

Sub-theme: Educational administration

Name: Job Mosoti Momanyi

E-mail: jobmomanyi@yahoo.com

Tel: 0720 798 591

Aim:

To investigate the perceptions of Quality Assurance and Standards Officers towards the appropriateness of the Kenya Education Management Institute capacity-building courses offered for Education Managers and Administrators

Content:

Issues of relevance of the programme relate to how the training programmes address national objectives, relate to the national philosophy, relate to the world of work and relate to the environment (KESI 2006). On cost effectiveness, KESI says courses may be relevant and of high quality but they may also be too expensive to sustain. Therefore, it is important to assess the unit cost of training education managers at the institute. Some factors to be considered for a course to be considered appropriate, besides its relevance is the quality of the training offered which will hinge on: duration, venues for training, availability of appropriate and relevant training materials, and the qualifications of the trainers

Conclusion

KEMI plays a very important role in upgrading the skills of education managers in the country. The courses it offers are relevant and appropriate for education managers. Most of the QASOs who responded to the questionnaire were positive about the KESI programmes and given that these are professional educationists, there is every reason to believe that they had good reasons to rate the programmes as they did. The last one year (2008) has seen an upsurge in the number of officers trained and the trend should continue so that the institution can meet and even surpass its targets. This will be a big contribution towards improving the standards of education in the country. On the perceptions of QASOs towards capacity building programmes offered by KESI, an overwhelming majority of respondents said the courses are suitable and relevant. Finally majority of QASOs said they are willing and ready to attend KEMI capacity building programmes.