

Monitoring violence in the school environment

)The right of refugee children to education (

Report on the period
January - March 2025

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About The Observatory: Quarterly publication

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Unlimited Development in cooperation with the Egyptian Federation for Educational Policy and Research, with the aim of identifying and listing the educational policies that by the Ministry of Education and related to crimes of violence within the school environment, monitoring and providing data on 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, and refugees. The Observatory highlights the policies adopted by executive bodies to curb violence. It also monitors the role of the parties concerned in addressing the various challenges associated with the educational process to paint a comprehensive picture of violence in the school environment and how to deal with it.

Who is the Observatory targeting?

The Observatory aims to attract the attention of policymakers in the education sector, represented by the Ministry of Education, educational administrations and school principals. The Observatory also targets civil society organisations working in the field of education that pay particular attention to violence in the school environment, particularly gender-based violence within the school environment at the international, regional and local levels.

Methodology: Monitoring and analysing incidents of

violence in the school environment in Egypt

Egypt quantitatively and qualitatively, including incidents of violence directed against students/ and those involved in the educational process during the period January to March 2025, based on a number of news sites and social media accounts: social media accounts (Al-Masry Al-Youm, Veto, Al-Dostour, Al-Ahram, Youm7, Masrawy, Al-Akhbar, Cairo 24 Facebook page, Ministry of Education official website, Official page of the Presidency of the Council of Ministers Facebook page, educational website, Facebook, Instagram). (The methodology also relies on monitoring and analysing educational policies and related legislation at the relevant levels..

Define the school environment: This

refers to the environmental framework in which you work.

The school in terms of all its physical components, such as buildings, classrooms, facilities, and educational and non-educational services and non-material facilities and services, including regulations and rules that govern the work of the school administration, the teaching and administrative community and human relations between them and the school environment in which human interactions between teachers themselves, between teachers and school administrators, and between teachers and pupils themselves. The Observatory considers that the concept of the school environment refers, as the general framework in which the process of education and learning takes place, learning, which includes the inputs, processes and procedures necessary to create a context in which that can happen effectively to achieve the desired objectives.

This refers to types of

Types of violence in the school environment:

Violence that members of the educational system may be exposed to from students or teachers, during, before or after going to school or a place where educational services, This includes verbal, physical, sexual or social violence and anything that resulting from this violence, including psychological and physical harm and physical damage to the individuals who have been subjected to violence.



Introduction:

Based on the fourth goal of the Sustainable Development Goals set by the United Nations in 2015, by ensuring the provision of appropriate, comprehensive and equitable education by 2030, and given the recent increase in the number of refugees, accompanied by the enactment of a law on asylum for foreigners in Egypt in December 2024, Egypt will host, according to the United Nations High Commissioner for Refugees, more than 902,000 refugees and asylum seekers from 58 different countries. While Prime Minister Dr. Mostafa Madbouly Wali; at a meeting held in January 2024 with a group of ministers and government officials, Egypt hosts 9 million migrants and refugees, so we have chosen to focus this edition of the Observatory - in its first section - the reality of refugee children in the school environment and the challenges they face that prevent them from accessing educational services. According to a statement by the United Nations High Commissioner for Refugees in November 2023, the number of refugee students enrolled in public schools in the 2022/2023 school year was approximately 60,482. With 9,000 children arriving each month, approximately 54% of newly arrived children are currently out of school, according to a recent assessment by the United Nations and the World Bank.

We also shed light on the Egyptian state's policy dealing with the education of refugee children in light of the laws, agreements and international obligations that by Egypt to ensure the protection of the rights of refugees and their children, particularly their right to education.

The second section of the Observatory provides a quantitative and qualitative analysis of incidents of violence against children, including the causes, types, and consequences of violence. and qualitative analysis of incidents of violence in the school environment between January and March 2025, which numbered 33 incidents of violence ranging from beatings to sexual harassment and other acts. In addition, there were three incidents of violence committed against teachers and female teachers.

The first theme

The reality of refugee children
in the school environment
in Egypt



Refugees in Egypt:

Fir st

The United Nations defined refugees in accordance with the Geneva Convention of 1951 as "a person who has been forced to flee his or her country due to war, persecution or violence, on grounds of religion, ethnicity or political affiliation, and it is difficult for them to return to their country for a period of time due to a series of serious threats that could affect his freedom, safety or life, as well as that of his family[1].

In international jurisprudence, a refugee is defined as any person who is forced to leave their country due to fear for their life or freedom from being persecuted for political reasons, war, or natural disasters such as earthquakes. natural disasters such as earthquakes or floods [2]

The law on asylum for foreigners in Egypt, Law No. 164 of 2024 [3] A refugee is defined as any foreigner found outside the country of which he or she is a national nationality or outside their country of habitual residence due to a well-founded fear of being persecuted for reasons of race or religion. persecution on account of his race, religion, sex or membership of a particular social group, or because of his political opinions, due to foreign aggression or occupation or other events that seriously jeopardise public security in the country of which he is a national his or her country of habitual residence, and is unable or unwilling, owing to such well-founded fear, to avail himself of the protection of that State, remain under the protection of that state, and anyone without nationality found outside their country of residence as a result of any of these circumstances, and is unable or unwilling to return to that country because of that well-founded fear that country, which the competent committee has described as such in accordance the provisions of this law.

[1] To view the Convention Relating to the Status of Refugees, United Nations, <https://2u.pw/iFjLWwT>

[2] Sharaf Ismail, Sharafah Lousif, International Protection of Refugees Between Text and Practice (The Case of Syrian Refugees) Master's thesis, Faculty of Law and Political Science, Abdelrahman Mira

Here, it is necessary to distinguish between the concepts of refugee and migrant. The term "migrant" as defined in the International Migration Recommendations for Economic and Social Management and Social Affairs, defines a migrant as "any person who changes their country of habitual residence and are divided into those who migrate for short periods (i.e. those who have changed their usual country of residence for a period of between three months and one year (or for longer periods)) i.e. those who have done so for at least one year.

According to the UNHCR, Egypt hosts more than 902,000 registered refugees and asylum seekers from 58 different countries. and since October 2023, Sudanese nationality has become the most common followed by Syrian nationality, followed by smaller numbers from South Sudan, Eritrea, Ethiopia, Yemen, Somalia and Iraq.

