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Indonesia and UNICEF's Cooperation in Implementing the Sustainable Development Goal 4: Quality Education through the Rural and Remote Education Initiative Programme to Improve Quality of Education (2015-2019)

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Kerjasama Indonesia dengan UNICEF dalam Menerapkan *Sustainable Development Goal 4: Quality Education* dalam Program *Rural and Remote Education Initiative* untuk Meningkatkan Kualitas Pendidikan (2015-2019)

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Abstract

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Title   : Indonesia and UNICEF's Cooperation in Implementing the Sustainable Development Goal 4: Quality Education through the Rural and Remote Education Initiative Programme to Improve Quality Education (2015-2019)

The Sustainable Development Goal 4 encourages all UN member states the importance of quality education for all walks of life to further develop one's potential. Despite its importance, the Indonesian government struggles to mitigate underlying issues to improve quality education which hinders the implementation of the Sustainable Development Goal 4. This research addresses "**How did Indonesia in its Cooperation with UNICEF Implement the SDGs No.4 – Quality Education through the Rural and Remote Education Initiative Programme?**". This research also implements the theory institutional liberalism with its concept of cooperation to better understand the efforts conducted by Indonesia and UNICEF.

This research revealed that Indonesia and UNICEF's cooperation on formulating the Rural and Remote Education Initiative Programme is based upon the concern of illiteracy rates in Papua and West Papua. The first efforts of this cooperation are based on the agenda setting of Indonesia and UNICEF to utilize the targets and indicators of the SDGs 4.1.1 to improve literacy and comprehension. It then continues in implementing the principles of relevance, institutional capacity building, and ownership which highlights the importance for the program to be relevant, ensures the abilities of both parties to perform functions, and create prominent solutions to improve literacy. Which has resulted the necessary indicators to improve literacy such as encouraging local partners to manage school-based activities and to engage government officials and parliamentarians to progress activities implemented in schools on behalf of Indonesia. While UNICEF ensures the given indicator displays changes in female and male teachers' behaviour and classroom practices, gains in grade 2 and 3 female and male students reading and comprehension skills in targeted schools, and assuring governments in targeted districts use program evidence and implement strategies to improve early grade literacy. The second efforts are through the implementation of the Rural and Remote Education Initiative Programme is focused to enhance students' performance at school, increasing students participation rate, improving teachers in their roles and providing materials, along with improving the role of the District Education's office.

Keywords: Sustainable Development Goals, Quality Education, Indonesia, UNICEF.

Abstrak

Nama   : Deandra Dewandjani
NPM   : 2017330086
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Sustainable Development Goal 4 mendorong setiap anggota PBB untuk meningkatkan kualitas pendidikan untuk semua lapisan masyarakat agar dapat mengembangkan potensi diri. Meskipun penting, pemerintah Indonesia memiliki kesulitan untuk mengatasi masalah mendasar dalam pendidikan berkualitas sehingga menghambat penerapan *Sustainable Development Goal 4*. Penelitian ini membahas **"Bagaimana Indonesia dalam Kerjasamanya dengan UNICEF dapat Menerapkan *SDGs No.4 – Quality Education* melalui program *Rural and Remote Education Initiative* ?"**. Penelitian ini juga menggunakan teori *institutional liberalism* dan konsep kerjasama untuk dapat memahami upaya yang dilakukan oleh Indonesia dan UNICEF.

Hasil penelitian ini menunjukkan bahwa kerjasama Indonesia dan UNICEF dalam merumuskan program *Rural and Remote Education Initiative* karena tingkat buta huruf di Papua dan Papua Barat. Upaya awal kerjasama ini didasarkan melalui *agenda setting* oleh Indonesia dan UNICEF dalam memanfaatkan target dan indikator *SDGs* 4.1.1 untuk meningkatkan literasi dan komprehensi. Upaya tersebut dilanjutkan dengan menerapkan prinsip *relevance, institutional capacity building* dan *ownership* yang menyoroti pentingnya program agar tetap relevan, memastikan kemampuan kedua pihak dalam menjalankan peran masing-masing dan menciptakan solusi yang dapat meningkatkan literasi. Terbentuklah indikator sebagai berikut untuk meningkatkan literasi untuk Indonesia, yaitu mendorong mitra lokal untuk mengelola kegiatan berbasis sekolah dan melibatkan pejabat pemerintah dan anggota parlemen untuk memajukan kegiatan yang dilaksanakan di sekolah. Sementara UNICEF memastikan indikator tersebut dapat menampilkan perubahan dalam perilaku guru perempuan dan laki-laki dan praktik kelas, peningkatan keterampilan membaca dan pemahaman siswa perempuan dan laki-laki kelas 2 dan 3 di sekolah sasaran, dan memastikan pemerintah di kabupaten sasaran menggunakan *program evidence* dan menerapkan strategi untuk meningkatkan literasi kelas awal. Upaya kedua dari *Rural and Remote Education Initiative* adalah untuk meningkatkan prestasi siswa di sekolah, menambah partisipasi siswa, meningkatkan peran guru dan penyediaan materi, serta meningkatkan peran Dinas Pendidikan Kabupaten.

Kata Kunci: *Sustainable Development Goals*, Kualitas Pendidikan, Indonesia, UNICEF.

Foreword

Abundance of praise and gratitude to God Almighty as He bestowed upon beyond countless of blessings and grace to the author in completing this research with the title "Indonesia and UNICEF's Cooperation in Implementing the Sustainable Development Goal 4: Quality Education through the Rural and Remote Education Initiative Programme to Improve Quality Education (2015-2019)". As education should be accessible to all children, youth, and adolescence in need, Indonesia and UNICEF understand the prevalence of quality education and has established profound commitments to improve the education system for all children in Indonesia in accordance of the Sustainable Development Goal 4, especially through the course of 2015 – 2019 which established the Rural and Remote Education Initiative. With education enables to empower each individual to seek boundless opportunities for whatever endeavors they aspire to be, Indonesia seeks the urgency to improve its education system as one of its commitments to achieve the 2030 agenda through the framework established with UNICEF.

This research is proposed to fulfil the given requirements of the undergraduate thesis course and aims to achieve the academic requirements to obtain a Bachelor Degree of the International Relations Program, from the Faculty of Social and Political Sciences of Parahyangan Catholic University. The author is beyond delighted to extend the utmost profound appreciation and gratitude to sir Yulius Purwadi Hermawan, Drs, M.A., Ph.D. as thesis supervisor which whom provided the many means of resources, knowledge, resilience, and guidance in formulating this research.

This is not limited to the author's mother, Debbyana S., father, Andrianto S., siblings, Dwiangga Radja Kusumo & Anindhya Sarasvati, eldest brother, Andriansyah, profound senior and alma mater mentor, Radjasa "Bimbom" Barkah, dearest extended family ergo adored grandparents, aunts and uncles, Melvia Soemadikaria, Hertruida "Itje" Soemadikaria, Emilia "Emmy" Soemadikaria, Farida "Ida" Soemadikaria, Theresia Soemadikaria, Eva J.A. Rampen, (Alm). Pdt. Brigjen TNI (Purn) Suwarso Surosandjojo, Francies Monique Hetharia, S.H., Franklyn Boy Hetharia, S.H., Danny Rolandy, Devi Camellia, beloved friends, and loved ones in which expressed a great deal of support, comfort, and most of all appreciation of the author's time and effort for this research.

The author understands that this research is beyond ideal and requires further refinement, to which the author is unreserved for the various constructive criticism and suggestions to further enhance this research. The author aspires this research can benefit its readers and a source for countless research in the future.

