



ADEA TRIENNALE 2025

29-31 OCTOBER | ACCRA - GHANA

DRAFT OUTCOME DOCUMENT



November 2025

► 2025 ADEA Triennale



THEME



Strengthening the resilience of Africa's educational systems: advancing towards ending learning poverty by 2035 with a well-educated and skilled workforce for the continent and beyond.

PREAMBLE

The 2025 ADEA Triennale brought together Ministers of Education, Ministers of Finance, Heads of Government Delegations, senior government officials, technical and financial partners, researchers, non-governmental organisations, civil society organisations, and other education stakeholders. The interactions fostered a strong sense of purpose, ownership, and continental collaboration to improve the quality of education on the continent following the launch of the African Union (AU) Decade of Accelerated Action for the Transformation of Education and Skills Development in Africa (2025-2034).

Africa has made significant progress in improving the quality of education. However, more needs to be done across all education sectors if the goal of the continent is to be realised, including ending learning poverty by 2035.



African governments must start treating education as a strategic investment, not a cost, towards driving Africa's long-term development. It also means building and funding education systems that are resilient, efficient, and self-sustaining. Additionally, quality African Education requires integrating education financing into the national development and industrialization agenda. To constitute a bigger base for funding education, countries should take practical steps to add value to their raw materials.

We need to enhance African-led efforts to improve the generation and quality of data-driven, evidence-based policy actions. Furthermore, it is imperative for the continent to prioritize foundational learning, secondary education and technical and vocational education (TVSD), higher education and scientific research, school leadership, teacher preparation and continuing professional development (CPD), context-centred integration of technology, gender, inclusion, and climate adaptation.

Sustainable education transformation rests upon empowered, motivated, well-trained well-supported, and continuously developed educators at all levels who drive learning improvement from the classroom to the national policy level. Policies must evolve from fragmented interventions to systemic frameworks linking teacher preparation, CPD, and leadership accountability.

Below are recommendations from the deliberations at the 2025 ADEA Triennale, organized by the conference's eight sub-themes.

SUB-THEME 1

Reimagining Financing for Education in Africa

1. Increase domestic investment in education to reduce dependence on partner-led aid.
2. Commit a minimum of 20% of national budgets to education to enhance quality.
3. Develop a continental education financing framework that supports other continental education frameworks and aligns with the AU's Agenda 2063: The Africa We Want.



4. Focus on innovative and ethical financing: from public-private partnerships (PPPs) and public-public partnerships (PPPs) to results-based funding, with countries honouring their commitments to the African Education, Science, Technology, and Innovation Fund (AESTIF). Aid effective norms and principles should still be applicable.
5. Enhance governance transparency in how education funds are managed and distributed.

SUB-THEME 2

Improving foundational learning – Progress and challenges since FLEX 2024



1. Enhance country-level technical support to generate and use high-quality foundational learning data for evidence-based decision-making and improved learning outcomes.
2. Prioritize multilingualism and translanguaging in teaching and learning.
3. Improve uptake and scaling of contextualized evidence-based foundational learning pedagogies.
4. Improve school readiness, retention, and transition to primary and beyond.
5. Expand advocacy efforts to improve investments at the foundational level and improvements in learning outcomes by engaging communities and their leaders and middle-tier political leaders, e.g., members of parliament.
6. Align foundational learning assessments on the continent with the Continental Education Strategy for Africa (CESA) 2026-2035.

SUB-THEME 3

Transforming Secondary Education and Ensuring Sustainable Financing and Best Practices for TVSD



1. Strengthen the transition from Secondary Education to the world of work through intentional linking of skilled graduates to jobs and promoting work-based learning, internships, and apprenticeships.
2. Address the skills gap by aligning education outcomes with labour market demands and leveraging the African Continental Free Trade Area (AfCFTA) mobility framework.
3. Promote TVSD, STEM education, and digital skills training to prepare youth for the future of work.
4. Make a conscious effort to enhance learners' soft skills, enabling them to live and contribute positively to the multicultural world.

SUB-THEME 4

Repositioning higher education and scientific research

1. Encourage inter-country collaboration and knowledge sharing - “a single tooth cannot chew.”
2. Integrate and promote responsible use of artificial intelligence (AI) in higher education institutions (HEIs).
3. Invest in research and innovation towards solutions for the continent.
4. Establish and/or increase funding for research for educational development.
5. Collaborate with industry to fund research for societal impact.



