

Principles of Human Rights in Education Policy in the Kingdom of Saudi Arabia: An Analytical Study

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ABSTRACT The study aimed to identify the extent to which education policy documents in the Kingdom of Saudi Arabia include human rights principles (like justice, right for education, right to work). The study used the descriptive analytical approach through using content analysis method of education policy documents in Kingdom of Saudi Arabia. The results showed that education policy documents in Kingdom of Saudi Arabia were clear, explicit and some of human rights principles were implied. The human rights principles included three principles represented by justice principle, right for education principle and right to work principle. The three principals, arranged according to frequencies mentioned in the education policy document in Kingdom of Saudi Arabia, were right for education ranked as the first one, while justice principal ranked the second. Based on the results, the study's recommendations were suggested.

INTRODUCTION

The educational policy determines the educational framework, philosophy, goals, stages, and types. No nation can intellectually and culturally rise unless it has a clear, realistic and flexible educational policy drawn from society's philosophy, consistent with its principles and values, and based on scientific foundations. The educational policy based on scientific foundations helps in developing plans and building programs that ensure the building of an individual's personality according to society's beliefs, defining a mechanism for performance measurement in the educational system, defining frameworks, principles and values that guide educational process, and in directing and taking right decisions to achieve the desired goals. Determining administrative authorities responsible for implementing these policies, in solving many educational problems, and in changing the existing, unwanted educational conditions. If there

is no successful educational policy, this will lead to the loss of significant funds and human efforts to build and be made in educational institutions that require high costs without achieving the desired goal.

The education policy is the general guidelines on which the education process is based to meet the needs of society, and achieve the goals of the nation. It includes education fields and its various stages, plans, curricula, educational methods, administrative systems and devices based on education and all related to it and preparing competent, scientifically and intellectually highly qualified citizens to perform their duty In serving their country, their nation's advancement of, and opportunity for the talented people to graduate in various scientific disciplines to play a positive role in the field of scientific research that contributes to global progress, in literature, science, and invention, and to find sound solutions appropriate to advanced life requirements and its technological trends.

Problem Statement

The Human Rights Universal Declaration was issued in the first half of the twentieth century and included principles and rights that guarantee human rights. However, this does not go beyond being ink on paper, as some world coun-

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tries violate these rights or use them for their own purposes. It should be noted that the Islamic religion was the first to urge rights. There are many noble verses and hadiths that focus on human rights. The education policy document in Kingdom of Saudi Arabia was based on Islamic religion principles. Therefore, the study problem is summarised in identifying the extent to which the education policy document in Kingdom of Saudi Arabia includes justice, right to education and right to work.

Study Questions

This study attempts to answer the following questions:

1. What are the human rights principles related to justice contained in the education policy document in the Kingdom of Saudi Arabia?
2. What are the human rights principles related to right to education in the education policy document in the Kingdom of Saudi Arabia?
3. What are the human rights principles related to right to work in the education policy document in the Kingdom of Saudi Arabia?

Study Objectives

- This study aims to determine the following:
- ♦ To find the extent to which human rights principles related to justice are included in education policy document in the Kingdom of Saudi Arabia.
 - ♦ To explain the degree of inclusion of human rights principle related to the right to education in education policy document in the Kingdom of Saudi Arabia.
 - ♦ To determine the degree of inclusion of human rights principle related to the right to work in the education policy document in the Kingdom of Saudi Arabia.

Study Importance

The study's importance stems from the topic's importance that it deals with, that is, human rights principles inclusion in education policy document in Kingdom of Saudi Arabia. Furthermore,

according to researcher's knowledge, it is the first study that studied the principle of human rights in education policy document in the Kingdom of Saudi Arabia, and that the study can enrich the Saudi Library in particular, and the Arab Library in general, and it works to encourage new researchers to conduct broader studies. The results can benefit those interested in reconsidering the inclusion of human rights principles in the education policy document in Kingdom of Saudi Arabia.

Study Limitations

The study limitations are only representing in analysing education policy documents in the Kingdom of Saudi Arabia issued by the Ministry of Education in 1995. In addition, defining the principles of human rights represented in justice and the right for education and the right to work. The time limits were carried out in 2021.

