

Evaluation Report*

“Conect-As: Itineraries of Digital Social Inclusion in Asturias”

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The Asturian regional government conducted an intervention aimed at reducing the digital gap among recipients of the guaranteed minimum income, with a specific focus on increasing online interactions with the public administration. All participants in the program ($N=1,654$) received a €1,000 voucher that could be used to acquire a digital device such as a computer or a tablet, as well as to pay for an internet connection. A randomized control trial was designed to assess whether the impact of these additional resources was enhanced by providing individuals with training either on a compulsory or voluntary basis. The results of the RCT indicate that the provision of on-demand access to tutors was ineffective. Few people requested these tutorials, and there is no significant impact on any of the outcome measures. Instead, participants required to attend the compulsory training exhibit a significant improvement in their digital literacy and their self-reported propensity to use electronic public administration. The benefits of the training were particularly large for older participants.

*This evaluation report has been carried out using the data available at the time of writing and is based on the knowledge acquired about the project up to that date. The researchers reserve the right to qualify, modify or deepen the results presented in this report in future publications. These potential variations could be based on the availability of additional data, advances in evaluation methodologies or the appearance of new information related to the project that could influence the interpretation of the results. Researchers are committed to continuing to explore and provide more accurate and up-to-date results for the benefit of the scientific community and society at large.

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1 Introduction

The project ‘Conect-As: Itineraries of Digital Social Inclusion in Asturias’ was implemented by the Asturian regional government between 2022 and 2023 with the aim of reducing the digital gaps experienced by recipients of the guaranteed minimum income (GMI) scheme. The program had a particular focus on enhancing participants’ capability to interact online with the public administration.

All participants in the project received a €1,000 voucher that could be used to buy a computer or a tablet, as well as to cover the cost of an internet connection. The main dilemma faced by the administration was whether, in addition to these resources, participants would benefit from some additional training. Moreover, it was unclear whether it would be more advantageous to provide compulsory training to all participants or, alternatively, to provide instead access to tutors on an on-demand basis. Compulsory training might not be optimal for individuals who already possess a high level of digital literacy or for those who do not plan to use this knowledge. Additionally, it may not be suitable if participation costs in the training are disproportionately high for certain individuals. On the other hand, providing access to tutors on a voluntary basis may be ineffective if participants underestimate the benefits of digital literacy. Individual demand for training may also be suboptimally low in the presence of positive externalities. For example, an increase in online interactions with the public administration by program participants could alleviate congestion, benefiting other users of these services.

To test the impact of these two different ways of providing training, an RCT was designed in which one-third of participants were required to take a compulsory IT course, another third were provided access to on-demand tutors, and the remaining third served as control group. A baseline survey was conducted at the beginning the intervention in Summer 2022, and an endline survey occurred in Fall 2023. Participants were also requested to complete a short online test of their digital skills at the end of the program.

A before-and-after comparison of the control group suggests that, as expected, the voucher managed to address the lack of digital resources. The percentage of individuals with a computer at home increased from 32% to 100%, and the percentage with an internet connection rose from 92% to 100%. Additionally, there was a statistically significant increase in several measures of digital use.

The analysis of the RCT results allows us to estimate the causal impact of the two types of training. Providing access to tutors on an on-demand basis was not effective. Take-up was low, with only one sixth of individuals making use of these tutorials, and this group is statistically similar to the control group in all measures of digital use and literacy considered, including the willingness and ability to interact online with the public administration. Instead, participants assigned to the compulsory IT course exhibit a significantly higher performance in most measures of digital literacy compared to the control group, including in three of the four pre-registered main final outcome indexes.

Our analysis also confirms that the implementation of the RCT by the regional administration was appropriate. The balance tests show that the integrity of the randomization was not violated. The two treatment groups and the control group are statistically similar in terms of the baseline variables. Furthermore, attrition was relatively low and similar across treatment

arms.

Below we discuss in more detail the implementation of the program (section 2), the data used for the evaluation (section 3), and the empirical analysis (section 4). In section 5 we discuss the main findings.

