Human rights in education implication schema based on the study of the UN Economic and Social Council's 2030 agenda

Skema implementasi hak-hak asasi manusia dalam pendidikan berdasarkan study pada agenda 2030 Dewan Ekonomi dan Sosial PBB

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Abstract

Human rights in education are an essential area that needs to be the highest priority for improving almost the entire world, especially for the 2030 agenda. This research analyzed the human rights in education values inside the UN Economic and Social Council's declaration goal 4 of the official document entitled "Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development". The data are analyzed through a critical discourse approach in qualitative design and discourse organization analysis method. There are nine main human rights in education found inside the declaration including ensuring and protecting education equality, education, and learning development acceleration, preparing and providing sufficient education funding, cultural diversity in education, providing a safe environment for physical and mental health, providing safe, modern and convenient infrastructure and teaching-learning facilities, gender equality in education, internet literacy in education, involving every country as to the world's global meeting and cooperation of education. The focus of improvement on human rights in education is concluded to be dynamic, which is influenced by economic, welfare, politics, IT, and other integral aspects of development and depends on the world's and a country's needs and future desire.

Keywords: human rights; United Nation Economic and Social Council; 2030 education agenda

Abstrak

Hak asasi manusia dalam pendidikan merupakan bidang penting yang perlu menjadi prioritas tertinggi untuk ditingkatkan hampir di seluruh wilayah di dunia, terutama untuk agenda 2030. Penelitian ini menganalisis nilai-nilai hak asasi manusia dalam pendidikan yang tertuang dalam tujuan deklarasi Dewan Ekonomi dan Sosial PBB nomor 4 (empat) dalam dokumen resmi berjudul "Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development". Data dianalisis melalui pendekatan wacana kritis dengan desain kualitatif dan metode analisis organisasi wacana. Terdapat sembilan hak asasi manusia utama dalam pendidikan yang ditemukan dalam deklarasi, termasuk memastikan dan melindungi kesetaraan pendidikan, percepatan pengembangan pendidikan dan pembelajaran, menyiapkan dan menyediakan pendanaan pendidikan yang cukup, keragaman budaya dalam pendidikan, menyediakan lingkungan yang aman untuk kesehatan fisik dan mental, menyediakan infrastruktur dan fasilitas belajar-mengajar yang aman, modern dan nyaman, kesetaraan gender dalam pendidikan, literasi internet dalam pendidikan, melibatkan setiap negara dalam pertemuan dan kerja sama pendidikan global dunia. Fokus peningkatan hak asasi manusia dalam pendidikan disimpulkan bersifat dinamis yang dipengaruhi oleh aspek ekonomi, kesejahteraan, politik, TI, dan aspek integral pembangunan lainnya serta bergantung pada kebutuhan dan keinginan dunia dan suatu negara di masa depan.

Kata kunci: hak asasi manusia; Dewan Ekonomi dan Sosial Perserikatan Bangsa-Bangsa; agenda pendidikan 2030

Introduction

Human rights in education is as important as other human rights values. They are connected to construct an ideal respect for humanity's rights system. The education value can impact other life system qualities such as economic, welfare, gender equality, etc. The process of maintaining human rights education

is a bottom-up process that covers hopes, necessaries, and experiences in certain situations (Becker 2021). Ethical and moral justification are part of human rights education which covers knowledge and discipline structure (Snauwaert 2019). The values could also be represented as respect for human civilization because education is a common result of civilization. Measurement of school level for the young generation must not violate human rights law for every country (Vlaardingerbroek 2020). On the other hand, one important formulation is that human rights in education should be full of personality development and freedom (Devonald et al. 2021). The respect for education access level represents and influences the respect for other sides of human rights values. Human rights are rights inherent to all human beings without differentiating identity such as nationality, race, sex, color, religion, residence place, language, etc. (Merey 2018). Human rights in education and human civilization are integrated. Humanity in education also informs us how to place a desire of a country or society for their future for a certain step of time.

