

INCLUSIVE EDUCATION EFFORTS FOR CHILD REFUGEES IN INDONESIA WITHIN MULTI-STAKEHOLDER PARTNERSHIP (MSPS) FRAMEWORK

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Abstrak

Penelitian ini bertujuan untuk menjelaskan mengenai berbagai upaya inklusivitas pendidikan bagi pengungsi anak yang berada di Indonesia dalam kerangka Multi-Stakeholder Partnership (MSPs) yang melibatkan berbagai aktor seperti pemerintah, organisasi internasional, organisasi non-pemerintah, dan sektor akademik. Dengan menggunakan metode penelitian kualitatif dan teori neoliberalisme, hasil penelitian menunjukkan bahwa terdapat sejumlah kerjasama MSPs yang dilakukan untuk mengupayakan inklusivitas pendidikan pengungsi anak di Indonesia. Kerjasama tersebut antara lain kerjasama UNHCR Indonesia dengan Dompok Dhuafa, Human Initiative, dan sekolah PKBM untuk memberikan kelas persiapan sebelum masuk sekolah nasional, kerjasama UNHCR dan universitas, serta kerjasama IOM Indonesia dan pemerintah melalui Rudenim untuk memberikan home-schooling bagi pengungsi. Disimpulkan bahwa upaya inklusivitas pendidikan bagi pengungsi anak di Indonesia telah dilakukan dengan cukup baik oleh beberapa aktor namun komitmen tersebut harus terus ditingkatkan dengan meningkatkan regulasi nasional terkait inklusivitas pendidikan pengungsi dan memberikan ijazah legal bagi pengungsi yang telah menyelesaikan pendidikannya.

Abstract

This research aims to explain various inclusive education efforts for child refugees in Indonesia within Multi-Stakeholder Partnerships (MSPs) framework involving the government, international organizations, non-governmental organizations, and academic sector. By using qualitative research methods and neoliberalism theory, the results show that there are various MSPs collaborations to implement inclusive education for child refugees in Indonesia. These collaborations include collaboration between UNHCR Indonesia, Dompok Dhuafa, Human Initiative, and PKBM schools to provide preparatory classes before entering national schools, collaboration between UNHCR and universities, as well as collaboration between IOM Indonesia and the government through the Rudenim to provide home-schooling for refugees. It concluded that inclusive education efforts for child refugees in Indonesia have been carried out quite well by several actors, but this commitment must continue to be improved by increasing national regulations related to the refugee education and providing legal certificates for refugees who have completed their education.

INTRODUCTION

Indonesia is a country that has not ratified the 1951 Refugee Convention therefore Indonesia becomes a transit country that receives refugees and asylum seekers to stay temporarily in Indonesia before being resettled to third countries namely Australia, the United States, and others. According to the official report, there are around 13,174 refugees and asylum seekers registered with the UNHCR Indonesia office (UNHCR Indonesia, 2022). Based on this number, there are about 27% of refugees are included in the category of children, so there are around 3,622 child refugees in Indonesia. They are forced to leave their country because of the dangers of violence, persecution, or war and seek safety in other countries.

Child refugees face various challenges while leaving their countries and temporarily in a transit country. They are in a vulnerable situation with limited access to their basic rights during their years of stay in a transit country like Indonesia. According to reports, refugees can stay for about 15 to 20 years in Indonesia before being resettled to third countries (Jakarta Globe, 2018). This is due to very low resettlement quotas globally. In Indonesia, only a few refugees can be resettled. In 2020, only about 400 refugees out of around 13,000 refugees in Indonesia got resettlement opportunities (The New Humanitarian, 2021). The low resettlement quota and prolonged duration of stay in transit countries make the protection of refugee rights an urgency that must be fulfilled immediately.

Protection of the rights of refugees including child refugees must be based on Human Rights and the Rights of the Child. One of the human rights inherent in refugees is the right to education as stated in Article 26 of the Universal Declaration of Human Rights (UDHR) which states that "Everyone has the right to education". The United Nations Convention on the Rights of the Child (UNCRC) which has been ratified by Indonesia also directly mentions the protection of child refugees. Article 22 of the UNCRC states that each member state is obliged to guarantee the fulfilment of all children's human rights regulated in the convention, including for child refugees seeking refugee status.

