

Professional and Ethical Charter

For Nurseries, Kindergartens and Private Schools

Second Edition – 2025

COVER & GENERAL STATEMENT

The Professional and Ethical Charter

for Nurseries, Kindergartens and Private Schools

Second Edition – 2025

Issued by:

Ministry of Education and Higher Education – State of Qatar

Private Education Affairs Sector

The Arabic version of this Charter is the official reference.

DOCUMENT COMMITMENT

Nurseries, kindergartens, and private schools in the State of Qatar are committed to implementing the provisions of this **Professional and Ethical Charter**.

The Arabic version shall be the primary and authoritative reference for this Charter.

DOCUMENT SUMMARY

Document Title:

Professional and Ethical Charter for Nurseries, Kindergartens and Private Schools

Version:

Second Edition – V.02

Document Type:

Charter

Target Group:

Private nurseries, kindergartens, and private schools

Purpose:

This Charter aims to:

- Promote adherence to **professional and ethical principles** related to the educational process
- Reinforce **respect for others and acceptance of differences**
- Strengthen **positive moral values**
- Make ethical conduct the prevailing behaviour among all members of society in the State of Qatar

Last Review / Update:

September 2025

Scope of Application:

Applies to all licensed private:

- Nurseries
- Kindergartens
- Schools

Licensed by the **Private Education Affairs Sector – Ministry of Education and Higher Education**

INTRODUCTION

Ethics in the field of education are among the most important factors influencing the behaviour of those working within it, as education plays a central role in shaping individuals and societies.



Professional ethics are a **necessity and obligation** for all those working in education. They act as a moral compass, a guiding reference, and a regulatory framework governing behaviour and professional conduct. These ethics have particular significance in education, as they form the foundation for professional interactions, organisational practices, and personal conduct.

The level of commitment shown by those involved in education reflects the extent of their professional integrity, their dedication to educational values, and their adherence to established standards in all situations and circumstances.

Educators carry a vital message and play a key role in developing their communities. They deal with groups that form the nucleus of change, development, and progress in society.

In this context, the **Private Education Affairs Sector at the Ministry of Education and Higher Education** has been keen to develop and update this **Professional and Ethical Charter** specifically for the private education sector, issuing this **Second Edition – 2025**.

This Charter:

- Regulates relationships among all parties involved in the educational process
- Encourages the adoption of **positive ethical values and behaviours**
- Is derived from:
 - Qatari societal values
 - Islamic principles
 - Relevant laws, policies, and charters
 - Human rights principles

The Private Education Affairs Sector aims, through this Charter, to:

- Enhance professional ethics
- Promote responsibility and accountability
- Regulate conduct
- Emphasise respect for others and shared values
- Raise awareness of professional behaviour related to education
- Support the upbringing of future generations
- Make good moral conduct the prevailing behaviour across society in the State of Qatar

This **Second Edition (2025)** was issued following an evaluation of the **First Edition (2022)**, which was well received. Updates in this edition include:

- Explicit inclusion of private nurseries
- Strengthened ethical provisions related to the educational field
- Enhanced focus on students with disabilities
- Regulation of ethical use of digital technology in education

May Allah grant success.

Private Education Affairs Sector

CHAPTER ONE

TERMINOLOGY AND RELATED POLICIES

Article (1-1): Definitions

For the purposes of this Charter, the following terms shall have the meanings assigned to them below:

1. **The Charter**

Linguistically, the Charter means a covenant or pledge. Terminologically, it refers to a commitment undertaken by a person—intellectually, verbally, and behaviourally—before Allah Almighty, oneself, and others, which entails obligations and rights for all concerned parties.

2. **Professional Staff**

Any employee or worker in nurseries, kindergartens, or private schools, including but not limited



to: supervisors, professional staff, administrative staff, assistant teachers, nursery carers, or any individuals whose duties require direct or indirect interaction with children or students.

3. **Behaviour**

All actions and conduct expressed by an individual—whether physical, verbal, symbolic, or indicative—during interaction with others in various situations.

4. **Teacher**

A person who possesses the minimum academic qualifications required for teaching at a specific educational level. These qualifications are typically related to the subject(s) taught and vary according to national standards.

