

**Second Edition 2025**

**Ministry of Education and Higher Education  
State of Qatar**

## **Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools**



**Nurseries, kindergartens, and private schools in the State of Qatar are committed to implementing the provisions of the Professional and Ethical Charter; the Arabic version shall be considered the primary reference for the Charter.**

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## **Document Summary**

**Title:** Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools

**Version:** 02V – Second Issue

**Document Type:** Charter

**Summary:** This charter targets nurseries, kindergartens, and private schools, aiming to instil ethical and professional principles related to the educational process. It emphasizes respect, acceptance of differences, and recognition of others, thereby promoting virtuous behavior and establishing it as the prevailing conduct among all members of society in the State of Qatar.

**Last Review / Update:** September 2025

**The charter applies to** all nurseries, kindergartens, and private schools licensed by the Private Education Affairs Sector. It includes licensed private nurseries, private kindergartens, and private schools under the supervision of the Ministry of Education and Higher Education – Private Education Sector.

**Issuing Authority:** Private Education Affairs Sector

## Introduction

Professional ethics in the field of education are among the most important factors influencing the behavior of those involved in and affiliated with the profession, as they serve as an internal regulatory deterrent and a guiding framework for conduct. These ethics have their own distinct nature, and adherence to them is both necessary and obligatory. All those working in this field are required to comply with them, as they form the foundation for their interactions, organization of affairs, and professional behavior.

The degree of stakeholders' sense of belonging to their profession is determined by the extent of their commitment to its rules and their observance in all circumstances and situations, in accordance with the standards of the profession they practice and the mission they uphold. In their work, conduct, and practices, they rely on well-established ethical frameworks, as they deal with groups that constitute the nucleus of change, development, and progress in their societies. Within this context, the Private Education Affairs Sector at the Ministry of Education and Higher Education has been keen to benefit from the Ethical Charter for Educators in the State of Qatar.

Accordingly, an updated version tailored to the private sector has been prepared: the Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools – Second Edition (2025). This charter regulates the relationship among all parties involved in the educational and pedagogical process and encourages them to adopt ethical policies, regulations, and positive behaviors derived from the authenticity of Qatari society, the values of the true Islamic religion, and the Universal Declaration of Human Rights.

Through the implementation of this charter, the Private Education Affairs Sector aims to elevate professional ethics, regulate conduct, and strengthen the spirit of responsibility and accountability for adherence to ethical and professional principles associated with the educational and pedagogical process. In addition, it emphasizes the importance of respecting others and

shared values, and raising educators' awareness of their profession and its vital role in building generations and shaping the future, in a manner that promotes good morals and makes them the prevailing behavior among all members of society in the State of Qatar.

This charter represents the second edition (2025), following the evaluation of the Ethical Charter (First Edition, 2022), which was well received in the educational field. This updated edition includes the incorporation of private nurseries, enhanced ethical considerations toward children and students with disabilities, and the regulation of ethical practices related to the use of digital technology in the educational environment.

*And Allah is the Grantor of success.*

**Private Education Affairs Sector**

## Chapter One: Terminology and Related Policies

### Article (1-1): Terminology

No.	Terms	Definitions
1	<b>The Charter</b>	Linguistically, a charter means a covenant or pledge. In technical terms, it is a commitment between two or more parties by which a person abides in thought and behavior before Allah Almighty, toward oneself and others. It entails duties and rights for the concerned parties. <sup>1</sup>
2	<b>Professional Staff</b>	Any employee or worker employed in nurseries, kindergartens, and private schools, such as supervisors, specialists, administrative officers, teaching assistants, nursery caregivers, or others whose job requires direct or indirect interaction with children/students.
3	<b>Behavior</b>	All verbal or physical actions expressed by an individual—explicit or symbolic—during interaction with others in different situations.
4	<b>Teacher</b>	A person who possesses the minimum required academic qualifications to teach at a specific level of education in a given country. Such qualifications are usually related to the subject or subjects taught to students. <sup>2</sup>
5	<b>Nurseries</b>	Any place designated for the care of children not exceeding four years of age, including nurseries

<sup>1</sup> References Terminology (Article 1-3), Ethical Charter for Private Schools and Kindergartens – Private Education Sector – 2022 Edition.

<sup>2</sup> Terminology (Article 64), Concepts and Terminology Used in Education, Training, Research, and Development – Ministry of Development Planning and Statistics, State of Qatar – 2016.  
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		affiliated with or attached to private schools, and licensed by the Ministry. <sup>3</sup>
6	<b>Schools and Kindergartens</b>	Any non-governmental establishment whose primary mission is to provide education at various educational stages, starting from kindergarten through the end of the secondary stage. <sup>4</sup>
7	<b>Persons with Disabilities</b>	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. <sup>5</sup>
8	<b>Bullying</b>	A form of violence practiced by some teachers, a child, or a group of children against another child through intentional and repeated harassment. Bullying may take various forms, such as spreading rumors, threats, physical or verbal attacks, deliberately isolating a child to cause harm, or other actions that may occur subtly, whether verbally or electronically. <sup>6</sup>
9	<b>Digital Behavior</b>	Ethical and responsible behaviors and practices demonstrated by individuals while using technology and the internet. Such behavior reflects respect for others, optimal use of digital tools in a way that promotes positive values, respects the rights of all, and contributes to creating a safe and inclusive digital environment.

