



الإمارات العربية المتحدة
وزارة التربية والتعليم

الميثاق
الوطني
للتعليم

The National Education Charter

Parents' Guide

تربية
وتعليم

الميثاق
الوطني
للتعليم

الميثاق الوطني للتعليم

نحو تعليم يُرسخ الهوية الوطنية وينمي السمات الشخصية والمهارات لدى كل متعلم



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A Message to Families in the United Arab Emirates

You Are Our Partners in Building the Future

Dear Parents,

You are your child's first teachers and lifelong role models. Every family in the United Arab Emirates carries the responsibility of raising a generation that is confident in who they are, responsible in how they act, and ready for the future.

The National Education Charter is our shared commitment. It is a clear national framework that defines the values, character traits, and essential skills we want to grow in our children.

Home as a Learning Environment

What students learn at school becomes lasting when it is reinforced and practiced at home.

Modelling Values at Home

Daily habits and behaviour have the greatest influence on how a child's identity, character, and values develop.

Open Communication

Discussing what students learn at school strengthens understanding and connects knowledge to real life.



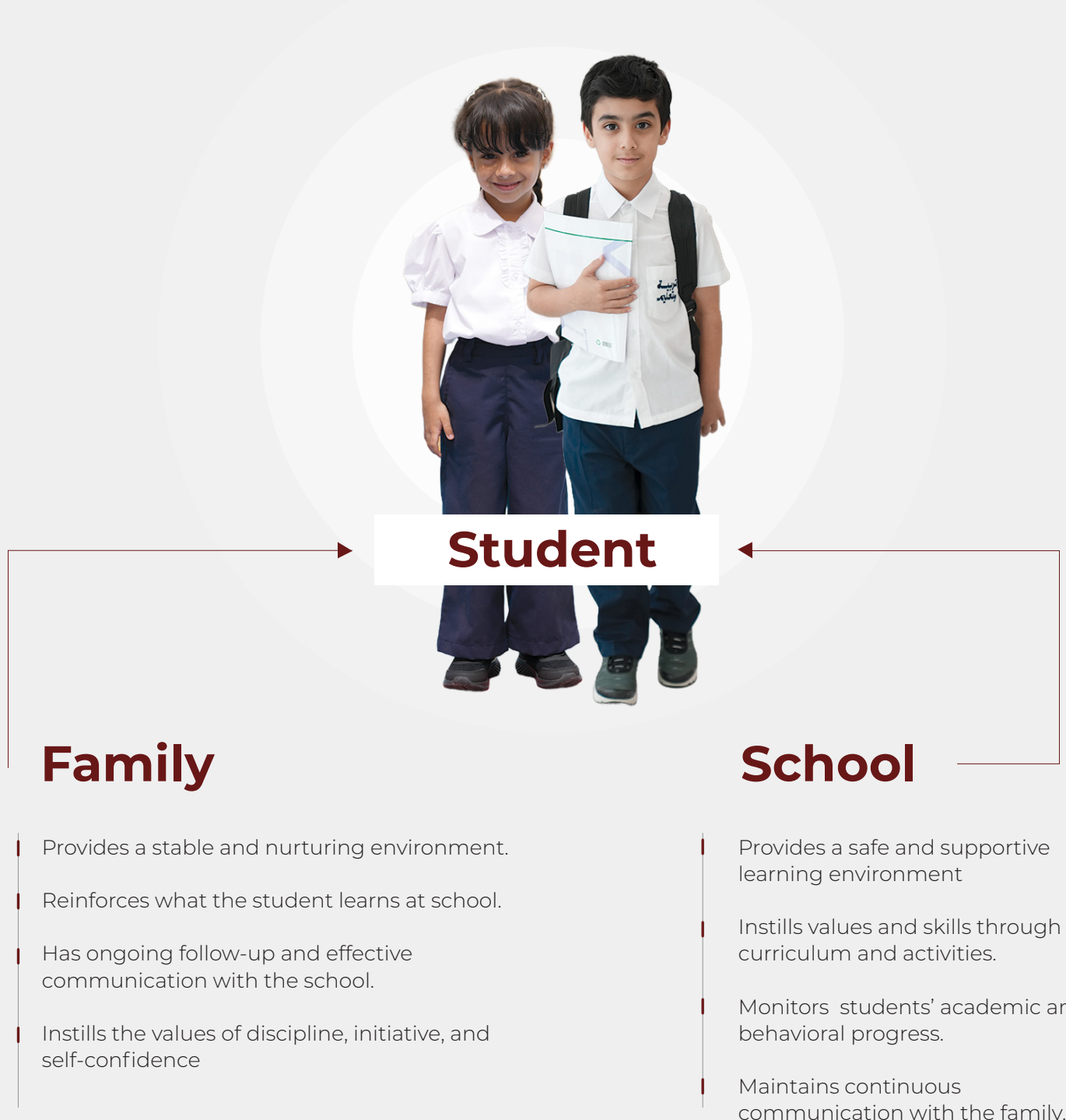


Education and upbringing are shared responsibilities between the home, the school, and the community, to ensure a bright future for our children.

