

# THE LIMBE DECLARATION

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## **On Transforming Education in Africa for the 21st Century**

*Emerging Commitments from the African Education Indaba 2025*

Limbe, Cameroon | 31 March – 2 April 2025

# 1. Preamble

We, the participants of the [2025 African Education Indaba](#), gathered in Limbe, Cameroon, from March 31 to April 2, with a shared belief that our educational systems struggle to prepare young people for the future.

This Limbe Declaration builds on the rich discussions held during the Indaba and reflects the collective voices, aspirations, and priorities expressed by education stakeholders from across the continent. It captures the key themes, challenges, and opportunities that emerged through panels, working sessions, and informal exchanges. While developed after the Indaba, it remains rooted in the spirit of dialogue and co-creation that defined the event.

Importantly, this declaration is founded on — and is a continuation of — key continental and global commitments, including the [African Union's Agenda 2063](#), the [Continental Education Strategy for Africa \(CESA\)](#), the [2030 Agenda for Sustainable Development \(particularly SDG 4\)](#), the [AU Year of Education Transformation Declaration \(2024\)](#), and other guiding frameworks. It seeks to reinforce and advance these shared visions by grounding them in practical, context-specific reflections from the field.

## 2. Our Shared Understanding

We recognise that despite ongoing efforts by governments and partners, the out-of-school population across Africa remains high, and the learning crisis has worsened in the wake of the COVID-19 pandemic. These challenges are compounded by a rapidly growing youth population, projected to reach 1 billion by 2050, which places increasing pressure on already strained education systems.

We acknowledge that addressing these realities requires a reassessment of how education funding is prioritised. Emerging from the Indaba discussions, key areas identified as needing greater investment include teacher professional development, education technology (EdTech), foundational learning, inclusive education, and the production of education evidence banks to inform policy and decision-making. These areas represent critical levers for creating more equitable, effective, and resilient education systems across the continent.

## 3. Our Commitments

We commit to:

- Using the best available evidence to tackle the educational challenges we face. We will do so in ways that are inclusive of local ways of knowing, and that employ the latest AI tools.

- Building and maintaining systematically curated bodies of evidence to champion solutions in education. We will use innovative approaches to ensure this evidence is utilised to transform education systems in Africa.
- Strengthening knowledge services within our respective countries and learning from other countries as we do so.
- Working together:
  - a. As researchers, practitioners, community groups, youths, and government agencies;
  - b. This includes all of us from Cameroon and across Africa, and others around the world who are working to address the same challenge;
  - c. To develop solutions that respond to contextual challenges to evidence generation, synthesis, translation, and implementation;
  - d. To engage both the demand and supply sides of evidence in our quest to co-create these solutions for transforming education;
  - e. By focusing on emerging themes from the Indaba, including foundational literacy and numeracy, the science of teaching, toolkits, and the use of AI tools;
  - f. By promoting experimentation and innovation that responds to local contexts, including Made-in-Africa evaluation principles, storytelling as an approach to knowledge generation and dissemination, and the transfer model as an approach to evidence transfer across contexts;
  - g. By engaging in discussions on unlocking local data, exploring the best approaches for doing so, and ensuring its use in decision-making.

We believe that our pathway to achieve this goal is through knowledge:

- Knowledge that includes research data and analyses that are rigorously collected and curated;
- Knowledge that includes local evidence from our schools, communities, and contexts;
- Knowledge from other settings that we can learn from for our settings;
- Knowledge within indigenous knowledge systems.

## 4.eBASE Africa's Commitments

As convener of the African Education Indaba, eBASE Africa reaffirms its commitment to:

1. Working in partnership with others to develop a knowledge service for the Cameroon government:
  - That starts with the challenges faced in Cameroon by Cameroonians;
  - That curates the evidence needed to address those challenges in ways that respect local knowledge;

- And that utilises the latest in machine learning and AI tools to provide answers in the most efficient ways possible;
  - We will use best cases from Cameroon to scale to other countries through our collaborations and partnerships like the Daara network.
2. Building evidence banks for education, which provide data and analyses that can be used to meet the needs of decision-makers.
  3. Utilising the latest approaches for mining those banks of evidence to provide living and systematically synthesised answers to the questions of our people, practitioners, and policy-makers.
  4. Showcasing these innovations and initiatives from across Africa to the rest of the world.

## 5. Closing Statement

This declaration represents a living commitment, one that will evolve through continued dialogue, collaboration, and action. It reflects the collective spirit of the international community that gathered in Limbe, Cameroon, from 31 March to 2 April 2025, united by a shared vision to bridge the attainment gap and transform education in Africa through evidence.