



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
Associação para o Desenvolvimento da Educação em África



Ministry of Education
REPUBLIC OF GHANA

ADEA TRIENNIALE 2025

29-31 OCTOBER | **ACCRA - GHANA**

“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.”

DRAFT PROGRAMME



Labadi Beach Hotel

triennale.adeanet.org

DAY 1
October 29th

Registration & Exhibitions, Official Opening & Plenary Sessions, Side Events 1 – 8

Time & Venue	Item & Description
08:00 – 17:00	Registration: Participants to visit the registration site to collect badges and receive additional communication
07:00 – 09:00	Innovation & Knowledge Exhibition: Exhibitors to install and prepare exhibition materials. Participants can also start visiting the exhibition site and engaging exhibitors
	MCs: Bernard Avle and Prisca Gyamwodie Chief Rapporteur: Prof. Kirun Bhujun, Director, Tertiary Education and Scientific Research Division, Ministry of Tertiary Education, Science and Research, Mauritius
09:00 – 10:00 Adesa Pavillion	Plenary Session 1: Financing Education – perspectives from Policymakers and Industry Leaders (60 min) Session Objectives: • Showcase African-led innovations for financing education amid declining international aid. • Highlight practical strategies for expanding and sustaining domestic resources for education. • Strengthen cross-sector partnerships — governments, private sector, and philanthropy — for sustainable finance. • Call to Action on sustainable finance for education in Africa. Moderator: Dr. Julie Gichuru, Founder and CEO, Africa Leadership and Dialogue Institute (ALADI) Rapporteurs: • Prof. Kirun Bhujun, Chief Rapporteur • Prof. Hellen Inyega, Professor of Language and Literacy Education, University of Nairobi • Christine Harris-Van Keuren, SALT Analytics Panellists: 1. Hon. Thomas Nyarko Ampem, Deputy Minister for Finance, Ghana 2. Emmanuel Lamptey, Group Chief Operating Officer, United Bank of Africa (UBA), Africa 3. Serigne Mbaye Thiam, GPE High Level Envoy, Global Partnership for Education (GPE) 4. Hon. Joseph Nsengimana, Minister of Education, Rwanda 5. S.E. Dr. Houdah Babah Sid M'hamed, Minister of Education and Reform for Education System, Mauritania

10:00 – 10:30 Health break

10:30 – 12:30 High-level Official Opening:

Adesa Pavillion

- **Arrival of the Special Guest of Honour & Tour of Exhibition:**
 - **Her Excellency Professor Naana Jane Opoku-Agyemang**, Vice President of the Republic of Ghana
- **Opening remarks:**
 - **Albert Nsengiyumva**, Executive Secretary, ADEA
 - **H.E. Prof. Gaspard Banyankimbona**, Commissioner, Education, Science, Technology and Innovation (ESTI), African Union
- **Exposition on the Main Theme:**
 - **Eyerusalem Fasika**, Country Manager, African Development Bank (AfDB), Ghana Country Office
 - **Prof. Kwame Akyeampong**, Professor of International Education and Development, The Open University. Expert in Education Systems in Africa
- **Welcome remarks & Introduction of the Special Guest of Honour:**
 - **Hon. Haruna Iddrisu (MP)**, Minister of Education, Ghana
- **Keynote Address by the Special Guest of Honour:**
 - **Her Excellency Professor Naana Jane Opoku-Agyemang**, Vice President of the Republic of Ghana
- **Vote of Thanks:**
 - **Lydia Essuah**, Chief Director, Ministry of Education, Ghana

Photo session

12:30 – 13:30

Adesa Pavillion

Plenary session 2: Improving foundational learning: From FLEX 2024 to FLIGHT – Accelerating learning progress in Africa (60 min)

Ministerial Coalition, Association for the Development of Education in Africa (ADEA), Human Capital Africa (HCA), Gates Foundation, Hempel Foundation, and Echidna Foundation

Background/Context: This high-level plenary session will bring together ministers and country representatives to reflect on progress since FLEX 2024 and share lessons from their national journeys on foundational learning (FL). It will surface the priorities and support governments need to drive the foundational learning agenda more effectively, while encouraging interactive dialogue that mobilises collective action. The session will also spotlight the launch of FLIGHT, a new philanthropic partnership designed to strengthen momentum for foundational learning through demand-driven, quality, and relevant technical assistance that harnesses African expertise, because the solution to the learning crisis lies right here on the continent. Participants will leave with a clearer understanding of both the achievements and the challenges encountered since FLEX 2024, a sharper sense of how technical assistance can be better aligned with national, regional, and continental priorities, and renewed political and technical resolve to accelerate foundational learning outcomes.

Session Objectives:

- Track progress since FLEX 2024 from the lens of ministers/country experiences.
- Identify the needs of governments in moving the FL agenda forward.
- Promote interactive dialogue and audience engagement to foster collective action.
- Announce and build awareness around FLIGHT.

Expected Outcomes:

- Shared understanding of progress and challenges since FLEX 2024.
- Clarity on how technical assistance (TA) must evolve to support country, regional, and continental FL goals.
- Visibility and momentum for the FLIGHT philanthropic partnership announcement.
- Renewed political and technical commitment to advancing FL outcomes.

Part 1. Ministerial panel or fireside chat: Progress, challenges, and the role of technical assistance in advancing FL (30 min)

Moderator: Dr. Oby Ezekwesili, Founder & CEO, Human Capital Africa (HCA)

Rapporteurs:

- **Prof. Hellen Inyega**, Professor of Language and Literacy Education, University of Nairobi & FL resource person
- **Prof. Cally Ardington**, Director of DataFirst, University of Cape Town (AFLEARN)

Panellists:

1. **Hon. Conrad Sackey**, Minister of Basic and Senior Secondary Education & Chair of African Foundational Learning Ministerial Coalition, Sierra Leone (10 min)
2. **Lindiwe Chide**, Deputy Director, Quality Assurance, Ministry of Education, Malawi (10 min)
3. **Ndeye Aby Ndaw**, Director, Elementary Education, Ministry of National Education, Senegal (10 min)

Part 2. Foundational Learning Initiative for Government-led Transformation (FLIGHT) philanthropic partnership announcement (30 min)**Speakers:**

1. **Albert Nsengiyumva**, Executive Secretary, ADEA
2. **Hon. Conrad Sackey**, Minister of Basic and Senior Secondary Education & Chair of African Foundational Learning Ministerial Coalition, Sierra Leone
3. **Anders Holm**, Executive Director, Hempel Foundation

Wrap-up: Dr. Oby Ezekwesili, Founder & CEO, HCA

13:30 – 14:30 **Lunch Break**

Triennale Consultative Events – 1: First set of side events (partner/ country engagements)

Side Event 1: Reimagining financing for education in Africa, including implications due to shifts in the global funding landscape – 1 (120 min)
Storyline:

Africa's demographic trajectory is both a challenge and an opportunity. By 2063, the continent's population will be predominantly young. If equipped with strong education and training, these young people can become the drivers of innovation, entrepreneurship, and inclusive growth. But without bold action, the continent risks a generation of under-skilled youth facing unemployment, inequality, and frustration, with implications for peace and stability.

For decades, international aid has played a supportive role in African educational systems. However, aid is now declining both in volume and in effectiveness. In recent years, key financing partners have either reduced or withdrawn funding altogether, leaving financing gaps, with disproportionate effects on girls, refugees, and marginalized groups. Equally, countries have not consistently adhered to the principles agreed in the Paris Declaration — ownership, alignment, harmonization, and accountability. Aid remains highly fragmented, dominated by short-term projects, with less than 10% delivered as budget support through country systems. Existing parallel systems weaken institutional capacity rather than strengthening it, while poor harmonization among financing partners creates duplication and inefficiency.

These trends underline the urgency of rethinking the financing architecture for education. Africa cannot rely on aid alone, nor on old models of external support. To close persistent financing gaps, Africa must now look inwards—strengthening tax systems, improving public financial management, and reducing reliance on external aid. Thus, Africa must develop a financing compact that mobilizes more domestic resources and ensures that every shilling, dollar, or franc invested in education is used more effectively, more equitably, and with greater accountability.

The sub-theme will focus discussions on spending more (raising resources for education) and spending better (using resources efficiently and accountably). Data-driven financing will be critical. By leveraging technology and improved data systems, governments can track expenditures more accurately, allocate resources more equitably, and link spending to outcomes. Embedding resilience in education budgets is also vital, so that systems can withstand climate shocks, conflicts, and pandemics without catastrophic disruption.

Specific Objectives:

- Showcase innovative strategies for domestic mobilisation of resources that expand fiscal space for the full continuum of education
- Highlight explored ways to leverage private investment and philanthropy to complement public spending
- Hold peer learning dialogues on strategies to strengthen systems for efficiency, accountability, and resilience in education financing to ensure efficient, equitable resource allocation across all levels.
- Highlight the role of data and technology in guiding financing decisions and ensuring equity.
- Promote data-driven financing that tracks outcomes, reduces inequities, and informs reforms.

Expected Outcomes:

- Shared understanding of bold strategies to expand and sustain education financing in Africa.

- Actionable policy-level recommendations on sustainable financing models and tools for Africa covering domestic resource mobilisation, private financing, accountability, and data systems.
- A framework for domestic resource mobilization and philanthropic and private investment that complements national financing goals and strategies
- Policy commitment framework for African countries to advance resilient and data-driven education financing models.
- A shared commitment by governments, partners, and philanthropists to mobilize more resources and spend better, with the aim of ending learning poverty by 2035.

Focus: Government-led resource mobilization and spending better for efficiency and accountability

Session Objectives:

- Share lessons on government strategies to mobilize and protect domestic financing.
- Highlight alignment and harmonization practices for more effective use of education funds.
- Discuss public finance management reforms and accountability frameworks.

Expected Outputs/ Outcomes:

- Collective commitments on domestic mobilization and PFM efficiency
- Session summary synthesizing lessons on alignment and harmonization

Facilitator: Edwin Ikhuoria, GPE

Rapporteurs:

- **Inyang Umoren**, Project Manager, Tackling Education and Skills Data Challenge (ESDC) Initiative, ADEA
- **Isaac Gyaase Yeboah**, Technical Assistant – Qualitative Research Generation and Analysis, SHS/T-TEL Link
- **Dr. Christine Harris-Van Keuren**, Founder, SALT Analytics

Format: Presentations, panel discussion, Q&A, wrap-up

Part 1: Presentations

1. **Opening Remarks: Hon. Dr. Haruna Iddrisu (MP)**, Minister of Education, Ghana: Why government-led financing is non-negotiable for sustainable education outcomes. The role of ministries of finance in safeguarding and aligning education budgets (10 min)
2. **Keynote: Serigne Mbaye Thiam**, GPE High Level Envoy: Toward sustainable financing pathways: Importance of domestic financing for education in Africa. Building political momentum for stronger financing architecture in Africa (10 min)
3. Presentation 1: **Haogen Yao**, UNICEF Education Economist: Education aid cuts for efficiency and equity insights (10 min)
4. Lightning talks: Incentivising domestic resource mobilization with partners (10 min)
 - **Maya Ziswiler**, Roger Federer Foundation: Early years example from Southern Africa (5 min)
 - **Donika Dimovska**, CKO, Jacobs Foundation: SCALE Partnership Example in Ghana (5 min)

5. Presentation 2: **Jean-Claude Dabananiye**, IIEP-UNESCO & **Rohen d'Aiglepierre**, AFD: Key insights from the 2025 Policy Paper and Seville Declaration (10 min)
6. Presentation 3: **Muna Ngenda**, Elimu Soko: Innovation under constraint: strategies to sustain quality education on tight budgets (10 min)
7. Lightning talk with **Dr. Manos Antoninis**, Director, GEM Report: The new continental education financing indicator and forthcoming AU LEARN policy dashboard (5 min)
8. Presentation 4 (**virtual**): **Emily Gustaffsson-Wright**, Center for Universal Education, Brookings Institution – An Urgent Call for More and Better Cost Data (5 min)

Break and networking (10 min)

Part 2: Panel and Wrap-Up

Ministerial Panel: Government strategies under fiscal stress (30 min)

Moderator: **Raphaelle Martinez**, Team Lead, Education Finance, GPE Secretariat

Panellists:

1. **Prof. George K.T. Oduro**, Technical Advisor to the Minister of Education, Ghana
2. **Emmanuel Allie**, Director, Partnership, Ministry of Basic and Senior Secondary Education, Sierra Leone
3. **Dr. Folake Olatunji-David**, Director, Basic Education, Federal Ministry of Education, Nigeria
4. **Koena Matjiu**, Deputy Director, Department of Basic Education, South Africa
5. **Oumar Soumare**, Directeur General de l'Enseignement au MERSE

Q&A (10 min)

Wrap-up and reference to **Call to Action** in plenary, on endorsement for domestic resource mobilization for education (5 min)

14:30 – 16:30

Omanyen II

Side Event 2: Improving foundational learning – Progress and challenges since FLEX 2024 – 1 (120 min)

Storyline:

Foundational learning, which encompasses basic literacy, numeracy, and socio-emotional skills, provides the foundation for all future educational success. Across Africa, a notable shift is happening in how countries measure and improve foundational learning. Many nations have now incorporated foundational learning assessments into their national evaluation systems, recognizing that strong data collection is essential to effective educational reform. However, this progress happens amid a difficult environment. Major international funders are reducing their support for both regional and national assessment systems, creating a potential gap between countries' increasing commitment to measurement and their ability to maintain comprehensive evaluation systems. This tension highlights the urgent need for new approaches to assessment funding and implementation, as well as the importance of making the most of existing data to foster real improvement.

