

# DAWWIE

## THE NATIONAL GIRLS EMPOWERMENT INITIATIVE

Engagement Toolkit



303

01 UNDERSTAND

02 PLAN & ENGAGE

03 IMPLEMENT

04 MONITOR & REPORT

# DAWWIE

## THE NATIONAL GIRLS EMPOWERMENT INITIATIVE

Engagement Toolkit



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# ABOUT THIS TOOLKIT

This toolkit is designed to support individuals and institutions (governmental, public, private, non-profit) to be a part of the National Empowerment Initiative 'Dawwie' by explaining:

1. What Dawwie is, what it aims to achieve and how
2. The different dimensions/pillars of The National Girls' Empowerment Initiative 'Dawwie'
3. Dawwie activities and its implementation tailored for individuals and organizations
4. How can you be a part of Dawwie (from planning to implementation to monitoring and reporting)

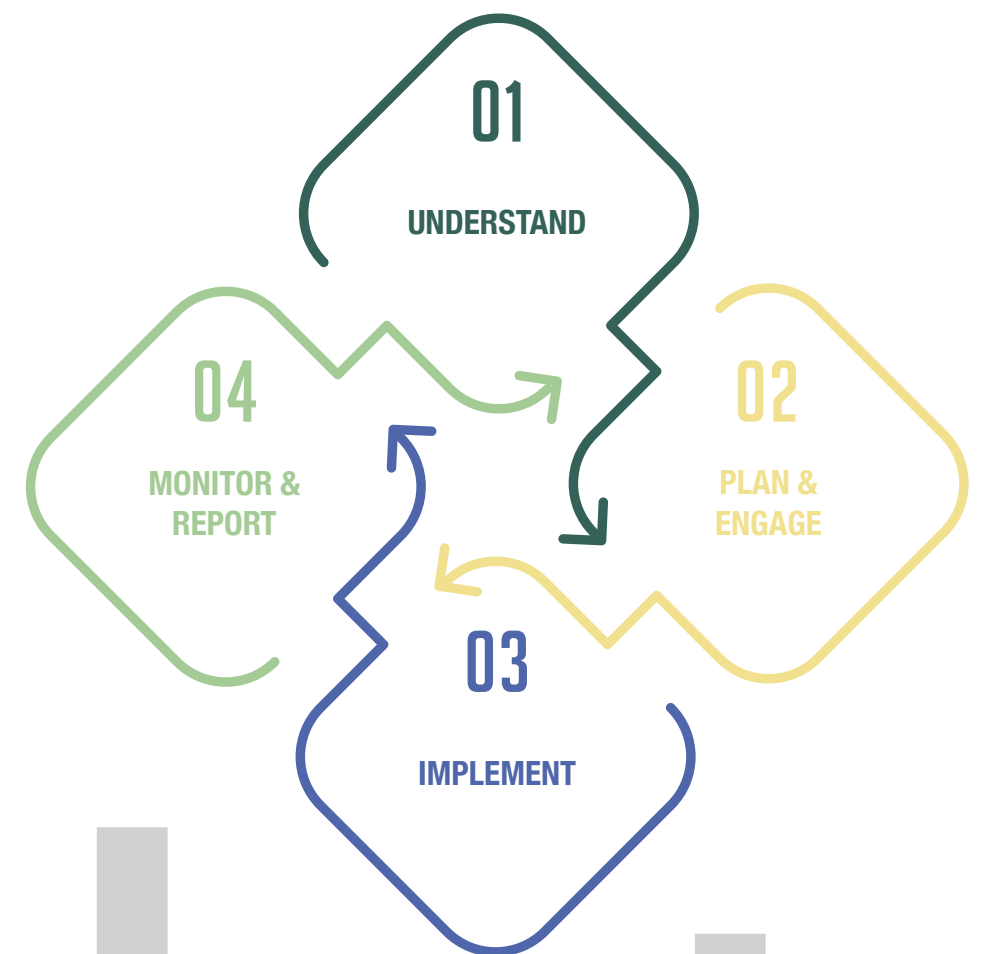
# WHO IS THIS TOOLKIT FOR?

- Individuals: girls, boys, parents, teachers, social workers, volunteers, facilitators, etc.
- Representatives from government institutions
- Field facilitators and programme staff who are directly involved in the implementation of girls' empowerment programmes,
- Programme staff engaged in designing and planning of and fundraising for girls' empowerment and youth participation

# WHAT IS THE PURPOSE OF THE TOOLKIT?

Follow the map!

1. Understand
2. Plan
3. Roll out your activities
4. Monitor and report





HAPPY BE

# 01

## UNDERSTAND



# 01

## UNDERSTAND



What is Dawwie  
Page 1

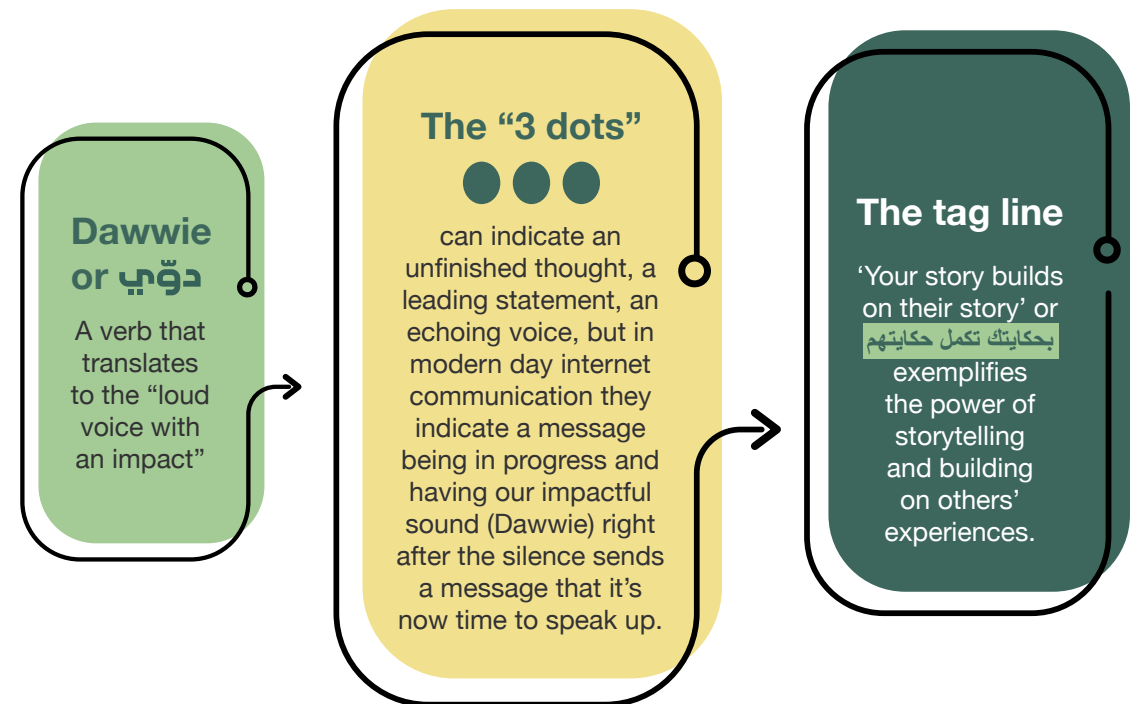
How does Dawwie approach  
the social change in how  
society views girls and talks  
about them?  
Page 3

How Dawwie plans to  
achieve empowerment?  
Page 4

# 1. WHAT IS DAWWIE?

Dawwie is The National Girls' Empowerment Initiative aiming to grow a community of people and institutions supporting girls and boys to reach their full potential and change the way society views girls and talks about them.

Over the years, many efforts were done to support Egyptian women and girls including highest level political commitment through Egypt Vision 2030 and The National Women's Empowerment Strategy 2030. However, there are still some challenges:



Young girls are  
**5 TIMES**

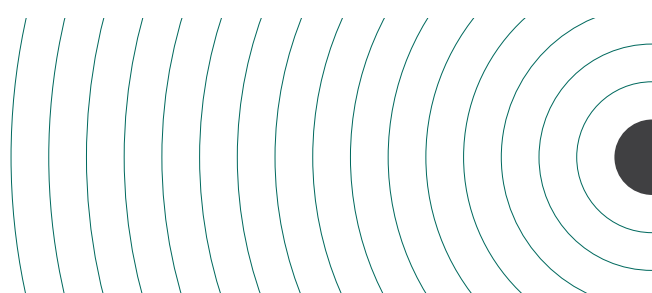


more likely than boys to be unemployed or receive any kind of education or training

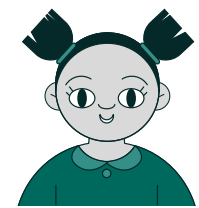
**11%**



of girls aged 15-19 years are either currently married or were married before

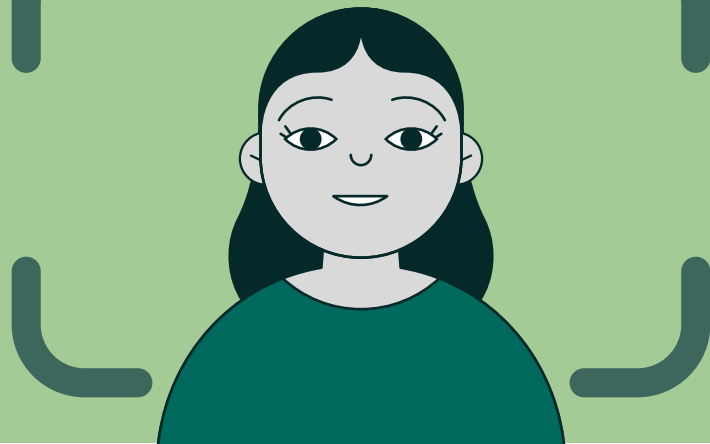


Almost  
**61%**



of girls aged 15-17 years have undergone Female Genital Mutilation (FGM)

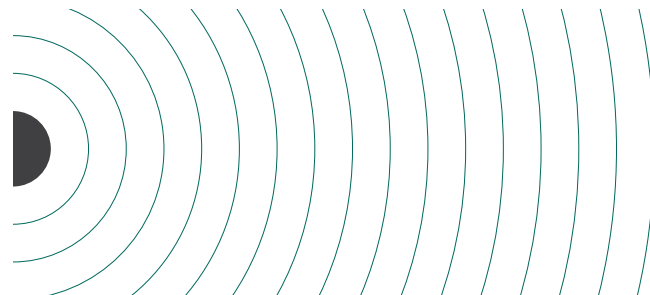
## WHY FOCUS ON GIRLS?



In Egypt, 20% of Egyptians are girls below the age of 19, that's around one fifth of the population indicating a huge potential. Ample evidence demonstrates how sustained, targeted investments in girls not only improve their lives, they also yield returns across generations, boosting economic growth, and improving the wellbeing of children, families and communities worldwide:

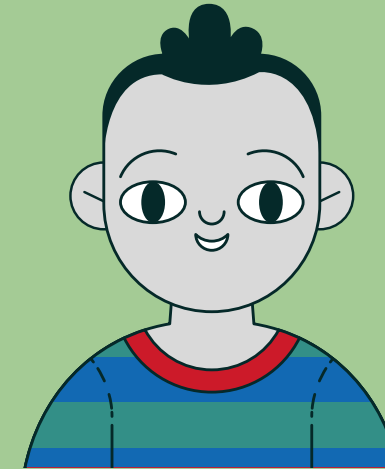
- Each extra year of girls' education is correlated with a 5–10 percent reduction in infant mortality, and a child born to a mother who can read is 50% more likely to live past the age of five.
- Each year of **secondary school for girls increases their eventual earnings by up to 25%**. Since women invest up to 90% of their income back into their families, boosting their earnings can lead to healthier, better educated children.
- Investing in girls today can accelerate economic growth and increase the skilled labour force of tomorrow: **If young women were as economically active as young men, annual GDPs could grow up to 4.4 per cent faster**, alleviating global labour shortages: as 40% of employers find it difficult to recruit employees with the right skills.<sup>1</sup>
  - » Raising female employment rates to match male employment can increase Gross Domestic Product by 34% in Egypt
  - » Since women invest up to 90% of their earnings on family boosting their earnings can lead to healthier and better educated children

Women invest up to 90% of their income back into their families



<sup>1</sup> Egypt DHS 2015

## WHAT ABOUT BOYS?



Empowerment is a dynamic relationship and involves everyone. The idea of Dawwie is working with the entire community to support both girls and boys for equitable rights and reaching their potential. This means that Dawwie is not exclusive to girls, but rather works on a community of people and allies supporting girls' empowerment.







## 2. HOW DAWWIE APPROACHES SOCIAL CHANGE

### DAWWIE ADDRESSES THE ROOT CAUSES OF GENDER INEQUALITY AND HOW SOCIETY SEES GIRLS BY ESTABLISHING A 'NEW NORMAL' FOR SOCIETY

By continuously shedding light on **positive role models of empowered girls and people who support them**, it becomes the new normal for the society's culture. When we see more empowered girls and more people supporting them, we are more encouraged to join the movement to supporting our girls as well.

Although campaigns provide an important step towards public awareness, Dawwie's approach takes it a step further:



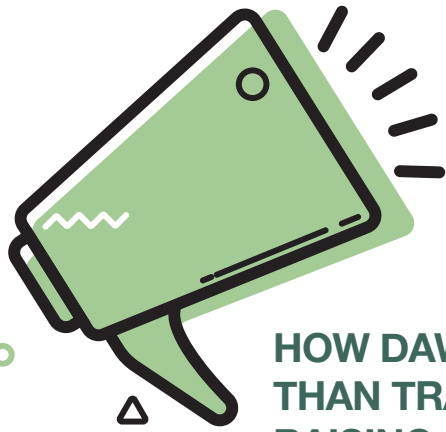
Dawwie is a national initiative that addresses all aspects of girls' wellbeing, health, protection, education & learning, and active participation in the society. That's why it combines the efforts of institutions and individuals, forming a partnership to support girls, boys and communities at large. Accordingly, Dawwie is continuously growing, **encouraging more and more partners** to join from national organizations, ministries, as well as international entities, civil society, and private sector and individuals. So join us now!

Dawwie is led by the National Council for Childhood and Motherhood (NCCM) – the national leading coordinating body on child rights- in partnership with the National Council for Women (NCW), and in cooperation with Ministry of Education and Technical Education (MoTE), Ministry Youth and Sports (MoYS), Ministry of Health and Population (MoHP), Ministry of Social Solidarity (MoSS), Ministry of Culture (MoC), Ministry of Information and Communication Technology (MoICT), National Population Council, National Council on persons with Disability, with the technical and financial assistance of UNICEF. Additionally, the initiative is collaborating with the United Nations Population Fund (UNFPA) and non-governmental organizations such as Plan International, Assiut Childhood and Development Association (ACDA). The initiative is also cultivating partnerships with Media and Private Sector.

## WANT TO BE A PART OF DAWWIE?

Reach out to us on [info@dawwie.net](mailto:info@dawwie.net) and a collaboration can be made. Read through the toolkit and see how you can mainstream one or more of the Dawwie activities within your existing interventions.