Jakarta, 8 January 2021

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Chapter I. Introduction

1.1 Background

As education should be accessible to all children, youth, and adolescence in need, many states have deliberated the importance of implementing the Sustainable Development Goals, specifically No. 4 as it mitigates the concern of education. As Michelle Obama once said, through empowering oneself in education the knowledge attained can be the foundation to build a country worth of boundless promise.[1] Hence, it has become a concern of many states to facilitate education as a basic right and form of equality for its people. It has become an international concern and constant deliberation, which finally created a commitment to implement the Sustainable Development Goals.

All UN Members shall implement the Sustainable Development Goals in pursuit of eradicating gaps within the global spectrum. This commitment is due to the creation of the 2030 Agenda for Sustainable Development in September 2015 which sets to become a global solution to tackle a variety of issues from poverty to education.[2] Within the agenda are 17 Sustainable Development Goals (SDGs) as their guidelines in urging prominent actions to tackle the problems of today for a better future – with Goal No.4 being the main focus in tackling education. Each goal has its targets and indicators and would enhance global partnership by creating a global commitment to complete all 17 goals by 2030.[3]

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[1] Reily, Katie. "Read What Michelle Obama Said in Her Final Remarks as First Lady". *Time*. January 6, 2017. Accessed February 13, 2020. https://time.com/4626283/michelle-obama-final-remarks-transcript/

[2] United Nations General Assembly. *Transforming Our World: The 2030 Agenda for Sustainable Development*. New York. 2015. Accessed February 13, 2020. https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

[3] Ibid.

States such as the United Republic of Tanzania are committed to implementing the SDGs, especially in concern of education (Goal No.4). Through their voluntary national review in 2019, the United Republic of Tanzania ensures the promotion of universal access to quality basic education, including pre-primary, primary and secondary education levels; eradication of illiteracy; and expansion of quality tertiary education and training that provides the critical mass of high-quality human resources required to effectively respond to and master development challenges at all levels.[4] The Philippines also ensures that the SDGs are implemented to mitigate inequality. Within the concerns of SDGs No. 4, pursuing the quality of education has always been the priority of the government. By implementing the SDGs, it is reported that the Philippines made great progress in increasing access to basic education through various inclusive education programs.[5] The Government of Sierra Leone also assures an inclusive and quality education. Through the SDGs, the Government of Sierra Leone has achieved and maintained gender parity in primary school since 2015 and seeks to further improve the *Government is Free Quality School Education* program to increase enrolment and promote education through the payment of school and examination fees.[6] With states are implementing the SDGs to mitigate social issues within their premises, it has also affected regions to take action of this global commitment.

One of the many prominent examples would be the European Union's (EU) strategy and measures to achieve the SDGs. To implement the SDGs sufficiently, the EU encourages the role of local authorities and regional governments as of the following. Local authorities are

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[4] Ministry for Finance and Planning. *Voluntary National Reviews (VNR) 2019*. 2019. Pg.56. Accessed April 31, 2020.
https://sustainabledevelopment.un.org/content/documents/23429VNR_Report_Tanzania_2019_FINAL.pdf
[5] The Philippines. *The 2019 Voluntary National Review of the Philippines*. 2019. Pg. 18. Accessed April 1, 2020.
https://sustainabledevelopment.un.org/content/documents/23366Voluntary_National_Review_2019_Philippines.pdf
[6] Ministry of Planning and Economic Development. *2019 VNR Report on SDGs in Sierra Leone*. July 2019. Pg.28. Accessed April 2, 2020.
https://sustainabledevelopment.un.org/content/documents/23378Sierra_Leone_VNR_FINAL.pdf

expected to deliver public policies and services to people, at a capillary scale, taking into consideration the needs and socio-economic characteristics of the local population while regional governments concern planning, funding and evaluation/control of policies at a larger territorial scale.[7] Aside from the EU, the African Union (AU) is adhering to implement the SDGs as a solution to increase the Gender Equality and Women's Empowerment (GEWE) and integrated as part of their 2063 agenda.[8] Even the Association of Southeast Asian Nations (ASEAN) are attempting to localize the SDGs on a regional scale by translating the SDGs into priorities that are relevant, applicable and attainable at the local level through the enhancement of partnerships for cooperation, financing, and implementation of SDGs related initiatives.[9]

With these regions in mind, such as all UN Member States, Indonesia is also a part of this global commitment and ensures feasible outcomes. As education becomes a commodity of constant deliberation in Indonesia, it has become a concern worth addressing towards further development. Like the many UN Member States, Indonesia is committed to successfully implement the Sustainable Development Goals especially in achieving to create prominent solutions from the given 2030 development agenda. With the SDGs giving the opportunity to further invest in improving education on a national scale, Indonesia released a Presidential Regulation of the Republic of Indonesia No. 59/2017 stating the concern to implement the Sustainable Development Goals.[10] Hence, to fulfil government commitments in achieving these goals, mandated the Ministry of National Development Planning of the Republic of

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[7] European Union and the Committee of the Region. *A territorial approach for the implementation of the SDGs in the EU – The role of the European Committee of the Regions*. 2019. Pg.17. Accessed February 14, 2020.
 https://cor.europa.eu/en/engage/studies/Documents/SDGS.pdf
[8] UN Women. *The Sustainable Development Goals (SDGS) And Africa's Agenda 2063*. April 2017. Pg.9 Accessed February 14, 2020.
https://sustainabledevelopment.un.org/content/documents/2441UNWomenSDGReport.pdf
[9] UNDP. *SDG Localization in ASEAN: Experiences in Shaping Policy and Implementation Pathways.* September 2018. Pg. 21.
[10] Peraturan Presiden (PERPRES*). Peraturan Presiden (PERPRES) tentang Pelaksanaan Pencapaian Tujuan Pembangunan Berkelanjutan.* 2017. Accessed February 15, 2020.
https://peraturan.bpk.go.id/Home/Details/72974/perpres-no-59-tahun-2017

Indonesia to provide annual voluntary national reviews, and roadmaps of SDGs to serve as a national guideline.[11]

Within Indonesia's *Roadmap of SDGs* report, 11 targets are in need to be addressed within Goal No.4 (Education) – The proportion of children in fourth grade who achieve minimum proficiency in reading and mathematics (4.1), the proportion of adolescent in ninth grade who achieve minimum proficiency in reading and mathematics (4.2), the gross enrollment rate in primary (4.3), the gross enrollment rate in lower secondary (4.4), the gross enrollment rate in preprimary (4.5), the gross enrollment rate in higher secondary (4.6), the gross enrollment rate in tertiary (4.7), the net ratio of girls to boys in primary & lower secondary education (4.8), net ratio of girls to boys higher secondary & in tertiary education (4.9), the net ratio of girls to boys in primary, lower secondary, higher secondary, and tertiary education (4.10), and lastly being the proportion of certified teachers – all education level (4.11).[12]

These 11 targets Indonesia has settled within SDGs No.4 is set to issue around education in Indonesia that needs to be addressed. With the SDGs in place, Indonesia understands the importance of improving the quality of education on a national scale. The World Bank reported by 2018, the spending on education was greater than any sector, meeting an approximation of 20 percent target of total government expenditure.[13] As a result, Indonesia was able to increase its School Operational Assistance (*Bantuan Operasional Sekolah*) program – the government's strategy to compensate for reduced fuel subsidies by reallocating funds to four main areas, including education.[14] The grant assists junior and senior high school students and has three main objectives: to provide school operational costs, to provide fee-free

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[11] Ibid.

