

Capacity Building and empowerment of youth through Martial Tahteeep as ICH for people sustainable development

"Tahteeep as a heritage Martial sport is a approach to sustainable development by educating young people and raising awareness to prepare future generations to know and believe that,

Our Heritage is our human identity and our responsibility spreading and promoting it in worldwide societies is a declaration of cultural identity and acceptance of other cultures is an acceptance of the other identities, and diversity.

This enables us to co-exist in peace and unity with an understanding of the importance of integrating of human roles to be citizens living in one world with a common roots and future to make our world a better place."

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- ❖ **Preface and Introduction**

- Monitoring and preserving diverse cultural heritage are one of the most important principles of sustainable development, as intangible heritage is a "renewable energy" that calls for encouraging research and innovation in the field of intangible heritage preservation, as research in this field is still not enough.
- It is not limited to protecting these vocabulary and intangible heritage elements despite their current importance, but also researching their ability to be updated and modernized away from fixing them in rigid envelopes. This is by reviving, valuing and introducing them, to be among the daily reality of human being by highlighting their historical and cultural value, to emphasizing the richness and diversity to employ in development plans and strategies.
- The young generations and their participation in the whole methodology are the most entrusted in preserving the heritage and I focus here on their participation and not their education. Their partnership strengthens their sense of ownership that develops the value of responsibility of preserving their identity and heritage to transferring to future generations.

❖ AUEED background

- The Association of Upper Egypt for Education and Development (AUEED), civil society association registered at the Ministry of Solidarity under No. 576/2009, operating in Upper Egypt since 1940, and it is one of the first civil society institutions that began working in Egypt, with the aim of developing the countryside in Egypt and improving the conditions of the farmer, by introducing the residents of the capital and cities to the extent of the low living and educational conditions of the people of Upper Egypt, and mobilizing them to support poor and marginalized villages. The association currently works in more than 500 villages in Upper Egypt.

❖ AUEED Mission

- Empowering local communities through quality education and development programs with a special focus on children, women and youth. We work towards a more socially responsible society in Upper Egypt through building partnerships, promotion of team spirit, volunteerism and justice.

❖ Challenges and Recommendations for solution strategies

Tahtep as an ICH faces challenges that threaten its continuity and transmission to future generations. Among these challenges are:

- **The challenges of globalization and digital transformation: and their negative impact on the youth, which led to a loss of passion for playing traditional games, especially with awareness and consciousness of their cultural value as roots and identity.**
- **Social changes: Some factors in the social structure such as internal migration from the countryside to the cities or external migration lead to the loss of the traditional practices of the game from the origins of its teachers. Thus, without raising new generations with**

knowledge and awareness of the roots, we lose the knowledge and original identity associated with it.

- **Lack of documentation:** Tahteeep is a game that has been practiced for more than 5000 years since the time of the ancient Egyptians and its documentation is only on the famous Abu Sir tablet and on the walls of temples and it was not monitored after that except through the traditions and customs inherited in the villages of Upper Egypt and what was documented from films, research and paper books and what was not converted into digital material or was not promoted well in the media is unknown or is actually exposed to extinction.
- **Commercial and exploitation:** Some parties use Tahteeep for commercial purposes to collect money without respecting its cultural value, which threatens to distort it and lose its original meaning and value as a heritage and identity.
- **Lack of awareness and support:** Lack of awareness of the importance of Tahteeep as a human cultural heritage and lack of support from multiple parties hinders efforts to preserve and promote the game (financial – technical)

❖ **Strategies followed by the association to face the challenges**

- 1- **Digital documentation:** Digital documentation of all Tahteeep game activities implemented by the association, documentation of practice methods and all competitions we implement in the game
- 2- **Education Awareness:** Through the sport curriculum of the game, which is taught in primary and preparatory schools and cultures centers with the youth
- 3- **International cooperation:** Cooperation with international organizations such as WOMAU and UNESCO in networking and annual meetings for cultural exchange and exchange of experiences on preserving traditional martial arts
- 4- **Community participation:** Involving the local communities in which we work in our efforts to preserve the game by encouraging them to practice Tahteeep for their daughters and sons and raising their awareness of the importance of Tahteeep as a cultural heritage
- 5- **Producing artistic performances that combine kinetic performance with the game of Tahteeep:** Using Tahteeep as a human heritage to express and connect the inner identity of the human being now and mixing it with the kinetic performance of the modern body, drawing inspiration for this performance from the roots and authentic heritage of his country and expressing his vision and narration through the body and traditional sport for his vision of solutions to the problems of his society.