Indonesia as part of the international community and a transit country must comply with the rights of refugees including the right to education for child refugees living in the country's territory. The fulfilment of the right to education can be carried out by ensuring the inclusiveness of education for child refugees. Inclusive education means education that includes all people without excluding certain groups (Joseph & Thomas, 2022).

Inclusive education can provide opportunities for child refugees to develop their capacities and help them recover from the trauma of conflict and forced displacement United Nations High

Commissioner for Refugees (UNHCR), 2021). It can also have a positive impact on the communities and countries in which they live.

The inclusive education efforts for child refugees can be attempted through Multi-Stakeholder Partnerships (MSPs) which involve various stakeholders to ensure the educational needs of child refugees are properly met. The unique and different needs of child refugees in education such as the need for post-conflict trauma recovery, language learning, and financial assistance make the inclusiveness of child refugees' education require effective collaboration between various sectors ranging from governments, international organizations, and non-governmental organizations (NGOs), private parties, and society (Siarova & Van Der Graaf, 2022). Every stakeholder can be involved in a common goal through MSPs collaboration to provide significant results for the inclusiveness of child refugees' education in Indonesia.

The author is interested in discussing "Inclusive Education Efforts for Child Refugees in Indonesia within the MSPs Framework" to discover various efforts that have been made to provide inclusive education for child refugees through framework of the MSPs during their

temporary stay in Indonesia. The author will use the theory of neoliberalism in analyzing the phenomena that occur in inclusive education efforts.

The discussion in this paper will be limited by the time period to focus the explanation. This time period starts from 2019 to 2021 since the issuance of Circular Letter (*Surat Edaran*) of the Ministry of Education and Culture of the Republic of Indonesia No. 75352/A. A4/HK/2019 on July 10, 2019. The Circular Letter stated that child refugees could access primary and secondary school education without charging the *Anggaran Pendapatan dan Belanja Daerah/Anggaran Pendapatan dan Belanja Nasional* (APBD/APBN). This research will focus on the period after the promulgation of the Circular Letter and its implementation through the MSPs framework until around two years of its issuance which is the year of 2021.

The purpose of this paper is to identify and explain various educational inclusiveness efforts for child refugees that have been carried out in Indonesia within the framework of MSPs. The author hopes that this research can provide theoretical benefits by adding to the study of International Relations and contributing to studies of neoliberalism theory which can

be used as material for future consideration in the decision-making process, especially those related to refugee issues and MSPs in the field of inclusive education.

ANALYTICAL FRAMEWORK

Neoliberalism Theory

Neoliberalism is one of the theories in international relations which is the main challenger to neorealism theory. Neoliberalism recognizes the existence of an anarchic international system and state actors as rational actors. While neorealism considers that anarchic situations encourage the state to carry out self-defence (self-help), neoliberalism criticizes this view and considers that anarchic situations provide opportunities for cooperation and interdependence (Dugis,2016).

Neoliberalism focuses on the ways in which international organizations and non-state actors can promote international cooperation in situations of anarchy. This research uses the neoliberalism theory because neoliberalism is considered appropriate to analyze the phenomenon of cross-sectoral cooperation and the role of international institutions are needed to promote such cooperation in order to create international peace and stability. In the international system, there is a situation of

complex interdependence according to neoliberalism theory. Keohane and Nye (1977) stated that complex interdependence is a global political situation where all actors, both state and non-state, depend on each other, and cooperation is carried out based on common interests. Characteristics in this complex interdependence situation include multiple channels, an absence of hierarchy among issues, and the minor role of military force.

Inclusive Education

Inclusive education means that all children can learn, contribute, and participate in the education system with equal learning opportunities (Mansur, 2019). This means that all children from all groups including both minority groups and marginalized groups such as refugee groups can have real and fair learning opportunities to develop their respective potentials like other children. The inclusiveness of education allows refugee children from all backgrounds to learn and develop together like other children regardless of their nationality or refugee status. This study will use the concept of educational inclusivity because it is considered the best way to provide education and meet the education right of child refugees in Indonesia.

The implementation of inclusive education is based on several international and national policies. Article 26 of the UDHR states that everyone has the right to education. The same thing was also reaffirmed by the UNCRC which has been ratified by Indonesia. Article 22 of the UNCRC states that each member state is obliged to guarantee the fulfilment of all children's human rights regulated in the convention, including for child refugees seeking refugee status. At the national level, there are some national policies regarding educational inclusiveness, including the National Education System Law No. 20 of 2003 article 4 paragraph 1 which states that education is held based on democracy and justice and without discrimination.