[12] Ministry of National Development Planning. *Roadmap of SDGs Indonesia Towards 2030*. 2019. Pg.30-42

[13] The World Bank. "Improving Teaching and Learning in Indonesia". April 3, 2018. Accessed February 15,2020. https://www.worldbank.org/en/country/indonesia/brief/improving-teaching-and-learning-in-indonesia

[14] UNESCO.IIEP, United Nations Children's Fund. *Improving School Financing: The Use and Usefulness of School grants: Lessons From Indonesia*. UNESCO. 2016. Pg.1. Accessed February 15,2020. https://unesdoc.unesco.org/ark:/48223/pf0000258768

education for all poor students at public and private schools, and to ease the burden of school-operating costs on private school students.[15] By enabling the School Operational Assistance (*Bantuan Operasional Sekolah*) program to provide these funds, Indonesia can increase its gross enrollment rate. Indonesia's SDGs fact sheet reported in 2016, primary school – equivalents have increased as 109,31%, junior high school – equivalents by 90,12%, and senior high school – equivalents with an increased rate of 80.89%.[16]

As the SDGs No.4 implies the need for certified teachers within all education levels, this means Indonesia has to improve human capital within the aspects of teacher specialization. Efforts to improve teachers as a workforce have been heavily implied in Indonesia's Certification Program. This program encourages teachers to acquire a bachelor's degree, to enhance their specialty within the field of education such as subjects in mathematics, English, physics, and many more.[17] By teachers specializing in a particular field of study, the government believes that this can enhance the education system as teachers are qualified and well knowledgeable.[18] As of 2016, through this program, Indonesia has accumulated the following of teachers within the education sector: kindergarten with 35.99%, primary school 47.52%, junior high school 49.98%, senior high school 50.53%, vocational 38.39%, and special needs 45.81%.[19]

To further implement the SDGs No.4, Indonesia has taken drastic measures in cooperating with the United Nations Children's Fund (UNICEF). Being in mutual agreement, the basis of this cooperation is under the Country Programme Action Plan (CPAP), an initiative

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[15] Ibid.

[16] Ministry of National Development Planning. *Indonesia: SDGs FACTSHEETS*. 2017.

[17] De Ree, Joppe Jaitze. *Indonesia - Teacher Certification and Beyond : An Empirical Evaluation of the Teacher Certification Program and Education Quality improvements in Indonesia (English)*. Washington, D.C: World Bank Group. 2016. Pg. 11. Accessed February 15, 2020. http://documents.worldbank.org/curated/en/129551468196175672/Indonesia-Teacher-certification-and-beyond-an-empirical-evaluation-of-the-teacher-certification-program-and-education-quality-improvements-in-Indonesia

[18] Ibid.

[19] Ministry of National Development Planning. *Indonesia: SDGs FACTSHEETS*. 2017

that allows UNICEF to further its engagement as the strategic partner of choice for children in Indonesia to reaching their full potential and the government's vision to improve people productivity and international competitiveness, as means to ensure sustained economic growth, requires intensive investment in the survival and well-being of Indonesia's children.[20] The commitment to tackle education in UNICEF's part is through the Education for Early Childhood and Adolescent Development Programme, which seeks to address barriers to improved access and quality of early learning and school-based education for children, including for children with disabilities.[21]

The program implemented is part of UNICEF's Strategic Plan 2014-2017, which specifically sees the proposed action as one of its major program areas. Through the Strategic Plan 2014-2017, UNICEF focused its attention on early childhood development and renew its involvement in secondary education and support innovations such as right age enrolment, child-centered pedagogy, multilingual education to improve overall results, especially for the most disadvantaged children, including girls and children with disabilities, in which results UNICEF's mobilization of US$2.961 billion for work on children and education.[22] By 2017, UNICEF and Indonesia have targeted 120 schools and has benefitted approximately 8,000 students, 600 teachers, and 20,000 community members through supporting the Rural and Remote Education Initiative for Papuan Provinces.[23]

With careful observation within the efficiency of the Strategic Plan in implementing the SDG No.4, UNICEF aims in enabling to implement Goal Area 2, 'Every Child Learns'. This objective aims to ensure that all children, particularly the most vulnerable and those

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[20] Government of Indonesia, UNICEF. *Country Programme Action Plan 2016-2020: Between the Government of Indonesia and UNICEF*. December, 2015. Pg.3 Accessed February 16, 2020.
https://ktln.setneg.go.id/simpuu/file/MULTILATERAL/UN%20BODIES/CPAP%20UNICEF%20Indonesia%202016-2020.pdf
[21] Ibid. pg.9
[22] UNICEF. *UNICEF Strategic Plan 2014-2017*. June, 2014. Accessed February 16,2020.
https://www.unicef.org/strategicplan/files/UNICEF_Strategic_Plan__2014-2017_e-version.pdf
[23] UNICEF. *UNICEF Education Annual Results Report, 2017*. 2017. Accessed February 16, 2020.
.www.unicef.org/publicpartnerships/files/Annual__Results_Report_2017_Education.pdf

affected by emergencies, are offered inclusive and equitable quality education and learning opportunities.[24] It is aimed to be implemented as of 2018-2021, with key targets as of the following: Early learning, primary, and secondary school opportunities for 60 million out-of-school children, learning materials for 93 million boys and girls, and lastly being opportunities for 12.5 million boys and girls to develop skills that lead to learning, personal, empowerment, active citizenship, and employment.[25] As the current goal area supports the achievement of multiple SDGs specifically Goals 4 and 5, in 2019, this aspect has been extended for the term 2019-2030.

Within the given term, UNICEF highlights the importance of local governments as they are the initial duty-bearers at the national level to ensure children's rights.[26] This matter is highlighted due to partnerships between the organization and local governments plays a critical role in implementing the strategies in place. Hence, the division of labor within the partnership is in need to maximize the roles that are set in place. For instance, multilateral development banks are the largest providers of concessional finance and providers of technical assistance, bilateral donors are funders and determine the governance of multilateral organizations with other member states, and so forth.[27]

To understand the vitality and importance of education paves the interest of this research. With countries around the world are doing the best of their capabilities to find prominent solutions to improve the quality of education accumulates the importance of this issue throughout the years. It has become the essence of many individuals to gain knowledge, which created the need to attain proper and adequate education. This carries the issue of education in becoming a prime commodity and should be accessible to all and has become the

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[24] Ibid.
[25] Ibid.
[26] UNICEF. *Every Child Learns: UNICEF Education Strategy 2019-2030.* 2019. Pg.47. Accessed February 17, 2020. https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf
[27] Ibid. Pg.48.

concern of many to fulfil this particular desire. Regardless of understanding the importance of education, not many can attain this basic need. There are a variety of factors that leads children, youth, and adolescents to leave school from poverty, inadequate learning environment, gender inequality, to lack of teaching resources such as teachers. If left unsolved, this would create a global concern to attain adequate education for the children, youth, and adolescents in need and would deprive them of their basic rights.

With the creation of the Sustainable Development Goals, it has become a global commitment to tackle these matters as the UN Member States. Like the many countries advocation towards the concerns and calls for immediate actions, Indonesia is committed to implementing the Sustainable Development Goals especially in achieving to create prominent solutions from the given 2030 development agenda. With education as a factor of interest, this research is keen to understand Indonesia's effort to improve the quality of education. This research would like to comprehend the impacts of implementing the Sustainable Development Goals and the significance it has created towards Indonesia's education system. Indonesia has created Roadmaps and National Voluntary Reports as a basis to improve the education system, though regardless of those attempts Indonesia still faces a variety of predicaments that withholds the progress of quality education.

