

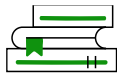
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**FUTURE LEADERS INTERNATIONAL  
PRIVATE SCHOOL**

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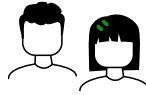
**NATIONAL IDENTITY MARK**  
School Evaluation Report

## School Information



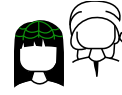
Curriculum

American



Total no. of Students

493



% of Emirati Students

92%

## National Identity Mark Overall Rating

WEAK



### Rating per Domain:

#### 1. Culture

WEAK



#### 2. Values

ACCEPTABLE



#### 3. Citizenship

WEAK



### Top recommendations for improvement:

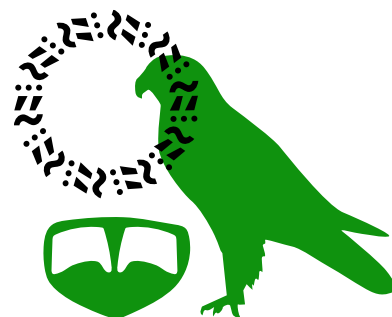
- \* Modify curriculum across grades and subjects to include national identity elements.
- \* Ensure students understand the significance of the different national and cultural events and celebrations.
- \* Develop a system for the students to engage in meaningful volunteering activities.



# DOMAIN 1: CULTURE

## Overall Evaluation

WEAK



### Elements:

#### 1.1 Arabic Language

WEAK



#### 1.2 History

WEAK



#### 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 **Weak in Culture**, based on the following key findings:

1. The school curriculum, provision and practices offer superficial opportunities for students to enhance their knowledge and skills in Arabic language, history, and heritage.
2. Students have a limited understanding of the national anthem and its significance. They also have limited awareness of the pivotal role played by influential figures such as the late Sheikh Zayed and current prominent leaders in the establishment and growth of the UAE.
3. The school does not provide consistent opportunities for students to understand and appreciate national heritage within the school community.
4. Collaborations with external entities to extend students' learning experiences about the UAE are limited.
5. The school provides opportunities for students to celebrate and participate in national and cultural events; however, students demonstrate a variable understanding of the significance of the different events and their purpose.

### Noteworthy:

- \* The school has designated space as the “Zayed room”. The room has items about the UAE and is occasionally used by students.

# DOMAIN 2: VALUES

## Overall Evaluation

ACCEPTABLE 

### Elements:


#### 2.1 Respect

ACCEPTABLE 

#### 2.2 Compassion

ACCEPTABLE 

#### 2.3 Global Understanding

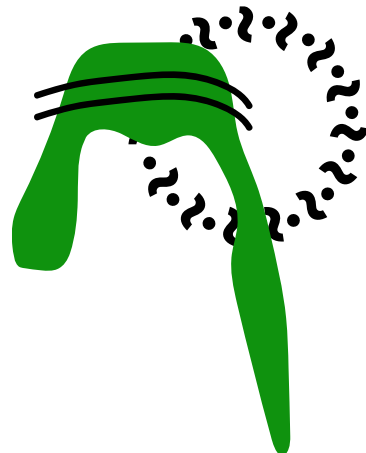
WEAK 

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

1. The school curriculum offers some opportunities for students to develop values of respect and compassion; however, they lack depth and have limited links to the late Sheikh Zayed's principles.
2. Students demonstrate a basic understanding of compassion through participation in community service initiatives. However, they have an inconsistent understanding of the importance and impact of their participation and the connection between these initiatives and the late Sheikh Zayed's principles and actions.
3. Students are not provided with sufficient opportunities to develop a strong connection between global understanding and the UAE's role in promoting peace.
4. The school curriculum has limited integration of elements related to global understanding and the UAE's efforts and contributions regionally and globally.
5. Students' understanding of current global challenges is limited due to inconsistent opportunities for all students across grades to delve deeper into investigating global issues and linking their impact on both the international community and the UAE.

### Noteworthy:

- \* The school has a merit system in place to promote and celebrate good and respectful behavior.
- \* The school chooses a UAE-related value each month and shares it with students during assemblies.



# DOMAIN 3: CITIZENSHIP

## Overall Evaluation


WEAK 

### Elements:


#### 3.1 Belonging

ACCEPTABLE 

#### 3.2 Volunteering

WEAK 

#### 3.3 Conservation

WEAK 

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

1. The school curriculum offers some opportunities for students to develop a sense of belonging to the UAE.
2. Conservation principles are inadequately integrated into the school curriculum and practices.
3. Volunteering opportunities for students are few and don't effectively connect with the late Sheikh Zayed's principle of selflessness and its impact on the community.
4. The school lacks a coherent strategy to promote volunteering as a core value, and there are limited collaborations with external entities to provide students with meaningful volunteering experiences.
5. The school provides some opportunities for students to engage in hands-on conservation activities and projects, however, they are limited in variety and depth and don't connect to the late Sheikh Zayed's legacy of environmental stewardship.

### Noteworthy:

- \* Students in the school council, supported by the art teacher, volunteer in mentoring younger students in the art of calligraphy.

