

HOIMA DIOCESE DEPARTMENT OF EDUCATION (ORGANISATIONAL PROFILE)

1.0 ORGANISATION DESCRIPTION

Hoima Diocese Department of Education is one of the departments of the Diocese of Hoima that is entrusted with the function of coordinating the education services of the Diocese.

Historical and Geographical Background of Hoima Diocese

Hoima Catholic Diocese was erected on the 9th August 1965, and it is located in Mid-western Uganda. The Diocese is constituted of 45 Parishes distributed in the eight districts of Buliisa, Hoima, Kikube, Kagadi, Kakumiro, Kibaale, Kiryandongo and Masindi; and two Municipalities of Hoima and Masindi. The Diocese covers an area of 17,200 Sq. Kilometres, with an estimated population of 2,037,325 people (as per the 2014 census results). According to the Uganda population census of 2014, 60% of this population are young people, mostly 18 years and below. Such young people are in need of education services so as to realise their true human dignity. The Diocese of Hoima has been a key stakeholder in providing education services to the people in her area as reflected in the details below

Hoima Diocese Department of Education and the Education Mission of the Diocese

The Catholic Church in Hoima Diocese, just as it is the very nature and mission of the Universal Church, shows great concern to teach and to educate all God's people. Through her Education department, the Diocese of Hoima encourages and facilitates access to quality education for all. Hoima Diocese is one of the biggest stakeholders in the education of the human person in the sub-region, only next to the government. As a key stakeholder in education, the Diocese of Hoima, through her structures at different levels, has founded and established educational institutions at all grades of education, ranging from Early Childhood Development Centres to Tertiary institutions, as the detailed statistics will show. Learners are admitted to these institutions without segregation on grounds of religion, race or sex. The presence of the Catholic Church in these institutions encompasses not only establishing the schools, but also quality control through participation in the building and implementation of the different curricula; coordination of the efforts of the other stakeholders; and regular supervision to ensure maintenance of standards. The Church is also involved in these schools in her ministry of evangelisation, especially through the teaching of religion and catechism. In addition, because of the changing social, political and economic (for example, the growing oil industry in the area) environment, the Church in the Diocese through her appropriate structures constantly interfaces with the government and other stakeholders to develop curricula and establish such institutions that give the youths such skills that will enable them to live a meaningful life in such a dynamic environment.

Table 1. General Statistics on the Number of Catholic Schools and Enrolment as of end of Academic year 2018

Institution Status	Number in the Diocese	Total Number of Learners in these schools
Pre-Primary Schools	251	15,981
Primary Schools	360	167,680
Secondary Schools	54	20,281
Tertiary Institutions (Most of them are Technical and Vocational Institutes)	10	1,220
Total	675	205,162

Vision

Provision of a holistic education inspired by the Values of the Gospel

Mission

To work for the improvement of the quality of education in Catholic founded education institutions through strategic planning, constant inspection for quality assurance, capacity building for educators, networking with other stakeholders, enhancing the teaching of religious education and fostering activities that help learners and the education community to discover their true selves.

Objectives of Hoima Diocese Department of Education

1. To develop a strategic outlook for education services in our education institutions at all levels.
2. To improve the quality, dynamic management and sustainability of education institutions in faithfulness to the mission of the Church.
3. To improve advocacy for education as a whole and for Catholic Schools in line with the principle of subsidiarity.
4. To build capacity for educators.
5. To improve methods for the effective teaching of religion values, morals and ethical values in all Schools.

Motto

“Let your light shine”

Key Slogan

“Quality Education, Quality People”

Core Values

1. **Teamwork** – We professionally work as a team to our utmost best, utilizing all our energies and abilities towards the integral training of the human person.
2. **Integrity** – We strive to be honest, open, accountable and transparent and with integrity and humility we humble ourselves in seeking knowledge and education.
3. **Innovation and creativity**-We strive to explore and embrace new ideas and skills.
4. **Time management** – We labour to economically utilize the resources of time.
5. **Character Development** – We strive to cultivate ethos of character development through our approach to education. We focus on four tenets; respect and responsibility, integrity, a thirst for personal excellence and compassion.
6. **Equity** – We work to achieve equity for all people, but especially the disadvantaged in accessing education at all levels.
7. **Excellency and quality education**

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Main Education Services Offered

In the bid to improve the quality of education within the area of our operation, Hoima Diocese Department of Education offers the following services within the Education sector:

1. Improving access to education at all levels through the establishment of education institutions. Hoima Diocese, through her department of education has established Early Childhood Development Centres, Primary Schools, and Secondary Schools, even to the remotest villages where government services would not reach in the near future. Some of these schools have become government aided, while many others are still privately run.
2. Financial resources mobilisation to support the improvement of the teaching and learning environment in schools. Financial resources realised are committed to setting up and improving water and sanitation facilities in schools, constructing new classrooms where there is need, renovating dilapidated classrooms in school, providing scholastic materials to schools, helping needy children and other services that relate to improving the quality of education in schools.

