



DYNAMICS OF ALTERNATIVE EDUCATION FOR REFUGEES: A CASE STUDY OF *THE SCHOOL FOR REFUGEE PROGRAM*

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Abstract:

The right to education is one of the fundamental human rights, irrespective of one's status. Therefore, the right to education should also be available to refugees. The education rights of refugees are protected under the 1951 Refugee Convention, where the contracting states must provide basic education. However, not all countries have joined this convention, including Indonesia, which has not ratified the 1951 Geneva Convention and the 1967 Protocol on the Status of Refugees. Although the Indonesian government has not been able to fulfill these obligations, there are civil society organizations providing alternative education to help refugees sustain themselves in Indonesia until they have the opportunity for *resettlement*. One such organization is Dompét Dhuafa with its *School for Refugee* (SFR) program, which aims to provide alternative education for refugee children. This research aims to analyze the needs of refugees in preparing for the *resettlement* stage. The method used in the research is qualitative, where data collection is carried out directly with involved stakeholders, as well as documentation and literature obtained from primary sources. The conclusion of this research is that there are several requirements that refugees must meet in the *resettlement* process, including proficiency in English, soft skills, and hard skills. Additionally, in the implementation of the program, the SFR team found that the preparation for the Indonesian language is not only for children but also for adult refugees. Hence, there is a need to establish a Learning Empowerment Center for refugees with the hope that they can meet the requirements for the *resettlement* process.

Keywords: *Education, Refugee, Resettlement, Geneva Convention*

INTRODUCTION

Based on data from UNHCR Indonesia, which is an organization of the United Nations, the number of refugees and asylum seekers in Indonesia is around 13,657 people (December 2019); 13,900 people (December 2018); 13,840 people (December 2017); and 14,405 people (December 2016). On average, the number of Indonesian refugees has ranged from 14,000 people in the last 4 years (Nola, 2021). As of September 2021, UNHCR recorded that the number of registered refugees in Indonesia reached 13,273 people. Of these, 73 percent are adults and 27 percent are children, of which 7,458 people are from Afghanistan, 1,364 people from Somalia, 707 people from Myanmar, 677 people from Iraq, and the rest from other countries (Public Relations, 2022).

As of May 2023, at least 12,704 refugees from abroad are recorded by (UNHCR) to be in Indonesia. 73 percent of these were adults and 27 percent were children. Looking deeper than adult refugees, 27 percent of them are women. The highest number of refugees in Indonesia came from Afghanistan, which was 6,663 people. That is, half, namely 52.4 percent, of the total refugees in Indonesia come from Afghanistan. After Afghanistan, then refugees from Myanmar (ditjenim 2023).

Referring to the latest data that there are 12,704 refugees from abroad who have been recorded by UNHCR. This number is not a small number, but a fairly large number. This situation is also a big problem for Indonesia because Indonesia itself does not have special regulations for handling refugees. Overseas refugees in Indonesia do not have the rights of Indonesian citizens. This was also conveyed in previous research because Indonesia is not one of the signatories and ratified the 1951 Refugee Convention, meaning that Indonesia has no obligation to follow everything mentioned in the convention, including providing opportunities for refugees to access education or work (Nola, 2021).

With the possibility of increasing numbers of refugees, it should be noted that refugees often bring their families, including children, on their journeys. With the facts given, children will be a concern in handling refugee. A question arises. How transit governments fulfill refugee residence rights in their jurisdictions, especially how transit countries realize the right of refugee children to proper education (P et al., 2021).

The basic needs of child refugees, especially education, must be addressed. Upholding human rights in the context of education is manifested in the form of the right to education. Since everyone has these rights, the fulfillment of these rights has far-reaching implications. Realizing this right requires equal distribution of education which means the widest possible educational opportunities for everyone, including the fulfillment of children's right to education for refugees or asylum seekers (Astariyani et al., 2023).

In the context of children's rights, this means that all children's rights should apply equally to all children, including the granting of the right to education to children of asylum seekers in transit countries. Before moving to specific anti-discrimination norms for children, it should be emphasized that international human rights instruments in general also need to provide specific measures for child protection that help combat special discrimination for children, one of which is protection (Astariyani et al., 2023).

