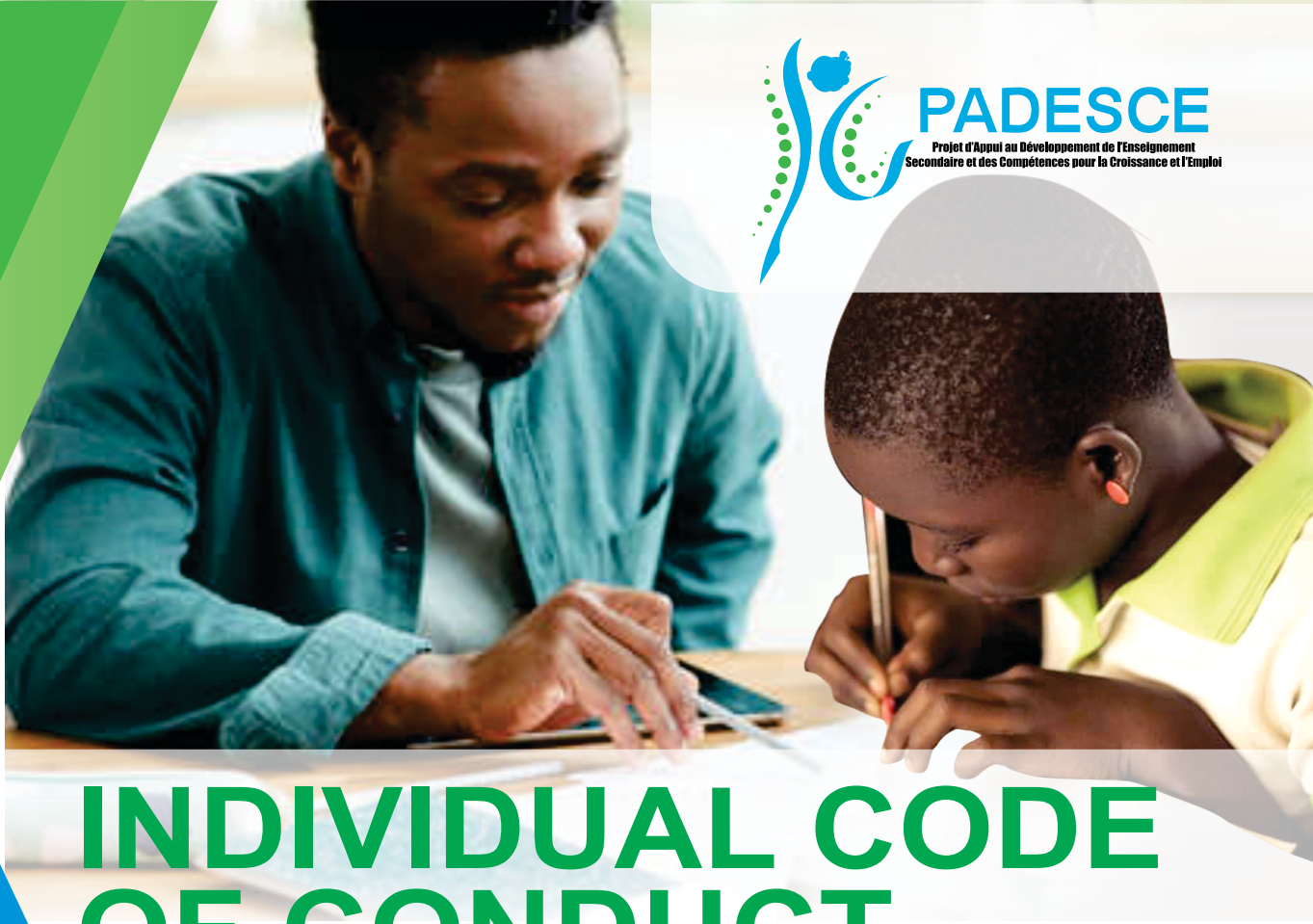




PADESCE

Projet d'Appui au Développement de l'Enseignement
Secondaire et des Compétences pour la Croissance et l'Emploi



