



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
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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.”**

Acknowledgment

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1. Introduction

The Association for the Development of Education (ADEA)'s 2025 Triennale on Education and Training in Africa—held at the Labadi Beach Hotel in Accra, Ghana from 29–31 October 2025—represented one of the most significant continental gatherings on education policy and transformation since the onset of the COVID-19 era. Organized under the 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*”, the event convened over 1,200 participants from more than 40 African countries, including Ministers in charge of education and finance, senior government officials and policymakers, experts, researchers, development partners, civil society leaders, parliamentarians and youth representatives.

ADEA organized this seminal event jointly with the host, the Government of Ghana, and in collaboration with key partners—including GPE, Gates Foundation, Hempel Foundation, Mastercard Foundation, FAWE, VVOB, RTIA, IICBA, Arigatou International, ADEA’s hosting institution (the African Development Bank Group – AfDB), and the African Union Commission (AUC). Numerous bilateral and multilateral partners also supported the event.

The Triennale reaffirmed Africa’s collective commitment to building resilient, inclusive, and future-oriented educational systems aligned with the African Union’s Agenda 2063, the Continental Education Strategy for Africa 2026-2035 (CESA 26-35), and the United Nations Sustainable Development Goals (SDGs)—particularly SDG 4 on quality education.

2. Structure and Process

The Triennale was organized around the **main theme** and the following **eight interconnected sub-themes**, reflecting both the sectoral and cross-cutting dimensions of education reform in Africa:

1. Reimagining financing for education in Africa.
2. Improving foundational learning – progress and challenges since FLEX 2024.
3. Transforming secondary education and ensuring sustainable financing and best practices for TVSD.

4. Repositioning higher education and scientific research, aligned with the African Continental Free Trade Area (AfCFTA).
5. Using evidence and digital technology to bring every learner onboard – hits and misses.
6. From policies to systems and processes – the value of quality education and skills data in tracking scaled and sustained learning outcomes and skilling.
7. Innovative and sustainable approaches in school leadership, teacher preparation and continuing professional development in the Decade of Education for Africa.
8. Inclusive education in Africa at the intersection of gender and climate adaptation.

The cross-cutting areas such as gender and inclusion, climate resilience, data, digital transformation, regional cooperation, financing and partnerships, and systemic insights offered an integrative framework linking the eight sub-themes into a coherent continental education ecosystem.



Adopting a hybrid model, the Triennale preparation employed a **consultative and participatory process**, with ADEA and the Ministry of Education, Ghana, holding three virtual stakeholder consultation meetings. Each sub-theme was coordinated by an ADEA lead and involved a co-lead partner and, in some of the sub-themes, Ghana

was the co-lead country. The organization of the side event witnessed **true partner collaboration** as multiple partners came together to co-host them, as opposed to the previous Triennales where individual partners organized their own side events. ADEA and the Ghana Ministry of Education put in place the main organizing committee – **under the leadership of the Minister of Education, Ghana, and the ADEA Executive Secretary** – and several sub-committees.

During the high-level event, ADEA and the Ghana Ministry of Education deployed an innovative **knowledge-capture and rapportage system**, combining expert-led documentation and AI-assisted transcription. These ensured that discussions in the side events, plenary, and breakout sessions were translated into evidence-based findings and actionable recommendations. The result was a uniquely structured and analytical record of Africa's educational priorities and reform trajectories.

3. Level of Participation

Of the 1,057 participants who registered for the 2025 ADEA Triennale, over 1,000 graced it—comprising 733 in-person and 346 virtual participants—giving an excess of 22 participants. This number, however, expanded because of the visitors who accompanied some of the dignitaries due to protocol issues, and had to be allowed in. About 650 of the in-person participants came from 36 African countries, and the more than 100 remaining came from the 19 non-African countries.¹



¹ Australia, Belgium, Canada, Denmark, Dominican Republic, Finland, France, Germany, India, Mexico, Norway, Portugal, Spain, Sri Lanka, Switzerland, United Arab Emirates, United Kingdom, United States, Uzbekistan

Close to 300 of the participants came from the host country, Ghana. Among the participants were policymakers—15 Ministers and Deputy Ministers—and several heads of government delegations and other senior government officials. Also present were partner CEOs and ambassadors.

4. Key Highlights and Emerging Consensus

Across the sessions, there was clear recognition that **Africa's educational systems have made some strides, but much more needs to be done**. While there is significant progress since the previous Triennale, structural inequities, financing constraints, and implementation bottlenecks persist. The 2025 discussions revealed three interlinked imperatives driving systemic transformation: **sustainable financing, governance and accountability, and innovation and inclusion**.

