Global citizenship education and learning for adults in the Islamic Republic of Mauritania

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Introduction

The objective of this study is to describe the Islamic Republic of Mauritania's experience of integrating global citizenship education (GCED) into its adult literacy and learning programmes, and to present the plans developed and the teaching programmes and materials designed for the benefit of adult literacy learners.

In addition, the study aims to provide all parties involved in the project with a concise document describing the experience, culminating in a series of recommendations on global citizenship education pathways in the field of adult education.

Thus, the approach that will be developed throughout will require an analysis of the ways in which the aims and principles of global citizenship education are integrated into literacy and adult education policies and programmes in the Islamic Republic of Mauritania; an analysis of relevant regulatory and legislative aspects; and an account of the relevance of action taken in the context of existing education policies.

Further, the study aims to carry out documentary research into the characteristics of the GCED-related literacy and adult education programmes that have been established, and to study the tools, materials and technical support made available to adult education and training practitioners working in GCED. Once complete, it will formulate recommendations that will enable the identification of further areas of work and activities to promote GCED-related adult education and training.

This case study was established based on the experience and achievements realized by the Capacity Development for Education Programme (CapED) in Mauritania piloted by UNESCO Rabat Office for the Maghreb region under the supervision of Mr Philippe Maalouf, Programme Specialist, and Mr Mohamed Alaoui, CapED Mauritania Coordinator.

CapED aims to translate dialogue and advocacy for the global education agenda into concrete action at country level to offer quality education opportunities for all in line with SDG4 targets.

Finally, it hardly needs to be said that the case study sought to identify future perspectives and indicate pathways for the promotion of GCED in adult education; hence, it adopts a phased approach centred on the following elements:

- rationale and framework for the case study;

- examples of GCED-related adult education programmes and projects in Mauritania;

- results of the case study and recommendations.

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Abbreviations

ALE	Adult learning and education
AMINA	African Development Fund Microfinance Initiative for Africa
ANAPEJ	National Agency for the Promotion of Youth Employment (Agence Nationale de la Promotion de l'Emploi des Jeunes)
APCEIU	Asia-Pacific Centre of Education for International Understanding
BFA	Belém Framework for Action
CapED	Capacity Development for Education Programme
CapEFA	National Capacity Development Programme for Literacy and Non-Formal Primary Education in Mauritania
CLC	Community learning centre
EFA	Education for All
ERAM	Survey on Illiteracy in Mauritania (Enquête de Référence sur l'Analphabétisme en Mauritanie)
GCED	Global citizenship education
GE	Gender equality
GEFI	Global Education First Initiative
IGA	Income generating activity
IICBA	UNESCO International Institute for Capacity Building in Africa
ILO	International Labour Organization
LIFE	Literacy Initiative for Empowerment
MDG	Millennium Development Goals
NESDP	National Education Sector Development Plan – UNESCO
NFE	Non-formal education
NGO	Non-governmental organization
NSEI	National Strategy for the Eradication of Illiteracy
PRSP	Poverty Reduction Strategy Paper
RALE	Recommendation on adult learning and education
SDG	Sustainable development goal
SPI	Social Progress Index
UIL	UNESCO Institute for Lifelong Learning
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Support Strategy

1. GCED-related adult education programmes and projects in Mauritania

1.1. Education for sustainable development in the Islamic Republic of Mauritania's adult education policies and programmes

Mauritania has benefited from support from its development partners, notably UNESCO, when implementing literacy and non-formal education (NFE) programmes in line with the Poverty Reduction Strategy Paper in Mauritania (PRSP), developed in 2000 (Islamic Republic of Mauritania, 2015b). The following provides a concise analysis of how the aims and principles of education for sustainable development have been integrated into adult training policies and programmes among women and young people (Islamic Republic of Mauritania, Ministry of Economic Affairs and Development, 2010). This phenomenon has sparked significant efforts from Mauritania, and the illiteracy rate has begun to reduce.

Taux d'alphabétisation au sein de la population âgée de 15 ans et plus

● Masculin ● Féminin ● Total

Source: Institut de statistique de l'UNESCO

Illiteracy rate among population aged 15+

- Men - Women - Whole population

Source: UNESCO Institute
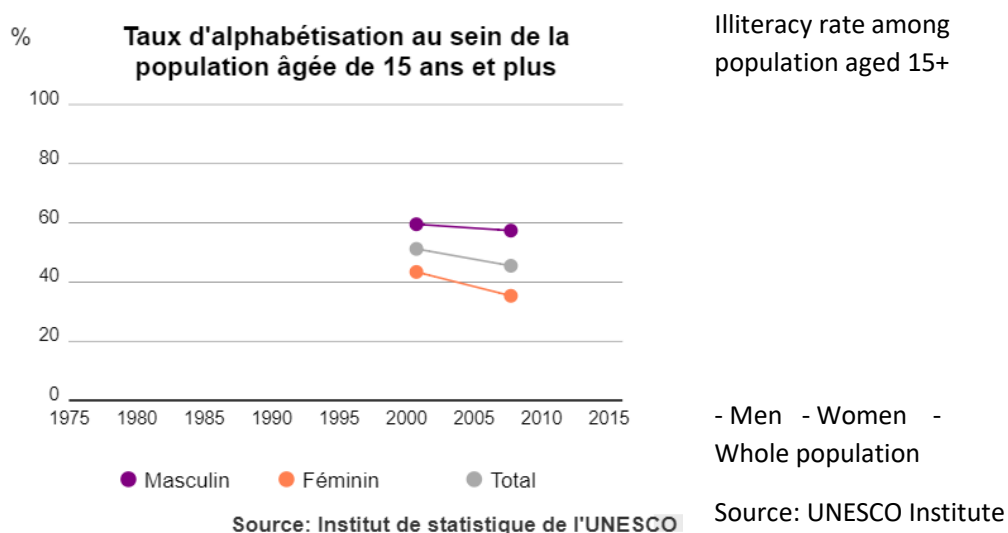
Mauritania expects to accelerate efforts to meet Education for All (EFA) Goals 3 and 4, including an increase in educational provision for out-of-school children and a reduction in the illiteracy rate among youth and women (UNESCO Cluster Office, Rabat, N.D.). A series of evaluations has been implemented to identify priority needs in terms of support and national capacity development in the areas of education, literacy and vocational training (UNESCO Cluster Office, Rabat, N.D.):