Theoretical Framework

Concept of Human Rights

Human rights is an international term whose features have been defined in the international community, specifically within United Nations and specialised agencies, in response to devastating consequences of World War II. The term does not constitute a new concept in mankind history of, as it took many forms and formulations in the past. This term emerged as a response to forms of slavery, injustice, authoritarianism, destructive wars, exploitation of children, labourers, women, racial discrimination, mass slaughter, and other forms of injustice, murder, and oppression, which have been practiced throughout ages.

Human rights are defined as "The concept of human rights in Islam, or the rights stated in the Universal Declaration of Human Rights, which do not contradict with Islamic beliefs" (Zakari 2016: 24). Human rights is also defined as a group of individual rights and collective rights approved and stipulated by international law (Abu Rezek 2016).

Human rights can also be defined as "a set of basic principles and inherent standards to human nature, which maintain human dignity in light of local laws, the protection, and with recogni-

tion of international covenants for the purpose of developing the individual and society in terms of civil, political and economic, social and cultural development” (Asker 2013: 8).

Educational Principles in Human Rights Field and How to Integrate Cognitive and Emotional Learning

1. Starting in reality: Education focuses on learner’s needs, interests, experiences, and problems.
2. Activity: Education is based on activity through dialogue and discussion, so learners share their feelings and opinions with the focus on mutual respect.
3. Developing the ability to evaluate: Evaluating ideas, people and actions in a critical and serious manner.
4. Expressing feelings: Understanding others’ feelings of and using training methodology that suits learners’ values and feelings.
5. Enhancing participation: Participating in decision-making and contributing to their development is one of the best ways to learn.
6. Explaining human rights concept in education: Pictures are considered as powerful means of creating new meanings or a mean of revealing and concealing multiple truths. Therefore, they can be a very important educational tool in human rights education.

Human Rights Education

Teaching human rights concepts have become a fundamental goal that cannot be postponed, as it should be in all academic curricula, and it realises a learner’s human dignity. It is imperative to apply human rights to all students, and to provide children and adults the opportunity to practice the necessary skills to respect human rights through the school. This includes academic curriculum, educational processes and pedagogical methods. As human rights education is made through teaching human rights concepts directly through content of, an independent course, or through teaching concepts of human rights implicitly and indirectly by presenting concepts, skills, and values related to the teaching process (Ibrahim and Al-Hudaibi 2011).

Human Rights Education Objectives

Human Rights Education aims at the following (Panda n.d.):

- ♦ Enhancing knowledge and human rights understanding
- ♦ Promote tolerance, respect, solidarity and responsibility positions
- ♦ Developing human rights awareness of and translating the same into social and political reality
- ♦ Developing human rights protection skills

Human Rights Education Importance

Human rights must be established among students from an early age. So, they recognise and defend practicing the same in their behaviour, besides demanding them. As a result, human rights are of great importance due to the following.

- ♦ Provides learners with knowledge of rights and practice in their daily life
- ♦ Helps in building good learners who have awareness and know their rights and duties
- ♦ Demonstrate a learner’s coherence of rights and duties and present the duty before the right.
- ♦ Urging education experts to provide curricula for teaching human rights to address conscience and develop behaviours and critical thinking (Ibrahim and Al-Hudaibi 2011: 49).

Basis of Relationship between Human Rights and Academic Curricula

The relationship between human rights and academic curriculum is based on a set of foundations represented by the following:

1. To integrate human rights principles into basic educational process.
2. To form an integrated human being in all intellectual, psychological and social fields.
3. To form an integrated human being that qualifies them to pave the way, according to the knowledge of their rights and others’ rights.
4. Human rights education targets human beings and integrated citizens.
5. Human rights fields are diverse and intertwine with multiple intellectual, economic, cultural and social fields.

6. Integration of human rights in academic subjects, such that rights can be an academic unit (Attia 2011).

Educational Policies and Human Rights

Reports of various education committees and their educational policy statement addressed the importance of right to education and human rights education as an effort to reform and develop education. They have designed a special situation in the national education system for women, classified classes, scheduled tribes, minorities and handicapped. They emphasised values teaching. They have identified the basic components of curriculum core that reflects some human rights concerns.

