



**Violence inside schools is everyone's responsibility**

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FDHRD

AugustQ 2022



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**Dialogue Forum for Development and Human Rights**

**Non-partisan organization – No. 6337 of 2005 – Non-partisan**

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## Introduction

The phenomenon of violence in society in general, and violence in school in particular, is one of the most important phenomena that require the attention of government and civil society institutions on the one hand, and the family on the other.

The phenomenon of school violence is one of the biggest and even the most serious problems facing the educational process and society in general, and the practice of violent behaviors in schools is a natural consequence of violence in society.

Students spend most of the day inside schools, which helps in shaping their feelings and their personal, psychological and social formation, so the school environment must be safe so as to help the proper upbringing of students and create a generation of students capable of innovation and creativity, a generation that appreciates the value of dialogue to solve problems without resorting to violence and acts of violence and entering into endless circles of violence.

It is noticeable in recent times the spread of violence within schools in a way that is dangerous whether it is violence between students each other or by teachers in the face of students or by students in the face of teachers and it is a phenomenon in which several parties intervene starting from poor upbringing within the family and upbringing and the social environment in which the student grew up and the methods of violence followed by parents in solving the simplest problems and the surrounding environment of bad colleagues and the shortcomings in the educational process in teaching the student methods of dialogue and non-resort to violence and the lack of supervision by the family and school in addition to the effectiveness of the media in the development of this phenomenon through what it provides of an interesting embodiment of violent behaviors in Egyptian society, students have developed the desire to simulate this behavior, and thus the school community has become a theater where not only violent behaviors are practiced, but in which individuals learn patterns of this behavior

Through this report, we address this dangerous phenomenon that affects the entire educational process and even affects the building of generations and the building of society through several axes.

### **Definition of school violence**



## **Types of violence within schools**

### **Causes of violence in schools**

### **The impact of violence in schools**

### **Monitoring of a number of cases in which violence has been used within schools**

### **School violence according to Egyptian laws and international conventions**

### **Solutions & Recommendations**

#### **Definition of school violence**

Conduct or act of a party that may be an individual or group that causes physical, moral and psychological damage and is done by the tongue, body or instrument. Violence is evidence of imbalance, whether it results from excitement, provocation, haste or weak strength of argument... It is an abnormal reaction that has severe physical and psychological consequences for the abusive...

School violence is a manifestation of violence and one of its many forms, which are psychological, physical or physical practices practiced by one of the parties to the educational system and lead to harm to the learner, the teacher or the school itself. If we want to scrutinize further, we can define school violence as: "**The sum total of hostile and socially unacceptable behaviors that would adversely affect the general order of the school whether practiced inside or outside the campus of the educational institution.**"

#### **Types of violence within schools**

Violence is a phenomenon of branching causes of various manifestations and the most prominent of its forms: - Violence with oneself by the tendency to the conditions of deviation (smoking, drugs..) - Violence towards the other (student, teacher, ..) - Violence towards the surroundings and equipment (graffiti and tables, breaking tables, chairs, blackboards, toilets..)

#### **Verbal violence:**

It is in its entirety linguistic violence, in which there is a departure from the laws and the normal language of use, and it is divided into a category in which there is a



sexual innuendo and a category in which there is a religious insult. These are phenomena that sociology has explained as the loss of social consciousness and the weakening of the educational role in light of the changing image of role models, and psychology has explained them as repression.

### **Non-verbal violence:**

- By insulting others, mocking them, ridiculing them, neglecting, discriminating and discriminating others... It also includes kinetic violence through inappropriate movements.
- Intimidation and inclination to violent groups.
- Sometimes violence is from some members of the educational family. (Mocking the weakness of the pupil .. adopting the comparison of ridicule .. threatening to fail ... Notify the student of permanent failure..) .
- Insulting, humiliating, ridiculing the disciple in front of comrades, calling him harmful qualities.
- Distraction and hatred for the school and the teacher.
- Political, ideological and ideological violence.