Based on this, Indonesia as a transit country for refugees can provide the right to education for refugee children. The fulfillment of the right to education for refugee children has been carried out by several non-governmental organizations concerned with this issue. In practice, non-governmental organizations provide alternative education such as preparatory classes Indonesian refugees to enter formal schools in Indonesia. Thus, it helps refugees to develop their insights and skills in Indonesia. In addition, alternative education also aims to introduce Indonesian culture so that refugees can live side by side with Indonesian citizens in accordance with the culture and norms prevailing in society.

Then in another study mentioned that the Government of Indonesia should adopt an inclusive and equitable education policy because the government can play an important role in social, cultural, political, and economic development in Indonesia. Monitoring the quality of education, schools and learning centers for refugee and asylum-seeking children is urgently needed. This is so that what programs can be given to refugees. (Kranrattanasuit, 2023).

The right to fulfill education for refugees can already be assisted by non-governmental institutions. However, access to be able to get work, refugees still cannot get that access. The reason Indonesia does not provide opportunities for refugees to work is to protect national interests. The national interest here is Indonesia's high unemployment rate. So that employment is only given to Indonesian citizens. In addition, the Immigration Law, together with the Manpower Law, does not allow foreigners to work without permission. Those who can work in Indonesia are foreign nationals holding work visas or referred to as foreign workers (Article 1 Paragraph 13 of

the Manpower Law). In other words, refugees are clearly not included as foreign workers because they do not have visas (Nola, 2021).

With the ban on work for refugees, their activities are very limited. They also experience economic limitations due to lack of assistance. Such conditions encourage them to look for loopholes in order to work; with informal work schemes, internships and partnerships. Basically, this loophole is very risky for both refugees and entrepreneurs due to the lack of legal protection. In addition, a number of refugees engage in illegal work such as prostitution and drug dealing. The refugee work ban, on the one hand, is aimed at protecting the national interest due to the lack of employment opportunities for the local population. However, on the other hand, this ban poses a threat to national interests as some refugees do illegal work (P et al., 2021).

UNHCR has an important role to play in addressing the refugee problem in Indonesia. This is in accordance with the main tasks of UNHCR, including: 1) determining the status of refugees; 2) liaising with the government and increasing capacity; 3) cooperate and provide community-based protection; 4) provide comprehensive solutions; 5) prevent statelessness (UNHCR Indonesia, 2022)

However, refugees still experience difficulties in communicating with UNHCR regarding the clarity of their status in Indonesia. This is in accordance with previous research from (Ayu Putri & Zulhair Achsin, 2023) which explained that UNHCR's response has not been satisfactory to the problems complained by refugees.

An increasingly protracted situation is faced by refugees. Refugees in Indonesia are awaiting resettlement status to a third country or resettlement. Waiting times in Indonesia can be extended for several years and are characterized by the marginality of achieving an immediate level of security, but without that being realized. But regardless of the situation, to wait for refugee *resettlement* in Indonesia can train creativity, resilience and resources to create community spaces where they can meet basic needs and build lives that provide purpose and fulfillment beyond just survival (Ali et al., 2016).

Resettlement is a way of transferring refugees to seek refuge to a third country that has agreed to accept them as permanent residents. The destination countries to become high countries for refugees are, America, Canada, Australia, and New Zealand. However, not all refugees will get Resettlement *There are currently more than 35 million refugees in the world who need Resettlement (UNHCR Indonesia, n.d.)*. As a result, not all refugees in Indonesia will easily get *resettlement*. Based on data from (Directorate General, 2023) on October 23, 2023, 22 refugees have departed to the United States because they have had the opportunity to *resettlement*. The refugees who got the opportunity came from Afghanistan and Somalia consisting of 6 men, 4 women and 12 children.

All refugees in Indonesia are eager to get *Resettlement*. However, UNHCR cannot accommodate all refugees to get resettlements, this depends on the availability of resettlement places provided by resettlement countries, resettlement country acceptance criteria, and special needs. UNHCR understands that this situation is frustrating and disappointing. There are several things refugees can do while in Indonesia: continue their education, learn new skills, engage with the community, and use their interests and abilities in a positive way. The education and skills refugees learn can be a complementary requirement of returning to their home country or obtaining *Resettlement* through *Labor Mobility Pathways*.