Multi-Stakeholder Partnerships (MSPs)

MSPs or often referred to as cross-sector partnerships are broad and diverse cross-sector collaborations to expand collaboration or multi-stakeholder partnerships in the field of inclusive education for child refugees.

There are four main assumptions of neoliberalism. First, the state is a key and rational actor who tends to maximize interests in various issues. The state is not the only actor in the international system but

there are other non-state actors so this research will focus on state and non-state actors in the issue of inclusiveness in child refugees' education. Second, rational behavior encourages countries to cooperate to achieve benefits. This encourages the Indonesian government as a rational actor to collaborate with other stakeholders in the context of implementing inclusive education for child refugees. Third, the presence of international organizations has an important role in international cooperation to ensure compliance and prevent fraud. Fourth, international institutions provide opportunities for countries to cooperate and maximize their interests. This assumption is related to this research which focuses on the presence of international organizations such as UNHCR and IOM to cooperate with the government and other actors in the issue of inclusive education for refugee children, between government, business, private actors, civil society, and/or the United Nations and other multilateral institutions to address specific challenges (MacDonald, Clarke, & Huang, 2019). MSPs are a type of collaboration that has certain characteristics (Horan, 2019). First, partners involved in MSPs come from at least three or more sectors, namely the public sector, civil society, the private sector, and the academic sector. Second, all partners are equally involved in various MSPs partnership work,

from consultation to joint decision-making. Third, partnership in MSPs through long-term and organized engagement where is needed to address the complex challenges that multi-stakeholder partnerships seek to overcome. Fourth, MSPs collaboration aims to address complex social challenges.

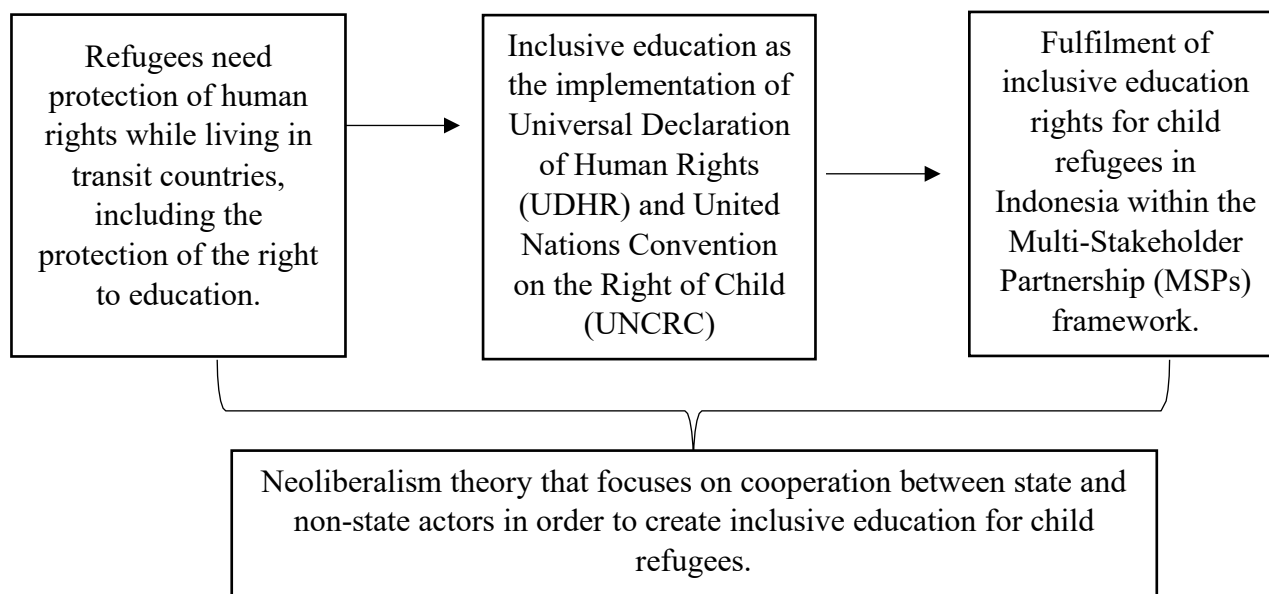
The Partnering for Sustainable Development document published by the United Nations University Institute for the Advanced Study of Sustainability (UNU- IAS) in 2018 states that MSPs are useful in overcoming various technical constraints and limitations of an institution related to management, and resources, and representation (Dahiya & Okitasari, 2018). MSPs also have a function to strengthen

the effectiveness of actions through the comparative advantage of the stakeholders or partners involved and to create solutions that are appropriate to the scope and nature of the problems at hand. Therefore, the MSPs framework is considered the precise concept to fulfill the education right of child refugees and overcome the problem of organizing inclusive education for child refugees in Indonesia.