SUB-THEME 5

Using evidence and digital technology



1. Build data management infrastructure to support policy and decision-making, especially in hard-to-reach areas.
2. Strengthen policymakers' capacity to interpret and use data effectively for educational reform.
3. Ensure availability of high-quality education and skills data for dissemination and decision-making.
4. Be intentional in gathering/improving data that covers people with disability, out-of-school children, and non-formal education, for inclusivity.
5. Use technology and AI to personalize learning and improve accessibility, especially for remote and rural areas.

SUB-THEME 6

From policies to systems and processes



1. Move beyond signing of policies to commitment, implementation, and tracking of implementation.
2. Embed evidence generation in the educational system and balance knowledge sharing and data privacy.
3. Promote regional and continental harmonization of data at all levels of education.
4. Empower political leaders and policymakers to use available data on education and skills in meeting political and policy promises made to the citizenry.

SUB-THEME 7

Innovative and sustainable approaches in school leadership, teacher preparation, and continuing professional development

School leadership

1. Strengthen Afrocentric educational leadership by aligning it with continental standards for effective school leadership.
2. Institutionalize school leadership professional development as a cost-effective investment and driver for quality and inclusive education.
3. Empower school leaders and hold them accountable for improved learning outcomes, well-being, and reduced equity gaps.
4. Remove gender and other equity barriers for teachers and school leaders through transparent career ladder frameworks in national education systems.



Teacher preparation and continuing professional development (CPD)

1. Institutionalize strategies for embedding teacher professional development and education reforms into national systems for long-term sustainability, and making CPD mandatory, systemic, and embedded in policy.
2. Sustain the strong policy shift towards scalable and technology-enabled blended pre-service teacher education models that merge face-to-face training with digital learning platforms to expand access, particularly in remote or underserved areas, to address the rural-urban disparity in access to qualified teacher educators.



3. Reform education policies to embrace culturally responsive pedagogy as a means of grounding education in local contexts and promoting linguistic and cultural relevance. Emphasise the inclusion of mother-tongue instruction and indigenous content during initial teacher education to strengthen early literacy and community trust.
4. Institutionalise teacher councils and regulatory frameworks that set entry standards, oversee CPD, and enforce accountability mechanisms, marking a critical shift towards treating teachers as policy partners and professional agents of educational transformation rather than passive implementers of curriculum directives.

SUB-THEME 8

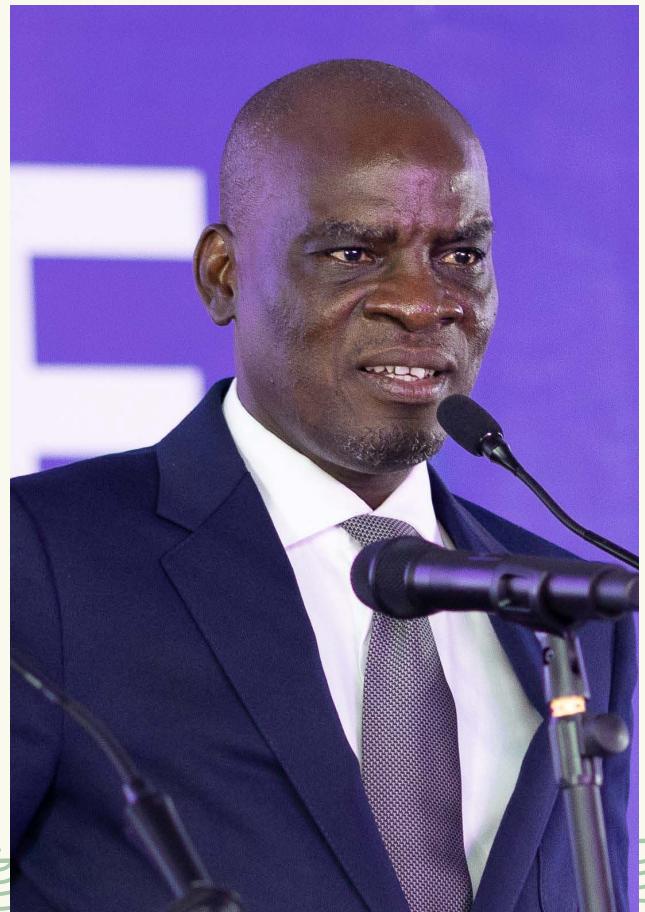
Inclusive education in Africa at the intersection of gender and climate adaptation