Culture development program in AUEED

The association aims through this program:

- To develop the intellectual, cultural and artistic awareness of children, youth and adults in Upper Egypt, and to consolidate the values of coexistence, citizenship, tolerance and peacebuilding, by providing an environment that allows interaction, mutual learning and free expression, to enable them to exploring themselves, their potentials and abilities through the use of all available tools and technical capabilities, to become partners in responsibility towards a comprehensive and sustainable societal renaissance.

Background:

- The cultural development program began in the mid-eighties through the public libraries established in the villages and cities' working sites by the association. The program developed significantly by turning libraries into cultural centers that support children and youth's arts and cultural creativity.

Ongoing learning journey of the cultural development program in Upper Egypt as part of the path of sustainable development 2030

- In line with the United Nations Sustainable Development Goals 2030, the program works to ensure that all learners acquire the knowledge and skills necessary to support sustainable development, including multi-methodological education (sport and arts) to achieve sustainable development, sustainable lifestyles, human rights, gender equality, promoting a culture of peace, non-violence, global citizenship, appreciation of cultural diversity and the contribution of culture to sustainable development by 2030.

❖ Programme strategies for heritage preservation

Strategy I:

Cultural Diversity Strategy aims to consolidate and support the values of tolerance and coexistence within societies through sports and arts.

The association adopts through the cultural program several guidelines of the Convention in Support of Global Diversity as follows:

- 1- The principle of respect of human rights and fundamental freedoms: It is impossible to protect and promote cultural diversity unless human rights and fundamental freedoms, such as freedom of expression, information and communication, are guaranteed, and individuals can choose their cultural expressions.
- 2- The principle of solidarity and international cooperation: The international solidarity and cooperation should aim to empower all countries, especially developing countries, to create and promote their own cultural expressions, including their emerging and established cultural industries, at the local, national and international levels, by building bridges and relations at the national, regional and international levels.
- 3- The principle of complementarity of economic and cultural aspects of development: Because culture is one of the main drivers of development, the cultural aspects of development are no less important than its economic aspects for individuals.
- 4- The principle of sustainable development: The association considers the sustainability of the protection, promotion and preservation of cultural diversity through a strategic plan that takes into account the sustainability, growth and prosperity of all its activities in the protection and preservation of the intangible human heritage.
- 5- The principle of openness and balance: The association considers all measures to support the diversity of cultural expressions, through safe spaces for our target groups within schools and workplaces to encourage openness to other cultures in the world.

Strategy II:

Preserving, reproducing and promoting the cultural heritage aims to consolidate knowledge and belonging through the Egyptian Martial tahteeb and empower the youth to preserve the Egyptian identity and pass it on to successive generations, through which it adopts the principle of equal dignity and respect for all cultures:

The protection and promotion of the diversity of cultural expressions presupposes the recognition that all cultures, including the cultures of persons belonging to minorities, and ensuring that girls participate fairly and equally with boys in the revival of their country's heritage in a framework of appreciation and respect through educational and awareness lessons that take place during the teaching of the Martial sports curriculum and the multiple curricula produced by the association.

❖ **Tahteeb game history in AUEED**

AUEED has been sponsoring the stick game/martial (Tahteeb) for more than 30 years (Ceremonial Tahteeb) aiming at preserving the intangible Egyptian cultural heritage and Egyptian identity and raising this awareness among youth. With the discovery of the roots of the game that extends back to the ancient Egyptian civilization, practiced as one of the self-defence games, provided the opportunity for girls in Upper Egypt to practice and participate in reviving the heritage of their country. The association has accomplished many activities as follows:

- The Tahteeb game was registered on the UNESCO List of Intangible Cultural Heritage in 2016

For more information and to view UNESCO's decision on game registration at AUEED request and documentation, please visit the following link:

https://ich.unesco.org/en/decisions/11.COM/10.B.10?fbclid=IwAR3dgNX7qk1TPWDoc2LDfh_cn-dX8rJkOLLIFLjIlgnym9xHiCNEB40onCel

The association now sponsors and implements two types of tahteeb (Ceremonial tahteeb – martial tahteeb)

❖ **A historical reference for Martial sport**

Reference of the historical game that is based on the stick game (tahteeb) in ancient Egypt:

- Tahteeb was used as a form of martial arts. Then it has evolved in its performance since then into a festive game with the symbolism and values associated with this practice remaining until now, and the festive Tahteeb at the level of Egypt was a game limited to men only, until the association began to include girls to provide a space for Egyptian women to participate in the practice of Tahteeb and participate in the revival of her country's heritage. The reference for women's participation in this game came from inspiration from the murals of ancient Egyptian temples and tombs, which recorded on their walls drawings explaining women's participation in this game, as a sport of self-defence, and their participation began after the association registered the game in the list of intangible human cultural heritage in 2016, at AUEED request and the Egyptian National Commission for UNESCO. Currently, the association sponsors and practices two types of tahteeb (festival tahteeb practiced by boys only and sports practiced by girls and boys).

