

EDITORIAL POLICY

Purpose of the document

To establish a single, coherent and operational institutional framework for CERP publications in line with current requirements for quality, ethics, transparency and scientific visibility

1. CONTEXT AND RATIONALE

Education reform in Mauritania requires reliable knowledge, spaces for dialogue, contextualized analyses and accessible dissemination mechanisms. Through its programmes and publications, the Centre for Educational Research and Studies (CERP) occupies a distinctive position at the interface between scientific research, civil society, education stakeholders and decision-makers.

The CERP aspires to become a national reference for research, expertise, dialogue and the dissemination of knowledge on education. This ambition requires its editorial outputs to be governed by explicit, coherent rules adapted to the nature of each publication.

This editorial policy therefore addresses a dual need: first, to provide a framework for the CERP the annual Journal of Educational Studies and Research as a specialized peer-reviewed scientific journal; and second, to define the role and operation of the biannual journal Debates on Education in Mauritania, an institutional publication devoted to reflection, dialogue and the promotion of CERP activities.

The two publications serve complementary purposes. The CERP Journal of Educational Studies and Research is intended to carry specialized academic production and scientific evaluation. Debates on Education in Mauritania preserves a role of public dialogue, synthesis, popularization and documentary record of the Centre's activities.

Without a unified editorial framework, missions, content, levels of requirement and procedures may become blurred. This policy prevents such confusion and gives each publication a clear identity.

2. OBJECTIVES OF THE EDITORIAL POLICY

- Define a common editorial vision for all CERP publications.
- Clarify the status, mission and target readership of each journal.
- Preserve the achievements already published on the website while correcting provisions that have become imprecise or obsolete.

- Guarantee the scientific, editorial and graphic quality of content.
- Ensure integrity, transparency and independence in editorial decisions.
- Harmonize submission, review, revision and publication procedures.
- Improve the information provided to authors, reviewers and readers.
- Prepare the scientific Journal for open-access standards, DOI, ISSN and progressive indexing.
- Strengthen CERP's national, African and international reach.

3. VISION, MISSION AND COMMON PRINCIPLES

3.1. Editorial vision

To make CERP a reference actor in the production, evaluation, dissemination and valorization of knowledge on education in Mauritania, with African and international openness.

3.2. Mission

To publish high-quality content that contributes to scientific research, educational debate, the improvement of practices and the informing of public policy.

3.3. Common principles

- Excellence and rigor
- Scientific integrity
- National relevance
- Editorial independence
- Transparency of procedures
- Respect for authors, reviewers and readers
- Linguistic and international openness
- Equity, inclusion and diversity
- Social utility and impact

4. ARCHITECTURE OF CERP PUBLICATIONS

Element	CERP Journal of Educational Studies and Research	Debates on Education in Mauritania
Nature	Specialized scientific journal	Biannual institutional and general-interest journal
Purpose	Produce and disseminate original scientific knowledge	Foster debate, popularize knowledge and showcase CERP activities
Content	Original articles, reviews, case studies, methodological notes	Seminar syntheses, analyses, recommendations, figures and Centre activities
Evaluation	Double-anonymized scientific peer review	Editorial and scientific validation adapted to the nature of the content

Element	CERP Journal of Educational Studies and Research	Debates on Education in Mauritania
Audience	Researchers, academics, doctoral students, experts and decision-makers	Education stakeholders, civil society, teachers, families, institutions and the general public
Ambition	Academic quality, visibility and progressive indexing	National reach, dialogue and awareness-raising

PART I — EDITORIAL POLICY OF THE CERP JOURNAL OF EDUCATIONAL STUDIES AND RESEARCH

5. IDENTITY AND POSITIONING

The CERP Journal of Educational Studies and Research is the official scientific journal of the CERP scholarly society, specializing in education sciences. It publishes original, rigorous and useful work, with priority given to Mauritanian, African and comparative issues.

- Specialized scientific journal.
- Multilingual publication in Arabic, French and English.
- Peer review.
- Biannual frequency at launch, with the possibility of continuous publication.
- Electronic access and a progressive strategy for international visibility.

5.1. Scope of the Journal

The CERP Journal of Educational Studies and Research publishes original scientific work contributing to the understanding, analysis and improvement of education systems, with particular attention to Mauritanian, African and international realities. The Journal welcomes quantitative, qualitative, mixed-methods, comparative and interdisciplinary research on education policy, education indicators, curricula, learning, teachers, governance, inclusion, digital transformation, pedagogical innovation, and all other dimensions capable of informing decision-makers, researchers and practitioners.

6. SCIENTIFIC OBJECTIVES

- Promote high-quality research on education.
- Highlight Mauritanian data and experiences.
- Encourage comparative and interdisciplinary studies.
- Develop a culture of education indicators and evaluation.
- Support early-career researchers and scientific collaboration.
- Produce knowledge that can be used by practitioners and decision-makers.

