



HOIMA DIOCESE DEPARTMENT OF EDUCATION (HODIDE)

STRATEGIC PLAN (2021 - 2025)

“The vocation to relieve the misery of suffering people is at the heart of the teaching and practice of the Catholic Church as derived from the mission of Jesus himself” (John 10:10).

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PREFACE

HODIDE
STRATEGIC PLAN
2021 - 2025

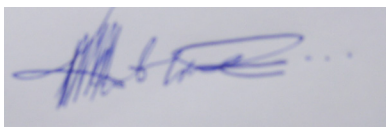


The Education department of Hoima Diocese has developed this strategic plan as a means of intervention to improve the overall performance of the education sector of the Diocese. This Strategic Plan's main purpose is to plan development issues and activities of Hoima Diocese Department of Education for 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 three aspects (goals): Institutional development; Improvement of the learning environment in 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.

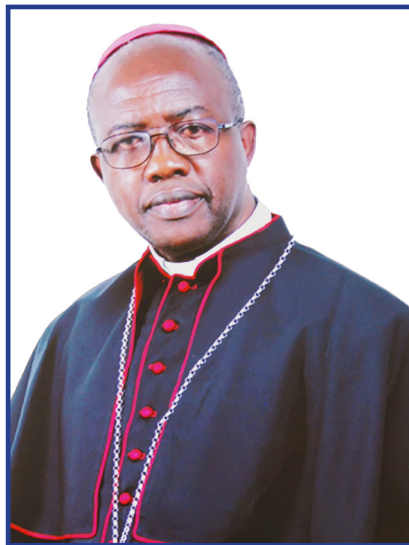
I wish to thank all who participated directly or indirectly in the process of developing this document. I hope that by the end of the implementation period, positive growth will have taken place and be replicated in the next planning phase of this sector.



CHAIRPERSON OF THE EDUCATION BOARD
HOIMA DIOCESE

HODIDE
STRATEGIC PLAN
2021 - 2025

- MESSAGE FROM THE - **BISHOP**



I greet you in the name of our Lord Jesus Christ. We wish to hereby present to you our strategic plan for Hoima Diocese Department of Education (HODIDE). The plan is informed by a thorough analysis of our present context and a reflection of our strengths and challenges. We also draw a lot of lessons from our past starting from the work done by the pioneer missionaries.

In the delivery of service, Hoima Diocese Department of Education is always committed to reach all the people of God in the Diocese of Hoima, including all the people of other faiths without any discrimination. The Church remains committed to fostering the human progress of nations to which she brings faith in Christ. This is why the missionaries wherever they set foot built not only churches but also schools, hospitals and also engaged in the social development activities for the people they served. The vocation to relieve the misery of suffering people is at the heart of the teaching and practice of the Catholic Church as derived from the mission of Jesus himself (John 10:10).

The development that the Church strives for one which is for each and all, and aims at transitioning from less human conditions to those which are more human. The development of each and every person cannot be separated from the fostering of human solidarity. Another very important mission that the church receives from the teaching and examples of Jesus is the mission of building the kingdom of God here on the earth in a holistic manner.

At this juncture, allow me to thank all our partners and donors that have supported Hoima Diocese through the Education Department over the years in different interventions. I now call upon all our partners, clergy, religious and lay faithful to join hands with HODIDE and work hard to implement this plan.

I therefore, endorse this strategic plan as a working tool for the Department of Education in the Diocese of Hoima. Let us journey together as a family of God.

.....
RT. REV. VINCENT KIRABO
BISHOP OF THE DIOCESE OF HOIMA

- MESSAGE FROM THE - EDUCATION SECRETARY

HODIDE
STRATEGIC PLAN
2021 - 2025



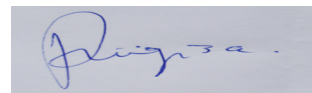
Bring you cordial greetings from Hoima Diocese Department of Education (HODIDE). As we prepare to move into our strategic plan for the next five years (2021-2025), I take this opportunity to thank all our stakeholders for supporting our development work over the years. In particular allow me to appreciate the encouragement and thoughtful advice that we receive from His Lordship, Rt. Rev. Vincent Kirabo; the Ordinary of the Diocese of Hoima. Equally I thank the members of the Diocesan Education Board for the constant technical support to our work. On the same note, we appreciate the financial support we receive from our funders and partners without which our interventions would be limited. HODIDE is blessed with a well trained committed and result oriented team. Let me use this same opportunity to thank the team for all the work done among our beneficiaries. I want to believe that it is quite rewarding.

This strategic plan is a move forward in institutional growth and development within the education department of the Diocese of Hoima. In particular the plan sets strategies and interventions directed towards three strategic goals (pillars):

1. Promotion of institutional development.
2. Improvement of the learning environment in Education Institutions.
3. Promotion of the teaching of Religious Education and ethical values in education institutions.

To achieve the above goals, we wish to strengthen our self-reliance and sustainability and stabilizing our resource base. As an education arm of the Diocese we want to once again commit ourselves to doing all that is within our means to reach out to as many education institutions and stakeholders as possible as we implement this strategic plan. Therefore, I humbly request our development partners and stakeholders to support us materially, morally and financially in order to realize this strategic plan.

Yours sincerely,



.....
REV.FR. PATRICK MUGISA
EDUCATION SECRETARY

- CHAPTER ONE -

BACKGROUND

HODIDE
STRATEGIC PLAN
2021 - 2025

1.1 INTRODUCTION

Because of her great concern towards education, which actually originates from the very nature and mission of the Church to teach and to educate all God's people, Hoima Diocese has an education department which is charged with the promotion of the education of the human person.

While there is a widespread cry of declining education standards in the country, there is also a strong desire for best services and performance in the education sector of Uganda. The education sector is required to justify its existence by meeting the expectations of the various stakeholders. The focus of the Church is on the integral formation of the person. As the education commission of the Diocese of Hoima, we are all bonded by this plan to work for a common good for our children to have a future with happiness and dignity. All the stakeholders must focus on maximizing their efforts so that the best of results is achieved.

1.2 HOIMA CATHOLIC DIOCESE

1.2.1 Historical and Geographical Background

Hoima Catholic Diocese was erected on the 9th August 1965, and it is located in Mid-western Uganda. The Diocese is constituted of 46 Parishes distributed in the eight districts of Buliisa, Hoima, Kikuube, 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.

1.2.2 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 education 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 evangelization, 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.

1.2.3 Organization 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.

1.2.4 Profile Information

1. **Organisational Name:** Hoima Diocese, Department of Education
2. **Address:** P.O Box 34, Hoima – Uganda, East Africa.
3. **Telephone Contacts:** 0392080584 – Office line.

0775082184/0757213597/0781173331 – Education Secretary

4. **Email Address:** catheduchoima@gmail.com or info@hodide.org
5. **Website:** www.hodide.org
6. **Facebook page:** Hoima Diocese Department of Education
7. **Twitter Account:** Hoima Diocese Department of Education

1.3 STATISTICAL PRESENTATION

1.3.1 Institutional Enrolment

- a. **General Statistics on the Number of Catholic Schools and Enrolment as of end of Academic year 2019**

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

Table 1: General statistics on the number of Catholic Schools and Enrolment

- a) One of the Secondary Schools is a Minor (junior) Seminary.
- b) The Tertiary Institutions comprise of:
 - i. One Catechetical Training Centre.
 - ii. One School of Health Professionals, training medical laboratory technicians.
 - iii. One Early Childhood Development Teacher Training Institute.
 - iv. The other seven are all technical, vocational and business training institutes.

b. Distribution of Catholic Education Institutions by Vicariate

Institutional Status	Education Institutions in Vicariates of Hoima Diocese			Total
	Hoima	Kibaale	Masindi	
	Pre-primary Schools	89	91	
Primary Schools	69	167	124	360
Secondary Schools	09	31	14	54
Tertiary Institutions	04	05	01	10
Total	171	294	210	675

Table 2: Distribution of Catholic Education Institutions by Vicariate

There are more Catholic Founded institutions at all levels in Kibaale Vicariate, followed by Masindi Vicariate and Hoima Vicariate has the least. Perhaps this might be explained by the geographical magnitude of the three Vicariates. Currently, Kibaale and Masindi Vicariates are each constituted by three districts, while Hoima Vicariate is only one district.

c. Enrolment in Catholic Education Institutions by Vicariates

Institutional Status	Level of enrolment of learners in different Vicariates of the Diocese of Hoima			Total
	Hoima	Kibaale	Masindi	
Pre-primary Schools	5668	6,093	4,220	15,981
Primary Schools	34,640	78,784	54,256	167,680
Secondary Schools	4,781	10,642	4,858	20,281
Tertiary Institutions	720	444	56	1,220
Total	45,809	95,963	63,390	205,162

Table 3: Enrolment in Catholic Education institutions by Vicariates

d. Enrolment Details according to Education levels

i. Pre-Primary Schools or Early Childhood Development Centres (ECD)

Vicariates	Enrolment according to class			Total
	Baby	Middle	Top	
Hoima	2,240	1,247	2,181	5,668
Kibaale	2,400	1,462	2,231	6,093
Masindi	1,576	1,106	1,538	4,220
Total	6,216	3,815	5,950	15,981

Table 4: Pre-Primary Schools enrolment

Some Pre-Primary Schools (Early Childhood Development Centres) have only two classes, that is, Baby and Top classes. Otherwise, the distribution of enrolment would be more uniform at this level. At this level there is minimal school dropout. There are, however, fewer Pre-Primary schools, especially in rural areas compared to the need. Where these Childhood Development Centres exist, most of them are not yet well built and many of them are operated in very temporary structures or even in Churches of the Out Stations.

ii. Primary Schools

Vicariates	Enrolment according to class							Total
	P.1	P.2	P.3	P.4	P.5	P.6	P.7	
Hoima	6,521	6,560	6,456	5,362	4,485	3,186	2,070	34,640
Kibaale	14,952	14,940	14,912	12,134	10,330	6,872	4,644	78,784
Masindi	10,421	10,284	10,539	8,263	7,285	4,286	3,178	54,256
Total	31,894	31,784	31,907	25,759	22,100	14,344	9,892	167,680

Table 5: Primary Schools enrolment

The above details show a drastic discrepancy between enrolment in lower Primary and upper Primary. There is a lot of wastage in our schools as many learners do not make it up to Primary Seven.

iii. Secondary Schools

Vicariates	Enrolment according to class						Total
	S.1	S.2	S.3	S.4	S.5	S.6	
Hoima	1,143	1,044	1,029	1,018	279	268	4,781
Kibaale	2,851	2,454	2,381	2,354	312	290	10,642
Masindi	1,223	1,126	1,127	1,121	126	135	4,858
Total	5,217	4,624	4,537	4,493	717	693	20,281

Table 6: Secondary schools enrolment

Whereas, these details do reflect that there is a more uniform distribution of learners in lower Secondary, from Form One to Form Four, fewer learners are able to progress from Primary School to Secondary School. Even though the Secondary Schools are much fewer than the Primary Schools, the progression rate is still much lower than the given available schools. The progression rate lowers further when it comes to progression from the Lower Secondary to the Higher Secondary. It should be noted here that learners are open to joining Tertiary Institutions for various courses, though statistics at the level of Tertiary Education Institutions also reflect extremely low enrolment levels.

