

Free primary education still excludes the poorest of the poor in urban Kenya

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Abstract

The Kenyan government introduced free primary education in 2003 in order to universalise access to primary education. Although the policy allows universal coverage, it ought to benefit the poor most as they are the ones who were excluded from the education sector before the policy was introduced. Using household-survey data collected in Nairobi, this contribution assesses the impact of the policy on schooling outcomes of the poor. The findings reveal that the free primary-education policy in Kenya still excludes the poorest of the poor.

Key Words: Governance and public policy; Social sector; Sub-Saharan Africa

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