

Second Edition 2025

**The Professional and Ethical Charter for Nurseries,
Kindergartens, and Private Schools
Ministry of Education and Higher Education
State of Qatar**

The 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, and the Arabic version is considered the main reference for the charter.

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Document Summary

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

-Version: Second Edition – V.02

-Type of Document: Charter

-Summary: The professional and ethical charter targets nurseries, kindergartens, and private schools. It focuses on commitment to ethical and professional principles related to the educational and pedagogical process, with emphasis on respecting and accepting differences among others, which leads to promoting good morals and making them the prevailing behaviour among all members of society in the State of Qatar.

-Last Review/Update: September 2025

-Applies to: Nurseries, kindergartens, and private schools licensed by the Private Education Affairs Sector of the Ministry of Education and Higher Education, including private nurseries and private schools/kindergartens.

-Owner: Private Education Affairs Sector

Introduction

Professional ethics in the field of education are among the most influential factors on the behaviours of those concerned and affiliated with it, as they form a regulatory deterrent and a guide for their conduct. These ethics have their own specificity, and adherence to them is necessary and obligatory, as all those working in this field must abide by them, since they are among the foundations of their dealings, organization of their affairs, and behaviours.

The extent of belonging of stakeholders to their profession is determined by the degree of their commitment to the rules of that profession and their observance in all circumstances and situations, according to the standards of the profession they practice and the sanctity of its mission. They base their work, conduct, and practices on solid ethical frameworks, as they deal with groups that form the nucleus of change, development, and progress in their societies.

In this context, the Private Education Affairs Sector at the Ministry of Education and Higher Education was keen to benefit from the ethical charter for educators in the State of Qatar, and to prepare an updated version specific to the private sector: “The Professional and Ethical Charter for Nurseries, Kindergartens, and Private Schools – Second Edition 2025.”

This charter organizes the relationship between all parties of the educational process, urging them to adopt ethical policies and laws and positive behaviours derived from the authenticity of Qatari society, the noble Islamic religion, and the Universal Declaration of Human Rights.

Through the application of this charter, the Private Education Affairs Sector aims to elevate professional ethics, regulate behaviours, and enhance the spirit of responsibility and

accountability for commitment to ethical and professional principles related to the educational and pedagogical process. It also emphasizes the importance of respecting others and values and raising awareness among educators about their profession and its status in building generations and anticipating the future, thereby promoting good morals and making them the prevailing behavior among all members of society in the State of Qatar.

This charter (Second Edition 2025) comes after the evaluation of the “Ethical Charter” (First Edition 2022), which was well received in the educational field. This edition is updated by including private nurseries, strengthening ethics towards children and students with disabilities, and regulating the ethics of using digital technology in the educational environment.

May God grant success...

Private Education Affairs Sector

Chapter One: Terminology and Related Policies

Article (1-1) Terminology

1. **Charter** ○ *Linguistically:* A covenant.
 - *Technically:* A covenant between two or more parties that a person commits to in thought and behaviour before God Almighty, towards himself and others, and which entails duties and rights for the concerned parties.
2. **Professional Staff**
 - Any employee or worker in nurseries, kindergartens, and private schools such as supervisor, specialist, administrative officer, teaching assistant, nursery caregiver, or others whose job requires direct or indirect interaction with children/students.
3. **Behavior**
 - Everything issued by an individual in terms of words and physical or verbal actions, explicit or symbolic, during interaction with others in different situations.
4. **Teacher**
 - One who possesses the minimum required academic qualifications to teach at a certain level of education in a given country; usually these qualifications are connected to the subject(s) taught to students.
5. **Nurseries**
 - Any place designated for caring for children under four years of age, including nurseries attached to or affiliated with private schools, licensed by the Ministry.
6. **Private Schools and Kindergartens**
 - Any non-governmental institution whose primary mission is to provide education at various educational stages, starting from kindergarten up to the end of secondary school.
7. **Persons with Disabilities**
 - All those who suffer from 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, a child, or a group of children against another child, or deliberately and repeatedly harassing him. Bullying may take multiple forms such as spreading rumors, threats, physical or verbal attacks, isolating a child with the intent to harm, or other unnoticed actions whether verbal or electronic.

