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المؤتمر الدولي لمهنة التعليم

INTERNATIONAL CONFERENCE ON THE TEACHING PROFESSION



«تعليم مستدام في عصر الذكاء الاصطناعي»

« Sustainable teaching in the era of AI »

04-05 February 2026

Oman Convention and Exhibition Centre (OCEC)

 EduGovOman



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Building a High-Quality Teacher Workforce

NEW IDEAS FROM THE
LATEST EVIDENCE

Shwetlena Sabarwal
World Bank

February 2026
@shwetlena



Implementation
Science for
Scaling in
Education



04-05 February 2026

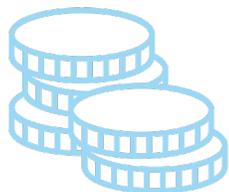
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Better teaching practices deliver big returns, fast



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Replacing bottom 5-8% of teachers with average teachers

can lead to

+\$250,000

↑ lifetime income per classroom



Changing instructional practices at scale (structured pedagogy)

can lead to

1 year

↑ learning gain in one school year



Targeting teaching instruction by learning level (TARL)

can lead to

2-3x

↑ increase in foundational reading & math skills in under 100 days

Source: Hanushek (2011), NBER; Chetty, Friedman & Rockoff (2014), AER; GEAP Report; TaRL Africa



But improving teaching practices is hard



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Only 22%

of teacher focused interventions change teacher practices / behaviors

Sabarwal et al (2021)

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Shwetlena Sabarwal,
World Bank, 2026

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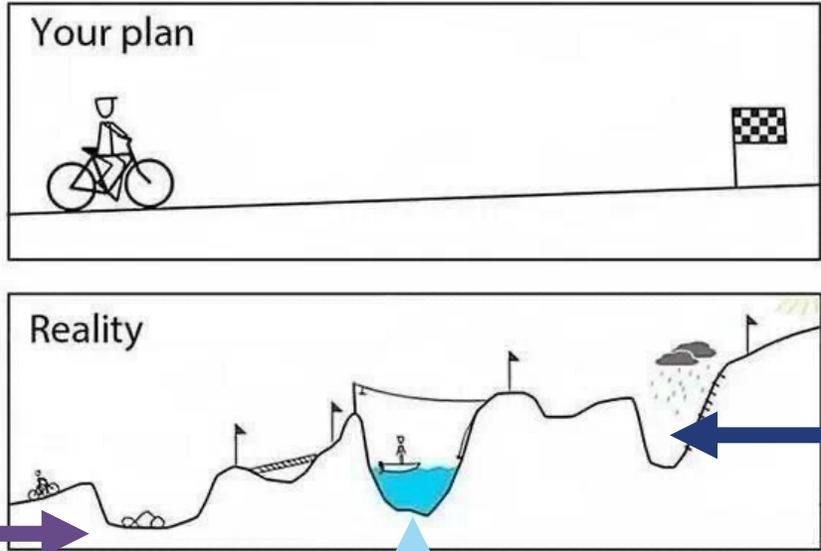
World Bank's Science for Scaling Education (ISSE) helps improve Implementation teaching practices at scale



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Technical
Quality of program, alignment to context

- Curriculum design
- Pedagogical approach
- Teacher capabilities
- Quality of TLMs



Political economy and mindsets
Support from stakeholders

- Competing interests
- Misaligned incentives
- Missing shared purpose for learning
- Attitudes, beliefs, mindsets

Managerial
Feasibility of administration

- Resource and logistics
- Muddled roles and responsibilities
- Overburdened teachers

