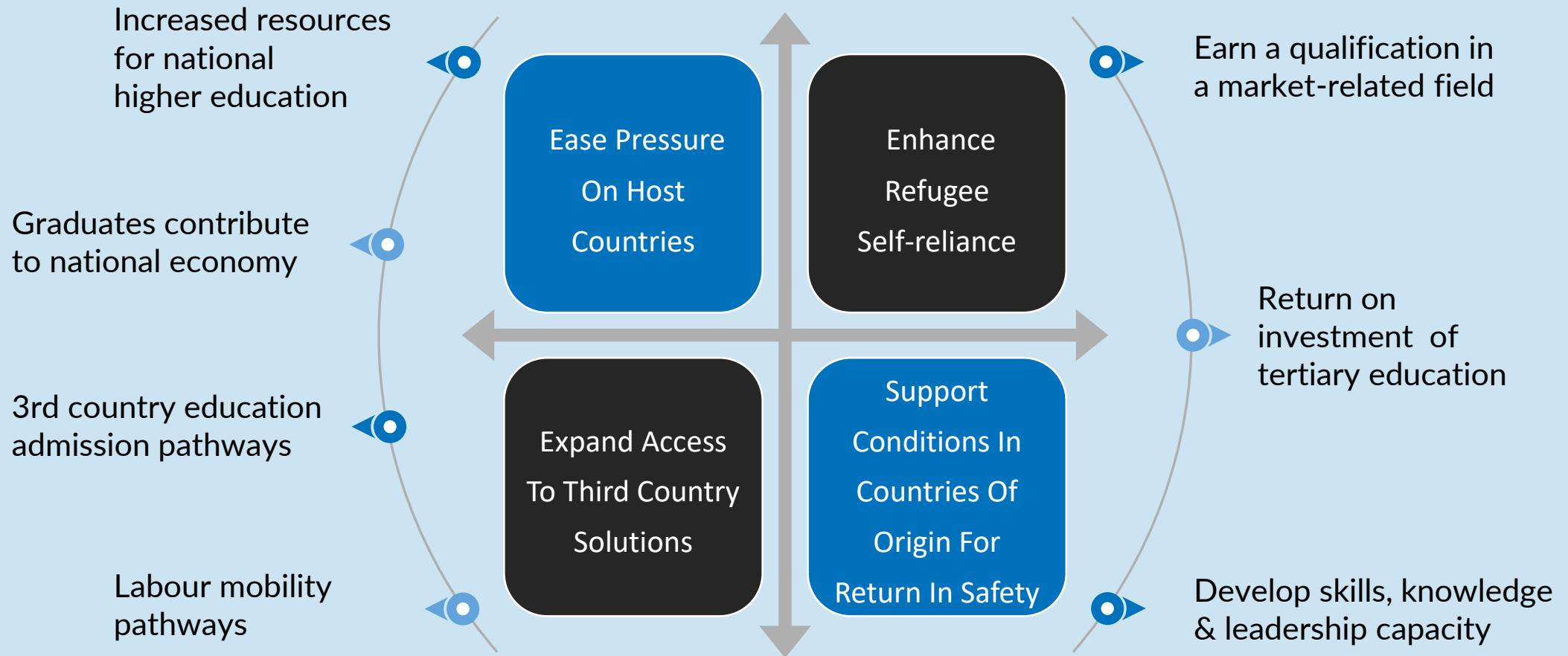