To address this issue, by Indonesia cooperating with UNICEF to implement these goals thoroughly, brings the matter of cooperation – to see the extent of this partnership in improving the quality of education in Indonesia. Considering that education is pivotal in the development of humanity, states should ensure that this attainment should be fulfilled. Hence, Indonesia's policy should accommodate the implementation of the SDGs No.4 and programs through their cooperation with UNICEF. This has created the interest and basis of this research as these policies and programs can further enhance and improve the education system as a whole in Indonesia.

1.2 Research Problem Identification

1.2.1   Research Problem Description

Despite of various attempts to improve the quality of education, the implementation of SDG No. 4 is still countered with flaws. Indonesia has sought to improve its education system through the SDG roadmaps, national voluntary reports, and programs. Indonesia is definite in comprehending education as a concern and is determined to enhance quality education. Despite these efforts, Indonesia's quality of education remains low regardless of the programs and policies implemented. There are a variety of factors that affects the growth of the education system in Indonesia regardless of the cooperation the state has established with UNICEF.

According to the national voluntary report in 2019, it is reported that corruption is among the challenges that the government is faced with. Out of a scale of five, Indonesia's Anti-Corruption Behavior Index is placed at 3.66 as of 2018.[28] Regardless of the Indonesian government attempts to recover from this predicament and was able to increase its global score from 38th to 40th as of 2019, it is still an issue that needs to be properly addressed.[29] Without proper attainment and management, cases of corruption could severely affect the optimization of state revenue. As optimizing taxes such as state revenues of tax, excise taxes, non-tax revenues, grants, and retribution, is Indonesia's main source of financing, it is difficult for the state to be qualified for foreign aid, let alone without proper distinction could severe funding's in order to implement the efficiency of programs and policies.[30]

Aside from corruption being a concern of misconducting state revenue, Indonesia still struggles in providing quality teaching to every student nationally. This means the equitable role of teachers that could affect a majority of students and the education system as a whole.

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[28] Ministry of National Development Planning. *Voluntary National Reviews (VNR): Empowering People and Ensuring Inclusiveness and Equality.* 2019. Pg. 34

[29] Transparency International. *Corruption Perceptions Index 2019.* 2019. Accessed February 19, 2020. https://www.transparency.org/cpi2019

[30] Ministry of National Development Planning. *Voluntary National Reviews (VNR): Empowering People and Ensuring Inclusiveness and Equality.* 2019. Pg. 33

With Indonesia owning 374 teacher training institutes, 32 public, and 342 private institutions, they operate independently with little coordination in regards to materials and approaches that are needed to equip teachers.[31] While in fact, training of teachers is crucial as outcomes portray the importance and beliefs that have been implemented through their training. As these institutions operate separately means there is no systematic monitoring or evaluation to determine the effectiveness of teacher training nor quality.[32] This also includes the certification program offered by the Indonesian government – the surge of academic upgrading of teachers to attain a bachelor's degree.[33] This program has indeed increased the opportunities of teachers within Indonesia to specialize in certain sectors within education. By acquiring a bachelor's degree, chances for teachers to have an increase in salaries are prominent which makes this program highly desirable among teachers. Yet, despite the benefits of these programs, this academic upgrading mechanism has not fully materialized. Proving that the degrees or experience of teachers do not correlate strongly with student learning.[34] This further shows the dire need for the Indonesian government to accommodate quality teaching as a form to promote quality education.

Moreover, Indonesia's education system can be deemed to be too politically driven as it shifts from one curriculum to the other. It is well known that the establishment of the *Curriculum 2013* is to improve the quality of students learning outcomes and provides to improve the national curriculum as one of those means to attain this particular goal.[35] Though the implementation of these programs serves its sets of concerns. It was heavily expressed that

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[31] OECD/AD. *Reviews of National Policies for Education: Education in Indonesian – Rising to the Challenge.* 2015. Pg. 264

[32] Ibid.

[33] De Ree, Joppe Jaitze. *Indonesia - Teacher Certification and Beyond : An Empirical Evaluation of the Teacher Certification Program and Education Quality improvements in Indonesia (English).* Washington, D.C: World Bank Group. 2016. Pg.26 Accessed February 20, 2020. http://documents.worldbank.org/curated/en/129551468196175672/pdf/104599-WP-P102259-PUBLIC-Teacher-Certification-and-beyond-final.pdf

[34] Ibid. Pg.30

[35] Education Sector Analytical and Capacity Development Partnership (ACDP). *Rapid Review of Curriculum 2013 and Textbooks.* April 2017. Pg.9

the nature of the training of the curriculum is not focused on teachers learning, but rather on imparting information, which occurs in a short time with a lot of material to cover.[36] As a result, the curriculum less emphasizes the concern on teacher's learning and understanding concepts included in the training materials, and more emphasis on the provision of information that bewildered teachers, especially with the different forms of assessments and administrations associated with the implementation of Curriculum 2013.[37] The aspiration of this curriculum to facilitate students learning outcomes became more of a teacher's inquiry with the minimum guideline to excel in their classes. It shows the vast distinction between students and teachers within the education system.

With the given concerns that Indonesia is faced, proves that various factors are affecting the growth of the nation's overall quality of education. Regardless of the policies, cooperation, and programs implemented, Indonesia still struggles to incorporate most of its aspirations to further improve its education system. These factors should be considered as they are Indonesia's main concerns in their attempts to mitigate this issue. Hence, grasping the idea that most of Indonesia's capability in addressing education as of now is allocating prominent supervision overstates revenue, requiring to improve quality teaching, and creating sufficient curriculums to engage students learning outcomes.

Despite such efforts conducted by the Indonesian government, it needs to be understood as a state, its implementation of the SDGs remained vague and unhinge despite their commitments to fulfil the 2030 agenda. Again, it needs to be acknowledged that the creation of the Sustainable Development Goals is to provide an established framework of all UN member states to create a collective action in mitigating various social-economic conditions. In this instance, as education should be accessible for all children, youth, and adolescence in

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[36] Ibid. Pg.61
[37] Ibid.

need, the creation of the SDGs is aspired to attain feasible outcomes. With the efforts given by the Indonesia government has not fully address the issue of reducing children dropping out of school, improving infrastructure and learning materials, along with quality teaching. As the MDGs failed to address and tackle the given issues, the implementation of the SDGs became more prevalent. As Indonesia is one of the many states committed in implementing the longevity and the success of the SDGs, the implementation of such commitment should be evident in order to attain the fulfilment of the 2030 Agenda as one of the many UN member states along with its aspiration to improve quality education.

Despite the struggles the state is facing, it is not entirely the end means of tackling the issue as a whole. Through the basis of Indonesia and UNICEF's cooperation can further enlighten what can be solved and mitigated in improving quality education. Hence, with education in Indonesia as a factor of interest, this research is keen to understand Indonesia and UNICEF's effort to improve the quality of education. This research would like to comprehend the impact of the improvement of quality education in Indonesia, as part of Indonesia's commitment towards the SDGs Goal No. 4. Which has created the interest and basis of this research as policies and programs that are implemented can further enhance and improve the education system as a whole in Indonesia.

1.2.2 Research Scope

With the Sustainable Development Goals being a prime indicator in improving the quality of education in Indonesia, this research focuses on the given time frame of 2015-2019. This timeline is chosen due to certain reports and events that affect the basis of this cooperation. For instance, 2015 is the year in which the Sustainable Development Goals are adopted by all UN Member States as a global commitment to tackle a variety of social issues and welfare including education. 2017 and 2019 are notable years to consider is due to Indonesia's National Voluntary Report, to indicate the extent of the SDGs on a national scale and how it has helped

the improvement of chosen social issues and welfare. Through 2016-2019, UNICEF has created notable reports that tackle the concern of education which is vital towards this research. Their reports indicate what states should consider providing prominent education for all children in need.

