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للسياقات والبحوث التربوية

Observatory of Violence in the School Environment

2025 April to June

Report covering the period
from

Prepar

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About the Observatory:

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A quarterly publication issued by the Egyptians Without Borders Foundation for Development in cooperation with the Egyptian Union for Educational Policy

and Educational Research, with the aim of listing and summarising the educational policies pursued by the Ministry of Education and relating to crimes

violence within the school environment, and to monitor and provide data on various incidents of violence within the school environment that

may hinder the educational process and the achievement of its objectives, particularly incidents of gender-based violence.

Focusing on marginalised groups (girls, persons with disabilities, refugees), the Observatory highlights the policies adopted by executive bodies to curb violence. It also monitors the role of stakeholders in addressing the various challenges associated with the educational process to paint a comprehensive picture of violence in the school environment and how to address it.

Who is the observatory targeting?

The Observatory hopes to attract the attention of policymakers in the education sector, including the Ministry of Education, educational administrations, and school principals), as well as civil society organisations working in the field of education that pay particular attention to violence in the school environment, especially gender-based violence within the school environment, at the international, regional and local levels.

Methodology:

Quantitative and qualitative monitoring and analysis of incidents of violence in the school environment in Egypt, including incidents of violence directed against Students and those involved in the educational process from April to June 2025, based on a number of news sites and social media pages (Al-Masry Al-Youm, Vito, Al-Dostour, Al-Ahram, Al-Youm



، للسياسات والبحوث التربوية، and the educational website Al-Saboura. The methodology also relies on monitoring

and analysis of educational policies and related legislation at various levels.

Definition of school environment:

This refers to the environmental framework in which the school operates in terms of all its physical components, such as buildings, classrooms, facilities and educational services, as well as non-physical components, including the rules and regulations governing the work of the school administration and the community

teachers and administrators, the human relations between them, and the general school climate in which human interactions take place.

Teachers themselves, between teachers and school administrators, and between teachers and students. The Observatory believes that the concept of the school environment refers, as mentioned above, to the general framework in which the teaching and learning process takes place, which includes the inputs, processes and procedures necessary to create a context in which this can occur effectively in order to achieve the desired objectives.

Definition of violence in the school environment:

This refers to the types of violence to which members of the educational system, whether students or teachers, may be exposed during Before or after going to school or a place where educational services are provided, this includes verbal or physical violence physical or sexual violence, or gender-based violence, and all the psychological, physical and moral harm that this violence causes psychological, physical and moral damage to the individuals subjected to violence.



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Introduction

Disability issues have a direct impact on the concept of social justice, particularly with regard to

The situation of students with disabilities. Despite government and legislative efforts to improve their conditions, this group continues to face fundamental challenges in the areas of education, literacy, combating discrimination, and effective integration into educational institutions. It is worth noting that 2018 was declared the Year of Persons with Disabilities in Egypt, but there are still many challenges on the ground, representing a gap between legislation and implementation.

Official statistics indicate that the number of persons with disabilities in Egypt aged 5 years and above

is approximately 8.637 million, representing 10.55% of the total population in 2017. According to the

annual bulletin on pre-university education for the 2024/2023 academic year, issued by the Central Agency for Public Mobilisation

, the number of students in pre-university education in Egypt reached approximately 28.5 million, of whom

Among them are 159,825 students with disabilities who benefit from the inclusive education system in Egypt, enrolled in various

schools.

Given the importance of this topic, we have chosen to address it in the first section of the report, which covers the period from April to

June 2025 Rights of students with disabilities. The second theme deals with a quantitative and qualitative analysis of the problem of violence in

Egyptian schools, which is dominated by crimes of sexual violence against students, as well as crude and multiple crimes of violence against

those involved in the educational process, such as teachers, during the monitoring of end-of-year exams for the preparatory stage

, in what some have described as the "season of beating teachers." These incidents have been widely reported in audio and video form on

social media.

The Universal Declaration of Human Rights and the two International Covenants on Human Rights (the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) that everyone, without any kind of discrimination, has the right to enjoy all the rights and freedoms set out in those instruments. The principles set out in the Charter of the United Nations also recognise the inherent dignity, equal and inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world.

The Convention on the Rights of Persons with Disabilities was adopted by the United Nations General Assembly on 13 December 2006, and signed by Egypt in 2007, marked an important turning point in dealing with disability issues, as the state moved from the traditional medical approach that focuses on care and treatment to full recognition of the fundamental rights of persons with disabilities, including the right to independent living and integration into society, as stipulated in Article 19 of the Convention: " States Parties to this Convention recognise the right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate the full enjoyment of this right and the full inclusion and participation of persons with disabilities in the community⁽¹⁾."

¹ To view the text of the Convention on the Rights of Persons with Disabilities, visit the official United Nations website, <https://linksshortcut.com/cvfht>

للسياسات والبحوث التربوية This change was clearly reflected in the constitutional amendments adopted in the 2014 Constitution, where persons with disabilities were included for the first time as equal citizens in nine different articles, guaranteeing their rights in all

aspects of life and prohibiting discrimination on the basis of disability.¹

The rights of persons with disabilities in the Egyptian Constitution: 2014

Citizens are equal before the law and have equal rights and freedoms	It states that "	:53	• Article
and general duties. There shall be no discrimination between them on the basis of religion, creed, sex, origin, race, colour, language, disability, social status, political or geographical affiliation, or any other reason.			
The State shall take the necessary measures	and shall comply with the law. Inciting hatred is a crime, punishable by		and discrimination
	to eliminate all forms of discrimination, and the law regulates the establishment of an independent commission for this purpose."		
The state is committed to guaranteeing the rights of persons with disabilities and dwarfs, health	It stipulates	:81	
all political rights, and integrating them	and exercising them.		for them, and preparing public facilities and the surrounding environment
	with other citizens, in accordance with the principles of equality, justice and equal opportunities.		

Article 214 stipulates the formation of the National Council for Persons with Disabilities².

¹ Ahmed Refaat, Constitutional amendments in favour of persons with disabilities, article published on Al-Ahram Gate, 2019, available at: <https://linksshortcut.com/QvOFH> ⁽²⁾ What are the rights of persons with disabilities under the Egyptian Constitution and Law No. 10 of 2018, Nasad website, available at: <https://linksshortcut.com/HISOq>

In 2016, the principles of the National Strategy for Sustainable Development included the empowerment of persons with disabilities as a fundamental goal,



reflecting Egypt's commitment to integrating them into comprehensive development plans.

:2018 10 of

**Law on the Rights of Persons with Disabilities
No.**

Law No. 10 of 2018 on the Rights of Persons with Disabilities was issued in conjunction with President Abdel Fattah El-Sisi's declaration of

2018 as the Year of Persons with Disabilities in Egypt. This is an important legislative step that reflects the state's commitment to supporting and empowering

persons with disabilities. This law is the main national legal framework for the rights of persons with disabilities, addressing the purposes and provisions of the Convention on the Rights of Persons with Disabilities and affirming the Egyptian government's responsibility for the social inclusion and protection of this group¹

The law obliges the state to achieve equality between persons with disabilities and others in all rights, and not to discriminate on the basis of disability, type of disability or gender, while respecting the abilities of children with disabilities and their right to express their opinions freely.

The law emphasises providing a safe environment for persons with disabilities, protecting them from exploitation, violence or neglect, and imposing severe penalties for bullying them, especially if the perpetrator is someone close to the victim.