Framework

Based on the description above, it can be formulated the research framework model, as in Figure 1.:

Figure 1. Research Framework Mode



Indonesia is a transit country that receives refugees for a temporary stay before being resettled in a third country. The limited resettlement quota in third countries has made refugees trapped in Indonesia for a very long period of up to 15 years (Jakarta Globe, 2018). This circumstance has made the situation of refugees very vulnerable in transit countries and needs protection for their basic human rights including the right to education. Currently, there are around 3,622 child refugees in Indonesia, and they are in a vulnerable situation (UNHCR Indonesia, 2022). Indonesia has an obligation to fulfil the rights of refugees including the right to education while waiting for the resettlement process to the destination country as a country that has ratified the UDHR and the UNCRC. The implementation of the fulfilment of inclusive education rights can be achieved through cooperation and collaboration between actors according to neoliberalism theory. Therefore, the fulfilment of refugee education rights requires effective cross-sectoral collaboration within the Multi-Stakeholder Partnership framework.

RESEARCH METHOD

The author applied a qualitative approach to discover the inclusiveness of

education for child refugees in Indonesia within the framework of MSPs. The main objective of qualitative research is an understanding of social phenomena or phenomena by focusing more on the complete picture of the phenomenon being studied. A qualitative approach can provide a clear picture of the phenomenon of inclusive education for child refugees that occurs in Indonesia within the framework of MSPs. The author uses a type of phenomenological research that seeks to understand the meaning and significance of events and their relation in certain situations. The aim is to describe the phenomenon of educational inclusiveness efforts for child refugees in Indonesia which are carried out within the framework of MSPs.

The type of data in qualitative research is data that uses words, sentences, and pictures. Therefore, the author uses qualitative data in this study such as writing, sentences, and words that can support the research. For the data collection methods, the author collects data from interviews and literature studies in this research. Data were collected from various sources and related references such as articles, journals, documents, news, reports, and other evidence. Data collection is done

by looking for credible and trustworthy sources. Primary data was obtained from direct interviews with an Associate Communication Officer of UNHCR Indonesia on 6 April 2022 via Zoom Meeting while secondary data were obtained from literature studies including various articles, journals, and other references related to the research topic. The data analysis technique used by the author is an induction data analysis technique where this induction data analysis is used by the author to identify and explain the efforts of inclusive education for child refugees in Indonesia within the framework of MSPs.

RESULT AND DISCUSSION

National Regulation on the Inclusiveness of Child Refugees Education The 1951 Refugee Convention and the 1967 Protocol are the main regulation for protecting and fulfilling the rights of refugees. The two documents explain the definition and status of refugees, refugee rights, and state obligations in protecting refugees. There are 149 countries around the world that have ratified the 1951 Refugee Convention and the 1967 Protocol (Janmyr, 2021). Indonesia is a country that has not ratified the 1951 Refugee

Convention and the 1967 Protocol despite being a transit country with more than 13,000 refugees. Most of Indonesia's national regulations do not directly mention refugee protection, but there are several regulations related to refugees that can be applied in fulfilling the inclusiveness of child refugee education.

Regulations regarding refugees in Indonesia are based on Presidential Regulation no. 125/2016 concerning Handling of Refugees from Overseas. This regulation regulates the methods and procedures for handling refugee admissions in Indonesia as well as organizational bodies appointed by the government to be involved in handling refugees from abroad. This regulation is a great step of progress for Indonesia in overcoming the problem of refugees even though the regulation does not cover the protection or fulfilment of rights for refugees while living in Indonesian territory. This regulation is also an implementation of the principle of non-refoulment in which every country is prohibited from returning refugees to places where they are in danger or threat.

