



Training Program (Executive Managers)

Day 2



جمهورية مصر العربية
وزارة التضامن الإجتماعي

إِنَّمَا كُنَّا نَعْبُدُكَ

Preparatory Activity



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(10 minutes)

Pre-Test



(10 minutes)

Ground Rules



Goals

1. _____
2. _____
3. _____

Training Approaches



Self-Learning



Cooperative Learning



Brainstorming



Case Study



Dialogue and Discussion

Activity (1)

What are your expectations for the training ?



10 mins



General Objective of the training

- General Objectives of the training
- To equip the participants with the knowledge and skills necessary to identify indicators of disabilities and developmental disorders of children in the nurseries.



General Objectives of the Training

Participants would understand that: Children are the core of our work

Understand the conditions of safe and stimulating environment for children

Infer the types of abuse that a child might be exposed to

Identify the indicators of children's abuse

Identify Children's Protection Policy

General Objectives of the Training

Infer the principles of identifying children

Understand the integrated experience curriculum

Understand the concept of management and its function

Identify the skills of effective leadership

Understand what good governance is

Activity no. (2)

Dear Participant,
Think, reflect, and then share your answers with us!



(10 mins)

Reflect to your childhood

What made you think of this poem/story/song/situation?

Why is this poem/story/song/situation important to you?

- What memories do you have of it?
- Do you link it with a specific person, time, or event?

What thoughts and feelings does it bring back to you?

- Why is this important when thinking about the children under your care or influence?



Safe and stimulating environment for children



Activity no. 3 (Do / Don't)

Dear Participant,

In front of you is a set of practices. Please identify which ones can be done and which ones cannot be done.



(10 mins)

Practices for safe and stimulating environment for children

Approach	Do	Don't
Punishing children who do not pay attention well is necessary and important		
I will never allow a child who feels sleepy to sleep, as the nursery is not a place for sleeping.		
Educational means (activities) is not necessary		
There's no problem if the facilitator calls the children by names like (troublemaker, naughty, glasses-wearing).		

Practices for safe and stimulating environment for children

Approach	Do	Don't
We should set a behavioral guideline for children from the beginning so they know what behaviors are desired and what behaviors are undesirable.		
Children are different, and if the facilitator can combine group sessions and individual sessions in her day, the behavior will improve.		
Children learn better when they feel comfortable and reassured, rather than feeling fear and intimidation.		

Practices for safe and stimulating environment for children

Approach	Do	Don't
Punishing children who do not pay attention well is necessary and important		√
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Practices for safe and stimulating environment for children

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Children learn better when they feel comfortable and reassured, rather than feeling fear and intimidation.	✓	

Role of facilitator in creating safe and stimulating environment for children

- Ensures that the environment is free from psychological, sexual, and physical abuse.
- Calls children by their names without labeling or categorizing them.
- Considers developmental characteristics and acts as a supporter of growth.
- Encourages children to form friendships with one another.
- Takes into account individual differences between children.
- Selects activities and educational tools appropriate for the children.
- Delivers activities by stimulating the senses.
- Spreads an atmosphere of joy and enthusiasm.
- Considers the biological needs of children.
- Implements a clear code of conduct.
- Incorporates elements of nature into her daily program.



Activity no (4)

"Dear participant,
In front of you is a set of phrases; cooperate with your group members, and use them to define the concept of protection policies."



(10 mins)

Definition of protection policies

All the measures undertaken by individuals and groups, especially associations and institutions that bear the responsibility of working with children under their care and protection.

This includes violence, abuse, exploitation, and neglect.

Protection policy also includes adopting appropriate methodologies for children and responding promptly to shield them from any danger.

The necessary procedures and frameworks to protect children from intentional and unintentional harm, as well as various risks.

In addition, the standards and criteria to maintain their overall health.

Definition of child's protection policy

It refers to the measures and frameworks necessary to protect children from intentional and unintentional harm and various risks. This includes violence, abuse, exploitation, and neglect, as well as standards for maintaining their overall health. All these measures are undertaken by individuals, groups, and particularly organizations and institutions that are responsible for working with children under their care. Protection also involves adopting appropriate methodologies for children and providing immediate responses to avert any potential danger.



Activity no (5)

What is the objectives of child's protection policies ?



(10 mins)



Objectives of child protection policies

- Preventing the occurrence of any harmful situations or conditions for the child.
- A formal document outlining all detailed aspects of work related to child protection issues.
- Defining the policies, procedures, and mechanisms for child protection within the institution.
- Regulating the institution's relationship with the team and clients regarding child protection matters.



