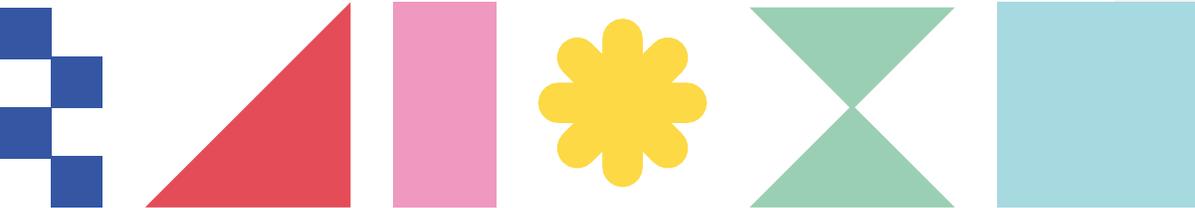


THE FINAL REPORT FROM BWG TEAM 3A



RECOMMENDATIONS FOR PROTECTING AND NURTURING
THE EMOTIONAL WELL-BEING OF CHILDREN AGED 0-8 IN
ABU DHABI AND BEYOND





هيئة أبوظبي للطفولة المبكرة
Abu Dhabi Early Childhood Authority

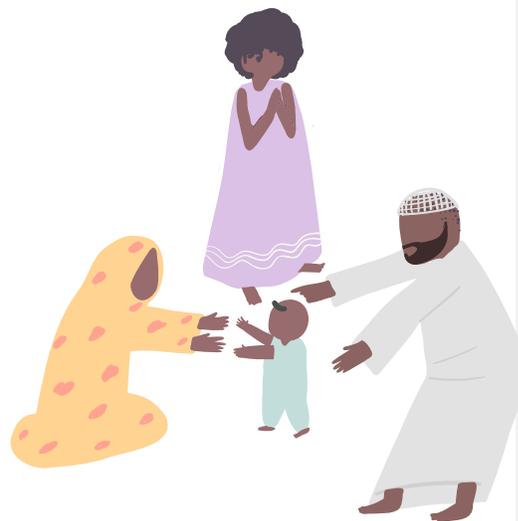
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Introduction

Investments in children's emotional well-being in early years have positive long term economic and social development impacts that extend throughout the life course and into the next generation.

Under the child-centered guiding principles of the UN Convention on the Rights of the Child, all children have the right to inclusive, timely, promotive, equitable, and participatory health, education, and social care. There are several determinants of a child's well-being that affect their right to grow and develop to his/her full potential. These determinants may be environmental, social, or encompassed in laws, policies, and services, and can be best addressed by considering interventions that affect the child, families, and communities. Rigorous and representative evidence-based initiatives are key to developing progressive policy and program reforms.



SECTION 1



Defining the vision of the BWG

Team 3A¹ came together with the collective purpose of exploring children's emotional wellbeing in Abu Dhabi, and the grander vision of making the world a place in which children can flourish. We began our facilitated sessions defining the child, emotional wellbeing, and the stakeholders within a child's life. We focused on maintaining the best interests of the child consistent with the UN Convention on the Rights of the Child. Realizing our discussion was consistent with Bronfenbrenner's socio-ecological model² we began including the stakeholders throughout the system which reflected the child's world.

Beginning at the most distal layer, the system (the world around me) and policy (rules and laws that keep me safe), we began our first interviews with experts in Abu Dhabi. We spoke with systems representatives to provide a broad overview of the conditions of the health and social system and policies affecting children within the society. The semi-structured interviews were informative and reflective, we learnt about children, families, the system and culture within the UAE.

We heard from the migrant professionals, a desire for equality and equity for all children regardless of their nationality, gender, or socio-economic status, particularly in regard to education and health services. From the emirati, we heard a desire for children to have a different experience than they as adults had experienced themselves. They wanted children to be free to be and express themselves, free of social pressures such as gender expectations and constraints, to be able to make choices in line with their needs and wants. To feel love and to be loved.

This was the beginning of our vision: A world filled with love and emotional wellbeing *or* Creating a world where ALL children feel loved, trusted, seen, heard, understood, and supported in all aspects and areas of their lives.

¹ Team 3A is comprised of Dominic Richardson (Team Lead) and Breakthrough Working Group (BWG) members Nikki Martyn, Justin Thomas, Tamsin Greulich-Smith and Naser Al Riyami and are supported by Aditi Nigam (Technical Consultant) and Ernst Houdkamp (Facilitator).

² The Bronfenbrenner socio-ecological model places the child at its center and considers the various environments, or ecological systems, that influence and/or impact their development. With the child at the center, the model considers four outlying concentric circles, beginning with the immediate environment of the child, the child's connections, the indirect environment, the social and cultural values, and finally, the changes over time that affect the child.

SECTION 2



Developing a conceptual frame for achieving child rights systemwide

The emotional well-being of all children united our focus. Through the coherent conceptual framework, the team was positioned to understand the system and the full range of policies, services, and resources available to children and families as well as how these interacted and worked to achieve emotional well-being in early childhood. Once these factors were mapped, stakeholders could then be aligned to the framework to inform the practical steps related to interview selections and content.

We explored children’s rights to conceptualize the information and experiences we encountered during the interviews. We initially focused on the right to rest and play, the right to contact families across countries, the right to be healthy, the right to be safe, and the right to education. These rights of the child developed into petals of the conceptual framework, Being Healthy, Playing and Learning, Staying Safe and Living Well. We conceptually expanded the socio-ecological model to its limits and then refined it for the purposes of our remit (Figure 1): prioritizing children to be at the center of everything. Creating an opportunity to see the world through the child’s eyes. We modified the stratum of the rainbow to share the child’s voice, putting children in the center of a community of stakeholders working to ensure children’s emotional wellbeing.



Figure 1: The evolution of the conceptual framework for understanding and promoting children’s emotional

The interviews with system experts helped refine the conceptual frame, and through a process of operationalizing the interview data, highlighted gaps in knowledge and areas for further discovery. To operationalize the conceptual frame, the findings of the initial round of interviews were mapped to the conceptual framework and used to identify gaps and opportunities for further research.

The Emotionally Healthy Child

What is emotional well-being? As well as defining emotional well-being through objective outcomes for children (being healthy, playing and learning, staying safe, living well) – which comes out of the conceptual frame, and in the playframe – the team tried to define experiences of emotional well-being from the child's perspective.



"I am emotionally well when I feel safe and secure, when I can trust in my environment and feel loved for who I am".

"I am emotionally well when I can express myself and my feelings through play and creativity. Through the use of my imagination and inquiry I can feel safe to explore, discover, observe, listen, reflect and find new ways of seeing and experiencing my world."

"I am emotionally well when I feel seen, heard and understood for my unique self and this helps me learn and understand how other people perceive the world. It allows me to see myself in relation to them and feel with them, through the development of empathy I can feel with others and see their unique views and perspectives which allows me to feel safe in the world".

"I am emotionally well when I can feel calm and relaxed, when I can trust my environment and the people who love me to be consistent, to communicate openly and I can quiet my mind, feelings and internal voice, to know everything is reliable and predicable and safe in my world".

"I am emotionally well when I can take safe risks and try something new, when I feel vulnerable and when I fail, confident that the love and support is there to catch me when I fall".

"I am emotionally well when I can regulate my emotions, when I can stop myself from hitting or throwing when I am angry and calm myself down to feel in control of my feelings, actions and body".

"I am emotionally well when I can bounce back from challenges or adversities, when I can feel a sense of control of myself and my world and can rely on people to be available to support me and help me make sense of my experiences".

"I am emotionally well when I can adapt, respond, learn and deal with change and uncertainty. When I feel safe to adapt my feelings and behaviour I feel comfortable in my environment, I feel confident and assured of myself and my abilities which helps me to see, focus and experience the joys of life, not fearing the unknown and uncertainty allows me to enjoy what comes and embody what I sense and experience, to be part of something larger than myself and to flow with life".



"I am emotionally well when I can love myself and others. When I can offer and share kindness, care, compassion, and gratitude to both myself when I make mistakes and to other people I engage with. When I have love and care, to offer and share, I feel an abundance of love and am able to give it to the world. I can feel and share this abundance through all my safe, secure, trusting relationships with the people I love, when my internal and external world feels safe and secure, I feel great and emotionally well and can confidently deal with all aspects and areas of my life".

