

**Arab Republic of Egypt**  
**Ministry of Environment**

**Greater Cairo Air Pollution Management and Climate Change Project**  
**(P172548)**

**Technical Implementation Unit (TIU)**  
**Component 1: Enhancing the Air Quality Management (AQM) & Response**  
**System**

**TERMS OF REFERENCE**  
**FOR**  
**DEVELOPING ENVIRONMENTAL & SUSTAINABILITY EDUCATION**  
**MATERIAL FOR UNIVERSITY UNDERGRADUATE STUDENTS**

**May 2025**

## I. Background

As part of the “Sustainable Development Strategy (SDS): Egypt Vision 2030”,<sup>1</sup> the country committed to halving its fine particulate matter (PM<sub>2.5</sub>) air pollution by 2030. Significant improvements have been made towards that goal in recent years. In fact, Cairo’s PM<sub>10</sub> concentration fell by about 25 percent over the past decade. Despite these improvements, the city’s pollution levels are still several times the WHO recommended concentrations and higher than national guidelines and these high levels are taking their toll on the health and quality of life of the population, in particular poor people. Subsequently, the Greater Cairo (GC) Cost of Environmental Degradation (COED) attributed to air pollution is by far the highest in the country, with a mean estimate equivalent to 1.35 percent of national GDP in 2017. Conversely, the GC COED attributed to waste (net of air pollution damages, via the burning of waste) is half the air pollution’s COED and results in a mean estimate equivalent to 0.68 percent of national GDP in 2017 which includes the opportunity losses from composting, recycling, methane capture, etc.<sup>[OBJ]</sup> Moreover, recent studies on the COVID-19 show that there is an increased likelihood of contracting the disease with high levels of ambient pollutants.<sup>2</sup>

Climate change models project Egypt’s mean annual temperature to increase between 2 °C and 3 °C by 2050 and an increase in the duration of long-lasting heatwaves. Hot sandstorms known as khamsin blow millions of tons of grit from the Sahara to the North African coast and increases in local temperatures of up to 20 °C are projected to increase in frequency and intensity. By 2050 the intensity and seasonality of heavy rains, as well as the probability of droughts will increase. Long-lasting heatwaves likely will increase in duration of between 9 to 77 days by 2085. The GC area is vulnerable to all of these, as well as to river and urban flooding, water scarcity and wildfires. The impacts are severe, particularly for public health and agriculture. Climate change will put additional pressures on citizens’ health, in the form of increases in the prevalence and severity of cardiopulmonary conditions through heat and sandstorms, potential increases in vector-borne diseases, through decreased nutrition and food security and reduced

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<sup>1</sup><http://www.cabinet.gov.eg/English/GovernmentStrategy/Pages/Egypt%E2%80%99sVision2030.aspx> and <https://www.greengrowthknowledge.org/sites/default/files/downloads/policy-database/Egypt%20Vision%202030%20%28English%29.pdf>.

<sup>2</sup> Larsen, Bjorn. 2019. Egypt: Cost of Environmental Degradation: Air and Water Pollution. The World Bank. Washington, D.C.; and Back of the envelop calculations for cost of solid waste environmental degradation performed by the Team.

water quality. Further, it has been demonstrated that extreme heat events are linked to worsening air pollution.<sup>3</sup>

In response to this situation, the Government of Egypt (GOE) is seeking to reduce air and climate emissions from critical sectors and increase resilience to air pollution in Greater Cairo. The Ministry of Environment is in that respect implementing, with the support of the World Bank, the “Greater Cairo Air Pollution Management and Climate Change Project”.

The Project aims specifically to reduce emissions that contribute to air pollution concentrations, thus leading to air quality improvements, and to simultaneously mitigate climate change. Air pollutants include PM10 and PM2.5, while climate pollutants include both longer lived greenhouse gases (GHGs) such as CO<sub>2</sub>, as well as Short-lived Climate Pollutants (SLCPs) that include black carbon, methane and several short-lived HFCs.

The Project is composed of the following 6 components:

- Component 1: Enhancing the Air Quality Management (AQM) & Response System.
- Component 2: Support the operationalization of SWM Master Plans in GC.
- Component 3 Vehicle Emission Reduction.
- Component 4 Communication & Stakeholders Engagement.
- Component 5: Project Management and Monitoring & Evaluation.
- Component 6: Improved Management of E-Waste and Healthcare Waste for Reduction of uPOPs Emissions.

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<sup>3</sup>Markandya and Chiabai, Valuing Climate Change Impacts on Human Health: Empirical Evidence from the Literature, *Int. J. Environ. Res. Public Health*, 6, 759–86, 2009.

For more information: <https://projects.worldbank.org/en/projects-operations/project-detail/P172548>).

This assignment is requested in the context of Component 1: “Enhancing the Air Quality Management & Response System”. This component will support several activities among them capacity building activities, curriculum development and raising public awareness through information dissemination.

The Consultant’s assignment is related to the following Sub-task under Component # 1: “Support the development of an integrated system for having qualified cadres to work in the environment field (green Jobs), including developing University Curricula”.

## **II. Project implementation arrangements:**

A Project Coordination Unit (PCU) has been established at the MoE. The PCU ensures that the Project is implemented in accordance with the Legal Agreement signed between the GoE and the World Bank, the Project Appraisal Document (PAD), the Project Implementation Manuals (Project Operational Manual, M&E Manual, etc.).

Four Technical Implementation Units (TIUs) have also been established to oversee the implementation of all components. The TIU for Component 1 is chaired by the Head of the Environmental Quality Sector of the Egyptian Environmental Affairs Agency (EEAA) and includes members of the different departments of the sector (Ambient Air Quality, Vehicle Emissions, Early Warning, Industrial Facilities Emission).