## HOW DAWWIE IS DIFFERENT THAN TRADITIONAL AWARENESS RAISING CAMPAIGNS?



Campaigns	Dawwie
<ul style="list-style-type: none"> <li>• Short term and focus on one issue</li> <li>• Addresses the problem</li> <li>• Aim to raise awareness</li> <li>• Focus on changing the behaviors of individuals</li> <li>• Offers solutions from 'outside experts'</li> <li>• Usually use a single channel of mass media</li> </ul>	<ul style="list-style-type: none"> <li>• Long term and focuses on many dimensions of equality and empowerment.</li> <li>• Addresses the root causes of the problem by acknowledging that how we see girls and act towards them is affected by how people important to us think and do.</li> <li>• Goes beyond raising awareness. Having the right information doesn't necessary lead to a positive behavior because we are affected by the people and environment around us.</li> <li>• To change how society views and treats girls, we need to focus on the entire society by involving parents, families, organizations, and communities at large.</li> <li>• Seeks to find solutions to empower girls that come from the personal experiences of people through dialogue and participation of all community members.</li> <li>• Uses a mix of platforms and channels from community engagement activities to the use of mass media and digital platforms.</li> </ul>

## 3. HOW DAWWIE PLANS TO ACHIEVE EMPOWERMENT?

The impact Dawwie aims to achieve is that by 2030, more disadvantaged girls are **empowered** to enjoy all their rights

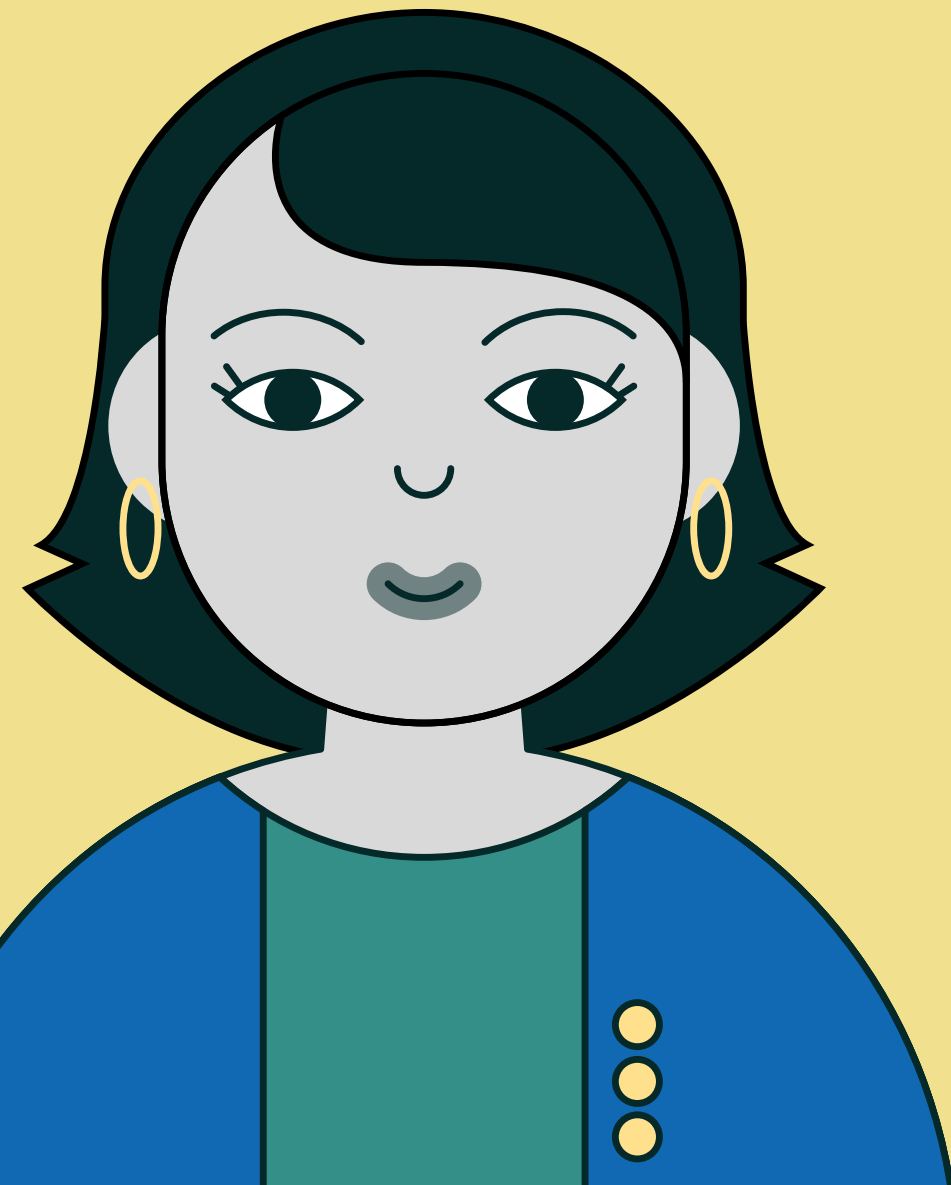
**What do we mean by empowerment?** Dawwie defines and achieves empowerment through three main dimensions; voice, skills, and services. This is how each dimension is achieved:





# 02

## PLAN & ENGAGE



# 02

## PLAN & ENGAGE



Review the tools within the Dawwie package

Page 7

Based on your context; choose how to adapt these tools into activities you can implement according to your organization type and existing work

Page 9

See how you can make Dawwie visible according to your context

Page 11



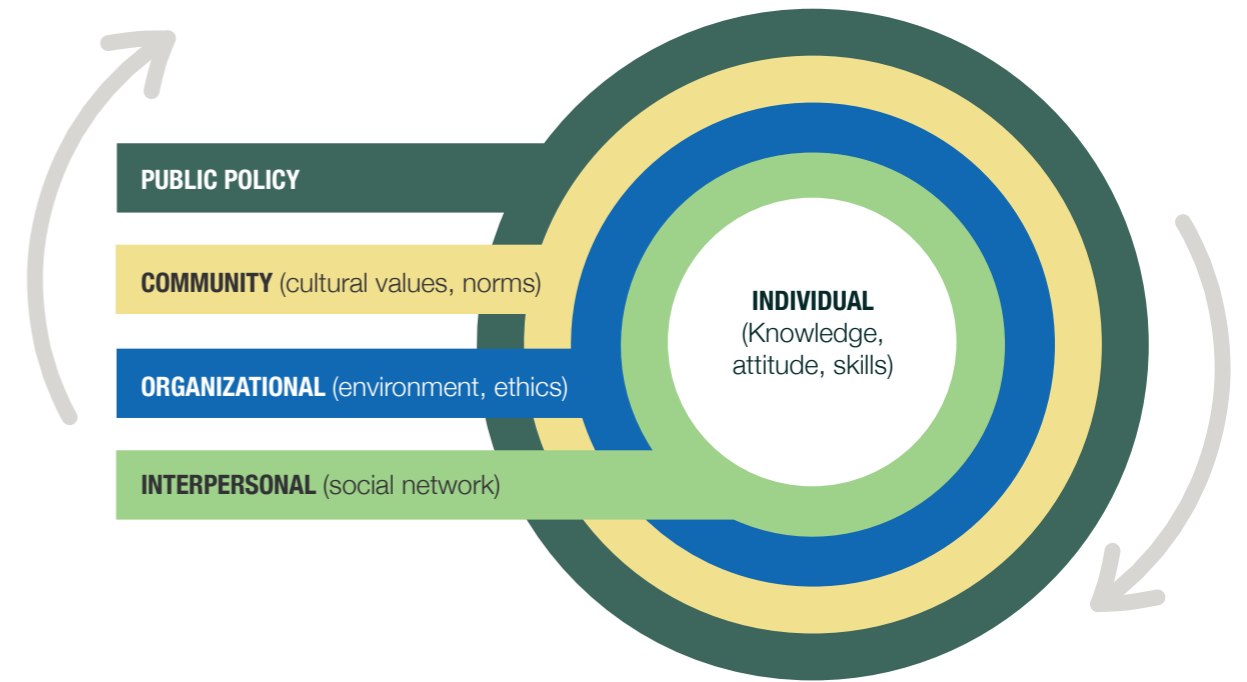
Now that you understand the rationale behind Dawwie, the second part of this toolkit is about engaging and planning on how you will take part in Dawwie activities to promote individual and collective change. Here, you will review the proposed tools within Dawwie Package and think which of them you will choose. There's also a section on how you can adapt these different tools into activities you can implement within your context and existing work. Finally, you will learn how to make Dawwie visible throughout this journey.

## DAWWIE PACKAGE

Empowerment is a journey that every girl and boy go through until they reach their potentials. To be part of that empowerment journey, it means that the support of peers, families, communities, and the entire society is needed collectively. By making this support **visible and amplifying** voices all the way up to the policy level, a dialogue and feedback mechanism is created where girls are involved and listened to.

You will notice in the coming sections that the list of proposed tools under the 'Voice' dimension are more elaborate and extensive than those under 'Skills' and 'Services. This reflects what is currently available and we encourage everyone to expand these available tools and include more according to their context. For example, your organization might introduce a new service to support girls or you might start a new course for an important skill that girls need. This way, the Dawwie package grows and is scaled up by your everyone's contributions.





“ GIRLS, BOYS, MEN, AND WOMEN BECOME PART OF A JOURNEY THAT USES STORYTELLING TO CARRY THE VOICES OF GIRLS AND BOYS TO ALL LEVELS OF SOCIETY. ”

Dawwie aims to amplify voices to achieve empowerment, by creating safe spaces and opportunities that can encourage girls and boys to share their stories and express themselves, their opinions and aspirations to their peers, families, and the wider community.

To do so, Dawwie applies the theory of **Organized Diffusion of Innovation**, where girls, boys, men, and women become part of a journey that uses storytelling to carry the voices of girls and boys to all levels of society.<sup>2</sup>

Diffusion of innovations requires a multilevel change process that usually takes place in diverse settings, through different strategies. At the individual level, adopting a behavior innovation usually involves lifestyle change. At the organizational level, it may entail starting programs, changing regulations, or altering personnel roles. At a community level, diffusion can include using the media, advancing policies, or starting initiatives. According to Rogers, a number of factors determine how quickly, and to what extent an innovation will be adopted and diffused. By considering the benefits of an innovation, practitioners can position it effectively, thereby maximizing its appeal.

<sup>2</sup> The Diffusion of Innovations Theory addresses how new ideas, products, and social practices spread within an organization, community, or society, or from one society to another. The theory addresses how ideas, products, and social practices that are perceived as “new” spread throughout a society or from one society to another. According to Everett Rogers, diffusion of innovations is: “the process by which an innovation is communicated through certain channels over time among the members of a social system.” Rose, P. 2021. Exploring the School to Work Transition for Adolescent Girls. REAL Centre. University of Cambridge.



START YOUR JOURNEY



BE A DAWWIE  
AMBASSADOR



The journey begins with each one being an ambassador for girls' empowerment dubbed a 'Dawwie Ambassador'. By believing and taking action **YOU** can start the journey of change. Let's see how;

- By publicly supporting girls to have access to skills, services and be heard in their communities.
- To become an ambassador just reach out to us with a true story on girls empowerment (for yourself or someone you know) on our platform [www.dawwie.net](http://www.dawwie.net) or through facebook on @DawwieInitiative. You are also free to use the toolkit and start your Dawwie journey with all the below activities that will be further explained in the upcoming sections. Being an ambassador means that you represent and uphold the Dawwie core value of girls empowerment in a positive light.
- Ambassadors can also help girls and boys people feel heard by organizing **Dawwie Circles** where girls and boys share their stories to inspire their peers and friends;
- Then they widen the audience for young peoples' stories by helping them share and engage in conversations with older people in their small circles. This is done through **Intergenerational Dialogues**;
- These conversations expand to allow young people share their stories and opinions with the wider community through the **Community Theatre, Community Events which are a great way** to make the change visible and to reinforce supporting girls.
- The ambassadors have the opportunity to voice their opinions all the way up to decision makers who can affect change across the country, through the regularly organized **Dawwie Camps and Dawwie Dialogues with Policy Makers**.
- Throughout this journey, Dawwie Ambassadors can always reach and inspire more people by sharing their experiences through the **Dawwie Digital Platform**.

As you can see, through each step of the journey, the conversations become wider and includes more people until we reach a point where the group of people that views girls positively and supports them is large enough to be changemakers. After this point, change is more stable and sustainable, and supporting girls becomes a common normal behavior done by everyone not just the ambassadors.

## IT ALL STARTS WITH AN EMPOWERMENT STORY AND ECHOES TO MORE

### WHY DO WE NEED TO TELL THE STORIES OF EMPOWERMENT?

According to the social norms theory, by creating opportunities and safe spaces for girls and boys to share their stories, we encourage others to reflect/ think about what they would do if they were in their shoes. It also provides connection and resonance as well as establish empathy and support with peers. The stories come to life when they are echoed on Dawwie platforms shedding even more light and solace to others making empowering girls the 'new norm' accepted and supported by everyone.

### WHAT KIND OF STORIES ARE WE LOOKING FOR?

We are looking for stories of inspiring experiences where girls were able to overcome challenges and achieve their aspirations supported by family, friends, teachers, or communities. Stories can also be of boys, parents or anyone supporting girls and women in their lives believing and upholding gender equality. Experiences could be simple triumphs or huge life-changing transformations told by girls or boys about girls empowerment. Stories could come from girls who went through these experiences or from those who supported them.



#### Here's an example:

I have a personal experience that I know a woman who suffered a lot because she could not speak and say no to violence. In my house, we are all the same – all equal. We work together and express how we feel about it. I help my wife with everything, even if I have a lot of work, and before I go to my job, I must help out in my house. My wife talks about this within our families with such pride. And this makes me so happy. My children now are used to this, and my son is brought up on the same principles of sharing the load within the household like washing the dishes, does laundry and the like. For me, boys and girls are alike. No difference. I learned a lot from personal experience when someone dear to me couldn't raise her voice and express herself while she was experiencing injustice. I know that some misconceptions can truly harm women and girls and we need to change these. This is why I brought in my male students to be part of Dawwie, because I should be their role model and I consider them my kids.

**Bolis – Science Teacher**

“  
**THE FIRST TIME I KNEW ABOUT THE DAWWIE, I TOLD MY STUDENTS WE NEED TO PARTICIPATE, BECAUSE MEN AND BOYS HAVE AN IMPORTANT ROLE TO PLAY IN EMPOWERING GIRLS.**  
”



Every year, there's a talent competition on the school and district level. Everyone had a place on stage with some talent, even my friend Asmaa played the xylophone. I was always in the crowd clapping for my classmates, wishing I was up there with them. The truth is, I was always afraid. Afraid of losing or being laughed at. Until one day Mrs. Amal, my teacher, announced that there's a competition for the Young Parliamentarians Model across the schools of the governorate. She talked to me privately after class and asked to register my name and encouraged me because she knows I'm good at social studies and writing essays. I was still hesitant though.