The compliance of the right to education for child refugees is generally regulated by the UNCRC. Article 22 directly states that each member state is

obliged to guarantee the fulfilment of all children's human rights regulated in the convention, including for refugee children seeking refugee status. The regulation has been ratified by Indonesia through Presidential Decree no. 36 of 1990 concerning the Ratification of the UNCRC and Law no. 23 of 2002 concerning Child Protection which was later revised into Law no. 35 of 2014. The ratification shows that Indonesia is committed to the protection of children without discrimination, including the protection of child refugees living in the territory of Indonesia.

In 2019, the government issued a Circular Letter of the Ministry of Education and Culture No. 75253/A.A4/HK/2019 which allows child refugees to access formal education at the primary and secondary levels without charging the APBD/APBN. Child refugees can be given a certificate of graduation by the local Education Office (*Dinas Pendidikan*) if they have completed formal education at a national school. The Circular is an improvement in the inclusivity of child refugee education in Indonesia. This can provide an opportunity for refugees to be able to continue their education in formal schools although there are still

several obstacles to its implementation such as problems of cost, language, and administration.

Another regulation related to refugee education is Government Regulation No. 78238 of 2021 concerning Special Protection for Children. The regulation regulates the handling of children in emergency conditions and the fulfilment of children's basic rights. There are various categories of children included in special protection, including children in emergency situations, children who are victims of violence, children who are exploited, and others. Refugee children are included in the category of children in emergency conditions according to special protection regulations for these children (Aurelia, 2022). One of the articles in the regulation states that the government needs to act in the form of fulfilling the basic rights and special needs of children, including basic needs such as health services, education, and security guarantees.

Actors Mapping in Multi-Stakeholder Partnership (MSPs)

The implementation of inclusive education for child refugees in Indonesia requires the cooperation of several actors from various sectors. This is because the

problem of inclusiveness in the education of refugee children is a complex global problem and cannot be solved by one actor alone. Cross-sectoral collaboration can help several actors from different sectors with similar interests to overcome complex social challenges together. Cross-sectoral collaboration can also be beneficial for the actors involved to be able to achieve common goals more effectively. There are various actors involved in inclusive education efforts for child refugees such as the government, international organizations, non-governmental organizations, the private sector, and the community.

Government actors in the efforts of inclusive education for child refugees involve various relevant ministries dealing with refugee problems in the education sector. The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (Kemdikbudristek) is an important actor responsible for inclusive education for refugee children through Circular Letter No. 75352/A.A4/HK/2019 which allows child refugees to access primary and secondary education in national schools. Other government actors involved in the inclusivity of refugee education are the Indonesian Ministry of Law and Human Rights, the Immigration Division, and the

Indonesian Ministry of Foreign Affairs. They played important role in fulfilling the educational rights of refugees living in immigration detention centers (Rudenim) through holding English, Indonesian, and handicraft classes (Asti & Rahayu, 2019).

Other actors involved in inclusive education efforts within MSPs framework are international organizations such as the UNHCR and the International Organization for Migration (IOM). They have an important role in preparing child refugees to enter the Indonesian national education system by providing basic lessons of the Indonesian language and local cultures. UNHCR and IOM also have refugee learning centers and encourage refugees to take accredited courses through Coursera for Refugees. Moreover, there are Refugee Learning Centers for refugees organized by UNHCR, IOM, and the refugee community which have an important role in supporting basic education for child refugees by providing learning places for child refugees. According to data, there are around 1,000 child refugees who receive education through the Refugee Learning Center (UNHCR Indonesia, 2022).

Efforts for inclusive education for child refugees within Multi-Stakeholder Partnerships are also supported by other

actors such as Dompot Dhuafa. This organization provides financial and educational assistance for refugees in collaboration with UNHCR Indonesia (Dompot Dhuafa, 2020). In addition, there are various universities in Indonesia that have collaborated with UNHCR Indonesia in providing access to education for refugees in higher education such as the Universitas Islam Riau (UIR) and Universitas Maritim Raja Ali Haji (UMRAH). These indicated that there are various kinds of actors from various sectors that play important role in the inclusiveness of child refugee education in Indonesia.