Labor Mobility Pathways are safe and regulated pathways that allow eligible refugees to enter or stay in another country to work, giving them the right to permanent or temporary residency. Thanks to this pathway, refugees can be safely accepted in a third country based on concrete job offers or labor shortages of certain sectors while meeting their protection needs and having their rights protected. Labor mobility programs can be part of traditional immigration systems adapted to facilitate the admission of refugees with the necessary skills at different levels. They can also include temporary and permanent skilled entry arrangements to support refugees. Thus, alternative education is not only provided to child refugees but can also be provided to adult refugees (UNHCR Jordan, n.d.).

Dompot Dhuafa as a community social institution has so far been able to provide alternative education to refugee children through its program, the *School for Refugee*. The purpose of this program is for refugee children to have the right to education and have Indonesian skills and be able to attend public schools in Indonesia. Based on the needs of refugees that have been mentioned, Dompot Dhuafa has challenges in providing services to refugees, namely to be able to contribute to meeting the needs of refugees not only child refugees but also the needs of adult refugees.

Based on the problems and needs of refugees in Indonesia, this study aims to see the extent of the contribution of the *School for Refugee* program in providing alternative education to refugees. In addition, this study also wants to see the dynamics or challenges faced by Dompot Dhuafa in the implementation of the *School for Refugee program*.

RESEARCH METHODS

Qualitative method is the research used in this study. The use of this method is part of a series of activities and processes of capturing data and information that is reasonable or natural about a problem in certain aspects of life with certain objects as well (Mundir, 2013). With a research approach, namely case studies (Muktaf, t.t.) that examine real phenomena in order to maintain holistic character and meaning in events in real life. With this case study, this research is expected to be able to answer the context of the relationship of a case with an analytical approach. The case study conducted in this study was conducted at the *School for Refugee* Program conducted by Dompot Dhuafa.

As for the research stage, data collection is carried out directly by researchers by involving stakeholders as research informants. Because research is passed by careful and systematic scientific investigation of data related to research in order to produce a social (Zaluchu, 2020). With the help of documentation and literature studies used to obtain primary sources, this is done to identify theories and methods that are relevant in the field (Cahyono, 2019).

RESULTS AND DISCUSSION

Indonesia's Policy for Foreign Refugees

Refugees or asylum seekers occur as a result of armed conflict, natural disasters and social and political oppression that encourage individuals and families to leave their home countries. As a result, refugees are scattered in all corners of the world with the aim of seeking asylum in the hope of getting a better life, not least. According to the definition in the 1951 Refugee Convention, a refugee is someone who, due to the existence of well-founded fear, faces persecution based on race, membership in a particular social group or political party, religion, or nationality, and is outside his or her home country without any desire to be protected by that country as in Indonesia (Ayu Putri & Zulhair Achsin, 2023).

Thus, refugees residing in Indonesia do not get the rights of Indonesian citizens. Thus, this is a problem for refugees and the Indonesian government. This is because Indonesia did not participate in the ratification of the 1951 Convention. However, on the other hand, to maintain human rights, Indonesia tries to cooperate with UNHCR Indonesia and social institutions so that refugees get the rights they deserve. In accordance with research conducted by (Afriansyah & Zulfa, 2018) states that refugees in Indonesia to have rights where refugees in Indonesia have rights guaranteed not only by international legal instruments but also by national laws such as the 1945 Constitution and other laws. With respect to these rights, refugees residing in the Republic of Indonesia have fundamental obligations which, if they do not carry out these basic obligations, will affect the implementation of the rights concerned.

Based on this, Indonesia takes a role in upholding human rights in the educational environment in providing support for refugees in accessing education. Realizing these rights requires equality in education which means the widest possible educational opportunities for all, including the fulfillment of the child's right to education for asylum seekers. Because asylum seekers have entered the territory of a

country, it has no choice but to accommodate asylum seekers first, until asylum seekers are accepted in a third country, even if only as a transit country, the obligation of the transit country not only to accommodate the country must also ensure that the basic needs or rights of asylum seekers are met while in the territory. Transit countries, one of which is the right to education for asylum seekers (Astariyani et al., 2023).

Then (Astariyani et al., 2023) mentioned that education is one of the highest priorities for refugees. This is particularly important because of the lack of high-quality education and protection for refugees thus hampering the purpose of education for refugee children. To ensure education to refugees, the importance of the commitment of real organizations from the United Nations, namely the United Nations High Commissioner for Refugees (UNHCR), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF). Not only the United Nations organization is committed to realizing its commitment to refugee education, but it must also establish cooperation with the Indonesian government and social institutions can play a role in realizing the right to education for refugees living in Indonesia.