## **III. Background of the Assignment**

Universities specialise in building individuals to achieve societal goals and are considered strongholds of human thought at its highest levels and a source for investing in and developing society's most important and valuable wealth: human capital. To that end, universities are concerned with preparing individuals equipped with the fundamentals of knowledge and advanced research methods and imbue them with noble values. From this perspective, curricula taught at universities play an active role in meeting the needs of society.

In light of all the above, the Egyptian Supreme Council of Universities (SCU) has approved; in March 2023; the implementation of a course entitled "**Societal Issues**" as a university requirement (i.e. all students must pass this course before graduation) with the following objectives:

1. Raise the awareness of university students about a range of pressing societal issues.
2. Foster positive behavioural habits.
3. Enhance the concept of community participation among youth.
4. Educate youth about the dangers surrounding the local, regional, and global community.
5. Link the academic aspects studied by students to societal requirements and needs.
6. Develop emotional aspects among students.
7. Enhance the scientific content of university requirement courses.
8. Train students in self-directed learning that fosters lifelong learning abilities.
9. Support the construction of a value system among students.

**Course Content:** This course consists of two parts.

- **Part One:** An obligatory part with four chapters as follows:

Chapter 1: Problems Arising from Population Growth and Its Impact on Reproductive Health

Chapter 2: Human Rights

Chapter 3: Transparency and Combating Corruption

Chapter 4: Religious Tolerance and Observing the Manners of Dialogue with the Other

- **Part Two:** An optional part with two chapters as follows:

Chapter 5: Digital Media Literacy

Chapter 6: To be identified by each university council (For example some universities identified Environmental Issues, Entrepreneurship, Violence Against Women, Globalization...).

*For more details on the course, please refer to Annex 1 (Course Guidance in Arabic & English).*

*A working example is provided here for Benha University, Egypt to give a flavor of the course structure, depth and length of chapters ([Societal Issues / Benha University](#)).*

Due to the high consideration, importance and value put on pressing environmental issues by the Egyptian government, the SCU has communicated its directions and those of the Cabinet of Ministers to universities' presidents indicating the need to prepare students for green transition, green economy, general environmental matters and provide them with skills for green jobs.

#### **IV. Objective of the Current Assignment:**

The Project is seeking to hire an Environmental Institution or Firm for Component 1 of the Project referred to hereafter as “the Consultant” to assist the Environment Quality Sector, EEAA and TIU of Component # 1 to “Develop Environmental & Sustainability Chapter(s) to be Incorporated into the Societal Issues Course offered to University Undergraduates”.

Specifically, these chapters shall address basic principles of environmental science, current and emerging environmental challenges and how these are impacting sustainability. In addition, general approaches applied by concerned agencies, societies and other stakeholders to tackle these challenges should be addressed. Emphasis shall be directed to the three focus areas of the project namely: (1) Air Quality, (2) Climate Change and (3) Waste Management.

The **development goal** of the assignment aims to create a generation of students who are informed, motivated, ready to participate in actions to address environmental challenges and be a vehicle of green transition.

#### **V. Scope of Work of the Consultant and Detailed Tasks:**

1. Coordinate with Ain Shams University (ASU) and Cairo University (CU) focal points (details will be provided to the successful candidate) to get acquainted with the existing curricula, methods of delivery, credit hour value and review its contents

2. Identify the coverage level and any gaps related to the subject matters of environment/sustainability chapter (s) (including air quality – climate change – waste management)
3. Prepare a vision, approach and content of the chapters to narrow gaps commensurate with the details of the Course Guidance in Annex 1 and the universities' educational system to blend easily into the structure of the current course. Each chapter must come in not more than 10 pages followed by fifty (50) multiple choice questions (MCQ) and model answers.
4. Provide a list of references, textbooks and other resources to accompany each chapter for additional information
5. Cooperate with ASU and CU to prepare an implementation plan including roles and responsibilities to develop the proposed chapters including intended learning outcomes (ILOs) and submit it for review by the TIU
6. Develop the scientific material and contents of the proposed chapters in English and Arabic according to the guidance provided in ANNEX 1, (taking into consideration that these chapters will be delivered to students from different disciplines such as science, engineering social sciences, law, agriculture, etc.).
7. Propose practical/field activities related to each chapter in coordination with ASU, CU and TIU. These may include visits to air quality monitoring sites, new state-of-the-art waste management facilities, etc.
8. Pilot test the developed chapters with samples of the students at each university and obtain feedback from them and concerned faculty
9. Review and update the chapters based on feedback
10. Submit final versions of the three chapters in English and Arabic languages and in the format appropriate for delivery by each university

#### **VI. Time Schedule for Deliverables:**

<b>Serial No.</b>	<b>Deliverable</b>	<b>Time from Contract Signature</b>
1	Inception report addressing tasks 1-4	1.5 month
2	Development of the scientific material	3.5 months
3	Pilot testing of the chapters	4.5 months
4	Submission of final version of the chapters	6 months

#### **VII. Required Expertise**

The successful CONSULTANT TEAM shall include the following expertise as a minimum:

- Innovative multidisciplinary pedagogical methods and Curriculum development expert
- Environmental science expert
- Air quality management expert
- Climate change expert
- Waste management expert

**Participating experts should have:**

- A minimum of 10 years of demonstrated experience in the relevant discipline
- Masters or Ph. D. degree with focus on the required tasks
- Expertise in designing academic courses/programs related to environmental sciences, sustainability, climate change, air pollution, and waste management.
- Proven ability to deliver high-quality academic reports and recommendations.
- Demonstrated ability to communicate fluently in English and Arabic languages.

## **VIII. Administrative Arrangements and Coordination**

The Consultant will work under the supervision of, and report to the Head of the Environmental Quality Sector, EEAA, in her capacity as the Head of the Technical Implementation Unit (TIU) of Component # 1 of the Project, and/or her designee, with the Lead Advisor of the Component and the Task Advisor. Contract management and other administrative responsibilities are overseen by the Project Coordinator of the Greater Cairo Air Pollution Management and Climate Change Project, or his designee. The consultant will work closely with EEAA staff members of the TIU, ASU and CU focal points.

