



INTERNATIONAL CONFERENCE

MARCH 2027

**BUILDING THE AFRICAN SCHOOL OF 2063: TOWARDS A SOVEREIGN, INCLUSIVE,
AND CULTURALLY GROUNDED EDTECH BY AND FOR YOUTH**

**UNDER THE SUPERVISION OF:
THE EDUTECH AFRICA 54 FOUNDATION**

**CALL FOR PAPERS – MARCH 2027
BUILDING THE AFRICAN SCHOOL OF 2063**



OVERVIEW

The African School Can No Longer Be a Digital Subsidiary

In 2063, the African Union will celebrate the centenary of the Organization of African Unity (OAU), and by then, Africa will be the world's youngest continent, with over one billion people under 35, and the most populous in the world. This is both our greatest promise and our greatest challenge. The African Union's Agenda 2063 makes this its most strategic capital, envisioning "an Africa whose development is driven by its citizens." The Agenda 2063, in its programming of "The Africa We Want, Driven by Its Youth," sets forth an ambitious project focused on an educated Africa, supported by its cultural renaissance and by growth whose sustainability is conditioned by inclusivity. Yet a paradox remains: this hyper-connected, creative, and entrepreneurial youth still predominantly learn on platforms designed elsewhere, with content that ignores their languages, their realities, and their employment aspirations.

The empirical sociological observation to date is that of a continent that largely imports its digital educational infrastructure. This is a triple paradox: a massively digitized school system using extra-African tools that capture our data and impose their models; a school system that struggles to truly include girls, rural areas, and learners with disabilities; and a school system often disconnected from our languages, our cultures, and our realities. The servers hosting African school data are located outside the continent; the artificial intelligence models powering learning platforms are trained on corpora that ignore our languages, and the educational content, translated rather than conceived from our realities, perpetuates a relationship of informational extraversion that Couldry and Mejias (2019) conceptualized under the notion of data colonialism, understood as the appropriation, by exogenous actors, of resources produced by societies of the Global South. By digitizing an inherited school system without transforming it, the scientific risk is that of a reproduction, in the sense given by Bourdieu and Passeron (1970), of prior power relations, now mediated by the digital infrastructure itself. The most important question to determine would be what kind of school will embody this vision, and through what technological artifacts? The question is therefore no longer whether to digitize the African school, but rather how to build it so that it belongs entirely to us.

Edtech can no longer simply be an importation of solutions. It must become a project of sovereignty. It is no longer about consuming educational technology, but about designing, governing, and financing it from Africa, with our languages, our endogenous knowledge, our community pedagogies, and our infrastructures. A sovereign Edtech raises the question of control over our infrastructures, our educational data, and our artificial intelligence models. An inclusive Edtech questions our capacity to leave no young person behind—whether a girl in a rural area, a young person with disabilities, or one without stable access to electricity. A culturally grounded Edtech finally demands the decolonization of our curricula by integrating our mother tongues, our endogenous knowledge, and our community pedagogies at the heart of algorithms. By 2063, Africa will have over 2.5 billion inhabitants, of whom 60% will be young. Thinking about the school of 2063 means thinking today about the tools that will carry it forward. This structural dependency generates a triple divide that sociological analysis allows us to specify as follows: An economic divide, through the extraction, outside the continent, of the value generated by African educational data; a cultural divide, through the invisibilization of languages and endogenous knowledge, which Ngũgĩ wa Thiong'o (1986) analyzed as a form of cognitive alienation resulting from linguistic dispossession; a pedagogical divide, resulting from the inadequacy between

imported models and the real conditions of access, language, and culture of African school populations—an inadequacy that extends the work of Warschauer (2003) on the digital divide, which distinguishes material access to technologies from their effective appropriation. This distinction is decisive: it explains why equipping schools with digital tools alone is not sufficient to produce the educational emancipation sought. In response to this diagnosis, the scientific hypothesis underlying this symposium is as follows: Africa does not need an Edtech that digitizes existing exclusion, but rather one that deconstructs it. That is, a techno-pedagogical system designed, from its very architecture, to protect school data, carry African languages, include historically marginalized populations (girls, learners with disabilities, young people seeking socio-professional bearings, and/or rural communities), and draw on endogenous knowledge to equip the skills of tomorrow. This hypothesis aligns with international and continental normative frameworks: United Nations Sustainable Development Goal No. 4 (SDG 4), which establishes inclusive and equitable education as a condition for development, and the African Union's Agenda 2063, which places educational sovereignty among the pillars of continental emancipation. This symposium is conceived as a scientific workshop in the fullest sense: that of educational sovereignty as a condition of existence, of inclusion as a design method rather than a corrective option, and of cultural grounding as a pedagogical infrastructure in its own right rather than as folkloric supplement.