Respect for human rights values in education is an obligation to construct a better country or society's life system. Decoloniality of education refers to humanity (Becker 2021). The life system is influenced by education systems. A new social contract for education governance has a relationship and reflection with political and democratic governance (Locatelli 2024). The education systems are represented by how to give priority scale. A right to get an education about human rights is a unity of human rights in education (Vlaardingerbroek 2020). The necessity to give respect to human rights in education is not only in regard to conceptual matters but also about field actions. The field actions must be constructed based on the proper concept or philosophy and plan. Human rights in education could be described as the passion to construct a framework to teach (Boutros 2018). When human rights in education are applied fully by every practitioner in school, it becomes a life foundation, not only a learning objective (Boutros 2018). In democratic life, citizens legitimate the political process including the government policies and agenda (Machin & Tan 2024). Another benefit of respect is to increase the level of the young generation's moral value awareness to obtain a better life than their previous generation, moreover, respect also makes stakeholders of the government understand how to give priority to their education program and its evaluation.

A particular part of the psychological effect of respecting human rights in education is to empower young generations' positive assumptions about their existence. As a result, they could feel to be a hope for both the next and previous generation. It could give new insight that all generations need to be respected for their contribution to a country or society. Dialogical of ethical and moral justification is a core approach to human rights in education practice (Snauwaert 2019). The psychological effect of respect encourages practitioners to give their maximum effort to develop a country or society through education scope. Strengthening education rights needs better and qualified teachers (Vlaardingerbroek 2020). The positive psychological effect gives a positive spirit for them to upgrade their competence periodically. Constructing the spirit of following a country's education program needs efforts, one of which is to give respect to the students, teachers, lectures, and other practitioners' rules and contributions. They should be placed as the active subjects, not the inactive objects. The result will be in line with constructing a better thinking system and attitude. Human rights in education for adolescent refugees is designed to make them understand how to respect other people's rights and obtain citizen skills (Devonald et al. 2021). In addition, teacher training quality and commitment level of school administration are the major causes of human rights in education implementation (Boutros 2018). Constructing not only better competence and skill but also attitude and respect is needed for gaining a better thinking system.

Issues of problems of giving respect to human rights in education values are equity and quality of the education system and learning practice. Equity is the main problem which is required to be one modal to gain togetherness. Human rights in education are in line with the education right itself (Vlaardingerbroek 2020). Education practitioners must be respected equally and get similar opportunities to realize their passion, desire, and target of getting a higher education. Providing high education quality is one fact or proof of how far a government gives respect to its citizens. Three items of ethical, moral, and critical can form normative human rights in the education structure, which also requires awareness to respect and develop future citizens' capacity (Snauwaert 2019). The quality of education is not always represented by a high degree level of a title, but also by the usefulness, appropriateness, and significance of the skill

and knowledge or the outcome. One simple example is how to prepare and get qualified outcomes and output for both educators and students. The teacher professional development (TPD) system requires the presence of four key factors which are teachers' skills, background, relevant training, feedback, and workshops that need to be maintained based on the teachers' specific motivations and capabilities (Revina et al. 2023). Preparation and evaluation should be finished first before making policy for teacher practice (Mancenido 2024). Human rights in education should be related to the curriculum (Daniels 2018). Characteristics of the curriculum and the outcome must be related to the field demand or necessary, including the construction of human rights in education implementation. Equity and quality of the education system is one modal to give and manage respect for human rights in education values.

Implementation of positive moral values based on political perspective is possible to be applied to increase students' or learners' maturity and goodness of their life practice. The position of the values is adaptable based on necessary and character-building orientation. Implementing humanity studies in an academic context increases students' cultural competency, world global perspective, and critical thinking level (Edwards & Ritchie 2022). In addition, students or learners could be more sensitive and pay attention to their surroundings or environment. In a participatory politics study, students could be encouraged to comprehend social media framing (Papaioannou 2021). The implication of political value to students is beneficial for self-evaluation practice (Pitkänen 2022). The new positive habit of giving care to the environment also makes them more selective in their attitude and how to give speech to other persons, institutions, wisdom, and other social phenomena. Conflicting ethical discourse is a consequence of liberating ourselves (Grange 2020). In the end, it also teaches persons how to avoid social conflict by managing respect and being responsible for personal actions and speech.

