

Online Appendix

Order Effects and Teacher Labor Supply: A Nation-wide RCT in Ecuador.

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A Appendix A (Figures)

Figure A1: Platform Screenshot - School list

Instituciones educativas donde puede tener un alto impacto social.

Código AMIE	Institución educativa	Zonas	Provincias	Dirección de la institución educativa	Especialidad: EDUCACIÓN GENERAL BÁSICA (EGB) DE 2DO A 7MO	# de postulantes hasta 2020-05-18 10:10:35	Postularse
Buscar amie	Buscar IE				# de vacantes ofertadas		
17H01573	UNIDAD EDUCATIVA FISCAL CLUB ARABE ECUATORIANO	Zona: 9 Distrito: 17D02	Provincia: PICHINCHA Cantón: QUITO Parroquia: CALDERON (CARAPUNGO)	SANTA TERESA DE JESUS Y PANAMERICANA NORTE KM14	1	9	☐
17H01612	UNIDAD EDUCATIVA FISCAL ESPAÑA	Zona: 9 Distrito: 17D02	Provincia: PICHINCHA Cantón: QUITO Parroquia: CALDERON (CARAPUNGO)	PARQUE PRINCIPAL DE SAN MIGUEL DEL COMUN	2	9	☐
17H01631	UNIDAD EDUCATIVA FISCAL ING JUAN SUAREZ CHACON	Zona: 9 Distrito: 17D02	Provincia: PICHINCHA Cantón: QUITO Parroquia: CALDERON (CARAPUNGO)	PASCUAL AGUIRRE	5	14	☐
17H01551	UNIDAD EDUCATIVA FISCAL LUXEMBURGO	Zona: 9 Distrito: 17D02	Provincia: PICHINCHA Cantón: QUITO Parroquia: CALDERON (CARAPUNGO)	CARAPUNGO PULULAHUA Y CARIHUAIRAZO N10	6	18	☐

Source: Ministry of Education, Ecuador

Figure A2: Platform Screenshot - Final Screen

ORDENAR VACANTES SELECCIONADAS PARA POSTULACIÓN					
1	24H00260	UNIDAD EDUCATIVA AYANGUE	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	
2	24H00104	ESCUELA DE EDUCACION BASICA 24 DE MAYO	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	
3	24H00106	UNIDAD EDUCATIVA SAN MARCOS	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	

Source: Ministry of Education, Ecuador

Figure A3: Platform Screenshot - Control versus Treatment

Código AME	Institución educativa	Zonas	Provincias	Descripción de la institución educativa	Especialidad EDUCACIÓN GENERAL BÁSICA (PSE) DE 200 A 700	# de postulantes hasta el día 15/05/2021	Postular
24H00091	AURELIO CARRERA CALVO	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	COMUNIDAD BABEL COLLAO -DIAGONAL AL DISPENSARIO	1	5	☐
24H00095	CARLOS JULIO ARCEBENA MORAÑO	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	COMUNA AGUADITA	1	2	☐
24H00104	ESCUELA DE EDUCACIÓN BÁSICA 24 DE MAYO	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	RECINTO EL COROZO VÍA PREZSA SAN VICENTE	2	4	☐
24H00092	ESCUELA DE EDUCACIÓN BÁSICA CASIMIRO SORIANO BORROR	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	FRENTE A LA CAPILLA SEÑOR DE LA MISERICORDIA	1	5	☐

(a) Control

Código AME	Institución educativa	Zonas	Provincias	Descripción de la institución educativa	Especialidad EDUCACIÓN GENERAL BÁSICA (PSE) DE 200 A 700	# de postulantes hasta el día 15/05/2021	Postular
24H00090	UNIDAD EDUCATIVA AYANGUE	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	COMUNA AYANGUE BARRIO SAN FRANCISCO VÍA LACRISTORIO AGUAYAB	1	6	☐
24H00104	ESCUELA DE EDUCACIÓN BÁSICA 24 DE MAYO	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	RECINTO EL COROZO VÍA PREZSA SAN VICENTE	2	3	☐
24H00106	UNIDAD EDUCATIVA SAN MARCOS	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	VIA 4 GUARIGALA -FRENTE A LA IGLESIA SAN MARCOS	1	6	☐
24H00107	ESCUELA DE EDUCACIÓN BÁSICA PRESIDENTE LÓPEZ GARCÍA	Zona: 5 Distrito: 24D01	Provincia: SANTA ELENA Cantón: SANTA ELENA Parroquia: COLONCHE	BARRIO FRANCISCO PARRERO CALLE PRESBITERO CARRAVAL	2	11	☐

(b) Treatment

B Appendix B (Tables)

Table B1: Proportion of Schools Selected within Teachers' District of Residence and Neighboring Districts

Chosen school	Full sample		Likely treated sample		At least 1 available	
	(1) Residence	(2) Residence or Neighboring	(3) Residence	(4) Residence or Neighboring	(5) Residence	(6) Residence or Neighboring
First choice	0.13	0.28	0.22	0.4	0.47	0.37
Second choice	0.09	0.25	0.19	0.38	0.38	0.34
Assigned	0.15	0.29	0.23	0.38	0.43	0.35
Percentage in the choice set	0.08	0.23	0.16	0.36	0.33	0.31

Notes: Each value corresponds to the share of the chosen schools that coincide with the teacher's residence *parroquia* or their residence + neighboring *parroquias* by different samples. The description of the likely treated sample is in Section II. At least one available sample includes only teachers who have at least one vacancy in their specialty, either in their Residence (column 4) or in their Residence + Neighboring area (column 5).