INDIVIDUAL CODE OF CONDUCT

For the prevention of Gender-Based Violence (GBV)
In the Secondary Education and Vocational Training sector

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This code sets out the rules of conduct and standards of ethical behaviour applicable within the educational community and vocational training professionals. It aims to regulate the conduct of host companies staff towards apprentices and interns in their work environment and vice versa

This Code of Conduct is supported by the PADESCE Complaints Management Mechanism (CMM). By

committing to respecting its standards, you support and apply essential values to promote a harmonious relationship between the teacher/trainer and the student, between the teacher/trainers and their hierarchy, between apprentices and supervisors or hierarchy, between the teaching body and parent-teacher associations. This code of conduct is drawn up on the basis of the regulations governing to the General Statute of the State Civil Service and the Special Statute for Civil Servants in National Education Bodies.



THE PRINCIPLES AND STANDARDS OF EXPECTED BEHAVIOUR WITHIN THE EDUCATIONAL COMMUNITY

This tool applies to all teachers of general and technical secondary education schools, trainers of targeted vocational training centres, managers of targeted host companies, and any other stakeholder.

The latter have the obligation to know it and respect it in order to support the government in building an inclusive, friendly, attractive and protective educational and professional environment, conducive to quality learning for all youth of both sexes, regardless of their physical, social conditions, their living environment and other forms of vulnerability.

Compliance with this code of conduct will protect learners/interns and apprentices against all forms of abuse, including Gender-Based Violence, and Sexual Harassment in schools or in the workplace. All stakeholders must observe standards and values such as: integrity, respect, transparency, empathy, humility and justice.



CONDUCT FOR HEADS OF SCHOOLS AND VOCATIONAL TRAINING CENTERS

The head of the **school** or director of a vocational training center or educational establishment must:

- The head of the **school** or director of a vocational training center or educational establishment must:
- Promote the integral development of the people under his responsibility;
- Avoid hiding mistakes committed by a member of staff or learners of the school, whether committed inside or outside;
- Avoid abusing its powers for its own interests;
- Promote justice and avoid any form of discrimination or favouritism;
- Respect the laws and regulations of school work and ensure that those under his supervision do the same.



Conduct of the teacher/trainer towards his colleagues



The teacher must respect the instructions and directives of his superior as long as they comply with the laws of the Cameroonian Republic.

- Avoid any form of humiliation and abuse towards his colleague;
- Avoid any hostility and stigmatisation linked to ethnicity, religion, gender, disability/illness, or any other gender-related violence;
- Avoid any form of sexual harassment;
- Do not disclose any confidential information concerning a colleague;
- Avoid inappropriate or sexual language or behaviour towards colleagues.



CONDUCT OF TEACHERS AND TRAINERS

1. Conduct of the teacher/trainer in relation to the profession

In relation to teaching, the teacher must:

- Serve the general interest disinterestedly;
- Refrain from any fraudulent manoeuvres likely to harm the proper functioning of the public educational service
- Demonstrate respect, civility and fairness with users and colleagues in the public service;
- Preserve the ethics of the teaching or trainer profession;
- Constantly improve its knowledge and professional development;
- Preserve the good image of the profession of teacher or trainer through good relationships with those around you.



2. Conduct of the teacher/trainer/supervisors towards students/apprentices or interns

The teacher or trainer must:

- Provide quality education;
- Promote a favourable environment to teaching and learning;
- Give all students or learners the same learning opportunities without gender discrimination;
- Help students and learners identify and respect the cardinal values of the Cameroonian Republic;
- Promote the best interest of the learner in all circumstances;
- Avoid any form of stigmatisation and discrimination linked to ethnicity, religion, skin colour, illness/disability, social class, mental condition, etc.
- Ensure that the student/apprentice/intern can freely express their opinion, listen to it and provide answers to their concerns without frustration;
- Avoid guilty relationships with the student/apprentice/intern;
- Avoid any form of physical, verbal, psychological, sexist or sexual violence, etc.;
- Avoid all forms of sexual abuse and exploitation (example: improving grades in exchange for sexual favours);
- Do not disclose confidential information concerning the student/apprentice/intern;
- Ensure that apprentices/interns work in good safety conditions and systematically wear personal protective equipment during practical work.