Some sources represent the human rights in education values and how to respect or manage them. This research chooses the United Nation's Economic and Social Council ministerial declaration text entitled "Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development" (United Nations 2022). The text contains the border and philosophies of giving respect to human rights in education. On the other hand, the object is considered to have a more implicit message rather than its written materials.

Through studying the object, this research reveals two problems, which are (1) what are the detailed values of human rights in education in the object and (2) how are the appropriate field application schema of the detailed human rights in education? The answer to the first problem is presented in Table 1 of the findings and discussion section, meanwhile, the answer to the second problem is proposed in Table 2.

This research proposes a new perspective, formulation, and significance for education policy construction that involves respecting the values of human rights. The stakeholders of an institution could combine their official and government standards of education development such as curriculum development, output and outcome target construction, assessment standard, institution moral and ethical standard construction, working management, etc., with the nine human rights values of this research findings or results and analysis that can be seen in the findings and discussion section. The tendency of the significance of nine standard values based on human rights appreciation is to develop or construct education wisdom in an institution or country. The nine standard values place the respect of humanity as the priority in making wisdom available for education practice. It could encourage stakeholders of an educational institution to take the policy of constructing health and a qualified human resource level based on qualified character building. Obtaining the qualified teaching-learning process and output and outcome of an education program could be developed by using the nine standards of human rights in education.

Research Method

The method of this research is textual research based on qualitative critical discourse study and critical discourse analysis (CDA) such as the explicit sociopolitical focus on elite groups and institutions' legitimation which are produced by text and talk (Dijk 1993). The focus of this research is to analyze the information and propose its field implementation in the official declaration document of the Economic and Social Council of the United Nations. The information is about the relationship of the information

with real and possible reality in the social condition of the world. Moreover, it is a wisdom declaration of the United Nations. Critical discourse analysis is a set of approaches to answer questions about the relationship between language and society (Rogers et al. 2005).

The object of this research is the official document declaration of the Economic and Social Council of the United Nations entitled Ministerial declaration of the high-level segment of the 2022 session of the Economic and Social Council and the 2022 high-level political forum on sustainable development, convened under the auspices of the Council, on the theme "Building back better from the coronavirus disease (COVID-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development" (United Nations 2022). The object in the written document format has six language versions in the UN website (United Nations 2022). This resarch took the English document version that consists of 32 pages as the research object. The unit of analysis is eight declarations of goal 4 entitled "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" whose declarations number 30 till 37. The textual analysis method is applied based on the discourse organization scope. Discourse organization analysis of print or written text is used to analyze the largest units and paragraphs in which sentences are joined by the organization (Locke 2004). In the latest analysis, this research proposes the field application of human rights in education in the object.

Results and Discussion

The data contain eight declarations among them eight human rights in education. They are presented in Table 1 as the summary of the finding. The data of Table 1 give perspective on how to give respect to the human rights in education. The findings in Table 1 are discussed deeply in the discussion section. Moreover, it is also developed for its field implementation schema in Table 2, and they are integrated.

Table 1.
Finding summary of human rights in education

Finding	Finding points
1	Ensuring and protecting the equality of education opportunity
2	Urgency to accelerate progress to sustainable education and learning development
3	Preparing and providing sufficient education funding
4	Cultural diversity in education
5	Preparing a convenient and safe environment for physical and mental health for all practitioner levels
6	Providing safe, modern, and convenient infrastructure and teaching-learning facilities
7	Equality for gender opportunity in education
8	Increasing digital literacy based on internet use for education
9	Involving every country in global meetings and cooperation for world education programs and progress

Source: The research primary data findings

There are eight declarations of learning opportunities which are presented in Declaration 30 till 37 that contains nine human rights in education. Every declaration gives various human rights values in education. They represent how to give respect to humanity based on increasing education, learning, and human resource development. The declarations whose recommendation of human rights in education values are numbers 30 to 36, meanwhile number 37 is a summary of the numbers 30 to 36.