Despite increasing recognition of the importance of foundational learning, a significant gap remains between the available evidence and the general understanding of the crisis's severity. The challenge is compounded by the reality that foundational learning begins well before formal schooling, with early childhood development serving as crucial preparation for cognitive, socio-emotional, and physical development. These

early years are also critical for advancing gender equity and educational success. Recent advances in cognitive science have offered unprecedented insights into how children develop foundational learning skills, especially in literacy. However, applying this scientific knowledge to scalable, contextually suitable educational strategies requires ongoing effort and collaboration among various stakeholders. Countries across Africa have begun demonstrating that evidence-based scaling is possible, with innovative approaches that include revised curricula and peer-led activities designed to boost school readiness and foundational skills.

Addressing the learning crisis requires acknowledging that government action alone is not enough. A multi-stakeholder approach is vital for both immediate progress and maintaining commitment over the long periods needed for educational transformation. The true value of assessment data lies not in gathering it, but in using it; employing foundational learning data must become a key part of improvement efforts, rather than just an accountability measure. At the same time, global initiatives provide valuable insights that can boost progress and increase understanding across African educational systems. The challenge is in successfully linking global evidence with local contexts, making sure that international insights support rather than replace locally developed knowledge and innovation.

Africa stands at a critical juncture in its educational development trajectory as it advances foundational learning towards ending the learning crisis by 2035. Growing political commitment to foundational learning, expanding assessment capabilities, emerging evidence from successful interventions, and increasing recognition of the multi-stakeholder nature of educational improvement create unprecedented opportunities for transformational change. However, realizing this potential requires coordinated action to address persistent challenges like financing constraints, evidence-practice gaps, limited societal awareness, and insufficient stakeholder alignment.

General objective: To evaluate progress in foundational learning across Africa since FLEX 2024 and develop actionable strategies for accelerating improvement toward the 2035 learning poverty elimination target.

Specific objectives

- Highlight the progress made since FLEX 2024.
- Identify innovative approaches and best practices that have demonstrated measurable impact
- Highlight efforts to support foundational learning on the continent.
- Highlight the important role of data and assessment in foundational learning.
- Foster peer learning and collaboration among African education stakeholders.

Expected outcomes:

- Update on the progress countries have made since FLEX 2024
- Shared understanding of the important role of assessments and data for decision-making and research evidence in foundational learning.
- Take stock of support available in the foundational learning ecosystem
- Actionable policy-level recommendations for the next steps in foundational on the continent.
- A shared commitment and understanding by governments, partners, and philanthropists on scaling what works to improve foundational learning with the aim of ending learning poverty by 2035.

Reflection questions:

- How can African countries leverage foundational learning assessment data more effectively to drive meaningful improvements, particularly as donor support for assessment systems decreases? What innovative financing and implementation models can ensure sustainable, data-driven decision-making?
- Learning from successful examples like Zambia, The Gambia, and Uganda, what are the critical success factors for scaling evidence-based foundational learning interventions from pilot to national implementation?
- How can initiatives like AFLAI, FLIGHT, and continental evidence-sharing platforms be strengthened to accelerate peer learning and collaborative problem-solving?
- Beyond initial political commitment, what institutional structures, financing mechanisms, and accountability systems are necessary to ensure that foundational learning improvements are sustained across political transitions and economic fluctuations?
- How can countries build resilient educational systems that maintain focus on foundational learning outcomes over time?

Sessions format:

Advocacy session: Scaling what works – South to South Exchange

Part 1. Shared Progress, Shared Purpose: South–South Learning to Accelerate Foundational Learning (60 min)

Storyline:

Africa's Ministers of Education have placed foundational learning at the heart of the continent's development agenda, committing through the Kigali FLEX Declaration and the Nouakchott Declaration to end learning poverty by 2035 and to realize the AU's Decade of Education. Many countries are already demonstrating real progress through focused reforms, strong leadership, and improved accountability. Across the Global South, countries such as India and Brazil have shown how evidence-based approaches, political commitment, and cross-sector partnerships can drive measurable learning outcomes in early primary grades, where foundational skills are most critical.

This side event builds a bridge between the **Africa Foundational Learning Ministerial Coalition** and the **Global Coalition for Foundational Learning**. It will showcase successful South–South reform experiences and explore how global coalitions can better support country-led African efforts. The session will highlight stories of progress from peers outside Africa, draw parallels with ongoing African initiatives, and give Ministers a platform to reflect on how these insights can accelerate their own End Learning Poverty campaigns. It will also provide practical insights into how political leadership and technical delivery mechanisms work together to drive real learning outcomes in classrooms — going beyond commitments to focus on the nuts and bolts of implementation.

Ultimately, it aims to deepen mutual learning between technical partners and policy leaders, enhance alignment between continental and global coalitions, and generate commitments for structured peer exchange and joint accountability.

Overall Goal: To strengthen South–South learning and collaboration between the Africa Foundational Learning Ministerial Coalition and the Global Coalition for Foundational Learning to accelerate continental and national progress toward ending learning poverty by 2035 — with several countries targeting even earlier milestones.

Specific Objectives:

- Showcase experiences and lessons from across the Global South—within and beyond Africa—on advancing foundational learning outcomes.

- Identify shared enablers of progress such as political leadership, local technical talent, teacher support, data use, partner alignment, and strong classroom focus.
- Reinforce coherence between continental and global coalitions around shared priorities and mutual accountability.
- Encourage new peer-learning and exchange opportunities among African and global education leaders.

Expected Outcomes:

- Stronger alignment between the Africa FL Ministerial Coalition and the Global Coalition for Foundational Learning to drive coordinated action toward ending learning poverty by 2035.
- Greater understanding of practical lessons from within and outside the African continent on scaling foundational learning reforms.
- Renewed ministerial commitment to peer-learning and South–South collaboration to accelerate national reform efforts.

Expected Outputs:

- Brief summary note capturing key insights and recommendations for joint follow-up by ADEA, HCA, and the Global Coalition.
- Expressions of interest from participating ministries for future technical or ministerial exchanges.

Moderator: Dr. Pia Rebello Britto, Global Director for Education and Adolescent Development, UNICEF

Rapporteurs:

- **Prof. Hellen Inyega**, Professor of Language and Literacy Education, University of Nairobi
- **Dr. Mary Sichangi**, Coordinator (ICQN-MSE) & Director (CEMASTEAM)

Opening reflection: Judith Herbertson, Director, Education, Gender, and Equality, FCDO

Panel Dialogue – Shared Enablers of Progress:

1. **Hon. Douglas Syakalima**, Minister of Education, Zambia
2. **Hon. Dr. Makgabo Reginah Mhaule**, Deputy Minister of Basic Education, South Africa
3. **Dr. Benjamin Piper**, Lead, Global Education, Gates Foundation
4. **Dr. Obiageli Ezekwesili**, Founder & Chief Executive Officer, HCA
5. **Albert Nsengiyumva**, Executive Secretary, ADEA
6. **Saurabh Chopra**, Lead, Partnerships and Strategic Initiatives, Central Square Foundation (CSF)

Part 2. Growing community and political understanding and commitment for foundational learning (advocacy session) (60 min)

Storyline:

Foundational learning is the bedrock of all learning. Acquiring the skills to be able to read, write and do basic mathematics by the end of primary school is essential to ensure children can fulfil their potential. Without the basics, children are more likely to drop out of school, less likely to pursue secondary and higher education, and evidence shows they will earn less throughout their lifetime. This has catastrophic consequences

for individual potential, as well as a nation's development and the growth of human capital.

Whilst governments across sub-Saharan Africa are increasingly prioritising foundational learning and beginning to scale evidence-based interventions designed to improve learning outcomes, neither the extent nor the significance of low levels of learning is sufficiently understood. A recent survey found that 80% of government officials overestimate literacy proficiency in their countries while underestimating the detrimental impact that low literacy has on national development.

Solving the challenge of persistent low learning levels in the early years requires a community-wide understanding of the issue and high levels of support for policies and actions that address it. Without broader societal support, strong commitment from the government alone will not be enough, both immediately and especially over the longer term to sustain the commitment.

Driving up learning outcomes requires the efforts of educators, providers, suppliers of educational inputs, families, and administrators. If they are not aware of the scale of the losses and their consequences, and they do not share the commitment to recovering those losses and accelerating progress, education systems are likely simply to return to business as usual, with lifelong negative consequences for today's students.

Other key societal groups - like the business community and civil society organisations - also need to be part of national coalitions, to build momentum around improving foundational learning, supporting the issue in the community and playing a part in encouraging the government to prioritise education.

This session will showcase examples of initiatives designed to grow and mobilise multistakeholder support for foundational learning from different countries across Africa. It aims to encourage the creation and strengthening of collaborations that seek to improve learning outcomes.

Other interventions within the theme of foundational learning at the Triennale address the science of teaching and recent data and evidence, whereas this subtheme aims to increase support and understanding of broader societal engagement on learning to ensure progress.

Session objectives:

- Showcase multistakeholder actions and initiatives that encourage political and community support for foundational learning.
- Enhance support and understanding of multistakeholder collaborations aimed at improving learning outcomes.
- Highlight some of the challenges and practical ways forward in taking action at the political and community levels to ensure stakeholders understand the extent and importance of improving foundational learning outcomes.

Session Format:

Moderator: Joseph Nhan-O'Reilly, Executive Director, International Parliamentary Network for Education

Rapporteurs:

- **Fayudatu Yakubu**, Country Director, Lively Minds
- **Jack Thunde**, Research Associate, AFLEARN, University of Cape Town

Panellists:

1. **Hon. Harry Kamboni, MP**, Chair of the Parliamentary Committee on Education, Science and Technology in the National Assembly of Zambia

2. **Awa Ka**, Director of Programmes, Associates in Research and Development (ARED), Senegal
3. **Dr. Lydia Wangui Chege**, FLN Coalitions Manager, Zizi Afrique Foundation, Kenya
4. **Zeinabou Tina Idé**, Africa Activist Manager, ONE Campaign
5. **Dr. Emmanuel Manyasa**, Executive Director, Usawa Agenda

Q&A and wrap-up (20 min)

14:30 – 16:30

Omanyen III

Side Event 3: Transforming secondary education and ensuring sustainable financing and best practices for TVSD through innovative partnerships – What works? – 1 (120 min)

Storyline:

This sub-theme will explore how innovative approaches can transform the TVET/TVSD landscape in Africa, closely linked to a transformed secondary education system. It will also highlight effective practices and identify evolving good practices and discuss the transformation and future of secondary education as a driver of inclusive growth, decent work and socio-economic development in Africa. It will focus on two sub-components of human resource development systems that play a crucial role in preparing young people for the rapidly changing and technologically evolving labour markets: the potential transformations of secondary education and TVET systems, and the reshaping of financing systems for technical and vocational skills development (TVSD) in a context of scarce resources.

The discussions will be structured around the following axes:

- Professionalisation of youth education and training pathways as a means to ensure a better transition of young people into the world of work: what are the policy implications and approaches and relationships between TVET/TVSD and secondary education?
- Alternative pathways to secondary education and the world of work
- Sustainable financing, governance and innovative partnerships.
- Strengthening the transformation of secondary education systems, TVET and alternative pathways for a better transition into the labour market.
- Successes and scalable aspects recorded through flagship initiatives in selected African countries

Conceptual clarification:

The qualification of young people and their preparation for the world of work takes place through various learning systems based on different paradigms, adopting multiple approaches and different pathways. Globally, several terminologies are often used to describe these systems. Since 2001, UNESCO has adopted the term "technical and vocational education and training" (TVET) to replace the term "technical and vocational education" (TVE) still used in some countries as an equivalent term for TVET. The European Union refers to vocational education and training (VET), while ADEA and some others use the term "Technical and Vocational Skills Development" (TVSD). Other terms are frequently used such as workforce development, apprenticeship programs, vocational training, or simply vocational or technical education. TVET is a general term for those aspects of the educational process that involve, as an integral part of general education, the study of related technologies and sciences, as well as the acquisition of practical skills, attitudes, and understanding and knowledge of occupations in various sectors of economic and social life. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes

work-based learning, continuing education and professional development that can lead to qualifications and competences for the world of work.

Questions and points for reflection:

- Faced with a large gap between the supply of education and skills training systems and the labour market, and the constant low level of access of young people to vocational pathways, the limited number of secondary schools offering vocational subjects as well as the number of vocational training institutions, represents a major obstacle in Africa. In addition, there is the problem of scarcity of financial resources allocated for the development of vocational pathways (in secondary schools such as TVET and through alternative pathways).
- Should we therefore identify effective policies to ensure the development of the infrastructure of vocational education and training, good practices to mobilize adequate financial resources; and promote partnerships to optimize investments and pave the way for development cooperation programs and projects in favour of skills development?
- The problem of the lack of qualified vocational subject teachers and the absence of structured systems and programmes for improving their qualification calls for further reflection and exchange of good practices among African countries to find answers and adopt policies in favour of strengthening the quality of vocational secondary education through the quality of curricula, teacher skills and good governance of training systems.
- At this stage of reflection, should we ask the question about the relevance of the different approaches used in the development of vocationalizing the curricula for secondary education and identify good practices that promote both a link and complementarity between secondary education and TVET and a preparation for a successful transition of young people to the labour market?

Sustainable financing and innovative partnerships:

Public or government funding for vocational education is much lower than that for secondary education. This reflects a limited provision of TVSD, and a low rate of young people enrolled in TVSD programmes compared with the number of young people enrolled in secondary school, resulting in a pyramid of qualifications in favour of a population that is more educated than professionalised. While funding for secondary education comes largely from the national education budget, TVSD is funded from multiple sources, including the private sector who can also support industrial attachment and internships, as well as improving teachers' practical skills. The deteriorating economic situation in many African countries and the withdrawal of aid from some major international aid organizations require a paradigm shift in the search for sustainable sources of financing.

