

CODE OF CONDUCT FOR TEACHERS AND OTHER PEOPLE INVOLVED IN EDUCATION, 2007

Part 1

1. Preface

A. We declare our affirmation to achieve the following objectives:

1. To build collective strength and commitment of all stakeholders for educational development;
2. To build willpower for ensuring educational commitment and professional efficiency;
3. To share experiences and practices with each other and promote strengths and opportunities of the experiences and best practices;
4. To assist all groups of stakeholders building individual and collective confidence, capacity and moral strength for realizing the goals of educational development and to protect and protect respect and regards of all;
5. To build national commitment for ensuring strong access and right of all children, youths, and adults to life-relevant and quality education in order to producing effective mechanism for running the nation, committed to broader values and principles of democracy, justice, dynamism and human as well as social development; and establishing that effective mechanisms are indispensable for building strong obligation of entire teachers, groups of stakeholders and the whole national administration including civil societies to pave way to the development and prosperity of Nepalese society by enhancing personality development of all children and fostering individual, social and national potentiality.

B. In order to achieving the above-stated objectives, it is declared that the following code of conduct is agreeable to us and our aligned organizations and affirms to abide and implement accordingly.

2. Initial

It will be named as Code of Conduct for Education Concern Groups. In short it will be called as Education Code of Conduct 2063. The provisions of this code of conduct shall be effective upon rectification by the Government of Nepal and national representative of the

concern groups at the central level and by the schools as well as local bodies and the authorized local representative of working civil societies at local levels.

3. Definition

Unless meant otherwise, the terminologies written in this code of conduct shall mean the following:

1. The term 'Concern Group' will imply the Government of Nepal, national political parties, teachers, students, guardians, local bodies and civil society organizations that are independent, responsible and representative, working within existing legal framework with direct or indirect interest, stake and responsibility to education.
2. 'Local community' signifies the students enrolled in a school at local level, teachers, living guardians of the students' family or nearest relatives, founders and promoters of the school, School Managing Committee, Parent -Teacher Association, local bodies, government agencies of local levels, civil society organizations and political parties.
3. 'Code of conduct' should mean a mechanism to publicly declaring professional and social principles to establishing individual as well as collective values, prepared by people engaged in educational field on the basis of independent discretion for guiding their own conduct.

Part 2

4. Teachers' Code of Conduct

Teachers shall be committed to do the following continuously:

A. Commitment towards profession:

Teachers shall keep themselves well informed and equipped with updated knowledge and skills, involved in small researches, studies, trainings, and abreast to the multicultural contexts and abide with the following in order to ensuring professional commitment and responsive to stakeholders' concerns:

1. Keep entirely dedicated and faithful towards the concerns, development and good of their profession;

2. Gear continuous efforts towards professional efficiency, dedication, regularity and responsiveness;
3. Strive continuously to enhancing professional status and morals of teachers;
4. Secure support of entire profession and educational efforts towards democracy, human right and social Each teachers to undertake demonstration lesson once a week with provision to integrity;
5. Strive to political, social, economic and cultural promotion and development of the nation by ensuring relevant and quality education to all;
6. Secure entire stakeholders' individual as well as collective effort, influence and capacity for enhancing educational and professional development;
7. Be critical as well as creative in the use of relevant knowledge, information and their promotion while representing professional communities and groups;
8. Establish culture of transforming teaching and subjects matters of teaching relevant to multicultural context and documenting knowledge, skill and experiences;
9. Engage in continuous dialogue, interaction, research and study with students, teachers and parents for establishing effective methodology to securing mutual benefit from the knowledge, information and skills learnt;
10. Discharge entire professional, class as well as educational roles in accepted and responsive manner;
11. Involving in training and sharing knowledge and skills acquired with fellow teachers in view to promoting professional status.

B. Commitment to teaching learning

Teachers shall abide with the following along with keeping involved in preparing time relevant educational plans, learn and help others to learn, utilizing available circumstances and practice in teaching-learning in consideration with the knowledge, skills and experiences of students and their parents in order to expressing commitments for teaching learning:

1. Prepare, implement, coordinate, supervise and manage instructional plan considering student centered approach to learning and curricular anticipations to subject mater;
2. Undertake continuous educational as ell as

social monitoring, supervision and evaluation of students' progress and proficiency in learning;

3. Devise and implement group activities, social and community works with a view to fostering students' socialization, inclusion and collective personality;
4. Provide effective social response to student diversity through teaching learning;
5. Integrate teaching subject with Information Technology and incorporate it in teaching learning, classroom management and documentation of students' progress as ell as teachers' own professional development;
6. Develop capacity and efficiency to make clear presentations, verbal as ell as written, in questions of teachers' own profession and educational responsibilities in public discussions, interactions, seminars as well as medias;
7. Observe teaching practices of fellow teachers, especially of senior teachers and exchanging feedback in order to upgrading teaching skills;
8. Refrain from influencing teaching learning on the basis of political beliefs;
9. Pay attention to making the classroom attractive, conducive and accessible for all;
10. Collect varieties of instructional materials in the classroom and make their best use in classroom practices.