1.3.2 Summary of the progression rates of learners, right from Pre-Primary and Primary Education through Tertiary Education

As the enrolment statistics above show, there are challenges regarding progress of learners from one level of education to another. This is more evident especially as one moves from lower primary to upper primary school, from Primary School to Secondary School and from Secondary School to Tertiary Education. Contributing factors to this kind of trend are the very high rates of school dropout, the very high levels of economic poverty, early marriages – especially of the girl child, and a poor attitude towards education in most of the rural communities. Because of this trend and such challenges the enrolment statistics at the different levels of our education takes a pyramidal shape as shown in the figure below:

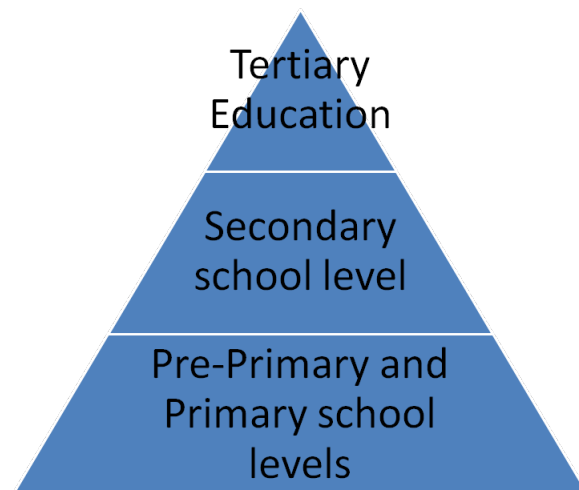


Figure 1: Enrolment trends at the different levels of the education system in Hoima Diocese.

1.3.3 Catholic Education Institutions According to the Status of Infrastructure

i. Early Childhood Development Centres (Pre-Primary Schools)

Vicariates	Availability of physical structures, like buildings, water, sanitation and play facilities		Number of institutions
	Well-constructed and other basic facilities are in place	Operates in temporary structures and lacks other basic facilities	
Hoima	24	65	89
Kibaale	22	69	91
Masindi	21	50	71
Number of institutions	67	184	251

Table 8: Physical infrastructure for Pre-Primary schools

Most Pre-Primary Schools (Early Childhood Development Centres) operate in Temporary or Semi-permanent structures. Many of them started and are being run in Churches (worship buildings) of the Out Stations (Sub-Parishes). At least 70% of them lack basic infrastructure like play materials which are key in the process of learning for children. Many of the Pre-Primary Schools also lack water facilities.

ii. Primary Schools

Vicariates	Availability of physical structures, like buildings, water, sanitation and play facilities			Number of institutions
	Operates under temporary structures	Needs renovation and face lifting	All structures are in good condition	
Hoima	29	32	08	69
Kibaale	65	82	20	167
Masindi	40	64	20	124
Number of institutions	134	178	48	360

Table 9: Physical infrastructure for Primary schools

At least 80% of the Primary Schools lack water facilities for the learners at the School premises. At least 75% of the Catholic Founded Primary Schools that are completely privately managed are lacking well-built physical infrastructure, and instead they operate in mostly temporary or semi-permanent buildings. While most of the government aided Catholic Schools were constructed many years back and since they have not had any renovations, they are not only bad looking but they are also risky to the lives of the learners.

iii. Secondary Schools

Vicariates	Availability of physical structures, like buildings, water, sanitation and play facilities			Number of institutions
	Operates under temporary structures	Needs renovation and face lifting	All structures are in good condition	
Hoima	01	05	03	09
Kibaale	06	21	04	31
Masindi	03	09	02	14
Number of institutions	10	35	09	54

Table 10: Physical infrastructure for Secondary schools

All Catholic Secondary Schools that are privately managed are struggling to put up adequate infrastructure to accommodate the learners because of scarce financial resources.

iv. Tertiary Institutions

Vicariates	Availability of physical structures, like buildings, water, sanitation and play facilities			Number of institutions
	Operates under temporary structures	Needs renovation and face lifting	All structures are in good condition	
Hoima	00	03	01	04
Kibaale	01	02	02	05
Masindi	01	00	00	01
Number of institutions	02	05	03	10

Table 11: Physical infrastructure for Tertiary institutions

Only one of the Tertiary Institutions is Government aided. There have been a lot of struggles to put up adequate infrastructure for these institutions. While most of them have some presentable physical infrastructure to enable learning to take place, there is still need for improvement and expansion. Besides, these tertiary institutions are very few given the population of the area, let alone the absence of a University college.

1.4 FINANCIAL RESOURCES FOR THE EDUCATION OFFICE

The Education Department of the Diocese is mainly run on locally raised revenues. Our main source of funds is contributions from the Diocesan Education Development Fund from schools. Though this contribution is supposed to be made by all learners and teachers in all Catholic Schools, until now it has been mainly secondary schools that have been making these contributions, and many of the secondary schools have also not been contributing regularly as required. It will be the purpose of this strategic plan to strengthen the fundraising element both locally and internationally. Our main focus will be to see to it that every learner and every teacher makes their contributions to the Education Development Fund as determined by the Finance Council of the Diocese. Besides, this strategic plan will help us to form local and international partnerships with funding agencies to help us in implementing various education programs in schools and communities. To improve on the fundraising efforts, we are also making it a point to be more transparent and to put right our accountability systems.

1.5 PURPOSE OF THE STRATEGIC PLAN

1. To provide a uniform line of thought to all school stakeholders on the academic and infrastructural direction to take.
2. To enable students and staff develop a focused effort.
3. To provide a basis for short term and operational plans.
4. To provide a basis for sourcing and allocation of resources.
5. To form a basis of monitoring the performance of every stakeholder.

- CHAPTER TWO -

SITUATIONAL ANALYSIS

2.1 THE EDUCATION SECTOR IN HOIMA DIOCESE AT A GLANCE

As seen in the section of the background, the Catholic Church in the Diocese of Hoima is one of the biggest stakeholders in education, perhaps only next to the government. This is backed up by several statistics, not only limited to the number of schools founded by the Catholic Church in the Diocese, schools that we find even to the remotest of the villages, but also to the very high enrolment levels in Catholic Schools and the considerably better performance exhibited in these education institutions. There are, however, many opportunities and challenges facing the education sector of the Church in Hoima Catholic Diocese. This sub-section presents a critical review of the elements that portray a better image of the education sector in the following areas: Access to education; infrastructure; human resource; learning, retention, and performance in school; management of education institutions; progression through the school system; teaching of religious education and integral formation of the learner; financing; and teacher training. The findings are presented in Table 1 below.

Table 12: Challenges facing the education sector of Hoima Catholic Diocese

Area	Existing Situation	Critical focus
Access to education	The Church in Hoima Diocese has made an enormous contribution to enable the children in the Sub-region of Bunyoro have access to education at all levels. Through her meagre resources, mobilisation efforts of the local communities, and the generous donations from the various foreign funding partners, Hoima Diocese has managed to construct schools and extend education services even to the remotest of the villages. Most of the Primary schools and many Secondary schools in the region that are government aided were first founded and constructed by the Catholic Diocese of Hoima. The government’s introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE) has enabled many children who would have found it difficult to access education enrol in school.	There are still a number of places in the Diocese where children have to walk long distances to reach school so as to access education. Besides, the sub-sector of Early Childhood development still leaves a lot to be desired. Early Childhood Development Centres (Pre-Primary Schools or Nursery Schools) are still very few and very poorly distributed, and those that are existent are of very poor quality. Early Childhood Development Centres are not taking root at the existing Primary Schools. There are particularly very limited services for children between the ages of 3 years and 6 years in rural areas. We need a lot of systematic efforts to develop this sub-sector.

<p>Infrastructure</p>	<p>The financial and material contributions of the local Christian communities and local well-wishers; the enormous generous financial contributions from the foreign development partners; and above all, the intervention of government has enabled many of the education institutions to have access to fairly sufficient physical infrastructure to conduct academic programs.</p>	<p>Many education institutions were constructed many years ago and there have been no efforts to make a face lift on them. Consequently, most of the physical infrastructure of many schools looks dilapidated. In addition, there is no systematic program to maintain in good shape the buildings that have been constructed recently. So it is not surprising to find even the relatively new buildings quickly losing shape. While it may be only 5% of the schools that we can say have sufficient infrastructure, the Private Catholic Founded Schools are hit most as most of them lack even the barely required physical buildings to run the required academic programs. We need a planned investment in the development and maintenance of the physical infrastructure of our schools.</p>
<p>Human resource</p>	<p>The aspect of the human resource has to do mainly with the teachers who have to do the instruction of the learners in our education institutions. Because of the improved education environment in the country there is sufficiently available manpower to conduct education programs in our education institutions.</p>	<p>There is a critical need of providing ongoing teacher training of the teachers in our education institutions, especially inculcating in them the education philosophy of the Church. There is need to put in place systematic motivation programs for teachers to enable them perform their duty with joy. The Church has also got to develop planned support supervision programs for schools as a whole and for teachers in particular.</p> <p>Critical to this aspect also is that at least 95% of all education institutions (both government aided and private) do not have sufficient staff to conduct all the required education programs. And for private teachers, there is a very big disparity between the salaries paid to them and that paid to government teachers. We shall need concerted efforts to produce an impact in this aspect, not only in this planning phase but also in the planning phases that will follow.</p>

<p>Learning, retention and performance</p>	<p>There are many programs and interventions that have been put in place both by government and other implementing organisations aiming at promoting the improvement of learning, retention and quality performance in schools. Varying degrees of success have been achieved in this area at various levels.</p>	<p>Despite all the efforts put in place to promote learning, retention and quality performance in schools, there are still a lot of gaps in this area, especially in the rural areas. In spite of all the inputs by the different implementers at different levels, academic results of most learners in rural schools continue to be very appalling. In fact, in most of the rural areas at least 60% of the learners graduating from Primary School cannot score adequately in simple literacy and numeracy skills. Besides, the education of the child has lost sight of the holistic approach and instead much emphasis is given to academic pumping. Perhaps one of the biggest causes of this scenario in schools is lack of adequate support supervision and monitoring services on the side of the stakeholders. We therefore need a concerted intervention, especially as the foundation body to design a strategy and allocate resources to carry out effective support supervision in our supported and collaborating schools to ensure improvement in performance.</p>
<p>Management of education institutions</p>	<p>The Uganda Education Act of 2008 governing the management of Pre-Primary, Primary and Secondary Schools, entrusts the responsibility of managing schools into the hands of the School Management Committee (for Primary Schools) or Schools' Boards of Governors for Secondary Schools. On these management bodies, various stakeholders are represented; for example, the foundation body, the parents, the teachers, the government and the old students. This is a big credit to the policy environment since the education of the child is everybody's responsibility.</p>	<p>However, most of the members appointed on the management bodies of schools lack adequate knowledge in the management of educational institutions, many of them are not educated themselves, have poor attitude towards education and some of them are driven by selfish interests. It is upon this, therefore, that we need a systematic program to train and orient the members of the management bodies of the education institutions so as to improve the quality of these bodies.</p>