The Shared Partnership between Families and Schools

Families play a central role in reinforcing what the student learns and reflecting it through practical behavior that extends beyond the school environment. When students are given opportunities to take on responsibility within the family, participate in age-appropriate decisions, and express their opinions with confidence, their values and skills are strengthened in meaningful and practical ways.

How our roles work together to support student success



The National Education Charter and Its Impact on Your Child's Journey

Your child's learning journey is shaped each day by the knowledge they gain, the values they develop, the skills they practice, and the real-world experiences they encounter. The National Education Charter guides this growth across its three core pillars: National Identity, Traits, and Skills. It aims to ensure that your child's learning journey is organized, integrated, and coherent across the education system.

What Will Your Child Experience at School?

With the Charter in place, your child will experience learning that is clearer in its goals and more consistent in its values. There will be a balanced focus on academic achievement and character development, along with opportunities to apply skills in practical ways and spaces for dialogue and reflection. Values and skills will be integrated into classroom activities and school life, becoming a natural part of the daily experience.



The National Education Charter

Defines the Learner in the UAE Across Three Core Pillars



National Identity

- Loyalty & National Belonging
- Arabic Language
- Islamic Faith
- Integrity
- Generosity and Humility
- Respect and Kindness
- Resilience and Adaptability
- Initiative and Perseverance
- Extended Family



Traits

- Self-Regulation & Discipline
- Teamwork
- Self-Confidence
- Physical and Mental Wellbeing
- Cultural Awareness
- Lifelong Learning



Skills

- Critical Thinking
- Effective Communication
- Mastery of Artificial Intelligence
- Reading and Writing
- Creativity
- Numeracy Skills
- Financial Literacy

First Pillar: National Identity

What Does National Identity Mean in the Context of the National Education Charter?

National identity refers to the values, principles, and ethics that shape the Emirati learner's character, anchoring them in their culture and heritage. It reflects a deep sense of belonging and pride, grounded in Arabic language, Islamic faith, integrity, generosity and humility, respect and kindness, initiative and perseverance, and extended family.



Loyalty and National Belonging

Strengthening a sense of belonging and pride in Emirati identity

Arabic Language

Preserving the national language and linguistic heritage

Islamic Faith

Reinforcing Islamic values in behavior and daily conduct

Integrity

Honesty and transparency in all situations

Generosity and Humility

Fostering a spirit of generosity, service to others, and humility

Respect and Kindness

Building positive relationships with appreciation and care

Resilience and Adaptability

The ability to face challenges with confidence and composure

Initiative and Perseverance

Taking initiative and pursuing goals with determination

Extended Family

Strengthening family and community ties and maintaining strong bonds

Second Pillar: Traits

What Do Traits Mean in the Context of the National Education Charter?

Traits are the personal and behavioral characteristics that a learner in the UAE is expected to demonstrate in their daily interactions, both inside and outside the school environment. They reflect students' personal and social maturity, and include self-regulation and discipline, teamwork, and self-confidence.



Self-Regulation and Discipline

Managing time and responsibilities independently

Teamwork

Collaboration and effective contribution within a group setting

Self-Confidence

Belief in one's abilities and confidence in self-expression

Physical and Mental Wellbeing

Caring for physical health and emotional wellbeing

Cultural Awareness

Appreciation of cultural diversity and openness to others

Lifelong Learning

Curiosity and continuous pursuit of knowledge

Third Pillar: Skills

What Do Skills Mean in the Context of the National Education Charter?

Skills are the practical and cognitive competencies the learner in the UAE needs to succeed in a changing and evolving world. This includes critical and analytical thinking, effective communication, mastering artificial intelligence, reading and writing skills, creativity, numeracy skills, and financial literacy.



Critical Thinking

Analyzing information and forming sound, well-reasoned judgments.

Effective Communication

Clear expression and active listening across different contexts

Mastery of Artificial Intelligence

Using artificial intelligence effectively and responsibly

Reading and Writing

Proficiency in Arabic and English as tools for learning and expression

Creativity

Generating new ideas and solving problems in innovative ways

Numeracy Skills

Using mathematical concepts and tools to understand the world

Financial Literacy

Managing money wisely and making informed financial decisions.