Part 1. Secondary education as the main platform to work: Pathways for Africa's youth (Mastercard Foundation, Lead Country: Sierra Leone)

Moderator: Elizabeth Nyarko-Patterson, Founder & CEO, Girls Education Initiative of Ghana (GEIG)

Rapporteur: Dr. Clara Araba Mills, IEPA, University of Cape Coast, Ghana

Opening Remarks: James McIntyre, Director, Secondary Education & TVSD, Mastercard Foundation

Panellists:

1. **Kimberley Kerr**, Director, Strategy & Planning - Education & Transition, Mastercard Foundation

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2. **Edward Kpakra**, Chief Education Officer, Ministry of Basic and Senior Education, Sierra Leone
 3. **Robin Todd**, Executive Director, T-TEL
 4. **Dr. Pia Rebello Britto**, Global Director for Education and Adolescent Development, UNICEF

Q&A and closing remarks: (10 min)

Part 2. Lessons Learned from the McGill-Mastercard Foundation Transitions Project with emphasis on innovative partnerships for TVSD, entrepreneurship, and employment creation (McGill-MCF)

Moderator: Dr. Bright Abreh, Associate Professor & Head of Grants and Consultancy, IEPA, University of Cape Coast, Ghana

Rapporteur: Dr. Clara Araba Mills, IEPA, University of Cape Coast, Ghana

Keynote Speaker: Dr. Nii Addy, Associate Director (Africa Outreach) McGill University, Canada

Audience Q&A: (5 min)

Closing Remarks: Prof. Carola Weil, Dean of Continuing Studies, McGill University, Canada

14:30 – 16:30
Omanyen IV

Side Event 4: Repositioning higher education and scientific research through sustainable financing, research relevance, and skills mobility aligned with the AfCFTA – 1 (120 min)

Part 1. Data-Driven Transformation: Evidence-Based Governance and Digital Innovation (60 min)

This panel will be a key step in building a reliable and interconnected African data ecosystem, which is essential for modern governance, effective planning and scientific innovation. By placing data at the heart of public policy, Africa will be able to draw on tangible evidence to meet the challenges of digital transformation and the sustainable development of its higher education and research.

Storyline:

The design, management and evaluation of policies and systems are now mainly carried out based on data exploitation as a decision-making tool. Countries are adopting national data strategies and data protection systems. The higher education and scientific research sub-sectors are also calling for evidence-based public policy formulation, monitoring and evaluation.

Digital transformation and the rise of information technology now offer unprecedented opportunities to improve the governance and performance of higher education and research systems in Africa. However, most countries on the continent continue to face major structural challenges in terms of data collection, management and use.

The issue of data has implications for the governability and comparability of universities, their performance, their internal (in terms of educational objectives) and external (quantitative and qualitative objectives for communities and countries) efficiency, as well as their technical/economic efficiency (available technology and resources). Current data collection systems often remain rudimentary and with few interoperability, making it difficult to obtain reliable, up-to-date and comparable statistics.

These challenges at the national level are reflected and aggregated in the quality of statistics provided to/by organizations responsible for education and training issues at the international level (UNESCO, UNICEF, ILO, World Bank, etc.). In many African countries, the need for transparency and comparability with high-quality statistical

reporting seems to contrast with the sensitivity of this sector, with insufficient investment and recurring threats of strikes.

The lack of structured data governance is therefore a major obstacle to strategic planning, regional coordination and the effectiveness of investment in higher education and research. In view of these findings, there is an urgent need to promote an integrated and harmonized approach to data management, based on common standards, shared methodologies and modern digital tools.

General objectives:

Promote evidence-based governance through digital transformation and improved systems for collecting, managing and using data in the fields of higher education, research and innovation in Africa.

- Define standardised methodologies for centralising, structuring and ensuring the reliability of information on higher education, research and innovation institutions.
- Define and implement capacity-building policies aimed at training stakeholders (statisticians, planners, institutional managers) in the collection, management and analysis of reliable data.
- Encourage the creation and sharing of sustainable digital platforms, incorporating harmonised indicators that comply with international standards, to ensure the sustainability and interoperability of higher education and research information systems.

Specific objectives:

Given the differences noted between African countries, this session will:

- Advocate for an integrated data management system providing an overview of key indicators for decision-making, monitoring and evaluation of the performance of national and regional systems.
- Examine the country perspective with the case of Senegal (situation, challenges and prospects).
- Review ADEA and OBREAL initiatives to strengthen national data systems and the capacities of data officers in higher education.
- Discuss the use of data to boost scientific research
- Describe how university rankings work, particularly taking into account the specific characteristics of African universities.

Methodology:

The panel will take the form of a series of presentations by data governance experts, representatives of higher education and research institutions, and technical and financial partners involved in data initiatives in the higher education and scientific research sector.

Session format:

Moderator: Sia Fasuluku, Acting Deputy Chief Technical and Higher Education Officer, Ministry of Technical and Higher Education (MTHE), Sierra Leone

Rapporteur: Abdoulaye Sall, Project manager, ICQN-HESR

Panellists:

1. **Mamadou Diop**, Coordinator of the Study, Planning and Monitoring and Evaluation Unit of the Ministry of Higher Education, Research and Innovation, Senegal

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2. **Daniel Mwanga**, Senior Data Scientist and Researcher, African Population and Health Research Center (APHRC): Knowledge to solutions – strengthening university research for development in Africa: the case of Kenya, Uganda, Nigeria
 3. **Karime Tahiho**, Data Analyst, Tackling Education and Skills Data Challenge (ESDC) Initiative, ADEA
 4. **Kibrome Haile**, OBREAL Africa Project Manager, Ethiopia

2. African Excellence in Action: Scientific, Research Innovations and Strategic Partnerships (60 min)

Storyline:

Africa is experiencing rapid population growth: its population, estimated at over 1.4 billion in 2024, is expected to double by 2050. This demographic dynamic, combined with persistent development challenges (poverty, food insecurity, youth unemployment, climate vulnerabilities and technological deficits), requires a profound transformation of the continent's education, science and technology systems.

Research and innovation are essential levers for accompanying this transformation and supporting sustainable, inclusive and autonomous development. However, despite notable progress, the African research system continues to face several constraints:

- Low national funding for R&D (less than 0.5% of GDP on average, compared to 2.2% in OECD countries).
- Inadequate scientific and technological infrastructure.
- Brain drain, and the issue of scientific succession.
- Weak links between research, innovation and industrial or social development.

In response to these challenges, several continental and regional initiatives have been put in place to revitalise African research:

- The African Union's Science, Technology and Innovation Strategy for Africa (STISA-2024), which aims to place science at the heart of development strategies.
- African Centres of Excellence (ACE) supported by the World Bank and the AfDB, strengthening applied research and doctoral training in priority areas (health, agriculture, energy, digital technology, environment).
- Intra-African academic mobility programmes (Intra-Africa Mobility, PASET-RSIF, etc.).
- South-South and North-South strategic partnerships, such as those between Africa and the European Union, China, the United States and the Gulf countries, promoting scientific co-production, technology transfer and the development of innovation ecosystems.

In this context, African excellence in research, although still emerging, is evident in remarkable innovations, ambitious institutional reforms and strategic partnerships that are driving change.

General objective: Strengthen partnerships and institutional capacities in scientific research to promote results and stimulate innovation.

Specific objectives:

The session aims to highlight the advances and dynamics of transformation in African research through innovations, partnerships and institutional practices of excellence. More specifically, it will:

- Identify levers to make research and innovation the drivers of socio-economic development.
- Examine national policy and strategy choices, as well as cooperation initiatives in research and innovation.
- Highlight ways to support universities and research centres with sustainable research governance and funding mechanisms.
- Showcase and capitalise on African innovations and successes to promote their dissemination across the continent.
- Promote exemplary initiatives for pooling resources in research and innovation.
- Explore advances in the fields of artificial intelligence applied to education and the professional integration of young people.

Expected results:

- A session report detailing the discussions, commitments and recommendations resulting from the panel.
- A roadmap defining priority actions for an African research and innovation policy geared towards development issues.
- The creation or strengthening of networks of researchers and partner institutions.
- The promotion of resource sharing and sustainable funding for R&D and the implementation of joint initiatives on a continental scale.

Session Format:

The panel will take the form of presentations followed by interactive discussions focusing on:

- Scientific governance and policy.
- Funding and sustainability of research ecosystems.
- Technological and digital innovation.
- Strategic partnerships and international cooperation in research.

Moderator: Dr. Pauline Essah, Chief Executive Officer, Education Sub Saharan Africa (ESSA), Ghana

Rapporteur: Dr. Ababacar Dieng, ICQN-HESR Coordinator

Panellists:

1. **Prof. Malek Kochlef**, Director General of International Cooperation, Ministry of Higher Education and Scientific Research, Tunisia
2. **Prof. Olufunke Fayehun**, focal person of the Consortium for Advanced Research Training in Africa (CARTA); Université de Ibadan, Nigeria
3. **Abdou Lahate Cissé**, Administrative and Technical Coordinator of ANAQ-Sup, Senegal
4. **Dr. Florah Karimi**, Manager, Research and Related Capacity Building / Program Manager, APHRC
5. **Wilfred Edem Dennis**, Principal Research Officer, Science Granting Council Initiative SGCI Ghanaian Coordinator, Ministry of Higher Education, Ghana
6. **Prof. Rada Tirvassen** (online), Coordinator of the AI incubator for African youth, Mauritius

16:30 – 18:30

Omanyen I

Side Event 5: Improving foundational learning – Progress and challenges since FLEX 2024 – 2 (120 min)

Part 1. Scaling what works: Government voices on experiences in evidence and action for foundational learning (60 min)

Background/context:

Country experience in the scaling and sustaining of foundational learning programs is diverse. The challenges faced across implementing contexts are varied and require tailored solutions. Nevertheless, some features of successful programs remain similar, as documented by an increasing body of evidence. Carefully structured pedagogy, focused and sustained support to teachers and the middle tier within education systems, targeting instruction to meet students' evolving needs, and engagement of parents and communities to support efforts to strengthen foundational skills have all been shown to correlate with and lead to improvements in student learning outcomes.

This session presents examples of foundational learning programs that have been scaled successfully in diverse contexts and offers lessons learned for those who seek to consolidate and expand on these critical investments.

Objectives of Session:

- Provide examples of foundational skills programming that have been successfully implemented at scale
- Consider the key factors in success and their applicability to other contexts
- Identify lessons learned and key next steps in successful continuation and expansion of programming in countries referenced and elsewhere on the continent.

Expected Outcomes/ Outputs:

- Increased Awareness: Expanded understanding of the conditions of success for scaling foundational learning initiatives.
- Quality Peer Learning & Connections: Knowledge exchange that can facilitate potential partnerships and strengthen existing relationships between policymakers, donors, researchers, and implementers who can support each other in advancing proven interventions.
- Synthesised note on key takeaways about scaling foundational learning, co-written by session hosts, based on the report from the session and existing evidence on each case
- Knowledge assets: Distribution during and after the engagement of key evidence and guidance around interventions highlighted during the panel.

Session Format:

Moderator & Introductory presentation: Dr. Sam Awuku, Country Engagement Lead, Learning Generation Initiative, Education Development Centre (EDC), and Education and Development Consultant (5 min)

Rapporteurs:

- **Maimbolwa Namuchana**, Strategic Education Advisor, VVOB
- **Dr. Chifundo Kanjala**, Senior Research Officer, AFLEARN, University of Cape Town

Panel discussion: Effective approaches, paths to scale and lessons learned (30 min)

Facilitator: Titus Syengo, Director, TaRL Africa

Panellists:

1. **Dr. Langson Chibuye**, Assistant Director, Primary Education, Ministry of Education, Zambia
2. **Dr. Annet Kajura Mugisha**, Commissioner, Teacher Education Training, and Development, Ministry of Education and Sports, Uganda
3. **Issoufi Arbert Toure**, National Director of Basic Education, Ministry of Education, Mali
4. **Martha Odundo**, Director of Basic Education, Ministry of Education, Kenya

Q&A (15 min)

Wrap-up: Primrose Adjepong, Education Lead, J-PAL Africa

Part 2. Getting children ready for school (60 min)

Background: Early Childhood Education (ECE) is the bedrock of strong foundational learning. This session explores the power of ECE in shaping strong foundations for lifelong learning across Africa. It will demonstrate why investing in quality early learning is essential to children's readiness for school and future success, drawing on examples of impactful programmes in Ghana, Zambia, and beyond. The discussion will also highlight what concrete steps governments and partners must take to prioritise, fund, and strengthen early learning systems. With the 2030 deadline for SDG 4.2 fast approaching, this session is a call to action to ensure that every child in Africa enters primary school ready to learn, thrive, and reach their potential.

