the Ministry in specialised programmes and providing them with certified and specialised professional certificates.

**Department Heads Training Programme**
Developing specialised, institutional and administrative competencies for 100% of section heads.

**Competency Development**
Training staff on the required technical and behavioural competencies to increase work efficiency.

**Customer Happiness Centers**
Enabling 165 of Customer Happiness Center employees to provide high quality services that meet customers' expectations.
Training And Professional Development - Enriching Training Opportunities

Saturday workshops:
The training hours targeted 1727 teachers and school principals, achieving a satisfaction rate of (86.22%) 1019 teachers and local community members were trained within the programme 'Gaidhkum Wayana' over the course of 58928 training hours. The programme achieved a satisfaction rate of 97.45%, and included two main pivots:
1- Life coach and arbitrators training.
2- Languages training.

- Life Skills Camp: 80 teachers were trained on different practical life skills. The camp achieved a satisfaction rate of 90.50%
- Technical Camp: 94 teachers were trained on technical applications to be used in the learning and teaching process. Satisfaction rate of the camp stood at 92.43%.

The programme included 3600 training hours, that targeted 1628 educational staff and local community members. The programme achieved a satisfaction rate of 83.67%.

Your summer with us

Campsites

 вместе

The programme included 3600 training hours, that targeted 1628 educational staff and local community members. The programme achieved a satisfaction rate of 83.67%.

Campsites

Your summer with us

Saturday workshops
Training and Professional Development - Graduate Studies

Scholarships

Masters and PhD.

Provision of scholarships for high diploma, Masters and PhD, in collaboration with the Emirates College for Advanced Education.

Study Leave.

Providing MOE employees with the opportunity to join higher education programmes in the UAE or abroad, in order to develop the human resources.
MOE employee have the chance to attend local conferences organised by the MOE, as well as other conferences, inside or outside the country.
Training and Professional Development - Initiatives and Projects

Teach for UAE initiative
The initiative aims at motivating experienced, retired and fresh graduate Emirati nationals and residents to volunteer in the MOE. The initiative also aims at enhancing the culture of volunteering across the community members and involving them in achieving the aspirations of the MOE.

The Future Teacher Scholarship
A pioneering educational project, the importance of which lies in its role in creating opportunities for Emirati and Arab youth to achieve scientific and professional support, in order to support the Emirati school model.

STREAM Academy Initiative
The initiative aims at training teachers on comprehensive teaching methods for Science, Mathematics, Engineering, Technology and Languages and its applications in education. The initiative also aims at training teachers on ways to empower students with the skills needed to find creative solutions to real problems and labour market skills.

Training Impact Evaluation Initiative
The initiative aims to train educational leaders on the skills of measuring training impact and improve the effectiveness of the training programmes among the MOE employees. The initiative also aims to build an effective electronic system to measure the training impact.

Formulation of the Training Track Initiative
The initiative aims to achieve a distinguished qualitative training for MOE employees, that is linked to career progression, and to enable employees to grow and develop to meet training needs.
Training and Professional Development - Initiatives

Establishing MOE Employees Training and Evaluation Center Initiative

The initiative aims to evaluate MOE employees according to a certified system, and to develop a training and development programme based on evaluation results.

Local Community Training and Awareness Project

The initiative aims to support families through education, training and continuous communication, in order to create a conscious society, and spread a positive culture in public and private institutes.

Emirati School Leaders Academy Initiative

The initiative aims to achieve comprehensive development for educational leaders in the Emirati schools, and to find future leaders in the second rank.

Specialised and Continuous Training for Educational Staff Initiative

The initiative aims at developing the educational staff skills in different specialties, acquiring best practices, and exchanging experience among specialists. The initiative also aims at preparing qualified staff that can present professional development programmes to Educational institutes.
Educational Staff Licensure

Emirati School

Academic Year 2020-2021
The Teacher Licensing System was launched in line with the vision of the UAE in order to develop a Knowledge Economy and to ensure a high quality of education along with the best standards of education. One initiative in this goal is to licence all teachers according to the high standards in pedagogy and subject specialisation.