2 Background

The program was developed within the framework of the Recovery, Transformation and Resilience Plan and the Next Generation EU Funds with an initial budget of €7,335,893. The webpage <https://conect-as.es> provides detailed information about its implementation.¹. Below we summarize its main features.

2.1 Participation requirements

To participate individuals had to meet the following requirements:

- (i) Being legal residents of Asturias.
- (iii) Being a recipient of the Guaranteed Minimum Income scheme (either its national or regional version)², or a member of the household unit of a recipient. Only one member of the eligible household was allowed to apply.
- (iv) Being over 18 years old.
- (v) Being up to date with tax and Social Security obligations.
- (vi) Completing two questionnaires and an online evaluation.

2.2 Treatment arms

All participants received a €1,000 euro voucher that could be used to buy a computer or a tablet, and pay for an internet connection. They were also required to (i) fill out a baseline questionnaire, (ii) fill out an endline questionnaire and (iii) participate in a test of digital skills at the end of the intervention. Participants were randomly assigned to three treatment arms. The randomization procedure ensured that (i) the three arms had the same sample size and (ii) each arm included the same number of participants from rural areas.³

1. **Treatment A:** Participants were required to take a course organized by the public administration. The course was provided in person in one of the local technological centers.⁴

¹The content of this webpage has been archived and it is permanently available at <https://web.archive.org/web/20231211091044/https://conect-as.es/>

²Individuals in Asturias can apply to the Guaranteed Minimum Income scheme provided by the Spanish government, or *Ingreso Mínimo Vital*, or to a similar scheme provided by the Asturian regional government, the *Salario Social Básico*

³The project initially contemplated a maximum capacity of 3,000 participants, which, in practice, was not reached. Had this maximum capacity been reached, a stratified sampling procedure would have been used to ensure a minimum number of participants from both rural and urban areas.

⁴These centers, known in Spanish as *Centros de dinamización tecnológica local*, are run by the local authorities. Their main purpose is to facilitate access to the local population to new technologies. They provide free access to computer equipment and internet connection. They also offer occasionally training, ranging from basic courses for beginners to more advanced training for those who already have some experience. These centers may also provide technological advice to those considering purchasing new devices or software, or those who need help resolving technical issues. Finally, they also offer help with electronic administration procedures.

According to its designers, it had a practical nature at it was aimed at providing participants the digital skills that would allow them to exercise their right of access to social benefits and interact fully with public administrations. Participants could attend up to 23 sessions of two and a half hours, distributed over a period of approximately three months.

2. **Treatment B** Participants could request tutorials from an IT expert at one of the local technological centers. These appointments could be arranged in advance either online or by phone.⁵
3. **Control group** Participants did not have access to either the course or to the tutorials.

2.3 Timeline

The timeline of the intervention is as follows:

- June 24, 2022: The regulatory bases were published in the regional bulletin.⁶. The deadline for applications was August 1st. Applicants are asked to sign the informed consent and fill out the baseline questionnaire.
- January 16, 2023: The list of accepted applicants was published online in the regional bulletin.⁷ Out of 2,259 applications received, 1,654 applications satisfied all the requirements.
- April 11, 2023: Participants were randomly assigned to the three intervention arms, and the outcome of the randomization was published in the regional bulletin.⁸
- Summer 2023: The intervention took place. Participants in Treatment A took the course and participants in Treatment B could request tutorials.
- November 2023: Participants were asked to complete an endline questionnaire and a skills test.

3 Data

Information on individual characteristics and outcome variables was collected through a baseline questionnaire, an endline questionnaire, and an online test. Table 1 reports the information collected in the baseline survey. This questionnaire is available in Appendix.

⁵The public administration provided participants a list of suggested topics for the tutorials which included how to set up the device, create an email, use Teams educational platform, use the EDGE browser, email with Outlook, obtain a digital certificate, netiquette on social networks, arrange a medical appointment, use the website of the Public Employment Service, use the Tax Agency website, access tutorials on YouTube, read QR codes and scan documents, use the Social Security Website, make modifications in the GMI, use websites Asturias.es and Social Asturias, use the website of the local government, shop online, use google maps, or use the services of the Local technological centers.