## **IX. Duration of Consultancy**

The expected duration of the consultancy is SIX [6] months.  
It is expected that the consultant will work to complete the deliverables between August 1<sup>st</sup> 2025 and January 31<sup>st</sup> 2026



# ANNEX 1

## A. Course Guide in Arabic

[كتاب القضايا المجتمعية ٢٠٢٣-٢٠٢٤.pdf](#)

## **B. Course Guide in English**

**THE SUPREME COUNCIL OF UNIVERSITIES**

### **COURSE GUIDE: SOCIETAL ISSUES**

**Edited by**

**Prof EL-SAYED MOHAMED DADOUR**

**President of Damietta University**

**Course Preparation Committee:**

Prof EL-SAYED MOHAMED DADOUR, President of Damietta University - Chairman

Prof MANSOUR HASSAN AHMED, President of Beni Suef University – Member

Prof ABDEL AZIZ QONSWAH, President of Alexandria University - Member

## Introduction:

Universities specialise in building individuals to achieve societal goals, as outlined in Article (1) of the Universities Organisation Law, which states that universities specialise in everything related to higher education and scientific research conducted by their faculties and institutes to serve the community and elevate it culturally. Thus, universities are considered strongholds of human thought at its highest levels and a source for investing in and developing society's most important and valuable wealth: human capital.

Additionally, society requires universities to supply specialists, technicians, and experts in various fields, prepare individuals equipped with the fundamentals of knowledge and advanced research methods, and imbue them with noble values.

Furthermore, universities are concerned with promoting Arab civilisation, the historical heritage of the Egyptian people, and their authentic traditions, and ensuring a high standard of religious, moral, and national education.

From this perspective, curricula taught at universities play an active role in meeting the needs of society. Education experts agree that curricula should be built on philosophical, cognitive, social, and psychological foundations, aiming to transfer human thought and cultural heritage from one generation to the next to preserve human civilisation and enhance the quality of life.

To this end, university curricula aim to build individuals based on three aspects:

1. **Cognitive Aspect:** This includes teaching students various types of knowledge, information, and scientific facts, training them in multiple levels of information handling skills such as memorisation, recall, understanding, analysis, synthesis, evaluation, judgment, transferring training effects to similar situations, and compensating for informational deficiencies, among others.
2. **Emotional Aspect:** This involves refining emotions, elevating feelings, regulating emotions, and training students to build self-esteem, reduce anxiety levels, increase motivation for achievement, form positive attitudes, enhance feelings of empathy, and uphold scientific ethics. It also aims to strengthen concepts of loyalty and belonging, thus developing students' value systems.
3. **Motor Skills Aspect:** This relates to practical training and physical practices based on kinaesthetic learning. It includes various practical exercises and tangible training levels, from the simplest to the most complex, aimed at proficiency. For example, it may start with counting money in a bank for commerce students or, more complexly, showing how to use surgical scalpels in surgery, and so on.

In light of all the above, the Supreme Council of Universities has approved the implementation of a course entitled "Societal Issues" as a university requirement, with the following objectives:

**Course Objectives:**

10. Raise the awareness of university students about a range of pressing societal issues.
11. Foster positive behavioural habits.
12. Enhance the concept of community participation among youth.
13. Educate youth about the dangers surrounding the local, regional, and global community.
14. Link the academic aspects studied by students to societal requirements and needs.
15. Develop emotional aspects among students.
16. Enhance the scientific content of university requirement courses.
17. Train students in self-directed learning that fosters lifelong learning abilities.
18. Support the construction of a value system among students.

**Course Content:** This course consists of two parts.

**Part One: An obligatory part with four chapters as follows:**

**Chapter 1:** Problems Arising from Population Growth and Its Impact on Reproductive Health

**Chapter 2:** Human Rights

**Chapter 3:** Transparency and Combating Corruption

**Chapter 4:** Religious Tolerance and Observing the Manners of Dialogue with the Other

**Part Two: An optional part with two chapters, for example:**

**Chapter 5:** Digital Media Literacy

**Chapter 6:** Environmental Issues

**The chapters range from ten to fifty pages, depending on each chapter's scientific content.**  
Each chapter takes into account the following:

1. Presenting the basic and main concepts directly.
2. Providing illustrative examples.
3. Considering that the student will learn independently without a teacher, given the impossibility of six professors teaching the university requirement course.
4. Sequencing the content logically and specifying the instructions for the student.
5. Each chapter includes a set of statements, and after reading the chapter, the student must determine the accuracy of each statement.
6. An answer key follows the questions since the goal is not memorisation and recall but rather raising awareness and forming positive behavioural habits reflected in life practices.
7. The content is provided electronically through the university's official website on the information network and as an application on smartphones and can be downloaded from there.
8. The course is designed electronically to let the student know the grade he/she gets each time he/she answers the questions.

### **Teaching Method:**

This course is based on self-learning for the following reasons:

1. Encouraging university students to learn independently.
2. Overcoming the difficulty of the diversity of topics and the impossibility of involving six specialists in teaching the course.
3. Students are at an age that allows them to be self-reliant in learning.
4. Training students in more than one way of learning.
5. Preparing students for lifelong learning.

### **What is required of each student:**

1. Read the chapter carefully and thoughtfully.
2. Answer the chapter questions completely. Read each question carefully and then determine the correctness or incorrectness of what is stated in the sentence.
3. The student must verify the correctness of his/her answer in light of the answer key.
4. The student must follow his/her grade, which is electronically returned, in light of the number of correct answers.
5. The student must repeat answering the questions from time to time until he/she gets the final grade three times in a row.
6. The student repeats this after each chapter.