The National Curriculum Framework is provided in the National Education Policy that covers the basic elements, which intersect with narrow subject limits designed to promote values such as shared culture, heritage, equality, democracy, and gender equality, observe small family rules, planting knowledge and other things.

Schools are not only providing basic education, but also under the best circumstances, help the child to explore the world and express ideas. The school can help in establishing an intellectual foundation for teaching of historical development of human rights and their contemporary relevance. This knowledge must ultimately extend beyond the students' immediate environment and culture.

Human rights must be presented in an ethical context for society and social traditions. The school intends to transfer national and shared beliefs, and historical memory through the curriculum. On a deeper level, also the nation's political ideas that constitute a constructed place in which they are treated equally.

School concept is similar to citizenship concept and impersonal and formal. The school is a model for good society, since schools are places where it is theoretically possible to operate society based on social justice and human rights. School climate should encourage open expression of opinions and dialogue between students and teachers. Schools can build a closer relationship between itself and the community (Panda n.d.).

Educational Policy Concept

Education policy is defined as "the process by which actors make decisions" (Cairney 2016: 5), and it is also defined as "the process by which governments translate their political vision into programs and actions to achieve results and make desired change in the real world. Educational policy in the Kingdom of Saudi Arabia is the general guidelines, on which education process is based. It was also defined as laws and regulations that include principles, ideas and trends, representing the general frameworks that set them.

The state is represented by the Ministry of Education, the purpose of which is to direct the educational system and the educational process and to consolidate the principles of justice, participation, democracy and the scientific curriculum (Obeidat 2017).

Ayasrah (2011: 38) believes that educational policies are organised thinking that direct activities and projects in the education field, which educational policymakers believe capable of achieving aspirations that society and individuals look to achieve in the light of circumstances and available possibilities. Educational policy is a set of goals, trends and principles upon which education is based in any society and defines it. It determines its general framework and various systems, and it is the general organisation set by the state to establish educational conditions with its technical and administrative apparatus according to what it deems to be foundations, rules and regulations organised to complete it (Murad 2013: 9).

Review of Related Literature

Alkhawaldeh's (2021) study aimed to find out the degree inclusion of human rights concepts in national and civil education textbooks of tenth grade in Jordan, by analyzing its content. The researcher uses the analysis card that included (35) Human Rights Concepts. They were divided into five areas: civil and political rights (10) concepts, the economic and social rights (10) concepts, the cultural rights (4) concepts, the rights of vulnerable or disadvantaged groups and groups (6) concepts, and the peoples' rights (5) concepts. The study results indicated that civil and political rights ranked the first place, the eco-

conomic and social rights ranked the second, cultural rights ranked the third, and the rights of vulnerable or disadvantaged groups and groups ranked the fourth, and the rights of peoples ranked the fifth.

Suzana and Radhika's (2021) study examined the inclusion of the generation human rights in current primary and secondary school social science textbooks in India. The study results indicate that the generation human rights are included at secondary more than primary school level either explicitly or implicitly. In addition, the study results indicated that while the first generations human rights are included more explicitly, the second generations' human rights show weak explicit inclusion and the third generations' human rights is the weakest.

Weihong's (2020) paper, investigated teachers' responses to human rights education policies issued by central authorities, and their practices results that range from full implementation of policy provisions, to adapting policies into contextualized situations, and to unsupportive acceptance by changing some policy requirements

Al Ashqar's (2020) study aimed to investigate human rights and value concepts in life, science and national education books in elementary school. The research followed a descriptive approach based on content analysis method, field method, and relational method. The study sample consisted of eight books for national education, life, and science for the first four grades, as well as a random cluster sample amounting 560 students in government schools in West Gaza. The study analysed the content of national, life education and sciences, in addition a test to measure students' perception of human rights, social and scientific values. The study concluded that rights were arranged as follows, that is, health rights, civil rights, political rights, cultural rights and social rights, while values were arranged as follows, that is, social values and scientific values.

Miqdadi's (2020) study aimed to specify the impact of the extent of inclusion in textbooks of civic education the concepts of asylum in Jordan. All books units of civic in the elementary stage, in the second semester of 2018/2019 were analyzed, The study's results indicated weakness in the inclusion of the concepts of asylum in the books of civic education. The results also indicated a different degree of interest in the concepts of

asylum. Human rights acceptance and diversity and tolerance acceptance were the most frequent and popular concepts in the civic books and civic education of the higher elementary stage in Jordan.