Session Objectives:

- Elevate the ECE agenda within foundational learning discussions by highlighting the critical connection between quality early learning, school readiness, and improved foundational learning outcomes.
- Support country-led sharing of evidence-based ECE solutions – NGOs implementing with government at scale
- Call to Action: Making the case for ECE to Be Prioritised and Properly Funded

Expected Outcomes:

- Enhanced understanding of the critical link between quality early childhood education and foundational learning outcomes
- Shared practical experiences and evidence-based solutions in the African context
- Strengthened commitment to prioritizing ECE in national education policies and budgets
- Identification of scalable approaches for play-based learning, parental activation and school readiness programs
- Network building among ECE practitioners and policymakers across Africa

Starting early: How ECD is critical to foundational learning

Rapporteurs:

- **Dr. Linda Zuze**, Senior Researcher, AFLEARN, University of Cape Town
- **Prof. Cally Ardington**, Director of DataFirst, University of Cape Town (AFLEARN)

Interactive energiser: ECE implementors (5 min)

Plenary:

1. **Moses Abiero**, African Early Childhood Network (AfECN): The current state and critical importance of ECE in Africa (10 min)
2. Quality ECE delivers proven impact – in-country showcase (35 min):
 - a. **Ghana: Robert Quansah**, Sabre Education; **Kwabena Gao**, Right To Play; **Fayudatu Yakubu**, Lively Minds
 - b. **Zambia: Martha Konje**, Roger Federer Foundation; **Cleopatra Muma**, Zambia Open Community Schools
3. **Call to action:** ECE Must Be Prioritised and Properly Funded (8 min):
 - a. **Hon. Douglas Syakalima**, Minister of Education, Zambia
 - b. **Hon. Clement Abass Apaak**, Deputy Minister of Education, Ghana

16:30 – 18:30

Omanyee II

Side Event 6: From policies to systems and processes – The value of quality education and skills data in tracking scaled and sustained learning outcomes – 1
(120 min)

From data to accountability – building evidence-driven education systems

Storyline:

Across Africa, governments have made progress in defining ambitious education agendas, many of which are firmly anchored in global and continental commitments such as SDG4, CESA, and Agenda 2063. These policies reflect a strong vision for learning and skilling, and they articulate clear priorities for advancing education systems. Yet, the central challenge remains how to transform these visions into concrete improvements in classrooms, schools, and communities. Too often, national strategies remain on paper, without being fully embedded in the systems and processes that ensure scale, sustainability, and impact. This sub-theme explores the crucial shift from policy frameworks to operational systems and institutional practices.

Data and evidence are at the heart of this transition: they allow governments and partners to monitor progress, identify gaps, and strengthen the responsiveness of education delivery. By reinforcing institutional capacity, building resilient data systems, and promoting accountability at all levels, countries can move beyond commitments toward measurable, sustainable change in foundational learning and skills development.

The discussions will focus on the following six key areas, seeking to answer a critical question: how can Africa's educational systems ensure that ambitious policies translate into improved learning outcomes and skills for millions of young people?

- **Embedding Data for Decision-Making and Tracking:** Robust, actionable data is a cornerstone of translating policies into outcomes. Key actions in realizing this include developing systematic M&E frameworks aligned with national education sector plans, investing in dashboards and analytics tools that deliver real-time insights from national to school levels, building feedback loops where data informs curriculum design, teacher training, and resource distribution, and embedding disaggregated, high-frequency data into planning and management, enabling adaptive and targeted interventions.
- **Decentralizing Ownership and Accountability:** Moving beyond centralized policymaking, implementation must be locally owned and accountable. This means empowering local education offices, school leaders, and communities with access to localized data and the autonomy to act on it. Other practices include linking funding and incentives to performance indicators like learning progression, skills development, and school improvement and encouraging bottom-up accountability mechanisms, where data transparency drives citizen

oversight and participation. Decentralization strengthens local agency and ensures that reforms are responsive to contextual needs.

- **Institutionalizing Continuing Professional Development (CPD):** Skilling and learning cannot remain sporadic, or project based. They must be systemic and sustained. Best practices include integration of mandatory micro-credentialing, in-service training, and teacher CPD into national policies. It is also important to support peer-learning networks and digital CPD platforms that make ongoing development scalable. Leveraging public-private partnerships, especially with EdTech providers, also helps to provide context-relevant teacher training and digital tools. Institutionalizing CPD ensures that teacher capacity building becomes a continuous, embedded process.
- **Aligning Policies with Clear Implementation Processes:** To move from intention to execution, policy must be broken down into operational guidelines and process maps. They include: (1) Creating standard operating procedures (SOPs) for key functions like curriculum delivery, formative assessment, and learner tracking. (2) Developing implementation toolkits for sub-national levels, including district and school levels, tailored to different contexts. (3) Codifying methods to assess 21st century competencies, deploying competency-based curricula, and tracking skilling pathways. Such operational clarity supports consistency, replicability, and scalability across regions.
- **Leveraging Technology for Scalability and Interoperability:** Technology is key to amplifying impact and ensuring that policies reach the last mile. To facilitate this, key actions include promoting the use of AI, mobile apps, and open data platforms to enhance learning, especially in remote or underserved regions. A second solution is to invest in interoperable digital systems that link education data to labour market, skills, and innovation systems. Finally, the development of platforms that support cross-border learning collaboration across the continent should be encouraged. Technology enables efficient scaling of reforms while improving coordination across sectors.
- **Strengthening Cross-Sectoral Partnerships and Institutional Resilience:** Sustained learning and skilling require multi-stakeholder collaboration and long-term system resilience. Actions include aligning education reforms with labour markets, industry, civil society, and development partners, establishing independent oversight bodies, such as education commissions or observatories, to monitor continuity and quality, and codifying key reforms into laws or national development strategies to insulate progress from political and funding shifts. Institutional resilience ensures that reforms survive beyond political cycles and donor funding windows.

Session Format:

From Data to Accountability – Building Evidence-Driven Education Systems

Focus Area: How can Africa's educational systems harness robust EMIS, real-time dashboards, and localised data to improve decision-making? This focus area will be an opportunity showcases innovations that transform data into actionable insights, empowering schools and communities while ensuring transparency and accountability at every level.

Objectives:

- **Showcase innovative practices and tools that translate data into actionable insights at national, sub-national, and school levels.**
- Highlight the role of localized, community-driven data in empowering schools, improving responsiveness, and fostering inclusive planning.

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- Discuss strategies for ensuring data transparency, quality, and accountability in education service delivery.

Facilitator: Dr. Hamidou Boukary, Senior Program Specialist, Knowledge and Innovation Exchange (GPE-KIX), International Development Research Center (IDRC)

Rapporteurs:

- **Dr. Angela Affran**, Inclusive education coordinator, T-TEL
- **Karime Tahiho**, Data Analyst, Tackling Education and Skills Data Challenge (ESDC) Initiative, ADEA

Opening remarks: Hon. Thomas Momo Parker, Assistant Minister, Planning, Research and Development, Liberia (5 min)

Part 1: Presentations

1. **Fata Rouane**, Education Program Specialist, UNESCO's Multisectoral Regional Office for West Africa in Dakar: Second Continental Report reviews Africa's progress in implementing CESA and achieving SDG 4 (10 min)
2. **Dr. Makhube Ralenkoane**, GPE KIX focal point, Ministry of Education, Lesotho: Strengthening EMIS across Africa education through peer review and knowledge exchange (GPE-KIX) (10 min)
3. **Inyang Umoren**, Project Manager – Education and Skills Data Challenge Project (ESDC), ADEA: The data quotient in African education transformation (10 min)

Q&A (10 min)

4. **Deborah Kimathi**, Education Workforce and Systems Delivery Lead, Learning Generation Initiative (LGI), Education Development Center (EDC): Importance of data as part of delivery approaches and our new toolkit that govts can use to guide delivery (10 min)
5. **Christine Hoffman**, Senior Regional Skills Specialist, ILO Regional Office for Africa, Cote d'Ivoire: Comprehensive data for TVET systems (10 min)
6. **Prof. Carola Weil**, Dean of Continuing Studies, McGill University, Canada: Towards Sustainable Education Data Collection, Analysis, and Reporting across Africa (10 min)

Q&A (10 min)

Part 2: Panel and Wrap-up (30 min)

Objective: To explore how African countries are leveraging EMIS, real-time dashboards, and localized data to enhance planning, accountability, and learning outcomes — and how these innovations can be scaled and sustained.

Moderator: Seedy Ahmed Jallow, Systems Analyst, EMIS Unit, Ministry of Basic and Secondary Education, The Gambia

Panellists:

1. **Daniel Mwanga**, Senior Data Scientist and Researcher, African Population and Health Research Center (APHRC)
2. **Dr. Cleophus Mugenyi**, Commissioner, Basic Education from the Ministry of Education and Sports, Uganda
3. **Jariah Nabirye**, District Education Officer, Mayuge District, Uganda
4. **Oumar Soumaré**, Director General of Education, Ministry of Education and Education System Reform, Mauritania

Q&A and wrap-up (10 min)

16:30 – 18:30

Omanyen III

Side Event 7: School leadership professional development – Innovative and sustainable approaches in school leadership, in the Decade of Education for Africa (120 min)

Storyline:

Africa stands at a decisive moment in its educational journey. With the AU Decade of Education (2025–2034) now underway, the continent has an opportunity to transform its education systems to deliver not only access but also quality, relevance, and resilience. At the heart of this transformation are three interconnected pillars: school leadership, teacher preparation, and continuing professional development (CPD), supported by cross-cutting enablers such as policy, financing, technology, and community engagement.

School Leadership as Critical for Quality Education: School leadership is second only to classroom teaching in its impact on learning outcomes. Effective leaders shape school culture, manage resources, and support teachers, with particularly strong influence in disadvantaged contexts. Yet across Africa, many school leaders assume roles without adequate training, autonomy, or professional pathways. Strengthening leadership is therefore essential to improving teaching quality, learner outcomes, and system resilience.

Teacher Preparation and CPD with Cross-Cutting Enablers for Resilient, Future-Ready Systems: Teacher preparation and CPD are equally vital to ensuring that classrooms deliver inclusive and relevant learning. Too often, teacher education remains overly theoretical, while CPD is fragmented and inaccessible. Reforms must embed cross-cutting enablers—policy alignment, sustainable financing, appropriate EdTech, and strong community engagement—while also valuing language and culture as keys to relevance and sustainability. Together, leadership, preparation, and CPD form the backbone of future-ready systems that equip young people with the skills to thrive.

Partnership and Collaboration for Transformation: Systemic reform requires collaboration at all levels. Initiatives such as the African Centre for School Leadership (ACSL) demonstrate how governments, technical partners, and communities can work together to strengthen professional pathways, scale innovations, and embed reforms into national systems. Partnerships are essential to ensure that promising practices move beyond pilots to become sustainable, systemic change.

A Shared Vision for the Decade of Education: The Decade of Education calls for reimagining leadership, teacher preparation, and CPD in ways that reflect Africa's realities and aspirations.

Session Objectives:

- **Showcase scalable innovations:** Highlight effective models in school leadership, that improve teaching quality and learning outcomes, and can be adapted across African contexts.
- **Explore enabling conditions and environments:** Assess the policies, financing, technologies, community engagement, and cultural relevance required to move innovations from pilots to systemic change.
- **Generate actionable recommendations:** Provide practical, evidence-based guidance to inform national education plans under the AU Decade of Education, aligned with Agenda 2063 and SDG4, while securing the attention and commitment of decision-makers to drive adoption and scale.

Expected Outcomes:

- A **consolidated body of evidence and models** that demonstrate what works in African contexts for school leadership.
- A shared understanding of the **policy, financing, and community-driven levers** that enable innovations to take root and be scaled sustainably.
- **Commitments from governments and partners** to embed promising approaches into sector plans and budgets, ensuring reforms are not isolated but systemic.
- Renewed and strengthened **continental and regional partnerships**, connecting platforms such as the African Center for School Leadership (ACSL), and others to drive collaboration beyond the Triennale.
- A clearer vision of how these efforts collectively advance the **AU Decade of Education and agenda CESA 2026-2035**, positioning education as a driver of resilience, equity, and youth empowerment.

Key Focus Areas:

- Transformative School Leadership – Distributed leadership, instructional focus, Afrocentric and green practices.
- Cross-Cutting Enablers – Policy alignment, financing, EdTech, cultural relevance, community engagement.

Session Format:

Moderator: Chinedu Anarado, Communications Specialist, ADEA

Rapporteurs:

- **Marian Nortey**, Ministry of Education, Ghana
- **El Hadji Mamadou Gningue**, Coordinator of the Research, Planning, Monitoring, and Evaluation Unit, Ministry of Employment and Vocational and Technical Training, Senegal

Part 1: Presentations (40 min)

1. **Opening remarks: Hon. Dr. Clement Apaak**, Deputy Minister of Education, Ghana (10 min)
2. **Chantal Kabanda Dusabe**, Technical Lead, VVOB, ACSL/VVOB: The African Center for School Leadership (ACSL) as a continental go-to hub for dissemination of best practices on school leadership in Africa (10 min)
3. **Dr. Manos Antoninis**, Director, GEM Report: Launch of the Spotlight continental GEM report overview and link with foundational learning (10 min)
4. **Alfred Ampah-Mensah** and **Ama Serwah Nerquaye-Tetteh**, IEPA-Ghana: spotlight on school leadership professional development in West Africa (10 min)

Part 2: Panel discussion of PD providers (40 min)

1. **Prof. Rosemary Seiwah Bosu**, IEPA: Coaching and mentoring of school leaders for curriculum implementation (including coaching by retired school leaders) in Ghana (in partnership with GES and T-TEL)
2. **Yvonne M. Chuulu**, Director of Secondary Education, Ministry of Education, Zambia: School Improvement Planning (SIP) in Zambia (in partnership with PEAS)
3. **Andre Deloh**, Director of Program Monitoring and Follow-up, Ministry of National Education and Literacy, Côte d'Ivoire: School Leadership in Ivory Coast (in partnership with GEMR)

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4. **Martin Kisilu**, Kenya Education Management Institute (KEMI): App-based, blended delivery of school leadership professional development in Kenya (in partnership with VVOB)

Q&A (30 min): Facilitated by **Dr. Leila Abdullahi**, Director of Research & Programme Delivery ESSA, ACSL/ESSA

Concluding Remarks: Prof. George KT Oduro, Technical Advisor, Ministry of Education, Ghana (10 min)

16:30 – 18:30
Omanyen IV

Side Event 8: Inclusive Education in Africa at the Intersection of Gender and Climate Adaptation: Getting & Keeping All Children in School (120 min)

Storyline:

Over the past two decades, Africa's education sector has witnessed significant expansion. Yet, this growth is overshadowed by persistent challenges that slow progress and deepen inequalities. Disparities in access and quality of education continue to impede collective socio-economic transformation across the continent. Primary and lower secondary gender parity has improved though disparities persist at higher levels, support for learners with disabilities and refugees has increased but remains largely underfunded, and response to climate adaptation is through research, policy and institutional support, curriculum development, and teacher training and continuing professional development, among others.

