

The Education Department

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Introduction

Education department presents the activities of the Academic year 2012/13 in the schools under the custody of the Catholic Eparchy of Keren. It includes a brief, distribution of schools, school statistics, internal efficiency, extra-curricular activities, tasks ahead and the challenges that the department as well as CESK need to address.

Objective

The report is expected to enable the Catholic Eparchy of Keren (CEK) personnel to know what is going on in the Education Department. I.e.; to have broad picture and make them think creatively towards the main concern areas such as infrastructure, human resource development and strengthening community involvement as well as partnership among the school community members.

Scope

The report does not deal with every event that occurs in the educational setting of the Eparchy's Schools rather it forwards key information and concern areas that can assist reader to get a portrait of the in and out of what education service the church provides as part of its socio-pastoral mission. It is like more of activity based report.

Goals and objectives of the Education Department

The Education department has set up the 5 years strategic plan to attain its three goals with their specific objectives.

The **Goals** of the Education Department stated in the 5 years' strategic Plan

- ❖ To foster sense of school ownership among the school communities.
- ❖ To create conducive environment for the Teaching-Learning process.
- ❖ Improve the quality of education in Catholic Schools.

Objectives under 5 year's Strategic plan (**2010-2014**) of Education department
There are **14 SMART** objectives set in the 5 years strategic plan of the Education Department. In one way or another addressing the following points

- Increasing enrollment rates
- Reduce dropout and repetition rates
- Enhance extracurricular activities
- Empower school management of the school community
- Raise educational efficiency

The activities at plan in Sep. 2012

I. Introduction & use of Data Base system in data storing, analysis and reporting.

- ✓ It is on trial basis yet it need to be developed further to a complete usable system.

II. Performing Supervision Activities & Visits.

- ❖ Some school were visited

→ With regard to the performance of teachers and the school in general, the task of supervision was almost left to school principals. Hence, School Based Supervision

It was chosen for several reasons but mainly

A. Cost effective

B. More efficient (in grasping performance details even at classroom level)

To this end, the school principals need to be empowered to perform the task.

Through several mechanisms like:

1. Discussion with school principals on personal basis.
2. Provision of training (workshop in March 2013, Sep.4-6, 2013)

Developed relevant Performance Mgt Systems and tools (Sep.4-5, 2013)

III. Securing funds for capacity building programs.

Several proposals are on progress ... this is a kind of routine job of the department

→ Currently there are to Program in implementation.

- 1) Women Empowerment Program in Rural Catholic Junior schools, Parishes & Women Promotion Canters (Funded by Missio Aachen)
- 2) Enhancing rural children's educational performance through empowering the capacity of teachers and school administration (Funded by Caritas Italiana)

Empowering the PTSA

- For creating harmonious school community
- Foster sense of ownership of the school by the school community
- To work for self-sufficiency
 - ✓ Housing
 - ✓ Maintenance ...

In this area no significant work is done at least by the Department in the school year 2012/13 but I learned there are some changes made by schools.

