



Le Wi Lan

Transformed education for development in Sierra Leone

Strategic Framework 2026 - 2028

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Acronyms

Full Meaning

LWL	Lɛ Wi Lan
MBSSE	Ministry of Basic and Senior Secondary Education
MTHE	Ministry of Technical and Higher Education
FCDO	Foreign, Commonwealth & Development Office
LiT Sierra Leone	Leaders in Teaching Sierra Leone
T-TEL	Transforming, Teaching, Education & Learning
ATAE	Alliance for Transforming African Education
MM/CE	Mott MacDonald/Cambridge Education
SLANGO	Sierra Leone Association of Non-Governmental Organisations
MoPED	Ministry of Planning and Economic Development
GPE	Global Partnership for Education
UNICEF	United Nations Children's Fund
TTIs	Teacher Training Institutions
MF	Mastercard Foundation
NGO	Non-Governmental Organisation

ISSUE AND REVISION RECORD

REVISION	DATE	ORIGINATOR	CHECKER	APPROVER	DESCRIPTION
1	July2026	LWL ED	LWL Board	LWL Board Chair	LWL Strategic Plan version 1

1. Executive Summary

Leh Wi Lan (LWL) is a Sierra Leonean-led organisation advancing educational transformation across the nation. Vision: Transformed education for development in Sierra Leone. Mission: To provide educational technical assistance, working in close partnership with government, for quality education and inclusive growth in Sierra Leone.

LWL is governed by a dedicated Board of Directors and led by an experienced Executive Director and leadership team, ensuring strong oversight, accountability, and sector expertise. Established as a legacy of the successful UK FCDO funded, MM/CE led decade-long £80 Million Leh Wi Lan Project, LWL is focused on further growing its national impact.

Purpose of the Strategic Framework

The strategic framework provides a roadmap for LWL to achieve sustainable impact, resilient growth, and strengthened education systems, navigating an evolving political, financial, and operational environment.

Strategic Focus: 2026–2028 Strategic Objectives

STRATEGIC OBJECTIVE

01



Secure and effectively deliver projects and technical assistance assignments that strengthen LWL's reputation and drive sustainable organisational growth, including through partnerships and diversification of clients and revenue streams.

STRATEGIC OBJECTIVE

02



Position LWL as a recognised convenor and thought leader in technical and professional excellence, assisting MBSSE and MTHE to advance quality education in Sierra Leone.

STRATEGIC OBJECTIVE

03



Establish and optimise LWL's governance, leadership, and operational structures, policies, systems, and processes to build a streamlined and high-performing organisation, enabling sustainable growth.

STRATEGIC OBJECTIVE

04



Develop LWL as a learning organisation that develops, applies, and shares evidence to drive continuous improvement and informed decision-making.

Key Risks & Mitigation (as of April 2026)

	Risk	Mitigation Actions
	01 Donor funding volatility	Diversify funding, deliver strong programmes, build donor relationships
	02 Political/policy shifts	Engage actors at all levels, LWL is politically neutral and agile to respond to policy change, maintain broad relationships
	03 Low government & partner buy-in	Embed staff, co-design and implement with partners
	04 Brand confusion	Strategic and consistent branding, active communications
	05 Operational challenges	Invest in systems, processes, and skilled staff
	06 Regulatory compliance	Regular policy monitoring, staff training, and compliance assurance

Conclusion: By building on its national legacy, robust governance, and strong partnerships, LWL is well-positioned to deliver on its vision of transformed education for development in Sierra Leone.

2. Le Wi Lan (LWL) Organisational Profile and Background

2.1. LWL Organisational Profile and Background of LWL

Le Wi Lan (LWL) was officially registered as a Sierra Leonean non-for-profit company limited by guarantee on 23rd December 2025. LWL was established by a group of 17 founding members who are strongly committed to assisting MBSSE and MTHE to improve the relevance and quality of learning outcomes for learners across Sierra Leone's education system and levels. The registration of LWL was forklifted through technical and financial assisted by Transforming Teaching, Education and Learning (T-TEL) and the UK Foreign Commonwealth and Development Office (FCDO). T-TEL which has a similar background to LWL, in 2020, transitioned from an FCDO funded, MM/CE implemented education programme to a national Ghanaian entity leading the delivery of education programme in Ghana paid for the registration and provided technical support for the registration of LWL. FCDO also provided technical support by approving for the Le Wi Lan programme leadership to use some of their time in the establishment of the LWL entity. MBSSE and MTHE welcomed the registration of LWL and assisted in shaping the type of entity as organisation to be established to assist the Ministry (s) of Education deliver quality education in Sierra Leone.

The programme contributed significantly in all the major reforms and success that the Ministry of Basic and Secondary Education (MBSSE) achieved in secondary education in Sierra Leone.