### **Embodied violence:**

Embodied violence is any writing or drawing that contains sexual or racial overtones, committed by pupils on the walls of the school, inside the toilets or on the covers of their books and notebooks. These are means directed either at their colleagues who are considered their "enemies" or at their professors and teachers, and these writings and cartoons usually include threats amounting to "revenge", defamation and incitement against pupils and teachers,

### **organized violence:**

It is a new type of violence championed by a number of students organized in the form of a group usually led by a student characterized by an aggressive tendency, and this group terrorizes the rest of the students, blackmails them, forces them to pay some money, give up their clothes, seize their mobile phones, and rob them of valuables. These organized groups usually deal with people from outside the school environment who have known their criminal record to increase pressure on fellow pupils to comply with their requests.

### **Sexual violence:**



Relations between pupils within the school space have overlapped to the point of continuing to coexist with each other outside the school framework such as cinema halls, games halls, cafes, public spaces and playgrounds. Due to the nature of the age stage, this coexistence has generated new behaviors that have often led to social tragedies such as rape and pregnancy, which psychologists and sociologists consider a new type of school violence that they have classified as sexual violence. This type of violence has taken many forms, such as profanity, touching, assault on sensitive places in the body, and even forced kissing (sexual harassment), and this type can develop into rape in some cases.

### **Communication violence:**

The spread of means of communication among pupils, including mobile phones and laptops, and the involvement of thousands of them in social media spaces, contributed to the emergence of a new type of violence that has become widely circulated among them, such as sending threatening messages through mobile phones or creating pages on Facebook networks to incite a colleague, discredit a teacher, and even publish obscene images, threats and spread terror.

### **Self-violence:**

It manifests itself in the tendency to isolation, excessive depression, the feeling of its owner to be ostracized, and sometimes the extremes with oneself reach the point of suicide when one feels that one's life is in vain. This is because of poor framing, the absence of a culture of dialogue and the fact that success in life is more important than success in studying. Today it is one of the most dangerous types of violence leading to suicide.

### **Causes of violence in schools**

#### **1. Societal reasons**

- Failure to achieve the principle of justice and equality in society results in a lack of reassurance as the individual feels subject to oppression.
- Exposure to violence results in oblique violence
- The general culture of a society that considers violence a habitual thing

#### **2. Family reasons**



- Divorce of parents or absence of one of them , which constitutes for the student loss of security
- The cruelty of parents in the treatment of their children and the resort to corporal punishment in raising them
- Distinguishing parents in their dealings with children
- Low cultural level of the family
- Ongoing family disputes

### **3. psychological reasons**

- Lack of awareness of the importance of resorting to a psychiatrist in case of psychological trauma to receive the necessary psychological support
- The student does not benefit from his free time and uses it in harmful things
- The deprivation that the student lives as a result of not meeting his psychological and material needs
- Exposure to violence
- Lack of self-control when angry and absence of self-control culture
- The teacher's lack of knowledge of the rules of proper growth and the needs and potential of students, the high threshold of frustration of the teacher, the existence of a wrong perception of the abilities and potential of his students, which makes him interpret their opposition to his orders as a sign of rejection, to which he responds with aggression. In addition, there is frustration in the teacher's biography or exposure in childhood to some form of violence or to witnessing violence in his family atmosphere. The experience of violence is a founding factor for the continuation of this cycle in adulthood.

## **The impact of this violence on schools**

### **1. Health effect**

The health damage caused by school violence includes some visible damage that may be mild and may be serious and influential, examples of which are bruises and fractures caused by beatings or the use of weapons, while invisible damage occurs at the level of the student's mental health, such as: depression, anxiety, fear, and many other mental disorders, and it is indicated that school violence may push the student to behaviors harmful to his health, such as: Drug use, or a tendency to commit suicide



## **2. Prisoner Effect**

School violence leads to many damages that may occur at the level of the family of the abusive student, as the family will be responsible for fixing the mistake made by the student whether it is by paying money or going to the courts or otherwise, and the family will need to make a great effort and time in order to try to modify the behavior of their son from which violent behaviors are emerging, and the damage that may occur to the family is also to be criticized by the surrounding community and friends, and the discussion The acute between the family and the abused son may lead to problems and conflicts within the family, threatening its stability.