Require government and non-governmental entities and the business sector to employ 5% of their workforce from among persons with disabilities and to provide a suitable working environment for them.

¹ To view Law No. 10 of 2018 on the Rights of Persons with Disabilities, visit: <https://manshurat.org/node/25895>



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:1996 12 of

Egyptian Child Law No.

It stipulates the right of children with disabilities to enjoy special social, health and psychological care aimed at developing their independence and facilitating their integration into society. The law also guarantees the rehabilitation of children with disabilities by providing social, psychological, medical, educational and vocational services to them and their families, in addition to providing prosthetic devices free of charge within the state budget. The law also obliges the Ministry of Education to establish special schools or classes for persons with disabilities that are appropriate to their abilities and aptitudes, with ^{specific} admission requirements, curricula and examination systems.

Second, educational policies and the rights of children with disabilities:

Official statistics released by the Central Agency for Public Mobilisation and Statistics in 2017 indicate that the number of people with disabilities in Egypt aged 5 years and above reached approximately 8.637 million, representing 10.55% of the total population. In 2022, data from the Central Agency for Public Mobilisation and Statistics showed that the percentage of individuals with disabilities ranging from moderate to severe difficulties reached 11.0% of the total population.

This percentage is higher in urban areas (12.1%) than in rural areas (10.1%), and slightly higher among females (11.4%) than males (10.6%).

(2)

To our knowledge, there are no official figures on the number of children with disabilities in Egypt, but there are figures on children eligible for inclusion in various schools.

<https://2u.pw/LWp1x>¹

² National Survey of Persons with Disabilities in Egypt 2022, Central Agency for Public Mobilisation and Statistics.

التجربة في تسيير وتأهيل تربية The experience of integrating children with disabilities into Egyptian schools:

Egypt issued Ministerial Decree No. 252 of 2017 (the Integration Decree), which allows for the admission of students with disabilities in mainstream schools. The decree allows schools to provide facilitative services, such as in-class assistance and advisory teachers to meet the needs of children with disabilities.

Law No. 10 of 2018, mentioned above, and its implementing regulations on the rights of persons with disabilities,

In addition to Ministerial Decision No. 27 of 2023 and Circular No. of 2024, which stipulated that

schools to allocate 5% of their capacity to students with minor disabilities, in excess of the prescribed capacity of both types of private schools and schools that apply specialised "international" curricula. The Ministry of Education and Technical Education has clarified that the target groups for inclusion are: "students with visual impairments, Down syndrome, motor disabilities, and cerebral palsy ⁽¹⁾."

What is integration?

It is an educational system in which students with disabilities are temporarily or permanently placed with students without disabilities in regular classrooms in regular schools, providing better opportunities for academic and social interaction².

The philosophy of inclusion is based on providing students with disabilities the opportunity to learn and interact alongside their peers in the same regular classes and the same school. Inclusion does not simply mean the presence of these students in

¹ Pending signature, "The suffering of families with special needs in implementing the integration decision... Bullying and the absence of exam models are the most prominent obstacles... Director of Special Education: Rejection is contrary to legislation and government decisions," Al-Youm Al-Sabea website, 2025, available at: <https://n9.cl/dmcgx>

² Rania Hamdi Mohamed Mohsen, Requirements for the activation of the integration of persons with disabilities into general education schools in the Arab Republic of Egypt, published study, Fayoum University Journal of Educational and Psychological Sciences, Issue 4, Part 2, 2017.

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The same building goes far beyond that to provide a comprehensive and welcoming educational environment where every student receives the support and resources necessary to progress academically and socially. The primary goal of integration is to break down barriers of isolation

and promote natural interaction among all students and the development of social and mutual cooperation skills¹.

Types of inclusion:

-1 **Total integration:** This refers to children with disabilities attending regular classes full-time, where they receive programmes

Joint education with their non-disabled peers. For this type of integration to be successful, several conditions and supporting factors must be in place, including:

- Providing a special education teacher who works alongside the regular teacher in the classroom and activity rooms to provide the necessary support to students with disabilities.
- Overcoming the difficulties faced by students with disabilities in the classroom, such as conducting and correcting exams in an appropriate manner and providing appropriate teaching aids.
- Accepting non-disabled students alongside their disabled peers in regular classrooms creates an appropriate and stimulating learning environment.

and stimulating learning environment.

- Full inclusion is usually applied to students with minor or mild disabilities, such as hearing or visual impairments, and those with mild intellectual disabilities.

¹ Guide to Integration Departments for Students with Special Needs in International and Language Schools in Egypt, available at: <https://n9.cl/9cpmp>

- Supervision by a regular teacher with appropriate training in special education, with some minor adjustments made within the classroom.



- Utilising the resource room and advisory teacher to provide specialised support.¹

-2 Partial mainstreaming: This refers to placing children with disabilities alongside children without disabilities for a certain period of

time each day in regular classrooms, then separating them after this period into a separate classroom or several special classrooms where they receive specialised educational assistance to meet their specific academic needs from specialised teachers. This is done either in specific subjects or topics, through individual learning or within a resource room within the school itself.

Partial integration requires children with disabilities to participate in the same educational programmes as children without disabilities for some of the time, and then be withdrawn from regular classrooms to receive specialised individual instruction and assistance from a specialised teacher.

This approach allows children with disabilities to remain with their peers for some time in regular classrooms, while receiving appropriate educational programmes in their own classrooms within mainstream schools.

-3 Academic social integration: This refers to integrating students with disabilities into various activities with

non-disabled students outside the classroom, such as physical education, art education, various crafts, trips, and school groups, to promote social interaction between them.

¹ Resource rooms are rooms attached to regular schools and are the main source for meeting the basic educational needs of children with disabilities. Students with disabilities or learning difficulties enrol in these rooms according to a special daily programme, where they receive assistance for a period of time in certain skills in which they are weak under the supervision of a special education teacher. They then return to their regular class for the rest of the school day. Resource rooms require human resources and physical equipment.

Figures on the integration of children with disabilities in Egyptian schools:

The annual bulletin on pre-university education for the 2024/2023 academic year, issued by the Central Agency for Public Mobilisation

and Statistics, revealed a 1.7% increase in the number of pupils, reaching 28.5 million, compared to 28 million in

¹ .2023/2022

According to data from Egypt's Ministry of Education and Technical Education, the number of children with disabilities enrolled in schools reached

approximately **159,825 students** by the beginning of 2025, distributed across various stages of general, technical and private education.²

Referring to the data contained in the statistical book issued by the Information Centre of the Ministry of Education and Technical Education on the

number of integrated students in the pre-university stage during the academic years from 2016 to 2024, it is clear that the

numbers of integrated students and their percentage of the total number of students are as follows:

In 2024, integrated students accounted for 0.26% of the total number of students and 4.71% of the total number of students.