Hahn's (2020) study aimed to identify how some schools that include ethnically diverse student groups teach human rights. The study conducted a secondary analysis of qualitative data from a study that included secondary schools serving students with immigrant backgrounds in four countries, namely, Denmark, Germany, Netherlands and the United Kingdom. The study found that schools study the history of human rights, rights in terms of national constitutions, and human rights violations in the global South.

Al-Ghamdi's (2020) study aimed to identify the extent to which Arabic curriculum in Saudi Arabia include the most prominent principles of human rights and the nature of that inclusion, and then to build a proposed conception to include the principles of human rights appropriate to you at one of the three stages of primary, middle and secondary. The study concluded that: the inclusion of the principles of human rights in the curriculum was weak in general.

Abu Sharar et al.'s (2020) study aims at identifying the extent to which human rights concepts are included in social studies curricula at the preparatory stage in Palestine. The study revealed that stage grade curricula ranked first then the eighth grade while the seventh grade ranked the last. With respect to inclusion of human right at the curricula, their inclusion was as follows: right to freedom (34 times), right to property (10) times, right to life (8) and right to citizenship (6).

Al-Dosari's (2019) study aimed at investigating the extent of economic values related to savings, moderation in expenditure, labour, production and economic development were included in education policy document in Saudi Arabia. The study used descriptive analytical methodology approach through content analytical method. The study concluded that education policy document provisions in Kingdom of Saudi Arabia addressed many economic values explicitly or implicitly. Moreover, it included four dimensions of economic values, production, labour, savings and moderation in spending.

Shen (2018) aimed to discuss human rights education in China, its characteristics and prob-

lems during its development period, and to identify and solve its problems in order to achieve sustainability. The study reviewed the development of human rights education and summarised its characteristics and problems objectively. The study concluded that human rights education in China has witnessed a great improvement, and in spite of that it had its own characteristics and faced problems during its development.

Al Kkhabraniy's (2017) study aimed to identify and benefit from international experiences in terms of making educational policy, then comparing these experiences with the education policy making in Kingdom of Saudi Arabia and the educational policymaking. The study used many scientific approaches and concluded that education policy in Kingdom of Saudi Arabia needs to re-establish in terms of industry and formulation.

Al-Maqati's (2017) study aimed at finding the extent to which a modern course includes human rights concepts for the secondary stage in Saudi Arabia. The study followed the descriptive approach based on content analysis. The results showed that human rights concepts amounted to ninety-four concepts that should be available in Sharia science courses.

Abu Hashish et al. (2017) aimed to identify the role of the human rights education program implemented in UNRWA schools in Gaza in developing some leadership skills among students from their perspective. The study followed the descriptive and analytical approach, and the study concluded high level of role for the human rights education program applied in the schools of the International Relief Agency in Gaza in developing some leadership skills. The dimension related to the role of the human rights program in developing teamwork skills among students came first.

Zakari's (2016) study aimed to suggest a conception of human rights education and information technology integration in its learning. The study was conducted in Imam Muhammad Bin Saud Islamic University, with the adoption of three research phases. The first consisted of defining the rights to be learned at the university level, which is a list that is suitable for all higher education institutions in the Kingdom of Saudi Arabia. By utilising 30 specialised experts, the study reached 35 rights distributed over six fields. In the second stage, the degree of availability of this list in the curricula of general requirements courses at Imam

Muhammad Bansoud Islamic University was determined using tools designed to analyse the content. The study concluded that there is no objection to integrating this right in the curricula. However, the degree of their availability and how they are received is not sufficient to build knowledge about rights. In the third stage, a conception of human rights education was proposed that included four aspects.

Safi and Saleh's (2016) study aimed at identifying the effectiveness of the proposed program with mini-games to develop human rights principles among fourth-grade students in the North Gaza Governorate. The study used the semi-experimental approach, and the study sample consisted of 35 students. The results indicated that the proposed program with small games on testing human rights principles has great effectiveness and a great role.