3. Providing Support Supervision to schools, especially using the organisation structure of the Diocese of Hoima. Having realised that support supervision of schools is key to the provision of quality education; we as a Foundation Body of schools provide support supervision to each school at least three times a term.
4. Conducting on-going teacher training and formation to equip school administrators and teachers with the right philosophy and skills to improve the quality of education.
5. Training of school management bodies, such as, school management committees, school boards of governors and institutional governing councils to improve the quality of management in our schools.
6. Community sensitisations, especially of parents and local leaders through various media platforms to develop corporate responsibility among communities in providing schools basic needs for all children to achieve basic and quality education.
7. Coordination of the efforts of other stakeholders in education, for example, government, Non-Governmental Organisations and other Implementing partners in the education sector.

Geographical Area of Focus

Hoima Diocese Department of Education covers mainly the geographical area covered by the Diocese of Hoima. It is located in Mid-Western Uganda in Bunyoro Sub-region. The area covers eight administrative districts of Buliisa, Hoima, Masindi, Kiryandongo, Kikuube, Kagadi, Kibaale and Kakumiro; and the two municipalities of Hoima and Masindi. Given that geographically this area runs along Lake Albert, it lies in the area that is referred to as the “Albertine Graben”. It is in an area where a lot of developments are taking place, especially given the discovery of the Oil and Gas mineral resources in the Albertine Rift Valley. This explains more the reason of ensuring quality education services for the people in this region so that they are able to benefiting from the rapidly coming development opportunities. Given that at least 70% of the current population in this area today cannot be considered as educated, if we do not work hard to improve the quality of education, the coming developments could prove more of a curse than a blessing. The Map of Uganda below shows the geographical location of Hoima Diocese.