### **Accompanying Activities:**

Each chapter includes a theoretical part, as described above, as well as activities that are considered practical training in light of the following rules:

1. The practical field activity serves the requirements and urgent needs of the community.
2. The student must choose the activity he/she will perform from among several alternatives the college administration offers.
3. The student's specialisation field is considered when choosing the practical activity.
4. Each college presents the activities from which the student will choose and draws up the necessary controls and rules for their implementation and evaluation. This should only be known to the college and through its approved plan.
5. These activities can be a set of field visits to national projects, training in a specific skill through courses, attending a package of seminars, teaching illiterates to read and write, participating in medical convoys, contributing to the supervision of construction projects, civilisational coordination, decorating squares or the university itself, solving equipment maintenance problems, organising traffic, participating in surveys conducted by state statistical institutions, contributing to traffic organisation, participating in surveying tasks or participating in electronic archiving, or similar activities.
6. The student must choose from the activities announced by his/her college and not any other college.
7. Similar activities carried out by the student individually without an assignment from his/her college are not recognised.
8. This must be done under the full supervision of the college.

### **Assessment:**

For the evaluation of the theoretical part:

- The total number of questions after each chapter should be from the average of 300 questions following the chapters annually after each chapter. In other words, the test creator must ensure that the test vocabulary is selected from the average of 300 questions following the chapters after each chapter.
- Students who answer the test questions must determine the accuracy of each statement in the test.
- 50% of the student assessment grades in the course are for the theoretical test.

For the evaluation of the practical part:

- The total grades for evaluating practical fieldwork represent 50% of the total student assessment grades in the course.
- Colleges establish committees to supervise students' performance during practical field training and evaluate their performance throughout the training period.

Assessment: For the evaluation of the theoretical part:

- The total number of questions after each chapter should be from the average of 300 questions following the chapters annually after each chapter. In other words, the test creator must ensure that the test vocabulary is selected from the average of 300 questions following the chapters after each chapter.
- Students who answer the test questions must determine the accuracy of each statement in the test.
- 50% of the student assessment grades in the course are allocated to the theoretical test.

For the evaluation of the practical part:

- The total grades allocated for evaluating practical fieldwork represent 50% of the total student assessment grades in the course.
- Colleges establish committees to supervise students' performance during practical field training and evaluate their performance throughout the training period.

### **General Rules:**

- The course considers modern trends in human development in various issues discussed.
- It must include the educational and enlightening requirements of society.
- Deletion or addition of chapters is allowed in light of emerging societal requirements.
- The scientific content consists of two parts: the first consists of four obligatory chapters approved by the Supreme Council of Universities: (1) Problems Arising from Population Growth and Its Impact on Reproductive Health, (2) Human Rights, and (3) Transparency and Combating Corruption, and (4) Religious Tolerance and Observing the Manners of Dialogue with the Other. The second part is optional and consists of two chapters: (5) Digital Media Literacy and (6) Environmental Issues.
- The Supreme Council of Universities may replace one of these issues with a more pressing issue according to societal requirements, provided that this is done with sufficient time before the start of the academic year.
- Each university is allowed to approve the course description annually before the start of the academic year, including four issues approved by the Supreme Council of Universities. The university chooses two additional issues to complete the six chapters, from among other societal topics such as digital media literacy, promoting belonging, dangers of literacy, entrepreneurship, leadership preparation, and other urgent issues according to the vision of the university council.
- Each chapter should be within the range of ten to fifty pages. The total number of chapters should not exceed six to achieve the goal, considering students' attention spans towards important issues related to building a value system.
- It should be noted that the main goal of the course is to build an individual's character and form positive habits rather than memorising a set of concepts.
- The course should include a practical fieldwork component in addition to the six theoretical chapters, where students participate in community services such as



participating in literacy campaigns, medical or agricultural convoys, attending a series of seminars on national security, visiting sites and projects, or other practical assignments organised by the university and subject to the same rules as practical field training.

- It is preferable for the student to choose one of the previous practical fieldwork activities from among the alternatives according to their scientific specialisation.
- The theoretical part of this course is subject to electronic evaluation, with half of the total grade allocated to theoretical evaluation and the other half to practical field training.
- Faculty councils determine the academic year in which the course on societal issues will be taught.
- Colleges establish committees to supervise the practical fieldwork component, and student performance in this component is supervised by the Dean of the college.
- A reward is provided to committees supervising students' performance in practical fieldwork in accordance with the specified rules for rewards under the Universities Organisation Law.

## EXAMPLE OF CHAPTER 2: HUMAN RIGHTS

### *Introduction and Division:*

God (Glory be to Him) created humans and honoured them over all other creatures. Humans cannot live a natural and dignified life without rights that safeguard their humanity, fulfil their desires, and meet their needs. These rights are established for every individual and inherent to their humanity. This chapter is divided into two sections. The first section discusses the nature and sources of human rights, while the second section addresses the types of human rights.

### *Section One:*

#### *The Nature of Human Rights and Their Sources*

##### **First: Definition of Human Rights:**

*Human rights* are general and universal legal guarantees that protect everyone without discrimination based on gender, sex, language, religion, or ethnic origin. Consequently, every person worldwide enjoys their specific rights and fundamental freedoms that must be protected from any assault, ensuring they live with dignity and lead secure lives in all civil, political, economic, social, and cultural aspects.

Human rights receive significant attention from various international organisations, considering the protection of human rights and fundamental freedoms as one of the primary purposes and principles of the United Nations. They are safeguarded through numerous international declarations, agreements, and national legislations, and they cannot be violated or deprived except in specific cases and according to legal procedures.

##### **Second: Characteristics of Human Rights:**

Human rights have several distinguishing features, including:

1. **Universality of Human Rights:** Human rights are universal, applying equally to all individuals worldwide based on their humanity, regardless of gender, religion, language, or ethnic origin.

Therefore, all people are born free and equal in dignity and rights. Human rights protect individuals and communities and enjoy international guarantees. The universality of human rights obliges all countries to respect and protect them according to international agreements. These rights constitute a fundamental and minimum standard every state must adhere to.