Table B2: Random selection into final sample

	Probability of being included in the likely treated sample	
	(1)	(2)
Treatment	0.001 (0.006)	0.001 (0.005)
Controls	No	Yes
Mean (Control group)	0.4	0.4
N	18121	18121

Note: Robust standard errors in parentheses; * $p < 0.10$ ** $p < 0.05$ *** $p < 0.01$. The outcome "Probability of being included in the likely treated sample" takes a one if the observation is included in the final sample we use for the main analysis. The description of the final sample is in Section II. Model (1) does not include controls. Model (2) includes the following controls at the teacher level: gender, marital status, ethnicity, years of experience, test scores and district of residence.

Table B3: Summary statistics

	Obs		Mean		Std. Dev		Min		Max	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Sample	Full	Restricted	Full	Restricted	Full	Restricted	Full	Restricted	Full	Restricted
<i>Candidate's attributes</i>										
Female	18121	7290	0.72	0.78	0.45	0.41	0	0	1	1
Single	18121	7290	0.51	0.52	0.5	0.5	0	0	1	1
Ethnic Minority	18109	7288	0.1	0.1	0.3	0.29	0	0	1	1
Years of experience	18108	7288	3.36	3.9	3.27	3.32	0	0	10	10
Test score	18121	7290	66.24	67.94	9.94	9.4	42.51	42.86	94.6	92.7
Share of teachers with <i>only</i> hard-to-staff schools in their residence and neighboring districts	18121	7290	0.07	0	0.25	0	0	0	1	0
Share of teachers with <i>only</i> non hard-to-staff schools in their residence and neighboring districts	18121	7290	0.41	0	0.49	0	0	0	1	0
Share of hard-to-staff schools in their residence and neighboring districts	18121	7290	0.29	0.42	0.31	0.19	0	0.04	1	0.96
Number of vacancies in their residence and neighboring districts	18121	7290	10.09	22.37	17.01	21.41	0	2	131	131
Share of teachers with <i>only</i> hard-to-staff in the districts included in their choice set	18121	7290	0.02	0.01	0.14	0.11	0	0	1	1
Share of teachers with <i>only</i> non hard-to-staff schools in the districts included in their choice set	18121	7290	0.22	0.13	0.42	0.34	0	0	1	1
Share of hard-to-staff schools in the districts included in their choice set	18121	7290	0.29	0.32	0.26	0.24	0	0	1	1
Number of vacancies in the districts in their choice set	18121	7290	25.21	45.36	52.16	75.51	1	1	480	480
<i>Outcomes</i>										
Percentage of hard-to-staff schools in choice set	18121	7290	0.30	0.33	0.28	0.29	0	0	1	1
Ranked a hard-to-staff school in their first choice	18121	7290	0.29	0.32	0.45	0.47	0	0	1	1
At least one hard-to-staff school among first two choices	18121	7290	0.44	0.47	0.5	0.5	0	0	1	1
Assigned to a hard-to-staff school	18121	7290	0.15	0.21	0.35	0.41	0	0	1	1
Average commuting time to schools in the choice set	18110	7287	8.02	7.43	1.24	1.05	3.65	3.65	12.15	11.56
Average distance to schools in the choice set	18120	7290	43.41	20.30	68.26	35.56	0.10	0.18	1167.55	533.86

Note: **"Share of teachers with only hard-to-staff schools in their residence and neighboring districts"**: Takes a one if the teacher has only hard-to-staff schools in his residence and neighboring districts (with at least 1 school). **"Share of teachers with only non hard-to-staff schools in their residence and neighboring districts"**: Takes a one if the teacher has only non hard-to-staff schools in his residence and neighboring districts (with at least 1 school). **"Share of hard-to-staff schools in their residence and neighboring districts"**: Ratio of hard-to-staff schools to the total number of schools within the teacher's residence and neighboring districts. If the teacher resides in an area without any schools in his specialty, it takes 0. **"Number of vacancies in their residence and neighboring districts"**: Total vacancies in the teacher's specialty in residence and neighboring districts. **"Share of teachers with only hard-to-staff in the districts included in their choice set"**: Takes a one if the teacher has only hard-to-staff schools in their chosen districts. **"Share of teachers with only non hard-to-staff schools in the districts included in their choice set"**: Takes a one if the teacher has only non hard-to-staff schools in their chosen districts. **"Share of hard-to-staff schools in the districts included in their choice set"**: Ratio of hard-to-staff schools to the total number of schools within the teacher's chosen districts. **"Number of vacancies in the districts in their choice set"**: Total number of vacancies in the teacher's specialty within their chosen districts.