Sabarwal et al (2025).
Implementation Science for Scaling Education. World Bank



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3 Big Ideas

**from WB's ISSE on
improving new teaching practices at scale**





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IDEA #1

Compliance is not Conviction

Invisible mindsets can become barriers to new teaching practices

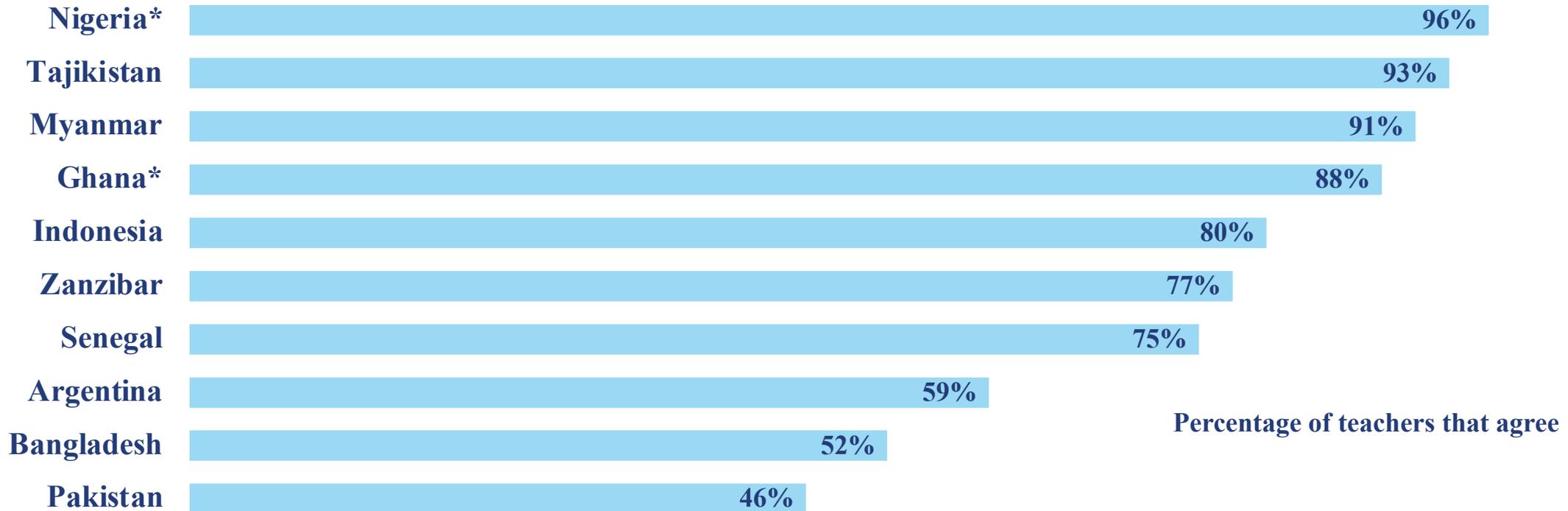


Mindset 1: Who deserves attention?

76% of teachers believe students deserve more attention if parents are involved in their education.



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Percentage of teachers that agree