How to Use This Guide

This guide is your companion during family outings and daily gatherings. It is designed to be simple and enjoyable.

The key elements of national identity, traits, and skills have been integrated into unified activities (as illustrated by icons) to ensure a holistic experience that connects character development with skill acquisition.

Instead of theoretical lessons, you will find interactive activities that integrate identity, traits, and skills into real-life situations, whether at home, in the majlis, at the market, or even during playtime.



01

Choose what suits you

There is no specific order. Open the page that aligns with the place or situation you are in (the majlis, living room, kitchen) and begin the activity.



02

Focus on the experience

The activities are built around dialogue and practical application, not writing and instructions.



03

Document and share the journey

Each activity results in a tangible output (a photo, note, or video) that your child can place in their "Charter Journey Record" to observe their growth. Share these outcomes with the school to document your child's development and celebrate what you have achieved together.

The Charter Journey Record is a simple folder kept by the family to document activities and outcomes related to the Charter, with the aim of tracking the student's growth in an organized way, without linking it to grades or evaluation.

Stations for Activating the Charter Within the Family Environment

The Charter can be applied across the various spaces and environments that families engage with, each presenting opportunities for values development.





01

Station One: In the Family Living Room

Station One: In the Family Living Room

Links to the Charter:



National Identity



Traits



Skills

Arabic Treasure Hunt Game

KG – Cycle 1

Steps

Hide cards with Arabic words around the family living room.

Ask the child to find them and read them aloud.

Ask your child to use each word in a simple sentence.

Outputs

A set of collected word cards.



Arabic Language



Lifelong Learning



Reading & Writing



My Family Tree

KG – Cycle 1

Steps

Draw a simple diagram of the family tree together.

Write and read the names and nicknames of all family members.

Ask your child to choose a person from whom they can learn a specific value.

Outputs

A “Family Tree” Board



Extended Family



Reading and Writing



Station One: In the Family Living Room

Links to the Charter:



National Identity



Traits



Skills

Honesty Jar

KG – Cycle 1

Steps

Place a small box labeled “Honesty Jar.”

During the week, whenever your child acts with honesty and integrity, ask them to write down what they did and place the note in the jar.

At the end of the week, open the jar and reflect on the positive moments.

Outputs

The Honesty Jar



- Integrity
- Islamic Faith



Every Decision Has a Cost

Cycle 2-3

Steps

Present a realistic, difficult situation (for example: a friend asking for help during a test, or choosing between immediate fun and an important responsibility).

Discuss the available choices and the possible outcomes of each one.

Ask your child to explain and justify their choice.

Outputs

Discussion Title: “I Chose This Decision Because...”
– clarifying the cost and the benefit.



Integrity



Self-Regulation and Discipline



Effective Communication



Station One: In the Family Living Room

Links to the Charter:



National Identity



Traits



Skills

Our Home Charter

All Cycles

Steps

Hold a family meeting to agree on ethical rules that govern daily interactions in your home.

Write the charter in clear, motivating language (example: In our home, our values reflect our identity).

Have all family members sign it with a thumbprint and hang it somewhere visible in the house.

Outputs

"Our Family Charter" Poster



Respect and Kindness



Teamwork



- Effective Communication
- Reading and Writing



The Peaceful Solution

Cycle 2-3

Steps

When a disagreement occurs between siblings, assign one of them the role of a "neutral mediator."

Guide the child to use calm, respectful phrases (for example: "Let's hear each other out" or "We can work through this together")

Develop and sign a "Peace Agreement" document

Outputs

A "Peace Agreement" document



- Islamic Faith
- Resilience and Adaptability



- Self-Confidence
- Teamwork



- Effective Communication



Station One: In the Family Living Room

Links to the Charter:



National Identity



Traits



Skills

Charity Accounts

All Cycles

Steps

Ask your child to calculate “Zakah” amounts from their personal savings and estimate the impact of these amounts on those in need.

Encourage your child to use math skills and percentages to understand the impact of social investment on strengthening community bonds.

Outputs

A financial table showing savings amounts set aside for Zakah



Islamic Faith



Cultural Awareness



- Numeracy Skills
- Financial Literacy



Challenge: “Solve a Problem in 7 Days”

Cycle 2-3

Steps

Ask your child to choose a real problem at school or in the neighborhood (for example: traffic, food waste, etc.).

Encourage your child to design a simple solution that can be implemented within one week.