⁶See <https://conect-as.es/wp-content/uploads/2022/06/2022-05045.pdf>.

⁷Available at <https://sede.asturias.es/bopa/2023/01/16/2023-00142.pdf>

⁸Available at <https://sede.asturias.es/bopa/2023/04/11/2023-02840.pdf>.

Approximately 69% of participants are women, with an average age of 46. The average participant has completed 11 years of education, roughly equivalent to a high school graduate. The average household consists of around 2.3 members, including 0.7 minors. Around 51% of participants report receiving the national-level guaranteed minimum income (i.e. *IMV recipients*) and 67% the regional one (i.e. *SSB recipients*). Most participants live in urban areas (73%).

Nearly all participants report owning a mobile phone, one-third of individuals report having a computer at home, and one-fifth report having a tablet. The vast majority, around 92%, have access to the internet at home. Approximately two-thirds have a fixed internet connection, while one-third use their mobile device to access the internet.

Participants reported their use of digital devices in the previous three months. Around half have used a computer, one-fourth a tablet, and nearly everyone has used a mobile phone. We assessed their ability with these devices using a measure that assigns value zero if the participant reported having low ability, 0.5 for medium ability and 1 for high ability. The average self-reported ability is highest for mobile phones (0.89), and it is around 0.65 for both tablets and computers.

3.1 Digital Literacy

To measure individuals' digital competence and attitudes, we consider several indexes that summarize the information collected in the questionnaires. These indexes were defined before the intervention took place, and they are classified into two groups: intermediate and final outcomes. The response rate for these indexes is above 99%, reflecting that filling the baseline questionnaire was a requirement for the application.

3.1.1 Intermediate outcomes

Interest in Learning Several questions capture individuals' interest in learning. Participants were asked whether they would like to learn more about (i) the internet, (ii) how to interact online with the public administration, (iii) how to use the internet to improve their overall knowledge, and (iv) how to shop online. In each question, participants were offered three possible answers: 'Not at all', 'A little' and 'A lot', codified as 0, 0.5 and 1 respectively. Participants exhibit a significant interest in learning. An index measuring the average of the three questions has an average value at baseline of 0.79.

Internet Use Index To measure the intensity of internet use, we created an index that takes value zero if the participant reports that they do not use the internet daily (8%), 0.25 if they use it less than two hours a day (38%), 0.5 between two and three hours (24%), 0.75 between three and four hours (12%), and 1 if they use it more than four hours (17%). The average value of the index at baseline is 0.48.

Advantages of the Digital Public Administration One of the main objectives of the intervention was to enable individuals to interact online with the public administration. Participants were asked whether they perceived these online interactions as positive in terms of economic savings,

time savings, time flexibility, and overall ease. We summarize this information using an index that takes the average value of these four dimensions. The average value is 0.91, suggesting that a majority of participants recognize online interactions as convenient.

Digital skills test In addition to the above three indexes, the set of predefined intermediate outcomes also includes the mark obtained in an online test aimed at measuring participants' digital skills. This test was only conducted at the end of the intervention. The content of the evaluation was publicly available on the program's webpage and participants could complete it by filling out an online form.⁹ The test required participants to (i) find the webpage of the regional administration, (ii) take a picture of one of its pages, (iii) send an email with the picture attached, and (iv) answer two multiple-choice questions. Around 60% of the participants took this assessment. The average score was 5.22 out of 6. A copy of this test is available in Appendix B.

There are several potential concerns with the design of the test. First, there was no monitoring. Participants could potentially ask for help from a third party to answer the questions. Second, the two multiple-choice questions may fail to capture individuals' digital literacy. In the first question, participants are asked how they would react if they received a message from their bank on their mobile with a link, and they are offered two possible answers: (i) 'they would press immediately [sic] on this link' and (ii) 'they would not press until they have verified the address in the link'. In the second question, they are asked how would they create a safe password, and they are offered two choices: (i) 'to select some random combination of letters and numbers' or (ii) 'to use always "1234" as password'.¹⁰ Since the test was intended to measure the underlying differences in digital literacy, it would have been useful to include more questions with various degrees of difficulty, as well as a larger number of potential answers.