Dunhill's (2016) study aimed to clarify how the United Nations Award for Schools Respecting the Child Rights (UNICEF) was presented. The study provides findings related to live experiences of children participating in law education program from a primary school in England. The results are consistent with previous research on rights education and confirm that teaching and supporting human rights for children, through the rights education program, encourages children to practice, protect and promote the rights of others within their school.

Al-Rabiah and Al-Jarah s (2016) study aimed at identifying the extent to which national and social education curricula are interested in the principles of human rights in the basic stage in Jordan, and the extent to which the succession and complementarity are achieved in those books. The study followed the descriptive methodology. The study sample consisted of social and national education books for third, fifth, seventh, ninth and tenth grades. The study concluded that these books did not take into account the complementarity and balance in the inclusion of human rights principles, as well as the lack of interest in some human rights principles.

Chen et al.'s (2014) study is designed to investigate the shift of undergraduate students' attitude in social work after completing the human rights unit in Taiwan. Twenty-five students who attended a "Human Rights, Gender and Social Work" unit at a university in central Taiwan

were assessed by self-reporting the change in attitudes toward human rights before and after participating in this semester-long unit. Their attitude towards human rights was measured using the 24-item, four-point Likert scale, which was previously developed and validated by Xian and Dan. Quantitative analysis was applied. The participants reported themselves a statistically significant change in their attitude towards human rights.

Asker (2013) aimed to identify human rights concepts of that must be included in preparatory school history curriculum content in Palestine. In addition, it attempts to find out the level of human rights concepts included in the preparatory school history curriculum content in Palestine. The study also determined human rights concepts level available in educational level content. The study followed the descriptive and analytical approach, and two instruments, including the list of required human rights, and concepts of preparatory level and content analysis card. The study sample consisted of seventh, eighth, ninth and tenth grades curricula. The study concluded that the most prevalent area in human rights concepts are civil rights, political rights and economic rights, followed by cultural rights and finally the concepts of social rights were the lowest.

Laura (2012) study aimed to investigate the impact of the United Nations Convention on Child Human Rights on educational policy in Europe. The results are based on published reports' documentary analysis of the Child Rights Committee in implementing education rights in Child Rights Convention in each state of EU. This included reviewing the status of children's rights to education in Europe. A summary of the committee's main recommendations to governments, and an assessment of whether the CRC could be considered to have influenced domestic education laws and policies. Child rights have an impact on local education policy and the child rights framework can be harnessed further by those seeking to influence the government.

METHODOLOGY

Study Population

The study population is represented in the content of the education policy document in the

Kingdom of Saudi Arabia, which was approved by the Council of Ministers by its Resolution No. 779 on 9/17/1389 AH. The document consists of 46 pages and 236 articles.

Statistical Methods

The analysis was classified by preparing the content quality, through the theoretical study. These classifications were divided into human rights principles as follows:

1. **Justice**, which includes (7) statements
2. **Right to education**, which includes (8) statements
3. **Right to work**, which includes (6) statements

RESULTS

The next part of this paper is presenting the study results, by presenting the results of the content analysis of the education policy document in Kingdom of Saudi Arabia. Besides, it also aims to reveal the human rights principles included in the education policy in Kingdom of Saudi Arabia as follows:

First Question: What are the Human Rights Principles Related to Justice Included in the Education Policy Document in the Kingdom of Saudi Arabia?

In order to identify the principles of human rights related to justice in the education policy document in the Kingdom of Saudi Arabia, the frequencies and percentages were calculated in Table 1.

Table 1 indicated that justice principle is one of the principles of human rights in the education policy document in the Kingdom of Saudi Arabia that includes (7) statements. Statement 2, that is, the right to equal educational opportunities ranked the first at 27.8 percent. Statement 1 ranked the second, which is, "the right to equality in education" at 22.percent, and statement 4, "The right to availability of educational institutions" ranked the third at 16.7 percent. Statement 6, "The right to equal treatment among students" ranked the fourth at 11.1 percent Statement 7, that is, "The right to preserve rights and duties" ranked the fifth at 8.3 percent. Statement 5, "The right of

Table 1: Human rights related to justice included in education policy document provisions in the Kingdom of Saudi Arabia