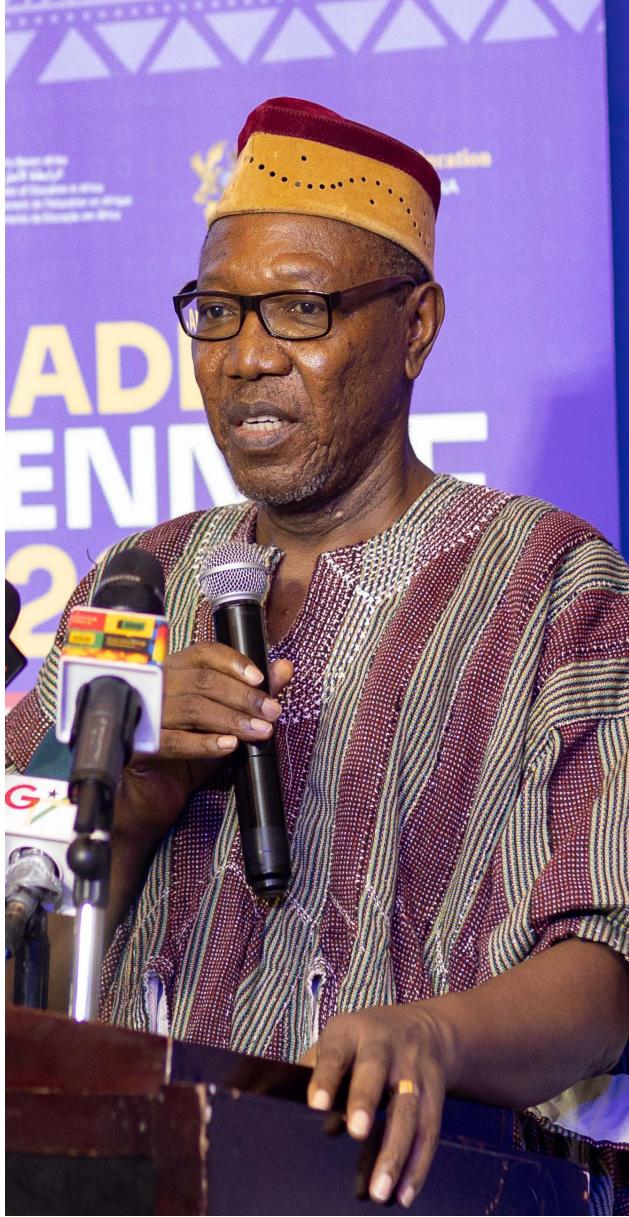


1. Invest in and institutionalize nationwide second-chance education programmes that are flexible, affordable, and accessible to learners with diverse capabilities, including refugees.
2. Ensure curricula at all education levels and cultivate values of love, empathy, and respect for humanity and the environment.
3. Fully integrate and implement gender-responsive pedagogy across all levels of education.
4. Empower and support communities to participate actively and sustain the learning process.

CONCLUSION

To realize Africa's promise, we must move beyond rhetoric and act with urgency and unity. This moment demands that we collaborate across sectors - public, private, and civil society - to forge solutions that are rooted in context and driven by shared purpose. It is no longer enough to count inputs; we must track outcomes and remain steadfastly focused on impact. ADEA will develop a framework to track the implementation of these recommendations prior to the next Triennale.





Building a future of resilience and renewal means shifting from cycles of dependency to self-sufficiency, anchored in systems that are led by governments and informed by local expertise. At the heart of this transformation lies a bold imperative: invest in education to harness Africa's youthful population and unlock the continent's demographic dividend. As we say, it is time to "put our money where our future is." This is not a call for charity - it is a call for justice. Education is a global responsibility, and in the face of declining Official Development Assistance (ODA), we must hold funders accountable while strengthening our own resolve.

Let us embrace a new spirit of continental collaboration, with initiatives like FLIGHT, AESTIF, and ACSL exemplifying what is possible when governments take the wheel. Partnership is the new leadership, but it must be grounded in accountability and ownership, with sustained reforms that deliver not just promises, but results.

► **It is time to walk the talk!**

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