Students in 2023, representing 0.40% of the total number of students in the 2022 academic year, and 0.44% of

total students during the 2021 academic year, and 0.36% of the total number of students during the 2020 academic year

2020, 0.26% of the total 22,453,381 during the 2019 academic year, and

0.17% of the total number of students (21,441,404) during 2018, and 0.08% of the total

¹Statistics: "1.7% increase in the number of pupils in pre-university education," Al-Masry Al-Youm website, January 2025, <https://2h.ae/kHAI>

²Education: Access to inclusive education in all types of schools, State Information Service, available at: <https://2h.ae/euUh>



¹ During the 2017 academic year, 0.03% of the total number of students (19,929,587)

Challenges facing the integration process:

Despite the importance of this step, the philosophy of integration faces many challenges in reality, including the lack of a climate conducive to integration.

for the integration process. Integration is supposed to be social, not just educational, but some teachers have been found to have negative attitudes

negative attitudes among some teachers, who lack the necessary skills to deal with students with disabilities. In addition, class sizes are too large to

allow sufficient time and attention to be given to these students, and there is a negative social culture towards people with disabilities, with widespread bullying²

(2)

There is also the issue of school facilities being unsuitable for students in most cases, as well as unsuitable curricula and exclusion from

recreational activities, especially for students with autism and cerebral palsy, whose suffering increases when accessing education in Egyptian schools

due to several considerations, some of which relate to misunderstandings about the nature of the condition and the abilities of those affected to interact ^{and}

learn³.

Journalistic investigations have documented complaints from parents about problems related to the lack of exam models for practice.

Students with disabilities should be treated the same as their peers at the same stage of education⁴.

¹ Ahmed Jamal al-Din, "Pending Signature": The suffering of families of people with special needs in implementing the integration decision. Bullying and the absence of exam models are the most prominent obstacles. Director of Special Education: Rejection is contrary to government legislation and decisions, Youm7 website, January 2025, <https://2h.ae/PJrr>

²Education in Egypt and its impact on vulnerable groups (girls, refugees, people with disabilities), previous reference.

³ Reem Mahmoud, How can Egyptian schools be friendly to children with autism and cerebral palsy? Investigation published on the Rasif website, 2025 Available

<https://2h.ae/MWtu>

⁴ Ahmed Gamal El-Din, "Pending Signature," op. cit.

Despite the existence of ministerial decisions and directives emphasising the right of these students to be integrated among their peers and requiring schools to accept these students as long as the requirements are met, many of those in charge

School administrators refuse to enrol these students – especially those with autism – citing flimsy excuses

for not accepting them to study in the same classrooms as their peers.

As for special education schools, there are approximately 1,116 special education schools in Egypt in 2021/2020, with a capacity of

4,906 classrooms, comprising approximately 43,719 students, of whom 27,957 are male and 15,762 are female¹

These schools are equipped to cater to different types of disabilities, and student admission procedures are carried out in accordance with clear executive regulations that include

Specific tests and admission requirements.

The Ministry of Education and Technical Education has indicated that special education programmes in special education schools and classes aim to provide an appropriate learning environment for students with moderate and severe disabilities. These programmes include

These programmes include schools for intellectual disabilities and associated syndromes such as Down syndrome, autism spectrum disorder

, cerebral palsy, and slow learning), as well as schools for hearing impairments dedicated to the deaf and hard of hearing.

Hearing, schools for the visually impaired and dedicated to the blind and visually impaired, and classes for those with dual disabilities

, and 14 classes for students with dual disabilities. These schools and classes cover all governorates of the Republic, ensuring that educational services

to all regions²

¹ Education in Egypt and its impact on vulnerable groups (girls, refugees, persons with disabilities), policy paper, Egyptian Union for Quality Policy and Research ² Education: Access to inclusive education in all types of schools, State Information Service, available at: <https://2h.ae/euUh>

However, private schools also face numerous challenges, including their concentration in cities

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and their scarcity in the provinces, as well as a shortage of qualified teachers.

Policies for the protection of children with disabilities in schools:

Policies for the protection of children with disabilities in Egyptian schools are based on the constitution and national laws

some of which we have mentioned above. They oblige educational institutions to provide an inclusive and safe environment, while taking

Preventive and remedial measures against all forms of violence and bullying, and ensuring equal opportunities in education.

The Ministry of Social Solidarity also provides nurseries for children with disabilities aged 3 to 8 years, where

children are accepted according to the type of disability served by the home. The Attorney General has established an office for the protection of children and persons

with Disabilities within the Judicial Inspection Department, which is responsible for receiving complaints and reports relating to the endangerment, exploitation or abuse of children with disabilities and persons with disabilities.

The most prominent protection policies in schools are represented in the school discipline regulations for pre-university education. The regulations aim

to protect students and teaching staff in general and provide a safe and supportive school environment.

However, it should be noted that before the amendment, one of the pillars of the regulations was the care of students with special needs.

The regulations and discipline rules for pre-university education were issued by Ministerial Decree No. 187 on 21 September 2023, approved by Dr.

Rida Hijazi, former Minister of Education and Technical Education, and implemented

at the beginning of the new academic year 2023-2024, in Chapter I, "Objectives and Principles of the Regulations," at Article 2, Item 5, which states: Taking into account individual differences among students and paying attention to students with

special needs ¹ , ²

That regulation, which was later repealed in accordance with Ministerial Decision No. 150 issued by Mr. Mohamed Abdullatif, the current Minister of Education

and Technical Education, did not include in Article 3 any provision for children with special needs or disabilities. ³

The amended regulations continue to focus on taking into account students' health and psychological and mental well-being when imposing any

disciplinary measures against them ⁴ and ensuring that measures are appropriate to the student's stage of development and special needs ⁵ when

imposing punishment. In other words, differences between students and their special needs are mentioned in the context of punishment rather than in

the context of support and empowerment.

However, the regulations stipulate that there should be no discrimination between students and that schools should work to promote positive

and exemplary behaviour among students in accordance with their age, academic level and mental and physical abilities.

¹ Education: New school discipline regulations for 2024 announced, Al-Dustour website, <https://www.dostor.org/4506809>

² Text of the regulations before amendment by Decision No. 187 dated 21/9/2023, Kashkul website: <https://www.kashqol.com/161366>³
Text of the regulations amended by Decision No. 150 dated 4/9/2024,

https://www.elwatannews.com/news/details/7565733#goog_rewinded

⁴Under the heading of rights and responsibilities in accordance with Article 19 of the Educational Incentives and School Discipline Regulations, Clause No. 2 "When resorting to any measure to deal with violations committed by students, the student's situation and circumstances in terms of age, educational level, gender, and socio-economic conditions shall be taken into account, with due consideration given to the student's health, psychological and mental state."

⁵Under the same heading, Rights and Responsibilities in accordance with Article 19, Item 15 of the Educational Incentives and School Discipline Regulations, when applying the procedures issued by the School Protection Committee in the event of behavioural violations, the measures shall not be applied to all students in the class or school for a mistake committed by one student, and the measures shall be applied in a timely manner, depending on the type and degree of behaviour, and in a manner that achieves fairness and equality in treatment among students at the school, and the measures taken shall be appropriate to the student's stage of development, taking into account their special needs.

It is worth noting that protecting children with disabilities is not limited to their presence within school walls but extends to their journey to school. The lack of adequate transportation for students with disabilities, coupled with the distance

between home and school, and the lack of sufficient schools, constitute an obstacle, as the journey becomes dangerous if there is no suitable transport for these children.

We can say that the gap between protection policies and implementation on the ground still exists, as policies to protect students with disabilities in particular face a number of challenges, most notably:

- Poverty is one of the main causes of school dropout. Children with disabilities place an additional financial burden on their families, which leads to them dropping out of education ⁽¹⁾.
- High class sizes threaten protection policies in the school environment, especially for children with disabilities.
- Safety and security measures are not available in all schools to ensure a safe environment for children with disabilities, including easy access to classrooms and school facilities.
- Safety and security equipment is not available in all schools to protect students with disabilities, as children with disabilities need additional protection mechanisms and school infrastructure adaptations, such as the design of buildings and corridors to suit their needs, with the removal of obstacles that may cause them to trip or fall.