LWL is building on the decade long experience of the Le We Lan programme, since 2016, which is an over £80 million education programme funded by FCDO and implemented by a consortium led by MM/CE. The Le Wi Lan programme assist the Sierra Leone education sector recover from the impacts of the Ebola outbreak, implement the Free Quality Education programme, Resilience against the COVID-19 outbreak and implement a system strengthening programme to enhance the capacities of system actors to deliver quality secondary education. The programme contributed significantly in all the major reforms and success that the Ministry of Basic and Secondary Education (MBSSE) achieved in secondary education in Sierra Leone. This includes major policy reforms including the Radical Inclusion Policy and school level focused policies such as the Teacher Code of Conduct and the Reducing Violence in School Guide. The programme assisted the MBSSE to improve all indices in secondary education including massive improvements in enrolments, retention, transition, completion and equity. Sierra Leone achieved gender parity in secondary completion within the tenure of the Le Wi Lan programme. In mid-2025 MM/CE announced that it is closing down its international development business, including

the Leh Wi Lan programme. Hence, LWL is created, building on the decade-long experiences of MM/CE implementing the Leh Wi Lan programme in Sierra Leone.

LWL is a member of the Alliance for Transforming African Education (ATAE), which is an alliance of national educational not-for-profit organisations working to support government-led systems strengthening across Africa. Its members are united by their belief in the power of education as a transformative driver of national development. They recognize that education plays a critical role in shaping nations' sense of identity and purpose and are committed to ensuring that teaching and learning embrace national culture and values. Currently, the two members of ATAEE are T-TEL in Ghana and LWL in Sierra Leone. The plan is to expand the members to Rwanda by late 2026 early 2027 and other African countries are required.

2.2. Outlined below are details of LWL's founding members

Members	Brief Description
Professor Yatta Kanu	Professor Yatta Kanu is a distinguished academic who has served as Professor at the University of Manitoba, Canada, focusing on education and curriculum reform, with influential research in culturally responsive schooling and educational innovation. Recently, she was the Chief Education Officer at the MBSSE who led significant reforms in the education sector of Sierra Leone.
Musu Gorvie	Musu Gorvie is a recognized education policy expert and senior government advisor in Sierra Leone, with key roles at the Ministry of Education in Sierra Leone in driving reforms in higher and technical education. Recently, she was the Deputy Chief Technical Officer at MTHE Sierra Leone.
Dr. Albert Theodore (Chuku) Dupigny	Dr. Dupigny led Education Sector planning, policy development and data analyses at the Ministry of Education in Sierra Leone for decades. He held leadership positions in the former Sub-Saharan Africa Education For All (EFA) Coordinators group and was the technical lead in the starting of the 6-3-3-4 system of education in Sierra Leone as well as the technical lead in the introduction of the Free Quality School Education (FQSE) programme. He is a frequent collaborator with international partners such as World Bank, UNESCO, UNICEF and Cambridge Education.
Dr. Bidemi Carrol	Dr. Carrol is a senior international development specialist with decades of experience overseeing and leading education programs, policy reform efforts, and research studies across Africa and beyond. She is passionate about strengthening education systems to deliver better outcomes for all learners.
Ophelia Morrison	Ophelia Morrison is a specialist in school leadership and teacher education. She was a distinguished Principal at the Annie-Walsh Memorial School and recently an Acting Director Teacher Development and Performance at the Teaching Service Commission in Sierra Leone.

Mohamed Sillah Sesay	Mohamed Sillah has served in many leadership positions at the Ministry of Education in Sierra Leone including being the Deputy Chief Education Officer. He led many major reforms in school quality assurance within the education sector. As a teacher educator, Mohamed is currently a senior lecturer at the Milton Margai Technical University in Sierra Leone.
Dr. Nyande Fania	Dr. Fania is a distinguished Finance and Audit professional. She combines academic and public sector experiences leading professional and academic departments at university and leading departments at public sector institutions.
Dr. Abdulai Walon-Jalloh	Dr. Walon-Jalloh is Linguist and Governance Specialist. He has served as Governance Specialist with many international organisations. He is currently serving as an educator and researcher at Fourah Bay College, University of Sierra Leone.
Christiana Moore	Christiana Moore is passionate about youth leadership, education, community engagement, and social development, with experience in the public sector. At Fourah Bay College she served as President of a network of young women, focused on mentoring, leadership development, and personal growth, helping to cultivate a strong network of emerging female leaders and students.
Andy Brock	Andy Brock is an education planner and economist by background. He worked for over three decades for Cambridge Education / Mott MacDonald, one of the largest employee-owned companies in the UK, and for the last 13 years, was Managing Director of Cambridge Education responsible for a staff of 270 working across 18 countries in Asia and Africa implementing multi-million-pound projects in partnership with national governments and donor organisations like FCDO, UNICEF and the World Bank.
Yemisi Songo-Williams	Yemisi Songo-Williams is an organizational development and change management practitioner with decades of experience leading large-scale knowledge management, research, learning, and communications initiatives. As a Certified Knowledge Manager, she strengthens organizational systems that advance learning, evidence use, and continuous improvement.
Dr. Christiana Kallon Kelly	Dr. Kallon Kelly is a distinguished Lecturer in Sociology at the University of the Witwatersrand in Johannesburg, South Africa. Her research and teaching interests includes education, youth, gender, politics, and development in Africa.
Dr. Aisha Fofana Ibrahim	Dr. Aisha Fofana Ibrahim is a feminist scholar and Gender Equality and Social Inclusion advocate/researcher, Associate professor of Gender Studies, and Dean of the faculty of Arts based at Fourah Bay College. As an academic and practitioner, Dr. Fofana Ibrahim straddles the divide between policy and practice, both teaching about gender and marginality to graduate and undergraduate students as well as advocating for women and disability rights.
Iyamide Cole, FCCA, FCA	Iyamide Cole is a Fellow Professional Accountant with an outstanding career as a finance and business leader for many reputable international organisations. Iyamide is also an entrepreneur.