These statements of emotional well-being underpin the understanding of how emotional well-being is embodied, and what the actions of being healthy, playing and learning, staying safe, and living well achieve at the child's personal level.



SECTION 3



The story of contextual learning with system experts

Our first task as a team was to listen and speak with system experts, academics, researchers, government employees and policy makers (Annex 1 Table 1). Our experiences with them were a pleasure, thoughtful and open, this made our time learning about the culture and system of the UAE authentic and genuine, allowing us the unique opportunity to experience the people and their lives while at a regretful distance (Annex 1 Table 2).

We color-coded and documented all the interviews in the form of quotes, comments, paraphrasing and reflections and then mapped the interview data into the areas of the conceptual frame in a 5 x 7 study matrix, which reflects the child and the world around them (me/ child, what I do/ activity, my family and friends/ relationships, safe space and things I need/ resources, who helps me/network, rules and laws that keep me safe/ policy, the world around me/ society) and the outcomes (being healthy/ right to health, Playing and Learning/ right to education, play, Staying Safe/ right to safety and protection, and Living Well/ safe living standards, and general well-being) determined to be central to achieving and sustaining emotional well-being of all children (Figure 2).



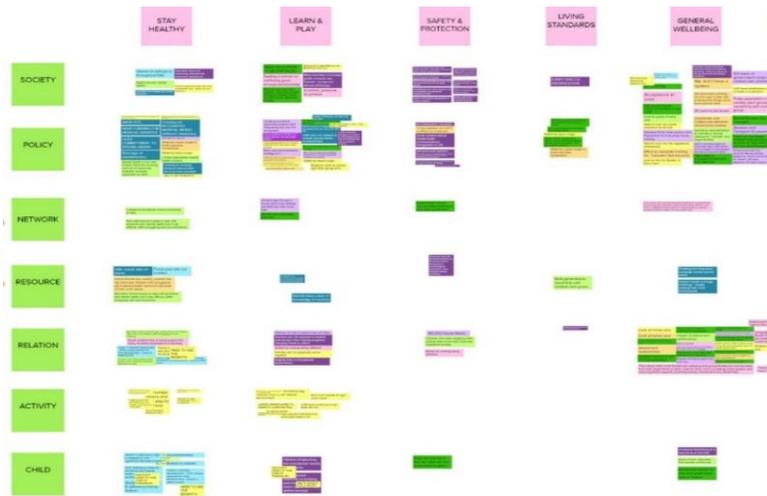


Figure 2: A snapshot of the first categorization of interview findings in the study matrix (Mural Sprint 3)

This exercise provided the team with an overview of recurring concerns expressed by the system-level experts and identified areas for further review - such as evidence gaps. After interviewee comments were collated, they were coded and organized by recurring themes into the applicable cells of the study matrix (Annex 1 Table 3).

SECTION 4



Understanding the evidence so far, and planning the next steps

We had originally planned to continue our interviews throughout the stratum of the systematic conceptual frame with focus groups and interviews, ending with listening to children's voices within the UAE. We encountered a crossroads, with restrictions placed on time and heading into the summer in which the UAE slowed down, schools were closed, and the University ethics board was not in session, as well as practical issues which affected our team, this provided us the opportunity to step back and reflect on our process and what we aimed to achieve. During the interviews, many interesting, inspiring, and challenging facts and experiences which affected children's emotional wellbeing within the UAE were shared. To confirm these were issues affecting children in the UAE we were required to validate the interviews. The team decided to conduct a narrative literature review of children's emotional wellbeing throughout the stratum and petals of the systematic conceptual frame, through the perspective of the child. Within the team there were differing thoughts and ideas on how to achieve this, which provided us an incredible opportunity of grappling with the use of the systematic conceptual frame to determine its function and purpose. There were possibilities to explore the literature, however the team initially struggled with building the Boolean search terms from selected key-words, and thus the implementation of the literature review, which allowed for some interesting learnings through trial and error (Annex 1 Table 4 for original key-words and phrases).

Eventually, the Boolean search terms were completed for each petal and stratum of the rainbow (Annex 1 Table 5). This was a large undertaking, but we could be certain that the emotional well-being of the child's whole world, through being healthy, playing and learning, staying safe and living well would be explored and represented within the literature review.

The opportunity to explore the systematic conceptual frame through trial and error allowed us to imagine new possibilities for its use. Exploring the idea of using the framework to support policy development from the child's perspective globally, we asked the other BWG team leads how they could imagine its use; this appeared to be difficult to conceptualize but we could see a spark. Exploring further into the rainbow we tried to imagine innovative possibilities for its applied use, affecting children's emotional wellbeing through connecting stakeholders and providing a shared space for information and learning as a community – early feedback from systems experts included a need for connecting people with the services and policies available in Abu Dhabi, or in other words to address issues with the take-up of available family services. We conceptualized what became known as Achieving the Rights of the Child Systemwide (ARCS) playframe as a digital resource for all stakeholders within the system to use for their unique purpose of supporting children and their emotional well-being. This interesting crisis point within our process offered us the great opportunity to learn, grow and expand in ways we had not previously imagined. We now had two paths which were running concurrently, one was the conceptualization of the



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ARCS playframe and the other was the desk review from which the recommendations would emerge. During the process it became apparent that the ARCS playframe would become the 'recommendation machine' for future global policy initiatives and applying the ARCS playframe in our literature review would provide the first 'proof of principle' and first recommendations.

SECTION 5



Developing first recommendations: A narrative literature review

Exploring and validating the expert interviews through the systematic conceptual frame, involved trial and error. This process, we later realized, provided an important opportunity to reflect on the use and purpose of the systematic conceptual framework we called ARCS playframe. As noted above, we struggled to develop the Boolean search terms, it was initially difficult to see how we could incorporate the whole rainbow and petals into the search terms to reflect the emotional well-being for the whole child and system. We initially made it much more complicated than required and created a matrix of all terms we could use within the searches, the error was we became too granular, as we dove into each level of the rainbow and imagined the world from the perspective of the child, we developed terms based on the child's experience, such as emotions. We then attempted to use some of the selected terms to conduct a Boolean search and experimented with it on the staying safe petal, with limited success (Annex 1 Table 6). This comprehensive list of search terms might be used within the ARCS playframe to support searches for policy makers and professionals.

Realizing the terms selected were too narrow for our purpose, we were required to make the Boolean search more general and inclusive of the area such as "safe" or "play", we worked strategically to reduce the number of articles to approximately 100 for each stratum and petal, totaling approximately 2,800. We recruited three research assistants from a university to help organize the literature and developed a process based on the UNICEF model of a systematic desk review.

Developing a spreadsheet with the titles and abstracts for all articles in each of the four petals, the initial step of rejecting and accepting articles was completed. The research assistants moved the accepted literature to another spreadsheet in which the intent was that the BWG discipline expert would complete a more thorough review of the literature, unfortunately, given the pressure of time, and with a coinciding attempt to report our progress for demo day, it was decided the research assistants under the supervision of a BWG subject expert sort the information from the abstract, continuing to follow the UNICEF model for a desk review. The information was sorted into the following sections: Title, what, where, sample, method, outcome/results/ accept, reject and notes. As this process evolved in tandem with the ARCS playframe it became apparent that these spreadsheets could be used within the playframe for policy makers to access the literature to inform their practice, at which time we expanded the fields to include references and the links to the articles.

The BWG discipline experts were each assigned a petal to review the articles, reflect on how the literature is relevant within the expert interviews and the UAE context and write evidence-based emotional well-being recommendations for all levels of the socio-ecological system within Abu Dhabi (presented in Section 8).