Then I heard my friend Asmaa was crying because she was going to get circumcised. I went to my mother -who refused to circumcise me- and told her we must do something. My mom and I went to the clinic and got the flyers and medical information we needed, and they confirmed that FGM is not only wrong but illegal as well. We headed to Asmaa's house and were able to convince her mother not to do it. We even told her to go to the clinic to know more information. Right then, I knew the power of my voice and participated confidently in the Parliament Model at school. This year, when the school celebrated the winners, I was up there on stage with my friend Asmaa. And that was the first time other girls were clapping for me.

**Soha, 13 years, the young parliamentarian to be - Assuit**

## HOW CAN YOU BE PART OF DAWWIE?

The following section offers details to a number of activities that can help you mainstream Dawwie within your existing interventions and become a part of Dawwie;

- Become a Dawwie Ambassador
- Dawwie Storytelling Circle
- Dawwie Intergenerational Dialogue
- Dawwie Marriageability dialogue
- Dawwie Community Event
- Dawwie Community Theatre
- Dawwie Camp

Let's begin



1

## DAWWIE AMBASSADORS



### WHO THEY ARE

Ambassadors are motivated people who represent and advocate for supporting girls empowerment and gender equality.

Ambassadors can be girls, boys, parents, caregivers, or a community members - playing a critical role as agents of change within their families and communities

Ambassadors are positive role models within their families and communities practicing and upholding values of gender equality.



### WHAT THEY ACHIEVE

Ambassadors promote gender equality and girls' empowerment by taking an active role within their families and communities through the different Dawwie platforms while encouraging their peers, families and communities to join.

Ambassadors also take action to implement one or more of Dawwie activities in their communities and are active on Dawwie digital platform.

Ambassadors make the change we want to see visible and are counted as role models for others

### IMPLEMENTATION

#### How to become a Dawwie Ambassador?

*You can start with yourself, by:*

1. Supporting gender equality within your family, neighborhood, schools, workplace, and community: for example sharing the load within your house, as no task should be defined by gender! Encourage the importance of education and participation in public life for girls and call for the importance of opinion sharing and listening to girls and boys equally, and the like. Helping them to work, continue their education, learn new skills, speak their opinion within your circles.
2. Engaging in conversations with your family, peers, and community about Dawwie and the value of supporting girls empowerment and gender equality. Share inspiring stories of empowered girls with them and through Dawwie Facebook Page: @DawwieInitiative, and Dawwie Website: www.dawwie.net)
3. Organize Dawwie circles, intergenerational dialogues, or community theatres in your community (more details about these tools in the coming pages)
4. Embrace and become a living example of Dawwie's values by becoming:

**Positive**  
Ambassadors reflect the positive meaning of girls' empowerment. For example, they support girls' right to continue their education and work or they are girls who were able to continue their education and benefit themselves, their families, and community.

**Personal**  
Ambassadors have genuine personal stories and experiences to which everyone can relate. They also use simple and colloquial language that everyone uses and understands. This helps Dawwie be a mirror for stories and experiences from the everyday lives of normal people.

**Confident**  
Ambassadors respect and uphold the positive values of their community. They also encourage tolerance and embracing different views.

**Connected**  
Ambassadors have multiple relationships and can influence others both online and offline. This helps them provide support for other girls and boys both online and on the ground.

**Creative**  
Ambassadors use creativity and innovation to improve girls' lives. For example, creating an online group to help other girls access information about education and employment opportunities.

**Influential**  
Ambassadors are able to influence and encourage positive change among their peers, families, and communities.

### DAWWIE MESSAGES

#### How can you talk about Dawwie?

An important part of being a Dawwie Ambassador is talking about Dawwie and the importance of supporting girls to those around you. It helps if you know how to simply describe what Dawwie does and stands for to anyone no matter what their background is.

Here are some messages you can use depending on who you're talking to:

**1** **Individuals and community members**

Dawwie is a national initiative that seeks to enable girls in Egypt to achieve their aspirations by supporting girls to:

- speak their minds and share their stories safely,
- make decisions in all matters that affect them,
- learn and develop the skills that will help them pursue their ambitions,

all while being heard, appreciated and supported by their peers, families, communities and the country at large.

**2** **Institutions and organizations**

Dawwie is a national initiative that seeks to improve all aspects of girls' lives: their wellbeing, health, protection, education, and participation in the community.

Dawwie seeks to empower and enable girls to reach their full potential by providing them with the spaces to be heard, and the access to services and opportunities to exercise their rights and develop the skills they need to achieve their aspirations and benefit themselves, their families, communities and the entire country.

**3** **Policy Makers**

Dawwie is national initiative that aligns with the commitment of the Egyptian government to support and empower every girl in Egypt by translating their voices into actions, policies, and strategies that expand the choices offered to girls, strengthen their voices, and address the gender inequalities that limit the girls' control over their bodies and futures.

**2** **DAWWIE CIRCLE**



**WHAT IT IS**

A Dawwie Circle is an experience and a journey in which a group of 5 to 10 young people come together regularly for 5 consecutive times to discuss 5 main topics from the storytelling cards. Each time they use storytelling to express themselves, and listen to each other, they are reflecting on their own state of mind as well. The five main topics are: health and wellbeing, intergenerational support, ambitions and opportunities, and choices for their own futures.



**WHAT IT ACHIEVES**

A Dawwie Circle is an empowering experience for girls and boys by providing a safe space for them to come together and tell stories about experiences that have changed their lives.

By telling their stories and supporting each other to make decisions related to their lives, girls and boys will gain communication, decision-making, self-efficacy, and self-awareness skills.

**IMPLEMENTATION**

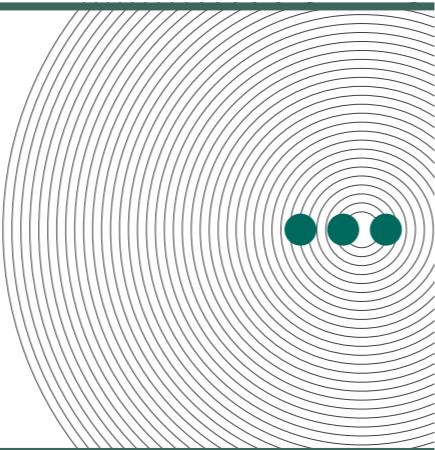
**How to create your own Dawwie Circle .....**

*You can start with yourself, by:*

1. Supporting gender equality within your family, neighborhood, schools, workplace, and community: for example sharing the load within your house, as no task should be defined by gender! Encourage the importance of education and participation in public life for girls and call for the importance of opinion sharing and listening to girls and boys equally, and the like. Helping them to work, continue their education, learn new skills, speak their opinion within your circles.
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3. Organize Dawwie circles, intergenerational dialogues, or community theatres in your community (more details about these tools in the coming pages)

**Make Dawwie Visible!**

- Add the Dawwie logo to your social media profile (details in page 36)
- Make a Dawwie pin or sticker for your notebook or do a drawing or wall painting of Dawwie's three dots in your home, school or place of work.
- Share your inspiring story on Dawwie platforms (Dawwie Facebook Page: @DawwieInitiative, and Dawwie Website: www.dawwie.net)



## Card 1

### What is Dawwie?

Dawwie is a national initiative for girls' empowerment led by the National Council for Childhood and Motherhood in partnership with National Council for Women, Ministry of Education and Technical Education, Ministry of Youth and Sports, Ministry of Health and Population, Ministry of Social Solidarity, Ministry of Culture, and others. The initiative is there for every girl to have to access services for her wellbeing, to develop her skills, and to express herself to fulfill her rights.

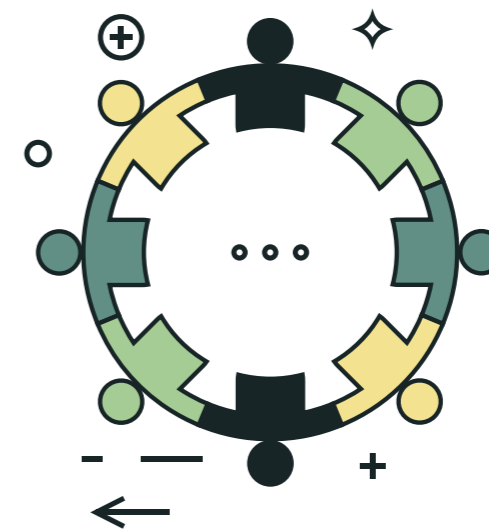
Dawwie or «دوي» is a verb that translates to the “loud voice with an impact”. The tag line ‘Your story builds on their story’ or بحكايتك تكمل حكايتهم exemplify the power of storytelling and building on others' experiences. Stories are – and always have been- ways for us to communicate and making meaning of things. Stories can help us connect, inspire, make decisions, persuade others and express ourselves.

### What you can find in the Dawwie toolkit

1. What is Dawwie
2. What is a Dawwie Circle
3. Dawwie Circle rules
4. ‘Tell your story’ sentences
5. 5 topic cards, one for each gathering
6. Ball of string



7. The bracelets made over the course of the circle can be collected and the participants can distribute them amongst themselves as a symbol of the support and time in the Dawwie Circle..
8. After completion of the circle with the five topics, be prepared to share your story with your parents or friends or through a play or theatrical performance in your community.
9. After you finish your circle, start sharing your stories on the dawwie platforms (facebook @DawwieInitiative, website www.dawwie.net)
10. When you are done with your Dawwie Circle, start a new one with other participants and replicate!



## Card 2

### What is a Dawwie Circle?

The Dawwie Circle is an experience and a journey in which a group of 5 to 10 young people come together regularly for 5 rounds in a circle to connect. And through the power of storytelling, participants can speak as well as have their voices heard and supported by their family, friends and community on issues that matter to them on education, safety, wellbeing, opportunities, and choices for their own futures.

#### Creating your Dawwie Circle

1. Form a Dawwie circle group of 5-10 participants
2. The participants meet regularly (you decide how often you want to meet and where)
3. For the circle to be completed you will meet 5 times to discuss the 5 topics
4. At the beginning of each circle, choose a circle guide
5. Conduct your circle:
  - a. read the story at the beginning
  - b. Answer the questions on the story
  - c. Share your story by starting with the sentences in the ‘Tell your story sentences’ card
6. Use the ball of strings to take a turn to speak. The first person to speak holds the tip of the string and passes it on to the next person who speaks. After the participants all share their stories a web of strings will be formed, cut it into pieces and make personal bracelets out of it.

## Card 3

### The Dawwie Circle rules

- Girls and boys are free to participate in the Dawwie circles.
- Respect one another with no judgement.
- Anything shared in the circle is confidential.

### Circle Leader Notes

- Make sure that everyone participates
- Each participant shares their story
- Each person to have a turn to speak and everyone needs to listen (no speaking on top of each other)
- it's important to always be positive and understanding to the person speaking (no negative or sarcastic comments)

## Card 4

### Circle instructions:

#### Let's get started!

1. Choose a circle guide at the beginning of each gathering.
2. Start the circle opening the Dawwie box, get the string and instructions out.
3. Everyone sits in a circle.
4. Everyone introduces themselves
5. For each gathering:
  - a. Start with picking a subject card for the gathering
  - b. After choosing the subject, read the story and use the 'tell your story sentences' so that every member can share their story as their opening statement for the circle.
  - c. First person in the circle holds the beginning of the string and starts talking, after he/she finishes they pass the ball of string to the next speaker. Thus, a web of connections will form and at the end of each activity, cut the string and make bracelets to take home with you.
  - d. Encourage the participants to each answer the questions under each topic.

## Card 5

### 'Tell your story sentences'

Each participant will use the following sentences to outline and help share their stories;

- *What I want to say about (topic) is...*
- *My experience on (topic) is...*
- *What I know about (topic) is...*
- *How I see myself...*
- *What I have learned about it is...*
- *What was hard for me was...*
- *How I overcame this was by...*
- *Who supported me was...*
- *What I would suggest...*

**example:** What I want to say about aspirations is that I know want to travel and study in college abroad. My experience with studying here is that it needs work and dedication. What I know I that to travel I need to learn a language like English. The way I see myself is a determined girl and what I learned about traveling is that you need to learn the language of the country and know how to get around. What is hard for me is thinking this may not happen and my family may not approve me traveling. How I plan to overcome this is by working hard in school and prove I can succeed abroad. Who supported me in this is my mother and she thinks I can achieve so much. What I would suggest is that for every girl to try to find what she is passionate about, work on her skills and look to her family and friends to support her achieve this.

## Card 6

### Topic 1: Marriage

Read out loud the following story and answer the questions below;

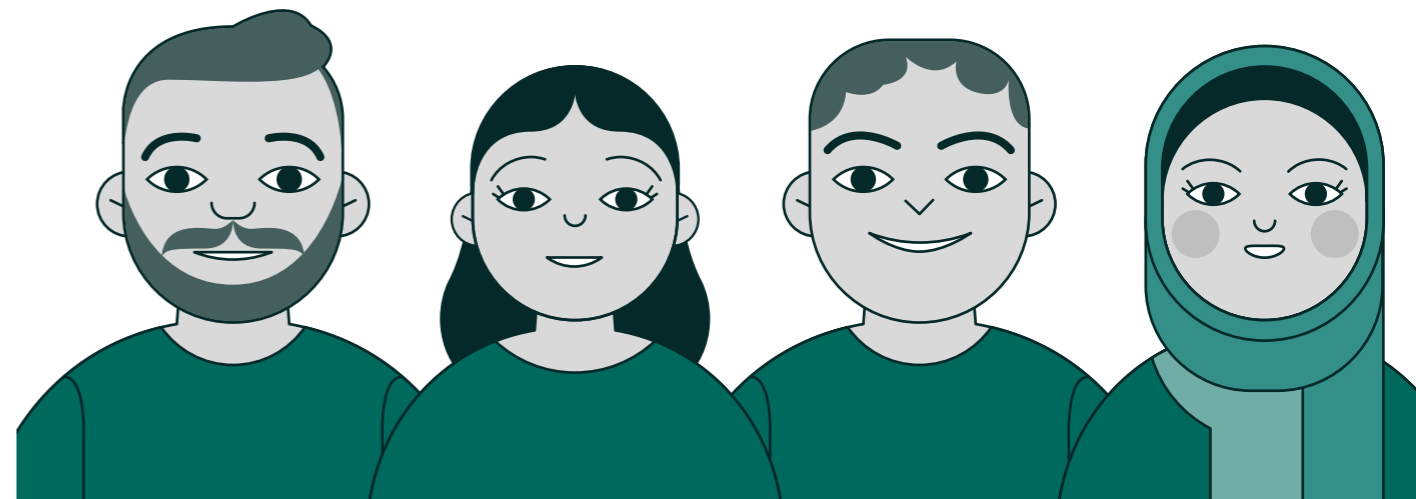
'When I was little there was a nice pharmacist working at the pharmacy near our house. I would visit her and watch her handing out prescriptions and leaving little drawings on the medicine boxes for the patients. In high school I would dream of joining the faculty of pharmacy and becoming like the nice pharmacist. Once day, I came home and heard my parents want to marry me off although I didn't even have my 17<sup>th</sup> birthday. I was crushed. I decided to talk to my parents. At first, they wouldn't listen, but I was insistent talking to them about the importance for me to grow and finish my education, to figure out what I want to be. It took a lot of convincing to postpone the idea of marriage and allow me to finish school and go to college. They finally agreed and I studied as hard as I could. But I didn't get the grades for pharmacy school. My dream was gone and again I was going to be married off, but I insisted I continue to get my college degree. I chose to major in French literature, although I never really liked it in high school. By time, I found French to be a lovely language. I studied hard and got good grades every year and got my bachelor's degree. Now I'm a grown woman, happily married with a supportive husband.'

