

OPINION A

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REVIEW FORM

Article title: The role of law and policy in promoting environmental sustainability in higher education in Vietnam

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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
10. Do the discussions correlate coherently with the theoretical framework?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
11. Do the discussions correlate coherently with the results presented?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Partially <input type="checkbox"/> No
12. Do the conclusions provide an answer to the research question and objectives?
<input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Partially <input checked="" 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 type="checkbox"/> Partially <input checked="" 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 addresses an increasingly topical and relevant issue, proposing an analysis that would address both the political and educational aspects of the issue of preservation and sustainability, providing a collection of significant data and an analysis of legal documents. However, there are some issues that still need to be resolved in the work.

- The last paragraph of the introduction is incomplete; it needs to be completed.
- Figure 1 does not exist; only data has been placed in the figure's location without any image or visual representation.
- The discussion points out that comparisons with universities in developed countries show that these have greater acceptance, but there is no reference study for this statement, nor is there any data presented to corroborate it. This statement needs to be substantiated in existing literature, or with relevant data (with appropriate references presented in the text).
- The study seems to constantly attempt to address the relevance of the curriculum for better implementation and adherence to environmental preservation policies. However, even though the data is presented in a way that allows for such considerations, the authors do not address this issue in their conclusions. The study focuses solely on the implementation of policies within university campuses and does not engage in the debate surrounding the curriculum and how it could influence greater adherence to sustainable practices and even the adoption and development of more policies aimed at this, both within and outside the university. As a result, one of the points addressed in the questionnaires is left without analysis: what is the relevance of discussing sustainability in curricula? Is it just for a better understanding of the legislation? Or is there a possibility that this could impact the way students interact with reality?

- There is no mention of how data collection was carried out in terms of anonymity, voluntary collection, and other ethical issues. It is necessary to specify these issues in the methodology.

The work lacks a tie-in between everything that was proposed and explored with the data. Although it is a very interesting text with important data, the considerations and analyses based on the data presented are still somewhat superficial (the authors lack a more in-depth analysis capable of comparing the documentary corpus with the statistical analyses). I believe this is a work with great potential, but one that is not yet as developed as it could be in view of the material presented.

That said, the recommendation is to reject the work in its current state.

List of mandatory corrections

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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