5. **Nursery**

Any facility designated for the care of children whose ages do not exceed four years, including nurseries affiliated with or attached to private schools, and licensed by the Ministry.

6. **Private Schools and Kindergartens**

Any non-governmental educational institution whose primary function is education, covering educational stages from kindergarten through to the end of secondary education.

7. **Persons with Disabilities**

Individuals who have long-term physical, mental, intellectual, or sensory impairments which, when interacting with various barriers, may hinder their full and effective participation in society on an equal basis with others.

8. **Bullying**

A form of violence practiced by some teachers, children, or groups of children against another child, through spreading rumours, threats, or deliberate and repeated harassment. Bullying may take multiple forms, including physical, verbal, social exclusion, or cyberbullying, whether overt or subtle.

9. **Digital Behaviour**

Ethical and responsible actions and practices undertaken by individuals while using technology and the internet. This behaviour reflects respect for others, optimal use of digital tools, and contributes to creating a safe, inclusive, and positive digital environment.

Article (1-2): Laws, Decisions, Policies, and Related Mechanisms

This Professional and Ethical Charter has been developed in alignment with relevant **local legislation, international conventions, and official policies**, including but not limited to:

- The Permanent Constitution of the State of Qatar (2004)
- Qatar National Vision 2030
- Law No. (1) of 2014 regulating nurseries
- Law No. (23) of 2015 regulating private schools
- Ministerial Decision No. (35) of 2022 regarding the organisational structure of the Ministry of Education and Higher Education
- Cabinet Decision No. (18) of 2020 issuing the Code of Conduct and Integrity for Public Employees
- Convention on the Rights of the Child (ratified by Decree No. (54) of 1995 and amended by Decree No. (35) of 2010)
- Convention on the Rights of Persons with Disabilities (ratified by the State of Qatar)
- Ministry of Education and Higher Education Strategy 2024–2030
- Private Education Policy of the State of Qatar – Pre-University Education Sector (2022)
- Professional Code of Conduct for Ministry employees
- Ethical Charter for Private Schools and Kindergartens – First Edition (2022)



CHAPTER TWO

SCOPE OF THE PROFESSIONAL AND ETHICAL CHARTER

Article (2-1): Objectives of the Charter

This Charter aims to:

1. Strengthen professional staff's sense of mission, belonging, and commitment to their profession, and contribute to community development.
2. Reinforce humane relationships among employees and members of society.
3. Raise awareness among employees of their professional role in building future generations.
4. Promote professional conduct and ethical behaviour.
5. Ensure alignment with the institutional values of the Ministry of Education and Higher Education and translate them into practice.
6. Embed professional ethics as guiding principles applied within and beyond educational institutions.
7. Ensure quality in educational and training processes by improving professional performance.
8. Provide a safe, motivating educational and training environment that supports learning outcomes.

Article (2-2): Persons Subject to the Charter

This Charter shall be applied **starting from the academic year 2025/2026** to all licensed private educational institutions, including:

- Private nurseries
- Private kindergartens
- Private schools

The Charter applies to the following groups:

1. Owners / Licence holders
2. Principals and school leaders
3. Professional staff
4. Children / Students
5. Parents
6. Boards of directors / trustees

CHAPTER THREE

CONTROLS AND PROVISIONS

Article (3-1): Foundations of the Professional and Ethical Charter

The Professional and Ethical Charter is based on the **institutional values of the Ministry of Education and Higher Education in the State of Qatar**, namely:

1. **Responsibility**
Responsibility refers to a person's ethical commitment to a task or assignment entrusted to them, ensuring its proper execution to the highest possible standard.
2. **Excellence**
The ability to achieve high levels of performance in specific areas of education, exceeding standard expectations through continuous improvement and innovation.
3. **Quality**
Achieving high educational standards while ensuring that educational outcomes meet the needs of individuals and society.
4. **Innovation**



Continuous renewal and development of educational methods and tools that contribute to acquiring knowledge and skills and improving learning outcomes.

5. **Effective Communication**

Constructive interaction among all parties in the educational process, based on clarity of message, sound understanding, active listening, and appropriate use of communication tools and technology.