1. Conduct of the teacher/trainer in relation to parents and communities

With parents and the community, the teacher must:

- Respect their rights to consult and learn about their children;
- Respect the habits and customs of parents and their communities;
- Seek to establish friendly and cooperative relations with them;
- Avoid exchanges of gifts, money or other favours that could impair judgement;
- Avoid guilty behaviour towards local residents, students/learners/interns;
- Avoid any form of gender-based violence, abuse and sexual exploitation or sexual harassment towards local residents, students/learners/interns;
- Respect the uniqueness and characteristics of the family situation of each student or learner;
- Assist them in preserving the fundamental rights of their children, including the right to education;
- Co-operate with them in the education of children, especially young girls;
- Set an example in fulfilling public-spirited and civic obligations;
- Concern about community development.



4.CONDUCT OF STUDENTS/APPRENTICES/INTERNS

The teacher must instil the following values in the students/ learners/interns

Students/apprentices/interns are required:

- To be regular and punctual at lessons;
 - To know and respect the school regulations;
 - To be dedicated to academic excellence;
 - To be respectful of the organisation of school life and vocational training (school cooperative, school clubs, raising of colours, cultural activities, sporting activities, etc.);
 - To respect and protect the property of the school or training center;
 - To respect disciplinary measures;
 - To respect basic safety measures (compulsory wearing a helmet, safety shoes, follow the trainers' instructions) in the workshop.
 - To respect their teachers/trainers
- Students/apprentices/interns must not participate to:

- Violence in educational and professional environments;
- Threats against a school head, a teacher, delegate or class head;
- Any manifestation likely to disturb order and discipline within the school;
- Failure to respect the raising of the colours or the playing of the national anthem;
- Fights and physical aggression with a weapon or blunt object (knife, dagger, razor blade, etc.);
- The formation of gangs, premeditated attacks or any abuse committed outside the school;
- Activities involving the consumption or sale of narcotics (drugs, cigarettes and drinks, etc.);
- Sexual violence and abuse,
- Physical or psychological threats within and around schools, vocational training centres and host companies.



5.DISCIPLINARY SANCTIONS



They are plural and concern different target groups:

1- For students, disciplinary actions are contained in the various internal regulations of the schools. In particular, circular n° 02/A/7/MINEDUC of January 11, 1993, and circular n° 24/09/C/MINESEC of October 12, 2009, which provide by way of illustration that in the case of:



- Characterised insubordination or refusal to show up at the raising of the colours, the student is summoned to a disciplinary council and depending on the seriousness, temporary exclusion of 03 to 08 days;
- Guilty or ambiguous relationships between students of the same sex, 03 to 08 days of exclusion.

1. For apprentices in vocational training centres, sanctions are contained in the internal regulations of the training centre or in the code of good conduct for companies;

1. For teachers, the sanctions are recorded in Decree No. 94/199 of October 7, 1994, on the General Statute of the State Civil Service and in Decree No. 2000/359 of December 5, 2000, on the Special Statute for Civil Servants of the National Education Bodies;

1. For trainers, labour code sanctions are applied

1. For administrative contract workers and temporary staff, the sanctions+ depends on the internal regulations of the school and, where applicable, the labour code.



PERSONAL COMMITMENT

I, the undersigned,

Confirms having received a copy, read and understood the provisions of the Code of Conduct of the Secondary Education and Skills Development Project (PADESCE).

I am committed to:

- comply with the ethical principles and values of this code;
- report any case of violence, suspected or proven, through the Complaints Management Mechanism;
- not encourage acts of Gender-Based Violence (GBV), discrimination and harassment in educational or professional environment;
- bring any breaches of this code of conduct to the attention of the management.

NB: this code of conduct is distributed to everyone and applies to all stakeholders in the educational community and institutions welcoming learners and interns who have the obligation to know it, and to respect it in order to make easier school life and to protect learners, apprentices and interns against all forms of abuse including gender-based violence, sexual abuse and exploitation and sexual harassment in the mentioned context.

Last and first names _____

Function : _____

Institution: _____

Date : _____

Signature : _____



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