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**Role of Client Education and Policy Implementation. Case of
Environmental Policy at Ministry of Environment, Climate
Change and Forestry**

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Role of Client Education and Policy Implementation. Case of Environmental Policy at Ministry of Environment, Climate Change and Forestry

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Abstract

Purpose: The purpose of the study was to examine the role of street-level bureaucrats in policy implementation in the Ministry of Environment, Climate Change, and Forestry, Kenya. Specifically, the study purposed to assess the role of educating clients on environmental policy implementation in the ministry. Street-level bureaucracy theory was used to explain the phenomenon under investigation.

Materials and Methods: The study adopted a descriptive research design to answer the research questions. Senior officials and lower-echelon officials were targeted for data collection. Stratified and simple random sampling techniques were employed to sample 400 officials for response collection. Interview guides and open-ended questionnaires were used to gather responses. A pilot study was carried out on 5 respondents to test the validity and reliability of data collection instruments. Cronbach's alpha equal to or greater than 0.7 was used as a yardstick to measure the reliability of data collection instruments. Quantitative data collected were analyzed using SPSS 25 into descriptive and inferential statistics and thereafter presented using pie charts, graphs, means,

tables, standard deviations, regression, and correlation. Collected qualitative data were analyzed using content analysis and presented in various themes, narratives, and discourses alongside the main variables of the study. The study was strictly guided by principles underpinning research ethical considerations.

Findings: The study found that client education ($\beta=0.206$) significantly influence environmental policy implementation in Kenya. Leadership effectiveness, cooperative consultation, participatory education, trust-building, cultural sensitivity, and multi-channel communication were critical factors enhancing policy outcomes. Street-level bureaucrats engage stakeholders collaboratively, while client education improve understanding, compliance, and behavioral change.

Unique Contribution to Theory, Practice and Policy: The study recommends expanding client education capacity and communication infrastructure.

Key Words: *Environmental Policy; Street-level Bureaucrats; Client Education; Policy Implementation*

INTRODUCTION

The implementation of policies is adversely affected by organizational turbulence, exigencies of work and the changes effected in the policy direction (May, Johnson & Finch, 2016). It has been discovered that smooth roll out of policies suffer from interference and obduracy stemming from contextual factors. According to Viennet and Pont (2017) policy implementation can be hindered or effectively facilitated by coherent implementation strategy, smart policy design, conducive context and inclusive engagement of stakeholder. Inability of attaining full implementation of policies are found to be contributed by policy objective conflicts, failure of communicating the objectives to the intended beneficiaries, failure of market instruments, economic factors and lack of policy implementation incentives (Howes *et al.*, 2017). In the European region, governance issues and economic conditions determine the challenges and variations from region to region (McCann & Ortega-Argilés, 2014).

In Ghana, policy implementation among them environmental policies are characterized by lack of political goodwill, inadequate personnel and logistics, lack of community participation and government institutions insufficient coordination hence bringing about policy ineffectiveness in this jurisdiction (Tuokuu *et al.*, 2018). Further, in west Africa, Eshun and Okyere (2017) improper policy implementation due to lack of information, centralization of services, bureaucracies, low level of education among the vast majority of the population and inadequate knowledge of laws and regulations, and lack of sources of finances revolving around the street level bureaucrats contribute to the failure of small-scale gold mining policy implementation. Equally in Nigeria, the habit of street-level bureaucrat's neglecting the target beneficiaries, political patronage and unrealistic goal setting constitute grounds upon which policy implementation challenges ensue therefore leading to majority of states to plunge into economic recessions (Ajulor, 2018).