C. Commitments towards students

Teachers shall fulfill their commitments towards students in the following manner:

1. Teachers shall demonstrate dedication and respect to the provisions of child right as reflected in the UN Conventions and endeavor to facilitate children to benefit from the provisions and express their own adherence in areas of their work;
2. Acknowledging individual specialties and specific as ell as separate needs of all children, strive to facilitate fostering their innate potentialities and capacity development to the fullest extent.
3. Respecting the good and welfare of students in all respect protect children against corporal as well as mental punishments and other forms of misbehaviors;
4. Demonstrate high level of respect, affection and sympathy to all children;
5. Refrain from disclosing student related

specific information to any body except student's parents and teachers;

6. Keep alert in respect to distorting, inflating and aggregating information on students giving rise to any kind of misunderstandings;
7. Keep detached from cheap and loose comments in respect to lacking, family background and socio economic background of students;
8. Identify and reinforce strengths and positive aspects inherent in students, adopt culture of easy acceptance of own weaknesses and realization of mistakes;
9. Identify each child's learning achievements and provide remedial treatments as and when necessary;
10. Do not take any intoxicating things, disclose bad habits and associations with ill elements;
11. Recognize potentialities and weaknesses of students and encourage and provide encouragements for their development.

D. Commitment towards schools

Teacher commitment towards school shall be expressed as follows:

1. Cooperate to protect and promote schools assets of all kinds;
2. Refrain from indulging in any kind of affairs damaging to the reputation of school;
3. Help declaring schools a peace zone and contribute to maintain it;
4. Contribute to inculcating cordial relationships among teachers and the local communities;
5. Launch school activities in coordination with stakeholders and other organizations;
6. Encourage involving stakeholders of education during the preparation of School Improvement Plans

E. Commitment towards colleagues and co-workers

Teacher commitments towards their co-workers shall be as follows:

1. Keep refrained from denouncing, unnecessarily criticizing and indulge in harming fellow workers during professional as well as union activities;
2. Refrain from threatening and strength show-up against fellow teachers and help protecting them against psychological, physical as well as sexual exploitations;

3. Coordinate relations in such a way that associated political faith of any one is not affecting professional as well as personal relationships and human right of others is well protected;

4. Encourage mutual collaboration in educational activities including planning, implementing and evaluating

F. Commitment towards School Managing Committee

Teacher commitment towards the School Managing Committee shall be as follows:

1. Fully acknowledge and respect the legal as well as managerial roles and responsibilities of persons involved in School Managing Committees and furnish continuous cooperation in implementing the understandings and agreements reached between teachers and the committee;
2. Abide with decisions and suggestions of school managing committee. Similarly, raise questions on individual as well as collective basis, express disagreement, build public opinions, and develop organized pressure including legal and administrative actions against such decisions in accepted procedure in case the decisions happen to go against professionalism, interest and security of teaching profession;
3. Prepare and maintain environment in which the provisions of Education Act and Regulations are observed.

G Commitments towards Parents

Commitment of teachers towards parents shall be expressed as follows:

1. Provide information to concerned parents or guardians relating to their children's achievement status adhering their rights to aspire and know about educational, emotional and psychological progress of their children;
2. Initiate continuous discussion, interaction and dialogues with concerned parents relating to psychological, emotional and educational progress;
3. Adhering parents concerns and responsibilities and considering teachers professional ethics provide suggestions to concerned parents in regard to their children;
4. Endeavor to establish and encourage roles of parents and guardians as an important and compulsory element of teaching process;

5. Be alert in maintaining neutral behavior with students in respect to political, social, cultural and other backgrounds of their parents;
6. Establish culture of regular meeting with parents and sending their children's progress report

H. Commitment towards teacher unions

Teacher commitment towards the Teacher Unions shall be as follows:

1. Draw attention of teacher unions towards the interests and concerns of overall teaching communities, keep union members always alert towards this end and build effective pressure if felt necessary;
2. Provide continuous support and cooperation to the union in respect to achieving its objectives;
3. Keep union membership always intact and updated and extend all kinds of support and assistance for strengthening the union organizationally, morally and financially;
4. Demonstrate commitments towards teacher union, work for it in different capacities and respect results and associated mandates of election;
5. Build participation in all programs and activities of teacher union;
6. Expressing full dedication towards union perception and represent them in social activities.

