

OPINION A

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REVIEW FORM

Article title: Nguyen an Ninh's thought on democratic enlightenment an the role of 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 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 checked="" type="checkbox"/> Yes <input 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 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 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 presented is of great importance and raises a highly relevant debate today by questioning the role of education throughout history. The author's thoughts, analyzed in comparison with the reality of education, go beyond the borders of Vietnam alone, as this is a subject of great relevance that is also being increasingly debated in Africa and Latin America.

- I suggest that the text undergo a proofreading, as there are some writing issues that are easy to fix, as well as some citations in the body of the text that do not match the references listed at the end, but this is something simple to fix.

- I also suggest, in the introduction, a clear conceptualization of what is referred to throughout the text as liberal education, since this concept is treated in two ways: one in a generic manner, using only "liberal education," and another in a seemingly more specific manner, referring to liberal education based on Ho Chi Minh. A clear conceptualization of this and, above all, pointing out the differences between each of these at the beginning would further enrich the reading of the text.

Furthermore, I would like to point out the similarity between the debate proposed by the authors and debates taking place in Brazil, which can be used in dialogue facilitated by the contact made through this work. The topics of educational change, anti-colonialism, and liberating education are pressing issues in the Brazilian educational debate (see Paulo Freire or the debates conducted by Historical-Critical Pedagogy; the writings of Moacir Gadotti also mention this type of analysis). In addition, the idea of bringing indigenous thinking into educational formation has gained relevance. Writings in the field of education that can dialogue with the ideas presented can be found, for example, in the writings of Daniel Munduruku. I believe that the topic has great

potential for development not only in Vietnam, but also as a reference and comparison for the development of similar studies being conducted in Brazil and Latin America.

That said, there are some technical issues that need to be addressed, listed below, but the work is suitable for publication after these changes.

I reiterate that the sole purpose of this opinion is to contribute to the development of the work presented in the best possible way.

List of mandatory corrections

- The abstract must be limited to 150 words and contain the following elements: presentation of the topic addressed, theoretical framework, methodology used, brief presentation of discussions/analyses, and brief presentation of conclusions.
- Check the citations in the body of the text against the references at the end; there are some citations that differ from the references.

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