<p>Progression through the education system</p>	<p>Credit is given the government and other implementing partners for establishing education institutions in different areas to enable adequate access to education services.</p>	<p>However, as shown in Figure 1 there is a lot of wastage within the education system. The wastage in the system is caused first of all, by the very high rates of school dropout. The factors behind the high school dropout rates include: lack of role models for our children, cultural practices that promote, for example, early marriages, poor attitude towards girl child education, high levels of poverty, unfriendly educational environment at school, for example, violation of children’s rights associated with corporal punishments and sexual harassment. A higher degree of wastage in further noticed in the education system at the time of transition from one level of education to another, still attributed to the same factors as above. As a department we need to carry out a lot of sensitisation of the community to change their mind set towards education, do the monitoring and support supervision and incorporate financial literacy education for economic empowerment of the communities.</p>
<p>Teaching of religious education and integral formation of the learner</p>	<p>The teaching of religious education and the integral formation of the learner is the strongest pillar of Catholic Education Service of Hoima Diocese. In addition, it is the basis of the third domain of education, that is, the affective domain; the other domains being the cognitive and the psychomotor. It is, therefore, important to give adequate treatment to this aspect of education.</p>	<p>Despite the importance of the religious formation and integral training of the learner, this aspect of education has been greatly neglected by most of the stakeholders, including the foundation body herself. Much of the emphasis has been given to the academic formation of the learners (cognitive aspect) to the detriment of the other two aspects. It is therefore, not surprising today to find education graduates lacking greatly in the fear of God and discipline on one hand and lacking in the basic skills of life on the other. It will therefore be the task of Catholic Education Service – Hoima Diocese to use different means, such as production religious literature and training of personnel, to promote the teaching of religious education in schools and integral formation of the learners.</p>

<p>Financing</p>	<p>Credit is given to the government of Uganda for the provision of capitation grants to schools that are government aided for the running of education programs. In addition, the government provides funds for the construction of basic infrastructure in schools. Government efforts are supplemented by the provisions of other implementing agencies that assist in funding education programs in schools. The foundation body has also been instrumental in soliciting for funds to support education programs and putting in place key educational infrastructure.</p>	<p>Despite the achievements made by the different stakeholders in funding educational programs, there are a lot of financing gaps that are still evident in our education system. For instance, at least 90% of all our education institutions do not have all the required physical infrastructure that is necessary for conducting effective and efficient teaching and learning processes: almost all the primary schools do not have visible libraries and they have no computer laboratories. The same applies to many secondary schools. In addition, a number of buildings in many schools appear dilapidated and yet it is difficult to facelift them due insufficient funds. The issue of fundraising both internally and externally for the purposes of improving financing of our schools will be critical for this planning phase. Focus will also be directed towards ensuring effective and efficient utilisation of financial resources.</p>
<p>Teacher training</p>	<p>As is the requirement of the government policy, most schools, especially government aided schools have qualified staff in the teaching area. However, some schools, especially privately funded schools sometimes rely on untrained teaching staff for the teaching and learning process. Such schools are unable to foot the wage bills for trained staff.</p>	<p>Although most schools have trained teachers to conduct the teaching and learning process, almost all of these teachers do not have access to regular refresher courses. Since there are on-going changes in content and methods of instruction, we cannot do without refresher trainings. However, most of the teachers in our schools do not have access to such services. This has resulted in most of them getting stuck to the same procedural practices, hence, affecting the learning process and understanding of the children. Due to lack of refresher courses, many teachers are de-motivated and disoriented, causing a lot of negative attitude in their practice. Besides, many would be good teachers and leaders lack of opportunities for upgrading due to lack of funding. It will be the task of Catholic Education Service, to organise refresher courses for her teachers and to provide scholarship opportunities for the good performing ones.</p>

2.2 STAKEHOLDER ANALYSIS

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.

Table 13: Stakeholder Analysis

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.

2.3 SWOT ANALYSIS

This sub-section is an examination of the strengths of the department of education of Hoima Catholic Diocese in the light of the weaknesses, opportunities and threats. The result of this analysis was the key tasks that the department must undertake for the next five years, giving rise to a set of action points.

Table 14: Summary of the SWOT Analysis

Strengths	Opportunities
<ul style="list-style-type: none"> • Through the Catholic Church structures, we have the ability to reach out to all people to the lowest of the grassroots. • Trained man power to implement the required educational programs. • Compared with other educational services providers the Catholic education institutions are still performing much better in academics and management. • Widespread coverage of Catholic Education Institutions. • Support by the Catholic Education Institutions to the Education Office. • Positive image and good relations between the education department, network of Catholic Schools and the community. • Ability to attract internal and external funding. 	<ul style="list-style-type: none"> • The development opportunities taking place in the region: the oil sector, the infrastructural development, etc. • Availability of other relevant implementing partners. • Availability of employment opportunities in the region. • Networking opportunities. • Competent staff to support the education department. • Forum to mobilise the community on education development agenda. • Favourable government education policy. • Good will by the community to contribute towards education. • Technological advancement. • Relative political stability in the country.
Weaknesses	Threats
<ul style="list-style-type: none"> • Limited resources, for example, funding. • Limited capacity of the supervisors (field officers). • Lack of substantively assigned supervisors. • Our education institutions have declined in academic performance. • There is a lot of wastage in our education institutions, for example, high rates of school dropouts. • In some areas schools are not evenly distributed and children have to walk long distance to reach school. 	<ul style="list-style-type: none"> • Liberalisation of education breeds a lot of unnecessary competition between education institutions and education providers irrespective of the quality of services provided • Many children come to school hungry. • Poor attitude of the parents towards education, especially in rural areas. • Cultural practices, for example, associated with early marriages, forced marriages, commercialising of the girl child, etc. • Teenage pregnancies. • Existence of child labour practices. • Poverty among families. • Economic pressure, e.g. price fluctuations of educational commodities. • Most people are not educated. • The challenge of HIV.

Table 15: SWOT Analysis and its respective Strategic Focus

S/N	Strengths	Strategic Focus
1.	Through the Catholic Church structures we have the ability to reach out to all people to the lowest of the grassroots.	<ul style="list-style-type: none"> ➤ Use the structures as a channel for delivery of education services. ➤ Use the structures to strengthen leadership and governance of education institutions.
2.	Trained manpower to implement the required educational programs.	<ul style="list-style-type: none"> ➤ Provide them with refresher courses and support supervision services to produce better results.
3.	Compared with other educational services providers the Catholic education institutions are still performing much better in academics and management.	<ul style="list-style-type: none"> ➤ Strive to continue improving the standards of academic performance and management in Catholic Schools so as to meet with the growing expectations of quality results from the public.
4.	Widespread coverage of Catholic Education Institutions.	<ul style="list-style-type: none"> ➤ Improve the functioning and affordability of these education institutions.
5.	Support by the Catholic Education Institutions to the Education Office.	<ul style="list-style-type: none"> ➤ Put in place measures to see to it that every Catholic School makes the required financial contribution to the education office of the Diocese.
6.	Positive image and good relations between the education department, network of Catholic Schools and the community.	<ul style="list-style-type: none"> ➤ Strive to provide continued quality services from the Education Office of the Diocese, promote quality services in all the Catholic Schools to sustain this positive image.
7.	Ability to attract internal and external funding.	<ul style="list-style-type: none"> ➤ Exhibit good accountability practices to sustain the trust of the funders.
Weaknesses		
1.	Limited resources, for example, funding.	<ul style="list-style-type: none"> ➤ Strengthen local fundraising strategies. ➤ Set up self-reliance enterprises. ➤ Present regularly concept notes and project proposals that attract funding. ➤ Exercise austerity in our financial undertakings.
2.	Limited capacity of the supervisors (field officers).	<ul style="list-style-type: none"> ➤ Provide them with training to enhance their capacity.
3.	Lack of substantively assigned supervisors.	<ul style="list-style-type: none"> ➤ Assign selected field officers to carry out support supervision of schools.
4.	Our education institutions have declined in academic performance.	<ul style="list-style-type: none"> ➤ Prepare activities in schools that promote good academic performance. ➤ Get involved in the support supervision and set targets for schools.
5.	There is a lot of wastage in our education institutions, for example, high rates of school dropouts.	<ul style="list-style-type: none"> ➤ Carry out sensitisation programs and conduct campaigns against school dropout. ➤ Improve the performance of our education institutions to reduce on the number of children repeating classes.
6.	In some areas schools are not evenly distributed and children have to walk long distance to reach school.	<ul style="list-style-type: none"> ➤ Put in place a systematic program to establish schools in places where they are not.

Opportunities		
1.	The development opportunities taking place in the region: the oil sector, the infrastructural development, etc.	➤ Establish education institutions that take advantage of the development opportunities in the region.
2.	Availability of other relevant implementing partners.	➤ Sign MOUs with the other relevant implementing partners to improve education services delivery.
3.	Availability of employment opportunities in the region.	➤ Tailor the trainings in the Catholic Tertiary education institutions to the available employment opportunities.
4.	Networking opportunities.	➤ Improve our public relations to attract as many partners as possible.
5.	Competent staff to support the education department.	➤ Exercise best practices in our education institutions that attract competent staff.
6.	Forum to mobilise the community on education development agenda.	➤ Use the forum to communicate to all the stakeholders the best educational practices.
7.	Favourable government education policy.	➤ Take advantage of the existing government policy to improve our education services.
8.	Good will by the community to contribute towards education.	➤ Initiate programs that encourage the community to continue contributing to the development of education services.
9.	Technological advancement.	➤ Take advantage of technological advancement to effectively communicate to the public the education agenda.
10.	Political stability in the country.	➤ Make use of the peaceful political environment to mobilise communities to support the development of education services.
Threats		
1.	Liberalisation of education breeds a lot of unnecessary competition between education institutions and education providers irrespective of the quality of services provided.	➤ Exercise best practices and improve the quality of services in Catholic founded schools so as to fight off any form of unnecessary competition.
2.	Many children come to school hungry.	➤ Conduct educative sensitisation campaigns with all the stakeholders emphasising the importance of feeding children at school.
3.	Poor attitude of the parents towards education, especially in rural areas.	➤ Conduct massive sensitisation programs using various communication means to change the attitude of the parents towards education.
4.	Cultural practices, for example, associated with early marriages, forced marriages, commercialising of the girl child, etc.	➤ Undertake systematic educative sensitisation programs to influence the cultural change of the community. ➤ Institute measures for reporting cases of child abuse.
5.	Teenage pregnancies.	➤ Conduct campaigns against teenage pregnancies.
6.	Existence of child labour practices.	➤ Conduct campaigns against child labour. ➤ Put in place measures for reporting child labour.
7.	Poverty among families.	➤ Integrate economic empowerment campaigns in our education programs.
8.	Economic pressure, e.g. price fluctuations of educational commodities.	➤ Promote quality planning practices in education institutions.

9.	Most people are not educated.	<ul style="list-style-type: none"> ➤ Introduce Functional Adult Literacy (FAL) programs at various levels of the diocese.
10.	The challenge of HIV.	<ul style="list-style-type: none"> ➤ Institute support programs in schools for children affected by the HIV pandemic. ➤ Integrate campaigns for the prevention of HIV in the school programs.