I. Commitment towards social justice

Teacher commitment towards social justice shall be expressed as follows:

1. Building public opinion against social discriminations like caste, untouchables and gender including regional disparities and contribute organizing and launching social campaigns abolishing such disparities;
2. Initiate interactions against caste discrimination within and outside classrooms;
3. Invite guest speakers to deliver talk programs on caste discrimination and social justice;
4. Organize special education programs targeting students with different abilities (students with disabilities);
5. Coordinate and collaborate organizing programs for women empowerment.

J. Commitment towards natural, environmental protection and sustainable development

Teacher commitment towards nature, environmental protection and sustainable development shall be expressed as follows:

1. Express behavioral as well as ideological respect and dedication towards the values and notion of natural as well as environmental conservation;
2. Be active in areas of natural and environmental conservation and extend cooperation and collaboration in implementing "Johannesburg Plan of Action" and education for sustainable development and social mobilization activities for increased awareness;
3. Building effective participation in democratic, scientific, moral and behavioral public discussions and programs relating to sustainable development at all levels;
4. Strive for integrating the concepts of sustainable development and life values with national endeavors of quality education;
5. Be active in establishing social and environmental balance by demonstrating high regard to all organic, natural and cultural diversities;

Part: 3

5. Code of Conduct for agencies and personnel aligned with the Government of Nepal, Ministry of Education and Sports and its constituent educational development and management agencies

The Government of Nepal, Ministry of Education and Sports and its constituent educational and managerial agencies shall have the following commitments:

5.1. Commitments towards education

1. Undertaking meaning full and goal oriented collaboration with national, international concern groups and organizations for realizing national goals of education;
2. Maintain full transparency while awarding educational facilities or services to individuals or groups by adopting transparent criteria and procedures revealing full independency and impartiality. Similarly, transparency must be established ensuring that nothing has been done inspired of vested interests;
3. In case some person or groups concerned require criteria and justification on the basis of which decision has been made, the deciding agencies must be obliged to producing;
4. Concerned agencies shall have the obligation

to disseminate annual as well as periodic plans, programs, policies and the statement of income and expenditure of organizations they are involved in for social auditing and review;

5. Demonstrating high regard to the law of land, specifically the Education Act and Regulations and show moral as well as professional commitment towards their implementation;

6. Facilitating with capacity and responsibilities to local stakeholders for actively involving in the process of planning and implementing educational programs in line with approaches to decentralization;

7. Disseminating plans, programs and policies including statements of expenditure of involved organization to the public;

8. Prioritizing opinions and suggestions of stakeholders in decision processes and ensuring their participation in program implementation.

5.2. Commitment towards students

1. Ensuring education of national standard to all students enrolled and facilitating all schools with resources, technologies and inspirations to securing national norms and standards;

2. Demonstrate honesty and responsibility towards the right of all children, adolescents and youths to acquire education of international standard;

3. Express high regard and responsibility in practice, through appropriate and adequate plans and programs, to protecting and promoting the rights of each child, adolescent and youth to receive education in schools equipped with appropriate facilities with qualified and competition teachers;

4. Preparing infrastructure to build access to basic, technical-vocational and higher education for all student

5. Ensuring justice and equality to all in education.

5.3 Commitment towards teachers

1. In order to building positive inspirations to teachers, mainly all levels of educational management, local communities and school managing committees shall be obliged to implementing UNESCO-ILO (1966) provisions for teachers and ensuring that they (teachers) obtain no less service facilities than personnel working in other organized sectors responsible for organizing and coordinating them between government and managing agencies;

2. Ensuring the right of teachers to be protected against all kinds of fear, intimidation, and discriminations

3. Ensuring the protection of right of teachers to personal confidentiality, their families, property, right to work and lead independent life as any other persons in the society;

4. Ensuring the involvement of teachers through local networks in conducting teachers trainings and orientations and activities aligned with educational concerns and interests of students, parents and communities at local levels;

5. Provisioning, without discrimination, qualified teachers with high moral character and encouraging them to adopting child friendly approach to instruction;

6. Building individual, collective and organizational commitments of high level ensuring that teachers receive no less post service benefits compared to civil servants working in other sectors;