Aside from the given time frame, the targets and indicators that are in place in Goal No.4 (education) to improve the quality of education should be considered as it serves as guidelines to understand the extent of development and improvement in concern of education. Actors involved in this issue would be the government of the Republic of Indonesia and the United Nations Children's Fund (UNICEF) which plays a pivotal role within this research.

With the government of the Republic of Indonesia and UNICEF as important actors, their perception of quality education should be considered throughout this research. This includes the Ministry of National Development Planning and the Ministry of Education in adopting the SDGs and improving the quality of education in Indonesia. Though this research will mostly mean the Ministry of Education as Indonesia as they mostly represent the Indonesian government in tackling issues specifically within education. This does not mean disregarding the role of the Ministry of National Development Planning but mostly focusing the efforts of the Ministry of Education to uphold and enhance Indonesia's education system is in accordance to the established framework with UNICEF and the SDGs No. 4 – Quality Education. The role of the Ministry of National Development Planning throughout this research is to ensure that Indonesia is currently on track in fulfilling the 2030 agenda mostly within Goal No.4 – Quality Education. As implementing the Goal Area 2, 'Every Child Learns' is the main focus of UNICEF, this research would elaborate on the extent of cooperation between UNICEF and Indonesia in addressing the issues evolving around children's needs in attaining adequate education.

Although this research is focused along the timeframe of 2015 – 2019, resources accumulated prior the creation of the Sustainable Development Goals is prevalent. In this instance reports of the Millennium Development Goals will be used in order to understand the issue of education in Indonesia. It is evident that through the course of the MDG era it was discovered the issue most commonly faced within Indonesia is to improve children dropping out of school, improving infrastructure and learning materials, along with improving quality teaching. By using the data of the MDG era will further enhance the relevancy of said issue and what to expect of the SDGs seeing how the MDGs failed in facilitating education accessibility for all. Hence, the timeframe from 2000 – 2013 will not be highlighted throughout the ordonnance of this research as it only provides the necessary factual data to understand the problems encountered by Indonesia through the MDGs era and what aspects remain unresolved which only contributed a wider gap to improve education. Along with the given timeframe, it does not support the establishment of the Rural and Remote Education Initiative and the implementation of the SDGs. As stated previously, the given timeframe, which is 2000 – 2013, only provides the necessary factual data in order to understand the foundation of establishing the SDGs along with the issues to improve quality education faced by Indonesia which needs further mitigation throughout the SDGs era.

1.2.3   Research Question

Regardless of the concerns and issues revolving around the quality of education within Indonesia, there are attempts to improve the system at hand. Indonesia is committed to implementing the Sustainable Development Goals and cooperates with UNICEF to create feasible and efficient programs for the education system to strive on a national scale. Hence, this research would issue the following:

How did Indonesia in its Cooperation with UNICEF Implement the SDGs No.4 – Quality Education through the Rural and Remote Education Initiative Programme?

1.3 Purpose and Significance of Study

1.3.1 Purpose of Study

There are two objectives of this research. First, it aims to describe Indonesia's efforts with UNICEF to improve quality education as part of Indonesia's commitment to implementing Goal No. 4 of the SDGs. This would include programs and policies by the Indonesian government to improve the quality of education. Second, as this research describes the importance of implementing the SDGs No.4, the targets and indicators is able to assist in building and developing prominent education for all children, youth, and adolescences in need. Lastly, through Indonesia's cooperation with UNICEF to mitigate and improve the quality of education, this research further elaborates the programs and goals UNICEF is implementing with Indonesia to further improve the education system.

1.3.2 Contribution of Study

This research hopes to provide an understanding of how Indonesia and UNICEF are willing to improve the education system, in hopes that it can assist in providing adequate information to cultivate the quality of its education. This research also aims to pave further scholars in discussing the importance of the SDG as a global commitment and its effects on UN Member States to improve social welfare and eradicating social issues. Lastly, it is held that this research can aid and support other students who are keen on the study of cooperation which to this extent understanding Indonesia and UNICEF's attempt in implementing SDGs No.4 (education) to further improve quality of education.

1.4 Literature Review

Many scholars have conducted various research that is relevant to enhance education in Indonesia. These works are vital towards the understanding of the quality of education in Indonesia as it serves to elaborate on the importance of the policies implemented. Regardless, most of the research that has been conducted is based on Indonesia's policy in shaping the education system in which has its effects on the quality of education. Within this section, it has compiled the necessary work that to support the entirety of this research.

A variety of this research consists of Lowy Institute's: *Beyond Access, making Indonesia's education system work*. This work sought to understand the Indonesian Government's aspiration to develop a 'world-class' education system by 2025. Though after conducting numerous assessments of the country's education performance, it suggests that it has a long way to go before it achieves that goal. This belief is originated from the many Indonesian teachers and lecturers lack the required subject knowledge and skills to be effective educators. Learning outcomes for students are poor and there is a disparity between the skills of graduates and the needs of employers, creating a field of high competency.[38] At the end of this research, it was highly notable that Indonesia's poor education performance has not simply been a matter of low public spending on education, human resource deficits, perverse incentive structures, and poor management but due to the politics involve creating overbearing policies which aren't feasible targets and guidelines in the long run.[39]

Following along the themes of education in Indonesia, the SMERU Institute*: Education in Indonesia, a White Elephant?* attempts to comprehend the ten years to 2018, of Indonesia's about utilizing one-fifth of its national budget on education. With virtually universal primary

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[38] Rosser, Andrew. "Beyond access: Making Indonesia's education system work". *Lowy Institute For International Policy*. 2018. http://hdl.handle.net/11540/8034.
[39] Ibid.

school completion and similarly positive trends in senior secondary-level schooling, Indonesia began investing to improve learning outcomes in 2005.[40] With its investment plan, the additional education budget allocations over this period have been expended on two initiatives: significant salary increases for teachers through the certification program and school operational assistance (BOS).[41] Though within this research, the government of Indonesia didn't provide any accountability measures that would focus on learning outcomes. With the little prospect that the investments provide, this research is reluctant about the significance of improved learning outcomes.

Moving forward, in correlation of Indonesia's education system, the Asia-Pacific Science Journal *Science Education in Indonesia* attempts to understand the implementation of science education throughout the past, present, and future. It was discovered that the Indonesian education system has undergone a great deal of transformation starting from the pre-colonial and colonial era through the early years of independence until today.[42] Throughout the journal, it was highly suggested in order for science education to thrive in the coming of years, highlighted the significant developments needed in these four areas, which are 1) increasing educational attainment and accessibility to resources, 2) improving student achievement, 3) strengthening teacher preparation and professional development, and 4) expanding educational research and collaboration efforts.[43] The following efforts should become the priority of the Indonesian government to improve Indonesia's science education due to the following findings which are, 1) differences in students' gross enrolment ratio by area, particularly for senior secondary and university levels, 2) Indonesian students' performance on the Program of

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[40] Kurniawati, Sandra, Daniel Suryadarma, Luhur Bima, and Asri Yusrina. "Education in Indonesia, a White Elephant? ". *SMERU Institute*. December 2019. Accessed February 21, 2020. http://www.smeru.or.id/sites/default/files/publication/whiteelephant.pdf.
[41] Ibid.
[42] Faisal, and Sonya N. Martin. "Science Education in Indonesia: Past, Present, and Future". *Asia-Pacific Science Education*. 25 April 2019. https://doi.org/10.1186/s41029-019-0032-0
[43] Ibid.

