

CATHOLIC EPARCHIAL SECRETARIAT KEREN

EDUCATION DEPARTMENT

**BRIEF 2009/2010 2<sup>ND</sup> SEMESTER REPORT**

February – July 2010

JULY 2010  
KEREN

Report compiled by:

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## Introduction



Education department presents six months report covering the educational activities in the Eparchy. As a complementary to previous report, this particular product will emphasize on schools internal efficiency, school environment, infrastructure, curriculum and co-curricular activities, supervision, training need assessment, and projection of grade one in all catholic schools, the changes, achievements, student's health and other r related conditions, school development plan, major activities implemented by schools, major gaps that hinder schools from meeting their plan, tasks executed by the department on training, guests visited, developing project proposals, and monitoring the strategic plan.

The report will also high light the fundamental constraints across the parish schools, how to mobilize schools towards implementing the strategic plan and also a road map towards regaining the quality of education in the Catholic schools.

## Objective

The report is expected to enable CESK to have broad picture and own strategic thinking towards the main concern areas such as infrastructure, human resource development, community involvement, strengthening partnership and quality assurance mechanisms.

## Scope

The report does not deal with every event that occurs in the educational set of the Eparchy, rather it forwards key concern areas and assist reader to possess a portrait of what education service the church provides as part of its socio-pastoral mission.

## Brief statistics

### Educational institutions of CEK

SN	Name		Distribution of Eparchial Education institutions
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		Quantity	Hagaz	Elabered	Keren	Halhal	Northern Red Sea
1	Kinder garten	6	9	6	12	1	1
2	Feeder schools(1-3)	4					
3	Elementary (1-5)	12					
4	Eleme.+ Junior (1-8)	5					
5	Eleme.+ Junior + secondary	1					
6	Agro technical school	1					
	<b>Total</b>	<b>29</b>	<b>9</b>	<b>6</b>	<b>12</b>	<b>1</b>	<b>1</b>

### Teacher's qualifications

Qualification	M	F	T
Less than 11	7	2	9
11/12	6	16	22
Self study	6	20	26
12+TTI	40	23	63
12+1/Cer	1	2	3
12+2 - 12+3	0	3	3
Philo- Theo	9	0	9
Diploma	6	0	6
BA	8(part time)	1	9
MA			
<b>Total</b>	<b>83</b>	<b>67</b>	<b>150</b>

### Student's statistics

Sn	School	Esta. Date	Level	Medium of Instruction	Sub region	Number of students			Number of teachers		
						M	F	T	M	F	T
1	M/Alem Hamedey	1951	1-5	Blin	Elabered	54	56	110	5	1	6
2	Arbatu Insisa Gush	1958	1-5	Tigri.	Elabered	93	77	170	3	3	6
3	M/Alem Awenjeli	1988	1-5	Tigre	Hagaz	67	39	106	4	2	6
4	S. Estifanos Azefa	1957	1-5	Blin	Elabered	32	31	63	2	4	6
5	S. Gebriel Hager	1965	1-5	Blin	Keren	44	19	63	3	2	5
6	Kidane Mehret Hagaz	1989	1-8	Tigri & Eng	Hagaz	421	306	727	11	6	17
7	Mariam Tsion Qunni	1962	1-3	Blin	Keren	25	29	54	1	2	3
8	S. Micael Dighi	1959	1-3	Blin	Keren	31	31	62	1	2	3
9	Kidane Mehret Jufa	1965	1-3	Blin	Keren	31	25	56	1	2	3
10	S. Micael Ashera	1941	1-8	Blin & Eng	Hagaz	310	266	576	10	6	16
11	Beat Mariam Q/nejar	1967	1-5	Blin	Hagaz	109	101	210	4	1	5
12	M/Tsion Faraleba	1960	1-5	Blin	Hagaz	65	42	107	3	3	6
13	S. Joseph Boggu	1954	1-5	Blin	Keren	57	50	107	3	3	6