Baki Mlalazi	Baki Mlalazi is a Senior Systems Reforms Specialist with decades of experiences in public sector reforms in Sierra Leone and many other African countries. His experience is diverse, spanning leading programmes in multiple sectors including education, governance, justice and security and health.
Prof. Mohammed Salifu	Professor Mohammed Salifu is a higher education policy, systems analysis and reform expert, with decades of senior leadership and advisory experience, supporting governments, multilateral banks, and international organizations. He was Director-General of the Ghana Tertiary Education Commission (GTEC). Currently, he is a Professor/Fellow at the Kwame Nkrumah University of Science and Technology.
Dr. Chris Berry	Dr. Berry is a senior education adviser with decades of experience designing, overseeing and reviewing large scale FCDO programmes across Africa and other parts of the world. Chris has deep experience in Sierra Leone where he served as a VSO volunteer teacher in rural communities in the 1980s and went on to design the FCDO funded Leh Wi Lan programme after the Ebola outbreak in 2016.

The Members shall be the highest organ of LWL, but the Board of Directors have been vested with the responsibility of management of LWL on behalf of the members and to provide strategic oversight and direction in accordance with LWL’s vision and mission as well as ensuring compliance with all the applicable laws of Sierra Leone. Members meet formally once a year at the Annual General Meeting (AGM).

The nine (9) members of the Board shall comprise:

- six (6) of the founding members;
- two (2) representatives from the Government of Sierra Leone (Ministry of Basic and Senior Secondary Education & Ministry of Technical and Higher Education); and
- one (1) representative from the Alliance for Transforming African Education (ATAE).
- LWL’s Executive Director and the Company Secretary are non-voting members of the board.