SECTION 6



Developing a tool for future recommendations and practice: the ARCS playframe

The BWG experts discussed possibilities for using the conceptual framework as a tool. As a trial they played with an idea of using AI for children's emotional well-being as the topic was outside their immediate work and allowing them to attempt exploring a solution. We used the framework as a model but were too rigid in our initial approach attempting to develop steps to complete to find solutions and or to use the conceptual framework. This was yet another moment of frustration for the team, we could see and feel there was something exciting, but it felt unattainable and required some creative and strategic thinking. We allowed for the flow of ideas and something beautiful evolved, we conceptualized the conceptual framework as a digital resource or an app, allowing the person in the child's life to jump into the rainbow and find the information they required. Initially we were imagining information and resources for parents and games for the children. The ideas quickly evolved to included community resources, allowing children to explore their world safely on their own, families to find activities and events to spend time together, and policy makers to have resources to help create a world where children are prioritized

6.1 Designing the ARCS Playframe with empathy

The team recognized that, in order to better understand how people could engage with the framework in practical, relevant, and meaningful ways, the engagement platform would benefit from a human-centered design approach. This would include the key phases of design thinking: empathy-based research, to unlock insights from stakeholder perspectives; defining a better understanding of the challenge and desired outcomes; divergent idea generation to open up new and innovative possibilities; idea synthesis to narrow down on priority concepts that resonate most with stakeholders and align most closely with desired outcomes; prototyping, by building mock-ups of idea concepts; and user testing to validate ideas and iterate based on feedback. Through the series of ideation sprints facilitated by team 3A, this range of design principles was undertaken, enabling the resulting solution to have been designed for impact and sustained adoption.

To catalyze this process the team underwent two internal ideation sprints to help guide our areas of focus and crystalize our shared vision. We also invited members of the WED movement to participate in one of these to ensure the product had considered their needs and aspirations. For these initial team ideation sprints, the main objective was to explore how the emotional wellbeing framework for early years development might be used in practice by professionals. Hence, we ideated around the following design challenge: **How might we enable policy makers to easily navigate and engage with the framework?**

The ideation sprints aimed to integrate empathy into the design process and began by unpacking the emotional aspects associated with policy making for children: how it feels to develop policies for early years children, and common frustrations relating to existing approaches and frameworks.

Key themes emerged, when considering how we would like people to feel when using ARCS playframe:

- **Creating content that touches the heart:** Heart-warming stories/ quotes; Poetry; Connection; Relatable; Resonates with universal experiences and hopes; It's about us!; and Acceptance.
- **A credible trusted resource:** A sense of being informed; Best practical evidence; and, Building blocks / guidance.
- **Intuitive & Accessible:** Well-articulated; Jargon-free; and, Uncluttered.
- **Inspires Action:** Challenged; Empowered; Ready to act; Inspiration; and, Sparks self-reflection.
- **Fun:** A sense of exploration; Play; Energizing; and Engaging.

There was a strong sense that, a child centric approach was important in developing relevant policies for children and to support this aspiration, integrating childlike concepts and experiences into the framework would be beneficial.

Key themes emerged through the conceptualization of the ideal use and value of the ARCS playframe by policymakers during the two ideation sprint sessions. The first was on the use of the ARCS playframe was considered as an experience in itself. The second explored its potential value was deemed to arise almost as much from the engagement with it as the content contained within.

These key themes identified as resonating most strongly with the team became **founding principles for the prototype development of the framework** (based on synthesis and voting preferences expressed during the ideation sprint sessions) were as follows – the ARCS playframe should: be child-centric; touch the heart; be interactive and personalized; be playful and stimulate exploration; be interconnected; role model wellbeing; be a trusted and credible resource; be inspiring and empowering; be intuitive and accessible (foolproof); be practical; and be collaborative and evolving.

The team adopted these as their guiding principles for the prototype development and used them to underpin engagement with other groups of stakeholders through the six additional ideation sprints. The external facing ideation sprints aimed to bring a more diverse lens to the design process, to challenge assumptions, stimulate greater innovation, and strengthen user research inputs by exploring the perspectives, needs, and aspirations of different audiences in the world of young children. The ideation sprints were held with:

1. UAE mothers (Emirati and international)
2. UAE psychology graduates (all Emirati)
3. International design community and early years practitioners (participants from Singapore, Australia, UK)
4. International early years educators (participants from Canada)
5. International design and policy making community (participants from Singapore, Canada, Dubai)
6. BWG teams (team leads and other representatives from teams 1, 2, and 3B)

A wide range of ideas and priorities emerged from these diverse ideation sprints, which allowed the team to develop their prototype concept further. Whilst it seemed apparent that an interactive digital platform might be the best format for the development of the systematic conceptual frame.

Following the ideation sprints, the team iterated their designs for the systematic conceptual frame and developed the concept of the Playframe: a structure containing everything required to guide and support the emotional well-being of young children. Designed to be engaging and fun while credible and evidence-based (even for policy makers, which they indicated was highly desirable, innovative, and disruptive!). The image of a child's playframe, credibly engineered and designed for safe, carefree enjoyment became known as ARCS playframe, exemplified through the rainbow and love of the systematic conceptual frame, representing the strength and power of an arch, and born from an acronym that represents a fundamental aspiration of our teams vision: Achieving the Rights of the Child Systemwide.

The ideation sprints generated a large volume of ideas, which were synthesised into themes. Certain key patterns emerged across several ideation sprints, and unexpected insights born from stakeholders' experiences provided new possibilities to evolve for the ARCS Playframe, to make it more impactful and to strengthen its value proposition across its different audiences. Some of the key actionable themes and activities include:

- **Conscious Engagement**, in the form of: Story time; Daily shared reflections, at home and in school; Parents developing interest in child's passions; Using technology thoughtfully; and, Conversations about feelings.
- **Safety**, including: Strategies for tackling bullying in home, school and play; Shielding children from unhealthy family relationships; Protecting children from abuse at home and in public spaces; Feeling safe to be different – not judged or excluded; and, Providing guidance on positive discipline.
- **Role Modeling and Wellbeing for adults**, through: Guiding adults on how to behave; Supporting adults (parents & teachers) to care for themselves; Building empathy; and Supporting parents in taking a shared role in parenting.
- **Building Confidence and Creativity**, by: Fostering curiosity; Play time and classroom time in nature; Building resilience through play; and, Allowing children to get dirty and experience a sense of freedom.
- **Meaningful Family Time**, achieved by: Doing things together, as parent & child or family; and, Online & Offline activities & games accessible through ARCS Playframe.
- **Empowerment of children and families** by: Allowing children to design curriculum, routines, play spaces; Creating environments that foster independence & problem solving; and, Tackling power imbalances in families positively.

The resulting concept for the ARCS Playframe comprises an Artificial Intelligence powered digital platform. This is designed to be used by anyone in the life of a child, from professional to parent, including the child themselves. There would be one gateway to the platform, and visitor log-in to ensure that different users access the relevant components of the playframe. The vision is to create a fun and playful format for all users, with a child chat bot on hand to help visitors navigate and find the most relevant resources for their needs, as well as a personalised treasure map and treasure chest for each visitor. This will enable them to find the resources they required and save it for future use, in a fun but useful way. Other key features of the final solution include:

- Database of peer reviewed literature relating to emotional wellbeing for early years children, according to the matrix underpinning the ARCS Playframe
- Pre-developed academic search terms to assist researchers, policy makers and other professionals in narrowing down their literature reviews
- Non-academic literature on emotional well-being for early years children from credible professional publications and sources
- A glossary of child-centric terms and appropriate terminologies to guide language used in child-centric policies or guidance
- Tried-and-tested materials, classroom activities, and community forums to support early years educators in creating formal and informal learning experiences that enhance emotional wellbeing.
- A crowdsourcing function that enables registered early years professionals to upload content that might be of relevance to others. This would be reviewed by the ARCS team prior to uploading the content, to ensure quality control, but would enable content to remain fresh and innovative, bridging the gap between the academic and applied research.
- Guidance, activities and peer support for parents, families and domestic caregivers seeking to create environments and experiences at home that support the emotional wellbeing of their children
- Child-safe Artificial Intelligence in a dedicated space of the platform for children, in which the child chatbot can guide the child in trusted online games and activities, with a nudge towards playing offscreen by providing prompts for physical play, story time with family, or exploration relating to themes being engaged with online.
- Connecting the online ARCS experience with offline engagement, through send-home kits designed to promote attunement and family-time. This might take the form of one-off kits, or a subscription to a monthly kit, each one providing materials and ideas that support emotional wellbeing in families.
- Connection to physical spaces, with ARCS Playframe workshops, community events, and training classes available in local towns, for example through community centres with dedicated early years professionals delivering face-to-face engagements. These physical experiences could take the form of occasional pop-up events or be integrated into existing early years facilities.

SECTION 7



Vision, context, audience, implementation, impact and evidence of ARCS

7.1 The Vision and Objectives of ARCS: Achieving the Rights of the Child Systemwide

The ARCS playframe is designed to provide a child-centered lens for anyone seeking to create environments, experiences, policies and solutions that will foster the emotional well-being of children from 0-8 years old.

