

ABSTRACT

The purpose of this paper is to examine how research evidence obtained from the Kenya Education Management Institutes (KEMI) training programme model informs distance learning programmes; and critically analyse its implications for these programmes at the University of Nairobi. Data on which this paper is based were gathered in a wider study conducted in the year 2008 using document analysis guides, on publicly available information describing various training theories and models; and questionnaires which helped to collect primary data on KEMI training programmes. The key arguments in this paper are informed by the research outcomes on the KEMI training evaluation model and grounded in Stufflebeam's CIPP (context, inputs, processes, and products) evaluation model. We conceive that although the KEMI Model is tailor-made to deal with the issues affecting management of secondary education, the training and evaluation model used, if modified and applied to the university of Nairobi distance education programmes can have far reaching effects in influencing the quality of teaching and learning.