*Salma, Assuit, a proud French teacher*

Now, answer the below;

- *What do you think of Salma's experience?*
- *How do you think Salma convinced her parents to finish her education?*
- *Do you agree with what Salma did? Why?*
- *Do you find education helpful in building a family? why?*

Now is your turn to share a story. Use the 'Tell your story sentences' to share with the group. Remember the string!



## Card 7

### Topic 2: Body Integrity

Read out loud the following story and answer the questions below;

‘Every year, there’s a celebration at school to for a competition on school and district level. Everyone had a place on stage, some win for writing poetry, others for running a marathon, even my friend Asmaa played the xylophone. I was always in the crowd clapping for my classmates, wishing I was up there with them. The truth is, I was always afraid. Afraid of losing or being laughed at. Until one day Mrs. Amal, my teacher, announced that there’s a competition for the Young Parliamentarians Model across the schools of the governorate. She talked to me privately after class and said she signed my name and encouraged me because she knows I’m good at social studies and writing essays. Then I heard my friend Asmaa was crying because she was going to get circumcised. I went to my mother -who refused to circumcise me- and told her we must do something. I told her we need to talk to Asmaa’s mother. We went and convinced the mother and Asmaa was safe and sound. Right then I knew the power of my voice and came first in the Model and when the school celebrated the winners that year, I was up there on stage with my friend Asmaa. At that moment, for the first-time other girls were clapping for me.’

*Soha, Beni Suef, the young parliamentarian to be*

Now, answer the below;

- What do you think of Soha supporting her friend Asmaa?
- What do you think of Soha talking to her mother about Asmaa being afraid of FGM?
- Did any of your friends’ experience FGM? Do you think it affected her personally?
- Do you think it’s important to have a say about decisions related to your body? How?

Now is your turn to share a story. Use the ‘Tell your story sentences’ to share with the group. Remember the string!

## Card 8

### Topic 3: Skills and Aspirations

Read out loud the following story and answer the questions below;

‘I remember being at the gate of the train station with my father, when I glanced at this colorful book on the ground, buried under layers of dirt. Suddenly the train’s whistle blew, so I quickly reached out to take the book. It was a children’s book, I liked the drawings, but if I didn’t know how to read, so I couldn’t figure out the entire story. But I was stubborn, so I decided that by the end of this year, I will be able to read it. I started going to a nearby community school and learned more than just letters, I also learned how to participate, share, ask questions and present in front of the entire class! When I started learning, my most favorite letter was (M), as my mother’s name was Mariam. And my least favorite was S, because I had a broken tooth that made me lisp. It took me a year to pronounce it STAR not Thtar, and from an illiterate girl, I went on to win first place in a poetry competition between schools. My most favorite letter is still M, but my second favorite now is S.’

*Mona, Qena, a poet and a middle school student*

Now, answer the below;

- How do you think Mona helped herself to learn?
- What are the life skills she needed to help you achieve being a poet?
- Do you think there are other places that can help girls and boys have access to those skills?
- Is there any skill or aspiration that you want to obtain? How do you think you can do that?

Now your turn to share a story. Use the ‘Tell your story sentences’ to share with the group. Remember the string!



## Card 9

### Topic 4: Your Support System

Read out loud the following story and answer the questions below;

'If someone asked me who's my best friend I would say my sister 'Shaimaa'. She is my biggest supporter as I am hers. My story started last year when my father owned a kiosk that provided for us but one night, my father didn't come home. He had a heart attack and passed away. My mother has been sick ever since, and I didn't know what to do, but Shaimaa was the one holding us all together.

Shaimaa would go to school, help out in the kiosk, then come back to take care of my mother and help me study. She would make us my mom's special breakfast, trying to make us feel that nothing has changed. I don't know how she does it all, but she's the reason I got good grades this year. Shaimaa graduated from school too and now we are talking when she wants to do next. We talk and I always value her opinion. I am her support, as she is mine, in her decisions and dreams.'

*Mahmoud, a high school student and Shaimaa's brother.*

Now, answer the below;

- Do you think Shaimaa was a role model for Mahmoud?
- How important is having a support system?
- Do you think that's important to share opinions within the family? Why?
- Who do you look up to?

Now is your turn to share a story. Use the 'Tell your story sentences' to share with the group. Remember the string!

## Card 10

### Topic 5: Health and Wellbeing

Read out loud the following story and answer the questions below;

'I always loved sports. As a little girl I used to play soccer in the street in front of our house with my neighbors. I was good! I could even name the soccer players from Ahly, Zamalek, even Barcelona! Yes, Messi was one of my favorites. As a girl, it was uncommon in my village to watch soccer matches and cheer for the teams. It was even more uncommon to play soccer, but I did. Until one day I was told that's it, you've become a woman so no more soccer. I was crushed and confused. I remember I was 13, and everything was changing so fast, my body, my thoughts. I just didn't know what to do. I knew I had to learn about this change, I knew I couldn't just give up sports. So I started to ask my mother what was happening to my body. She took me to visit the health clinic in the next town. I learned so much. I knew how I can take care of my body with certain food. I learned it's ok to be confused as I was growing. But I still wanted to play soccer despite my parents opposing it. I started to show my parents famous women soccer players like Sara Essam (our girl version of Mo Salah) and others. They were surprised of how much I wanted it. Every day I practiced at home until one day, my dad finally agreed to let me to go to the youth center where there was a female soccer team there I can join, 'better than breaking my house' my dad said jokingly.'

*Dalia, Assuit, Al Hawatka Female Soccer player.*

Now, answer the below;

- What do you think of Dalia's story?
- How do you think she was able to look after her health and well-being?
- What is your source for medical information?
- How do you find information about a subject related to your health and well-being?

Now is your turn to share a story. Use the 'Tell your story sentences' to share with the group. Remember the string!

### DAWWIE CIRCLE RULES



Select participants who preferably belong to the same local community. The number of participants can vary from 5-10



Select a place that is secure, accessible and private to hold the circle (i.e.: health center, youth center, cultural center)



Make sure that girls and boys are participating actively and that one group is not dominating the other



A safe space means no judging, not making fun of someone's emotions or problems, and when giving feedback we are not criticizing but sharing and complementing each other's expertise.

# 3 INTERGENERATIONAL DIALOGUE

Widen your Dawwie circle by including parents and elders



## WHAT IT IS

Organizing three sessions over three successive weeks to involve 12 members of the community (6 men and 6 women) from two age groups: 6 'younger' people (10-18 years old) and 6 'older' people (older than 18 years) in dialogue sessions discussing issues such as FGM, child marriage, education and participation in public life.



## WHAT IT ACHIEVES

The Intergenerational Dialogues provide a step further in the journey to empower girls and boys by making them heard by older people in their circles.

By engaging young people and older generations of their parents, neighbors, and communities in positive conversations about these important issues within households and public spaces, it helps in creating consensus around these important issues and exploring what each generation can do to about them.

The dialogues also create a trusting, safe space for both youth and elders to acknowledge each other's struggles and discuss sensitive issues without reservation.

## IMPLEMENTATION

How to run an inter-generational dialogue

### 1. Choose the core topic (or topics) of the Intergenerational Dialogue from the below topics:

Since Dawwie is a girl empowerment initiative, these topics are suggested due to their relevance to the lives of girls and their impact on girls control over their bodies, their futures, and how they interact with the community around them:

- FGM
- Child marriage
- Equity in Education
- Participation in public life (as work and others)

## 2. Session 1

### Age-line and life-path in the past and in the present

#### Purpose:

1. Reflect on participants' perceptions about aging
2. By reflecting on their own life-paths, older persons feel that their life experience and knowledge of the community's traditions are appreciated, while the young men feel listened to and respected

**Time:** 1 and a half hours

**Materials:** Flipcharts and markers if available

#### Activities:

##### a. The Age-Line Exercise

- Have everybody place themselves in a line from the youngest to the oldest member of the group. Each person states their age and how they feel about their age
- Invite participants to move to a place in the age line representing the desired age they want to be

#### Discuss:

- What does it mean to be at this desired age?
- What do you think you could do at that age that you can't do now?
- What is the best and worst thing about being your age?
- What are you most eager to learn about from people in other age groups?
- What is the most important thing an elder has taught you?

##### b. The life path exercise

- Both generations create symbolic lifepaths for their generation
- Prepare two pathways using flipcharts and markers
- Explain that these paper pathways represent their path from childbirth, then by early and late childhood, adolescence, adult life, marriage, parenthood and old age
- Point out the important transition points, from childhood to adulthood and from being single to being married

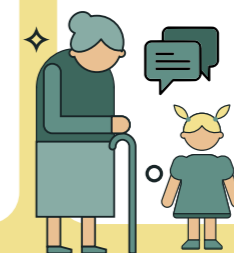
#### Discuss:

##### Older generation

- Which were the best times for them on this traditional life-path?
- Which were the hardest times?
- What are they proud of?
- What are the important differences between both generations, and whether they feel that these differences were positive or that something valuable has been lost?

##### Younger generation

- Which are the good times on this life-path?
- Which are the challenges?



### 3. Session 2

#### Customs and traditions and their effects on family health and wellbeing

##### Purpose:

1. Young and older generations are aware of the harmful physical and psychological effects of harmful practices on girls' and women's health and on their lives, as well as the reasons why many families continue to practice them, even though they know of their harmful effects
2. They agree on actions that would need to be taken to protect women and girls against these effects without losing traditions and shared values that they regard as indispensable

**Time:** 1 hour

**Materials:** None

##### Activities:

- As an example, this activity can be on the harmful effects of Female Genital Mutilation (FGM), but the same activity can be used for different practices such as child marriage, etc.
- Ask the participants to form a group for each generation

##### Discuss:

- a. What are the reasons parents continue to have their daughters cut today?
- b. Tell a story you know on the effect of the cutting on married life, for women and for men? What is the effect on women's fertility and on the way they can give birth?
- c. Who in your community (leaders or groups) can help overcome this problem?
- d. What could each of the participants as well as these community leaders do to help parents who want to protect their daughters from the harmful consequences but who also want to respect their communities' traditions?
- e. Write down these suggestions into actions that participants can commit to.

### 4. Session 3

#### Joining the men's and women's dialogue

##### Purpose:

1. The male and female participants of the Intergenerational Dialogue sessions meet and share their Dialogue experience

**Time:** 1 hour

**Materials:** Flipcharts and markers

##### Activities:

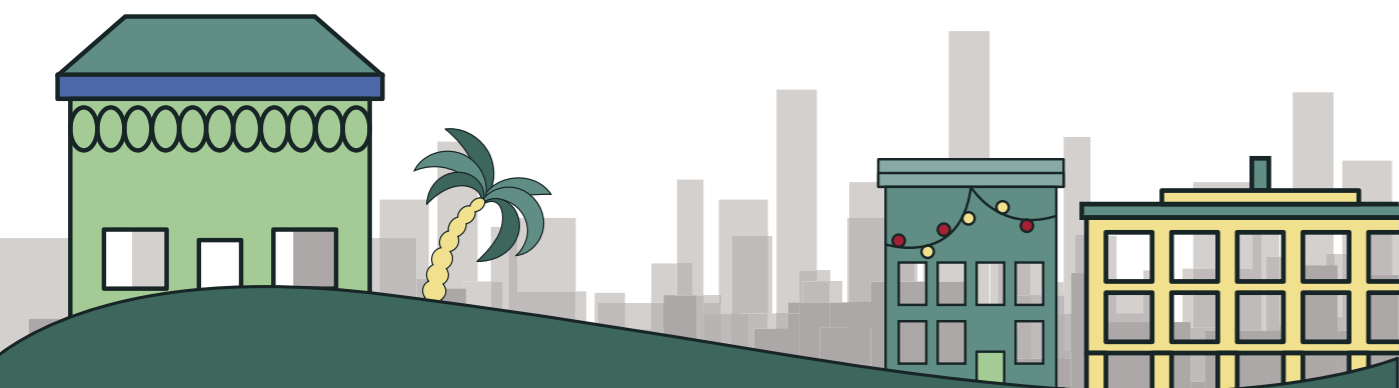
- In the first half of the session, separate the men and the women in two separate rooms broken into older and younger groups.

##### Discuss:

- a. What have you learned from the other generation and what do you appreciate about them?
- b. **Pledges:** What do you (the young and the older persons) intend to do to better listen to and respect the other generation? What do you intend to do to support girls' education, employment or combat the harmful practice of child marriage/FGM? (choose based on the topic of the dialogue)
- c. **Special Requests:** What would you like the other generation to do, so that there is more respect and appreciation between your generations? What requests each generation has for the other to support girls' education, employment or combat the harmful practice of child marriage/FGM? (choose based on the topic of the dialogue)
- d. Write down your answers
- e. In the second half of the session, join the men and women into one room to present their answers to each other

#### Make Dawwie Visible!

- Throughout the sessions and activities of the follow-up period, draw the three Dawwie dots or hang banners to show that these meetings are under Dawwie, wear pins to show your support for Dawwie, and use Dawwie Facebook Page and Dawwie Website to share photos and experiences of youth and elders during the intergenerational dialogue.
- For older generations, can you draw the Dawwie mural on your wall? Or even the door of your house?





4

## MARRIAGEABILITY DIALOGUE



### WHAT IT IS

A Marriageability Dialogue is an additional space similar to the Intergenerational Dialogue but more focused on the topic of marriage. It's where you can explore what marriage is, why they want to get married, what to look for in their partners, and who holds the power in relationships



### WHAT IT ACHIEVES

By going through the exercises of a Marriageability Dialogue, young people are empowered to make the choice to get married at the appropriate time and for the right reasons. They also explore how to feel empowered in their relationships and how to ensure they are supported by their partners.

Throughout the dialogue, they will explore the meaning of values like:

- Equal relations between men and women
- Spouses supporting each other
- Empowering the choices of the female partner in a relationship

The dialogue also helps open an organic discussion about other topics that are very important to girls' empowerment:

- The relationship between a girl's purity and FGM (female genital mutilation)
- Body integrity; what it means for girls to make decisions related to her body
- Gender dynamics; which gender holds more power

## IMPLEMENTATION

How to conduct a marriageability dialogue?

