



The Second Annual Conference on Childhood Care and Development
19-20 January 2026 – Manama – Bahrain



The Second Annual Conference on Childhood Care and Development

**“Envisioning the Future of Gifted Children and the Reality of Identifying, Nurturing,
and Developing**

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Based on the presentation of fifteen scientific, critical, and analytical research papers during the Second Annual Child Care and Development conference entitled “Envisioning the Future of Gifted Children: The Reality of their Identification, Care, and Development,” and with the participation of experts and specialists from the Kingdom of Bahrain, the Kingdom of Saudi Arabia, Kuwait, Qatar, Egypt, and Finland, the Second Annual Child Care and Development conference issued the following recommendations:

Shura and Representative Councils:

1. Supporting unified Gulf policies for investment in gifted individuals, leveraging the cultural and social commonalities among the GCC countries.
2. Working to raise community awareness of the importance of childhood and its significant role in shaping a child’s personality and future abilities, as well as the need to educate the general public about the importance of caring for gifted students and meeting their diverse needs.
3. Recommending that ministries, institutions, and centers responsible for the care of twice-exceptional children allocate part of their resources to focusing on identifying students’ strengths—not only addressing their difficulties—through systematic observation, documentation, and profiling of each learner’s individual strengths and interests.

4. Promoting the widespread adoption and standardization of the proposed assessment battery for identifying gifted children, to obtain an accurate picture of children's abilities and pave the way for its approval as a national tool for early identification and optimal nurturing of giftedness.

Ministry of Health

1. Promoting exclusive breastfeeding during the first six months to ensure optimal intake of iron, zinc, iodine, B vitamins, and omega-3 fatty acids, which are essential for the growth and development of the nervous system.
2. Ensuring that children aged 1–4 years engage in at least 180 minutes of physical activity daily, and that school-aged children participate in no less than 60 minutes per day of moderate to vigorous physical activity.
3. Training children in emotional regulation strategies such as deep breathing, mindfulness, and mental relaxation.
4. Raising awareness about the importance of a balanced diet rich in fruits, vegetables, whole grains, and lean proteins.
5. Integrating micronutrient supplementation and fortification programs into national health strategies.
6. Implementing food fortification programs (such as adding vitamin D to dairy products and iron to cereals).
7. Establishing regular national surveys to assess and monitor the prevalence of micronutrient deficiencies.
8. Integration of micronutrient supplementation and fortification programs into national health strategies.

Ministry of Social Development:

1. Training healthcare providers to detect and address micronutrient deficiencies at early stages, given their significant impact on supporting children's physical and cognitive development, which directly contributes to nurturing their talents and enhancing their intellectual and creative abilities.
2. Not excluding individuals with learning, speech, or attention difficulties from rehabilitation centers; instead, assessment tools should be adapted using artificial intelligence technologies to ensure accurate identification of talents without masking or overlooking them.
3. Adopting performance measurement indicators to assess the development of talents among typically developing children and children with special needs. Empowering teachers and trainers through continuous professional development to effectively use modern

4. technologies, while maintaining a balance between digital and real-world learning to foster creative and critical thinking.
5. Designing integrated programs that focus on developing multiple intelligences in gifted children to address crises and ensure sustainability.
6. Adopting a flexible and adaptable training system to respond to emergency crises.
7. Developing the skills of training system personnel to enhance their ability to be flexible and adapt to changes.
8. Training educators to regularly utilize observation checklists and link the results to plans for improving the learning environment.
9. Identifying children with leadership talents and subsequently providing them with specialized tools and assessments, as well as offering appropriate care.
10. Aligning the strategic plans of rehabilitation centers directly with the standards of the Education and Training Quality Authority, under the supervision of the Ministry of Development, to ensure the quality and effectiveness of services provided to children
11. Establishing a strategic commitment to identifying and developing learners' strengths and talents is a core responsibility of private education centers. This commitment should be reflected in the strategies of rehabilitation centers and schools, individual education plans, and assessment practices.

Ministry of Education:

1. Providing puzzles, memory-enhancing games, and logical tasks that develop attention, reasoning skills, and problem-solving abilities.
2. Integrating food literacy programs into school and community activities.
3. Adopting the 'Human-in-the-Loop' model by ensuring that the role of humans in talent identification and nurturing is not overlooked. Artificial intelligence serves as a supportive tool but does not replace the human role."
4. Adopting open-ended STEM tasks instead of single-path activities to encourage alternative solutions and foster design development.
5. Empowering teachers through continuous professional training to use modern technologies effectively, while achieving a balance between digital and real-world learning to develop creative and critical thinking.
6. Establishing appropriate ethical standards for the use of artificial intelligence to ensure outcomes that are consistent with the culture of Arab societies when applying AI technologies.
7. Developing more comprehensive assessment tools that consider the interaction between different intelligences, rather than evaluating them separately, to gain a complete understanding of the child's abilities.

8. Early identification of gifted children at the kindergarten stage to provide them with appropriate care and offer activities suited to each child's talents.

9. Developing programs that foster moral intelligence across different educational stages.

Honourcode for Pioneering Educational Training:

1. Establishing a task force on an honor code basis dedicated to training educational leaders in innovative thinking and in methods for identifying and nurturing gifted individuals. The team would comprise psychological experts, specialists in modern leadership and innovation approaches, and former leaders recognized for their competence and innovation.