Designed with the child at heart, ARCS enables **children** to interact and engage in games and resources to support their emotional wellbeing. Fostering curiosity and exploration, it supports the child's learning of important and fun skills such as understanding and sharing feelings, calming down when upset, thinking about what other people could be thinking, feeling or experiencing, and of course having fun, investigating, imagining and playing.

Through the ARCS playframe **parents** can explore and find information and resources to guide them in supporting their children's emotional wellbeing and understanding how their own feelings are affecting their relationships with their children. Building and supporting love, a strong emotional attachment and trust between a parent and child lasts a lifetime and feels great too. With information on children's emotional development, parenting, and tips, songs, stories and activities to support children and family's wellbeing, there is sure to be more loving, playful fun in your home, family and life.

The wider Abu Dhabi **community** can support their children and families through engaging in the ARCS playframe to connect, share family friendly events, ideas, activities and resources. It can show children and families how to find wonderful parks and natural play spaces and the city's hidden gems such as the quiet spaces close by when someone needs a break.

Professionals working with children from educators to doctors, can use ARCS to find evidence-based information and resources to help support your children and family.

Policy makers can use the ARCS playframe to make sure children are put first when thinking about the world they are creating, such as, how all the rules and laws in the city affect children and their emotional well-being. They will have access to evidence-based information, research and resources to help them make the best decisions possible for everyone. A society which puts children's needs, rights and well-being at the forefront of all they do will create a strong, healthy, safe environment for the future and well-being for the whole society.

The audience for the ARCS playframe is the users of the playframe. This is everyone working with and for the betterment of the emotional well-being of children aged 0-8, as well as children themselves.

7.2 Where ARCS fits in the WED movement, and foreseen impact

This output has the potential to act as a key element in the WED movement, both in terms of its function – addressing implementation gaps, and bringing the community of practitioners, parents and children together - as well as provide the intellectual leadership for WED through a generalizable and transferable tool for promoting evidence building and practical solution to the protection and nurture of emotional well-being at a glocal level.

The ARCS playframe is designed to act as a hub to answer all questions raised by key stakeholders, and not be constrained to a specific question – it encapsulates the world of the children and those working within it. It meets an express need in Abu Dhabi for supporting increased family engagements with public services, encouraging cross-sectoral sharing of good practice, and bidirectional leadership in this field. At present no such information hub, or online community, for this purpose or focus exists.

The intention is for the ARCS playframe to be a long-term solution – with short-term returns. The adaptability of the playframe, and its purpose of collecting more up to date information as it becomes available will allow for constant learning and updating or recommendation for policy and practice throughout its use. The impacts of this model, which speaks to all stakeholders in emotional child well-being and regularly updated with the best available evidence for policy and practice, means its impact can not only be far-reaching but continuous and up-to-date.

The expertise, both for the software and for the curation of the ARCS playframe, is readily available through existing WED networks, including technical know-how with Intellias, and content partners, such as UNICEF, Universities, and other academic partners.

7.3 Implementation Resources and Partners

Team 3A is recommending that the ARCS playframe is developed as a glocal resource. We envision ARCS playframe being utilized glocally by policy makers in governments throughout the world putting children at the center of policies and laws to think about the impact on our most vulnerable population. When a society puts children, their rights and well-being at the center of all they do it creates a strong, healthy and safe environment for the future and well-being of the whole society. We also recommend that the ARCS playframe we used locally, to be adapted to the unique and individual local communities to meet the diverse and inclusive needs of children, families and communities in unique communities, cultures and societies globally.

In terms of resources the team expects the ARCS playframe to require 2 or 3 full-time curators in the first year, along with the costs of setting up the online platform (application and /or website). Altogether, these costs could amount to 500 thousand USD in the first year, with costs in subsequent years covering staffing and software support only (circa 300 thousand USD). Funds can be generated through future cost saving in public policy efficiencies, in the UAE or Abu Dhabi, or a proposal can be developed to raise funds through partnerships with foundations or international organizations.

Team 3A is recommending ARCS playframe be utilized by both the WED / ECA and UNICEF, it is believed that having the support of UNICEF will provide the reputation and global reach required to make a greater impact more efficiently. moreover, UNICEF can offer support in the initial start-up of the ARCS Playframe and provide technical expertise for curating content.

7.4 Scientific-based Evidence backing the Output:

The team are completing a working paper including all the evidence derived from the narrative literature review. This will be available for review in early 2022. The full matrix of studies reviewed, with links, is available, and attached.



SECTION 8



Our Recommendations

Our narrative literature review, using the ARCS Playframe as an analytical framework, uncovered approximately 2800 studies which were systematically quality-checked and reviewed. Findings were organized by each stratum of the ARCS playframe, and under each key outcome important for children's emotional well-being and development. Once categorized the team searched for coordinated and complementary recommendations to action. Acknowledging the 10 key principles for implementation, developed across the working groups, the 5 policy recommendations for priority action are reported below:

- **The world around me:** Birth registration should be universal and simplified to all children born within the territory. School registration should be regulated in all settings for all children regardless of their membership within a group, their age, demographic information, or where they are located within the UAE. Recent legal amendments in Abu Dhabi create different tracks for the registration of a birth depending on marital status and citizenship. It is in line with the universal principles of the rights of the child to have simplified processes for all parents, it is beneficial for the state to incentivise timely registration for management of social welfare. Any disincentives to timely birth registration is a risk to achieving the emotional well-being of all children. School registration is required to ensure the child has an opportunity to explore, learn, play, and engage with people outside their home. Providing the opportunity for teachers and educators to see and experience every child, providing support, services and assistance where required. School registration needs to be mandatory and monitored for all children living in the UAE.
- **Rules and laws that keep me safe:** Universal, gender-equitable, paid parental leave – of at least 6 months to 12 months – should be available to families with newborns, from just prior to birth. Parental leave supports infant development and attachment for both parents as well as increased pediatric visits, timely immunizations and allows for breastfeeding for a longer duration. Evidence also shows that parental leave is supportive of mental health of mothers and children, mothers experience less post-partum depression and intimate partner violence. Gender equitable leave is necessary for father's attachment and involvement with the family and home production, as well as ensuring women's equitable engagement with the labour market. In each case, promoting improvement in these social phenomena are policy goals within the UAE context, and policymakers can build on existing leave privileges, as all children and their parents deserve the best start to their lives.

- **Who helps me:** Prioritise the professionalization of Early Childhood Education services, establishing key infrastructure for regulation and accountability, including a registration and regulatory body, standard professional and ethical requirements, and specific training for direct engagement with pregnant mothers, families, and children in early childhood. These systems promote universal standards in early learning and care, adaptability to family context, trusted and accountable professionals who have access to continuous professional development and learning. In the UAE ongoing efforts to achieve this professionalization can be further enhanced with a greater focus on quality care, universalist approaches, and effective outreach to key workers to ensure implementation of new programmes and initiatives with fidelity.
- **Safe spaces and things I need:** Prioritise the development of natural green playgrounds and the creation of child and family friendly indoor public parks (indoors and or outdoors). These natural spaces will allow children to engage in more vigorous active play and support their mental health and emotional wellbeing. Support loving family time together, exploration and discovery, play and imagination, and children and parents mental and emotional health and well-being. Within the UAE natural play and family spaces are limited due to the climate and natural environmental conditions. Having spaces to engage in different kinds of play and exploration with the physical and mental health benefits of the natural environment benefit all of the key goals necessary for nurturing the emotional well-being of children.
- **My family and friends:** Provide all families raising children with attachment-based prevention and early intervention programs and services such as Nurse Family Home Partnerships and or parenting programs, from the pre-natal period onwards. These policies promote caregiver attachment, responsiveness, engagement, through reading, play, songs, connection, tailored care, and love, and help the child through strengthening the bond in the parent child dyad, and empowering parents as agents for the child in their community and services available to them. By prioritizing parenting and early intervention programmes, Abu Dhabi will be supporting the emotional well-being, infant health, and mental health of all children – amongst many more outcomes – through loving, trusting, safe, and secure primary relationships, the foundation of a healthy life. These are particularly effective programmes for vulnerable families.
- **What I do:** Prioritise actions that maximise opportunities for unstructured play, physical play and movement in early learning centres, schools, and homes. Evidence shows group play is group learning, in which challenges, variety and social interactions encourage joint attention, attuned fun, and aid in the development of empathy, internal locus of control, executive functioning skills, perseverance, determination, decision making, self-esteem and self-confidence. Children within the UAE can benefit from increased opportunities for play, movement, activity and social engagement as their natural physical environment limits their time outside to freely engage in play and physical activity.