Table B4: Balance tests: Survey Sample

Variable	Control		Treated		Differences within sample		Differences between sample	
	(1) Full	(2) Restricted	(3) Full	(4) Restricted	(5)=(3)-(1) Full	(6) = (4) - (2) Restricted	(7) = (2) - (1) Control	(8) = (4) - (3) Treatment
Female	0.706 (0.456)	0.782 (0.413)	0.715 (0.451)	0.778 (0.416)	0.009 (0.009)	-0.003 (0.013)	0.076*** (0.012)	0.063*** (0.012)
Test scores	65.737 (9.883)	67.279 (9.371)	65.718 (9.635)	67.062 (9.179)	-0.019 (0.194)	-0.217 (0.297)	1.541*** (0.261)	1.343*** (0.252)
Single	0.501 (0.500)	0.489 (0.500)	0.507 (0.500)	0.503 (0.500)	0.005 (0.010)	0.014 (0.016)	-0.013 (0.013)	-0.004 (0.013)
Years of experience	3.389 (3.227)	3.792 (3.251)	3.300 (3.184)	3.746 (3.273)	-0.089 (0.064)	-0.046 (0.104)	0.403*** (0.087)	0.447*** (0.085)
Ethnic minority	0.094 (0.292)	0.089 (0.285)	0.097 (0.295)	0.093 (0.290)	0.002 (0.006)	0.003 (0.009)	-0.005 (0.008)	-0.004 (0.008)
Number of predicted vacancies seen on the platform	9.061 (15.645)	20.997 (20.299)	9.613 (16.465)	21.824 (20.932)	0.552* (0.319)	0.827 (0.660)	11.936*** (0.457)	12.211*** (0.472)
Number of predicted hard-to-staff vacancies seen on the platform	3.662 (7.835)	8.698 (10.936)	3.885 (8.240)	9.039 (11.287)	0.223 (0.160)	0.341 (0.356)	5.037*** (0.236)	5.155*** (0.243)
Post-Intervention								
Number of hard-to-staff vacancies seen on the platform	3.432 (5.111)	5.587 (6.809)	3.378 (4.985)	5.539 (6.799)	-0.054 (0.100)	-0.048 (0.218)	2.155*** (0.151)	2.161*** (0.147)
Observations	5,086	1,915	5,077	1,989	10,163	3,904	7,001	7,066

Notes: Robust standard errors in parentheses; * p < 0.10 ** p < 0.05 *** p < 0.01.

Table B5: Representativeness of survey sample

Variable	Survey participants					
	Opted out		Opted in		Difference	
	(1) Full	(2) Likely treated	(3) Full	(4) Likely treated	(5) = (3) - (1) Full	(6) = (4) - (2) Likely treated
Sample						
Female	0.723	0.782	0.711	0.780	-0.012*	-0.002
Test scores	66.890	68.834	65.728	67.168	-1.163***	-1.666***
Single	0.523	0.538	0.504	0.496	-0.019**	-0.042***
Years of experience	3.381	4.054	3.344	3.769	-0.037	-0.285***
Ethnic minority	0.103	0.102	0.095	0.091	-0.008*	-0.011
Hard-to-staff school as 1st choice	0.298	0.329	0.284	0.310	-0.014**	-0.019*
At least one hard-to-staff school among first 2 choices	0.458	0.494	0.433	0.458	-0.025***	-0.036***
Percentage of hard-to-staff schools in choice set	0.312	0.341	0.292	0.312	-0.020***	-0.030***
Assigned to hard-to-staff school	0.176	0.249	0.122	0.174	-0.055***	-0.075***
Moved in 2022%	0.111	0.089	0.111	0.078	-0.000	-0.011
Observations	7,958	3,386	10,163	3,904	18,121	7,290

Notes: Robust standard errors in parentheses; * p < 0.10 ** p < 0.05 *** p < 0.01.

Table B6: Treatment effect on number of hard-to-staff vacancies

	(1) Number of hard-to-staff schools in choice set	(2) Number of vacancies selected
Panel A: Likely treated Sample		
Treatment	0.040 (0.025)	0.009 (0.011)
Mean (Control group)	1.56	4.88
N	7,290	7,290
Panel B: Full Sample		
Treatment	0.026 (0.016)	0.004 (0.012)
Mean (Control group)	1.41	4.73
N	18,121	18,121

Notes: Robust standard errors in parentheses; * $p < 0.10$ ** $p < 0.05$ *** $p < 0.01$. "Number of hard-to-staff schools in choice set": number of hard-to-staff schools in a teacher's choice set. The description of the likely treated sample is in Section II. All models include the following controls at the teacher level: gender, marital status, ethnicity, years of experience, test scores and district of residence.