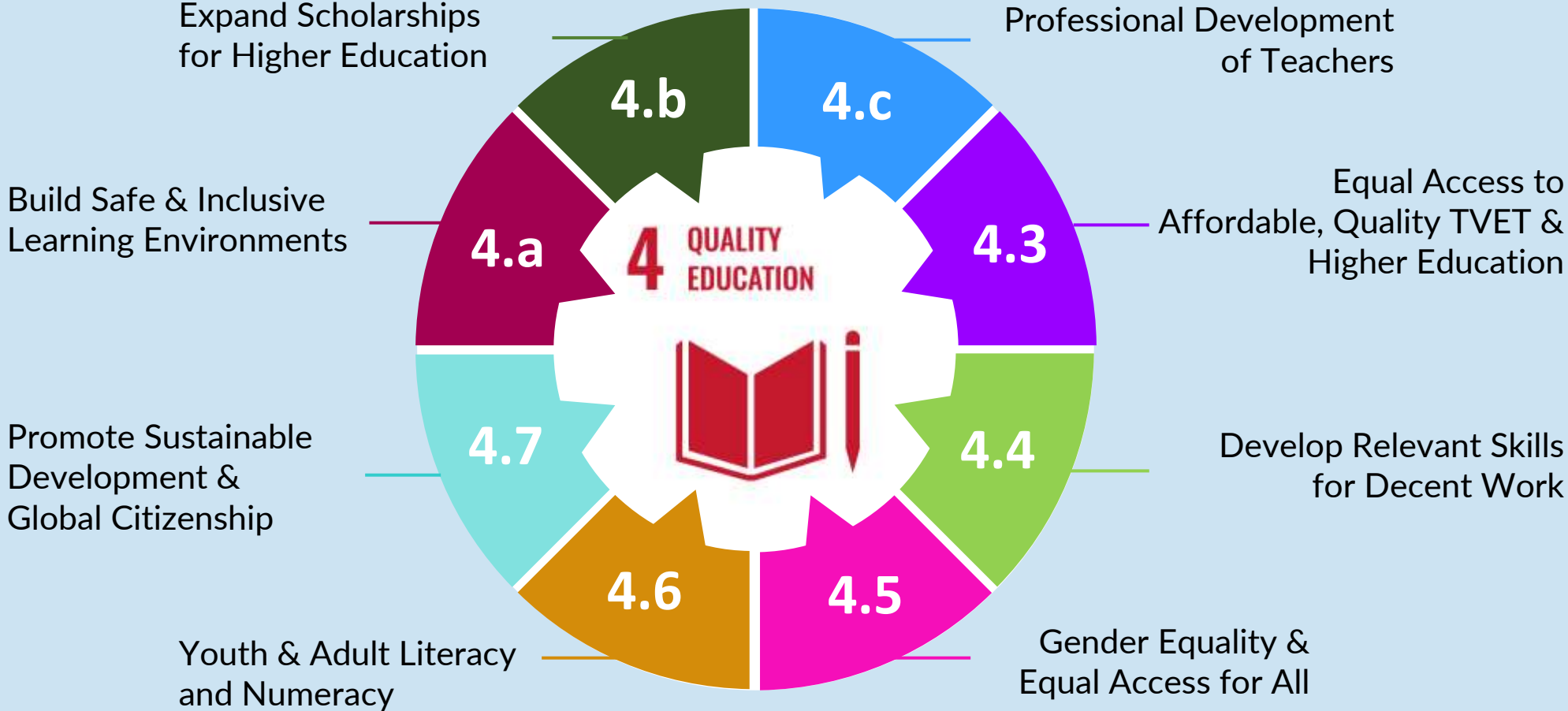


