WHITE PAPER

The Children Experience Economy

A Framework for Developmentally Informed and Responsible Child Experiences

Connecting early childhood education with design and practice

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School of Education

Sunway University

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Publication status and evidence basis

Publication record

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Analytical sample	Seven organisationally framed submissions after exclusion of one non-substantive record
Interpretive boundary	Exploratory and research-informed. Findings are descriptive and are not population-generalised.

STATUS STATEMENT

This white paper advances CEE as a cross-sector governance and capability framework for further testing. It does not present CEE as an established economic sector, a fully validated industry classification or a confirmed set of new professions.

Foreword

Children encounter markets, institutions and public systems through experiences that are designed for them, around them and, too often, without them. A learning platform shapes attention and privacy. A playground shapes movement, risk and belonging. A programme shapes participation and relationships. A product, service or space can advance children's development and rights, or introduce avoidable harm, even when it is commercially successful by conventional measures.

The Children Experience Economy, or CEE, was proposed to make this dispersed field of responsibility more visible. The initial industry consultation indicated recognition of the practical problem, but it also challenged the breadth of the concept, the completeness of its categories, the plausibility of five new professional titles and the absence of tested commercial metrics. These criticisms help move the proposition from a broad label towards a more disciplined framework for governance, capability and evidence.

Sunway's School of Education can contribute developmental knowledge, early childhood pedagogy, inclusive practice and educational assessment to this work. Partners can contribute design expertise, operational understanding and settings in which proposals can be tested. The purpose of this white paper is to bring those contributions into a shared process: define the experience, understand the child's perspective, justify the design, assign responsibility and examine the results. We invite university colleagues and prospective partners to develop and evaluate a bounded pilot through which the value of this approach can be demonstrated.

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Executive Summary

The Children Experience Economy is proposed as a cross-sector governance and capability framework for improving intentionally designed experiences involving children and families. It brings together child development, inclusion, safeguarding, children's rights, family participation, experience design, organisational accountability and commercial feasibility. It addresses a potential coordination problem: decisions affecting the same child experience may be distributed across design, education, operations, marketing, technology, safety and external specialists without a common record of quality criteria, responsibilities and evidence.

This paper is intended for university leaders, employers and prospective partners considering how early childhood expertise can improve the experiences their organisations design for children. It proposes a bounded programme of curriculum development and pilot evaluation, with Sunway's School of Education contributing developmental and pedagogical expertise. The immediate decision is whether to resource that programme and agree its evidence requirements.

CORE POSITION

The exploratory consultation provides qualified support for the CEE proposition while requiring substantial discipline in its categories, workforce claims, measurement model and commercial case.

What the evidence supports

The internal industry validation report describes eight spreadsheet records. One non-substantive record was excluded, leaving seven organisationally framed submissions, each from one representative. All seven organisations were reported to be micro or small and operated in child-facing or strategically child-related contexts. These exploratory findings inform framework development; they do not establish industry-wide demand, programme effectiveness or population-level support.

- Respondents' ratings indicated perceived relevance. Seven of seven rated conceptual clarity, sector alignment and organisational utility at 4 or 5. Five of seven rated value-add at 4 or 5, and six of seven rated workforce relevance at 4 or 5. These reported ratings describe perceptions within the sample; they do not establish framework reliability, effectiveness, market differentiation or employer demand.
- Child-centred practice already exists in several forms. Four respondents reported end-to-end integration of developmental and safeguarding considerations, two reported upstream-only integration and one reported downstream quality-control integration. Ownership ranged from dedicated specialists to shared generalists and informal oversight.
- The competency selections provide a starting point for capability development. Child Development was selected by all seven respondents, Family Engagement and Play and Experience Design by five each, and Child Safeguarding by four. These were constrained selections in a top-five task, not a ranking of obligations. Safeguarding, inclusion, privacy and other applicable responsibilities remain requirements regardless of selection frequency.

- Commercial interest was present but unverified. Two respondents selected immediate or active demand, three future or pipeline demand and two advisory or project-based demand. The instrument did not verify budgets, vacancies, procurement, salaries or willingness to pay.
- The final position was qualified. Four respondents supported the proposition with minor revisions, two with substantial revisions and one reported insufficient evidence. No respondent supported the framework unchanged. These responses are consultation findings and do not constitute formal endorsement of this revised white paper.

What must change

The consultation did not validate Products, Spaces and Services as a complete taxonomy. Only two of seven respondents considered the categories sufficient, while three said partly, one said no and one was unsure. Digital platforms, data, AI and media were treated as infrastructure or cross-cutting domains. Programmes, events and experiences crossed the proposed boundaries. The revised model therefore treats Products, Spaces and Services as overlapping delivery arenas rather than exclusive industry segments.

The five proposed roles also require reframing. Education Content Designer had the strongest recognition, although often under other titles. Inclusive Learning Designer and Child-Friendly Space Consultant were recognised mainly as emerging capabilities. Child Experience Researcher received the weakest occupational result. Across the qualitative evidence, respondents preferred embedded skills, cross-functional teams, small specialist cores, academic or clinical partnerships and project-based consultants. The framework should therefore specify capability domains and specialist thresholds. Any new occupational claim requires separate labour-market evidence.

Strategic recommendation

CEE should progress through a staged programme of refinement, child and family co-design, wider employer consultation, occupational analysis, measurable pilots and independent evaluation. For Sunway University, the immediate opportunity is to test how CEE can enrich its early childhood programmes through assessed design projects and supervised industry collaboration, subject to curriculum approval and adequate resources. This application should retain the approved early childhood core and practicum requirements. New standalone qualifications or occupational pathways require further evidence of sustained demand.

The central proposition is deliberately precise: child-facing experiences should be designed and governed with the same seriousness applied to safety, quality, privacy and commercial performance. CEE offers a way to connect those obligations. Its credibility will depend on whether it can produce better experiences for children and families while remaining implementable, measurable and economically defensible.

1. The Strategic Context

Children are affected by business and institutional decisions across the workplace, marketplace and community. The Children's Rights and Business Principles make this broader responsibility explicit, extending attention beyond child labour to products, services, marketing, distribution, community investment and business relationships (UNICEF, United Nations Global Compact, & Save the Children, 2012). The strategic issue is therefore not confined to organisations that identify as educational or child-development providers. Any organisation that designs an experience used by children, or that materially affects their lives, has decisions to make about safety, inclusion, participation, privacy, developmental fit and accountability.

For Sunway's School of Education, the Malaysian application begins with a practical question: how can early childhood preparation equip graduates to contribute developmental judgement wherever organisations design experiences for young children? The immediate issue is the connection between educational knowledge and decisions about resources, environments, programmes and family participation. This paper does not infer a national workforce shortage or a new market from seven submissions. It proposes an institution-led application that can be assessed through student work, partner use and child and family experience before wider claims are made.

Digitalisation intensifies this challenge. The digital environment now includes platforms, content, connected devices, artificial intelligence, automated systems, algorithms and data analytics. The Committee on the Rights of the Child has stated that children's rights must be respected, protected and fulfilled in digital settings, and that the best interests of the child should be a primary consideration in their design, management and use (Committee on the Rights of the Child, 2021). UNICEF's current guidance on AI and children further emphasises safety, privacy, non-discrimination, transparency, accountability, inclusion and developmental well-being (UNICEF, 2025).

These expectations expose a possible gap between high-level responsibility and operational practice. Different teams may pursue adoption, engagement, learning, efficiency or compliance without examining their combined effect on the child. For example, an attraction may meet throughput and physical-safety requirements while leaving unclear whether a young child can understand the activity, choose how to participate or withdraw without pressure. CEE proposes a shared decision process that makes those questions explicit, assigns responsibility and records the evidence needed to proceed. This is a coordination hypothesis to test against existing practice.