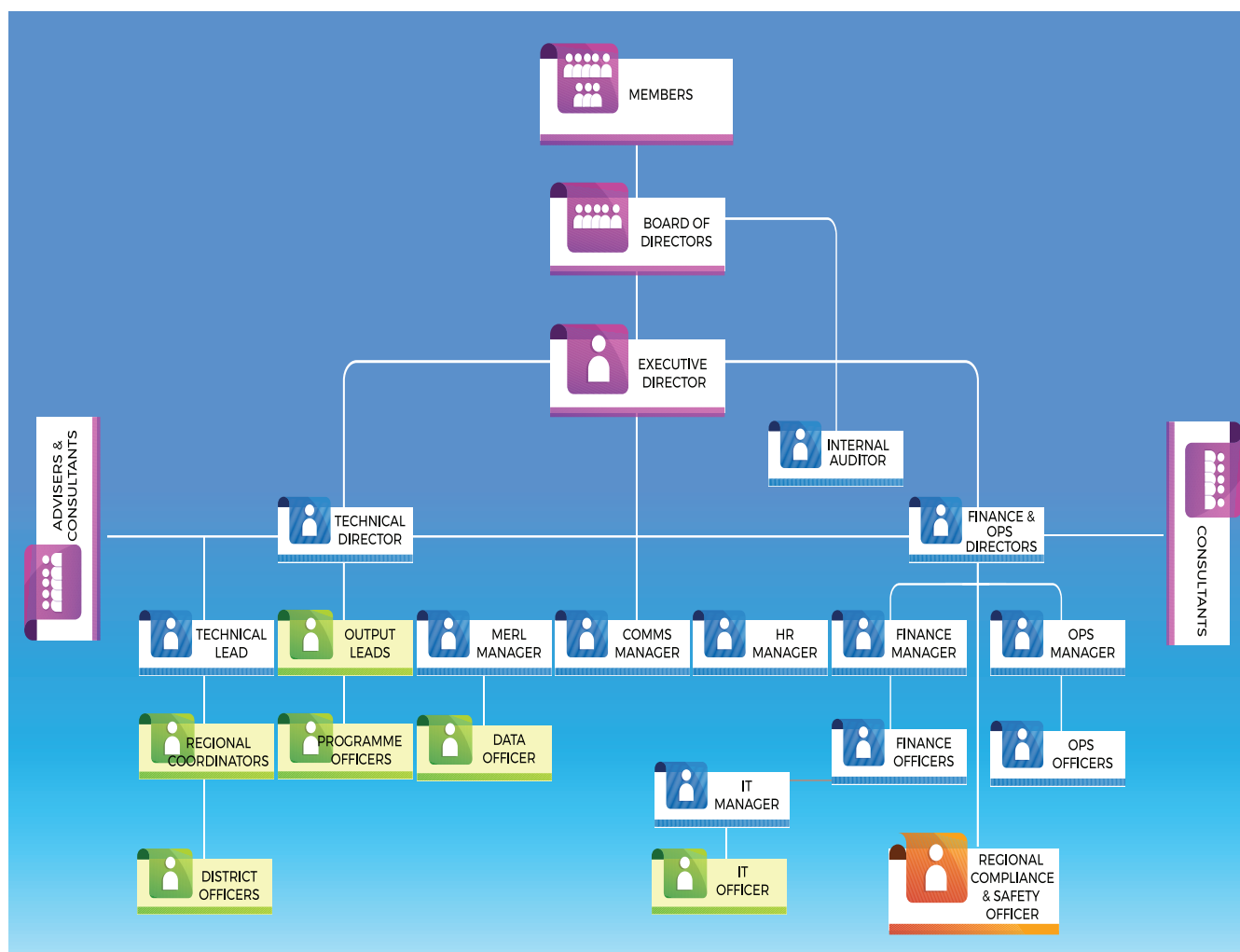
Board members	Role in the Board
Professor Yatta Kanu	Board Chair
Musu Gorvie	Vice Chair
Dr. Albert Chuku Dupigny	Board Member
Ophelia Morrison	Board member and member of the Audit and Governance Committee
Dr. Nyande Fania	Board member, Chair of the Audit and Governance committee and member of the Fundraising committee
Andy Brock	Board member, Chair of the Fundraising committee and member of the Finance committee
Prof. Mohammed Salifu	Board member representing ATEA and Chair of the Finance committee
Lans Keifala	Non-Voting representative of MBSSE on the board
Emmanuel Momoh	Non-Voting representative of MTHE on the board
Dr. Mohamed Barrie	Executive Director of LWL
Augustine Marrah Esq	Company Secretary

In addition, the Board has established three sub-committees, which are to support the Executive Director and team in relevant areas by providing strategic advice and direction. Sub-committees provide a summary report on progress at each Board meeting. The sub-committees are listed below:

- Finance sub-committee assists the LWL board to oversee the finance functions of the LWL entity. This sub-committee comprises of four members, including two board members (of whom one is the chair of the sub-committee) and two non-board members.
- Audit and Governance committee assists the LWL board to oversee the audit and governance functions of the LWL entity. This sub-committee comprises of four members, including two board members (of whom one is the chair of the sub-committee) and two non-board members.

- Fundraising and Resource Mobilisation assists the LWL board to oversee fundraising and business development functions of the LWL entity. This sub-committee comprises of four members, including two board members (of whom one is the chair of the sub-committee) and two non-board members.

Outlined below is LWL's initial organogram detailing the key positions and functions. The organogram was approved by the LWL Board in April 2026 and is set out below:



Lε Wi Lan

2.3. Background to the establishment of LWL

Le Wi Lan (meaning “Let’s Learn” in Krio) is built on a decade of experience from the UK Foreign, Commonwealth and Development Office (FCDO)-funded, Mott MacDonald/Cambridge Education-implemented Le Wi Lan project in Sierra Leone. The Le Wi Lan project, officially the Sierra Leone Secondary Education Programme (SSEIP), was a decade-long, £80 million education programme launched in 2016 to improve learning outcomes for secondary school students nationwide.

Funded by FCDO and delivered by Mott MacDonald/Cambridge Education with the Ministry of Basic and Senior Secondary Education, the programme focused on:

- Addressing post-Ebola educational challenges, low literacy and numeracy, and inclusion gaps in attendance and achievement
- Enhancing student learning and increasing access to quality education for girls and learners with disabilities
- Transforming the data-decision making ecosystem for education sector actors to have access to school level data for decision-making.