⁽¹⁾Mr. Masad Abdel Jawad Al-Alfi, How can protective policies in the school environment enhance and improve the quality of social and cultural outcomes of education, policy paper, Egyptian Union for Educational Policies and Research.

Providing appropriate wheelchair access, equipped bathrooms, and classroom spaces that allow for freedom of movement and independent mobility.

Strategic Plan of the Ministry of Education and Children with Disabilities:

In November 2023, during a meeting of the Council, the former Minister of Education, Dr. Rida Hijazi, reviewed

Ministers, the plan that was prepared to draw up a roadmap for the development of the education and technical education system, noting that

the strategy includes three pillars: comprehensive and equitable access to education for all groups, quality and excellence in

education in accordance with international standards, and sustainability and lifelong learning.¹

The ministry later announced that the 2029-2024 strategic plan includes programmes aimed at building the Egyptian human resource

, with priority given to persons with disabilities, children and women, and working to bridge gaps and achieve sustainable development goals

.(2)

This government approach towards students with disabilities is commendable, but the failure to publish and circulate the strategic plan

remains an obstacle to our understanding of the specific steps taken by the state in the context of caring for children with disabilities.

¹ Official website of the Egyptian Prime Minister's Office, November 2023, available at: <https://cabinet.gov.eg/News/Details/74408>² Official website of the Ministry of Solidarity and Social Affairs, 2024, <https://2h.ae/vnMA>

Are Egyptian schools accessible to persons with disabilities?

We discussed the challenges facing the integration process, which are mostly social and behavioural rather than material.

But are Egyptian schools physically equipped in terms of buildings, facilities, equipment and integration programmes for people with disabilities? And do qualified schools accommodate all students with disabilities?

Official statements indicate that schools in Egypt are officially qualified to accept children with multiple disabilities. The Ministry of Education and Technical Education has announced that there are schools qualified and equipped to accept children with multiple disabilities in governorates such as Alexandria, Qena, Dakahlia and Sharqia for the 2021/2022 academic year.¹

The ministry pointed out that schools will be rehabilitated to receive students, and staff will be trained in cooperation with some Civil society organisations² through the provision of specialised schools, classes and integration programmes, and legislation requiring all schools to provide equal educational opportunities for them.

However, practical implementation still faces challenges and obstacles from some educational institutions. Despite the identification of approximately 800 schools to be welcoming to integrated students and equipping approximately 233 schools, these numbers do not cover all schools or meet the needs of all students with disabilities³.

² Education announces names of schools eligible to receive children with multiple disabilities, General Authority for Information, July 2021, <https://2h.ae/vqXL>

³ State efforts to care for people with disabilities, State Information Service, 2022, available at: <https://n9.cl/o07x0>

It should be noted that the Ministry of Education has not published a unified interactive map of inclusive schools in the governorates

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on its official website, but this information can be found by searching the Egyptian Schools Directory of the Ministry of Education Information Centre

1

Academic studies point to the inadequacy of the budget allocated to the educational empowerment of students with special needs

in pre-university education, as well as a lack of school buildings, libraries and appropriate teaching aids,

alongside a lack of service, guidance and counselling centres for students with disabilities, as well as the fundamental problem of a shortage of

trained teachers²

Violence against students with disabilities:

Figures indicate an increase in violence against children in Egypt, with the National Council for Childhood and Motherhood announcing that

In 2024, the General Administration for Child Rescue received 453,082 calls, including 21,000

and 424 reports on the Child Helpline. We do not have a specific number in the absence of official data on

the number of children with disabilities who have been subjected to violence, especially students. However, we can say that children

with disabilities are, of course, the most vulnerable to violence due to their physical and health conditions.

Through monitoring incidents of violence against students in the school environment, we have found that some resort to claiming that

children with disabilities are fleeing accusations of committing violent crimes against them – as was the case with the child Youssef, who was

sexually assaulted at his school by one of the officials during the current school year, where

¹ To find out about inclusive schools in different governorates, you can search the Egyptian school directory: <https://search.emis.gov.eg>

² Amani Mohamed Al-Sharif, Iman Abdel Wahab Hash, Educational Empowerment of Students with Special Needs in Pre-University Education, Educational Journal for Adult Education – Faculty of Education – Assiut University, Volume 5 – Issue 1 – January 2023

The perpetrator claimed that he was autistic and therefore unaware of what he was saying. This was a desperate attempt

by the criminal to escape punishment. Therefore, it is necessary to strengthen mechanisms to protect these children with disabilities in particular.

Girls with disabilities and gender mainstreaming in schools:

The gender-responsive planning matrix for the education sector, published by the Ministry of Planning and Economic Development

and International Cooperation, shows that efforts are being made to provide a safe educational environment for girls, especially in rural areas.

This can be achieved by establishing girl-friendly schools, developing codes of conduct to combat violence and discrimination, incorporating equal opportunity principles into educational curricula, expanding technical specialisations suitable for girls in technical education, and conducting community awareness campaigns to combat early marriage and promote completion of education.⁽¹⁾

As for **girls with disabilities**, they face the same problems as girls without disabilities

and those faced by boys with disabilities, and more. Being a girl with a disability means they face double discrimination, as they may

They are subjected to more marginalising or restrictive practices than male students with disabilities, due to gender stereotypes. In addition, girls' disabilities are exploited to commit sexual crimes against them, such as sexual harassment and rape.

They also face other challenges such as isolation and feelings of shame. Therefore, continuous psychological and social support must be provided for them, and schools must take into account the gender differences between male and female students with disabilities by providing

¹ Gender-Responsive Planning Matrix in the Education Sector, Ministry of Planning, Economic Development and International Cooperation,
<https://mped.gov.eg/DirectoryTopicDetails?id=21&lang=en>



and combat discrimination based on gender or disability.

Prevalence of illiteracy among children with disabilities, especially girls:

According to the 2022 National Survey of Persons with Disabilities in Egypt, based on educational status (10 years and older),

The survey results showed that illiterate people represent a significant proportion, amounting to 43.3% of the total number of individuals with disabilities, while

, individuals who read and write constitute 10.3% who have completed secondary education

technical education%17.8, while the percentage of individuals with disabilities who obtained a university degree or higher was %7.2.

Individuals who obtained a literacy certificate recorded the lowest value, reaching 1% compared to other individuals who obtained educational qualifications.

As for girls, the illiteracy rate among females with disabilities is 54.5 per cent, compared to 31.7 per cent for males.¹

The survey indicates that there are three main reasons for dropping out of education: disability was the main reason, followed by a lack of desire to be educated, and the third reason was financial circumstances (poverty).

¹ National Survey of Persons with Disabilities in Egypt for 2022, Central Agency for Public Mobilisation and Statistics, 2023.