- The association also developed an educational curriculum for training and teaching to practice martial sports as an educational and humanitarian model and to instil the values of belonging and preserving the Egyptian identity to protect and promote intangible cultural heritage. The curriculum is used to teach sports skills and values in primary schools and communities for children and youth (including girls) in 5 governorates of Upper Egypt.

❖ **The Martial Tahteeb approach in the cultural development program and its role in youth (girls & boys) capacity building and empowering them to preserve the Egyptian heritage and identity for sustainable development**

Therefore, we, AUEED are on a journey of partnership with our sons and daughters through this curriculum as follows:

Why Martial Sports (tahteeb) curriculum?

The association after registering the Tahteeb as an intangible human heritage in UNESCO, thought about making a qualitative shift in the practice and training of Martial sport (Tahteeb) upon realizing the added value provided to local communities, especially since AUEED have supported stick game (Tahteeb) in Upper Egypt for more than 30 years. The association found that the time had come to give the target groups from girls the opportunity to practice this heritage, while providing equal space for girls and boys. This was within the comprehensive vision of education and sports and consolidating positive values through sports with the participation of specialists and graduates of the faculties of physical education working in AUEED schools, and upon empowering them to practice the martial sports (Tahteeb) game, they set the rules of the game and integrated heritage with sports in practicing, training and promoting the game.

What is the purpose of the curriculum implementation?

- The martial Tahteeb will be a approach of sustainable development by spreading awareness among the young and educating future generations: The heritage is identity and spreading and promoting it in societies and the world is a media and announcement of cultural identity and accepting other cultures and their diversity is accepting the identity, culture and diversity of others and empowering us to live together in peace and unity in a better world.
- AUEED vision for the methodology of education and teaching through martial tahteeb curriculum.
- Our broader vision of sports is the ability to bring people together as a catalyst for peace and social development. Sports can help develop the potential of individuals, societies and countries. It encourages people to grow, and a tremendous engine that helps overcome barriers that separate the gender but can build bridges of communication between opinions that would not otherwise have communicated.

What are Martial Tahteeb curriculum goals?

- 1- To preserve the ancient Egyptian heritage from the Pharaonic era to the present time, and to publish and promote it locally and globally, and transfer it to future generations.
- 2- To contribute to addressing the various issues in Egyptian communities in Egypt (the most marginalized places and need special developmental attention)

- 3- To expand the circle of playing the game for girls equally with boys as a heritage sport for self-defence.
- 4- To raise the awareness of communities about the historical roots of the game.
- 5- To authentic the positive principles and values of this sport and have access to all Egyptian and international communities.
- 6- To develop a clear curriculum and manual for those who wish to practice the martial sport (tahteeb).
- 7- To develop clear rules and laws codified for the practice of martial sport (tahteeb).
- 8- To learn about the history sequence of martial sport (tahteeb).
- 9- To know the rules and laws of the martial sport (tahteeb).
- 10- To structure sports training for the stages of the game.

How do we apply it?

- In addition to all the above and confirming the depth of the idea and curriculum, sport is an expression of life, activity and vitality. Dynamic meditation methods aiming at reaching a balance between the four bodies (physical, mental, emotional, and spiritual body): as long as the left hemisphere of the brain is in an active state, the human being is immersed in the physical world and separate from the subconscious mind, therefore meditation is the means of communication with the world of the unconscious, and this connection does not occur unless there is balance and harmony between the four bodies as indicated by one of the inscriptions from the cemetery of "Khairoyi, Basasif, Western Mainland Luxor in Luxor - Egypt"
- The process of human development by focusing on the four aspects and practicing the martial tahteeb achieves the goals and purposes of life that require effort and activity mentally, spiritually, physically and emotionally according to a system of values (responsibility - respect - empathy - self-control - respect - appreciation - acceptance of difference).

How do we build the human being?

- Building human being (boy / girl) without discrimination through the martial Tahteeb provides the opportunity to practice through a unified curriculum based on three main pillars: "physical, psychological, moral and cognitive" growth, where young girls and boys are acquainted with their heritage and roots with all valuable treasures that express the Egyptian human identity to communicate to future generations to play their role with others out of understanding and knowledge of the importance of transferring the experience in all its dimensions of exploring themselves.
- The correct practice of all the above reflects on our societies where we live and enables our daughters and sons to preserve their identity and heritage to transmit to future generations and to promote cultural awareness of the importance of our heritage.

What is our strategic vision?

- Raising new generations that understand the antiquity and depth of their cultural heritage, its distinction and its ancient roots that began with the Egyptian civilization, which is one of the oldest

civilizations that was a cradle and source of inspiration for the many civilizations that followed it. It is a civilization that is more than 5,000 years old. In turn, these generations continue to transfer the heritage to successive generations and successive generations to consolidate the Egyptian identity.