2. Why Children's Experiences Require a Distinct Analytical Lens

Children are not simply smaller adult consumers. Their developmental stages, evolving capacities, dependency relationships and unequal power in decision-making change how design choices should be assessed. The Convention on the Rights of the Child establishes principles that include non-discrimination, the best interests of the child, survival and development, and respect for children's views (United Nations, 1989). General Comment No. 12 clarifies that children should be able to express views

in matters affecting them and have those views given due weight according to age and maturity (Committee on the Rights of the Child, 2009).

The broad framework concerns children under 18, consistent with the scope of the Convention on the Rights of the Child, subject to its Article 1 qualification. Its initial Sunway application is early childhood education. Birth through age eight is used here as a working design scope, with age-specific expectations and each teaching activity mapped to the remit of the approved programme. The illustrative pilot in Section 12 is narrower, covering children aged four to six. Neither that pilot nor the broader early childhood application establishes that findings transfer to older children.

An experience lens adds value because children encounter organisations through linked touchpoints rather than isolated products. A digital platform may be accessed through a school programme, supported by caregivers, governed by data systems and connected to a physical event. A playground includes equipment, spatial layout, inspection, facilitation and family expectations. A media product may involve content design, algorithms, advertising, privacy settings and parent communication. Treating each element separately can hide the cumulative experience and the handoffs where accountability is lost.

The analytical lens must also recognise opportunity, not only protection. Developmentally informed design can support play, learning, agency, inclusion, participation and family trust. Yet claims of benefit require evidence. A child-friendly colour palette, a safeguarding statement or a general reference to development should not substitute for measurable design criteria, appropriate expertise and feedback from children and families. The consultation repeatedly returned to this distinction between aspiration and operational proof.

Research on learning through play and on interaction quality in early childhood education offers a starting point for specifying experience quality (Zosh et al., 2017; OECD, 2021). These bodies of work support attention to how children participate and interact. They do not establish that entertainment, immersion or engagement alone produces developmental benefit. A CEE project should identify the intended learning or participation outcome and select evidence appropriate to that claim.

ANALYTICAL PRINCIPLE

CEE should evaluate the whole experience, the distribution of responsibility and the evidence of benefit or harm. It should not function as a marketing label attached to an otherwise unchanged product or service.

3. Defining the Children Experience Economy

For the next stage of development, the Children Experience Economy is proposed as a governance and capability framework for the network of intentionally designed products, spaces, services, programmes and digital environments through which organisations shape children's learning, play, participation, development, safety, relationships and family experiences.

The definition has three boundaries. First, it concerns intentionally designed experiences, not every economic activity that indirectly affects children. Second, it is cross-sectoral: education, recreation,

media, technology, retail, tourism, public space, healthcare and community services may participate without becoming members of a single new industry. Third, CEE is a governance and capability proposition. It asks how organisations identify child-related impacts, organise expertise, involve stakeholders, make trade-offs and measure outcomes.

The word economy describes a hypothesis about connected value creation, investment and capability across sectors. The proposed mechanism is that earlier developmental and inclusion input, clearer responsibility and better evidence may reduce avoidable redesign, improve participation and help organisations make more defensible decisions. These benefits must be tested against the cost of staff time, specialist input, accessible provision and evaluation. The present evidence does not establish market boundaries, economic size, occupational classifications or a common industry identity. Children's attention, data and participation are not benefits to monetise at the expense of their rights or well-being.

Table 1 Scope and limits of the CEE proposition

CEE is	CEE is not yet
A cross-sector framework for governing child-facing experiences	A statistically established economic sector
A common language connecting rights, development, design, operations and evidence	A replacement for education, psychology, design, safeguarding or sector regulation
A basis for mapping capabilities and specialist thresholds	Proof that five new occupations exist or are emerging
A research programme for testing child and organisational outcomes	Evidence that commercial ROI or market-wide demand has been demonstrated

4. Consultation Methodology and Evidence Boundaries

The empirical findings in this white paper are drawn from the Children Experience Economy Industry Validation Report (Sunway University, School of Education, 2026). That internal report describes reconstruction of the instrument and response spreadsheet, mapping of 88 spreadsheet columns, recalculation of structured responses, coding of open-text material and reconciliation of major statistics. The present paper reproduces selected findings with attribution; it is not an independent audit of the underlying records. Counts, organisation characteristics and audit results below should be read within that source boundary.

Table 2 Consultation audit results attributed to the internal report

Audit item	Result reported in the internal report
Spreadsheet submissions	8
Non-substantive records excluded	1
Final analytical sample	7 organisational submissions
Blank cells among valid records	0
Duplicate valid submissions	0
Organisation size	3 micro and 4 small organisations
Hiring involvement	4 primary decision-makers, 2 advisory, 1 without direct involvement

Source: Children Experience Economy Industry Validation Report (Sunway University, School of Education, 2026). Audit results are reported by that source. A recorded value in every cell does not establish that every response was substantive, interpretable or independently verified.

The internal report describes one excluded record containing placeholder identifiers and repeated scalar entries in narrative fields, and classifies it as non-substantive. Its origin and whether the exclusion rule was specified before analysis are not documented in this paper. The remaining seven submissions were reported to have distinct timestamps, contacts and organisation names. Entries such as “nil”, “N/A”, “unsure” and “not sure” were interpreted according to the question rather than automatically classified as missing.

4.1 Unit of analysis

The unit of analysis is an organisationally framed submission from one representative. Questions concerned organisational practice, demand and stance, but the instrument did not establish whether each answer was consolidated across departments or authorised as a corporate position. Results therefore describe respondents’ accounts of their organisations. Distinct contacts, names and timestamps do not by themselves establish independent corporate verification.

4.2 Limitations

The sample is small, purposive, potentially self-selecting and concentrated in micro and small organisations already connected to children or families. It does not systematically cover medium and large firms, public agencies or all sectors named in the instrument. Early childhood is prominent, geography was not captured systematically and the number invited is unknown, so a response rate cannot be calculated. Respondent familiarity with the project and question framing may have influenced answers. No child or family voice was included. Hiring, demand and integration were self-reported and were not verified against vacancies, budgets, policies, procurement or outcome data.

The fieldwork dates, detailed recruitment and eligibility procedures, instrument version, exact scale anchors and item-level distributions are not documented in this paper. Nor does it provide the rules for incomplete or excessive top-five selections, the response-to-theme coding record or evidence of independent coding review. These reporting limits constrain reproducibility and interpretation. The findings cannot be generalised to Malaysian employers or all child-facing sectors.

These constraints do not make the consultation unusable. They define its proper role: a critical first-stage test that identifies areas of relevance, weakness and redesign. The evidence is suitable for refining hypotheses and designing pilots, but not for population claims, occupational forecasting or declarations of industry validation.

5. What the Consultation Found

5.1 Conceptual relevance with a distinctiveness problem

Table 3 Respondent ratings of the proposition

Dimension	Mean	Median	Rated 4 or 5 n/N
Core clarity	4.57	5	7 of 7
Sector alignment	4.43	4	7 of 7
Framework value-add	4.14	4	5 of 7
Organisational utility	4.43	4	7 of 7
Strategic workforce impact	4.29	5	6 of 7

Counts are reported as n/N. Means, medians and counts of ratings at 4 or 5 are reproduced as descriptive summaries from the internal report. Exact scale anchors and item-level distributions are not reproduced here, which limits interpretation. With seven responses, one response represents approximately 14 percentage points.

