

ACCEPTABLE



2019-2020

# INSPECTION REPORT

IRANIAN CURRICULUM

## Contents

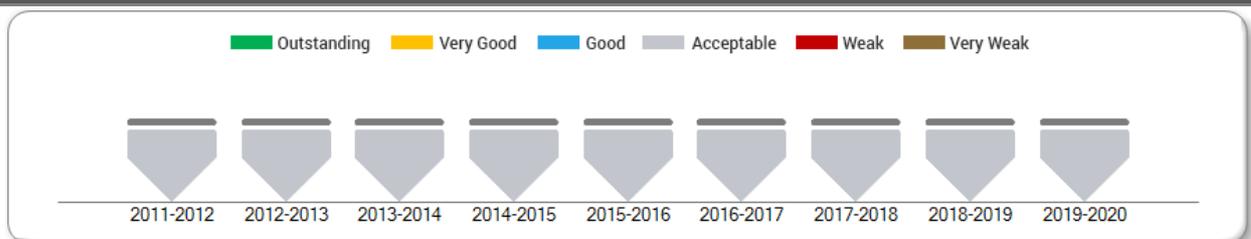
---

<b>Contents.....</b>	<b>2</b>
<b>School Information .....</b>	<b>3</b>
<b>Summary of Inspection Findings 2019-2020 .....</b>	<b>4</b>
<b>Overall School Performance.....</b>	<b>6</b>
<b>National Priorities .....</b>	<b>8</b>
<b>Moral Education.....</b>	<b>9</b>
<b>Innovation.....</b>	<b>9</b>
<b>Main Inspection Report .....</b>	<b>10</b>
<b>Views of parents and students .....</b>	<b>20</b>

## School Information

General Information	 Location	Al Karama
	 Opening year of School	1955
	 Website	NA
	 Telephone	04-396-1236
	 Principal	Mitra Akbar Shahnazi
	 Principal - Date appointed	9/1/2019
	 Language of Instruction	Persian
	 Inspection Dates	09 to 11 December 2019
Students	 Gender of students	Girls
	 Age range	6 to 18
	 Grades or year groups	Grade 1 to Grade 12
	 Number of students on roll	390
	 Number of Emirati students	0
	 Number of students of determination	31
	 Largest nationality group of students	Iran
Teachers	 Number of teachers	33
	 Largest nationality group of teachers	Iranian
	 Number of teaching assistants	2
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	2
	 Teacher turnover	12%
Curriculum	 Educational Permit/ License	Iranian
	 Main Curriculum	Iranian
	 External Tests and Examinations	National tests for Iran
	 Accreditation	For Iranian Compliancy
	 National Agenda Benchmark Tests	None

### School Journey for IRANIAN KHADIJE KOBRA SCHOOL



## Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students Outcomes	<ul style="list-style-type: none"> <li>Students' achievements are mixed across the four key subjects inspected and are best in English. Outcomes in subjects and in learning skills are slightly higher in the middle and high phases of the school than they are in the primary phase. Overall, most students attain the expected standards of the Iranian curriculum.</li> <li>The personal and social development of students is a key strength of the school. Students are consistently self disciplined, enjoy positive relationships with their friends and are respectful to all adults. Across all phases of the school students have excellent awareness and appreciation of Islamic values. Their appreciation of the UAE's culture and heritage, and other world cultures, is strongest in the upper phases of the school.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>The overall quality of teaching is acceptable in the primary phase and good in the middle and high school phases. Primary teachers have limited understanding of how younger students learn best. Teachers in the upper phases have secure knowledge of their subjects. Assessments of learning are of basic quality and most teachers are not skilled at using assessment information to adjust learning activities in lessons.</li> <li>The curriculum is acceptable in all phases of the school. It fulfils the Iranian curriculum requirements. It also meets the needs of most students, with enrichment activities during break times. Continued adaptation of the curriculum to address the needs of students of all abilities is still required.</li> <li>The school has a caring ethos and a strong sense of community in which all students are valued. The school has effective procedures for safeguarding students, including child protection. Occasionally, the safety of students is not sufficiently considered when teachers plan activities. Counselling and careers guidance support students appropriately.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>The senior leadership team is in its first year at the school. On a daily basis, school operation is smooth. Greater vigilance related to health and safety is still required. There are very few qualified teachers, and addressing this situation is a priority. The school's evaluation of its work is partly accurate but does not sufficiently inform action planning. Partnerships with parents are very strong. It is too soon for the leaders to demonstrate their capacity to improve the school.</li> </ul>

