

CATHOLIC EPARCHIAL SECRETARIAT KEREN

EDUCATION DEPARTMENT

**School Yr. 2009/2010 2ND
SEMESTER REPORT**

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KEREN

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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 highlight 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.

1. Educational institutions of CEK – Brief statistics

SN	Name	Qty	Distribution of Eparchial Education institutions				
			Hagaz	Elabered	Keren	Halhal	Northern Red Sea
1	Kindergarten	6	9	6	12	1	1
2	Feeder schools(1-3)	4					
3	Elementary (1-5)	12					
4	Elementary + Junior (1-8)	5					
5	Elementary + Junior + secondary	1					
6	Agro technical Institute	1					

Total	29	9	6	12	1	1
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1.1 Teacher's qualifications

Qualification	M	F	Total
Less than 11	7	2	9
11/12	6	15	21
Self study	6	20	26
12+TTI	35	23	54
12+1/Certificate	1	2	3
12+2 - 12+3	0	3	3
Philo- Theo	9	0	9
Diploma	3	0	3
BA	8 (part time)	0	8
MA			
Total	75	65	140

1.2 Student's statistics

Sn	School	Established Date	Level	Medium of Instruction	Sub region	Number of students			Number of teachers		
						M	F	T	M	F	T
1	Hamedey	1951	1-5	Blin	Elabered	54	56	110	5	1	6
2	Gush	1958	1-5	Tigri.	Elabered	93	77	170	3	3	6
3	Azefa	1957	1-5	Blin	Elabered	32	31	63	2	4	6
4	Yigar	1963	1-5	Blin	Elabered	69	75	144	3	3	6
5	Eden	1989	1-5	Tigri	Elabered	175	177	352	3	5	8
6	Awenjeli	1988	1-5	Tigre	Hagaz	67	39	106	4	2	6
7	Hagaz	1989	1-8	Tigri & Eng	Hagaz	421	306	727	11	6	17
8	Ashera	1941	1-8	Blin & Eng	Hagaz	310	266	576	10	6	16
9	Qerot-Nejar	1967	1-5	Blin	Hagaz	109	101	210	4	1	5
10	Faraleba	1960	1-5	Blin	Hagaz	65	42	107	3	3	6
11	Ghilas	1957	1-8	Blin and Eng	Hagaz	169	141	310	7	5	12
12	Sheqloti		1	Tigre	Hagaz				-	1	1
13	Hager	1965	1-5	Blin	Keren	44	19	63	3	2	5
14	Qunni	1962	1-3	Blin	Keren	25	29	54	1	2	3
15	Dighi	1959	1-3	Blin	Keren	31	30	61	1	2	3
16	Juffa	1965	1-3	Blin	Keren	31	25	56	1	2	3
17	Boggu	1954	1-5	Blin	Keren	57	50	107	3	3	6
18	Bambi	1949	1-5	Blin	Keren	42	31	73	3	2	5
19	Deroq	1957	1-5	Blin	Keren	126	117	243	3	4	7
20	Keren – St. Joseph	1949	1-11	Tigri & Eng	Keren						
21	Keren – St. Ann	1944	1-8	Tigri & Eng	Keren	320	357	677	5	5	10
22	Shinara	1961	1-8	Blin and Eng	Keren	198	170	368	8	6	14
	Total					2,438	2,139	4,577	83	68	151

School activities accomplished



Administration

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 between 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.

19 catholic 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 provides teachers 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 1st 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, on 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 - there is a 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. However some schools did not utilize this opportunity

Curriculum



Supervision



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



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

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

This teaching learning process tool includes formation of different clubs, maetot 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 portraits successful schools in different competitions and their standing rank.

Sn	School name	Areas	Rank
1	Hamedey M/Alem	General Knowledge competition	1 st
2	Gush Arbatu Insisa	Athletics	1 st
3	Azefa S. Estifanos	Poem	1 st
4	Hagaz Kidane Mehret	Soccer, cultural show	Awarded with money
5	Ashera S. Micael	Athletics	2 nd
6	Ghilas Lideta Mariam	Soccer and athletics	1 st
7	Yigar Kidane Mehret	General Knowledge competition	
8	Eden Abune Yosief	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 2nd semester dismissal measures were reported from Deroq, Hagaz and Shinnara 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.

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.

Latrines

- 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

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

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 Holy 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.

