



School Leader and Management Project (SLaM) – 2026 update

Project Overview:

The School Leadership and Management (SLaM, 2024–2028) project builds resilient education systems in Northern Uganda through stronger school leadership and community engagement. It aims to ensure that all children can access safe, inclusive, and quality learning environments where they are protected, supported to learn, and empowered to reach their full potential. SLaM is implemented under the NORAD framework in partnership with Save the Children.



Context:

Northern Uganda (Gulu, Amuru, Nwoya, and Omoro districts) and Karamoja Sub-region (Moroto, Kotido, Napak, Nakapiripirit, and Nabilatuk districts) are among Uganda's most vulnerable regions with high levels of poverty exacerbated by intensified climate challenges and leading to chronic food insecurity. In Karamoja, nomadic livelihoods predominate and seasonal migration and harvest-related income disrupt children's education. Access to formal education remains limited, with many schools facing inadequate infrastructure, poor learning conditions, and low retention rates. These pressures contribute to school absenteeism and dropout rates while exposing children to heightened risks of child labour, child marriage, gender-based violence and neglect.

Key interventions:

1. Mobilise parents, community leaders, School Management Committees, and Parent-Teacher Associations to promote enrolment, attendance, and retention.
2. Support inclusive education, especially for girls and children with disabilities.
3. Strengthen school leadership through training, mentorship, and peer learning.
4. Improve teaching quality through teacher coaching and instructional support in foundational literacy and numeracy.
5. Promote child protection, gender-responsive education, adolescent sexual and reproductive health, and menstrual hygiene management.
6. Work with district education authorities to strengthen accountability, school governance, planning, and oversight systems.

Achievements 2025:

- 251 local leaders engaged in championing education.
- 5,299 engaged in parent–pupil dialogues.
- 226 parent–led meetings.
- 20% increase in development of School Improvement Plans.
- 131% increase in children with disabilities attending school.



Key activities 2026:

- Strengthen school leaders in instructional leadership, curriculum management, financial management, school development planning, psychosocial support, and community engagement.
- Scale the headteacher mentorship model linking emerging school leaders with high-performing mentor schools.
- Train teachers in inclusive literacy and numeracy instruction.
- Provide coaching, mentorship, and support supervision for teachers.
- Support School Improvement Planning (SIP) and strengthen community participation in school planning.
- Conduct school accountability and performance dialogues to review learner performance, identify challenges, and agree on community–led actions.
- Strengthen community mobilization to promote enrolment, attendance, and retention of all learners, including children with disabilities.
- Facilitate school–based dialogues on participation, child protection, adolescent sexual and reproductive health, gender equality, WASH, and menstrual hygiene management.
- Engage local leaders as education champions.
- Create safer, more inclusive, and child–friendly school environments.
- Strengthen district education systems to improve inspection, support supervision, data use, and oversight of safe and inclusive education.

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