Objectives of child protection policies

- Defining and clarifying the duties and rights of all parties: the team, children, and parents.
- Ensuring a safe environment for all children equally.
- Providing a reference for the team.



Activity no (6)



**Identify the
type of abuse
directed to
children in the
following
pictures.**

(10 mins)



Types of abuse directed to children



Types of abuse directed to children



Types of abuse directed to children



Types of abuse directed to children



Activity no (7)



**Identify the
signs and
indicators of
abuse**

(10 mins)



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Physical and behavioral signs indicating that a child has been abused



Type of abuse	Physical Indicator	Behavioral Indicator
Physical / Behavioral	• Scratches • Bite marks or bruises • Bruises in unusual or hard-to-detect areas (e.g., behind the ears, on the thighs) • Burns • Untreated injuries	• Self-harming tendencies • Chronic running away • Aggressive or withdrawn behavior • Fear of returning home • Unnecessary fear of adults • Heightened and alarming vigilance

Type of abuse	Physical Indicator	Behavioral Indicator
Sexual	• Pain and bleeding in the genital or anal area • Itching in the genital area • Stained or bloody underwear • Stomach pain or headaches • Pain during urination • Difficulty walking or sitting • Bruises on the thighs or buttocks • Loss of appetite / overeating	• Chronic depression • Inappropriate language, age-inappropriate sexual knowledge • Engaging in sexual behaviors with adults or other children • Low self-esteem • Fear of the dark • Caution when approaching anyone • Evidence of substance abuse • Phone calls/messages from adults outside the usual contact range

Type of abuse	Physical Indicator	Behavioral Indicator
Emotional Abuse	• Sudden speech disorders • Soiling and contamination • Signs of self-harm • Frequent vomiting	• Rocking, thumb sucking • Fear of change • Chronic running away • Poor peer relationships • Attention-seeking behavior



Type of abuse	Physical Indicator	Behavioral Indicator
Neglect	• Constant hunger • Inappropriate or ill-fitting clothing • Poor hygiene • Untreated illnesses • Chronic fatigue	• Lethargy • Lack of peer relationships • Low self-esteem • Compulsive stealing • Begging



Activity no (8)



Dear Participant,
through the
presentation of
types of child abuses
and concept of
protection policies,
deduce child
protection policies

(15 mins)



Child protection policies



Health protection

**Organizational
Protection**

**Social and psychological
protection**

Cognitive Protection

Health Protection Policy

- Maintaining general cleanliness in the nursery.
- Paying attention to the personal hygiene and overall appearance of the child.
- Ensuring variety and safety in meals under the supervision of a nutritionist.
- It is essential to ensure the presence of a pediatric specialist who conducts monthly check-ups and a nurse who continuously monitors the children's health to prevent any health issues or accidents that could be critical for a child in their early months.



Health Protection Policy

- Cleaning the nursery daily after the children leave.
- Regularly sanitizing toys and furniture.
- Maintaining the cleanliness of the kitchen and restrooms.
- Monitoring the child's vaccinations with the mother and collaborating with the Ministry of Health and mothers to ensure the child receives their vaccinations.



Health Protection Policy

Cabinet Decision No. (11) of 2011 on the bylaws of Nurseries:

Article (22) The nurseries provide family services to the families of the children enrolled in them, as follows:

- Providing guidance and advice to families regarding the care and upbringing of children.
- Involving parents in the events and trips organized by the nursery.
- Determining the nursery's working hours while considering the children's family circumstances, allowing families to drop off and pick up their children in accordance with their work schedules.
- Ensuring the child's safety from the moment they are dropped off at the nursery until they are returned to their family, with the nursery supervisors and staff being responsible for this throughout the period.



Organizational Protection Policy

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Organizational Protection Policy

Cabinet Decision No. (11) of 2011 on the bylaws of Nurseries:



Article (27) The following are required for a childcare worker:

1. She must hold a qualification in one of the fields of early childhood development or similar specializations, or have a successful secondary school diploma along with training qualifications in one of the fields of early childhood development.
2. She must pass a trial work period and be evaluated practically for confirmation or non-confirmation based on her competency.
3. She must provide a certificate of good health from an accredited medical center, as well as a certificate of no criminal record.