Recommendations forwarded during 2012 report

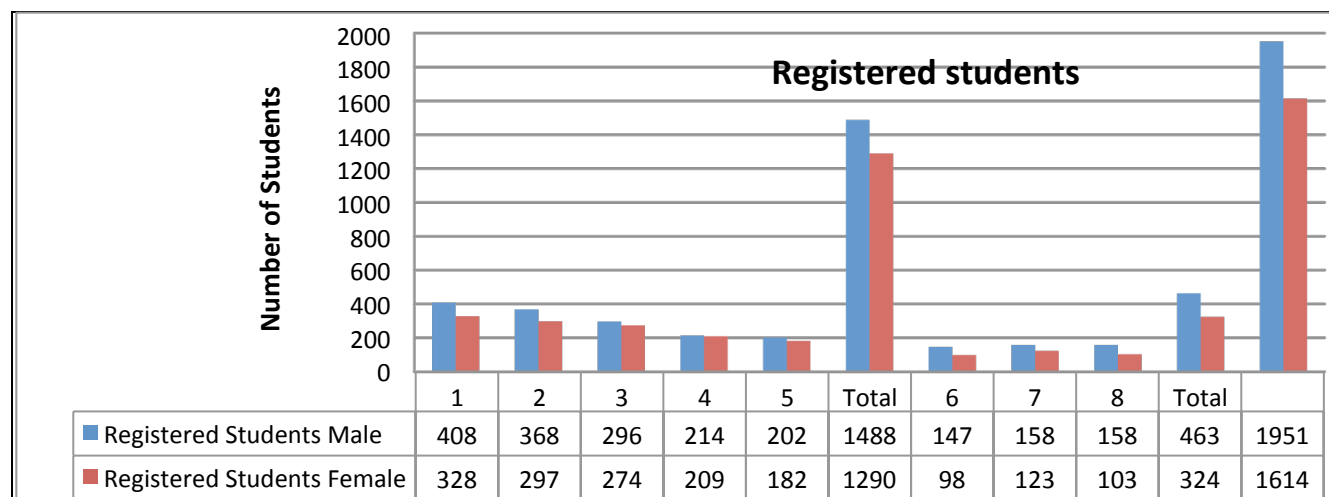
- Assessment of Schools. Apart from personal recommendation nothing is finalized ...

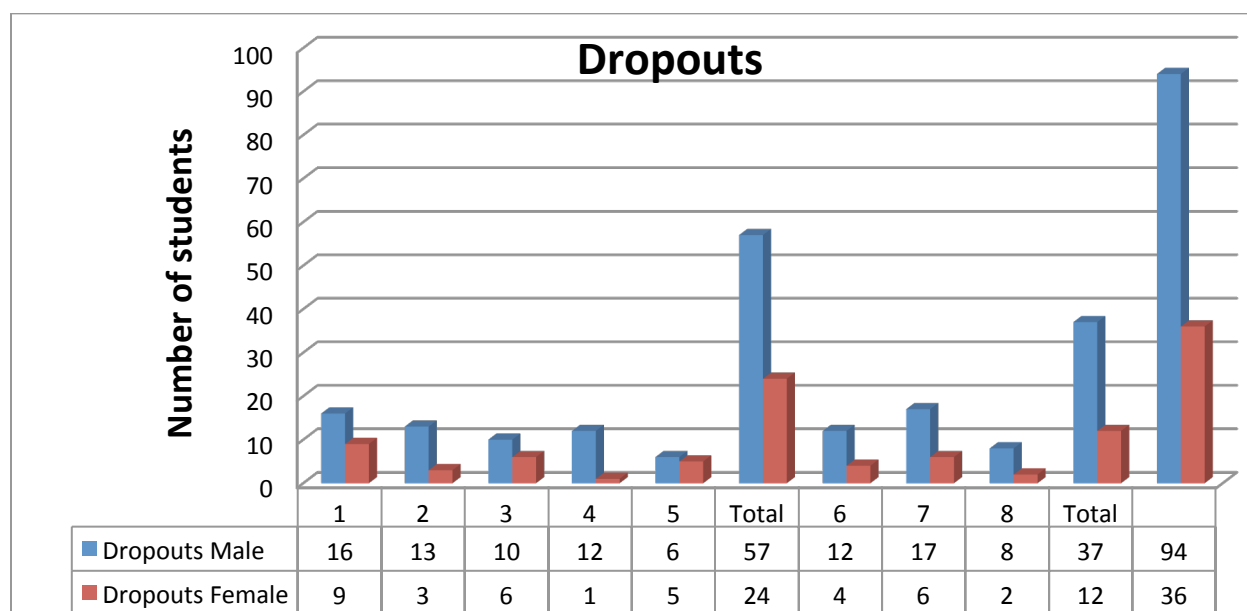
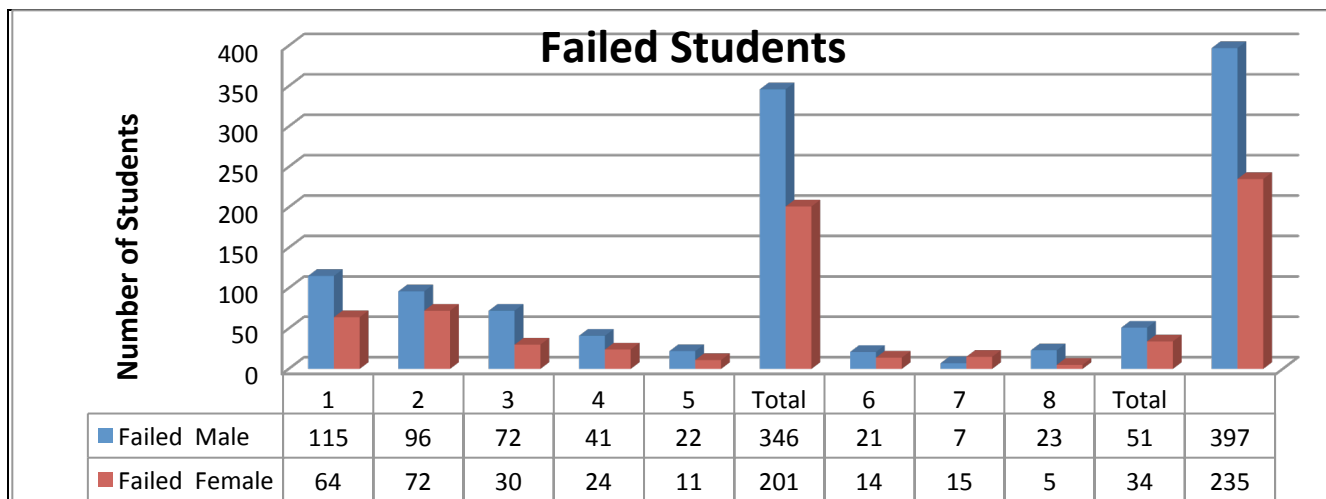
- Education as a means of the church's mission to salvation – Cultivation of Catholic Values in the schools
 - ✓ I strongly appreciate the initiatives (constructive involvement) I see in some school environment.
 - ✓ The role of the Parish Priest in this regard is absolutely crucial and are doing their best to implementing the educational activities in their parish schools.