Meanwhile, Prime Minister Dr. Mostafa Madbouly Wali; at a meeting held in January 2024 with a group of ministers and government officials, that Egypt hosts 9 million migrants and refugees, Dr Khaled Abdel Ghaffar, Minister of Health and Population, the health services provided by the state to migrants and refugees in the health sector, noting that there are about 9 million migrants and refugees in Egypt from around 133 countries, with 50.4% being male and 49.6% female, with an average age of 35. year, representing 8.7% of Egypt's population, It is noteworthy that 56% of them reside in five governorates: Cairo, Giza, Alexandria, Dakahlia, and Damietta, and that 60% of immigrants live in 60% of immigrants have been living in Egypt for about 10 years, and 6% have been integrated into Egyptian society for about a year or more, and 37% of them work in stable jobs[4].

Since the beginning of the armed conflict in Sudan in April 2023, large numbers of people have fled to Egypt and other neighbouring countries in search of protection. A recent report by the United Nations High Commissioner for Refugees that Egypt is the country that receives the refugees fleeing the current conflict in Sudan. The report said that according to

[4] Identify the number of refugees in Egypt, their areas of concentration, and length of stay. Figures revealed by the government for the first time, Al-Shorouk Portal, Date of visit: March 2025, available at: <https://2cm.es/ZqyE>

For the Egyptian government, 1.2 million Sudanese have entered the country since April 2023, with thehas observed a tenfold increase in the number of Sudanese registered as refugees. [5]

There are also Syrian refugees who fled their war-torn country which has been torn apart by war, and began seeking asylum in Egypt since 2012. 2012, the number of Syrians registered with the UNHCR in Egypt rose significantly from 12,800 at the end of 2012 to more than 147,000 by the end of 2024, representing diverse social and economic backgrounds. As a result of the crises in Syria and Sudan, Egypt now hosts the largest number of refugees and asylum seekers in its history.

At the same time, renewed conflicts and political instability in East Africa and the Horn of Africa, as well as unrest in Iraq and Yemen. Thousands of people from South Sudan, Ethiopia, Iraq and seeking refuge in Egypt. As of 31 January 2025, the number of refugees registered with the UNHCR for Refugee Affairs reached 630,958 from Sudan [6] 144,557 from Syria, 46,416 from South Sudan, 39,765 from Eritrea, 18,047 from Ethiopia, 8,131 from Yemen, 7,985 from Somalia, 4,249 from Iraq, and more than 50 other nationalities. [7]

[5] UNHCR praises Egypt's efforts in receiving 12. million Sudanese since April 2023, Al-Youm Al-Sabea website, January 2025, Date of visit: February 2025, available at: <https://n9.cl/yslyb>

[6] It should be noted that the refugee figures announced by the UNHCR in Egypt are the number of refugees registered with it, and not the total number of refugees or migrants in Egypt. Therefore, we find a difference between the total numbers of refugees and migrants announced by the Egyptian government and the figures released by the UNHCR. [7] The refugee context in Egypt, United Nations High Commissioner for Refugees, Date of visit: 12 March 2025 Available at

<https://n9.cl/meehl>: Link

The right of refugee children to education

Second

According to international standards and conventions:

Many international agreements have addressed some of the rights of refugees in general and refugee children, particularly the right of all children to access to quality education.

The Universal Declaration of Human Rights of 1948 stipulates in Article 26 that "Everyone has the right to education, which shall be at the primary and basic levels be free of charge, and that primary education should be compulsory and technical and vocational education should be universalised. Technical and vocational education should be made available and access to higher education should be facilitated, and provide full equality for all on the basis of merit."

The International Covenant on Economic, Social and Cultural Rights of 1966, in Article 13, refers to the right of everyone to quality education. "The States Parties to this Covenant recognise the right of everyone to an education, and they agree that education shall be directed and education towards the full development of the human personality and a sense of dignity, and to consolidate respect for human rights and fundamental rights."

In addition, the United Nations General Assembly issued Resolution No. 64/20 on the right to education in situations of crisis, which refers to education at all stages of humanitarian response and a safe educational environment. Sustainable Development Goal 4 stipulates ensuring equitable and inclusive quality education for all and to promote opportunities for lifelong learning for all⁽⁸⁾.

Article 22 of the Convention relating to the Status of Refugees, states that states are obliged to provide education to refugees, just as they do for their own citizens with regard to primary education. The text of the article is as follows:

Contracting States shall accord to refugees the same treatment as that accorded to their nationals in respect of as their own nationals with regard to primary education.

2. Contracting States shall accord to refugees the most favourable treatment accorded to their nationals in respect of primary education., and in no case less favourable than that accorded to foreigners in general in the same circumstances, with regard to non-p r i m a r y education, particularly in terms of continuing education, and the recognition of school certificates and degrees awarded abroad, exemption from fees and costs, and the provision of scholarships[9].

Article 28 of the Convention on the Rights of the Child also stipulates the right of to education without any kind of discrimination:

-1 States Parties recognise the right of the child to education and to the full realisation of this right progressively and on the basis of equal opportunity. equal opportunities, shall, in particular, undertake the following:

- a. Making primary education compulsory and available to all.
- b. Encourage the development of various forms of secondary education, whether general or vocational, and make them available and accessible to all children, and take appropriate measures, such as introducing free education and providing financial assistance when needed.
- c. Make higher education available to all by all appropriate means to all on the basis of capabilities.
- D. Make educational information, guidelines and methodologies available and accessible to all children.
- e. Measures to encourage regular school attendance and to reduce dropout rates

-2 States Parties shall take all appropriate measures to ensure that the administration of the school system is consistent with the dignity of the humanity and is consistent with this Convention.

[9] Convention relating to the Status of Refugees, United Nations, <https://2u.pw/iFjLWwT>

-3 The States Parties to this Convention shall promote and encourage international cooperation in matters relating to education, with a view to contributing to the eradication of ignorance and illiteracy throughout the world and to facilitate access to scientific and technical knowledge, scientific and technical knowledge and modern educational tools, and taking particular account of the needs of developing countries in this regard in this regard.