- The strategic vision is realized from now on achieving the vision starting from the current reality according to a codified sports curriculum directed to children and youth.

Who is the target of the approach/curriculum?

- Children: 12 years old - 18 years old
- Boys and girls: 19 years old: 25 years
- Adults: 26 years old: 45 years old

Targeted geographical areas:

- **Governorates:** Menya - Assiut - Sohag - Luxor - Qena
- **Communities:** 9 communities – 10 teams – total target 300 players
- **Menya:** 2 Community, 3 teams: AUEED Bayadeya school (primary school - development center) – Domon school (preparatory school)
- **Assiut:** 2 Community, 2 Team: AUEED Nekheila school (Primary School) – AUEED Sedfa school (Primary School)
- **Sohag:** 3 communities, 3 Team: Sahel Tahta (Development Center) – AUEED Sahel Tahta school (Primary School) - Gerga (Development Center)
- **Luxor:** 1 Community, 1 Team: Nag EL Seyagh school (Primary School - Development Center)
- **Qena:** 1 Community, 1 Team: (Development Center)

What are the stages of the empowerment training curriculum?

Stage 1: the application of codified criteria for the selection of players:

- Value Criteria
- Psychological criteria
- Physical Criteria

Stage 2: preparation and formation (psychological - cognitive - skills)

Stage 3: Empowerment for Knowledge, Practice and Control of the Stick

Stage 4: the ability to fencing with full skill (individual - double)

Stage 5: Ability for collective performances with delivering a message to communities

What are the learning outcomes?

1- Knowledge Outcome:

Learning the historical roots of the Egyptian Tahteeb game and its roots starting from 5000 years since the beginning of its formation until now. The journey of practising the Egyptian of the game in its successive historical stages and its development since the Pharaonic era in different stages of time until reaching its

practice in the governorates of Upper Egypt during the last hundred and fifty years as a symbol of masculinity and a festive appearance within societies down to the turning point where AUEED developed the practice of tahteeb as a martial sport upon succeeding in registering the game file in UNESCO in the list of intangible human heritage in 2016 and the involvement of practicing Egyptian girls in game.

2- Skills outcome:

Physical skills:

- Physical construction and fitness through specialized sports exercises for players
- Psychological rehabilitation of overcoming fear, control and self-control and in the stick during practice to ensure the safety of players
- Enabling the techniques of practicing the game with the stick (singles - doubles - collective performance formations)

Psychological skills:

- Intelligence
- The player enjoyed the components and elements of attention "sharpness, distribution and concentration of attention
- The player enjoyed a high reaction speed
- The player has a high degree of sensory-motor perception "sense of distance, sense of time, sense of different parts of the body"
- The fencer should be patient and strong in determination
- Enjoys upholding the fighting instinct and self-defence based on the values of the game
- Has a high degree of willpower, impulse control and the ability to control the stick
- Has high observation power and speed of anticipation of the actions of his competitor
- Has the ability to analyse the movements of the opponent and the speed of decision-making to make sound and non-random reactions
- Passion for learning and practicing the game

3- Value Outcome:

- Enjoy sportsmanship and accept defeat as a step in the learning and practice of the game
- Self-esteem and the abilities we acquire
- Respecting the other, appreciating his abilities and not using his weaknesses
- Integrity and the honour of practicing without deception - adherence to the rules of the game
- Control emotions and body to keep the opponent safe

Methodology:

- Education through sports is a methodology that monitors the age characteristics of the target group to deal according to a sports curriculum based on (peaceful education methods, the values of sport itself, the ability to acquire cognitive and behavioural skills and enable proper exercise accordingly)
- Then empowering process of achieving development and peace takes place in promoting tolerance and respect and empowering women, youth and individuals, who in turn are the real change agents and drivers of societies for the better towards sustainable development.

❖ Social Responsibility & Procedures

The threat to the intangible cultural heritage of some communities around the world and the reduction of its sustainability and preservation requires institutions concerned with heritage preservation to:

- Developing strong media content to encourage local communities to contribute to the preservation and documentation of intangible cultural heritage.
- Introducing intangible heritage in school educational curricula, and this is what AUEED has already achieved in its work sites.
- Updating heritage according to a scientific approach, in-depth research and creative vision that moves heritage from consumed memory to productive future.

❖ Conclusion

Therefore, in conclusion, we appreciate the ability of heritage sports in building the human being and supporting cultural diversity and the ability to increase the belonging of young people to their roots and their acceptance of diversity for all the roots. This is through human civilizations that have grown, and through coordination, cooperation and networking together as institutions, we become able to build bridges across the world to be citizens in one world to reach effective global citizenship.