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ICER PUBLICATIONS

ICER School Programme Framework

Conduct education across Grades 3 to 12

A developmental approach to respectful conduct, informed judgement and responsible participation in school and everyday life.

Preparatory • Middle • Secondary

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Purpose and programme scope

The ICER School Programme Framework applies the ICER Conduct Education Framework to Grades 3–12. It supports schools and educators in connecting conduct education with classroom learning, peer relationships, digital participation and shared responsibility.

ICER defines conduct education through respect expressed in informed behaviour. Learners practise making choices that preserve dignity, safety and inclusion, and learn how to explain, adapt and improve those choices.

School stages

Stage	Grades	Learning emphasis
Preparatory	3–5	Practise consideration in familiar situations.
Middle	6–8	Navigate relationships and explain choices.
Secondary first phase	9–10	Apply judgement to complex social and academic contexts.
Secondary second phase	11–12	Take increasing responsibility in adult and emerging professional contexts.

This structure follows the school-stage organisation in National Education Policy 2020. ICER's current school programme scope begins at Grade 3. Activities and support are adapted to readiness, language, accessibility and prior learning opportunities.

Proficiency within every stage

Level	Observable capability
Recognise	Identify and explain the relevant principle or issue.
Apply	Use the competency independently in familiar situations.
Adapt	Adjust thoughtfully in unfamiliar or complex situations.
Influence	Model conduct and help improve group practices within the learner's role.

Proficiency levels are used within every stage. Grade and age alone do not determine competence. A learner may demonstrate different levels in different domains.

Eight domains and shared objectives

The domains organise related areas of conduct. They overlap in everyday life and provide a consistent structure for grade-specific learning. Every grade draws on these objectives with appropriate contexts, support and depth.

Domain	Objective
Selfhood	Manage personal conduct with awareness of its effect on others.
Communication	Listen and express needs, questions and disagreement clearly and considerately.
Consideration	Notice others' feelings, needs and perspectives and respond thoughtfully.
Relationships	Include others, respect consent and boundaries, and seek help safely.
Digital	Use technology considerately and respect privacy when creating or sharing content.
Community	Care for shared spaces and resources with attention to safety, comfort and access.
Culture	Respect differences and ask or adapt when customs are unfamiliar.
Responsibility	Keep commitments and contribute reliably and respectfully to groups.

Five capabilities across all domains

Capability	Learning focus
Judgement	Choose an appropriate response and explain the reason.
Adaptability	Adjust to context while preserving dignity and boundaries.
Reflection	Examine impact, use feedback and identify improvement.
Courage	Express a need, refuse respectfully, challenge harm or seek suitable support.
Repair	Acknowledge impact and take appropriate corrective action.

Assign a primary domain to each outcome and identify secondary connections where useful. Permission before sharing a photograph, for example, connects Digital with Relationships and Communication. Repair supports accountability without requiring forgiveness, reconciliation or unsafe contact.

Preparatory programme

Grades 3 to 5

Learners recognise and practise considerate choices in familiar classroom, home and community situations, with growing independence and appropriate adult support.

Learning contexts

Everyday courtesy, attentive listening, asking questions, personal care, belongings, punctuality, gratitude, apology and repair, friendship, inclusion, meals, queues, road awareness and introductory device manners.

Teaching approach

Use stories, discovery activities, demonstrations, role-play, games and paired tasks. Introduce accessible written materials gradually. Oral, visual and assisted responses allow learners to demonstrate understanding without making reading fluency a proxy for conduct knowledge.

Progression within the stage

Grade	Developmental emphasis
3	Recognise and explain considerate choices in familiar situations; practise routines with support.
4	Use respectful choices with increasing independence and explain their effect on others.
5	Consider conflicting needs, compare alternatives and explain a thoughtful response.

Learning outcomes

Learners request clarification courteously, return borrowed property, include a peer and explain why an apology should be accompanied by action. Tasks connect these outcomes with preparation, feelings, personal boundaries and appropriate help-seeking.

Assessment

Use short accessible scenarios, role-play and repeated classroom observations. Keep expectations and examples specific to Grades 3, 4 and 5. Record what the learner demonstrates, the support provided and the next learning step.

Middle programme

Grades 6 to 8

Learners navigate peer relationships, increasing independence and digital participation with growing awareness of context and consequences.

Learning contexts

Conversation, disagreement, assertiveness, consent, personal space, bullying, gossip, prejudice, cultural differences, shared facilities, email, group chats and photograph privacy.

Teaching approach

Use realistic dilemmas, discussion, role-play and collaborative projects. Invite explanations of alternative responses. Group roles and service activities connect respectful participation with practical responsibility.

Learning outcomes

Learners refuse a request respectfully, propose a safe response to exclusion, adapt a message for its audience and ask about an unfamiliar custom without stereotyping. They distinguish appropriate challenge and safe help-seeking from unquestioning compliance.

Assessment

Combine scenario judgement, demonstrations, brief reflection and transfer tasks. Maintain grade-specific expectations for Grades 6, 7 and 8. Use fictional cases when a topic involves harm or sensitive circumstances.

Everyday application

Teacher modelling, predictable discussion routines, accessible group tasks and feedback create regular opportunities to practise. Learners apply the same principles across classrooms, shared facilities, community activities and digital interactions.