[10]

Egypt participated in the drafting of the Universal Declaration of Human Rights and approved it on 10 December 1948 during the vote of the United Nations General Assembly and signed it, and acceded to the 1951 Convention relating to the Status of Refugees and its 1967 Protocol.

The first application of this agreement was the establishment of a UNHCR office in the United Nations High Commissioner for Refugees (UNHCR) in Egypt, which began its work in 1992 in Egypt and began its work in 1954 based on a memorandum understood with the Egyptian government, represented by the Ministry of Foreign Affairs, with the aim of providing various services to asylum seekers, including registration, refugee status determination, protection, resettlement and voluntary return to the country of origin and exclusion of other services.

The first local legislative form concerning refugees appeared when the Egyptian People's Assembly approved the Convention on the status of refugees and the protocol attached to it, in addition to the Organisation of African Unity Convention which governs various aspects related to refugee problems in Africa, and several decrees were issued by the President of the Republic, namely Decrees 331, 332, and 333 for the year 1980. With these decrees, these agreements became part of Egyptian domestic law in accordance with Article 151 of the 1971 Constitution, which stipulates that the President of the Republic shall conclude treaties and inform the People's Assembly, whereupon they shall become law after ratification and publication. This merger made the 1951 Convention relating to the Status of Refugees and subsequent agreements part of Egyptian national legislation [11]

[10] Convention on the Rights of the Child, UNICEF, <https://2u.pw/06cQYau>

[11] undermines the fundamental protections for refugees and represents an attack on the existing legal situation, an in-depth analytical study of a draft law on refugee status submitted by the Egyptian government, Refugee Platform in Egypt and the Egyptian Initiative for Personal Rights, 2024

It is worth noting that Egypt has set certain conditions and reservations when ratifying the 1951 Convention relating to the Status of Refugees refugee affairs and the provision of protection to refugees, These requirements gave Egypt the right to consider refugees as foreigners and, on this basis, exclude them from certain rights granted to Egyptians themselves. but over time these requirements have become restrictions that have negatively affected certain aspects of their daily lives such as education, health, employment and other important aspects that refugees fundamentally need.. For example, refugees are not entitled to Egyptian government education, i.e. free of charge, but there were some exceptions for Syrian and Sudanese refugees and Yemenis, where refugees from Syria and Yemen can access government education services on an equal footing with Egyptians themselves[12].

Egypt is also a party to the Convention against Discrimination in Education Education," and is therefore obliged to grant foreigners residing the same opportunities to obtain education as Egypt has also ratified the UN Convention on the Rights of Persons with Disabilities, which guarantees children with disabilities the right to "access to free primary and secondary education, good and inclusive, E quality with others in the communities in which they live. they live.

Finally, in December 2024, Law No. 164 of 2024 was issued concerning asylum for foreigners in Egypt, which recognised the right of refugee children to basic education, which is a departure from Egypt's reservation to the first paragraph Article 22 of the 1951 Convention.

[12] Salma Hosni Daifour Hassan, The Educational Needs of Refugee Students in Educational Institutions in Egypt. educational institutions in Egypt, an analytical study, Educational Journal for Adult Education, Faculty of Education, Assiut University, Volume 6, Issue No. 3, July 2024

Egyptian foreign policy in dealing with

with the issue of educating refugee children:

The government's policies on dealing with refugees in education have varied depending on the number of refugee students and the pressure they put on the education system. Following the popular uprisings and protests in 2011, and with the influx of Syrian refugees, the Egyptian government took decisions in support of the Syrians. In the field of pre-university education, the Ministry of Education issued a decision at the beginning of the 2012 academic year 2012/2013 to treat Syrian and Yemeni students the same as Egyptian students, and I was keen to renew that decision annually, with the exception of the amendments relating to the increase in fees that it introduced from time to time.

In 2014, the Ministry granted refugee children and asylum seekers from Sudan, South Sudan, Syria and Yemen the right to access public schools on an equal footing with their Egyptian counterparts in all grades of primary and secondary education under the same conditions as Egyptian students in terms of age and the specified total for admission to the different stages of education provided that documents proving nationality and issued by recognised official bodies, in the event that it is not possible to obtain a passport. According to the Office of Refugee Affairs, the residence permit or asylum seeker's card (the yellow card).

These arrangements were included in Ministerial Decision No. 284 of 2014, in addition to the ministerial directives that are renewed annually and circulated to the directorates and departments of the Ministry of Education in all governorates to explain the registration process, required documents, and exemption exemptions from regular tuition fees for foreign students [13].

[13] Youssef Wardani, Education during a state of emergency (Egypt as a model), 2025

It is worth noting that the number of refugee students enrolled in public schools in the 2022/2023 academic year reached 60,482 students, according to a statement by the United Nations High Commissioner for Refugees. However, this does not include the entire eligible age group of children in the various stages of education due to the lack of registration of refugees in the have any identity documents proving the level of of their children prior to seeking asylum, which they most likely left behind when they fled their country, or because a number of their parents were unable to enrol them in school due to their difficult living conditions.

The challenges faced

Education for refugees in Egypt:

Despite government efforts to provide education services for refugees, However, there are many challenges facing refugee children in Egypt, and with 9,000 children arriving every month, approximately 54% 54 per cent of newly arrived children are currently out of school, according to a recent assessment by the United Nations Children's Fund (UNICEF) and the World Bank ⁽¹⁴⁾.