9. Digital Conduct

- Ethical and responsible behaviors and practices carried out by individuals while using technology and the internet. This conduct reflects respect for others, keenness to make optimal use of digital tools in ways that promote positive values, respect everyone's rights, and contribute to creating a safe and inclusive electronic environment.

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

The professional and ethical charter has been prepared in alignment with local legislation and international charters and reports that aim to enhance 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 on the organizational structure of the Ministry of Education and Higher Education
- Cabinet Decision No. (18) of 2020 issuing the Charter of Conduct and Integrity of Public Employees
- Convention on the Rights of the Child under Decree No. (54) of 1995, amended by Decree No. (35) of 2010
- Convention on the Rights of Persons with Disabilities (United Nations)
- 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 Members of the Ministry of Education and Higher Education

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

Article (1-2) Objectives of the Charter

1. Strengthening employees' commitment to their mission and profession, elevating it, and contributing to community development.
2. Consolidating human relations and bonds among employees and society at large.
3. Raising employees' awareness of their profession and their role in building generations and anticipating the future.
4. Urging employees to adhere to the institutional values of the Ministry of Education and Higher Education and translate them into professional conduct.
5. Establishing professional ethics as principles applied inside and outside nurseries, kindergartens, and private schools, and rooting them as role models to be emulated.
6. Ensuring the quality of the educational and training process by raising the professional performance level of workers and providing a safe and motivating educational and training environment that contributes to achieving the goals of education and learning.

Article (2-2) Stakeholders Addressed by the Charter

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, which include:

- Private nurseries
- Private schools and kindergartens

The following categories are targeted by its application:

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

Chapter Three: Controls and Provisions

The professional and ethical charter in the State of Qatar is based on the institutional values of the Ministry of Education and Higher Education in line with the Ministry's strategy, namely: **Responsibility – Excellence – Quality – Innovation – Effective Communication.**

Value	Explanation
Responsibility	A moral commitment to a task or assignment, ensuring it is carried out in the best possible way. It expresses the individual's dedication to a specific duty and his keenness to perform it optimally.
Excellence	The ability to deliver high levels of performance in certain fields of education and achieve superiority over usual standards through innovation and continuous improvement.
Quality	Achieving high standards of education, ensuring that educational outputs meet the needs of contemporary society, and contributing to the development of individuals and society alike.
Innovation	A continuous process of renewal or development of educational methods and tools that improve learning and enhance learners' ability to acquire new knowledge and skills.
Effective Communication	An interaction style that achieves constructive communication among all parties of the educational process, relying on clarity of message, good understanding of content, active listening, and the use of various communication means and technology.

Article (2-3) Ethics of the Owner / License Holder towards the Ministry

1. Commitment to the laws, regulations, and policies issued by the Ministry of Education and Higher Education.
2. Commitment to implementing regulations and laws that guarantee employees' rights.
3. Providing qualified educational staff to ensure the delivery of distinguished educational services to children/students.
4. Ensuring the availability of a comprehensive educational and pedagogical service that achieves balance between financial return and the quality of educational services provided.
5. Commitment to all requirements and services that must be provided, in accordance with the agreement concluded between the administration and the parent.
6. Payment of employees' financial entitlements (salaries) according to the terms of the contract signed between the two parties.
7. Commitment to providing a safe and healthy educational environment that complies with the teachings of our noble Islamic religion and with local laws and requirements.
8. Not exploiting the institution during holidays and official vacations for other purposes.

Article (3-3) Ethics of the Principal of Nurseries, Kindergartens, and Private Schools Article (1-3-3) Ethics of the Principal towards his Profession

1. Commitment to the laws, regulations, policies, and bylaws issued by the Ministry of Education and Higher Education.
2. Providing a high example of professional and functional discipline and ethical commitment inside and outside the institution.
3. Dealing professionally and humanely with members of the professional community based on mutual respect.
4. Commitment to providing the necessary educational services in accordance with the agreement concluded between the parent and the institution.