<sup>3</sup> Law No. (1) of 2014 Regulating Nurseries.

<sup>4</sup> Law No. (23) Regulating Private Schools.

<sup>5</sup> Definition of the term Persons with Disabilities as stated in Article (1) of the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

<sup>6</sup> Definition of Bullying according to the UNICEF website: <https://www.unicef.org/egypt/ar/bullying>.

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

The Professional and Ethical Charter has been developed in accordance with local legislation, as well as international charters and reports that seek to promote professional and ethical aspects, as follows:

- 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.
- Amiri Decision No. (35) of 2022 concerning the organizational 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, pursuant to Decree No. (54) of 1995, as amended by Decree No. (35) of 2010.
- United Nations Convention on the Rights of Persons with Disabilities.
- Relevant international and regional treaties ratified by the State.
- Ministry of Education and Higher Education Strategy 2024–2030.
- Private Education Policy in the State of Qatar – Pre-University Education – Private Education Affairs Sector (2022).
- Ethical Charter for Private Schools and Kindergartens – 2022 Edition.
- Professional Conduct Guide for Employees of the Ministry of Education and Higher Education.

## **Chapter Two: Scope of the Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools**

### **Article (2-1): Objectives of the Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools**

1. To strengthen employees' adoption of their mission and sense of belonging to their profession, elevate its status, and contribute to community development.
2. To consolidate human relations and social bonds among employees and members of society at large.
3. To raise employees' awareness of their profession and their role in building future generations and anticipating the future.
4. To encourage employees to comply with the institutional values of the Ministry of Education and Higher Education and reflect them in their professional conduct.
5. To entrench professional ethics as principles applied within and beyond nurseries, kindergartens, and private schools, and to establish them as exemplary role models.
6. To ensure the quality of the educational and training process by enhancing the professional performance of staff and providing a safe, motivating educational and training environment that contributes to achieving the objectives of teaching and learning.

### **Article (2-2): Entities Addressed by the Provisions of the Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools**

The Professional and Ethical Charter shall be applied starting from the academic year 2025/2026 to all nurseries, kindergartens, and private schools licensed by the Ministry of Education and Higher Education, including:

- Private nurseries

- Private schools and kindergartens

**The following groups are targeted by the implementation of this Charter:**

1. Owners / License holders
2. Directors
3. Professional staff
4. Children / Students
5. Parents / Guardians
6. Councils of all types

### Chapter Three: Controls and Provisions

The Professional and Ethical Charter in the State of Qatar is founded on the institutional values of the Ministry of Education and Higher Education, as set out in the Ministry's strategy. These values include:

Value	Explanation
<b>Responsibility</b>	The concept of responsibility expresses a duty or assignment that a person is ethically committed to fulfilling, enabling them to carry it out or perform it to the fullest extent. It also reflects an individual's commitment to a specific task and their keenness to perform it in the best possible manner. <sup>7</sup>
<b>Excellence</b>	It is the ability to deliver high levels of performance in specific areas of education and to achieve superiority over standard benchmarks through innovation and continuous improvement. <sup>8</sup>

<sup>7</sup> Dictionary of Human Sciences (2013), Arab Bureau of Education for the Gulf States, State of Kuwait.

<sup>8</sup> Educational Dictionary, Arab League Educational, Cultural and Scientific Organization (ALECSO).

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<b>Quality</b>	It refers to achieving high standards of education while ensuring that educational outcomes are aligned with the needs of contemporary society and contribute to the development of both individuals and the community. <sup>9</sup>
<b>Innovation</b>	It is the process of continuous renewal or development of educational methods and tools that contribute to improving the learning process and enhancing learners' ability to acquire new knowledge and skills. <sup>10</sup>
<b>Effective Communication</b>	It is a mode of interaction that achieves constructive communication among all parties involved in the educational process. It is based on clarity of message, sound understanding of content, active listening, and the effective use of various communication channels and technologies. <sup>11</sup>

Our Values: Responsibility. Excellence. Quality. Effective Communication. Innovation

#### **Article (3-2): Ethics of the Owner / License Holder Toward the Ministry**

1. Commitment to the laws, regulations, and policies issued by the Ministry of Education and Higher Education.
2. Adherence to implementing regulations and laws that ensure employees' rights.
3. Providing qualified educational staff to ensure the delivery of high-quality educational services to children/students.