Another opinion is also put forward by (Crisp, 2001) in his book that social or humanitarian institutions can contribute to a more peaceful refugee future by supporting refugee education and ensuring that it does not contain negative messages and hatred for other ethnic or group perceived as enemies. Then, education programs can help refugees skills in order to survive in Indonesia.

So there are several humanitarian agencies that establish educational centers in areas where there are refugees such as in Cisarua. The education center that is already running in Cisarua is very beneficial for volunteers and the refugee community. Refugees consider that activities at education centers can help refugees to hone skills, develop capacity and gain experience (Brown, 2018).

The Contribution of the School for Refugee Program in Realizing Education for Refugees

School for Refugee was initiated by Yayasan Dompot Dhuafa Republika in 2015, as an urgent basic needs support for refugee children (inflow) in Aceh, Indonesia. The project was later expanded with 3 activities: the right to educational advocacy, school preparatory colleges and encouraging local integration of refugees.

Advocating for educational rights for refugee children through enrollment in public schools and preparing children, refugee capacity and culturally adapted for integration with local students, is carried out simultaneously. While directing the peaceful coexistence of refugee families with host communities. The aim is to fulfil the right to education for refugee children and to enhance local integration between refugees and host communities.

School for Refugee is a non-formal education model program intended for refugee school-age children (6-15 years) implemented by the Dompot Dhuafa Insansi Development Institute. *School for Refugee* is implemented as an effort to open access to education to formal and non-formal schools, and help to be able to blend into Indonesian society. In addition to the content of character building and life skills development of students based on potential and needs, the *School for Refugee* (SFR) Program involves adult refugees as teachers. This is expected to be able to provide effective and efficient learning, as well as a multiplier effect.

Starting from Batch VII, *the School for Refugee* uses the BIPA level A1 curriculum as a teaching guide for Indonesian. This curriculum is then developed and adjusted again to the level of ability and needs of refugee students. Competencies Indonesian emphasized include reading, writing, listening and speaking. Students also get mathematics subject matter, Indonesian insight, habituation for character building, and extracurricular activities to support their learning development.

The program objectives of *the School for Refugee* program are so that refugees can have the main competencies while living in Indonesia. The main competencies of SFR students are: refugees are able to speak Indonesian well, refugees have numeracy skills, refugees have Indonesian insight. refugees have good character, **refugees have**

adequate preparation in attending KBM public school, *refugees have special skills for financial independence.*

There are several activities carried out in the *School for Refugee* program including: 1) Teaching and learning activities for Indonesian language preparation. 2) Matriculation of Indonesian public school curriculum (mathematics, science, social, civic education) 3) Extracurricular classes (handicrafts and vocational skills). 4) Parent meeting. 5) Outing class (getting to know Indonesian culture) 5) Support school supplies and monthly pocket money. 6) Final events; World Refugee Day and Ramadan Events 7) School visits and training of public school teachers.

In 2023, the Dompot Dhuafa Human Development Institute through the *School for Refugee* program has reached refugees from Somalia, Yemen, Iraq, and Afghanistan spread across the Ciputat, Depok and Cisarua areas. The number of refugees who have participated in the *School for Refugee* program is 57 refugee children and 4 adult refugees as teachers in the process of mentoring Indonesian classes. The following is data on refugees who have implemented the *School for Refugee* program.

DATA OF BENEFICIARIES OF LEARNING CENTER CISARUA 1				
Teacher : Arif				
No	Name	Country of Origin	Gender	Age
1	Alizadah Arash	Afghanistan	Male	9
2	Rasikh Adina	Afghanistan	Female	8
3	Qalandari Zahra	Afghanistan	Female	9
4	Jamali, Diana	Afghanistan	Female	11
5	Ahmadi, you know.	Afghanistan	Female	10
6	Hussaini Fakhria	Afghanistan	Female	13
7	Yasin Qalandari	Afghanistan	Male	12
8	Salehi Zohal	Afghanistan	Female	15
9	Young Madina	Afghanistan	Female	11
10	Noori Alisina	Afghanistan	Male	10
11	Ataei Mahdi	Afghanistan	Male	11
12	Ataei Setara	Afghanistan	Female	13
13	Mohammadi Diana	Afghanistan	Female	7
14	Asadullah Moserah	Afghanistan	Female	10
15	Susan Nawrozi	Afghanistan	Female	9
16	Mahdia Hussaini	Afghanistan	Female	11
17	Mohamad Nazari	Afghanistan	Male	9
18	Mahdi Nazari	Afghanistan	Male	10
19	Hadia Nawrozi	Afghanistan	Female	13

