TEACHERS SERVICE COMMISSION

POLICY ON
IDENTIFICATION, SELECTION, APPOINTMENT, DEPLOYMENT AND TRAINING OF
HEADS OF POST PRIMARY INSTITUTIONS

FEBRUARY, 2007

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PREFACE

The Teachers Service Commission (TSC) is mandated to perform teacher management functions, including; registration, recruitment, deployment, remuneration, promotion and discipline of teachers. It is also the duty of the Commission to maintain professionalism, integrity, and quality teaching standards in the teaching service.

The Commission performs the above functions through field agents and heads of educational institutions. The agents and heads of institutions play a critical role in teacher management. While the main role of the agents is that of coordination of educational activities within their jurisdiction, heads of institutions are responsible for the day-to-day management of the institutions.

The Commission is committed to the realization of the aspirations of its vision and mission in pursuit of quality service to teachers and educational institutions. However, the realization of this commitment largely depends on effective and efficient management of educational institutions. Therefore, the identification, appointment and performance of heads of institutions is, indeed, a matter of concern in this country for the present and in the future.

The development and documentation of a policy on identification, selection, appointment, deployment and training of heads of post primary institutions is a milestone in the Commission’s efforts towards enhancing efficiency in service delivery.

IBRAHIM HUSSEIN, CBS
CHAIRMAN
TEACHERS SERVICE COMMISSION
FOREWORD

The Teachers Service Commission, stakeholders and the general public expect heads of institutions to provide effective institutional management in order to realize quality education. This is because heads of institutions play a critical role in the development and management of educational institutions. A renowned educationist in this country once remarked that “an institution stands or falls by its head.”

In order to ensure quality management of educational institutions – in line with the Commission’s vision and mission and societal expectations – it is important to identify, appoint and train the right people to head institutions. This will enhance good performance in our educational institutions, and minimize incidents of discontent and unrest.

Failure in the past to have clear, objective and transparent criteria for appointment of heads of institutions and to provide adequate and relevant training has led to under-performance and declining education standards. The situation has been aggravated by lack of clear guidelines and systems of succession management in educational institutions – a scenario that has led to many retiring heads asking for extension of service.

The policy on identification, selection, appointment, deployment and training of heads of post primary institutions is a deliberate effort by the Commission to address the above concerns.

It is, therefore, my sincere expectation that all the players charged with the responsibility of implementing the policy will effectively play their roles in order to achieve the desired results.

GABRIEL K. LENGOIBONI, EBS
SECRETARY/CHIEF EXECUTICE
TEACHERS SERVICE COMMISSION
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GLOSSARY OF TERMS AND CONCEPTS

Appointment – Issuance of letters to teachers upon recruitment, promotion and deployment.

Deployment – The process of posting teachers to areas where they are best qualified to perform.

Identification – The process of choosing the most suitable candidate for a post.

Head of institution – Refers to all heads of secondary and primary institution.

Principal – Refers to all heads of tertiary institutions.

Succession management – A strategic, systematic and deliberate activity to ensure an institution’s future capability to fill positions of responsibility without patronage or favoritism.

Selection – The process of screening job applicants to ensure that the most appropriate candidates are hired.

Training – A deliberate and systematic process of providing employees with specific knowledge and skills in order to enable them perform specific tasks.
1.0 INTRODUCTION

1.1 Background

The absence of a clear, transparent and documented policy on appointment and deployment of heads of institutions has created loopholes for personal interests at the expense of effective institutional management, which is critical for the realization of quality education.

In order to ensure high quality in the management of educational institutions in the country, it is important to identify, select and train the right people to head institutions. This is expected to enhance good performance in our education institutions and minimize incidents of discontent and unrest. Failure to provide adequate and relevant training for institutional administrators, in the past, has led to under-performance; and this has resulted to declining education standards.

Succession management is concerned with identification of critical roles and ensuring that there is current and future capacity for these to be filled through a system of openness, fairness and transparency. If these roles are unfilled or filled with staff without the required level of capability, as is the current situation, institutions may not be able to perform to the expected standards. This means effective succession management ensures flow of candidates who have the skills, knowledge and attributes to compete for vacancies in critical roles when they arise.

1.2 Rationale

Over the years, appointment and deployment of heads of educational institutions has not been guided by a clear, transparent and documented policy. Consequently, identification of heads of institutions has been based on good classroom teaching, active participation in co-curriculum activities, and teaching experience (not less than three years). The identifying persons/agents include: Teachers Service Commission, heads of institutions, sponsors/churches, Provincial Directors of Education and District/Municipal Education Officers.