Outputs

A one-page report documenting the problem and the solution



- Loyalty and National Belonging
- Initiative and Perseverance



Self-Confidence



- Critical Thinking
- Creativity



Station One: In the Family Living Room

Links to the Charter:



National Identity



Traits



Skills

“Outside the Comfort Zone” Challenge

All Cycles

Steps

Choose an activity your child has not tried before (a skill, a sport, etc.).

Encourage your child to commit to it for five days.

Ask your child to rate their level of adaptation out of 10.

Outputs

A self-assessment card and personal reflection.



- Resilience and Adaptability
- Initiative and Perseverance



- Self-Regulation and Discipline
- Physical and Mental Wellbeing



Design a National Campaign

Cycle 2-3

Steps

Ask your child to choose a positive behavior that reflects national belonging, such as respecting public property, volunteering, or protecting the environment.

Ask your child to design a simple campaign to promote this behavior (a slogan, a poster, or a short video idea).

Have your child present the campaign to the family and ask for their feedback.

Outputs

A poster or a short campaign presentation



- Loyalty and National Belonging
- Initiative and Perseverance



Self-Confidence



- Effective Communication
- Creativity



Station One: In the Family Living Room

Links to the Charter:



National Identity



Traits



Skills

Letters of Gratitude

All Cycles

Steps

Ask your child to choose one family member.

Invite them to write a handwritten message or record a short audio message in Arabic.

Help them deliver their message to the recipient.

Outputs

A sent message or audio recording



- Arabic Language
- Extended Family
- Respect and Kindness



- Effective Communication
- Reading and Writing



When I Put Others First

All Cycles

Steps

Choose a daily situation in the living room (for example: choosing a TV program, sharing sweets, giving up a favorite seat).

Ask your child to give preference to someone else in that situation.

Discuss the difference between giving in out of weakness and giving out of generosity and humility. Ask: How did you feel when you put others first?

Outputs

A small card titled: "I Put Others First Because..."



- Resilience and Adaptability
- Generosity and Humility
- Respect and Kindness



Self-Regulation and Discipline





02

Station Two: In the Bedroom

Station Two: In the Bedroom

Links to the Charter:



National Identity



Traits



Skills

Smart Organization Challenge

All Cycles

Steps

Ask your child to reorganize their wardrobe in a way that makes daily clothing choices easier.

Discuss how organization affects their comfort and readiness each morning.

Help them set one personal organization rule to follow for a week.

Outputs

A before-and-after photo + a written personal rule



Self-Regulation and Discipline



Creativity



Daily Reflection

All Cycles

Steps

Before bedtime, ask your child to write three short sentences: something they learned today, a situation in which they behaved well, and something they will work on improving tomorrow.

Discuss with them how they can improve themselves through one small step each day.

Outputs

A "Daily Reflection Journal"



Integrity



- Self-Regulation and Discipline
- Lifelong Learning



- Effective Communication
- Critical Thinking



Station Two: In the Bedroom

Links to the Charter:



National Identity



Traits



Skills

My Morning Routine

All Cycles

Steps

Help your child create a “Morning Routine” checklist that includes preparation tasks (for example: prayer, making the bed, etc.)

Ask them to check off each task daily without reminders.

At the end of the week, reflect together on their level of commitment and what can be improved.

Outputs

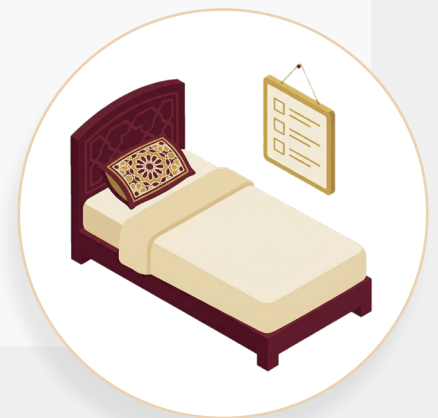
A displayed and updated daily checklist



Initiative and Perseverance



Self-Regulation and Discipline



Letter to My Future Self

All Cycles

Steps

Ask your child to write a letter to themselves to be opened in one year, including one goal they want to achieve, one habit they want to maintain, and one behavior they want to improve.

Place the letter in an envelope and write the opening date on it.

Outputs

A sealed envelope labeled “Open in One Year.”



- Arabic Language
- Initiative and Perseverance



- Self-Confidence
- Lifelong Learning



Reading and Writing



Station Two: In the Bedroom

Links to the Charter:



National Identity



Traits



Skills

My Expression Corner

All Cycles

Steps

Create a quiet corner in the room for free expression (a notebook, drawing board).