5. Performing professional duties in the best possible manner while observing religious values, customs, traditions, and professional ethics.
6. Ensuring the appropriateness and suitability of all activities and learning resources (main and supportive) used in the educational process with religious values and the customs and traditions of society.
7. Commitment to the approved curriculum and educational plans, and providing a safe and healthy educational environment that complies with local laws and requirements.
8. Taking all necessary measures to ensure the safety of enrollees and educational staff.
9. Applying accreditation and comprehensive quality standards in administration and various educational practices to build high-quality outcomes.
10. Ensuring the instillation of noble values and principles in children and students that align with the state's values and traditions, and respect for national symbols and everything supported by the state in the educational field.
11. Managing the educational institution in a democratic manner whereby everyone participates and cooperates in decision-making and contributes to providing proposals and recommendations that help overcome educational challenges.
12. Avoiding personal relationships aimed at achieving self-interest.
13. Providing a healthy and safe educational environment based on trust, mutual respect, and cooperation.
14. Preserving the confidentiality of information related to enrollees and professional staff, and using it solely for professional purposes in accordance with educational policies and administrative regulations.
15. Commitment to credibility and transparency in presenting facts, data, and statistics related to nurseries, kindergartens, private schools, and enrolled professional staff.
16. Not accepting personal gifts that may affect the course of the educational process.
17. Avoiding participation in unprofessional practices that may divert the educational process from its proper path.
18. Commitment to appropriate and modest general appearance as followed in the state.
19. Maintaining the health of the community within the facility, by providing all necessary health and preventive services.

Article (2-3-3) Ethics of the Principal Toward His/her Staff

1. Meeting the needs of professional staff members for professional development, a stimulating work environment, and diverse services.
2. Respecting the viewpoints of professional staff members on various educational issues, not ignoring or belittling them, and accepting constructive criticism aimed at developing the educational process.
3. Considering the social, health, and psychological circumstances of professional staff members and attempting to cooperate with them to solve their problems in all possible ways.
4. Treating everyone with respect, appreciation, and affection, without discrimination or favouritism towards any particular person or group.
5. Ensuring job security for employees by applying clear regulations and laws that guarantee their rights and refraining from using threats or psychological pressure.
6. Establishing a system of material and moral incentives according to systematic standards and principles to encourage professional staff members and utilize their potential.
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 disciplinary action
9. Adherence to the stipulated standards during recruitment and contract termination and refraining from using personal whims.
10. Expressing the administration's opinion on various educational and pedagogical issues, discussing it, and comparing it with the professional staff's opinion.

Article (3-3-3) – Principal’s Ethics towards Children/Students

1. Instilling Islamic values, the tolerant teachings of the religion, national identity, and positive customs and traditions with the aim of creating a conscious and faithful generation.
2. Promoting constructive practices among children/students through activities, participation, and external visits.
3. Connecting students to their community by encouraging them to volunteer in various community activities to instill a culture of volunteering and taking responsibility in different situations whenever possible.
4. Providing distinguished educational services to all children/students without discrimination or favoritism towards one group at the expense of another.
5. Raising awareness among children/students about the positive aspects of social communication in expressing themselves positively and the consequences of using it in a way that contradicts religious values and community customs.
6. Providing supervisory and monitoring mechanisms that support the protection of children/students from any threat to their security and safety.

Article (4-3-3) The Principal's Ethics Towards Persons with Disabilities

1. Lead by example and be a role model in positive interaction with persons with disabilities.
2. Promote a culture of respect and equality among all staff and students.
3. Establish clear policies to ensure the inclusion of children and students with disabilities in academic and social activities.
4. Ensure the provision of an accessible learning environment that meets the needs of persons with disabilities and guarantee the presence of psychologists and social workers to assist them.
5. Provide the necessary resources by allocating budgets and resources to ensure the provision of assistive devices and equipment.

6. Support the continuous training of teaching staff to improve their skills in dealing with students with disabilities.
7. Ensure fairness and equality and ensure that there is no discrimination against persons with disabilities in educational opportunities or assessment.
8. Maintain the confidentiality of information pertaining to children and students with disabilities and their families, and deal sensitively and respectfully with their special needs and personal affairs.
9. Build positive communication channels with the parents of children and students, and relevant authorities to ensure the best interests of the student are served.
10. Listen to the needs of children and students with disabilities and work to meet their requirements.

Article (5-3-3) Principal's Ethics Towards Parents

1. Providing parents with accurate information about their children's behavior and academic progress in a transparent and objective manner, as required by the best interests of the work.
2. Being keen to listen to the suggestions and opinions of the Board of Trustees and parents, accepting constructive criticism, and utilizing it in decision-making and developing the educational process.
3. Informing parents and beneficiaries of the policies, regulations, laws, and systems that govern the educational process.
4. Involving parents in various activities, exhibitions, and events that support the learning of children/students.
5. Fostering positive relationships between parents and staff.

