

Chapter V. Conclusion

First and foremost, this research discovers that Indonesia and UNICEF have implemented the Sustainable Development Goal 4 through the Rural and Remote Education Initiative. Basing on the priority of cooperation of Indonesia and UNICEF were able to cooperate to formulate a program based upon the concern of illiteracy rates in Papua and West Papua. Looking through prior matrixes, Indonesia and UNICEF shares a common goal in implementing the SDGs 4.1.1 targets and indicators which is focused on the Proportion of children and young people (a) in grades 2/3; achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, to fully aid and elevate quality education which encourages the establishment of the cooperation. The creation of the program is also based on the principle of relevance as it ensures that the program is created is relevant along with the issue that both parties to tackle. It has also adapt the principle of ownership and institutional capacity building, which means states should be the ones pioneering of the issue while donors or organizations play a supporting role. It is proven that Indonesia was able to do so as most of the activities conducted within the program ensures the improvement of literacy of Papua and West Papua as they are regions facing with high illiteracy rates.

With the SDGs in place, the Rural and Remote Education Initiative Programme has led to several aspects that improves the quality of education for Papua and West Papua. It was discovered that the programme has increased students performances in school, students participation rate, improving teachers in preparing materials along with their roles related with students, and finally enhancing local government – the District Education Office in providing adequate infrastructure and learning equipment. Inevitably it has also help Indonesia in tackling

the issues of children dropping out of school, providing adequate infrastructure and learning equipment, along with quality teaching.

To conclude, the SDGs plays a determinant role in ensuring that all UN member states are on track in fulfilling a more equitable and prosperous society. On the aspect of education, the SDGs No.4 is set to ensure in improving quality education for all walks of life, specifically early childhood learning. Through the creation of the Rural and Remote Education Initiative, such program would not exist without the push of the SDGs and agenda setting of both Indonesia and UNICEF in implementing one of the targets and indicators of Goal No.4 is that it is prevalent that a child should be able to have at the very least the minimum proficiency in reading (1.1). As Indonesia and UNICEF are committed to ensure quality education, this program is aimed in order for the most disadvantageous and out of reach communities are able to attain the most basic form of education, which is improving literacy.

Although the Rural and Remote Education Initiative still focus only on literacy, proves that the SDGs is able to form cooperation to tackle an underlying issue within education. It creates the commonality of states and international organization to come together in order to find prominent solutions. With the SDGs having targets and indicators on what aspects should be the main concern of various issues, eases states and international organizations alike in creating programs that is suitable. Which is why it is prevalent that the success of the Rural and Remote Education Initiative is worth the acknowledgement as it was able to implement the concern of the SDGs in improving literacy as a main program. Although it is still on its early stages and various socio-economic conditions still exists, the Rural and Remote Education Initiative was able to address the concern that Indonesia struggles to mitigate and has provided the eminent support to reduce children dropping out of school, improving infrastructure and learning materials along with quality teaching.

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