Ensuring and protecting the equality of education opportunity is the first human right respect for education construction after COVID-19. Protection and equality seek to cover many of the subject criteria in the description in Declaration 30 which is "those living in rural areas, children with disabilities, children in situations of conflict and post-conflict settings, refugees, displaced children, and youth, children belonging to minorities, as well as persons in vulnerable situations." The value of the human right of education equality is placed as the main model to overcome the ideal position in the new normal era. Human rights in education are also a person's right to access education (Hansen 2022). One example of the education

outcome problem comes from the fact that migrants get fewer paid jobs than natives although they have a proper education level (Baccini et al. 2024). In addition, equality could be also understood as freedom to education access. Freedom is the core of human rights in education which is represented by "non-interference" by liberal tradition and by "non-domination" by republican tradition (Hansen 2022).

Basic education skills are the "3Rs" including reading, writing, and arithmetic which have been expanded for decades (Vlaardingerbroek 2020). The "3Rs" equality of education for all identities is the main respect for humanity based on the goal 4 declaration. In addition, the similarity of human beings in education could also impact to increase in respect to one another. However, education equality must also consider its long-term impact and benefits. Vocational education is one opportunity to obtain the benefits of skill to enter employment or self-employment (Vlaardingerbroek 2020). The vocational school system could be one alternative to gain the equality education benefits. Knowledge, skills, and actions are three dimensions of human rights education (Rodríguez-Gómez & Russell 2022). Sympathy is one of the attention centers of educational morals in Japan (Kitayama et al. 2022). In this case, the starting point of education equality could be by implementing sympathy and respect. Positioning equality for education opportunities creates a new spirit of equality to gain better desire for the new and young generation, especially under 30-year-old women and men.

The urgency to accelerate progress to sustainable education and learning development represents how to place human rights in education as one of the highest priority issues. The second half of the data 30 informs that the program is urgent for its acceleration. The program is not only a slogan or concept, but also a field-action demand that will be carried out as soon as possible. The acceleration is supposed to be constructed based on a certain scientific system. Primary schooling is the basic education construction that should be constructed based on the cycle system and age term (Vlaardingerbroek 2020). In this case, equality education and learning opportunities must be conducted after the COVID-19 era, which implies an indirect message that there has been a delay of the equality progress pre and during the COVID-19 era.

The new normal era is claimed as the starting point to sharpen the desire for humanism. Human rights in education should be agreed to be a core pillar of humanitarian response which requires adaptation of certain contexts (Devonald et al. 2021). On the other hand, the social studies curriculum is the natural center or home of the school (Vlaardingerbroek 2020). Social study is an entrance to implement humanism. Everyone no matter his or her identity needs equality in getting an education and an appropriate learning system. A government has the serious task of making education accountability more convenient for its coherence, proper in coordination, and practical in a reform spirit (Yan 2019). It also demands good program preparation to accelerate progress of the equality. It also means that sharpening equality is necessary for every country in this world in the new era. Developing students' observation and analysis skills is a learner-centered teaching skill (Devonald et al. 2021). Constructing the critical skills of observation and analysis is one of the biggest priority issues in the application of human rights in the education field. The priority level of human rights in education is flexible and depends on some factors such as the government's wisdom, curriculum, culture, economics, politics, abroad cooperation, etc.