Inclusive and gender-responsive schools are better positioned to absorb shocks, adapt to changing contexts, and recover from crises such as conflict, pandemics, and climate-induced disasters. By investing in flexible learning pathways, safe and accessible infrastructure, and climate-aware curricula, countries can ensure continuity of learning for all children, even in the face of disruptions. In this way, Africa's educational systems can evolve to become more adaptive, equitable, and sustainable—capable of safeguarding learning outcomes for present and future generations.

Gender Disparities in Education: Despite progress, gender inequality remains widespread. Early marriage, cultural norms, unpaid domestic labour, and poverty disproportionately hinder girls' education. Boys face their own vulnerabilities: many leave school early for fishing, mining, herding, or street work. Cultural rites of passage and masculine expectations interrupt boys' schooling, while violence, bullying, corporal punishment, and recruitment into gangs or armed groups also affect them disproportionately.

Inclusion of Marginalized Groups: Millions of African children remain excluded from education despite existing free primary education policies. Children with disabilities face systemic barriers, including lack of assistive technologies, specialized teachers, and inclusive policies. Other groups—children in rural or remote areas, those affected by conflict, and refugees—struggle with additional barriers. Language barriers, inadequate facilities, and discriminatory practices further compound exclusion.

Climate Change and Educational Disruption: Climate change amplifies existing vulnerabilities. Floods, droughts, and extreme weather events force school closures and displacements. Girls are particularly affected, as they are often withdrawn to take on household responsibilities or due to safety concerns. Boys in pastoralist communities are frequently pulled out to travel long distances in search of pasture. Climate shocks, thus, not only disrupt learning but also reinforce gendered patterns of exclusion.

Addressing these challenges require, among others, promoting gender-responsive education policies, enhancing school infrastructure for inclusion, and integrating climate change education. By scaling up targeted interventions—such as disability-inclusive schools, girls' scholarships, and climate-responsive curricula—stakeholders can build education systems that are equitable, inclusive, and resilient. Stronger data systems,

cross-sector collaboration, and political commitment will be vital to achieving these goals.

Overall Objectives:

1. **Showcase scalable solutions** – Highlight innovative, gender-responsive education models that effectively address the dual challenges of climate change and exclusion, with measurable impact on access, learning, and community resilience across Africa.
2. **Promote evidence-driven action** – Create a platform for partners to share research, data, and stories of change, ensuring that policies, investments, and practices are informed by evidence and contribute to building equitable, climate-resilient education systems.
3. **Foster cross-sector collaboration** – Facilitate meaningful dialogue among governments, civil society, development partners, and youth leaders to leverage financial, technical, and policy resources. This will dismantle harmful gender norms, strengthen inclusion for marginalized learners, and embed climate adaptation strategies in education systems for long-term sustainability.

Experiences of Getting & Keeping All Children in School

Goal: To showcase innovative approaches that improve access and retention for out-of-school children (OOSC) and youth, thereby strengthening the resilience of Africa's education systems and supporting the continent's transformation.

Background: Education is intended to serve as an equalizer, yet disparities remain stark—across the urban–rural divide, infrastructure gaps, digital access, and persistent poverty. Current education systems often lack the requisite resilience to absorb shocks, resulting in learning disruptions.

Approach & Focus: Setting the context and then drawing on four dimensions (gender-responsive approaches to address disparities, addressing disability and special education needs, education in conflict and refugee contexts, and climate-responsive education practices), country representatives and partners will share innovative, evidence-based practices that enhance access and retention for OOSC and youth.

Presentations will highlight innovation in approach, demonstrated results and impact (e.g., policy reforms, behavioural shifts, expanded reach, and multi-stakeholder engagement including governments), consider cost implications and efficiency, share key lessons learned and options for scaling up.

Session format:

Moderator: Catherine Asego, Senior Advocacy and Partnerships Officer, Forum for African Women Educationalists (FAWE)

Rapporteur:

- Arpana Pandey, Education Specialist, UNICEF WCARO

Panellists:

1. Context-setting: (15 min)
 - a. **Hendrina Chalwe Doroba**, Division Manager, Education and Skills Development, African Development Bank: Perspectives from the bank (virtual) – A continental overview of OOSC and youth) (5 min)
 - b. **Dr. Roy William Mayega**, GPE KIX Africa Regional Education System Resilience Observatory, School of Public Health, Makerere University: Education System Resilience – What does it mean for policy and practice? (10 min)
2. Gender Responsive Approaches: (30 min)

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- a. **Abdoul Aziz Ndao**, Head, Gender Policy Studies, Planning, and M&E, Ministry of Health and Social Action, Senegal – “Schools for Husbands” programme (10 min)
 - b. **Dr. Martha Muhwezi**, Executive Director, Forum for African Women Educationalists (FAWE) – Innovations for transformation: FAWE’s second chance pathways for young women and men in marginalized communities - case of Uganda, Ethiopia, and Rwanda (2013-2023) – Scale up to 10 countries (2024-2030) (10 min).
 - c. **Ms Lydie Shima**, Laterite & MINEDUC Rwanda – Intersectional gender analysis of foundational education in Rwanda: evidence from a cross-sectional sample of 150 schools (10 min)
3. Inclusion: Disability and Special Needs: (15 min)
- a. **Dr. Gideon Anapey**, Learning Science Lead, Founder & Executive Director, Africa Dyslexia Organization (ADO), Ghana – Shifting minds, inspiring action: building awareness and systemic support for dyslexia and related learning disabilities in Africa
4. Education in Conflict & Refugee Contexts – Case study on education in conflict areas (Nigeria & Kenya)
- a. **Suchith Abeyewickreme**, Senior Technical Lead (Ethics Education), Arigatou International
 - b. **Mary Kangethe**, Director - Education Programme, Kenya National Commission for UNESCO
 - c. **Prof. Salisu Shehu**, Executive Secretary, The Nigerian Educational Research and Development Council (NERDC), Ministry of Education, Nigeria
5. Climate-Responsive Practices: (15 min)
- a. **Eduard Beukman**, OXFAM International – Integrating climate resilience and education: case studies in South Sudan and the Sahel region (10 min)
 - b. **Collins Olang**, Strategic Education Advisor, VVOB, Teaching for equity and sustainability: linking gender transformative pedagogy and green education

Summary of Innovations: Dr. Leslie Casely-Hayford, Director/Social Development Consultant, Associates for Change (AfC) (5 min)

Q&A and wrap-up: Catherine Asego, Senior Advocacy and Partnerships Officer, Forum for African Women Educationalists (FAWE) (30 min)

End of Day 1

19:00

Dinner (TBC)

Time & Venue	Item & Description
09:00 – 11:00 Adesa Pavillion	Plenary session 3: Inclusive Education in Africa at the Intersection of Gender and Climate Adaptation – Policy Implication for Getting & Keeping All Children in School (120 min) FAWE, African Union, Mastercard Foundation, Senegal, and Uganda Overall Objectives: Showcase scalable solutions – Highlight innovative, gender-responsive education models that effectively address the dual challenges of climate change and exclusion, with measurable impact on access, learning, and community resilience across Africa. Promote evidence-driven action – Create a platform for partners to share research, data, and stories of change, ensuring that policies, investments, and practices are informed by evidence and contribute to building equitable, climate-resilient education systems. Foster cross-sector collaboration – Facilitate meaningful dialogue among governments, civil society, development partners, and youth leaders to leverage financial, technical, and policy resources. This will dismantle harmful gender norms, strengthen inclusion for marginalized learners, and embed climate adaptation strategies in education systems for long-term sustainability. Reflection: “Africa continues to record high numbers of out-of-school children—estimated at over 100 million. The question is not whether countries can afford to act, but whether they can afford the cost of inaction. What are the policy interventions that can strengthen resilience and ensure inclusive educational systems?” Session Objective: To engage education policymakers and practitioners by raising critical policy implications for addressing the challenge of out-of-school children and youth in Africa. Session format: Moderator: Dr. Martha Muhwezi, Executive Director, Forum for African Women Educationalists (FAWE) Rapporteurs: Prof. Hellen Inyega, Professor of Language and Literacy Education, University of Nairobi Catherine Asego, Senior Advocacy and Partnerships Officer, Forum for African Women Educationalists (FAWE) Framing the session and objectives (5 min) Sophia Ashipala, Head, Education Division, ESTI, African Union, Commission Life experience sharing, and what it means for Africa to have over 100 million learners out of school: Haruna Asulibii Bariku & Mary-Emmaculate Yendor (youth representatives, Ghana) – Voices from the young people (5 min) Dr. Moses Ngware, Senior Research Scientist and Head of the Education and Youth Empowerment research unit, APHRC (10 min) Policy implications for the continent (30 min)

Policies and interventions to support OOSC and youth, and the impact so far: lessons from Sierra Leone and Niger.

Panellists:

1. **Hon. Conrad Sackey**, Minister of Basic and Senior Secondary Education, Sierra Leone.
2. **Doreen Ankunda**, Commissioner, Pre-Primary and Primary Education Standards, Ministry of Education and Sports, Uganda

Key policy recommendations:

3. **Prof. Peter Materu**, Chief Program Officer, Mastercard Foundation – key policy recommendations

Q&A and wrap-up (15 min)

Announcement: AU-EU Partnership for Exchange on Education Reforms (PEERS) (10 min)

1. **Sophie Salomon**, Director of Human Capital and Social Development Department at Expertise France
2. **Silvia Severi**, Head of Cooperation (HoC) of EUD Ghana

11:00 – 11:30 **Health break**

11:30 – 12:40 **Plenary session 4: Innovative and sustainable approaches in effective school leadership in the Decade of Education for Africa (70 min)**

**Adesa
Pavillion**

Objectives:

- **Consensus on leadership as a lever for transformation** – Stakeholders affirm that strong leadership drives better teaching, improved student learning, gender equity, and safer, more inclusive schools across Africa
- **Political and financial commitment mobilized** – Ministers and senior officials pledge to integrate school leadership and CPD into national education sector plans, with partners committing resources and technical support

Expected Outcomes:

- **Consensus on leadership as a lever for transformation** – Stakeholders affirm that strong leadership drives better teaching, improved student learning, gender equity, and safer, more inclusive schools across Africa
- **Political and financial commitment mobilized** – Ministers and senior officials pledge to integrate school leadership and CPD into national education sector plans, with partners committing resources and technical support.
- **ACSL is positioned as Africa's school leadership hub** – The Centre gains recognition as the continental platform for Afrocentric approaches and regional knowledge exchange.

Session Format:

Moderator: Albert Nsengiyumva, Executive Secretary, ADEA

Rapporteurs:

- **Caren Namalenya**, Monitoring, Evaluation, Research and Learning Officer, ESSA Africa
- **Marian Nortey**, Administrative Officer, UNESCO National Commission, Ghana
- **Kouame Aime**, Programme Coordinator, ADEA

Opening Remarks: Sophia Ashipala, Head of Education Division, ESTI, African Union Commission (10 min)

Panellists (policy cases): (30 min)

1. **Hon. Dr Joyce Moriku Kaducu**, Minister of State for Primary Education of Uganda: School leadership policy framework, Uganda
2. **Prof. George KT Oduro**, Technical Advisor, Ministry of Education, Ghana: National school leadership standards and/or Afrocentric leadership, Ghana
3. **Moulay Ahmed Elkarimi**, Director of Training and Skills Development, Ministry of National Education, Preschool Education, and Sports, Morocco

Q&A session:

1. Career pathways for teachers and school leaders: **Dr. Dennis Sinyolo**, Regional Director Africa, Education International (EI)
2. School Leadership continental standards and licensing: **Saliou Sall**, Senior Programme Coordinator, UNESCO IICBA
3. Gender barriers in school leadership: **Dr. Martha Muhwezi**, Executive Director, Forum for African Women Educationalists (FAWE)

Facilitated reflection: Albert Nsengiyumva, Executive Secretary, ADEA (10 min)

12:40 – 13:40 **Lunch Break**

Triennale Consultative Events – 3: Third set of side events (partner/ country engagements)

13:40 – 15:40

Omanyen I

Side Event 9: Reimagining financing for education in Africa, including implications due to shifts in the global funding landscape – 2 (120 min)

Broadening the financing landscape: innovative home-grown and private sector-led resource mobilization for education

Objectives:

- Explore how home-grown financing models complement government efforts.
- Share blended finance models (impact bonds, ISAs, loans) and conditions for effectiveness.
- Build partnerships for scaling innovative, context-appropriate models.

Expected Outputs:

- Synthesis report on blended and private sector finance.
- Pipeline of pledges/partnerships under AESTIF.