Le Wi Lan’s system-strengthening approach included:

- Building capacity among teachers and school leaders
- Improving teaching materials
- Implementing robust data monitoring and mentoring systems

Key achievements include:

- Improved school enrolment, retention, completion and national exam pass rates
- Increased teacher effectiveness through training and better school safety systems
- Stronger school leadership via school leader mentoring and support networks
- Enhanced access to school-level data for data-driven decision-making and monitoring

This legacy of the Le Wi Lan programme will be continued and built upon through the LWL initiative. LWL is a sister organisation of T-TEL and the two entities are bound by their purposes of assisting their national governments to improve the quality of education in their respective countries. LWL and T-TEL are the founders of ATAE which is an alliance of national educational not-for-profit organisations working to assist government-led systems strengthening across Africa. Its members are united by their belief in the power of education as a transformative driver of national development.

2.4. Mission, Vision, Values and Objects

The founding members of LWL approved the mission, vision and objects of LWL and this was included the Memorandum and Article of Association.



VISION:

Transformed Education for development in Sierra Leone.



MISSION

To provide educational technical assistance, working in close partnership with Government, for quality education and inclusive growth in Sierra Leone.



CORE VALUES

- Inclusivity
- Excellence
- Integrity
- Collaboration
- Equity
- Accountability

The Objects for which LWL is established are:



to provide educational technical assistance for relevant quality and inclusive education for high-performance and productivity in Sierra Leone.



to promote an evidence and learning-based approach to achieving sustainable development and improved educational outcomes.



to coordinate and support strategic collaboration across the education sector, including the development of strategic partnerships which promote the goals and objects of the organisation.



to mobilize citizen action and advocate for quality education outcomes in Sierra Leone.



to convene inclusive dialogue and collaboration across Sierra Leonean society (including, government, civil society, educational institutions and the private sector) to improve educational outcomes.



to promote gender equality and social inclusion in all its programmes.



to receive donations, including financial support, in aid of these objects.



to assist in and advocate for stringent quality assurance by conforming to international quality standards and norms in the provision of quality education in Sierra Leone.



to do all lawful actions as are incidental or conducive to the above objects or any of them.

3. Strategic Objectives

LWL has four strategic objectives (SOs) for the period 2026 - 2028. These strategic objectives are outlined below:

- **Strategic Objective 1:** Secure and effectively deliver projects and technical assistance assignments that strengthen LWL's reputation and drive sustainable organisational growth, including through partnerships and diversification of clients and revenue streams.
- **Strategic Objective 2:** Position LWL as a recognised convenor and thought leader in technical and professional excellence, assisting MBSSE and MTHE to advance quality education in Sierra Leone.
- **Strategic Objective 3:** Establish and optimise LWL's governance, leadership, and operational structures, policies, systems, and processes to build a streamlined and high-performing organisation, enabling sustainable growth.
- **Strategic Objective 4:** Develop LWL as a learning organisation that develops, applies, and shares evidence to drive continuous improvement and informed decision-making.

The following section sets out the rationale for each of three strategic objectives, the related activities and milestones to track progress on each of the strategic objectives. Emphatically, the three strategic objectives are sternly interrelated so much that it is essential to achieve all three strategic objectives to achieve the purpose, vision, mission and objects of LWL with the period 2026 – 2028.

3.1. Strategic Objective 1, Rationale and Intended Outcomes

Strategic Objective 1:

Secure and effectively deliver projects and technical assistance assignments that strengthen LWL's reputation and drive sustainable organisational growth, including through partnerships and diversification of clients and revenue streams.

Rationale for Strategic Objective: This strategic objective is essential for LWL's continued growth and impact, as it reinforces the organisation's credibility with key stakeholders—most notably the MBSSE, the MTHE, donors and development partners —by securing and effectively delivering projects and technical assistance assignments. By diversifying partnerships and revenue streams, LWL will increase its operational resilience and reduce financial dependency on a narrow range of funders, positioning itself to adapt rapidly to sector changes. At its core, this objective serves to assist MBSSE and MTHE in achieving sustainable improvements in the quality of education across Sierra Leone, enabling LWL to play a pivotal role in driving sector reforms, strengthening institutional capacity, and ultimately improving learning outcomes for all students.

Intended Outcomes: LWL will establish a strong track record of securing and successfully delivering major education projects and technical assistance assignments in Sierra Leone, recognised by MBSSE,

MTHE, donors, and other development partners for its technical expertise and reliability. Strengthened partnerships, a diversified client base, and expanded revenue streams will enhance LWL's sustainability and capacity to respond effectively to sector needs. As a result, LWL will provide critical assistance to MBSSE and MTHE in implementing education sector reforms—facilitating better coordination among stakeholders, driving improvements in education delivery, and ultimately contributing to quality education and improved learning outcomes for students nationwide.

Responsible Parties:

LWL's Executive Leadership and Senior Management Team, with the oversight of the LWL Board of Directors and Sub-committees are collectively responsible for ensuring the delivery of this strategic objective and realisation of these outcomes.

3.2. Strategic Objective 2, Rationale and Intended Outcomes

Strategic Objective 2.