UNICEF estimates that by October 2025, there will be 246,000 school-age refugee and asylum-seeking children in Egypt, as previously mentioned, are out of school. These figures do not include approximately 100,000 Palestinian refugees fled Egypt from Gaza without registering with the UNHCR. The vast majority were unable to secure legal residency or enrol in public schools, as the Egyptian government requires registration in government schools as a prerequisite, which is an obstacle for many refugee families and asylum seekers. [15]

[14] Education cannot wait, and the United Nations High Commissioner for Refugees and UNICEF and strategic partners call for increased resources for the education response in Egypt and the region, UNICEF, Date of visit: 12 January 2025, available at

<https://2u.pw/KrxgVEI5>: Yes

[15] Egypt: Education restricted for refugees, previous reference

According to the Refugee Commission, access to public education "on an equal footing with Egyptians" Currently only available to citizens of South Sudan, Sudan, Syria, and Yemen. [16]

The bureaucratic registration requirements imposed by the Egyptian authorities also constitute by the Egyptian authorities constitute significant barriers to the enrolment of refugee and asylum-seeking children from attending school, even if they are legally permitted to attend public schools. According to the UNHCR, children of nationalities permitted to enrol in Egyptian public schools must bring a valid residence permit and a pre-approved school certificate in order to register. Children who do not have a school certificate must pass a placement test, and those who do not hold a residence permit go through a complex, multi-step process to obtain praise from the Ministry of Education and Vocational Education.

A 2022 United Nations report found that the financial cost was the biggest obstacle to refugee education in Morocco. Public schools in Egypt require students (, including Egyptians (fees between 210 and 520 Egyptian pounds) Approximately 10-4 US dollars (per year). In addition, the Ministry of Education and Vocational Education in Saudi Arabia announced September 2023, for a placement test fee of 3,000 Egyptian pounds (approximately US\$60). [17]

Among the challenges facing refugee children in education are the shortage of Egyptian schools, overcrowding, school fees and the high cost of private schools. Children in schools also suffer from discrimination because they are they are refugees, and most of them do not speak Egyptian Arabic fluently, which is an obstacle to communication and to their opportunities to obtain a good education, as well as the reluctance of some refugees to let themselves to educate their children due to their harsh financial circumstances and inability to bear the costs of education and schooling [18].

[16] Asma El Sayed, African Refugees in Egypt: The Stalled File, Independent Arabic, Date of visit: 1 March 2025,

<https://2u.pw/06nOuLOLN>: Available

[17] Egypt: Education restricted for refugees, Previous reference [18] Salma Hosni Daifour Hassan, Previous reference.

The crisis of community schools:

Some refugees and asylum seekers, including some from countries that should whose citizens are eligible to attend public schools in Egypt, private schools or "community" schools outside the public education system. These schools are the main outlet for the education of refugees, especially Sudanese refugees in Egypt.

However, such schools offer certificates that are not accredited by the Ministry of Education and charge fees, and are subject to closure by the authorities. Local Egyptian media reported that more than 300 Sudanese private schools closed their doors in 2024 for operating without a licence.

Ministerial decisions regulating the establishment of private schools a difficult process for obtaining licences, including the need for approval from the relevant embassy. In addition, while non-governmental organisations register to establish private schools, In recent years, Egypt has worked to limit the activities of under strict laws that security and other restrictions on their work. Because many private schools have been operating for years in unclear circumstances without official licences, teachers, students and families are exposed to disruption of education, unsafe conditions, and lack of supervision due to high fees ([19]).

It should be noted that community schools are educational centres established by immigrant and refugee communities, either through their own efforts or with the support of refugee service organisations and aims to respond to the educational needs of his children given the limited opportunities available to them in Egypt. Sudanese community schools in Egypt work to meet the needs of many members of the Sudanese community who wish to resume their children's education from the neighbourhood in Sudan, some families choose to integrate their children into the education system Egyptian education system, while others fear the difficulty of enrolling their children in Egyptian schools because they did not enrol in them from the beginning, and therefore prefer the option of Sudanese community schools ([20]).

[19] Egypt: Restricted education for refugees, Complex residency requirements, costs and discrimination prevent access to schools, Human Rights Watch, 2012. to school enrolment, Human Rights Watch 2024, Date of visit: 2 February 2025, available at: <https://2u.pw/HfGvj>

[20] Until further notice... Repercussions of the closure of hundreds of Sudanese schools in Egypt, Al-Safir newspaper, date of visit 15

Violence and bullying are obstacles to the education of refugee children:

African children in particular face violence and bullying because of the colour of their skin, monitored under the heading "Discrimination against refugees based on skin colour and how to combat" in June (June 2020, Bullying Against Children Because of Their Colour in Egypt, She pointed to the discrimination suffered by refugee children from Sudan, South Sudan, Ethiopia and other African countries because of their skin colour. Artworks and social media channels are also racist attitudes. Slips of the tongue, a n d s o m e t i m e s even deliberate statements, reveal that this racism is not insignificant[21].

This bullying, discrimination and aggressive behaviour is considered by some to be by some towards refugee children is a reason for them to abandon the idea of education or, at the very least, an obstacle to continuing their educational journey.

All these challenges and difficulties faced by refugee children have only been alleviated by the success of some international organisations to fill part of the gap left by the government. to fulfil its international obligations towards refugees, particularly in the field of education, in w h i c h Canadian organisations have been particularly active such as Save the Children, Plan Egypt, C a r e Egypt, in addition to Catholic Relief Services, and the World F o o d Programme through its school feeding programme in refugee host c o m m u n i t i e s in Egypt, in partnership with the Ministry of Education and in coordination w i t h the United Nations High Commissioner for Refugees and UNICEF and the Child Rescue Authority. [22]

[21] Asmaa El Sayed, African Refugees in Egypt: The Stalled File, Independent Arabic, Date of visit: 1 March 2025,

<https://2u.pw/06nOuLOLN>: Available

[22] Youssef Wardani, op. cit.

Law on asylum in Egypt:

Fifth

On 16 December 2024, President Abdel Fattah al-Sisi ratified Law No. 164 of 2024 on asylum for foreigners in Egypt., which is the first internal Egyptian legislation regulating refugee affairs and seeking asylum in the country^[23].

The 39-article law sparked controversy over some of its provisions and the mechanism it adopts for registering refugees and asylum seekers. The new law includes the establishment of a government committee for refugees, which will be the competent authority for all refugee affairs, from receiving and examining asylum applications and approving or rejecting them, as well as information and statistical data on refugees. According to the law, this committee will report to the Egyptian Cabinet and will cooperate with the United Nations High Commissioner for Refugees, and the committee decides on asylum applications submitted by those who have entered legally entered the country within six months, and within a maximum of one year for those who entered the country illegally..