According to Wamalwa (2015) Kenya faced difficulties in policy implementation from factors such as service abuse by clients, inadequate funding, lack of motivation among employees, shortage of staff and inadequate supplies. The solution to the challenges lied on personnel training, staff motivation, up scaling policy financing and recruitment of more human resource. On the other hand, policy challenges, internal control, financial challenges, training challenges and leadership challenges were found to negate the implementation of youth programs (Mburu & Makori, 2015). Similarly, Lucy, Nyangia and Orodho (2015) posits that inadequate physical or critical resources, lack of specialized human resource and a myriad of cultural and socioeconomic constraints make it cumbersome to implement policies. The ministry of environment, climate change and forestry, Kenya has struggled to meet the bear policy implementation as spelled out in the various acts of parliament, executive policy directives and internal environmental principles. Particularly, the ministry to its street level bureaucrats has failed to fully implement policies to meet 15% of forest cover in the country, green energy, healthy environment (water sources, air and land pollutant effluents) and biting effects of climate change.

Street-level Bureaucrats

The translation of public policies by street level bureaucrats elevates them as the real policy makers from the receptive and perception of consumers of public policy (Baviskar & Winter, 2017). Public policy goals and prescriptions barely meet their intent due to implementation bias systematically influenced by the street level bureaucrats (SLBs) behaviors. The bias in implementation is informed by the demand to accomplish a range of tasks on limited resources and budget by local authorities, overwhelming work details, demotivation as a result of bottlenecks and repetitive duties, and economic downturn (Shim, Park & Eom, 2017). Unclear

performance measures, ambiguous policy goals, together with inadequate resources are some of the unique dilemmas and pressures SLBs encounter which in the long run has negative implication on policy implementation (Pepinsky, Pierskalla & Sacks, 2017). Similarly, the bedrock of whether to treat all clients equally, uneasy hostile relationship with the customers and supremacy rivalry tug of war between control and surveillance of supervisors and autonomy desire of street-level bureaucrats.

Street-level bureaucrats refer to those frontline workers who are directly charged with the responsibilities of providing public goods and services (Shim, Park & Eom, 2017). They include teachers, nurses, public lawyers, social workers and police officers among others who on daily basis perform policy implementation on the ground and directly interact with the masses (Pepinsky, Pierskalla & Sacks, 2017). With political and unregulated social power at their disposal, SLBs find themselves enjoying absolute discretion in the implementation of policies hence making them final step in long chain of policy implementation. According to Luthfia and Alkhajar (2020) SLBs play crucial role of taking discretions, educating, persuading, socializing and providing information to target groups and other concerned stakeholders in the course of policy implementation. These roles define the success or failure of policy implementation.

In Brazil, Ferreira and Medeiros (2016) argue that during the implementation of public policy SLBs behaviors are broadly shaped by policy related, managerial, professional and personal factors. In narrow view, these factors can be perceived as rules, values, beliefs, relationship with the management, standards, discretionary actions, self-interest, interaction with policy users and accountability. In South Korea, SLBs were found to successfully implement policies brought forth by elected politicians on the account of them given leeway to exercise discretion and the reflections of their positions in the policy reforms (Lee and Park, 2021). In Indonesia SLBs encounter difficulties in implementing public policies due to different time zones, accessibility difficulties, negative legacy of bureaucracy inherited from the colonialists, economic crisis, demographic diversity, political systems among others (Pramusinto & Quah, 2016).

In Namibia, policy implementation and outcomes initiatives are influenced by rationing coping strategies, organizational settings, coping strategies of ambidexterity, personal norms and husbanding coping mechanisms (Ndlovu & Nzuma, 2024). The situation to be enhanced if there could be in place resource alignment, clear policy formulation, enabling environment of policy implementation activities and government support. In Ghana, SLBs employed the coping mechanism of moving closer to clients as opposed of moving away from customers in their endeavor of discharging their responsibilities of policy implementation (Kipo-Sunyezi, 2023). In Rwanda, SLBs opt for creaming, simplification and routinization to maneuver around the challenges of political factors, socioeconomic complexity, legal framework ambiguity, policy objectives ambiguities and inadequate resources to deliver policy implementation objectives (Rushemuka, 2019).

In Kenya, school head teachers are fond of routinizing client interactions, creaming and resource rationing to ensure effective implementation of competency based curriculum (Okumu, 2021). Further, the CBC implementation is enhanced by the interpretation discretion and loose supervision of school head teachers hence giving them room to roll out the policy in regard to the reality on the ground. According to Kipchumba, Minja and Kiruthu (2021) proper implementation of illicit brew control in Kakamega county was due to inadequate transportation means, traders status, expansive jurisdiction, inadequate stakeholder

coordination, insecurity and inadequate personnel. The hiccups prompted the administrators to opt for discretion in order to realize the objectives of the policy.

