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REVIEWER'S REPORT

Manuscript No.: IJAR- 56328

Title: THE CONTRIBUTION OF THE DESIGN AND IMPLEMENTATION OF ACTIONS IN LOCAL HISTORY AND GEOGRAPHY TO THE PEDAGOGICAL-EDUCATIONAL PROCESS OF INTEGRATION AND INCLUSION OF STUDENTS WITH DISABILITIES IN THE PUBLIC SOCIAL SPHERE,

Recommendation:

Accept after minor revision

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

Reviewer Name: Dr Abdul Haseeb Mir

Detailed Reviewer's Report

The article titled "The Contribution of the Design and Implementation of Actions in Local History and Geography to the Pedagogical-Educational Process of Integration and Inclusion of Students with Disabilities in the Public Social Sphere" explores the intersection of spatial education and inclusive pedagogy. The paper effectively argues that local history and geography are not merely academic subjects but essential tools for social empowerment, allowing students with disabilities to connect personal experiences with real-world environments. A primary strength of this work is its interdisciplinary approach, which synthesizes historical narrative with geographical mapping to enhance the social participation and autonomy of students. By focusing on "experiential and cultural knowledge," the author provides a compelling theoretical framework for how place-based learning can dismantle social barriers and foster a sense of belonging in the public sphere. The emphasis on spatial orientation and "meaning-making" through local exploration is particularly insightful, offering a fresh perspective on how to achieve genuine social integration beyond the classroom walls.

However, the manuscript displays several weaknesses that require attention to improve its clarity and academic rigor. The first significant weakness is the highly dense and abstract language used throughout the text. While the theoretical foundations are deep, the paper often relies on long, complex sentences that make the core arguments difficult to navigate. This academic "wordiness" can obscure the practical pedagogical strategies being proposed, potentially limiting the paper's accessibility to practicing teachers

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and school administrators who would benefit most from these inclusive strategies. Simplifying the prose would allow the author's valuable insights to reach a broader, more diverse audience.

A second weakness is the lack of specific, documented case studies or empirical evidence to support the theoretical claims. While the article eloquently describes the potential benefits of local history and geography actions, it does not provide detailed descriptions of actual projects that have been implemented, nor does it include qualitative data from students or educators who have participated in such programs. Without concrete examples of "local history actions" (such as specific museum visits, community mapping projects, or oral history interviews), the paper remains at a high level of abstraction. Providing a few "best practice" vignettes would significantly strengthen the argument by demonstrating the feasibility and impact of these actions in real-world settings.

Furthermore, the paper provides limited guidance on the technical adaptations required for students with different types of disabilities. For example, while it mentions "mappings" and "routes," it does not discuss how these can be made accessible for students with visual impairments or physical mobility challenges. A more inclusive discussion would have addressed the use of assistive technologies, such as tactile maps or audio-guided historical tours, which are crucial for the practical implementation of the geographical actions discussed.

Finally, the bibliography and literature review, while extensive, could be better integrated into the body of the text to support specific claims. Many interesting references are listed at the end, but they are not always explicitly linked to the pedagogical strategies proposed in the middle sections of the paper. This creates a slight disconnect between the theoretical research and the practical recommendations.

Recommendation for the Editor

I recommend this article for final publication. Despite the need for more concrete examples and simplified language, the work addresses a vital and often overlooked area of inclusive education. It successfully highlights the power of "place" in the educational development of students with disabilities and provides a strong philosophical foundation for future empirical research. By publishing this paper, the author contributes a significant voice to the discourse on how local environments can be utilized as "living laboratories" for social inclusion and pedagogical innovation.