

Universal Primary Education Policy Assessment in Kenya

Daniel N. Sifuna and Nobuhide Sawamura

Abstract

Achieving Universal Primary Education (UPE) has received considerable attention since the early 1950s. The concept of universal education is, however, not well defined and is used to mean many different things to different people. The chapter forms a part of a five-year research work conducted by a group of African and Japanese researchers who have developed an equal partnership and network to review the expansion of primary education, some policies prompting the free primary education intervention, and the challenges of implementation based on the case study of two districts in four countries, namely, Ghana, Kenya, Malawi, and Uganda. This chapter discusses issues related to administrative, financial, and perceptual issues related to UPE policies in Kenya.

Full text: <https://brill.com/view/book/edcoll/9789463000253/BP000004.xml>