3.1.2 Final outcomes

Task Index An index was created to measure computer and internet use. This index is the average of eighteen dummies indicating whether participants had performed any of the following tasks during the previous three months: (i) writing a text, (ii) creating and saving a file, (iii) using Excel sheets, (iv) playing video games, (v) using a pendrive or USB, (vi) sending emails, (vii) sending emails with an attachment, (viii) using social media, (ix) reading news, (x) searching for health-related information, (xi) online shopping, (xii) job searching, (xiii) online courses, (xiv) watching educational videos, (xv) managing a bank account, (xvi) making an online appointment with the health center, (xvii) using a school app, and (xviii) contacting school through other online channels. The average value of the *Tasks Index* is 0.59, corresponding to approximately 11 out of the 18 tasks.

Online Interactions with the Public Administration Individuals report whether they have conducted the following online tasks with the public administration: (i) making an appointment

⁹See <https://conect-as.es/participantes/>

¹⁰Incidentally some experts may argue that, instead of using a random sequence of numbers and letters, it might be more appropriate to use as a password some long, unique and memorable sentence. This option was not offered in the test.

through the webpage of the regional administration, (ii) making a complaint, (iii) checking information related to a subsidy, (iv) accessing the webpage of the public administration *Punto de acceso general*, (v) using the job search public services, (vi) checking information on social security contributions, (vii) filling or downloading any official form, (viii) requesting a registration certificate, (ix) submitting the income tax return, (x) registering as a job searcher, (xi) requesting unemployment benefits, (xii) requesting the guaranteed minimum income, and (xiii) applying for the electricity subsidy. To summarize this information, we construct an index that measures the proportion of tasks completed. On average, this index takes a value of 0.37, indicating that the average participant has undertaken 5 of the 13 tasks considered.

Digital Identity In order to interact with the public administration, some type of digital identification system is typically required. Participants were asked whether they were able to use and had (i) a digital certificate, (ii) *Sistema clave* and (iii) the electronic identity card.¹¹ We construct an index that takes the average value of these three questions. The mean value of this index is 0.31.¹²

Online Interactions with the Guaranteed Minimum Income Service An important element of the intervention was to increase participants' ability to make any requests related to their guaranteed minimum income online. They were asked whether they planned to make any future requests online or in person. Around 39% of participants selected the online option, compared to 61% preferring face-to-face.

4 Empirical analysis

4.1 Impact of the voucher: before-after comparison of the control group

The design of the intervention did not include a pure control group that would allow for a consistent estimation of the causal impact of providing a €1,000 voucher. Nonetheless, we conduct a before-and-after analysis to explore the changes that took place between the beginning and the end of the intervention among individuals in the control group. These participants received the voucher but had no access to training. This analysis captures the joint impact of the voucher combined with any other time-variant factors. This analysis was not preregistered before the intervention due to its purely descriptive nature. We estimate the following equation:

$$(1) \quad Y_{it} = \alpha_i + \beta post_t + \varepsilon_{it}$$

where Y_{it} refers to a given outcome variable measured at time t for individual i , α_i is a set of individual fixed effects, and $post_t$ is a dummy variable that takes value one for observations collected in the endline questionnaire and zero for observations corresponding to the initial questionnaire. Coefficient β measures how variable Y_{it} has changed between the initial and final

¹¹*Sistema clave* is a system allowing citizens to identify themselves before the Administration by means of fixed keys (username and password). The national identity card includes a chip that can be used to interact online with the public administration.

¹²More precisely, for each question we create a dummy that takes value one if the participant replies that they have it and/or they know what it is.

questionnaires. The sample includes information for members of the control group who replied to both questionnaires, around 85% of the initial sample. Standard errors are clustered at the individual level.

The evidence is consistent with participants using the voucher to acquire digital devices and paying for their internet connection. As shown in Table 2, the share of individuals with a computer at home increased from 30% to 95% and the share who have used a computer in the previous three months increased from 49% to 92%. Access to the internet also improved: the share of individuals with an internet connection increased from 92% to 100%, and the share with a fixed connection increased from 66% to 74%. All these increases are highly statistically significant.

