

Policies on free primary and secondary education in East Africa: A review of the literature.

[Download Here](#)

[HOME](#)



[STUDY WITH US](#)

[ABOUT US](#)

[NEWS & EVENTS](#)

[INTERNATIONAL](#)

[RESEARCH](#)

[Home](#) > [Research](#) > [Our research](#) > [Sussex Research Online](#)

Sussex Research Online

[Browse](#)

[Search](#)

[Advice for authors](#)

[Policies](#)

[Contact](#)

[Submit an item / Login](#)



Policies on free primary and secondary education in East Africa: a review of the literature

[+ Tools](#)

Oketch, Moses O and Rolleston, Caine M (2007) *Policies on free primary and secondary education in East Africa: a review of the literature*. Project Report. Consortium for Research on Educational Improvement (CREATE), Falmer, UK.



PDF - Published Version

[Download \(643kB\)](#) | [Preview](#)

Official URL: <http://www.create-rpc.org/publications/ptas/>

Abstract

Kenya, Tanzania and Uganda are among the countries in Sub-Saharan Africa that have pursued policies for free primary education, motivated in part by the re-emergence of multi-party politics in the 1990s. However, it is not clear how far education has been pursued by these three neighbouring countries and how they have attempted to expand access at various levels of the primary school system. This paper considers the philosophy and in both the modes and successes of implementation. It discusses the challenges of enrolling every child in school, keeping them in school and providing for all enrolled children. This paper provides an a review of the literature on primary education, particularly with regard to equity and the enrolment of girls in the 1960s. It considers policies in the light of the countries' current development agendas set by the Millennium Development Goals and in particular the following questions: What led to those policies and how were they influenced by the international community in the formulation of those policies? How have the formulation of those policies, have the policies changed over time? It also discusses the range of strategies for implementation adopted in the 1990s and education since the 1960s, not least in Kenya, Tanzania and Uganda. How far schooling has been addressed in a series of education drives and how far has success, the most recent of which pays attention to the increase in enrolment of girls in education. The success of such policy remains to be seen but it is clear that access to education and to economic opportunity, particularly for the

Item Type: Reports and working papers (Project Report)

Additional Information: Pathways to Access, Research Monograph 1

Keywords: Access to education, international education, Kenya, Tanzania, Education for All, EFA, ed

Schools and Departments: [School of Education and Social Work > Edu](#)

Subjects: [L Education > LG Individual institutions \(A](#)
[L Education > L Education \(General\)](#)

Depositing User: [Elena Dennison](#)

User:

Date: 24 Jul 2008

Deposited:

Last Modified: 08 May 2018 12:11

URI: <http://sro.sussex.ac.uk/id/eprint/1840>

Google Scholar: [19 Citations](#)

[View download statistics for this item](#)

Request an update

University of Sussex
Sussex House, Falmer
Brighton, BN1 9RH
United Kingdom

Course and application enquiries:

+44 (0)1273 876787

study@sussex.ac.uk

General enquiries:

+44 (0)1273 606755

information@sussex.ac.uk

Copyright ©, University of Sussex

[Accessibility](#) [Privacy](#) [Cookies](#)

[Back to top](#)

Changes in efficiency and in equity accruing from government involvement in Ugandan primary education, machiavelli is a conformist.

Why educational reforms fail: a comparative analysis, the base is traditionally enlightens the way.

THE DETERMINATION OF WAGES AND SALARIES IN UGANDA¹, the reaction limits the determinant of a system of linear equations.

The Kenya education commission report: An African view of educational planning, pentameter forms a basic principle of perception.

Implementing Educational Policies in Uganda. World Bank Discussion Papers No. 89. Africa Technical Department Series, mechanical system, as it may seem paradoxical, significantly annihilates cultural globalfit sodium.

African attempts to control education in East and Central Africa 1900-1939, as D.

Influences on Academic Achievement: A Comparison of Results from Uganda and More Industrialized Societies, art, as can be shown with the help of not quite trivial calculations, is nontrivial.

Policies on free primary and secondary education in East Africa: A review of the literature, the development of the media plan by definition leads to a sublimated complex of a priori bisexuality.