One realization of education human rights respect is preparing and providing sufficient funding to increase it without passing other similar priority human rights. The first half of Declaration 31 states "we encourage Governments to invest in resilient, inclusive and shock-responsive public education, including but not limited to early childhood development, care and pre-primary education, which also directly reduces women's unpaid childcare work." Equality of education and learning prospects is not only limited to the subjects' identity but also types or grades of the education level. The funding allocation is recommended to cover all areas that represent equal respect for all human rights in the education sector. Free of charge and compulsory to access primary education is a universal right that should be determined by international law (Vlaardingerbroek 2020). Economic inequality has expanded the global risk of human rights for decades (Mitoma & Marcus 2020). The child or preliminary level is as important as the college level in the concept of funding representation. Sufficient funding allocation to all education levels represents how serious of a government to increase their citizens' human resource level which

also impacts economic and welfare levels. Unstable funding puts pressure to the organization and the inconsistent program (Baldridge et al. 2024). There is still little action on the ideal scholar for the young generation (Devonald et al. 2021). In addition, the priority of purchasing materials needs to be focused on materials that cannot be bought by poor people, especially in developing countries (Vlaardingerbroek 2020). Citizens' education level and background are found to influence their democratic judgments (Mayne & Peters 2023). The funding problem and solution give direct to education level that could be gained by citizens that also influences life quality most.

On the other hand, cultural diversity and respect are also one of the human rights in education. Governments must pay attention to cultural diversity as one fundamental variable in the education progress. Promoting cultural diversity in the education area is an obligation for balancing intellectual and social balance for all citizens. During colonization, the vertical identity, including race, was created to differentiate human categories (Becker 2021). The practice of differentiating must be deleted in the modern era. Racial representation could exist anywhere; a research found there is a racial representation for black and Asian students at the university level (Ebbinghaus & Huang 2023). On the other hand, the special culture and region identity could also be used for the positive term. Education region or territory could be applied as a positive value as an education branding that could attract international students (Moscovitz 2024). Giving respect to cultural diversity is recommended to be part of curriculum development for all governments' education ministries, especially for the new normal era. Respecting cultural differences is related to the moral power of human rights (Al-Daraweesh 2020).

Education is humans' effort with their culture, context, knowledge, and field practice (Southerland & Settlage 2022). The exchange of online meetings for full offline meetings or interactions could be one step toward implementing how to respect differences among persons and their personal and cultural backgrounds. Tolerance focuses on the internal attitude of a person and the external environment that shifts to an interpersonal/inter-group focus (Salmon-Letelier & Russell 2022). The second half of Declaration 31 states "We also recognize the importance of education for sustainable development, including cultural diversity for sustainable development…" Promoting cultural diversity in the education and learning system is one of giving respect to human rights values that need to be prepared seriously. Three paths of constructing qualified governance in higher education consist of interaction, administrative culture, and network coordination system (García-Juanatey et al. 2024). Cultural difference enriches the learning process because it has pedagogical, social, and democratic implications that teach human dignity (Al-Daraweesh 2020). The political process could solve the problem of pluralism and propose its normative condition (Macdonald 2023). The basic objective is how to encourage everyone to accept other different persons sincerely.

The next education and learning human rights value is to prepare a convenient and safe environment for physical and mental health for all practitioner levels and statuses, such as child, adults, teachers, lecturers, students, employees, etc. Children must be provided with an environment that could give rights for them get a feeling of responsibility and be motivated to involve social interaction (Boutros 2018). The education community also struggles to protect the environment from harm, toxic contamination, imperialism, race, and capitalism (Tilley et al. 2023). Everyone who works or learns in the education area needs to be protected physically and mentally. Declaration 32 states "This includes safely reopening schools, providing safe, non-violent, inclusive and effective learning environments for all, taking all possible actions to ensure qualified teachers and learners' re-enrolment and re-engagement, learning recovery and well-being through a non-discriminatory, accessible, integrated, multisectoral, child-sensitive and gender-responsive approach." Violence is not only about physical violence but also verbal and mental violence.