Secondary programme

Secondary learning develops judgement in more complex social, academic, civic and emerging professional contexts. Grades 9–10 and Grades 11–12 use distinct responsibilities and examples within the same domain structure.

Phase	Core contexts
Grades 9–10	Assertiveness, group discussion, debate, teamwork, travel, visits, presentations, interviews, video meetings, deadlines and difficult interactions.
Grades 11–12	Boundaries, hosting, introductions, shared expenses, social media, institutional representation, workplace conduct, confidentiality, ethics and leadership.

Teaching approach

Use multidisciplinary cases, simulations, debates, student-led projects and reflective portfolios. Adjust delivery to school schedules and learner commitments. The programme does not depend on a semester system.

Learning outcomes

Learners justify a response to competing expectations, facilitate an inclusive discussion, protect confidential information, fulfil agreed responsibilities and repair a misunderstanding while reflecting on its impact.

Assessment

Gather multiple evidence points covering knowledge, judgement, demonstration, reflection and transfer. Include changed contexts and follow-up evidence where suitable. Distinguish performance in a simulation from everyday application.

Continuity across grades

Revisit familiar principles in increasingly demanding contexts. Personal care remains contextual and accessible; consideration applies to everyone; respectful relationships recognise different households and identities. Keep career guidance identifiable where it extends beyond conduct education.

Learning delivery and reinforcement

Step	Learning experience
Introduce	Explain the principle, context and reason it matters.
Demonstrate	Show realistic responses and their effects.
Practise	Use guided rehearsal, discussion or role-play with feedback.
Apply	Use the competency in a relevant everyday setting.
Reflect	Examine impact and identify improvement or repair.
Assess	Gather evidence against clear criteria and identify next steps.

Learning unit requirements

Each unit connects an observable outcome, meaningful context, accessible example, guided practice, application task, reflection and assessment criteria. A transfer prompt helps learners recognise where the same principle applies beyond the activity.

Institutional reinforcement

Teachers, facilitators and school leaders model respectful conduct, provide accessible routines and respond to feedback. Shared-space arrangements, fair group roles and safe support routes help learners use their learning in daily life.

Learner voice and boundaries

Learners can express needs, question unfair treatment and decline inappropriate requests. Activities offer alternatives to eye contact, touch and spoken performance. Sensitive personal disclosures, forgiveness and reconciliation are never conditions of participation.

Programme pathways

Schools can select domain-based modules or a broader programme suited to their learners. The Global Etiquette Olympiad supports engagement and assessment of knowledge and scenario judgement; applied programmes add demonstrations, observation, reflection and transfer evidence.

Assessment and recognition

Assessment criteria are communicated in advance and linked to grade outcomes, domain competencies and proficiency levels. Learners receive specific feedback and accessible opportunities to demonstrate improvement.

Dimension	Evidence
Knowledge	Accessible explanation, oral or written scenario, quiz or concept map.
Judgement	Selection and explanation of an appropriate response to a case.
Demonstration	Observed role-play, practical task or authentic interaction.
Reflection and repair	Feedback response, revised attempt or corrective action.
Transfer	A changed case or later everyday example assessed against the same relevant criteria.

Fair evidence

Record the task, context, criteria, adjustments, task-specific support and observed actions. Separate insufficient evidence from incorrect performance, and record access barriers. Assess the intended conduct skill rather than accent, appearance, income, reading fluency or culturally uniform manners.

Reporting learning

Knowledge gains alone do not establish behaviour change. A single simulation supports immediate performance evidence; sustained application requires suitable repeated evidence over time. Confidence ratings and participant feedback supplement assessment rather than establish proficiency.

Recognition

Participation acknowledges engagement, completion confirms programme requirements and proficiency recognition identifies the competencies and level demonstrated. Programme-specific evidence and assessment arrangements determine the scope of recognition.

Safeguarding and information

Use appropriate consent arrangements, collect only necessary learning evidence and protect confidentiality. Fictional or anonymised cases support discussion of sensitive topics. Share outcomes responsibly and provide an accessible route for clarification or appeal.

Educational connections and references

The framework is aligned with the NEP 2020 school-stage structure. The eight domains are ICER's educational taxonomy, used to organise selected conduct outcomes within the wider curriculum. [1]

Educational priority	ICER connection
Ethical reasoning and Constitutional values	Responsibility, Relationships and Judgement: practise fairness, dignity and accountability.
Gender sensitivity	Relationships and Culture: question stereotypes and support equitable participation.
Resource conservation	Community: care for water, materials and common facilities.
Health and hygiene	Selfhood and Community: practise personal care and safe help-seeking.
Evidence and problem solving	Judgement and Reflection: check assumptions and compare responses.
Collaboration and service	Communication and Responsibility: share tasks fairly and respect different roles.

These are educational connections to selected NEP priorities, including paragraphs 4.23 and 4.28. They describe ICER's contribution to conduct learning within a broader school curriculum. [1]

References

[1] Ministry of Education, Government of India. National Education Policy 2020, Chapter 4.
https://www.education.gov.in/nep/nep_2020

[2] Government of India, MyGov. NEP 2020 school structure.
<https://innovateindia.mygov.in/nep2020/>

[3] International Conduct Education & Research Foundation. ICER Conduct Education Framework, Version 1.0, October 2026.

[4] International Conduct Education & Research Foundation. ICER Framework Mapping, Version 1.3, October 2026.