14	Lideta Mariam Ghilas	1957	1-8	Blin and Eng	Hagaz	169	141	310	7	5	12
15	S. Micael Bambi	1949	1-5	Blin	Keren	42	31	73	3	2	5
16	S. Georgis Deroq	1957	1-5	Blin	Keren	126	117	243	3	4	7
17	Kidane Mehret Yigar	1963	1-5	Blin	Elabered	69	75	144	3	3	6
18	M/Alem Sheqloti		1	Tigre	Hagaz	11	11	21	-	1	1
19	S. Joseph Keren	1949	1-11	Tigri & Eng	Keren						
20	Abune Yosief Eden	1989	1-5	Tigri	Elabered	175	177	352	3	5	8
21	S. Anna Keren	1944	1-8	Tigri & Eng	Keren	320	357	677	5	4	9
22	L/M Shinara	1961	1-8	Blin and Eng	Keren	198	170	368	8	6	14
	Total					2449	2151	4600	83	67	150

### **School statistics through the mother tongue education profile**

Medium of instruction: **Tigrigna**

Sn	School	Level	Number of students			Number of teachers		
			M	F	T	M	F	T
1	Arbatu Insisa Gush	1-5	93	77	170	3	3	6
2	Kidane Mehret Hagaz	1-8	421	306	727	11	6	17
3	S. Joseph Keren	1-11						
4	Abune Yosief Eden	1-5	175	177	352	3	5	8
5	S. Anna Keren	1-8	320	357	677	5	4	9
	Total		1009	917	1926	22	18	40

Medium of instruction: **Blin**

Sn	School	Level	Number of students			Number of teachers		
			M	F	T	M	F	T
1	M/Alem Hamedey	1-5	54	56	110	5	1	6
2	S. Estifanos Azefa	1-5	32	31	63	2	4	6
3	S. Gebriel Hager	1-5	44	19	63	3	2	5
4	Mariam Tsion Qunni	1-3	25	29	54	1	2	3
5	S. Micael Dighi	1-3	31	31	62	1	2	3
6	Kidane Mehret Jufa	1-3	31	25	56	1	2	3
7	S. Micael Ashera	1-8	310	266	576	10	6	16
8	Beat Mariam Q/nejar	1-5	109	101	210	4	1	5
9	M/Tsion Faraleba	1-5	65	42	107	3	3	6
10	S. Joseph Boggu	1-5	57	50	107	3	3	6
11	Lideta Mariam Ghilas	1-8	169	141	310	7	5	12
12	S. Micael Bambi	1-5	42	31	73	3	2	5
13	S. Georgis Deroq	1-5	126	117	243	3	4	7
14	Kidane Mehret Yigar	1-5	69	75	144	3	3	6
15	L/M Shinara	1-8	198	170	368	8	6	14
	Total		1363	1184	2547	57	46	103

Medium of instruction: **Tigre**

Sn	School	Level	Number of students			Number of teachers		
			M	F	T	M	F	T
1	M/Alem Sheqloti	1	11	10	21	-	1	1
2	M/Alem Awenjeli	1-5	67	39	106	4	2	6
3	Total		78	49	127	4	3	7

## Summary table

Sn	Medium of instruction	%	Number of students			Number of teachers		
			M	F	T	M	F	T
1	Blin	56%	1363	1184	2547	<b>57</b>	<b>46</b>	<b>103</b>
2	Tigrina	42%	1009	917	1926	22	18	40
3	Tigre	2%	78	49	127	4	3	7
	Total		<b>2450</b>	<b>2150</b>	<b>4600</b>	<b>83</b>	<b>67</b>	<b>150</b>