<i>Principals</i>	<i>S. No.</i>	<i>Principals /contents</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
<i>Justice</i>	1	Education Equal right	8	22.2	2
<i>Principal</i>	2	Educational opportunities equal right	12	33.3	1
	3	Participation in education programs right	3		
	4	Educational institutions availability right	6	16.7	3
	5	Special groups education right	2	5.6	6
	6	Students equal treatment among right	4	11.1	4
	7	Maintain rights and duties right	3	8.3	5
		Total	36	100	

special groups to education” ranked the sixth at 5.6percent, while statement 3 towards the right of special groups in education ranked seventh at 2.1 percent. The Table indicated that the statements that measure the justice principle listed in education policy documents in Kingdom of Saudi Arabia were based on Islamic religion principles, as Prophet Mohammad, peace be upon him, urged values of justice principle among all Muslims, regardless of race or gender.

Second Question: What are the Human Rights Principles Related to Right to Education in the Education Policy Document in the Kingdom of Saudi Arabia?

In order to identify the human rights related to right of education in the education policy document in the Kingdom of Saudi Arabia, frequencies and percentages were presented in Table 2.

Table 2 indicates that the right to education principle in the education policy document in the Kingdom of Saudi Arabia includes (8) statements. All of these statements were repeated in different proportions. Articles of education policy document indicated that statement 2, the right to reli-

gious education was the first at 47.6 percent. Statement 6, the right to establish private education institutions ranked the second place at 10.7 percent. Statements 1 and 4 towards the right to educate girls and the right to free education, ranked third at 9.5 percent. The two statements, 7 and 8, about the diversification in education and the right to private education ranked the fifth at 7.1 percent. Statement 4 about the right of special groups to education ranked the seventh that is at 6.3 percent Statement, “The right to education is shared for all in all its stages” that is 2.4 percent. The education policy documents in Kingdom of Saudi Arabia focused on what stipulates the right for education due to its reliance on the Islamic religion, which encourages knowledge and learning.

Third Question: What are the Human Rights Principles Related to the Right to Work in the Education Policy Document in the Kingdom of Saudi Arabia?

The frequencies and percentages of identifying the human rights related to the right to work in education policy document in Kingdom of

Table 2: Human rights related to right of education included in provisions of education policy document in the Kingdom of Saudi Arabia

<i>Principals</i>	<i>S. No.</i>	<i>Principals /contents</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
Right To	1	Girl's education right	8	9.5	3
Learn	2	Religious education right	40	47.6	1
<i>Principal</i>	3	Education is common to everyone in all its stages right	2	2.4	8
	4	Free education right	8	9.5	34
	5	Special groups education right	5	6.3	7
	6	Establishing private educational institutions right	9	10.7	2
	7	Education diversity right	6	7.1	5
	8	Private education right	6	7.1	5
		Total	84	100	

Table 3: Human rights related to right to work included in provisions of education policy document in the Kingdom of Saudi Arabia

<i>Principals</i>	<i>S. No.</i>	<i>Principals /contents</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
Right to work principal	1	Work selection right	0	0	6
	2	Prepare students for work right	9	37.5	1
	3	Abilities development to contribute to nation progress	8	33.3	2
	4	Contribute to production right	1	4.2	5
	5	Everyone has the right to work	4	16.70	3
	6	Protection against unemployment right	2	12.5	4
		Total	24	100	

Saudi Arabia were calculated, as presented in Table 3.

Table 3 indicates that work principle is one of principles of human rights in the education policy document in the Kingdom of Saudi Arabia that includes (6) statements. Statement 2, “The right to prepare the individual for work” ranked the first at 37.5 percent. Statement 3, “The right to develop capabilities to contribute to renaissance of the nation ranked the second at 33.3 percent.” Statement 5, “The right to work for all,” ranked third, at 16.7 percent, and statement 6, “The right to protection from unemployment, at 12.5 percent, ranked the fourth. Statement 4, which is that everyone has the right to contribute to production ranked at 4.2 percent. These results are consistent with the principles advocated by true religion, as presented in Table 4.