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<sup>9</sup> Oxford Dictionary of Education, Oxford University Press.

<sup>10</sup> International Encyclopedia of Education, United Nations Educational

<sup>11</sup> Scientific and Cultural Organization (UNESCO).

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4. Ensuring the provision of comprehensive educational and pedagogical services that balance financial returns with the quality of educational services provided.
5. Compliance with all required provisions and services, in accordance with the agreement signed between the administration and the parent/guardian.
6. Disbursing employees' financial entitlements (salaries) according to the terms of the contract signed between the parties.
7. Commitment to providing a safe and healthy educational environment that aligns with the teachings of Islam and complies with local laws and requirements.
8. Refraining from using the facility for purposes other than education during holidays and official leave days.

### **Article (3-3): Ethics of the Director of Nurseries, Kindergartens, and Private Schools**

#### **Article (3-3-1): Ethics of the Director toward Their Profession<sup>12</sup>**

1. Adherence to the laws, regulations, policies, and guidelines issued by the Ministry of Education and Higher Education.
2. Serving as a high-standard role model in professional discipline, work ethics, and moral conduct both inside and outside the institution.
3. Interacting professionally and humanely with members of the professional community based on mutual respect.

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<sup>12</sup> The book "Ethics of the Teaching Profession: Between Theory and Practice" by Abu Bakr Nabat Adam - Al-Dar Al-Alamiah for Publishing and Distribution - 2024  
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4. Ensuring the provision of required educational services in accordance with the agreement signed between the parent/guardian and the institution.
5. Performing professional duties to the best of their ability while respecting religious values, customs, traditions, and professional ethics.
6. Ensuring that all main and supplementary learning activities and resources align with religious values and societal customs and traditions.
7. Commitment to the approved curriculum and educational plans, providing a safe and healthy learning environment that complies with local laws and requirements.
8. Taking all necessary measures to ensure the safety of enrolled children/students and educational staff.
9. Applying accreditation and total quality standards in management and educational practices to produce high-quality outcomes.
10. Instilling noble values and principles in children/students that align with national values, social norms, and respect for national symbols and state-supported educational initiatives.
11. Managing the educational institution democratically, encouraging participation and collaboration in decision-making and contributing suggestions and recommendations to address educational challenges.
12. Avoiding personal relationships for the purpose of personal gain.
13. Providing a healthy and safe educational environment founded on trust, mutual respect, and cooperation.
14. Maintaining the confidentiality of information related to students and professional staff, using it solely for professional purposes in accordance with educational policies and administrative regulations.

15. Ensuring accuracy and transparency in presenting facts, data, and statistics related to the nursery, kindergarten, private school, and professional staff.
16. Refraining from accepting private gifts that could influence the educational process.
17. Avoiding participation in unprofessional practices that could divert the educational process from its proper course.
18. Maintaining appropriate and modest personal appearance in line with national standards.
19. Promoting community health within the institution by providing all necessary health and preventive services.

#### **Article (3-3-2): Ethics of the Director toward Their Staff**

1. Meeting the needs of professional staff by providing professional development, a motivating work environment, and diverse services.
2. Respecting the viewpoints of professional staff on various educational matters, not ignoring or undermining them, and accepting constructive criticism aimed at improving the educational process.
3. Considering the social, health, and psychological circumstances of professional staff and cooperating with them to resolve issues through all available means.
4. Treating all staff with respect, appreciation, and care, without discrimination or favoritism toward any individual or group.
5. Ensuring job security by applying clear regulations and laws that guarantee staff rights, and refraining from using threats or psychological pressure.

6. Establishing a system of material and moral incentives based on systematic and fair criteria to encourage professional staff and invest their energies effectively.
7. Promoting a culture of total quality professionally, ethically, and practically, including excellence in fair relationships with students and their families.
8. Implementing a system of guidance, evaluation, and accountability before taking any disciplinary decisions.
9. Adhering to established standards when hiring and terminating staff contracts, avoiding personal biases.
10. Expressing the administration's opinion on various educational matters, discussing them, and comparing them with the views of professional staff.

#### **Article (3-3-3): Ethics of the Director toward Children / Students<sup>13</sup>**

1. Instilling Islamic values, the teachings of the tolerant religion, national identity, and positive customs and traditions to nurture a conscious and faithful generation.
2. Promoting constructive practices among children/students through activities, participations, and field trips.
3. Connecting students with their community by encouraging participation in various community volunteer activities to foster a culture of volunteerism and responsibility in different situations whenever possible.
4. Providing high-quality educational services to all children/students without discrimination or favoritism toward any group.

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<sup>13</sup> The Ethics of the Teaching Profession, by Dr. Qadriya Muhammad Al-Bashri - Dar Al-Khaleej Publishing, 2011  
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5. Educating children/students about the positive aspects of social communication for self-expression, as well as the consequences of its misuse in ways that conflict with religious values and societal customs.
6. Providing supervisory and monitoring measures to protect children/students from any threats to their safety and security.