ANNEX 1: SUPPORTING TABLES

Table 1: Categorization of Tier 1 Interviewees

#	Category/Focus Area	Job Function
1	Early childhood education	Academia
2	Pediatric nursing	Academia
3	Early childhood development, environmental impacts on children	Government
4	Mental health of young children, cultural changes in UAE from opening of economy and internal migration patterns	Government
5	Systems overview of ECA, maternity leave, child protection	Government
6	Society, culture, school system and bullying	Government
7	Child protection/children of determination	Government
8	Child protection/children of determination	Government
9	Children of determination, early intervention and prevention and clinical services	Government
10	Education, bullying, policy, government, child protection, professionalization, medical system	Government
11	Early childhood nutrition	Academia
12	Early childhood physical development and education	Academia
13	Environmental impacts on children, urban cities	Non-profit

Table 2: Select quotes from Tier 1 interviewees

<p><i>“As the country develops, we have to focus more on the nuclear family than the extended family and see how that shapes the lives of the mothers and the lives of the kids... I think a happy mother is a happy kid.”</i></p>
<p><i>“I think the idea of having different nationalities in one classroom or in one space, that is really important to teach students tolerance and empathy.”</i></p>
<p><i>“More acceptance of the child. All that we want is to be loved as kids...Every child is gifted differently and we have to be aware of that. That's a very important and crucial thing.”</i></p>
<p><i>“I always wondered how that would impact them [the children] - looking at their mother from one race and their father from another and their community not being ready to accept them.”</i></p>
<p><i>“The only kind of public education and care for early childhood is in the federal nurseries. This is from a decree in 2006 that there should be early childhood education and care for people working in federal institutions. All of the early childhood provision is available privately - its either in-home care as given by nannies for which there is no training or it's given by nurseries which are paid-for services.”</i></p>
<p><i>“We cannot leave the care for children to the parents only - they need to be supported, they need to be educated. Even in terms of legislation, the country is well-doing but if you look at the maternity leave for the woman to stay with her child in this very important period after delivery to bond and attach and watch her child growing - if the mother is working, its only one or two month. [It is less] compared to less rich countries who might have six months of time to bond and attach and stay with their children. Parents and fathers have absolutely no presence in terms of the whole picture. You will find parents leaving the home after the delivery and staying outside so that they are not disturbed by the crying baby.”</i></p>
<p><i>“Child protection has been a really really difficult topic to broach as it is in any country where it is initiated and so I would say we're about 30 years behind on that as well as on other topics, like children with special needs.”</i></p>

Table 3: Categories and counts of interviewee comments in Tier 1 interviews, organized into the study matrix (first draft)

	Stay healthy	Learn and play	Safety & protection	Living standards
Society/ the world around me	Coordination and collaboration between Government Systems/society			
	Medical Coverage for all children (4); Medical Services for all children (4); Family Systems and Supports (1); Adequate Nutrition (1).	Equal Education for all kids at all levels (13); Support the Emotional Development and Well-being of all children (13); Quality Early Care (10); Learning through Play and Movement (10); Increase Play and Imagination (9); Pre-service training for teachers and ECE's (8); School Registration System for all children (6); Early Care and School Subsidy for all children (5); Increase Family Activity and Play (2); Play Outside in Nature (5).	Duty to Report for Professionals (9); Implement Abuse Laws (8); Senior Leadership Support required (6); Parenting and Discipline (8); Islamic Laws (6); Social Care for all children (4); Bullying in schools (3); Sexual abuse images of children (2); House Help (2).	Rapid Societal Change (14); Every Child is Provided For (10); Gender Equity and Equality (6); Increase Social Supports (5); Increased Security for Migrant Workers (4); Cash Financial Assistance Required (2); Environmental (2); Multiple Care-givers/ Multi-generational (1).
	Maternity Leave			
Policy/ rules and laws that keep me safe	Family Systems and Supports (15); Medical Services for all children (12); Medical Coverage for all children (6); Support Prenatal Period reduce parental fear (5); Adequate Activity (4); Adequate Love and Acceptance (4); Longer Maternity Leave (3); Adequate Nutrition (1); Adequate Sleep (1).	Equal Education for all kids at all levels (13); Support the Emotional Development and Well-being of all children (12); Quality Early Care (11); Early Care and School Subsidy for all children (10); Pre-service training for teachers and ECE's (9); Learning through Play and Movement (8); Increase Play and Imagination (5); Increase Family Activity and Play (5); Play Outside in Nature (2).	Duty to Report for Professionals (7); Social Care for all children (6); Implement Abuse Laws (4); Senior Leadership Support required (3); Management of Children's Data (2); Parenting and Discipline (2); Bullying in schools (2); House Help (1).	Every Child is Provided For (6); Increase Social Supports (5); Cash Financial Assistance Required (5); Gender Equity and Equality (3); Increased Security for Migrant Workers (3); Multiple Care-givers/ Multi-generational (2); Rapid Societal Change (1).
Network/ who help me	Medical Services for all children (6); Family Systems and Supports (6); Support Prenatal Period reduce parental fear (3); Adequate Love and Acceptance (3).	Equal Education for all kids at all levels (1); Quality early Care (1); Inc. Play and Imagination (1); Learning through Play and Movement (1); Support the Emotional Dev. and Well-being of all children (1); Early Care and School Subsidy for all children (1); Pre-service training for teachers and ECE's (1).	Social Care for all children (3); Bullying in schools (2); Duty to Report for Professionals (1); Parenting and Discipline (1); Implement Abuse Laws (1); House Help (1).	Rapid Societal Change (1); Gender Equity and Equality (1).

Commented [NM1]: Please make the colours consistent with the rainbow of the playframe. The world around me should be purple, rules and laws that keep me safe, dark blue, who help me light blue, safe space and things I need, green, my family and friends, yellow, what I do, orange, and me, red. This not only makes it consistent across ARCS and the document but becomes a way of engaging with the different stratum of the rainbow

	Stay healthy	Learn and play	Safety & protection	Living standards
Resource/ safe spaces and things i need	Family Systems and Supports (2); Medical Coverage for all children (1); Adequate Nutrition (1); Adequate Love and Acceptance (1).		Duty to Report for Professionals (1); Implement Abuse Laws (1).	Every Child is Provided For (2); Rapid Societal Change (1); Inc. Social Supports (1); Cash Financial Assistance Required (1); Multiple Care-givers (1).
Relation/ who i love	Attachment			
	Adequate Love and Acceptance (6); Family Systems and Supports (5); Adequate Nutrition (4); Support Prenatal Period reduce parental fear (4); Longer Maternity Leave (3); Adequate Sleep (3); Adequate Activity (3); Medical Coverage for all children (1); Medical Services for all children (1);	Support the Emotional Development and Well-being of all children (7); Learning through Play and Movement (6); Equal Education for all kids at all levels (4); Pre-service training for teachers and ECE's (4); Inc. Family Activity and Play (4); Play Outside in Nature (4); Inc. Play and Imagination (4); Quality Early Care (1); Early Care and School Subsidy for all children (1);	Social Care for all children (12); Parenting and Discipline (10); House Help (8); Implement Abuse Laws (4); Bullying in schools (4); Islamic Laws (2); Duty to Report for Professionals (1).	Rapid Societal Change (9); Multiple Care-givers/ Multi-generational (7); Every Child is Provided For (6); Increased Security for Migrant Workers (5); Gender Equity and Equality (4); Increase Social Supports (3); Cash Financial Assistance Required (2).
Activity/ what i do	Emotional Well-Being is a new focus in the UAE			
	Adequate Activity (5); Adequate Love and Acceptance (4); Support Prenatal Period reduce parental fear (2); Adequate Sleep (1).	Play Outside in Nature (6); Support the Emotional Development and Well-being of all children (5); Increase Family Activity and Play (4); Equal Education for all kids at all levels (4); Increase Play and Imagination (4); Quality Early Care (3); Learning through Play and Movement (3); Pre-service training for teachers and ECE's (3).		Rapid Societal Change (1); Environmental (1).
Child/ me	Family Systems and Supports (8); Adequate Nutrition (7); Support Prenatal Period reduce parental fear (7); Adequate Love and Acceptance (5); Medical Services for all children (4); Adequate Sleep (4); Longer Maternity Leave (3); Adequate Activity (3); Medical Coverage for all children (2);	Learning through Play and Movement (3); Support the Emotional Development and Well-being of all children (3); Increase Family Activity and Play (3); Quality Early Care (2); Pre-service training for teachers and ECE's (2); Increase Play and Imagination (1); Equal Education for all kids at all levels (1); Play Outside in Nature (1);	Parenting and Discipline (2); Social Care for all children (2); Bullying in schools (2); Implement Abuse Laws (1); House Help (1).	Rapid Societal Change (4); Multiple Caregivers/ Multi-generational (3); Every Child is Provided For (2); Increase Social Supports (2); Increased Security for Migrant Workers (1).