## School activities

### Administration



Mr. Ghirmai With Berhana in Hagaz K/meheret school

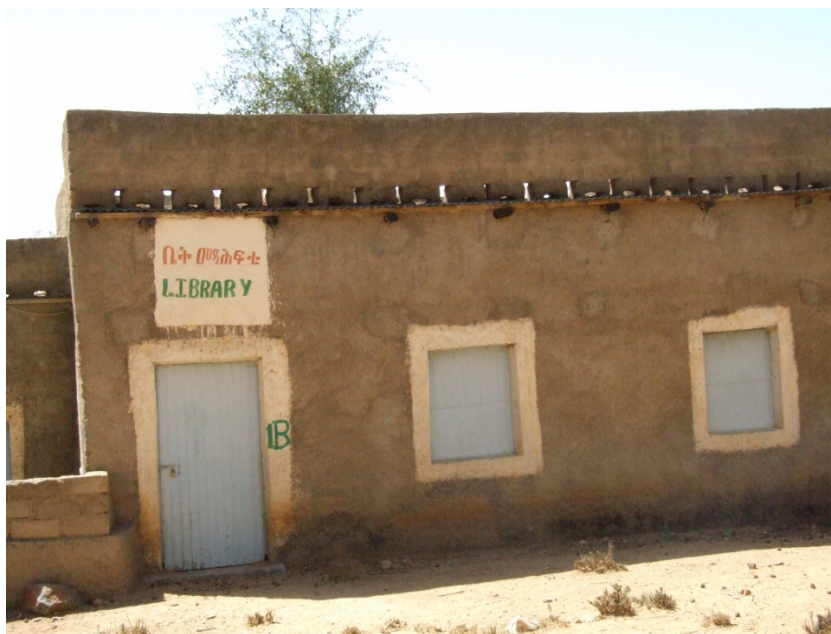
School administration is important job of the directors. The parish priest is the overall responsible. The school committees support the director and parish priest. Most of the parish school directors did not take directors training. As a result shortcomings are reflected in planning, reporting, managing teachers and documentation. Most directors also reported that the collaboration b/n the three parties (parish priest, director and school committee) and school is not satisfactory. Unfortunately some schools do not have parish priests in the village. Some school committees also never appear in the school. This caused many problems in reporting over school activities to CESK.

### Catholic schools- classrooms availability

In previous report CESK -Ed categorized schools based on their building statues in to inadequate, fair and modern building. Here the department will report deeply the availability and sufficiency of rooms mainly in parish schools.



Sn	School	Teaching rooms	library	Lab	Staff room	Directors office	Store	Teachers residence
1	M/Alem Hamedey	5			1	1	1	4
2	Arbatu Insisa Gush	7	-	-	1	1	1	-
3	M/Alem Awenjeli	6	-	-	1	1	1	-
4	S. Estifanos Azefa	3	-	-	1	-	-	2
5	S. Gebriel Hager	3	-	-	1	-	-	2
6	Kidane Mehret Hagaz	9	1	-	1	1	-	-
7	Mariam Tsion Qunni	4	-	-	1	-	-	-
8	S. Micael Dighi	3	-	-	-	1	-	-
9	Kidane Mehret Jufa	3	-	-	1	1	-	-
10	S. Micael Ashera	14	1	-	1	2	1	6
11	Beat Mariam Q/nejar	5	-	-	1	1	-	-
12	M/Tsion Faraleba	5	-	-	1	-	-	-
13	S. Joseph Boggu	5	-	-	-	1	-	-
14	Lideta Mariam Ghilas	8	1	-	1	1	1	3
15	S. Micael Bambi	5	-	-	-	1	-	-
16	S. Georgis Deroq	5	-	-	1	1	-	-
17	Kidane Mehret Yigar	5	-	-	1	1	1	5
18	M/Alem Sheqloti	3	-	-	1	1	-	-
19	Abune Yosief Eden	6	-	-	1	1	1	-



**Non functional library in Ashera**

From the above table it can be inferred that from 19 schools reported 16% have library, 84% have separate staff room, 21% both director and teachers share one room, 74% own separate directors office, only 37% of the schools have store and only 32% of school provide teachers with residences.

### **Community involvement**

Schools include this task as priority in their annual plan. Normally parents are invited to school two times, at the end of 1<sup>st</sup> semester and at school closing day. This did not contribute well and CESK created many opportunities for parents to scale up their follow up of their children. In 2009-2010 scholastic year parents were called four times to see the performance of their children.