**(2) Human Rights are Indivisible and Interrelated:** Human rights are indivisible, interconnected, and interrelated, rooted in the dignity of every individual. The international community must treat human rights comprehensively, fairly, equitably, and equally. Regardless of their political, economic, and cultural systems, states must promote and protect human rights

and<sup>4</sup> fundamental freedoms. These rights can be civil and political, such as the right to equality and freedom of expression, or economic, social, and cultural rights, such as property, work, social security, and education. Additionally, collective rights, such as people's right to self-determination, should be promoted and protected.

**(3) Human Rights are Non-negotiable:** Human rights are inherent in every individual and cannot be sold, waived, or forfeited. Individuals cannot be deprived of these rights except in specific cases, such as restricting a person's freedom when committing a punishable crime.

**Third: Sources of Human Rights:** Numerous international declarations and agreements regulate human rights internationally, along with some national legislations protecting them. These sources include:

1. **International Sources of Human Rights:** Important international declarations related to human rights include the Universal Declaration of Human Rights and seven core international agreements on human rights as follows:

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<sup>4</sup> See Article 5 of the Vienna Declaration and Programme of Action about the World Conference on Human Rights held in Austria on 25 June 1993.

**A. The Universal Declaration of Human Rights (1948):** The Universal Declaration of Human Rights<sup>5</sup> is one of the most important international instruments that guarantee and protect human rights and fundamental freedoms worldwide. The declaration includes thirty articles that detail these rights and freedoms, granting them to all individuals equally without discrimination.

**B. Key International Human Rights Conventions:** There are seven fundamental international conventions on human rights:

**The First Covenant: International Covenant on Civil and Political Rights (ICCPR)<sup>6</sup>:** This covenant protects various rights, including freedom of movement, equality, the right to a fair trial, the presumption of innocence until proven guilty, freedom of thought and expression, and the protection of minority rights. It criminalises arbitrary deprivation of life, torture, inhumane treatment, arbitrary detention, drudgery, discrimination, and hate speech based on race or religion.

**The Second Covenant: International Covenant on Economic, Social, and Cultural Rights (ICESCR)<sup>7</sup>:** This covenant ensures individuals enjoy economic, social, and cultural rights, such as the right to property, the right to work under fair conditions, social security rights, the right to health, and the right to education, among others.

**The Third Covenant: International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)<sup>8</sup>:** This convention condemns racial discrimination and commits its state parties to adopt appropriate measures without delay to eliminate all forms of racial discrimination and promote understanding among all races.

*Racial discrimination* refers to any distinction, exclusion, restriction, or preference based on race, colour, descent, or national or ethnic origin. It aims to impede or nullify the

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<sup>5</sup> Issued by the United Nations General Assembly under Resolution 217 on 10 December 1948 in the capital city of Paris, France.

<sup>6</sup> Issued by the United Nations General Assembly on 16 December 1966 and entered into force on 23 March 1976.

<sup>7</sup> Adopted under United Nations General Assembly Resolution 2200 (XXI) on 16 December 1966 and entered into force on 3 January 1976.

<sup>8</sup> Issued under United Nations General Assembly Resolution 2106 (XX) on 21 December 1965 and entered into force on 4 January 1969.

recognition, enjoyment, or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural, or any other field of public life.

**The Fourth Convention is the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)<sup>9</sup>:**

This convention is one of the seven core international treaties that focus exclusively on women's rights and the elimination of discrimination based on sex. Its goal is to achieve equality between men and women in all areas, including education, employment, public and political life, legal relations, economic and social life, cultural relations, rural development, and combating gender-based discrimination.

*Discrimination* against women is defined as any differentiation, exclusion, or restriction based on gender, with its effects or purposes being the weakening or prevention of the recognition of all women's human rights. This includes their civil, political, economic, social, and cultural rights, as well as all other liberties, regardless of their marital status and in accordance with the principle of equality between men and women.

Women's rights are integral to global human rights and cannot be separated from them. One of the most important goals of the international community is to ensure the full participation of women on an equal basis in political, civil, economic, social, and cultural life at the national, regional, and international levels and to eliminate all forms of gender-based discrimination<sup>10</sup>.

**The Fifth Convention is the UN Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment<sup>11</sup>:**

This convention prohibits the torture or cruel, inhuman, or degrading treatment or punishment of individuals, aiming to protect all persons from such practices.

*Torture* is defined as any act that causes severe physical or mental pain or suffering, whether intentionally inflicted to obtain information, confession, or punishment for an act committed or suspected of being committed by the person or a third party. It also includes acts of intimidation, coercion, or compulsion by an official or any person acting in an official capacity, or when such pain or suffering is inflicted for any discriminatory reason, or with the consent or acquiescence of an official or a person acting in an official capacity.

**The Sixth Convention is the UN Convention on the Rights of the Child (UNCRC)<sup>12</sup>:**

Children's rights are among the most important human rights within the United Nations system. This convention includes special protection for children and emphasises international

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<sup>9</sup> Issued by the United Nations General Assembly on 18 December 1979 and entered into force on 3 September 1981.

<sup>10</sup> Referring to Article 18 of the Vienna Declaration and Program of Action adopted by the World Conference on Human Rights held in Austria on 25 June 1993.

<sup>11</sup> Adopted by the General Assembly under Resolution 46/39 on 10 December 1984 and entered into force on 26 June 1987.

<sup>12</sup> Adopted by the General Assembly under Resolution No 20/44 on 20 November 1989 and entered into force on 2 September 1990.

cooperation and solidarity to support children due to their physical and mental immaturity. Children have the right to a name from birth, the right to nationality<sup>13</sup>, parental care, and the provision of all necessary means to ensure the well-being of children in need of protection.

Children should grow up in a suitable family environment for full and harmonious development. National and international legislative measures should be adopted to defend and protect children, including street children, sick children, children subject to economic and sexual exploitation, child prostitution, and the sale of children's organs. This includes refugee children, homeless and detained children, children in armed conflicts, and victims of famine and drought.