### Exercise 1

#### Knowing what I need

##### Purpose:

- To increase awareness about what it means to go into a partnership
- Examine if they are ready for such a partnership

**Time:** 1 hour

**Materials:** Flipchart, papers, and markers

##### Activities:

- Divide the participants into 3 equal groups
- Ask each group to vote someone to speak on their behalf
- Present them with this scenario:
  - » They were all on board of a big wooden ship that was stranded on the shore of an isolated island. The only thing they have is the shipwreck. As a group they need to decide what they should do with shipwreck wood
- Each group leader should suggest a route of action:
  - » **Group A:** light the wood to make a big fire to send an SOS signal so someone can come and save us
  - » **Group B:** Make some tools and build a cottage to shelter women and children
  - » **Group C:** Make spears and knives for hunting and defending themselves from whatever is on this island
- Allow members of each group to discuss together for which option they are going to vote
- Each group leader forms a line and gives a 2-minute speech about why they should follow him/her
- Let the groups make their choices

##### Discuss:

- Ask these questions:
  - » Did the group formation change? Why?
  - » Ask the members of the groups who switched their groups why did they make this decision?
  - » Ask the members who remained in their group, why did they make that decision?
- Continue the discussion about priorities and what it means, the common vision, the belief in the leadership of the group, and how everyone is free to change groups because they see things differently from their leaders
- Take the conversation to marriage:
  - » Who takes a decision in a marriage and why?
  - » Do you need to marry someone who shares the same vision as you?
  - » What if you discovered you don't share the same vision? What should you do?
  - » What is it like to be listened to intently? and what it felt like not to be listened to?

## Exercise 2

### Exploring power

#### Purpose:

- To increase awareness about the existence of power in relationships
- Examine the impact of unequal power in different types of relationships

**Time:** 1 hour

**Materials:** Flipchart, papers, and markers

#### Activities:

- Divide the participants into two groups and line them up on each side of an imaginary line
- Each side should have the same number of participants so that everyone has a partner
- Choose one group to be “Persons” and one group to be the “Things”
- Read the following instruction to the group:
  - » “**Things**”: you cannot think, feel or make decisions. You have to do what the “Persons” tell you. If you want to move or do something you have to ask the “Person’s” permission.
  - » “**Persons**”: you can think, feel and make decisions. You can also tell the “Things” what to do in hand gesture or words. NO physical touch
- Give them 10 minutes and then make them switch roles for another 10 minutes

#### Discuss:

- Ask the following questions:
  - » How did you feel? Would you like to have been treated differently?
  - » For the ‘Persons’: How did you treat your things? How did it feel to treat them as an object?
  - » How did your feelings change when you switched roles?
- Break them into 3 groups, each group needs to answer a question:
  - » In your daily life, does anyone treat you like a thing? Who?
  - » In your daily life, do you treat anyone like a thing? Who?
  - » Why do people treat each other like this?
- Reflect upon marriage:
  - » Ask girls if they feel like they will be treated like things when they are married
  - » Ask about body integrity: do you think your partner has the right to make decisions related to your body?
  - » Ask about power dynamics: Do you feel the husband should have more power over the wife in decisions related to the house?

5

## DAWWIE COMMUNITY EVENT

Make your circle bigger and  
include your community



### WHAT IT IS

If you are creating any type of public event, you can capitalize on it and make it a Dawwie Community Event, which means that it’s an open event for children, parents and community members to publicly discuss the topics shared in the Dawwie Circles and share inspiring stories about equality to reach highest potential.



### WHAT IT ACHIEVES

Community Events are the next step within the journey to empower girls and boys by amplifying their voices giving them the space to share stories about the experiences that shaped their lives before a crowd bigger than the Dawwie circles, this crowd includes their families, wider communities and the entire country.

By shedding light on the positive examples of girls and their supporters we are creating role models that others look up to and would want to follow. Engaging in a public conversation around empowering girls make the change sought by Dawwie more visible and desired as they highlight the value of empowering girls: bettering their lives and the lives of their families and communities.

#### COVID 19 restrictions;

- Make sure that you apply safety measure to any public event you may do;
- Make sure gatherings are small
- Wear your masks
- Keep safe distance of at least 2 meters
- You can also have the event online if you can through facebook!

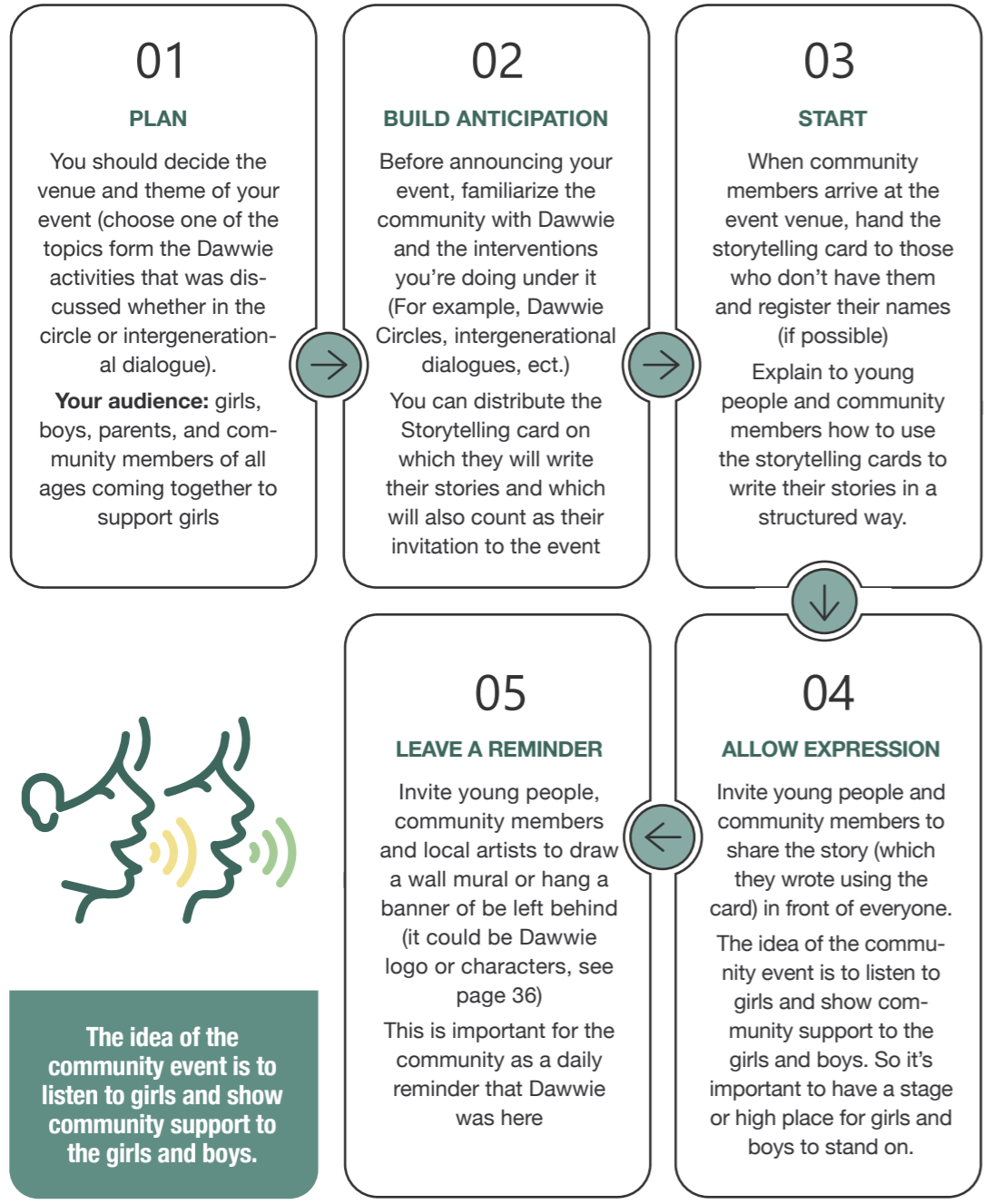


# 6

## DAWWIE INTERACTIVE COMMUNITY THEATRE

### IMPLEMENTATION

How to implement a Dawwie Community Event?



The idea of the community event is to listen to girls and show community support to the girls and boys.



### WHAT IT IS

Interactive community theater (ICT) is a type of theatre where the audience becomes a part of the performance and engages in the play to discuss issues that the play introduces.

Performances can be as simple as a small play done at the end of a Dawwie Circle on streets, in schools, or any public space large enough for a crowd of people.

The performance doesn't have to be long; 5 minutes of performance and 5 minutes of interaction can be enough.



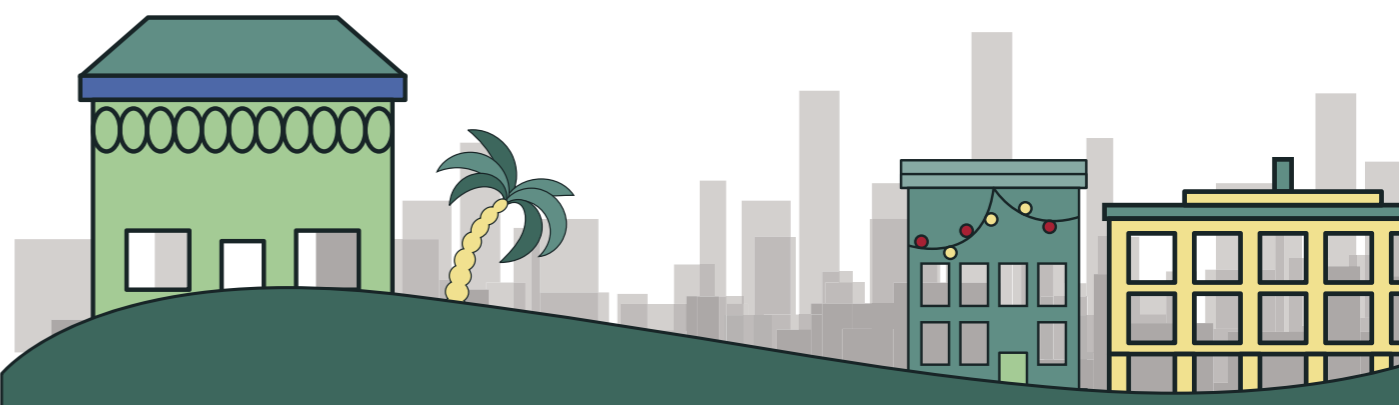
### WHAT IT ACHIEVES

The Community Theatre creates a safe space that allows girls and boys to voice their opinions in front of the wider community through the creative tool of theatre

Discussing the issues in the form of interactive plays allows the community members to think critically and reach an agreement about the issues related to girls empowerment which helps in bringing out the solutions from within the community instead of offering solutions from 'outside experts'. It also encourages every community member to share their opinion while interacting with the play, this helps community members accept the different points of views around important issues.

Showcasing the issues related to girls' empowerment as artistic plays helps people overcome the barriers against discussing sensitive subjects like FGM publicly

Using a creative form like theatre also builds the community engagement and spirits



## IMPLEMENTATION

### How to implement an Interactive Community Theatre Performance?

01

#### PREPARE THE PERFORMANCE

- Choose the topic of the performance
- Choose an inspiring story related to this topic (could be one of the stories shared in Dawwie Circles)
- Turn this story into a drama play by writing a simple script
- Choose a facilitator for the performance



02

#### INTRODUCE THE PERFORMANCE

(2 minutes)

- The facilitator welcomes the audience and introduces the performers
- Explain what the interactive theatre is and the audience's role in the performance
- Introduce the topic of the performance



03

#### ACT OUT THE PLAY

(5 minutes)

- Make sure someone is taking photos or videos of the performance to share online later



05

#### LEAVE A REMINDER

The facilitator ends the performance:

- Summarize the main comments raised during the audience interaction
- Ask the actors to introduce themselves (first names, ages and schools)
- Thank the audience for being part of this
- If available, distribute flyers about the topic that provide information, resources or where to seek help

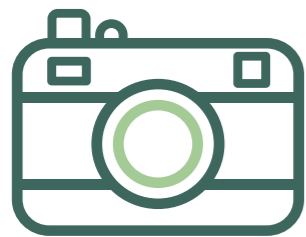


04

#### START AUDIENCE INTERACTION

(5-10 minutes)

- The facilitator leads the interaction between the audience and the actors, who stay in character on stage. (ideas for how to interact with the audience interaction below)



Make sure someone is taking photos or videos of the performance to share online later

### How to prepare the play?

**1. Choose the topic of the performance:** what issue will the play discuss? For example, FGM or equity in education, life choices and the like.

You can choose a story from the ones shared in the Dawwie Circle or develop a new one.

**2. Brainstorm how the story will progress through the play:**

- The story of any play has three parts: beginning, middle, and end
- Even if your play is for 10 minutes, a good play will have these three parts. Take notes on which part of the story will be the beginning scene, which part will be the middle scene or scenes, and which part will be the end. How will you draft this? Check out the next point;

**3. Before you begin, answer these questions:**

- When and where does this story take place?
- Who is the main character?
- Who are the secondary characters? Is there a person who will be in a conflict with the main character or present them with a challenge (the antagonist), who are they?
- What is the main conflict or challenge these characters will face?

\*Write down the names for the characters of the play and decide who will play them

**4. The beginning scene/s:**

It can be a short scene where you introduce the main characters and provide details about the time and place where the story happens

**5. The middle scene/s:**

This is the main scene where the main character will face a challenge or conflict and tries to overcome it. It could be a conflict with another character (the main character's parents or friends), with an external condition (going into a contest, moving to a new city or losing a loved one), or with oneself (the main character has to overcome their fear of public speaking, for example). Think of how the main character is affected by this conflict (will they initially feel scared and helpless then decide to face the challenge?)

**6. End scene/s:** In this scene we see how the main character overcomes this conflict or challenge and who will help them achieve this

### Ideas on how to interact with the audience after the play

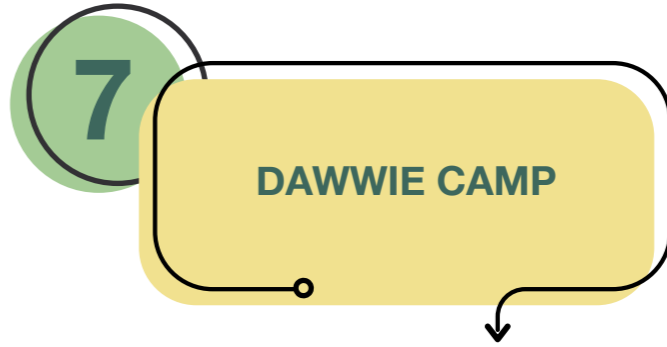
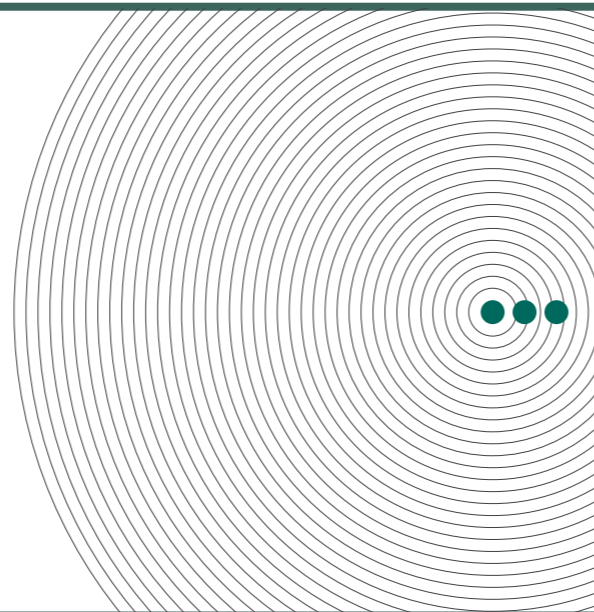


- **Stepping into a character's shoes:** Ask a member of the audience to come to the stage, take over the role of a character in the play and act out what that character should do in this situation
- **Questioning the character:** Ask an audience member to ask one of the characters a question to explore why he/she made a decision or took a certain action in the play
- **Advising a character:** Ask a member of the audience to come forward and talk directly with one of the characters, and advise them on what they should do to overcome the challenge they are facing in the story
- **Debate or discussion:** If the topic of the performance creates differences among the audience between supporters and opposers, the facilitator can ask direct questions to allow the audience to share their opinions



### Make Dawwie Visible!

- Discuss it in your townhall meeting!
- Draw the Dawwie 3 dots in the place of the performance
- Share photos or videos of your theatre performance through the hashtag **دوي بحكايتك\_ #تكمل\_حكايتهم**
- Share the story of how you came up with your performance and what were the reactions of your audience through the Facebook Page: **@dawwieInitiative** or Dawwie Website: **www.dawwie.net**



(Usually done by organizations or institutions)



### WHAT IT IS

Dawwie camp is a 4-day consecutive intensive experience with all the previous described activities in one place under one roof where girls, boys, and their parents to experience a journey of amplifying their voices from the smallest circles to the highest levels of engaging with local leaderships. In this camp, girls and boys can exercise speaking their minds, sharing their stories and having safe conversations about issues important to them:

- First with their peers through Dawwie Circle, as well as a chance for the digital literacy training
- Then with their parents through the intergenerational dialogue,
- Then with the wider community through the community theatre performance

They also exercise other dimensions of empowerment which are developing their skills through the digital literacy training (more details on this in page 28) and practicing a physical activity through the Dawwie tournament (see below).