Source: Section C of the validation instrument. N=7; means are descriptive.

All seven respondents rated core clarity, sector alignment and organisational utility at 4 or 5. Five of seven rated value-add at 4 or 5. The internal report also describes perceived overlap with child-centred design, customer experience, experiential learning, social impact and established education or design roles. Taken together, these findings indicate perceived relevance within this sample and suggest that CEE may clarify or connect existing practice. They do not establish conceptual novelty.

5.2 Current practice is real but organisationally dispersed

Four of seven respondents reported end-to-end integration of child-development, inclusion and safeguarding considerations. Two reported upstream-only integration, and one reported downstream quality-control integration. None selected no systematic integration. Reported ownership was split

between three organisations with dedicated specialist responsibility, three with shared generalist ownership and one with informal oversight. Specialist access ranged from continuous internal involvement to project-based or intentionally non-specialist models.

These responses suggest a possible capability-coordination problem. Participating organisations reported using educators, psychologists, curriculum staff, designers, managers, consultants and operating standards. Reported differences in lifecycle interpretation, ownership and measurement warrant further investigation. CEE should help organisations make existing practice more coherent, with any additional structure justified by the risks and the work involved.

5.3 The three arenas are useful but incomplete

Only two of seven respondents considered Products, Spaces and Services sufficient as a complete ecosystem. Three said partly; one said no; and one was unsure. Respondents described hybrid footprints across Products and Services, Products and Spaces, Services and Spaces, media, consultancy and digital platforms. Programmes and experiences did not fit cleanly into one category. Digital, data, AI and media were variously described as infrastructure, a missing domain or a cross-cutting layer.

The implication is not to discard the three arenas. They provide an accessible map of where experiences materialise. The correction is to make them overlapping and non-exclusive, then add explicit cross-arena delivery modes and enabling infrastructure.

5.4 Roles are better understood as capability domains

Table 4 Respondent perceptions of proposed occupational titles

Proposed role	Exists	Other title	Emerging	Unlikely	Unsure
Inclusive Learning Designer	0	2	4	1	0
Child Experience Researcher	0	1	2	3	1
Family Engagement Manager	2	1	2	2	0
Child-Friendly Space Consultant	1	1	4	1	0
Education Content Designer	3	4	0	0	0

Source: Role-status matrix reported in the internal industry validation report, N=7. Each displayed role distribution totals seven responses. The categories describe respondent perceptions; "Emerging" does not establish a verified occupation, vacancy or labour-market forecast.

Education Content Designer had the strongest capability recognition, with three respondents selecting "Exists now" and four "Different title". Inclusive Learning Designer and Child-Friendly Space Consultant were recognised primarily as emerging or differently titled functions. Child Experience Researcher was the most contested, with three respondents selecting "Unlikely" and none selecting "Exists now". Family

Engagement Manager had a mixed result and was often embedded in programme, marketing, partnership or operational work.

The qualitative synthesis in the internal report describes a hybrid workforce model involving curriculum and editorial staff, cross-functional teams, part-time specialists, external consultants, clinical or academic partners and capabilities embedded in operations or product roles. The reported concerns about unfamiliar titles support retaining the capability functions while removing any presumption that the proposed titles are established professions.

5.5 A common foundation with sector-specific capability

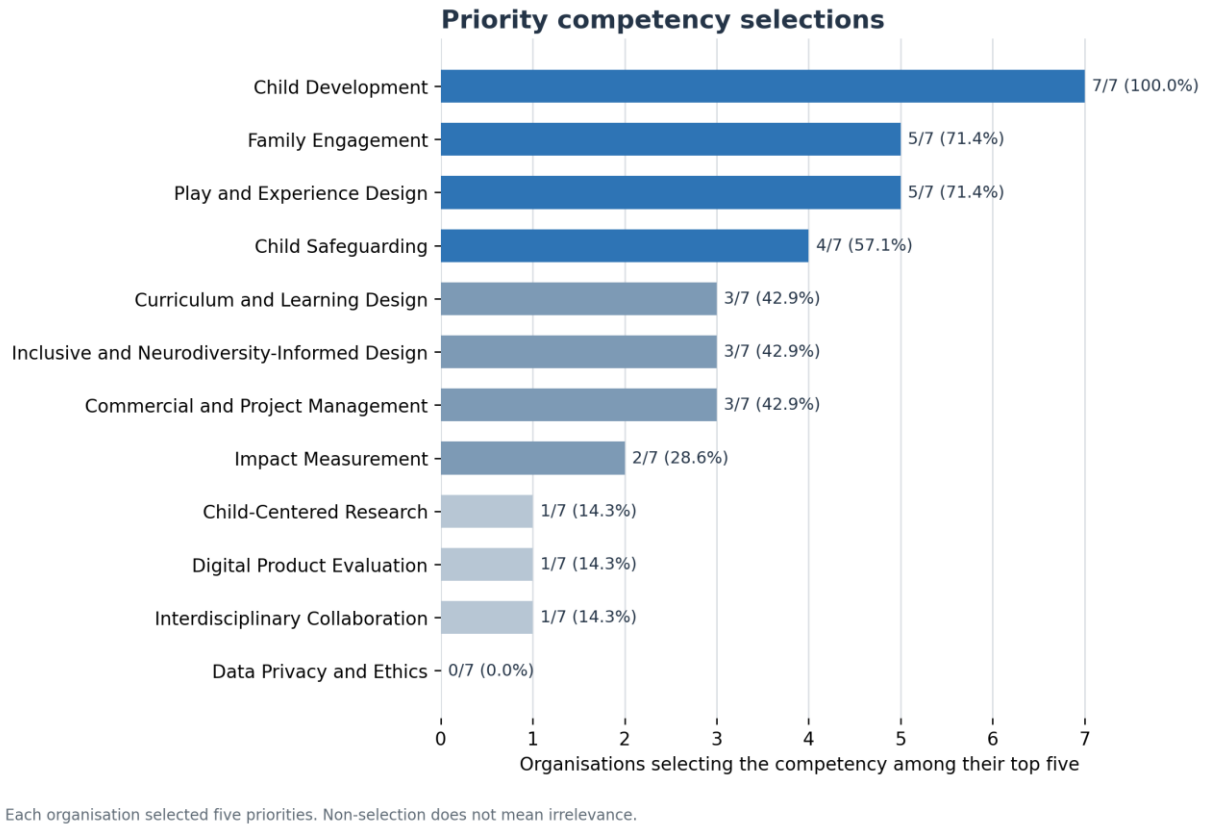


Figure 1. Reported top-five competency selections, N=7 respondents. Source: Children Experience Economy Industry Validation Report (Sunway University, School of Education, 2026), competency-selection exercise. Selection frequency indicates stated priority within a constrained task, not the applicability of a responsibility.

Child Development was the only competency selected by all seven respondents in the top-five exercise. Family Engagement and Play and Experience Design were selected by five each, Child Safeguarding by four, and Curriculum and Learning Design, Inclusive and Neurodiversity-Informed Design, and Commercial and Project Management by three each. The figure's 35 selections are consistent with seven sets of five, subject to the reporting limitations in Section 4. These counts do not measure competence, proficiency or the relative importance of obligations. Non-selection, including zero selections for Data Privacy and Ethics, does not remove any applicable duty.

Open-text responses identified technical requirements that the twelve-item list did not capture adequately, including digital engineering, UI/UX, analytics, security, AutoCAD and 3D tools, event and facility operations, emergency response, CRM, First Aid, customer-experience management and age-specific content filtering. The sector layer is therefore not an optional add-on. It is where general child-centred principles become technically credible.

