Student performance in the UAE has slightly declined in all three subjects

- Student performance in the UAE is above the MENA average, but roughly 2 years of schooling¹ below the OECD average.
- For all three subjects, more than 40 percent of the student population does not meet the basic proficiency level, which places them at risk of exclusion.

What may be driving student performance?

- Socioeconomic background: There are differences equivalent to 2 years of schooling between the performance of students at the top and low income quintiles.
- School type and location: The performance of students in private schools is 2.5 years of schooling ahead of their public school counterparts', while differences equivalent to 2 years of schooling exist between students in urban and rural schools.
- Gender Gap: Girls outperform boys in Science and Reading, with a gap equivalent to roughly 1.5 years of schooling in the latter subject.
- School & Classroom: Students in the top quintile of the Sense of Belonging Index² are around 1.5 years of schooling ahead of those in the bottom quintile. Closely related is the Disciplinary Climate Index², for which the difference in performance between the top and bottom quintiles is one year of schooling.
- Teachers: Teacher-Directed Instruction² is associated with better student performance (46 points difference in Science scores between the top and bottom quintiles in this Index).

¹ 30 points in PISA scale = 1 year of schooling
Note: Unless specified, student performance in the Takeaways Section refers to Science scores.
UNITED ARAB EMIRATES
PISA 2015

STUDENT PERFORMANCE

EQUITY PROFILE

SCHOOL PROFILE & PRESCHOOL

SCHOOL, CLASSROOM & TEACHER

Note: 2009 PISA scores pertain to Dubai. Functionally illiterate and innumerate students are those who do not meet the basic proficiency levels.

ESCS: Economic, Social and Cultural Status

2 Key to Indices:
Disciplinary Climate: Index measures the extent of classroom disruptions due to noise, disorder and other factors. Teacher Directed Instruction: Index measures the quality of instruction including how often the teacher explains scientific ideas, demonstrates ideas, discusses students’ questions, and promotes classroom discussions. Sense of Belonging: Index measures the extent to which students feel they belong to their school, make friends easily at school, etc. All indices are constructed using student responses. Top and Bottom 20% indicate percentiles in the corresponding indices.
**UNIVERSITY OF THE UNITED ARAB EMIRATES**

**PISA 2015**

**PISA PERFORMANCE & GDP PER CAPITA**

![Graph showing PISA performance and GDP per capita for various countries.](image)

**WB EDUCATION ENGAGEMENT**

**ANALYTICAL:**
- K-12 Education Expenditure TA: The Report was delivered to the government in December 2015.
- MFM: Education sector selected as pilot for the application of performance-based financing.

**SABER³:**
- SABER-Student Assessment (2013)

³ Systems Approach for Better Education Results

**ABOUT PISA**

**PISA: Program for International Student Assessment**

PISA is the OECD’s benchmarking tool to assess achievement and application of key knowledge and skills of 15 year-olds. PISA tests proficiency in mathematics, reading, science, and problem-solving. It was launched in 2000 and is conducted every three years, with a focus on one of the subjects in each round. In 2015, the focus is on Science. The test was taken by representative samples from 72 countries, including nearly 540,000 students. Six MENA countries participated in this PISA round: Algeria, Jordan, Lebanon, Qatar, Tunisia and the United Arab Emirates.

**Note:** In 2015, the OECD introduced several improvements to the design, administration, and scaling of PISA. For the most part, these changes did not affect the comparability of the 2015 results with those for previous assessments. For further information and implications for analyses of PISA data, please consult the PISA 2015 international report. **Source:** OECD, 2016. PISA 2015 Results (Volume 1): Excellence and Equity in Education. Paris: OECD.