4.1. Setting the Policy Agenda

The first day of the 2025 ADEA Triennale at Labadi Beach Hotel in Accra started with registration, exhibitions, networking, and bilateral engagements, uniting Ministers, senior government officials, partners, and stakeholders from over 40 African nations. Exhibitions highlighted Africa-led innovations in education financing, EdTech, foundational learning, data, and youth skilling, aligned with the overall theme.

The opening ceremony set the tone for the Triennale. Her Excellency Professor Naana Jane Opoku-Agyemang, Vice-President of Ghana, emphasised Africa's demographic dividend and the need for resilient, inclusive, and technology-enabled educational ecosystems.



Remarks—from the ADEA Executive Secretary, Albert Nsengiyumva, the AU ESTI Commissioner, H.E. Prof Gaspard Banyankimbona, and the African Development Bank's Country Manager for Ghana, who represented the President, Eyerusalem Fasika—highlighted the importance of aligning interventions in education with

the Continental Education Strategy for Africa 2025–2034 (CESA 25–34), the Decade of Education, and the African Continental Free Trade Area (AfCFTA). They underscored the need to move from policy rhetoric to systemic transformation with sustainable financing and data-driven governance.



The high-level plenary panel discussion on financing education was a key morning event. Ministers and leaders from Ghana, Rwanda, Mauritania, and GPE discussed declining aid, the need for domestic funding, and viewing education as an economic investment. A “Call to Action on Sustainable Financing for Education in Africa” was presented, urging African governments to allocate at least 20% of budgets to education and improve accountability with digital financial systems.



The afternoon featured the first cluster of side events under the Triennale's eight sub-themes.

- **Side Event 1** explored *Reimagining Financing for Education in Africa*, identifying innovative fiscal policies, private-sector engagement, and philanthropic partnerships as key drivers of self-reliant education systems.
- **Side Event 2** focused on *Foundational Learning since FLEX 2024*, presenting evidence from countries such as Zambia, The Gambia, and Uganda on scaling successful literacy reforms and leveraging data systems for improvement.
- **Side Event 3** addressed *Transforming Secondary Education and Technical and Vocational Skills Development (TVSD)*, promoting blended learning, competency-based education, and industry linkages as strategies to equip youth for the digital and green economies.
- **Side Event 4** examined *Repositioning Higher Education and Scientific Research through Sustainable Financing and Skills Mobility*, showcasing collaborative models linking higher education reform with the AfCFTA and AI-driven innovation.



The first day concluded with ministerial consultations, networking sessions, and closed bilateral meetings, setting the foundation for the Triennale's subsequent analytical and policy-oriented dialogues. The mood was one of continental solidarity, as participants reaffirmed the urgency of education transformation as the cornerstone of Africa's socio-economic resilience.

4.2. Tools, Evidence, Experience Sharing & Policy Implications

The second day of the Triennale continued with a mix of plenary discussions on policy implications and sharing of tools, evidence, and country experiences as part of deep thematic exploration.

The morning plenary session on inclusive education in Africa at the intersection of gender and climate adaptation reiterated the call to redouble efforts to address the growing numbers of out-of-school children by ensuring that education policies are gender-transformative and climate-resilient, linking them to the continental and global frameworks.



The end of this session also saw the launch of PEERS (Partnership for Exchange on Education Reforms). This is an Africa-EU initiative aimed at strengthening the coordination capacity of regional economic communities (beginning with EAC and ECOWAS), towards having inclusive, digital, and green quality education policies.



The second plenary session in the morning addressed Africa's learning crisis and pathways towards ending learning poverty, building on the momentum of the Kigali and Nouakchott declarations to end Africa's learning poverty by 2035. Ministers and experts reflected on foundational learning as the bedrock of Africa's human capital development agenda.

The launch of FLIGHT (Foundational Learning Initiative for Government-led Transformation) – a new philanthropic and Africa-led initiative to improve foundational learning in Africa through government ownership, local expertise, and evidence-based solutions – marked a major milestone. This initiative is supported by Gates Foundation and a consortium of partners and involves ADEA and Human Capital Africa (HCA). It aims to strengthen technical assistance to African governments by harnessing local expertise and aligning external funding support with continental priorities.