The teaching licence will become a requirement for education professionals in the public and private schools in the UAE.

**target group:**
- Education professionals (teachers, school leaders, school professions)

Licensing educational professions website

[https://tls.moe.gov.ae/#/home](https://tls.moe.gov.ae/#/home)
Professional Licensure - Goals

• Upgrading the level of student education in line with the modern and international practices.

• Focusing on the continuous development of the teacher and raising the level of their professional competence.

• Shedding the light on the distinguished personnel in the field of education.

• Meeting international standards in advanced education.

• Defining the varying competencies of teachers and investing in the distinguished staff in the development of the educational process.

• Encouraging the creativity of specialists in their fields.
The licensure will become comprehensive and compulsory for all teachers, educational leaders and public and private school employees, taking into consideration the level of the target group.

Licensure process avails an opportunity of learning through enrollment in continuous self learning and professional development programmes.

Teachers Professional Licensure:
The conditions of obtaining teacher’s licence, in addition to educational qualification, are to pass two essential requirements: teachers’ competency test (Specialist) and proficiency test (Professional).
Professional Licensure - Licensure System

The teaching licence will become a requirement for education professionals in the UAE by the end of 2020.

This will contribute in advancing this profession and providing a guarantee of high performance in the education system as well as equipping the UAE teachers with a high level of know-how and competence in order to compete globally.

<table>
<thead>
<tr>
<th>Types of professional Licenses</th>
<th>Educator Licence</th>
<th>School Leaders Licence</th>
<th>Educational Professions Licence</th>
</tr>
</thead>
<tbody>
<tr>
<td>educator Licence</td>
<td>All teachers</td>
<td>directors and Deputies</td>
<td>Librarians, Special Education, Lab- supervisors, school Counselor, Teaching Assistant, special needs specialist, Vocational academic advisor (language teachers- vocational teachers and educational teachers)</td>
</tr>
</tbody>
</table>

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## Teachers’ Licence Requirements

<table>
<thead>
<tr>
<th>Test</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation Test</td>
<td>The test is required for specialisation</td>
</tr>
<tr>
<td>Pedagogy Test</td>
<td>The test assesses pedagogical knowledge</td>
</tr>
<tr>
<td>University Qualification and Certificate</td>
<td>The certificate must match the university qualification</td>
</tr>
</tbody>
</table>

### Certified Professional Licensure

The licence is granted to teachers who meet the following requirements:

- passing the specialisation test.
- passing the profession test.
- completion of degree equivalency.

### Transitional Licensure

Transitional licensure is granted to teachers who do not meet all the licensure requirements:

- Not all opportunities to pass the test were consumed (3 chances to pass for each test)
- Pending readiness for the exam
- Pending equivalency of the degree certificate
Academic Year 2020-2021

The Ministry of Education

Quality and Monitoring System
<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>General Education: Emirati School</td>
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<tr>
<td>UAE National Education System</td>
</tr>
<tr>
<td>Quality: General Education &quot;Evaluation of Schools&quot;</td>
</tr>
<tr>
<td>Quality: Higher Education &quot;Accreditation&quot;</td>
</tr>
<tr>
<td>Monitoring: General Education and Higher Education</td>
</tr>
</tbody>
</table>
Quality/ General Education

The Evaluation of Schools
The Evaluation of Schools and Quality

- The Ministry has developed school evaluation standards to assist school leaders in developing and improving education in government and private schools. This is done by assessing the quality of education and learning through identifying areas of strengths and weakness within the current practices through using the six performance standards within the framework of monitoring and evaluation in the UAE.