Teacher survey
2018-2025

Sabarwal et al (2025). Implementation Science for Scaling Education. World Bank

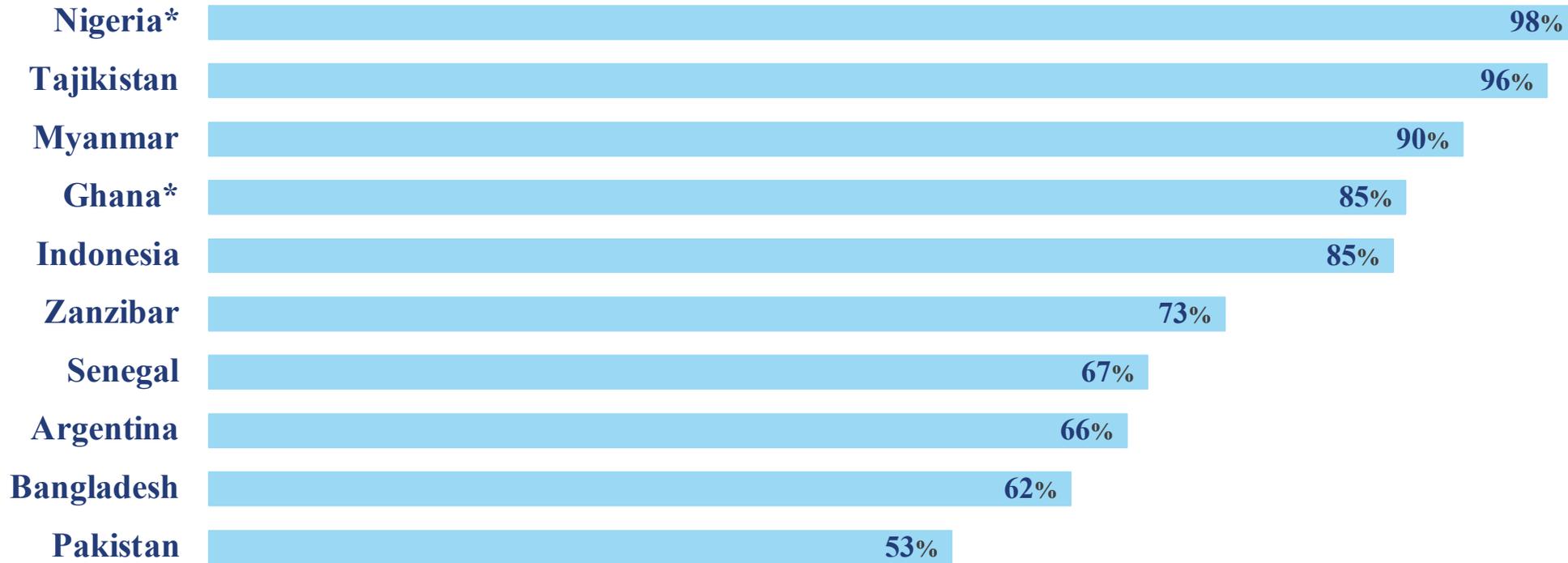


Mindset 1: Who deserves attention?

77% of teachers believe students deserve more attention if they have the necessary concepts & foundations.



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Percentage of teachers that agree

Teacher survey 2018-2025

Sabarwal et al (2025). Implementation Science for Scaling Education. World Bank

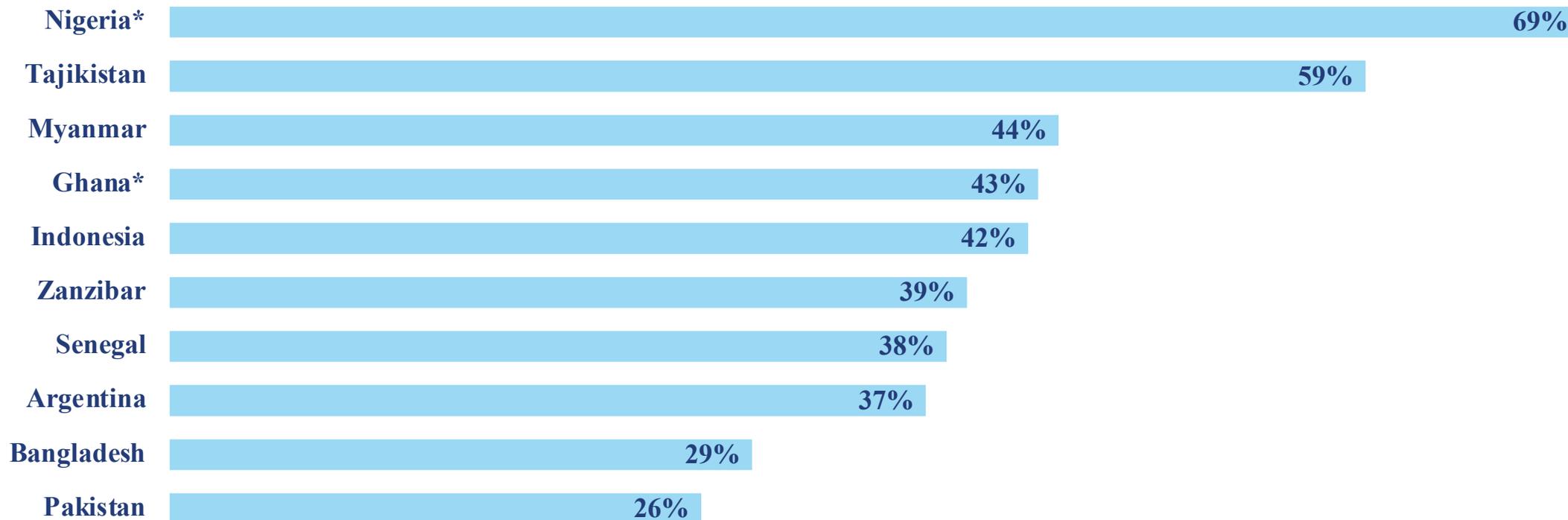


Mindset 2: Some students are beyond help

41% of teachers believe there is little they can do if students come unprepared from previous grades