Article (3-2): Ethics of the Owner / Licence Holder toward the Ministry

The owner or licence holder shall:

1. Comply with all laws, regulations, and policies issued by the Ministry of Education and Higher Education.
2. Ensure the application of laws and regulations that guarantee the rights of employees.
3. Provide qualified educational staff to ensure the delivery of high-quality educational services to children and students.
4. Ensure the provision of integrated educational and pedagogical services that balance financial return with quality of education.
5. Fulfil all administrative and financial obligations in accordance with the signed agreements.
6. Pay employees' financial entitlements (salaries) in accordance with contract terms.
7. Provide a safe and healthy educational environment that aligns with Islamic teachings and local laws.
8. Refrain from using the educational institution or its facilities for purposes other than those officially approved.

Article (3-3): Ethics of the Principal of Nurseries, Kindergartens, and Private Schools

Article (3-3-1): Ethics of the Principal toward the Profession

The principal shall:

1. Comply with all laws, regulations, and policies issued by the Ministry of Education and Higher Education.
2. Demonstrate professional discipline and ethical conduct inside and outside the institution and serve as a positive role model.
3. Interact professionally and humanely with members of the educational community based on mutual respect.
4. Ensure the provision of required educational services in accordance with approved agreements.
5. Perform professional duties to the best of their ability while respecting religious values, customs, traditions, and professional ethics.
6. Ensure that all educational activities and learning resources align with religious values and societal norms.
7. Commit to approved curricula and educational plans and provide a safe and healthy learning environment in accordance with laws and local regulations.
8. Take all necessary measures to ensure the safety of students and staff.
9. Apply accreditation standards and comprehensive quality measures to achieve high-quality educational outcomes.
10. Ensure that noble values and principles consistent with national identity are instilled in students and staff.
11. Manage the institution democratically, promoting shared decision-making and collaboration.
12. Avoid personal relationships that serve personal interests or create conflicts of interest.
13. Provide a safe educational environment based on trust, mutual respect, and cooperation.



14. Maintain confidentiality of information related to students and staff and use it strictly for professional purposes.
15. Ensure transparency and credibility when presenting facts, data, and statistics related to the institution.
16. Refrain from accepting gifts that may influence the educational process.
17. Avoid participating in unprofessional practices that could deviate the educational process from its objectives.
18. Commit to appropriate and modest appearance in accordance with societal norms.
19. Contribute to maintaining public health within the institution by ensuring the provision of health and preventive services.

Article (3-3-2): Ethics of the Principal toward Staff

The principal shall:

1. Provide a motivating work environment and diverse support services that meet staff needs.
2. Respect staff viewpoints and address educational and professional concerns constructively.
3. Consider the social, health, and psychological circumstances of staff and cooperate to resolve issues.
4. Treat all staff with fairness, appreciation, and respect, without discrimination or favouritism.
5. Ensure job security by applying laws and regulations fairly and avoiding intimidation or psychological pressure.
6. Establish fair incentive systems to encourage professional growth and optimal performance.
7. Promote a culture of quality, excellence, and ethical conduct.
8. Apply guidance, evaluation, and accountability systems before imposing disciplinary measures.
9. Adhere to employment standards and avoid personal bias in recruitment or contract termination.
10. Discuss educational and pedagogical issues openly and professionally with staff.

Article (3-3-3): Ethics of the Principal toward Children / Students

The principal shall:

1. Instil Islamic values, national identity, and positive customs to develop responsible and aware individuals.
2. Encourage constructive student practices through activities, participation, and external visits.
3. Promote volunteerism and social responsibility.
4. Provide high-quality educational services to all students without discrimination.
5. Educate students on positive self-expression and responsible social communication.
6. Ensure preventive and supervisory measures that protect students' safety and wellbeing.

CONTROLS AND PROVISIONS

Article (3-3-4): Ethics of the Principal toward Persons with Disabilities

The principal shall:

1. → تعامل إيجابي
Deal positively with persons with disabilities and lead by example as a role model.
2. Promote a culture of **respect and equality** among all staff and students.
3. Establish clear policies to ensure the **integration and inclusion** of children and students with disabilities in academic and social activities.
4. Ensure the availability of a **prepared and inclusive learning environment** that meets the psychological, social, and educational needs of persons with disabilities, including access to



specialised professionals when required.