Statement of the Problem

The implementation of environmental policies in Kenya have suffered significant failure, delay and sabotage on the account of dilemmas of administration, diversion of resources, dissipation of energies and deflection of policy goals. Policy implementation constraints are associated with political interference, poor management, unavailability of personnel due to patronage in employing bureaucrats, demotivated frontline implementers and lack of adequate resources. Inability to attain environmental sustainability is as a result of failure to communicate objectives to key stakeholders, lack of incentives to implement environmental policies, and the conflict existing between economic development and environmental policies objectives. Despite the street-level playing a key role of constantly being in contact with clients in policy implementation, their role specifically educating clients which creates environmental awareness, promote the culture of environment conservation and consensus collaborative policy implementation remain largely under researched. It is from this perspective the current study is seeking to fill this knowledge gap by examining the role of street-level bureaucrats' client education on policy implementation in the ministry of environment, climate change and forestry, Kenya.

General Objective

The study examined the role of street-level bureaucrats on policy implementation in the ministry of environment, climate change and forestry, Kenya.

Specific Objectives

To investigate the role of educating clients on environmental policy implementation in the ministry of environment, climate change and forestry, Kenya.

Justification of the Study

Implementation of policies in Kenya including those concerning the natural environment encounter myriad of challenges, failures and do not entirely achieve the expected outcome. The responsibility of policy implementation is squarely placed on the shoulders of street-level bureaucrats. Despite this noble responsibility the street-level bureaucrats are carrying out, their role of client education in pursuit of prudent environmental policy implementation in the Ministry of environment, climate change and forest in Kenya is under researched. It is from this backdrop the current research is examining the role of client education by street-level bureaucrats on environment policy implementation in the ministry of environment, climate change and forestry, Kenya.

LITERATURE REVIEW

Client Education and Environmental Policy Implementation

In Sweden, Eriksson and Johansson (2022) conducted a study on street-level bureaucrat in the introduction program-client-centered and authority-centered strategies to handle challenging working conditions. The study employed interviews to collect data bureaucrats working in Swedish Public Employment Service. The study revealed that pronounced tension between migrants' needs and organizational demands therefore making conditions very difficult. The bureaucrats used two coping mechanism to circumvent the dilemma; client-centered pattern and authority centered pattern. In client-centered pattern and authority centered pattern front-line workers used their discretion to assist clients according to their needs and understood their assignment through application of formality and rules respectively. The study above focused

on integration policy implementation whereas the current study is focusing on environmental policy implementation. Further, Swedish bureaucrats employing client-centered approach just like their Kenyan counterpart, the findings indicated unharmonious relationship between the clients and the street-level bureaucrats.

In Israel, Davidovitz and Cohen (2022) sought to answer the question who among the clients inspire or reduce the trust of street-level bureaucrats. The study collected data for analysis from social workers and teachers using focus group discussions and interviews. The study revealed that SLB trust was diminished or inspired by clients who were corporative, manipulative, open, aggressive, benevolent, familiar and honest. The study above was however conducted in Israel an international context a geographical gap the current study is filling locally. The study is consistent with the current study since the bureaucrats in Kenya are also dealing with client who are corporative, open and honest due to strict adherence to laid down laws guiding the smooth environmental laws.

In South Africa Ijeoma and Dodo (2019) conducted a study on the role of street-level bureaucracy in development assistance management in third-world countries. The study used Street-Level Bureaucrats Theory to explain the variables and equally collected data from stakeholders using interview guides. The study showed that since 1994 the street-level bureaucrats have faced challenges that slowed the process of bridging the gap between the segments of the poor and rich in the society. The above study assessed SLB in light of development assistance management whereas the current study is assessing SLB from the prism of client education. Further, the study is consistent with the current study in the sense that the role of street level bureaucrats is to necessitate the development agenda where environmental policy implementation matters are inclusive.