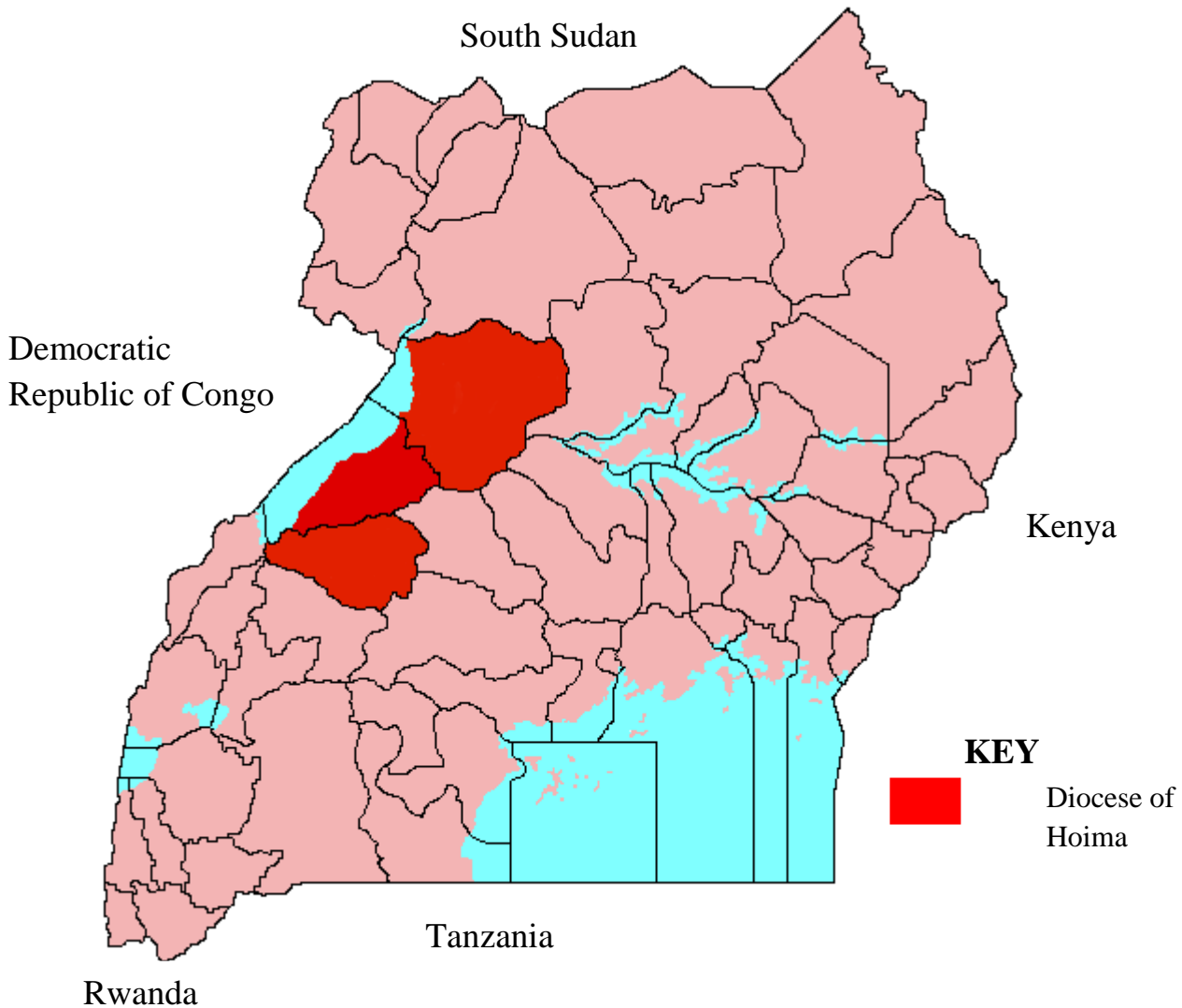


Figure 1. Map of Uganda showing the location of Hoima Diocese

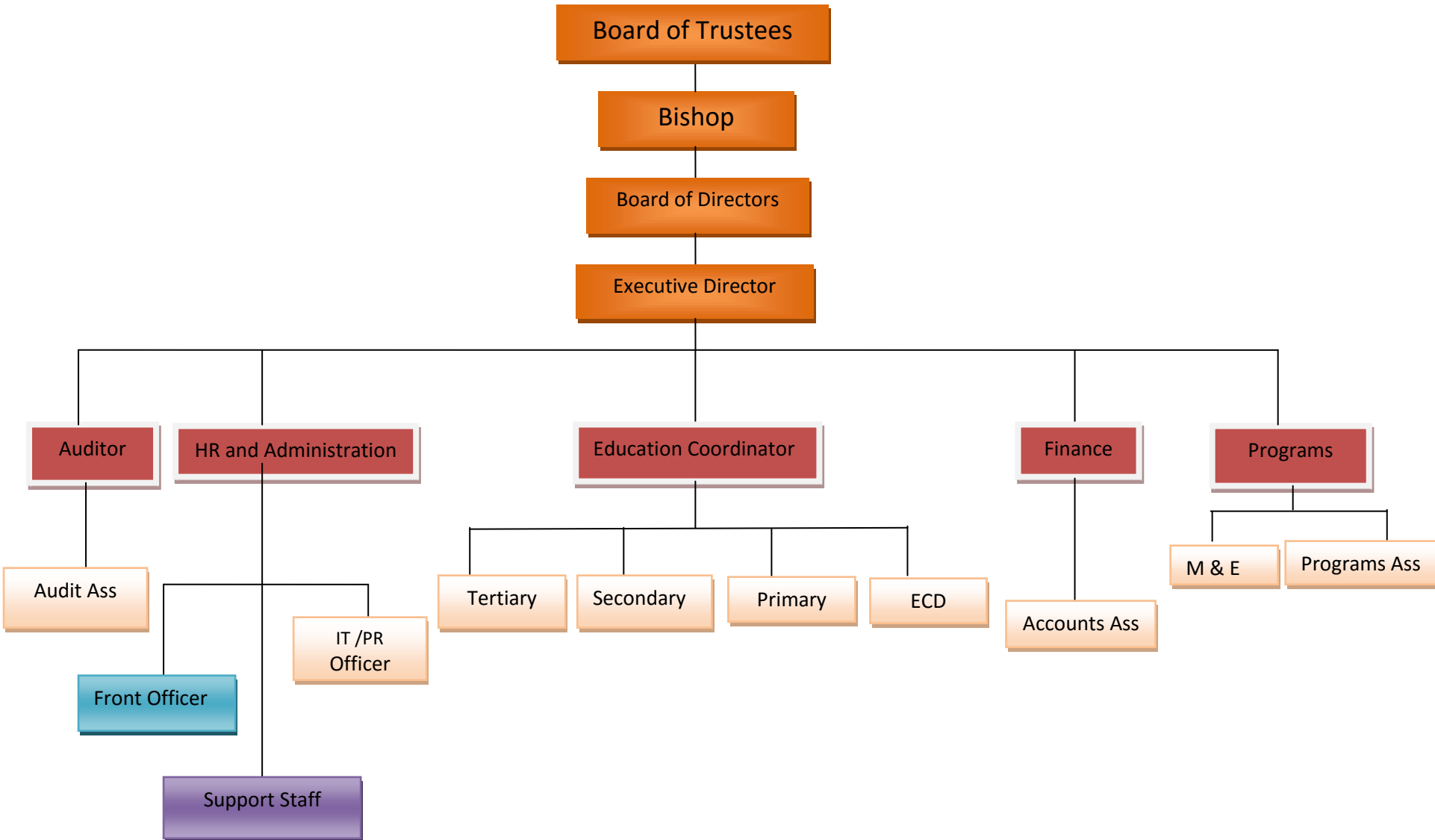
Organisation of the Education Department