Table 4: A summary of human rights principles included in education policy document articles in the Kingdom of Saudi Arabia

<i>S. No.</i>	<i>Human rights principals</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
1	Justice principal	36	25	2
2	Right to learn principal	84	58.3	1
3	Right To work Principal	24	16.7	3
	Total	144	100	

By reviewing Table 4, it is clear that the education policy document articles in the Kingdom of Saudi Arabia have many human rights principles. The study included three principles represented in justice principle, right for education principle and right to work principle. The three principals were arranged as follows.

Right to Education Principle: This principle ranked the first with a frequency, 84, that is 58.3 percent.

Educational policy document confirmed teaching for all, “education for all”, based on the first

verse of the Holy Quran. The Holy Quran is full of noble verses that promote learning, as well as the Messenger’s practices, peace be upon him. Additionally, Caliphs also promote education. The best example is what happened in the Badr battle, where the Messenger, peace be upon him, exchanged the family of polytheists by teaching ten Muslims.

Justice Principle: This principle ranked the second with a frequency of 36 statements and at twenty-five 25 percent. The result confirmed the education policy document justice in Kingdom of Saudi Arabia. The result is logical since the education policy document in the Kingdom of Saudi Arabia was based in its formulation on the Islamic religion, which advocated for more than a thousand and four hundred years ago. The noble verses and the noble hadiths urged the establishment of justice among all Muslims.

Right to Work Principle: This principle ranked the third, with a frequency of 24, that is 16.7 percent. It is obvious that the education policy document in the Kingdom of Saudi Arabia is interested in the right to work due to its focus on preparing young people for work. This is consistent with the idea that the document is derived from the Islamic religion foundations, which urges action for Muslim community advancement.

DISCUSSION

The term “human rights education” (HRE) has crept into the lexicon of ministries of education, educational non-profit organizations, human rights organizations, and teachers over the last 12 years, not to mention inter-governmental organizations like the UN and regional organizations such as Council of Europe, OSCE, OAS, and ASEAN. In terms of diplomatic language and educational goals, the terms “democracy and

human rights” appear to be joined at the hip. On the surface, the concept appears simple and appealing: to strengthen and ensure respect for human rights and fundamental freedoms in all societies (Tibbitts 2002; Human Rights Commission 2021a). Consequently, there is a strong trend in the recent research toward human rights in education.

Several articles have been widely referenced in regards on human rights in education. They reflect the reality of human rights in education. Some investigated students’ conception or attitudes toward human rights, others analyzed the textbooks content, while some provided suggestions for human rights applications.

As some literature review shows, Hahn’s (2020) study was about ethnically diverse student groups. It found that the history of human rights, in terms of national constitutions, and human rights violations in the global South are taught in some schools in Denmark, Germany, Netherlands and the United Kingdom. Al-Maqati’s paper (2017), on the other hand revealed that human rights concepts amounted to ninety-four concepts that should be available in Sharia science courses.

In contrast, Miqdadi (2020) shows that there is a weakness in the inclusion of the concepts of asylum in the books of civic education in all books’ units of civic in the elementary stage in Jordan. However, human rights acceptance, diversity and tolerance acceptance are the most frequent concepts in the civic books. In addition, Al-Ghamdi (2020) concluded that the inclusion of the principles of human rights in the curriculum was weak generally, at one of the three stages of primary, middle and secondary curriculum. Al Kkhabraniy’s (2015) study was about international experiences in terms of making educational policy. Then, comparing these experiences with the education policy making in Kingdom of Saudi Arabia and the educational policymaking, he concluded that education policy in Kingdom of Saudi Arabia needs to re-establish in terms of industry and formulation. But this may be due the fact that the study was in 2015.

Al-Rabiah and Al-Jarah’s (2016) study explored the extent to which national and social education curricula are interested in the principles of human rights in the basic stage in Jordan, and the extent to which the succession and complementarity are achieved in those books. The study concluded that these books did not take into

account the complementarity and balance in the inclusion of human rights principles, as well as the lack of interest in some human rights principles.

Zakari’s (2016) study suggested a conception of human rights education and information technology integration in its learning to the university students. The results showed that there is no rationale reason that those concepts should not be included in the curricula. However, the extent to which they are available and how they are received are insufficient to generate rights knowledge.