#### **Article (3-3-4): Ethics of the Director toward Persons with Disabilities<sup>14</sup>**

1. Leading by example, with the director serving as a role model in positive interactions with persons with disabilities.
2. Promoting a culture of respect and equality among all staff and students.
3. Establishing clear policies to ensure the inclusion of children and students with disabilities in academic and social activities.
4. Ensuring the provision of a prepared learning environment that meets the needs of students with disabilities, including the availability of psychological and social specialists to support them.
5. Providing necessary resources by allocating budgets and tools to guarantee the availability of assistive devices and equipment.
6. Supporting continuous training for educational staff to improve their skills in working with students with disabilities.
7. Ensuring fairness and equality, and preventing discrimination against persons with disabilities in access to education or assessment.
8. Maintaining the confidentiality of information related to children/students with disabilities and their families, handling their special needs and personal matters with sensitivity and respect.

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<sup>14</sup> Study: "Management of Private Educational Institutions: An Ethical Model for Dealing with People with Special Needs" Author: Dr. Sam Taabed Al-Hamid.

9. Building positive communication channels with parents/guardians, children/students, and relevant authorities to ensure the student's best interests.
10. Listening to the needs of children/students with disabilities and actively working to meet their requirements.

#### **Article (3-3-5): Ethics of the Director toward Parents / Guardians**

1. Providing parents/guardians with accurate information about their children's behavior and academic progress in a transparent and objective manner, in line with the best interests of the educational process.
2. Actively listening to suggestions and opinions from the Board of Trustees and parents/guardians, accepting constructive criticism, and utilizing it in decision-making and improving the educational process.
3. Informing parents/guardians and beneficiaries about the policies, regulations, laws, and rules governing the educational process
4. Involving parents/guardians in activities, exhibitions, and events that support children's and students' learning.
5. Documenting and fostering positive relationships between parents/guardians and staff.

#### **Article (3-3-6): Ethics of the Director toward the Community**

1. Respecting and promoting Islamic values and positive societal customs and traditions.
2. Respecting other educational institutions and refraining from any form of disparagement toward them.

3. Maintaining a proper and modest appearance in all social, cultural, and religious situations.
4. Engaging community members in the educational process through participation in activities and events
5. Involving the local community and parents/guardians in decision-making and providing opportunities for dialogue and discussion.
6. Collaborating with various community institutions and fostering a sense of citizenship and belonging to society.
7. Developing high-quality educational outcomes that meet the needs of the labor market.

#### **Article (3-4): Ethics of Professional Staff in Nurseries, Kindergartens, and Private Schools**

##### **Article (3-4-1): Ethics of Professional Staff toward Their Profession**

1. Working to serve the goals and objectives of the institution and to achieve the public interest.
2. Performing duties and tasks assigned with honesty, integrity, and professional accuracy, while avoiding the incorporation of personal interests into work.
3. Ensuring thorough knowledge of laws and regulations and applying them without violation, neglect, or overstepping.
4. Maintaining confidentiality of work-related information and not disclosing it.
5. Devoting official working hours to performing duties and responsibilities, and refraining from engaging in activities unrelated to official tasks.

6. Continuously striving to improve performance, develop professional skills, and stay updated on the latest developments in the field.
7. Providing suggestions to improve work methods, enhance performance, and help create a safe and suitable work environment.
8. Avoiding any actions or practices that violate proper Islamic morals and conduct.
9. Refraining from causing disruption or chaos within the institution by addressing sensitive political, religious, or social issues.
10. Respecting the rights and interests of others without exception, treating all individuals equally without discrimination based on race, gender, religion, political beliefs, social status, age, health, physical condition, or any other form of discrimination.
11. Maintaining a proper and modest appearance that reflects the values and customs of society.

#### **Article (3-4-2): Ethics of Professional Staff toward Their Supervisors**

1. Adhering to the instructions, directives, and guidance of their supervisors according to the administrative hierarchy.
2. Treating supervisors with respect and mutual trust.
3. Accepting supervisors' guidance with an open mind and benefiting from their opinions and constructive criticism.
4. Refraining from insulting or defaming supervisors or the employing institution, whether directly or through media channels.
5. Informing supervisors of any challenges encountered in the workplace in a transparent and objective manner.

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

1. Interacting with colleagues respectfully, politely, and honestly, maintaining friendly relationships without discrimination.
2. Respecting colleagues' privacy and refraining from exploiting any personal information to cause harm.
3. Collaborating with colleagues in the spirit of teamwork and proactively assisting them with professional and objective input.
4. Supporting colleagues whenever possible to resolve challenges they face, thereby enhancing work performance and improving the work environment.
5. Refraining from any unethical actions or practices that violate public morals or Islamic conduct.