Table B7: Heterogeneous effects - Teacher experience

	(1) Hard-to-staff school as 1st choice	(2) At least one hard-to-staff school among first 2 choices	(3) Percentage of hard-to-staff schools in choice set	(4) Assigned to hard-to-staff school
Likely treated Sample				
Treatment (I)	0.046*** (0.015)	0.033*** (0.011)	0.014** (0.007)	0.030*** (0.011)
Rookie (II)	0.019 (0.015)	0.024 (0.017)	0.022** (0.010)	0.007 (0.014)
Treatment*Rookie (III)	-0.007 (0.022)	-0.022 (0.019)	-0.014 (0.011)	-0.026* (0.015)
(I) + (III)	0.039** (0.015)	0.011 (0.015)	0.000 (0.008)	0.004 (0.013)
Mean (Control group)	0.298	0.463	0.321	0.199
N	7,288	7,288	7,288	7,288
Panel B: Full Sample				
Treatment (I)	0.027*** (0.009)	0.023*** (0.007)	0.008** (0.004)	0.006 (0.007)
Rookie (II)	0.019* (0.011)	0.024** (0.012)	0.023*** (0.006)	-0.013* (0.008)
Treatment*Rookie (III)	-0.001 (0.014)	0.000 (0.012)	-0.004 (0.006)	-0.003 (0.009)
(I) + (III)	0.026** (0.011)	0.023** (0.009)	0.004 (0.005)	0.003 (0.006)
Mean (Control group)	0.277	0.433	0.298	0.143
N	18,108	18,108	18,108	18,108

Notes: Robust standard errors in parentheses; * $p < 0.10$ ** $p < 0.05$ *** $p < 0.01$. **"Hard-to-staff school as 1st choice"**: takes a one if the first choice in a teacher's choice set is an hard-to-staff school. **"At least one hard-to-staff school among first 2 choices"**: takes a one if the first and/or second choices in a teacher's choice set are hard-to-staff schools. **"At least one hard-to-staff school among the first 3 choices"**: takes one if at least one of the first three choices in a teacher's choice set is an hard-to-staff school. **"Percentage of hard-to-staff schools in the choice set"**: number of hard-to-staff schools as a percentage of the total number of choices of a given teacher. **"Assigned to hard-to-staff school"**: takes a one if the teacher was assigned to an hard-to-staff school. The description of the likely treated sample is in Section II. **"Non-Rookie"** takes a one if a teacher has less than 3 years of experience. All models include the following controls at the teacher level: gender, marital status, ethnicity, test scores and district of residence.

Table B8: Treatment effects on choices and assignment *

	(1) Hard-to-staff school as 1st choice	(2) At least one hard-to-staff school among first 2 choices	(3) Percentage of hard-to-staff schools in choice set	(4) Assigned to hard-to-staff school
Panel A: Likely treated Sample				
Treatment	0.057*** (0.017)	0.037** (0.015)	0.017** (0.008)	0.017 (0.014)
Survey Sample	0.021 (0.015)	0.009 (0.015)	0.005 (0.009)	-0.047*** (0.014)
Treatment*Survey Sample	-0.027 (0.023)	-0.023 (0.022)	-0.015 (0.013)	0.007 (0.018)
(I) + (III)	0.030** (0.015)	0.014 (0.013)	0.002 (0.009)	0.023* (0.012)
Mean (Control group)	0.298	0.463	0.321	0.198
N	7,290	7,290	7,290	7,290
Panel B: Full Sample				
Treatment	0.042*** (0.011)	0.029*** (0.010)	0.013*** (0.005)	0.001 (0.008)
Survey Sample	0.017* (0.009)	0.000 (0.010)	0.001 (0.006)	-0.044*** (0.008)
Treatment*Survey Sample	-0.029** (0.013)	-0.010 (0.014)	-0.013* (0.007)	0.006 (0.010)
(I) + (III)	0.013 (0.009)	0.018** (0.008)	0.000 (0.005)	0.008 (0.007)
Mean (Control group)	0.277	0.433	0.298	0.143
N	18,121	18,121	18,121	18,121

Notes: Robust standard errors in parentheses; * $p < 0.10$ ** $p < 0.05$ *** $p < 0.01$. "Hard-to-staff school as 1st choice": takes a one if the first choice in a teacher's choice set is an hard-to-staff school. "At least one hard-to-staff school among first 2 choices": takes a one if the first and/or second choices in a teacher's choice set are hard-to-staff schools. "Percentage of hard-to-staff schools in choice set": number of hard-to-staff choices divided by the total number of choices of a given teacher. "Assigned to hard-to-staff school": takes a one if the teacher was assigned to an hard-to-staff school. "Survey Sample": takes a one if the teacher answered the survey. The description of the likely treated sample is in Section II. All models include the following controls at the teacher level: gender, marital status, ethnicity, years of experience, test scores and district of residence.