International Student Assessment (PISA) has remained far below the international average, and 3) lack of pre-service teacher curriculum programs reflect the needs of the schools where teachers will be working.[44] Throughout the findings of this research, it was discovered that the policies implemented within Indonesia is the key to overcome the issues faced to further implement and enhance science education.

On the other hand, from one of the published writings by the Macrothink Institute, *The Problematic of Education System in Indonesia and Reform Agenda* is focused in elaborating the problems of education in Indonesia and the solution to these problems specifically within the reformed era. Throughout this research it is heavily implied that to settle the problems of education within Indonesia should be comprehensive and integrated. This was the concern addressed throughout the research as it was discovered the quality of education in Indonesia still remains low. This is due to the following issues that needs to be addressed immediately in order for the current Indonesian government be able to improve quality education which is, 1) to improve curriculum implementation that is relevant to the demands society, 2) the cost of education, 3) implementing educational goals for long-term students achievement, 4) clear ruling of the implementation of the national exams, and 5) improving educational facilities that are inadequate for students learning.[45] By focusing the Indonesian government in mitigating the following issue will improve the quality of education if the efforts to do so are focused through a strategic and systematic planning, implementation, evaluation systems, and continuous improvement of the education system in Indonesia.[46]

Lastly, the AIP Conference Proceedings: *A reflection on the implementation of a new curriculum in Indonesia: A crucial problem on school readiness* is used for this literature

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[44] Ibid.
[45] Sukasni, Agnes, and Hady Efendy. "The Problematic of Education System in Indonesia and Reform Agenda". *Macrothink Institute: International Journal of Education*. 29 September 2017. https://doi.org/10.5296/ije.v9i3.11705
[46] Ibid.

review. It aims to understand the Indonesian government's attempt in implementing a new curriculum in 2013, namely the Curriculum of 2013 (C13). Through this research, the implementation of the C13 has come up with a big controversy because it was set back to the previous curriculum of KTSP (Scholl-based Curriculum) for the majority of schools.[47] It was a survey research to give evidence on the school readiness in implementing the new curriculum and to find the problems of the curriculum implementation and addressed specific training on the new curriculum implementation is still needed.[48]

Much of the work established has shown Indonesia's policy and its affects towards the education system. Although, not many have conducted research on the SDGs and how it can help improve quality education of many education systems. Hence, this research is focused on how the SDGs No.4 and Indonesia's cooperation with UNICEF affects the policies and programs that are implemented in Indonesia to further improve the quality of education within the country. This research would then differentiate with previous writings as they focus on the polices itself towards the education system without regarding the cooperation or commitments Indonesia has established to improve quality of education.

1.5 Theoretical Framework

To sharpen the analysis, a theoretical framework is applied in order to formulate theories and concepts. It becomes the structure of the research because the theories that are placed can hold or support a research study.[49] In turn, this section serves to introduce and describe the theory to explain the significance of the agenda of the research.[50] Through the

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[47] Suyanto, Slamet. "A Reflection on the Implementation of a New Curriculum in Indonesia: A crucial Problem on School Readiness". *AIP Publishing*. August 2017. https://doi.org/10.1063/1.4995218
[48] Ibid.
[49] Abend, Gabriel. "The Meaning of 'Theory." Sociological Theory 26, No. 2. June 2008. Pg. 173–99. doi: 10.1111/j.1467-9558.2008.00324.x.
[50] Swanson, Richard A. *Theory Building in Applied Disciplines*. San Francisco, CA: Berrett-Koehler Publishers. 2013.

following, this research applies the theory of institutional liberalism to further understand the attempts conducted by Indonesia and UNICEF to improve quality education by implementing the SDGs No.4.

Regardless, to further understand the following theory, this research understands the importance to comprehend one of the grand theories within international relation were said theory originally derives from. This research applies the theory of liberalism to further understand the strand of thought within the theory of institutional liberalism was able to occur. It is assumed that this theory is closely connected with the emergence of the modern liberal state. Beginning with John Locke, he instigated the great potential of humanity in modern civil society and the capitalist economy could flourish in states if guaranteed individual liberty.[51] This aspect is imposed due to the industrial revolution was perceived as the process by which society gained control of vast sources of inanimate energy, which created the first phase of modernization. This process of Modernization was then perceived in enabling a new and better life, free of authoritarian government, and with a much higher level of material welfare. [52]

This take, in turn, created the generalization of liberals in perceiving a positive view of human nature. The belief in humanity's positive nature is due to the understanding that individuals are self-interested and competitive yet also share many interests and can engage in collaborative and cooperative social action affecting the domestic domain as well as the international community.[53] By understanding, humanity can compromise, builds the foundation of perceiving international relations is capable to become more cooperative rather than conflictual. Also, this theory brings into light that humanity can progress, move forward to create the changes they seek. This belief is constructed due to states providing the essentials and necessities of their citizens which enables them to pursue their happiness without the

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[51] Sorenson, George, and Robert Jackson. *Introduction to International Relations: Theories and Approaches.* Oxford, UK: Oxford University Press. 2013. Pg.100.
[52] Ibid.
[53] Ibid.

inordinate interference from other people. Known as perpetual peace, Immanuel Kant enhances the imperative or an absolute obligation to respect the autonomy of others and failure to do this is the source of conflict.[54] Doing so gives the sense of moral duty to structure our political and social lives, including international politics in the essence that it provides the basic conditions that make this moral goal possible, either it is to provide an account of individual rights, an argument for the importance of democratic institutions to peace, and arguments in favour of global distributive (economic) justice.[55] In short, liberalism offers the idea that human nature isn't always negative – preferencing their interest over others, rather at the same time, regardless of one's aspiration there is always common interest that can become the basis of cooperation. In turn, this sense of commonality encourages progression to build institutions that guarantee this freedom.

As liberalism carries the value of this research, out of the four main strands of thinking, institutional liberalism is chosen to elaborate on current liberal ideas of international relations. Within the strand of thought of institutional liberalism, the concept of cooperation is based on the functional utility of 'regimes' – principles, rules, norms around which state expectations and behaviour converge in a given issue-area – that assert the long-term, rational self-interest of states in perpetuating co-operation despite shifts in the underlying balance of power.[56] In this view, it explains how international institutions can promote cooperation among states. This is due to the assumption of cooperation being rational and mutually beneficial which would eventually promote international organizations and regimes to survive the changing shifts in power and influence among major states.[57]

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[54] Elias,Juanita and Peter Sutch. *The Basics: International Relations.* Abingdon, OX: Routledge. 2007. Pg.68.
[55] Ibid.
[56] Keohane, Robert O. *After Hegemony : Cooperation and Discord in the World Political Economy.* Princeton, N.J. :Princeton University Press, 1984. Pg. 49.
[57] Sorenson, George, and Robert Jackson. *Introduction to International Relations: Theories and Approaches.*, Oxford, UK: Oxford University Press. 2013. Pg.111

According to Robert O. Keohane, the extent of international institutions can be measured into two dimensions. First is the *scope* of these international institutions which are the concerns on the number of issue areas that these institutions are attempting to tackle.[58] The second would be the *depth* of these institutions which are measured into three attempts:[59]

1. **Commonality:** the degree to which expectations about appropriate behavior and understanding about how to interpret action are shared by participants in the system.

2. **Specificity:** the degree to which these expectations are specified in the form of rules.

3. **Autonomy:** the extent to which the institution can alter its own rules rather than depending on outside agents (i.e., states) to do so.

