

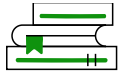
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**LIWA INTERNATIONAL SCHOOL  
FOR GIRLS**

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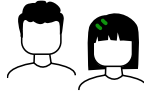
**NATIONAL IDENTITY MARK**  
School Evaluation Report

# School Information



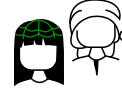
Curriculum

American



Total no. of Students

763



% of Emirati Students

96%

## National Identity Mark Overall Rating

ACCEPTABLE



### Rating per Domain:

#### 1. Culture

ACCEPTABLE



#### 2. Values

ACCEPTABLE



#### 3. Citizenship

ACCEPTABLE



### Top recommendations for improvement:

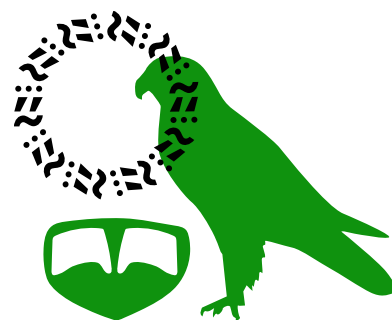
- \* Enhance students' knowledge and awareness of the impactful practices, enduring influence, and visionary approaches deployed by both current and historical UAE leaders and their endeavors to preserve culture, promote values, foster active citizenship, and advance sustainability.
- \* Foster students' global perspective and encourage in-depth exploration of global challenges and their implications for both the international community and the UAE, raising students' awareness of the UAE's role in the global context.
- \* Cultivate students' sense of belonging to the UAE and nurture their understanding of their roles and responsibilities as active citizens by creating opportunities for students to engage in activities that promote civic participation, community involvement, and motivation to actively contribute to the betterment of the UAE.



# DOMAIN: 1 CULTURE

## Overall Evaluation

ACCEPTABLE



### Elements:

#### 1.1 Arabic Language

ACCEPTABLE



#### 1.2 History

ACCEPTABLE



#### 1.3 Heritage

ACCEPTABLE



Following a visit to the school, lesson observations and interactions with educators and students, the school received an overall evaluation of **Acceptable in Culture**, based on the following key findings:

1. The curriculum is not sufficiently modified further to fully incorporate comprehensive activities and initiatives to deepen students' understanding of UAE history, culture and visionary leadership that has shaped the UAE national identity.
2. Students can communicate and express themselves in Arabic in formal and informal settings. However, opportunities to emphasize the importance of the Arabic language within the school community are not sufficiently enhanced.
3. While students demonstrate some understanding of UAE history, their deep understanding of the late Sheikh Zayed's vision and the accomplishments towards the union of the country including significant milestones and figures that contributed to shaping the UAE history is not yet developed across all grades.
4. While the school incorporates elements of Emirati heritage into its environment, students across all grades do not have comprehensive learning opportunities including partnerships with local organizations and resources to enhance their understanding and appreciation of UAE culture.

### Noteworthy:

- \* Teachers consistently use standard Arabic when teaching Arabic medium subjects.
- \* The National Identity Club actively engages students, particularly those in upper grades, in organizing events and activities that commemorate National Day and promoting a sense of national pride.

# DOMAIN 2: VALUES

## Overall Evaluation

ACCEPTABLE



### Elements:

#### 2.1 Respect

ACCEPTABLE



#### 2.2 Compassion

ACCEPTABLE



#### 2.3 Global Understanding

ACCEPTABLE

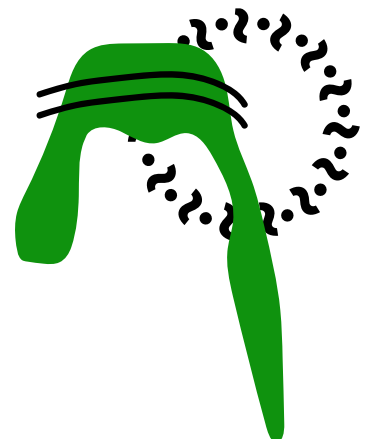


The school received an overall evaluation of **Acceptable in Values**, based on the following key findings:

1. While there are some links to reflect elements of respect, compassion and global understanding, opportunities to fully integrate these principles across subjects and grades and contextualize them to the UAE are yet to be provided.
2. While students demonstrate respectful behavior as reflected through interactions, communication and attitudes, there are inconsistent opportunities to develop their understanding of the late Sheikh Zayed's respectful interactions and their impact locally and globally.
3. The school offers some opportunities for students to engage in charitable activities, however, collaborations with local organizations to deepen their understanding of the principles of compassion and the importance of giving back to the community through authentic experiences are insufficient.
4. While students demonstrate an understanding of current global issues, further opportunities to develop their deep comprehension of global understanding principles and the late Sheikh Zayed's legacy of international collaboration are yet to be provided.

### Noteworthy:

- \* Students and staff consistently demonstrate respect towards others, irrespective of cultural, background, status, or age differences. This inclusive and accepting environment fosters a sense of unity and promotes a harmonious atmosphere within the school community.



# DOMAIN 3: CITIZENSHIP

## Overall Evaluation



### Elements:

#### 3.1 Belonging



#### 3.2 Volunteering



#### 3.3 Conservation



The school received an overall evaluation of **Acceptable in Citizenship**, based on the following key findings:

1. While the school integrates some elements related to belonging, volunteering and conservation within the curriculum, this is inconsistent across subjects and grades.
2. Students demonstrate some sense of belonging as reflected through active participation in national and cultural events. However, opportunities to deepen their understanding of civic knowledge and duties and their roles and responsibilities as active citizens are not sufficiently enhanced to foster a stronger sense of national identity.
3. While the school engages students in some volunteering projects, opportunities to deepen their understanding of the importance and impact of their participation in the community and the late Sheikh Zayed's principle of selfless service are inconsistent.
4. The school recognizes the importance of engaging students in projects related to conservation. However, students' understanding of conservation principles and sustainability practices connected to the UAE's national priorities and the late Sheikh Zayed's legacy of environmental stewardship is inconsistent.

### Noteworthy:

- \* Students engage in initiatives such as the "Pile it Up" competition, where they demonstrate their dedication to plastic recycling.
- \* Students contributed to the Ali Bin Harmal Educational Awards by utilizing their innovative skills to develop a cooling jacket, promoting energy efficiency.