Session Format:

Facilitator: Dr. Keiko Takei, Task Manager AESTIF, African Development Bank

Rapporteurs:

- **Chinwe Umeh-Ujubuonu**, Senior Associate, Human Capital Africa (HCA)
- **Martin Kungania**, National Programme Coordinator – Directorate of Primary Education, State Department for Basic Education, Ministry of Education, Kenya

Part 1: Presentations and panel - Catalysing partnerships for the African Education Science Technology and Innovation Fund (AESTIF) (60 min)

Opening Remarks: H.E. Prof. Gaspard Banyankimba, Commissioner, Education, Science, Technology and Innovation (ESTI), African Union (10 min)

Keynote message: Thokozile Banda, Principal Secretary - Administration, Ministry of Education, Malawi (10 min)

Moderated Panel by Albert Nsengiyumva, Executive Secretary, ADEA: Investment approaches and operationalization of AESTIF – opportunities for governments and investors (30 min)

Panellists:

1. **Hon. Haruna Iddrisu (MP)**, Minister of Education, Ghana
2. **Hon. Prince Mooketsi Maele**, Minister of Tertiary Education, Research, Science and Technology, Botswana
3. **Hon. Douglas Syakalima**, Minister of Education, Zambia
4. **Hon. Mi Belabed Abdelhakim**, Minister of National Education, Algeria
5. **Franklin N. Mukuna**, Deputy Director – Technical Education, State Department of TVET, Ministry of Education, Kenya
6. **Hendrina Chalwe Doroba**, Division Manager, Education and Skills Development, African Development Bank: Perspectives from the bank (virtual)

Q&A: Albert Nsengiyumva, Executive Secretary, ADEA (5 min)

Concluding remarks: Hendrina Chalwe Doroba, Division Manager, Education and Skills Development, Africa Development Bank: Perspectives from the bank (virtual) (5 min)

Part 2: Presentations and panel discussion – resource mobilization from the private sector: opportunities challenges, and enabling conditions (60 min)

Private sector engagement in education financing is gaining momentum across Africa. On one side, philanthropies are pooling funds with governments and donors to support large-scale education reforms; on the other, governments, donors, and philanthropies are also deploying grant funding to catalyse new investment flows. These approaches mainly take two forms: grants and investments (structured to achieve both financial returns and improved education results). They are not simply about raising new funds, but about reshaping how funding is managed, allocated, and held accountable for impact.

The discussion will showcase and critically reflect on current instruments and projects being implemented in Africa, including the education outcomes funds such as GEOP and SLEIC, the Impact-Linked Fund for Education (ILF-E), the SCALE initiative from Jacobs Foundation, and Income Share Agreements (ISAs) for higher education. Speakers will present financing structures and lessons from implementation, followed by a panel discussion exploring opportunities, enabling conditions, and challenges.

Expected Outputs:

- Synthesis brief published on NORRAG and partner platforms.
- Invited blog reflections from speakers.
- Insights feeding into broader ADEA dialogue on education finance and Aid Effectiveness.

Session Format:

Moderator: Arushi Terway, Theme Lead: Private Sector Approaches, NORRAG

Lightning presentations: (30 min)

1. **Arushi Terway**, Theme Lead: Private Sector Approaches, NORRAG: Framing private sector engagement in education financing
2. **Christopher Burningham**, Programme Manager, Education Outcomes Fund: Large Scale Outcomes Funds with Government and donor partnership
3. **Ali Inam**, Investment Director, Bridges Outcome Partnership: Impact bond experience (GEOP, SLEIC) and SDG Outcomes Fund
4. **Donika Dimovska**, Chief Knowledge Officer, Jacobs Foundation: Initiatives including Impact-Linked Fund for Education and SCALE
5. **Edwin Lehoahoa**, Country Director for South Africa, Chancen International: Income Share Agreements in Africa
6. **Hajia Nana Fatima High**, National Coordinator, Ghana Education Outcomes Project, Ministry of Education, Ghana (TBC)

Moderated Panel: Opportunities, enabling factors, risks, and alignment with national systems. (15 min)

1. **Hajia Nana Fatima High**, National Coordinator, GEOP (Government)
2. **Richard Brandt**, Founder & Chief Executive Officer, Codetrain
3. **Nozipho Ngwabi**, Senior Project Manager: Research and Evaluation, Bertha Centre, University of Cape Town

Q&A and wrap-up (15 min)

13:40 – 15:40

Omanyen II

Side Event 10: Using evidence and digital technology to bring every learner on board – Hits and misses – 1 (120 min)

Storyline:

Many African countries continue to work towards using technology to improve teaching and learning outcomes, especially in the wake of limited resources. While there are examples from Kenya and Sierra Leone of how technology has been used to support teacher training and allocations, parent engagement, and data-informed decision-making, there is very little evidence on the effective use of technology to improve foundational learning outcomes. Out of over 6,483 publications registered on the African Education Research Database, only 23.24% have keywords associated with ICT in education, learning using mobile phones and E-Learning. Additionally, knowledge is limited on how education stakeholders are using evidence to inform decisions on the effective use of technology. This demonstrates the need for more research in the use of technology.

This sub-theme will provide a forum for discussing what has worked, opportunities to leverage and how to use the learnings to improve educational systems moving forward.

Goal and Objectives:

The primary goal of the session is to showcase evidence on how technology has been used to support and integrate marginalized learners across Africa, outlining both the successes and the failures and the potential of evidence to support policy development and implementation.

- **Objective 1:** Explore Africa's EdTech ecosystem through cross-country knowledge sharing on the six pillars of digital transformation—unpacking successes, gaps, challenges, and opportunities to scale what works and integrate promising innovations.
- **Objective 2:** Expand insight into research in edtech and provide a platform to establish a continental EdTech research agenda aligned with the national visions for teaching and learning outcomes of African countries.

- **Objective 3:** Establish a seamless linkage between the effective edtech landscape in Africa and the development of marketable skills for Africa's development.

Expected Outcomes:

- **A shared understanding of what works and what does not in technology for education.** Participants will leave the sessions with clear examples of effective initiatives and the major challenges that have the potential to hinder the learning of many children.
- **Participants will provide recommendations** outlining actions Ministries of Education can take to ensure effective deployment of technology for education to improve teaching and learning outcomes.
- **A synthesis report** of presentations and discussions post-events that feed into the Triennale's final communications.

Session Format:

The conversation will be anchored on the Digital Transformation of Education (DTE) framework. The DTE framework provides a structured approach for countries to systematically plan, implement, and scale digital transformation in education. It was developed to guide ministries of education and stakeholders in aligning policy, practice, and innovation to improve learning outcomes through technology.

The framework typically centers around six core pillars, each addressing a key domain necessary for meaningful and sustainable EdTech integration: coordination and leadership, connectivity and infrastructure, cost and sustainability, capacity and culture, content and solutions, data and evidence.

Part 1. The role of leadership and coordination in advancing evidence-informed digital technology for education – the first pillar of the Common Framework for Digital Transformation in Education (20 min)

Objective 1: Explore Africa's EdTech ecosystem through cross-country knowledge sharing on the six pillars of digital transformation—unpacking successes, gaps, challenges, and opportunities to scale what works and integrate promising innovations.

Moderator: Verna Lalbeharie, Executive Director EdTech Hub

Rapporteurs:

- **El Hadji Mamadou Gningue**, Coordinator of the Research, Planning, Monitoring, and Evaluation Unit, Ministry of Employment and Vocational and Technical Training, Senegal
- **Kolawole Emmanuel Osundeyi**, Assistant Director, Federal Ministry of Education, Niger

Panellists:

1. **Rats'iu Majara**, Principal Secretary, Ministry of Education, Lesotho
2. **Diyawu Mumin**, Director, CENDLOS, Ministry of Education, Ghana
3. **John Gitabi Kimotho**, Head of Africa Office, Spix Foundation: AUDA-NEPAD & RESPECT

Part 2. Hits and misses based on pillars 2&3 under the DTE framework (connectivity and infrastructure, cost and sustainability) (25 min)

Panellists:

1. **Dr. Minu Ipe**, Vice Chair and Managing Director, Arizona State University Design Institute
2. **Christin McConnell**, Chief of Education, UNICEF Ghana.

3. **Yomi Arowosafe**, Secretary, Universal Service Provision Fund (USPF)

Part 3. Insights on the successes and challenges in EdTech research coordination within the Ministry of Education and the various coordination methods employed by MoEs) (65 min)

Moderator: Nissi Madu, Co-Creation Hub

Interactive audience engagement with Menti (Lead, **Randi Williams**, Day of AI)

Wrap-up: Verna Lalbeharie, Executive Director EdTech Hub

13:40 – 15:40

Omanye III

Side Event 11: Transforming secondary education and ensuring sustainable financing and best practices for TVSD through innovative partnerships – What works? – 2 (120 min)

Development of technical and vocational skills

Storyline:

Driving youth employment: TVET at the heart of Africa's transformation (ACET)

The policy problem at the heart of this session is clear: Africa's TVET systems remain chronically underfunded and poorly aligned with labour market demands, leaving millions of young people without the skills or opportunities needed for decent work. TVET often receives less than 2–5% of education budgets in many African countries resulting in constrained infrastructure, inadequate teacher training, and underfunded yet much needed curriculum reforms. Without sustainable financing, education systems cannot be resilient. By focusing on financing pathways and alignment with continental strategies, the session will explore how to resolve this gap—linking evidence to action, connecting national reforms to AU frameworks, and engaging stakeholders to scale solutions. In doing so, it will help reposition TVET as a credible, sustainable, and resilient pathway for youth employment and Africa's broader economic transformation

Objectives:

- Connect Evidence to Financing Resilience – Explore practical pathways, including budget prioritization, private sector engagement, and co-financing, to offer opportunities to embed sustainable financing into national TVET reforms.
- Bridge National and Continental Agendas – Use ACET's Pan-African Coalition for Transformation (PACT) to align country reforms with the AU's Continental TVET Strategy 2025–2034 and CESA 25–34 frameworks.
- Socialize ACET's Findings & Recommendations – Share insights from ACET's TVET study to drive awareness and uptake of actionable policy recommendations.
- Strengthen Multi-Stakeholder Partnerships for Action - Engage governments, employers, training institutions, and youth to co-create inclusive, future-ready TVET solutions and foster new commitments to reform.

Expected Outcomes / Outputs:

The session will generate consensus on how to strengthen and sustainably finance TVET systems as a driver of youth employment and economic transformation as well as key messages, priority actions, and emerging commitments to guide follow-up at national and regional levels.

Green skills, career pathways and employment for the green and blue economy in Africa (EDC Senegal)

The session will also highlight the impacts of climate change that are already being felt worldwide, driving a massive transformation of the global economy and reshaping the future of work. For Africa, the transition to a green and blue economy presents

immense potential for job creation, innovation, and sustainable growth. Unlocking this potential depends on equipping young people with the right green skills through secondary education, TVET, and higher education. This session will highlight how scalable green skilling programs for youth are being advanced in Senegal, Liberia, and Rwanda to support government priorities. Examples will include integrating green-business entrepreneurship into TVET and secondary curricula, school-based transition-to-work programs, and labor-market assessments that are helping link students to emerging green and blue economy jobs. To scale these programs, there is an opportunity to mobilize innovative financing models, including private sector partnerships and access to climate finance.

Objectives:

- Highlight African-led education and skills development success stories to prepare an equitable green workforce
- Call to action for education systems to adopt new initiatives in future-ready and green skills
- Explore new ways of financing green skills initiatives, including from the private sector and climate financing and advocate for increased investment

Expected Outcomes / Outputs:

- Tangible policy recommendations and actions for education systems to be future ready for the green transition
- Strategies to bring new partners and financing in support of aligning education systems with labour market needs in the green and blue economic priorities.

Part 1. Driving youth employment: TVET at the heart of Africa's transformation (ACET)

Moderator: Mona Iddrisu, Head, Youth Employment and Skills, ACET

Rapporteur: Dr. Clara Araba Mills, IEPA, University of Cape Coast, Ghana

Opening Remarks: Dr. Edward Brown, Senior Director, Research, Policy and Programs, ACET (5 min)

TVET Explainer Video (5 min)

High-Level Policy Discussion (40 min)

Panellists:

1. **Azmera Kebede Abebe**, Advisor to the State Minister, Ministry of Labor and Skills, Ethiopia
2. **Affi Agbenyo**, Deputy Director General (Operations), Ghana Technical and Vocational Education and Training (GTVET) Service, Ghana
3. **Constance Swaniker**, Founder & President, DTI, Ghana
4. **Tsonam Cleanse Akpeloo**, Regional Chair, Association of Ghana Industries (AGI)

Post-Event Survey & Closing Remarks: Mona Iddrisu, Head, Youth Employment and Skills, ACET (10 min)

Part 2. Planning for secondary education and TVET: Tools and approaches for the education-training-employment continuum (UNESCO-IIEP – Multi-country)

Moderator: Dr Bright Abreh, Associate Professor & Head of Grants and Consultancy, IEPA, University of Cape Coast, Ghana

Rapporteur: Nurudeen Lawal, Team Lead/ Founder, Quality Education Development Associates (QEDA), Nigeria

Keynote Speaker: Ibrahima Diallo, UNESCO-IIEP, Paris

Closing Remarks: Therrezinha Fernandes, UNESCO-IIEP, Paris

Part 3. Green skills, career pathways and employment for the green and blue economy in Africa (EDC Senegal)

Facilitator and Opening Remarks: Steve Kamanzi, Liberia Country Director, Education Development Center (EDC)

Rapporteur: Bakary Mouze Mogne, In charge of monitoring and evaluation of education policy and programs, Ministry of National Education, Comoros

Panellists:

1. **Liberia:** Representative of the Ministry of Education (TBC)
2. **Pascaline Baradji**, Director of Programs, Project de Formation Professionnelle et d'Insertion, EDC Senegal
3. **Melanie Sany**, Director - Youth, Workforce Development and Green Economies, Education Development Center (EDC)

Q&A for the three side events (20 min)

Closing Remarks: Melanie Sany, Director, Youth, Workforce Development and Green Economies

13:40 – 15:40

Omanyen IV

Side Event 12: From policies to systems and processes – The value of quality education and skills data in tracking scaled and sustained learning outcomes – 2 (120 min)

Empowering teachers for lasting change – governance and continuing professional development

From Policy to Practice: Scaling and Sustaining Educational Transformation

Many strong policies fail at the implementation stage. This category will highlight models and tools that can help turn vision into practice, utilising standard operating procedures (SOPs), digital platforms, partnerships, and sustainable financing to deliver scalable and resilient education reforms.