- UNESCO National Education Support Strategy (UNESS) for Mauritania (2009);
- Literacy Initiative for Empowerment (LIFE) situation analysis (2008);
- analysis of NFE provision for children who are out of school or have never attended school (2008);

- national progress report, EFA Mid-Decade Assessment (2007);
- comparative analysis of literacy policies and strategies in the Maghreb region (2007) (UNESCO Cluster Office, Rabat, N.D.).

In 2000, the Poverty Reduction Strategy Paper (PRSP) (Islamic Republic of Mauritania. 2015b) recognised that education and training (including literacy) is a key factor in:

- accelerating economic growth (Focus 1);
- anchoring growth in the economic sphere of the poor (Focus 2);
- developing human resources (Focus 3);
- improving governance (Focus 4).

In 2006, a National Strategy for the Eradication of Illiteracy (NSEI) was developed with support from UNESCO (Islamic Republic of Mauritania, 2015b). It had six strategic focuses:

1) designing an integrated institutional framework to channel efforts in support of policies to eradicate illiteracy;
2) improving the quality of literacy provision;
3) ensuring increased participation among beneficiaries;
4) promoting the contribution of traditional education towards eradicating illiteracy;
5) improving provision in the formal education system;
6) developing a communication policy in line with the NSEI.

The CapEFA programme established by Mauritania in 2009 in partnership with the UNESCO Office in Rabat (Islamic Republic of Mauritania, Ministry of Economic Affairs and Development, 2010) has assured the provision of technical support in the following areas:

- improving the quality and relevance of literacy programmes;
- strengthening partnerships with civil society;
- developing literacy provision through community engagement;
- developing national capacities with regard to monitoring, and evaluating literacy in the context of the National Education Sector Development Plan (NESDP);
- establishing a national group of literacy administrators to manage partnerships with civil society and community provision.

1.2. Integrating the aims and principles of education for sustainable development

Integrating the aims and principles of education for sustainable development can be justified by the fact that a major segment of the country's population works in agriculture, fishing or animal husbandry in the rural context, and in the informal sector in the urban context (Abdallahi, 2012).

The majority of these people have no education or qualifications, and no capital; income generating activity (IGA) is in micro-activities in the trade, crafts and services sectors; while the

majority of the active female population is involved in IGAs, or employed in insecure or low-skilled jobs (UNESCO Cluster Office, Rabat, N.D.).

As for Social Progress Index (SPI) indicators, data in the table below show a low ranking for Mauritania in terms of social progress, with an SPI of 41.85 in 2018 and 42.45 in 2019. Note that the global average for 2018 was 63.46 (out of a possible 100) (Abdallahi, 2012).

Mauritania – Social Progress Index – SPI

Date	SPI
2019	42.45
2018	41.85
2017	41.15
2016	41.21
2015	41.20
2014	41.45

It is important to note that the SPI complements GDP, thereby proving that a country's development does not depend exclusively on its economic growth, but also on its social progress, which is measured using environmental and social data. (Countries with similar GDPs have different SPIs.) Hence, a causal link can be established between economic growth and social progress (Cassiers et al., 2015; see also Cassiers and Thiry, 2011). This depends on three capacity criteria:

- Satisfying citizens' basic needs (quality of and access to health systems, housing, safety, etc.);
- Laying the foundations for citizens' well-being in the long term (by giving them access to education and information);
- Offering citizens opportunities for self-fulfilment.

The trend points to a continuation of the current situation: a slight improvement recorded in 2016 was reversed in 2018.[1]
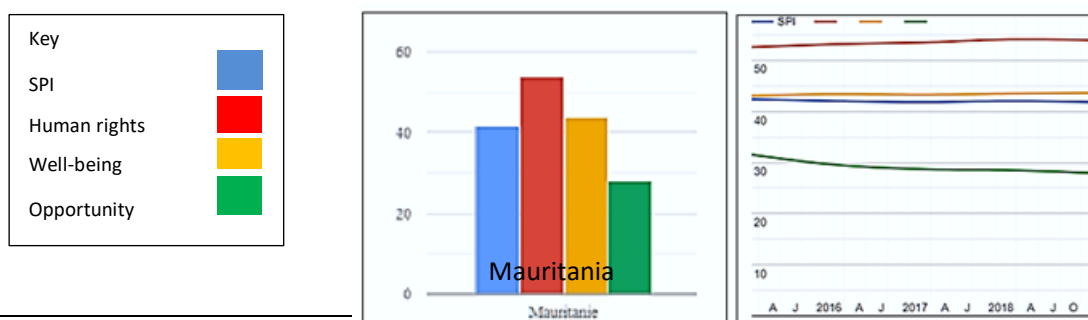
Looking at this trend, no differences are apparent with respect to the level of basic human needs, such as food, sanitation, housing and safety, or the foundations for well-being, which encompass basic education, health and the environment, or opportunities, comprising rights, freedoms, social inclusion and higher education.