1. Student education grades
2. Personal and social development
3. Teaching and learning evaluation
4. Curriculum
5. Protecting and caring for students
6. School leadership

The overall performance level of the school

- Excellent
- Very Good
- Good
- Fair
- Weak
- Very Weak
The Evaluation and Quality Department has developed and designed a set of standards, tools and methodologies, based on the system of school evaluations, which are:

### An Electronic System for Evaluations
- Input of judgements and their descriptions accompanied by the related evidence attached and archived.
- Communicating with the data center to collect evidence.
- Documenting residents' data and curriculum vitae.
- Uploading school data (self-assessment, operational plan, school schedule).
- Monitoring the quality of the evaluations during the visits of quality assurance teams.

### Standards
- The Preparation of the school evaluation and monitoring standards' appendix for the Ministry of Education.
- The Preparation of material standards documents: Learning skills, personal and social development and innovation skills, teaching and evaluation processes, curriculum, student protection, care and support, school leadership and management, as well as national agenda, moral education and social studies.

### Guides
- Educational assessor guide
- QA Guide
- School reporting Guide

### Forms, Documents and Surveys
- A standardised model for school evaluations reports
- Educational assessor, team leader and School Manager assessment form.
- Forms for reporting a problem.
- Self-assessment form for schools.
- Electronic questionnaires to measure the satisfaction and opinions of parents, students and teachers on the quality of the school's learning process.
The Evaluation of Schools and Quality

- General data on the number of evaluated public and private schools:

There were 499 school evaluations.
From 2017 to 2019, as follows

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public schools</td>
<td>314</td>
</tr>
<tr>
<td>Private schools</td>
<td>134</td>
</tr>
<tr>
<td>National Agenda visits</td>
<td>27</td>
</tr>
<tr>
<td>Following up visits</td>
<td>24</td>
</tr>
</tbody>
</table>
Preparation for school Evaluations (Training)

1. School Sector and Cluster Managers
   • Training 34 sector and cluster managers at a rate of 40 training hours

2. School Principals
   • Training 319 school principals at a 35-hour training rate.
   • Conducting private school principals' briefings for school evaluations

3. Assessors' Training hours
   • International assessors:
     • 2017/18 - at a rate of (30) training hours per resident.
   • Non-Arab Ministry Assessors:
     • 2017 – at a rate of (10) training hours per resident.
     • 2018 – at a rate of (36) training hours per resident.
     • 2019. At a rate of (18) training hours per resident.
   • Arab Ministry Assessors:
     • 2017 – at a rate of (26) training hours per resident.
     • 2018 – at a rate of (50) training hours per resident.
     • 2019. At a rate of (17) training hours per resident
This resulted in a set of development proposals and recommendations to be applied in the second phase of the evaluation, to improve the quality of professional services for school evaluations and to achieve a high degree of credibility and reliability, in line of the standards adopted.
Quality/ Higher Education

Academic Accreditation
The Academic Accreditation Commission (AAC) was established in 2000 where it aimed at handling institutional licensing of governmental, local and private higher education institutions and the adoption of academic programmes within these institutions.

The Commission is responsible for ensuring the quality, efficiency and governance of educational and institutional performance, as the official body of the government that is responsible to regulate the quality of higher education in governmental, local and private educational institutions to ensure a level that meets international standards.

The accreditation of higher education institutions and their programmes contribute to the development and improvement of the quality of academic education, ensuring that the labor market is raised by qualified human cadres and helping graduates compete in the labour market.

The Commission has defined the criteria for reviewing the performance of private higher education institutions and academic programmes in accordance with internationally recognised quality standards.

Based on these standards, AAC organises independent and periodic initial external reviews, with the aim of licensing, renewal of licensing, adopting or renewal of academic programmes.

AAC provides **six key services**: Licensing and renewal of the higher education institutions by a specified period, accreditation of academic programmes in higher education institutions, periodic renewal of accreditation, and the processing of requests for fundamental changes in the institutions or programmes offered.
The Academic Accreditation Commission of the Ministry of Education in the United Arab Emirates has the authority to authorise federal educational institutions to grant scientific degrees and other academic degrees, and to adopt academic programmes for all institutions. This entails that any organisation in the UAE that provides regular theoretical, practical or application curricula in one academic year or longer after the UAE high school certificate (or equivalent) that qualifies the student for embarking on an academic degree, certificate or diploma, must obtain the license and should have its approved programmes so that they can be recognised by the Ministry. The Academic Accreditation Commission is responsible for quality assurance processes through standards governing the work of institutions issued by the Ministry.