The statistics of the CESK Schools 2012/13

Grade	Registered Students			Efficiency			Wastage								
	Male	Fem.	Total	Passed			Failed				Dropouts				
				Male	Fem.	Total	in %	Male	Fem.	Total	in %	Male	Fem.	Total	in %
1	408	328	736	279	259	538	73.1%	115	64	179	24.3%	16	9	25	3.4%
2	368	297	665	265	222	487	73.2%	96	72	168	25.3%	13	3	16	2.4%
3	296	274	570	216	236	452	79.3%	72	30	102	17.9%	10	6	16	2.8%
4	214	209	423	161	184	345	81.6%	41	24	65	15.4%	12	1	13	3.1%
5	202	182	384	174	167	341	88.8%	22	11	33	8.6%	6	5	11	2.9%
6	147	98	245	114	79	193	78.8%	21	14	35	14.3%	12	4	16	6.5%
7	158	123	281	134	102	236	84.0%	7	15	22	7.8%	17	6	23	8.2%
8	158	103	261	127	96	223	85.4%	23	5	28	10.7%	8	2	10	3.8%
Sum-total	1951	1614	3565	1470	1345	2815	79.0%	397	235	632	17.7%	94	36	130	3.7%

NB. The figures does not include relevant data from the La Sallian schools and St. Anna School





Main reasons for Students failure and drop out

	failure	Dropout
1	Negligence	Negligence
2	Not doing Home woks/activities	Economic Problem
3	Shortage in teachers' capacity	Change of place /Transfer
4	Economic Problem	Sickness
5	Lack of parental flow up	Marriage
6	Family problems	Others
7	Change of place /transfer	
8	Distance from school	
9	Sickness	