Position LWL as a recognised convenor and thought leader in technical and professional excellence, assisting MBSSE and MTHE to advance quality education in Sierra Leone.

Rationale for Strategic Objective: LWL will be widely recognised as a trusted convenor and authority in technical and professional excellence, not only within Sierra Leone's education sector but also by international partners. Through proactive and sustained engagement with the Ministry of Basic and Secondary Education (MBSSE) and the Ministry of Technical & Higher Education (MTHE), as well as meaningful collaboration with development partners, donors, and civil society, LWL will strengthen and expand strategic partnerships that facilitate comprehensive sector coordination. By leveraging its expertise, LWL will play a key role in influencing education policy, shaping sector-wide dialogue, and providing technical leadership in the design and delivery of major reforms. This consistent leadership will increase LWL's visibility and credibility, attract new opportunities for growth and collaboration, and ensure effective implementation of programmes that address national priorities. Ultimately, these outcomes will contribute to the continuous improvement of education quality and the achievement of better learning outcomes for students across Sierra Leone, while positioning LWL as the preferred partner for innovative solutions and sustained leadership in the sector.

Intended Outcomes: LWL will become widely recognised as a premier convenor and thought leader in technical and professional excellence within Sierra Leone's education sector. By forging and nurturing strong collaborative relationships with MBSSE, MTHE, donors, and other development partners, LWL will help guide and coordinate multi-stakeholder efforts across the sector. Through its leadership, technical contributions, and participation in key national forums and working groups, LWL will influence policy, encourage the adoption of best practices, and support the implementation of major education reforms. As a result, LWL's work will directly assist MBSSE and MTHE in advancing the quality of education, contributing to more effective teaching practices, improved school leadership, and ultimately, better learning outcomes for learners throughout Sierra Leone. This reputation will further enhance LWL's capacity to secure projects, build strategic alliances, and serve as the partner of choice for educational innovation and sector transformation.

Responsible Parties:

LWL's Executive Leadership and Senior Management Team, with the oversight of the LWL Board of Directors and Sub-committees are collectively responsible for ensuring the delivery of this strategic objective and realisation of these outcomes.

3.3. Strategic Objective 3, Rationale and Intended Outcomes

Strategic Objective 3:

Establish and optimise LWL's governance, leadership, and operational structures, policies, systems, and processes to build a streamlined and high-performing organisation, enabling sustainable growth.

Rationale for Strategic Objective: This strategic objective is to emphasise LWL's priority to be a fully registered organisation with competent governance, leadership and operational structures to drive resilience and the sustainable growth of the organisation. This enables LWL to be a reputable organisation that can grow into a leading organisation in Sierra Leone. LWL is aspiring to be registered nationally with the Sierra Leone Association of Non-Governmental Organisations (SLANGO) and the Ministry of Planning and Economic Development (MoPED). This emphasises the ambition of LWL to work at scale in every district in the country. LWL will sign Service Level Agreements with MBSSE and MTHE. This is to emphasise LWL's priority to work with both Ministries to improve the quality of education in Sierra Leone. LWL will be part of ATAE with T-TEL in Ghana and other national entities in Africa. This is to emphasise that LWL as a national entity that is part of an emerging Pan-African Alliance, ATAE, which assists national organisations that partner with government to drive system-wide transformation rooted in each country's identity and values.

Intended Outcomes: With this strategic objective, LWL aims to become a recognised, fully registered organisation with robust governance, empowered leadership, and efficient operational structures. By embedding clear policies, guidelines, and streamlined systems, LWL will ensure operational excellence and compliance across all districts of Sierra Leone. LWL will secure formal partnerships with MBSSE, MTHE and other relevant government ministries and agencies, strengthen relationships with national and international networks and alliances, and establish a solid reputation as a trusted partner in the education sector. Ultimately, these achievements will lay the foundation for sustainable growth, greater impact in education quality, and enhanced organisational resilience, positioning LWL as a model organisation both nationally and continentally.

Responsible Parties:

LWL's Executive Leadership and Senior Management Team, with the oversight of the LWL Board of Directors and Sub-committees are collectively responsible for ensuring the delivery of this strategic objective and realisation of these outcomes.

3.4. Strategic Objective 4, Rationale and Intended Outcomes

Strategic Objective 4:

Establish LWL as a learning organisation that develops, applies, and shares evidence to drive continuous improvement and informed decision-making.

Rationale for Strategic Objective: Positioning LWL as a learning organisation is essential to empowering the education sector in Sierra Leone to make more informed and effective decisions. By systematically developing, applying, and sharing evidence, LWL will build the capacity of stakeholders—including MBSSE, MTHE, school leaders, and development partners—to use data and insights in planning, policy formulation, and educational practice. This evidence-driven approach encourages a culture of reflection and accountability, ensuring interventions are relevant, resources are optimally allocated, and innovations are scaled based on proven impact. Ultimately, by supporting the education sector to adopt evidence-based decision-making at all levels, LWL will help drive continuous improvement, enhance education quality, and deliver better learning outcomes for all students across Sierra Leone.