5.6 Reported appetite requires market testing

Two respondents selected immediate or active demand, three future or pipeline demand and two advisory or project-based demand. None selected no demand or unsure. This result is directionally positive, but the categories measure stated appetite. The qualitative record referred mainly to adjacent roles, existing staff, embedded responsibilities, planned capability and consultants. The study did not verify active vacancies, approved headcount, salary levels, purchasing behaviour or market growth.

Table 5 Reported commercial barriers

Commercial barrier	n/N	%
Cost, headcount, margins or budget	6 of 7	85.7%
Unclear ROI, measurement or evidence	5 of 7	71.4%
Specialist scarcity, turnover or talent constraints	4 of 7	57.1%
Implementation complexity, bureaucracy or speed	3 of 7	42.9%
Demand or willingness-to-pay threshold	2 of 7	28.6%

Theme frequencies are attributed to the internal report and are subject to the coding limitations in Section 4. Themes may overlap, so their counts should not be added. Percentages describe these seven submissions and do not estimate market prevalence.

Commercial viability remains unproven. Organisations may value child-centred expertise when the operating model is proportionate and outcomes are visible. Pilots should test changes in experience quality, trust, participation and operational cost. Safeguarding and respect for rights remain baseline responsibilities even where a financial return cannot be demonstrated.

5.7 The final stance was qualified

Table 6 Respondents' overall position

Position	n	%
Support in current form	0	0.0%
Support with minor revisions	4	57.1%
Support with substantial revisions	2	28.6%
Do not currently support	0	0.0%
Insufficient evidence to decide	1	14.3%

EXACT INTERPRETATION

Six of seven respondents supported the core proposition subject to revision. This is qualified support within the consultation, not industry-wide endorsement, authorised corporate endorsement or validation of the revised framework.

6. Where the Original Proposition Was Challenged

The internal report identifies duplication, terminology, standalone roles, measurement and affordability as the principal objections. It attributes concerns about narrow, unfamiliar or workflow-misaligned titles to five submissions, concerns about the commercial practicality of standalone specialists to five, duplication with established professions to four, and requests for clearer evidence or practical criteria to four. These are overlapping reported themes, subject to the coding limitations in Section 4; their frequencies should not be added together.

6.1 Novelty cannot be assumed

CEE draws on established approaches rather than replacing them. Early childhood pedagogy informs developmental fit and the quality of interactions. Child-centred design supports understanding children's perspectives and iterating designs. Children's-rights due diligence establishes responsibilities to identify, prevent and address adverse impacts. Customer-experience practice maps touchpoints and organisational delivery. CEE's proposed contribution is to bring these inputs into a shared decision record for a specific child experience, connecting the developmental rationale, participation requirements, accountable owner, operational constraints and evidence of outcomes.

Consider a transition from a digital booking service to a physical activity. The common record would identify what families are told before arrival, whether the child can understand and choose participation, which adaptations are available, who owns each handoff and how the resulting experience will be assessed. This is an illustrative application, not a consultation finding. The testable proposition is that teams using the CEE process will identify and resolve relevant gaps more consistently than teams

using their existing arrangements. A pilot should assess that proposition before additional governance is extended.

6.2 Universal professionalisation would be commercially weak

Some micro and small organisations may be unable to sustain a specialist for every capability. Embedded skills, cross-functional review, external expertise or shared services may therefore be appropriate. Generalists can use reviewed tools for routine, low-risk adaptation within their competence. Suspected harm requires the safeguarding response; diagnostic or therapeutic claims require appropriately qualified clinical review; research involving children requires the applicable ethics process; sensitive-data decisions require privacy and information-security review; and physical-safety or complex accessibility questions require the relevant technical expertise. The responsible owner must pause the affected activity when the necessary judgement or protection is unavailable. Organisational size changes how expertise is secured, not the level of protection owed to children.

6.3 Ethics and safeguarding must be operational

Respondents raised data privacy, AI governance, parental consent, confidentiality, staff screening, ethical research, emergency response, legal compliance, liability and unsupported medical claims. These concerns align with international guidance on children's rights, corporate policies, risk assessment, age-appropriate design and remedy (International Telecommunication Union, 2020; Committee on the Rights of the Child, 2021). Such guidance informs the framework; it does not demonstrate compliance with Malaysian requirements. Each pilot must maintain a documented record of applicable education, safeguarding, accessibility, data and site requirements, with a responsible owner and review by the relevant institutional specialists before implementation.

7. The Revised CEE Framework

The proposed architecture responds to the consultation and the wider rights context. It retains the core of the original proposition while separating delivery arenas, enabling infrastructure, implementation requirements and capability domains. It is a research-informed synthesis for testing. It was not presented to respondents in this final form and should not be described as collectively endorsed.

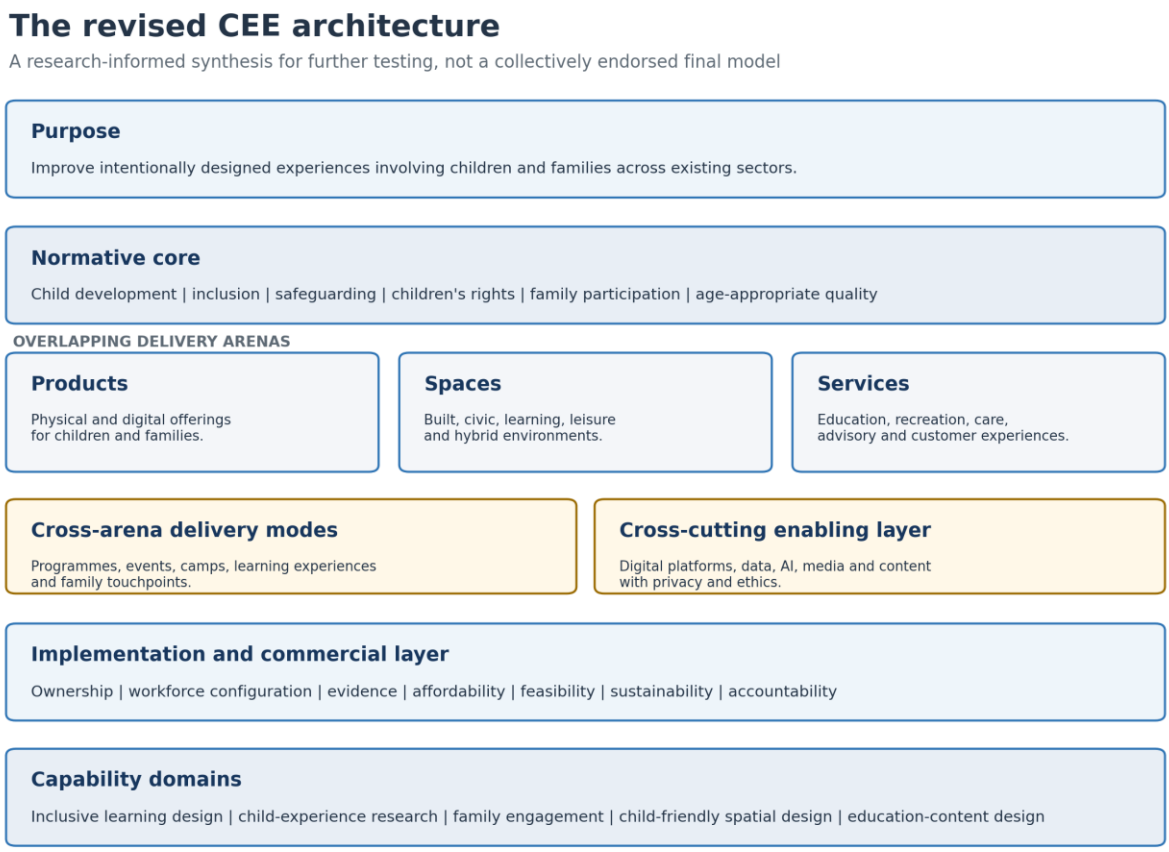


Figure 2. Proposed revised architecture of the Children Experience Economy. Source: author-developed synthesis of the exploratory consultation and the rights-based literature discussed in this paper. The revised architecture has not been independently validated.