5.4 Commitments towards other education concern groups.

1. Demonstrating, through behavior, high regard and responsibility to all organizations, agencies and concern groups involved in the field of education;

2. Ensuring that no discrimination or partiality has been practiced, within area of responsibility, against all students, parents and other concern groups for their social, economic, cultural, religious and political fair

3. Ensuring that all educational reform initiatives effecting schools, students, parents and concern groups are developed, implemented and managed in the participation and collaboration with education concern groups;

4. Ensuring that, on the basis of educational information collected, government is alert and committed to providing access to education for all families, children, youth and adults, so far deprived of opportunities;

5. Keeping in close consultation with the concern groups in relation to discharging responsibilities and protecting rights of stakeholders.

5.5. Commitments towards local communities

1. Formulating and implementing educational policies considering geographic, social, educational and cultural identities of

each school and strive to initiating programs focused on protecting rights and concerns of all groups of stakeholders within the service areas of schools;

2. Developing curriculum in accordance with contemporary political as well as social situations;
3. Facilitate local communities to assume transparency, inclusiveness, and feeling of ownership in educational activities;
4. Developing programs emphasizing on vocational and practical education;
5. Provisioning awards and social recognitions for encouraging supporting actions and punishments for discouraging actions damaging educational environment.

5.5. Commitments towards social justice

The management shall strategize the following for ensuring social justice

1. Building powerful commitment against caste, gender, linguistic and regional discrimination;
2. Protect and promote campaigns organized to abolishing such discriminations.

5.5. Commitment towards conservation of nature, environment and sustainable development

Education management shall assume their commitment towards conservation of nature, environment and sustainable development as follows;

1. Demonstrating full support and regard towards values and concepts of natural as well as environmental conservation;
2. Providing leadership in collaborating with organizations involved in natural and environmental protection and implementing "Johannesburg Plan of Action" and "education for sustainable development" including social mobilization activities for increased awareness;
3. Developing participation in democratic, scientific, moral and behavioral advocacies and activities relating to sustainable development;
4. Strive to integrating the concepts of quality education, sustainable development and life values;
5. With due regard to all organic, natural and cultural diversities, endeavoring to maintain social and environmental balance.

Part: 4

6. Code of conduction for parents

Parents shall be committed to abide following procedures and behaviors:

6.1 Commitments towards schools

1. Parents, in regular and close contact with teachers, shall identify their areas of contribution and contribute to enhancing instructional as well as physical development of schools in their area;
2. Providing meaningful participation in teacher-parent meetings, seminars and conferences and expressing their suggestions, cooperation, agreements and disagreements according to approved procedures and providing other assistances as demanded by the school;
3. Protecting school from being affected from any kind of political, social, communal or other tensions, pressures and dilemma and collaborating with School managing committees, parent teacher associations, civil society organizations and political organizations towards developing schools peace zone;
4. Keep themselves abreast to the main national educational policies, goals and policies, rules, regulations and programs of the school;
5. Protect from all kinds of non educational and malpractices relating to teacher recruitment, transfers, promotions, student enrolment, scholarship distribution including the publishing student results and formation of school managing committees. Accordingly, supporting school managing committee, parent teacher associations and teachers in protecting from such practices;
6. Continuously extending contribution to all school activities and keeping continuously active and committed to contribute;
7. Always wishing good of the school and contribute forming Parent-Teacher Association

6.2 Commitment towards students

1. Sending their children regularly to schools with required learning materials
2. Interacting regularly with teachers regarding their children's interests, habits, weaknesses and other information and cooperating teachers and school management in the efforts of their children's educational

development;

3. Providing educational opportunities to all members in their family to the extent available;
4. Ascertaining whether their children attend school regularly and monitoring to ensure that children learnt lessons taught in classrooms and discuss with teachers in relation to assisting the learning of their children;
5. Ensuring necessary learning materials for their children in time and maintaining educational environment in the family;
6. Transmitting to children the conducts that students are expected to oblige from the family;
7. Relieving children from the burden of household works to maximizing time for study;
8. Assuming child-friendly behavior in the family;
9. Protecting children against household violence;
10. Keeping alert against child labor and protection from abuse of child right;

6.3. Commitment towards teachers

1. Appreciating teachers' works;
2. Helping teachers by providing information relating to disabilities with their children;
3. Visiting school times and often to receive information about student performance;
4. Putting forth complains against teachers, if there are any, through Head Teacher or Parent Teacher Association or Managing Committee;
5. Protecting from creating environment that is frightening, threatening and putting tension to teachers.