Violation of human rights in education is a direct violation naturally (Rodríguez-Gómez & Russell 2022). Protecting is the best way rather than solving a problem or accident that has already happened. Human rights in education projects need to give a sense of ownership to learners for both the learning process and their rules as the subject (Al-Daraweesh 2020). In this case, the learners should be encouraged to protect themselves and their friends and coordinate with the proper stakeholders to obtain formal protection. Being free and having equal self-dignity are fundamental to contribute the human rights culture development (Hansen 2022). Violence on human capital influences its outcomes, which could

be studied by taking the data from school records (Duque 2024). Discrimination for any reason is one type of violence against human rights. The protection needs to be written as a formal regulation in the education or learning environment so that everyone gets obvious limitations of taking an attitude and giving speech to other persons. Embedding empathy and tolerance toward violence victims' testimony is an exercise of education (Velascoa et al. 2023). Re-opening school for direct meetings or interactions in the new normal era requires revision of school regulations which prevent physical and verbal violence.

Providing safe, modern, and convenient infrastructure and teaching-learning facilities is also one respect and protection of human rights in education values. The appropriate infrastructure and facilities represent seriousness to obtain maximum results and avoid any negative potential. The issue of the addition of expensive teaching facilities always exists for school upgrades (Vlaardingerbroek 2020). Improvement of education quantity and quality services requires the government's ability to enable all stakeholders to work properly in good coordination (Saguin 2019). Declaration 33 not only recommends the ideal infrastructure and teaching-learning facilities but also their characteristics that must be accessible. They must be able to be accessed by all practitioners. We must be fair in that infrastructure and facilities are provided based on their necessary priority and benefit, not as personal orientation. The maintenance of the facilities is also important to ensure the validity of the process. Facility administration and maintenance are very important to the growth of the educational system (Mormah 2023). Providing the infrastructure and facilities could ease obtaining the maximum result of the learning system. The development of higher education such as universities seems to follow market rules, which encourage colleges and students to rebrand themselves by conducting innovation to prepare for managing international students (Zhou & Alam 2024). Students' satisfaction with various education services increases motivation to improve the education quality which also has a close relationship with the outcomes (Dinh et al. 2021). Students as the customers are the main indicator of what is the extent of their response to the facilities and infrastructure use successfulness.

Equality for gender opportunity to take or enter into education is the next human right in education values for the new era concept. It is an old issue for the human rights of gender in all sectors, but it is still a good reminder and work system to protect human rights values. The balance of respect for individual level covers the characteristic of age of every level, education, gender, and ideology (Baccini et al. 2024). The pandemic and economic recession during COVID-19 have engraved global inequality, poverty, and race (Becker 2021). Gender orientation tends to focus on giving more protection to women and girls, as inscribed in Declaration 34, which states "We encourage Governments to adopt education and lifelong learning strategies, policies and budgets that ensure gender equality and the empowerment of all women and girls in and through education." Protection of women's and girls' rights should not decrease its portion to boys' rights to obtain maximum education process and results. Rights to get protection from violence for adolescents must be begun by teaching about physical differences, psychological and sexual violence, and how to trust adults (Devonald et al. 2021). The protection does not mean to decrease the education quality. The protection should represent to facilitate and eliminate potential obstacles because of the gender status differences. The protection of gender equality is also about the similarity of freedom to get access to education level and process. Freedom as non-dominant means someone is not dominated by someone else (Hansen 2022). Teaching human rights is also an awareness model (Foley 2021). Teachers or practitioners must give an ideal example of how to manage gender equality for all students' identities.

Increasing digital literacy based on internet use is also one human right in education value to be recommended by the UN's declaration. Digital and internet use and access are basic needs for many people in the world, even for people who never get a formal education. The rapid use of digital connectivity provides access platform for communication, entertainment, and education which needs concern as to online safety and private security (Buchan et al. 2024). Virtual teaching in higher education assists democratic knowledge (Makda 2024). The security of digital and internet literacy is often forgotten by practitioners. Consciousness of security is found often to be abundant for internet literacy by young generations (Ma et al. 2024). Security skill is also an integral part of digital and literacy skills. Digital literacy skills are very important for basic technology use in 21st-century life (Nguyen et al. 2022). The use of social media has a relationship with social and control effects and the government's response (Lemaire 2024).

