CHAPTER 5: CONCLUSION

The Government of Indonesia and UNICEF have recognized the need of fulfilling the quality of education for disabled children and cooperate to reach its goal. At the International level, United Nations introduced the importance of inclusive education to improve the quality of education for children with and without disabilities. However, it is visible that the percentage between disabled children and non-disabled children in receiving a formal education is still imbalanced. This has been proved by only 20% of disabled children who could fulfil their nine years compulsory education compared to 80% children without disabilities. This research aims to answer, "How did the Indonesian government and UNICEF cooperate in promoting inclusive education for disabled children in the context of the imbalance percentage between children with and without disabilities?"

This research found that the Indonesian government has joint efforts with international organizations to achieve Sustainable Development Goal no.4, especially for disabled children. Therefore, inclusive education exists to create a system where both disabled children and those without disabilities can interact in the same environment. This research focused on analyzing the cooperation between Indonesia and UNICEF. Some efforts are coming from both the government and UNICEF to tackle the imbalance percentage and other correlated issues. Some deficiencies in achieving inclusive education before the cooperation were conducted. First, the inconsistency of which institution collected the data about the number of disabled children. Second, structural poverty makes disabled people stuck for their whole lives. Third, stigma and the lack of education regarding disabilities, coming from society,

maintain the loop of poverty due to the insecurity of disabled people in developing themselves. Fourth, about how teachers struggle to adapt to the curriculum for inclusive education. The cooperation between UNICEF, Indonesia and other correlated parties are shown in direct or indirect manners to tackle these problems.

The first effort is direct cooperation by piloting an inclusive education program in Madrasah Ibtidaiyah Keji in partnership with several stakeholders like FC Barcelona, ROTA and local stakeholders such as the Islamic organization Nahdlatul Ulama. The focus is on physical education with the module given by FC Barcelona to adapt to each different disability. The teachers of MI Keji also got training from UNICEF, and the students have been more confident in developing their skills. This partnership has successfully prevented structural poverty in early childhood, reduced negative stigmas by giving confidence to disabled children in developing their abilities, and trained teachers for inclusive education applied.

The second effort, for an indirect form, the government of Indonesia adopted a module created by UNICEF and USAID to collect data about disabled children. INOVASI conducted the cooperation between Indonesian and Australian governments, namely SETARA or called equality. This program has allowed the Indonesian government to collect data about the number of disabilities and their situation from an application called *Profil belajar siswa* or student profile learning. It could help the government complete their data from national statistics institutions and understand the problem faced by disabled children. Therefore, this program has helped address the inconsistency of which institutions collected the data about the numbers of disabled children.

However, this research also discovers the deficiencies of that program that should be addressed: First, the partnership involving UNICEF still needs to understand the teachers' development and educate society to eradicate negative stigmas. Second, The SETARA program has been too focused on the module and has not covered other issues related to disabled children. Third, both programs are piloted in just one area, and the government still needs more efforts in introducing a better quality of inclusive education to other areas. These deficiencies align with Keohane's cooperation which discusses that states have priorities and insecurities due to the cost.

These two programs are the only most visible cooperation between UNICEF and the government of Indonesia. There are still some various programs aside from this form of cooperation. Within this research focusing on cooperation between UNICEF and the government of Indonesia for increasing the country's inclusive education, the program has contributed a little in terms of the quality of education. However, with the existence of RAN PD, the Indonesian government could adopt the success of student profile learning in Lombok and the inclusive education program in Madrasah Ibtidaiyah Keji to other parts of Indonesia. The country has already had more than 30,000 inclusive schools, but some problems from the past are still existing in current years. With the success of the cooperation between UNICEF and the Indonesian government, Indonesia could continue the piloted project independently by still collaborating with other stakeholders such as local actors. Hopefully, a successful inclusive education could attract more disabled children in fulfilling their formal education in inclusive schools. As a result, the lopsided percentage could manage to be more balance soon.

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