

Review of: "The Young Pioneers of Cuba: The Formation of Cuban Citizens through Civic Education"

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The research deals with a very interesting and perhaps underexplored topic – the formation of Cuban citizens through civic education. It is a good paper and is well-written and structured correctly. The effort of the authors is appreciated. However, the paper has some limitations.

In my opinion, the main shortcomings and weaknesses of the article are as follows.

- The article does not include any empirical background on the topic addressed.
- The fieldwork, consisting of a few classroom observations and 15 interviews, was carried out over a period of only 6 weeks. This is a too short period to achieve consistent and sufficiently reliable results and, therefore, to fully comply with the purpose of the study: *"to capture the true essence of the situation, offering rich and detailed descriptions"* (page 5).
- The research methodology is somewhat shallow, and the methodological decisions are insufficiently substantiated.
- The methodological rigor of the study is rather weak, since the criteria applied for the selection of the two schools in which the fieldwork was carried out are not made explicit, nor for the choice of the educational levels considered (5th grade and 9th grade), nor for the selection of the 15 informants chosen (*"5 teachers and the leader of a pedagogical organization, as well as 5 students from the 9th grade and 4 from the 5th grade"*, page 5). Strictly speaking, the explanation of these three criteria is essential in a methodological approach such as the one developed.
- No details are presented on how the classroom observation technique was developed. In addition, there is no mention in the results of what emerged from the application of this technique, except for a brief comment on page 10; the results presented correspond almost exclusively to the presentation and brief interpretation of some interview testimonies.
- The discussion of results is somewhat impressionistic and superficial.
- There is no talk about the reliability and validity of the research techniques. The techniques applied for the analysis of the information produced in the fieldwork are not explained either.
- In addition, some considerations are included that are not supported by the results emerging from the fieldwork, especially in the *"Critical Global Citizenship Education (CGCE) in Cuban Civic Education"* section.
- It is worth noting something similar with respect to the discursive development of the last section, *Concluding remarks*. In addition, this section does not report on any limitations encountered in the development of the research. The gaps in the literature and potential contributions need to be highlighted in greater detail.

- Some of the works listed in the "References" section were not cited in the text: Breidlid (2007; 2013), Carnoy (2007), Chomsky, Carr & Smorkaloff (2003), Davies, Evans & Reid (2005), Dobson (2016), Durkheim (2002), Griffiths (2019), Hawkins (2001), Hofstede (1991), Spivak (1988), Torres (2017).
- Some of the works cited in the text were not listed in the "References" section: Abdi et al. (2015), Howard et al. (2018), Kadiwal & Durrani (2018), Kovalchuk & Rapoport (2018), Pashby (2012), Said (1995), Skårås et al. (2019), Wright (2011).