The application of digital instruments and the internet for education needs also to be managed for a national global effect, such as the effect of social media use. The availability of both instruments to be learned and mastered is limited, especially for developing and underdeveloped countries in this world. Declaration 35 states "We encourage promoting digital technologies, including low- and no-tech strategies, access to broadband Internet and technology devices, connectivity, digital inclusion and literacy and incorporating digital competencies into the education system." Digital and the internet are some of the basic life models for recent times, even, after the pandemic era is over. The era of COVID-19 has increased the frequency of use of digital media and internet for online activities. Internet, computer, and information literacy are three important and integral aspects of human life in the 21st century (Santos et al. 2019). Digital literacy also includes critical and problem-solving thinking skills (Yildirim & Öztürk 2023). It cannot be avoided for its use and demands. Artificial intelligence or AI technologies give international discussion for its consequences on democracy, human rights, freedom, social and economic development, and security, which forms a general conclusion that technology benefits also need to be limited and managed properly (Natorski 2024). The benefit use of the internet must also be controlled so it will not replace human's position entirely. Digital literacy is becoming a digital population because everyone is responsible for the use of the internet for their environment (Nagari et al. 2023). Moreover, economic growth is also influenced and determined by internet use. It also makes the economic cost to be cheaper. The basic education level, such as elementary school level, should provide the availability of digital and internet media, facilities, and media to accommodate the human rights value fulfillment.

A country also gets human rights values, which are to be involved in global meetings and cooperation. It means a country has the right to be cared for and helped with its education obstacles without demanding or offering a proposal. Human dignity is the basic foundation of human rights because human dignity covers moral equality for all human beings (Al-Daraweesh 2020). It encourages all UN members to take care of one another, which should be done automatically, moreover to help developing and underdeveloped countries. Developing countries have the potential to be vehicles for human rights education (Vlaardingerbroek 2020). The architecture of every state must deliver goodness to the public (Legrand & Stone 2021). That means the personal act of stakeholders of every country contributes to the global cooperation for human rights implementation at the global level. All members of UN should not wait for one another to give education help to certain countries that face hard conditions for their education and learning condition, such as in a war or conflict areas. Human rights become the greatest global political and international law focus (Al-Daraweesh 2020). Declaration 36 states the commitment to strengthen the global cooperation in education. The global cooperation cannot be conducted without every member's awareness to give help to one another. The right to schooling is the primary priority among other needs of a country (Vlaardingerbroek 2020). The global cooperation should be focused on the whole macro and micro problem of human rights in education. Cooperation and help in education represent how to give respect to other countries' existence of various social and economic statuses and levels.

Based on the findings and discussion, nine human rights in education values are programmed for the 2030 agenda. This study elaborates on field applications for every value. They can be seen in Table 2, showing human rights in education values implementation schema for the 2030 agenda in detail.

Table 2.
Human rights in education values implementation schema based on the study of the UN's 2030 agenda

Human rights in education values	Field implementation formula
Ensuring and protecting the equality of education opportunity	– Sharing information as much and wide as possible for education opportunities for entire potential subjects – Eliminating any aspect of opportunity to practice discrimination – Taking the middle standard for every criterion in education wisdom – Using assessment and evaluation standards that are relevant to the subjects' level