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جدول ٦-٣: التوزيع النسبي للأفراد ذوي الإعاقة (١٠ سنوات فأكثر) وفقاً للحالة التعليمية حسب محل الإقامة والتوع
٢٠٢٢ - مصر

الإجمالي				ريف				حضر				الحالة التعليمية
جملة	إناث	ذكور	جملة	إناث	ذكور	جملة	إناث	ذكور	جملة	إناث	ذكور	
٤٣,٣	٥٤,٥	٣١,٧	٥٣,٣	٦٨,٣	٣٨,٦	٣٢,٦	٤٠,٥	٢٢,٨	أمى			
١٠,٣	٨,٥	١٢,٢	٩,٧	٧,٢	١٢,٢	١١,٠	٩,٨	١٢,٣	يقرأ ويكتب			
١,٠	٠,٥	١,٦	١,١	٠,٣	١,٨	١,٠	٠,٧	١,٣	حاصل على شهادة محو الأمية			
٩,٦	٧,٩	١١,٤	٨,٣	٦,٠	١٠,٥	١١,١	٩,٨	١٢,٥	حاصل على شهادة ابتدائية			
٦,١	٤,٩	٧,٣	٥,٢	٣,٤	٦,٩	٧,١	٦,٤	٧,٨	حاصل على شهادة إعدادية			
٢,١	١,٦	٢,٦	١,٦	١,٠	٢,٢	٢,٧	٢,٢	٣,٢	حاصل على شهادة ثانوي عام/أزهرى			
١٧,٨	١٤,٥	٢١,٣	١٥,٩	١٠,٨	٢١,٠	١٩,٨	١٨,٣	٢١,٦	حاصل على شهادة ثانوي فنى			
٠,٣	٠,١	٠,٥	٠,٢	٠,٠	٠,٤	٠,٣	٠,٢	٠,٥	شهادة تدريب مهنى/ تلمذة صناعية			
٢,٢	١,٩	٢,٦	١,٤	١,٠	١,٨	٣,١	٢,٨	٣,٥	حاصل على شهادة فوق المتوسط وأقل من الجامعى			
٧,٢	٥,٧	٨,٩	٣,٣	١,١	٤,٧	١١,٤	٩,٥	١٣,٦	شهادة جامعية			
١٠٠	١٠٠	١٠٠	١٠٠	١٠٠	١٠٠	١٠٠	١٠٠	١٠٠	الإجمالي			
١٠٧١٦٦٣١	٥٤٧٧٥٣٥	٥٢٣٩٠٩٦	٥٥٥٥٤٧٥	٤٧٥٢٤٩١	٤٨٠٢٤٨٨	٤١٦٦١٥٢	٤٧٤٤٥٤٤	٤٦٣٦٦٠٨	العدد			

The table shows the relative distribution of individuals with disabilities aged 10 years and above according to educational status by place of

residence and gender – Egypt 2022



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Is there a future strategy for preparing children with disabilities?

Despite the efforts made by the Egyptian state to integrate children with disabilities into the educational process,

Egypt still deals with persons with disabilities in an unsystematic manner, as there is no clear strategy that highlights the vision.

Future Egyptian policy for preparing persons with disabilities, integrating them into society, and granting them their right to education¹.

Recommendations for promoting the education of children with disabilities in schools:

- **Provide a safe and barrier-free school environment**, including the development and adaptation of school buildings to suit the needs of students with disabilities, such as providing wide corridors, lifts, equipped resource rooms, and spaces for various activities.
- **Preparing an individualised education plan** for each student with a disability after a comprehensive assessment of their condition, including goals, Methods, adjustments, and activities appropriate to his abilities and needs, with periodic review and updating of the plan with the participation of a multidisciplinary team (teachers, specialists, parents).
- **Diversify teaching strategies and methods**, such as using multisensory teaching (hearing, sight, touch) to facilitate information retention, relying on visual aids such as graphs, images, and diagrams. Take advantage of assistive technology and supportive devices.

¹ Mohamed Hassan Ahmed Gomaa, Empowering persons with disabilities in Egypt to exercise their rights to education in accordance with contemporary legislation, working paper, Journal of the Faculty of Education, Issue

- Promoting social skills and psychological support as part of the curriculum, participation and raising hands, Encouraging peers to support their classmates with disabilities and involve them in group activities

Organising training courses and workshops for teachers on strategies through

- Empowering and training educational staff

Comprehensive education and methods of dealing with persons with disabilities, involving special education teachers in the planning and implementation of educational programmes.

The need for ongoing cooperation between schools and parents in supporting the learning of children with disabilities inside and outside school.

The second theme: Violence in the school environment

The 2024/2025 school year witnessed a number of incidents of violence in the school environment, totalling 138 incidents, of which

Among them were 13 cases of violence against educators, both male and female. There were 47 sexual offences alone, ranging from sexual harassment to rape and attempted rape, accounting for 34 per cent of the total.

alone numbered 47, ranging from sexual harassment to rape and attempted rape, accounting for 34% of the total.

The last quarter of the 2024/2025 academic year, which runs from April to June 2025, saw 87 incidents of violence, including 77 incidents of violence against students and 10 incidents of violence against teachers.

There were a number of incidents of violence in the school environment during the last quarter of the academic year, which we monitor as follows:

Sexual harassment prevails:

Sexual crimes, including sexual harassment, rape, and attempted rape, dominated the scene, with 41 sexual crimes reported, accounting for 53% of the total number of violent crimes recorded between April and June

One of these crimes was the rape of six-year-old Yassin by the accountant at

The school more than once" to a public opinion issue due to the gruesome details. The ruling was a deterrent, but the alarm bells continue to ring, urging us to pay more attention to the adequacy of safety and protection measures in schools.

What was shocking about the crime was the collusion, disregard and even participation of the school, which is supposed to be

a safe environment for students according to the school discipline regulations announced by the Egyptian Ministry of Education, which were

It has been amended over two consecutive years to include a package of protective mechanisms that go beyond punitive regulations to provide a safe educational environment with appropriate preventive mechanisms.

Among the incidents monitored was the harassment of a large number of female students in primary school by a teacher, where

one school in New Valley witnessed a teacher harassing 13 female students. These crimes were kept quiet and were only reported

After one of the girls filed a complaint against the harassing teacher, other students followed suit.¹

Violence against educators and the "season of beating teachers":

During the reporting period, we monitored 10 incidents of violence against teachers, most of which occurred during the preparatory school exam period

. These incidents ranged from beatings to sexual harassment, and reports appeared on social media pages.

Social media reported other incidents that we were unable to verify, so we chose not to publish them. The recurrence of these incidents prompted one journalist to describe this period as "the season of teacher beatings."

Among these incidents during the exams was a preparatory school student assaulting an exam supervisor with a knife in Giza governorate, another teacher being slapped during the exam by one of her preparatory school students, and a student harassing one of the female teachers. In addition, there were attacks by parents on teachers for refusing to allow cheating.

¹For further details on the incident, please see: <https://n9.cl/7qizz3>

Some incidents were accompanied by acts of vandalism carried out by students against some schools للسياسات والبحوث التربوية

, including the destruction of school furniture and glass, which resulted in the injury of a female student in one case.

This comes in the context of teachers' lack of rights, including the right to appreciation, and the fact that they alone are held responsible for the problems faced by schools, ignoring the shortcomings and real problems faced by schools.

The education system in Egypt, foremost among which is the shortage of teachers in schools.

During the reporting period, we monitored reports that the Minister of Education had resorted to verbal abuse and insulting a number of employees and department heads (the head of the Bajour Education Department and the head of the Bila Education Department) in front of their colleagues and subordinates during his extensive field visits to a number of schools in the governorates, which caused one of them to suffer a heart attack and subsequently die.