2.4 EMERGING ISSUES FROM THE SITUATION ANALYSIS

The situation analysis presented above looks at the state of education in Hoima Diocese, analyses the stakeholders and does a SWOT analysis. On the whole considerable achievements have been made by the Catholic Diocese of Hoima in her mission of contributing to the education services in collaboration with other stakeholders. However, a lot still needs to be done in improving access, equity, quality, human resource training and the improvement of infrastructure.

If we are to consider the availability of stakeholders, the department of education of Hoima Diocese is blessed with an abundance of collaborators and good willed players in the field of education. Perhaps the major task at hand is for the department of education of Hoima Diocese to position itself in a central position so as to coordinate the efforts of the different contributors and to benefit from the advantages of collaboration and networking.

From the point of view of the SWOT analysis, the department of education of the Diocese of Hoima is enabled by a number of strengths, faced with some weakness, equipped with various opportunities and challenged by some threats. From the point of view of strengths, the department of education is supported by the well-developed structure of the Church that allows for education services to reach even the remotest village; long standing expertise in providing education services which brings with it trust from the different stakeholders; presence of trained manpower to implement education programs and the ability to attract funds both internally and externally. We need to coordinate and utilise well these inner strengths to improve our service delivery in the education sector.

However, the department of education is weakened by limited (insufficient) resources, especially financial resources, lack of substantively appointed supervisors, limited capacity for supervisors, declining academic standards, a lot of wastage in the school system and lack of equitable access to education services. Addressing these weaknesses calls for the critical focus of the department of education.

The department of education of the Diocese of Hoima is not lacking in opportunities. The opportunities that the education department will harness include, the development opportunities taking place in the Diocese, the conducive policy environment of education, the reigning political stability, technological advancement and a favourable environment to do networking. Investment efforts will have to be made to benefit from these existing opportunities.

On the other hand, the department of education is faced with challenges of poor attitude towards education since most people are uneducated, children coming to school while they are hungry, early marriages and teenage pregnancies, negative cultural practices, the HIV pandemic that has left so many children of school going age orphaned, and poverty among families, which is accompanied by the prevailing economic pressure. If we are to succeed in our mission, we have to strive to mitigate these challenges so to improve our position in service provision.

The foregoing points are a summary of the emerging issues from the situation analysis that this strategic plan will address itself to. These issues can be regarded as the big ticket items which require special attention. They influence the way the department of education of Hoima Diocese will deliver on its mandate and implement this strategic plan.

The key areas of focus for this Plan will include: promotion of institutional development; financial resources mobilisation; promotion of learning and retention and holistic education; and promotion of the teaching of Religious Education in schools. These strategic goals are presented in the next chapter of the strategic plan.

- CHAPTER THREE - OUR DIRECTION

HODIDE
STRATEGIC PLAN
2021 - 2025

3.1 OUR VISION

A holistic education inspired by the Values of the Gospel.

3.2 OUR MISSION

Improvement of the quality of education in Catholic founded institutions of learning through strategic planning, constant monitoring for quality assurance, capacity building for educators, networking with other stakeholders and enhancing the teaching of religious education.

3.3 OUR MOTTO

“Let your light shine”

3.4 OUR 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.

3.5 STRATEGIC GOALS/PROGRAM AREAS

1. To systematically promote institutional development.
2. To improve the learning environment in Education Institutions.
3. To promote the teaching of Religious Education in institutions.

3.6 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. 1.1.7. Procure office equipment. 1.1.8. Develop a database of all catholic and collaborating schools in the diocese and linked to the website. 1.1.9. Develop a database of all teachers working in schools.
	1.2. To enhance leadership, management and technical competencies so as to effectively implement Hoima Diocese Department of Education's work.	1.2.1. Develop and implement staff development plan. 1.2.2. Conduct Team building activities. 1.2.3. Conduct staff appraisals on annual basis. 1.2.4. Develop weekly, monthly and annual work plans and budgets 1.2.5. Train staff in communication and leadership skills. 1.2.6. Develop and implement a staff capacity building plan. 1.2.7. Capacity building for teachers and staff. 1.2.8. Secure additional vehicles and motorcycles. 1.2.9. Review and update all staff job description. 1.2.10. Develop staff salary scale. 1.2.11. Conduct staff capacity needs assessment/staff skills audit and facilitate staff capacity development initiatives.

		<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. Create and train Associations of Head Teachers of Catholic Founded Schools.</p>
	<p>1.4. To develop a human resource base for our education institutions and for the diocese as a whole.</p>	<p>1.4.1. Develop and implement a strategy for the establishment of a higher institution of learning (University) in the diocese.</p> <p>1.4.2. Mentoring people to take on leadership positions in our institutions.</p> <p>1.4.3. Establish a teacher training institute and resource Centre.</p> <p>1.4.4. Continuous identification of areas that need strengthening for the management of the diocese and education institutions.</p> <p>1.4.5. Continued appraisal of staff in our education institutions.</p> <p>1.4.6. Constant looking out and mobilization of possible sources for scholarships and sending appropriate human resource for further studies.</p>

	1.5. To undertake community mobilisation to promote all stakeholders participation in the education system (Publicity).	<p>1.5.1. Conduct Radio talk shows at different radio stations in the Diocese on different issues concerning education.</p> <p>1.5.2. Conduct sensitization and capacity building sessions for parents at different levels of education.</p> <p>1.5.3. Engage community leaders in training sessions on their role in the promotion of education.</p> <p>1.5.4. Conduct periodic education open days, conferences, shows, and expos in different areas of the Diocese.</p> <p>1.5.5. Prepare community school engagement days.</p>
	1.6. To legalize education institutions.	<p>1.6.1. Process licenses/ registration for all unlicensed ECD centres.</p> <p>1.6.2. Process licenses for all ECD caregivers.</p> <p>1.6.3. Process licenses/ registration for all unlicensed primary schools.</p> <p>1.6.4. Process licenses/ registration for all unlicensed secondary schools.</p>
	1.7. To promote advocacy and networking.	<p>1.7.1. Conduct annual meetings with implementing partners.</p> <p>1.7.2. Conduct annual meetings with inspectors of schools and education officers.</p> <p>1.7.3. Initiate, develop and sign MOUs with implementing partners.</p>
	1.8. To develop effective communication channels.	<p>1.8.1. Develop and maintain an activated Hoima Diocese Department of Education Website, facebook page, twitter account, etc.</p> <p>1.8.2. Procure computer software like Operating system, Antivirus and office suit.</p> <p>1.8.3. Produce and disseminate periodic magazines, calendars, stickers and fliers.</p>
2. To improve the learning environment in Education institutions	2.1. To set up, expand and improve the physical infrastructure of our education institutions.	<p>2.1.1. Build at least three class room blocks for ECD centres per year.</p> <p>2.1.2. Build at least two class room blocks per year for Primary Schools that are lacking infrastructure.</p> <p>2.1.3. Renovate and furnish well at least 5 of the dilapidated Primary Schools in the Diocese.</p> <p>2.1.4. Construct at least three class room blocks for three Secondary Schools that are lacking physical infrastructure.</p>

2.2.To promote the use of ICT and other learning aids in schools	2.2.1. Provide at least two Primary Schools in each Parish with a computer set. 2.2.2. Provide at least five Secondary Schools and Tertiary Institutions with 20 computers.
2.3.To provide learning materials to schools	2.3.1. Provide 200 readers both in the local languages and in English to at least 100 Primary Schools. 2.3.2. Establish a Printery in the region. 2.3.3. Establish a Media Centre (Bookshop) in the region
2.4. To provide water and sanitation facilities to schools.	2.4.1. Construct water harvesting tanks in 46 schools. 2.4.2. Construct drainable five stance pit latrines in 10 schools per year. 2.4.3. Enforce construction and maintenance of Hand-washing facilities in all schools in the diocese
2.5. To provide play facilities to schools	2.5.1. Provide play facilities in at least 60 ECD Centres in the diocese. 2.5.2. Provide play facilities in at least 40 primary schools in the diocese. 2.5.3. Provide indoor games to 100 schools.
2.6. To advocate for environmental conservation measures in schools.	2.6.1. Plant at least 10 indigenous tree species in 200 schools. 2.6.2. Plant at least 10 fruit trees in 200 schools. 2.6.3. Plant eucalyptus woodlots for firewood in at least 200 schools. 2.6.4. Conduct an annual event of the school green day.
2.7. To improve teaching and learning activities.	2.7.1. Institute a reward and sanctions package for good performing or errant teachers. 2.7.2. Conduct quarterly support supervision meetings at parish level. 2.7.3. Develop one model school per district. 2.7.4. Conduct exchange visits for teachers. 2.7.5. Conduct at least three monitoring sessions in each school every term.
2.8. To repackage school programs to allow for holistic formation of the learner.	2.8.1. 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>2.8.2. Assess and rank schools basing on their capacity to provide holistic education.</p> <p>2.8.3. Prepare annual holiday camps for learners to equip them with specific practical skills.</p>
2.9. To conduct capacity building programs for teachers.		<p>2.9.1. Conduct annual retreats, teacher training sessions and discussions with teachers on best practices in education.</p> <p>2.9.2. Identify talented teachers and send them for further studies.</p>
2.10. To participate in the assessment of teaching and learning activities.		<p>2.10.1. Put in place a Diocesan Examination Board.</p> <p>2.10.2. Prepare Diocesan Examinations that will be sat by all the learners in Catholic founded education institutions and other collaborating schools every term.</p> <p>2.10.3. Collect and analyze UNEB and MOCK results of all schools every year in the diocese.</p>
2.11. To strengthen ECD centres		<p>2.11.1. Formation of associations of ECD centres.</p> <p>2.11.2. Training of caregivers on how to conduct ECD programs.</p> <p>2.11.3. Providing instruction/learning materials to ECD centres.</p> <p>2.11.4. Orienting CMCs on their roles and responsibilities.</p>
2.12. To mitigate school dropout rates.		<p>2.12.1. Sensitize parents and stakeholders on the importance of children staying in school.</p>
2.13. To promote girl child education.		<p>2.13.1. Conduct campaigns against child pregnancies and marriages.</p> <p>2.13.2. Teaching children and teachers to make and distribute reusable sanitary pads in 46 schools.</p> <p>2.13.3. Educate and assist in the construction of changing rooms for girls in 46 schools.</p>
2.14. To promote protection of children in schools.		<p>2.14.1. To publish the child protection policy and have it distributed to all schools.</p> <p>2.14.2. Conduct campaigns against child labour and other forms of abuses.</p> <p>2.14.3. Train teachers and parents on positive discipline practices.</p> <p>2.14.4. Put in place reporting mechanisms for child rights abusers.</p>