7.1 Purpose

CEE is proposed to improve intentionally designed experiences involving children and families across existing sectors. It provides a way to connect relevant obligations, capabilities, decisions and evidence across the experience lifecycle, while retaining applicable regulation and professional responsibilities.

7.2 Normative core

The normative core comprises child development, inclusion, safeguarding, children's rights, family participation and age-appropriate experience quality. It draws on the Convention on the Rights of the Child and related guidance, while requiring organisations to translate principles into criteria appropriate to the context, age group and level of risk.

7.3 Overlapping delivery arenas

Products, Spaces and Services are retained as overlapping arenas. A digital learning product used through a school service and accessed in a community space may occupy all three. Multi-arena mapping is a strength because it exposes handoffs and shared responsibility. It should replace forced classification into a single category.

7.4 Cross-arena delivery modes

Programmes, events, camps, learning experiences, recreation and family-engagement touchpoints are treated as delivery modes that combine products, spaces and services over time. This responds to consultation feedback without prematurely declaring a fourth arena.

7.5 Cross-cutting enabling layer

Digital experiences may be products or services in their own right, while platforms, data systems, AI, algorithms, media and content also operate across the arenas. This dual role does not require exclusive classification. Review should address data minimisation, profiling, manipulative design, accessibility, age appropriateness and human oversight, with a named owner for each relevant decision. UNICEF's AI guidance and UNESCO's guidance for generative AI in education support human-centred, rights-aware governance (Miao & Holmes, 2023; UNICEF, 2025). An initial ECE project can assess a digital tool through adult review or simulation; direct use of generative AI by children is not a prerequisite for testing the framework.

7.6 Implementation and commercial layer

This layer converts values into organisational practice. It includes ownership, decision rights, workforce configuration, risk classification, measurement, affordability, commercial feasibility and accountability. Its inclusion responds directly to participants who asked for roadmaps, metrics, evidence and business relevance.

7.7 Capability domains

The five original roles are provisionally reframed as capability domains: inclusive learning design, child-experience research, family engagement, child-friendly spatial design and education-content design. Observable tasks would include identifying participation barriers, planning an ethically approved observation, preparing accessible family information, reviewing a journey through a space and justifying an age-appropriate content choice. A proposed progression distinguishes recognition of issues, supervised application within an established role, and qualified specialist judgement. Each task must specify its evidence requirements, supervision and referral threshold. Technical implementation and certification remain with appropriately qualified practitioners. These domains and levels are a starting point for testing completeness, not an exhaustive or approved competency standard.

Applying the framework to a decision

A proposed operating sequence gives the architecture practical use. First, define the experience, age group, intended benefit and boundaries. Second, map the child and family journey and identify participation barriers and foreseeable harms. Third, assign a responsible owner and obtain the expertise needed for the risks identified. Fourth, co-design and test a proportionate response using approved participation methods. Fifth, review evidence against agreed quality and protection criteria, record the decision and monitor implementation. This sequence is proposed for pilot testing.

An initial project should produce five reviewable records: an experience map, a developmental and inclusion rationale, a safeguarding and data plan, a prototype or revised practice, and an evaluation report. These records make the contribution of early childhood expertise visible to educators, designers and partner organisations.

8. Principles for Responsible Implementation

Begin with the child's best interests. Define the intended benefit, foreseeable risk and evidence required before design or procurement decisions are finalised.

Recognise developmental diversity. Use age, ability, culture, language and evolving capacities to shape criteria, testing and communication.

Design for inclusion from the outset. Treat accessibility and neurodiversity as design inputs, not late-stage accommodations.

Safeguard across the lifecycle. Address people, environments, data, content, partners, reporting and remedy from concept through operation.

Enable meaningful participation. Involve children and families through safe, ethical and age-appropriate methods, and show how their input affects decisions.

Assign accountable ownership. Locate responsibility close to the relevant risk and value chain, with access to independent expertise when needed.

Measure claims proportionately. Link developmental and experience claims to observable indicators and avoid unsupported medical, therapeutic or educational promises.

Assess feasibility within rights and safety requirements. Document choices about cost, speed and operational capacity only after minimum protection, inclusion and ethical requirements have been met. Pause or redesign an experience when those requirements cannot be satisfied.

Participation requires particular care. Children should receive accessible information, genuine choices and a clear means to stop, with support for disability, language and other communication needs. Recruitment should address practical barriers such as transport and cost without creating pressure to purchase, enrol or remain in an activity. Family perspectives complement children’s own expressions and do not replace them. A participation record should show what children and families raised, what

changed, what could not change and why. Feedback should be returned in an accessible form. Professional and organisational accountability remains with adults.

Before work involving children, the project lead must establish the applicable research ethics process, site authorisation, parent or guardian permission, child assent arrangements and safeguarding response. These are separate requirements. Information and withdrawal procedures must be understandable and appropriate to age and communication needs. Facilitators should attend to non-verbal dissent as well as expressed refusal, stop an activity when a child is distressed and follow the agreed escalation procedure. Data collection must be necessary and proportionate, with specified access, retention and deletion arrangements. Student projects should begin with simulation or adult review where direct child participation is not justified or approved.

9. Workforce and Capability Implications

The consultation informs a proposed tiered workforce model. The appropriate configuration depends on risk, frequency, scale, regulation and organisational capacity. A small education provider, a technology platform, a public attraction and a playground manufacturer will require different arrangements, while meeting the applicable protection requirements.

Table 7 Proposed workforce and capability model

Tier	Primary users	Function
Foundation	All child-facing staff and decision-makers	Child-development literacy, safeguarding, family engagement, inclusion and age-appropriate experience quality
Role-specific application	Designers, educators, product, content, operations and marketing staff	Apply the foundation within established job responsibilities and sector workflows
Cross-functional governance	Named owners and multidisciplinary review teams	Coordinate trade-offs, evidence, risk and accountability across the experience lifecycle
Qualified specialist review	Qualified internal or external experts	Provide judgment where clinical, diagnostic, safeguarding, accessibility, research, data or physical-safety risk exceeds generalist competence
Technical sector layer	Engineers, architects, developers, operators and specialist practitioners	Deliver credible technical implementation using sector tools, standards and operational knowledge

Organisations can combine embedded capability, cross-functional teams, a small specialist core, shared services, external consultants and institutional partnerships according to the frequency and risk of the work. A high-frequency platform processing sensitive child data may need permanent specialist

ownership; an occasional design change may be managed by trained staff with proportionate specialist review. Qualified expertise and independent evaluation serve different functions. A competent internal specialist can advise delivery, but claims about effectiveness require scrutiny that is not controlled by those responsible for the intervention. External advice is necessary when required competence is unavailable internally or a conflict prevents impartial review. Conflicts, reporting arrangements and decision ownership should be documented; the accountable organisation retains responsibility for implementation.

Before any occupational pathway is promoted, further evidence should examine job descriptions, postings, salaries, procurement, budgets, promotion routes and retention. Demand for a capability is not the same as demand for a title. Workforce strategy should therefore strengthen established roles first and test whether specialist pathways emerge through sustained organisational need.