Table 4: Identified Search Areas – Original Key-Words and Phrases

	Being Healthy	Playing and Learning	Staying Safe	Living Well
The World Around Me	Environment (traffic, pollution, heat)	Play Spaces	Love, feeling safe (attachment and connection)	Seeing self in society /laws (Gender Equity and Equality)
	Love, feeling safe and secure (attachment)	Nature	Parents caring for me	Safe for all kids (child porn)
	Secure and Healthy family	People/ Models of being	Love and Support in the home	Social Support, safe spaces, environment
	Medical Services and System	Technology	Community	Love, connection, security with others
	Consumption (Nutrition/ Technology/ Interactions)	Love, feeling safe (attachment and connection)	Islamic Faith, Religion, Values and Expectations	Islamic Faith, Religion, Values and Expectations
	Child mental health/development psychopathology	Green space/ Blue space	Christian/Hindu/Judaic/ Religious faith Values and expectations	Christian/Hindu/Judaic/ Religious faith Values and expectations
	Recessive genetic illness	Biophilia	Parental care	Cultural identity loss - monocultural hegemony
	Social identity			
Rules and Laws That Keep Me Safe	School regulations (equal education)	School regulations (equal education/need to attend school)	Child Protection Laws (Duty to Report/Love/Care)	Parental leave
	Quality Early Learning and Care (regulations/practice)	Quality Early Learning and Care (regulations/ practice)	School Registration	Creating time with kids
	Professional Regulation/ Licensure	Anti-Bullying Policies	Domestic Violence protection	Intervention services
	Parental leave	Curriculum (what I learn)	Support in home	Medical/ health security
	Intervention and Prevention (medical family services)	Engagement/ Attunement	Social Care	Financial Stability and Security
	Immediate help/ care (waitlists)	Early Care and School Subsidy	Islamic Faith, Religion, Rules and Laws	Cash Financial Assistance/ Every child provided for
	Regulation on advertising (e.g. junk food)			
Who Help Me	Health Care Workers (Doctors, Nurses)	Educators (Teachers, ECE's)	Health Care Workers	Health Care Workers
	Mental Health Workers (Social Workers, Psychologists)	Parents, Family, and home help (who lives in home)	Educators	Educators
	Educators (Teachers, ECE's)	Peers	All people who interact with me	All people who interact with me
	Parents and Family	Siblings	Parents, Family, and home help (who lives in home)	Parents, Family, and home help (who lives in home)

Commented [NM2]: Please make the colours consistent with the rainbow of the playframe. The world around me should be purple, rules and laws that keep me safe, dark blue, who help me light blue, safe space and things I need, green, my family and friends, yellow, what I do, orange, and me, red. This not only makes it consistent across ARCS and the document but becomes a way of engaging with the different stratum of the rainbow

	Being Healthy	Playing and Learning	Staying Safe	Living Well
	Peers	Extended Family (live outside of home)	Peers	Peers
	All people who model ways of living and being healthy	All people who play with me (coaches, music instructors, etc.)	Siblings	Siblings
	Sport Coaches	All people who model behaviour and interactions for me	Extended Family (live outside of home)	Extended Family (live outside of home)
Safe Space and Things I Need	Nature	Child Care/ Schools	Child Care	Internet
	Child Care/ Schools	Internet/Technology	Schools	Home, Play Spaces, Nature
	Hospitals	Play Spaces	Home	Education
	Safe air to breath/ environment	Nature	Love	Health and Social Support System
	Home (loving and supportive)	Home (loving and supportive)	Trust	Cash Financial Assistance/ Every child provided for
	Empathy, understanding, trust, reflective function, self-esteem	Empathy, understanding, trust, reflective function, self-esteem	Empathy, understanding, trust, reflective function, self-esteem	Empathy, understanding, trust, reflective function, self-esteem
My Family and Friends	Friends (laughing and playing)	Educators (encouragement, caring, understanding)	Parents (discipline, love, security, acceptance, respect)	Love, Connection, Security
	Parents/family (love and support)	Friends (laughing, play, collaborating, exploring)	Parents (domestic/violence, control, reflective function, self-confidence)	Financial Security
	Parents (reflective functioning)	Parents (interest, support, love, attention, feeling success)	Home help (discipline, control, support, emotion, loss)	Medical/ health security
	Siblings (teaching, playing, modeling, supporting)	Follow my lead, listen and follow (attunement, valued and accepted)	Understanding impact on children	Parents - teacher, playmate, nurturer, limit setter
	Epigenetics, Social Exposome	Sensitivity and Responsiveness	Punishment (intergenerational, epigenetics, Islamic laws)	Warmth and or positive emotionality
	Neurological/ physiological (stress response etc.)	Neurological/ physiological (memory, stress etc.)	Neurological/ physiological (stress response etc.)	Gender Equity and Equality
	Siblings (teaching, playing, modeling, supporting)	Siblings (teaching, playing, modeling, supporting)	Siblings (teaching, playing, modeling, supporting)	Spirituality (connection to something greater)
What I Do	Play	Learning through Play	Play	Freedom and ability to play
	Activity (body image/sense of self/ sensory integration)	Physical activity (body control, regulation, self)	Create, built, draw, imagine (expression)	Freedom and ability to express
	Exercise (movement, body control)	Exploration	Self-regulation (anger, fear, anxiety, worry, sad, joy)	Freedom and ability to create

	Being Healthy	Playing and Learning	Staying Safe	Living Well
	Snuggle/ connection/ love/ attunement	Create (draw, build, etc.)	Protect	Freedom and ability to be
	Eat (nutrition/ fortification/neuro bio dev)	Imagination	Love, snuggle, connection, attunement	Freedom and ability to learn
	Sleep (quantity, quality, routines, comfort)	Problem Solving, Attention, Concentration, Planning	Difficulty leaving loving caregiver	Freedom and ability to communicate
	Discerning patterns (divergent thinking)	Discerning patterns (divergent thinking)	Discerning Patterns	Embodying/ Sensing
	Sensing	Inquiring	Embodying/ Sensing	Discerning Patterns
	Empathizing (compassion, Sympathy, connection)	Academic skills (reading, numeracy)	Theory of Mind	Predictable and consistent routines/ transitions
ME	Love and feeling safe (attachment)	Self and Emotion Regulation (discerning patterns)	Self-regulation	Loving and be loved (attuned)
	Nutritious food to eat to help me grow and be healthy	Trust	Love, Attachment, Connection, Security, Trust	Being seen, heard, and understood for me
	Feeling good about myself (self-esteem)	Risk taking/ Failure/ Vulnerability	Resilience	Feeling safe and protected
	Play and creativity and freedom to explore (inquiring)	Adaptability	Feeling seen, heard, and understood	Relaxing (feeling calm, safe, mindfulness)
	Feeling control over myself and environment	Inquiring	Feeling Safe	Inquiring
	Embodying	Empathizing (compassion, Sympathy, connection)	Observing (paying attention, becoming aware of)	Empathizing (compassion, Sympathy, connection)
	Relaxing (feeling calm, safe, mindfulness)	Listening	Reflecting	Risk taking/ Failure/ Vulnerability
	Reflecting	Observing (paying attention, becoming aware of)	Listening	Observing (paying attention, becoming aware of)
	Empathizing (compassion, Sympathy, connection)	Reflecting	Trust	Reflecting
	Listening	Executive Functioning Skills (4 yrs.)/ Effortful Control	Sense of Self leads to Self-esteem (6-8 years)	Conscience (internal voice, moral values)
	Sensory experiences/ integration of environment (sensing)	Sensory experiences/ integration of environment (sensing/embodying)	Sensory experiences/ integration of environment (sensing/ embodying)	Kindness, care, compassion, gratitude (self and other)