Internal efficiency in Catholic schools 2009/2010

The promotion, repetition and drop out indicators will be used to reflect the internal efficiency of Catholic schools.

Sn	School name	1 st semester					2 nd semester				
		Promotion %	Repetition %	Drop out %	wastage	Rank	Promotion %	Repetition %	Drop out %	Wastage	Rank
1	Hamedey	83	17	0	17	6	82	13	5	18	5
2	Gush	76	24	0	24	13	71	25	4	29	13
3	Awenjeli	76	23	1	24	13	68	18	14	32	15
4	Azefa	80	19	1	20	10	81	16	3	19	6
5	Hager	79	19	2	21	11	80	19	1	20	8
6	Hagaz	73	25	2	27	15	69	23	8	31	14
7	Qunni	72	28	0	28	16	74	24	2	26	11
8	Dighi	82	15	3	18	8					
9	Juffa	93	7	0	7	1	91	7	2	9	3
10	Ashera	64	34	2	36		57	36	7	43	17
11	Qerot-Nejar	83	15	2	17	6	84	14	2	16	4
12	Faraleba	85	14	1	15	5	82	14	4	18	5
13	Boggu	70	27	3	30		63	24	13	37	16
14	Ghilas	72	28	0	28	16	76	24	-	24	10
15	Bambi	82	18	0	18	8	81	14	5	19	6
16	Deroq	77	22	1	23	12	77	21	2	23	9
17	Yigar	92	7	1	8	2	92	6	2	8	1
18	Sheqloti										
19	Keren - S. Joseph										
20	Eden	86	14	0	14	4	92	8	-	8	1
21	Keren - S. Anna							90.8	8.7	0.4	
22	Shinara	88	11	11	22	3	73	23	4	27	12
	Total										

Summary table by level

Sex	Elementary (M: 1564 F: 1326 T: 2872)			Junior (M: 540 F: 429 T: 969)		
	Promoted	Failed	Drop out	Promoted	Failed	Drop out
M	1146	326	74	327	148	65
F	1060	231	35	319	97	13
Total	2206	557	109	646	245	78
%	77%	19%	4%	68%	25%	7%

General Summary table

Sex	Promoted	Failed	Drop out	Total
M	1473	474	139	2086
F	1379	328	48	1755
Total	2852	802	187	3841
%	74%	21%	5%	100%

Reasons for drop out

Sn	Reason	M	F	Total	%
1	Lack of parents follow up	39	37	76	
2	Economical problem	49	12	61	
3	Lack of sufficient resources/text books	11	9	20	
4	Laxity (hatred on education	207	169	376	
5	Absences	136	78	214	
6	Teachers laxity	3	6	9	
7	Lack of KGs	8	5	13	
8	Sickness	6	9	15	
9	Labor	4	1	5	
10	Small age	11	2	13	
	Total	474	328	802	

Income and expenses summary table of schools (age 1-17)

Semester	Income	Expenses	Balance
I	234,743.65	110,389.00	124,354.65
II	196,695.70	124,763.35	71,932.35

School Projection for grade one 2010/2011

Catholic schools have planned to admit the following number in grade one for 2010/2011.



Grade	Number of students		
	M	F	Total
One	282	270	552

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

Education department activities

Training

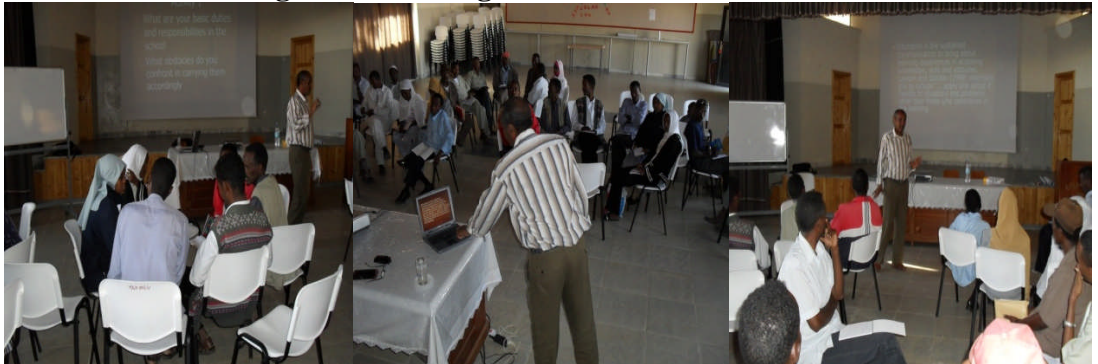
ED organized different training thanks to **KINDERMISSIONWERK** donation. The following topics were covered in the series of training. In this training school directors and teachers of different subjects participated