		<p>2.14.5. Promote the establishment of children clubs, such as Justice and Peace, Scouts and Girl guides, etc. that promote dignity for children.</p> <p>2.14.6. Establish child protection committees in schools.</p>
	2.15. To promote inclusive education of children affected by HIV/AIDS, orphans and vulnerable children.	<p>2.15.1. Carryout HIV/AIDS counseling and testing services in schools.</p> <p>2.15.2. Help children infected with HIV/AIDS to access medical treatment.</p> <p>2.15.3. Provide psycho-social support to orphans and vulnerable children.</p> <p>2.15.4. Provide scholastic materials to orphans and vulnerable children.</p> <p>2.15.5. Provide gadgets to children with disabilities.</p>
	2.16. To equip school dropouts with practical skills for self-reliance.	<p>2.16.1. Each year facilitate the training of 20 learners with hair dressing skills.</p> <p>2.16.2. Each year facilitate the training of 20 learners with welding and metal fabrication.</p> <p>2.16.3. Facilitate the training of 20 learners in carpentry and joinery.</p> <p>2.16.4. Facilitate the training of 20 learners in motor vehicle/cycle repair and maintenance.</p> <p>2.16.5. Facilitate the training of 20 learners in art and craft.</p> <p>2.16.6. Equip all trained learners with start-up kits.</p> <p>2.16.7. Conduct financial education sessions.</p>
3. To promote the teaching of religious education	3.1. To set up a strong department of religious education for the Diocese.	<p>3.1.1. Appoint teachers in-charge of religious education in every Catholic School and other collaborating schools.</p> <p>3.1.2. Appoint Catechists to teach religious education in schools.</p>
	3.2. To develop an organized religious education curriculum for all schools.	<p>3.2.1. Prepare a curriculum for religious education from Primary One up to tertiary institutions.</p> <p>3.2.2. To prepare religious education materials, such as literature, text books and DVDS to be used in schools.</p>
	3.3. To train human resource for the teaching of religious education in schools.	<p>3.3.1. Annually send 20 Catholic teachers to the Catechetical Centre to train as teacher catechists.</p> <p>3.3.2. Retrain 20 Catechists annually to teach Catechism in Primary Schools.</p>
	3.4. To organize a strong movement of Catholic teachers.	<p>3.4.1. Mobilize catholic teachers to elect executives.</p> <p>3.4.2. Celebrate an annual Catholic teacher's day.</p>
	3.5. To promote catholic religious movements.	3.5.1. Establish active religious movements in schools (YCS and Holy Childhood).

Improvement of learning environment



Promotional of institutional development



Religious Education



3.7 IMPLEMENTATION PLAN AND SCHEDULE FOR HODIDE STRATEGIC PLAN

Strategic Goal	2021				2022				2023				2024				2025			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Goal 1: To Promote Institutional Development.																				
Objective 1.1 To assemble and build structures of education management from the diocesan level to the lowest unit of the diocese 2021-2025.																				
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.																				
1.1.7. Procure office equipment.																				
1.1.8. Develop a database of all catholic and collaborating schools in the diocese and linked to the website.																				
1.1.9. Develop a database of all teachers working in schools.																				

Objective 1.2. To enhance leadership, management and technical competencies so as to effectively implement Hoima Diocese Department of Education's work 2021-2025.

1.2.1. Develop and implement staff development plan.																				
1.2.2. Conduct Team building activities.																				
1.2.3. Conduct staff appraisals on annual basis.																				
1.2.4. Develop weekly, monthly and annual work plans and budgets.																				
1.2.5. Train staff in communication and leadership skills.																				
1.2.6. Develop and implement a staff capacity building plan.																				
1.2.7. Capacity building for teachers and staff.																				
1.2.8. Secure additional vehicles and motorcycles.																				
1.2.9. Review and update all staff job description.																				
1.2.10. Develop staff salary scale.																				
1.2.11. Conduct staff capacity needs assessment/ staff skills audit and facilitate staff capacity development initiatives.																				
1.2.12. Create and manage a data base of technical assistance and consultancy services.																				
1.2.13. Provide medical insurance to staff.																				
1.2.14. Provide group personal insurance.																				

Objective 1.3. To improve the management and administration systems of our education institutions 2021-2025.

1.3.1. Timely appointments of Institutional Boards of Governors																				
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Objective 1.6. To legalize education institutions 2021-2025.												
1.6.1.	Process licenses/ registration for all unlicensed ECD centres.											
1.6.2.	Process licenses for all ECD caregivers											
1.6.3.	Process licenses/ registration for all unlicensed primary schools.											
1.6.4.	Process licenses/ registration for all unlicensed secondary schools.											
Objective 1.7. To promote advocacy and networking 2021-2025.												
1.7.1.	Conduct annual meetings with implementing partners.											
1.7.2.	Conduct annual meetings with inspectors of schools and education officers.											
1.7.3.	Initiate, Develop and sign MOUs with implementing partners											
Objective.1.8. To develop effective communication channels 2021-2025.												
1.8.1.	Develop and maintain an activated Hoima Diocese Department of Education Website, facebook page, twitter account, etc.											
1.8.2.	Procure computer software like operating system, Antivirus and office suit.											
1.8.3.	Produce and disseminate periodic magazines, calendars, stickers and fliers.											

Goal 2: To improve the learning environment in Education institutions.

Objective 2.1. To set up, expand and improve the physical infrastructure of our education institutions 2021-2025.

2.1.1. Build at least three class room blocks for ECD centres per year.																			
2.1.2. Build at least two class room blocks per year for Primary Schools that are lacking infrastructure.																			
2.1.3. Renovate and furnish well at least 5 of the dilapidated Primary Schools in the Diocese.																			
2.1.4. Construct at least three class room blocks for three Secondary Schools that are lacking physical infrastructure																			

Objective 2.2. To promote the use of ICT and other learning aids in schools 2021-2025.

2.2.1. Provide at least five Secondary Schools and Tertiary Institutions with 20 computers.																			
2.2.2. Provide at least two Primary Schools in each Parish with a computer set.																			

Objective 2.3. Provide learning materials to schools 2021-2025.

2.3.1. Provide 200 readers both in the local languages and in English to at least 100 Primary Schools.																			
2.3.2. Establish a Printery in the region.																			
2.3.3. Establish a Media Centre (Bookshop) in the region.																			

Objective 2.4. To provide water and sanitation facilities to schools 2021-2025.

2.4.1.	Construct water harvesting tanks in 46 schools.																					
2.4.2.	Construct drainable five stance pit latrines in 10 schools per year.																					
2.4.3.	Enforce construction and maintenance of Hand-washing facilities in all schools in the diocese																					
Objective 2.5. To provide play facilities to schools 2021-2025.																						
2.5.1.	Provide play facilities in at least 60 ECD Centres in the diocese.																					
2.5.2.	Provide play facilities in at least 40 primary schools in the diocese.																					
2.5.3.	Provide indoor games to 100 schools.																					
Objective 2.6. To advocate for environmental conservation measures in schools 2021-2025.																						
2.6.1.	Plant at least 10 indigenous tree species in 200 schools.																					
2.6.2.	Plant at least 10 fruit trees in 200 schools.																					
2.6.3.	Plant eucalyptus woodlots for firewood in at least 200 schools.																					
2.6.4.	Conduct an annual event of the school green day.																					
Objective 2.7. To improve teaching and learning activities 2021-2025.																						
2.7.1.	Institute a reward and sanctions package for good performing or errant teachers.																					
2.7.2.	Conduct quarterly Support Supervision meetings at Parish level.																					

3.8 MONITORING AND EVALUATION RESULTS FRAMEWORK

Strategies	Key performance Indicators.	Baseline	Target	Source of Information	Frequency	Responsibility
Goal 1: To Promote Institutional Development.						
Objective 1.1. To assemble and build structures of education management from the diocesan level to the lowest unit of the diocese 2021-2025.						
1.1.1. Bi-annual meetings of the Diocesan Education Board.	Minutes		10	Report	Quarterly	Education Secretary
1.1.2. Develop, publish, launch and implement Hoima Diocese Education Policy.	Policy document implemented and operationalized.		1	Progress report	Annual	Board Education Secretary
1.1.3. Develop, review, approve and implement human resource and finance policies and procedure manuals.	Policy documents developed and operational		2	Progress report	Annual	Board Human Resource Finance
1.1.4. Meet and Orient Priests in-charge of Education.	Participants' attendance lists. Minutes		5	Progress report	Annual	Education Coordinator
1.1.5. Bench mark with other dioceses on best practices of education.	Activity report		2	Progress report	Annual	Education Secretary
1.1.6. Conduct annual education assembly of all stakeholders in the diocese.	Activity report The minutes Attendance list		5	Progress report	Annual	Education Coordinator
1.1.7. Procure office equipment.	Equipment put in place and operational Inventory list			Progress report	Annual	Finance
1.1.8. Develop a database of all catholic and collaborating schools in the diocese and linked to the website.	Database developed and linked to the website.		1		Annual	M&E
1.1.9. Develop a database of all teachers working in schools.	Database developed		1	Progress report	Annual	M&E

Objective 1.2. To enhance leadership, management and technical competencies so as to effectively implement the work of Hoima Diocese Department of Education 2021-2025.

1.2.1. Develop and implement staff development plan.	Staff development plan in place and operational.	1	Progress report	Annual	Human Resource
1.2.2. Conduct Team building activities.	No. of participants Activity report	15	Progress report	Annual	Human Resource Finance
1.2.3. Conduct staff appraisals on annual basis.	Appraisal reports		Progress report	Annual	Human Resource
1.2.4. Develop weekly, monthly and annual work plans and budgets.	Weekly, monthly and annual work plans and budgets in place		Progress report	Annual	Programs Manager
1.2.5. Train staff in communication and leadership skills.	%age increase in staff communication and leadership skills		Progress report	Annual	Human Resource
1.2.6. Develop and implement a staff capacity building plan.	Capacity building plan developed and implemented	1	Progress report	Annual	Human Resource
1.2.7. Capacity building for teachers and staff.	Participants' list Activity report		Progress report	Annual	Education Coordinator
1.2.8. Secure additional vehicles and motorcycles.	Purchase documents in place Vehicles and motorcycles in place. Inventory list	2 motor cycles and 1 vehicle.	Progress report	Annual	Education Secretary Finance
1.2.9. Review and update all staff job description.	Staff job description reviewed and updated		Progress report	Annual	Human Resource
1.2.10. Develop staff salary scale.	Staff salary scale developed and implemented		Progress report	Annual	Human Resource
1.2.11. Conduct staff capacity needs assessment/staff skills audit and facilitate staff capacity development initiatives.	Staff needs assessment developed and implemented		Progress report	Annual	Human Resource Programs Manager

1.2.12. Create and manage a data base of technical assistance and consultancy services.	Database developed and operational		1	Progress report	Annual	M&E
1.2.13. Provide medical insurance to staff	Service provider identified and contracted		2	Progress report	Annual	Education Secretary Human Resource
1.2.14. Provide group personal insurance	Service provider identified and contracted		2	Progress report	Annual	Education Secretary Human Resource
Objective 1.3. To improve the management and administration systems of our education institutions 2021-2025.						
1.3.1. Timely appointments of Institutional Boards of Governors and Schools Management Committees.	List of boards and management committees appointed		700	Progress report	Annual	Education Coordinator
1.3.2. Systematic training programs for Institutional Boards of Governors and Management Committees.	No. of people trained Training report		700	Progress report	Annual	Education Coordinator
1.3.3. Continuous human resource mapping to make sure the right personnel is placed in the right positions.	HR mapping report			Progress report	Annual	Human Resource
1.3.4. Conducting continuing formation and training programs for administrators of education institutions.	Training report Participants list		20	Progress report	Annual	Education Coordinator
1.3.5. Conduct audit exercise in all education institutions of Catholic Foundation in the Diocese.	Audit report			Progress report	Quarterly	Internal Auditor Finance