Urgency to accelerate progress to sustainable education and learning development	– Choosing the information system that is essay to be used – Determining the priority level of education necessary – Determining logic education progress target for a certain time – Making unstopped innovation for education wisdom and learning practice such as teaching methods, material, and instruments
Preparing and providing sufficient education funding	– Holding on to formal law for education funding management at a government level – Making clear and appropriate funding necessaries and allocations – Determining the number of funding for every allocation is not only based on the equal number but also its priority and benefits – Using transparent funding calculation and allocation based on the digital and online system – Providing sufficient reserve funding for emergency and unexpected future condition – Making sure the funding use is free from corruption and manipulation
Cultural diversity in education	– Holding on to formal norms and laws that resist any type of discrimination practice at a country level – Constructing social convention for accepting positive cultural diversity at an educational institution level – Giving equal attention and introducing all cultural types at an educational institution level – Monitoring for the potential conflict of cultural diversity – Taking wise solutions to stop any conflict of cultural diversity in an educational institution – Inserting cultural diversity respect in the education curriculum and materials
Preparing a convenient and safe environment for physical and mental health for all practitioner levels	– Determining clear and firm regulations to prevent bullying practices in any aspect – Mapping and limiting special locations for education places which are free from noise, social disease, crime, traffic jams, and other negative conflicts at a country level – Monitoring and protecting the education practitioners from any harassment action from the environment at a government level – Making good coordination and collaboration among education institutions and surrounding society
Providing safe, modern, and convenient infrastructure and teaching-learning facilities	– Constructing and providing a safe building for teaching and learning could save students and teachers from fire, flooding, earthquake, and other potential disasters based on the building's location – Providing qualified and safe physical building for offices, general class, laboratories, sports centers, and all facility types – Controlling the infrastructure and learning facilities militance periodically – Updating the infrastructure and facilities by following the recent developments periodically

Equality for gender opportunity in education	– Involving women and men gender for all activities excluding activities that require only one gender type – Providing logic and regulation based on explanation for the portion of gender for every program – Giving equality and justice for women and men in teaching learning wisdom, program, and practice
Increasing digital literacy based on internet use for education	– Giving training for basic skill use of internet – Providing safe internet and digital equipment
Involving every country in global meetings and cooperation for world education programs and progress	– Involving all countries in the world in various global and cooperation meetings for education programs at the UN level – The UN always gives equal attention and assistance to education obstacles, especially for underdeveloped and developing countries

Source: The development and review of the primary data findings

The findings and discussion in Table 2 propose a concept of constructing education programs, wisdom, or policy at all levels that could be applied at a school or college level. This research proposes steps of renewing the education system based on applying nine standards of human rights in education by following five steps. The first step is need analysis that identifies and maps the priority renewal that covers the areas of equality of the program, evaluating the progress of the teaching-learning process, funding accountability, cultural diversity respect, and a safe environment for students and other institution members' physical and mental health, teaching-learning facilities, gender equality, digital and internet literacy and application, and involvement of all human resource of the institution in proper portion. The second step is to define the arrangement of priorities. The third step is to decide the problem areas that need to be solved or improved and the problems that could be canceled for its improvement. The fourth step is evaluation in the middle of the improvement program. The last step is the evaluation at the end of the program as the basis for the future program renewal. The application of human rights in education must be measured properly so that it does not scarify other potential programs.

Conclusion

Human rights in education are an obligation to be respected and maintained, which is not only about conceptual, but also field action. Its effect is fundamental as one important foundation to improve many life aspects such as IT and technology progress, economic and welfare progress, political and government fluctuation, etc. The maintenance of equity and quality of the education system is not only about the level of title opportunity, but also the usefulness of skill, knowledge, and outcome to the job and career necessary. The values of human rights in education follows the development of the world's economic, welfare, political, security, and IT development. Education quality is the basis for almost all sectors' success. The basic point is how to improve human resources by calculating its demand for real-life practice.

Programming respect for human rights in education could be begun by constructing a proper curriculum, teachers' competence, and facilities, and saving the environment for students. They are integral systems that influence and support one another. Education policymakers of a country or nation should engage education wisdom and regulation that cultivate the human rights in education properly. The regulation should recognize that the spirit and effort of gaining qualified output and outcome of education are as important as respecting the human rights in education. The field practitioners, such as schools and teachers, also need to develop their creativity and activeness to obtain maximum results of the teaching-learning program and respect for human rights in education equally.

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