

OPINION A

How to reference this paper:

Dashak, I., Maliukova, N., Gviniashvili, I., Karashchuk, A., & Lysiy, O. (2026). Art as a tool for developing emotional intelligence in inclusive education. *Revista on line de Política e Gestão Educacional*, 30(esp1), e026009. DOI: <https://doi.org/10.22633/rpge.v30iesp1.20892>



| Submitted: 05/01/2026
| Revisions required: 10/02/2026
| Approved: 18/02/2026
| Published: 30/03/2026

Editor: Prof. Dr. Sebastião de Souza Lemes
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

REVIEW FORM

Article title: Art as a tool for developing emotional intelligence in inclusive education

A. COGNITIVE DIMENSION
Sequential and logical sequencing of the content of scientific ideas.
1. Does the article contain original ideas that have not yet been presented on the subject?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
2. Is the topic important to the context in which it is inserted?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
3. Does the introduction make the research topic clear, present the studies that have addressed the problem or similar research and point out the gap that the research covers/justification for the research?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
4. Does the introduction make it clear what the research question is or the hypotheses (if applicable) and are the general and/or specific objectives in line with the research question?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
5. Is the theoretical framework relevant to the topic and in line with the objectives set?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
6. Is the theoretical framework presented in sufficient quantity and quality for the research construct and are the ideas presented in sufficient depth for the study in question?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
7. Does the theoretical framework presented include classic authors in the field who are still relevant to the discussion, and does it also include work from the last five years?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
8. Are the results consistent with the aim of the research, the theoretical framework and the methodology?

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
9. Is the data calculated correctly and do the results show that there is no fabrication or falsification of data?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
10. Do the discussions correlate coherently with the theoretical framework?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
11. Do the discussions correlate coherently with the results presented?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
12. Do the conclusions provide an answer to the research question and objectives?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
13. Do the conclusions present authorial closure without repeating previous parts of the article and pointing out the limitations of the research itself and future research?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
Reviewer's comments on the cognitive dimension.
-
B. METHODOLOGICAL DIMENSION
Precise description of the methods and techniques used.
1. Does the title specify the content of the work more generally and the subtitle (if there is one) is a technical title more related to the topic? Another possible approach is when the title refers to the theoretical object and the subtitle to the empirical object.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
2. Does the abstract present the objective, methodology, results and conclusions in a way that is coherent with the work?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
3. Is the choice of keywords in line with the content of the article and the field?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
4. Is the objective clearly written?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No

5. Is the methodology detailed, characterized and does it explain how data will be collected (if applicable) and analyzed?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
6. Is the methodology coherent with the theory and consistent with the results?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No
7. If the research involves human beings, have the procedures carried out to comply with research ethics guidelines been described or the approval number of the work by the research ethics committee indicated?
<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input checked="" type="checkbox"/> No
Reviewer's comments on the methodological dimension.
C. AESTHETIC DIMENSION
Writing, form and normalization.
1. Are the rules observed with regard to citations (ABNT 10520 - 2023), references (ABNT 6023 - 2018), presentation of illustrations and tables (title and source)?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
2. Does the text show correct accentuation and typing of words; nominal and verbal agreement; correct arrangement of words and connection between sentences or paragraphs (cohesion); logical relationship of the ideas presented (coherence); avoid repetition in the text of what is already written in the illustrations and tables?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
3. Are the illustrations (graphs, charts, images, figures, maps) and tables of adequate size and legibility for reading?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
Reviewer's comments on the aesthetic dimension
-
Recommendation
<input type="checkbox"/> Accept <input checked="" type="checkbox"/> Accept with mandatory corrections <input type="checkbox"/> Submit again for evaluation

Submit to another journal

Reject

The reviews will be published without the identity of the reviewer, in accordance with the principles of Open Science. The reviewer must state whether he/she authorizes the publication of the review with his/her identity or authorizes it without his/her identity.

Once the reviewer agrees to the review, the review will be published without their identity. If the reviewer wishes to authorize their identification, please inform it in response to the review request.

Reviewer's opinion/ Comments

- The work deals with a topic of great interest and relevance, presenting a robust amount of data to corroborate its argument, in addition to demonstrating the scenario of inclusive education in great detail in another country, laying the groundwork for dialogue with Brazilian researchers and scientists who are also dedicated to the study of such a relevant topic.

I believe that only a few minor changes need to be considered before the work can be submitted for publication.

In the introduction, the term special education is presented within the objectives of the text and even within the considerations of the impact of emotional intelligence. However, the concept is not clearly explained or even addressed in an obvious way throughout the text, with a focus on the idea of inclusive education, but there are no clear mentions explaining why the two terms are treated differently. This clarification is necessary.

At the end of the text, there is a mention of the effectiveness of working methods in the development of emotional intelligence. However, even in the section of the data analysis that mentions the issue of methods, there is no identification of what these working methods would be. For this topic to be included in the conclusion, it is important that there be a description of what is being discussed in order to understanding the impact of such metrics.

An expanded discussion of the work would be very interesting, with a section dedicated to the authors' analysis of the data presented in comparison with the bibliographies provided. The text is extensively statistical, and there is a need for a section dedicated

to more extensive and detailed explanations in the authors' own words, rather than simply reiterating the data presented in the tables.

The work could benefit from a thorough proofreading; there are passages where the writing is confusing.

It is reiterated that the sole purpose of this opinion is to collaborate with the authors in order to develop the text in the best possible way.

List of mandatory corrections

Better explain the concepts of special and inclusive education used as indicated in the above opinion.

- Clearly state the working method metrics presented in the conclusion of the work.
- Expand the discussion a little by bringing more of the authors' presence to the analysis of the data obtained in relation to the bibliographies used.
- There is a mention in the methodology of having worked with students, but it does not specify how this was done and/or whether an ethics committee was required. This needs to be made explicit in the paper.

Publication of the opinion, according to Open Science standards

- I authorize publication without the name of the reviewer
- I authorize publication with the name of the reviewer
- I authorize publication with the name of the reviewer, being aware that the journals of Editora Ibero-Americana, it is mandatory to.

Processing and editing: Editora Ibero-Americana de Educação
Review, formatting, standardization, and Translation