Asker (2013) aimed to identify human rights concepts that must be included in preparatory school history curriculum content in Palestine and to find out the level of human rights concepts included in the preparatory school history curriculum content in Palestine. Also, to determine human rights concepts level availability in educational level content. The study concluded that the most prevalent areas in human rights concepts are civil rights, political rights, economic rights, and cultural rights. The concepts of social rights were the lowest.

Laura (2012) investigated the impact of the United Nations Convention on Child Human Rights on educational policy in Europe. The results are based on published reports’ documentary analysis of the Child Rights Committee in implementing education rights in Child Rights Convention in each state of EU. This included reviewing the status of children’s rights to education in Europe. A summary of the committee’s main recommendations to governments, and an assessment of whether the CRC could be considered to have influenced domestic education laws and policies. The study considered the elements that influence the CRC’s translation into policy and practice, as well as the role that educationalists, both academic and practitioners, may play in its implementation.

As can be seen from the above, all studies researched in schools or schools’ textbooks, except Laura’s (2012) analysed the impact of the United Nations Convention on Child Human Rights on educational policy in Europe, while this study focused on educational policies documents in the Kingdom of Saudi Arabia.

To date, there have only been three studies in the kingdom of Saudi Arabia. They are: Al-Ghamdi’s (2020) inclusion of the principles of human rights in the curriculum, Zakari’s (2016) study

aimed to suggest a conception of human rights education and information technology integration in its learning to the university students, and Kkhabraniy's (2015) international experiences in terms of making educational policy and comparing it with the educational policy making in the Kingdom of Saudi Arabia and not in the educational policies documents in the Kingdom of Saudi Arabia.

This study analyzed the human rights in Principles of Human Rights in Education Policy in the Kingdom of Saudi Arabia. The study found that there are three principals in the Human Rights in Education Policy in the Kingdom of Saudi Arabia. They were arranged as follows: right to education principle- justice principle -right to work principle.

With respect to education right principle, it includes- the equal opportunity in education for all, regardless, of their gender, nationality, ethnicity, or age, or those who are outside of SA. It provides them with educational chances through King Salman Humanitarian Aid and Relief Center to all *affected countries* in the world.

The other principle "justice principle" is clear in the documentary because "justice" is associated and stated in Islam, Accordingly, it is considered as a base in Education Policy in the Kingdom of Saudi Arabia. For example, equity in work between men and women (Unified National Platforms 2021). As for Foreign Schools, there are several of expatriate public schools in the Kingdom. Students are educated according to school original country curricula. The Foreign Schools Regulations, promulgated by Council of Ministers Decisions No. (26), govern these schools (Human Rights Commission 2021b).

At last, "right to work principle" includes employed and unemployed individuals to enhance and increase their chance to find work. For instance, Aramco, Royal Commission and other government or private sectors provide youth with Training Programs Ending with Employment.

To conclude, Principles of Human Rights in Education Policy in the Kingdom of Saudi Arabia are clearly illustrated. This discussion may attract educators and policies makers to the pedagogical approaches while teaching, as well as the establishment of standards training programs for teachers to facilitate the application of Principles of Human Rights in Education Policy while teaching.

Despite the similarities or difference between this study and the other studies, this study differed from previous studies in several ways. The current study analyzed the educational policy document. The obtained results indicated that the human rights three principles represented by right to education, justice and -right to work were mentioned in the Unified National Platforms in Saudi Arabia (Unified National Platforms 2021).

CONCLUSION

This manuscript investigates the human rights principals in educational policy in the Kingdom of Saudi Arabia. The manuscript examined the existence of three main principals (right to education, justice principal and right to work). In addition, the manuscript revealed that right to education principles ranked the first in the educational policy document, which confirmed teaching for all, "education for all" while the justice principle ranked the second and the right to work principle ranked the third.

RECOMMENDATIONS

In light of the study results, the study recommends to reconsider education policy document provisions and explicitly incorporate human rights principles. It recommends reviewing the provisions of education policy document in the Kingdom of Saudi Arabia, and to introduce the modifications that have occurred in the educational aspects during the decades that have passed since the drafting of the education policy document. In addition to keep up with developments on global arena related to education of human rights and allocating a chapter for it in education policy document in the Kingdom of Saudi Arabia.

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