1.3.6. Create and train Associations of Head Teachers of Catholic Founded Schools.	Association in place Training report Participant's list		1	Progress report	Annual	Education Coordinator
Objective 1.4. To develop a human resource base for our education institutions and for the diocese as a whole 2021-2025.						
1.4.1. Develop and implement a strategy for the establishment of higher institution of learning (University) in the diocese.	University study campus in place		1	Progress report	Annual	Education Secretary Coordinator-tertiary desk
1.4.2. Mentoring people to take on leadership positions in our institutions.	Assessment report			Progress report	Annual	Education Secretary Human Resource
1.4.3. Establish a teacher training institute and resource centre.	Teacher training institute and resource centre established		1	Progress report	Annual	Education Secretary Coordinator Primary Desk
1.4.4. Continuous identification of areas that need strengthening for the management of the diocese and education institutions.	Assessment report		5	Progress report	Annual	The Board
1.4.5. Continued appraisal of staff in our education institutions.	Appraisal report			Progress report	Annual	Education Secretary Human Resource Education Coordinator
1.4.6. Constant looking out and mobilisation of possible sources for scholarships and sending appropriate human resource for further studies.	No. of Scholarships secured		200	Progress report	Annual	Education Secretary Programs Manager

Objective 1.5. To undertake community mobilization to promote all stakeholders participation in the education system 2021-2025.						
1.5.1.	Conduct Radio talk shows at different radio stations in the Diocese on different issues concerning education.	Radio talk shows conducted Audio recordings		320	Progress report	Annual Education Secretary Education Coordinator
1.5.2.	Conduct sensitisation and capacity building sessions for parents at different levels of education.	Training report Attendance list		520	Progress report	Annual Education coordinator
1.5.3.	Engage community leaders in training sessions on their role in the promotion of education.	Training report Participant's list		5	Progress report	Annual Education Coordinator
1.5.4.	Conduct periodic education open days, conferences, shows, and expos in different areas of the Diocese.	Activity report		5	Progress report	Annual Education Coordinator
1.5.5.	Prepare community school engagement days.	Activity report			Progress report	Annual Education Coordinator
Objective 1.6. To legalize education institutions 2021-2025.						
1.6.1.	Process licenses/ registration for all unlicensed ECD centres.	No. of licensed and registered ECD centres Copies of certificates		200	Progress report	Annual Education Coordinator
1.6.2.	Process licenses for all ECD caregivers	No. of caregivers licensed Copies of certificates		600	Progress report	Annual Education Coordinator
1.6.3.	Process licenses/ registration for all unlicensed primary schools.	No. of licensed and registered primary schools Copies of certificates		100	Progress report	Annual Education Coordinator
1.6.4.	Process licenses/ registration for all unlicensed secondary schools.	No. of licensed and registered secondary schools Copies of certificates		10	Progress report	Annual Education Coordinator
Objective 1.7. To promote advocacy and networking 2021-2025.						
1.7.1.	Conduct annual meetings with implementing partners.	Participant's list Minutes		5	Progress report	Annual Education Secretary

1.7.2. Conduct annual meetings with inspectors of schools and education officers.	Minutes Participants lists		20	Progress report	Quarterly	Education Secretary
1.7.3. Initiate, develop and sign MOUs with implementing partners	No. of MOUs signed			Progress report	Annual	Education Secretary
Objective 1.8. To develop effective communication channels 2021-2025.						
1.8.1. Develop and maintain an activated Hoima Diocese Department of Education Website, facebook page, twitter account, etc	Website developed and operational Face book/twitter page created and operational		1	Progress report	Annual	IT/PR
1.8.2. Procure computer software like operating system, Antivirus and office suit.	Software bought and operational		5	Progress report	Annual	Finance IT/PR
1.8.3. Produce and disseminate periodic magazines, calendars, stickers and fliers.	Magazines, calendars and fliers produced			Progress report	Annual	IT/PR
Goal 2: To improve the learning environment in Education institutions.						
Objective 2.1. To set up, expand and improve the physical infrastructure of our education institutions 2021-2025.						
2.1.1. Build at least three class room blocks for ECD centres per year.	ECD centre built		15	Progress report	Annual	Education Coordinator
2.1.2. Build at least two class room blocks per year for Primary Schools that are lacking infrastructure.	Primary schools built		10	Progress report	Annual	Education Coordinator
2.1.3. Renovate and furnish well at least 5 of the dilapidated Primary Schools in the Diocese.	Primary schools renovated and furnished		5	Progress report	Annual	Education Coordinator
2.1.4. Construct at least three class room blocks for three Secondary Schools that are lacking physical infrastructure.	Secondary schools constructed		3	Progress report	Annual	Education Secretary

Objective 2.2. To promote the use of ICT and other learning aids in schools 2021-2025.						
2.2.1.	Provide at least five Secondary Schools and Tertiary Institutions with 20 computers.	Computers in place Receipts Inventory list		100	Progress report	Annual Education Secretary Education Coordinator
2.2.2.	Provide at least two Primary Schools in each Parish with a computer set.	Computer set in place Receipts Inventory list		92	Progress report	Annual Education Coordinator
Objective 2.3. To provide learning materials to schools 2021-2025.						
2.3.1.	Provide 200 readers both in the local languages and in English to at least 100 Primary Schools.	Reading materials in place Receipts		20000	Progress report	Annual Education Coordinator
2.3.2.	Establish a Printery in the region.	Printery in place and operational		1	Progress report	Annual Education Secretary Finance
2.3.3.	Establish a Media Centre (Bookshop) in the region.	Media centre in place and operational		1	Progress report	Annual Education Secretary Finance Education Coordinator
Objective 2.4. To provide water and sanitation facilities to schools 2021-2025.						
2.4.1.	Construct water harvesting tanks in 46 schools.	Water harvesting tanks constructed		46	Progress report	Annual Education Secretary
2.4.2.	Construct drainable five stance pit latrines in 10 schools per year.	Pit latrines constructed		50	Progress report	Annual Education Secretary
2.4.3.	Enforce construction and maintenance of Hand-washing facilities in all schools in the diocese	Hand washing facilities constructed		700	Progress report	Annual Education Secretary
Objective 2.5. To provide play facilities to schools 2021-2025.						
2.5.1.	Provide play facilities in at least 60 ECD Centres in the diocese.	Play facilities put in place and functional		60	Progress report	Annual Education Secretary

2.5.2.	Provide play facilities in at least 40 primary schools in the diocese.	Play facilities put in place and functional	20	Progress report	annual	Education Secretary Education primary Education Secretary Education Coordinator
2.5.3.	Provide indoor games to 100 schools.	Indoor games put in place and functional	100	Progress report	annual	Education Secretary Education Coordinator
Objective 2.6. To advocate for environmental conservation measures in schools 2021-2025.						
2.6.1.	Plant at least 10 indigenous tree species in 200 schools.	Trees planted in schools	2000	Progress report	annual	Education Coordinator
2.6.2.	Plant at least 10 fruit trees in 200 schools.	Fruit trees planted in schools	2000	Progress report		Education Coordinator
2.6.3.	Plant eucalyptus woodlots for firewood in at least 200 schools.	Eucalyptus woodlots planted in schools	200	Progress report		Education Coordinator
2.6.4.	Conduct an annual event of the school green day.	Annual green day event conducted	1	Progress report		Education Secretary
Objective 2.7. To improve teaching and learning activities 2021-2025.						
2.7.1.	Institute a reward and sanctions package for good performing or errant teachers.	List of good performing and errant teachers Reward package		Progress report	Annual	Education Coordinator
2.7.2.	Conduct quarterly Support Supervision meetings at Parish level.	Minutes Activity report	20	Progress report	Quarterly	Education Coordinator
2.7.3.	Develop one model school per district.	Model schools identified %age pass of learners	10	Progress report	Annual	Education Coordinator
2.7.4.	Conduct exchange visits of teachers.	Activity report No. of visits conducted	10	Progress report	Annual	Education Coordinator

2.7.5.	Conduct at least three monitoring sessions in each school every term.	Monitoring reports		2100	Progress report	Quarterly	Education Coordinator
Objective 2.8. To repackage school programs to allow for holistic formation of the learner 2021-2025.							
2.8.1.	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.	Tool designed and implemented		1	Progress report	Annual	Education Coordinator
2.8.2.	Assess and rank schools basing on their capacity to provide holistic education.	Assessment tool developed and implemented		5	Progress report	Annual	Education Coordinator
2.8.3.	Prepare annual holiday camps for learners to equip them with specific practical skills.	Annual holiday camps organized Participants list Activity report and accountability		4	Progress report	Annual	Education Coordinator
Objective 2.9. To conduct capacity building programs for teachers 2021-2025.							
2.9.1.	Conduct annual retreats, teacher training sessions and discussions with teachers on best practices in education.	No. of sessions conducted Participants list Activity report and accountability		5	Progress report	Annual	Education Secretary Education Coordinator
2.9.2.	Identify talented teachers and send them for further studies.	List of teachers identified No. of teachers sent for further studies			Progress report	Annual	Education Secretary Education Coordinator
Objective 2.10. To participate in the assessment of teaching and learning activities 2021-2025.							
2.10.1.	Put in place a Diocesan Examination Board.	Board members in place Minutes		1	Progress report	Annual	Education Secretary Education Coordinator

2.10.2. Prepare Diocesan Examinations that will be sat by all the learners in Catholic founded education institutions and other collaborating schools every term.	Examinations board established Examinations set and sat. Examination performance report	20	Progress report	Quarterly	Education Coordinator
2.10.3. Collect and analyze UNEB and MOCK results of all schools every year in the diocese.	Analysis report	5	Progress report	Annual	Education Coordinator
Objective 2.11. To strengthen ECD centres 2021-2025.					
2.11.1. Formation of associations of ECD centres.	Minutes of association meetings	1	Progress report	Annual	ECD Coordinator
2.11.2. Training of caregivers on how to conduct ECD programs.	Training report List of participants	15	Progress report	Annual	Education Coordinator
2.11.3. Providing instruction/learning materials to ECD centres.	No. of materials bought Receipts		Progress report	Annual	Education Coordinator
2.11.4. Orienting CMCs on their roles and responsibilities.	Training report Attendance lists	50	Progress report	Annual	ECD Coordinator
Objective 2.12. To mitigate school dropout rates 2021-2025.					
2.12.1. Sensitize parents and stakeholders on the importance of children staying in school.	Activity report Attendance list Reduced %age of school dropouts		Progress report	Annual	Education Coordinator
Objective 2.13. To promote girl child education 2021-2025.					
2.13.1. Conduct campaigns against child pregnancies and marriages.	Number of training meetings conducted. Attendance lists		Progress report		Education Coordinator
2.13.2. Teaching children and teachers to make and distribute reusable sanitary pads in 46 schools.	Number of children and teachers trained Number of reusable sanitary pads distributed List of children distributed with sanitary pads		Progress report		Education Coordinator