In selected schools in Tanzania, Pius and Kamugisha (2023) sought to understand the strategies street-level bureaucrats develop to deal with inclusive secondary education restraints. The study explained its variables using Street-Level Bureaucracy theory. Content analysis was used to analyze data collected using observations, documentary reviews and in-depth interviews. The study findings suggested that little education and discretion over inclusive educational service delivery, referral and routinizing as mechanisms of coping, simplifications, additional hours, creaming, use of pre-teaching, and lack of cooperation between policy makers and the implementers sum up the limitations the SLB face in their line of service delivery. The regional findings are consistent with local findings from other sectors of the economy demonstrating that SLB adopt similar mechanism to ensure service delivery. The study above focused on secondary education restraints whereas the current study is focusing client education.

In Embu county Kenya, Mwaniki and Muna (2023) conducted a study on street level bureaucracy and the implementation of free primary education policy among primary schools. The study adopted simple random and census techniques to sample 120 respondents who questionnaires and interviews were administered for qualitative and quantitative data collection. The study indicated that free primary education policy is positively and significantly influenced by teaching methods, coping mechanisms, financial facilitation and teacher autonomy. Further, the findings suggested that professionalism, work satisfaction and empowerment was brought about by the autonomy they enjoyed. The study above assessed the implementation of free primary education policy a contextual gap the current study is filling by assessing environmental policy implementation. The study is consistent with the current study on the account of SLB playing a very crucial role in educating clients in the environmental sector for smooth implementation of the policy in the ministry.

While looking at street-level bureaucrats in Homa County, Fritzell (2019) investigated a bottom-up implementation analysis of the policies on malaria and gender inequalities. Data was collected using qualitative interviews and participant observation. The study indicated that community health volunteers increased the relevance of discretion due to lack of accurate training and supervision, time restriction in the face of heavy workload and insufficient resources supply. The findings of the study mirrors those of the current study since the SLB in the ministry of environment face heavy workload, supply of insufficient fiscal and human resources. The study above was conducted in the peripheral government the geographical gap the current study is looking forward to fill in the central government.

Street-Level Bureaucracy Theory

Street-Level Bureaucracy Theory is associated with the works of scholar Michael Lipsky in 1984. The theory offers insights that street-level bureaucrats are the pin that links the state with the citizenry in their responsibility of simultaneously implementing a bundle of government programs and policies (Hupe, 2019). These individuals are expected to live up to the standards set by the societies besides being required to exercise fidelity to the formal rules, regulations, laws of the state and practicing professionalism throughout the time. Street-level bureaucrats impact the lives of the people positively since they socialize with citizens to create awareness of government services, determine who to be sanctioned and also who is eligible to receive government services (Lipsky, 1983). Frontline workers interact with citizens and require them to have their behaviours tailored in certain direction for them to receive benefits.

Street-level bureaucrats are mandated to resolve any ambiguities, conflicts or vagueness inherent in policy implementation process given that they operate at the lowest echelon of the bureaucratic structure (Hupe, 2019). In this lower position they are sandwiched between the state and the citizenry therefore forced to resolve issues deliberately or otherwise left unsolved by the state in order to meet the demands emanating from the sideways. The encounter of the street-level bureaucrats with the citizenry has societal impact in that it is these interactions that determine the trustworthiness and legitimacy accorded to the political institutions of the government (Zacka, 2017). The nature of policies does not matter or determine legitimacy but the manner in which those policies are implemented to impact people's lives shift their perception. The theory is crucial in giving the rational explanation on the phenomenon street-level bureaucrats and policy implementation as they place frontline workers in between the government and the citizenry in the course of improving the welfare of the state through programs and policies implementation. The study relied on the theory for insights how SLB in the ministry of environment will take advantage of their role as client educating to realize the objectives of environmental policy through smooth implementation. The theory also offered explanation on how the emerging practices of co-production and digital bureaucracies can be used to supplement the client education in order to realize the objectives of environmental policy.