Table B9: Order effects (Control group)

Ranking	Teacher selections from top-quartile screen options	
	(1)	(2)
	Likely treated sample	Full sample
1	36.08	39.29
2	34.72	37.28
3	32.28	34.65
4	32.17	34.61
5	32.12	34.51

Note: For each vacancy, we compute the variable *order ratio* defined as the ratio of the vacancy order as it was displayed in the control group, to the total number of vacancies within its *parroquia*-specialty. We then calculate the quartiles for these ratios to determine the quartile in which each vacancy falls. Finally, we compute the percentage of chosen vacancies in each rank of their preference (first option, second option, third option, fourth option or fifth option of priority) by the control group that belong to the top quartile of the *order ratio*. *parroquia*-specialty combinations with only one vacancy are excluded from the analysis. The description of the likely treated sample is in Section II.

Table B10: Heterogeneous effects - Alternative measure of attention

	(1) Hard-to-staff school as 1st choice	(2) At least one hard-to-staff school among first 2 choices	(3) Percentage of hard-to-staff schools in choice set	(4) Assigned to hard-to-staff school
Likely treated Sample				
Treatment (I)	0.030* (0.016)	0.013 (0.015)	0.004 (0.010)	0.017 (0.014)
Attentive (II)	-0.017 (0.026)	-0.020 (0.025)	-0.025* (0.014)	-0.017 (0.023)
Treatment*Attentive (III)	0.018 (0.032)	0.005 (0.032)	-0.002 (0.017)	0.047 (0.032)
(I) + (III)	0.048 (0.032)	0.018 (0.028)	0.003 (0.015)	0.064** (0.031)
Mean (Control group)	0.294	0.452	0.31	0.16
N	3,667	3,667	3,667	3,667
Panel B: Full Sample				
Treatment	0.011 (0.009)	0.013 (0.008)	-0.000 (0.005)	0.004 (0.007)
Attentive	-0.031* (0.018)	-0.037** (0.016)	-0.025*** (0.010)	-0.014 (0.012)
Treatment*Attentive	0.009 (0.023)	0.011 (0.022)	-0.001 (0.012)	0.026 (0.018)
(I) + (III)	0.020 (0.023)	0.025 (0.020)	-0.001 (0.011)	0.031* (0.018)
Mean (Control group)	0.278	0.426	0.292	0.116
N	9,552	9,552	9,552	9,552

Notes: Robust standard errors in parentheses; * $p < 0.10$ ** $p < 0.05$ *** $p < 0.01$. **"Hard-to-staff school as 1st choice"**: takes a one if the first choice in a teacher's choice set is a hard-to-staff school. **"At least one hard-to-staff school among first 2 choices"**: takes a one if the first and/or second choices in a teacher's choice set are hard-to-staff schools. **"Percentage of hard-to-staff schools in choice set"**: number of hard-to-staff choices divided by the total number of choices of a given teacher. **"Assigned to hard-to-staff school"**: takes a one if the teacher was assigned to an hard-to-staff school. The description of the likely treated sample is in Section II. **"Attentive"**: takes a one if teacher answered the three questions in the Stroop-type Color and Word test correctly with a completion time above the median. All models include the following controls at the teacher level: gender, marital status, ethnicity, years of experience, test scores and district of residence

Table B11: Heterogeneous effects

	Attention		Altruism		Overload	
	(1) At least one hard-to-staff school among first 2 choices	(2) Percentage of hard-to-staff schools in choice set	(3) At least one hard-to-staff school among first 2 choices	(4) Percentage of hard-to-staff schools in choice set	(5) At least one hard-to-staff school among first 2 choices	(6) Percentage of hard-to-staff schools in choice set
Panel A: Likely Treated Sample						
Treatment	0.014 (0.013)	0.004 (0.009)	0.018 (0.013)	0.006 (0.010)	0.025*** (0.008)	0.009* (0.005)
Treatment*Attentiveness	0.001 (0.001)	-0.000 (0.001)				
Treatment*Altruism			0.000 (0.001)	0.000 (0.000)		
Treatment*Predicted Vacancies					0.011* (0.006)	0.006 (0.004)
Mean (Control group)	0.452	0.31	0.449	0.308	0.462	0.321
N	3,667	3,667	3,586	3,586	7,289	7,289
Panel B: Full Sample						
Treatment	0.015* (0.008)	-0.001 (0.005)	0.017** (0.008)	0.000 (0.005)	0.023*** (0.006)	0.006** (0.003)
Treatment*Attentiveness	0.001 (0.001)	0.000 (0.000)				
Treatment*Altruism			-0.000 (0.000)	-0.000 (0.000)		
Treatment*Predicted Vacancies					0.007 (0.005)	0.005 (0.004)
Mean (Control group)	0.427	0.293	0.425	0.292	0.432	0.298
N	9,552	9,552	9,335	9,335	18,115	18,115