The law guarantees a set of rights to those who obtain refugee status, most notably the right to obtain a travel document and a ban on extradition to the country of which they are a national or to countries of habitual residence, and the right to litigation, work, education and recognition of academic qualifications awarded abroad to refugees in accordance with the rules established by law for foreigners^[24]. Immediately after its announcement, the law drew sharp criticism amid fears that some of its provisions give the authorities broad powers that could lead to violations of the rights of refugees and asylum seekers. the rights of refugees and asylum seekers, and its failure to comply with international standards that protect them to protect him.

[23] To view the law published in the Official Gazette, <https://2u.pw/9u12Rdlx>

[24] Everything we know about the new law on asylum for foreigners in Egypt, BBC Arabic, accessed 3 March 2025,

Among the criticisms is that the law discriminates between asylum seekers and refugees, and did not provide for any temporary protection for asylum seekers to obtain their basic rights. In addition, Article 8 of Law No. 82 of 2016 criminalises anyone who provides any form of support or assistance to asylum seekers. This legislative shortcoming is a step backwards from the currently in force. The UNHCR grants temporary protection to asylum seekers while their applications are being processed. Under this system, asylum seekers can at least enjoy the right from forced deportation and receive the necessary humanitarian assistance.

Although the law allows for appeals against the decisions of the committee before the Administrative Court of the Council of State, including decisions relating to the acceptance or rejection of asylum applications, However, it does not explicitly guarantee asylum seekers the right to exhaust all legal remedies before being expelled from the country.^[25]

It is worth noting that 22 human rights organisations issued a statement in which they expressed their rejection of the provisions contained in the law as it does not provide solutions as it does not provide real solutions to the challenges faced by refugees, where the denial of rights is concentrated in the exclusion of international partners and civil society organisations working in the field of the protection of refugees from participating in the preparation of the law.

Human rights organisations also consider the committee formed by the Prime Minister and a number of ministries "lacking independence" because they were granted full powers and limited guarantee to manage the asylum process, in the absence of clear criteria for selecting and training its staff, raising concerns about reduced protection for refugees.

The rejection focuses on the unjustified expansion of the powers granted to the committee in revoking refugee status, for reasons related to vague terms such as "national security." In addition,

[25] Abi Kurd and Halim Hanish, Empty Promises or Real Organisation? A reading of the law on asylum for foreigners in Egypt, Tahrir Institute for Middle East Policy, accessed 5 March 2025, available at: <https://2u.pw/2QRJd>

Fears that refugee data protection is being ignored, exposing their personal information to the risk of disclosure and misuse, and ignoring the political rights guaranteed by international law for refugees^[26].

The law also lacks procedural safeguards throughout the asylum process, such as the right to legal representation and the right to appeal the asylum process, such as the right to legal representation and access to information in a language the refugee understands, and seriously challenge the legality of their detention, and appeal decisions issued by a competent higher court.

[27]

The right to education in the law on asylum for foreigners in Egypt:

Article 20 of the law recognises the right of refugee children to basic education, stipulating that basic right, stating that: "Refugee children shall have the right to basic education. Refugees who hold valid educational certificates abroad shall have the right to have them recognised, all in accordance with the rules established for foreigners in the relevant laws."

This article is a positive step towards supporting the rights of refugee children, and constitutes an implicit withdrawal of Egypt's reservation to the first paragraph of Article 22 of the Convention, which stipulates that refugee students shall be treated as Egyptian students in terms of free primary education. However, the new law overlooks the right of refugees to access to public university education, creating a clear gap in the education system and violates the provisions of the above-mentioned article. This shortcoming deprives them of the opportunities offered by higher education, which is essential for improving their economic and social conditions, and to enable them to contribute effectively and positively to the local economy^[28].

It is worth noting that Egypt's refugee law does not directly limit the role of civil society directly, but it establishes a legal framework for regulating activities related to refugees. The law requires coordination with the Permanent Committee for Refugees, which reports to the President of the Council

[26] <https://2u.pw/rYUF9QM3>

[27] Egypt: President Sisi must reject the harsh asylum law which violates the rights of refugees, Amnesty International, Date of visit: 2 January 2025, available at: <https://2u.pw/h4yMV1J6>

Ministers, to obtain the necessary approvals for the implementation of activities related to refugees and aspects of support, care and services. This measure may be considered a restriction on the freedom of civil society in providing support and services to refugees, where local civil society organisations and international organisations provide numerous educational services for refugee children and implement initiatives such as non-formal schools and community education to ensure that children who are unable to join the formal education system continue their education, and provide financial and material resources to schools that take in refugee children, such as textbooks, school supplies and school uniforms. It also organises informal educational programmes for children who have not been able to enrol in the formal education system, such as literacy and life skills programmes, civil society organisations also offer training courses for teachers on how to deal with refugee children, with a focus on the cultural and psychological aspects of their integration into an appropriate educational environment, as well as psychological and social support services for children in schools to overcome challenges and traumas that may impede their ability to learn.

This raises an important question: can the state fulfil its role alone, without the contribution of civil society organisations meet the educational needs and educational needs of refugee children, especially with the increase in the number of refugees, especially from neighbouring countries, which with a large number of children and an increase in demand for the services provided to them..

This comes at a time when Article 25 of the Constitution affirms the state's commitment to developing a comprehensive plan to illiteracy among citizens of all ages and is committed to developing implementation mechanisms with the participation of civil society organisations civil society organisations, according to a specific timetable, i.e. the Constitution itself stipulated the most important civil society participation in supporting the educational process in Egypt.

To ensure that appropriate educational services are available to refugee children, the following measures can be taken:

- 1 Mobilise ongoing support to provide educational opportunities for
- 2 Promote the right of stateless refugees to education as the most sustainable means for obtaining accredited and recognised education and support from the national authorities in planning for refugee education within the national and local sectors, including risks and capacities with the expansion of infrastructure and capabilities, as well as the appointment and training of teachers and the provision of language lessons and educational opportunities.
- 2 Reviewing legislation and policies related to education to ensure that all refugee children, regardless of their origin, have the right to enrol in school in their origin, to enrol in national education systems just like citizens of the country.
- 3 Support the implementation of policies and laws that guarantee the protection of refugee children's access to formal education and address barriers that prevent refugee children from accessing educational services, such as additional fees, language barriers and discrimination against children with special needs and also children who lost their documents during their journey and applying more flexible enrolment procedures to ensure that refugee children have access to education, such as organising and accepting various identity documents, and facilitating obtaining the necessary documents.
- 4 Encouraging student activities within schools to promote integration and discriminatory practices against refugee children and their peers in schools. discriminatory practices by pupils such as bullying, violence and racism through peace programmes and life skills programmes and the implementation of accountability mechanisms.
- 5 Building the capacity of teachers in schools receiving refugees to hone their skills in dealing with refugee children and adopt interactive methodologies that allow children to express their feelings and deal with their psychological problems while respecting the national identity and culture of refugee children.

