

HUMAN RIGHTS IN EDUCATIONAL POLICIES IN SAUDI ARABIA AND MOROCCO: AN ANALYTICAL COPMARATIVE APPROACH

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Abstract

The study aimed at demonstrating the extent in which the educational policies in Saudi Arabia and Morocco discussed the values of the human rights within the documentary analysis of the educational policies as well as the content analysis of a sample of the textbooks. So, plans have been developed to monitor the indicators indicating the dimension related to the human rights and the most important results are as follows:

The Saudi educational policy document cared for the human rights and gave the rights dimension a huge position. Rights dimension without the clear concept of the worldwide attested concept means the human rights. Also, we see the strong presence of the dimension related to the human rights in the principles that guide the educational policy in Morocco. Morocco gave the rights dimension a great importance the thing that makes the right dimension present strongly in the formal directions especially in the period related to the rights and duties of individuals. Also, statistics related to the textbooks demonstrate the following: in the national education textbook in Saudi Arabia, the religious dimension comes first with a ratio that is 31.60% followed by the political dimension with a ratio that is 28.53% followed by the environmental dimension with a ratio that is 20% followed by the social dimension with a ratio that is 11% and finally the economical dimension with a ratio that is 8%. While in the textbook entitled "Public Sociology" in Morocco, the political dimension comes first with a ratio that is 18.50% followed by the environmental dimension with a ratio that is 15.35% followed by the social dimension with a ratio that is 7.48% followed by religious, ethical and economical dimension with equal ratio that is 4.33%.

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