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

1. Providing a safe and healthy environment that ensures the psychological, social, and physical well-being of children/students.
2. Respecting children/students and valuing their self-esteem without discrimination.
3. Refraining from using children's/students' personal information or secrets in any manner that violates the law or societal norms.
4. Avoiding any personal relationships based on self-interest.
5. Contributing to the establishment of security and reassurance among all members of the institution.
6. Not accepting gifts that could influence their relationship with children/students.

7. Avoiding any form of verbal abuse, psychological harm, or physical aggression.
8. Ensuring protection for children/students from any factors that may lead to misconduct or deviation.

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

1. Showing respect and appreciation by treating all persons with disabilities with dignity, avoiding any discriminatory behaviors or language, and recognizing their potential and abilities without judgment based on their disability.
2. Providing an accessible and well-prepared educational environment that meets their individual needs.
3. Respecting the privacy of personal and medical information of students with disabilities.
4. Handling all details related to their disability or special needs confidentially.
5. Providing necessary support to enhance their self-confidence and encourage active participation.
6. Ensuring non-discrimination in treatment or in the provision of services compared to others.

#### **Article (3-4-6): Ethics of Professional Staff toward Parents / Guardians**

1. Establishing relationships with parents/guardians based on transparency, honesty, and respect.
2. Accepting suggestions and opinions from parents/guardians and utilizing them to improve children's/students' learning and behavior assessment.

3. Interacting professionally with parents/guardians, understanding their circumstances, and maintaining the confidentiality of their information.
4. Providing parents/guardians with relevant data and information about their children's behavior and academic achievement according to approved regulations, supplying it in electronic or paper format, and sending it via official email.
5. Involving parents/guardians in the educational process to enhance children's/students' performance and strengthen positive relationships between the institution and parents/guardians.

#### **Article (3-4-7): Ethics of Professional Staff toward the Community**

1. Promoting Islamic values and positive societal customs and traditions.
2. Providing high-quality and innovative professional services that enhance community trust.
3. Participating in purposeful community activities.
4. Responding proactively to societal changes relevant to their field of work.
5. Collaborating with students in supporting internal and external community activities.

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

##### **Article (3-5-1): Ethics of the Teacher toward Their Profession**

1. Taking pride in their profession and preserving both their own dignity and the dignity of the teaching profession.
2. Serving as a positive role model through their performance inside and outside the educational institution.

3. Keeping up with changes and developments in the educational process.
4. Maintaining the confidentiality of matters related to their profession.
5. Refraining from exploiting their position for personal or financial gain.
6. Actively contributing to self-development, elevating their professional practice, and fostering creativity through continuous learning and staying informed about the latest developments in their field.
7. Maintaining a proper and modest appearance in accordance with national standards.
8. Demonstrating initiative, creativity, and innovation, and providing suggestions to improve students' learning.
9. Adhering to ideas and behaviors that reinforce the values, customs, and traditions of society.

#### **Article (3-5-2): Ethics of the Teacher toward Children / Students**<sup>15</sup>

1. Preparing children/students to assume responsibility and become active, responsible citizens in society.
2. Following consistent principles in dealings with all children/students.
3. Equipping children/students to become productive leaders within their institution and community.
4. Building close relationships with all children/students, welcoming their questions, allowing dialogue and discussion, and encouraging them to express their opinions with care and enthusiasm.
5. Demonstrating patience, firmness, emotional balance, and serving as a positive role model and ethical example through words and actions.

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<sup>15</sup> Code of Ethics for the Teaching Profession: Requirements and Implementation – Dr. Yahya Mohammed Al-Khabrani – Takween Publications: A World of Culture – Kingdom of Saudi Arabia  
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6. Accepting children/students from diverse social, economic, and religious backgrounds without discrimination.
7. Considering individual differences and providing care and support to children/students according to their needs.
8. Promoting mutual respect between themselves and children/students.
9. Maintaining the confidentiality of children's/students' information and using it solely to support the educational process.
10. Refraining from abuse through offensive language or any physical aggression
11. Maintaining a professional educational relationship with children/students and refraining from accepting personal gifts.
12. Providing a safe, engaging, and challenging learning environment through the use of modern teaching strategies and appropriate instructional methods.

### **Article (3-5-3): Teacher Ethics towards Persons with Disabilities**

1. Treat students with disabilities with respect and appreciation for their abilities.
2. Design and adapt learning activities and materials to meet students' needs, taking into account individual differences.
3. Use effective and appropriate communication methods, such as sign language or assistive technologies, when necessary.
4. Encourage and motivate students to build self-confidence and promote active participation in the classroom.
5. Treat all students without discrimination and ensure that students with disabilities have equal opportunities for learning and development.

6. Engage in continuous learning about strategies for teaching students with disabilities and attend training courses and workshops to improve teaching and interaction skills.
7. Respect the privacy of information related to students' disabilities or personal circumstances.
8. Foster positive relationships with students and their parents, based on respect, cooperation, and efforts to strengthen social bonds between students with disabilities and their peers.