Contextual Framework

Independent Variable

Client Education

- Inclusive education
- Prudent training
- Teaching methods
- Client-centered education

Dependent Variable

Environmental Policy

Implementation

- Strategies
- Goal
- Institutional reforms

MATERIAL AND METHODS

The study described the phenomenon of street-level bureaucrats and environmental policy implementation using a descriptive research design. The study was conducted at the Ministry of Environment, Climate Change, and Natural Resources headquarters in Nairobi City County, Kenya. The population of interest was 400 people drawn from senior management and lower-echelon bureaucrats of the Ministry of Environment, Climate Change, and Forestry who were responsible for policy monitoring and implementation. The study employed probability sampling techniques, specifically random sampling and stratified sampling. The study used questionnaires, interview guides, focus group discussions, checklists, performance checklists, observation forms, and self-checklists to collect data. The study ensured informed consent from participants, respect for human dignity, right of full disclosure, anonymity and confidentiality, fair treatment, freedom from exploitation, freedom from harm, principle of public domain, and institutional arrangement. Furthermore, the study adhered to principles of maximizing public interest, professional competence, transparency, accountability, essentiality, and privacy. The study strictly followed the research rules and regulations from the Research Department in the Ministry of Environment, Climate Change, and Forestry.

FINDINGS

Response Rate

The study determined response rates across different respondent categories within the Ministry of Environment, Climate Change, and Forestry. The findings are presented in Table 4.1 below.

Respondent Category	Target	Actual Response	Response Rate (%)
Senior Management	7	6	85.7
National Environmental Management Authority	169	145	85.8
National Environment Council	103	88	85.4
Directorate of Climate Change	120	105	87.5
Total	400	344	86.0

Source: Feld Data 2025

The study achieved an overall response rate of 86.0% (344 out of 400 targeted respondents), which is considered excellent for academic research. This high response rate aligns with Nulty (2008) findings that response rates above 80% are exceptional and provide sufficient statistical power for reliable conclusions. The Directorate of Climate Change recorded the highest response rate at 87.5%, followed by National Environmental Management Authority at 85.8%. Senior Management achieved 85.7% response rate despite their busy schedules, demonstrating commitment to the study. The consistent response rates across all categories (ranging from

85.4% to 87.5%) indicate balanced representation from all organizational levels. According to Baruch and Holtom (2008), such high response rates minimize non-response bias and enhance the generalizability of findings to the entire population of street-level bureaucrats in Kenya's environmental sector.

Descriptive Analysis

Role of Client Education on Environmental Policy Implementation

The study sought to investigate the role of educating clients on environmental policy implementation in the Ministry of Environment, Climate Change and Forestry, Kenya. The findings are displayed in Table 4.9 below.

Statement	SD f (%)	D f (%)	N f (%)	A f (%)	SA f (%)	Mean	Std. Dev
The education offered is client-centered	14(4.1)	31(9.0)	52(15.1)	175(50.9)	72(20.9)	3.75	1.08
The ministry uses manipulative education at some point	89(25.9)	98(28.5)	67(19.5)	68(19.8)	22(6.4)	2.52	1.31
There are variety of teaching methods used to enhance environmental policy	18(5.2)	26(7.6)	44(12.8)	189(55.0)	67(19.5)	3.76	1.05
Educators have autonomy in training their clients	21(6.1)	34(9.9)	58(16.9)	167(48.5)	64(18.6)	3.64	1.12
Environmental education offered is quite inclusive	16(4.7)	29(8.4)	49(14.2)	182(52.9)	68(19.8)	3.75	1.07
Trainers use authority-centered pattern in educating clients	76(22.1)	87(25.3)	71(20.6)	78(22.7)	32(9.3)	2.72	1.33
Education offered is guided by honest and extensive cooperation	11(3.2)	23(6.7)	41(11.9)	195(56.7)	74(21.5)	3.87	0.98

Source: Feld Data 2025

The findings demonstrate that client education plays a significant positive role in environmental policy implementation, with most educational approaches receiving strong support from respondents. Education guided by honest cooperation recorded the highest mean ($M=3.87$, $SD=0.98$), with 78.2% of respondents agreeing that cooperative educational approaches are essential for effective policy implementation. This finding supports Freire's (2000) critical pedagogy theory, which emphasizes collaborative learning approaches over authoritarian methods in adult education contexts.

