

Global Response Platform Briefing – Egypt

Date: 10 December 2025

Participants: Mosaik Education, UNHCR, British Council, University of London, European Universities in Egypt, London South Bank University (LSBU), University of Leeds, Cardiff Metropolitan University, University of Lancashire, University of Bath, The Human and the City (Egypt).

Notes

1. The briefing paper was summarised through a presentation by UNHCR and Mosaik Education: see [briefing paper](#) and [slide deck](#).
2. **Opportunities for UK universities**
 - Participation in the new Co-Creating Inclusive TNE for Refugees 2026-2027 project and its policy/practice dialogues - a collaborative project between University of London, Mosaik, European Universities Egypt, and UNHCR, funded by the British Council.
 - In-country scholarships at UK branch/partner campuses in Egypt.
 - Online learning offers linked to community learning centres and support structures
 - Collaboration with Mosaik and partners on guidance, foundation skills and language preparation.
3. **Stakeholder scope for the TNE project – beyond government:** Mosaik confirmed that the project will actively involve civil society and Egyptian universities, not just ministries, including Local NGOs, community organisations and refugee-led initiatives must be part of the process; Other UN agencies (e.g. UNICEF) may also have a relevant role
4. **Documentation and legal barriers**
 - Several participants emphasised that lack of documentation is one of the most severe barriers. Many young people lack the documents needed for school or university admissions and for travel to take up scholarships abroad. Even when funding and university willingness exist, progress is constrained if students cannot obtain or regularise legal status and academic records.

- Limited examples exist of flexible practice; some private schools have found ways to include undocumented learners, but there are few or no equivalent pathways in universities.
- International recognition frameworks were discussed. It was noted that Egypt is not a signatory to the Global Convention on the Recognition of Qualifications. Egypt is a signatory to the revised Arab States recognition convention, but this has not yet been ratified.
- Participants suggested systematically documenting the impact of documentation barriers, and sharing this with UNESCO and the UNHCR/UNESCO qualifications passport teams to help develop pathways for students who cannot produce full documentation.
- There was recognition that engaging in documentation and legal issues will likely require diplomatic and multilateral approaches, which may require actors such as the British Council, UNHCR, UNESCO to be involved.
- Experiences from other countries in the region (e.g. incremental progress on regulations in Jordan) could help frame conversations.
- Agreed direction: Documentation and legal barriers will become a specific workstream within the TNE project, including case collection, mapping of current practices and engagement with relevant international bodies.

5. Sustainability and funding model

- The TNE project itself (mapping, dialogues, pilots) is time-bound, but aims to catalyse activities that continue afterwards.
- For long-term inclusion of refugees in higher education, participants highlighted:
 - The need for institutional commitment from universities, not just short-term scholarship projects.
 - The potential for co-funding models, where universities reduce or waive tuition fees and external donors (e.g. philanthropic funds) support living costs, travel, devices and additional support.
- It was noted that sustainable fellowships usually involve shared contributions and a clear alignment with the university's mission.

- Programmes that rely only on external funding, without institutional buy-in, tend to end when funds run out.
- Participants also discussed the value of exploring joint, collaborative models between UK universities (shared online courses, micro-credentials, and recognition frameworks) to improve scalability and cost-efficiency. Re-using and accrediting existing online resources, rather than building everything from scratch

6. Next steps

- For UK universities: review the briefing paper and these notes internally to identify: Potential programmes and campuses where refugee inclusion could be piloted.
- For Mosaik, University of London, European Universities Egypt, and UNHCR, leading the Co-Creating Inclusive TNE for Refugees 2026-2027 project:
 - Build a documentation / legal barriers workstream into the project.
 - Collect case examples and evidence on how documentation issues affect access in practice.
 - Inviting universities to participate in the project dialogues.