The school is far away and the road is not entirely safe:

We monitored an incident in which two sixth-grade students at an Al-Azhar institute in a village in the Giza governorate were attacked with a knife by an individual while returning home at the end of their exams. The children are forced to take their exams at another institute in a neighbouring village due to a lack of facilities in their own village, which means they have to travel between the two villages every day. This incident highlights the dangers of a lack of facilities in schools and the resulting threat to children's safety and lives¹⁾.

<https://www.cairo24.com/2216122>: Details from More ¹

And the beatings continue:

Beating, the most widespread phenomenon in the school environment by those in charge of the educational process, continues, but during the period covered by this report, it has become more violent and humiliating. We observed the principal of a school affiliated with the Al-Marj Educational Administration beating students with her shoe.

Walls do not protect those inside

During the reporting period, two strangers broke into two schools in Cairo and Giza and attempted to sexually assault two female students, reflecting the lack of supervision and security within these schools. We also observed an incident in which four young men broke into the preparatory school examination committees in Agami, Alexandria, with weapons, after jumping over the walls to fight with a student taking the exams.

School surroundings: Beware, danger is coming

Remarkably, a number of fires broke out in and around several schools. Two students and a woman and her granddaughter were injured in a gas cylinder explosion in front of a school in Bakrdaisa, Giza, and a fire broke out in a car park next to a language school in Hadayek al-Ahram due to the heat. Another fire broke out inside the Sheikh Zayed Secondary School for Girls in Giza Governorate, reportedly caused by an electrical short circuit. Another fire broke out in the theatre of the East Alexandria School, and a fire broke out in the vicinity of the Agriculture School in Kafr. Sheikh, a fire broke out inside Salah Salem Preparatory School in Sohag. This makes us repeat the question about safety standards in schools and the protection of children in the shadow of negligence.

Suicide within the walls:

During the reporting period, there were two incidents of suicide inside schools. In the first incident, a preparatory school student ended his life in the bathroom

school bathroom in Cairo because his father had beaten him. In the second incident, a preparatory school student at one of the schools

Al-Gharbia Governorate threw herself from the second floor while taking an exam because of its difficulty and was rescued.

It is worth noting that we monitor incidents of violence in the school environment, i.e. in and around the school, starting with the students' journey from home to school, as well as in environments similar to the school environment, such as private tutoring centres and the like.

Below, we monitor these various forms of violence with some analysis.

First, types of violent crimes in the school environment:¹

Type of crime	Number
Sexual harassment	36
Assault	23
Neglect	4
Other	4
Rape	3
Cruelty ^{ref} Murder	2
Bullying	2
Attempted rape	2
Murder	1
Total	77



¹The quantitative analysis here only includes incidents of violence against students in the school environment, which numbered 77 incidents.

Sexual harassment ranked first among crimes of violence committed against students/ **السياسات والبحوث التربوية** at, in and around the school environment¹ at a rate of 47%. Most of the sexual harassment crimes that took place during the reporting period occurred

By a school teacher. Of the 36 cases of harassment reported during the reporting period, 29 involved female primary school pupils. Here, the perpetrator exploits the young age of the pupils and their lack of awareness of the privacy of their young bodies, believing that he will escape punishment. All of the victims of harassment were girls, with the exception of three incidents in which male students, all also in primary school, were harassed.

In second place is the crime of beating, with a rate of 30%, whether the assault was committed by the students themselves

towards each other, or by teachers. Then, we observed an incident in which a school principal assaulted a student

students with a sharp instrument ² as well as an incident in which a school principal hit students with her shoe, in an act that violates all professional ethics

professional conduct. In third place are crimes of negligence and other crimes, accounting for 5% of cases. One incident of negligence resulted in the amputation of a child's finger during a fight with his classmates while the teacher was absent from the classroom.

In fourth place was rape, with a rate of 4%. The rape offences were committed against two female students and one male student,

including an incident in which a stranger broke into the school and assaulted a female student in the bathroom. It is noteworthy that the perpetrator admitted

that it was "not the first time."³

In fifth place were attempted murder, attempted rape and bullying, each with a rate of 3%. The attempted rape was also committed by a stranger who broke into the school and attempted to rape a child. In last place was murder.

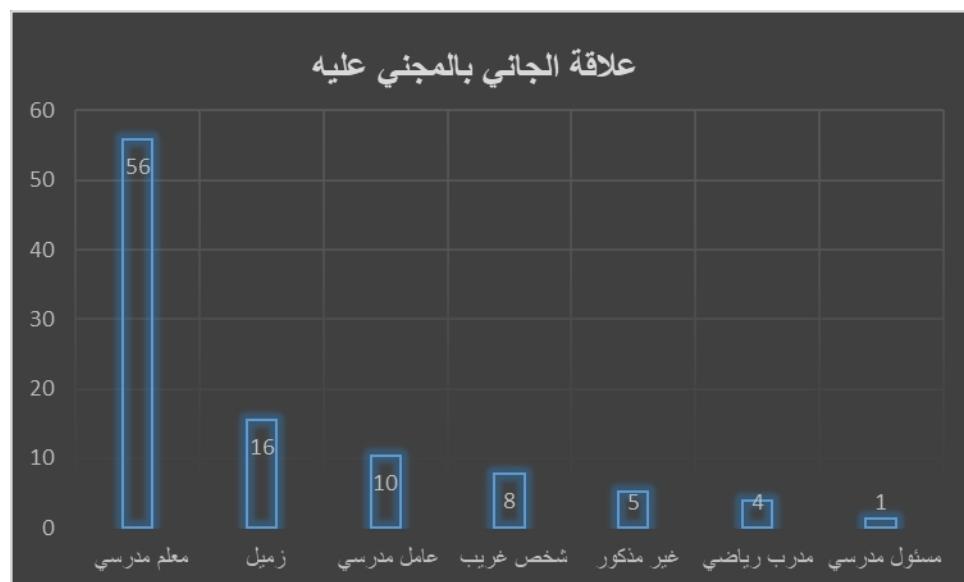
¹ This refers to places that provide educational services, such as private tutoring centres and similar establishments, and includes sports clubs. ² For more details on the incident: <https://www.dostor.org/5036039>

³ Father of "the girl from Al-Marj": "My daughter was assaulted in the school bathroom," Al-Masry Al-Youm, April 2025, <https://n9.cl/1bor9p>

At a rate of 1%, the reporting period saw one murder, in which a commercial high school student ended the life of his classmate after the end of the exam in Fayoum because he "refused to cheat for him."