10. Implications for Sunway and Early Childhood Education

Universities can connect child development, education, psychology, design, technology, media, engineering, business and ethics. For Sunway University, the strategic opportunity is to make early childhood expertise visible in the design and evaluation of experiences beyond the classroom while strengthening preparation for early childhood practice. A proposed CEE strand within existing programmes should be tested alongside modular development for professionals. Its value must be demonstrated through student work, partner use and outcomes for children and families.

- Create a common foundation in child development, safeguarding, inclusion, children's rights, family engagement and responsible evidence use.
- Offer sector pathways for education and content, digital products and AI, physical spaces and safety, programmes and events, and research or impact measurement.
- Use assessed interdisciplinary projects in which learners apply developmental knowledge, address inclusion and safeguarding, justify design decisions and examine operational feasibility.
- Pilot short courses and micro-credentials around a defined workplace problem and participant group, such as inclusive activity design for programme staff or accessible communication for family-facing teams. Each course should require an assessed workplace application and a planned follow-up using evidence of changed practice. Evaluation should record delivery and participation costs, completion, quality of the application, employer co-funding and willingness to fund repeat participation. Satisfaction alone would not establish workplace transfer or sustained demand for a standalone qualification.

Programme and career claims should match what students are taught, assessed and authorised to do. CEE can prepare graduates and practitioners to contribute child-development expertise within established occupations and cross-functional teams. It does not itself confer competence to diagnose, provide therapy, certify physical safety, practise architecture or undertake unsupervised specialist consultancy. Employment claims require evidence of relevant opportunities and graduate outcomes.

A proposed Sunway programme contribution

The proposed distinction is that students learn to apply early childhood knowledge to the design and evaluation of children's experiences across educational and other child-facing settings. Its credibility would rest on a coherent sequence of assessed work, qualified supervision and partner use of the outputs. Inclusion, play, practicum and industry exposure remain important foundations, but should not be presented as unique features without comparative evidence.

For diploma students, an initial application could involve observing an approved setting, identifying a developmental or participation barrier, adapting a resource or activity, and explaining the change using early childhood principles. For bachelor's students, a more advanced application could require an evidence-based brief, inclusive design options, a supervised prototype and an evaluation of the resulting experience. These are proposed assessment distinctions for curriculum mapping, not descriptions of approved new modules.

A cumulative portfolio could include an experience map, an accessible resource, an observation-based rationale, a family communication plan and an evaluation of evidence and limitations. A common rubric should assess developmental reasoning, inclusion, safeguarding, participation, design quality and evaluation. A satisfactory submission would justify choices for the specified age group, identify and address participation barriers, document permissions and risk controls, show how feedback informed revisions, and interpret outcomes without exceeding the evidence. Greater independence and depth of analysis would distinguish bachelor's work from supervised diploma application. An unresolved safeguarding failure would require correction before implementation, irrespective of performance elsewhere. Academic staff should retain assessment and moderation responsibilities, informed by partner feedback.

SOE would contribute early childhood pedagogy, developmental reasoning, inclusive practice and assessment. Participating design, technology, engineering or business colleagues would contribute expertise within their disciplines. External partners would supply authentic briefs and operational feedback under agreed responsibilities. No facilities, placements, partner commitments or specialist services should be advertised until their availability and arrangements are confirmed.

Position within the programme landscape

Selected Malaysian programme pages show that play, inclusion, family engagement, research, practicum and industry relevance already feature in the market. Taylor's and SEGi advertise ECE and special-needs specialisations as separate routes within their education degrees. HELP's ECE degree includes practicum, family engagement and entrepreneurship, and lists toy consultancy among career examples. UNITAR's online ECE degree explicitly refers to enrichment and play centres and theme parks (Taylor's University, n.d.; SEGi University, n.d.; HELP University, n.d.; UNITAR International University, n.d.). These advertised features make breadth of setting an insufficient basis for claiming uniqueness.

This comparison uses selected official programme descriptions accessed on 19 October 2026. It is not an exhaustive market study or an assessment of teaching quality, and an unmentioned feature cannot be

assumed absent. Sunway's proposed distinction is the systematic application and assessment of early childhood expertise across the design, delivery and evaluation of children's experiences. That distinction must be demonstrated through curriculum, student work, partner use and outcomes. CEE terminology alone does not establish a competitive advantage.

Evidence of distinctiveness should include the approved curriculum map, moderated examples of student work, partner feedback on use of the outputs, documented changes to practice and appropriately designed evaluation of children's experiences. Graduate destinations and employer demand should be tracked as cohorts progress. These measures would support a defensible account of what a Sunway graduate can contribute.

11. Commercial and Organisational Considerations

CEE will not move from relevance to adoption through normative argument alone. Organisations must be able to identify where the framework changes a decision, reduces a risk, improves an experience or creates measurable value. The consultation found that cost and evidence were the most common barriers. A credible operating model must therefore be proportionate, integrated with existing governance and capable of producing decision-useful data.

11.1 Organisational placement

Responsibility was dispersed across Product R&D or engineering, Marketing or Consumer Insights, Operations or Quality Assurance, and, in one case, a dedicated specialist division. This distribution is sensible. CEE should sit near the relevant risk and value chain while maintaining a cross-functional governance mechanism. The accountable owner may differ across a platform, school, attraction, manufacturer or public space.

11.2 A proportionate business case

The business case should begin with a specific decision, such as improving family communication, removing a participation barrier or identifying safeguarding issues before redesign becomes costly. Each case needs a baseline, a defined intervention and measures appropriate to the intended child-related benefit. Business indicators should be considered alongside children's choice, meaningful participation, distress or withdrawal, accessibility and family burden. Costs should include staff and supervision time, specialist review, adaptations, data management and evaluation. Longer visits, repeat participation and higher spending are not inherently beneficial, particularly where they reflect pressure, exclusion or manipulative design.

11.3 Procurement and partnership

Project-based work may provide a feasible route to testing demand for specialist review, research, training or design support without requiring permanent headcount. Before a pilot begins, a written agreement should specify each partner's contribution, supervision, safeguarding obligations, data access and custody, intellectual property, confidentiality, publication rights and withdrawal arrangements.

Evaluation findings, including null or adverse results, should be reportable under agreed privacy and confidentiality protections. A partner may identify factual errors or protected information, but commercial preference should not determine the reported findings. Qualifications, conflicts of interest and independence must be transparent. External advice does not transfer the organisation's responsibility for final decisions.

11.4 Commercial claims discipline

The present consultation did not measure price, salary, spending, investment intention or realised return. Terms such as commercial viability, demand and ROI should therefore remain hypotheses. A future commercial study should distinguish willingness to express interest, willingness to test, willingness to procure and willingness to sustain expenditure. These are different thresholds and should not be collapsed into one percentage.

12. Measurement and Evidence Framework

Measurement should connect child and family outcomes with implementation quality and organisational performance without reducing children's rights to a financial instrument. Rights and safeguarding remain baseline responsibilities. Table 8 is a menu of candidate indicators, not a validated scale. Each pilot should select a small primary set and classify every measure as an outcome, an implementation process or an organisational measure. Definitions must identify the data source, denominator, collection schedule, owner and decision threshold. Staff confidence should be distinguished from demonstrated competence; a lower incident count should be interpreted alongside reporting access and practice, because it may reflect under-reporting rather than safer provision.