Article (6-3-3) Principal's Ethics Towards the Community

1. Respecting and promoting Islamic values and positive community customs and traditions.
2. Respecting other educational institutions and refraining from any form of offense against them.

3. Maintaining a dignified and modest appearance in all social, cultural, and religious situations.
4. Engaging community members in the educational process through their participation in activities and events.
5. Involving the local community and parents in decision-making and fostering dialogue and discussion.
6. Cooperating with various community institutions and cultivating a spirit of citizenship and belonging to the community.
7. Developing high-quality educational outcomes that meet the needs of the labor market.

Article (4-3) Ethics of Professional Staff in Nurseries, Kindergartens, and Private Schools Article (1-4-3) Professional Staff Ethics Towards Their Profession

1. To work towards serving the establishment's goals and objectives and achieving the public interest.
2. To perform their job duties and assigned tasks with honesty, integrity, and professional accuracy; and to avoid introducing personal interests into the work environment.
3. To be familiar with laws and regulations and to apply them without any transgression, violation, or negligence.
4. To maintain the confidentiality of work secrets and not to disclose them.
5. To dedicate official working hours to performing job duties and responsibilities and not to engage in any activity unrelated to their official duties.
6. To continuously strive to improve their performance, develop their professional capabilities, and stay informed about the latest developments in their field.
7. To submit proposals to improve work methods, raise the level of performance, and help provide a safe and suitable work environment.
8. To refrain from any actions, practices, or activities that violate Islamic ethics and proper conduct.

9. To avoid causing confusion and chaos within the establishment by addressing sensitive political, religious, or social issues
10. Respect the rights and interests of others without exception, and treat them without discrimination based on race, gender, religious or political beliefs, social status, age, health or physical condition, or any other form of discrimination.
11. Adhere to a suitable and modest public appearance that respects the values and customs of society.

Article (2-4-3) Professional Staff Ethics towards their Superiors.

1. Comply with the orders, directives, and instructions of their superiors according to the administrative hierarchy.
2. Treat their superiors with respect and mutual trust.
3. Accept the directives of their superiors with an open mind and benefit from constructive opinions and criticism.
4. Refrain from defaming or slandering their superiors or the entity they work for, whether directly or through the media.
5. Inform their superior of any challenges they face in the workplace transparently and objectively.

Article (3-4-3) Professional Staff Ethics Towards Colleagues

1. Treat colleagues with respect, courtesy, and honesty, and maintain friendly relationships without discrimination.
2. Respect the privacy of colleagues and do not exploit any information related to their private lives with malicious intent.
3. Cooperate with colleagues in a spirit of teamwork and proactively offer professional and objective assistance with their opinions.
4. Support colleagues whenever possible to solve problems they face in order to improve work performance and the work environment.

5. Refrain from any unethical behaviour, practices, or actions that violate public morals and Islamic conduct.

Article (4-4-3) Professional Staff Ethics Towards Children/Students

1. Provide a safe and healthy environment that ensures the psychological, social, and physical well-being of children/students.
2. Respect and value the child/student without discrimination.
3. Do not use information or secrets pertaining to children/students in any manner that violates the law and societal norms.
4. Do not establish any individual relationships based on personal interest.
5. Contribute to maintaining security and tranquillity among all members
6. Refrain from accepting gifts that could negatively impact their relationship with children/students.
7. Avoid using offensive language or engaging in psychological or physical abuse.
8. Ensure the protection of children/students from any factors that could lead them astray.

Article (5-4-3) Professional Staff Ethics towards Persons with Disabilities

1. Respect and appreciate all persons with disabilities, treating them with dignity and respect, avoiding any discriminatory behaviour or language, and appreciating their potential and abilities without judging them based on their disability.
2. Provide an accessible and suitable learning environment to meet their individual needs.
3. Respect the privacy of the personal and medical information of students with disabilities.
4. Handle any details related to their disability or special needs confidentially.
5. Provide the necessary support to enhance their self-confidence and encourage their active participation.

