Teacher Rotation and Student Outcomes: Experimental Evidence from Uganda

Researchers:

Ernesto Dal Bó

Isabelle Cohen

Frederico Finan

Kizito Omala

David Schonholzer

Sector(s): Education

Fieldwork: Innovations for Poverty Action (IPA)

Location: Uganda

Target group: Teachers

Outcome of interest: Student learning

Intervention type: Administrative reform

AEA RCT registration number: AEARCTR-0002998

Partner organization(s): Bugiri District Education Department, Uganda Ministry of Education and Sports, Center for Effective Global Action (CEGA), International Growth Center (IGC)

One of the biggest challenges in supplying education services to poor populations is low personnel morale, low engagement, and high absenteeism. This problem is particularly severe in Uganda, where teacher absenteeism rates are estimated at 27 percent. However, Uganda's district-centralized teacher deployment system, where teachers are transferred every five years and can be placed in any school in a given district, offers a unique opportunity for low-cost motivation of teachers. In partnership with a rural district in Eastern Uganda, researchers are conducting a randomized evaluation to study whether rewarding top-performing teachers with a future posting of their choice incentivizes teachers to improve their attendance and the quality of their teaching.

Cohen, Isabelle, Ernesto Dal Bó, Frederico Finan, Kizito Omala, and David Schonholzer. "Teacher Rotation and Student Outcomes: Experimental Evidence from Uganda." Working Paper, December 2021.