7. SCIENTIFIC AREAS COVERED

To better cover the contemporary field of education sciences, CERP publications include research and studies relating to the following areas:

- Demographic and socio-economic context
- Access, participation and coverage
- Equity, inclusion and gender
- School pathways and internal efficiency
- Quality of learning
- Curricula and assessment
- Teachers and human resources
- Infrastructure and learning environment
- Governance, financing and steering
- Literacy and lifelong learning
- Employability, skills and socio-economic impact
- Research, innovation and digital transformation

8. TYPES OF MANUSCRIPTS

Type	Definition
Original article	Empirical or theoretical study including a research problem, objectives, methodology, results, discussion and conclusion.
Review article	Narrative, integrative or systematic review, or meta-analysis based on an explicit method.
Case study	In-depth analysis of an institution, territory, programme or innovation.
Methodological note	Presentation of a tool, indicator, protocol or method.
Education policy analysis	Documented evaluation of a policy, reform or mechanism.
Perspective or conceptual article	Reasoned proposal of a framework, interpretation or research programme.
Policy brief	Short text translating scientific findings into recommendations.
Letter to the Editor	Brief scientific response to an article or an issue of interest.
Critical book review	Analytical evaluation of a recent and relevant book.

9. GENERAL SUBMISSION CONDITIONS

- The manuscript must be original, unpublished and not simultaneously submitted to another journal.
- All authors must have approved the submission and the order of authorship.
- The text must be linguistically correct and scientifically understandable.
- The manuscript must be submitted electronically together with the required declarations.
- An anonymized version of the manuscript must be provided for double-anonymized review.
- The Editorial Board may reject, before external review, any manuscript that is out of scope, insufficiently prepared or non-compliant.
- The opinions expressed are the responsibility of the authors.
- Authors are given a deadline specified in the decision letter to respond to reviewers.
- Publication is subject to final acceptance and approval of the proofs.

9.1. Open Access Policy

The CERP Journal of Educational Studies and Research adopts an open-access dissemination policy to promote the circulation of scientific knowledge. Published articles are freely available on the CERP website. Authors retain their moral rights, while the conditions governing dissemination and reuse are specified by the Journal in accordance with the licences adopted by CERP.

9.2. Indicative editorial timelines

Stage	Indicative timeframe
Acknowledgement of receipt	5 working days
Administrative check	7 days
Editorial pre-assessment	2 weeks
Scientific review	4 to 6 weeks
Editorial decision	Maximum 8 weeks
Authors' revision	2 to 4 weeks
Publication	First available issue

10. LANGUAGES AND MANUSCRIPT PRESENTATION

- Accepted languages: Arabic, French and English.
- The manuscript must be submitted in an editable Word format.
- Length depends on the article type; as a guide, an original article should generally not exceed 7,000 words, including references.
- The title must be precise, concise and informative.
- Each article must include a 150–250-word abstract and 4–6 keywords in the language of the article, as well as an abstract and keywords in English; a third abstract is encouraged.

- Layout should remain simple. Authors are not required to reproduce the Journal's final design.
- Recommended font: Times New Roman 12 for French and English; Arabic Simplified 14 or 16 for Arabic.
- 1.5 line spacing; standard margins; numbered pages.
- Tables and figures must be numbered, titled, cited in the text and accompanied by their source.
- Footnotes should be limited to essential information.
- Identifying information must be removed from the anonymized file but retained on a separate title page.

11. STRUCTURE OF ORIGINAL ARTICLES

The structure published on the website is retained in principle, but clarified and aligned with current scientific practice.

1. Title
2. Abstract and keywords
3. Introduction: context, problem, rationale, objectives and questions or hypotheses
4. Theoretical framework and literature review
5. Methodology: study design, population, sampling, tools, procedures, ethics and analysis
6. Results
7. Discussion
8. Implications for education policy or practice
9. Study limitations
10. Conclusion
11. Acknowledgements, funding, conflicts of interest and author contributions
12. References
13. Optional appendices

12. BIBLIOGRAPHIC REFERENCES

APA remains appropriate for education sciences, but the sixth edition previously mentioned on the website is replaced by the seventh edition.

- Reference style: APA, 7th edition.
- All references cited in the text must appear in the final reference list and vice versa.
- References are grouped in a single list in alphabetical order.
- For Arabic-language references, a transliteration or translation of the title may be added when necessary for indexing.
- DOIs and permanent links must be provided where available.
- Authors are responsible for the accuracy of references.

13. REVIEW PROCESS

1. Receipt and administrative check.
2. Preliminary editorial screening.
3. Similarity check.
4. Appointment of at least two independent reviewers.
5. Double-anonymized review.
6. Decision: acceptance, minor revision, major revision or rejection.
7. Detailed author response to comments.
8. Verification of revisions.
9. Final decision.
10. Language editing, layout and proof approval.
11. The systematic use of three reviewers, previously stated on the website, is not retained as a general requirement. Two independent reviewers are sufficient in most cases; a third reviewer is invited in the event of disagreement or a specific need.