The licensing and accreditation standards provide the initial requirements that an organisation must meet in order to obtain or renew the license or approval.
Commission For Academic Accreditation - Adopted Programmes

Since its establishment, the Academic Accreditation Commission has licensed 81 educational institutions and approved 1,184 academic programmes at the scientific grades listed below. In 2019, the Academic Accreditation Commission approved five new educational institutions, initially adopted 27 new academic programmes and granted final accreditation to 32 programmes. In addition, provision for 26 programmes has been renewed and the fundamental and institutional change of 42 applications has been accredited.

<table>
<thead>
<tr>
<th>Degrees awarded by Higher Education institutions</th>
<th>The number of degrees awarded by Higher Education institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>118</td>
</tr>
<tr>
<td>Bachelor</td>
<td>646</td>
</tr>
<tr>
<td>Higher Diploma</td>
<td>70</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>58</td>
</tr>
<tr>
<td>Masters</td>
<td>362</td>
</tr>
<tr>
<td>Doctorate</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>1302</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic programmes adopted by the Academic Accreditation Commission</th>
<th>The Number of Programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>93</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>309</td>
</tr>
<tr>
<td>Medicine and Health Sciences</td>
<td>162</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>44</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>576</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1184</strong></td>
</tr>
</tbody>
</table>
The new version of the Institutional and Programme Accreditation Standards 2019 has undergone the required phases and reviews before being officially approved. It has also been presented to representatives of all higher education institutions in the country, as well as to strategic partners outside the Ministry (Education and knowledge Department in Abu Dhabi, Knowledge and Human Development Authority in Dubai and Sharjah Education Council) as well as representatives of other departments related to the Ministry.

- AAC is creating and developing institutional and programmatic accreditation standards in line with the global application. The development of licensing and accreditation standards is subject to several disciplines, the most important of which is the participation of institutions of higher education and feedback from them on standard development proposals, as well as the participation of external experts and auditors used by AAC.
Academic Accreditation Commission - Features of Updated Licensing and Accreditation Standards

➢ The new standards contain details and explanations of many of the aspects that the old standards briefly addressed.

➢ The new standards pay attention to e-education, which was elaborated in a separate provision for this purpose.

➢ The new standards set out detailed items for harmonisation with the national qualification system of the government to ensure that the programmes adopted are system-compatible.

➢ The new standards were concerned with and supported scientific research and elaborated on detailed items in this regard.

➢ The new standards set specific provisions for the conditions of closing an educational institution, where they detailed the steps that the institution should follow during the closure of the institution or one of its programmes.

➢ The new standards for medical education have established detailed provisions for approved hospitals for training and teaching purposes for medical specialties and have been a condition for this purpose.

➢ The new standards emphasise and support scientific research and have developed detailed items to ensure the monitoring of postgraduate programmes, particularly the scientific research aspect.

➢ The new standards emphasise innovation, creativity and self-education and have developed specific provisions that require universities to use innovation in educational strategies.

➢ The new standards set out the procedures used to hold universities and other educational institutions accountable, the quality and sequencing of penalties and the procedures for recourse by the institution if it so wishes.

➢ The new standards were considered in the educational institution's website and identified the basic academic information to be presented and made public to the community and provided a condition for that purpose.

➢ The new standards set specific provisions for the conditions of closing an educational institution, where they detailed the steps that the institution should follow during the closure of the institution or one of its programmes.

➢ The new standards have facilitated and encouraged the international programmes accreditation and developed specific provisions for them.
By obtaining this accreditation, AAC is the first accreditation body in the GCC to have received it, which confirms its international leadership and position, as well as its commitment to international standards and good practices of policies and procedures applied within its operations.