To redress the balance, the Government of Mauritania and its partners, among them the UNDP and the ILO (International Labour Organization) launched a Poverty Reduction Strategy Paper (PRSP) for the period 2001–2015. This programme was in line with the Millennium Development Goals (MDGs) in that its objective was to bring the poverty rate down from 46.7 per cent in 2004 to 25 per cent in 2015 (Islamic Republic of Mauritania, Ministry of Economic Affairs and Development. 2010).

1.3. Developing partnerships between public-sector operators/ associations (Community Learning Centres [CLCs])

Establishing an adult education model that combines learning with sustainable development depends to a large extent on partnership arrangements with civil society, and community engagement.

Community Learning Centres (CLCs) constitute a key concept in the move to make adult learning compatible with sustainable development. They are structures that help involve associations in the fight against poverty, improving rates of literacy, and the creation of income generating activities.

Thus, national education and literacy providers have worked with the UNESCO Office in Rabat to set up a partnership scheme by means of pilot projects (Islamic Republic of Mauritania, Ministry of Economic Affairs and Development, 2010), examples of which are cited in here:

- establishment of a directory of NGOs and local associations actively involved in literacy and non-formal education provision in Mauritania;
- development and piloting of tools to manage partnerships with civil society in the field of literacy and non-formal education;
- piloting Community Learning Centre projects based on international experiences (Indonesia, Lebanon, Morocco and Syria);
- training literacy and non-formal education actors to manage CLCs;
- organising a national workshop to evaluate the CLC pilot projects and identify ways of extending the trial.

Of interest to us in this approach is the fact that it provides opportunities for sustainable development. This cannot be achieved without integrating global citizenship education (GCED), which should enable beneficiaries to learn about thematic areas such as human rights, social and economic justice, interculturality, and the environment.

The CLCs thus present opportunities for promoting diversity with regard to culture, languages and traditions within structures centred on community development. This should make a much-needed contribution towards reducing the sense of communitarianism, inequality and exclusion, and tackling the risk of extremism.

On another note, CLCs also have a role to play in enabling sustainable development that takes into account environmental responsibilities at both individual and collective levels. This chimes with initiatives launched in the context of a national partnership established within the framework of the NESDP II with the support of the Mauritania National Commission for UNESCO. The support in question refers to technical assistance provided by UNESCO to the Malala Fund, which has set up programmes and projects to facilitate the inclusion and/or integration in literacy and adult training policies and programmes of the aims and principles of education for sustainable development. The present programme aims to establish income generating activities designed to benefit CLCs or local communities.

Hence, the literacy programme is fundamentally strengthened by combining basic training with IGAs, ensuring that beneficiaries are better equipped to use the skills they have gained to manage the CLCs.

Despite the fact that this project is still being created (the CLC pilot projects are supported by the UNESCO Office in Rabat in partnership with actors from associations and with the participation of local communities), it still constitutes a framework for integrating GCED in anticipation of a commitment to sustainable development and an awareness of environmental responsibilities at individual and collective levels. This is in line with the framework of the United Nations Decade of Education for Sustainable Development, which associates development with a respect for life and ecosystems, thereby linking sustainable development and GCED.

2. Key role of GCED within adult learning and education provision

The following sections indicate how GCED is being integrated into adult learning and education.

2.1. National Capacity Development Programme for Literacy and Non-Formal Primary Education in Mauritania (CapED)

To tackle the scourge of illiteracy, UNESCO has initiated efforts in line with the framework of the National Capacity Development Programme for Literacy and Non-Formal Primary Education in Mauritania (CapED). CapED is an extra-budgetary programme that aims to accelerate the achievement of the SDGs.[2]

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[2] Source: https://en.unesco.org/themes/education/CAPED

The levels of technical support provided by the UNESCO Office pertain to:

- establishing a model of non-formal primary education for out-of-school children;
- improving the quality and relevance of literacy programmes;
- strengthening civil society partnerships and community mobilisation to develop provision in the areas of non-formal primary education and literacy;
- strengthening national capacities in the monitoring and evaluation of literacy and non-formal primary education in the framework of the NESDP.

Addressing literacy, and to contribute to achieving the above-mentioned goals, the UNESCO Office in Rabat has initiated efforts in line with the programme in question and related to five areas of intervention, each with a different focus (UNESCO, 2015):

2.1.1. *Focus on education*

This focus is underpinned by a study on illiteracy and non-enrolment in Mauritania, and an analysis of learning needs. The aim is to determine the sociodemographic and economic profile of the target population, and to analyse the expectations of programme participants and thematic learning needs (ERAM, 2008).

The outcomes of the study tell us that 91 per cent of illiterate people are to be found in the country's eight largest *Wilayahs* (provinces): Nouakchott (14 per cent), Hodh El Chergui (13 per cent), Hodh El Gharbi (12 per cent), Gorgol (12 per cent), Brakna (12 per cent), Assaba (11 per cent), Guidimagha (10 per cent) and Trarza (8 per cent).

We should again note that almost two-thirds of the total number of illiterate people are women, and more than three-quarters (78 per cent) are over the age of 30 (75 per cent for women and 83 per cent for men).

In line with the global population, almost half of the illiterate population has never attended school. The total ranges from 43 per cent in predominantly urban areas to 49 per cent in predominantly rural areas.

It is important to note that a high proportion (39 per cent) of illiterate people have previously attended Koranic schools, particularly in predominantly rural areas (41 per cent) compared to predominantly urban areas (27 per cent).