#### **Article (3-5-4): Teacher Ethics towards Colleagues**

1. Uphold reason and objectivity in dealings with administration and colleagues.
2. Respect colleagues, maintain good relationships with them, and work in a spirit of teamwork.
3. Support colleagues professionally and academically by sharing knowledge and experiences.
4. Appreciate the efforts of others and acknowledge their contributions to the success of the educational process.
5. Assist colleagues in accomplishing shared tasks or facing professional challenges.
6. Commit to transparency, honesty, and integrity in interactions with colleagues, avoiding professional jealousy or unfair competition.
7. Promote a positive work environment and contribute to creating an atmosphere of understanding and respect within the educational institution, avoiding negative behaviors such as discrimination or bias against specific colleagues.

8. Respect professional and personal privacy, maintaining the confidentiality of any information related to colleagues and refraining from disclosing it.
9. Adhere to educational principles and act as a role model, reflecting positive values within the institution.

#### **Article (3-5-5): Teacher Ethics towards Parents**

1. Establish relationships with parents based on transparency, honesty, integrity, and respect.
2. Provide parents with accurate information regarding their children's behavior, academic achievement, and progress in accordance with approved regulations.
3. Align the teacher's educational role with the family's role in raising and educating children.
4. Understand parents' privacy and maintain the confidentiality of their personal matters.
5. Collaborate with parents to enhance the academic level of their children.

#### **Article (3-5-6): Teacher Ethics towards Society**

1. Respect and promote religious and moral values, as well as Arab and Qatari traditions.
2. Contribute to the development and advancement of society.
3. Meet society's aspirations by providing continuous, innovative, and high-quality learning that fosters public trust.
4. Connect educational and training content to the interests, aspirations, and values of the community.

5. Preserve the standing of the educational institution and its active role in society.
6. Participate in various community activities that contribute to societal development and progress.
7. Keep up with societal changes in ways that continuously benefit professional practices.

### **Article (3-6): Child / Student Ethics in Nurseries, Kindergartens, and Private Schools**

#### **Article (3-6-1): Student Ethics**

1. Respect Islamic religion, as well as the customs and traditions of Qatari society.
2. Adhere to positive behaviors and interact with everyone with kindness and respect.
3. Be aware of and comply with the rules and behavioral assessment policies of the institution.
4. Maintain an appropriate and modest appearance that aligns with societal values and traditions.
5. Interact and participate positively with peers during institutional activities.
6. Preserve the institution's property and ensure the safety of its facilities and equipment.
7. Respect the rights and opinions of others, regardless of their gender, religion, beliefs, color, origin, or any other grounds for discrimination.
8. Maintain the confidentiality of information related to teachers and peers and refrain from using it for any purpose.

### **Article (3-6-2): Student Ethics towards Peers with Disabilities**

1. Treat peers with disabilities with kindness and respect, avoiding any behavior that may upset or discriminate against them, negatively affecting their feelings or self-esteem.
2. Provide support when needed, whether in academic or social activities, and collaborate with peers with disabilities to promote teamwork and build friendships.
3. Encourage peers with disabilities to participate in activities and work to remove any psychological barriers that may hinder communication with them.
4. Recognize and respect the needs of peers with disabilities, listen attentively, and demonstrate patience and understanding.
5. Avoid bullying or mocking, refraining from any form of verbal, physical, or social harassment.
6. Respect the privacy of peers with disabilities and refrain from intruding into their personal lives or health matters.

### **Article (3-7): Parent Ethics in Nurseries, Kindergartens, and Private Schools**

#### **Article (3-7-1): Parent Ethics**

1. Educate children on the importance of learning and the necessity of respecting those responsible for the educational process.
2. Demonstrate positive behaviors and interact respectfully with staff and members of nurseries, kindergartens, and private schools.
3. Maintain an appropriate and modest appearance when visiting the institution.
4. Refrain from exploiting professional positions or social status to pressure or influence the institution's decisions.

5. Cooperate with the school in providing necessary information regarding their children's specific needs.
6. Participate in awareness programs organized by the school regarding the care and inclusion of children with special needs.

#### **Article (3-7-2): Parent Ethics towards Persons with Disabilities**

1. Treat persons with disabilities with respect and appreciation, whether they are students or staff members in the institution.
2. Promote a culture of acceptance and equality among children towards peers with disabilities, instilling values of cooperation, assistance, and respect in children's behavior inside and outside school.
3. Build positive relationships with parents of students with disabilities to enhance joint cooperation.
4. Encourage children to use positive and respectful language when talking about peers with disabilities.
5. Refrain from prying or asking inappropriate questions about a disability and respect the privacy of information related to them or their families.
6. Cooperate with the school in providing necessary information regarding their children's specific needs.
7. Participate in awareness programs organized by the school to support the empowerment of persons with disabilities.