MSPs in the Field of Inclusive Education for Child Refugees According to the UNHCR Indonesia's report in February 2022, there are still around 1,342 refugee school-age children who have not yet entered formal school (UNHCR Indonesia, 2022). This is due to several obstacles and challenges faced by child refugees to be able to enter national schools. One of their main obstacles is the language barrier where there are still many child refugees who do not understand Indonesian or English languages, making it difficult for teachers and schools to communicate with refugee children. Another obstacle is financial constraints to bear the expenses of the child refugees'

education in national schools. Most refugees have limited access to work, so they still depend on the assistance of international organizations and this situation makes it more difficult for them to pay for the financial costs of their child refugees' education.

In accordance with neoliberalism theory, anarchic situations in international relations can provide opportunities for cooperation and interdependence (Dugis, 2016). The anarchic situation of international relations especially in the field of refugee issues creates opportunities for cooperation and interdependence between actors, so Multi-Stakeholder Partnerships (MSPs) are needed or multi-stakeholder collaboration with various actors. Therefore, UNHCR Indonesia and several partners are committed to helping prepare child refugees to enter national schools in order to overcome these challenges. UNHCR Indonesia collaborates with several partners to organize classes for child refugees with the purpose to teach Indonesian language, mathematics, basic literacy, and local culture to prepare them before they enter national schools (UNHCR, 2021).

UNHCR Indonesia's partners in collaborating include Dompot Dhuafa, the Human Initiative, and *Pusat Kegiatan*

Belajar Masyarakat (PKBM) School¹. Dompot Dhuafa is a non-profit organization that has collaboration with UNHCR Indonesia since 2015 to help refugees in the fields of education, health, and refugee empowerment. Another partner of UNHCR Indonesia in inclusive education efforts is the Human Initiative, a non-governmental organization that has been established since 1999 and focuses on humanitarian issues. The Human Initiative and UNHCR Indonesia formed a collaboration in the form of providing Indonesian and English classes as an effort to inclusivity in the education of child refugees in Indonesia. The cooperation also includes the protection of child refugees who live in refugee camps through child protection programs. UNHCR Indonesia is also working with the government to seek inclusive education for refugee children through PKBM schools where refugees can learn and pursue the lessons taught in schools. PKBM is an educational facility provided by the (IOM) in providing home-schooling education for child refugees. This home-schooling education is conducted to teach basic lessons for refugees such as English, computers, and music (Asti & Rahayu, 2019). All teaching and learning

activities are funded by IOM and the Rudenim acts as a supervisor in ensuring that the needs and rights of child refugees are properly met. This collaboration is also one of the efforts of inclusive education for child refugees in Indonesia, especially for child refugees living in detention centers.

Another access to education for refugees is through higher education at universities. A number of universities in Indonesia have collaborated with UNHCR Indonesia to help refugees have better access to higher education. This collaboration is carried out to expand access to education and meet the inclusive education needs of refugees. One of the universities that a collaboration with UNHCR Indonesia is Pelita Harapan University (UPH). This collaboration provided an opportunity for 6 Afghan refugees to take part in the English Pathway Program (EPP) at UPH (UPH, 2019). The program is the result of collaboration between UPH and UNHCR Indonesia in the form of English language education program assistance and plays a role in increasing the inclusiveness of refugee education.

In 2021, UNHCR Indonesia, Universitas Islam Riau (UIR), and Dompot Dhuafa Riau collaborated to provide learning opportunities for refugees. The joint

¹ Result of interview with an Associate Communication Officer of UNHCR Indonesia, 6 April

program between UNHCR Indonesia, UIR, and Dompot Dhuafa Riau was carried out by providing opportunities for 5 refugees to take part in teaching and learning activities at the Riau Islamic University (UIR) campus in the International Relations (HI) study program. The joint program includes tuition fees, internet packages online, study books, and campus assistance (Nusa Perdana News, 2021). These MSPs are identified as joint program models which is a collaboration between a small group of partners to implement a program to address specific aspects of a social problem. UNHCR Indonesia, UIR, and Dompot Dhuafa Riau formed a cross-sectoral collaboration to implement a joint program, namely the inclusiveness of refugee education at the university level.

Another university that has a cooperation framework with UNHCR Indonesia is the Universitas Maritim Raja Ali Haji (UMRAH). In mid-2021, UMRAH signed a memorandum of understanding (MoU) with UNHCR Indonesia to provide learning opportunities at the university level for refugees living in Riau (UMRAH, 2021). This decision is based on the consideration of Human Rights (HAM) and one of the university's values, namely environmental universality. This collaboration has opened

up opportunities for refugees in Indonesia, especially for refugees living in Riau, to continue their education at universities and develop their respective potentials and abilities.