The leadership of the Education Department of the Diocese is organised in a hierarchical way from the Diocesan level up to the Small Christian Community as shown below:

1. The Bishop heads the Diocese and takes charge of all its organs and commissions.
2. The Diocesan Education Board is charged with making policies that govern the provision of education services in the Diocese.
3. The Education Secretariat, which is headed, by the Education Secretary of the Diocese is charged with the day to day running of the Education programmes of the Diocese and it reports to the Education Board and the Bishop.

4. At the Vicariate level, there is an Education Committee and a Deputy Education Secretary in charge of the Vicariate.
5. At every Parish, there is a Parish Education Committee and a Priest in Charge of Education.
6. At the Out Station there is an Education Team charged with the promotion of education at that level.
7. Every Small Christian Community has an Education Focal Person.

ORGANISATIONAL AND GOVERNANCE STRUCTURE



INSTITUTIONAL FRAMEWORK: LEGAL AND REGULATORY ENVIRONMENT

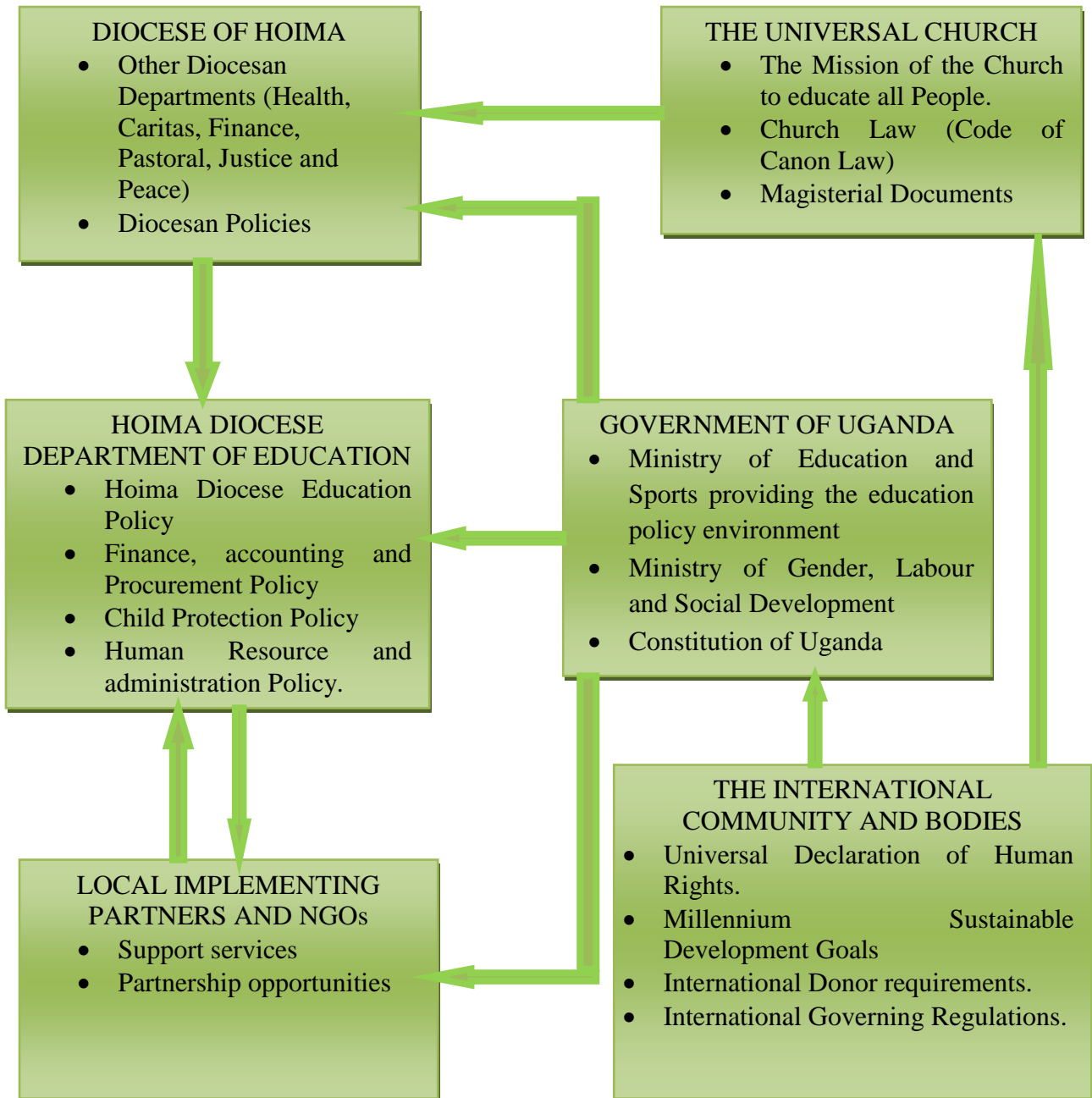


Figure 2: Institutional framework within which Hoima Diocese Department of Education exists.