### The Best Features of the School:

- Providing a caring, inclusive and supportive learning environment
- Maintaining highly positive relationships with parents and the wider school community
- Supporting the development of students' appreciation of the values of Islam and their understanding of the culture and heritage of the UAE
- Promoting students' high levels of attendance, positive behaviour and attitudes toward learning

### Key Recommendations:

Governors should support the school to:

- Improve student safety by carrying out rigorous checks of the school premises and conducting risk assessments prior to students' participation in activities, and implementing all required safety measures.
- Raise the quality of teaching so it is consistently good and recruit teachers with certification.
- Ensure that students of determination make good academic progress, as well as developing socially and personally.
- Use assessment data to monitor students' progress, support self-evaluation and planning at all levels.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

		Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Good	Not applicable
 English	Attainment	Good ↑	Good ↑	Good
	Progress	Good ↑	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Good
 Science	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Not applicable
 UAE Social Studies	Attainment		Acceptable	
		Primary	Middle	High
<b>Learning skills</b>		Acceptable	Good	Good

## 2. Students' personal and social development, and their innovation skills

	Primary	Middle	High
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good
Social responsibility and innovation skills	Good ↑	Good	Good

## 3. Teaching and assessment

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good
Assessment	Acceptable	Acceptable	Acceptable

## 4. Curriculum

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

## 5. The protection, care, guidance and support of students

	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓
Care and support	Good	Good	Good

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Acceptable
Management, staffing, facilities and resources	Weak ↓

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Not Applicable

#### For Development:

- Not Applicable

## Moral Education

- The curriculum meets the requirements for students in Grades 1-12. Lessons are aligned to the Moral Education textbook and topics are followed carefully.
- Lessons are taught by assigned teachers and classes are held once a week for 40 minutes for students in the primary phase and 60 minutes for students in other sections of the school.
- Moral education classes are implemented effectively and taught by a small team of teachers resulting in a consistent approach.
- The curriculum and students' work are assessed regularly and consistently. However, student progress is not always reported to parents on a regular basis, as is done for other key subjects.

**The school's implementation of the moral education is meeting expectations.**

### For Development:

- Ensure that parents are informed about the moral education curriculum and its outcomes for students.

## Innovation

- Students increasingly engage in projects and participate in activities such as an info-graphic competition that develop their learning skills for innovation.
- Students in the middle and high school phases are demonstrating social responsibility when they use robotics for energy conservation. These skills are less well developed in the primary phase.
- Opportunities for students to develop innovation skills are provided by some teachers. Teachers prepare older students for science fairs, competitions and other events which inspire their innovation skills.
- The school provides some opportunities to develop basic innovation skills, evident in lessons across the curriculum. Students' higher-order thinking skills, the basis for innovation and enterprise, are at an early stage of development.
- Senior leaders demonstrate commitment to a culture of innovation. Students are gradually being exposed to examples of innovative opportunities through visits and participation in competitions.

**The school's promotion of a culture of innovation is emerging.**

### For Development:

- Provide more opportunities for students to develop higher order thinking skills and student-led opportunities in enterprise and innovation.

## Main Inspection Report

### 1. Students' Achievement

#### Arabic as an Additional Language

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Not applicable
Progress	Acceptable	Good	Not applicable

- Students in the middle phase make better progress when applying their linguistic skills in a variety of contexts. In the primary phase, students make the expected progress, especially in their skills of reading.
- Most students listen carefully and understand spoken Arabic well. Students in the middle phase are able to write well-structured sentences about familiar topics; however, their grammatical accuracy is not consistent across this phase.
- The requirement for all students to develop their reading skills is helping to improve comprehension. Opportunities to develop speaking and writing skills are less evident in primary lessons. Overall, students' attainment and progress remain broadly at the levels seen in the last inspection.

#### For Development:

- Students in the primary phase need more opportunities to speak and write.

#### English

	Primary	Middle	High
Attainment	Good ↑	Good ↑	Good
Progress	Good ↑	Good	Good

- The majority of students across all phases of the school achieve above the curriculum standards and make better than expected progress. Most students develop their English speaking and listening skills rapidly from the time they enter the primary school.
- Opportunities for students to develop reading comprehension and writing skills are more limited. A majority of students demonstrate proficiency in their spoken English, but the more able students require greater challenge to develop their skills in reading. Although students' speaking skills are above the expectations for English, as an additional language, their written work is still emerging, and their reading comprehension remains underdeveloped.
- The school's implementation of the UAE Ministry of Education (MoE) English standards in the primary phase is beginning to provide additional guidance for learning. It is too early to evaluate the impact of this upon students.

