

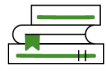
**NATIONAL IDENTITY MARK**  
**School Evaluation Report**

Universal Private School

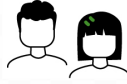
# NATIONAL IDENTITY MARK EVALUATION

9173 : Universal Private School

## School information



Curriculum



Total no. of Students



% of Emirati Students

MoE (UAE)

298

5.70

## National Identity Mark Overall Rating

WEAK



### Rating per Domain:

1. Culture

WEAK



2. Values

WEAK



3. Citizenship

WEAK



### Top recommendations for improvement:

- \* Modify the curriculum to incorporate the UAE national identity elements, history, heritage, active citizenship, and values in a well-planned meaningful way across all grades and subjects.
- \* Ensure all students sing the UAE national anthem daily.
- \* Ensure school leaders establish partnerships with external organizations and community members to enhance students' knowledge of UAE history, heritage, and identity.
- \* Provide students with a range of internal and external opportunities to engage in volunteering and conservation activities and initiatives.



# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 1 CULTURE

### Overall Judgement

WEAK



### Elements:

#### 1.1 Arabic language

WEAK



#### 1.2 History

WEAK



#### 1.3 Heritage

ACCEPTABLE



1. The curriculum includes some attempts to incorporate elements of the Arabic language. The curriculum modifications to incorporate elements related to UAE history and heritage lacks clarity and structure across grades and subjects.
2. Students across cycles demonstrate basic knowledge and understanding of the UAE's history.
3. The school provides limited opportunities for students to learn about the historical context, cultural significance, and symbolism within the UAE national anthem lyrics. Students demonstrate basic understanding of the meaning and importance of the UAE national anthem.
4. School leaders rarely collaborate with external organizations and relevant community members to engage students in UAE history and heritage-focused experiences and activities.
5. There is a limited range of learning resources available to engage and educate students about the UAE's history and heritage.
6. The school environment features some displays showcasing the UAE culture, heritage, and identity.
7. The school celebrates major UAE national and cultural events with most members of the school community members.
8. Students demonstrate basic understanding of the significance of the UAE's national celebrations and cultural events.

### Noteworthy:

- \* To promote the Arabic language, the school offers an Arabic calligraphy workshop available to students across all grade levels

# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 2 VALUES

### Overall Judgement

WEAK



### Elements :

#### 2.1 Respect

WEAK



#### 2.2 Compassion

WEAK



#### 2.3 Global Understanding

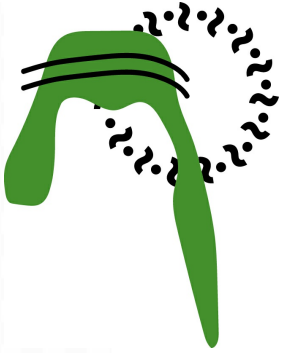
WEAK



1. Curriculum modifications to incorporate elements related to the UAE values of respect, compassion, and global understanding lack clarity and structure and depth in cross-curricular links.
2. Students inconsistently communicate with an appropriate voice and tone across different cycles.
3. Few students across cycles participate in singing the national anthem daily.
4. All students and staff consistently demonstrate respect for the UAE flag.
5. Some students participate in compassionate initiatives within the school.
6. School leaders have limited engagement with external organizations and community members to involve students in compassionate activities and initiatives.
7. Students across some grades demonstrate basic understanding of the current leadership and the late Sheikh Zayed's compassionate practices.
8. The school rarely offers opportunities for students to develop cross-cultural and global understanding. The participation of students in projects that aim to enhance and exhibit their cross-cultural awareness is limited.
9. School leaders have limited collaboration with external organizations and community members to enhance students' knowledge of UAE's global engagement and the impact of UAE-based organizations.
10. Students have limited knowledge of UAE-based organizations and their contributions to global humanitarian causes.
11. The school occasionally provides students with opportunities to develop their understanding of global initiatives and contributions of the late Sheikh Zayed and the current leadership.

### Noteworthy:

- \* The school promotes the value of respect among students by adopting a weekly value and including it in the first five minutes of each lesson.



# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 3 CITIZENSHIP

### Overall Judgement

WEAK 

### Elements :

#### 3.1 Belonging

ACCEPTABLE 

#### 3.2 Volunteering

WEAK 

#### 3.3 Conservation

WEAK 

1. The curriculum modification to include elements promoting students' sense of belonging towards the UAE, volunteering, and conservation lacks clarity and structure, with limited cross-curricular links resulting in fragmented integration across grades and subjects.
2. The school occasionally provides students with opportunities to understand their roles as citizens of the UAE. Students engage in some projects that demonstrate their understanding of responsibility towards the UAE community.
3. School leaders rarely collaborate with external organizations and Emirati personalities to enhance students' knowledge of the UAE's achievements and contributions locally and globally.
4. Students demonstrate basic understanding of Emirati personalities and their local and global accomplishments in various fields.
5. The school has some displays that celebrate the achievements of the UAE and its citizens in various fields.
6. The school occasionally provides students with opportunities to develop their civic knowledge of the significance of volunteering.
7. Students exhibit basic understanding of the importance of volunteering and the impact of UAE charitable organizations.
8. School leaders have limited collaborations with external organizations to provide students with volunteering opportunities.
9. Students participate in some volunteering initiatives within the school and externally.
10. The school rarely provides students with opportunities to learn about the local and global humanitarian work of the late Sheikh Zayed and current leadership.
11. The school occasionally provides students with opportunities that foster their understanding of conservation and sustainable practices and their impact on society and the environment.
12. Students have limited knowledge of the conservation and sustainability efforts of organizations in the UAE.
13. Students are rarely involved in learning experiences related to conservation and sustainability.
14. Students' knowledge of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability is limited.

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**Noteworthy:**

- \* The school has weekly awareness sessions held by the social worker related to the students' roles and responsibilities towards the school and wider community.