15by30 Roadmap
for Inclusive
Higher Education

Global Compact on Refugees & Higher Education



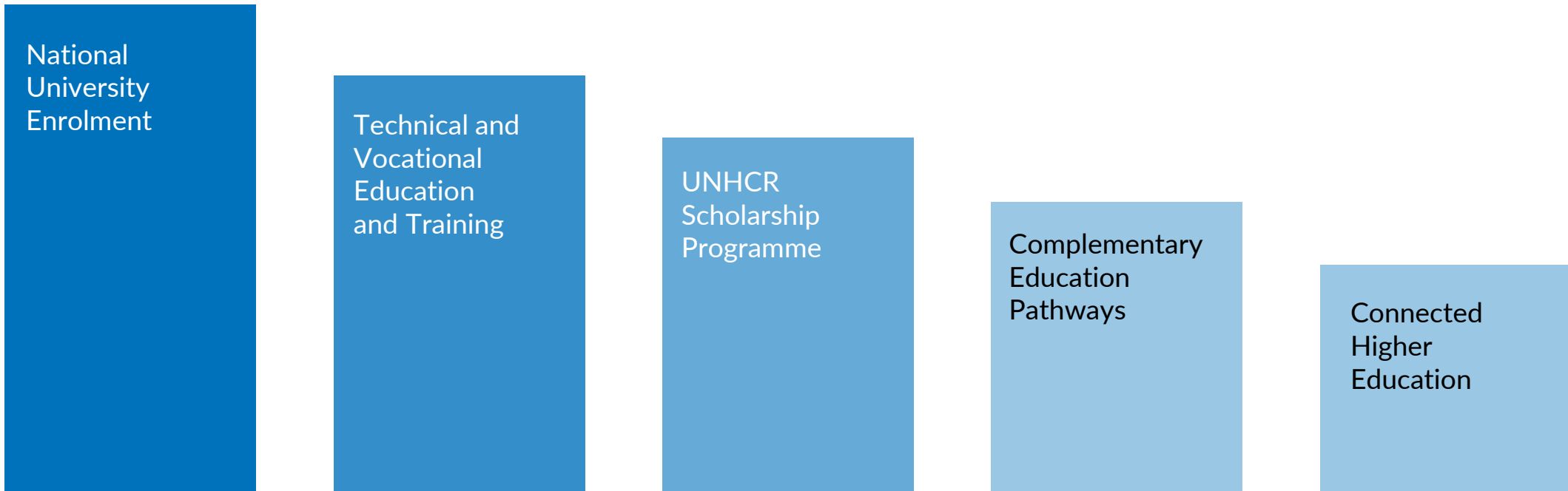
Sustainable Development Goals & Higher Education



Achieving 15% Enrolment in Higher Education by 2030

15by30 Roadmap and Five Pathways to higher education

UNHCR and a strong network of partners are developing a [strategic roadmap](#) to support progress towards the 15by30 target. The roadmap is built around [five higher education pathways](#), to offer strategies for optimizing, coordinating, and expanding opportunities overall:



Barriers to Higher Education for Refugees



Pressure to **contribute to household finances** instead of secondary or tertiary education



Barriers compounding those already present at primary and secondary levels that disproportionately impact **youth with disabilities**

Low number of higher education **institutions**

Limited fully or partially **financed opportunities**

Long distance to campus and/ or **movement restrictions**



Limited **financial stability** for families to fund higher education

Refugee students required to pay **higher international student rates**



Lack of **academic certification** required for admission

Lack of **reliable power and connectivity** for connected higher education programming

Low number of students, particularly girls, graduating **from secondary school**



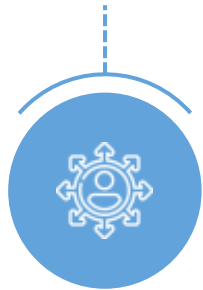
Barriers that disproportionately affect **female refugee** enrolment

Reflections on TVET
as a Core Pillar of the
15by30 Roadmap for
Refugee Higher Education



Technical and Vocational Education and Training: Priorities

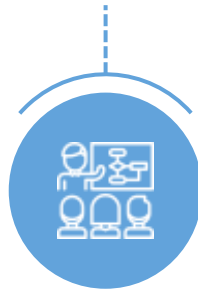
Expand access to accredited national TVET institutions, linked to labour market opportunities



Promote and expand technical training opportunities for women and marginalized groups.



Establish system for support partners to engage with 15by30: language, skills, etc.