People's expectations relate to basic learning, the fulfilment of religious duties and children's education. Social aspects follow in third place, far ahead of professional and economic considerations.

This study was complemented by a qualitative analysis of learning needs. Like the study, the analysis provided statistics and pointed to an interest in questions of citizenship and civic engagement.

The needs disclosed in this section of the study relate to basic learning, spiritual needs, employment, children's education, health, knowledge of administrative procedures and citizens' rights and responsibilities.

2.1.2. Focus on programme design

This focus was on ongoing efforts, such as the development of a skills base and the production of learning materials, including manuals for two levels of learning and teachers' guides.

Establishing a literacy skills base in Mauritania was a unified effort resulting from actor consultations and participation. The approach used to develop the skills base required competencies to be extrapolated based on identified needs and their classification in clusters, while simultaneously taking into account the balance between basic education, people's outlook on life and their social and professional skills.

The striking thing about this project, as we will demonstrate in due course, is that it incorporates civic values, human rights and citizenship education. This represents a major innovation in expectations of how people should behave when interacting with the community, their own culture and their environment.

Learning materials were produced targeting two levels of literacy:

> Level 1, for which target skills are distributed across the areas of basic, civic and social competence. Thematic areas are derived by analysing learner needs, and organised into four 300-hour modules. These thematic areas emphasise communication, which can be a major asset when getting messages relating to GCED values across. Thematic areas include, for example, well-being and the rules governing everyday life, civic engagement and citizenship.

> Level 2 is dedicated to providing a qualification that encompasses modules focusing on professions and trades, and on the establishment of income generating activities. It also offers an opportunity to address GCED-related issues linked to local development, the environment and the fight against poverty.

The teacher's/ literacy instructor's guide provides a general description of the training methods and techniques used, with worksheets detailing different (andragogic, didactic) approaches and methods, and communication techniques.

2.1.3. Focus on partnerships with civil society, including the establishment of CLCs

Establishing partnerships with civil society falls within the remit of efforts to strengthen partnerships with civil society as a means of promoting literacy. One of the expected outcomes of these efforts is that facilitators' and actors' capacities will be strengthened so that they can steer CLCs and partner projects effectively. The UNESCO Office's contribution consisted of working with national facilitators to furnish associations with approaches and tools that would allow them to boost the quality of the programme in question and pilot it better.

This tells us that we should not think of integrating GCED into adult learning without first considering the role of the network of associations that will be responsible for carrying out activities with the population on the ground, using a local approach (UNESCO Cluster Office, Rabat, 2016b).

2.1.4.   Focus on training

A mechanism has been developed for training and the management of training provision and instructors in the field of literacy, to benefit CLC actors who manage partnerships and mobilise the community (UNESCO Cluster Office, Rabat, 2016c).

Activities have thus focused on developing an instructor skills base. The proposed output refers to skills that should adapted to GCED according to need.

It was decided that literacy instructors should be equipped to act in the following capacities: as social actors, managers of training provision, communicators and facilitators, adult education practitioners, planners, innovators and evaluators. Hence, it was deemed important that viable connections be sought between these skills and the competences required of GCED facilitators and instructors so as to extrapolate a skills base for GCED instructors.

In order to be in a position to develop a plan outlining the required training, it was necessary to identify the skills profile of someone in charge of carrying out teaching and learning activities, the missions to be accomplished and the competencies to be targeted through training.

2.1.5.   Focus relating to GCED

Integrating global citizenship education into literacy and NFE programmes is integral to the National Capacity Development Programme for Literacy and Non-Formal Primary Education in Mauritania (CapED), led by UNESCO. The UNESCO Office in Rabat has adopted a transversal approach that integrates GCED into existing learning materials.

Activities to date have comprised consultancy work and participatory workshops. They have centred on:

- developing a contextual, conceptual and methodological framework;
- managing capacity-building and induction training for the team from Mauritania;
- designing a national plan to integrate GCED and education for the prevention of violent extremism (PVE) into literacy programmes;
- producing teaching and learning materials that incorporate the values and concepts of GCED and PVE into literacy programmes;
- developing a training kit for instructors.

Later sections dedicated to this topic will describe participants' experiences.

The **outlooks** for these activities envisage the following:

- The implementation of the project, which will be rolled out progressively. This necessarily requires the full involvement of facilitators and their partners so that major efforts involving civil society can be instigated.

- Plans should also make provision for efforts to develop literacy providers' capacities, particularly their organizational skills and the educational management of programmes.

- The GCED initiative should be supported through the training of trainers designed to benefit actors on the ground, notably associations, instructors and classroom facilitators.

- There is a need to design and implement a monitoring and evaluation mechanism, as well as a certification mechanism that endorses learners' achievements and skills profiles.

2. 2. The regulatory and legislative framework of GCED in literacy and adult learning

In this section, we will identify the regulatory and legislative framework that facilitates efforts to promote GCED. Details of the pilot project will be discussed in Section 2.3.

We should specify, first of all, that the fight against illiteracy (through literacy and NFE) is one of Mauritania's priorities. In the four decades since the country gained its independence, literacy was established in 1966 merely as a service attached to the national Ministry of National Education's Department of Basic Learning. The implemented programme was limited to 'courses for adults taught by voluntary teachers in classrooms or by seconded teachers in experimental literacy centres'

From 1985, state authorities established a State Secretariat that was responsible for leading the fight against illiteracy, followed by a National Literacy Council in 1986. In 1987, the NLC was expanded to incorporate traditional education.

