

NATIONAL IDENTITY MARK
School Evaluation Report

Universal Philippine School

NATIONAL IDENTITY MARK EVALUATION

9347 : Universal Philippine School

School information

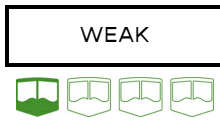


National Identity Mark Overall Rating

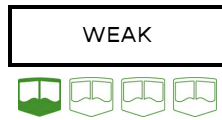


Rating per Domain:

1. Culture



2. Values



3. Citizenship



Top recommendations for improvement:

- * Ensure a comprehensive modification of the school curriculum to incorporate the elements of the UAE national identity in a well-planned and meaningful way across all grades and subjects.
- * Expand the range of collaborations with external organizations and Emirati personalities to develop students' knowledge of the achievements of the UAE and its citizens and the contributions of UAE organizations in various fields.
- * Provide opportunities for students to enhance their knowledge of the current leadership and the late Sheikh Zayed's contributions, achievements, and initiatives across different fields, both locally and globally.
- * Provide a comprehensive range of accessible learning resources to support the Arabic language and educate students about the UAE history and heritage.
- * Ensure that all students across all cycles actively engage in the daily singing of the national anthem and develop an understanding of the meaning of the national anthem lyrics and the flag colors.
- * Provide a range of internal and external opportunities to engage students in compassionate, volunteering and conservation activities.

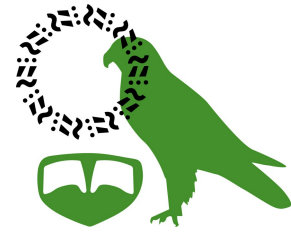


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DOMAIN 1 CULTURE

Overall Judgement

WEAK



Elements :

1.1 Arabic language

WEAK



1.2 History

WEAK



1.3 Heritage

ACCEPTABLE



1. The curriculum modification includes some attempts to incorporate the Arabic language across some grades and subjects. The curriculum modification to incorporate the UAE history and heritage is unclear and unstructured.
2. Standard Arabic is inadequately used by most Arabic medium teachers during lessons and when interacting with students.
3. The school rarely provides students with opportunities to practice the Arabic language. Students' ability to communicate in Arabic across different contexts is limited.
4. School leaders have no collaborations yet with external organizations and relevant community members to enhance students' Arabic language skills.
5. The school rarely provides students with opportunities to develop their knowledge of the UAE history and the significant figures who shaped the UAE identity.
6. Students' knowledge and understanding of the UAE history and the contributions of prominent Emirati figures to the UAE identity is limited.
7. The school occasionally provides students with opportunities that develop their understanding of the meaning of the UAE national anthem lyrics and the symbolism behind the flag colors.
8. Students across some grades demonstrate basic understanding of the meaning and significance of the UAE national anthem and the symbolism behind the colors of the UAE flag.
9. School leaders collaborate with some external organizations and relevant community members to engage students in meaningful UAE history and heritage-focused experiences.
10. There is a limited range of learning resources designed to engage and educate students about the UAE history and heritage.
11. The school occasionally provides students with opportunities that develop their understanding of the UAE heritage and traditions. Students across some cycles demonstrate basic knowledge and understanding of the UAE heritage and traditions.
12. The school environment has some displays that showcase aspects of the UAE culture, heritage, and identity, such as heritage corners.
13. The school celebrates UAE national and cultural events and involving some members of the school community.
14. Students participate in the national and cultural celebrations demonstrating basic understanding of

their significance.

Noteworthy:

- * The school morning assembly features an “Emirates News Segment” which promotes the UAE heritage and traditions among students.

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DOMAIN 2 VALUES

Overall Judgement


WEAK 

Elements :

2.1 Respect

ACCEPTABLE 

2.2 Compassion

WEAK 

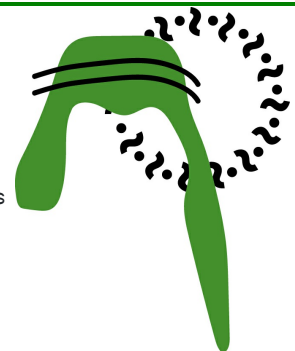
2.3 Global Understanding

WEAK 

1. The school's curriculum includes some attempts to incorporate the UAE value of respect. The curriculum modification to incorporate the UAE values of compassion and global understanding is unclear and unstructured.
2. Most students communicate respectfully with all members of the school community.
3. Most students actively participate in singing the national anthem daily.
4. Teachers and students consistently demonstrate respect for the UAE flag.
5. The school occasionally provides students with opportunities to understand the current leadership and the late Sheikh Zayed's respectful interactions, compassionate practices and global contributions.
6. Students have limited knowledge of the UAE leaders' respectful interactions, compassionate practices, and global contributions.
7. Students' engagement in compassionate practices and activities is limited.
8. School leaders have limited collaborations with external organizations to engage students in compassionate activities.
9. The school occasionally provides students with opportunities to enhance their global understanding.
10. School leaders have no collaborations yet with external organizations and relevant community members to develop students' understanding of UAE's global engagement.
11. Students exhibit limited knowledge of UAE-based organizations and their contributions toward global humanitarian causes.

Noteworthy:

- * The school celebrates United Nations Day to promote students' global awareness and their understanding of global challenges.



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DOMAIN 3 CITIZENSHIP

Overall Judgement


WEAK 

Elements :

3.1 Belonging

WEAK 

3.2 Volunteering

WEAK 

3.3 Conservation

WEAK 

1. The school curriculum includes some attempts to incorporate the significance of conservation. The curriculum modification to integrate volunteering and elements that promote students' sense of belonging to the UAE is unclear and unstructured.
2. The school occasionally engages students in opportunities that develop their understanding of their roles and responsibilities as UAE citizens.
3. Students demonstrate limited knowledge of the local and global achievements of the UAE and its citizens.
4. The school environment has limited displays that celebrate the achievements of the UAE and its citizens.
5. The school rarely provides students with opportunities that foster their civic knowledge of the significance and impact of volunteering. Students' understanding of volunteering and the impact of UAE organizations on global humanitarian causes is limited.
6. School leaders have no collaborations yet with external organizations to provide students with volunteering and conservation opportunities.
7. The school rarely provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's humanitarian work and conservation through lessons and videos.
8. The school occasionally provides students with opportunities to develop their understanding of conservation and its impact on the environment.
9. Students' understanding of UAE organizations efforts towards conservation is limited.

Noteworthy:

- * The school promotes recycling by placing recycling bins around the school and adopting a sorting system.