### **The Seventh Convention is the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families<sup>14</sup>:**

This convention addresses humanitarian issues related to migration, particularly irregular migration. It encourages appropriate measures to prevent secret movements and trafficking of migrant workers and aims to eliminate them. At the same time, it protects their rights from some employers who may be tempted to seek this type of labour to benefit from unfair competition.

### **(2) National Sources of Human Rights:**

States must ensure the compatibility of their national legislation with international and regional human rights systems to play a crucial role in promoting and protecting human rights. National legislation includes the following:

#### **A - Basic Legislation (Constitution) "La constitution":**

The constitution is a set of legal rules that regulate the state's form and its governance system, outlining the fundamental rights and freedoms of individuals. It is the supreme legislation of the state, and all laws issued in the country must not violate its provisions; otherwise, they may be deemed unconstitutional. The Egyptian constitution emphasises respect for human rights and freedoms<sup>15</sup> and addresses rights and freedoms in its third chapter.

#### **B - Ordinary Legislation (Law) "La loi":**

Ordinary legislation refers to the set of legal rules issued by the country's legislative authority according to the constitution's provisions. It includes all written laws applicable in the country, excluding the constitution, such as civil, commercial, and criminal law, encompassing texts that protect human rights in various forms.

#### **C - Subsidiary Legislation (Regulations) "Le règlement":**

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<sup>13</sup> Article 7 of the Convention on Child Rights.

<sup>14</sup> Adopted by the General Assembly under Resolution No 45 on 18 December 1990.

<sup>15</sup> Article 5 of the Egyptian Constitution.

Subsidiary legislation (regulations) refers to the set of general abstract rules issued by the executive authority. It is secondary legislation issued by the executive authority within the scope of its jurisdiction as stipulated in the constitution.

## **Second Section**

### **Types of Human Rights Human rights**

Human rights are diverse and evolve with changing circumstances and the development of societies, making them a source of riches. Based on their subject matter, they are classified into civil and political rights and economic, social, and cultural rights. This classification is as follows:

#### **First: Civil and Political Rights:**

Civil rights confirm an individual's humanity and preserve human and moral qualities. They are inherent from birth and persist until death. On the other hand, political rights (Droits politiques) are granted to individuals as citizens of a specific state. They are authorities determined by branches of public law for specific individuals as members of a particular country, enabling them to participate in managing a political society. Examples include the right to vote, the right to run for office, the right to express opinions in referendums, the right to hold public office, and the right to form or join political parties<sup>16</sup>.

Civil and political rights are considered non-financial rights because they respond to moral values that cannot be valued in monetary terms. Therefore, they are entirely outside financial transactions, and any disposition is not permissible.

The most important civil and political rights include:

(1) The right to life: Every individual is entitled to the right to life<sup>17</sup>, a natural and inherent right granted by God, Exalted be He. It must be respected, preserved, and safeguarded, prohibiting unjustified harm or deprivation of an individual's life.

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<sup>16</sup> See Dr Mahmoud Abdel Rahman, Introduction to Law, a Theory of Right, p 46 and beyond.

<sup>17</sup> See Article 3 of the Universal Declaration of Human Rights, Article 6 of the International Covenant on Civil and Political Rights, and Article 230 and those following the Egyptian Penal Code.

Moreover, it is not permissible in countries that have not abolished the death penalty to impose this penalty except as a punishment for extremely serious crimes, in accordance with the law applicable at the time the crime was committed. The death penalty can only be applied by a competent court's final and irrevocable judicial decision.

## **(2) The right to physical integrity and the protection of human dignity:**

The right to physical integrity means that individuals should not be subjected to torture or cruel, inhuman, or degrading treatment or punishment that undermines their dignity<sup>18</sup>.

The principle of human dignity (Le principe de dignité humaine) emphasises the human body's inviolability, respect, and protection, prohibiting harsh treatment or preparation. This right has been fundamental in law since the fifteenth century<sup>19</sup>.

Human dignity begins with cells and genes<sup>20</sup>, necessitating legal protection and the prohibition of any cloning or action that threatens its existence or natural development to become a human. Therefore, legal protection must be provided for the fertilised egg when used in research and medical experiments<sup>21</sup>, and experiments on individuals without their free and informed consent must be prohibited.

## **(3) The right to equality and non-discrimination:**

This right implies that all individuals are equal as human beings based on the inherent dignity of all humans. Everyone deserves to enjoy their human rights without any discrimination based on race, colour, sex, age, language, religion, disability, or birth. According to the constitution's provisions, the state ensures equality between women and men in all civil, political, economic, social, and cultural rights<sup>22</sup>.

## **(4) The right to freedom of movement:**

This right refers to an individual's freedom to move, reside, migrate from one place to another, choose a residence within the country's borders, leave the country, and return to it. However, the state may impose restrictions or measures to protect public interest and national security<sup>23</sup> according to a judicial order specifying the duration and conditions outlined in the law.

## **(5) The right to the inviolability of the home and correspondence:**

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<sup>18</sup> See Article 5 of the Universal Declaration of Human Rights and Article 240 and those following it in the Egyptian Penal Code.

<sup>19</sup> Laurent Pellizza: La future Constitution européenne et la bioéthique, ATER à l'Université de Corse, p. 3 et s.

<sup>20</sup> Anne FAGOT-LARGEAULT: Recherche sur les cellules souches humaines. quelle attitude éthique ?. Esprit (n° 297). 2003, p. 111-120.

<sup>21</sup> Parlement européen. Résolution du 16 mars 1989 sur la manipulation génétique. paragraphe 31.

<sup>22</sup> RefSee Article 11 of the Egyptian Constitution.

<sup>23</sup> See Article 13 of the Universal Declaration of Human Rights and Article 62 of the Egyptian Constitution.



This right protects against violating an individual's private life, family, home, or various forms of correspondence, including postal or telephone communications. The law safeguards these rights against infringement<sup>24</sup>.