Table 8 Candidate indicators for pilot design

Domain	Child and family measures	Organisational and commercial measures
Safety and safeguarding	Incidents, near misses, reporting confidence, response time, remedy quality	Risk exposure, redesign cost, operational continuity, trust
Developmental appropriateness	Age fit, comprehension, cognitive load, progression, observable developmental alignment	Engagement quality, completion, complaints, product acceptance
Accessibility and inclusion	Participation across abilities, barriers encountered, accommodation burden, equitable outcomes	Reach, usability, service efficiency, reputation
Participation and agency	Quality of child input, decision influence, informed choice, feedback closure	Design relevance, acceptance, innovation quality

Domain	Child and family measures	Organisational and commercial measures
Experience quality	Engagement, play, learning, enjoyment, belonging, emotional safety	Retention, repeat participation, recommendation, brand trust
Family relationship	Caregiver confidence, clarity, consent quality, communication and complaint experience	Customer trust, retention, referrals, partnership strength
Organisational capability	Child and family feedback on how staff explain choices, respond to distress and provide participation support	Demonstrated staff competence, role clarity, protocol adherence, coordination, staff time and rework

Proposed indicators for pilot testing. They were not measured as outcomes in the initial consultation.

12.1 Measurement rules

1. Define the decision and intended child-related benefit before selecting indicators.
2. Identify foreseeable harms, affected groups and ethical constraints.
3. Choose a small balanced set of child, family, operational and commercial measures.
4. Establish a baseline and document the implementation cost.
5. Use age-appropriate and ethical methods, including safe participation where relevant.
6. Examine differences by age, disability and relevant contextual factors only where sample size, consent and privacy permit. Suppress small cells and avoid identifiable subgroup reporting.
7. Report null results, trade-offs and unintended effects, not only positive outcomes.

The framework should avoid one universal score that allows strong commercial or engagement results to conceal a serious protection failure. Before delivery, the pilot protocol should identify non-negotiable safety, rights and ethical thresholds. Any facilitator should be authorised to pause an activity for distress or an immediate concern, with escalation to the named safeguarding lead and project owner. Restart should require documented corrective action and authorisation from the responsible institutional and site leads, with specialist or ethics review where the issue falls within their remit. A positive average result cannot justify continuing with an unresolved serious concern.

Illustrative early childhood pilot

Consider a proposed family learning activity for children aged four to six. The question is whether revised instructions, activity choices and sensory arrangements reduce barriers to meaningful participation. This is an illustrative design, not a completed Sunway project. An ECE lecturer and partner lead would first review the activity through simulation, then seek the required approvals before any involvement of children.

Record a baseline using a defined observation protocol. Possible measures are the proportion of eligible activity opportunities in which a child can choose and participate, the assistance required, observable distress or withdrawal, and caregiver understanding of the activity. Define each measure, its

denominator and observation period in advance. Also record staff time, adaptation costs and partner decisions. Increased attendance or dwell time alone would not establish developmental benefit.

Compare the revised and original arrangements where ethically and operationally feasible, documenting group differences and other changes that could affect results. Report which barriers improved, persisted or worsened and whether the partner adopted the change. Pause for distress, a safeguarding concern or an unresolved safety or privacy issue. Treat any pilot result as local evidence until its transferability has been examined.

13. Recommended Implementation Roadmap

Implementation should proceed through evidence gates. Progression requires a recorded decision by the designated sponsor, supported by the accountable project lead, that the stated deliverables are adequate, identified risks are controlled and the next stage can be resourced. The appropriate decision may be to refine, continue, defer or stop. The indicative stages below are planning proposals; they do not constitute approved budgets, staffing commitments or delivery dates.

Table 9 Proposed implementation stages

Stage	Indicative timing	Priority actions	Basis for progression decision
Stage 1: Clarify	0-6 months	Refine definition, scope, terminology, architecture and claims discipline; develop minimum governance criteria	Decision to proceed only when the scope, claims, evidence gaps and minimum governance criteria are documented.
Stage 2: Co-design	4-9 months	Engage children, families, safeguarding experts and sector practitioners through ethical, age-appropriate methods	Decision to proceed when participation arrangements are approved and stakeholder input is traceable to revisions.
Stage 3: Broaden validation	6-12 months	Include medium and large organisations, public agencies and underrepresented sectors; record geography and response rate	Decision on applicability based on documented sample coverage, areas of agreement, disagreement and remaining gaps.
Stage 4: Test workforce demand	8-15 months	Analyse job postings, role descriptions, salaries, procurement, budgets and employer decision thresholds	Decision on the workforce model using verified job or procurement evidence, with unresolved demand distinguished from committed expenditure.

Stage	Indicative timing	Priority actions	Basis for progression decision
Stage 5: Pilot implementation	12-24 months	Begin with one feasible, supervised application; extend across arenas only after readiness and resource review.	Decision on continuation using the pre-specified outcome, protection, implementation and cost criteria, including null and adverse findings.
Stage 6: Evaluate and institutionalise	18-30 months	Commission independent evaluation; refine standards, professional development and governance tools	Independent assessment of added value and transferability, followed by a separate approval decision on scaling or formal programme development.

Indicative roadmap proposed for planning. Timing is not derived from the consultation.

13.1 Minimum pilot design

Each pilot should specify the experience, age group, responsible owner, capability model, baseline, intervention, outcome measures, implementation cost, ethical safeguards and stop criteria. Begin with a feasible, supervised early childhood application. Subject to readiness and funding, extend testing to a physical space or product, a service or programme, and a digital or AI-enabled experience. Comparison with existing sector practice is needed to determine CEE's added value. The pilot portfolio is a proposal, not an approved delivery commitment.

13.2 Governance for the next phase

The proposed governance model should assign a sponsor to authorise scope and progression, an accountable SOE project lead to manage delivery, a budget holder to control expenditure, and an academic lead to oversee curriculum mapping and assessment. A named safeguarding lead and data custodian should hold defined responsibilities, with partner obligations set out in writing. A multidisciplinary steering group should review risk, evidence, conflicts of interest and proposed public claims. Independent evaluation should include expertise outside the framework development and delivery team, with declared interests and agreed reporting rights. The sponsor should hold publication decision authority under institutional procedures; adverse findings should not be withheld for reputational reasons. Children and families should influence decisions through a separate, safeguarded participation mechanism. Institutional approval must confirm appointments, workload, funding, escalation routes and reporting arrangements before delivery.

Proposed first 90 days

During the first 30 days after approval, the designated SOE lead should consolidate the instrument, de-identified responses and coding record, agree the framework scope and map one proposed application

to existing curriculum outcomes. The sponsor should confirm the staff time, specialist access and budget available. Public claims should remain within the evidence and authorisations documented for the project.

During days 31 to 60, the academic and partner leads should agree one feasible brief, the assessment rubric, safeguarding responsibilities, data arrangements and baseline measures. Required institutional and site approvals should be secured before recruitment or data collection. Cost the work, including staff time, accessibility adaptations, specialist review and evaluation.

During days 61 to 90, test the materials through simulation or adult review, resolve identified risks and submit a readiness report. A pilot involving children should proceed only when approvals, supervision, resources, outcome definitions and stop rules are in place. The sponsor should record a decision to proceed, revise or defer. The longer roadmap should be recalibrated against this evidence, rather than treated as a fixed commitment.

14. Policy and Ecosystem Implications

For policymakers and public agencies, CEE offers a way to connect children's rights with procurement, service design, public-space planning, digital governance and workforce development. Its immediate policy value is diagnostic: it can reveal where responsibility for children is fragmented across standards or departments. It should complement, not replace, statutory safeguarding, accessibility, privacy, education, consumer-protection and professional requirements.