Though the schools are successful in parent's attendance, issues like self sufficiency and financial contributions are yet to be addressed.

### **Integration with other CESK socio-pastoral services**

The objective of this point from the education department's perspective is to provide coordinated and integrated service to the community. It is known that CESK social services are not distributed evenly in all parishes. But at least where there is school is there is Catechist. Some schools report that they have good collaboration with clinics and some also appreciate the working coordination with catechist.

### **Local administration**

Catholic schools enjoy sound partnership with local administrators. Local administrators play great role in mobilizing the community towards school development.

## Curriculum

### Supervision



**Sheqloti**



**Inkimetry**



**Ghilas**

The directors of parish schools have weekly load which is additional responsibility beside the leadership. The school reports and our own observation witness that with all double responsibilities supervision is carried out in the school by the directors. The supervision focal points are lesson plans, mark register and teaching methodology.

In this case the need for school level supervision is obvious. Directors face problem in presenting feedback to teachers and sometimes they enter in to clash.

### Interactive pedagogy



**Sheqloti**



**Ghilas**



**Q/nejar**



**Hagaz**

In principle it is more productive and friendly type of teaching methodology. The teachers who have gained considerable experience ensure the positive outcomes of the methodology.

### Annual and weekly lesson plan



**Ashera Teachers**

To strengthen the development of these plans schools were instructed to report their annual plan at the end of September 2009 to education department. This measure initiated the on time preparation of the plan and it will be carried on as affirmative experience.

As a drawback there were some teachers who did not prepare their plan till mid of November.

### **Text books**



MoE distributed trial texts to all schools in all levels in 2009/2010. But some catholic schools could not pay previous loans from the MoE. Many schools requested support from CESK. Concerning the availability of text books in schools as the statistics show, the ratio ranges from 1:2:-1:5/1:6.

### **Co-curricular activities**



**Dighi**

This teaching learning process tool includes formation of different clubs, matot and sport competitions. Practically clubs are functional only in 35% of our schools. Other schools wake up when there are festivities at sub zoba or zoba level.

Catholic schools have good record in the competitions carried out at the level. The following template shows successful schools in different competitions and their standing.

<b>Sn</b>	<b>School name</b>	<b>Areas</b>	<b>Rank</b>
1	M/Alem Hamedey	General Knowledge competition	1 <sup>st</sup>
2	Arbatu Insisa Gush	Athletics	1 <sup>st</sup>
3	S. Estifanos Azefa	Poem	1 <sup>st</sup>
4	Kidane Mehret Hagaz	Soccer, cultural show	Awarded with money
5	S. Micael Ashera	Athletics	2 <sup>nd</sup>

6	Lideta Mariam Ghilas	Soccer and athletics	1 <sup>st</sup>
7	Kidane Mehret Yigar	General Knowledge competition	
8	Abune Yosief Eden	Sport and General Knowledge competition	

Though some schools noted that they did not participate due to budget problems, there are also promising cultural group in Hagaz elementary and junior school

## Discipline



Catholic schools strive to attain decent teaching learning environment through cultivation of social and Christian values. In 2<sup>nd</sup> semester dismissal measures were reported from Derqo, Hagaz and Shinara School. In general speaking discipline atmospheres is sound in Catholic schools.

## Ministry of Education-MoE

The prime partner of CESK in education is the MoE. Beside monitoring and evaluating the implementation of national curriculum, it creates opportunities for catholic schools teachers to capacity building programs. Eparchial schools teachers attend different short and long term training programs organized by the MoE. Currently we have 11 teachers attending ODL for diploma and 28 teachers in self study program for TTI certificate. To mention some training and campaigns conducted

Sn	Topic	Organized by	Participants
1	Iodized salt	MoH focal person	Students and teachers
2	Vitamin A	MoH focal person	Focal persons
3	Lif skills	MoE	Teachers
4	Interactive pedagogy	School(on job training)	Teachers
5	Directors training	MoE	Directors
6	Corporal punishments	MoE	Directors
7	PTA establishment	MoE	Directors and school committee
	Blin teaching methodology	MoE	MoE

CESK also participates in the education assessment and survey jointly with MoE such as the evaluation of Blin mother tongue education.