Organizational Protection Policy

Cabinet Decision No. (11) of 2011 on the bylaws of Nurseries:



Article (27) The following are required for a childcare worker:

- 4. She must be fully dedicated to working at the nursery.
- 5. She must maintain personal hygiene.
- 6. She must present a neat appearance and be required to wear a uniform while working with children.

Organizational Protection Policy

Cabinet Decision No. (11) of 2011 on the bylaws of Nurseries:



Article (28) The nursery is required to provide a professional staff that meets the conditions outlined in Article (27) of these bylaws, in accordance with the number and ages of the children, as follows:

- From birth to 12 months: one childcare worker for every 5 children.
- From 12 months to 24 months: one childcare worker for every 8 children.
- From 2 years to 3 years: one childcare worker for every 10 children.
- From 3 years to 4 years: one childcare worker for every 13 children.

Organizational Protection Policy

Cabinet Decision No. (11) of 2011 on the bylaws of Nurseries:

Article (31):

The nursery is required to accept children with disabilities, whether they have mild or moderate disabilities, and provide opportunities for them to integrate with other children, ensuring the necessary facilities for their reception.

Article (34):

Children are under the care, protection, and responsibility of the nursery from the moment they enter the nursery and throughout their time there, until they are returned to their homes.



Organizational Protection Policy

Organizational Protection Policy includes a set of measures:



The child is to be picked up from the nursery at a specific time, separate from the transportation schedule, in order to ensure the children's safety.

The child is to be received by their parent or a designated person authorized by the parent to officially pick up the child. A supervisor is assigned to each bus and is responsible for receiving and handing over the children to their parents at the designated times.

If the parent fails to pick up the child on time, the child will be returned to the nursery with the bus, and the parent can collect the child from the nursery.

Organizational Protection Policy

Organizational Protection Policy includes a set of measures:



The driver must be carefully selected and should be physically and mentally fit, free from any diseases or disabilities. They should not smoke, consume alcohol, or use drugs. The driver must use a seatbelt and avoid speeding.

Social and psychological protection policies

Social and psychological protection policies include a set of measures:



- it involves protecting the child from all forms of violence:
- Physical violence
- Sexual violence
- Psychological violence
- Severe neglect
- Social violence

Cognitive protection policies

- Cognitive protection policies include a set of measures:



- Providing the facilitators with regular educational courses on age-appropriate information for children (such as avoiding discussions about death, fire, or punishment).
- Everyone at the nursery should be aware of their legal and ethical rights and responsibilities and should not use inappropriate language.

Cognitive protection policies

Cognitive protection policies include a set of measures:

- Ensuring that the child is not exposed to information that is inappropriate for their age or to scenes containing violence.
- Allowing the child to develop a love for discovery by encouraging them to ask questions and find the correct answers on their own. In this way, the child learns because they want to, not because they are forced to — "they desire, not are coerced."

Activity no (9)



Dear
participant,
What are
learning
principles for
children ?

(10 mins)



Children's Learning Principles

Child learns through
nature and social
interaction

The child participates in the
learning process effectively

Children have different ways
of learning

The learning of children is
influenced by their level of
maturity

Child learns through play

Learning process is
influenced by
environmental factors



Children's Learning Principles

The child learns from the simple to the complex

The child learns through sensory experiences, not abstract concepts

The child learns from the general to the specific

The child learns through direct sensory experience



From your point of view, what are the misconceptions of learning



Misceptions about learning:

- ✓ **Learning is inherited:**

Learning is inherited and acquired.

- ✓ Learning begins when the child goes to kindergarten/school:

Learning does not begin when the child goes to kindergarten/school, but starts at birth. A child raised in an environment that limits their activity and does not respond to their needs acquires habits that are vastly different from those learned by a child growing up in a flexible environment.

Misconceptions about learning:

- ✓ The child always needs physical or psychological punishment to pay attention to the learning process.

Children learn faster and more effectively when the learning is engaging and suited to their abilities, free from fear or threats.

- ✓ Play is not considered learning; it does not benefit the child in any way.

Children learn more during early childhood through play than they could from any other method.

Integrated Experience Curriculum



(10 mins)



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Why do we strive for integration in children's activities?



- Because integrative activities are not separate from the child's life; they are directly connected to it.
- Because integrative activities foster all aspects of a child's development, as mentioned earlier (motor, cognitive, social, and emotional development).
- Children gain integrated information, concepts, habits, attitudes, values, inclinations, and interests as a result of participating in these activities.

How do we plan for integrated experience topics?

Habits	Interests	Skills	Concepts