We also observe an increase in some of the pre-registered indexes that measure digital literacy. Specifically, we observe an increase of 4 percentage points (p.p.) in the task index, 4 p.p. in the share with a digital identity, and 13 p.p. in the share of individuals who plan to make requests to the guaranteed minimum income scheme online. Additionally, we observe a 7 p.p. increase in the measure of computer skills. On the flip side, there is a decrease in the share of people who manifest an interest in improving their IT knowledge. Overall, this evidence is generally consistent with more resources having a positive impact on digital literacy. However, given the lack of an appropriate control group, we cannot rule out that these changes were driven instead by some other time-variant factors.

4.2 Impact of Training

We exploit the random assignment of participants to the two treatment groups to estimate the causal impact of (i) taking the IT course (treatment A) and (ii) having access to IT tutorials (treatment B). The main hypothesis, preregistered before the analysis, was that providing training would help to improve the four intermediate outcomes and the four final outcomes described in the previous section. However, it was unclear whether one of the two treatments would be more effective than the others.

Balance Participants were randomly assigned to three possible groups: treatment A, treatment B, and the control group. To verify the integrity of the randomization, we compare the initial characteristics of individuals in each group. As expected, we do not observe any systematic differences between individuals assigned to treatment A and the control group or between individuals in treatment B and the control group (see Tables 3 and 4). In both cases, an F-test of joint significance cannot reject that the assignment was random. Out of around 30 variables considered, we only observe a significant difference at the 5% level between treatment A and the control group in the probability of having a computer, and between treatment group B and the control group in the probability of having an internet connection. There is also a marginally significant difference in terms of the probability of receiving the national level GMI (variable *IMV recipient*). These variables are included as controls in the main analysis.

Take-up As shown in Table 5, while there was not full compliance in treatment A, the participation rate was relatively high. Around 69% of individuals attended at least one of the lectures,

and on average they attended 17 lectures (out of a maximum of 23 lectures). The take-up is much lower in treatment B, where individuals were given optional access to tutorials. Only 16% of participants in this group requested help from a tutor, and on average they did this only twice.

Attrition Around 85% of individuals participated in the endline questionnaire, and 61% took the final test. Overall, we do not observe any evidence of attrition being related to participation in either treatment. As shown in Table 6, the level of attrition is not significantly different across the different groups. Moreover, we do not find any differences across groups in the initial characteristics of participants who replied to the final questionnaire (see Tables 7 and 8).

Causal Impact To estimate the causal impact of the two treatments, we estimate the following equation:

$$(2) \quad Y_i = \beta_0 + \beta_a treatmentA_i + \beta_b treatmentB_i + \gamma X_i + \varepsilon_i$$

where *treatmentA* and *treatmentB* take the value one for individuals assigned respectively to each treatment. We also include as controls (X_i) three predetermined variables that were not balanced across groups, namely whether individuals had a computer, an internet connection, and whether they were recipients of the national level GMI. The inclusion of these controls has no significant impact on the main results.

First, we focus our analysis on the impact of taking the IT course (treatment A) on the set of pre-registered outcome indexes (top two panels in Table 9). Overall the course appears to have been effective in increasing digital literacy and use, and the effects seem to be larger for variables that were considered final outcomes than for intermediate ones (top two panels in Table 9). There is a significant improvement in three of the four final outcomes: online interactions with the public administration (+6 p.p., s.e.=2 p.p.), availability of digital identity (+22 p.p., s.e.=2 p.p.), online interactions with the GMI (+10 p.p., s.e.=3 p.p.). Instead, the impact on the computer task index was not significant (+1 p.p., s.e.=1 p.p.).

In the case of intermediate outcomes, only one of the estimated effects is significant: interest in learning increased by 7 p.p. (s.e.=4 p.p.). There is no significant impact on the internet use index (+2 p.p., s.e.=2 p.p.) or for the perceived advantages of electronic public administration (-0 p.p., s.e.=1 p.p.). Somehow surprisingly, individuals assigned to treatment A obtained a lower mark in the digital skills tests, and this gap is marginally significant at the 10% level. It is unclear whether this isolated negative coefficient reflects a false positive, or whether it captures an actual negative impact of the IT course on participants' IT knowledge. We find the latter possibility to be unlikely since, as discussed in subsection 3.1.1, the design of the test did not seem the most adequate to capture actual differences in digital literacy.