Hoima Diocese Department of Education is not an isolated institution or department, but it operates within the context of other institutions, departments, regulating bodies and collaborators. Being a department of the Diocese of Hoima, the department of education works in close collaboration and coordination with the other departments of the Diocese and is regulated by the policies and working traditions of the same institution. In addition as a

Catholic Faith Based Organisation, the department is aligned to the Universal Mission of the Church and is governed by the laws, norms and traditions of the Universal Church.

On the other hand, Hoima Diocese Department of Education is regulated by the policies and legal environment of Uganda, the country in which the diocese is located. Consequently, the department is obliged by the Constitution of the Republic of Uganda, policies governing the provision of education services in Uganda and works in line with the respective line Ministries. And on the international level, the department of education of Hoima Diocese respects and works in accord with the requirements of the international community, for example, the Universal Declaration of Human Rights; and is responsive to the demands of International Donor Agencies whenever appropriate and possible.

Hoima Diocese Department of Education also fosters collaboration between implementing partners and other agencies that work in the same locality and on an international scene. Such partners include: World Vision Uganda, Red Earth Uganda, EMESCO Development Organisation, among others.

HOIMA DIOCESE – EDUCATION DEPARTMENT GOVERNING DOCUMENTS

In order to ensure orderly management and to promote quality education in our institutions in a systematic way; and to ensure sustainability, Hoima Diocese Department of Education is guided by a number of governing documents, which include:

1. Hoima Diocese Education Policy.
2. Hoima Diocese Department of Education Strategic Plan 2019 – 2023.
3. Hoima Diocese Department of Education Child Protection Policy.
4. Hoima Diocese Department of Education Finance Policy.
5. Hoima Diocese Department of Education Procurement Policy.
6. Hoima Diocese Department of Education Human Resource and Procedures Policy.

KEY PARTNERS AND COLLABORATORS

The sector of education is key to the development of any society and therefore it attracts a number of stakeholders. Table 13 is a presentation of the top ranking stakeholders in the education sector in Hoima Diocese and their likely interest in the affairs of education. This is very important because their influence and how this strategic plan caters for their interests will determine the entire performance of the plan.

Stakeholder	Roles and interests
The Government	This ranks top in the provision of education services. The Government is one of the biggest funders of education services. Government provides the policy environment in which education services are offered and carries out continuous monitoring to

	ensure quality of the sector.
The Bishop	He is the chief shepherd of the Diocese. The department of education of the Diocese is to be at his service to ensure his best interests in the education sector are achieved.
Priests	They are the shepherds at the grass-root level of the Diocese. They partly carry out the mandate of monitoring the performance of Catholic Founded education institutions. A good number of Priests sit on management bodies of schools. However, many of them lack capacity.
The Religious	They are a key human resource in the education sector. They are partners in the provision of education services: most religious congregations in our Diocese have founded and are managing schools. In fact, all the religious congregations in Hoima Diocese have the component of education as one of their key activities.
Management bodies	They are the official managers of education institutions and are mandated to carry out continuous monitoring and support supervision to ensure good performance of the institutions entrusted to their care. However, most of them lack capacity, are not trained in what to do and many of them lack leadership skills.
Parents	They send children to different schools and have the mandate of supporting their children to achieve a quality education. However, most of them received no or very little education, have poor attitude towards education and are poverty stricken.
Teachers	These are the official instructors in the school system. However, many of them are de-motivated and disoriented and there are very few initiatives to prepare on-going training courses for them.
Learners	They are the key beneficiaries of the education sector. Most of them come from very poor backgrounds and they most cases they lack role models.
Other faith groups	They are co-implementers and co-providers of education services. They will be a key resource as we can bench mark from them best practices.
Other private providers of education	They are entrepreneurs who provide education as a business. They have commercialised education, introduced competition at various levels in the sector, and as a result some undesirable characteristics have penetrated the sector in various ways.
Development partners	They are a key supporter of the education undertakings. We rely on many of them for funding so that we can provide our services. They require adequate and accurate accountability of what is going on in the sector and of the funds they have provided. However, some of their aid comes with a number of preconditions.