Notes: Robust standard errors in parentheses; * p < 0.10 ** p < 0.05 *** p < 0.01. "**At least one hard-to-staff school among first 2 choices**": takes a one if the first and/or second choices in a teacher's choice set are hard-to-staff schools. "**Percentage of hard-to-staff schools in choice set**": number of hard-to-staff choices divided by the total number of choices of a given teacher. The likely treated sample is described in Section II. "**Attentiveness**": a continuous measure based on the main factor produced by a factor analysis of all three "response accuracy" and three "response time" variables of a Stroop-type test obtained from the on-line survey. The factor ranges from 0 to 100, with higher values indicating a greater number of correct responses by the teacher in a shorter amount of time (we exclude the top 1% outliers in total response time—across all three "response time" questions—as prolonged response times may suggest that respondents were multitasking). "**Altruism**": an amount between 0 and \$100 that the teacher was willing to donate to a good cause. "**Vacancies**": Number of job vacancies predicted to be available for the teacher on the job application platform, assuming they searched within their residence and neighboring *parroquias*. It includes the interaction with the population of the school's *parroquias*. Control variables include gender, marital status, ethnicity, and years of experience. Additionally, "attention" and "altruism" models include standardized test scores and their interaction with treatment.

Table B12: Does the search behavior change with treatment?

	Number of Unique <i>parroquias</i> per candidate	
	(1)	(2)
	Likely treated sample	Full sample
Treatment	-0.013 (0.026)	0.008 (0.017)
Mean (Control group)	3.2	3.7
N	7290	18121

Note: Robust standard errors in parentheses; * $p < 0.10$ ** $p < 0.05$ *** $p < 0.01$. The outcome “**Number of Unique *parroquias* per candidate**” represents the count of distinct *parroquias* selected by each teacher, which are the smallest administrative units in Ecuador and the search filter used by teachers. The description of the final sample is in Section II. Includes the following controls at the teacher level: gender, marital status, ethnicity, years of experience, test scores and district of residence.

C Appendix D (Survey)

Dear applicant: In order to better understand how teacher candidates select vacancies in the application phase and to improve future teacher selection processes, the Ministry of Education of Ecuador and the Inter-American Development Bank invite you to answer a short **6-minute survey** about your experience in the “I Want to Be a Teacher 6” (Quiero Ser Maestro-QSM6) contest.

Your answers will serve for research purposes only and will not affect your result in the “I Want to Be a Teacher 6” contest. It should be noted that the information entered is confidential and your participation in this research is not mandatory.

If you agree to participate in our research and answer the questions in this survey, click "Yes":

- Yes, I wish to participate
- No, I do not wish to participate

If you have any questions about this study, you can contact the Ministry of Education by phone: 593-2-396-1300 / 1400/1500. We appreciate your help!

1. Before entering the platform to select vacancies, did you have in mind schools where you would like to work?
 - None
 - Yes, some
 - Yes, all or almost all
2. How difficult was it for you to decide which vacancies to apply for?
 - Not difficult at all
 - Somewhat difficult
 - Moderately difficult
 - Very difficult
 - Extremely difficult
3. How many times did you enter the platform before submitting the final application?
 - 1
 - 2
 - 3
 - 4

- 5 or more
4. During the application process, did you research the schools with vacancies available on the platform? You can select more than one option.
- I did not research schools
 - I already knew the schools where I wanted to apply
 - I spoke with other teachers and / or principals
 - I spoke with districts and / or zones
 - I used websites
 - I visited schools
 - Other, which one?

In the next section we would like to do a simple “word game”, consisting of three questions. Your answer is for informational purposes of MINEDUC only. Your answer does not affect at all your results in the "I Want to Be a Teacher 6" Contest.

5. (Question 1 of 3) How many words are shown below whose meaning matches the color in which they are written?

Green Red Gray
 Blue Gray Purple
 Yellow Gray
 Orange Black Pink

- 6
 - 7
 - 8
 - 9
6. (Question 2 of 3) How many words are shown below whose meaning matches the color in which they are written?

Green Yellow Black
 Green Purple Red
 Brown Red Blue
 Red Gray Blue

- 3
- 4
- 5
- 6

7. (Question 3 of 3) How many words are shown below whose meaning matches the color in which they are written?

Pink Black Blue
 Green Purple Red
 Yellow Red Blue
 Brown Black

- 1
- 2
- 3
- 4

8. During the selection of vacancies on the platform, do you remember seeing the following icon?



- Yes
- No

9. Do you remember what this icon meant?



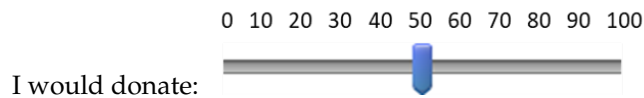
Schools with this icon were:

- Better to work
- Near my house
- Schools where teachers could have a high social impact
- Schools recommended by MINEDUC for me
- I don't remember

10. In which schools do you think you can generate a greater social impact? Select all the options that you consider correct:

- Schools with high-performing students
- Schools with vulnerable students
- Schools with qualified teachers
- Schools where teachers can generate greater changes in the lives of students
- Schools with more support from principals
- Schools that are emblematic