With these three attempts, forms the basis of cooperation between international institutions and states. However, in one of Robert O. Keohane's writings, it is important in being able to distinguish the results of cooperation due to the misconception that cooperation would always lead to harmony. It needs to be emphasized that regardless of the *depth* that international institutions and states can create, the results would not necessarily be regarded as a combination of the two aspects. Both are two different ideas and would not always complement one or the other. It is defined that cooperation occurs when actors adjust their behaviour to the actual or anticipated preferences of others, through a process of policy coordination.[60] To summarize, *intergovernmental cooperation takes place when the policies followed by one government are regarded by its partners as facilitating the realization of their objectives*, *as the result of a process of policy coordination.[61]* Any attempts by states and international institutions can only be deemed as cooperation if policies implemented are

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[58] Keohane, Robert O. *International Institutions And State Power: Essays In International Relations Theory*. Boulder, CO: Westview Press, 1989. Pg.4
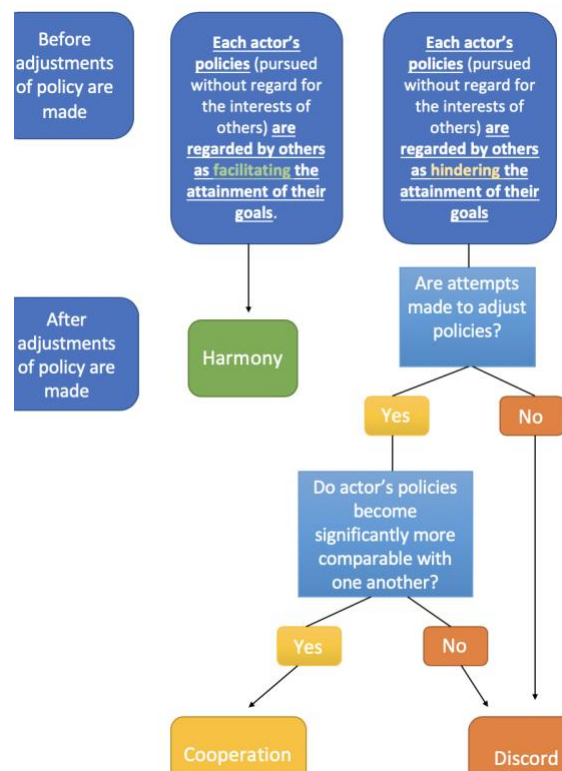[59] Ibid.
[60] Keohane, Robert O. *After Hegemony : Cooperation and Discord in the World Political Economy*. Princeton, N.J. : Princeton University Press, 1984. Pg. 51
[61] Ibid.

recognized by parties affected. Failure to adjust policies to attain the goals in mind would then lead to discord, a situation in which governments regard each other's policies as hindering the attainment of their goals and hold each other responsible for these constraints.[62] On the other hand, harmony refers to a situation in which the policies of actors can pursue their self-interest without the regard of others and simultaneously facilitate the attainment of others' goals.[63] Harmony mainly perceives that no deliberation is in need to accommodate the objectives of affected parties. The polices that are in place can facilitate their goals without the need to adjust the policies of the affected parties. Hence, cooperation and harmony are two different aspects and should be differentiated. Below is a figure to visualize the following process of cooperation, harmony, and discord.

Figure 1.1 Harmony, Cooperation, and Discord

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[62] Ibid.Pg.52
[63] Ibid.Pg.54

(Source: Developed by researcher based on, Keohane, Robert O. *After Hegemony: Cooperation and Discord in the World Political Economy.* Princeton, N.J. : Princeton University Press, 1984. Pg.54)

Within institutional liberalism, it provides the understanding that international institutions are pivotal in forming cooperation to tackle a variety of concerns and provide prominent solutions. Hence, it is pivotal to comprehend how these institutions can address a variety of issues. Known as international organizations (IO's), they are institutions with formal procedures.[64] By its formal structure, international organizations can implement and enforce rules as it regulates the relations amongst member states.[65] Aside from the following, international organizations are also characterized by membership, competence, function, and decision-making authority.[66] With all of those factors, international organizations provide a framework for cooperative deliberation among states as it reflects their collective interest to provide prominent solutions. As international institutions tackle a scope of interest, through this strand of thinking these institutions are capable of addressing the idea of human rights.

Human rights as described by the United Nations, include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and an abundance aspects of life in which all man and women regardless of their age, race, and belief are entitled to these rights, without discrimination.[67] With current issues are very diverse and affect a variety of people regardless of their wellbeing, it brings the importance of the matter of human rights. These rights ensure the welfare of the people in which states are entitled to upholding these values. It should be considered and a part of state efforts to comprehend the problems of today for a feasible tomorrow. Hence, human rights are

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[64] Rittberger, Volker, Carmen Huckel, Lothar Rieth, and Melanie Zimmer. *Authority in the Global Political Economy*. London: Palgrave Macmillan, 2006. Pg. 13-54
[65] Heywood, Andrew. *Global Politics*. Fifth Avenue, NY: Palgrave Macmillan, 2011. Pg. 433
[66] Ibid.
[67] The United Nations. *Human Rights*. Accessed February 27, 2020. https://www.un.org/en/sections/issues-depth/human-rights/

the core of concern within international institutions to ensure the wellbeing of mankind, escalates the importance of education as a basic need. As it is pivotal to attain adequate education, the concept of quality of education can further elaborate to serve as guidelines in achieving this basic need.

Education is often associated with schooling, though it is not accurate as a definition of its own. According to John Dewey, education is development within, as it is the process of overcoming natural inclination and substituting in its place with acquired habits.[68] To do so, education is induced to develop our potential through the following attempts[69]:

1. **Deliberate and Hopeful**: Through learning, it creates the idea that people can improve and become better.

2. **Informed, Respectful, and Wise**: A process in which individuals are keen towards truth and the possibility to change.

3. **Grounded in a desire that at all may flourish and share in life**: It is cooperative and inclusive to help people to live their life as best as they can

As education aims to develop our potential through the following attempts, two distinctions were created to further understand this concept, which is the formal and informal education. Formal education, is mostly referred to schooling and implies a curriculum whereby learning activities are organized into units that are increasingly abstract and removed from reality and that are taught in a specialized, concentrated, and highly verbal context.[70] Teaching in schooling is conducted by impersonal instructors who address the concerns and inquiries of

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[68] Dewey, John. *Experience and Education, The Educational Forum* (Volume 50: 3rd Edition). 1986. Pg. 241-252, DOI: 10.1080/00131728609335764

[69] Dewey, John. *Democracy and Education: An Introduction to the Philosophy of Education*. Norwood, Mass., U.S.A : The Macmillan Company. 1916. Pg. 12-19.

[70] Seymour, J. Madison. "Contrasts between Formal and Informal Education among the Iban of Sarawak, Malaysia." Review of Educational Research 42, No. 4. December 1972. Pg. 477–491. doi:10.3102/00346543042004477.

students only in terms of school activities.[71] While informal education, is best considered as socialization in the family and the learning activities are specific and concrete, dealing with everyday events.[72] This is because these activities are a by-product of family activities, which is deemed to not have a specialized character of their own like subjects learned in school and the incentive for learning tends to be more immediate intrinsic towards personal needs. With these two concepts, both can improve personal development, this research is keen on the methods perceived within formal education. As formal education embodies schooling as their means to spread knowledge, it is deemed more suitable to support the concept of quality in education. Apart from formal education, it emphasizes how schools are one of the major commodities for any individual to learn and the gain knowledge they need to improve themselves. This can further elaborate UNICEF and Indonesia's attempts in implementing the SDGs No. 4, wherein the target 'Every Child Learns', underlines the importance of schools to be accessible and how the education system in schools affects learning outcomes to be implemented in their daily lives. Hence, utilizing the concept of formal education enhances the importance to improve the quality of education.