Under the supervision of the EDUTECH Africa 54 Foundation, this symposium aims to bring together the aforementioned stakeholders to co-construct the epistemological, technological, and ethical foundations of the African school of 2063. It is a matter of co-writing, through a decidedly transdisciplinary approach, the scientific, technical, and political specifications for the African school of 2063—a Pan-African school where every child learns in their language, through their stories and local practices, using tools designed on the continent and carrying, for the world, Africa's narrative of itself. This is therefore not a technology demonstration fair but a scientific workshop where educational sovereignty establishes its criteria for existence. This symposium starts from a conviction: African youth must not be the target of Edtech; they must be its architects, because building the African school of 2063 is a decision to be made today. How can we co-construct, starting today, an African Edtech that is technologically and data-sovereign, radically inclusive, and deeply rooted in our cultures, designed by and for youth to realize the African school of 2063? This conference aims at bringing together researchers, Edtech startups, practitioners, linguists, public decision-makers, civil society organizations, technical partners, entrepreneurs, teachers, and students to define a common framework, a roadmap, and concrete prototypes, establishing the conceptual, technical, political, and economic foundations of a sovereign, inclusive, and culturally grounded Pan-African Edtech ecosystem, driven by youth as actors in design and governance. The symposium is ultimately transdisciplinary and Pan-African, open to field experience feedback as well as the most rigorous theoretical work aimed at equipping, training, and celebrating knowledge bearers in the digital age.

THEMATIC AXES

This conference constitutes a scientific platform for well-structured exchanges around the following four axes:

Axis 1: Youth as architects: from consumers to digital creators; financial education, people as a lever for public development policies;

Axis 2: Inclusion, equity, and educational justice in the age of artificial intelligence for the professional integration of graduates after university

Axis 3: Identities, African knowledge, and Prospective scenarios for the African school by horizon 2063

Axis 4: Pedagogic innovation, digital skills and technology infrastructures: What can we change for the sovereign school?

Axis 5: Teachers' training, ruling of education institutions and professional development

ABSTRACT FORMAT

- File format: MS Word or a more recent version
- Title of the paper in uppercase (font size 12)
- A signature including the first name and last name of the author(s) in lowercase with initials in uppercase, the full name of the affiliated institution(s), the email and telephone number (s) of the author and/or authors presented (line spacing 1.5)
- An abstract of 500 words maximum in French and an abstract in English, or vice-versa
- A minimum of three and a maximum of five keywords
- A sources and bibliography section formatted according to APA 7th edition standards

To submit a paper proposal, please send your contributions to: edutechcameroun@gmail.com and in copy to colloqueedutechcameroun@gmail.com

PRACTICAL INFORMATION:

Languages of communication: English and French

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IMPORTANT DATES

Stages	Periods
Launch of the call	03 August 2026
Deadline for abstract submission	10 December 2026
Notification of acceptance/rejection	27 December 2026
Submission of full articles	10 January 2027
After evaluations	31 January 2027
Submission of corrected versions	03 February 2027
Deadline of registration payment	04 February 2027
Last program and publication of abstract booklet	20 February 2027
Period of the Conference at Yaounde Conference Centre (Cameroon)	17, 18, 19 March 2027

REGISTRATION FEES IN FCFA

Categories of participants	Fees (with communication)	Fees (without communication)
Postdoctoral Researcher	30,000	
Doctoral and Master's students	25000	15000
Lecturers, researchers and related professionals	45000	25000
Other Education Professionals	35000	25000
Participants out of Africa	100.000	60.000

NB: These registration fees include: the Conference documentation, lunches, coffee breaks, as well as the excursion and access to the social evening.

Payment can be made by bank card, bank transfer, PayPal, MoneyGram, Western Union, Orange Money, MTN Mobile Money, or in cash to:

· **BATHUM Epse NDJOCK BAPAH Habbybe Donalde:** +237670100117 or **Marguerite BEYALA OWONO:** +237698385545

Those presenting their papers online will pay half of the corresponding contribution.

PROGRAM

Day 1 – March 17, 2027: Building Sovereignty

- **Plenary Conference:** Educational Digital Sovereignty – How Africa Regains Control of Its Data, Platforms, and AI for the School of 2063
- Symposium workshops

Day 2 – March 18, 2027: Including and Grounding

- **Plenary Conference:** An Edtech by All and for All – Including Territories, Languages, and African Knowledge at the Heart of Educational Digital Technology
- Symposium workshops

Day 3 – March 19, 2027: Realizing and Celebrating

- Morning: Visit to a tourist site
- Evening: Social gathering

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