The subsequent thematic sessions featured the continuation of the eight sub-themes. They examined education financing, digital innovation, evidence systems, and cross-border mobility, among other aspects. AfDB presented its roadmap for AI integration in domestic resource mobilization and education analytics. Discussions underscored that evidence-informed policymaking, open data ecosystems, and EdTech-enabled assessment frameworks are essential for improving quality and accountability.

The foundational learning sessions showcased South–South collaboration, particularly between African and Asian counterparts such as India and Brazil, on literacy reforms and teacher development. Ministers from Zambia, South Africa, and Sierra Leone shared national success stories, emphasizing strong political leadership, coherent teacher training, and local data use.

The secondary education and TVSD sessions, co-led by the Mastercard Foundation, examined financing mechanisms, entrepreneurship incubation, and public-private partnerships that enhance employability and innovation.



Higher education and scientific research dialogues addressed governance, data interoperability, and research-industry collaboration. Emphasis was placed on strengthening Africa's Centres of Excellence and promoting intra-African academic mobility. The session on innovative and sustainable approaches in teacher preparation and CPD in the Decade of Education for Africa reflected gaps such as CPD participation and inconsistent frameworks. Participants called for increased mentoring, embracing competency-based micro-credentials, having technology-enabled blended pre-service teacher education models, embedding teacher professional development into national systems while safeguarding teacher welfare, among other recommendations.



Throughout the day, rapporteurs synthesized emerging insights around three golden threads: sustainable financing, evidence-based transformation, and African-led innovation. The evening concluded with the closed-door Ministerial peer-learning session, where delegates discussed actionable reforms, financing targets, and monitoring mechanisms for the post-Triennale roadmap.



4.3. Way Forward: Ministerial Reflections & Closing

The final day served as both a synthesis and a commitment platform. It opened with the breakout Ministerial reflection sessions on continental priorities and implementation follow-up. Members of the technical sub-committee presented consolidated summaries of the previous days' discussions, highlighting key messages from the official opening a plenary and side events discussions. These final reflections informed the draft **2025 ADEA Triennale Outcome Document**, which captures actionable policy recommendations across all eight sub-themes, aligned with the theme and objectives of the continental frameworks. Participants recognized the role of ADEA as a continental convener and knowledge hub for tracking education resilience and performance.



During the closing ceremony, statements from ADEA Executive Secretary, Albert Nsengiyumva, Ghana's Minister of Education, and the Deputy Minister of Basic Education of South Africa reaffirmed the importance of African ownership and inter-ministerial accountability. They called upon countries to institutionalize national monitoring frameworks, strengthen data governance, and advance equitable access through inclusive financing models.



The event concluded with the presentation of the **2025 ADEA Triennale Outcome Document – Walk the Talk**, committing governments and partners to measurable progress towards ending learning poverty by 2035. A press conference followed, highlighting the outcomes and next steps, including ADEA's role in tracking implementation through inter-country quality nodes and policy dialogues, and affirming that Africa's future lies in resilient, equitable, and technology-empowered educational systems, capable of transforming demographic potential into sustainable development.

5. Key factors to consider

5.1. Some consistent principles

Several organizing principles recur, with striking consistency. First is **African ownership and domestic stewardship of reform and financing** being a constant referral: Ministers and partners place domestic resource mobilization, efficiency, and sovereign fund design at the center of resilience, with pooled and blended instruments used to amplify national priorities rather than replace them. The Minister of Rwanda's remarks on data-enabled capitation, teacher information systems, and outcome-linked

early childhood investments typify this turn towards country-led, evidence-driven management of scarce resources. A companion thread is “**spend better**” through **alignment**: contributors urge a shift away from fragmented, projectized aid towards aligned pooled funds that use national rules, joint steering, and single plans—an approach presented as a middle path between dispersed projects and untraceable general budget support.

A second key message is the operating system of **reform**. Practitioners call for national data platforms, routine dashboards, and feedback loops to guide allocation and practice—from daily attendance-linked capitation reforms to teacher management, deployment, and professional development tracking. Speakers also emphasize learning-oriented partnerships that crowd in philanthropy and private capital only where they strengthen public systems—for example, SCALE in Ghana aligns philanthropic and multiplier resources to a government strategy and to a national evidence lab, placing system ownership and data at the center.

A third thread concerns the “**last mile**” as a design requirement. Sub-national disconnection, teacher scarcity in remote clusters, device and bandwidth constraints, and the need for offline-first tools appear repeatedly, with local partners and contextual tailoring positioned as essential to reach schools beyond district capitals.