Ask your child to produce one piece of work that expresses themselves (drawing, writing, design).

Discuss their work without criticism and ask them to explain their idea clearly.

Outputs

An artwork or written piece displayed in the room



- Self-Confidence
- Lifelong Learning



- Effective Communication
- Creativity



The Courage Challenge

All Cycles

Steps

Ask your child to list seven tasks they usually hesitate to do (such as expressing an opinion in front of others, apologizing, asking for help, reading aloud clearly, participating in class, etc.)

Choose one situation each week and encourage them to approach it with courage.

Before bedtime, reflect together on what they learned from the experience.

Outputs

A "Courage Challenge" journal



- Resilience and Adaptability
- Initiative and Perseverance



- Self-Regulation and Discipline
- Self-Confidence



- Effective Communication
- Critical Thinking



Station Two: In the Bedroom

Links to the Charter:



National Identity



Traits



Skills

My Story in the UAE

KG - Cycle 1

Steps

Ask your child to create a poster titled "My Story in the UAE" that includes: a word in Arabic they value, a national symbol, a value they are proud of, and a role model.

Under each element, ask them to write a short sentence explaining why they chose it.

Outputs

A personal identity poster displayed in the room



- Loyalty and National Belonging
- Arabic Language



Cultural Awareness



- Creativity
- Reading and Writing



The Reading Corner

All Cycles

Steps

Set up a reading space in the room with age-appropriate books.

Agree on a fixed daily reading time (15–20 minutes).

After finishing each book, ask your child to write three points: an idea they liked, a character they admired, and a value they learned.

Outputs

A monthly reading log



Arabic Language



- Lifelong learning
- Self-Regulation and Discipline



- Reading and writing
- Critical Thinking





03

Station Three: In the Majlis

Station Three: In the Majlis

Links to the Charter:



National Identity



Traits



Skills

The Coffee Etiquette Challenge

KG - Cycle 1

Steps

Teach the child to greet guests (As-salamu alaykum) and shake hands with elders as a sign of respect.

Practice holding the "dallah" (coffee pot) with the left hand and offering the "Finjan" (coffee cup) with the right hand.

Guide the child to use appropriate welcoming phrases.

Discuss the meaning of the "gently shaking the Finjan" tradition to signal they've had enough.

Outputs

A short video: "The Coffee Etiquette Challenge"



Generosity and Humility



Cultural Awareness



Effective Communication



Managing the Majlis

Cycle 2, Cycle 3

Steps

Assign the child to monitor the guest gathering and attend to guests' needs (coffee and water).

Teach polite responses to welcoming phrases (example: "Welcome, to our home", "It's a pleasure to have you here.")

Practice conversation etiquette by listening to elders and not interrupting.

Outputs

A "Majlis Etiquette" list



- Generosity and Humility
- Initiative and Perseverance
- Respect and Kindness



- Cultural Awareness
- Self-Confidence



Effective Communication



Station Three: In the Majlis

Links to the Charter:



National Identity



Traits



Skills

A Conversation Across Generations

All Cycles

Steps

Ask your child to choose an elder from the family and ask them about a story or experience from their life (a value they learned, a challenge they faced, a childhood memory).

Guide them to listen attentively and ask clear, respectful questions.

Discuss together: What value can we learn from this story? And how do we apply it today?

Outputs

A documented family story



- Respect and Kindness



- Cultural Awareness



- Effective Communication

- Extended Family



My Voice in the Majlis

Cycle 2, Cycle 3

Steps

Dedicate a regular moment in the Majlis for your child to speak.

Ask them to prepare and present something meaningful (a national poem, a family story, something they learned).

Train them to speak clearly and confidently while maintaining eye contact.

Ask family members to share one strength and one suggestion for improvement.

Outputs

A short recorded video saved in the "Family Majlis Archive."



- Arabic Language
- Extended Family



- Self-Confidence



- Effective Communication





04

Station Four: At the Mosque

Station Four: At the Mosque

Links to the Charter:



National Identity



Traits



Skills

Responsibility in the House of Allah

All Cycles

Steps

Ask your child to observe a positive behavior in the mosque (e.g., arranging Qur'ans, helping elderly worshippers).

Encourage them to carry out this initiative.

Discuss the impact of this behavior on others.

Outputs

Voluntary act



- Respect and Kindness
- Initiative and Perseverance



Self-Confidence



Mosque Etiquette

KG – Cycle 1

Steps

Teach your child to lower their voice and walk calmly when entering the mosque.

Help them learn to respect the space (placing the prayer mat properly, lining up correctly).