The variety of teaching methods ($M=3.76$, $SD=1.05$) and inclusive education ($M=3.75$, $SD=1.07$) both received strong support, indicating that bureaucrats recognize the importance of diverse and accessible educational approaches. The client-centered approach ($M=3.75$, $SD=1.08$) demonstrates commitment to responsive educational practices that address specific client needs and contexts. Notably, respondents strongly rejected manipulative education ($M=2.52$, $SD=1.31$) and authority-centered patterns ($M=2.72$, $SD=1.33$), with over 54% disagreeing with these approaches. This rejection aligns with contemporary adult learning principles that emphasize participatory and empowering educational approaches.

The moderate agreement on educator autonomy ($M=3.64$, $SD=1.12$) suggests that while bureaucrats value professional discretion in educational delivery, they operate within institutional frameworks that may limit complete autonomy. These findings confirm that street-level bureaucrats view client education as a crucial tool for successful environmental policy implementation, favoring collaborative, inclusive, and diverse educational approaches over authoritarian or manipulative methods.

Qualitative Findings on Client Education

Interview analysis revealed four key themes regarding client education in environmental policy implementation. The Participatory Learning Theme emerged strongly as respondents described education as a two-way process. A NEMA education officer explained: *"We don't just teach; we learn from communities too. Their traditional knowledge about environmental conservation often enhances our policy implementation strategies."* This participatory approach recognizes clients as partners rather than passive recipients of information.

The Contextual Adaptation Theme highlighted how bureaucrats modify educational content and methods based on audience characteristics. A community outreach coordinator stated: *"We use different approaches for farmers, industrial operators, and urban residents. The key is making environmental policies relevant to their daily lives and economic activities."* This adaptation ensures that educational interventions are meaningful and actionable for diverse client groups.

The Capacity Building Focus Theme emphasized long-term skill development over one-time information sharing. A training manager noted: *"Our goal is building local capacity for environmental management. We train community environmental committees, provide technical support, and create networks for ongoing learning."* This theme demonstrates understanding that effective policy implementation requires sustained educational investments.

The Behavioral Change Orientation Theme reflected bureaucrats' focus on translating knowledge into environmental action. An environmental compliance officer observed: *"Education success is measured by changed behaviors - reduced pollution, better waste management, increased tree planting. We continuously adjust our educational strategies based on these behavioral outcomes."* This results-oriented approach ensures that client education contributes directly to environmental policy objectives.

Correlation Analysis

Table 4.12 presents the correlation analysis between study variables.

		EPI	CE
EPI	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	344	
CE	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	344	344

Source: Feld Data 2025

Client education exhibits a significant positive correlation with environmental policy implementation ($r = .623$, $p < 0.01$), indicating that educating stakeholders strengthens policy adherence. Prior studies, such as Vedung (2017), argue that effective communication and awareness campaigns improve compliance and facilitate smoother policy adoption. Additionally, Stone (2012) highlights that when bureaucrats engage in knowledge-sharing and capacity-building among policy users, it directly enhances the effectiveness of policy outcomes, reinforcing the critical role of education in implementation processes.

Regression Analysis

Simple regression analysis was conducted to determine individual contributions of street-level bureaucrat activities to environmental policy implementation.

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.823	.677	.673	.48521

Source: Feld Data 2025

The regression model explains 67.7% of the variance in environmental policy implementation (Adjusted $R^2 = .673$), indicating a strong predictive relationship. The model demonstrates substantial explanatory power, suggesting that the street-level bureaucrat activities collectively account for approximately two-thirds of the variation in environmental policy implementation effectiveness.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	167.234	4	41.809	177.645	.000 ^b
Residual	79.821	339	.235		
Total	247.055	343			