Replicate examples of partnerships with private sector, making on the training and internships available



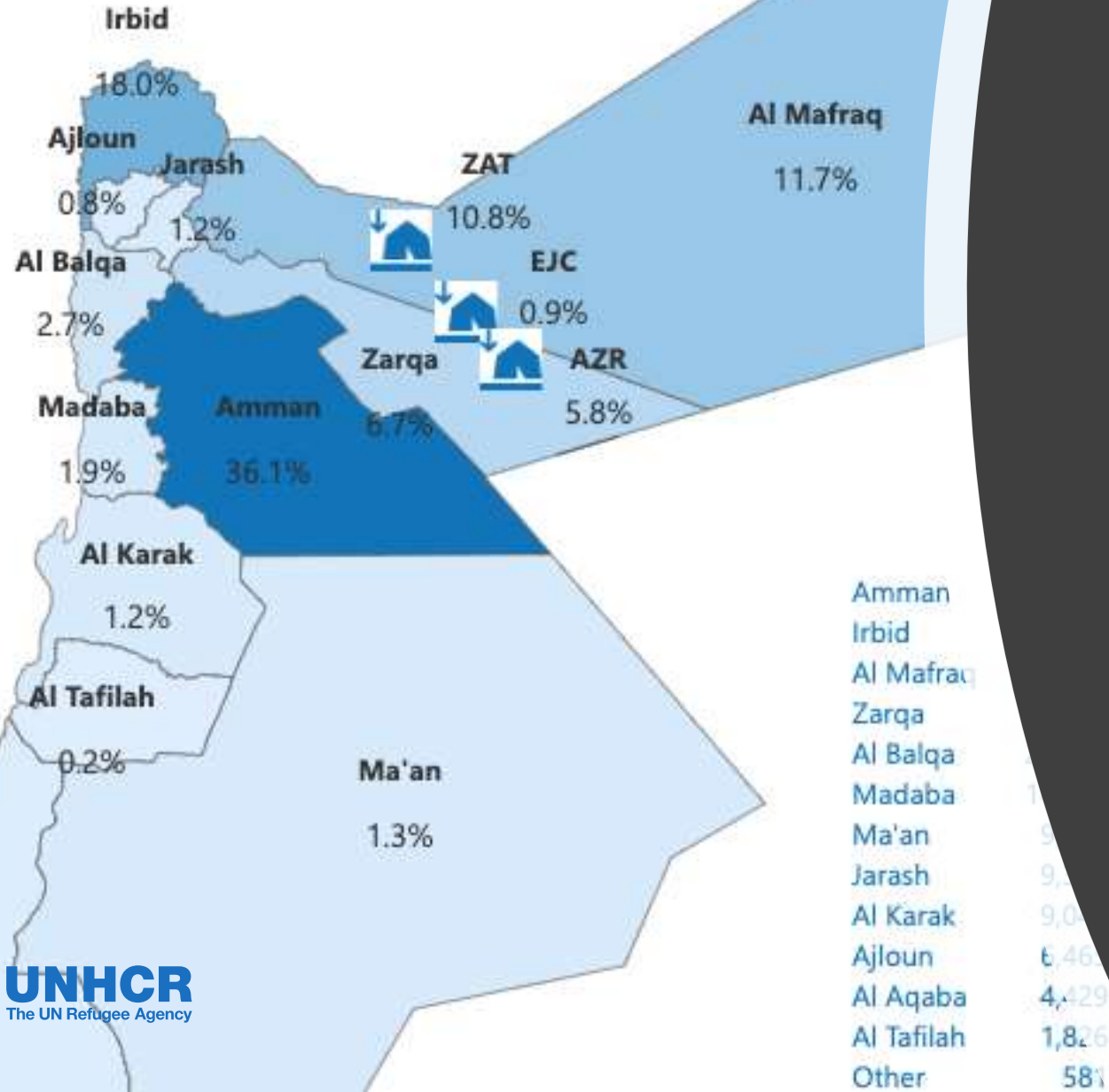
Include right to work as part of SDO advocacy with development partners