Discuss why the mosque is a special place that requires different behavior.

Outputs

"Mosque Etiquette" record



Islamic Faith



Self-Regulation and Discipline



Station Four: At the Mosque

Links to the Charter:



National Identity



Traits



Skills

The Sermon Summary

All cycles

Steps

After the Friday sermon, ask your child to summarize the main idea in one or two sentences.

Discuss together how it can be applied in daily life.

Ask them, upon returning home, to explain the sermon topic to the family in their own words.

Outputs

A short video: "My Message After the Sermon"



Islamic Faith



- Self-Confidence
- Lifelong Learning



Effective Communication



A Conversation After the Adhan

KG – Cycle 1

Steps

Ask your child about the meaning of the Adhan and why it is repeated five times a day.

Discuss the concept of discipline in prayer and how it organizes our time throughout the day.

Ask them to choose a daily habit to commit to with the same punctuality as prayer times (such as bedtime, study time, tidying their room).

Outputs

A weekly tracking chart for the chosen habit



Islamic Faith



- Self-Regulation and Discipline
- Physical and Mental Wellbeing





05

Station Five: In the Kitchen

Station Five: In the Kitchen

Links to the Charter:



National Identity



Traits



Skills

The Science Lab

KG – Cycle 1

Steps

Guide your child to observe how matter transforms while cooking (such as boiling an egg or melting ice).

Ask them "why" questions about changes in color and texture when food is exposed to heat or cold.

Ask them to draw these transformations and report what changes they saw.

Outputs

A "Little Scientist" Report



Life-Long Learning



Critical Thinking



I Am the Organizer

KG – Cycle 1

Steps

Guide your child to sort the kitchen cupboard and arrange canned goods by expiry date (nearest first).

Encourage them to add clear organizational labels to reduce waste and make items easier to find.

Discuss the importance of "home organization" in preserving household resources and reducing waste.

Outputs

A kitchen inventory list



Islamic Faith



Self-Regulation and Discipline



- Reading and Writing
- Financial Literacy



Station Five: In the Kitchen

Links to the Charter:



National Identity



Traits



Skills

Our Zero Waste Kitchen

Cycle 2-3

Steps

Guide your children to prepare a complete meal while committing to a "zero waste" policy.

Encourage them to find ways to store and wrap leftover food appropriately for distribution to those in need.

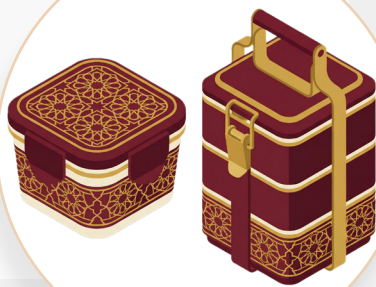
Reflect together on the value of blessings and our shared responsibility, rooted in faith and national duty, to care for the earth's resources and avoid waste.

Outputs

A zero-waste kitchen report



- Loyalty and National Belonging
- Islamic Faith
- Respect and Kindness



Recipe from Our Heritage

All Cycles

Steps

With your child, choose a traditional Emirati dish together.

Ask your child to research the story behind the dish, its origins and ingredients.

While preparing the meal together, discuss how food reflects the identity of a community.

Outputs

A card introducing the dish and its story



- Loyalty and National Belonging
- Initiative and Perseverance



Cultural Awareness



Station Five: In the Kitchen

Links to the Charter:



National Identity



Traits



Skills

The Cost of My Meal

KG – Cycle 1

Steps

Ask your child to choose their favorite dish and give them a specific budget for it.

Ask them to calculate the approximate cost of the ingredients.

Discuss the difference between "need" and "want" when shopping for the ingredients.

Outputs

A simple meal cost table



- Life-Long Learning
- Self-Regulation and Discipline



- Financial Literacy
- Numeracy Skills



Invent a Recipe

All Cycles

Steps

Show your child a limited number of ingredients you have at home.

Ask them to come up with a new dish idea using those ingredients.

Evaluate the idea together in terms of taste, appearance and nutritional value.

Outputs

A recipe written in your child's name



Resilience and Adaptability



- Self-Regulation and Discipline
- Self-Confidence



- Critical Thinking
- Creativity



Station Five: In the Kitchen

Links to the Charter:



National Identity



Traits



Skills

A Meal with Love

All Cycles

Steps

Ask your child to choose a family member they would like to make happy.

Ask them to find out what is this person's favorite dish and prepare the meal together secretly, then surprise them with it.

Discuss afterwards: How did it feel to give something without expecting anything in return?