Second, the relationship between the perpetrator and the victim:

Relationship between ja · n and maj · n	Number
Teacher	43
Colleague	12
Teaching assistant	8
Stranger	6
Unspecified	4
Coach Ria Rad	3
Head Teacher	1
Total	77

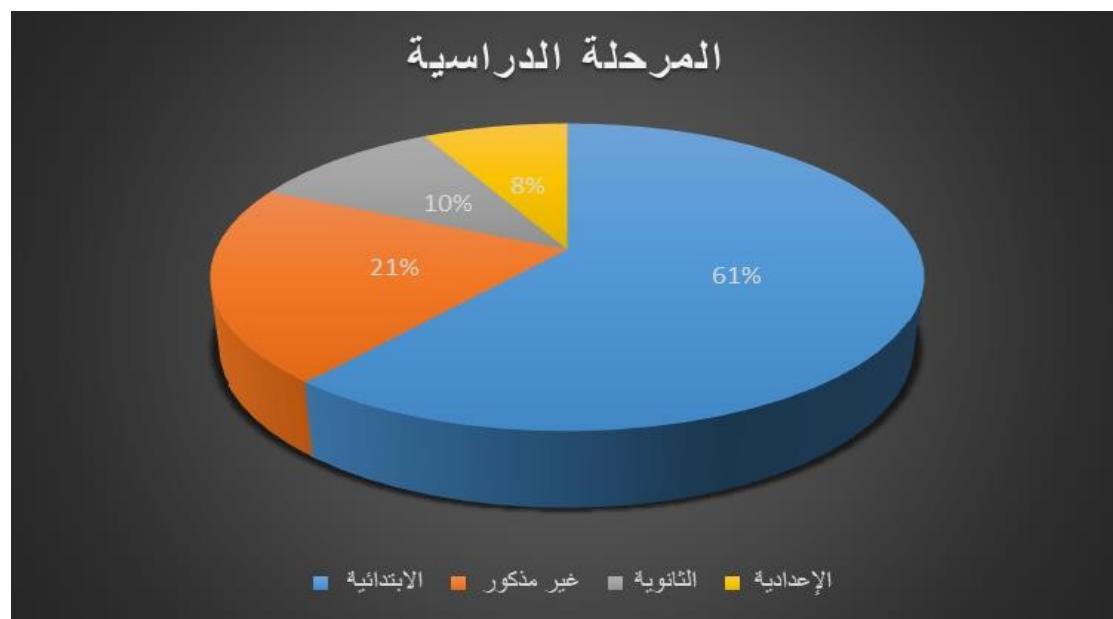


Incidents of violence committed by school teachers ranked first at 56%, followed by classmates in second place at 16%, and assaults committed by school workers in third place

with 10%.

Third, the educational level of abused students:

Educational stage	Number of violent crimes (.) F Each stage
Primary	47
Not specified	16
Secondary	8
Preparatory	6
Total	77



Primary school ranked first in terms of violent crimes committed against students, with a rate of 21

secondary school at 10%, followed by

In third place was the

21

61%, followed by no mention of the stage with a rate of

Preparatory school: 8% It is clear here that physical assaults are more prevalent among primary school students due to their young age and their inability to defend themselves in most cases.

Fourth, the governorates that witnessed incidents of violence in the school environment:

Province	Number
Cairo	18
New Valley	13
Alexandria	12
El Geria	11
Al-Rashqia	4
Al-Fayoum	3
Al-Bahariya	2
Dakahlia	2
Gharbia	2
B Rn Suweif	2
Port Said	2
El Minya	1
Assiut	1
Damietta	1
Sohag	1
Qena	1
Kafr El Sheikh	1
Total	77

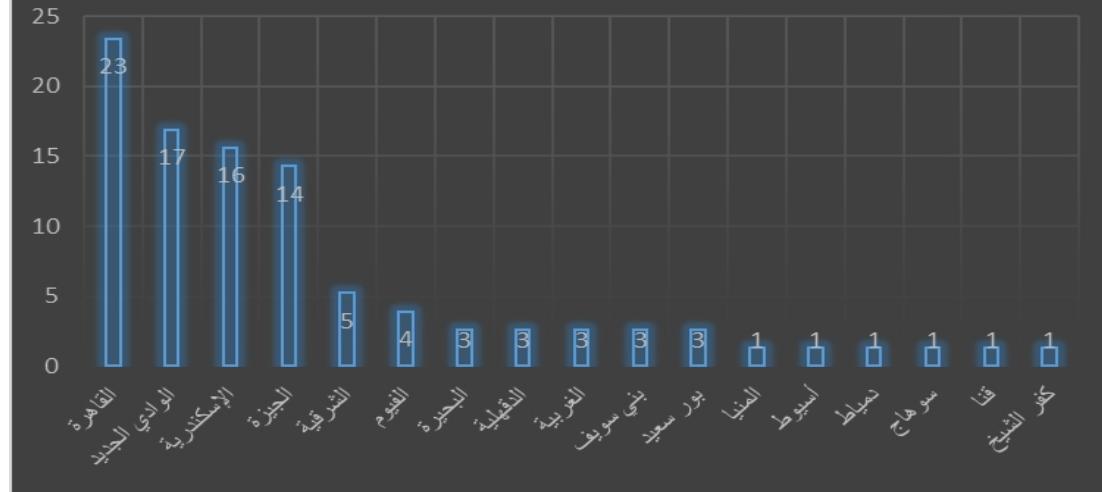


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المحافظات التي شهدت وقائع العنف في البيئة المدرسية



Cairo Governorate ranked first in terms of incidents of violence against students, with a rate of 23%, which is consistent with the previous

Observatory report, in which Cairo also ranked first. Second place went to

followed by in third place with 16%¹, followed by Alexandria Governorate in 17 and New Valley with

Giza ranks fourth with 14%. The central governorates alone (Cairo, Giza, Alexandria) account for 53% of cases of violence in the school environment

in Egypt.

Coastal governorates that resorted to violence in the school environment

At the forefront is

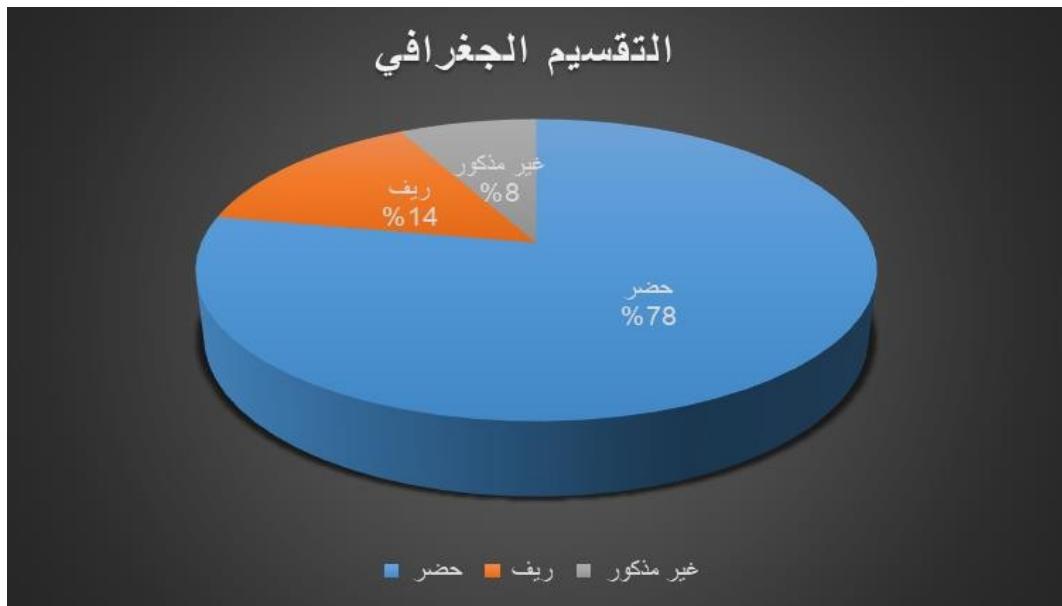
with a rate of 5%, while the governorate of Fayoum came at the top of the Upper Egypt governorates in terms of resorting to violence with a rate of 4%.

Fifth, the geographical distribution of incidents of violence against students:

Geographical distribution (جغرافية)	Number
-------------------------------------	--------

¹ The New Valley Governorate alone witnessed an incident of a teacher harassing 13 female students.