Establish clear TVET definitions, strengthen country and regional awareness of programmes to improve data collection



Refugee population: 762,710
 F: 49% Children: 46%



Case Study: Jordan

- Study looks at GIZ, ILO and Luminus Education programmes
- All three provide opportunities outside of the national TVET system. All are generally aligned to labour market needs but refugee access to the labour market is limited and fluid.
- ILO Recognition of Prior Learning programme prioritises linkages to market-informed employment options by providing recognition of skills for in-demand fields, leading to occupational licenses, with access to formal work permits (construction, confectionary, garment only).
 - 45% women, but access to work in construction field is limited to men, by law.
- Luminus allows refugees to enroll free of charge and gives access to career counselling and coaching services regardless of nationality.
 - 45% women; no data to show employment outcomes.
- The GIZ programme is closely aligned to the government system and prioritises improving quality of TVET in skilled craft sectors.
 - Fields of study informed by labour market survey.

National Recommendations

1. Strengthen inclusion of refugees in **national** TVET programmes. Current services are dominated by NGO project-based interventions that provide non-formal vocational training opportunities.
2. Improve TVET administrative data and employment outcome tracking. As there is no administrative data on enrolment of refugees in formal TVET programmes at national level, more evidence is required to analyse the impact of TVET programmes for refugees.
3. Stronger focus on soft skills and practical training in national TVET offerings - employers express concern that public TVET provision does not sufficiently focus on soft skills and practical training and that GIZ, Luminus are more successful in this area.
4. Explore private public partnerships (PPP) to improve the quality of TVET equipment and instructors. PPPs can fund equipment for training centres (for welding, carpentry, etc.) and provide training for trainers.

Case Study: Jordan – Findings

Good practice note:

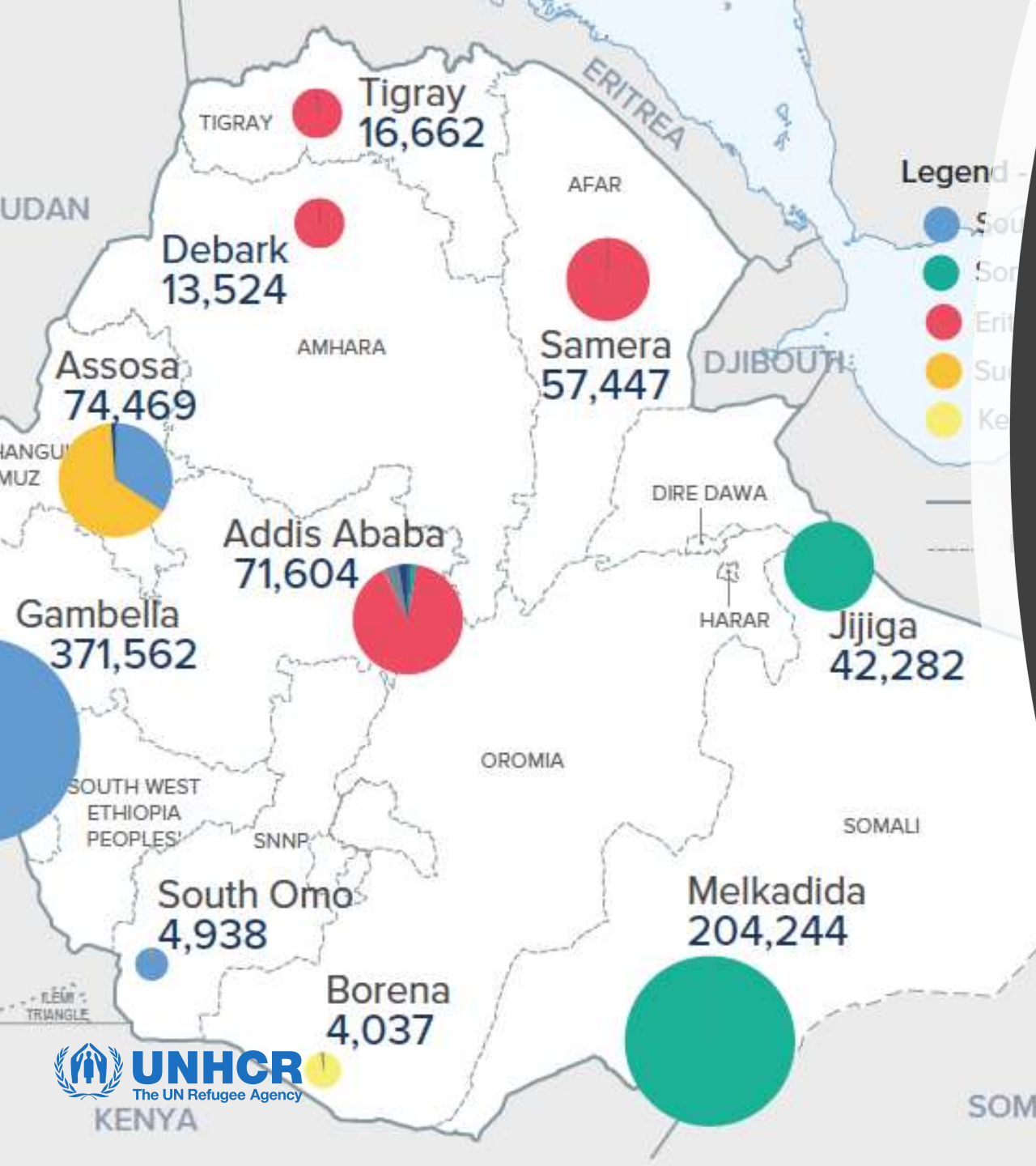
- TVET providers need a thorough understanding of participants' living conditions and care responsibilities to ensure retention. A study by UNHCR found that refugees consider transport, stipends, accreditation and duration of the training as the most relevant factors to enrol in training. For women refugees, childcare facilities and proximity rank among the most important factors enabling participation.