## School environment

CESK ED encourages schools to build healthy environment through sanitation and hygiene practices and planting trees. This is to help children to have love of their environment and protect it. From the recent studies carried by education department the following outcome was tracked. 68% of catholic schools have different trees in their school compound. While 32% do not have any trees in the school compound.



Ashera



Deroq



Dighi



Awenjeli

Latrines and school water reservoir (out of the 19 schools reported)

- 47% of schools do not have water reservoir i.e. 10 in number
- 79% of school without student's latrines i.e. 16 in number
- 58% of schools do not have latrines for teachers as well i.e. 11 in number

Sn	Schools with water reservoir	Students latrine –available	Teachers latrine available
1	Mariam tsion Faraleba	Hagaz: 8	Ashera: 1
2	Kidane Mehret Yigar	Eden: 24	Yigar: 2
3	S. J. Inkimtery	Bambi: 2	Hager: 1
4	S. Gabriel Hager		Ghilas: 2
5	Arbatau Insisa Gush		Gush: 4
6	Kidane Meheret Hagaz		Hagaz: 3
7	Medhanie Alem Hamedey		Hamedey: 2
8	Medhanie Alem Awenjeli		Eden: 2
9	Medhanei Alem Sheqloti		

## Gender (women participation) issue in Catholic schools



CEK education service is gender sensitive. It encourages young women to attend schools. It conducts gender campaign in rural areas to minimize gender disparities among students. Currently female students make 45% of the total students force in the Catholic schools. Nevertheless there are some areas like (Awenjeli, Ashera) where high dropout of female students is observed

## Maintaining catholic values



Catholic schools teachers attending Holy Mass

This is one of the macro mandates of the education department and schools. The department persuades and encourages schools to maintain Catholic values inside and outside schools setting. As a result this year many schools (79%) have carried out holly mass during opening or closing of school. One thing which is not yet addressed is to introduce religious education with standard teaching manual in all schools.

Summary table by level

Sex	Elementary (M: 1817 F: 1599 T: 3416)			Junior (M: 631 F: 554 T: 1185)		
	Promoted	Failed	Drop out	Promoted	Failed	Drop out
M	1723	351	80	404	162	65
F	1314	252	38	425	115	14
T	3037	603	118	829	277	79
%	89 %	18%	3%	70%	23%	7%

General Summary table

Sex	Promoted	Failed	Drop out	Registered Total
M	1791	511	145	2447
F	1733	367	51	2153
T	3524	878	196	4600
%	77%	19%	4%	100%

## Reasons for repetition

Sn	Reason	Reasons for drop out
1	Lack of parents follow up	Lack of parents follow up
2	Economical problem	Economical problem
3	Lack of sufficient resources/text books	Family problems
4	Laxity (hatred on education)	Transfer
5	Absences	Laxity (hatred on education)
6	Teachers laxity	Due to Absences
7	Lack of KGs	Dismissal
8	Sickness	Trip
9	Labor	Sickness
10	Small age	Unknown
	English language	Small age

	<b>Total</b>	Overage
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### Grade one Projection for -2010/2011