Table 5: Boolean search terms for each stratum of the rainbow and petal

	Being Healthy	Playing and Learning	Staying Safe	Living Well
The World Around Me	(System[Title] OR Environment[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(System[Title] OR Environment[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR play*[Title/Abstract] OR learn*[Title/Abstract])	(System[Title] OR Environment[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Safe*[Title/Abstract])	(System[Title] OR Environment[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR poverty[Title/Abstract] OR depriv*[Title/Abstract])
	(title: system OR title: environment) AND (title: child* OR title: infan*) AND (title: Wellbeing OR title: well-being OR title: health)	(title: system OR title: environment) AND (title: child* OR title: infan*) AND (title: Wellbeing OR title: Well-being OR title: Play OR title: learn)	(title: system OR title: Environment) AND (title: child* OR title: infan*) AND (title: wellbeing OR title: well-being OR title: Safe*)	(System[Title] OR Environment[Title]) AND (Gulf[Title/Abstract] OR Arab[Title/Abstract] OR UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR poverty[Title/Abstract] OR depriv*[Title/Abstract] AND (inequality[Title] OR unemployment[Title] OR Gender [Title])
				(title: system OR title: environment) AND (title: child* OR title: infan*) AND (title: wellbeing OR title: well-being OR title: poverty OR title: deprivation)
Rules and Laws That Keep Me Safe	(Policy[Title] OR Legis*[Title] OR Account*[Title] OR Regulat*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(Policy[Title] OR Legis*[Title] OR Account*[Title] OR Regulat*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR play*[Title/Abstract] OR learn*[Title/Abstract])	(Policy[Title] OR Legis*[Title] OR Account*[Title] OR Regulat*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Safe*[Title/Abstract])	(Policy[Title] OR Legis*[Title] OR Account*[Title] OR Regulat*[Title]) AND (Gulf[Title/Abstract] OR Arab[Title/Abstract] OR UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR poverty[Title/Abstract] OR depriv*[Title/Abstract] AND (Financ*[Title] OR Income[Title])
	(title: policy OR title: Legis* OR title: Account* OR title: Regulat*) AND (title: child* OR title: infan*) AND (title: Wellbeing OR title: well-being OR title: health)	(title: policy OR title: Legis* OR title: Account* OR title: Regulat*) AND (title: Child* OR title: infan*) AND (title: wellbeing OR title: well-being OR play)	(Policy[Title] OR Legis*[Title] OR Account*[Title] OR Regulat*[Title]) AND (Gulf[Title/Abstract] OR Arab[Title/Abstract] OR UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Safe*[Title/Abstract] AND (Duty to report[Title/Abstract]) OR (Child protection[Title/Abstract])	(title: policy OR title: Legis* OR title: account* OR title: Regulat*) AND (title: child* OR title: infan*) AND (title: wellbeing OR title: well-being OR title: poverty OR title: deprivation)

Commented [NM3]: Please make the colours consistent with the rainbow of the playframe. The world around me should be purple, rules and laws that keep me safe, dark blue, who help me light blue, safe space and things I need, green, my family and friends, yellow, what I do, orange, and me, red. This not only makes it consistent across ARCS and the document but becomes a way of engaging with the different stratum of the rainbow

			(title: policy OR title: Legisla* OR title: Account* OR title: Regulat*) AND (title: child OR title: Infan*) AND (title: Wellbeing OR title: Well-being OR title: Safe)	
	(Teach*[Title] OR Profession*[Title] OR doctor[Title] OR nurs*[Title] OR therap* [Title] OR "Social Work**"[Title]) AND (Gulf[Title/Abstract] OR Arab[Title/Abstract] OR UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(Teach*[Title] OR Profession*[Title] OR doctor[Title] OR nurs*[Title] OR therap* [Title] OR "Social Work**"[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR play*[Title/Abstract] OR learn*[Title/Abstract])	Teach*[Title] OR Profession*[Title] OR doctor[Title] OR nurs*[Title] OR therap* [Title] OR "Social Work**"[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title] OR Well-being[Title] OR Safe*[Title])	(Teach*[Title] OR Profession*[Title] OR doctor[Title] OR nurs*[Title] OR therap* [Title] OR "Social Work**"[Title]) AND (Gulf[Title] OR Arab[Title] OR UAE[Title] OR Emirat*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR poverty[Title] OR depriv*[Title] AND (Servic*[Title] OR "Cash Ben*[Title])
Who Help Me	(Teach*[Title] OR Profession*[Title] OR doctor[Title] OR nurs*[Title] OR therap* [Title] OR "Social Work**"[Title]) AND UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(title: teach* OR title: Profession* OR title: doctor OR title: nurs* OR title: therap* OR title: "social work") AND (title: Child* OR title: Infan*) AND (title: wellbeing OR title: well-being OR title: play Or title: Learn*) AND (title: UAE OR title: Arab OR title: Gulf OR title: Emirat*)	(title: teach OR title: Profession* OR title: Doctor OR title: Nurs* OR title: therap* OR title: "Social work") AND (title: child* OR title: Infan*) AND (title: Wellbeing OR title: Well-being OR title: Safe)	(title: teach OR title: Profession* OR title: doctor OR title: nurs* OR title: therap* OR title: "social work") AND (title: child* OR title: infan*) AND (title: Wellbeing OR title: well-being OR title: poverty OR depriv*)
	(title: teach* OR title: Profession* OR title: doctor OR title: nurs* Or title: Therap* OR title: "social worker") AND (title: child* OR title: Infan*) AND (title: Wellbeing OR title: Well-being) AND (title: Health)			
Safe Space and Things I Need	(Communit*[Title] OR Playground*[Title] OR School[Title] OR childcare[Title] OR preschool*[Title] OR Kinder*[Title] OR Nurser*[Title] OR Home*[Title]) AND (Gulf[Title/Abstract] OR Arab[Title/Abstract] OR UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(Communit*[Title] OR Playground*[Title] OR School[Title] OR childcare[Title] OR Kinder*[Title] OR Nurser*[Title] OR preschool*[Title] OR Home*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title] OR Well-being[Title] OR play*[Title] OR learn*[Title])	(Communit*[Title] OR Playground*[Title] OR School[Title] OR childcare[Title] OR preschool*[Title] OR Kinder*[Title] OR Nurser*[Title] OR Home*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Safe*[Title/Abstract])	(Communit*[Title] OR Playground*[Title] OR School[Title] OR childcare[Title] OR preschool*[Title] OR Kinder*[Title] OR Nurser*[Title] OR Home*[Title]) AND (Wellbeing[Title] OR Well-being[Title] OR poverty[Title] OR depriv*[Title])