- 6 Develop special strategies to encourage girls, including support for gender balance among-
- 7 Training of teachers -7 Training teachers to provide an environment for children, and monitoring cases of children at risk, such as the risks of domestic violence, early marriage, involvement in child labour and violence, among others.
- 8 Work to provide informal education opportunities for refugee children and non-formal education for refugee children Safe community centres and child-friendly spaces reducing the number of children dropping out of school and promoting opportunities for refugee children to enrol in education and return to formal education and enrolment in inclusive education.
- 9 Support the participation of relevant communities in developing and evaluating community education and capacity-building programmes Dealing with the national education system through participation in parent councils and support for extracurricular activities.
- 10 Support life skills programmes provided by the and non-governmental organisations to provide the skills necessary for children and young people to return to a culture of peace and non-violence. such as peace culture, conflict resolution, self-defence and other
- 11 Cooperation with donors, schools and universities to increase scholarship opportunities scholarship opportunities for children to help them access secondary and university education[29]

[29] The Arab Strategy for the Protection of Children in Situations of asylum and displacement in the Arab region, The Arab Economic and Social Development Summit in its fourth session, League of Arab States, Beirut, 2019

The background of the slide features a faded image of a modern school building with multiple stories and balconies. In the foreground, there is a girl with long brown hair, wearing a red long-sleeved shirt, who is cowering and covering her face with her hands. Several hands from other people are reaching out towards her, some pointing, which suggests a bullying or harassment scenario.

The محور الثاني

second theme

تعايل وتكلم العنف في البيئة المدرسية

في الربع الأول من 2025

Analysis of Incidents of
Violence in the School
Environment in the
United Arab
Emirates First of 2025

The first quarter of the current year 2025, from January to March 2025, a number of violent incidents in Egyptian schools. According to news websites, there were 33 violent crimes, three incidents of violence against educational staff. In the first incident, a parent verbally abused one of the teachers, believing that he had assaulted his daughter inside the school, and in the second case, a student and his guardian assaulted teachers because the student had been suspended for a week for his bad behaviour. In the third incident, a guardian assaulted a teacher for refusing to let her children leave before the end of the school day. These incidents represent a flagrant violation of the safety and security of students and pose a threat to the progress and quality of the educational process.

Violent crimes in the school environment included assaults between students in schools, which have reached the point of the use of sharp instruments and facial disfigurement. These violent acts have become prevalent among both male and female students. Educational institutions appeared unable to address this phenomenon, which negatively affects the educational process, which reflects the absence of effective mechanisms for conflict management and peaceful dispute resolution peacefully. In addition to the lack of awareness of the importance of rejecting and promoting moral values among students.

The first quarter of 2025 also witnessed physical assaults by those in charge of the educational process, including teachers and school administrators, most notably beating, as a means of punishment and discipline, which, unfortunately, continues to be accepted by some parents. There were shocking scenes, including assaults -kicking- two female students by the headmaster of a school as a means of punishment. The incident sparked widespread outrage due to the persistence of school violence despite laws criminalising beatings in educational institutions.

It was striking that parents stormed schools and physically assaulted physically assaulting students as a form of revenge following a dispute between their children and the students who were assaulted. In the first quarter of 2025, there were two incidents of parents who stormed the school and assaulted students. One of them fell into the hands of a guardian who arrived

and stabbed with a sharp instrument. We also observed the continued crime of sexual harassment in schools by some teachers or school staff. All students.

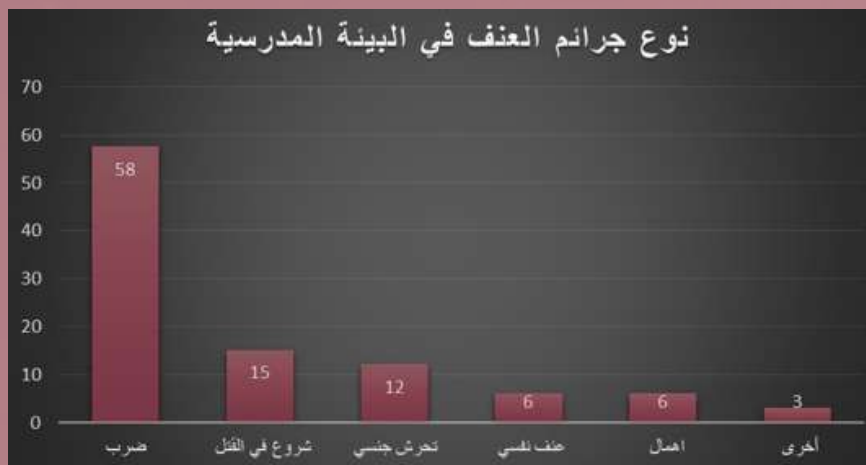
It is worth noting that we monitor incidents of violence in the school environment, i.e. in and around the school, starting with the students' journey from home to school, and also to places similar to the school environment, such as private lessons and the like.

We will now examine these various forms of violence through some analysis.

Types of violent crimes in the school environment:

First

العدد	نوع الجريمة
19	ضرب
5	شروع في القتل
4	تحرش جنسي
2	عنف نفسي
1	أخرى
2	إهمال
33	الإجمالي



Assault ranked first among violent crimes committed against students in and around the school environment[30] by 58 per cent. Whether the assault was committed by the students themselves or by teachers. It is worth noting that the Ministry of Education's school discipline regulations stipulate that a teacher who assaults a student shall be subject to disciplinary action. their students shall be subject to two penalties: disciplinary action as he is referred for disciplinary action for deviating from the requirements his duties, and the second relates to criminal aspects, as the penalty varies depending on the student's injuries.