Additionally, on the last day they get to discuss with officials and policy makers what can be done to support girls in their local area or the entire country.



### WHAT IT ACHIEVES

The camp is a chance for girls and boys and their families to interact with each other and experience all what Dawwie has to offer in a safe environment.

The selection and order of the activities throughout the camp days will allow girls and boys to experience the entire journey of empowerment while being supported by their peers, then their families and the wider community and finally by policy makers and officials.

Since this is done with participation from decision makers and officials, it also has the added advantage of making the voices of these young people heard at the highest level so politicians can decide on what concrete actions, strategies, or policies they can commit to in order to support girls.

## IMPLEMENTATION

### How to implement a Dawwie Camp?

#### 1. Plan the camp

- Decide on the venue: Civic Education Center, Youth Center, or any safe space
- Decide who you will invite to the camp and how to invite them (the main invitees should be girls and boys ages 10-18 for the four days, parents and policy makers on the last day)
- Prepare the venue and all the materials needed for the activities, you will need;
  - » Big space for the circles, dialogues and theatre (can be a school yard or a garden)
  - » You will need facilitators to ensure activities are running smoothly (ideally 1 facilitator for 10 children at least!)
  - » Safe separated bathrooms for girls and boys
  - » Wifi and computers (if possible) for the digital literacy training

#### 2. Follow the agenda:

You will start the camp by welcoming the children and introducing Dawwie to them emphasizing that they are now starting the 'Dawwie Journey' which by the end of the camp each will become a Dawwie Ambassador to take what they learned and share it with at least 10 of their friends

The camp activities as follows;



#### Day 1

1. Should start by splitting the children into groups of 10, each group will start with a Dawwie circle to discuss the 5 topics over the course of two days. Facilitators will ensure that children understand the purpose of the circle as well as children feel comfortable and listened to.
2. The digital literacy training also starts on the first day (try splitting the children into two main groups -one starting with the circles and the other in the digital literacy training). The training should take from 4-5 hours for two days and 2 hours on the third day for presenting their project

In parallel, you can have a Dawwie tournament where girls and boys participate in physical activities. (explained more in detail in page 28)

#### Day 2

1. On the second day the children can volunteer to be a part of the play (interactive community theatre) that they will present at the end of the camp. The play should be inspired by what they are sharing in the circle. It will take the children Day 2 and Day 3 to come up with the play, characters and practice to be ready to present on Day 4.
2. You can continue with your sports tournament (see next page for further elaboration)

#### Day 3

1. Continue with your digital literacy training and finalize it by presenting your digital storytelling project
2. Continue on preparing and finalizing your theatre play by practicing your scenario that you wrote and acting it out. Tip: don't be afraid to be creative use chairs, songs, clapping, any expression that can help you get your point across.

#### Day 4

1. On Day 4 is the closing. This is the culmination of all the efforts over the past 3 days where parents, community member and local leaders can be invited to watch and engage in;
  - » The interactive community theatre
  - » Intergenerational dialogue
2. The camp will conclude with a discussion with officials/local leaders where girls and boys express what they need while officials discuss like;
  - » Mobility for girls
  - » How local leaders can support Dawwie
  - » How can more community members take part in Dawwie
  - » Commitment for Dawwie dedicated safe spaces for Dawwie circles and Interactive Community Theatre
  - » Officially announcing the village/community as a Dawwie village/community.

#### Proposed agenda for an on-ground camp (and visualization available below):

This is a proposed agenda based on the Dawwie Camp held in Fayoum in September 2019. You can adapt this agenda according to your context and circumstances

## DAY 1

Introduction and splitting children into 2 main groups (each with below activity then you switch)

Dawwie Circles (group A)

Digital Literacy Training (group B)

all children from the two groups joining the dawwie tournament (physical activity)

Digital Literacy Training (group A)

Dawwie Circles (group B)

## DAY 2

Introduction and splitting children into 2 main groups (each with below activity then you switch)

Dawwie Circles (group A) + prep for interactive community theatre/intergenerational dialogue

Digital Literacy Training (group B)

all children from the two groups joining the dawwie tournament (physical activity)

Digital Literacy Training (group A)

Dawwie Circles (group B) + prep for interactive community theatre/intergenerational dialogue

## DAY 3

Introduction and splitting children into 2 main groups (each with below activity then you switch)

Interactive community theatre discussion/ intergenerational dialogue rehearsal (group A)

Digital Literacy Training (group B)

all children from the two groups joining the dawwie tournament (physical activity)

Digital Literacy Training (group A)

Interactive community theatre/ intergenerational dialogue rehearsal

## DAY 4

Parents, community members and community leaders/policy makers invited to join

Dawwie Tournament Finale

Intergenerational dialogue

Interactive Community Theatre)

Open discussion with community leaders

### \*Proposed agenda for an online Dawwie camp:

This is a proposed agenda that can be done in case an on-ground camp is not suitable to implement due to any restrictions related to COVID-19.

Day	Activities
Day 1	<p><b>Session 1:</b> Online webinar for all participants and organizers to introduce the camp activities</p> <p><b>Session 2:</b> Girls and boys take the online digital literacy training (3 hours)</p> <p><b>Session 3:</b> Breaking the girls and boys into 3 groups (10 each), each will participate in circle through a 2-hour online meeting to go through topics 1 and 2 from the topic cards (See Dawwie Circle toolkit in Annex 2.)</p>
Day 2	<p><b>Session 1:</b> The same participant groups from the previous day participate in another circle through a 3-hour online meeting to go through topics 3,4, and 5 of from topic cards (See Dawwie Circle toolkit in Annex 2.)</p> <p><b>Session 2:</b> Each of the three groups of young people are joined by parents of another group to do an Intergenerational Dialogue through a 2-hour online meeting to discuss one of the topics discussed in the circles</p>
Day 3	<p><b>Session 3:</b> 2-hour online meeting with attendance of officials. This session will do a conclusion of the camp and open a discussion between young people, their families, and officials</p>



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## DAWWIE TOURNAMENT



### WHAT IT IS

A special activity within the Dawwie Camp where girls and boys practice any kind of group sport activity in a tournament style over the days of the Camp in a safe and protected environment.



### WHAT IT ACHIEVES

The tournament capitalizes on the their presence of boys and girls in one safe space to give girls the opportunity to practice a physical activity in front of their families. This is especially important for a lot of girls who don't have access to practicing sports in their daily lives.

It also helps girls, boys and families explore and exercise other dimensions of empowerment that can be new to these participants which are:

- Preserving the girls' personal space in a physical activity that involves the other gender
- Showing how it is normal for girl to interact with boys in a physical activity context
- Girls can practice their leadership skills by having girls lead a team of boys and highlighting positive examples and role models such as playing with a female coach

### IMPLEMENTATION

Choose the sport for the tournament, it could be any group sport easy enough to implement in the space of the camp like football.

Divide the young people into 4 teams (girls and boys on the same team), each two teams will compete with each other on a separate day and the winners from each group will compete in the finals in the third day.



### Make Dawwie Visible!

- Share photos or videos of the camp through the hashtag **#دَوِّي\_بحكايتك\_تكمل\_حكايتهم**.
- Share the stories and experiences of girls, boys, and families during the camp through the Facebook Page: **@dawwieinitiative** or Dawwie Website: **www.dawwie.net**



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## DAWWIE POLICY DIALOGUE



### WHAT IT IS

A Dawwie Policy Dialogue is a chance to culminate your dawwie journey (as a boy or girl that experienced one or more dawwie activity) with a chance to meet an official and advocate for a girls' empowerment issue that you see is relevant to you and your community; remember as a Dawwie ambassador you have interacted with your peers, family and community and so can be an advocate for an issue that you see is important to you and them so girls can realize their full potential. Watch this video to see a Dawwie policy dialogue (link to video to be added)

Every Dawwie Ambassador can apply to get a chance to discuss girls empowerment with an official facilitated by Dawwie governmental partner.



### WHAT IT ACHIEVES

The two way interaction opportunity between Dawwie ambassadors and the official/leader to show political commitment to the community – especially girls. This will make children and youth feel heard on the top political level.

Sheds a light on the importance of voices of children to be heard. It also brings the ambassadors to be role models for their peers.

### IMPLEMENTATION

1. On periodical basis, there will be an announcement on Dawwie Website and Facebook page calling on Dawwie ambassadors to
  - a. Suggest a topic of discussion for girls empowerment,
  - b. Suggest who they want to meet
2. There will be a selection process through the digital platforms as well as per the recommendation of the partners and Dawwie will facilitate the dialogue based on the suggestions coming in
3. The dialogue will be recorded and aired on the Dawwie platform encouraging more and more children to join

#### Dawwie Ambassadors: start your own policy dialogue

Follow the steps, have your own policy dialogue with an official and we will share it on the Dawwie page!

#### Make Dawwie Visible!

- Share the dialogue on your personal platforms
- Encourage more children to join Dawwie and be part of the dialogue
- Publicize the dialogue in your school, university and hometown

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## DAWWIE DIGITAL PLATFORMS



### WHAT IT IS

Dawwie digital platforms include Dawwie Website: [www.dawwie.net](http://www.dawwie.net) as well as Dawwie Facebook Page for sharing stories @DawwieInitiative.

Both the page and the website represent an open platform for girls and boys to share their stories and access information about Dawwie and how to be a part of it



### WHAT IT ACHIEVES

Dawwie Digital Platforms provide a way for girls and boys to connect with the wider community and share their stories to inspire a huge audience since the on-line platforms can be accessed by thousands and millions around the country.

The platforms provide a supportive network of like-minded people who are ready to listen to girls' and boys' life-changing stories

The website also gives girls and boys access to information like service map and learning tools as the digital literacy online training

Official platform for the initiative for individuals and institutions

Broaden reach through a cost effective on-line presence to access potential donors, advocates, ambassadors and volunteers

Open source for social sharing and brand discovery (access to toolkits, stories, community engagement, branding materials)

### IMPLEMENTATION

#### What can encourage more people to join Dawwie digital platforms?

#### Through the Facebook Page:

1. Like the page and share your story using the hashtag: [#بحكايتهم\\_تكمَل\\_حكايتهم\\_دوي](#)
2. Follow the inspiring stories of girls and boys and see the activities done on the ground

#### Make Dawwie Visible!

- Share it on your personal account, Share it on your institution social media
- Add a link to the Dawwie platforms on your website
- Talk about it with your friends and family



**WHY IS IT IMPORTANT TO FOCUS ON GIRLS' SKILLS DEVELOPMENT AND ACCESS TO INFORMATION?**

Acquiring skills is critical to the empowerment process. transformative life skills challenge existing gender inequities and empower girls with skills to navigate the world in their own interest. For example, girls may know their rights to education but not be able to act on that knowledge without skills in communicating with authority figures, accessing available financial assistance or planning steps to enrolment.<sup>3</sup>

**We look to Dawwie partners to expand on this and share with us your thoughts, programs and interventions on widening the skills package to empower girls.**

The Dawwie Minimum Package includes tools to achieve another dimension of empowerment for girls through Digital Literacy which facilitates and learning experience for girls and boys :

<sup>3</sup> Rose, P. 2021. Exploring the School to Work Transition for Adolescent Girls. REAL Centre. University of Cambridge.



**WHAT IT IS**

To start, we are defining Digital literacy as navigating and utilizing the digital world with a focus on; communication, participation and self- expression, accessing and verifying information, creating content, and being safe online with a gender lens.

**The learning objectives of the course include;**

- Increase ability to analyze information more thoroughly, and thus,
- Communicate effectively with others,
- Protect oneself and information online,
- Self-expression through a digital storytelling activity.
- Identify and use strengths in communicating with others,



**WHAT IT ACHIEVES**

This course is meant to be an interactive experience equipped with videos, activities and practices on exploring strengths, self-expressing on and of-line, establishing connections, negotiation and building arguments while ensuring online safety and protection. So far, Dawwie offers a training on Digital Literacy that can be conducted both on-line and offline.

**Why digital literacy?**

Despite efforts over the years, there is a noticeable gender digital divide that post barriers for girls to access the digital world and utilizing technology for their advancements. And with the rapid developments and increased focused on using digital technology, sometimes, girls are left behind and this divide is even widening. By working with girls and boys to understand their needs, the digital literacy training was formulated from the ground up where utilizing digital platforms can be a powerful tool for children to voice their opinions and reach more and more people.

**IMPLEMENTATION**

**How to access Dawwie Digital Literacy Training?**

You can access the digital literacy training by downloading your free copy or taking the free interactive course online on [www.dawwie.net](http://www.dawwie.net)

You can take the face to face training through;

1. MOYS Meshwary Program
2. NCCM
3. NCW



The third dimension of empowerment is for girls to have access to services that protect them and fulfill their rights. Their rights for:

1. Protection & Prevention
2. Health (Mental and Physical wellbeing)
3. Education
4. Participation in public life and access to work

### EXISTING SERVICES AND MEASURES

This is a list of existing services and measures provided and taken by the government to support girls in Egypt. Refer girls and boys you know and interact with to these services when needed.

You can access a full map of these measures and services through Dawwie Website: [www.dawwie.net](http://www.dawwie.net) You can also expand this map by adding any services your organization provides through the website.