The above scenario has led to a number of challenges in institutional management, which include, among others: External interference in the appointment and deployment of heads of institutions; promotions based on non-professional considerations; protection of ineffective heads of institutions by influential personalities even when such heads deserve to be disciplined; localization of appointment and deployment of heads of institutions to serve in their home districts or communities; rampant cases of mismanagement and misappropriation of institutional funds and property; and frequent absenteeism due to personal and other interests.
Overall, the above challenges have led to a number of under-performing heads of institutions who continue to enjoy patronage from influential parties at the expense of quality education. This situation has been aggravated by poor succession management in educational institutions.

In order to address the above challenges, the Commission has developed and documented clear and transparent criteria for identification, selection, appointment, deployment and training of heads of post primary institutions.

2.0 POLICY STATEMENT

The policy aims at providing clear and transparent criteria for identifying, selecting, appointing, deploying and training of heads of post primary institutions; and provide for effective succession management. The criteria include: qualifications for potential heads of institutions; the process for identifying and selecting heads of institutions; procedure for appointment and deployment of heads of institutions; training requirements and career progression for heads of institutions; standards for guiding prospective candidates to prepare and compete for institutional management positions with increased involvement of major stakeholders; and modalities for succession management.

3.0 AUTHORITY

The policy is derived from the TSC Act (Cap. 212 of the Laws of Kenya); the TSC Code of Regulations for Teachers (Revised 2006) and the TSC Code of Conduct and Ethics (Published as legal Notice No.137, 2003).

4.0 OBJECTIVES

The policy on identification, selection, appointment, deployment and training of heads of post primary institutions seeks to:-

(a) Ensure that the process of identification, selection, appointment, deployment and training is done in a clear and transparent manner.

(b) Provide standards for guiding aspiring institutional administrators to prepare and compete for Institutional Management positions.

(c) Allow institutions access to the services of talented institutional administrators.

(d) Increase the participatory and professional involvement of major stakeholders in the identification, deployment, training and development of a pool of competent and committed institutional administrators.
(e) Provide a corporate culture in the propagation of best practices amongst institutional administrators.

(f) Provide a guide for gauging the competence and performance of institutional managers.

(g) Facilitate succession management in institution management.

(h) Standardize the professional and administrative support services in public educational institutions in Kenya.

(i) Increase the ease and flexibility of transferring, expanding and maintaining value-added institutional management training packages and capabilities that are commensurate to changing demands.

(j) Revamp the capacity of public educational institutions to respond to future human resource development needs.

(k) Encourage the culture of self-appraisal of performance in relation to the customer demands amongst institutional managers.

(k) Constantly in-service heads of institutions to acquire new administrative skills for management.

(m) Rationalize the external influence and patronage that impedes best practices in institutional management.

5.0 SCOPE

The policy shall apply to institutional managers of post primary institutions – that is, Secondary Schools, Diploma Colleges, National Polytechnics, Technical Training Institutions and Institutes of Technology. Institutional managers include Heads, Deputies and Heads of Department.

6.0 PRINCIPLES

The policy shall:-

(a) Apply fairly across all regions of the country.

(b) Be sensitive to gender and disadvantaged groups.

(c) Consider merit.
(d) Be consistent with other relevant legislation.

7.0 ROLES AND RESPONSIBILITIES

The policy shall be implemented by the Commission Secretary in collaboration with the field Agents as indicated below:-

(a) The Teachers Service Commission shall advertise vacancies for positions of headship through the field Agents.

(b) Provincial Staffing Committees – which are chaired by the Provincial Directors of Education – shall identify potential candidates for appointment as heads of institutions.

(c) The Provincial Staffing Committees shall receive applications and short list the candidates on the basis of academic and professional qualifications, experience, evaluation of past responsibilities in institutional management and level of relevant training that one might have.

(d) Provincial Directors of Education shall conduct selection interviews and identify suitable candidates for headship. A merit list will be submitted to the Secretary, Teachers Service Commission for consideration as vacancies arise.

(e) The Teachers Service Commission shall issue appointment letters to teachers who qualify during interviews.

8.0 GENERAL GUIDELINES

8.1 Qualifications for Heads of Institutions

For one to qualify for appointment to position of responsibility as a head of a post primary institution, he/she must:-

(a) Be a professionally qualified university Graduate Teacher/Technical Teacher/Lecturer serving under the employment of the Teachers Service Commission.

(b) Have a minimum of seven (7) years continuous post qualification experience, two of which must have been at the level of Deputy Head of institution or Head of Department.

(c) Have portrayed competence and ability both as a classroom teacher and an administrator.
(d) Be at a minimum grade of Job Group M on the Scheme of Service for Graduate Teachers/Technical Teachers and Lecturers.

(e) Have attended at least two in-service courses in institutional management offered or recognized by the Kenya Education staff Institute (KESI).

(f) Have a clean personal record.