	<p>(Communit*[Title] OR Playground*[Title] OR School[Title] OR childcare[Title] OR preschool*[Title] OR Kinder*[Title] OR Nurser*[Title] OR Home*[Title] AND UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])</p>	<p>(title: Communit* OR title: Playground OR title: School OR title: childcare OR title: Kinder* OR title: Nurser* OR title: Preschool* OR title: Home) AND (title: child* OR title: Infan*) AND (title: wellbeing OR title: Well-being) AND (title: play OR title: learn*)</p>	<p>(Communit*[Title] OR Playground*[Title] OR School[Title] OR childcare[Title] OR preschool*[Title] OR Kinder*[Title] OR Nurser*[Title] OR Home*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Safe*[Title/Abstract])</p>	<p>(title: communit* OR title: playground* OR title: School OR title: Childcare OR title: preschool OR title: Kinder* Or title: Nurser* OR title Home) AND (title: Wellbeing OR title: Well-being OR title: poverty OR title: depriv*) AND (title: servic* OR title: "cash Ben")</p>
	<p>(title: Communit* OR title: Playground* OR title: School OR title: Childcare OR title: preschool OR title: Kinder* OR title: Nurser* OR title: Home) AND (title: wellbeing OR title: well-being OR title Health) AND (title: gulf OR title: UAE OR title: Arab OR title: Emerat*)</p>		<p>(title: communit* OR title: playground OR title: school OR title: childcare OR title: preschool OR title: nurser* OR title: home*) AND (title: child* OR title: infan*) AND (title: Welling OR title: Well-being OR title: Safe*)</p>	
	<p>(title: Communit* OR title: Playground* OR title: School OR title: Childcare OR title: preschool OR title: Kinder* OR title: Nurser* OR title: Home) AND (title: wellbeing OR title: well-being) AND (title Health)</p>			
<p>My Family and Friends</p>	<p>(Famil*[Title] OR Caregiv*[Title] OR Parent*[Title] OR sibling*[Title] OR peer* [Title] OR friend*[Title] OR classmate*[Title]) UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])</p>	<p>(Famil*[Title] OR Caregiv*[Title] OR Parent*[Title] OR sibling*[Title] OR peer* [Title] OR friend*[Title] OR classmate*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title] OR Well-being[Title] OR play*[Title] OR learn*[Title])</p>	<p>(Famil*[Title] OR Caregiv*[Title] OR Parent*[Title] OR sibling*[Title] OR peer* [Title] OR friend*[Title] OR classmate*[Title] AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title] OR Well-being[Title] OR Safe*[Title])</p>	<p>(Famil*[Title] OR Caregiv*[Title] OR Parent*[Title] OR sibling*[Title] OR peer* [Title] OR friend*[Title] OR classmate*[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR poverty[Title/Abstract] OR depriv*[Title/Abstract])</p>
				<p>(title: famil* OR title: Caregiv* OR title: Parent* OR title: Sibling* OR title: peer OR title: friend OR title: classmate) AND (title: child* OR title: infan*) AND (title: Wellbeing OR title: well-being) AND (title: health)</p>
				<p>(title: Famil* OR title: Caregiv* OR title: Parent OR title: sibling* OR title: peer* OR title: friend OR title: classmate) AND (title: child* OR title: Infan*) AND (title: Wellbeing OR title: Well-being OR title: Safe)</p>
				<p>Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR poverty[Title/Abstract] OR depriv*[Title/Abstract])</p>
				<p>(title: Famil* OR title: Caregiv* OR title: Parent* OR title: Sibling* OR title: Peer* OR title: friend* OR title: classmate*) AND (title: child* OR title: infan*) AND (title: wellbeing OR title: Well-being OR title: poverty OR title Depriv*) AND (title: servic* OR title: "cash Ben")</p>

	(play*[Title] OR learn*[Title] OR routine[Title] OR voic*[Title] OR participat*[Title] OR movement[Title]) AND UAE[Title/Abstract] OR Emirat*[Title/Abstract] AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(play*[Title] OR learn*[Title] OR routine[Title] OR voic*[Title] OR participat*[Title] OR movement[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract])	(play*[Title] OR learn*[Title] OR routine[Title] OR voic*[Title] OR participat*[Title] OR movement[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Safe*[Title/Abstract] AND (Art[Title] OR Drawing[Title] OR "Emotion regulation"[Title] OR "Worry"[Title] OR Ruminat[i]o[n][Title]))	(title: play OR title: learn OR title: routine OR title: voic* OR title: participat* OR title: movement) AND (title: Child* OR title: Infan*) AND (title: wellbeing OR title: Well-being OR title: poverty OR title: depriv*)
What I Do	(play*[Title] OR learn*[Title] OR routine[Title] OR voic*[Title] OR participat*[Title] OR movement[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(title: Play* OR title: learn* OR title: routine OR title: voic* OR title: participat* OR title: movement) AND (title: child* OR title: infan*) AND (title: wellbeing OR title: well-being)	(title: play* OR title: learn* OR title: routine OR title: voic* OR title: participat* OR title: Movement) AND (title: child* OR title: Infant) AND (title: wellbeing OR title: well-being OR title: Safe)	(play*[Title] OR learn*[Title] OR routine[Title] OR voic*[Title] OR participat*[Title] OR movement[Title]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR poverty[Title/Abstract] OR depriv*[Title/Abstract])
	(title: play* OR title: learn* OR title: Routine OR title: voic* OR title: participat* OR title: movement) AND (title: child* OR title: Infan*) AND (title: wellbeing OR title: well-being OR title: health)			
	(Emotion*[Title] OR Feeling*[Title] OR physical*[Title] OR mental*[Title] AND (Gulf[Title/Abstract] OR Arab[Title/Abstract] OR UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(Emotion*[Title] OR Feeling*[Title] OR physical*[Title] OR mental*[Title] AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title] OR Well-being[Title] OR play*[Title] OR learn*[Title]))	(title: Emotion OR title: Feeling OR title: Physical OR title: Mental) AND (title: Child* OR title: Infan*) AND (title: Wellbeing OR title: Well-being OR title: Safe)	(Emotion*[Title] OR Feeling*[Title] OR physical*[Title] OR mental*[Title] AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR poverty[Title/Abstract] OR depriv*[Title/Abstract])
ME	(Emotion*[Title] OR Feeling*[Title] OR physical*[Title] OR mental*[Title] AND UAE[Title/Abstract] OR Emirat*[Title/Abstract]) AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Health*[Title/Abstract])	(title: Emotion* OR title: Feeling OR title: physical* OR title: mental*) AND ((title: child* OR title: infan*) AND (title: wellbeing OR title: well-being) AND (title: play* OR title: learn*))	(Emotion*[Title] OR Feeling*[Title] OR physical*[Title] OR mental*[Title] AND (Child*[Title] OR Infan*[Title]) AND (Wellbeing[Title/Abstract] OR Well-being[Title/Abstract] OR Safe*[Title/Abstract])	(title: emotion OR title: feeling OR title: physical OR title: mental) AND (title: child* OR title: Infan*) AND (title: wellbeing OR title: Well-being OR title: poverty Or title depriv*)
	(title: emotion* OR title: feeling* OR title: physical OR title: mental*) AND (title: child* OR title: Infan*) AND (title: wellbeing OR title: well-being OR title: health) AND (title: UAE OR title: Arab OR title: Gulf OR title: Emirat*)			

ANNEX 2: GUIDING PRINCIPLES

Ten principles for the implementation of recommendations from the WED working groups

The WED working group teams have created priority recommendations for the glocal policy and practice for nurturing early child development – as a key stage in a person's lifecourse. As with any recommendations for policy and practice, context matters and can determine the extent of success, or the likelihood of failure.

To maximize the chances that WED recommendations are as impactful as possible for all children, their families, and the communities and societies in which they live, the following principles for effective implementation of recommendations across the working groups are recommended.

The ten principles are:

1. The formulation of recommendations assume **implementation as a priority action** over other options in the field. Timely and sequenced implementation of recommendations will determine the overall impact and efficiency for systems strengthening.
2. **All action should be in line with the child-centered guiding principles of the United Nations Convention on the Rights of the Child**, specifically in the child's best interest, inclusive and equitable, prioritizing most in need, and participatory.
3. All actions should be **inclusive and ameliorative of inequality gaps** – social, economic, children of determination – all who are in need should have access to both existing and new opportunities provided.
4. **Policy and programme design and implementation must be participatory**, involving all key stakeholders (e.g. children, parents, other clients, child practitioners specifically pediatricians and educators, community leaders, private businesses, government agencies, NGOs, media, and academia).
5. Children, youth, parents, and practitioners should be involved in providing **ongoing feedback as part of mixed method evaluations of practice and policy**.
6. All **initiatives should be fully integrated** vertically within sectors, and horizontally in the case of cross-sectoral practice – employing both bottom-up and top-down approaches, through bi-directional leadership.
7. Glocal recommendations need close managing during first implementation to ensure adaptability to local context. All recommendations must be managed and **adapted to context** during the implementation stage.
8. All actions initiatives should be supported by a **rigorous and representative evidence** based, mapping client's needs, monitoring service delivery, and evaluations of initiatives. This is a key step to developing progressive policy/ programme reform, and data limitations at present inhibit the implementation of an effective policy/programme cycle in the Abu Dhabi context.
9. Recommendations are developed in light of the WED 15-year plan. All initiatives will need to be **sustained** to allow for full implementation and impact – change takes time.
10. Adaptation to the formulation of recommendations or principles is likely to result in different outcomes from those for which they are designed.