5. Allocate appropriate budgets and resources to provide **assistive devices and equipment**.
6. Support continuous professional development and training of teaching staff to improve skills in supporting students with disabilities.
7. Ensure **fairness and equality** in learning and assessment opportunities and prevent discrimination.
8. Maintain the **confidentiality** of information related to students with disabilities and treat their needs with sensitivity and respect.
9. Build positive communication channels with parents, students, and relevant external entities to ensure the best interests of the student.
10. Listen to the needs of students with disabilities and work towards meeting their requirements.

Article (3-3-5): Ethics of the Principal toward Parents

The principal shall:

1. Provide parents with **accurate and transparent information** regarding their children's behaviour and academic progress, in accordance with professional requirements.
2. Listen to the suggestions and opinions of parents and boards of trustees and accept constructive feedback that contributes to improving educational outcomes.
3. Inform parents of the policies, regulations, and systems governing the educational process.
4. Encourage parental involvement in educational activities, exhibitions, and events that support student learning.
5. Foster positive relationships between parents and staff based on mutual respect and cooperation.

Article (3-3-6): Ethics of the Principal toward Society

The principal shall:

1. Respect and promote Islamic values and positive societal customs and traditions.
2. Respect other educational institutions and refrain from any actions that may harm their reputation.
3. Maintain appropriate, modest conduct in all social, cultural, and religious settings.
4. Engage community members in educational activities and events.
5. Encourage community and parental participation in decision-making through dialogue and consultation.
6. Cooperate with community institutions to promote citizenship, belonging, and social responsibility.
7. Produce high-quality educational outcomes that meet labour market needs.

ETHICS OF PROFESSIONAL STAFF

Article (3-4-1): Ethics of Professional Staff toward the Profession

Professional staff shall:

1. Work to serve the institution's objectives and achieve the public interest.
2. Perform assigned duties with **integrity, honesty, and professional accuracy**, avoiding personal interests.
3. Comply with laws, regulations, and policies without negligence or violation.
4. Maintain confidentiality of institutional information.
5. Dedicate official working hours to assigned duties only.
6. Continuously improve professional performance and stay updated in their field.



7. Contribute to improving work methods and raising performance standards.
8. Refrain from any conduct that violates Islamic ethics or public morals.
9. Avoid engaging in political, religious, or socially sensitive matters within the institution.
10. Respect the rights and interests of others without discrimination of any kind.
11. Commit to appropriate and modest appearance in line with societal values.

Article (3-4-2): Ethics of Professional Staff toward Their Superiors

Professional staff shall:

1. Adhere to administrative hierarchy and comply with lawful instructions.
2. Deal with superiors with respect and mutual trust.
3. Accept guidance and constructive feedback positively.
4. Refrain from defamation, slander, or public criticism of supervisors through any medium.
5. Inform superiors transparently of challenges affecting work performance.

CONTROLS AND PROVISIONS

Article (3-4-3): Ethics of Professional Staff toward Colleagues

Professional staff shall:

1. Treat colleagues with respect, courtesy, honesty, and professionalism, and maintain positive working relationships without discrimination.
2. Respect colleagues' privacy and refrain from exploiting any personal information for harm or misconduct.
3. Cooperate with colleagues in a spirit of teamwork and provide professional support and constructive advice.
4. Support colleagues in addressing work-related challenges to improve performance and work quality.
5. Refrain from any unethical behaviour or practices that violate Islamic morals or public ethics.

Article (3-4-4): Ethics of Professional Staff toward Children / Students

Professional staff shall:

1. Provide a **safe and healthy environment** that ensures students' psychological, social, and physical wellbeing.
2. Respect students' dignity and self-worth without discrimination.
3. Protect student information and records and refrain from misuse in violation of laws or societal norms.
4. Avoid establishing personal relationships based on personal interest or benefit.
5. Contribute to maintaining a secure and reassuring environment for all members of the institution.
6. Refrain from accepting gifts that may influence professional judgment.
7. Avoid verbal abuse, psychological harm, or physical punishment.
8. Ensure students are protected from factors that may lead to deviant behaviour.