6.4. Commitment towards other education concern groups

1. Acknowledging the differing identities of teachers, students, position holders and members of managing committees and avoiding any discriminations for such differences;
2. Undertaking discussions and interactions in families regarding value and importance of education and its necessity and right of each child, youth and adult to receiving education;
3. Trying to securing active and energetic partnership of all stakeholders, parents, teachers and students in the management and

operation of schools.

6.5. Commitment towards school management

1. Participating actively in programs organized and invited by school managing committees
2. Cooperating creative activities organized by schools;
3. Collaborating in physical development of schools;
4. Playing effective roles in creating healthy educational environment in schools;
5. Being informed of decisions taken by managing committees and providing feedbacks;
6. Helping to protecting and promoting school's physical properties;
7. Providing consultations and collaborations in strengthening and mobilizing financial resources at local levels;
8. Keeping positive attitude towards school and committed to maintaining social goodwill

6.6. Commitment towards social justice

Parents shall do the following in order to be the agent of social justice:

1. Collaborations in families and societies to co-work against racial, caste, gender, linguistic, regional and other similar social discriminations;
2. Provide healthy information to their children regarding such discriminations.

6.7. Commitment towards natural as well as environmental conservation and sustainable development

1. Demonstrating full regard and respects to the concepts and values of natural and environmental conservation through behavior in families and societies;
2. Cooperate and collaborate with organizations involved in natural and environmental protection;
3. Providing effective participation in democratic, scientific, moral and behavioral dialogues and discussion programs;
4. Actively involve in establishing social and environmental balance by expressing high regard to all organic, natural and cultural diversity.

Part: 5

Code of conduct for students

Students shall be committed towards the following behavior and conducts:

7.1 Commitment towards themselves

1. Selecting representatives capable to provide decisions in different level of committees relating to education;
2. Leading simple living with high thinking;
3. Emancipation of self, family and school from dogmatic and traditional thinking;
4. Involving actively against caste, gender and communal discriminations in school;
5. Refrain from intoxication and drug abuses;
6. Attending school regularly and actively participating in classroom practices;
7. Abiding with code of conduct and school regulations.

7.2. Commitment towards parents

1. Demonstrating respectful behavior towards parents
2. Acting as bridge between parents and schools
3. Keeping positive and cooperative attitude towards family considering family conditions

7.3. Commitment towards teachers and education concern groups

1. Providing respect towards each teacher, guardian and school managing committee member of school
2. Refraining from discriminating teachers, students, parents and members of school managing committee for their caste, gender, religion, physical stature and political faiths and help protecting from being discriminated on the above basis;
3. Expressing respectful behavior and extending cooperation towards teachers, guardians and local concern groups;
4. Putting forth problems and quarries in polite manner;
5. Easily accepting and abiding teachers' suggestions and consultations.

7.4. Commitment towards school

1. Coordinating students' creative potential in defined procedures for the development of school in and its management
2. Involving in consultation in regard to facilitating quality delivery of education and

offering continued cooperation to teachers and managing committee to this end;

3. Building individual as well as collective efforts against unhealthy and non-educational practices in enrolling students, recruiting teachers, transferring them, deciding service conditions, administering examinations and releasing results including formation of school managing committees in school;
4. Show vigilance ensuring that no unfair communal, political, religious or ration tension or pressure enters in school affairs;
5. Being committed towards keeping internal as well as external school environment healthy;
6. Being committed towards the nation and nationalism and endeavoring to realizing self steam and self reliance;
7. Offering cooperation in developing school's code of conducts and observe it fully;
8. Contributing to keep school environment neat and clean;
9. Providing active participation in activities organized by school;
10. Being active in securing experiences from observing different activities of other schools and trying to replicating best practices in own school;
11. Trying to building entry in representing student' right, concerns and facilities in school management.

7.5. Commitment towards class/friends in school

1. Involving in continuous dialogues, interactions and consultation with the school management, teachers communities, local civil society organizations and local bodies for adequately protecting and securing acknowledgements students rights and concerns in school;
2. Building individual as well as collective efforts for ensuring each students' right to receive education from teachers respectful and dedicated to children's rights, ensuring access to school decision processes through democratic procedures and securing right to receive quality education for quality life;
3. Counseling friends for emancipating from ill habits;

7.6. Commitment towards local communities

Expressing full support towards national as well as international commitments, such as issues of

democracy, human right, child rights, education for all, education for sustainable development, millennium development goals and collaborating with persons and institutions involved in these areas at local levels.