In 2003, the State Secretariat became a ministry. Literacy remained a priority for public authorities.

Located at the heart of the Ministry of Islamic Affairs and Traditional Education, a separate ministerial department is responsible for literacy. It is in charge of executing national policies pertaining to Islamic affairs, traditional education and literacy. As regards literacy, its responsibilities lie in planning, realizing, coordinating, monitoring and evaluating all activities related to literacy. [3]

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[3] Ministry of Islamic Affairs (in Arabic and French) http://www.affairesislamiques.gov.mr/.

To achieve these functions, the department in charge of literacy and adult education comprises three services: teaching programmes and resources; monitoring; and accreditation and instructor relations.

Today, literacy is linked to the Poverty Reduction Strategy Paper and efforts to achieve the sustainable improvements of the population's living standards. As a result, 'it necessarily implies the acquisition of skills in order to secure opportunities for integration into the labour market'.[4]

Existing programmes, such as the National Capacity Development Programme for Literacy and Non-Formal Primary Education in Mauritania (CapEFA and CapED), aim to strengthen literacy and non-formal primary education; pilot projects have been developed to this end.

Incorporating GCED into literacy programmes is an integral part of the National Capacity Development Programme for Literacy and Non-Formal Primary Education in Mauritania (CapED), which was launched by the UNESCO Office in Rabat.

UNESCO's efforts to integrate GCED are in line with its Education Strategy 2014–2021. UNESCO has led a pilot project in Mauritania to facilitate the integration of GCED into literacy programmes, which might subsequently be rolled out in other countries.

The efforts undertaken thus aim to assist the beneficiaries of literacy programmes in developing skills and attitudes that make citizens more resilient to violent extremist rhetoric and encourage a positive sense of identity and belonging.

2.3. Possible ways of integrating GCED into adult literacy and learning

The skills-based approach is a cornerstone of the efforts to integrate GCED into literacy and adult learning. Indeed, in addition to basic skills, the new literacy programme supports beneficiaries in acquiring life skills and competencies that enable social and economic integration. Hence, the emphasis of the programme is on basic instrumental learning and the thematic areas of health, citizenship, civic engagement and the environment, as well as socio-economic aspects. The programmes are designed to develop five skill types (UNESCO Cluster Office, Rabat, 2016a):

- The basic instrumental skills of reading, writing and arithmetic, which represent a major challenge for lifelong learning; they are the starting point for the acquisition of further competencies.

- Skills pertaining to ICT usage, which can serve as a gateway to the world due to the possibilities that electronic media and networks have to offer;

- Psychosocial skills – people's ability to behave in an appropriate manner when interacting with the community, their culture and their environment;

- Social and professional skills that prepare young adults so that they know what action to take when integrating into the workplace.

- Entrepreneurship skills that signal willingness to take on a personal, social and professional project in order to integrate into society and the workplace.

In view of the diversity of these skills clusters, literacy can play a major role in anchoring civic values, as well as providing citizens with opportunities to learn throughout life.

This state of affairs undoubtedly facilitates the development of capacities and behaviours suited to the demands of GCED.

The competencies unveiled in the skills base for the new programmes (Levels 1 and 2) can serve as starting points for more in-depth studies on thematic areas relating to GCED. The following are cited as examples:

Level	Area of skill	Description of skill
Level 1	Environmental protection	Protecting the environment
		Adopting a balanced diet
	Family life	Adopting a positive attitude towards gender, women's rights and parity
		Respecting the rights of the child
	Living in the community	Strengthening the sense of belonging to the community
		Acting as a group member
	Understanding individual rights and responsibilities	Developing a culture of rights and responsibilities
		Adopting an attitude that favours gender parity and respects human rights
	Developing civic awareness	Demonstrating civic-minded behaviour
		Getting involved in community life and internalising its rules
Level 2	Using ITCs	Using the telephone
		Using computers
		Carrying out multimedia research
		Using the internet
	Planning your professional life	Developing an employment strategy
		Working as a self-employed person, setting up a co-operative or IGA
	Knowing your rights and responsibilities	Adopting an attitude that favours gender parity and respects human rights
		Getting involved in community life and internalising its rules
		Identifying one's basic rights and recognising one's responsibilities as a citizen.

The table of contents for Level 1 and Level 2 programmes indicates that thematic areas exist that complement and can be utilised in GCED-related areas (Islamic Republic of Mauritania, Ministry of Islamic Affairs and Traditional Education. 2015a).

Level 1 programme: 240 hours

Modules	Content
Module 1: Citizenship, civic engagement and rights	- Internalizing learning effects and impacts
	- Understanding citizens' rights and responsibilities
	- Being a citizen and member of the community
Module 2: Citizens' health and well-being	- Putting hygiene rules into practice
	- Learning about reproductive and child health
	- Guarding against infectious diseases and STDs
Module 3: Safety in the community and environmental protection	- Protecting oneself from natural, home and road hazards, etc.
	- Taking action to protect the environment
	- Adopting a balanced and healthy diet
Module 4: Social and professional integration	- Integrating into one's social environment: living in a family circle, communicating with and accepting other people, parity and gender, etc.
	- Knowing about and using public services: administrative services, postal services, bank services, etc.
	- Developing an employment strategy: manufacturing jobs, service industry jobs, self-employment, etc.