2.13.3. Educate and assist in the construction of changing rooms for girls in 46 schools.	Number of changing rooms constructed		46	Progress report	Education Coordinator
Objective 2.14. To promote protection of children in schools 2021-2025.					
2.14.1. To publish the child protection policy and have it distributed to all schools.	Child protection policy in place, distributed in schools and made functional			Progress report	Education Coordinator
2.14.2. Conduct campaigns against child labour and other forms of abuses.	Number of campaigns conducted Attendance lists			Progress report	Education Coordinator
2.14.3. Train teachers and parents on positive discipline practices.	Attendance lists Number of trainings conducted			Progress report	Education Coordinator
2.14.4. Put in place reporting mechanisms for child rights abusers.	Number of Mechanisms in place			Progress report	Education Coordinator
2.14.5. Promote the establishment of children clubs, such as Justice and Peace, Scouts and Girl guides, etc. that promote dignity for children.	Number of Children clubs established			Progress report	Education Coordinator
2.14.6. Establish child protection committees in schools.	Number of child protection committees established			Progress report	Education Coordinator
Objective 2.15. To promote inclusive education of children affected by HIV/AIDS, orphans and vulnerable children 2021-2025.					
2.15.1. Carryout HIV/AIDS counselling and testing services in schools.	Attendance lists			Progress report	Education Coordinator
2.15.2. Help children infected with HIV/AIDS to access medical treatment.	Number of children helped Participants lists			Progress report	Education Coordinator
2.15.3. Provide psycho-social support to orphans and vulnerable children.	Attendance lists			Progress report	Education Coordinator
2.15.4. Provide scholastic materials to orphans and vulnerable children.	Number of scholastic materials provided			Progress report	Education Coordinator
2.15.5. Provide gadgets to children with disabilities.	Number of gadgets provided to children			Progress report	Education Coordinator

Objective 2.16. To equip school dropouts with practical skills for self-reliance 2021-2025.						
2.16.1. Each year facilitate the training of 20 learners with hair dressing skills.	Learners trained and equipped with skills Participants list Training report	100	Progress report	Annual	Education Coordinator	
2.16.2. Each year facilitate the training of 20 learners in welding and metal fabrication.	Learners trained and equipped with skills Participants list Training report	100	Progress report	Annual	Education Coordinator	
2.16.3. Facilitate the training of 20 learners in carpentry and joinery.	Learners trained and equipped with skills Participants list Training report	100	Progress report	Annual	Education Coordinator	
2.16.4. Facilitate the training of 20 learners in motor vehicle/cycle repair and maintenance.	Learners trained and equipped with skills Participants list Training report	100	Progress report	Annual	Education Coordinator	
2.16.5. Facilitate the training of 20 learners in art and craft.	Learners trained and equipped with skills Participants list Training report	100	Progress report	Annual	Education Coordinator	
2.16.6. Equip all trained learners with start-up kits.	Tool kits bought and distributed to the learners	500	Report and accountability	Annual	Education Coordinator Finance	
2.16.7. Conduct financial education sessions.	Training report No. of people trained		Progress report	Annual	Education Coordinator	
Goal 3: To promote the teaching of religious education.						
Objective 3.1. To set up a strong department of religious education for the Diocese 2021-2025.						
3.1.1. Appoint teachers in-charge of religious education in every Catholic School and other collaborating schools.	Persons appointed and working	700	Progress report	Annual	Religious Education Advisor	

3.1.2.	Appoint Catechists to teach religious education in schools.	No. of catechists teaching R.E in schools Activity report			Progress report	Annual	Religious Education Advisor
Objective 3.2. To develop an organized religious education curriculum for all schools 2021-2025.							
3.2.1.	Prepare a curriculum for religious education from Primary One up to tertiary institutions.	Curriculum developed and operational		1	Progress report	Annual	Religious Education Advisor
3.2.2.	To prepare religious education materials, such as literature, text books and DVDs to be used in schools	Religious Education materials in place			Progress report	Annual	Religious Education Advisor
Objective 3.3. To train human resource for the teaching of religious education in schools 2021-2025.							
3.3.1.	Annually send 20 Catholic teachers to the Catechetical Centre to train as teacher catechists.	No. of teacher catechists trained		100	Progress report	Annual	Religious Education Advisor
3.3.2.	Retrain 20 Catechists annually to teach Catechism in Primary Schools.	No. of catechists empowered and involved in primary school teaching		100	Progress report	Annual	Religious Education Advisor
Objective 3.4. To organize a strong movement of Catholic teachers 2021-2025.							
3.4.1.	Mobilize catholic teachers to elect executives.	Executive in place and operational Activity report Minutes		12	Progress report	Annual	Religious Education Advisor
3.4.2.	Celebrate an annual catholic teacher's day.	Annual catholic teacher's day celebrated		5	Progress report	Annual	Religious Education Advisor
Objective 3.5. To promote catholic religious movements 2021-2025.							
3.5.1.	Establish active religious movements in schools (YCS and Holy Childhood).	Religious movements established and operational in schools			Progress report	Annual	Religious Education Advisor

- CHAPTER FOUR -

INSTITUTIONAL CAPACITY ENHANCEMENT

4.1 STRATEGY IMPLEMENTATION AND COORDINATION MECHANISM

- a. In order to ensure effective execution of the strategic plan, the organization will embrace a multi-stakeholder collaborative approach. The partnership mechanism proposed in this strategy should bring together key players identified for the purposes of planning and programming. The partnership mechanism enables integrated and unified delivery of priority programs and projects. Under this collaborative framework, the core function of Hoima Diocese Department of Education will be to provide quality education, coordination and management of the partnership mechanism for successful project implementation. The quest for this five-year plan therefore is to build and strengthen a multi-stakeholder partnership mechanism. The priority focus will be the following:
- b. Designing and constituting strategy implementation coordination.
- c. Facilitating activities and events of the Partnership mechanism such as Regular Partnership Forums and Annual Joint Review.

Improving communication and flow of information within Hoima Diocese Department of Education and its structures.

4.2 DISSEMINATION OF THE STRATEGIC PLAN

The effective implementation of the strategic plan is dependent on the understanding and appreciation of the institutional strategy. Ownership of the plan will play an important role on how the activities of Hoima Diocese Department of Education are perceived by the different players. Therefore, Hoima Diocese Department of Education has to adopt a stratified plan dissemination strategy that will promote ownership as outlined in table.

Table 16: Dissemination of the Strategic Plan

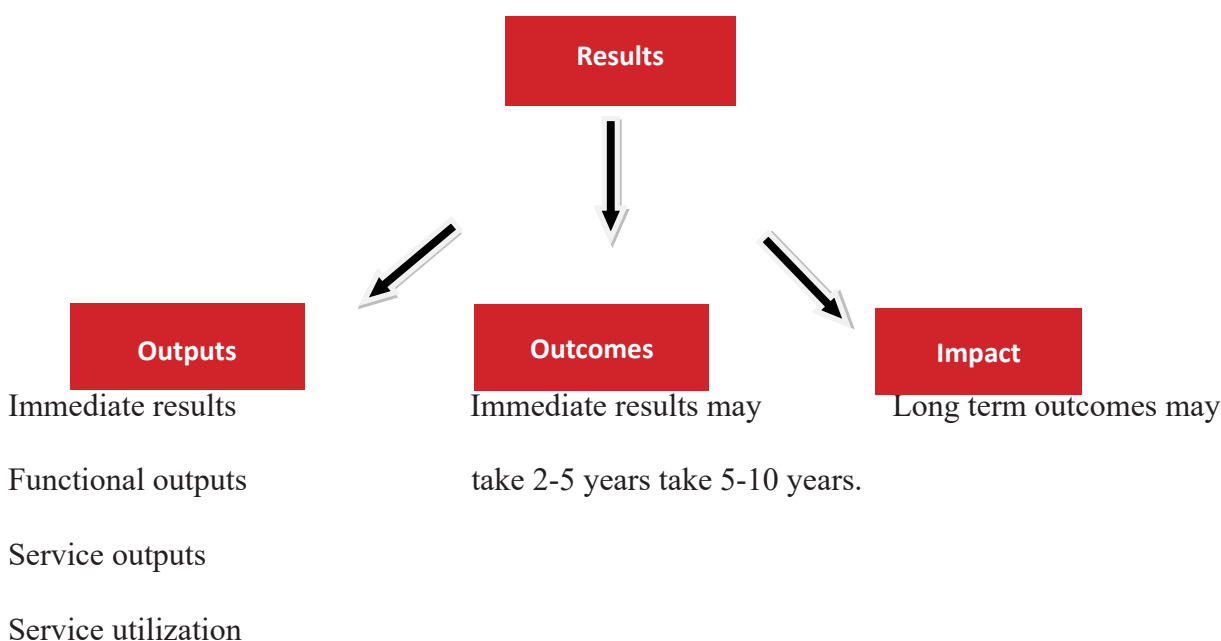
How - strategy	Who	Why
Complete version of the Strategic Plan	The Board	Ownership, Advocacy, Support, Supervision, Reporting.
	Management	Ownership and implementation of the Strategic Plan.
	Current funders	Funding and accountability.
	Hoima Diocese	Ownership, Advocacy, Support.
Summarized versions of the Strategic Plan	Development partners	Information sharing
	Public	Information sharing
	Beneficiaries	Information sharing
	General public	Information sharing
	Researchers & Consultants	Information sharing
	Media	Information sharing
	Consortium	Information sharing & Advocacy.
	Government	Information sharing

4.3 PERFORMANCE MEASUREMENT, MONITORING AND EVALUATION

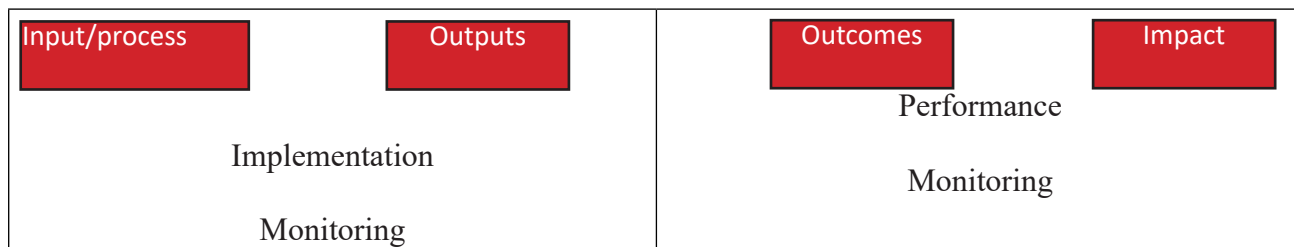
The monitoring and evaluation framework adopted to check performance of this strategic plan and help assess its impact has been built at 3 levels.

1. Impact Level: This constitutes a set of indicators and targets that will measure both realization of the vision of Hoima Diocese Department of Education Strategic Plan and contribution of the organization towards realization of its goal.
2. Outcome Level: Indicators are derived from the strategic themes of the strategic plan and this assist to measure the extent of attainment of the goal and strategic objectives of the plan.