Intended Outcomes: LWL will be recognised as a learning organisation that systematically generates, applies, and disseminates evidence and best practices to strengthen its own programmes and contribute to sector-wide improvement. By embedding a culture of continuous learning, reflection, and adaptation, LWL will enable its staff and partners to make informed, data-driven decisions at all levels. LWL's commitment to transparent knowledge-sharing will position the organisation as a valued resource for the Ministry of Basic and Secondary Education (MBSSE), the Ministry of Technical & Higher Education (MTHE), donors, and other stakeholders. As a result, LWL's initiatives and accumulated learning will not only enhance internal effectiveness but also influence policy, drive innovation, and foster sustained improvements in education quality and learning outcomes throughout Sierra Leone.

Responsible Parties:

LWL's Executive Leadership and Senior Management Team, with the oversight of the LWL Board of Directors and Sub-committees are collectively responsible for ensuring the delivery of this strategic objective and realisation of these outcomes.

4. Situational Analysis and SWOT Analysis

Outlined below is a Situational Analysis of the education sector in which LWL will be operating. History have shown that the education sector in Sierra Leone is volatile with frequent incidents that negatively impact on the learners. Since 1991, Sierra Leone has seen a decade long rebel war (1991-2002), the most severe Ebola outbreak in living memory (2014-2015) and the recent COVID-19 outbreak. In all of these tragedies, along with the health sector, the education sector is disproportionately impacted and millions of learners significantly affected many of them dropout of schools.

4.1. Situational Analysis: Education Sector in Sierra Leone (2025)

Sierra Leone, with an estimated population of 8.6 million, is a youthful nation—52% are under 18. The education sector serves 3.4 million learners in pre-primary, primary, and secondary schools out of roughly 12,500 schools nationwide. Primary schools (7,800) outnumber secondary schools (4,700), and the majority of the population (64%) lives in rural areas where educational access and quality remain lower than in urban locales.

Government investment in education is robust, with 22% of the total budget (SLL 1.6 trillion/approx. USD 82 million) allocated to education, among the highest in Sub-Saharan Africa. However, most of this funding is absorbed by teacher salaries. While donor support contributed about 17% in 2021, major cuts from FCDO and the EU since 2022—up to 50%—have hit critical programs in teacher training and system strengthening.

Achievements: Enrolment has expanded notably: gross enrolment rates are high at primary level (146%) but drop sharply at junior (66%) and senior secondary (31%). Net enrolment is lower: only 67.6% at primary, 45% at junior secondary, and 18% at senior secondary. Gender parity has largely been achieved at primary (GPI 1.03) and junior secondary (1.01), but gender gaps persist at senior secondary (0.90).

Persistent Challenges: High dropout rates persist, with 36% of girls and 28% of boys not completing primary school. Completion rates at higher levels are lower, especially for rural and vulnerable groups. School infrastructure is lacking less than half of schools have basic water/sanitation, and over one-fifth of classrooms are temporary or unsafe. Learning outcomes are a major concern; only 12.5% of Grade 4 students are proficient in reading, and 8% in math. Teacher qualifications are weak—just 56% of primary/junior secondary teachers are fully qualified. Recent donor funding cuts have further constrained quality improvement efforts.

Cross-Cutting Issues and Opportunities: Extreme poverty and gender barriers keep many children—especially girls—out of school; early marriage and pregnancy are leading factors for drop-out (43% of girls cite these). System resilience is also a challenge, as shocks like Ebola and COVID-19 closures led to significant learning loss. Nonetheless, continued government prioritisation, the involvement of over 100 education-focused NGOs/CSOs, and promising tech and cash transfer interventions suggest positive avenues for bolstering attendance and retention.

Overall, while investment and access have improved, serious challenges in retention, quality, equity, and system resilience remain. Focused, sustained efforts and innovative partnerships are crucial for future progress.

4.2. SWOT Analysis

An initial Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis for LWL is set out below.