#### For Development:

- Students need more frequent reading and writing activities and fewer worksheets.

## Mathematics

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Good

- Across the school, students attain levels that are in line with the curriculum standards. Further improvement is delayed when the textbooks are followed too closely.
- Students' critical thinking and problem-solving skills are developing faster in the middle and high school phases because the tasks are more demanding. Investigative and problem-solving skills are developing more slowly in the primary phase, because teachers are often too quick to provide solutions.
- The recent introduction of practical activities is beginning to strengthen students' number skills in the primary phase. Students build on their prior knowledge in the middle and high phases as they develop algebraic skills.

### For Development:

- Students need to develop higher order thinking skills more rapidly without ill-timed teacher intervention.
- Primary aged students should apply their mathematical knowledge to practical activities and real-life word problems.

## Science

	Primary	Middle	High
Attainment	Acceptable	Acceptable	Not applicable
Progress	Acceptable	Acceptable	Not applicable

- In both the primary and middle phases students demonstrate scientific knowledge and understanding that are in line with the curriculum standards. Students make the expected progress, but more rapid progress is inhibited by the slow pace of lessons and low levels of challenge.
- Internal assessment data show higher attainment than the standards demonstrated by students in lessons and in their written work. Their understanding of the scientific method is at an early stage. Students are beginning to predict, observe, collect data and draw conclusions when carrying out prescribed experiments.
- Students have opportunities to engage in practical experiments, but these are mostly teacher directed, especially in the primary grades. Students are rarely required think critically or work independently.

### For Development:

- Students need to develop their scientific and critical thinking skills more rapidly.

## UAE Social Studies

### Grades 1 to 9

#### Attainment

Acceptable

- Students' attainment in the UAE social studies curriculum is acceptable overall but is beginning to strengthen in the middle phase. In the higher grades' students are starting to demonstrate greater depth of knowledge and more links to other areas of learning.
- Students demonstrate sound factual knowledge of the UAE and can increasingly relate this to their knowledge of Iran, and to a lesser extent, to other countries and cultures. In the primary grades the students' understanding of some topics is limited by the delivery of the curriculum.
- Outside of lessons, older students work on group projects for occasional class presentations and are individually producing portfolios of curriculum-related work.

#### For Development:

- Students need to relate learning to their home countries and other countries.

## Learning Skills

### Primary

### Middle

### High

#### Learning skills

Acceptable

Good

Good

- Across the school, students' learning skills are developing but they are stronger in the middle and high school phases. Students have positive attitudes toward learning and, when given opportunities, can work for short periods without their teachers' intervention.
- Students interact positively with one another. The quality of collaboration varies and is often limited due to the large size of groups and infrequent opportunities to work in teams. When doing so, students make connections between different areas of learning and apply it to the real world.
- Across the school and in most lessons, students' use of technology to support their learning is limited. Problem-solving skills are more evident in mathematics than in other subjects. Critical thinking, research and innovation are developing features of students' learning.

#### For Development:

- Students generally need more challenging tasks in lessons to think critically and be independent.

## 2. Students' personal and social development, and their innovation skills

	Primary	Middle	High
Personal development	Very good	Very good	Very good

- Students have positive and responsible attitudes and are well behaved. They need more regular opportunities to exhibit self-reliance, initiate and lead learning in lessons before teachers intervene to support them.
- Relationships are a strength of the school, which makes it a small harmonious community. Students enjoy respectful and supportive relationships with their peers and teachers. They understand what tolerance means and show genuine concern for others, including for students of determination.
- Students demonstrate secure understanding of healthy lifestyles and know how to protect themselves from cyber bullying. Levels of attendance are very good and their punctuality to school and lessons is commendable.

	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good

- Students' daily practices reflect secure understanding of Islamic values. Students apply this understanding when participating in assemblies and other school activities. They actively celebrate UAE events, and as a result, demonstrate high levels of appreciation for Emirati values such as tolerance.
- Students are proud of their own culture and happily prepare for celebrations such as the Nirouz. They increasingly learn about other civilisations and cultures in lessons and assemblies and by going on school trips; for example, to St Mary's church and the Dubai Public Library.
- Students in middle and high phases in particular are able to describe their knowledge of the UAE Vision 2021 and Expo 2020 in depth. Students' understanding of other cultures is improving steadily.

