



### REVIEWER'S REPORT

**Manuscript No.: IJAR-56163**

**Title:** Homeschooling in Kenya: Policy Implications for Educational Stakeholders – A Qualitative Study of Alternative Education Provision and Education Policy Reform

**Recommendation:**

Accept after minor revision.....

Rating	Excel.	Good	Fair	Poor
Originality	✓			
Techn. Quality			✓	
Clarity	✓			
Significance		✓		

**Reviewer Name: Faheem Abdul Muneeb**

#### Reviewer's Comment

This manuscript presents a comprehensive qualitative examination of homeschooling in Kenya as an emerging alternative education pathway within a predominantly state-regulated schooling system. Grounded in a multi-theoretical framework integrating human capital theory, parental choice theory, rights-based education, and ecological systems theory, the study situates homeschooling within constitutional, statutory, and curriculum reform contexts—particularly in relation to Kenya's Competency-Based Curriculum (CBC). Drawing on secondary qualitative analysis of six purposively selected public interview transcripts representing diverse stakeholder perspectives (parents, a homeschool graduate, a professional tutor, and an educational advocate), the study offers a data-rich exploration of motivations, pedagogical practices, curriculum alignment, assessment mechanisms, socialization processes, and learner outcomes.

The topic is timely and policy-relevant, particularly given the regulatory ambiguity surrounding homeschooling in Kenya and broader debates on educational pluralism, parental autonomy, and alternative provision. The manuscript makes a valuable contribution by shifting homeschooling from anecdotal discourse to structured qualitative analysis grounded in theory and policy frameworks.

#### Scientific Contribution and Empirical Strength

**REVIEWER'S REPORT**

The manuscript's primary strength lies in its systematic documentation of homeschooling practices within a Kenyan context that has been under-researched in scholarly literature. The integration of multiple stakeholder narratives enhances depth and triangulation, while the inclusion of a homeschool graduate's post-secondary trajectory strengthens claims regarding educational outcomes. The analysis effectively demonstrates alignment between homeschooling practices and CBC principles, particularly learner agency, differentiated instruction, continuous formative assessment, and holistic skill development.

The study's empirical richness is further strengthened by the transparent coding procedures and the structured presentation of dominant themes, including motivations, curriculum hybridity, legal navigation strategies, assessment practices, and post-secondary transitions. The visual representations (conceptual framework, thematic distribution chart, and heatmap analysis) add analytical clarity and demonstrate systematic engagement with the dataset.

The manuscript also makes a meaningful theoretical contribution by linking micro-level family decisions to macro-level national development goals, positioning homeschooling within broader human capital and governance discourse. This elevates the study beyond descriptive ethnography into policy-relevant scholarship.

**Methodology and Analytical Approach**

The qualitative narrative–thematic design is appropriate for the exploratory and policy-oriented nature of the study. The rationale for utilizing publicly available interview transcripts is well articulated, and the discussion of ethical considerations demonstrates commendable reflexivity. The three-stage data preparation process, systematic coding (open, axial, selective), and adherence to Braun and Clarke's thematic analysis framework reflect methodological rigor. The use of NVivo and maintenance of an audit trail further strengthen credibility and dependability.

While the methodological justification is strong, the methodology chapter is extensive and could benefit from moderate condensation. Certain procedural explanations—particularly regarding trustworthiness and philosophical positioning—are repeated in different subsections and could be synthesized to enhance conciseness without sacrificing rigor. These refinements are editorial rather than substantive.

**Structure, Style, and Presentation**

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The manuscript is logically structured, progressing coherently from conceptual framing and literature review to methodology, findings, and policy implications. The conceptual framework (Figure 1.0) effectively integrates theoretical and policy dimensions, and subsequent findings are consistently mapped back to this framework.

However, the manuscript is lengthy, and some repetition occurs between the findings and analysis sections, particularly in discussions of parental motivation and curricular flexibility. Greater synthesis between empirical narration and analytical interpretation would strengthen flow and reduce redundancy. Minor language editing is recommended to address typographical inconsistencies, occasional formatting issues, and minor stylistic redundancies.

With regard to the title, while it accurately reflects the content, it is somewhat lengthy. For clarity and conciseness, the authors may consider a streamlined version such as:

*"Homeschooling in Kenya: Alternative Education Provision and Policy Implications."*

This is a suggestion rather than a requirement, as the current title remains accurate and acceptable.

### Final Recommendation

This manuscript offers a substantial, theoretically grounded, and policy-relevant contribution to the study of alternative education and homeschooling in Kenya. It combines methodological transparency, empirical depth, and conceptual rigor in a manner suitable for publication in an educational policy or management journal.

With **minor revisions** focused on condensation of methodological exposition, reduction of repetitive narrative passages, minor language editing, and optional title refinement, the manuscript will be well suited for publication.

**Decision: Accepted with minor revisions.**