

BUILDING THE MIDDLE TIER TO STRENGTHEN FOUNDATIONAL LEARNING

EVIDENCE FROM 3 STATES

TAMIL NADU, MEGHALAYA AND NAGALAND

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THE PROBLEM STATEMENT

Our core question:

How can government systems design coaching so that structured pedagogy and high-impact teaching strategies are adopted in classrooms?

TAMILNADU



**Permanent
Government staff**

**Limited teaching
experience**

**80% Multigrade
classrooms**

**1:30 mentor: teacher
ratio**

NAGALAND



**Permanent Government
staff**

**Mandatory 5+ years of
teaching experience**

Monograde classrooms

1:30 mentor: teacher ratio

MEGHALAYA



**Contractual
staff**

No or limited teaching experience

80% Multigrade Classrooms

1:30 mentor: teacher ratio

In the 3 contexts, we explored the structural conditions and coaching capabilities that would improve classroom practices.

APPROACH/METHODOLOGY

What we designed and what we measured:

Inputs:

FOR MENTORS



Mentor Competency Framework

Structured Observation Tool with automated feedback reports (AOS/AOD)

Co-observation with program team

FOR TEACHERS



Teacher Handbooks & Student Workbooks

Trainings once a quarter with demonstration and practice

Periodic Observation and Coaching conversations

How we measured:

- A quasi-experimental Difference-in-Differences approach
 - - changes in student learning
 - changes in teaching practices
 - correlated with classroom observation data and IDIs and FGDs
- Additional evaluation of coaching frequency with random high touch and low touch coaching.

What we measured:

Did mentors show up? (observation completion rate)

- Did their feedback improve? (deviation scores)
- Did teacher practice change? (classroom observation data)
- Did children learn more? (baseline to endline, spot assessments)

FINDINGS AND IMPLICATIONS

STRUCTURE MATTERS: System Structure Determines Presence

- Contractual mentors
- Limited financial support
- No accountability system



37%

classroom visits completed

- Permanent mentors
- Available financial support
- Accountability system



87%

classroom visits completed

Quarterly targets had a higher
likely completion rate than
monthly targets

CAPABILITY MATTERS: Institutionalising observation ≠ Instructional Improvement

Mentor feedback
competency

17%

TO

79%

Co-observation deviation
reduced

20%

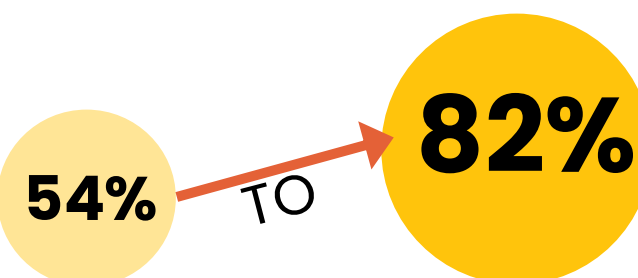
TO

7%

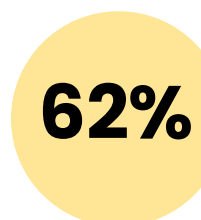
FINDINGS AND IMPLICATIONS

FREQUENCY MATTERS: HIGHER THE FREQUENCY OF COACHING, TEACHING EFFECTIVENESS INCREASED

Higher frequency of coaching
improved teaching
effectiveness from



Lower frequency stalled the
effectiveness at



When structure and coaching capability come together, practice and learning move

	 TAMILNADU	 MEGHALAYA	 NAGALAND
 Literacy gains	8.5pp improvement in 2 years	6pp improvement in 1 year	46pp improvement in 6 months
 Numeracy gains	18.3pp improvement in 2 years	24 pp improvement in 1 year	41pp improvement in 6 months

Discover more about our work on our website!



CONTACT INFORMATION

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