Homes have sanctity, and entry, search, or monitoring is only permissible with a judicial order specifying the place, timing, and purpose under conditions outlined in the law. Individuals in homes must be notified when entering or searching and informed of the relevant judicial order<sup>25</sup>. Confidentiality of correspondence is guaranteed, and access or surveillance is allowed only with a judicial order for a specific duration and under conditions specified by the law<sup>26</sup>.

#### **(6) The Right to Belief and Worship:**

Freedom of belief is absolute, granting everyone the right to conscience and religion. This includes the freedom to adhere to an Abrahamic religion and perform religious rituals either individually or collectively, publicly or privately, without criticism, defamation, or incitement to sectarian strife and religious disputes, and in a manner that does not contradict the requirements of public order and morality.

Human freedom to express their religion or belief should only be subject to restrictions imposed by the law, which are necessary to protect public safety, public order, public morality, or the rights of others and their fundamental freedoms. States commit to respecting the freedom of parents and legal guardians in the upbringing of their children, both religiously and morally<sup>27</sup>.

#### **(7) The right to freedom of expression:**

The right to freedom of expression refers to an individual's freedom to express their opinions and ideas, receive information, and convey it to others, whether in written or printed form, in artistic expression, or through any other means of expression and publication<sup>28</sup>.

It is important to note that this right is not absolute but is restricted to not infringing on public order, morality, and the rights of others. The limitations on these rights are subject to judicial oversight, which is the main guarantee of respect for them.

#### **(8) The right to form and participate in associations and political parties:**

This right grants every individual the freedom to form legitimate associations with others, including the right to establish unions and join them to protect their legitimate interests<sup>29</sup>. These associations can exist for an extended period with the intent to engage in a specific and pre-defined activity, aiming to achieve specific, legal, and non-profit purposes.

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<sup>24</sup> See Article 12 of the Universal Declaration of Human Rights.

<sup>25</sup> See Article 58 of the Universal Declaration of Human Rights.

<sup>26</sup> See Article 57 of the Universal Declaration of Human Rights.

<sup>27</sup> See Article (18) of the International Covenant on Civil and Political Rights (ICCPR).

<sup>28</sup> See Article (19) of the International Covenant on Civil and Political Rights (ICCPR) and Article (65) of the Egyptian Constitution.

<sup>29</sup> See Article (22) of the International Covenant on Civil and Political Rights (ICCPR).

Some restrictions on exercising this right may be imposed by law as long as they are necessary to protect national security, public order, morals, or the rights and freedoms of others. Establishing these associations requires sending notifications to the relevant authorities to obtain licences.

## **Second: Economic, social, and cultural rights:**

These rights require positive intervention from the state and are considered obligations of the state. Moreover, among the most important of these rights are:

### **(1) The Right to Ownership:**

Everyone has the right to ownership, individually or in partnership with others. Arbitrarily depriving someone of property is not permissible<sup>30</sup>, and one's ownership must be protected from attacks. Within the law's limits, the property owner has the right to use, exploit, and dispose of it. Private ownership is preserved, and the right to inheritance is guaranteed. Imposing guardianship is only allowed under conditions specified by the law and a judicial order<sup>31</sup>. The right to ownership is not absolute, as legislative interventions with restrictions on the owner's freedom to dispose of their property have become common. The law allows the expropriation of individual ownership for the public benefit if the public interest requires it<sup>32</sup>.

### **(2) The right to work:**

Appropriate job opportunities should be provided according to the principle of equal opportunities. Every individual has the right to choose their work freely, receive a fair wage ensuring a decent life for themselves and their families, protection from unemployment, forming and joining unions, determining reasonable working hours and holidays, and providing a healthy and suitable work environment. The right to work has received attention in international human rights agreements<sup>33</sup> and the Egyptian constitution, which states that work is a right, duty, and honour guaranteed by the state. No citizen can be compelled to work forcibly except by law, for a specified period, with fair compensation, and without violating the fundamental rights of those assigned to work<sup>34</sup>. The state is committed to preserving the rights of workers, ensuring balanced employment relationships between the employee and the employer, guaranteeing avenues for collective bargaining, protecting workers from occupational hazards, ensuring conditions of safety, security, and occupational health, and prohibiting arbitrary dismissal of workers, all regulated by the law<sup>35</sup>.

### **(3) The right to social security and insurance:**

The state ensures the provision of social insurance services, guaranteeing a decent life for every citizen who cannot support themselves and their family, especially in cases of disability, old age, and unemployment. The insurance funds and pensions are private, enjoying all forms of protection

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<sup>30</sup> See Article (17) of the Universal Declaration of Human Rights. (28) Refer to Article (35) of the Egyptian Constitution.

<sup>31</sup> See Article (35) of the Egyptian Constitution.

<sup>32</sup> See Law No 10 of 1990 regarding expropriating individual ownership for the public's benefit.

<sup>33</sup> See Article (23) of the Universal Declaration of Human Rights and Article (6) of the International Covenant on Economic, Social, and Cultural Rights (ICESCR).

<sup>34</sup> See Article (12) of the Egyptian Constitution.

<sup>35</sup> See Article (13) of the Egyptian Constitution.

provided for public funds. These funds and their returns are the rights of the beneficiaries, invested securely and managed by an independent body in accordance with the law<sup>36</sup>.

#### **(4) The right to health:**

Every citizen has the right to comprehensive healthcare according to quality standards. The state ensures the preservation of public health service facilities, supporting and improving their efficiency and fair geographical distribution<sup>37</sup>. This includes protecting individuals from health risks and infectious diseases, maintaining physical and mental well-being, focusing on reproductive health, reducing infant and maternal mortality rates, improving environmental and industrial systems, controlling all types of epidemics and other diseases, and creating conditions to ensure the availability of all medical services and care during illness<sup>38</sup>.