10	Absenteeism	
11	Shortage3 of textbooks	
12	Others	

Total number of Eparchial Teachers

Teachers By The End Of The Academic Year 2012/13		
Male	Female	Total
86	53	139

Accomplished Tasks

- 1) Recruitment of teachers
 - Orientation
 - Training of teachers

- 2) Follow up of school matters
 - Reports to and from schools /directors
 - Discussions with Parish Priests, Individual teachers and Ministry of Education
- 3) Working to address feedbacks and questions regarding the schools
- 4) Implementation of capacity building projects.
 - Gender, FGM and Women’s rights campaigns
 - School health



- 5) Inter -Eparchial Mock-Exam for 8th graders (April 25, 2013).
 - It was evaluated by the MoE, Schools and students as the most effective and “exemplary”.
 - More helpful to Ashera, Ghilas and Hagaz schools.
 - Had the spirit of communality and working together.



Extra-Curricular Activities

Health Activity – in most schools a campaigns against the speared of malaria was conducted.

Sport Activities - sport contests at school and cluster levels were conducted.



Culture/Art Activities- there is reported activity in this regard. And the department presumes almost nothing has being done.

Challenges /Problems

- A. The Education Department
 - Transportation facility /fuel problem.
 - Unavailability of supporting units (M & E, Operations Dept., Supervisor)
- B. Teachers
 - High living cost Vs low salary.
 - Getting qualified teachers.
 - Unpredictable or impulsive actions of some teachers.
- C. Schools
 - Registration time complications in St. Joseph school, St. Anna school, Abune Yosief Aden and Kidane Mihret Hagaz (it was partly emanating from the high demand imposed to the schools by the communities)
 - There is Registration time and class start time delays in most schools.
 - Absence or inactive of school committee
 - How to maintain the dwindling interest in education.

Addressed Challenges

- A. The department coordinates its activities with other departments – the team spirit.
- B. Providing orientations and training (workshops and on-job training) to teachers.
- C. Discussion with the MoE about getting qualified new graduates from the Teacher Training institute.
- D. Schools
 - Coordination and Harmonizing the School administration
 - Capacity building programs
 - Increased Responsibility of Principals and PTSA

The Plan or the Tasks Ahead for the Ed. Dpt. 2013/14

I) the Dept. will be working actively on:

- ✓ Introduction & use of Data Base system in data storing, analysis and reporting.
- ✓ Performing school visits (Supervision data collection)
- ✓ Work strongly on sources of getting funds for the schools and capacity building programs.

II) Empowering the school Administration (Director)

- ✓ Make them participate in capacity building opportunities
- ✓ Making them having their Action Plans (developed in coordination with the school community; PP, PTSA) and make sure that they adhere to it
- ✓ Collecting periodical Supervision Reports from Directors. (Like: 2 times in each Semester)
- ✓ Hiring and firing/Job description and introduction of Reshuffling Process /Procedures

III) Empowering the school community represented by PTSA

→ Formation, Recognition and Empowering the PTSA. It Helps for many reasons:

- ✓ It is one of the ultimate missions of the Eparchy in running schools.
- ✓ The community will assume their responsibility.
- ✓ the community is expected to and will certainly contribute for the development of the school(s) -teachers' Housing or accommodation, school maintenance ...

The steps could be as follows:

- A) Formation/Restructuring of the PTSA (by Number and Representation)
- B) Provision of Adequate Orientation, Training, course ... regarding Performance, expectations and Job relation of ⚡ **PTSA** (School Committee) ⚡ **Shimagele** (Church Committee) { It could be arranged any time, in the 1st semester. Organized by the sub-zone or School Level (Parish Priest and Director the) in cooperation with the Ed. Dept. or MoE. }
- C) Draft Action Plan of the year in coordination with school director

Recommendations

Grey Area ...awaiting individual school planning. Individual schools are actively advised to discuss on the following points and come up with relevant action plan with regard to their school activities. These points are very important in maintaining healthy school environment and vibrant as well as functioning schools in addressing the needs of the school community.

- Introduction of Geez Alphabets
- Money balance (funding?)
- Attracting teacher (Housing, support even moral)
- Cultivating Catholic values
- Job discipline (Absenteeism, punctuality ...