We also explore the impact of treatment A on several other outcomes that were not pre-registered (bottom two panels in Table 9). Interestingly, we do not observe any significant effects of the compulsory training on playing video games, accessing social media, shopping online or searching online for jobs.

Secondly, we analyze the impact of treatment B, which provides on-demand access to tutorials. Consistently with the low take-up in this group, we do not observe any significant differences between this group and the control group in any of the dimensions considered, except for a marginally significant decrease in table use.

Finally, following the preregistered plan, we conduct three heterogeneity analyses. We estimate whether there is a differential impact of the treatments depending on (i) whether the participant lived in an urban or a rural area, (ii) their gender, and (iii) their age. Overall the evidence indicates that the effectiveness of the training was similar in rural and urban areas and it did not depend on gender, but there is an age gradient. As shown in Tables 10 and 11, the dummies *urban* and *female* are not significant in any of the 16 intermediate and finale outcome variables considered. Instead, the interaction between a dummy that takes value one for individuals above 45 (the median age in the sample) and *Treatment A* is statistically significant at the 5% level in two cases and at the 10% level in two additional cases (see Table 12, suggesting that older participants benefit more from participating in the compulsory training).

5 Conclusions

The analysis of the RCT results indicates that the provision of compulsory training managed to increase participants' digital literacy and their willingness to interact online with the public administration. A back-of-the-envelope calculation suggests that assigning 100 persons to compulsory training leads to 6 additional people interacting online with the public administration in all dimensions considered, 22 additional people using their digital identity and 10 more people willing to carry out online procedures related to their guaranteed minimum income scheme. A cost-benefit analysis of the compulsory training treatment would require quantifying the costs of providing the training as well as the individual and social benefits associated with the higher digital literacy achieved by participants.

Instead, the provision of on-demand access to tutorials was ineffective. Few people made use of these tutorials, and we do not observe any significant improvement in any of the pre-registered outcome indexes. The lack of success of this treatment may reflect either that individuals did not value the potential gains of the training enough and/or that they suffered from some myopia about its returns.

Our evaluation also shows that the implementation of the RCT seems to have been satisfactory. The integrity of the randomization process was not violated, and attrition was small and unrelated to the assignment to the treatment.

There are several possible limitations to this study. First, it would have been useful to have a pure control group allowing us to assess the impact of the €1,000 voucher, which was probably the main element of the intervention. Second, all outcome variables except the test are self-reported, which enhances the possibility of experimenter demand effects. Self-reported outcomes may potentially overestimate future changes in actual behavior. Third, we have some concerns about the design of the skills test and its capability to measure appropriately participants' digital skills. Finally, the external validity of the results obtained in this evaluation for other contexts is likely to depend crucially on the quality of the training provided, as well

as the initial degree of digital literacy of participants.

Table 1: Descriptive statistics at baseline

	Main Characteristics			
	count	mean	min	max
Female	1639	0.69	0	1
Age	1653	46.17	18	93
Urban	1654	0.73	0	1
Education	1644	11.03	5	20
Household size	1599	2.27	1	8
Minors at home	1597	0.73	0	5
IMV recipient	1654	0.51	0	1
SSB recipient	1654	0.67	0	1
Computer	1623	0.32	0	1
Tablet	1603	0.22	0	1
Mobile phone	1650	1.00	0	1
Internet connection	1644	0.92	0	1
Fixed connection	1644	0.65	0	1
Mobile connection	1644	0.34	0	1
Computer use	1598	0.48	0	1
Tablet use	1586	0.23	0	1
Computer skills	1640	0.65	0	1
Tablet skills	1617	0.64	0	1
Mobile skills	1644	0.89	0	1

	Intermediate outcomes			
	count	mean	min	max
Internet use index	1635	0.48	0	1
Advantages online public admin.	1649	0.91	0	1
Interest learning	1647	0.79	0	1

	Final outcomes			
	count	mean	min	max
Task index	1653	0.59	0	1
Online interactions public admin.	1653	0.37	0	1
Digital identity	1649	0.31	0	1
Online interaction IMV	1639	0.39	0	1

Note: This table describes the information collected in the initial questionnaire. *IMV recipient* refers to the national-level scheme of guaranteed minimum income and *SSB recipient* to the regional one. A description of the different indexes and variables is available in section 3.