Within the concept of quality in education, it needs to be comprehended that there two dominant traditions that have affected the perception of quality in education. These two traditions do come hand in hand but can be regarded independently as well. For the aim of this research, both traditions are elaborated to understand why certain data are relevant in support of this research. The *economist* view of education perceives the importance of quantitative measurable outputs as a measure of quality. This is why in elaborating the quality of education, this tradition relies on enrolment ratios and retention rates, rates of return on investment in education in terms of earnings and cognitive achievement as measured in national or

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[71] Ibid.
[72] Ibid.

international tests.[73] This is why these are notable in reports to understand to measure the indication of quality education. While the *progressive/humanist* tradition emphasizes the educational process, which quality is based on what happens in schools and the classroom, such as learning of basic cognitive skills, literacy, and numeracy, as well as general knowledge are considered vital to quality[74].

Despite both traditions are applicable, this research primarily relies on the *progressive/humanist* tradition while the *economist* view is utilize in accordance to support data. This is due to the progressive/humanist tradition is more applicable in understanding the issue addressed. This view relies on the importance of concepts of schooling. Within this concept, three broad ideas should be taken into consideration in improving the quality of education. Schooling as human fulfilment, schooling as preparation for the world of work, and schooling as an essential element of social progress and change.[75] These three factors elaborate that to indicate quality education, policies or programs implemented should understand that education applied at schools would be able to develop the desired abilities in people, an instrumental value to select vocational careers and scarce work and study places, and a humanist educational paradigm.[76] This is why it is pivotal for these three aspects to be considered in developing and improving education in general. The value earned in schools regardless can be indicators that the knowledge receive is qualitative in general.

Furthermore, the concept of soft law is implemented to further comprehend the establishment of the Sustainable Development Goals and how it is able to be implemented by states. Soft law often takes the form of an international instrument that has some of the features of a formal treaty, but falls short of the requirements to be one. In general, this means that the

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[73]Barret, Angelina M., Ritta Chawla-Duggan, John Lowe, Jutta Nikel, and Eugenia Okpo."The Concept of Quality in Education: A Review of the 'International' Literature on the Concept of Quality in Education". *EdQual.* 2006. Pg.2
[74] Ibid.
[75] Chitty, C. *Understanding Schools and Schooling*. London: Routledge Falmer. 2002. Pg.4
[76] Ibid. Pg.3

states involved do not intend to be bound by international law.[77] This can be applied to the Sustainable Development Goals due to its creation in nature is by all consenting UN member states but its application is not binding. Nevertheless the formulation of the SDGs is important as states are able to come together to formulate a common understanding in approaching various social-economic issues. Regardless of states are not bind by international law, its concept as soft law remains prevalent. Through the compliance perspective, the simplest explanation for using soft law concerns international agreements or other devices that serve to assist states in coordinating their behaviour.[78] In this instance, the SDGs is eminent as interactions among states in which states are relatively certain they will have no interest in deviating from the promised behaviour in the future. Hence, the importance of soft law is the ability of states to coordinate to resolve various predicaments, which in this instance is the implementation of the Sustainable Development Goals to improve social-economic conditions of the international community. Although it may not enforce states from refusing to apply the SDGs, proves the creation of the SDGs is to promote and urge common behaviour of UN member states in order to attain feasible outcomes according to the given targets and indicators.

With the given theoretical framework, shapes this research agenda. As the theory of institutional liberalism is applied, it can emphasize the cooperation of UNICEF and Indonesia, in which it has established programs and strategies to improve the quality of education. The concept of education and quality of education can be implied in understanding the importance of education and the significance of improving the quality of education. Finally, by understanding the basic concepts of IOs correlates the establishment of cooperation. It is believed that the theories and concepts provided can give further elaboration towards the phenomenon and choices towards the improvement of quality education.

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[77] Guzman, Andrew.T., and Timothy L.Meyer. "International Soft Law". *Journal of Legal Analysis*. 2010. Pg.188-189. https://doi.org/10.1093/jla/2.1.171

[78] Ibid.

1.6 Research Methodology

1.6.1   Research Method

This research utilizes the qualitative method. This is due to this method offering a scientific method of observation to gather non-numerical data and focuses on how a certain phenomenon may occur.[79] With the method, it is believed that it assists this research in collecting prominent data to comprehend the importance of implementing SDGs No.4 – Quality Education to improve the education system that has been in place by the Indonesian government. Also, with the qualitative method, it can help in providing data that supports the cooperation between UNICEF and Indonesia in accomplishing endeavors to improve the education system on a national scale.

1.6.2   Research Type

The type implemented would be descriptive research. This type of research is used to describe, determine, or identify characteristics of a phenomenon being studied.[80] With this in mind, this type is more applicable to the given topic as it to elaborate on current issues through a process of data collection that enables them to describe the situation more completely.[81] Thus, with this research focuses on the SDGs as an international commitment to further improve the well-being of states, it is believed that this research design suits well in explaining Indonesia and UNICEF's efforts in improving the education system through their programs and implementation of the SDGs No.4 – Education.

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[79] Berg, Bruce Lawrence; Lune, Howard. *Qualitative Research Methods for the Social Sciences* (8th ed.). Boston: Pearson Education Company. 2012. Pg.3

[80] Ethridge, Don E. *Research Methodology in Applied Economics.* Blackwell Publishing. 2004. Pg.24

[81] Fox, W. and Bayat, M.S. *A Guide to Managing Research*. Juta Publications. 2007. Pg.45

1.6.3 Data Collection Technique

The data collected for this research will mostly consist of the data acquired through books, official documents, and reports. Reports are dominantly used within this research as it utilizes research from UNICEF, the UN, and the Indonesian government as it gives more insight towards improving education in accordance of the SDG No.4 – Education. Official documents such as government documentations and signed treaties conducted by Indonesia and is also used in this research.

1.7 Structure of Thesis Writing

The following is this research chapter outline. The first Chapter is the introduction of this research, consisting of the background, problem statement, problem identification, research scope, research question, the purpose of study, the significance of the study, literature review, theoretical framework, research method, research design, and procedure for data collection,

The second Chapter focuses on the role of the Sustainable Development Goals No.4 (Education) and UNICEF. It explains the entirety of UNICEF's role as an international organization along with a better comprehension of the SDGs especially within the scope of education and how it can aim certain criteria within the education sector to further improve the system internationally. This chapter also applies the basic concepts of IOs to provide a better comprehension of UNICEF as an IO and how they are able in implementing the SDGs as one of the many means of cooperation and compliance, specifically the SDGs No. 4 – Quality of Education.

The third Chapter focus on the challenges faced to improve the quality of education in Indonesia. This chapter dives thoroughly into understanding how Indonesia has constructed its education program throughout the years and their attempts to bettering the system as a whole.

This part is vital as it paves the efforts of Indonesia in implementing programs and policies to improve quality education. The concept of Education is also applied in this chapter in order to comprehend the vitality of formal education and how education is able to fulfil personal development.

The fourth Chapter focus on the Rural and Remote Education Initiative Programme. This chapter elaborate how UNICEF and Indonesia is able to come into terms to initiate said program and their commitments to implement the SDGs No.4 to improve quality of education. It implement Robert O. Keohane's theory of institutional liberalism to analyze how international institutions and states are able to form cooperation to tackle a variety of concerns and provide prominent solutions to further understand the role of both parties to improve quality education.

Lastly, the 5th Chapter concludes this research by disclosing all findings that support and relevant towards the topic of choice.