## **3. Social impact**

The social damage that may occur due to school violence ensures the student's inability to form social or emotional relationships with others normally, his ability to enjoy positive emotions, aversion to physical and emotional closeness, abused students at school also show violent reactions when calmed, grabbed or embraced, and it is difficult to predict their behavior, in addition to any attempt to change their daily routine leads to the emergence of rejectionist behaviors that may be violent due to their desire to control. With their environment and making their own decisions

**Monitoring of a number of cases in which violence has been used within schools**

**A student proceeds to kill his colleague in Nasr City**



Abbas Al-Akkad Experimental school in Nasr City witnessed an unfortunate incident after a student in the sixth grade of primary school assaulted a colleague with a white weapon inside the school yard, causing him a permanent disability that is impossible to return again as it was.

The facts date back to November 2021 when the student Nouredine Ahmed Samir was injured by a laceration of the tendons of the hand and a cut in the nerves of the hand after being assaulted with a white weapon inside the school yard, by another student named Mahmoud inside the Abbas Al-Akkad Experimental School.

A quarrel had broken out between the injured student and his colleague due to previous disagreements between them, and he had been harassed more than once, so his colleague decided to take revenge after provoking him, so he assaulted him with a knife that he hid between the folds of his school clothes to fall drowning in his blood in the courtyard of their experimental school in Abbas al-Akkad, Nasr City branch.

### **Student killed by colleague on 6 October**

Inside the school of the 11th district in 6th of October City, the child Yasser al-Meleiji in the sixth grade was killed by his colleague after a fight broke out between them on the front seat inside the classroom, so he took a number of fatal blows to him in the neck area that killed his colleague,

The incident dates back to October 2021, where the mother of the victim reported: "On the day of the crime she delivered her son to school and about half an hour after she left him a call came to her from the school stating that her child was taken to a hospital because of a landing, and when she went to the hospital she saw her son covered face and prepared to be placed in the refrigerator of the dead where a quarrel broke out between the child Yasser and another child because of sitting in the first seat of the class, and the quarrel intensified so that the accused child paid a number of blows to the child Yasser in the neck area resulting in a broken neck and died instantly.

His student's father pointed out that at that time there was no teacher inside the classroom so the problem intensified.

### **Death of a student at the Mitt Alwan Preparatory School in Kafr al-Sheikh**



Mohamed Helmy Shehata, a 14-year-old student at Mitt Alwan Preparatory School of Agriculture, died after being taken to hospital with fainting and loss of consciousness as he suffers from an enlarged brain and a complete coma, as a result of his head hitting the ground.

The student had died of his last breath inside the intensive care of Kafr al-Sheikh General Hospital, from fainting inside the classroom after three students assaulted him, during the school day, because of his priority to sit on the front seat

### **Student Mahmoud Abd El , Rahman Mohamed Al , Sayed**

In August 2022, inside the examination committee, Mahmoud Abdulrahman Mohammed Al-Sayed, a 15-year-old student in the first grade of the general secondary school at Sadat Military High School (Services), suffered internal bleeding in the brain and cardiac arrest, and the injured student was resuscitated inside the hospital. After being assaulted by his colleague inside the examination committee after he was kicked in the neck and injured him.

### **A fight broke out inside one of the international schools in the Fifth Settlement**

The facts date back to March 2022, when a quarrel broke out inside the Modern Schools School in Egypt in the Fifth Settlement, a quarrel was between students of the first and second secondary grades as a result of buying food from the school's "canteen" because of the delay of 3 students in purchasing. The Directorate reported that during the time allotted for the break a number of students quarreled over the priority of purchasing from the cafeteria,

Social media users had circulated a number of videos of a violent altercation between students and teachers, and the school administration completely losing control of the situation, until the police forces came and were able to end it.

### **3 students were injured in Abu Tisht school in Qena**

The facts date back to May 7, 2022 inside Al-Sanaya Secondary School in Abuchet, Qena Governorate, during the break between exams, a number of students quarreled over



the priority of buying from the cafeteria using white weapons, resulting in the injury of 3 students, namely "Issa A.A.M.", "Mahmoud.a.", "Mustafa A.A.M.", and against the background of the incident, some parents broke into the school, and assaulted the parties to the quarrel. This caused damage to the school and injured the students in a state of terror and panic.. and the security forces were able to control the quarrel Arrest the accused and refer them to the public prosecution for investigation.