**(5) The right to education** The right to education is a fundamental human right due to its paramount importance in all generations' upbringing, education, and enlightenment. Therefore, the state is committed to establishing educational facilities, providing education for citizens, encouraging scientific research, and protecting intellectual property rights according to international law. Education is a right for every citizen, aimed at building the Egyptian personality, preserving national identity, providing the foundation for scientific thinking, developing talents, encouraging innovation, reinforcing cultural and spiritual values, and establishing concepts of citizenship, tolerance, and non-discrimination. The state adheres to its goals in educational curricula and methods, providing education according to global quality standards. Education is mandatory until the end of secondary education or its equivalent, and the state guarantees its free provision at various stages in state educational institutions according to the law<sup>39</sup>.

Children with special needs must receive education within the general education system.

## **Questions on Chapter Two:**

### **Human Rights**

No	Question	Answer	
01	Human beings cannot lead a natural and dignified life without rights that ensure their humanity and fulfil their desires and needs.	✓	×
02	Human rights are inherent to every individual and not contingent upon them.	✓	×
03	Human rights are universal and general legal guarantees that protect everyone without discrimination based on gender, nationality, language, religion, or ethnic origin.	✓	×
04	Human rights need to receive more attention from international organisations.	✓	×

<sup>36</sup> See Article (17) of the Egyptian Constitution.

<sup>37</sup> See Article (18) of the Egyptian Constitution.

<sup>38</sup> See Article (12) of the International Covenant on Economic, Social, and Cultural Rights (ICESCR).

<sup>39</sup> See Article (19) of the Egyptian Constitution.

05	<b>Human rights are universal.</b>	✓	×
06	<b>Human rights are indivisible and interdependent.</b>	✓	×
07	<b>The right to self-determination for people is considered a collective right.</b>	✓	×
08	<b>Human rights are negotiable.</b>	✓	×
09	<b>A person's freedom cannot be restricted for committing a punishable crime.</b>	✓	×
10	<b>The Universal Declaration of Human Rights is one of the most important international instruments that guarantees and protects human rights and freedoms.</b>	✓	×
11	There are seven fundamental international agreements on human rights.	✓	×
12	The International Covenant on Civil and Political Rights (ICCPR) was issued in 1966.	✓	×
13	The presumption of innocence dictates that a person is considered innocent until proven guilty.	✓	×
14	The International Covenant on Economic, Social and Cultural Rights (ICCPR) was issued in 1966.	✓	×
15	Racial discrimination in all its forms should be eliminated, and understanding among all races should be promoted.	✓	×
16	The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) exclusively focuses on the rights of the child.	✓	×
17	The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) states that there should be no discrimination based on gender.	✓	×
<b>No</b>	<b>Question</b>	<b>Answer</b>	
18	Women's rights are an integral part of universal human rights and are inseparable from them.	✓	×
19	The accused may be subjected to torture in the case of committing a serious crime.	✓	×
20	Children's rights are among the most essential human rights in the United Nations system.	✓	×
21	A child has the right to a name before birth.	✓	×
22	The United Nations Convention on the Rights of the Child (UNCRC) does not include specific protection for street children.	✓	×
23	The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW) encourages legal migration.	✓	×
24	The Egyptian constitution stipulates respect for human rights and freedoms.	✓	×
25	National laws include provisions that protect human rights in their various forms.	✓	×
26	Regulations are considered national sources of human rights.	✓	×
27	Civil and political rights of humans are inherent from birth and remain with them until death.	✓	×
28	The right to vote is considered one of political rights.	✓	×
29	Civil and political rights are considered financial rights.	✓	×
30	It is permissible to act on civil and political rights.	✓	×
31	The human right to life falls under economic, social, and cultural rights.	✓	×
32	The right to life is a natural and inherent right for every individual.	✓	×
33	Depriving any individual of their life arbitrarily is permissible.	✓	×
34	The death penalty may be imposed as a punishment for serious crimes without a final and binding judicial verdict.	✓	×
35	Experiments and scientific procedures on individuals without their free consent are permissible.	✓	×
36	Discrimination based on sex, colour, religion, or language is prohibited.	✓	×
37	Humans have the right to move, reside, and migrate freely without any restrictions or procedures.	✓	×
38	Homes have sanctity; entering, searching, monitoring, or eavesdropping on them is prohibited except with a justified judicial order.	✓	×
39	For every individual, the practice of the rituals of their celestial religion is allowed, provided that it	✓	×

	does not contradict the requirements of public order and decorum.		
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No	Question	Answer	
40	Every individual has the freedom to express their opinions and thoughts, provided that it does not infringe upon public order, morals, and the rights of others.	✓	×
41	Establishing associations and political parties requires notifying the relevant authorities to obtain a licence.	✓	×
42	Economic, social, and cultural rights do not require positive intervention from the state.	✓	×
43	Surveillance of private property is not allowed except in cases specified by law and through a judicial order.	✓	×
44	The law allows the expropriation of private property for public benefit if the public interest necessitates it.	✓	×
45	Work is a right, duty, and honour guaranteed by the state.	✓	×
46	Arbitrary dismissal of workers is permissible.	✓	×
47	Workers have the right to social insurance in cases of disability, old age, and unemployment.	✓	×
48	Every citizen has the right to comprehensive healthcare according to quality standards.	✓	×
49	The right to education is considered one of the fundamental human rights.	✓	×
50	The state is committed to establishing educational institutions and providing education for citizens.	✓	×

## Answers to Questions on Chapter Two:

### Human Rights

Question	Answer		Question	Answer
01	True		26	True
02	False		27	True
03	True		28	True
04	False		29	False
05	True		30	False
06	True		31	False
07	True		32	True
08	False		33	False
09	False		34	False
10	True		35	False
11	True		36	True
12	False		37	False
13	True		38	True
14	True		39	True
15	True		40	True
16	False		41	True
17	True		42	False
18	True		43	True
19	False		44	True
20	True		45	True
21	False		46	False
22	False		47	True
23	False		48	True
24	True		49	True
25	True		50	True