

REVIEWER'S REPORT

Manuscript No.: IJAR-50588

Date: 11-03-2025

Title: BARRIERS TO ACCESS TO HIGHER EDUCATION FOR STUDENTS WITH DISABILITIES: CHALLENGES OF MOZAMBICAN HIGHER INSTITUTIONS

Recommendation:

Accept as it is.....**YES**.....
 Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

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

Reviewer's Name: Shafiya Akhter

Reviewer's Decision about Paper: **Recommended for Publication.**

Comments (*Use additional pages, if required*)

Reviewer's Comment / Report

The article *Barriers to Access to Higher Education for Students with Disabilities: Challenges of Mozambican Higher Institutions* provides a detailed exploration of the difficulties faced by students with disabilities in accessing higher education in Mozambique. The abstract effectively introduces the key themes of the paper, highlighting the historical context of inclusive education and the existing challenges in Mozambican universities. The focus on institutional adaptability, infrastructure, and curriculum revision presents a well-defined framework for discussing the barriers to accessibility.

The introduction provides a strong historical foundation, tracing the evolution of human rights and educational inclusion from the Universal Declaration of Human Rights in 1948 to the Salamanca Statement. The reference to global discussions on disabilities and their relevance to Mozambique strengthens the article's contextual grounding. The choice of case study institutions—Púnguè University (Tete Extension) and Zambezi University (Faculty of Agrarian Sciences)—is well-justified, providing concrete examples for evaluating the state of inclusivity in higher education. The structured approach to investigating institutional policies, geophysical accessibility, availability of learning materials, and faculty training offers a comprehensive method for assessing the issue.

REVIEWER'S REPORT

The theoretical framework effectively situates the discussion within historical and sociocultural perspectives, addressing how exclusionary attitudes towards individuals with disabilities have evolved over time. The references to historical practices of marginalization, from ancient times to the Middle Ages, provide a well-researched backdrop to the modern discourse on inclusivity. The discussion of shifting perceptions due to Christianity, capitalism, and scientific advancements adds depth to the analysis, demonstrating how societal attitudes have influenced policies and educational opportunities for disabled individuals.

The study's emphasis on the challenges faced by institutions, such as limited infrastructure, lack of trained personnel, and inadequate material resources, aligns with broader global discussions on disability rights in education. The structured interview methodology, aimed at administrative staff, is an appropriate approach to gathering relevant data on enrollment trends and institutional challenges. The observation of declining enrollment rates among students with disabilities underscores the need for urgent policy interventions.

Overall, the article presents a well-researched and comprehensive analysis of the barriers to higher education for students with disabilities in Mozambique. The historical context, theoretical grounding, and case study approach contribute to a thorough exploration of the subject matter. The study effectively highlights the need for policy reform, institutional adaptation, and resource allocation to promote inclusive education in higher learning institutions.