### **Students at Omar bin al-Khattab preparatory school in the Hasawiya area of Qena city were injured.**

The facts date back to May 16, 2022, when two students were injured in a fight at Omar Bin Al-Khattab Preparatory School in the Hasawiya area of Qena. Ziad Rifai Abdel Radi, 14, with scratches and abrasions, and Khaled Mahmoud Mustafa, 14, with a cut wound to the scalp, inside a committee for preparatory certificate exams at Omar Bin Al-Khattab Preparatory School in the Hasawiya area of Qena.

### **A student at the martyr Mohamed Magdy school was injured in Shubra**

The school «Martyr Mohammed Magdy», in the neighborhood of West Shubra al-Khaimah, witnessed the infiltration of one of the people to the school and quarreled with a student and assaulted him with a sharp machine, which resulted in serious injuries, after which he was transferred to the hospital, and it was found that there were differences between the victim and one of his colleagues who used the accused to take revenge on him.

The investigation revealed that the victim had previously quarreled with one of his classmates and the latter had hired a person from outside the school to avenge him, as the accused infiltrated into the school and beat the victim with a sharp instrument and seriously injured him, after which he was taken to hospital.

The Directorate of Education in Qalyubia decided to form a committee from the West Shubra al-Khaimah Department and Legal Affairs in the Directorate to investigate the incident, clarify its circumstances, identify the cause of the infiltration of the accused into the school and quarrel inside it, review the security measures at the school gates, apply the decisions to prevent the entry of anyone during the school day and refer the defaulters for investigation.



### **A student at the Martyr Ihab Morsi Experimental School was injured in Al-Firdous Residences, 6th of October City**

Ali had left his home for the Martyr Ihab Morsi Experimental School in Masaken al-Firdous, in 6 October City to get the final review in preparation for the first semester exam, without knowing what fate had in store for him, where a verbal altercation took place between the second-grade high school student and a number of boys a few meters from the school door.

The verbal altercation soon developed into a brawl in which one of the boys drew a white weapon "folded" from the folds of his clothes to stabbed the student in the neck, which almost slaughtered him, and they escaped, leaving Ali bleeding, so that the parents gathered around him and took him to the hospital.

The parents rushed the student to October Hospital, and first aid was done, in the hospital's emergency, and then transferred to Sheikh Zayed General Hospital to undergo surgery to deepen the stab wound.

### **The incident of Mrs. Rukia Commercial High School in Kotsika**

During the students' exit from the exam in May 2022, the student (H.M.) assaulted her fellow student (H.A.) with a sharp machine Kater due to previous disagreements between them and when one of the school administrators tried to intervene to break up the quarrel, the aggressor student assaulted him with a cut in the tendon of the hand and he was taken to the hospital to help him and the abused student

This was demonstrated by the circulation by the pioneers of the social networking site of a video of no more than 20 seconds of a video that monitors a fight with white weapons between one of the girls inside the courtyard of the Sayyida Rukia school in the Kotsika area of the Maadi police station south of Cairo.

### **Attack on a student at Al-Qarada Primary School in Kafr al-Sheikh**

An English teacher at Sidi Ghazi Commercial Joint School accepted the assault on a student at the Qarada Elementary School in Kafr el-Sheikh in the sixth grade with a sharp machine, due to a fight with her nephew.



It turned out that the lab came to the school after learning of a fight in which her nephew was injured, to try to attack the student with whom he clashed, injuring another student Qadri Ramadan Abdul Nabi who tried to intervene to calm the situation.

### **A student was injured in Omar Ibn Al-Khattab school in Dakahlia Governorate**

On Sunday, October 10, 2021, Omar Bin Al-Khattab Primary School, affiliated to the Aga Center in Dakahlia Governorate, witnessed a tragic incident, in which a student assaulted his classmate in the fourth grade using a "mousse", resulting in the victim suffering a cut wound to the face that necessitated sewing him with 14 stitches in the face.

The prosecution investigated the incident after receiving a complaint from the victim's mother, and decided to place the student who committed the incident in a nursing home for four days.