H. Rad	60
Rif	1
Gh Mentioned	6
Total	77



Incidents of violence in urban school environments ranked first at 78%, followed by

This result also agrees with the Observatory's report . 14% and in third place, unmentioned, with a percentage of rural areas with a percentage of

social environment Or Weak supervision in rural schools compared to urban schools on the above, and may be an indication that

Harsh disciplinary methods such as corporal punishment are socially acceptable Considered still conservative in some rural areas,

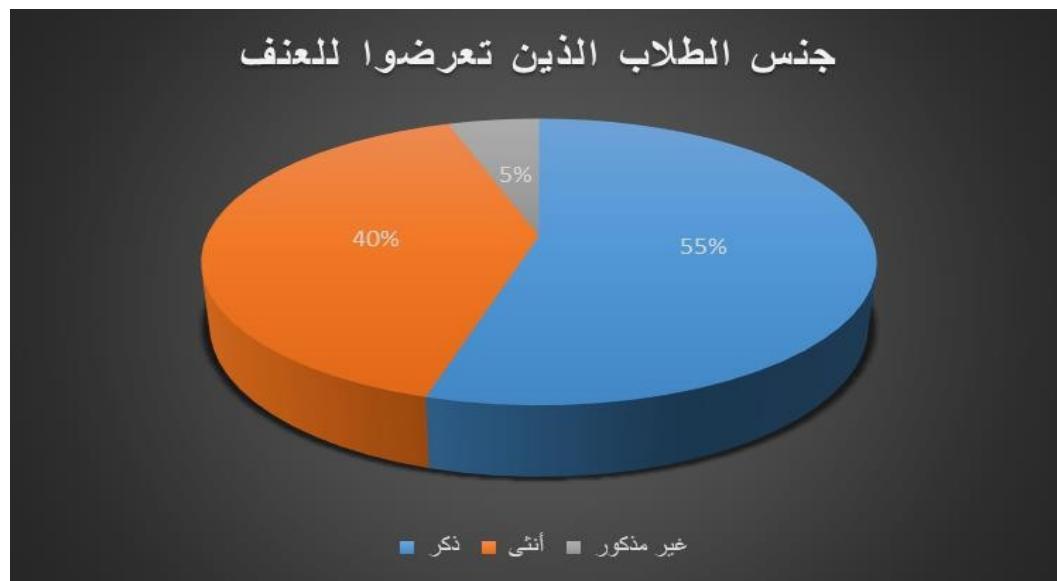
a shortage of personnel Mostly rural schools along with the suffering both teachers and parents.

Specialists such as social workers and psychologists, which makes dealing with violent behaviour less effective.

Sixth, the gender of students who have been exposed to violence:



Gender of students who experienced violence	Number
Male	42
Female	31
Gh Re Mentioned	4
Total	77



Male students were the most exposed to violence in the school environment, at 55%, followed by female students at 40%, and finally, in third place, the gender of students who were exposed to violence in the school environment was not mentioned, at 5%.

Seventh, gender of the perpetrator:

Gender of perpetrator (.) N	Number
Male	60

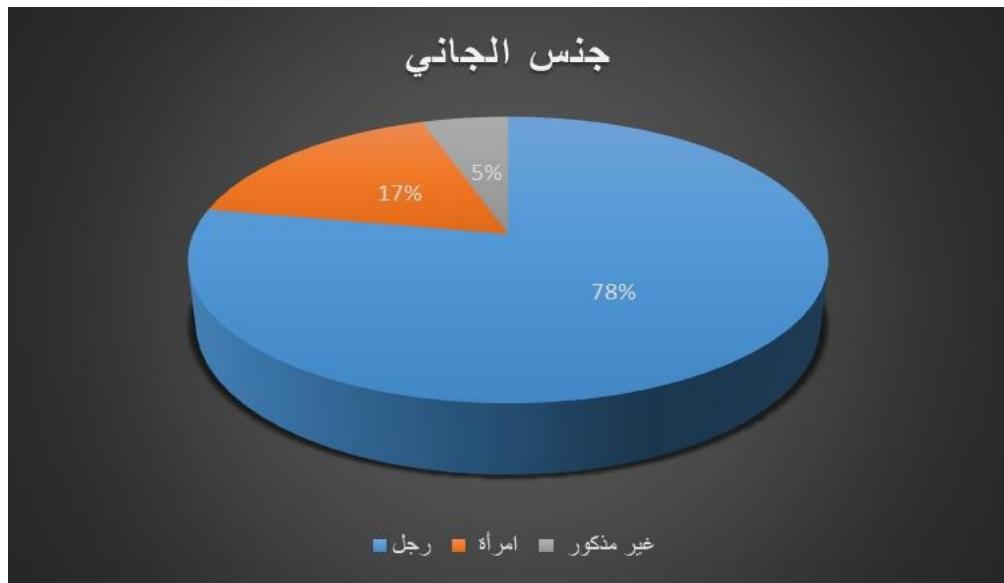


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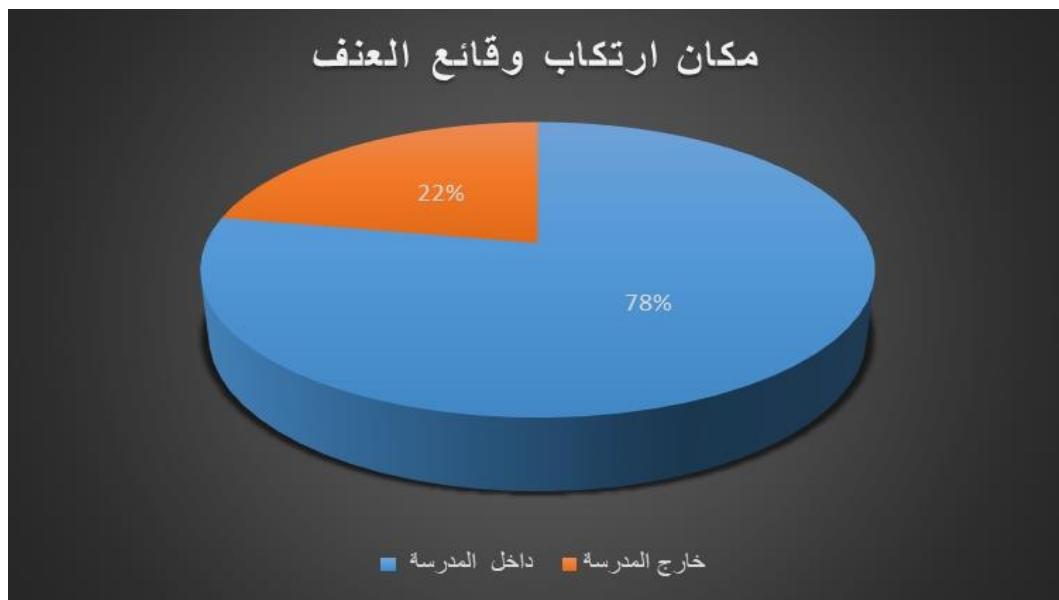
Female	13
Gender not specified	4
Total	77



In first place were male perpetrators, accounting for 78 per cent of cases, followed by female perpetrators, accounting for 17 per cent, then men and women, accounting for 3 per cent, and finally, unreported cases, accounting for 5 per cent.

Eighth, the location where the violence occurred:

Place where the incident occurred	Number
Inside the school	60
Outside the school	17
Total	77



Incidents of violence against male and female students inside the school ranked first at 78%, while incidents of violence outside the school ranked second at 22%.