

**Alternative Education as Channels for Social Inclusion among NonCitizens
People of Pulau Mabul, Sabah**

ABSTRACT

This study examines the relationship between citizenship status and access to education amongst people who do not have proper identification documents in Mabul Island, Sabah. More than 80 per cent of its population do not have proper identification documents, making it difficult for them to confirm their citizenship. This affects their access to education and social inclusion. As stated in the UDHR 1948, CRC 1989 and EFA movement, education is a basic human right for every human being. However, in the Malaysian context, this basic human right cannot be fully implemented due to specific provisions in the national legislation on education. In this research, the 'education for all' philosophy in the context of education for social inclusion is examined through three dimensions – resources, capabilities and opportunities. Resources refer to the skills and assets possessed by an individual. Capabilities refer to the individual's ability to use his/her resources and opportunities. Opportunities refer to the environment that enables the individual to use his resources and opportunities to meet his/her needs. Three-Month fieldwork of data collection was conducted in Mabul Island involving structured interviews, semi-structured interviews, observation and participant observation as a teacher at alternative learning centres (ALC). The study specifically examines the composition of the population in relation to their citizenship status, availability of education, access to education based on citizenship status, and the issue of education for social inclusion. Findings indicate that most residents face problems with citizenship status because they do not have official identification documents. This, in turn, affects their access to formal education. The findings reveal that nonaccess to formal education calls for the provision of alternative education for those excluded. This study proposes for ALCs to be increased so that education can be more accessible to everyone for the purpose of social inclusion and wellbeing of the country.