6. Ensure that they are not discriminated against in treatment or in the provision of services.

Article (6-4-3) Professional Staff Ethics Towards Parents

1. Establishing relationships with parents based on transparency, honesty, and respect.
2. Accepting and utilizing parents' suggestions and opinions to improve children's/students' learning and behaviour.
3. Dealing professionally with parents, understanding their specific circumstances, and maintaining their confidentiality.
4. Informing parents of data and information related to their children's behaviour and academic achievement in accordance with approved regulations, providing them with an electronic or hard copy, and sending it via official email.
5. Involving parents in the educational process in a way that improves children's/students' performance and strengthens positive relationships between the institution and parents.

Article (7-4-3) Professional Staff Ethics Towards the Community

1. Developing Islamic values and positive societal customs and traditions.
2. Providing distinguished and innovative professional services that contribute to enhancing community trust.
3. Participating in various purposeful community activities.
4. Interacting with societal changes in their field of work
5. Collaborate with participants in supporting internal and external community activities.

Article (5-3) Teacher Ethics in Nurseries, Kindergartens, and Private Schools

Article (1-5-3) Teacher Ethics Towards Their Profession

1. To take pride in their profession and preserve their dignity and the dignity of their profession.
2. To set a positive example in their work performance within and outside the educational institution.
3. To keep abreast of changes in the educational process.
4. To maintain the confidentiality of matters related to their profession.
5. To refrain from exploiting their position for personal or financial gain.
6. To contribute effectively to self-development, professional advancement, and creativity through continuous learning and staying informed about the latest developments in their field of specialization.
7. To adhere to the appropriate and modest public appearance customary in the country.
8. To demonstrate initiative, creativity, and innovation, and to offer suggestions for improving student learning.
9. To commit to ideas and behaviors that promote the values, customs, and traditions of society.

Article (2-5-3) Teacher Ethics Towards Children/Students

1. To prepare the child/student to bear responsibility so that they become a good and active citizen in society
2. Adhering to consistent principles in his dealings with all children/students.
3. Preparing children/students to be productive leaders in their institution and community.
4. Building a close relationship with all children/students, welcoming their inquiries, and allowing dialogue, discussion, and the expression of their opinions with care and enthusiasm.
5. Being patient, firm, and emotionally balanced, and being a good role model for the children/students, and an exemplary moral figure in his actions and words.

6. Accepting children/students from different social, economic, and religious backgrounds and not discriminating among them.
7. Considering individual differences and providing care and support to children/students according to their needs.
8. Promoting mutual respect between himself and the children/students.
9. Maintaining the confidentiality of children's/students' information and using it in a way that serves the educational process.
10. Refraining from abuse by using obscene language or any physical assault.
11. Dealing with children/students in an educational manner and not accepting personal gifts.
12. Providing a safe, attractive, and challenging learning environment by using modern teaching strategies and selecting appropriate teaching 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 educational activities and materials to meet students' needs and consider individual differences.
3. Use effective and appropriate communication methods, such as sign language or assistive technologies, if necessary.
4. Encourage and motivate students to enhance their self-confidence and encourage their active participation in class.
5. Treat all students without discrimination and ensure that persons with disabilities have equal opportunities for learning and development.
6. Continuously learn about strategies for teaching persons 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 a positive relationship with students and parents, based on respect and cooperation, and work to strengthen social bonds between students with disabilities and their peers.

Article (4-5-3) Teacher Ethics towards Colleagues

1. Maintain reason and objectivity in dealing with administration and colleagues.
2. Respect colleagues, maintain good relationships with them, and work as a team.
3. Help colleagues professionally and academically by sharing experiences
4. Appreciate the efforts of others and acknowledge their contributions to the success of the educational process.
5. Support colleagues in accomplishing shared tasks or facing professional challenges.
6. Commit to transparency and honesty, deal truthfully with colleagues, and avoid professional jealousy or unfair competition.
7. Foster a positive work environment and contribute to creating an atmosphere of understanding and respect within the educational institution, avoiding negative behaviours such as discrimination or bias towards specific colleagues.
8. Respect professional and personal privacy, maintain the confidentiality of any information pertaining to colleagues, and refrain from disclosing it.
9. Adhere to the educational spirit and act as a good role model, reflecting the educational values within the institution.