20	Seeyar Nawrozi	Afghanistan	Male	15
21	Qalandari, Fatima	Afghanistan	Female	15

Source: SfR 2023 Activity Report

DATA OF BENEFICIARIES OF LEARNING CENTER CISARUA 2				
Teacher: Sarah				
No	Name	Country of Origin	Gender	Age
1	Mohammad saif	Iraq	Male	8
2	Ali saif	Iraq	Male	6
3	fatima hayder	Iraq	Female	11
4	ali hayder	Iraq	Male	11
5	Hussein hayder	Iraq	Male	10
6	Mohammad hayder	Iraq	Male	8
7	Shahad mustafa	Iraq	Female	12
8	Ameen friend	Iraq	Male	6
9	Mohammad omar	Iraq	Male	5
10	Mohammad abdelmajid	Iraq	Male	5
11	Abbas Rasool	Iraq	Male	9
12	Karrar Rasool	Iraq	Male	12
13	mohanmad abed hamad	Iraq	Male	14
14	Ruqayyah Qasim Abbas	Iraq	Female	7
15	Haider Qasim abbas	Iraq	Male	10
16	Batool abbas		Female	25
17	Abulrahmanan Mohammed omar	Iraq	Male	12
18	Zahra Qassem	Iraq	Female	
19	Radwan Qassem	Iraq	Male	
20	Reda saif	Iraq	Male	2
21	Mayar Abdelmajid	Iraq	Female	3

Source: SfR 2023 Activity Report

DATA OF CIPUTAT LEARNING CENTER BENEFICIARIES				
Teacher: Ibrahim				
No	Name	Country of Origin	Gender	Age
1	The Devil Handiid Ismail	Somalia	Female	5
2	Salman mohamed abdikadir	Somalia	Male	5
3	Azhar Mahad Abdi	Somalia	Female	5
4	Anas Mahad Abdi	Somalia	Male	7

5	Rayan Abdirahman husen	Somalia	Female	5
6	Elayah Samah Ali Ahmed Mohammed	Somalia	Female	5

Source: Sfr 2023 Activity Report

LEARNING CENTER DEPOK BENEFICIARY DATA				
Teacher: Higa				
No	Name	Country of Origin	Gender	Age
1	Mohammed Anwar Ali Saeed	Yemen	Male	13
2	Mohamed Abdel Hamid Mohamed Ali	Yemen	Male	11
3	Entesar Abdulhameed Mohammed Ali	Yemen	Female	6
4	Hussein, Rimas Maged Qasem	Yemen	Female	11
5	Hussein, Saleh Maged Qasem	Yemen	Male	9
6	Hussein, Rima Maged Qasem	Yemen	Female	5
7	Mohsen Anhar Muhammad Abdulmalek	Yemen	Female	5
8	Mohammed Ameen Fatehi Mohammed Hussein	Yemen	Male	6
9	ABDULLAH, Tahreer Badiea Masood	Yemen	Female	12

Source: Sfr 2023 Activity Report

In the implementation of the *School for Refugee* program, there are several advances felt by refugees after attending Indonesian preparation classes. The progress that can be felt by refugees can be seen from the ability to speak, read, write, listen, count and Indonesian insight. The following data shows the progress of refugees after conducting language preparation classes.

Core Indicators	Activities/Projects	Data/Results
80% of Beneficiaries of each Learning Center get a writing score \geq 69	Teachers provide assistance and writing learning using the BIPA level A1 curriculum	56% of beneficiaries A class is able to write letters, syllables and vocabulary in Indonesian. Then, 33% of class B beneficiaries were able to