Professional bodies can help map capability expectations to existing occupations and identify specialist thresholds. Industry associations can test sector-specific tools and reduce duplication. Investors and foundations can require clearer child-impact governance while funding measurement and independent evaluation. Universities can convene interdisciplinary expertise and provide shared capability where smaller organisations cannot sustain it internally.

Any future CEE certification or quality mark should follow tested implementation and a separate governance decision. It would require validated criteria, competent assessors, assurance procedures, appeals and an accountable awarding body. Premature accreditation could harden unclear categories, create unnecessary compliance cost or imply evidence that does not exist. A university course certificate should describe the learning actually assessed and should not be presented as certification of an organisation, facility or professional scope. The immediate priority is to test practical tools, outcome measures and a transparent evidence base.

15. Future Validation and Research Agenda

The next phase should answer questions that the initial consultation could not resolve. Research should be cumulative, with each study linked to a specific claim and decision.

Conceptual distinctiveness. What does CEE add beyond child-centred design, customer experience, children's-rights due diligence and existing sector frameworks?

Ecosystem architecture. Do Products, Spaces and Services remain useful across a wider sample, and how should programmes, media, data and digital infrastructure be represented?

Child and family voice. Which priorities, risks and quality indicators emerge when children and caregivers participate directly?

Workforce structure. Which capabilities are embedded, specialist or outsourced, and under what risk and scale conditions?

Labour-market demand. What do job postings, procurement, budgets, salaries and retention reveal about sustained demand?

Commercial value. Which child-centred interventions change cost, risk, trust, retention, participation or revenue, and at what implementation cost?

Measurement validity. Which indicators are reliable, ethical, age-appropriate and useful for organisational decisions?

Equity and context. How do findings vary by age, disability, culture, geography, sector and organisation size?

Governance maturity. What minimum operating standard distinguishes substantive implementation from symbolic claims?

Each research method should answer a defined question. Broader consultation can test relevance and usability; interviews and document review can examine how responsibility operates in practice; job-posting and procurement analysis can test demand; and comparative pilots can test added value. Consultation reporting should state the sampling frame, invitations, response rate, geography, organisation size and how submissions were prepared. Pilot protocols should pre-specify primary measures and analysis where feasible, using comparison conditions or time-series designs when appropriate. A larger consultation alone cannot establish improved outcomes. Qualitative analysis should preserve disagreement and negative cases, and evaluation reports should disclose null results, contextual limits and unintended effects.

16. Conclusion

The initial consultation identifies a plausible coordination problem in the participating organisations: experiences affecting children's development, safety, inclusion, participation and family relationships draw on capabilities distributed across functions. Respondents recognised potential value in a more coherent framework and consistently selected child development as a priority. These findings justify further development and testing within the limits of the sample.

The same evidence requires restraint. It does not establish CEE as a new economic sector, validate five professions, prove the completeness of three arenas or demonstrate market-wide demand and commercial return. The more credible path is to develop CEE as a cross-sector governance and capability

framework, retain Products, Spaces and Services as overlapping arenas, make digital and programme dimensions explicit, and map capability domains to existing job families and specialist thresholds.

The same evidence requires restraint. It does not establish CEE as a new economic sector, validate five professions, prove the completeness of three arenas or demonstrate market-wide demand and commercial return. The more credible path is to develop CEE as a cross-sector governance and capability framework, retain Products, Spaces and Services as overlapping arenas, make digital and programme dimensions explicit, and map capability domains to existing job families and specialist thresholds.

Sunway's proposed next step is one bounded pilot that connects early childhood expertise, inclusive design and accountable practice with evidence of improvement. Prospective partners are invited to bring the School of Education a defined child-facing experience, an operational question and access to appropriate baseline information. The proposed first 90 days after institutional approval would establish the brief, responsibilities, resources, participation arrangements and readiness decision described in Section 13. Children and families should influence the work, and independent evaluation should examine its added value. This provides a practical route to demonstrating what Sunway's students and partners can contribute, while allowing wider economic and professional claims to develop only as the evidence warrants.

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Appendix A. Evidence Summary

Table A1 Evidence summary

Proposition	Classification	Evidence	Critical boundary
Core relevance	Supported within the sample	Section 5.1, Table 3: clarity, alignment and utility rated 4 or 5 by 7/7	Small purposive sample; relevance is not novelty
Distinctiveness	Mixed	Section 5.1, Table 3: value-add rated 4 or 5 by 5/7; reported overlap with existing practice	Comparative conceptual work required
Products, Spaces and Services	Mixed	Section 5.3: sufficient 2/7; partly 3/7; no 1/7; unsure 1/7	Retain as overlapping arenas and retest
Capability foundation	Supported with qualification	Section 5.5, Figure 1: Child Development 7/7; Family Engagement and Play/Experience 5/7 each	Sector-specific technical layers remain essential
Five occupational titles	Not established	Section 5.4, Table 4: responses include different titles, emerging capabilities and unlikely roles	Map capabilities to existing job families
Workforce demand	Mixed	Section 5.6: immediate 2/7; future 3/7; project-based 2/7	Self-reported appetite, not verified vacancies or budgets
Commercial viability	Insufficient evidence	Section 5.6, Table 5: cost barrier 6/7; ROI/evidence barrier 5/7	Requires pilots, willingness-to-pay and cost-benefit evidence
Overall proposition	Qualified support	Section 5.7, Table 6: 4 minor revisions; 2 substantial revisions; 1 insufficient evidence	No respondent supported the original proposition unchanged

This summary restates findings attributed to the Children Experience Economy Industry Validation Report and discussed in Sections 5.1 to 5.7. N=7 organisationally framed submissions. It is distinct from the author-developed architecture in Section 7 and the implementation proposals in Sections 10 to 15. The source instrument, de-identified responses and coding record are not reproduced here; the summary should not be read as an independent audit of those materials.

Table A2 Competency selections underlying Figure 1

Competency	Selections out of 7
Child Development	7
Family Engagement	5
Play and Experience Design	5
Child Safeguarding	4
Curriculum and Learning Design	3
Inclusive and Neurodiversity-Informed Design	3
Commercial and Project Management	3
Impact Measurement	2
Child-Centered Research	1
Digital Product Evaluation	1
Interdisciplinary Collaboration	1
Data Privacy and Ethics	0

Source: Figure 1 and the competency-selection exercise attributed to the internal industry validation report. The counts total 35. Selection frequency does not determine whether a responsibility applies.

Appendix B. Claims Discipline

Table B1 Claims discipline

Claim status	Statement
Defensible	The exploratory consultation provides qualified support for the core CEE proposition.
Defensible	Six of seven respondents supported the proposition subject to revision.
Supported within the sample	The findings support a common child-centred foundation plus sector-specific capability.
Requires qualification	Participants reported immediate, future or project-based appetite for child-centred expertise.
Not supported	CEE has been fully industry validated.
Not supported	CEE is an established or newly proven economic sector.
Not supported	Malaysian industry supports CEE.
Not supported	Five new CEE professions are emerging.
Not supported	Products, Spaces and Services fully describe the field.
Not supported	There is proven market-wide demand or commercial ROI.

Claims about Sunway's programme distinctiveness should describe approved curriculum, assessed capability and verified delivery. Inclusion, play, practicum, industry exposure and careers beyond classrooms do not, by themselves, establish uniqueness. Comparative or superiority claims require a defined comparator and supporting evidence.

Capability domains must not be advertised as established occupations or as authority to diagnose, provide therapy, certify safety or practise another regulated profession. Formal partner endorsement requires dated, authorised approval of the specified version and wording. These rules apply equally to programme pages, brochures, presentations and recruitment conversations.