#### **Article (3-8): Board of Directors / Trustees Ethics in Nurseries, Kindergartens, and Private Schools**

1. Support the institution in achieving its vision and objectives.
2. Actively participate in board meetings regularly.
3. Work on finding appropriate solutions to challenges facing the institution and parents.

4. Supervise the overall educational performance of the institution and propose methods to enhance its effectiveness.
5. Maintain the confidentiality of information and data related to the institution.

#### **Article (3-9): Ethics of an Educational Institution towards Other Educational Institutions**

1. Respect professional competition and adhere to laws and professional standards that ensure fairness, refraining from unethical practices that may harm the reputation or interests of another educational institution.
2. Promote cooperation and partnership, and work on developing positive and constructive relationships with other institutions to achieve common educational objectives.
3. Respect privacy and intellectual property, refraining from using another institution's educational materials or programs without prior permission.
4. Commit to transparency and integrity, providing accurate and truthful information about the institution and its educational services without undermining other institutions.
5. Foster a spirit of educational collegiality, respect the efforts of staff in other institutions, and appreciate their achievements.

## Chapter Four: Digital Conduct Ethics in Nurseries, Kindergartens, and Private Schools

### Article (4-1): Importance of Digital Conduct

1. Promote positive relationships through effective communication and mutual respect.
2. Avoid digital conflicts and refrain from abusive or provocative behaviors.
3. Enhance productivity by using digital tools to achieve meaningful objectives.
4. Create a safe digital environment that respects everyone's rights and supports the ethical use of technology.

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

All members of nurseries, kindergartens, and private schools are required to adhere to a set of ethical principles and positive behaviors when using digital learning tools. Institutions must establish clear policies for the use of electronic devices and the internet to ensure the following:

1. Provide a safe digital learning environment and protect the personal data of all members and staff of the educational institution.
2. Interact respectfully with all members and staff of the institution, as well as anyone participating in the distance learning environment, avoiding mockery, cyberbullying, or verbal abuse on digital platforms.
3. Comply with the rules set by the educational institution, follow instructions during virtual sessions, and use educational tools and platforms for academic purposes only.
4. Respect the privacy of others and refrain from intruding into their information or personal data.

5. Avoid using offensive language or inappropriate expressions during discussions or comments.
6. Report any inappropriate content or abusive digital behavior on educational platforms.
7. Take cyberbullying or digital misconduct seriously and do not tolerate it.
8. Adhere to appropriate and modest attire during online meetings, in accordance with regulations set by the Ministry of Education and Higher Education.
9. Immediately report any cases of cyberbullying or harassment that they experience or witness.
10. Provide awareness programs for students, teachers, and parents about the dangers of cyberbullying and how to address it.

## **Chapter Five: Monitoring and Review**

### **Article (5-1): Procedures for Monitoring, Reviewing, and Updating the Charter**

The Department of Private Education at the Ministry of Education and Higher Education conducts continuous review and improvement of policies, guidelines, procedures, and practices related to the professional and ethical charter of private educational institutions. The procedures include the following:

- **Data Collection and Feedback Monitoring:** This may involve conducting surveys or focus groups with members of nurseries, kindergartens, and private schools to gather information on the effectiveness and fairness of the professional and ethical charter of private educational institutions.
- **Charter Review:** A working team composed of staff and other stakeholders will review the charter in light of the collected data and feedback. They will assess whether the charter achieves its intended objectives and whether the prescribed procedures are fair and equitable.
- **Providing Recommendations for Change:** Based on the review results, the working team will offer recommendations and proposals for changes or updates to the charter's content. These recommendations may include reviewing, modifying, deleting, or adding specific provisions and procedures.
- **Implementation of Changes:** Once the recommendations are approved, the changes to the charter will be implemented by the relevant staff and communicated to all stakeholders.
- **Continuous Monitoring:** The implementation of the charter provisions will be continuously monitored to ensure consistent and effective application. The review process will be repeated periodically every two years or following any emergency or incident that affects the quality of

the charter's application, ensuring that the provisions are adapted to new developments.

## **Chapter Six: Duties and Responsibilities of Charter Administrators**

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

- Prepare and develop the professional and ethical charter for nurseries, kindergartens, and private schools based on social and educational changes, ensuring that it reflects best educational and ethical practices.
- Participate in disseminating the professional and ethical charter through media and educational campaigns, including newsletters, websites, and social media platforms.
- Organize workshops and seminars to explain the importance of the charter and how to implement it, in coordination with relevant departments within the sector.
- Supervise the implementation of the professional and ethical charter in nurseries, kindergartens, and private schools through the oversight departments within the sector.
- Monitor violations in nurseries, kindergartens, and private schools that contradict the provisions of the professional and ethical charter, and apply sanctions according to the severity of the violation by the relevant department of the Private Education Sector.
- Follow up on the implementation of corrective measures within the institution to ensure compliance with the charter's provisions.
- Support the charter with a set of regulations and rules that define penalties in cases of non-compliance with ethical standards.
- Recognize and honor nurseries, kindergartens, and private schools that comply with the professional and ethical charter.