14. REVIEW CRITERIA

- Fit with the Journal's scope
- Originality and scientific interest
- Clarity of the research problem
- Methodological rigor
- Quality of data and analysis
- Consistency of results and discussion
- Acknowledgement of limitations
- Relevance of references
- Writing quality
- Usefulness for research, practice or education policy

15. ETHICS AND SCIENTIFIC INTEGRITY

Originality

Plagiarism, substantial self-plagiarism, fabrication, falsification and redundant publication are prohibited.

Authorship

Only persons who have made a substantial contribution may be listed as authors.

Conflicts of interest

All interests that could influence the work must be declared.

Human participants

Studies involving people, particularly children, must specify ethical safeguards, consent and confidentiality.

Data

Authors describe the origin, processing and limitations of the data; sharing is encouraged where possible and ethical.

Artificial intelligence

AI cannot be listed as an author. Any substantial use must be declared. Authors remain responsible for the content.

Corrections and retractions

The Journal may publish corrections, expressions of concern or retractions when the reliability of the text is compromised.

Confidentiality

Manuscripts and review reports are confidential.

16. COPYRIGHT, OPEN ACCESS AND PUBLICATION POLICY

The CERP Journal of Educational Studies and Research adopts an Open Access dissemination policy to promote the dissemination, visibility and use of scientific knowledge.

Authors retain copyright in their work while granting CERP the right of first publication and the right to disseminate the published version of their article.

Published articles are freely accessible on the CERP website, with no access charges for readers.

The licence applicable to published articles is clearly indicated on the Journal's website.

Any manuscript processing or publication fees (Article Processing Charges — APC), where applicable, are announced transparently before submission. Where no such fees apply, the Journal explicitly states that submission, review and publication are entirely free of charge.

Authors are responsible for obtaining the necessary permissions for any reproduction or use of documents, figures, tables or illustrations protected by intellectual property rights belonging to third parties.

Any reuse of published articles must comply with the dissemination licence adopted by the Journal.

CERP encourages the dissemination and sharing of scientific knowledge in accordance with the principles of scientific integrity, copyright and applicable dissemination conditions.

17. JOURNAL GOVERNANCE

- Director of Publication
- Editor-in-Chief
- Associate Editors
- Editorial Board
- Scientific Committee
- Editorial Secretariat
- Reviewer Network

PART II — EDITORIAL POLICY OF DEBATES ON EDUCATION IN MAURITANIA

1. NATURE AND MISSION

Debates on Education in Mauritania is a biannual, institutional, general-interest and accessible journal. It serves as the documentary record of the monthly programme of the same name and as a forum for dialogue among researchers, experts, teachers, families, civil society, institutions and decision-makers.

It does not replace the scientific Journal and is not intended to apply the full structure of an academic article to all its content. Its strength lies in synthesis, popularization, recommendations and the promotion of educational debate.

2. OBJECTIVES

- Document seminars and meetings organized by CERP.
- Disseminate the main ideas and recommendations.
- Make educational debates accessible to a broad audience.
- Promote dialogue between research and society.
- Highlight partnerships, initiatives and educational experiences.
- Build a regular archive of the sector's concerns and proposals.

3. TYPES OF CONTENT

- Message from the President or Director of Publication
- Issue editorial
- Seminar report
- Summary of a keynote presentation
- Invited analysis or reflection
- Interview
- Thematic dossier
- Biannual recommendations
- The education system in figures
- CERP activities and partnerships
- Captioned photo gallery
- Guidelines for contributors

4. EDITORIAL VALIDATION

Content is subject to editorial and scientific validation proportionate to its nature. Summaries of presentations must be verified by the speaker or a competent expert. Numerical data and institutional references must be sourced.

- Verification of relevance and coherence.
- Checking facts, dates, figures, names and affiliations.
- Language editing.
- Checking sources and references.
- Validation of recommendations.
- Final check after layout.

5. EDITORIAL REQUIREMENTS

- Texts must be clear, accessible and structured.
- The term “study” should be used only where a methodology is actually presented.
- For summaries, prefer “presentation”, “analysis”, “communication” or “discussion”.
- Scientific claims and indicators must be accompanied by exact sources.

- References must be consistent and sufficient.
- Arabic and French versions must be consistent in titles, figures, dates and recommendations.
- Important photographs must be captioned.

6. STANDARD STRUCTURE OF A SEMINAR DOSSIER

1. Seminar title
2. Date, venue, partners and number of participants
3. Context and objectives
4. Proceedings
5. Summary of the keynote presentation
6. Main lessons learned
7. Associated indicators or data, duly sourced
8. Recommendations
9. References
10. Captioned photographs

7. GOVERNANCE

- Director of Publication
- Editor-in-Chief
- Editorial Committee
- Scientific Committee or invited experts
- Editorial Secretariat