Level 2 programme:

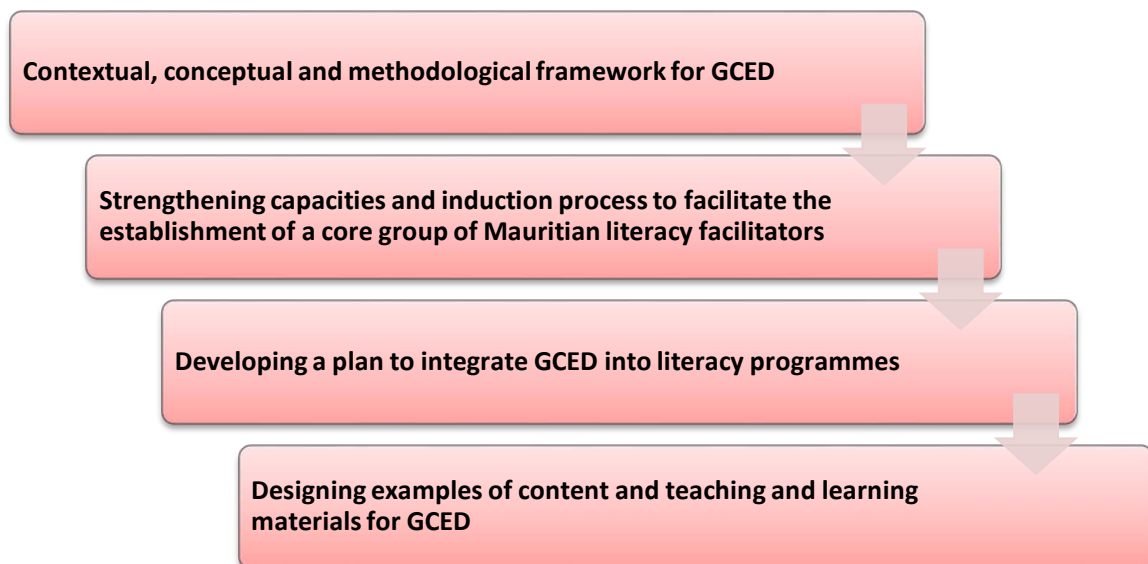| Modules	Processes
Module 1: Choosing a training and employment project	- Choosing and attending a professional training course
	- Seeking a job or self-employment opportunity
	- Finding out more about the trades and professions
	- Integrating into the workplace
Module 2: Setting up and managing an income generating activity	- Working in partnerships
	- Working in co-operatives
	- Setting up an income generating activity
	- Managing an income generating activity
Module 3: Managing a microfinance business	- Knowing the rules of microfinance (funds and loans)
	- Putting the rules of accounting into practice
	- Balancing the books
Module 4: Assuring the quality of a service or product	- Learning about business
	- Assuring the quality of a service
	- Assuring the quality of a product
	- Adapting to the work ethic
Module 5: Global citizenship education	- Thematic areas in global citizenship education and the fight against violent extremism

3. Action taken to integrate GCED into literacy and adult education programmes

A pilot project to integrate GCED into a literacy programme was initiated in the framework of the CapED project to develop the capacities of literacy facilitators and providers.

Mauritania benefitted from support by UNESCO, which consisted of providing literacy facilitators; a model that will be integrated into the literacy and NFE mechanism that was recently developed to raise awareness of GCED.

Nonetheless, because, so far, no new programmes are under way this experience remains limited and has yet to be properly capitalised upon to the benefit of learners.

Action taken prior to the drafting of this report comprised the following:

> **Contextual, conceptual and methodological framework for GCED**
>
> **Strengthening capacities and induction process to facilitate the establishment of a core group of Mauritian literacy facilitators**
>
> **Developing a plan to integrate GCED into literacy programmes**
>
> **Designing examples of content and teaching and learning materials for GCED**

3.1. Contextual, conceptual and methodological framework for GCED

This phase entailed analysing available documentation pertaining to GCED and exploring Mauritania's distinctive features in this regard. UNESCO contributed a framework that steered the development of guidelines. Similarly, a decision was made to adopt UNESCO's approach to GCED (UNESCO Cluster Office, Rabat. March 2017b), characterised as:

- a holistic approach applied to ongoing literacy efforts;
- a transformative approach enabling the transformation both of individuals and of society as a whole;
- an approach that hinges on the promotion of universally shared values, such as non-discrimination, equality, respect and dialogue.

3.2. Managing capacity-building and induction training for the team of literacy facilitators from Mauritania

The training phase starts with workshops that adopt the mechanism to improve literacy practitioners' practices and equip them to make literates aware of GCED and the fight against extremism and radicalism.

Part of the groundwork consists of creating a national team of Mauritanian trainers of trainers to ensure the provision of cascade training for literacy practitioners. The decision to do so was informed by the fact that the literacy classes designed as part of the new programmes had not yet started and there was a need to put together a team of trainers of trainers. Hence, a workshop was held in Nouakchott to furnish participants with conceptual and methodological input.

It should be noted that training should target instructors first and literacy teachers second. However, classes for the training of trainers phase have not yet started.

3.3. Developing a plan to integrate GCED into literacy programmes

Following the awareness-raising and induction workshop for the trainers of trainers team, the same people drew on expertise provided by UNESCO to establish a plan to integrate GCED into literacy programmes, and to equip Mauritania's adult education system with a national approach that would strengthen institutional capacities and support related advocacy activities. (UNESCO Cluster Office, Rabat, 2016e, 2017a).

This plan was developed using a participatory approach in consultation with national facilitators. It hinges on four frameworks:
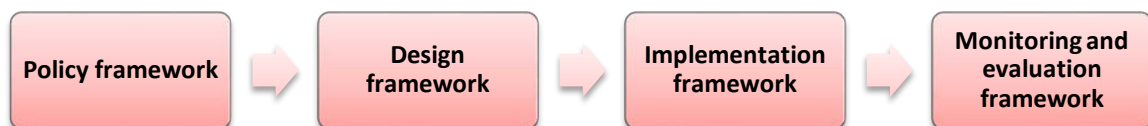
- The **policy framework** reports on development options for programmes dedicated to integrating GCED into education and, more specifically, into literacy.