		write letters, syllables and vocabulary in Indonesian
80% of Beneficiaries of each Learning Center get a reading score ≥ 69	Teachers provide assistance and writing learning using the BIPA level A1 curriculum	44% of class A beneficiaries are able to read letters, syllables and vocabulary in Indonesian. Then 42% of class B beneficiaries are able to read letters, syllables and vocabulary in Indonesian.
80% of Beneficiaries of each Learning Center get a listening score ≥ 69	Teachers provide assistance and writing learning using the BIPA level A1 curriculum	19% of Class A beneficiaries are able to listen to letters, syllables and vocabulary in Indonesian. Then 42% of Class B beneficiaries are able to listen to letters, syllables and vocabulary in Indonesian.
80% of Beneficiaries of each Learning Center get a speaking score ≥ 69	Teachers provide assistance and writing learning using the BIPA level A1 curriculum	25% of class A beneficiaries are able to speak in Indonesian. Then, 39% of class B beneficiaries were able to speak in Indonesian
80% of Beneficiaries of each Learning Center get a math score ≥ 69	Teachers provide assistance and writing learning using the BIPA level A1 curriculum	50% of class A beneficiaries are able to understand mathematical material in Indonesian. 45% of class B beneficiaries can afford Understand mathematical material in Indonesian

80% of Beneficiaries from each Learning Center get an Indonesian insight score of ≥ 69	Teachers provide assistance and writing learning using the BIPA level A1 curriculum	19% of class A beneficiaries are able to understand the culture and insight of Indonesian nationalities. Then, 33% of class B beneficiaries were able to understand culture and insights nationalityIndonesia
80% of Beneficiaries from each Learning Center get an Indonesian insight score of ≥ 69	Teachers provide assistance and writing learning using the BIPA level A1 curriculum	19% of class A beneficiaries are able to understand the culture and insight of Indonesian nationalities. Then, 33% of class B beneficiaries were able to understand culture and insights nationalityIndonesia
50%Beneficiaries go on to public school	Program managers work with institutions to carry out the enrollment process	8% of refugee beneficiaries go on to public school

Source: SfR 2023 Activity Report

Challenges of the School for Refugees in implementing Education for Refugees

In implementing the *School for Refugee* program there are several challenges faced. The challenges we face include, 1) Teachers who can understand the characteristics of both cultures between managers and refugees are needed. When teachers do not really understand the social and cultural conditions in Indonesia, there will be bias from teachers who always use the refugee point of view. On the contrary, teachers who are purely Indonesian will always use an Indonesian perspective, so there are aspects of refugee culture that teachers often miss. 2) The refugee problem is not only related to education. Health and economic conditions are also important issues for refugees. Finally, because they felt "helped" by the School for Refugees (*which only touched the educational aspect*), refugees asked for help from the School for Refugees (SfR) related to health and economy. 3) In implementing the program, the management team is constrained to communicate with parents of refugee children. This is because adult refugees have difficulty communicating using Indonesian and English.

Based on the challenges faced by the manager in implementing the *School for Refugee*, there are several innovative activities carried out by the management team so that the program runs well. The first thing to do is to recruit teachers who are refugees themselves who have lived long enough in Indonesia, because previously these teachers came from Indonesia. Before teachers run the program, we first hold a *School for Refugee Academy* (SfR Academy) to equalize perceptions while increasing competence, with the appointment of teachers who come from refugees, can be a bridge between managers and refugees. Then, the management team also collaborates with humanitarian social institutions that focus on handling refugees.

In 2024, LPI Dompot Dhuafa as the manager of the *School for Refugee* program tries to redesign the program according to the problems and needs of refugees in Indonesia. LPI Dompot Dhuafa will collaborate with the health, advocacy, Community Service Institution (LPM), and other organs in Dompot Dhuafa. So that the *School for Refugee* program will not only focus on providing education rights but will also focus on economic, health and advocacy aspects.

School for Refugee Program Development Strategy

Based on the contributions that have been made and the challenges faced by the School for Refugee program, *researchers see that* the School for Refugee program needs to carry out program development strategies in accordance with the problems and needs of *refugees*. There are several problems experienced by refugees, namely: There are no opportunities to work, have difficulty in accessing healthcare, lack of skills, and no clarity to get *resettlement* / transfer to a third country.

In previous research written by (Suyastri et al., 2020)

that Indonesia faces many challenges in handling refugees as a transit country. On the one hand, Indonesia must protect them as a transit country. On the other hand, Indonesia cannot fully protect and provide for their needs in full due to Indonesia's absence of ratification of international conventions on handling refugees. The first challenge is the fulfillment of basic refugee rights such as education, economy, finding work, and others. The second challenge is the lengthy procedure. UNHCR Indonesia decides the status of refugee determination in Indonesia. To obtain this, refugees must follow a series of procedures until their final decision on their status is released. The third challenge is overcapacity. The number of detention centers in Indonesia is limited; It has only thirteen locations and accommodates many refugees.