Article (3-4-5): Ethics of Professional Staff toward Persons with Disabilities

Professional staff shall:

1. Treat persons with disabilities with dignity, respect, and appreciation of their abilities, without discrimination.
2. Provide an inclusive and accessible learning environment suitable to individual needs.



3. Respect confidentiality of personal and medical information related to students with disabilities.
4. Handle matters related to disabilities with sensitivity and professionalism.
5. Provide necessary support to enhance self-confidence and active participation.
6. Ensure equality and non-discrimination in access to education and services.

Article (3-4-6): Ethics of Professional Staff toward Parents

Professional staff shall:

1. Establish relationships with parents based on transparency, honesty, and mutual respect.
2. Accept parents' suggestions and feedback to improve students' learning and behaviour.
3. Communicate professionally with parents while respecting their circumstances and privacy.
4. Provide parents with accurate academic and behavioural information through approved official channels.
5. Promote positive cooperation between the institution and parents to enhance educational outcomes.

Article (3-4-7): Ethics of Professional Staff toward Society

Professional staff shall:

1. Promote Islamic values and positive societal customs.
2. Provide high-quality professional services that strengthen community trust.
3. Participate in purposeful community activities.
4. Engage positively with social changes relevant to their professional field.
5. Support internal and external community initiatives.

ETHICS OF TEACHERS

Article (3-5): Ethics of Teachers in Nurseries, Kindergartens, and Private Schools

Article (3-5-1): Ethics of Teachers toward Their Profession

Teachers shall:

1. Take pride in the teaching profession and uphold its dignity.
2. Serve as positive role models inside and outside the educational institution.
3. Keep pace with developments in education and teaching practices.
4. Maintain confidentiality regarding professional matters.
5. Refrain from exploiting their position for personal or financial gain.
6. Actively contribute to the development of education through continuous learning and professional growth.
7. Adhere to appropriate and modest appearance in accordance with national values.
8. Demonstrate initiative, creativity, and innovation in teaching and learning.
9. Commit to ideas and behaviours that reinforce societal values and traditions.

ETHICS OF TEACHERS

Article (3-5-2): Ethics of Teachers toward Children / Students

Teachers shall:

1. Prepare children and students to assume responsibility and become positive, active members of society.
2. Apply consistent and fair principles when dealing with all children and students.
3. Prepare students to become productive leaders within their institutions and communities.



4. Build strong relationships with students, welcome their questions, and encourage dialogue and discussion in a respectful manner.
5. Demonstrate patience, emotional balance, and firmness, and serve as a positive moral role model through words and actions.
6. Accept students from diverse social, economic, and religious backgrounds without discrimination.
7. Consider individual differences and provide appropriate care and support based on students' needs.
8. Promote mutual respect between teachers and students.
9. Maintain confidentiality of students' information and use it solely to support the educational process.
10. Refrain from verbal abuse, offensive language, or any form of physical punishment.
11. Avoid accepting personal gifts from students.
12. Provide a safe, engaging, and motivating learning environment by using modern teaching strategies and appropriate instructional methods.

Article (3-5-3): Ethics of Teachers toward Persons with Disabilities

Teachers shall:

1. Treat students with disabilities with respect and appreciation of their abilities.
2. Design and adapt learning activities and educational materials to suit individual needs and differences.
3. Use appropriate and effective communication methods, including assistive technologies where necessary.
4. Encourage and motivate students with disabilities to build self-confidence and participate actively in classroom activities.
5. Ensure equal learning and development opportunities without discrimination.
6. Continuously develop teaching skills related to educating students with disabilities through training and professional development.
7. Respect the confidentiality of information related to students' disabilities or personal circumstances.
8. Strengthen positive relationships with students and parents based on respect, cooperation, and inclusion.

Article (3-5-4): Ethics of Teachers toward Colleagues

Teachers shall:

1. Act rationally and objectively when dealing with school leadership and colleagues.
2. Respect colleagues and maintain positive professional relationships, working collaboratively as a team.
3. Support colleagues professionally and academically by sharing expertise and experiences.
4. Appreciate others' efforts and contributions to the success of the educational process.
5. Cooperate with colleagues in completing shared tasks and addressing professional challenges.
6. Commit to transparency, honesty, and ethical competition, and avoid professional jealousy or unfair rivalry.
7. Contribute to creating a positive work environment based on mutual understanding and respect, avoiding discrimination or negative behaviour.
8. Respect professional and personal privacy and maintain confidentiality of colleagues' information.