7.7. Commitment towards social justice

In order to be the carriers of social justice, students shall do the following:

1. Preparing public opinion against caste, gender, linguistic and regional discriminations;
2. Launch campaigns abolishing such discriminations;
3. Organize interactions within and outside classrooms against such discriminations;
4. Time and often invite guest speakers and organize talk programs on social justice.

7.8. Commitment towards natural and environmental conservation and sustainable development

Students shall express their commitment towards natural and environmental conservation and sustainable development as follows:

1. Expressing full dedication and regard to the values and concepts of nature and environmental protection;
2. Collaborating with organizations involved in natural and environmental conservation and extending mutual coordination and cooperation in raising public awareness in these areas;
3. Endeavoring to integrating campaigns of quality education with the concepts of sustainable development and life values;
4. Actively involve in establishing social and environmental balance by expressing high regard to all organic, natural and cultural diversity;

Part: 6

8 Code of conduct for persons involved in school managing committees

Persons involved in school managing committee shall be commitments following behaviors and conducts:

8.1. Commitment towards education

1. Provisioning and distributing curriculum, reference materials, textbooks, instructional and communication materials;
2. Managing materials for games, sports and co-

curricular activities focused of fostering students' innate potentialities;

3. Managing to develop, implement and monitor compulsory basic education and scientific and job oriented secondary and higher education;
4. Striving and expressing commitment against political intervening, strikes and closures of educational institutions in coordination with political parties.

8.2. Commitment towards students

1. Arranging regular consultations with teachers about students' interests, natures, weaknesses and other information;
2. Arranging for students regular attendances in schools and consulting as well as collaborating with teachers to developing mechanism ensuring quality delivery of education in school;
3. Collaborating and assisting to mainstreaming out of school children to schools;
4. Developing an environment in which students can develop code of conduct for themselves;
5. Developing school environment fostering students' character and self steam;
6. Exchanging collaboration with student community;
7. Extending collaboration with students for enhancing educational and other achievements of students
8. Collaborating and cooperating with teachers and parents for enhancing educational and other achievements of students.

8.3. Commitment towards school

1. Strive for healthy educational atmosphere and physical development of school;
2. Involve in protecting, promoting and increasing school's assets;
3. Refraining from all activities affecting the reputation of school;
4. Strive for establishing close relationship between school and community;
5. Exchanging continuous collaboration among groups of stakeholders, teachers, parent teacher associations and other local communities in securing targets of school and School Implementation Plans;
6. Cooperating and collaborating with local experts, teachers and local concern groups in developing local curriculum responding to contextual expectations, language, art, culture

and other specialties;

7. Striving for protecting schools from unhealthy politics, communalism and social problems leading to tension and pressure and collaborating, coordinating and cooperating with school management, local bodies, civil society organizations as well as political organizations towards developing schools zone of peace.
8. Avoiding unhealthy practices in teacher recruitments, teacher transfers, promotion, student enrolments, scholarship distribution, administering examinations and publishing student results including formation of managing committees and being active in protecting from such practices;
9. Keeping abreast to prime national education policies and goals, schools rules, policies and programs;
10. Provisioning necessary educational materials for enhancing educational opportunities to all;
11. Monitoring to ensure that activities are being carried out following planning schedules of school improvement plans;
12. Inspiring all position holders and teachers to enroll their own children in school they are involved in.

8.4. Commitment towards teachers

1. Regard and cooperate to the rights of teachers to be organized;
2. Inspiring teachers to develop competencies according to grades and subjects they teach;
3. Ensuring that teachers receive service facilities no less than what is decided by the government;
4. Being committed to protecting teachers' rights and concerns;
5. Promoting and enhancing chances of teachers' professional development;
6. Striving to develop mutual understanding between teachers and managing committees;
7. Establishing culture of evaluating teachers with outstanding performances;
8. Developing cordial relationship with teachers;
9. Encouraging teachers with good performance and discouraging bad performances;
10. Being sympathetic towards the real problems of teachers and trying to help addressing them