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Percentage of teachers that agree

Teacher survey 2018-2025

Sabarwal et al (2025). Implementation Science for Scaling Education. World Bank



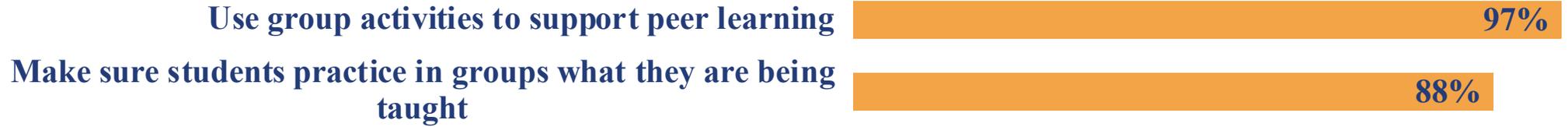
Compliance does not imply conviction

Teachers often have pre-conceived negative mindsets about new practices

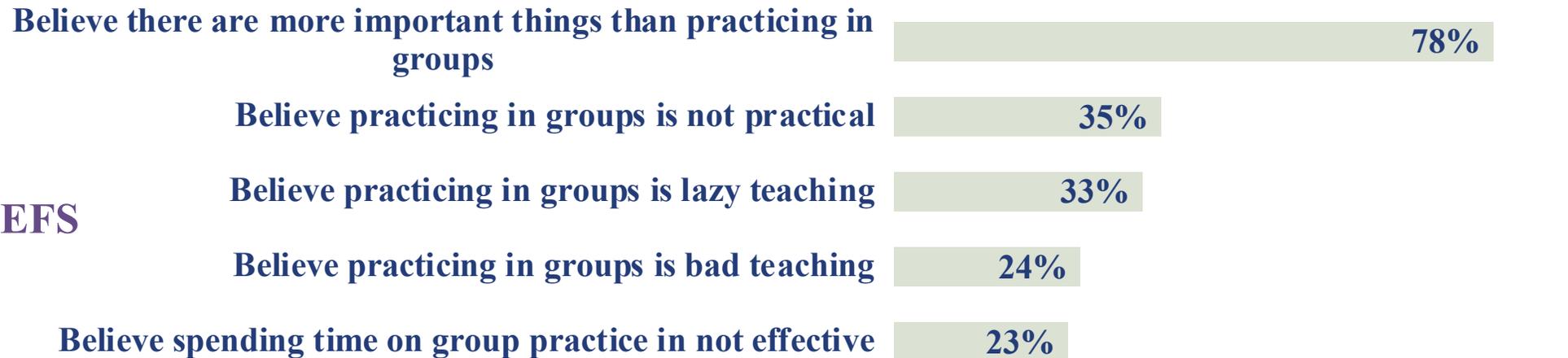


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REPORTED PRACTICE



BELIEFS



Percentage of teachers

Sabarwal et al (2025). Implementation Science for Scaling Education. World Bank

Nigeria teachers: N = 246





**“We don’t have many options to help -
If we try to give attention to these
students, other students may get left
out”**

**“Students who fall behind and are less
attentive, are mostly those whose
parents are negligent of their children”**

Focus Group Discussions, Bangladesh
Nov 2021

**“Children give up on school when
their teachers signal to them, they are
not smart enough”**

Abhijit Banerjee and Esther Duflo, Poor Economics
(2011), Pg. 271





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IDEA #2

Effort is a Tax on Change

Make new teacher practices simple and hassle-free



The friction of effort kills good programs



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Simplification of student aid forms (US)