9. Uphold educational values and serve as a positive role model within the institution.

Article (3-5-5): Ethics of Teachers toward Parents

Teachers shall:

1. Establish relationships with parents based on transparency, honesty, trust, and respect.
2. Provide parents with accurate information regarding students' behaviour and academic progress in accordance with approved systems.
3. Cooperate with parents to ensure consistency between home and school in raising and educating children.
4. Respect parents' privacy and maintain confidentiality of shared information.
5. Work collaboratively with parents to improve students' academic performance.

Article (3-5-6): Ethics of Teachers toward Society

Teachers shall:

1. Respect and promote Islamic values, moral principles, and Qatari and Arab traditions.
2. Contribute to community development and progress.
3. Provide high-quality, innovative educational services that meet community expectations.
4. Link educational and training content to community interests, values, and aspirations.
5. Preserve the institution's reputation and strengthen its role in society.
6. Participate in community activities that contribute to social development.
7. Keep pace with societal changes that enhance professional practice.

ETHICS OF CHILDREN / STUDENTS

Article (3-6): Ethics of Children / Students in Nurseries, Kindergartens, and Private Schools

Article (3-6-1): Ethics of Students

Students shall:

1. Respect Islamic religion and the customs and traditions of Qatari society.
2. Adhere to positive behaviour and interact kindly and respectfully with others.
3. Comply with school rules and behavioural assessment policies.
4. Commit to appropriate and modest appearance in accordance with societal values.
5. Participate positively in school activities and interactions with peers.
6. Preserve school property and ensure the safety of facilities and equipment.
7. Respect the rights and opinions of others regardless of gender, religion, belief, colour, origin, or any other reason.
8. Maintain confidentiality of information related to teachers and peers and refrain from misuse.

ETHICS OF CHILDREN / STUDENTS

Article (3-6-2): Ethics of Students toward Peers with Disabilities

Students shall:

1. Treat peers with disabilities with kindness and respect and avoid any behaviour that may cause emotional harm or discrimination.
2. Provide support and assistance to peers with disabilities during academic and social activities and promote teamwork and friendship.
3. Encourage peers with disabilities to participate in activities and help remove psychological or social barriers to inclusion.
4. Understand and respect the needs of peers with disabilities, listen attentively, and demonstrate



empathy and understanding.

5. Refrain from all forms of bullying, ridicule, or harassment, whether verbal, physical, or social.
6. Respect the privacy of peers with disabilities and avoid intrusive or inappropriate inquiries into their personal or medical conditions.

ETHICS OF PARENTS

Article (3-7): Ethics of Parents in Nurseries, Kindergartens, and Private Schools

Article (3-7-1): General Ethics of Parents

Parents shall:

1. Raise awareness among their children of the importance of education and respect for those responsible for the educational process.
2. Demonstrate positive behaviour and respectful conduct when interacting with school staff and administration.
3. Adhere to appropriate and modest dress when visiting the educational institution.
4. Refrain from exploiting job positions or social status to influence school decisions.
5. Cooperate with the school by providing necessary information regarding their children's special needs.
6. Participate in school-organised awareness programmes related to supporting students with special needs.

Article (3-7-2): Ethics of Parents toward Persons with Disabilities

Parents shall:

1. Treat persons with disabilities—whether students or staff—with respect and dignity.
2. Promote acceptance, equality, cooperation, and respect among their children toward peers with disabilities.
3. Build positive relationships with parents of students with disabilities to enhance cooperation and mutual support.
4. Use respectful and positive language when discussing students with disabilities.
5. Respect confidentiality of information related to disabilities and avoid inappropriate questioning.
6. Cooperate with the school by providing accurate information about their children's special needs.
7. Participate in school awareness programmes aimed at empowering persons with disabilities.

