



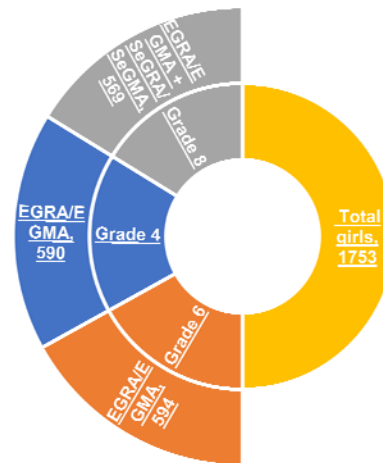
Supporting Transition of Adolescent Girls through Enhancing Systems (STAGES) Baseline Results Summary

Background

The Supporting Transition of Adolescent Girls through Enhancing Systems (STAGES) project is part of the United Kingdom’s Department for International Development’s (DFID) Girls’ Education Challenge-Transition (GEC-T) and is being implemented by Link Community Development (Link) in Ethiopia’s Wolaita Zone of the Southern Nations Nationalities and Peoples Region (SNNPR). The project is working with the Regional, Zonal, Woreda experts to help improve attendance, quality in teaching, school management and governance, positive community support for girls’ education, well-being and self-esteem for better learning, transition, and sustainability outcomes among marginalized girls.

The STAGES activity is being implemented in four Woredas in the Wolaita zone: Damot Pulasa, Damot Sore, Damot Woide and Kindo Koisha.

Figure 1. Baseline learning assessment sample



Purpose of the Baseline

To understand the beginning levels of girls, teachers and communities, STAGES conducted a baseline study. The results of the baseline study are summarized in this document. The results of this will be used by the project to target and improve interventions and to measure changes in students, classrooms, teachers and communities during the seven-year project.

Learning Outcome Findings

The initial learning levels of girls is shown for literacy in the figures below. The first figure shows the proportion of girls who correctly answered 41-80% of the items correctly (established learner) and the second figure shows the proportion of girls who correctly answered 81-100% of the items correctly (proficient learner). Red colors indicate relatively lower proportions of girls who met the criteria; green indicates relatively higher proportions.

In Wolayttatto, at least one-quarter to one-half of girls in grades 4 and 6 were classified as established learners, fewer were classified as proficient learners. In English, one-quarter of girls in grade 6 and one-third of girls in grade 8 were able to read a passage, but most struggled with comprehension.

Figure 2.	Established Learners in Literacy (41-80% items answered correctly)							
	Letter sound identification	Familiar word	Invented word	Oral reading fluency	Reading comprehension	Reading passage	Fill in the blank	Revising sentences
Grade 4—Wolayttatto	33%	27%	26 %	14%	25%			
Grade 6—Wolayttatto	44%	34%	35%	22%	31%			
Grade 4—English	39%	23%	30%	21%	8%			
Grade 6—English	51%	32%	35%	23%	16%			
Grade 8—English		34%	33%	33%	18%	36%	31%	28%



Figure 3.	Proficient Learners in Literacy (81-100% items answered correctly)							
	Letter sound identification	Familiar word	Invented word	Oral reading fluency	Reading comprehension	Reading passage	Fill in the blank	Revising sentences
Grade 4—Wolayttatto	42%	18%	18%	1%	5%			
Grade 6—Wolayttatto	40%	23%	17%	7%	13%			
Grade 4—English	16%	4%	21%	6%	0%			
Grade 6—English	23%	14%	29%	23%	3%			
Grade 8—English		28%	37%	33%	8%	19%	0%	1%

The initial learning levels of girls is shown for numeracy in the figures below. The first figure shows the proportion of girls who correctly answered 41-80% of the items correctly (established learner) and the second figure shows the proportion of girls who correctly answered 81-100% of the items correctly (proficient learner). Red colors indicate relatively lower proportions of girls who met the criteria; green indicates relatively higher proportions.

The majority of girls in grades 4 and 6 met the criteria for established learners in number identification, quantity discrimination and addition. The majority of girls in grade 8 met the criteria for established learners in addition. However, few girls were classified as proficient learners in all grades and tasks. Across grades, girls struggled with subtraction. Girls in grade 8 also struggled with word problems and fractions. It is important to note that the instructions for grade 4 numeracy assessments were in Wolayttatto and in grades 6 and 8, in English.

Figure 4.	Established Learners in Numeracy (41-80% items answered correctly)								
	Number Identification	Quantity Discrimination	Missing Number	Addition	Subtraction	Word Problems	Geometry	Fractions	Multiplication
Grade 4	60%	57%	13%	55%	27%				
Grade 6	51%	43%	14%	43%	33%	12%			
Grade 8				47%	41%	16%	37%	22%	29%

Figure 5.	Proficient Learners in Numeracy (81-100% items answered correctly)								
	Number Identification	Quantity Discrimination	Missing Number	Addition	Subtraction	Word Problems	Geometry	Fractions	Multiplication
Grade 4	10%	7%	1%	3%	1%				
Grade 6	12%	9%	3%	3%	1%	6%			
Grade 8				8%	0%	11%	13%	4%	13%

Barriers to Learning and STAGES Interventions for Girls in Wolaita Zone