2. ORGANISATIONAL SITUATION

A. COMPETITIVE ENVIRONMENT

- **Competitive Position**
- **Principle Factors Determining Success**

B. STRATEGIC CONTEXT

C. PERFORMANCE IMPROVEMENT SYSTEM

3. CURRENT PROGRAMS OF HOIMA DIOCESE – DEPARTMENT OF EDUCATION

The Education department of Hoima Diocese has developed a strategic plan as a means of intervention to improve the overall performance of the education sector of the Diocese. This Strategic Plan’s main purpose is to plan development issues and activities of Catholic Education Service for the next five years that meet the demands of this dynamic society. The plan is a specific, measurable, achievable, realistic, and time bound (SMART) management strategy.

The Strategic Plan has four aspects (goals): Institutional development; financial resources mobilisation; promotion of learning and retention and holistic education in our education institutions; and promotion of the teaching of religious education in education institutions. The focus of the education department of the Diocese is to undertake various measures in a rational and open way involving all stakeholders in the education system.

During its implementation, the Strategic Plan will be monitored by all the stakeholders and periodic reports availed for review and necessary modification.

3.8 Strategic Goals, Objectives and Activities

Strategic Goals	Strategic Objectives	Activities
1. To Promote Institutional development	1.1. To assemble and build structures of education management from the diocesan level to the lowest unit of the diocese.	1.1.1. Bi-annual meetings of the Diocesan Education Board. 1.1.2. Develop, publish, launch and implement Hoima Diocese Education Policy. 1.1.3. Develop, review, approve and implement human resource and finance policies and procedure manuals. 1.1.4. Meet and orient Priests in-charge of Education. 1.1.5. Bench mark with other dioceses on best practices of education. 1.1.6. Conduct annual education assembly of all stakeholders in the diocese.

		<p>1.1.7. Procure office equipment.</p> <p>1.1.8. Develop a database of all catholic and collaborating schools in the diocese and linked to the website.</p> <p>1.1.9. Develop a database of all teachers working in schools.</p>
	<p>1.2. To enhance leadership, management and technical competencies so as to effectively implement Hoima Diocese Department of Education’s work.</p>	<p>1.2.1. Develop and implement staff development plan.</p> <p>1.2.2. Conduct Team building activities.</p> <p>1.2.3. Conduct staff appraisals on annual basis.</p> <p>1.2.4. Develop weekly, monthly and annual work plans.</p> <p>1.2.5. Train staff in communication and leadership skills.</p> <p>1.2.6. Develop and implement a staff capacity building plan.</p> <p>1.2.7. Capacity building for teachers and staff.</p> <p>1.2.8. Secure additional vehicles and motorcycles.</p> <p>1.2.9. Review and update all staff job description.</p> <p>1.2.10. Develop staff salary scale.</p> <p>1.2.11. Conduct staff capacity needs assessment/staff skills audit and facilitate staff capacity development initiatives.</p> <p>1.2.12. Create and manage a data base of technical assistance and consultancy services.</p> <p>1.2.13. Provide medical insurance to staff.</p> <p>1.2.14. Provide group personal insurance.</p>
	<p>1.3. To improve the management and administration systems of our education institutions.</p>	<p>1.3.1. Timely appointments of Institutional Boards of Governors and Schools Management Committees.</p> <p>1.3.2. Systematic training programs for Institutional Boards of Governors and Management Committees.</p> <p>1.3.3. Continuous human resource mapping to make sure the right personnel is placed in the right positions.</p> <p>1.3.4. Conducting continuing formation and training programs for administrators of education institutions.</p> <p>1.3.5. Conduct audit exercise in all education institutions of Catholic Foundation in the Diocese.</p> <p>1.3.6. Conduct at least three inspections or supervision of each school every term.</p> <p>1.3.7. Create and train Associations of Head Teachers of Catholic Founded Schools.</p>
	<p>1.4. To develop a human</p>	<p>1.4.1. Develop and implement a strategy for the</p>