(g) Have shown or expressed interest in institution administration by applying for consideration to an advertised vacancy for headship.

(h) Have proved through evaluation to possess the needed qualities of a head of institution – For example, a pass in a selection interview and performance report.

8.2 Identification and Selection

The process of identifying the right candidates for appointment as institutional managers starts from a pool of interviewed and qualified Heads of Departments. It is from this pool of qualified Heads of Department that suitable Deputy Headteachers shall be identified through interviews.

(a) Vacancies for positions of Heads of Institutions shall be advertised by the Teachers Service Commission through the field agents and interviews held at appropriate venues.

(b) After applications are received, short listing shall be done based on academic and professional qualifications, experience and evaluation of past responsibilities in various aspects of institutional life and the level of training one might have.

(c) Identification of heads of institutions shall be handled by Provincial Staffing Committees – which are chaired by the Provincial Directors of Education.

8.3 Appointment and Deployment

Consultation will be made with the relevant stakeholders with regard to deployment of heads. The promotional grade such as chief principal shall not be used as titles in any official communication. The title head of institution shall refer to all heads of secondary and primary institutions. The title principal shall refer to all heads of tertiary institutions.
The persons who qualify during interviews shall be given appointment letters by the Teachers Service Commission together with their job description, once appropriate vacancies become available.

**The posting and deployment shall be based on:-**

(a) Seniority of the institution as specified in the scheme.
(b) Competence with regard to the level of responsibility.
(c) Appropriate gender balance.
(d) Placement of heads in institutions outside their localities to avoid negative influence and other personal interests.
(e) Heads of institutions shall not be allowed to overstay in one institution as this leads to complacency – they shall be allowed to stay in a station for a period not exceeding 8 years.
(f) Heads of institutions who do not perform to the required standards shall be rehabilitated and deployed appropriately – depending on the nature of the problem.
(g) The Provincial Directors of Education will conduct interviews and identify suitable candidates. A merit list will then be submitted to the Secretary, Teachers Service Commission for consideration as vacancies arise.
(h) The teachers who qualify during the interviews shall be given appointment letters by the Teachers Service Commission.

**8.4 Training**

(a) Pre-service exposure in Educational Management shall be built into pre-service Teacher Education programmes at the teacher education college level and at the university.
(b) In-service training of serving heads of institutions shall be structured, harmonized and implemented with the necessary frequency and consistency.
(c) Heads of institutions shall be required to accumulate Education Management credits based on unit coverage in the institutions management training and development modules through institution-based study.
(d) Heads of institutions shall be required to sit and pass approved courses by KESI in Education Management courses before consideration for promotion to the next grade.

8.5 Succession Management

In order to ensure effective succession management in educational institutions, it will be important to:-

(a) Identify critical roles within the institutions and develop a clear understanding of the capabilities required for effectiveness and high performance in those roles.

(b) Analyze the needs for specific jobs.

(c) Identify people who could potentially fill and perform effectively in such roles.

(d) Develop the required capabilities in those people already within the institution through a programme of learning experience.

9.0 IMPLEMENTATION

The policy shall be implemented by the Commission Secretary in collaboration with field Agents and stakeholders, including:-

(a) Provincial Directors of Education.

(b) District Education Officers.

(c) Boards of Governors.

(d) Stakeholders.

(e) Relevant departments at the Ministries of Education and Science and Technology.

10. REVIEW

The policy shall be reviewed from time to time in order to address emerging issues related to institutional management.
ANNEX I

INTERVIEW CONTENT

The heads of institutions are required to have knowledge and information on the following key areas:

1. **Administrative abilities in the current assignment**
   (a) Achievements in teaching in one’s specialties.
   (b) Achievements in co-curricular activities.
   (c) Participation in educational affairs outside his/her institution.
   (d) Constitution and functions of BOG’s and PTA’s.
   (e) Awareness of the role of the sponsor.

2. **Knowledge of educational issues especially trends in the post independence period notably**
   (a) Knowledge of Education Commissions/working parties.
   (b) Purpose for information of such Commissions or working parties.
   (c) Their respective recommendations and implementation levels.

3. **Knowledge of Curriculum Development, implementation and Evaluation**

   3.1 **Curriculum Development**
   - Structure of Kenya Institute of Education
   - Function of Kenya Institute of Education
   - Current trends in the Curriculum

   3.2 **Implementation**
   - Structure and functions of Teachers Service Commission
   - Functions and structure of MOEST especially the Inspectorate and the directorate.
3.3 Evaluation

- Functions and membership of the Kenya National Examinations Council.
- Relationship between TSC, MoE/MoST, KNEC, and KIE.
- The role of the community in the implementation of the Curriculum.