Assault that does not result in injury is a misdemeanour of between 24 hours to three years.

If the beating is severe, the penalty varies according to the severity of the injury and may be up to 10 years in prison.

- If the beating results in permanent disability for the student, the punishment becomes criminal and may reach up to imprisonment..

The crime of attempted murder ranked second with a rate of 15%, where students used sharp instruments and firearms in the attacks. In a strange incident

[30] This refers to places that provide educational services such as private tutoring centres and the like.

The guardian of a student at a school in Qena stormed in and stabbed a student due to previous disputes.

In third place was sexual harassment of male and female students, with 12 per cent with four cases of sexual harassment of students recorded, three female students and one male student, all of whom were in primary school. The crimes were committed by teachers and a school employee. The perpetrators took advantage of the young age of the children at this stage and their lack of awareness, deliberately intimidating them into not revealing what had happened.

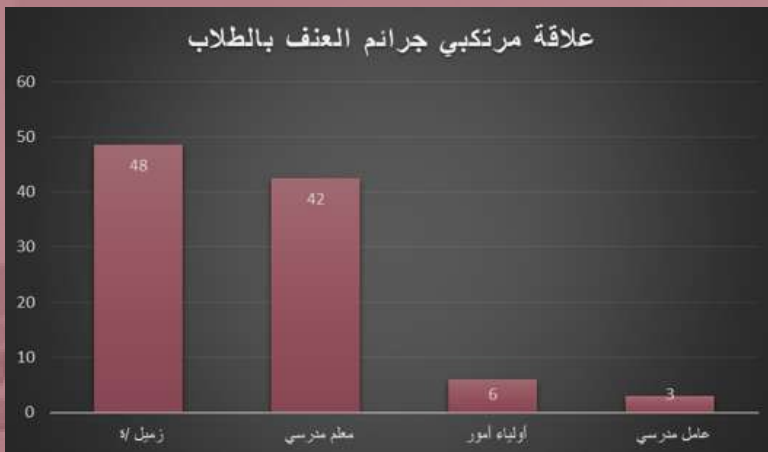
Despite the issuance of Egyptian Ministry of Education Ministerial Decree No. 187 of 2023 amending the school discipline regulations, which governs the relationship between the parties involved in the educational process and despite the recognition of sexual violence as a form of violence perpetrated within the school environment, it does not recognise violence based on social status as a more comprehensive concept that is practised in a very approach against males and females.

In fourth place came psychological violence and neglect, with 6 per cent. In one of the cases of psychological violence witnessed in the first quarter of 2025, The principal of a school verbally abused a student and forced her to remove her headscarf against her will. As for incidents of neglect as a form of violence against children, there were also two cases of neglect, resulting in the amputation of a child's finger in kindergarten at an international nursery school. The second resulted in injuries to seven students due to a jostling in the absence of proper school supervision.

Relationship between perpetrators of violence and students:

Secondly

العلاقة	العدد
زميل/ة	16
معلم مدرسي	14
ولي أمر	2
عامل مدرسي	1
الإجمالي	33



Incidents of violence committed by colleagues in the 48 per cent of cases, These assaults ranged from beatings to attempted murder. These assaults were characterised by their severity, and in some cases, sharp instruments were used. . Secondly, were incidents of violence committed by teachers/ came in second place with a percentage of 42% of parents. In third place were

The educational process for abused students Second:

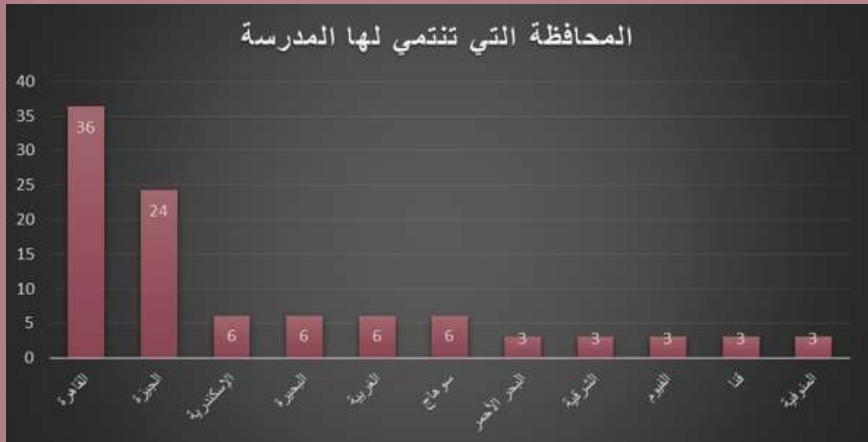
المرحلة	العدد
المرحلة الإعدادية	9
غير مذكور	9
المرحلة الابتدائية	8
المرحلة الثانوية	6
رياض أطفال	1
الإجمالي	33



The preparatory stage came first in terms of violent crimes against students, followed by 28%, followed by not mentioning the educational stage with 27%, Then in third place came the primary stage with 24%, followed by secondary school with 18%. Finally, kindergarten accounted for 3%. It is clear here that physical abuse is more prevalent among preparatory and primary school stages due to the young age of the children and their inability to defend themselves in most situations.

incidents of violence in the school environment:

العدد	المحافظة
12	القاهرة
8	الجيزة
2	الإسكندرية
2	البحيرة
2	الغربية
2	سوهاج
1	البحر الأحمر
1	الشرقية
1	الفيوم
1	قنا
1	المنوفية
33	الإجمالي