8.5. Commitment towards education concern groups

1. Helping to enhancing educational standard by organizing interactions among students, teachers and parents and using feedbacks;
2. Facilitating to ensure that each school aged children accomplishes, at least, secondary level of education;
3. Organizing teaching learning programs in schools responding to learning needs of all age groups in the community;
4. Respecting separate identities of teachers, students and members of managing committees and avoiding conditions leading to discriminations to any body on the basis of such variations;
5. Ensuring effective roles of all parents, teachers, students and other concern groups in school management;
6. Initiating dialogues and interactions among members of local communities in regard to development and prosperity of school;
7. Helping to provide continuation to programs run by groups of stakeholders;
8. Establishing warm relation with concern groups involved in education;
9. Playing effective role in mobilizing concern groups in favor of school's interest;
10. Following policy guidelines received from upper levels;
11. Providing cooperation to the auditing committee as well as the head teacher in undertaking school's social auditing;
12. Establishing practice of evaluating teachers with outstanding performance;
13. Avoiding discrimination against students, teachers, parents and other stakeholders for their political, cultural or religious faith;
14. Identifying school problems and mobilizing parents, teachers and other concern groups in realizing the goals and targets of school improvement plan;
15. Developing and implementing code of conducts for members of school managing committee;
16. Organizing non-formal education programs in schools so as to responding learning needs of all age-groups in school community.

8.6. Commitment towards social justice

In order to be vehicle of social justice, the position holders of school management shall act as follows:

1. Creating strong public opinion against caste, gender, linguistic and regional discriminations at local levels;
2. Launching campaigns to abolishing such discriminations;
3. Organizing interactions in schools and local communities about such discriminations;
4. Inviting guest speaker, time to time, in school for undertaking discussion programs on social justice;
4. Being active in consulting and coordinating different donor agencies;
5. Playing necessary role in reducing child labor and ensuring child rights;
6. Taking initiatives in educational development and managing conflict in schools;
7. Keeping schools away from political considerations;
8. Identifying areas of collaboration by organizing regular meetings and interactions between local communities and schools and securing contributions in identified areas;

8.7. Commitment towards nature, environmental protection and sustainable development

1. School management shall act as follows for expressing commitment towards nature, environmental protection and sustainable development:
2. Demonstrate full regard and respect to the concepts of nature and environmental protection in behavior as well as thinking.
3. Collaborating with organizations involved in natural and environmental conservation, implementing 'Johannesburg Plan of Action' and 'Education for Sustainable Development' at local level and extending mutual coordination and cooperation in raising public awareness in these areas;
4. Participating effectively in democratic, scientific, moral and behavioral public debates at all levels;
5. Building efforts to integrating campaigns of quality education with the concepts of sustainable development and life values;
6. Actively involve in establishing social and environmental balance by expressing high regard to all organic, natural and cultural diversity;.
9. Inspiring parents to attending programs organized by schools, managing to organizing school functions in public holidays facilitating the attendance of parents involved in government or other offices;
10. Initiating to help parents and concern groups to frequently attending schools, putting their concerns for discussions and sharing ideas to responding to such concerns;
11. Arranging an appropriate meeting hall and communication center in school, kept open at all times, including holidays, aligned with facilitation services, so that parents can hop in and seek information of their interest and concerns as and when necessary;

9.2. Commitment towards students

1. Demonstrating commitment to ensuring entire children's right to accessing quality basic education;
2. Creating commitment and consensus among political parties to generating human resources that is responsive to local needs as well as competent at global markets;
3. Keeping schools away from interferences of party politics.

9.3. Commitment towards teacher

1. Taking initiatives to recruiting quality teachers for quality education delivery and avoiding discriminating and disheartening teachers for their political faith;
2. Recruiting qualified and competent teachers and showing commitment against discriminating teachers for their political affiliation.

9.4. Commitment towards school managing committee

1. Being committed to selecting people of purely academic and social nature in members of

Part: 7

Code of conducts for local communities or local education concern groups, local intellectuals and political parties

Local communities or concern groups shall abide with the following conduct and rules of behavior:

9.1. Commitment towards schools

1. Visiting schools regularly and contributing for school's prosperity;
2. Abiding with existing rules and regulations and building positive attitude towards school;
3. Playing role for increasing educational investment by coordinating local bodies;

school managing committee;

2. Assisting the endeavors focused on enhancing capability of school managing committee for better management of schools.

9.5. Commitment towards educational administration

1. Building commitment towards formulating educational policies that are forward looking instead of changing them frequently with changes in government;
2. Being active in avoiding discrimination and harassment of civil servants working in education simply for their political faith.