Outputs

A small card attached to the dish with a message of appreciation



- Generosity and Humility
- Initiative and Perseverance
- Extended Family



Teamwork



Cooking with AI

All Cycles

Steps

Ask your child to enter the ingredients you have at home into an AI tool and ask it to suggest a recipe idea.

Look at the suggestion together and discuss what works and what might need to be changed.

Adapt the recipe to suit your family's taste, then prepare it together.

Outputs

A written recipe titled "Our Family's Innovation"



Resilience and Adaptability



Teamwork



- Critical Thinking
- Creativity
- Mastery of Artificial Intelligence





06

Station Six:
In the Car

Station Six: In the Car

Links to the Charter:



National Identity



Traits



Skills

We Read the Road

KG – Cycle 1

Steps

Ask your child to read simple signs or words on road signs.

Discuss the meaning of the signs (school, hospital, exit, parking).

Ask them why these signs were placed there and what their purpose is.

Outputs

Photos of road signs



Life-Long Learning



Reading and Writing



My Favourite Things

All Cycles

Steps

Take turns asking each other about your favorites, like your favorite food, restaurant, sport, color, or place to visit.

Everyone gives three reasons to back up their choice.

Notice how the same question can get completely different answers depending on who you ask and why.

Outputs

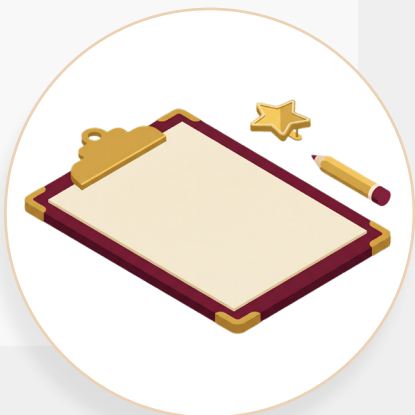
"My Favorites" list



Self-Confidence



- Effective Communication
- Critical Thinking



Station Six: In the Car

Links to the Charter:



National Identity



Traits



Skills

Numbers Around Me

KG – Cycle 1

Steps

Ask your child to notice license plate numbers or speed limits on the road.

Ask them to add two numbers, compare two numbers, or form a larger number from them.

Ask: What would happen if the speed increased? And why were these numbers put there?

Outputs

A quick numbers challenge



- Effective Communication
- Critical Thinking
- Numeracy Skills



The Detour

All Cycles

Steps

If you are on the road and hit unexpected traffic or a closed road, use it as an opportunity to think out loud together.

Ask your child: what else can we do with this time? What other routes can we take?

Discuss how staying calm and adapting helps us make the most out of any situation.

Outputs

Proposed alternative solution



Resilience and Adaptability



Self-Confidence



- Effective Communication
- Critical Thinking





07

Station Seven: Outside the Home

Station Seven: Outside the Home

Links to the Charter:



National Identity



Traits



Skills

Mindful Shopping

Cycles 2 - 3

Steps

While shopping, ask your child to choose two products in the same category that differ in price.

Discuss together: quality, country of manufacture, price, and whether the difference is justified.

Ask the child to make the final decision and justify it based on the discussion.

Outputs

An analytical discussion and recommendation



- Lifelong Learning
- Self-Confidence



- Financial Literacy
- Critical Thinking



My Mark on My Neighborhood

All Cycles

Steps

Encourage your child to spot a simple behavior that can improve the neighborhood (such as reducing energy consumption or keeping the park clean).

Encourage them to take initiative for positive change without waiting to be told, driven by their sense of community responsibility.

Discuss how the "environment" is a trust passed down from our ancestors that we will hand on to future generations.

Outputs

A "before and after" photo of the improved behavior



- Loyalty and National Belonging



- Initiative and Perseverance



Station Seven: Outside the Home

Links to the Charter:



National Identity



Traits



Skills

Financial Intelligence

All Cycles

Steps

Give your child a set budget to purchase a specific item, letting them take full responsibility for comparing prices and quality.

Use the experience to open a conversation about the difference between "wants" and "needs"

Reflect together on the value of work and the effort that goes into earning and providing.

Outputs

A responsible spending habit



Self-Regulation and Discipline



- Financial Literacy
- Numeracy Skills



The Little Shopkeeper

KG – Cycle 1

Steps

Go to the store with your child and give them a small budget to buy a personal item.

Encourage them to independently count their change and verify its accuracy.

Encourage them to thank the shopkeeper with gratitude for the service they provide.