	Primary	Middle	High
Social responsibility and innovation skills	Good ↑	Good	Good

- Students in all phases engage in creative projects. In the senior sections they have more opportunities to be innovative; for example, by using recyclable materials to build models of renewable energy sources. Opportunities for senior students to compete in the 'Robocop' competition and attending an innovation exhibition on energy conservation are driving their enthusiasm for innovation.
- Students are positive contributors to their school and the wider community. They volunteer in activities; for instance, in waste collection and charity work both locally and globally. Following a recent flood crisis in Iran, students responded by making generous donations.
- Students care for their immediate school environment. They have assisted in planting trees and flowers and ensure that rubbish is put into various recycling bins. However, their awareness of the global environment is still developing.

**For Development:**

- Conduct more student-initiated activities whereby students take responsibility for organising and managing them.
- Students need greater understanding of other world cultures, the global environment and sustainability.

**3. Teaching and assessment**

	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good

- Teaching is strongest in the middle and high phases because teachers' subject knowledge is more secure and they regularly ask open-ended questions. Primary teachers understanding of how young students learn is not fully secure. Consequently, younger students are passive for too long and although activities may occupy them, these may not result in learning.
- Relationships between teachers and students are positive and caring. Teachers know students individually and are aware of their needs. Only some teachers adjust the learning activities in lessons to meet the needs of different groups of students.
- New interactive boards and training to use them have enabled the majority of teachers to use basic digital resources to support learning. The development of students' critical thinking, problem-solving and independent learning skills is at an early stage.

	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable

- Internal assessment procedures follow the Iranian Ministry of Education system in a consistent manner. The school compares its test results to other Iranian schools in the UAE. Although the school attempted the IBT international benchmarks tests, this was not successful because of language barriers and cost to parents.
- Assessment information is still not used to modify curricula and lesson plans to support and challenge all students. The close monitoring of individual students' progress is yet to become systematic.
- The marking of students' work is inconsistent. There is limited written feedback about how they can improve further. The monitoring of learning in lessons takes place, but verbal feedback to students is infrequent. Self and-peer assessments are rarely used to identify students' next steps in learning.

**For Development:**

- Use assessment information to modify lesson plans to challenge and support all students.
- Monitor individual students' progress more closely and systematically.
- Ensure that the marking of students' written work is regular and includes written guidance on their next steps for improvement.

**4. Curriculum**

	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school meets the Iranian statutory requirements for the curriculum. Continuity and progression are generally effective in most key subjects because the curriculum closely follows the textbooks. In Arabic, English, mathematics and social studies in the middle and upper sections of the school, there is more emphasis on recall of knowledge than skill development.
- Older students are able to opt for higher level mathematics and science courses that are available at one of the other Iranian schools. Links across different subjects to strengthen learning are developing progressively.
- The UAE MoE English curriculum has been recently adapted to align the standards of English as an additional language. However, curriculum reviews of all key subjects are neither systematic nor linked to the outcomes claimed in the self-evaluation form.

	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum is adequately adapted to meet the needs of most students. However, only some teachers plan lessons to match the needs of different groups of students.
- The curriculum is mostly textbook based and, along with supplementary digital resources, engages the majority of students. Opportunities for enterprise, innovation and creativity are varying features in all subjects. Extra-curricular activities are available at break times to support students’ academic and personal development.
- Some appropriate learning experiences are provided to develop students’ knowledge and understanding of the culture and society of the UAE. These are most evident in assemblies and UAE social studies, but less evident in other areas of the curriculum.

**For Development:**

- Ensure that the curriculum provides both support and challenge to meet the academic needs of all groups of students.
- Increase the opportunities in all subjects for students to develop skills and understanding along with factual knowledge.

**5. The protection, care, guidance and support of students**

	Primary	Middle	High
Health and safety, including arrangements for child protection and safeguarding	Acceptable ↓	Acceptable ↓	Acceptable ↓

- The care and supervision of students are effective, including when using school transportation. A child protection policy is in place and students are aware of children’s rights. Procedures for safeguarding are shared with the staff and parents; however, responsibilities for some tasks are not identified clearly.
- Complimentary breakfasts for students and workshops facilitated by the clinic team have raised students’ awareness of healthy living. As a result, students are making fewer visits to the clinic. Counselling sessions are effective in reducing incidents of bullying; however, follow-up procedures are underdeveloped.
- In co-operation with the parents’ committee and governance, the school is working hard to maintain safety. However, some parts of the old building are still unsafe, and some areas do not meet the needs of all students.