#### 1. Toll-free National Child Helpline 16000

- Provided by the National Council for Childhood and Motherhood (NCCM)
- Receives and follows up on complaints on children's rights violations including calls and reports from anyone (including children or girls) in case they witness or experience any form of violence (physical punishment, bullying, FGM, child marriage, etc.)
- They are then able to assess the case and refer the caller to the relevant governmental service (like the police department) or a local NGO that can help the child
- Social workers operating the helplines are also trained to respond to parenting inquiries and to refer caregivers and those seeking parenting support to relevant services. This helps in curbing the rates of violence against girls by their parents.

#### 2. The Child Protection Committees (CPCs)

- Fall under the administrative responsibility of the Ministry of Local Development (MoLD) and are mandated by the Child Law (2008)
- These committees monitor and follow-up on individual cases at the district level which are referred to them by the Child Helpline

#### 3. The National Council for Women Hotline 15115

- A hotline under the National Council for Women that receives and handles any reports or complaints of women and girls about violence against them in any form psychological or physical and by anyone including family members
- The hotline can provide the caller with access to professional psychological help from professional psychiatrists as well as legal consultations to respond to the case of violence through professional lawyers specialized in these types of cases



#### Youth friendly clinics

- Operate under the Ministry of Health and Population (MoHP)
- The clinics provide specific health services for teenagers and young men and women including counselling, peer education and information and awareness raising about:
  - Nutrition during puberty and pregnancy
  - Sexually transmitted diseases
  - Pubertal problems such as delayed or irregular periods in girls or delayed or disturbed signs of puberty in boys
  - Family planning methods
- If medical examination or laboratory tests are required, young people are referred to the relevant department in public hospitals

**Mental Health Hotline**  
08008880700-0220816831

- The Mental Health Hotline is operated by the General Secretariat of Mental Health and Addiction Treatment under the Ministry of Health and Population (MoHP)
- The hotline offers professional support free of charge to callers of any age including teenagers about their mental health and psychological wellbeing
- Callers can be referred to any of the 18 public mental health hospitals available in most governorates

**Addiction Hotline 16023**

- The hotline operates 24 hours a day, 7 days a week, and provides confidential consultations and support to families and citizens including teenagers for all cases of addiction.
- Callers can be referred by the hotline to access treatment services in the 23 partner centers in 14 governorates, where patients are treated free of charge



PARTICIPATION IN  
PUBLIC LIFE AND  
LABOR FORCE

**Youth Centers**

- 4,000 centers Operated by the Ministry of Youth and Sports (MoYS) across the country governorates
- They provide the space for young people to practice sports and social activities
- They also provide vocational and professional training courses like computer skills and entrepreneurship and crafts programs to strengthen the employability of young people and help them start their own projects

**Cultural centers**

- Around 500 centers across the country that provide young people with year-round access to libraries, theatre rooms and drama activities, art and crafts rooms as well as technology and computer rooms



## HOW TO ADAPT DAWWIE INTO YOUR CONTEXT?

Now that you're familiar with the different tools in the Dawwie package, here are some suggestions for different types of organizations to adapt these tools according to their context and existing work.

However, these are just suggestions, every organization can adapt the tools as they see fit.

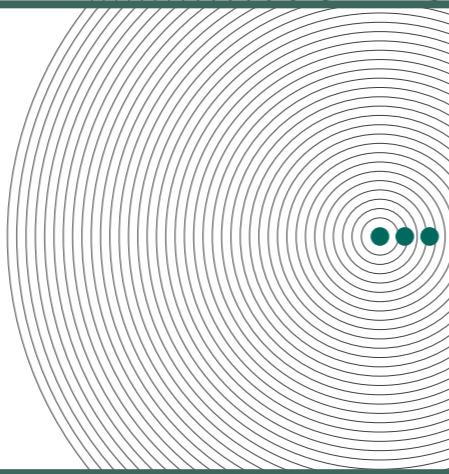


SCHOOLS

- Create safe spaces for Dawwie circles – a classroom, corner, extracurricular activity room, part of the playground.
- Involve the PTA (parent-teacher association) with an Intergenerational Dialogue
- Interact and engage on Dawwie's Facebook page and website with inspiring stories
- Create a Dawwie billboard for sharing stories within schools
- Host a Dawwie Interactive Theatre for storytelling
- Identify Dawwie ambassadors in your school who share their life stories of change, inspire others, and start their own Dawwie circles
- Organize Digital Literacy training classes in the school

### Make Dawwie Visible!

- Draw a Dawwie mural on the school walls
- Hang drawings or posters and promotional materials in your school
- Add the Dawwie logo to your initiatives and extra-curricular activities
- Share stories and experiences from Dawwie activities happening in your school and use the hashtag: #نوي\_بحكايتك\_تكمل\_حكايتهم ##Your\_story\_completes\_their\_story

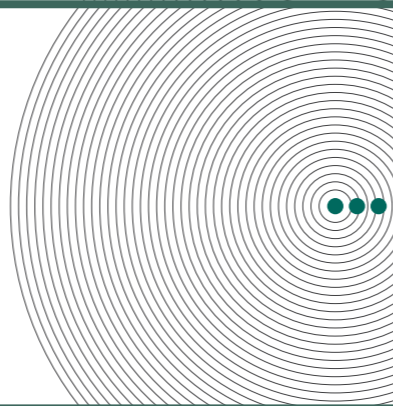


### MEDIA ORGANIZATIONS

- Host an on-air Dawwie Circle in coordination with a local NGO for girls and boys to ensure your media material is gender sensitive and responsive and abiding by the National Council for Women and Supreme Council for Media Regulation code of ethics
- Feature girls' stories and Dawwie ambassadors in media stories
- Attend a capacity building on unsterotypes

### Make Dawwie Visible!

- Dedicate a segment for Dawwie stories on your platform (radio/television/print), for example, a column in the paper, radio segment, TV segment.
- Screen Dawwie videos and stories on air or through your digital platforms
- Cover Dawwie activities on the ground and highlight them in your media stories

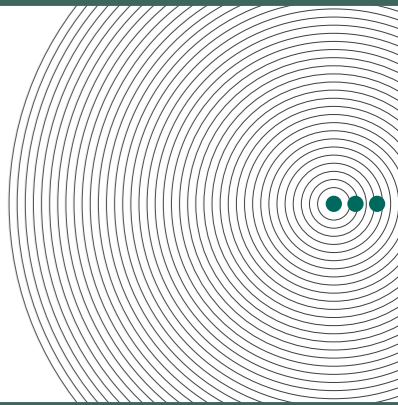


### YOUTH CENTERS

- Create safe spaces for Dawwie circles, in the open space, part of the center, etc.
- Host a Dawwie Community Event with the youth and involve communities
- Host a Dawwie theatre for storytelling
- Host a Dawwie Intergenerational Dialogue with youth and members of the community
- Identify Dawwie youth ambassadors to start spreading the word and create more Dawwie circles
- Host a Dawwie camp
- Take and teach the Digital Literacy Training

### Make Dawwie Visible!

- Draw a Dawwie mural on the center's wall
- Hang posters and promotional materials in your center
- Interact and engage on Dawwie Facebook and website with inspiring stories
- Share stories and experiences from Dawwie activities happening in your center and use the hashtag: #نوي\_بحكايتك\_تكمل\_حكايتهم ##Your\_story\_completes\_their\_story



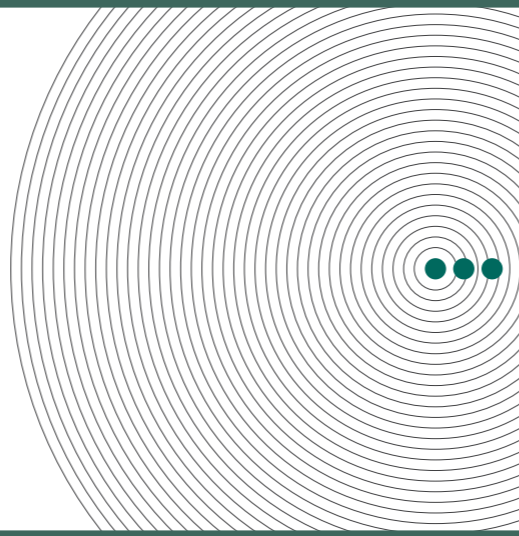


## NGOS

- Create safe spaces for Dawwie circles
- Identify Dawwie ambassadors from the community and encourage them to start Dawwie circles
- Host a capacity building for service providers
- Involve the local community in an Intergenerational Dialogue and Dawwie circles
- Take and teach the Digital Literacy Training

### Make Dawwie Visible!

- Interact and engage on the Dawwie Facebook page and website with inspiring stories
- Draw a Dawwie mural on your building
- Hang posters and promotional materials in your facilities (posters, stickers and murals)
- Share stories and experiences from Dawwie activities happening in your facilities and use the hashtag: [#نوي](#) [#تكمّل\\_حكيتهم](#) [#بحكيتك](#) [#Your\\_story\\_completes\\_their\\_stories](#)



## HEALTH CENTERS/YOUTH-FRIENDLY CLINICS

- Create a Dawwie space for girls and boys to safely obtain health services
- Provide a map of your services to add to Dawwie's website (including location and services provided)
- Give more information about your services for reproductive health and nutrition
- Share flyers and posters on Dawwie



## FAITH BASED ORGANIZATIONS

- Facilitate an Intergenerational Dialogue on harmful practices such as Female Genital Mutilation/ Cutting and child marriage
- Identify Dawwie ambassadors among faith leaders to support girls' empowerment



## CULTURAL CENTERS

- Create safe spaces for Dawwie circles
- Host a Dawwie Community Event and invite your local community members
- Host a Dawwie Theatre for storytelling
- Host a Dawwie Intergenerational Dialogue with youth and members of the community

### Make Dawwie Visible!

- Hang Dawwie posters and promotional materials in your facilities
- Add Dawwie logo to your activities
- Share stories and experiences from Dawwie activities happening in your center and use the hashtag: #بحكايتك\_تكمل\_حكايتهم# دوي #Your\_story\_completes\_their\_story



### UNIVERSITIES

- Create a Dawwie Student Society Club in the university and host Dawwie Circles
- Identify Dawwie ambassadors in your university who share their life stories of change, inspire others, and start their own Dawwie circles
- Host a Dawwie Community Event for storytelling
- Host a Dawwie Theatre for storytelling
- Take and teach the Digital Literacy training

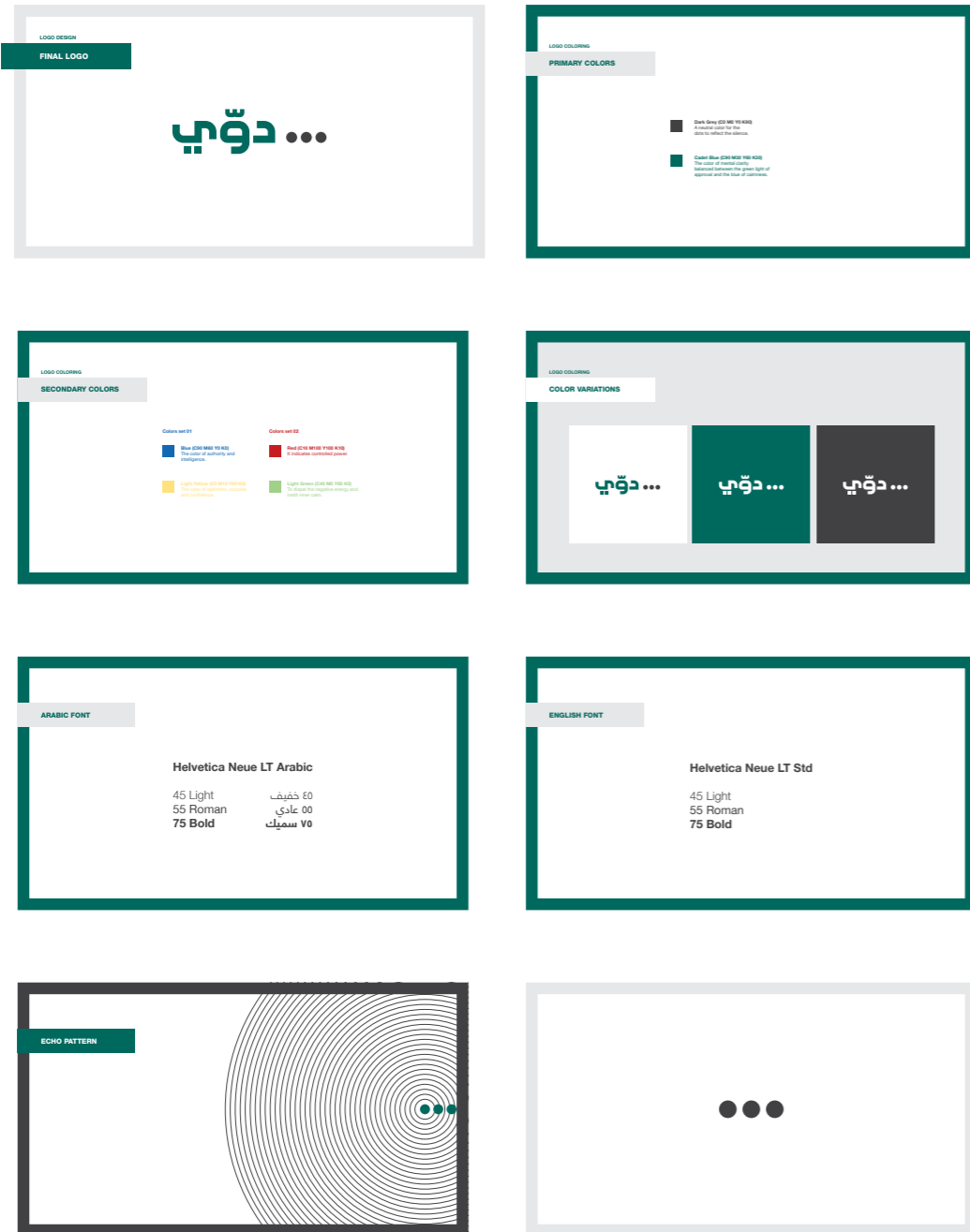
### Make Dawwie Visible!

- Involve your Student Union to encourage and promote Dawwie on the university campus
- Draw a mural of Dawwie
- Wear your Dawwie shirt/pin proudly
- Share stories and experiences from Dawwie activities happening in your center and use the hashtag: #بحكايتك\_تكمل\_حكايتهم# دوي #Your\_story\_completes\_their\_story



All visual identity materials are downloadable on the website [www.dawwie.net](http://www.dawwie.net)

### Logo, colors, and font



### DAWWIE CHARACTERS

The Dawwie Girl in the front and her family and community behind her and supporting her are crucial elements to showcase family and community support for the Dawwie girl!