Of the several problems experienced by refugees, the main goal of refugees living in transit countries is to get the opportunity to *resettlement*. However, opportunity *resettlement* It is very difficult for refugees to obtain because of the limited quota from the destination country. This information is in accordance with the results of previous research (Ayu Putri & Zulhair Achsin, 2023) which makes it clear that *resettlement* is a dream for overseas refugees and asylum seekers. Refugees have hope for a chance *resettlement* as a first step in starting a new life free from domestic conflicts in the home country. However, not all refugees can access the opportunity *resettlement*. This is due to uncertainty, especially related to the quota given by the recipient country.

To get *resettlement* There are several criteria that must be met by refugees several criteria, namely: the need for legal and/or physical protection; a person who has survived torture and/or violence; medical needs; *women and girls at risk*; family reunification; adolescent children at risk; and the lack of alternatives to *durable solutions*.(Ayu Putri & Zulhair Achsin, 2023). Here is the data of refugees who get the opportunity *resettlement*

Bulan	Tahun	Jumlah Pengungsi
-	2019	663 orang
Oktober	2020	391 orang
Desember	2020	403 orang
Februari	2021	22 orang
Juni	2021	179 orang
Desember	2021	457 orang
Februari	2022	69 orang
April	2022	159 orang
Mei	2022	202 orang
Juni	2022	209 orang

Sumber: (Diolah dari berbagai sumber, 2022)

Based on existing data that opportunity *resettlement* Very limited for refugees. So it's a challenge *resettlement* What happens on the ground is related to the certainty of refugees getting the opportunity. In research (Ayu Putri & Zulhair Achsin, 2023) explained that UNHCR still depends on the decision of recipient countries to provide quotas to refugees. In addition, UNHCR provides information related to resettlement using the path *Labor Mobility Pathway* through *Talent Beyond Boundaries* (TBB). So

that refugees can go to third countries in a way that refugees have skills and get jobs in third countries. This was conveyed by UNHCR and CSR staff in the ESEA Refugee activity on December 14, 2023 as follows.

"Refugees can access the labor mobility pathway to get jobs needed by third countries. And refugees can choose jobs according to their skills."

Based on this, there are several changes made by the *School for Refugee* program manager to develop programs in accordance with the problems and needs of refugees in Indonesia. Referring to the problems and needs of refugees, there are several approaches that can be taken by the *School for Refugee* program to refugees in Indonesia. First, providing Indonesian and English language skills education to adult refugees. Second, provide skills education according to the needs of refugees in third countries. Changes or developments made based on the results of the coordination meeting of the *School for Refugee* program manager and the Dompot Dhuafa Team, the information was conveyed as follows.

"SfR programmes should be developed to involve adult refugees to provide Indonesian and UK skills education. As well as providing skills education" (Tim SfR, personal communication, 2023)

Empowerment strategies undertaken by the Program *School for Refugee* is the manager's effort in developing the program. In analyzing empowerment strategies carried out by program managers *School for Refugee*. Researchers try to analyze using empowerment theory from a multi-dimensional approach. According to (Kieffer, C., 1987) that empowerment through a multi-dimensional approach can be seen from the context of psychological-structural (horizontal) and personal-society (vertical) matrices.

According to (Kieffer, C., 1987) In the multi-dimensional approach, empowerment can be seen from 4 aspects, namely: 1) psychological-personal, meaning how empowerment can increase the capacity of knowledge, insight, self-esteem, motivation, abilities and individual skills. 2) personal-structural, meaning how empowerment can generate critical awareness of individual socio-political structures and the capacity of individuals to analyze the living environment that affects them. 3) personal-community, meaning how empowerment can foster a sense of community, solidarity, partnership and collective vision. 4) structural-community, meaning how empowerment can encourage collective action in positive participation (development).