**Ghilas Kindergarten**

Sn	School Name	Number of students		
		M	F	T
1	M/Alem Hamedey	15	13	28
2	Arbatu Insisa Gush	15	20	35
3	M/Alem Awenjeli	25	20	45
4	S. Estifanos Azefa	13	6	19
5	S. Gebriel Hager	5	3	8
6	Kidane Mehret Hagaz	24	20	44
7	Mariam Tsion Qunni	10	16	26
8	S. Micael Dighi	4	4	8
9	Kidane Mehret Jufa	13	12	25
10	S. Micael Ashera	40	30	70
11	Beat Mariam Q/nejär	28	25	53
12	M/Tsion Faraleba	11	9	20
13	S. Joseph Boggu	5	6	11
14	Lideta Mariam Ghilas	9	12	21
15	S. Micael Bambi	6	5	11
16	S. Georgis Deroq	21	22	43
17	Kidane Mehret Yigar	20	23	43
18	M/Alem Sheqloti	8	7	15
19	S. Joseph Keren			
20	Abune Yosief Eden	22	28	50
21	S. Anna Keren			
22	L/M Shinara			
	<b>Total</b>	<b>294</b>	<b>281</b>	<b>575</b>

Children who have passed through Kg or CCG are not more than 33%. The remaining are coming without any orientation or introduction to the schools.

### **Education department activities**

#### **Training**

ED organized different training thanks to **KINDERMSSIONWERK** donation. The following topics were covered in the series of training. In this training school directors and teachers of different subjects participated

- I. Multi grade teaching
- II. Classroom management training
- III. Blin teaching methodology
- IV. English language skills
- V. Basics of child psychology
- VI. Pedagogical resources

#### **I. Multi grade teaching**



Teachers in training

#### **II. Classroom management training**



#### **III. Basics on child psychology**



#### **IV. English language skills**



### Partners visit

Education department received guest from Shaliku group. Shaliku group assist Kidane Mehret Hagaz elementary and junior school. The department had discussed overall education service in the Eparchy and presented detailed discussion regarding Hagaz schools with Mr. Luca.

### Project proposals

Beside the Kindrmissionwerk proposal, gender project and mini proposals for Yigar and Adi Qurban schools were approved and funded by different donors.

### Monitoring the strategic plan

In the SP document the department had plan to accomplish 15 activities till the end of 2010. From these training needs assessment is carried out. Others are on track and will be assessed at the end of the year.

The assessment grid identified different training areas for different groups.

Sn	Directors training needs	Teachers training needs	School committee training needs
1	School administration	Interactive pedagogy	School administration
2	Supervision	Math's teaching methodology	Finance
3	Finance	Teaching methodology	Role of school committee
4	Documentation	Assessments	Catholic schools bylaws
5	Communication	How to prepare lesson plan	Motivation
6	Leadership	English language skills	Community mobilization
7	Planning	Health education	
8	Counseling	Time management	
9	Report writing	How to evaluate	

### Multi grade teaching (MGT)

CESK ED has introduced multi grade teaching in three schools in Bambi, Hager and Azefa. Though there is no official evaluation done, the directors and teachers commended on its efficiency. However some teachers also marked that MGT is not practical with the available teaching learning environment.

### Grade 8 National examination results 2009/2010

Sn	School Name	Promotion	Repetition
1	S. Micael Ashera	100%	-
2	Lideta Mariam Ghilas	100%	-
3	Kidane Meheret Hagaz	88%	12%

4	Lideta Mariam Shinara	98%	2%
5	S. Anna Keren	100%	-
6	S. Joseph Keren	99%	1%

## **Fundamental problems across the parish schools**

### **Text books**

Text book scarcity is top priority in rural catholic schools. These schools cannot afford to buy the text books and CESK could not supply the schools. Recently many schools are owed prices of text books by the MoE

**Furniture** :- schools Ashera, Deroq, Ghilas, Azefa, Faraleba, Bambi and Qerotnejjar have shortage of furniture.

### **Library**

Ashera is elementary and junior school. There is no library in the school. The room lacks furniture and books.

### **Capacity of teachers**

The capacity of some teachers is questionable. Mainly the shortage of skills is obvious in English language teaching.

### **Pedagogical resource centers**



Though PRC is expensive to establish, Catholic schools suffer from lack of basic pedagogical resources such as drawing materials and supplies

### **Supplementary reading materials**

There is high shortage of reading materials in catholic schools and mainly rural parish schools.