Article (5-5-3) Teacher Ethics Towards Parents

1. Establishing relationships with parents based on transparency, honesty, integrity, and respect.
2. Providing parents with accurate information about their children's behavior, academic achievement, and academic progress in accordance with the approved regulations.

3. Integrating the teacher's mission with the family's mission in raising and educating children.
4. Understanding the parent's privacy and maintaining confidentiality.
5. Cooperating with parents to raise their children's academic level.

Article (6-5-3) Teacher Ethics Towards Society

1. Respecting and promoting religious and moral values, and Arab and Qatari traditions.
2. Contributing to the development and progress of society.
3. Meeting the community's aspirations for continuous, innovative, and high quality learning that contributes to gaining the community's trust.
4. Linking educational and training materials to the community's interests, aspirations, and values.
5. Maintaining the institution's standing and its active role in society.
6. Participating in various community activities that contribute to the development and progress of society
7. Keeping up with societal changes in a way that continuously benefits his professional practices.

Article (6-3) Child/Student Ethics in Nurseries, Kindergartens, and Private Schools Article (1-6-3) Student Ethics

1. Respect for the Islamic religion and the customs and traditions of Qatari society.
2. Adherence to positive behaviours and treating everyone with kindness and respect.
3. Familiarity with and compliance with the institution's rules and behavioural assessment policies.

4. Adherence to an appropriate and modest appearance that respects the values and customs of society.
5. Positive interaction and participation with peers during the institution's activities.
6. Preservation of the institution's property and ensuring the safety of its facilities and equipment.
7. Respect for the rights and opinions of others, regardless of their gender, religion, beliefs, colour, origin, or any other reason for discrimination.
8. Maintaining the confidentiality of information belonging to teachers and peers and not using it for any reason.

Article (2-6-3) Student Ethics towards peers with disabilities

1. Treat your colleagues with disabilities with love and respect and avoid any behaviour that is dismissive or discriminatory and negatively affects their feelings or self-esteem.
2. Provide support when needed, whether in academic or social activities, and cooperate with colleagues with disabilities to promote teamwork and build friendships.
3. Encourage your colleagues 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 your colleagues with disabilities, listen attentively to them, and show patience and understanding.
5. Avoid bullying or ridicule and refrain from any form of bullying, whether verbal, physical, or social.
6. Respect the privacy of your colleagues with disabilities and do not intrude on their personal lives or health conditions.

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

Article (1-7-3) Parent Ethics

1. Raising awareness among children about the importance of education and the necessity of respecting those involved in the educational process.

2. Demonstrating positive behaviours and treating members of nurseries, kindergartens, and private schools with respect.
3. Adhering to an appropriate and modest appearance during visits to the facility.
4. Not exploiting one's job position or social standing to pressure or influence the facility's decisions.
5. Cooperating with the school in providing necessary information about their children's special needs.
6. Participating in awareness programs organized by the school regarding dealing with people with special needs.

Article (2-7-3) Parent Ethics towards People with Disabilities

1. Treating people with disabilities with respect and appreciation, whether they are students or employees of the facility.
2. Promoting a culture of acceptance and equality among children towards their peers with disabilities and instilling values of cooperation, assistance, and respect in children's behaviour inside and outside of school.
3. Building a positive relationship with the parents of students with disabilities to enhance joint cooperation.
4. Encourage children to use positive and respectful language when speaking about their classmates with disabilities.
5. Refrain from intrusive or inappropriate inquiries about the disability and respect the privacy of information related to them or their families.
6. Cooperate with the school in providing necessary information about their children's special needs.
7. Participate in awareness programs organized by the school about empowering people with disabilities.

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

1. Supporting the institution in achieving its vision and objectives.
2. Actively and regularly participating in board meetings.
3. Working to find appropriate solutions to the difficulties facing the institution and parents.
4. Supervising the educational performance of the institution in general and proposing ways to improve its performance.
5. Maintaining the confidentiality of information and data related to the institution.

Article (9-3) Educational Institution Ethics towards Other Educational Institutions

1. Respecting professional competition and adhering to laws and professional standards that ensure fairness in competition and refraining from unethical practices that may harm the reputation or interests of another educational institution.
2. Promoting cooperation and partnership and working to develop positive and constructive relationships with other institutions to achieve common educational goals.
3. Respecting privacy and intellectual property and refraining from using educational materials or programs belonging to another institution without prior permission.
4. Committing to transparency and credibility and providing accurate and truthful information about the institution and its educational services without belittling other institutions.
5. Fostering a spirit of educational camaraderie, respecting the efforts of employees in other institutions, and appreciating their achievements.