- 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



II. Classroom management training



Some workshop reflections

Daniel Yosief a teacher from Saint Gabriel Hager elementary school

“I have never got accesses before that helps me how to manage kids at lower grades. Today thanks to KINDERMISSION support I have got basic understanding how to treat my students.”

A teacher from S. Micael Bambi

‘Child psychology is an important tool for a teacher who teaches at elementary level. I hope this training will help as to treat our student rationally’

Omer Salih from Holy Savior Awenjeli elementary school

“I come from a school most of our students are from nomadic families. Today’s workshop infuses sound comprehension to see our pupils from wider perspective.”

Partners visit

Education department received guest from Shaliku Association. 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 Toffani.

Project proposals

Beside the Kindermissionwerk proposal, gender project and mini proposals for Yigar and Adi Qurban (Sheqloti) 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	Assessment	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.

Internal efficiency of schools with MGT

Table-1

Sn	School name	2 nd Semester								
		Promoted			Failed			Drop out		
		M	F	T	M	F	T	M	F	T
1	Azefa	26	25	51	5	5	10	1	1	2
2	Hager	40	16	56	4	2	6	-	1	1
3	Bambi	30	28	58	8	2	10	4	-	4

Table-2

Sn	School name	1 st semester					2 nd semester				
		Promotion %	Repetition %	Drop out %	wastage	Rank	Promotion %	Repetition %	Drop out %	Wastage	Rank
1	Azefa	80	19	1	20	10	81	16	3	19	6
2	Bambi	82	18	0	18	8	81	14	5	19	6
3	Hager	79	19	2	21	11	80	19	1	20	8

The efficiency of schools is in good standing. The three schools also have shown great effort in the 2nd semester to record 80% promotion rate, improve their rank place and decrease their wastage.

Fundamental problems across the parish schools

Text books & Furniture

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. These schools (Ashera, Deroq, Ghilas, Azefa, Faraleba, Bambi, Qerotnejar) have serious shortage of desks, tables, chairs and black boards.

Library & Capacity of teachers

Ashera is elementary and junior school. There is no library in the school. The room lacks furniture and books. The capacity of some teachers is questionable. Mainly the shortage of skills is obvious in English language teaching.

Pedagogical resource centers & Supplementary reading materials

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

Operational plan for 2010

Objectives	Main Activities	Duration		Resp
		from	to	
1.1 Increase the average grade (performance) of students by 15% by 2014.	1.1.1 Hire qualified teachers	01/2010	12/2010	ED
	1.1.2 Supply sufficient text books to schools	01/2010	12/2010	ED
	1.1.3 Upgrade the capacity of directors and teachers	01/2010	12/2010	ED
	1.1.4 Conduct training need assessment	06/2010	12/2010	ED
	1.1.5 Sharing experience among the teachers	01/2010	12/2010	ED
	1.1.6 Establish supervision unit	3/2010	07/2010	ED
1.3. Raise the completion rate of girls in rural middle school by 30% by 2013.	1.3.1 Assessment	08/2010	09/ 2010	ED
	1.3.2 Conduct gender awareness program.	10/2010	12/2010	ED
	1.3.3 Encourage teachers to support students with emphasis on girls.	09/ 2010	12/2010	ED
	1.3.4 Provide incentives for girls	10/2010	12/2010	ED
1.5 Reduce the repetition rate to 8% by 2013	1.5.1 Arrange academic support for poor performing students	09/ 2010	11/ 2010	ED/sc h
	1.5.2 Prepare model exam for grade eight at eparchial level	05/2010	05/2010	ED
	1.5.3 contact parents of the poor performing students	07/2010	12/ 2010	Schools
2.3 Publish one standard eparchial bylaw by 2011	2.3.1 Plenary discussions	06/2010	12/ 2010	ED
3.2 Strengthen self sufficiency in 21 catholic schools by 2011	3.2.1 Prepare campaign resource/manual	01/2010	12/2010	ED