ETHICS OF BOARDS OF DIRECTORS / TRUSTEES

Article (3-8): Ethics of Boards of Directors / Trustees

Boards shall:

1. Support the educational institution in achieving its vision and objectives.
2. Participate actively and regularly in board meetings.
3. Work to find appropriate solutions to challenges faced by the institution and parents.
4. Oversee educational performance and propose development initiatives.
5. Maintain confidentiality of information and data related to the institution.

ETHICS OF EDUCATIONAL INSTITUTIONS TOWARD OTHER INSTITUTIONS

Article (3-9): Ethics of Educational Institutions toward Other Educational Institutions

Educational institutions shall:



1. Respect professional competition and adhere to laws and professional standards that ensure fairness.
2. Refrain from unethical practices that may harm the reputation or interests of other educational institutions.
3. Promote cooperation and partnership to build positive relationships and achieve shared educational goals.

CHAPTER FOUR

DIGITAL CONDUCT ETHICS

Article (4-1): Importance of Digital Conduct

Ethical digital conduct is essential to ensure safe, responsible, and effective use of technology within the educational process, protecting the rights and privacy of all users.

Article (4-2): Positive Digital Conduct during Distance Learning

All parties involved in the educational process shall:

1. Use digital platforms responsibly and ethically.
2. Avoid cyberbullying, harassment, or misuse of technology.
3. Protect personal data and digital privacy.
4. Promote positive values and respectful communication in digital environments.
5. Ensure safe and inclusive digital learning environments.

CHAPTER FIVE

MONITORING AND REVIEW

Article (5-1): Monitoring and Reviewing the Effectiveness of the Charter and Amendment Procedures

1. The **Private Education Affairs Sector** shall monitor the implementation of this Professional and Ethical Charter and assess its effectiveness within nurseries, kindergartens, and private schools.
2. Educational institutions shall regularly review their internal policies and procedures to ensure alignment with the provisions of this Charter.
3. Any proposed amendments or updates to the Charter shall be made in accordance with official procedures approved by the Ministry of Education and Higher Education.
4. Institutions shall cooperate fully with monitoring, evaluation, and review processes conducted by the Ministry or its authorised representatives.

CHAPTER SIX

ROLES AND RESPONSIBILITIES OF IMPLEMENTING AUTHORITIES

Article (6-1): Roles and Responsibilities of the Private Education Affairs Sector

The Private Education Affairs Sector shall:

1. Supervise and monitor the implementation of the Charter in private nurseries, kindergartens, and schools.
2. Provide guidance and clarification regarding the provisions of the Charter.
3. Support educational institutions in promoting ethical and professional conduct.
4. Take necessary regulatory measures in cases of non-compliance.

Article (6-2): Roles and Responsibilities of Nurseries, Kindergartens, and Private Schools

Educational institutions shall:

1. Ensure full compliance with the provisions of this Charter.



2. Disseminate the Charter to all stakeholders, including staff, students, and parents.
3. Integrate the Charter into internal policies, codes of conduct, and training programmes.
4. Promote a culture of ethical behaviour and professional responsibility within the institution.
5. Address violations of the Charter in accordance with approved regulations and procedures.

CHAPTER SEVEN

FINAL PROVISIONS

Article (7-1): Final Provisions of the Professional and Ethical Charter

1. This Charter shall be binding on all private nurseries, kindergartens, and schools licensed by the Ministry of Education and Higher Education.
2. The Charter shall be implemented starting from the **academic year 2025/2026**.
3. The **Arabic version** of this Charter shall be the official and authoritative reference in the event of interpretation or application disputes.
4. This Charter supersedes any previous ethical charters related to private nurseries, kindergartens, and schools.

CONCLUSION

This Professional and Ethical Charter represents a comprehensive framework aimed at regulating professional conduct and ethical behaviour within private educational institutions in the State of Qatar. It seeks to promote responsibility, accountability, respect, and quality across all aspects of the educational process, contributing to the development of future generations and the advancement of society.

REFERENCES

- National laws and regulations related to education in the State of Qatar
- International conventions on children's rights and the rights of persons with disabilities
- Ministry of Education and Higher Education strategies and policies

APPENDICES

The appendices include supplementary materials supporting the implementation and understanding of this Charter.