Outputs

A shopping receipt



Respect and Kindness



Self-Confidence



Numeracy Skills



Station Seven: Outside the Home

Links to the Charter:



National Identity



Traits



Skills

A Mark of Kindness

All Cycles

Steps

Place a water bowl for birds on the home balcony or in the garden.

Observe the birds visiting and record their numbers daily.

Discuss how "compassion" is a core Emirati value.

Outputs

Photo diary of bird visits



- Respect and Kindness
- Islamic Faith



Activity Hour

All Cycles

Steps

Set aside time for physical activity outside the home (walking in the neighborhood, riding a bike, playing football in the park).

Discuss how physical activity affects mood, energy, and focus.

Agree on a weekly habit to maintain activity and movement.

Outputs

A weekly activity report



Initiative and Perseverance



- Self-Regulation and Discipline
- Physical and Mental Wellbeing



Station Seven: Outside the Home

Links to the Charter:



National Identity



Traits



Skills

Our Family's Tour Guide

Cycle 2 - 3

Steps

Have your child choose a heritage landmark and research its history ahead of time.

Encourage them to walk the family through the history and significance of the place in their own words.

Record a short video highlighting why this landmark matters as a piece of national heritage.

Outputs

An "Our Tour Guide" video



Loyalty and National Belonging



- Self-Confidence
- Cultural Awareness



Effective Communication



Silent Minute Challenge

All Cycles

Steps

In a public place, ask your child to sit quietly for one minute and observe everything around them without using their phone.

Afterwards, ask them to share o details they noticed that they would not normally pay attention to.

Discuss: What changed in your observations when you focused? And how can that affect your behavior next time?

Outputs

A personal list of "5 Things I Noticed Today"



Self-Regulation and Discipline



Critical Thinking





08

Station Eight: In the Digital Space

Station Eight: In the Digital Space

Links to the Charter:



National Identity



Traits



Skills

The Tech Expert Steps

All Cycles

Ask your child to explain a feature on your phone you don't know, or a learning platform they use at school.

Play the role of "student" and ask smart questions about how to protect privacy on the platform.

Praise their ability to simplify information and consider them the "tech expert" of the house.

Outputs

A video or report: "The Tech Expert"



- Lifelong Learning
- Self-Confidence



- Effective Communication



Smart Partnership Steps

Cycles 2 - 3

Ask your child to use an AI tool to help them with a project idea.

Discuss the difference between using AI as a tool and relying on it to do the work for you.

Ask them to edit the output by adding their personal opinion and verifying the accuracy of the information before adopting it.

Outputs

A before and after version of a project



Integrity



- Effective Communication,
- Critical Thinking
- Mastery of Artificial Intelligence



Station Eight: In the Digital Space

Links to the Charter:



National Identity



Traits



Skills

My Words Are My Responsibility

All Cycles

Steps

Discuss with your child an example of bullying or a hurtful comment in an online game or chat group.

Ask them: What would you do if you saw this?
How could you help?

Ask them to choose an appropriate response in a respectful manner that reflects their values.

Outputs

A personal commitment to responsible digital behavior



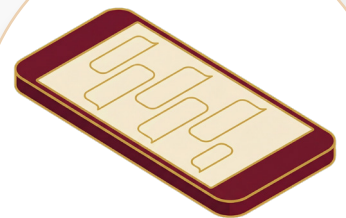
- Respect and Kindness
- Integrity



- Self-Regulation and Discipline
- Self-Confidence



- Reading and Writing
- Effective Communication



Our Digital Rules

KG – Cycle 1

Steps

Show your child different images (name, home address, personal photo, a game).
Ask them to sort them into: "can be shared" and "cannot be shared."

Discuss why some information needs protection and agree on three safe device usage rules.

Outputs

An "Our Digital Rules" list



Self-Regulation and Discipline



- Effective Communication
- Mastery of Artificial Intelligence



Frequently Asked Questions

01 **Will the Charter be mandatory for schools?**

Yes, the National Education Charter serves as a guiding framework that reflects the core values and educational practices schools operate by.

02 **When will the Charter be implemented?**

The Charter will be activated gradually, starting with awareness and guidance activities, then progressively embedded within school systems over the coming academic years.

03 **Will the implementation of the Charter lead to changes in the curricula of subjects taught and assessed in schools?**

The Charter will not lead to immediate changes in school curricula, but it will be used as a foundation for future development and alignment.

04 **Does implementing the Charter require adding new classes or subjects?**

Implementing the Charter does not require adding new classes or subjects. Instead, it will be activated by embedding it into classroom practices, school activities, and the daily learning environment.

05 **Is the Charter linked to student assessment?**

The National Education Charter is not linked to grades or student performance assessments.