Process Implementation Level: This will entail all Key Performance Indicators (KPIs) and targets measuring implementation of strategic plan. They connote the processes through which inputs and activities will translate into tangible outputs.

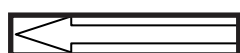


Relationship between Results chain and M & E



Project Directly Responsible Stakeholders, partnerships directly

Responsible



Monitoring & Evaluation



Occurs at all Levels.

Monitoring will be done both at strategic and operational levels. Strategic monitoring will focus on priority needs and their impact on the sector. At operational level, monitoring will involve;

- Setting standards of performance
- Measuring actual performance
- Identifying deviations from standards set
- Initiating corrective actions

4.4 PERFORMANCE MEASUREMENT INDICATORS AND TARGETS

Based on the above M&E results framework, different sets of indicators and targets have been developed to monitor both implementation and performance of Hoima Diocese Department of Education Strategic Plan. The implementation monitoring indicators measure process of implementing the strategic plan and focus on inputs and outputs. Performance indicators aim at measuring outcomes, effects and impact of Hoima Diocese Department of Education. An attempt has been made to establish baseline targets for each strategic objective under each goal, which will serve as baseline for the measuring progress as well as apportioning attributions to the plans. The following are some of the performance measurement, monitoring and evaluation actions to be executed in the course of implementing Hoima Diocese Department of Educations' Strategic Plan:

- a. Enhancing capacity of the monitoring and evaluation unit: this will entail recruitment of competent M&E officers, professional development of M&E personnel and installation of computerized M&E systems.
- b. Beefing up administrative sources of statistics: reporting formats and reporting times will be harmonized, standard reporting templates shall be developed and shared with relevant stakeholders.
- c. Regular Strategic Plan Implementation/ Performance Review Meeting /Retreats:
 - i. Management Strategic Plan Implementation Review Meetings/Retreats to be held quarterly to enable each implementing department present status reports.
 - ii. Senior Management Strategic Plan Implementation Review Meetings/Retreats will be held biannually to specifically assess progress of implementation of the strategic plan and to strategize for the subsequent period.
 - iii. Joint Annual stakeholders Strategic Plan implementation Review Meeting/Retreat (JASR) to be held once a year.
- d. Information sharing and dissemination: several publications will be done to provide dashboard information on performance. These may include statistical Abstracts/Hoima Diocese department of Education at a glance. The publications will be shared widely both in electronic and hard copies. To the leverage of the powers of technology, all key reports will be shared electronically and publications will be uploaded on the Hoima Diocese Department of Education website.

4.5 ASSUMPTIONS, RISKS AND CRITICAL SUCCESS FACTORS

In formulating this strategic plan, some assumptions were made about the political, economic social, technological and ecological environment, which conditions if they obtain will enable realization of the long-term goal and strategic objectives of the plan.

4.5.1 Assumptions

1. The political environment will remain calm and that the aftermath of 2021 Presidential, Parliamentary and general elections will not generate into civil and political unrest.
2. The economic outlook of the global economy will continue showing signs of recovery and Uganda's economy is to continue growing at the rate of 5% to avail additional resources for various sector financing.
3. The good will of the community and Hoima Catholic Diocese towards the department of Education potential will be maintained.
4. Hoima Diocese Department of Education will remain the only department with the mandate and responsibilities to oversee, coordinate, manage and monitor education arm of Hoima Diocese.
5. Hoima Diocese Department of Education will continue to enjoy support of existing donors and new development partners will be attracted to it.
6. Sustainable employment and recruitment policies will be adopted and the organization will attract staff of the right competences.

4.5.2 The Risks

If the above assumptions or conditions are not met, the organization will be exposed to the following risks and uncertainties

- i. Stagnation into the formative stages and hence failure to realize actual take-off.
- ii. Delayed or non-implementation of priority projects and activities leading to maintenance of the status quo.
- iii. Loss of goodwill of the stakeholders and/or public.

4.5.3 Critical success factors

- i. Stakeholder ownership of the strategic plan both internal and external and accountability for results.
- ii. Adequate resource mobilization and allocation to strategic plan priorities. Key to this is the development and implementation of a resource Mobilization strategy.
- iii. Alliances and partnerships with other Education Services in other dioceses and openness to learn from best practices.
- iv. Operationalization of the partnership mechanism towards coordination, promotion and implementation of the program services and delivery priorities of Hoima Diocese Department of Education.
- v. Prioritizing and finalization of set-up activities to build a firm foundation to service delivery activities of Hoima Diocese Department of Education.
- vi. Constant stakeholder engagement and mobilization through regular updates and accurate reporting and accountability.
- vii. Building a robust accountability and reporting system so as to win the hearts of the stakeholders.
- viii. Mass awareness and promotion of Hoima Diocese Department of Education Mission and Vision so as to attract an increasing number of partners towards supporting its cause.

- CHAPTER FIVE -

COSTING, BUDGETING AND FINANCING THE PLAN

HOIMA
DIOCESE
STRATEGIC PLAN
2021 - 2025

5.1 PROJECTED RESOURCE ENVELOPE

Based on the costing estimates, the implementation of Hoima Diocese Department of Education Strategic Plan 2021-2025 will require an average of 1,394,698,400 billion Per annum. In order to successfully implement the priorities of the plan, therefore Hoima Diocese Department of Education will need to raise its resource base.

Table 17: Summary of Hoima Diocese Department of Education Budget by strategic goal and year

5.2 BUDGET

Strategic Goals	Year					
	2021	2022	2023	2024	2025	Total Budget
To Promote Institutional Development	201,380,000	221,380,000	231,380,000	301,380,000	291,380,000	1,246,900,000
To Improve the learning Environment in Schools	455,000,000	880,460,500	1,335,460,500	1,335,460,500	1,335,460,500	5,341,842,000
To promote the teaching of religious education.	55,000,000	76,187,500	76,187,500	88,687,500	88,687,500	384,750,000
Total	711,380,000	1,178,028,000	1,643,028,000	1,725,528,000	1,715,528,000	6,973,492,000

5.3 FINANCING AND SUSTAINABILITY STRATEGIES

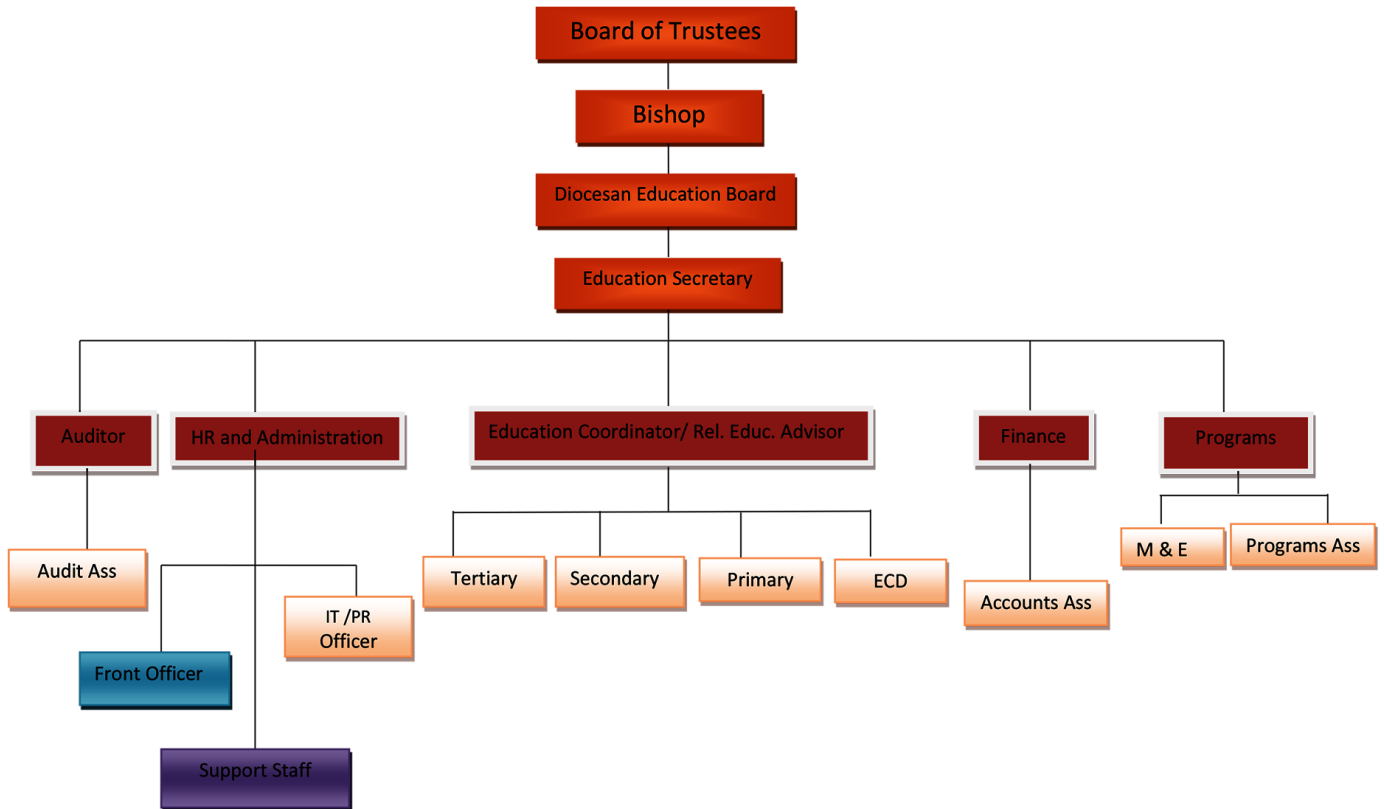
Development of a Resource Mobilization Strategy (RMS) is one of the planned strategic actions for the operationalization of the strategic plan. RMS will provide priority strategies and actions for mobilization of revenues to sustain the organization. The resource mobilization strategy is expected to identify options for bridging the funding gap (new and innovative resource mobilization) as well as revenue projections from the identified sources. The sources and strategies may include but not limited to the following;

1. Internally generated revenue
2. New development partners
3. Private sector and corporations
4. Communities

5.3.1 Strategies for resources

1. Active engagement with existing and potential partners
2. Proposal writing to international development partners
3. Cost cutting at management level-adopt efficiency and cost cutting as integration measures to minimize costs and wastage.
4. Increase in budget allocations
5. Investments (sustainability projects)

6.1 APPENDIX I: ORGANIZATIONAL STRUCTURE



6.2 PARTNERS OF THE EDUCATION OFFICE

We are highly grateful to our partners and donors for your continuous support towards the activities of the Department. Our major partners include but not limited to;

- Uganda Episcopal Conference
- Ministry of Education and Sports
- Manos Unidas
- World Vision
- Emesco Development Foundation
- Priests in charge of Education
- Parish Priests
- Headteachers
- Teachers
- UNICEF
- Arocha Uganda
- Hoima City Council
- Masindi Municipal
- Kibaale, Hoima, Masindi, Buliisa, Kakumiro, Kagadi, Kiryandongo and Kikuube Local Governments.
- Together with all the people of goodwill