- Conduct periodic evaluations to review the effectiveness of the charter in improving the work and learning environment, and provide recommendations for performance improvement.

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

- Organize introductory meetings and workshops for all members to explain the contents of the professional and ethical charter and its importance in the educational and training environment.
- Create an educational and training environment that fosters commitment to professional and ethical values through mutual respect, transparency, and integrity.
- Monitor the performance of all members and assess their adherence to the professional and ethical charter using various methods, such as direct observation, surveys, and self-assessment.
- Address ethical and professional violations promptly and firmly, applying appropriate sanctions in accordance with rules and regulations, with reference to the relevant department in the Private Education Sector.
- Implement corrective measures to address deficiencies that led to violations of the professional and ethical charter by nurseries, kindergartens, or private schools.
- Recognize and honor individuals who demonstrate clear commitment to the professional and ethical charter, providing certificates of appreciation for their efforts.

## **Chapter Seven: Final Provisions**

### **Article (7-1): Final Provisions of the Ethical Charter for Nurseries, Kindergartens, and Private Schools**

- **Fairness and Transparency:** The final provisions of the professional and ethical charter for private educational institutions ensure that the charter is fair, transparent, and compliant with all relevant laws and regulations.
- **Acceptance of the Charter:** Acceptance of the charter is confirmed by signing a commitment to receive the charter both electronically and in printed form. By doing so, nurseries, kindergartens, and private schools are considered to have agreed to the provisions and articles of the charter.
- **Review and Amendment:** The charter may be reviewed and amended from time to time in accordance with developments by the Ministry.
- **Compliance with Laws and Regulations:** The charter must comply with all applicable laws and regulations of the Ministry of Education and Higher Education, including those related to employee rights and data privacy.
- **Implementation of the Charter:** The professional and ethical charter must be implemented in nurseries, kindergartens, and private schools consistently and fairly, ensuring that all staff receive the necessary services according to their roles and responsibilities.
- **Confidentiality:** The charter must ensure the confidentiality of employee records and information in accordance with relevant laws and regulations.
- **Notification of Changes:** The Private Education Sector must notify nurseries, kindergartens, and private schools of any changes to the charter in a timely manner.

- **Compliance with the Charter:** The Private Education Sector reserves the right to enforce all regulations and laws related to non-compliance with the charter's provisions.
- **Final Decision:** The final decision regarding the approval of the charter lies within the authority of the Ministry.

## Conclusion

The Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools is a fundamental document aimed at promoting the values and principles that govern the educational process. It provides an organizational and ethical framework that guides staff in the private education sector toward achieving a unified vision focused on delivering high-quality education, preparing generations capable of facing future challenges, and serving society.

This charter emphasizes that education is not merely a profession but a noble mission that requires a deep commitment to human and ethical values. It calls upon all stakeholders and members of the educational institution—including children, students, administrators, staff, and teachers—to adopt professional practices based on responsibility, excellence, quality, innovation, effective communication, and mutual respect. It also highlights the importance of coordinated efforts among nurseries, kindergartens, private schools, and their personnel to ensure a safe and supportive learning environment that meets the needs of all students.

The charter underscores that adherence to professional and ethical principles extends beyond the institution itself, encompassing relationships with boards of trustees, parents, the community, and other educational institutions. It calls for constructive cooperation among all parties, respect for professional competition, and fostering a spirit of educational collegiality that strengthens solidarity and achieves shared educational objectives.

In conclusion, the Professional and Ethical Charter serves as a comprehensive reference for all staff in nurseries, kindergartens, and private schools, forming a cornerstone for achieving an educational environment characterized by excellence and creativity. Commitment to this charter is both an ethical and professional duty, contributing to a pioneering educational vision and emphasizing the importance of preparing aware and capable generations to actively participate in shaping the future.

Recognizing the significance of this charter, we call upon everyone to implement it with responsibility and dedication, so that together we can elevate the level of private education in the State of Qatar and fulfill our noble mission of preparing generations capable of making a positive difference in their communities and building a better future.

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## Appendices

### Charter Agreement

#### (For Employees of Nurseries, Kindergartens, and Private Schools)

I, the undersigned, hereby acknowledge that I have reviewed the Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools in the State of Qatar, including all its definitions, principles, objectives, and professional ethics. I pledge to adhere to all its provisions, maintaining the dignity of my position. I understand that any violation of this charter will make me fully accountable under legal and disciplinary regulations. This acknowledgment is confirmed by my signature below.

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Notes or Inquiries

For any notes or inquiries, please contact the Office of the Assistant Undersecretary for Private Education Affairs via email:

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