### STORYTELLING CARD

Print this card and use it in Dawwie Circles and Community Events to encourage girls, boys and community members to share their stories by giving them a structure to follow. Download the card design from the website [www.dawwie.net](http://www.dawwie.net) (see details of how to use the card in Dawwie Circles and Dawwie Community Events)





دوّي... مبادرة  
تمكين البنات

تحت رعاية



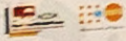
بالشراكة مع



بالتعاون مع الوزارات المعنية  
و

بإشراف

شركاء المبادرة



احكولنا حكايتكم على صفحتنا  
@NCCMEGYPT

لمزيد من المعلومات  
زوري موقعنا الإلكتروني  
WWW.DAWWIE.NET

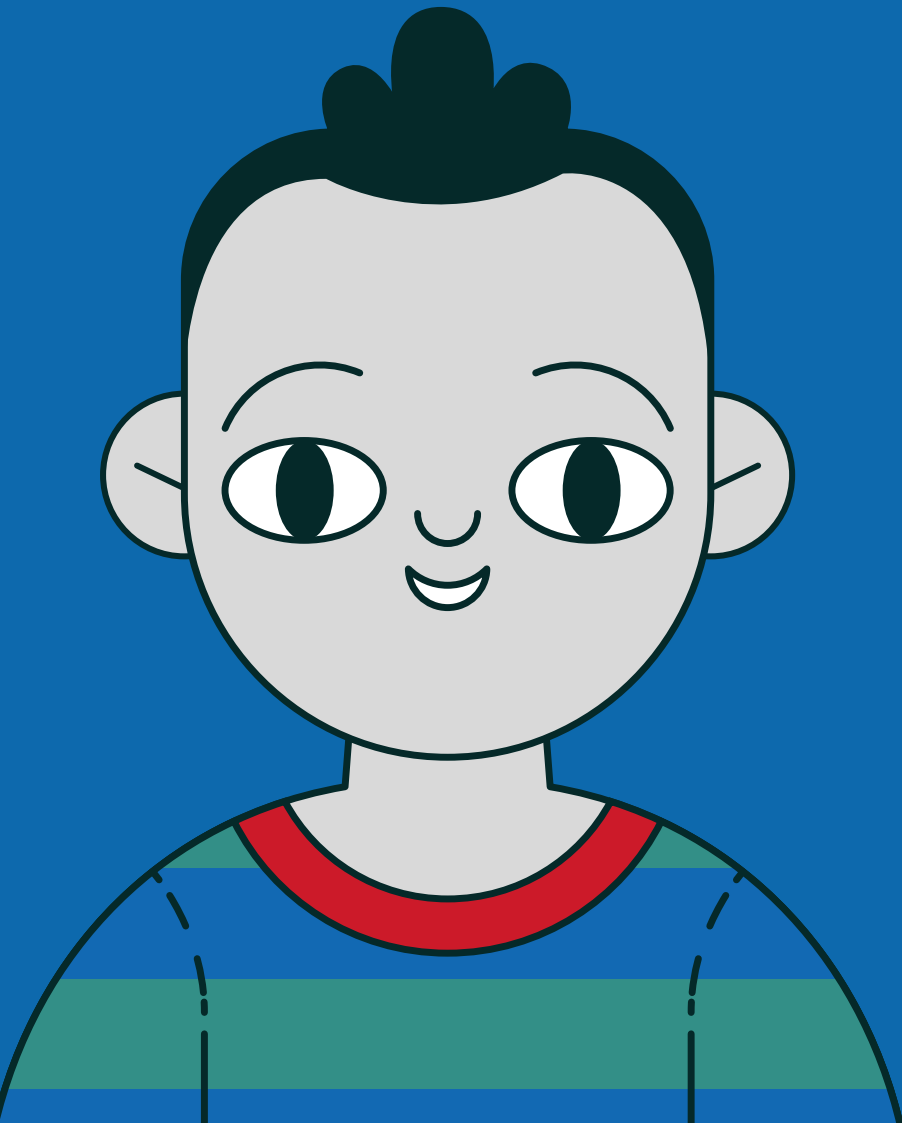
# دوّي...

بحكايتك .. تكمل حكايتهم



# 03

# IMPLEMENT



# 03

## IMPLEMENT



**Roll out your activities**  
Follow the implementation directions under each tool within Dawwie package  
[Page 49](#)



## ROLL OUT YOUR ACTIVITIES

Now that you know which tools from the Dawwie Package you are going to choose and have some ideas on how to adapt them into activities you can implement, start working!

You can use the below action sheet template to help you structure your activities in a way that makes them easier to report in the next step.

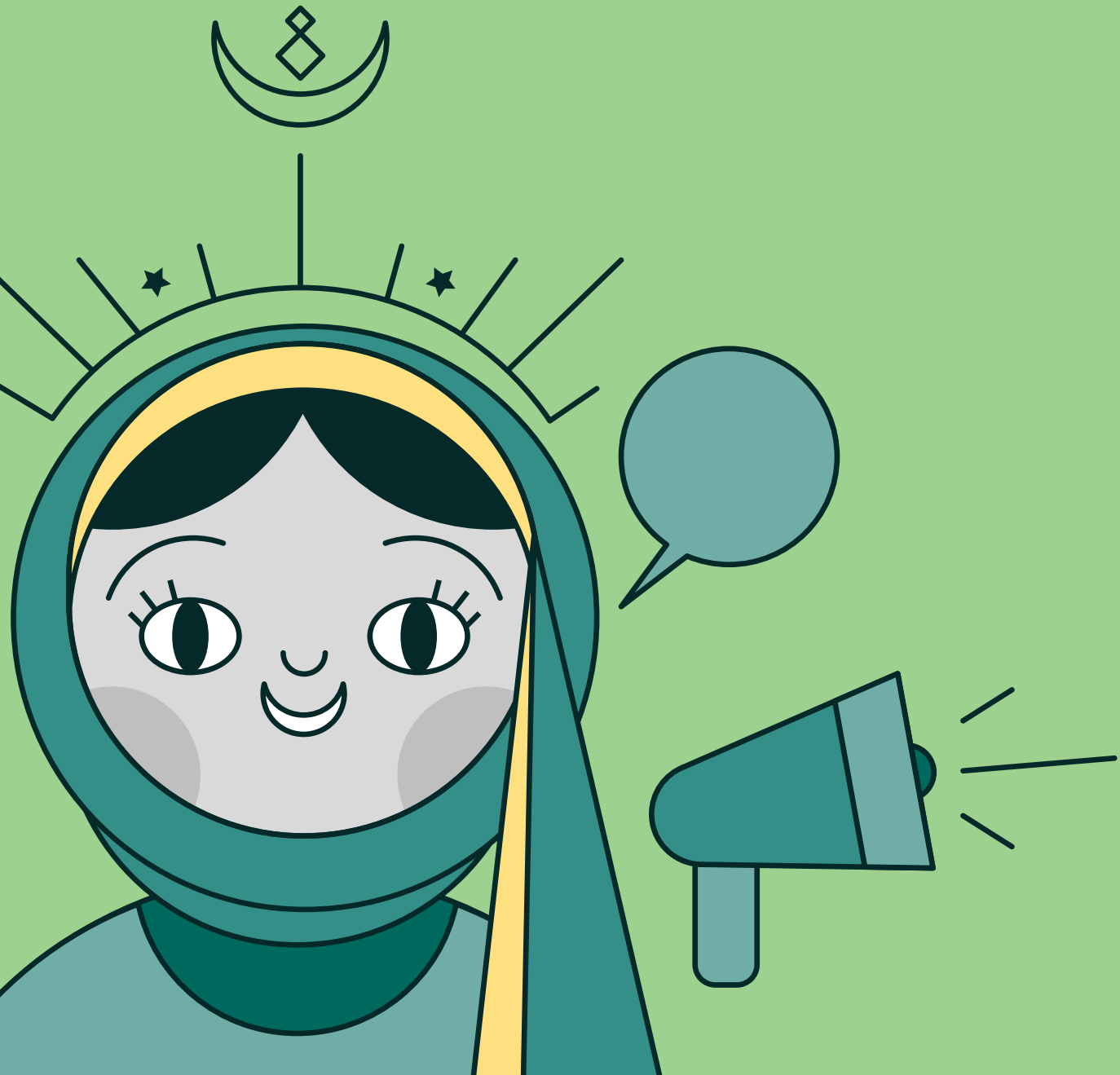


**ACTION SHEET (Template)**

Activity (choose from; Dawwie ambassadors, Dawwie Storytelling Circle, Digital literacy training, intergenerational dialogue, Interactive Community Theatre, Community event)	Responsible party	Timeframe	Location	Number of people engaged				
				Parents	Community members	Children/ adolescents/ youth	Females	Males

# 04

## MONITOR & REPORT



# 04

## MONITOR & REPORT



Report your activities using  
the action sheet

Page 53



## WHY REPORT?

There are many stakeholders who are contributing to Dawwie through different activities. That's why it's important to report all these activities to show the success, reach and organic expansion of this national initiative. Continuous and efficient reporting will ensure all these efforts will contribute to aggregate more people, institutions and officials to join creating the echo effect! It will also highlight that the new norm is supporting girls' empowerment encouraging more and more people to adopt and be part of it.

## WHEN AND HOW TO REPORT?

Reporting takes place on the first of January, April, July, and September of each year through the Girls Empowerment Steering Committee meeting held.

You can fill the above sheet and send it along with photo or video documentation of the activities that you've done to the email: [info@dawwie.net](mailto:info@dawwie.net). You can also submit the report through the reporting section on the Dawwie Website [www.dawwie.net](http://www.dawwie.net).



# ANNEX 1

## NATIONAL COMMITMENT AND LEGAL FRAMEWORK



Through this toolkit, Dawwie proposes an integrated approach that aims for a stronger, more sustainable and efficient impact, reaching out to more girls. Accordingly, it is equally important to highlight that Dawwie is not an isolated initiative, it is the National Girls' Empowerment Initiative that comes as part of a national commitment by the government of Egypt and part of the Women Empowerment Strategy 2030. In the upcoming section there will be a reference to the legal framework available to protect and uphold the policy priorities to empower girls that can be a reference to all young people, community members and organizations who seek to empower girls as it shows all the relevant laws and strategies enforced in Egypt which support Dawwie's aims and objectives.

Girls' rights, including the right to live free of discrimination and violence, to have access to essential services, and to make strategic life choices, are part of the Universal Declaration of Human Rights, which recognizes that gender equality is key to human development. These rights are echoed in the Egyptian Constitution of 2014, and in international treaties to which Egypt is a signatory (including The Convention of the Rights of the Child, The Convention on the Elimination of All forms of Discrimination Against Women, and The International Covenant on Economic, Social and Cultural Rights).

It is important to recognize the potential that focusing on girls' empowerment can bring to Egypt as it works towards achieving national and international development targets. As part of Egypt's commitment to gender equality and women's empowerment, the below highlights a list of policy related priorities, including;

- **Putting national laws and policies into effect and adopting gender-transformative strategies in all ministries working with children.** Such strategies challenge negative social norms and address the root causes of inequality to bring about a more sustainable change.
- **Improving key government and private sector services** in the areas of health, education, water, sanitation and hygiene, and child and social protection. This is in addition to strengthening the role of the National Council for Childhood and Motherhood and enhancing child protection services such as child protection committees, social workers, and child helpline services.
- **Enhancing knowledge and opportunities for girls** by improving girls' knowledge about learning opportunities available for them as well as enhancing existing curricula and teaching methodologies to improve girls' life skills, digital literacy and employability skills.
- **Using media, social media, and direct engagement with families, communities, leaders, and young people** to remove the stigma around sensitive topics such as menstruation, gender norms, and harmful practices; and promoting behaviors that empower and improve the lives of girls.
- **Advancing data, measurement, and research tools** for better understanding of girls' challenges and improving girl empowerment programs.



The Government of Egypt is committed to implementing the Sustainable Development Strategy: **Egypt Vision 2030, which emphasizes** "a world which invests in its children and in which every child grows up safe from violence and exploitation."

### Legislation

The Government of Egypt is committed to upholding child rights as per national and international standards.

#### International:

- Convention on the Rights of the Child,
- African Charter on the Rights and Welfare of the Child

#### National:

- The Constitution of Egypt 2014
- The Egyptian Child Law 2008

"A child is considered to be anyone who has not reached 18 years of age. Children have the right to be named and possess identification papers, have access to free compulsory vaccinations, health and family care or an alternative, basic nutrition, safe shelter, religious education, and emotional and cognitive development."

*Article 80 of the Constitution of Egypt 2014*

### Equality and Protection

The place of women, motherhood and childhood states equality regardless of gender. The state commits to the protection of women against all forms of violence and ensures women empowerment to reconcile the duties of a woman toward her family and her work requirements. The state ensures care and protection and care for motherhood and childhood, and for breadwinning, and elderly women, and women most in need.

*Article 11 of the Constitution of Egypt*

The right of the child to life, survival, and development in a supportive family environment, to enjoy various preventive measures, and to be protected from all forms of violence, or injury, or physical, mental or sexual abuse, or negligence, or negligent treatment, or any other forms of maltreatment or exploitation.

*Article 3 the Egyptian Child Law (2008)*

The right to be protected from all forms of discrimination among children, on the basis of birthplace, parents, sex, religion, race, disability, or on any other status, and ensure equal opportunities among children to benefit from all rights.

*Article 3 the Egyptian Child Law (2008)*

Female Genital Mutilation/Cutting is prohibited by Law. "... a prison term of no less than five years and no more than seven years shall be levied against anyone who circumcises a female, namely, by partial or total removal of the external genitalia or causing injury to the genitalia without medical justification. The penalty shall be hard imprisonment if the act results in a permanent disability or if it leads to death."

*Article 242 (bis) of the Penal Code*

The marriage contract shall not be registered for those who have not reached eighteen (18) years of age.

*Child Law No. 12 of 1996 Art. 31-bis Child law*

### Right to healthcare

Health care Every citizen is entitled to health and to comprehensive health care with quality criteria.

*Article 18 of the Constitution of Egypt 2014*

### Right to education and access to information

Every citizen has the right to education with the aim of building the Egyptian character, maintaining national identity, planting the roots of scientific thinking, developing talents, promoting innovation and establishing civilizational and spiritual values and the concepts of citizenship, tolerance and non- discrimination.

*Article 19 of the Constitution of Egypt 2014*

The right of the child who is able to form his own opinions, to access information which empowers him to form and express such opinions, and to be heard in all matters related to him, including judicial and administrative procedures, in accordance with the procedures specified by the Law.

*Article 3 the Egyptian Child Law (2008)*

### Equality in public rights and duties

The state shall care for children and protect them from all forms of violence, abuse, mistreatment and commercial and sexual exploitation. Limits on employment of children Every child is entitled to early education in a childhood center until the age of six. It is prohibited to employ children before they reach the age of having completed their primary education, and it is prohibited to employ them in jobs that expose them to risk.

*Article 53 of the Constitution of Egypt 2014*

### Wellbeing of children and youth

The state guarantees the care of youth and young children, in addition to helping them discover their talents and developing their cultural, scientific, psychological, creative and physical abilities, encouraging them to engage in group and volunteer activity and enabling them to take part in public life.

*Article 82 of the Constitution of Egypt 2014*

A disabled child shall have the right to enjoy special social, physical, and mental care promoting self-reliance, and facilitating the child's integration and participation in the community.

*Article 75 the Egyptian Child Law (2008)*

A disabled child shall have the right to education, training, and vocational rehabilitation at the same schools, institutes, and training centers available to non- disabled children, except in exceptional cases resulting from the nature and degree of disability.

*Article 76 The Egyptian Child Law (2008)*





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### Contact us

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