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

Article (1-4) Importance of Digital Behavior:

1. Fostering positive relationships through effective communication and mutual respect.
2. Avoiding digital conflicts and refraining from abusive or provocative behaviors.
3. Increasing productivity by using digital tools to achieve beneficial goals.
4. Creating a safe digital environment that respects everyone's rights and supports the ethical use of technology.

Article (2-4) Ethics of Positive Digital Behaviour During Distance Learning

All members of nurseries, kindergartens, and private schools are committed to a number of positive ethics and behaviours when using digital learning tools. Everyone must establish clear policies for the use of electronic devices and the internet within the private educational institution to ensure the following:

1. Providing a safe digital learning environment and protecting the personal data of all members and staff of the educational institution.
2. Treating each other with respect among members and staff of the educational institution and any individual participating in the distance learning environment, and avoiding ridicule, cyberbullying, or verbal abuse via digital platforms
3. Adhere to 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 do not intrude on their information or data.
5. Avoid profanity or inappropriate expressions during discussions or comments.
6. Report any inappropriate content or abusive online behaviour on educational platforms.
7. Do not tolerate cyberbullying or digital abuse.

8. Wear appropriate, modest clothing when participating in remote meetings, in accordance with the regulations set by the Ministry of Education and Higher Education.
9. Immediately report any instances of cyberbullying or harassment that they may experience or witness.
10. Provide awareness programs for students, teachers, and parents about the dangers of cyberbullying and how to deal with it.

Chapter Five: Monitoring and Review

Article (1-5) Procedures for Monitoring and Reviewing the Effectiveness of the Charter and Procedures for Changes

The Private Education Affairs Sector at the Ministry of Education and Higher Education conducts continuous review and improvement of the policies, guidelines, procedures, and practices related to the Professional and Ethical Charter for Private Educational Institutions. This includes several of the following procedures:

Data Collection and Feedback Monitoring: This may include conducting surveys or focus groups with staff from nurseries, kindergartens, and private schools to gather information on the effectiveness and fairness of the Professional and Ethical Charter for Private Educational Institutions.

Charter Review: A working group comprised of staff and other stakeholders will review the Charter in light of the collected data and feedback. They will consider whether the Charter achieves its intended objectives and whether the established procedures are fair and equitable.

Submitting Recommendations for Change Based on the Review Results: The working group will submit recommendations and proposals for changes or updates to the Charter's contents. These recommendations and proposals may include revising clauses and procedures by deletion, amendment, or addition

Implementation of Changes: Once the recommendations and proposals are approved and adopted, changes to the Charter's provisions will be made and implemented by the relevant staff and disseminated to stakeholders.

Continuous Monitoring: The implementation of the Charter's provisions will be continuously monitored to ensure consistent and effective application. This process will be repeated periodically every two years or after any incident that has affected the quality of the Charter's provisions. Ensuring the provisions are adapted to different circumstances.

Chapter Six: Tasks and Responsibilities of those in charge of the Charter

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

- Preparing and developing the professional and ethical charter for nurseries, kindergartens, and private schools based on social and educational changes to ensure it reflects best educational and ethical practices.
- Participating in disseminating the professional and ethical charter through media and educational campaigns, including newsletters, websites, and social media.
- Organizing workshops and seminars to explain the importance of the charter and how to implement it, in cooperation with relevant departments within the sector.
- Supervising the implementation of the professional and ethical charter in nurseries, kindergartens, and private schools through the supervisory sections of the relevant departments within the sector.
- Monitoring violations that occur in nurseries, kindergartens, and private schools that contradict the provisions of the professional and ethical charter and applying penalties according to the degree of violation by the competent department in the Private Education Affairs Sector.
- Following up on the implementation of corrective measures in the facility to ensure compliance with the provisions of the professional and ethical charter.
- Supporting the professional and ethical charter with a set of controls and regulations that specify penalties in case of non-compliance with ethical standards

-Recognizing nurseries, kindergartens, and private schools that adhere to the Professional and Ethical Charter.