### **Violence in schools from a human rights perspective**

When violence takes place inside schools, it results in a range of violations of the law as well as international conventions on human rights, which are represented in the right to life, the right to personal security and the integrity of the body. The Egyptian Constitution has recognized the right to life as well as the protection of the child from all forms of violence.

With regard to the right to personal security, Article (59) of the Egyptian Constitution stipulates that a safe life is the right of every human being, and the state is obliged to provide security and tranquility to its citizens, and to every resident on its territory. This is stipulated in the following articles in international human rights conventions:

- Article 3 of the Universal Declaration of Human Rights.
- Article 7 of the Convention on Civil and Political Rights.
- Article 4 of the African Charter on Human Rights.
- Article 9 of the Arab Charter on Human Rights.
- Article 2 of the Declaration of Human Rights in Islam.



With regard to the protection of the child, article 80 of the Egyptian Constitution stipulates that the State shall be obliged to care for the child and protect him from all forms of violence, abuse, ill-treatment and sexual and commercial exploitation.

This article corresponds to the following articles with international human rights conventions:

- Article 25 of the Universal Declaration of Human Rights.
- Article 11 of the Convention on Economic, Social and Cultural Rights.
- Article 18 and 24 of the African Charter on Human Rights.
- Article 38 of the Arab Charter on Human Rights.
- Article 17 of the Declaration on Human Rights in Islam.

In furtherance of these principles, the International Convention on the Rights of the Child in 1990 and the International Convention on the Rights of Persons with Disabilities in 2006 have been promulgated.

The National Strategy for Human Rights identified the strengths and opportunities granted by the Egyptian Constitution and legislation to preserve the right to life and physical integrity, where the strategy referred to a number of points contained in the laws and the Constitution as follows:

- 1– The Constitution states that a safe life is the right of every human being.**
- 2– The Constitution guarantees the inviolability and integrity of the body and criminalizes assault, mutilation or mutilation, stipulating that torture in all its forms and forms is a crime that does not fall within the statute of limitations.**
- 3– The Constitution guarantees the protection of the child from all forms of violence, ill-treatment and sexual exploitation.**
- 4– There are a number of laws that guarantee and promote the right to life, inviolability and integrity of the body, including the Penal Code, the Law on the Regulation of Human Organ Transplantation, and the Law on Combating Human Trafficking.**



The right to life in international conventions: The International Bill has enshrined the right to life in several UN documents: the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the Second Optional Protocol thereto, and the following statement in the following

: - In the Universal Declaration of Human Rights of the United Nations General Assembly in 1948: After the first article of this Declaration states that all human beings are born free and equal in dignity and rights, article III of the Declaration of Human Rights has established the right to the right to life. In life, it stipulates that: "Everyone has the right to life, liberty and physical integrity of the person." International humanitarian law also protects the right of the individual not to be arbitrarily deprived of life. Article 3 common to the four Geneva Conventions prohibits "at all times and places ... Attacks on life and physical integrity, in particular murder in all its forms" against persons who are not actively involved in an armed conflict of an international character. - In the International Covenant on Civil and Political Rights of 1966 and article VI thereof, the right to life was established by stipulating in the first paragraph that: "The right to life is inherent to every human being, and that national law shall protect this right, and no one shall be arbitrarily deprived of his life." - In the International Covenant on Civil and Political Rights of 1966 and article VI thereof, the right to life was established by stipulating in the first paragraph that: "The right to life is inherent to every human being, and that national law shall protect this right, and no one shall be arbitrarily deprived of his life."

With regard to the prevention of chastity within schools, **Decree No. 234 of 2014** was issued on **May 20** and published in the Egyptian newspaper **Al-Aqeel** on **Monday** to repeal Ministerial Decrees Nos. **86 of 1971, 515 of 1998 and 591 of 1998** on the evaluation of students' behavior and the prevention of violence in schools.