STRENGTHS	WEAKNESSES
1. Strong Track Record: Builds on the successful outcomes and credibility of the FCDO funded Leh Wi Lan programme, evidenced by years of impactful work in education in Sierra Leone. 2. Extensive understanding of the education landscape, stakeholder needs, and the opportunities and challenges at all levels of the education sector. 3. Trusted partner of MBSSE and MTHE, with strong connections to districts, schools and local authorities. 4. Good relationship with all the major donors in the education sector of Sierra Leone. This includes FCDO, World Bank, GPE/UNICEF. 5. Trusted relationship with actors at all levels of the education sector. This includes school leaders, teachers, parents and learners at the school level, district directors and School Quality Assurance Officers at district level, Deans and lecturers at universities and TTIs and the MBSSE/MTHE leadership including the Ministers and the technical and professional heads and the directors. 6. Continuity of most of the key staff who implemented the Leh Wi Lan programme.	1. As a new organisation, LWL does not have a history on its own. It has to build on the history of the Leh Wi Lan project and the partnership with T-TEL. 2. Transitioning from a donor-funded funded Leh Wi Lan programme to a national organisation structure may create initial gaps in operational efficiency, funding continuity, or staff retention. 3. If legacy support does not quickly translate directly into new funding, financial sustainability could be a challenge. 4. Expanding and scaling activities immediately beyond the scope of the Leh Wi Lan programme may stretch resources or compromise effectiveness. 5. Potential confusion between the new LWL entity and the Leh Wi Lan programme leading to branding issue. 6. Some donors would be hesitant to fund a new organisation with no track record even with the legacy of the FCDO funded Leh Wi Lan programme. 7. There is a need for robust financial prudence and risk adversity particularly at the initial stages of LWL to ensure no room for inefficiencies and irregularities which can quickly undermine the reputation of the new LWL.

7. A strong and diverse founding member and board of directors with established reputation in national and global education. 8. A trusted partner in T-TEL that is sharing its experiences and resources to establish LWL into a functional and reputable organisation. Given T-TEL has gone through a similar process of flipping the DFID (now FCDO) funded and MM/CE led T-TEL project into a Ghanaian entity, LWL is mirroring T-TEL's experiences to establish and grow. 10. A funding partner in MF is interested in funding LWL to achieve its strategic objectives. 11. Cultural sensitivity with deep understanding on of the values and sensitives of different communities in Sierra Leone to enhance acceptance and cooperation	
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OPPORTUNITIES	THREATS
1. The availability of Mastercard Foundation to fund LiT Sierra Leone and the willingness of T-TEL to work with LWL to implement that programme is a huge opportunity. 2. The interest of donors, such as Mastercard Foundation and FCDO to work with and potentially fund local organisation like LWL is a huge opportunity. 3. Leverage on the reputations of ATAE and T-TEL to attract funding from other major donors that are interested in funding Africa level and national initiatives.	1. High expectations from stakeholders (including MBSSE/MTHE) based on the LWL programme may be difficult to meet with limited resources that are available. 2. 2028 will usher in a new President regardless which political party wins the elections. This can bring about changes in government priorities, leadership, or donor focus that could disrupt funding and collaboration. 3. Due to Sierra Leone's history of instability and outbreaks, a resurgence can significantly impact on the education sector and the ability of LWL to conduct its business.

4. Formidable relationship and backing from MBSSE and MTHE which is important to the success of LWL. 5. Harness the Leh Wi Lan programme and T-TEL's technical assistance to MBSSE and MTHE in conducting the Education Sector Analysis and potentially the Education Sector Plan (2027-2028) to shape the priorities of LWL. 6. Use insights from the Leh Wi Lan programme to pilot new approaches (e.g., digital learning, inclusive education) that leads to innovation. 7. Harness the large community of teachers, pupils, and other national and district system actors who benefited from the Leh Wi Lan programme as advocates and resources for LWL.	4. Completion from reputable organisations that are active in the education sector vying for similar funding sources and government partnerships. 5. Shifts in NGO regulation or education policy may affect operations and program delivery.
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5. Risk Analysis

	Risk No.	Risk Description	Likelihood	Impact	Risk Rating	Significance	Analysis Implications	Recommendations	
	1	Changing donor landscape (Insufficient donor funding)	High	High	High	High	Core funding at risk from changes in donor support. Strategically essential to mitigate.	Prioritise donor relationship management; diversify funding sources; scenario planning.	
	2	Changes in political leaders and policy priorities	Medium	Medium	Medium	Medium	Political turnover can cause programme misalignment or threaten continuity.	Build and maintain cross-spectrum relationships; politically neutral and agile to respond to policy change; show broad programme benefits.	
	3	Low Government/partner buy-in to LWL programmes	Moderate	High	High	High	Reduces impact and limits programme leverage; threatens strategic goals.	Continuous stakeholder engagement; co-development and implementation.	
	4	Confusion between new LWL entity and project brands	Low	Low	Low	Low	May cause stakeholder confusion, dilute legitimacy, and hinder engagement.	Refine branding; communicate distinctions and show relationship between the two.	
	5	Operational challenges and inefficiencies	Medium	High	High	High	May delay delivery, escalate costs, frustrate staff, and impact effectiveness.	Regular system/process reviews; staff training; ensure resource adequacy.	
	6	Regulatory compliance	Low	High	Medium	Moderate	Non-compliance could carry serious consequences despite lower likelihood.	Update on legal changes; annual refresher training; compliance checks.	