Good practice note:

- Market demands and employment preferences should be assessed TO INFORM programme design. Tracking through tracer studies should inform programme monitoring and adjustments.

Case Study: Ethiopia

Refugees: 871,910 F: 53% Children: 58%



- 2 programmes are examined: GIZ and ZOA
- GIZ's "Qualifications and employment perspectives for refugees and host communities in Ethiopia" by improving quality, training, MHPSS and employment prospects – thus contributing to integration and social cohesion.
 - 280 vocational school teachers have been trained and 14,700 students benefit
 - Designed based on market assessment and implemented in partnership with 200 PS employers
- ZOA programmes focus on providing shorter training but build income generation skills for out of school youth

National Recommendations

1. Scale up advocacy for the financial inclusion of refugees; identify and collaborate with financial services providers to give access to financial and non-financial services for refugees.
2. Engage with the private sector (both employers and worker representatives) in the design of TVET courses to ensure a responsive and effective skills ecosystem and private sector buy-in.
3. Expand fiscal incentives to companies that accept TVET trainees to enhance the engagement of the private sector and the image of TVET.
4. Ensure TVET centres are available in less densely populated, remote areas where refugees tend to live with low connectivity.
5. Clarify roles and responsibilities of each agency involved to ensure linkages between TVET and the labour market, including conducting regular skills needs assessments of the economy and the industrial sector.

Case Study: Ethiopia

Good practice note:

- Cooperatives are an important step in transitioning to a formal economy. May start as informal units, but can grow to become formal business entities. Co-ops offer an accessible means of gaining legal recognition, since their capital requirements are minimal, and allow their members to take more financial risk and gain access to credit and other services collectively.

Good practice note:

- Mapping-out stakeholders from industry cultivates interest and support for the integration of refugees and host communities in training. Industry partnerships between TVET institutions and industry create employment opportunities for TVET graduates.



Thank you
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