**The regulation stipulates that students and parents should be informed of the school's instructions and regulations, respect the personality of students, pay attention to their opinions and participation in the educational process, satisfy**



**their requirements and needs, and adhere to neutrality and impartiality to a particular student or category of students.**

**The regulation strictly prohibits the imposition of any corporal punishment on students, the utterance of profanity or indecent assault on students, or the exposure of them to any form of abuse.**

**The regulation obliges students to adhere to school uniforms, bring books and tools, participate in the morning queue, enter and exit the classroom after asking the teacher's permission, not to use the mobile phone inside the classroom during classes or activities, and is used only in breaks, tampering with school property, or writing on their walls and furniture, and prohibits the use of fireworks, quarrels and threats to others, forgery of a guardian's signature, and profanity.**

**The regulation provides for the formation of a committee to apply the rules of conduct discipline from the school principal, the undersecretary for student affairs, a member of the board of trustees, parents and teachers, the oldest social workers, and two members of the school board of directors, and the leader of the class whose problem is presented to the committee joins it.**

**The committee is responsible for studying, analyzing and investigating the causes of problems that may hinder the proper functioning of the educational process with the development of preventive programs for these problems, taking preventive measures to prevent any harm to students, following up the performance of the application of self-assessment performance within the school, motivating students who are committed to the school system, supporting them by granting them certificates of appreciation, or involving them in free trips, and announcing their names on the honor board, or school radio.**



**The penalty for the violation begins with warning and correcting the behavior through the specialist, to summoning the guardian and orally pledging not to repeat his son's uncontrolled behavior, to temporarily depriving him of trips, repairing what the student has corrupted and bringing a replacement, withdrawing the phone from the student and returning it at the end of the school day, up to the class of 7 days, then transferring the student to the home system, ending with referral to the investigation.**

As well as the decision of the Minister of Education No. 519 of 1998 / on the prevention of violence in schools

The Minister of Education after reviewing the Law on the System of Civil Servants in the State promulgated by Law No. 47 of 1978; the Law on the Local System of Government (Local Administration) promulgated by Law No. 43 of 1979; the Education Law promulgated by Law No. 139 of 1981; the Decree of the President of the Republic No. 523 of 1981 establishing the Supreme Council for Pre-University Education; the Ministerial Decision No. 515 of 10/9/1998 on the Evaluation of Student Behavior; and the approval of the Supreme Council For pre-university education in its session held on 16/11/1998; and to preserve the sanctity of the educational institution;

Article 1 decided that it is absolutely forbidden in all schools of pre-university education, including schools of special education, to physically harm a student by beating in any way or by any means, and to direct students and follow up their performance and activity to the use of pedagogical methods that ensure the formation of the student, prepare him and provide him with the appropriate amount of values. Article 2 Any student who proves to have assaulted any of the teachers or supervisory bodies of all schools referred to in the previous article shall be punished by final dismissal. Article 3 The directors of directorates, educational departments, principals and principals of schools shall be fully responsible for following up the implementation of this resolution and taking the necessary action thereon. Article 4 Anyone who violates the provisions of the preceding articles in accordance with the rules governing the disciplinary responsibility of employees of the State shall be held accountable for disciplinary action. Article 5 All concerned agencies shall



implement this decision, which shall enter into force from the date of its publication in the Egyptian Chronicle.

### **Conclusion and recommendations**

There are several measures to be taken to reduce school violence, including:



- Include the curriculum on human rights education , to educate students about their rights and the rights of others.
- Activating the role of the library within the school so that children can practice reading during their free time and between classes.
- Take into account all students' complaints and not underestimate any situation.
- Train teachers, students and the community to identify and eliminate cases of sexual violence. Equal treatment between boys and girls, enhancing girls' self-confidence and self-reliance.
- Equal treatment between boys and girls, enhancing girls' self-confidence and self-reliance.
- Follow the style of encouragement and support by expressing feelings, using gestures and rewarding outstanding students in front of their peers.
- Follow mentoring methods that focus on student behavior and outcomes, not on the student's person.
- Work to provide the right study atmosphere for them.
- **Qualifying the educational staff, and developing their pedagogical skills**
- **Modify the curriculum, and prepare it for assimilation.**



- **Provide a specialist and a social worker in each school and activate their role to get rid of students' own problems.**
- **Amend the educational law, or introduce a clause in it that requires the criminalization of violence in all its forms on campus.**
- **Good selection of school principals as a direct supervisor of the educational process without hindrance.**
- **The existence of central control that supervises the conduct of the educational process away from violence.**