



Collaborative Projects to Reach the Unreached in Southeast Asia and Attain Education For All Goals by 2015

Project 8

Inter-country schooling programme for stateless and undocumented children (coordination between governments)



Lead Country: Indonesia

Target Group:

Stateless/non-documented children in the states' borders

Activities:

Inter-Ministerial coordination, setting-up of special border schools

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PROGRESS REPORT by LEAD COUNTRY (As of November 2010)

Appendix 2h. Project 7 (Indonesia)

**33rd SEAMEO High Officials Meeting
22 -24 November 2010, Bangkok**

**Progress Report on the SEAMEO Collaborative Projects to Reach the
Unreached and Attain Education for All Goals in Southeast Asia**

**PROJECT 8
INTER-COUNTRY SCHOOLING
PROGRAMME FOR STATELESS
AND UNDOCUMENTED CHILDREN
Lead Country: Indonesia**



**Accomplishment and Activities
Conducted**

This presentation focuses on the provision of education for Indonesian citizens living Sabah (Malaysia)

A. Mapping and data collection

1. 45,000 children have been indentified from all over Sabah
2. Seven locations have been identified for the establishment as potential learning centers: (1) Kinabalu, (2) Biyah/Keningau, (3) Merotai kecil, (4) Ladang Mostyn, (5) Lahad Datu, (6) Tomanggong Estate, and (7) Sandakan.

B. Institutionalization

The institutionalization consists of three programs: (1) managing schools in Indonesia borders, (2) establishing learning centers for children who live in plantation areas, and (3) build An Indonesian School in Kinabalu.

1. managing schools in Indonesia borders. The schools has been establish by religious organization consisting of Primary Schools and Junior Secondary Schools. These schools enroll about 340 students who live Sabah area nearby the border. The programs are more vocational oriented such as sewing and automotive.
2. Establishing learning centers is still in the initial state. In the year of 2011 learning centers in all potential areas will be established.
3. Building Indonesian Schools will start in 2011 which is one building accommodate all students from primary up to senior secondary level.

B

Implementation Challenges and other Issues

1. To implement Indonesian Curriculum to the Indonesian students. There has been a settlement between Sabah Government and Indonesia Government as to what curriculum will be adopted for them. On one hand, it's likely that the students will go back to Indonesia, most of them were born in Sabah, on the other hand they are Indonesian citizens who deserve adequate knowledge about "Indonesianess".
2. Problem of imigration-clearance. The local government still don't automatically guarantee students visa for them. As consequence their status is "undocumented"
3. Reconciling the terminology of Learning Center. The Learning Center, as been practiced by Humana, only teach 3Rs. This does not meet the requirements as "graduates" therefore their certificates are not recognized as equivalence as formal graduates. While, the Sabah government still not accept nor-formal education program which is equivalence to formal school.



Recommendations to Enhance Implementation

1. Intensifying comprehensive diplomatic approach by more specifically bringing the issues of immigration status of the students and their parents as one package.
2. Adopting Indonesian curriculum for the Indonesian students.
3. Enhance the role of the Indonesian School in Kinabalu not only to enroll students from surrounding areas but also serve as Head quarter for learning centers all over Sabah.