### **Lack of Clarity of roles**

In 2010 MoE has issued an instruction for the establishment PTSA (parent teacher and students association). Most catholic schools complied with this instruction other did not. The MoE expects to PTSA in the structure of each school.

Beside these conflicts are seen between the director and school committee, between parish priest and schools committee. The new instruction and the Catholic bylaws should be reconciled in order to avoid role conflict.

### **Lack of supervisor**

In the strategic plan hiring supervisor was one of the immediate tasks of the department. The department did not succeed with it. Absence of this structure creates gap in the education process.

### **Hygiene and sanitation**

Though MoE and MoH attempt to provide students with basic education, many H&S related sicknesses are reported from the schools.



### **Recommendations**

- CESK ED with collaboration of SG should resolve the problem of textbooks, furniture and supplementary reading materials.
- Supervisor should be hired in the new academic year 2010/2011.
- Gender, hygiene and sanitation campaign should be enhanced in rural schools.
- In the maintaining of catholic schools all parties (parish priest and school committee) should play important role.
- It would be better create awareness of the SP among work partners down to the grass root level communities.

# Academic Year 2009-2010



**Highlights on 2010-2011**

## STATISTICS OF PARISH SCHOOLS

SN	SCHOOL NAME	LEVEL	MEDIUM OF INSTRUCTION	STUDENTS			TEACHERS			Remark
				M	F	T	M	F	T	
1	Medhanie Alem Hamedey	1-5	BLIN	64	58	122	3	3	6	
2	Arbatu Insisa Gush	1-5	TIGRIGNA	97	73	170	3	3	6	1 guard
3	Medhanie Alem Awenjeli	1-5	TIGRE	64	60	126	4	2	6	
4	S. Estifanos Azefa	1-5	BLIN	31	33	64	3	2	5	
5	S. Gebriel Hager	1-5	BLIN	40	28	68	3	2	5	
6	Kidane Mehret Hagaz	<b>1-8</b>	TIGRIGNA	482	359	841	12	6	18	2 cleaners
7	Mariam Tsion Qunni	1-3	BLIN	33	40	73	1	2	3	
8	S. Micael Ashera	<b>1-8</b>	BLIN	326	292	618	13	7	20	
9	Mariam Tsion Faraleba	1-5	BLIN	67	48	115	3	3	6	
10	S. Joseph Boggu	1-4	BLIN	42	45	87	3	3	6	
11	S. Micael Dighi	1-3	BLIN	28	29	57	1	2	3	
12	Kidane Mehret Jufa	1-3	BLIN	26	30	56	1	2	3	
13	Lideta Mariam Ghilas	<b>1-8</b>	BLIN	190	169	359	10	2	12	1 priest
14	S. Micael Bambi	1-5	BLIN	43	36	79	3	3	6	
15	S. Georgis Deroq	1-5	BLIN	122	117	239	2	4	6	
16	Kidane Mehret Yigar	1-5	BLIN	75	78	153	3	3	6	
17	Beata Mariam Qerotnejar	1-5	Blin	114	104	218	5	1	6	
18	Medahnei Alem Sheqloti	1-2	Blin	14	11	25	0	2	2	
19	Medhanie Alem Dobat	1	Blin	16	22	38	0	1	1	
	<b>Total</b>			<b>1874</b>	<b>1632</b>	<b>3506</b>	<b>73</b>	<b>53</b>	<b>126</b>	

## STATISTICS OF CONGREGATION SCHOOLS

SN	SCHOOL NAME	LEVEL	MEDIUM OF INSTRUCTION	STUDENTS			TEACHERS			Remark
				M	F	T	M	F	T	
1	S. Anna Keren	1-8	Tigrigna	321	360	681	7	4	11	
2	A.Y. Eden Kerara	1-5	Tigrigna	176	164	340	4	4	8	
3	S. J. Keren	1-11	Tigrigna	708	683	1391	40	6	46	

4	L/M Shinara	1-8	Blin	194	172	366	9	6	15	
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**Please stay tune for our first semester report coming soon**

Report prepared by  
Ghirmai Tekie