-Conducting periodic assessments to review the effectiveness of the Charter in improving the work and learning environment and providing recommendations for performance improvement.

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

-Organizing introductory meetings and workshops for all affiliates on the contents of the Professional and Ethical Charter and its importance in the educational and training environment.

-Creating an educational and training environment that promotes commitment to professional and ethical values through mutual respect, transparency, and integrity.

-Monitoring the performance of all affiliates and evaluating their adherence to the Professional and Ethical Charter through various methods such as direct observation, questionnaires, and self-assessment.

-Addressing professional and ethical violations promptly and firmly and applying appropriate penalties in accordance with regulations and bylaws, and in consultation with the relevant department in the Private Education Affairs sector.

-Implementing corrective measures to address the deficiency that led to a violation of the provisions of the Professional and Ethical Charter for nurseries, kindergartens, and schools.

-Recognizing those who demonstrate a clear commitment to the Professional and Ethical Charter and presenting certificates in appreciation of their efforts.

Chapter Seven: Final Provisions

Article (1-7) Final Provisions of the Code of Ethics for Nurseries, Kindergartens, and Private Schools

The final provisions of the Professional and Ethical Code for Private Educational Institutions ensure that the Code is fair, transparent, and compliant with all relevant laws and regulations.

Acceptance of the Code: By signing an undertaking to receive the Code in both electronic and paper formats, nurseries, kindergartens, and private schools are considered to have accepted the provisions and articles of the Code.

Review and Amendment of the Code: The Code may be reviewed and amended from time to time by the Ministry as needed.

Compliance with Laws and Regulations: The Code must comply with all applicable laws and regulations of the Ministry of Education and Higher Education, particularly those relating to employee rights and data privacy.

Implementation of the Code: The Professional and Ethical Code must be implemented in nurseries, kindergartens, and private schools in a consistent and fair manner, providing all services to all employees according to their duties.

Confidentiality: The Code must guarantee the confidentiality of employee records and information, in accordance with relevant laws and regulations

Notification of Changes: The Private Education Affairs 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 Affairs Sector reserves the right to enforce all relevant regulations and laws against those who fail to comply with the provisions of the Charter.

Final Decision: The final decision regarding the adoption of the Charter rests with the Ministry.

Conclusion

The Professional and Ethical Charter for Nurseries, Kindergartens, and Schools is a

fundamental document aimed at promoting the values and principles that govern the educational process. It constitutes a regulatory and ethical framework that guides those working in the private education sector towards achieving a unified vision concerned with providing high-quality education. It contributes to preparing generations capable of facing the challenges of the future and serving society.

This charter came to emphasize 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 parties concerned with and affiliated to the educational institution, from children and students, as well as administrators, staff, teachers, and others, to adopt professional practices based on responsibility, excellence, quality, innovation, effective communication, and mutual respect. It also highlights the importance of integrating efforts between nurseries, kindergartens, and private schools and their staff to ensure the provision of a safe and supportive educational environment that meets the needs of all students.

The charter emphasizes that commitment to professional and ethical principles is not limited to within the institution alone, but extends to include

The relationship with boards of trustees, parents, the community, and other educational institutions. It calls for fruitful and constructive cooperation among all parties, respect for professional competition, and working in a spirit of educational camaraderie that contributes to strengthening solidarity and achieving common educational goals.

In conclusion, the Professional and Ethical Charter represents a comprehensive reference for all those working in nurseries, kindergartens, and private schools, and a fundamental pillar for achieving an educational environment characterized by excellence and creativity.

Adherence to this charter is a moral and professional duty that contributes to achieving a pioneering educational vision and emphasizes the importance of building a conscious and qualified generation to be an active member in building the future.

Believing in the importance of this charter, we call on everyone to implement it with a spirit of responsibility and dedication, so that together we may raise the level of private education in the State of Qatar and achieve our noble mission of preparing generations capable of positive change in their societies and working to build a better future.

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Charter Agreement

For Employees of Nurseries, Kindergartens, and Private Schools

I, the undersigned, 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 abide by all its provisions, upholding the dignity of my position. In the event of any violation, I will bear full legal and disciplinary responsibility. This signature serves as my acknowledgment thereof.

Name:

Position:

Signature:

Date: