

Free Primary Education and Implementation in Kenya: The Role of Primary School Teachers in Addressing the Policy Gap

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Abstract

Free primary education policy has substantially increased school enrollment rates in Sub-Saharan African countries. The success and sustainability depend on teachers' perception, motivation, and proper implementation of the policy in the classroom. Few studies focus on teachers' experiences and challenges in the process of implementing the policy. The current study presents theoretical reviews using the "bottom-up," "top-down," and incremental policy frameworks. The study used a desk review of the documents from the Ministry of Education and other published materials from an Education Research Program in Kenya. Findings suggest that there is no adequate empirical study to support the views and assertions concerning teachers' experiences and motivation toward the implementation of free universal primary education policy in Kenya. There is a need for empirical research and programs to understand teachers' experiences and challenges in translating education policy into practices.

Keywords: Bottom Up, Free Primary Education, Kenya, Teachers, Top Down

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