	<p>resource base for our education institutions and for the diocese as a whole.</p>	<p>establishment of a higher institution of learning (University) in the diocese. 1.4.2. Establish a teacher training institute and resource centre. 1.4.3. Continuous identification of areas that need strengthening for the management of the diocese and education institutions. 1.4.4. Continued appraisal of staff in our education institutions. 1.4.5. Constant looking out and mobilisation of possible sources for scholarships and sending appropriate human resource for further studies.</p>
	<p>1.5. To set up, expand and improve the physical infrastructure of our education institutions.</p>	<p>1.5.1. Build at least three class room blocks for ECD centres per year. 1.5.2. Build at least two class room blocks per year for Primary Schools that are lacking infrastructure. 1.5.3. Renovate and furnish well at least 5 of the dilapidated Primary Schools in the Diocese. 1.5.4. Provide 200 readers both in the local languages and in English to at least 100 Primary Schools. 1.5.5. Provide at least five Secondary Schools and Tertiary Institutions with 20 computers. 1.5.6. Provide at least two Primary Schools in each Parish with a computer set. 1.5.7. Construct at least three class room blocks for three Secondary Schools that are lacking physical infrastructure. 1.5.8. Promote the establishment of self-help projects in schools.</p>
	<p>1.6. To provide water and sanitation facilities to schools.</p>	<p>1.6.1. Construct water harvesting tanks in 46 schools. 1.6.2. Construct drainable five stance pit latrines in 10 schools per year. 1.6.3. Provide/construct hand washing facilities in 46 schools.</p>
	<p>1.7. To improve the learning environment through play facilities.</p>	<p>1.7.1. Provide play facilities in at least 60 ECD Centres in the diocese. 1.7.2. Provide play facilities in at least 40 primary schools in the diocese. 1.7.3. Provide indoor games to 100 schools.</p>
	<p>1.8. To advocate for environmental conservation measures in schools.</p>	<p>1.8.1. Plant at least 10 indigenous tree species in 200 schools. 1.8.2. Plant at least 10 fruit trees in 200 schools. 1.8.3. Plant eucalyptus woodlots for</p>

		<p>firewood in at least 200 schools.</p> <p>1.8.4. Conduct an annual event of the school green day.</p>
	<p>1.9. To undertake community mobilisation to promote all stakeholders participation in the education system (Publicity).</p>	<p>1.9.1. Conduct Radio talk shows at different radio stations in the Diocese on different issues concerning education.</p> <p>1.9.2. Conduct sensitisation and capacity building sessions for parents at different levels of education.</p> <p>1.9.3. Engage community leaders in training sessions on their role in the promotion of education.</p> <p>1.9.4. Conduct periodic education open days, conferences, shows, and expos in different areas of the Diocese.</p> <p>1.9.5. Prepare community school engagement days.</p>
	<p>1.10. To legalize education institutions.</p>	<p>1.10.1. Process licenses/ registration for all unlicensed ECD centres.</p> <p>1.10.2. Process licenses for all ECD caregivers.</p> <p>1.10.3. Process licenses/ registration for all unlicensed primary schools.</p> <p>1.10.4. Process licenses/ registration for all unlicensed secondary schools.</p>
	<p>1.11. To promote advocacy and networking.</p>	<p>1.11.1. Conduct annual meetings with implementing partners.</p> <p>1.11.2. Conduct annual meetings with inspectors of schools and education officers.</p> <p>1.11.3. Initiate, develop and sign MOUs with implementing partners.</p>
<p>2. To undertake organised financial resource mobilization</p>	<p>2.1. To carry out deliberate financial resources planning.</p>	<p>2.1.1. Carrying out annual financial planning and budgeting.</p> <p>2.1.2. Carrying out quarterly and annual financial accountability and reporting.</p>
	<p>2.2. To strengthen and diversify local fundraising efforts.</p>	<p>2.2.1. Popularising and making sure that Diocesan education development fund is collected from all the learners in Catholic founded schools according to their levels of education.</p> <p>2.2.2. Popularising and making sure that Diocesan education development fund is collected from every teacher working in a Catholic founded school.</p> <p>2.2.3. Every catholic school as an institution to contribute to the diocesan education development fund.</p> <p>2.2.4. Preparing special fundraising activities to support education every year.</p> <p>2.2.5. Promote contributions towards the</p>

		<p>Diocesan Education Development fund from collaborating schools.</p> <p>2.2.6. Forming and strengthening partnerships with local organizations that support education.</p>
	2.3. To institute proper channels of financial accountability at all levels.	<p>2.3.1. Procure financial accounting software for the department.</p> <p>2.3.2. Develop and implement an accounting policy.</p> <p>2.3.3. Conducting monitoring and evaluation sessions.</p>
	2.4. To develop partnerships with international agencies/ donors.	<p>2.4.1. Write and present at least two concept notes and project proposals per month that attract funding to international donor communities.</p> <p>2.4.2. Write and publish at least two success stories of the key accomplished tasks per quarter.</p> <p>2.4.3. Do timely reporting and accountability of the projects undertaken and accomplished.</p> <p>2.4.4. Attract and host Volunteers from foreign institutions.</p>
	2.5. To participate in self-reliance activities.	<p>2.5.1. Establish a Printery in the region.</p> <p>2.5.2. Establish a Media Centre (Bookshop) in the region.</p> <p>2.5.3. Provide education consultancy services.</p>
	2.6. To develop effective communication and marketing channels.	<p>2.6.1. Develop and maintain an activated Hoima Diocese Department of Education Website, face book page, twitter account, etc.</p> <p>2.6.2. Procure computer software like Operating system, Antivirus and office suit.</p> <p>2.6.3. Produce and disseminate periodic magazines, calendars, stickers and fliers.</p>
3. To promote learning and retention and holistic education	3.1. To improve teaching and learning activities.	<p>3.1.1. Institute a reward and sanctions package for good performing or errant teachers.</p> <p>3.1.2. Conduct quarterly support supervision meetings at parish level.</p> <p>3.1.3. Develop one model school per district.</p> <p>3.1.4. Conduct exchange visits for teachers.</p>
	3.2. To repackage school programs to allow for holistic formation of the learner.	<p>3.2.1. Design a tool of mandatory activities and school programs that must be conducted in a school per day, per week, per term and per year.</p> <p>3.2.2. Assess and rank schools basing on their capacity to provide holistic education.</p> <p>3.2.3. Prepare annual holiday camps for learners to equip them with specific practical skills.</p>
	3.3. To conduct capacity	3.3.1. Conduct annual retreats, teacher training