- The **design framework** deals with approaches used in GCED; activities and content design; and the organization of learning.

- The **implementation framework** presents implementation approaches, methods and procedures, as well as the mechanism for strengthening competencies.

- The **monitoring and evaluation framework** lays down the processes by which the programme will be monitored and its learning outcomes evaluated.

3.4. Designing sample content and materials relating to GCED teaching and learning, and training for literacy and adult education programmes

Following the plan designed to integrate GCED into literacy (and NFE) programmes, a series of efforts were initiated to design sample teaching and learning and training content relating to GCED for literacy programmes, as well as learning materials to operationalise the plan.

GCED teaching and training content for literacy and adult education programmes was designed during a capacity-building workshop in Nouakchott. The objective was to make materials available to literacy beneficiaries that would be integrated into the literacy (and NFE) mechanism. This mechanism will serve to boost awareness of thematic areas related to GCED.[5] During the workshop, a module was created that included learning materials in the form of educational activities and lessons, as well as a teacher's guide.

GCED teaching and training content was developed (UNESCO Cluster Office, Rabat. May 2016d) to enable:

- the development of critical thinking skills and a sense of how to make decisions and solve problems;
- awareness of issues relating to world peace and the prevention of violent extremism;
- recognition of the values of equity and insight into social justice;
- an understanding of the issues facing the world today and their effects at the local, national and global levels;
- the ability to identify multiple differences and identities while demonstrating empathy toward others and respecting diversity;
- a critical analysis of gender inequalities;
- healthy usage of information technologies and media;
- participation in efforts to protect human heritage and the environment.

During the workshop, participants were charged with selecting the most suitable and effective approach. In this respect, they found themselves opting for one of the following scenarios:

- An existing **transversal approach integrated** into activities and lessons.
- A **specific approach** whereby a stand-alone GCED module is developed that has its own rationale in terms of activities, contents and tools.

In light of the fact that literacy programmes had already been developed, materials were designed and integrated into existing manuals as well as into the teacher's guide in the form of worksheets.

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[5] The design of GCED teaching and training materials for literacy and adult education programmes was the subject of a UNESCO workshop in Nouakchott in March 2017. Participants designed sample lessons for the literacy programme.

Learning materials were designed using a modular approach whereby each topic contained a series of sub-topics divided into activities, the aim being to actively initiate conversations with learners. Hence, preference was given to communication-based activities.

Subsequently, a training module for instructors and a guide designed specifically for facilitators were made available to instructors. These serve as tools to manage training and capacity-building activities for instructors in key areas, which will enable them to engage in cascade training and dispense GCED to literacy teachers who will be responsible for implementing the suggested learning activities.

4. Outcomes of the case study and recommendations for steering literacy and adult education curricula and teaching materials towards GCED

4.1. Findings and conclusions of the case study on integrating GCED into literacy and adult education

4.1.1. Scope of action for integrating GCED

The first findings in this report refer to the scope of action within which efforts might be carried out to integrate GCED into adult education, i.e. literacy programmes, in Mauritania. We retained the following from this first stage of the analysis:

- Faced with an illiteracy rate of close to 40 per cent, Mauritania partnered with the UNDP and ILO to launch literacy and NFE programmes aligned with the country's Poverty Reduction Strategy Paper (PRSP, 2000). The framework used incorporates educational aims and principles into sustainable development.

- With the support of UNESCO, a National Strategy for the Eradication of Illiteracy (NSEI) was designed in 2006. In partnership with the UNESCO Office in Rabat, CapEFA and CapED programmes were implemented successively to provide technical support to improve the quality of literacy programmes; to strengthen partnerships with civil society; to enable community mobilisation; and to develop national capacities.

- A study on illiteracy and the needs of adult learners was carried out, which identified a significant proportion of illiterate women and the scale of the problem in each of the *Wilayahs* (provinces). New programmes were designed on the basis of this study and a skills base. Learning and training materials in the form of a manual and guides were developed.

- These materials provide opportunities for literacy to address GCED-related thematic areas because they place a strong emphasis on communicating about civic engagement and citizenship, as well as local development and the environment.

4.1.2. Action taken to integrate GCED into literacy

- Within the programme, the UNESCO Office in Rabat and the Department of Literacy in Mauritania led a pilot project to integrate GCED into literacy. The decision to incorporate GCED into literacy (and NFE) programmes was an institutional one which enabled a series of efforts to be initiated to strengthen the capacities of a group of trainers of trainers.

- Efforts undertaken to date relate to developing a contextual, conceptual and methodological framework for a team from the Mauritian department of literacy;

establishing a plan to integrate GCED into literacy programmes; and designing GCED teaching and training content into literacy and adult education programmes.

- Owing to the fact that the programmes have already been developed, it has been necessary to adopt an approach that integrates GCED into existing activities; materials produced comprise sample GCED lessons which have been integrated into the literacy programme, as well as a guide produced specifically for the facilitator.

