Report on the In-house Training Workshop in Heliopolis University

Event type	In-house Training Workshop (transferring of knowledge and know-how)
Author(s)	HU
Organisation name(s)	Heliopolis University
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WP Leader	Polytechnic of Porto
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1. Introduction

Heliopolis University (HU) recently conducted an in-house training program on the 13th and 14th of November 2024, titled "Developing Early Childhood Curricula including ICTs**."** This innovative Training of Trainers (ToT) program was specifically designed to empower educators by equipping them with cutting-edge Information and Communication Technology (ICT) skills and strategies. The sessions focused on enhancing their teaching methodologies, particularly in the context of early childhood education.

The ToT aimed to enable participants to seamlessly integrate technology into their curriculum planning and delivery, fostering an interactive and engaging learning environment for young children. Emphasis was placed on blending traditional teaching techniques with modern digital tools to create a holistic and adaptive educational approach.

The in-house ToT was attended by a diverse group of 15 participants, comprising 10 female and 5 male educators. This balanced representation stressed HU's commitment to inclusivity in professional development. Over the course of the training, participants were immersed in a series of hands-on workshops, collaborative discussions, and practical demonstrations. These activities were designed not only to enhance their technical proficiency but also to help them reconstruct traditional teaching practices through active learning, making lessons more engaging, personalized, and effective.

One of the program's highlights was a focus on curriculum development using ICTs. Participants were trained to design curricula that leverage digital resources while adhering to developmental learning standards. Special attention was given to innovative techniques such as digital storytelling and gamification, which can enhance children's cognitive and social skills. Educators also received training in using technology to monitor progress and assess developmental milestones effectively.

In addition to practical skills, the program addressed ethical considerations in introducing technology to young learners, ensuring a balance between fostering digital literacy and maintaining developmental appropriateness. By the end of the training, participants were equipped with practical resources, access to modern teaching aids, and the knowledge to create enriching learning environments.

By the end of the training, the educators expressed increased confidence in their ability to integrate ICT into their teaching methodologies, ensuring that students at HU/SEKEM will benefit from a more dynamic and engaging learning experience.

2. In-house Training Workshop Description

2.1. Agenda

2.2. Syllabus and Training Material

The syllabus that was used was the one that was given to the participants in the ToT in Padova.

2.3. List of Participants

First Name	Last Name	Email
Sandra	Rouhana	sandra.rouhana@hu.edu.eg
Abeer	Hammoud	abeer.hammoud@hu.edu.eg
Samar	Boulos	samar.boulos@hu.edu.eg
Carole	Tedy	carole.tedy@hu.eu.eg
Rim	Mouawad	rim.mouawad@hu.edu.eg
Howaida	Mustafa	howaida.mahmoud@hu.edu.eg
Hagar	Hamed	hagar.hamed@hu.edu.eg
Ibrahim	Mahmoud	ibrahim.mahmoud@hu.edu.eg
Momen	Wajeeh	moamen.wajeeh@hu.edu.eg
Marwa	Ibrahim	marwa.ibrahim@hu.edu.eg
Ahmed	Fawzy	ahmed.fawzy@hu.edu.eg
Nora	Nasser	nora.nasser@hu.edu.eg
Abdullah	Ezzat	abdullah.ezzat@hu.edu.eg
Abu	Bakr	abubakr.muhammad@hu.edu.eg
Marwa	Sami	marwa.sami@hu.edu.eg

2.3. Dissemination

3. Conclusion

The in-house training program held at Heliopolis University (HU) on November 13th & 14th, 2024, was a significant step toward advancing early childhood education through integrating Information and Communication Technology (ICT). Designed to empower educators, the ToT provided comprehensive training in modern teaching strategies and digital tools to create more interactive and engaging learning experiences for young children.

The training sessions included hands-on workshops, collaborative discussions, and practical demonstrations. Participants explored key areas such as curriculum development, gamification, digital storytelling, and effective use of digital tools to enhance cognitive and social skills in children. Special attention was given to ethical considerations, ensuring technology is used responsibly and in a way that aligns with developmental appropriateness.

By the end of the program, participants expressed increased confidence in their ability to integrate ICT into their teaching. They gained valuable skills in designing technology-enhanced curricula, monitoring student progress using digital tools, and creating inclusive, student-centered learning environments. The training also emphasized blending traditional teaching methods with modern digital approaches, fostering a balanced and holistic educational experience.