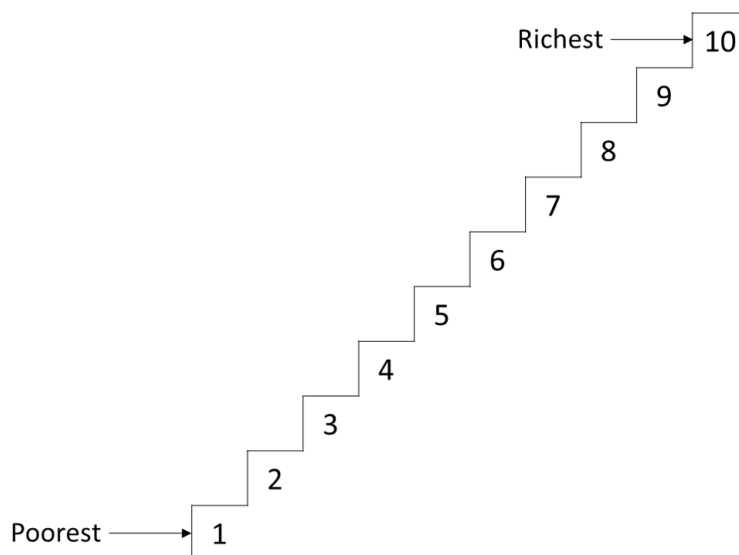
11. We would like you to imagine the following hypothetical situation: Suppose that today you unexpectedly received \$100. How much of this amount would you donate to a good cause? Use the that slider to indicate an amount between \$0 and \$100:



12. How many people under the age of 18 live in your home?

- None
- 1
- 2
- 3
- 4
- More than 4

13. About your socioeconomic status, imagine a ten-step ladder, where at the bottom (the first step) are the poorest people in Ecuador and at the highest step (the tenth step), the richest people. In what step do you think you are? (Check only one answer)



- 1
- 2
- 3
- 4
- 5

- 6
- 7
- 8
- 9
- 10

14. What is the highest educational level of your mother or primary female caregiver (grandmother, aunt etc.)?

Note: Primary refers to grades 1 to 7 of Basic Education. Secondary refers to grades 8, 9 and 10 of Basic Education plus 1, 2 and 3 of Baccalaureate.

- None
- Incomplete primary education
- Complete primary education
- Incomplete secondary education
- Complete secondary education
- Incomplete college
- Complete college
- Incomplete graduate school
- Complete graduate school
- I don't know

15. What is the highest educational level of your father or primary male caregiver (grandfather, uncle etc.)?

- None
- Incomplete primary education
- Complete primary education
- Incomplete secondary education
- Complete secondary education
- Incomplete college
- Complete college
- Incomplete graduate school
- Complete graduate school
- I don't know

16. What is your date of birth (day / month / year)?

D Appendix (Survey - Original language)

Estimado: Con el fin de comprender mejor cómo los aspirantes a docentes eligen las vacantes en la fase de postulación y de mejorar los futuros concursos de méritos y oposición Quiero Ser Maestro, el Ministerio de Educación de Ecuador y el Banco Interamericano de Desarrollo lo invita a responder **una breve encuesta de 6 minutos** sobre su experiencia en el concurso Quiero Ser Maestro 6 (QSM6).

Sus respuestas servirán únicamente para fines de investigación y no afectarán su resultado en el concurso Quiero Ser Maestro 6. Cabe señalar que la información ingresada es confidencial y su participación en esta investigación no es obligatoria.

Si acepta participar en nuestra investigación y responder las preguntas de esta encuesta, haga clic en "Sí":

- Si, deseo participar
- No, no deseo participar

Si tiene alguna pregunta sobre este estudio, puede comunicarse con el Ministerio de Educación a través del teléfono: 593-2-396-1300 / 1400 / 1500. ¡Agradecemos su colaboración!

1. Antes de ingresar a la plataforma para seleccionar las vacantes, ¿tenía en mente las Instituciones Educativas donde le gustaría trabajar?

- Ninguna
- Sí, algunas
- Sí, todas o casi todas

2. ¿Qué tan difícil fue para usted decidirse sobre cuáles vacantes postular?

- Nada difícil
- Algo difícil
- Medianamente difícil
- Muy difícil
- Extremadamente difícil

3. ¿Cuántas veces ingresó a la plataforma antes de enviar la postulación final?

- 1
- 2
- 3
- 4

- 5 o más
4. Durante el proceso de postulación, ¿investigó sobre las Instituciones Educativas con vacantes disponibles en la plataforma? Puede seleccionar más de una opción.
- No hice investigación
 - Ya conocía las Instituciones Educativas donde quería postular
 - Hablé con otros docentes y/o directores
 - Hablé con distritos y/o zonas
 - Usé sitios web
 - Visité Instituciones Educativas
 - Otro, ¿cuál?

En la próxima sección nos gustaría realizar un “juego de palabras” sencillo, que consta de tres preguntas.

Su respuesta es solo para fines informativos del MINEDUC. La respuesta no afecta en lo absoluto los resultados obtenidos en el Concurso de Quiero Ser Maestro 6.