Session Objectives:

- Showcase models, tools, and frameworks—such as Standard Operating Procedures (SOPs), digital platforms, and implementation toolkits—that support the translation of policy into practice.
- Facilitate knowledge sharing on implementation strategies that have worked across different countries and contexts, identifying lessons learned and adaptable practices.

Session Format:

Moderator: Lamin Ceesay, Director of Planning, Budget and Policy Analysis, Ministry of Higher Education, Research, Science and Technology, The Gambia (TBC)

Rapporteurs:

- **Dr. Angela Affran**, Inclusive education coordinator, T-TEL
- **Ndeye Yacine Fall**, Monitoring and evaluation officer, Tackling Education and Skills Data Challenge (ESDC) Initiative, ADEA

Opening Remarks: Hon. Joseph Nsengimana, Minister of Education, Rwanda (5 min)

Part 1: Presentations (10 min each)

1. **Emmanuel Chola Mumba**, ICT Manager, Teaching Council of Zambia - Teacher Management Information System (TMIS) to support CPD and teacher tracking
2. **Oswald Koussihouede**, Head of Technical Cooperation at IIEP-UNESCO in Africa, UNESCO-Dakar: From ESA to education policy development. Strengthening Teacher Governance (Mauritania)
3. **Amy Bellinger**, Director, The Learning Generation Initiative, EDC: Education Workforce Planning

Q&A (10 min)

1. **Charles Nweke**, AlumUnite: Embedding data for decision-making; decentralizing ownership and accountability; institutionalising CPD; aligning policy with clear implementation processes; leveraging AI/mobile platforms; and strengthening cross-sector partnerships
2. **Stephen Senyo Tettegah**, Country Manager, The Luminos Fund (Ghana): Accelerated learning embedded in national systems (Ethiopia, Ghana, Liberia)
3. **Mona Laroussi**, Director, OIF-IFE: InserJeune: Digital management tool for TVET systems

Q&A (10 min)

Part 2: Panel Discussion (30 min)

Across the continent, education systems are increasingly leveraging data, technology, and localized innovations to transform policies into measurable learning outcomes. Real-time dashboards, digital platforms, and integrated EMIS tools are enabling ministries, districts, and schools to make evidence-based decisions and monitor progress effectively. Decentralization and accountability mechanisms empower local actors to act on data, ensuring that policies are implemented where they have the greatest impact: in classrooms and communities. Meanwhile, systematic approaches to teacher professional development and clear mapping of policies to processes are reinforcing institutional capacity and consistency. This session will explore how technology-driven, scalable, and sustainable models can strengthen system resilience, improve service delivery, and ensure inclusive, continuous learning outcomes across Africa.

Moderator: Deborah Kimathi, Education Workforce and Systems Delivery Lead, Learning Generation Initiative, Education Development Center

Panellists:

1. **Johannes Malebye**, Deputy Director, EMIS, Department of Basic Education, South Africa
2. **Ousmane Saine**, System Administrator, EMIS Unit, Ministry of Basic Education, The Gambia
3. **Sophia Alexandrina Kousiakis**, DHIS2 for Education Project Manager, Department of Informatics, University of Oslo
4. **Alex Gbeteglo**, Head of the Division of Statistics, Ministry of Primary and Secondary Education (GPE-KIX), Togo
5. **Marian Abu**, Director of Teacher Management, Teacher Service Commission (LGI), Sierra Leone
6. **Lydie Shima**, Program Manager, Laterite, Rwanda

Q&A and wrap-up (10 min)

15:40 – 16:00 **Health Break**

16:00 – 18:00

Omanyen I

Side Event 13: Improving foundational learning – Progress and challenges since FLEX 2024

Part 1. Enablers of progress: Data use and assessments to strengthen systems and drive learning (60 min)

Background/Context:

Across Africa, more education systems are now measuring literacy and numeracy as part of their routine national assessments. At the same time, major donors are scaling back support for both regional and national assessments. This session examines how ministries are translating existing measurements into practical improvements in classrooms and teacher support.

A concise read-out from the Africa Foundational Learning Assessment Initiative (AFLAI) will set the context, along with continental/country spotlights illustrating how officials have used recent results to refine standards, align materials, and target scarce resources where they are most needed. Ministers will reflect on key trade-offs, e.g. cost, capacity, and political timing and the pragmatic compromises that sustain reform momentum. Participants will leave with actionable ideas for maximising the value of available data, a clearer view of innovations emerging across Africa, and new connections to support ongoing peer exchange beyond the event. The session will also highlight UNESCO's Continental Assessment Framework (CAF - Africa).

Objectives of Session:

- Explore how governments can use data, assessments, and timely evidence to improve delivery under constrained budgets.
- Showcase concrete country exemplars of evidence use for reform and to scale foundational learning.
- Facilitate interactive ministerial dialogue and audience engagement to foster collective action.

Expected Outcomes:

- Increased political and technical momentum for data and evidence to efficiently scale the foundational learning initiative.
- Increased awareness and commitment around innovations throughout the continent
- Peer learning through comparative case studies.

Facilitator: Armando Ali, Chief Executive Officer, PAL Network

Rapporteurs:

- **Jack Thunde**, Research Associate, AFLEARN, University of Cape Town
- **Catherine Elliston**, Advocacy, Communications and Policy Engagement, WWHGE

Opening Remarks: Hon. Dr. Makgabo Reginah Mhaule, Deputy Minister for Basic Education, South Africa (5 min)

Technical panel: Continental perspectives on the journey towards fit-for-purpose, comparable and usable FL assessments (15 min)

Moderator: Clio Dintilhac, Senior Program Officer, Global Education, Gates Foundation (on AI and assessments)

Panellists:

1. **Dr. Hilaire Hounkpodoté**, Coordinator, Program for the Analysis of Educational Systems (PASEC) (on PASEC)
2. **Dr. Manos Antoninis**, Director, UNESCO GEMR (on CAF-data)
3. **Prof. Cally Ardington**, Director of DataFirst, University of Cape Town (AFLEARN) / **Ephel Epha Ngota**, Coordinator, National Assessment Centre, Kenya National Examinations Council (on benchmarks)
4. **Joao Pedro**, Chief Statistician & Deputy-Director, Data-Analytics Section, UNICEF

Fireside chat: Global and continental commitments to FL data, assessments, and evidence

Moderator: Albert Nsengiyumva, Executive Secretary, ADEA

Panellists:

1. **Cheikh Beye**, Inspector of Education and Training, Ministry of National Education, Senegal
2. **Martha Odundo**, Director of Education, Early Childhood Education, Ministry of Education, Kenya
3. **Prof. Ernest Kofi Davis**, Director-General, Ghana Education Service

Closing remarks: Armando Ali, Chief Executive Officer, PAL Network

Part 2. Strengthening evidence systems and use: pathways to improving FL outcomes in Africa (60 min)

Background/Context: This session will delve into evidence-based insights on how children acquire foundational learning skills, particularly literacy. The session will provide a platform to launch key global and continental initiatives, namely the Global Education Evidence Advisory Panel (GEEAP) report, Global Evidence for Effective Reading Programs, with the aim of accelerating momentum, deepening awareness, and promoting peer learning. By blending evidence, practice, and dialogue, the session aims to spark momentum for stronger, scalable approaches to foundational learning across Africa.

Objectives of Session:

- Launch and present the GEEAP Early Literacy Paper, highlighting global evidence and urgency around foundational learning.
- Provide insights on how to integrate evidence-based insights into policymaking and strengthening evidence systems
- Position foundational learning as an urgent and shared global priority, reinforcing the relevance of evidence, assessments, and systemic approaches across contexts.

Expected Outcomes:

- Increased understanding of the science of learning to support improved foundational learning outcomes.
- Increased political and technical momentum for scaling foundational learning.
- Peer learning through comparative case studies.

Global Launch of latest GEEAP-endorsed report - Global Evidence for Effective Reading Programs in low-and middle-income countries (LMICs)

Facilitator: Dr. Sam Awuku, ADEA Triennale Lead for Ghana, Ghana

Rapporteurs:

- **Rachel Christina**, Director, Education Development Centre (EDC)
- **Dr. Linda Zuze**, Principal Researcher, AFLEARN

Speakers:

1. **Dr. Benjamin Piper**, GEEAP member and Lead, Global Education, Gates Foundation.
2. **Prof. Kwame Akyeampong**, GEEAP member and Open University.
3. **Country Rep, Nigeria (TBC)**

Lightning talk: Evidence Around Foundational Learning (15 min)**Panellists:**

1. **Dr. John Mugo**, Executive Director, Zizi Afrique Foundation
2. **Armando Ali**, Chief Executive Officer, PAL Network
3. **Jennifer Opare-Kumi**, Research Scientist, What Works Hub for Global Education (WWHGE)

Summary and closing remarks: Facilitator

16:00 – 18:00

Omanyen IV

Side Event 14: Innovative and sustainable approaches in teacher preparation, and continuing professional development in the Decade of Education for Africa (120 min)**Storyline:**

Africa stands at a decisive moment in its educational journey. With the AU Decade of Education (2025–2034) now underway, the continent has an opportunity to transform its education systems to deliver not only access but also quality, relevance, and resilience. At the heart of this transformation are three interconnected pillars: school leadership, teacher preparation, and continuing professional development (CPD), supported by cross-cutting enablers such as policy, financing, technology, and community engagement.

Teacher preparation and continuing professional development (CPD) are equally central to the transformation agenda. Many pre-service programs remain overly theoretical and disconnected from classroom realities, often neglecting Africa's linguistic, cultural, and community contexts. Teachers enter classrooms underprepared to manage large classes, address diverse learners, or integrate inclusive and digital pedagogies. Without strong induction and sustained professional learning, these challenges persist throughout a teacher's career. CPD, which should provide this ongoing support, is too often fragmented, irregular, and inaccessible, especially in rural and fragile contexts—further reinforcing systemic inequities. Seeing preparation and CPD as a continuing professional pathway is essential to building a motivated, competent, and future-ready teaching workforce.

Teacher Preparation and CPD with Cross-Cutting Enablers for Resilient, Future-Ready Systems: Teacher preparation and CPD are equally vital to ensuring that classrooms deliver inclusive and relevant learning. Too often, teacher education remains overly theoretical, while CPD is fragmented and inaccessible. Reforms must embed cross-cutting enablers—policy alignment, sustainable financing, appropriate EdTech, and strong community engagement—while also valuing language and culture as keys to relevance and sustainability. Together, leadership, preparation, and CPD form the backbone of future-ready systems that equip young people with the skills to thrive.

A Shared Vision for the Decade of Education: The Decade of Education calls for reimagining teacher preparation, and CPD in ways that reflect Africa's realities and aspirations.

Session Objectives:

- **Showcase scalable innovations:** Highlight effective models in teacher preparation and CPD that improve teaching quality and learning outcomes and can be adapted across African contexts.
- **Explore enabling conditions and environments:** Assess the policies, financing, technologies, community engagement, and cultural relevance required to move innovations from pilots to systemic change.
- **Generate actionable recommendations:** Provide practical, evidence-based guidance to inform national education plans under the AU Decade of Education, aligned with Agenda 2063 and SDG4, while securing the attention and commitment of decision-makers to drive adoption and scale.

Expected Outcomes:

- A consolidated body of evidence and models that demonstrate what works in African contexts for teacher preparation and CPD.
- A shared understanding of the policy, financing, and community-driven levers that enable innovations to take root and be scaled sustainably.
- Commitments from governments and partners to embed promising approaches into sector plans and budgets, ensuring reforms are not isolated but systemic.
- Renewed and strengthened continental and regional partnerships, connecting platforms such as the Regional Teachers Initiative for Africa (RTIA) to drive collaboration beyond the Triennale.
- A clearer vision of how these efforts collectively advance the AU Decade of Education and agenda CESA 2026-2035, positioning education as a driver of resilience, equity, and youth empowerment.

Key Focus Areas:

- Innovative Teacher Preparation – Blended training, competency-based, culturally responsive pedagogy.
- Continuing Professional Development – Mobile/microlearning, peer learning, instructional coaching.
- Cross-Cutting Enablers – Policy alignment, financing, EdTech, cultural relevance, community engagement.