One of the most important projects undertaken by AAC in 2019 is the one to obtain the recognition of the World Federation of Medical Education, as an accreditation body, in compliance with the international standards established by the Federation to ensure the quality and output of medical schools.

The importance of this initiative is that medical graduates will not be allowed to complete their higher education and work in the USA or Canada, starting in 2023, unless they have graduated from medical colleges that have been accredited by the national accreditation bodies and then recognised by the World Federation of Medical Education (WFME).
AAC's membership in the International Quality Assurance Agency (INQAAHE) in higher education institutions will facilitate the recognition of certificates received by graduates of state-approved programmes by other countries, which is important for the transition of students to pursue their studies in educational institutions outside the UAE, or to work in other countries.

AAC seeks membership in the International Quality Assurance Agency (INQAAHE) in higher education institutions during 2020, which will enhance its status and confidence in its decisions on the academic accreditation of the educational programmes based on standards, controls and procedures of global and reliable standards.
General and Higher Education Monitoring
Th concept of Monitoring.

Monitoring refers to a system that is designed to ensure that educational institutions comply with laws, regulations, and decisions adopted by the Ministry, the inspections are carried out through routine or non-routine (targeted) visits, and that the dates of visits are not announced to educational institutions.

<table>
<thead>
<tr>
<th>Monitoring Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Inspection Directorate (Early Childhood Educational Institutions)</td>
</tr>
<tr>
<td>Educational Inspection Directorate (General Education Institutions)</td>
</tr>
<tr>
<td>Educational Inspection Directorate (Higher Education Institutions)</td>
</tr>
<tr>
<td>Environmental, Health and safety (EHS) Directorate.</td>
</tr>
</tbody>
</table>

The sector exercises the inspection operations with complete independence from the operational sectors of the Ministry of Education.
Monitoring - Criteria and Areas

Scope of the Educational Inspection on (Early Childhood Educational Institutions)

- **4** criterion
- **33** area
- **211** term

Scope of the Educational Inspection on (Higher Educational Institutions)

- **4** criterion
- **36** area
- **175** term

Scope of the Educational Inspection on (General Educational Institutions)

- **11** criterion
- **76** area
- **246** term

**EHS**

- **17** area
- **210** term

*Varies by type of educational institution*
### Monitoring - Achievements and Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launching the General Framework for Environment, Health and Occupational Safety</strong></td>
<td>The Environment, Health and Occupational Safety has received a 4-star rating from the British Safety Board.</td>
</tr>
<tr>
<td><strong>The Environment, Health and Occupational Safety has received a 4-star rating from the British Safety Board.</strong></td>
<td>The directorate of The Environment, Health and Occupational Safety starts inspections on Higher educational institutions.</td>
</tr>
<tr>
<td><strong>EHS visits to schools</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Launching the inspection Guide on Public education institutions</strong></td>
<td>The directorate of The Environment, Health and Occupational Safety starts inspections on early childhood educational institutions.</td>
</tr>
<tr>
<td><strong>Conducting awareness workshops of General environmental, health and safety framework</strong></td>
<td>Signing of memoranda of cooperation with international organisations to provide EHS qualifications.</td>
</tr>
<tr>
<td><strong>Rehabilitation campaign for 600 specialists/environmental, health and safety officials in public and private schools in the field of environment, health and safety</strong></td>
<td>Inspection visits to Higher Educational Institutions.</td>
</tr>
<tr>
<td><strong>Launching the framework of Educational Inspection (Early Childhood Educational Institutions)</strong></td>
<td>Launching the electronic monitoring system.</td>
</tr>
</tbody>
</table>
## Monitoring - Types of Inspections

### General Inspections:
This is a comprehensive inspection visit to the educational institution (public schools, private schools, kindergartens, private training centers), the inspection covers all aspects of monitoring, aiming to ensure compliance, the institutions are 100% covered annually.

