### Cross-cutting landscape and considerations

- **Global Policy (1951, 1954, 1967) & Existing Status Determination**
- **Ongoing conflict contributing to forced movement and host nation concerns**
- **Geographic circumstances and encampment**
- **Cultural demands on contributions to household finances and expectations for young people, particularly women**
- **Cultural biases against refugees and other persons of concern in host nations**

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### 15BY30 ACTION PLAN

**Working Across the Five Pathways of Higher Education to Achieve 15by30**

<table>
<thead>
<tr>
<th>Admission Pathways</th>
<th>Partnerships</th>
<th>Accessibility &amp; Inclusion</th>
<th>Financial Inclusion</th>
<th>Policy &amp; Advocacy</th>
<th>Monitoring &amp; Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leverage alumni networks and refugee college counselors to strengthen successful secondary to tertiary transition</td>
<td>Ensure meaningful participation of refugees and host communities in decision making</td>
<td>Identify partners who can meaningfully improve policy and material responses to inclusion of persons with disabilities</td>
<td>Increase scholarships and education financing opportunities for refugees</td>
<td>Advocate for inclusive policies (women, students with disabilities, SOGIE youth, stateless persons)</td>
<td>Define feasible, comprehensive higher education access indicators (enrolment, cost)</td>
</tr>
<tr>
<td>Invest in project that support girls’ transition from secondary to tertiary education</td>
<td>Realize GRF pledges on secondary, higher education and TVET</td>
<td>Promote leadership of female students and teachers</td>
<td>Provide cash-based interventions (CBIs) for higher education directly to students</td>
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<td>Create and maintain consistent, well-defined data collection processes and storage</td>
</tr>
<tr>
<td>Provide more reliable, transparent information on higher education opportunities</td>
<td>Strengthen relationships with MoHE and donor partners at country level</td>
<td>Expand accessible, low-cost or free language and ICT learning opportunities for refugees</td>
<td>Right to Work</td>
<td>Advocate for and showcase examples of reducing policy barriers to education, internship, and employment for refugees</td>
<td>Establish data sharing policies that protect student information while enabling analysis</td>
</tr>
</tbody>
</table>

### Partnerships

- **Provide application support: expand internship placements**
- **Steward new scholarship partners and providers, contribute to programme design**
- **Integrate rights-based and global citizenships training in all student support structures**
- **Reduce financial burden via scholarships, allowance and flexible resource support**
- **Advocate for and showcase examples of reducing policy barriers to education, internship, and employment for refugees**

### Accessibility & Inclusion

- **Invest in secondary education learning environments including teacher training and retention**
- **Consult with regional and country officers on effective partnerships for scale**
- **Invest in female teachers, training to support students with disabilities and increase accessible facilities**
- **Work with universities to ensure refugees pay the same fees as national students**
- **Advocate for accessible visa categories, expanded community sponsorship, and novel education finance models**

### Financial Inclusion

- **Scale accredited connected higher education programmes and competency-based education**
- **Give visibility to national government programmes and investments where useful**
- **Research impact of higher education programmes for refugees on secondary retention, including for girls**
- **Ensure network of accessible connectivity hubs are mapped against CHE opportunities**
- **Capitalise on shift to online learning during COVID to solidify CHE**

### Policy & Advocacy

- **Establish system for support partners to engage with 15by30: language, skills, etc.**
- **Promote and expand technical training opportunities for women and marginalized groups**
- **Replicate examples of partnerships with private sector, making on the job 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**