BEFORE

- Complex, multi-page form
- High cognitive load
- Multiple steps + deadlines

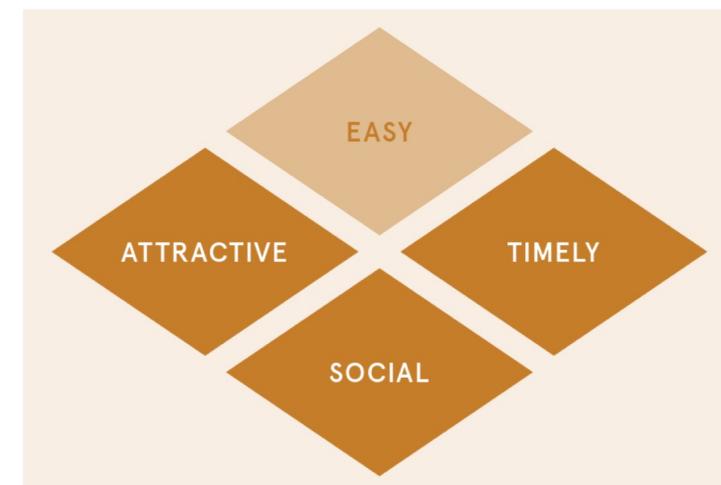


AFTER

- Pre-filled forms
- In-person help
- Clear prompts at decision point

+8 pp in completion of forms

+7 pp in college enrollment



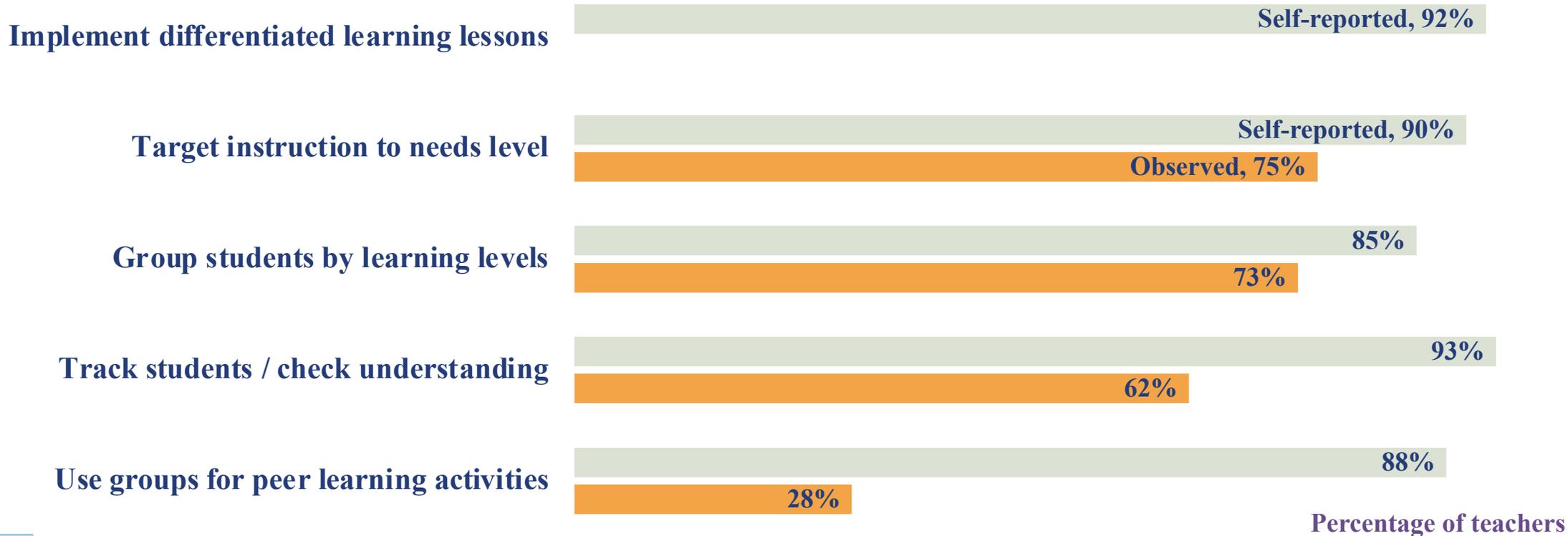
Bettinger et al (2012)



When effort rises, practice falls



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Ghana teachers: self-reported N = 426; observed N = 150

Sabarwal et al (2025). Implementation Science for Scaling Education. World Bank





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IDEA #3

Supervision is visibility

Supervision can help teachers feel seen, as they embrace new practices



Teachers demand more support



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Ghana

55 percent
of teachers
believe they did not
receive sufficient training.