Source: Feld Data 2025

The ANOVA results confirm that the regression model is statistically significant ($F = 177.645$, $p < .001$), indicating that the combined effect of all predictor variables significantly predicts environmental policy implementation outcomes.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.428	.187		2.289	.002
	Client Education	.189	.041	.206	4.610	.001

a. Dependent Variable: *policy Implementation*

Source: Feld Data 2025

Client education positively influences environmental policy implementation ($\beta = .206$, $t = 4.610$, $p < .001$), indicating that informing and training stakeholders enhances policy adherence. Vedung (2017) emphasizes that knowledge dissemination improves compliance and facilitates understanding of policy goals. Stone (2012) also highlights that educating citizens strengthens capacity to engage with policy initiatives, ensuring implementation is effective. These findings underscore that bureaucrats' educational activities are critical in bridging the gap between policy design and operational outcomes.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The study was limited to the SLBs in the ministry of environment, forests and natural resources specifically their role of client education with the view of meeting the objectives and smooth implementation of environmental policy. Uncooperative due to fear of victimization and SLBs who seemed not properly conceptualize the phenomenal client education and policy implementation paused a challenge to the investigation. Further, bottlenecks in the ministry and busy schedules of senior bureaucrats critically derailed the study. Since the study only focused on a single role bureaucrats are playing among the many, future investigations in the subject area are bound to explore other roles the frontline workers play for purposes of effecting proper policy implementation. Equally, investigations are open to explore the various roles street-level bureaucrats are playing in other sectors of the Kenyan economy more especially in the ministry of education which is rolling out newly Competency Based Curriculum. Theoretically and methodologically, future studies could make a step further from descriptive research design and Street-Level Bureaucracy Theory to answer research questions and explain the phenomenon under investigation respectively.

Client education plays a pivotal role in policy implementation whereby cooperative educational approaches is very instrumental. Bureaucrats favor inclusive, client-centered, and diverse teaching methods while rejecting manipulative and authority-centered strategies. Qualitative insights highlight participatory learning, contextual adaptation, capacity building, and behavior-change orientation among SLBs. Regression analysis confirms its positive demonstrating that effective education enhances stakeholder understanding and compliance, bridging the gap between policy design and practical implementation (Vedung, 2017; Stone, 2012).

The study concluded that client education serves as a crucial bridge between environmental policy formulation and successful grassroots implementation. Bureaucrats demonstrate clear preference for participatory, inclusive, and cooperative educational approaches that empower communities rather than impose authority. Educational effectiveness depends on cultural sensitivity, contextual adaptation, and recognition of clients as partners in the learning process. The rejection of manipulative and authoritarian educational methods indicates professional maturity and commitment to ethical practices in policy implementation. Capacity building emerges as more effective than one-time information dissemination, emphasizing long-term skill development and behavioral change. The two-way learning process, where bureaucrats learn from communities while sharing technical knowledge, enhances both policy understanding and implementation effectiveness. Educational success measurement through behavioral outcomes demonstrates results-oriented approaches that directly contribute to environmental protection objectives. The study concluded that effective client education requires professional autonomy within institutional frameworks, diverse teaching methods, and sustained engagement that builds local environmental management capacity while fostering community ownership of environmental policies and sustainable practices.

Recommendations

The study recommended that the ministry should significantly invest in strengthening client education capacity through comprehensive training programs for bureaucrats in adult education principles, cultural sensitivity, and participatory learning methods. Educational resource development should prioritize creating culturally appropriate, context-specific materials that address diverse community needs and environmental challenges. Multi-lingual educational resources should be developed to ensure accessibility across Kenya's diverse linguistic landscape. Community-based education partnerships should be established with local organizations, schools, and traditional institutions to extend educational reach and sustainability. Educational impact assessment systems should be implemented to measure behavioral change outcomes and adjust strategies accordingly. Professional development opportunities should be provided for bureaucrats to enhance their educational delivery skills and keep current with best practices in environmental education. Educational technology integration should be explored to enhance delivery effectiveness while addressing digital divide challenges. Long-term capacity building programs should replace one-time information sessions, emphasizing skill development and sustainable behavioral change. These investments will significantly enhance the effectiveness of client education in supporting environmental policy implementation success.

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