Based on 4 aspects in empowerment theory with a multidimensional approach. There are several aspects that have been implemented by the *School for Refugee* program in carrying out empowerment strategies for refugees. Strategies carried out by the *School for Refugee* include: First, the *School for Refugee* program uses a psychological-personal approach. In this strategy, the *School for Refugee* program empowers with the aim of increasing the capacity of knowledge, insight and skills through Indonesian, English and vocational class mentoring activities. Second, the *School for Refugee* program also uses a personal-structural approach. In this strategy, the *School for Refugee* program tries to build critical awareness of individuals through activities that have been carried out. Because the activities participated in by refugees are very useful for them in continuing their next life, either through *resettlement* or becoming refugee representatives. Third, the *School for Refugee* program uses personal-community. In this approach, the program management team designs programs so that activities for refugees in Indonesia can foster a strong sense of community and solidarity between refugees. Thus, in this approach, the *School for Refugee* program established a *Learning Empowerment Center* to become a center for refugee empowerment activities.

The *School for Refugee* program development strategy through a multi-dimensional empowerment approach has been in accordance with the information obtained from the program management team as follows.

"The Learning Empowerment Center is expected to be a center for refugee and local community empowerment activities with various activities including Indonesian preparation classes, English, and skill classes. Then not only

mentoring classes, the programs implemented are expected to foster local solidarity and integration with the local community."(Tim SfR, personal communication, 2023).

In this study, researchers tried to analyze the empowerment strategies carried out by the program *School for Refugee* through a policy advocacy-media approach. According to (Sharp, 2022) This approach explains that this empowerment model seeks to meet the gap in needs *resettlement* by increasing refugee capacity and portfolio within the framework of policies (programs), which pay attention to media mistrust, personal characteristics (language, gender, ethnicity, etc.) and policies applicable to state stakeholders.

Refugee participation models can be seen in scope, such as: 1) Local regulation -> institutional dimension participation (based on local project) in this case looks at how NGO participation in providing services to refugees 2) Funding regulation --> creative *economics model*, in this case how empowerment can crush the creative economy model because of refugees in Indonesia. 3) National regulation --> regulation and facilitation of participation in intense creative mediation (local-multilateral). In this aspect, how is government support through existing policies for empowerment programs for refugees.

Based on the advocacy-policy model approach, researchers understand that there are several aspects carried out by the *School for Refugee* program in carrying out empowerment strategies for refugees. First, local regulations are how the *School for Refugee* Dompot Dhuafa program is part of the institution's participation in empowering refugees. Second, the regulation of funding *creative economics model*. In this approach, the *School for Refugee* Dompot Dhuafa program tries to carry out Indonesian, English and vocational assistance classes to help refugees in Indonesia have skills so that they can get jobs in third countries or become *Refugee Representatives*. Being able to help refugees to work in the informal sphere because what we know is that refugees in Indonesia do not have the right to work. So that the program can help refugees become translators or language teachers so that they can earn income in Indonesia.

CONCLUSION

Refugees or asylum seekers occur as a result of armed conflict, natural disasters and social and political oppression, prompting individuals and families to leave their home countries to seek help. As a result, these refugees are scattered in all corners of the world including Indonesia. Refugees in Indonesia are increasing in number, increasing the number of refugees due to several factors such as the development of refugee families due to long stays in Indonesia and the limited number of *resettlements* to third countries.

Thus, this is a problem for the Indonesian government as a transit country for refugees. Since Indonesia did not ratify the 1951 convention, the handling of refugees in Indonesia is very limited. So refugees in Indonesia do not have the rights of Indonesian citizens. However, to implement human rights Indonesia provides protection to refugees by providing educational rights for children during refugee transit in Indonesia.

For the protection of refugees in Indonesia carried out by UNHCR Indonesia and assisted by NGOs in carrying out social services to refugees. Dompot Dhuafa as a social institution contributes to providing alternative education to refugees through the *School for Refugee* program. The activities carried out are such as providing Indonesian mentoring classes to equip refugees to enter public schools. Over time, the *School for Refugee* program continues to develop the program. Based on the needs and problems faced by refugees and the challenges that have been faced by the *School for Refugee* program team, the *Learning Empowerment Center* is a center in providing empowerment programs to adult refugees with the aim that they can have insight, Indonesian abilities, English and skills. So that they can resettle and become *Refugee Representatives*.

The recommendation of this study for social activists is that NGOs should be able to work together in implementing social service programs for refugees to optimize the quality of social services provided. For further research, you can conduct further

research by choosing the topic of empowerment challenges to refugees .

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