The collaboration between UNHCR, Dompot Dhuafa, Non-Governmental Organizations, and several private parties in Indonesia is a form of cross-sectoral collaboration or Multi-Stakeholder Partnerships (MSPs) in the field of inclusive education for refugees in Indonesia. The first characteristic of MSPs is that partners involved in MSPs come from at least three or more sectors, namely the public sector, civil society, the private sector, and academic sectors. The collaboration involves several actors such as international organizations, namely UNHCR Indonesia and IOM, non-governmental organizations such as the Human Initiative, the Indonesian government through the Ministry of Education and Culture and PKBM schools, the private sector, namely Dompot Dhuafa, and the academic sector such as universities that have a cooperation framework with UNHCR.

The second characteristic is that all partners are equally involved in MSPs collaboration and are long-term and organized in nature. All partners involved in

the inclusive education partnership are considered equal and through long-term engagement with the signing of the MoU. Another thing that characterizes MSPs is that this collaboration aims to overcome complex social challenges where cross-sectoral collaboration in the field of inclusiveness in child refugee education is needed because the problem of inclusiveness in child refugee education cannot be overcome by one party alone but together within the framework of MSPs.

These inclusive education efforts within the MSPs framework are also in line with neoliberalism theory which focuses on the ways in which international organizations and non-state actors can promote cooperation. The presence of international organizations and non-state actors has an important role in encouraging cooperation. UNHCR Indonesia and IOM as international organizations responsible for refugee issues have an important role in promoting cross-sectoral collaboration or MSPs in the field of inclusive education. UNHCR Indonesia has several collaborative frameworks with various sectors to seek inclusiveness in refugee education. The framework for this collaboration includes preparatory classes for refugee children before entering the national school where

the collaboration is carried out by UNHCR Indonesia and several partners such as Dompot Dhuafa, Human Initiative, and PKBM schools. Another framework for cooperation is UNHCR Indonesia's collaboration with several universities in Indonesia and Dompot Dhuafa Riau.

They provide opportunities for refugees to pursue higher education in certain majors. IOM also has a partnership with the government to provide home-schooling lessons for child refugees living in Rudenim. According to neoliberalism theory, there is a situation of complex interdependence in the international system. Keohane and Nye (1977) state that the complexity of interdependence is a global political situation where all actors, both state and non-state, depend on each other, and cooperation is carried out based on common interests. This complex situation of interdependence can be seen in the global issue of international refugees, which causes state and non-state actors to depend on each other. The refugee problem cannot be solved by one country alone because the refugee issue has become a global issue involving various actors. This is what causes state and non-state actors to become interdependent because to overcome this problem, collaborations between various actors are

needed. Therefore, MSPs are formed between the government, international organizations, private actors, and other actors. These collaborations are based on common interests to overcome refugee problems in the field of inclusive education for child refugees in Indonesia.

CONCLUSION

To conclude, the inclusive education efforts for child refugees in Indonesia has been carried out by several actors including the government, international organization, non-governmental organization, the private sector, and the academic sector within the Multi-Stakeholder Partnership (MSPs) framework. The various collaborations include collaboration between UNHCR Indonesia and Dompot Dhuafa, Human Initiative, and PKBM schools to provide preparatory classes before entering national schools, collaborations between UNHCR

Indonesia and universities, as well as collaboration between IOM Indonesia and government through Rudenim to provide home-schooling, are in align with the neoliberalism theory that states the anarchy situation creates cooperation opportunity and interdependence. The complex interdependence situation by Keohane and Nye (1977) can be seen in the global issue of

international refugees, which causes state and non-state actors to depend on each other.

These MSPs collaborations demonstrated shared commitment by various actors to implement inclusive education for child refugees in Indonesia. However, this commitment must continue to be improved by increasing national regulations related to the inclusive refugee education and providing legal certificates for refugees who have completed their education. The current national regulations had not fully covered education right for child refugees in Indonesia and did not provide legal certificates for refugees who have completed their education. This has been a problem for refugees to continue their education in third countries. Therefore, the recommendations for further efforts in the field of inclusive education are to have more legal laws concerning inclusive education for child refugees and the issuance of legal certificates.

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