4.1.3. Findings

To identify salient findings, pilot projects can be analysed in terms of assets, limitations, opportunities and risks.

a) Assets

- The existence of an institutional framework pertaining to partners and activities enables action to be taken to provide GCED for adult learners.
- The fact that the new programmes cater for psychological, social and professional competencies alongside basic instrumental skills means that GCED-related thematic areas can be integrated into literacy programmes.
- Learning materials have been developed and integrated into existing manuals, along with a teacher's guide consisting of educational worksheets.

b) Limitations

- The materials produced require actors and literacy teachers to gain a whole new set of qualifications, in the sense that their practices derive from lessons that often centre on basic learning rather than on a vision whose aim is to denounce extremism and raise awareness of certain values and attitudes.
- Due to the fact that the new programmes have not yet been launched, efforts to integrate GCED into literacy remain limited with regard to course design and capacity-building, and have yet to be properly capitalised on for the benefit of learners.
- While training should target instructors first and literacy teachers second, the training of trainers phase has not been carried out to date. It is contingent upon literacy classes getting under way that are part of the new programmes.

c) Opportunities

- At the institutional level, opportunities arise from political will to combat illiteracy and promote NFE as a means of fighting poverty.
- At the organizational level, various entities and public-sector bodies have launched capacity-building activities.

d) Risks

- Partner associations lack capacities for good governance, as well as material and financial resources.
- Associations do not have enough resources to implement awareness-raising activities.
- There are tangible disparities between the regions, which suggests a need to target specific intervention zones.

4.2. Recommendations regarding the integration of GCED into literacy and adult education

The recommendations and measures presented here derive from the outcomes of the case study. They identify a range of voices to point to ways in which GCED can be better integrated into literacy and adult education.

4.2.1. Lessons to be taken into consideration

- The findings indicate that focusing on local development within the CLCs is one of the cornerstones of in-depth studies into GCED. Indeed, IGA projects can serve as an opportunity to raise awareness of issues of sustainable development, environmental protection, human rights, social and economic justice, and interculturality and equality.
- Given that literacy programmes have already been developed, the more suitable and effective approach is essentially a **transversal** one, that is an approach **integrated** into activities and lessons. It should incorporate awareness-raising aspects at Level 1 and practical aspects at Level 2.
- With initiatives of this kind, we should plan for an implementation phase whose scope broadens progressively over time, while at the same time ensuring the full involvement of facilitators and their partners so that major efforts involving civil society can be instigated.

Based these findings, there are a number of guiding principles that must be taken into account:

- Actor participation (decision-makers, NGO partners, public-sector partners, facilitators) is a major asset that guarantees stakeholder interest, participation and commitment.
- The intervention of GCED associations in CLCs or other organizations and structures is strongly recommended.
- It is imperative that GCED skills and capacity profiles be developed in a targeted manner in order to design plans to strengthen relevant capacities.
- Broad support should be given to a participatory approach that favours constructive work and allows national actors to make a contribution of their own.

- Ongoing actor support of GCED being rolled out must be guaranteed when actions are put in place.
- Training and action must be fostered using situation-based role play, whereby good practices will be developed and piloted with adult beneficiaries.

4.2.2. *Action to be taken*

- Ensure the participation of facilitators, providers and actors in the integration of GCED into literacy and adult education.
- Capitalise on and enrich GCED achievements in literacy programmes so that they can serve as a framework for adult learning.
- Develop the capacities of CLCs and associations engaged in literacy and adult learning and training in order to help them promote GCED on the basis of their programmes and activities.
- Strengthen the capacities of teachers of adult learners so that they can promote the principles and values of GCED among adult learning beneficiaries.
- Enable people benefiting from literacy and adult learning and training programmes to benefit from GCED activities.
- Carry out an evaluation to gather information and feedback on the implementation of GCED in adult learning and training.

Summary of recommendations

Recommendations	Measures and procedures
Participants, providers and actors jointly integrate GCED into literacy and adult education.	Set up a participation plan for actors (decision-makers, NGO partners, facilitators).
	Carry out advocacy activities addressing all bodies affected by the issue of GCED.
	Increase awareness and provide information on GCED during literacy and adult education and training programmes.
Achievements in the integration of GCED into literacy programmes are capitalised on and supplemented so they can serve as an adult learning framework.	Establish a frame of reference describing competencies and content relating to GCED in adult learning.
	Analyse and identify GCED achievements in literacy programmes with respect to existing skills and thematic areas.
	Improve teaching materials to strengthen existing thematic areas or to enrich a learning and training mechanism.
CLCs and associations engaged in literacy and adult learning and training initiatives for the benefit of vulnerable populations develop capacities to promote GCED on the basis of their programmes and activities.	Establish an action plan targeting CLCs and associations carrying out adult learning activities.
	Strengthen structural and actor capacities to provide a framework for GCED activities.
	Support a participatory approach that encourages the implementation of GCED activities and actions on the basis of constructive efforts that enable actors from associations to make a contribution of their own.
Teachers of adult learners acquire the skills to promote the principles and values of GCED among adult learning beneficiaries.	Develop a skills base for teachers of adult learners who integrate the principles and values of GCED into their learning activities.
	Establish a plan for the training of trainers so that instructors can generate their own training provision independently for the benefit of adult education instructors working in the field of GCED.
	Organise training provision and activities centred on roleplay adapted to the programmes developed for the benefit of adult education instructors working in the field of GCED.
People benefiting from literacy and adult learning and training programmes benefit from GCED activities.	Establish an implementation plan for GCED within adult literacy, learning and training programmes.
	Carry out pilot projects in order to design and test good practices with adult beneficiaries.
An evaluation is carried out to gather information and feedback on the implementation of GCED in adult learning and training.	Establish a monitoring and evaluation plan for GCED-related training activities and pilot projects.
	Develop mechanisms and tools to evaluate GCED-related training activities and pilot projects.

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Further reading

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