	building programs for teachers.	sessions and discussions with teachers on best practices in education. 3.3.2. Identify talented teachers and send them for further studies.
	3.4. To participate in the assessment of teaching and learning activities.	3.4.1. Put in place a Diocesan Academic Board. 3.4.2. Prepare Diocesan Examinations that will be sat by all the learners in Catholic founded education institutions and other collaborating schools every term. 3.4.3. Collect and analyze UNEB and MOCK results of all schools every year in the diocese.
	3.5. To strengthen ECD centres	3.5.1. Formation of associations of ECD centres. 3.5.2. Training of caregivers on how to conduct ECD programs. 3.5.3. Providing instruction/learning materials to ECD centres. 3.5.4. Orienting CMCs on their roles and responsibilities.
	3.6. To mitigate school dropout rates.	3.6.1. Sensitize parents and stakeholders on the importance of children staying in school.
	3.7. To promote girl child education.	3.7.1. Conduct campaigns against child pregnancies and marriages. 3.7.2. Teaching children and teachers to make and distribute reusable sanitary pads in 46 schools. 3.7.3. Construct changing rooms for girls in 46 schools.
	3.8. To promote protection of children in schools.	3.8.1. To publish the child protection policy and have it distributed to all schools. 3.8.2. Conduct campaigns against child labour and other forms of abuses. 3.8.3. Train teachers and parents on positive discipline practices. 3.8.4. Put in place reporting mechanisms for child rights abusers. 3.8.5. Promote the establishment of children clubs, such as Justice and Peace, Scouts and Girl guides, etc. that promote dignity for children. 3.8.6. Establish child protection committees in schools.
	3.9. To promote inclusive education of children affected by HIV/AIDS, orphans and vulnerable children.	3.9.1. Carryout HIV/AIDS counselling and testing services in schools. 3.9.2. Help children infected with HIV/AIDS to access medical treatment. 3.9.3. Provide psycho-social support to orphans and vulnerable children. 3.9.4. Provide scholastic materials to orphans and vulnerable children.

		3.9.5. Provide gadgets to children with disabilities.
	3.10. To equip school dropouts with practical skills for self-reliance.	3.10.1. Identify service providers for training learners. 3.10.2. Each year equip 20 learners with hair dressing skills. 3.10.3. Each year train 20 learners with welding and metal fabrication. 3.10.4. Train 20 learners in carpentry and joinery. 3.10.5. Train 20 learners in motor vehicle/cycle repair and maintenance. 3.10.6. Train 20 learners in art and craft. 3.10.7. Equip all trained learners with start-up kits. 3.10.8. Conduct financial education sessions.
4. To promote the teaching of religious education	4.1. To set up a strong department of religious education for the Diocese.	4.1.1. Appoint teachers in-charge of religious education in every Catholic School and other collaborating schools. 4.1.2. Appoint Catechists to teach religious education in schools.
	4.2. To develop an organised religious education curriculum for all schools.	4.2.1. Prepare a curriculum for religious education from Primary One up to tertiary institutions. 4.2.2. To prepare religious education materials, such as literature, text books and DVDS to be used in schools.
	4.3. To train human resource for the teaching of religious education in schools.	4.3.1. Annually send 20 Catholic teachers to the Catechetical Centre to train as teacher catechists. 4.3.2. Retrain 20 Catechists annually to teach Catechism in Primary Schools.
	4.4. To organise a strong movement of Catholic teachers.	4.4.1. Mobilize catholic teachers to elect executives. 4.4.2. Celebrate an annual Catholic teacher's day.
	4.5. To promote catholic religious movements.	4.5.1. Establish active religious movements in schools (YCS and Holy Childhood).