Session Format:

Moderator: Mervi Hakoniemi, Knowledge Management Specialist, Regional Teachers Initiative for Africa (RTIA) / Finnish National Agency for Education

Rapporteur: Marian Nortey, Snr. Administrative Officer, Ghana National Commission for UNESCO

Opening Remarks: Sophie Salomon, Director, Human Capital and Social Development Department (CHDS), Expertise France (5 min)

Hon. Dr. Houda Babah Sid M'hamed, Minister of Education and Reform of the Education System, Mauritania: Policy-level vision of solutions and innovation in CPD (5 min)

Presentation: Polycarp Otieno, Education Specialist, UNICEF, & **Saliou Sall**, Senior Program Coordinator, UNESCO IICBA: Joint insights from the UNICEF global teacher evaluation and UNESCO-IICBA's study on CPD in Africa (15 min)

Panel discussion: Good practices and innovations in teacher preparation and CPD across Sub-Saharan Africa (55 min)

1. **Thomoh Joseph Yong**, Technical Advisor N°1, Cameroon: Integrating plurilingual approaches in pre-service teacher training
2. **Dr. Leabah Brice Morwaker**, Executive Director, Center of Excellence for Teacher Licensing and School Accreditation, Ministry of Education, Liberia: Career framework for teachers, pre-service and in-service education, and teacher well-being
3. **Phae Mariti**, Chief Education Officer – Teaching Service, Ministry of Education and Training, Lesotho: Establishing a national teacher council and monitoring CPD
4. **Bernard Kuug**, Head of Research Unit, Ministry of Education, Ghana NTC: School-based professional learning communities: enhancing study and career guidance in Junior High Schools

Q&A: **Sophie Salomon**, Director, Human Capital and Social Development Department (CHDS), Expertise France (15 min)

World café session on Teacher Preparation & CPD (20 min)

Session opening: **Mervi Hakoniemi**, Knowledge Management Specialist, Regional Teachers Initiative for Africa (RTIA) / Finnish National Agency for Education (5 min)

- **Presentation of an Evidence Review** on Teacher Professional Development (TPD) for Gender Transformative Pedagogy (GTP) in Africa, conducted in the framework of the Regional Teacher Initiative for Africa Direct Implementation Project (**Collins Olang**, Regional Strategic Education Advisor, VVOB)
- **In-service teacher training workshops** with mentoring; coaching; and formulating communities of practice, for a sustained approach to change – case of Sierra Leone and Liberia (**Sara McGinty**, Director, International Programs and Partnerships; **Najmul Hossain**, Program Manager, CODE)
- **Pre-service vs. in-service teacher development:** What makes a successful pre-service programme? How are they different from in-service programmes? (**Daniel Fwanshishak**, Head of English & School Education, British Council Nigeria; **Dr. Iyabode Alli**, Education Officer, Federal Ministry of Education, Nigeria; **Ebru Weston**, Senior Adviser English & School Education Sub-Saharan Africa, British Council)
- **Recruiting, training and placing** Fellows in underserved communities (**Folawe Omikunle**, Regional Ambassador, Teach For All – supported by **Ebenezer Akinwale**, Senior Monitoring and Evaluation Officer, Teach for all-Nigeria)
- **From policy to practice:** Lessons from Ghana's NGO partnerships with Government – towards scalable teacher development and quality ECE (Right to Play, Lively Minds and Innovations for Poverty Action – Ghana) (**Hannah Young**, Sabre Education)
- **Collective leadership and CDP** through peer mentoring, lesson planning and community projects, with a strong focus on rural schools (**Luis Cahisso**, Education Specialist, Humana people to people)

More insights on the studies presented in the introduction of the session (**Polycarp Otieno**, Education Specialist, UNICEF; **Saliou Sall**, Senior Program Coordinator, UNESCO IICBA)

Session wrap-up (5 min)

Side Event 15: Repositioning higher education and scientific research through sustainable financing, research relevance, and skills mobility aligned with the AfCFTA – 2 (120 min)

Building Africa's skills highway for the AfCFTA era

Storyline:

To accelerate its economic growth, Africa has embarked on the creation of a common market through the African Continental Free Trade Area (AfCFTA), which is based on the free movement of goods, services, people and, above all, skills. However, the free movement of knowledge and skills implies the certification and recognition of qualifications on a continental scale. One of the major obstacles to realizing this potential remains the rudimentary, fragmented and poorly harmonized nature of certification and qualification recognition systems.

Today, national certification systems and quality assurance frameworks remain disparate, often limited to sectoral or institutional approaches. This situation hinders the automatic mutual recognition of qualifications, slows academic and professional mobility, and restricts the flow of knowledge and talent across the continent and beyond. Indeed, the continent remains one of the main reservoirs of labour for the Western world, which is marked by an ageing population.

In response to this fragmentation, several continental initiatives have emerged: the Addis Ababa Convention on the Recognition of Qualifications in Higher Education in Africa, the African Qualifications Framework (AQF), and the HAQAA (Harmonization of African Higher Education Quality Assurance and Accreditation) initiative. However, their implementation remains uneven and requires coordinated acceleration, supported by a strong and shared political vision.

General objective: To promote African convergence around the harmonisation of qualification systems and mutual recognition of certifications to support academic and professional mobility and the competitiveness of African human capital within the framework of the AfCFTA.

Specific objectives:

- To take stock of the situation regarding the commitment of States to global, continental and regional conventions.
- Promote harmonisation and quality: harmonise programmes, certifications and quality assurance frameworks at national, regional and continental levels.
- Advocate for a concerted roadmap to accelerate the implementation of the CAQF and the Addis Ababa Convention.
- Identify the challenges countries face in improving national and regional qualification frameworks and in adopting supranational conventions.
- Formulate operational recommendations to encourage the commitment of governments, sub-regional organisations, universities and other training providers.

Expected outcomes:

- A shared understanding of the challenges and opportunities related to the harmonisation of qualifications in the context of the AfCFTA.
- Strong advocacy for the development of adequate national frameworks, the implementation of the CAQF and the ratification of the Addis Ababa Convention.
- A strengthened framework for collaboration between national, regional and continental institutions.
- A session report documenting the discussions and recommendations.

Methodology:

The panel will be organised in the form of thematic presentations, interactive discussions and co-construction sessions. Speakers will come from international and regional organisations (UNESCO, African Union, Addis Ababa Convention, RAFANAQ), experts from the CAQF and HAQAA initiative, heads of national certification and quality assurance agencies, as well as universities, higher education institutions and private sector actors. The format will focus on active participation and the collective formulation of practical solutions.

Session Format:

Moderator: Prof. Wail Benjelloun, former President of University Mohammed V, Rabat, Maroc

Rapporteur: Prof. Sylvie de Chacus, Technical adviser, Ministry of Higher Education

Panellists:

1. **Dr. Wesley Teter**, Senior Expert on Higher Education, UNESCO
2. **Adama Traoré**, Regional Office for Africa, International Labor Organisation
3. **Sophia Ashipala**, Head of Education Division, ESTI, African Union Commission
4. **Prof. Mohamed Lemine Haless**, Vice-President of the Addis Ababa Convention, Ministry of Higher Education and Scientific Research, Mauritania
5. **Prof. Lamine Gueye**, University Cheikhoul Khadim, Touba, Senegal
6. **Prof. Rose Dodd**, Executive secretary, Collaborative Education

16:00 – 18:00
Omanyen II

Side Event 16: Using evidence and digital technology to bring every learner on board – Hits and misses – 2 (120 min)

Spotlight on understanding the mechanisms that Ministries of Education in Kenya, Senegal, and Malawi use to coordinate EdTech research aligned with their national agenda on foundational learning.

Rapporteurs:

- **Martha Odundo**, Director of Basic Education, Ministry of Education, Kenya
- **Ezekiel Nonie**, Director, Teacher Development and Performance, Teacher Service Commission, Sierra Leone
- **Sylvain Mudahinyuka**, Project Officer, ICQN on Teaching and Learning

Part 1. Advancing EdTech Research Coordination within Ministries of Education: Launch of the EdTech Research in Africa Initiative – Kenya, Senegal, Malawi (10 min)

Objective: Expand insights into nationally driven research in education technology and provide a platform to establish an EdTech agenda aligned with the national vision for teaching and learning outcomes.

Moderator: Hanna Simmons, Africa Lead, EdTech Hub

Presentation: What do we know? Findings from a rapid scan on EdTech research coordination in Africa (10 min)

1. **Dr. Pauline Essa, Chief Executive Officer**, Education, sub-Saharan Africa (ESSA)

Working Session with Menti – situated within the EdTech Research Coordination (with what has worked or what continues to be a challenge around the pillars of content and

solutions, capacity and culture, connectivity and infrastructure, and cost and sustainability) (45 min)

1. **Focus countries – Malawi, Kenya, Sierra Leone**
2. **Facilitators (EdTech Hub) – Hannah Simmons**, Africa Lead; **Genevieve Simiyu**, Specialist; and **Enoch Amu**, Specialist.

Closing remarks: Dr. Pauline Essah, CEO, Education Sub-Saharan Africa (ESSA).

Announcement: (10 min)

1. The African EdTech Research Impact project (**Verna Lalbeharie**, Executive Director, EdTech Hub / **Albert Nsengiyumva**, Executive Secretary, ADEA)

Part 2. Consultative Session on the Digital Skills Africa report: How to Empower a Growing Workforce for More and Better Jobs (55 min)

Theme: Advancing an inclusive, open, safe and secure digital future – building an ecosystem for digital skills

Moderator: Suraj Shah, Head, Strategic Partnerships and Thought Leadership, Centre for Innovative Teaching and Learning, Mastercard Foundation

Rapporteur(s):

- **Martha Odundo**, Director of Basic Education, Ministry of Education, Kenya
- **Ezekiel Nonie**, Director, Teacher Development and Performance, Teacher Service Commission, Sierra Leone
- **Sylvain Mudahinyuka**, Project Officer, ICQN on Teaching and Learning

Presentation: (15 min)

1. **Ekua Nuam Bentil**, Senior Education Specialist & Global Edtech Lead, Education & Skills, World Bank Group: report presentation highlighting key findings, data, and recommendations

Remarks: (5-8 min)

1. **Halil Dunder**, Practice Manager, Education & Skills, World Bank Group
2. **Prof. Peter Materu**, Chief Program Officer, Mastercard Foundation

Curated stakeholder feedback: (15 min)

1. **Dr. Diyawu Mumin**, Executive Director, CENDLOS, Ministry of Education, Ghana
2. **Warihana Gumah**, Software Engineer & Founder – Saafea Tech Hub (Youth Rep)
3. **Emmanuel Gyan**, Teacher, Accra High School (Young Educator)

Q&A & Next Steps – Moderator (20 min)

Wrap-up: Moderator

End of Day 2

19:00 – 20:00 **Closed-door Ministerial Meeting (TBC)**

Time & Venue	Item & Description
	Breakout Sessions: Next steps: key recommendations & enabling factors and conditions for strengthening Africa's educational systems resilience. (120 min each) Each session will be presented with a synthesis of innovative policy and practice takeaways from the side events and plenary discussions that can be taken forward in terms of scaling and sustaining. The moderated panel will consider and prioritize the policy and practice takeaways that resonate with them. The audience will engage the panellists and provide their perspectives on the prioritized takeaways. The session will reach consensus on a few takeaways and discuss some of the enabling factors and conditions that can facilitate their effective implementation in the next 3 years.
09:00 – 11:00 Omanyen I	Breakout Session 1: Leveraging opportunities offered by regional, continental, and global frameworks and commitments Moderator: Prof. Kwame Akyeampong, International Education and Development, Centre for International Education, University of Sussex, UK Rapporteur: Dr Ababacar Dieng, Coordinator, ICQN-HESR Panellists: 1. H.E. Prof. Gaspard Banyankimbona, Commissioner, Education, Science, Technology and Innovation (ESTI), African Union 2. Hon. Dr. Houda Babah Sid M'hamed, Minister of Education and Reform of the Education System, Mauritania 3. Hon. Prof. Pierre Gomez, Minister of Higher Education, Research, Science and Technology, The Gambia 4. Hon. Clifford Konah, Jr., Assistant Minister for Teacher Education, Liberia
09:00 – 11:00 Omanyen II	Breakout Session 2: Leadership, ownership, and finance with accountability – getting the right balance Moderator: Prof. Karen Mundy, Professor of Educational Leadership and Policy, University of Toronto Rapporteur: Dr. Sheena bell, OISE, University of Toronto Panellists: 1. Hon. Conrad Sackey, Minister of Basic and Senior Secondary Education, Sierra Leone 2. Hon. Dino Ballotti, Deputy Minister of Education, Innovation, Youth, Sport, Arts and Culture, Namibia

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3. **Ibrahima Sanon**, Secretary General, Ministry of National Education, Literacy, and Promotion of National Languages, Burkina Faso
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09:00 – 11:00

Omanyé III

Breakout Session 3: Use of data and evidence for decision making – quality and sustainability

Moderator: Dr. Fay Hodza, Global Senior Director of Programmes, PEAS

Rapporteur: Dr. Mary Sichangi, Coordinator (ICQN-MSE) & Director (CEMASTEAS)

Panellists:

1. **Hon. Douglas Munsaka Syakalima**, Minister of Education, Zambia
 2. **Hon. Joseph Nsengimana**, Minister of Education, Rwanda
 3. **Dr. Cleophus Mugenyi**, Commissioner, Ministry of Education and Sports, Uganda
 4. **Chandaneé Jhowry**, Permanent Secretary, Ministry of Tertiary Education, Science and Research, Mauritius
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09:00 – 11:00

Omanyé IV

Breakout Session 4: Education and technology (including AI) in the classroom – an enabler with bright and blind spots

Moderator: Dr. Pauline Essa, Chief Executive Officer, ESSA, Ghana

Rapporteur: Prof. Hellen Inyega, Professor of Language and Literacy Education, University of Nairobi

Panellists:

1. **Hon. Dr. Makgabo Reginah Mhaule**, Deputy Minister for Basic Education, South Africa
 2. **Mona Laroussi**, Director, OIF-IFE
 3. **Hon. Leo Elias Jamal**, Minister of State for Technical and Vocational Education and Training, Mozambique
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11:00 – 11:30

Health Break

11:30 – 12:30

Adesa Pavillion

Report-back in Plenary:

Rapporteurs provide a summary of the outcome of the breakout sessions.

12:30 – 13:30

Adesa Pavillion

Official Closing:

- Presentation, discussion, & endorsement of key policy recommendations/ messages
 - Entertainment, acknowledgements and closing speeches
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13:30 – 14:00

Venue TBC

Press conference:

Ghana Ministry of Education, ADEA, and key partners.

13:30 – 15:00

Lunch

15:00

Departures



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