A fourth thread is **leadership and accountability**—from KPIs for senior officials to middle-tier empowerment and teacher councils—so that policies translate into weekly practice through coaching, PLCs, and structured CPD, with digital rails used to monitor participation and deployment.

Finally, **resilience and inclusion** frame the overall narrative: fiscal headwinds, aid contractions, climate and conflict pressures, and youth bulges increase the premium on sovereign financing platforms (e.g., AESTIF), skills alignment, and community engagement so that learning continues and transitions into work improve.

5.2. The most frequent barriers—and solution sets proposed

Financing volatility and fragmentation appear foremost. Leaders describe declining aid shares, expensive capital markets, and project proliferation that disperses capacity and raises transaction costs. The proposed remedies include domestic prioritization of education within budget envelopes, outcome-linked instruments, and aligned pooled funds under national procedures that preserve traceability while strengthening country systems; continental blended vehicles such as AESTIF complement this by pooling risk and crowding in private and philanthropic capital under African governance.

Implementation gaps at the “last mile” form the second cluster. Shortages of subject experts, and weak use of installed infrastructure surface as recurring obstacles. Solution sets include offline-first provision, partnerships with local EdTech firms, expert-supported content for schools without teachers, and stronger middle-tier coaching and supervision models to sustain usage and pedagogy.

Third, **data and system rails require consolidation**. Speakers call for sector-wide dashboards and interoperable teacher- and school-level systems to drive capitation, deployment, CPD credits, and recruitment—together with data governance that retains ownership in-country and clarifies flows between ministries, users, and developers.

Fourth, **teacher capability and motivation** emerge as a systemic bottleneck. Frameworks for CPD exist in many settings; participation and career linkage vary widely. Remedies include mandatory or credit-bearing CPD tied to progression, PLCs with coaching rather than inspection, attention to teacher well-being, and digital facilitation to extend reach while reducing administrative load.

Fifth, **underinvestment in foundational stages** persists—ECE receives vanishingly small shares of GDP and budgets, undermining later outcomes. Countermeasures proposed range from outcome-linked investments in early childhood services to rebalancing public allocations and leveraging catalytic, system-aligned partnerships (e.g., SCALE) that finance ECE and foundational learning at scale.

Collectively, this solution-stack advances a coherent agenda: align and pool finance under national systems, design for the last mile, institutionalize data feedback loops, professionalize teacher growth, and rebalance early-stage investments that yield economy-wide returns.

5.3. Systemic issues cutting across sub-themes

Teacher capacity and professional ecosystems sit at the heart of delivery. The transcripts detail gaps in CPD participation, inconsistent frameworks, and historical reliance on workshops. The preferred future involves weekly PLCs, mentoring by school support officers, competency-based micro-credentials, and digital CPD platforms that track credits for progression while safeguarding teacher welfare. These measures lift practice at classroom level and give ministries real-time levers for deployment, compliance, and quality assurance.

Financing constraints and architecture form a second systemic layer. Presenters combine a call for higher domestic prioritization with granular efficiency tools—attendance-linked capitation, teacher payroll-to-career tracking, and outcome-based contracts—so resources flow to learners and results. Continental innovations such as ASTIF and the AfDB skills portfolio supply scale and risk-sharing while respecting national strategies; philanthropic coalitions like SCALE exemplify alignment to country plans and evidence labs rather than stand-alone pilots.

A third systemic issue is **data capability and governance**. Daily school-level tracking of learners and teachers, integrated teacher councils and recruitment modules, and sector dashboards are presented as levers that convert policy into operational discipline. At the same time, data stewardship principles emphasize country ownership and clear separation between personally identifiable teacher/learner records and usage analytics for providers, with offline-first standards to reach every school.

A fourth cross-cutting matter is **policy-implementation translation**. Participants consistently highlight the distance between national strategies and classroom routines—hence the advocacy for aligned and pooled finance, middle-tier leadership, community co-construction, and practical, context-aware digital choices. Emphasis on district capacity, model schools, joint monitoring visits, and whole-of-government construction brigades shows how implementation gains a local backbone that endures.

Finally, **inclusion and resilience span all sub-themes**. Leaders connect shrinking aid, climate and conflict pressures, and youth employment risks to a single requirement: sovereign data-literate systems that protect foundational learning, expand skills aligned to labour demand, and hard-wire community participation. The through-line is a continental ambition to finance, govern, and learn at scale while designing every instrument for equitable reach and durable results.

6. Outcome Document – Walking the Talk

Preamble

The ADEA 2025 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 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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