

# MAKING SENSE OF GLOBAL COMPACT ON REFUGEES IN SOUTHEAST ASIA: A CASE STUDY OF INDONESIA'S HUMANITARIAN SPACE

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## BACKGROUND

The traditional setting of humanitarian space focuses the burden of responding only to state and humanitarian organization. Global compact on refugees (GCR) offers a new perspective where state should see refugees as part of its national development agents. In GCR, education access means inclusions at primary to tertiary levels and refugees' rights to work include opportunity, decent work and entrepreneurship program.

## RESEARCH QUESTIONS

How has refugee empowerment been implemented as an alternative to 'humanitarian space' in Indonesia? to what extent does the implementation follow the global compact on refugees'?

## AIMS

- To discuss how the 'humanitarian space' provided by Indonesia as a form of its imperative humanitarian respond is no longer adequate to the recent global trend
- To discuss the availability of access to basic rights such as education and right to work

## METHODOLOGY & FRAMEWORK

The data collection was done through desk research and observation.

This research uses the following GCR framework on empowerment:

- Access to education for refugees through inclusive national education system (Paragraph 68)
- Refugees' access to economic rights (decent work and entrepreneurship programmes (Paragraph 70 and 71).
- Women's economic empowerment and access to education as well as protection of their physical and emotional well-being (Paragraph 75 and 77).

## FINDINGS

Finding 1: Regulation that allows the implementation of GCR

- The Presidential Decree 125/2016 about the Handling of Refugees from abroad
- Circular Letter Number 75253/AA.4/HK/2019 about Education for Refugee Children

Finding 2: The limitation of the regulation

- The Presidential Decree 125/2016 'formalizes' only a small aspect of GCR that is concerning "reception, safety & security, registration & documentation" of refugees and asylum seekers.
- The access to education has not yet been inclusive as it is limited only to refugee children of school age who hold UNHCR refugee card and are sponsored by certain funding institution.

Finding 3: The gap between GCR and practice in Indonesia

- There is no guarantee rights to work, vague stance for economic rights. Therefore, focusing on empowerment, small scale livelihood etc.

## CONCLUSION

Indonesia commits to GCR partially as follows:

- The circular letter issued by Minister of Education does not automatically guarantee education access for refugee. Additionally, it is not inclusive as it only encourage education access for certain age of refugee children.
- Even though there has been encouragement of empowerment program, due to the lack of legal certainty, initiative of empowerment remains limited certain sector (education) and small scale (livelihood).

Therefore, Indonesia should look at into drafting an inclusive policy framework to respond the refugee's sustained displacement in host country.

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