	<b>Primary</b>	<b>Middle</b>	<b>High</b>
<b>Care and support</b>	Good	Good	Good

- The school is characterised by respectful attitudes, positive relationships and care and support for all students. Effective behaviour management is values based. The procedures for managing students' attendance and punctuality are effective. These result in high levels of attendance and students arriving to school and lessons on time.
- The adaptations of the curriculum to cater for students of determination are limited and do not enable them to make good academic progress. The more able students and those identified as gifted and talented are rarely challenged sufficiently, resulting in less than rapid progress.
- Advice about subject selection and career choices is available to all students. Counselling services are also readily available. These result in students who are confident and competent when making important decisions about their futures.

#### **For Development:**

- Establish more rigorous systems for risk assessments of the school premises.
- Ensure that activity planners consider the health and safety implications for students.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable ↓

- The school continues to maintain its commitment to inclusive education. An Inclusion Champion has recently been appointed to join the Counselling Centre. There is a strong focus on supporting students' social, emotional and personal development.
- The identification of student' needs is broadly accurate. Teachers have acceptable understanding of the barriers to learning experienced by their students; however, they often lack the knowledge and skills required to plan appropriate and relevant interventions.
- The parents of students of determination are supported effectively by the school and appreciate the support the school provides for their children. This includes the regular personalised communication they have with the school.
- The school is effective at providing a caring and inclusive environment for students of determination and teachers help to strengthen their self-esteem and confidence. In lessons however, teachers find it more challenging to ensure that students make academic progress.
- Although students of determination make acceptable progress in relation to their social, personal and emotional development, there is insufficient focus on tracking and monitoring their academic progress.

### For Development:

- Ensure teachers are trained to adjust learning activities appropriately so that students of determination make more effective academic progress in all lessons.

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Acceptable
Management, staffing, facilities and resources	Weak ↓

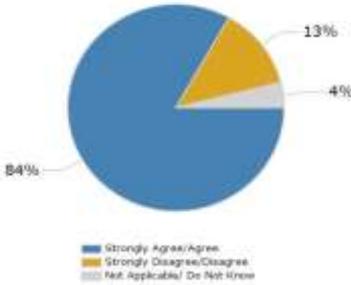
- The new senior leadership team has maintained an inclusive, highly caring and supportive learning environment. Relationships across the school are positive. Subject leaders have recently been identified. Some steps have been taken in addressing the recommendations of the last inspection report, but changes in senior and subject leaders have slowed progress. It is therefore, too soon to gauge the capacity of leaders at all levels to bring about further improvement.
- Self-evaluation is carried out annually as part of the pre-inspection process. Action plans seek to address the key recommendations of the previous inspection report, but lack additional priorities identified by the school through the self-evaluation processes. The monitoring of teaching and learning takes place, but this is infrequent and insufficiently focused on the progress being made students.
- A few parents are extensively engaged in the life of the school. The Parents' Council representative, who is also a school Governor, is available to support parents and to initiate activities that help the school improve. Parents are suitably informed about their children's learning as a result of effective communication. There are established links with other Iranian schools and a few connections with other private schools and hospitals in Dubai.
- Governors work closely with the school. They ensure that the majority of essential resources are available to address key needs and that all statutory requirements are met. Systems are in place to monitor the school. As critical friends, governors support the school and hold leaders to account. By providing regular workshops and conferences, they are helping to support the development of teachers and leaders.
- Most aspects of the daily management of the school run smoothly. However, regular checks on safety, responsibilities and accountability are not clearly identified and risk assessments not sufficiently established. Only a very few teachers have teaching qualifications and this affects the students' achievements. The school has improved classroom resources by installing 'smart' boards, but only some teachers use them effectively. A number of classrooms are too small for a full class of students.

### For Development:

- Identify health and safety issues and address them as a matter of priority.
- Improve the quality of teaching by recruiting more qualified teachers.

## Views of parents and students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 312								
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <table border="1"> <caption>Satisfaction Levels</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>84%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>13%</td> </tr> <tr> <td>Not Applicable/Do Not Know</td> <td>4%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	84%	Strongly Disagree/Disagree	13%	Not Applicable/Do Not Know	4%
Response	Percentage								
Strongly Agree/Agree	84%								
Strongly Disagree/Disagree	13%								
Not Applicable/Do Not Know	4%								

 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>• Most parents who responded to their survey are positive about the school's work. They acknowledge that their children are mostly happy at school, make friends easily and are making progress. However, a minority agree that some form of bullying is an ongoing issue. A few also commented on the lack of cleanliness and that occasionally some teachers do not display equality in their approaches to students.</li> </ul>

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)