4. Legal Framework in Education

(a) Teachers Service Commission Act.
(b) Education Act.
(c) Kenya National Examinations Council Act.
(d) Trade and Dispute Act.
(e) TSC code of Regulations
(f) TSC code of Conduct
(g) Schemes of Service for Teachers
(h) A Manual for Heads of Secondary Schools in Kenya
(i) The Public Officers Ethics Act, 2003
(j) Local Government Act
(k) Public Health Act
(l) University Acts

5. Other Educational Organizations and Institutions

(a) Jomo Kenyatta Foundation
(b) Kenya Literature Be Aureu
(c) Kenya Education Staff Institute

6. Functions of the central Government

6.1 National Assembly – Its functions, roles of the speaker, clerk and Sergeant at Arms.
6.2 Government Ministries – Their functions, role of the Ministers and permanent Secretaries.

7. General knowledge e.g. current events

NB. Attached please find the score sheet to be used for the grading of the candidates.
## INTERVIEW SCORE SHEET

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<td>Co-curricular achievements</td>
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<td>Participation in Education affairs</td>
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<td>Purpose for formation of such Commissions or working parties</td>
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<td>Their respective recommendations</td>
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<td>Adoptions/implementation</td>
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<td><strong>GRAND TOTAL</strong></td>
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**Note:**

A candidate should score 50% and above to qualify for deployment.
EXPECTED OUTCOMES

1. **Performance of Duties**

When the recommended policy on identification, selection, appointment, deployment and training of heads of institutions is effectively implemented, it is expected that heads of institutions will be more effective in the performance of the following duties; and in particular, the following will be expected:

- The organization, management and implementation of the approved institution curriculum.
- Supervising specific teaching and learning activities in the institution as specified in the timetable.
- The management and control of institution resources.
- The management and motivation of the human resource in the institution.
- The management and maintenance of the institution facilities, plant and equipment, materials and textbooks.
- Serving effectively as the secretary to the Institution Board of Governors (BOG) and the Parents Teachers Association (PTA).

2. **The Revitalized Head of Institution**

The revitalized head of institution should have the following qualities:

- Is a good classroom teacher to enable him/her supervise curriculum organization, management and implementation. He/she will play the role of the internal inspector.
- Is accessible to the teaching staff; students, non-teaching staff, parents and members of the community.
- Be knowledgeable on the instruments used in the management of education e.g. the Education act, code of Regulation for Teachers, Heads Manual, Accounting instructions for secondary institutions and prevailing education policies including issues on examination rules.
- Be resourceful and be a prudent manager of finance.
- Be a team player and have good public relations.
- A person of integrity and hence a good role model to teachers, students and the community.
- Has interest in knowing his students and teachers by name and background.
- Have a strong sense of commitment to duty.
- Be a good leader who is able to appeal to others.
- Be a facilitator.
- Be Proactive.
ANNEX IV

MANAGEMENT, MOTIVATION AND SUPPORT NETWORKS

(a) The job of head of institution is extremely challenging and there is need for the Ministry of Education and the Teachers Service Commission to develop viable strategies and mechanisms on teacher motivation and morale which would cater for the following:-

- Induction of new teachers.
- Continuous in-servicing of teachers to update their competence, commitment and capability.
- Specialized in-service to cope with curriculum changes and reforms.
- Retirement preparation as part of succession Management plan.
- Status recognition.
- Personal safety and security in the work environment.
- Protection against losses and risks at the workplace – (the institution).

(b) Institution management system should enhance and support the work of the teacher in the class. The system should have structures and resources which ensures the following dynamic and progressive aspects:-

- Bring about humanization of the teachers work and environment.
- Democratize the decision-making process.
- Ensure effective implementation of approved conditions of service and addressing of grievances.
- Provide socio-economic emancipation of the teaching profession through systematic and continuous teacher education and staff development programmes.
- Empowerment of women teachers.

(c) Performance benchmarks should be developed which clearly define management responsibility in quantifiable terms over institutions and heads of institutions.

(d) The Ministry of Education and the Teachers Service Commission agent in the field to should be strengthened in order to provide meaningful support to heads of institutions to provide increased levels of peer supervision, guidance and support building.

(e) The existing public security networks linkages and services be made accessible to all institutions especially the ones with boarding and hostel arrangements in order to curb:-
- Students riot, destruction and assault.
- Attack by armed robbers targeting institution fees collection at the beginning of the institution terms.
- Thieves and illegal drug peddlers who use students as agents.
- Assault by enraged parents on institution suppliers.
- Gender harassment and cultural hostilities.
- Ethnic, racial and cultural hostilities.
- Rejection by community due to perceived poor performance.
- Lack of courtesy and civility in handling people places, policies and programmes.
- Down right hostile communities.