

# 1 Introduction

In this paper, I highlight the role of the strategic interaction between political elites and its downstream effects on the provision of educational services. Similar to coalition building, local executive leaders secure broader support for their policy agenda through the allocation of public sector positions to city councilors.[Laver and Shepsle, 1990, Power, 2010] As highlighted by previous research, teacher turnover can lead to decreased morale and inexperienced staff entering public service [Ingersoll, 2001, Ronfeldt et al., 2013]. Patronage, by inducing new hires or dismissals, can therefore cause instability in the educational sector, with negative effects for student learning.

To estimate the effect of patronage on quality of education, I combine qualitative and quantitative evidence. Interviews conducted with educational bureaucrats and politicians confirm that turnover has a negative impact on teachers' ability to educate students. To validate these accounts I combine administrative data on education, both at a national and subnational level. I construct a multiple datasets to test these claims: the main specification contains over 1 million classrooms spread across the national territory, and a school-grade-specific turnover index. A set of estimations, combining multi-level modeling and fixed effects, provide strong evidence that teacher turnover has a negative effect on student learning.

## References

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