### School's Readiness Visits:
A visit to be carried out at the beginning of the academic year to ensure that the educational institution is ready to receive students and staff according to specific monitoring fields.

### Examinations Follow up Visits:
A visit to ensure that the educational institution complies with the policy of organising the examinations.

### Follow-up visit to Specialised Training Centers of the Teaching Staff of Public Schools:
A visit to ensure that the training centers comply with basic training requirements during the implementation of the specialised training programmes, at the beginning of each semester of the educational staff.

### School Uniforms Distribution Centers Visit:
A visit to ensure that school uniforms distribution centers are complying with the policies, regulations, and working rules established by the Ministry.

### Targeted Inspection Visit:
A visit that is not included in the approved plan for annual monitoring visits, carried out with the aim of verifying a complaint, or according to the instructions issued by the Ministry's leaders, to study the educational field reality, or to verify the application of certain monitoring terms.
A comprehensive nursery inspection visit, covering all monitoring areas, to ensure that all types of early childhood education institutions are complying with the policies, regulations, labor rules that are defined by the Ministry of Education, including educational inputs, processes and quality of services provided.

A follow-up visit to the nurseries with low compliance rates, and it is carried out during the fourth quarter of the year to verify that they meet the observed monitoring notes, and these visits are carried out to verify that the critical case form notes are closed.

A visit to be carried out without prior planning; in order to verify a certain complaint, or to be carried out in accordance with the directives of the Ministry of Education leaders; to follow up on a certain topic.

**Types of Inspections**

- **General inspection:**
- **Follow up inspection:**
- **Targeted inspection visit:**
General Inspection Visit:

3-5 Business Day Inspection Visit

General inspection visits are conducted to verify the compliance of higher education institutions with the 2011 accreditation and licensing standards. Only compliance items are focused on during the monitoring visit, and these items have been jointly identified with the Academic Accreditation Commission.

Follow up Inspection Visit:

2-3 Business Day Inspection Visit

Previous reports, and the responses of higher education institutions to the corrective plan are used to determine the scope of the visit. The main objective is to ensure that the higher education institution takes the necessary action regarding its corrective plan and fulfills its obligations.

Targeted Inspection Visit:

One Business Day Inspection Visit

An unplanned visit, to be carried out to verify a complaint, or on the instructions of the relevant ministry leaders, to follow up on a specific topic.
The inspection visits plan is prepared quarterly, considering the following:

- Monitoring sector priorities and targets in terms of: Coverage ratio, location, type and size of organisation.
- Coordination with relevant authorities inside and outside the Ministry to avoid monitoring visits during closure periods.
- Results of the revision of the corrective plans from educational institutions.

The planning visits plan is prepared quarterly, considering the following:
Monitoring - process flow chart for monitoring educational institutions

1. Forming the inspection visit team and identifying the team members' tasks and responsibilities.
2. The collection of documents and basic data for planning the inspection visit.
3. Individually viewing of previous regulatory reports for the organisation.
4. Inspection team meeting to review previous documentation and reports of the educational institution.
5. Preparing the logistic arrangements for the visit.
General Planning Stage

Planning Stage for the Inspection Visit

Implementation Stage

Post Implementation Stage

1. Conducting the inspection visit according to the scheduled plan.

2. Gathering evidences regarding the monitoring areas and standards and reviewing relevant documentation.

3. Conducting meetings within the educational institution in accordance with the inspection visit plan.

4. Regular meetings of the monitoring team during the inspection visits; to discuss initial findings and to confirm evidence.
Monitoring - process flow chart for monitoring educational institutions

1. Conducting a team meeting to discuss the findings and write the report.
2. Reviewing the report and working on recommendations.
3. Reviewing the report by the QA team.
4. Translating the report into Arabic/English.
5. The Adoption of the final report by the Director of Administration.
6. Submitting the final report and correction plan to the relevant authority inside or outside the ministry.
7. Follow-up on the educational institutions’ responses to corrective plans.
Academic Year 2020-2021

Thank you..