9.6. Commitment towards other education concern groups

1. Expressing high regard and cooperation in respect to educational interests, needs and expectations of all sections of society in course of regular contacts and interactions;
2. Demonstrating high compassion and respect towards local communities, language, culture and social as well as community behaviors;
3. Developing and implementing programs ensuring the rights of entire community members to democracy, justice, human right and right to development and facilitating them to practice.
4. Collaborating with all organizations and agencies involved in implementing and realizing the goals of 'Education for All', 'Millennium Development Goals', Education for Sustainable Development, etc associated with national as well as international commitments;
5. Devising and implementing programs aligned with the interest and good of students, parents and teachers;
6. Implementing affirmative programs in favor of disadvantaged, deprived and unsecured sections of children, teachers and parents at risk;
7. Developing and implementing school improvement programs focused on students, teachers, parents, local communities and cultural groups.

9.7. Commitment towards local communities

1. Developing and operating and promoting libraries, reading centers, internet services and other similar kinds of facilities targeting local communities and people;

2. Encouraging local level social, cultural, religious and other civil societies to contribute to schools and educational development;
3. Developing procedures for streamlining continuous cooperation of retired teachers, school managing committees, ex-representatives of local bodies and ex students for the development and prosperity of schools;
4. Building environment to facilitating ensure entry of qualified teachers in schools and avoiding discriminations and discouragement of teachers for their political faith;

9.8. Commitment towards social justice

In order to being vehicle of social justice, local political, social and civil society organizations act as follows:

1. Building strong public opinion at local levels against caste, gender, linguistic and regional discriminations;
2. Launching strong social campaigns to avoiding such discriminations;

9.9. Commitment towards nature environmental protection and sustainable development

Local political, social and other organizations shall act as follows in order to expressing commitment towards natural and environmental conservation and sustainable development:

1. Expressing full dedication and respect towards the values and notions of conserving nature and environment in ideas as well as practices
2. Collaborating with organizations involved in natural and environmental conservation, implementing 'Johannesburg Plan of Action' and 'Education for Sustainable Development' at local level and extending mutual coordination and cooperation in raising public awareness in these areas;
3. Participating effectively in democratic, scientific, moral and behavioral public debates at all levels;
4. Building efforts to integrating campaigns of quality education with the concepts of sustainable development and life values;
5. Actively involve in establishing social and environmental balance by expressing high regard to all organic, natural and cultural diversity;

Part: 8

Procedures for abiding the Code of Conducts and its Memorandum of Association

1. In order to ensuring that the roles and responsibilities, associated with the code of conducts, are appropriately assumed by concerned individuals, groups and agencies, a monitoring mechanism with clearly defined and transparent criteria and commonly accepted by all –schools, local administrative units, Resource Centers shall be developed at provincial and national levels.
2. The responsibilities to implementing the reports of such monitoring shall locate on networks of concern groups, developed from local to central level, in which the MOES shall be obliged to provide assistances as required and demanded by the concern groups.
3. The educational code of conduct shall commence with effect upon nation wide consultation from village to national level and securing approval of the Government of Nepal, Ministry of Education and Sports and students, parents, teachers, representatives of local bodies and the central level organizations by the end of Chaitra 2063.
4. This code of conduct shall avail fully over all concern groups with their consensus and approval by first Baisakh, 2064 and the MOES shall, in consultation with all concerned, develop a monitoring mechanism with transparent criteria for following-up misuses and maintaining managerial impartiality.
5. The code of conduct meant for specific level of concern groups at specific level can be amended with mutual understanding if felt necessary.

11. Rectification of code of conduct, its application and follow-up

1. Abiding and helping to abide this code of conducts shall be individual and collective responsibility of teachers, students, parents, local level representative organizations and the Ministry of Education and Sports.

2. The code of conducts shall be acknowledged as also the code of conducts for entire concern groups, teachers, students, parents, local communities, and school managing committees, local educational administration, the MOES and its constituent agencies.
3. Legal as well moral obligation shall be generated on all agencies committed to this code of conducts. In order to ensure the abidance of this code of conducts, Code of conduct monitoring committee from central to local levels shall be formed with the consensus of all concerned.

12. Monitoring committee of the code of conduct

1. At central level the MORS and at local levels concerned District Education Committees shall form a 5-member 'Code of Conducts Monitoring Committee'. The members of such committee shall be represented by persons with reputation of impartiality and independence in different areas and coordinated by person recognized for special contribution in the field of educational administration, law and justice.
2. The monitoring committee shall itself develop working procedure for them in accordance with this code of conducts.
3. The decision of upper level committee for the code of conducts shall prevail, in case there is any conflict between committees at lower levels.
4. Decision of central level committee shall be applicable to subsequently downward level committees.
5. Committees shall develop code of conducts for regulating their own conducts collectively with general consensus and put into practice.
6. All members shall regard and respect the letter and spirit of the code of conduct the abidance of which shall be monitored by upper level committee