5. Pregunta 1 de 3: ¿Cuántas palabras se muestran debajo cuyo significado coincide con el color en el que están escritas?

Verde Rojo Gris
Azul Gris Violeta
Amarillo Gris
Naranja Negro Rosa

- 6
 - 7
 - 8
 - 9
6. Pregunta 2 de 3: ¿Cuántas palabras se muestran debajo cuyo significado coincide con el color en el que están escritas?

Verde Amarillo Negro
Verde Violeta Rojo
Marrón Rojo Azul
Rojo Gris Azul

- 3
- 4
- 5
- 6

7. Pregunta 3 de 3: ¿Cuántas palabras se muestran debajo cuyo significado coincide con el color en el que están escritas?

Rosa Negro Azul
Verde Violeta Rojo
Amarillo Rojo Azul
Marrón Negro

- 1
- 2
- 3
- 4

8. Durante la selección de vacantes en la plataforma, ¿recuerda haber visto el siguiente ícono?



- Sí
- No

9. ¿Recuerda cuál era su significado?



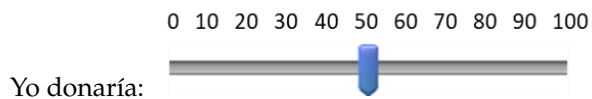
Las Instituciones Educativas con este ícono eran:

- Mejores para trabajar
- Cercanas de mi domicilio
- Aquellas donde los maestros podían tener un alto impacto social
- Las recomendadas por el Mineduc para mí
- No lo recuerdo

10. ¿En qué Instituciones Educativas (IE) cree que puede generar un mayor impacto social? Seleccione todas las opciones que considere correctas:

- IE que tienen estudiantes de alto rendimiento
- IE que tienen estudiantes más vulnerables
- IE que tienen docentes más calificados
- IE que son donde un docente puede generar mayores cambios en la vida de los estudiantes
- IE que tienen más apoyo por parte de los directivos
- IE que son emblemáticas

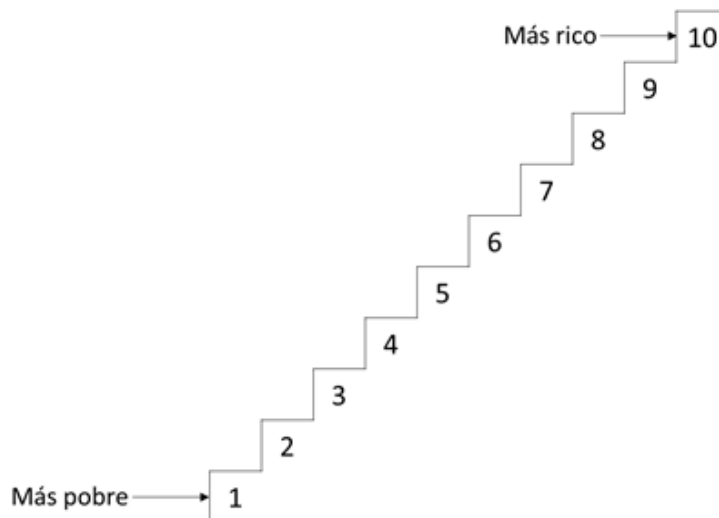
11. Quisiéramos que imagine la siguiente situación hipotética: Suponga que hoy, de forma inesperada, recibe 100 dólares. ¿Que cantidad de este monto donaría a una buena causa? Use el control deslizante que para indicar una cantidad entre 0 y 100 dólares:



12. ¿Cuántas personas menores de 18 años viven en su vivienda?

- Ninguna
- 1
- 2
- 3
- 4
- Más de 4

13. Sobre su situación socio-económica ¿Imagine una escalera de diez peldaños, donde en la parte inferior (el primer peldaño) se encuentran las personas más pobres del Ecuador y en el peldaño más alto (el décimo peldaño), las personas más ricas. ¿En qué escalón considera que se encuentra usted actualmente? (Marque solo una respuesta)



- 1
- 2
- 3
- 4
- 5

- 6
- 7
- 8
- 9
- 10

14. ¿Cuál es el nivel de instrucción más alto de su madre o cuidadora primaria (abuela, tía etc.)?

Nota: Primaria se refiere a los grados 1ro a 7mo de la Educación Básica. Secundaria se refiere a los grados 8, 9 y 10mo de la Educación Básica más 1, 2 y 3 de Bachillerato.

- Ninguno
- Primaria incompleta
- Primaria completa
- Secundaria incompleta
- Secundaria completa
- Superior incompleto
- Superior completo
- Post-grado incompleto
- Post-grado completo
- No sé

15. ¿Cuál es el nivel de instrucción más alto de su padre o cuidador primario (abuelo, tío etc.)?

- Ninguno
- Primaria incompleta
- Primaria completa
- Secundaria incompleta
- Secundaria completa
- Superior incompleto
- Superior completo
- Post-grado incompleto
- Post-grado completo
- No sé

16. ¿Cuál es su fecha de nacimiento (día / mes / año)?