OECD Countries

2x
higher five-year attrition among teachers
reporting inadequate administrative support.

31 percent
of teachers report shortages of support personnel.

Sabarwal et al (2025). Implementation Science for Scaling Education. World Bank; OECD (2024), TALIS 2024 Results: Sustaining the Teaching Profession.



They also demand supervision



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Believe supervision is the most important way to help teachers implement the program

Ghana, 84%

Nigeria, 88%

Believe teachers will fail without active supervision

72%

89%

Believe that the main way support officers can help is by supervising

53%

85%

Believe that the main way support officers can help is by coaching

22%

Percentage of teachers

Sabarwal et al (2025). Implementation Science for Scaling Education. World Bank



Why might supervision matter?



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A theory:

When teachers change behavior and adopt new instructional practices, they want those efforts to be visible, acknowledged, and reinforced.

What supervision enables:

- **Clear protocols for desired instructional practices.**
- **Simple, observable checklists.**
- **Regular, visible engagement with teachers' practice.**



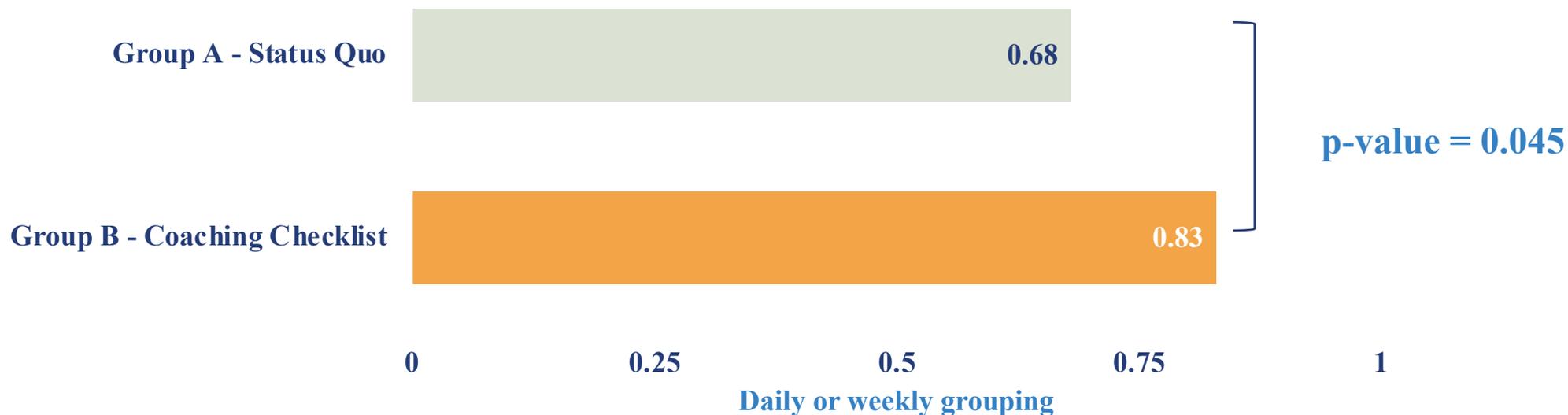
Why might supervision matter?



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ISSE tested a low-cost, checklist-based coaching intervention in Ghana

Supervision and coaching increased real-time student grouping by 15 percentage points during the term for better targeted instruction





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“In everything, supervision is key. When there's no supervision, with time, teachers don't stick to what they are supposed to do. But when there's supervision, they will have to. They know that they are being checked ..., they put out their best to and try to stick to what they have to do.”

- Teacher, Sawla-Tuna-Kalba District, Ghana



What do these new ideas mean for policy?



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Compliance is not Conviction.

Invisible mindsets may be hindering change. Try to understand & re-shape teacher beliefs.



Effort is a tax

When teacher practices are hard to do well, intention breaks down.



Supervision is visibility

Observation and verification lay the groundwork for coaching.

**Beliefs, effort-tax,
& supervision
determine how
new practices
scale**

**If systems ignore them even
proven approaches won't
stick.**





Questions & Discussion



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