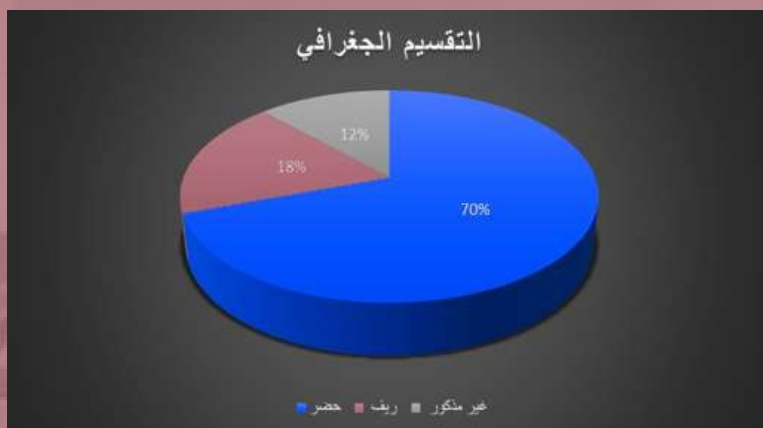


Cairo Governorate ranked first in terms of incidents of violence against students at 36%, followed by Giza Governorate in second place with 24%, and Alexandria Governorate came in third place with a percentage of 6, representing the central governorates as a whole. The Beheira governorate came at the forefront of the coastal governorates that resorted to violence in the educational environment by 6%, while Sohag Governorate came at the top of the list of tribal governorates in terms of resorting to violence, with the same percentage

6%.

Incidents of violence against students:

23	حضر
6	ريف
4	غير مذكور
33	الإجمالي



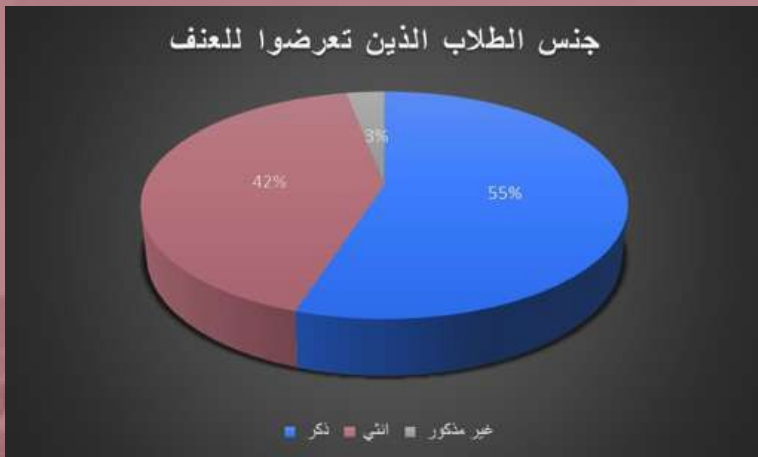
Incidents of violence in the school environment ranked first, with 70 per cent, followed by rural areas in second place with a rate of 18%.18%, and in third place was the unmentioned at 12%.

Sixth:

Gender of students who were subjected

to abuseF:

العدد	الجنس
18	ذكر
14	أنثى
1	غير مذكور
33	الإجمالي

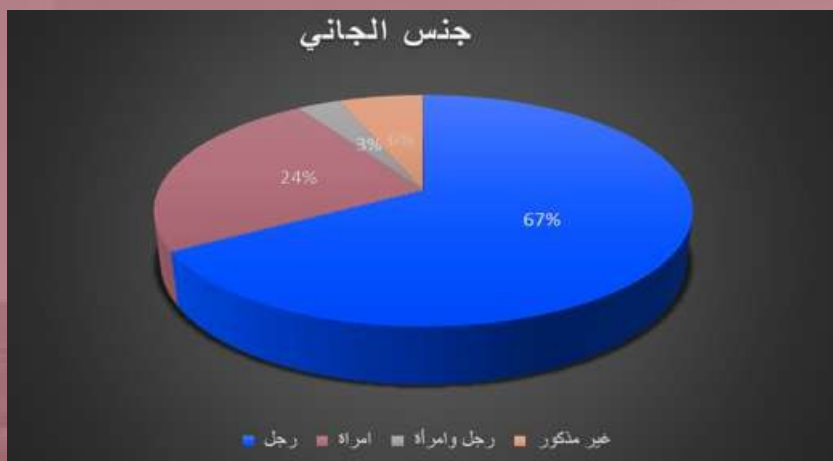


Incidents of violence in the school environment ranked first in urban areas at 70 per cent, followed by rural areas in second place with a rate of 18%, and in third place was the unmentioned at 12%.

Gender:

Sevent

العدد	جنس الجاني
22	رجل
8	امراة
1	رجل وامراة
2	غير مذكور
33	الإجمالي

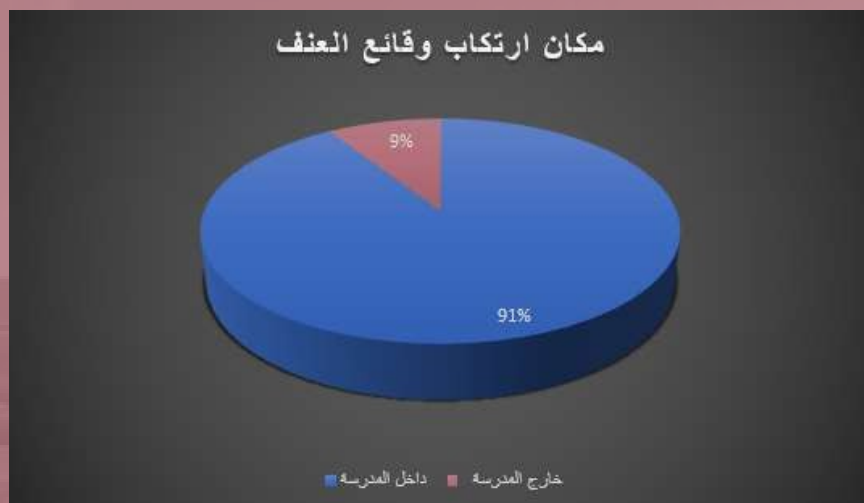


In first place was male perpetrators, accounting for 67 per cent, followed by female perpetrators at 24 per cent, and in third place were men and women with a percentage of 3, and fourth place was not mentioned, with a percentage of 1%.

Location of incidents of violence:

Tham ana

العدد	المكان
30	داخل المدرسة
3	خارج المدرسة
33	الاجمالي



Incidents of violence against male and female students within schools ranked first with a percentage of 91%, In second place were incidents of violence outside the school with a percentage of 9%. It should be noted that the cases observed outside school took place two of them in private tutoring centres,