Table 2: Before-After comparison

	Resources			
	Computer	Tablet	Internet connection	Fixed connection
	(1)	(2)	(3)	(4)
After	0.65*** (0.03)	0.05* (0.03)	0.08*** (0.02)	0.08** (0.03)
Constant	0.30*** (0.02)	0.23*** (0.01)	0.92*** (0.01)	0.66*** (0.02)
Observations	1008	974	1013	1019
	Intermediate outcomes			
	Test	Internet use index	Advantages online public	Interest learning
After	0.00 (.)	0.01 (0.02)	0.00 (0.02)	-0.07*** (0.02)
Constant	5.23 (.)	0.48*** (0.01)	0.91*** (0.01)	0.79*** (0.01)
Observations	335	1014	1017	1014
	Final outcomes			
	Computer task index	Online public admin.	Digital identity	Online GMI
After	0.04*** (0.01)	0.01 (0.02)	0.04* (0.02)	0.13*** (0.04)
Constant	0.59*** (0.01)	0.38*** (0.01)	0.33*** (0.01)	0.39*** (0.02)
Observations	1019	1020	1018	1008
	Other outcomes (i)			
	Computer use	Tablet use	Computer skills	Tablet skills
After	0.43*** (0.04)	-0.03 (0.04)	0.07*** (0.02)	0.02 (0.03)
Constant	0.49*** (0.02)	0.24*** (0.02)	0.66*** (0.01)	0.65*** (0.01)
Observations	994	959	1005	967
	Other outcomes (ii)			
	Videogames	Social media	Online shopping	Online job search
After	0.03 (0.03)	-0.04* (0.02)	0.05* (0.03)	-0.02 (0.03)
Constant	0.35*** (0.02)	0.93*** (0.01)	0.55*** (0.01)	0.72*** (0.02)
Observations	1007	1015	1006	1009

Note: The tables includes estimates from equation (1). The sample includes information from individuals in the control group. For each individual there are two observations, one for the initial survey and another for the final one. Standard errors in parentheses, clustered at the individual level. * refers to 1% significance level, ** to 5% and * to 10%.

Table 3: Balance table: Treatment group A vs. Control group

Variable	N	(1)		(2)		(2)-(1)	
		0 Mean/(SE)	N	1 Mean/(SE)	N	Pairwise t-test N P-value	
Female	545	0.68 (0.02)	546	0.69 (0.02)	1091	0.63	
Age	550	46.37 (0.49)	551	46.02 (0.49)	1101	0.61	
Urban	550	0.73 (0.02)	552	0.73 (0.02)	1102	0.98	
Education	547	11.05 (0.13)	549	11.17 (0.13)	1096	0.50	
Household size	538	2.22 (0.05)	529	2.29 (0.05)	1067	0.36	
Minors at home	538	0.75 (0.04)	528	0.73 (0.04)	1066	0.66	
IMV recipient	550	0.53 (0.02)	552	0.53 (0.02)	1102	0.91	
SSB recipient	550	0.68 (0.02)	552	0.64 (0.02)	1102	0.18	
Computer	540	0.29 (0.02)	545	0.35 (0.02)	1085	0.03**	
Tablet	535	0.22 (0.02)	538	0.22 (0.02)	1073	0.92	
Mobile phone	549	1.00 (0.00)	551	1.00 (0.00)	1100	0.56	
Internet connection	549	0.91 (0.01)	545	0.92 (0.01)	1094	0.69	
Fixed connection	549	0.66 (0.02)	545	0.64 (0.02)	1094	0.43	
Mobile connection	549	0.32 (0.02)	545	0.35 (0.02)	1094	0.39	
Computer use	534	0.48 (0.02)	533	0.48 (0.02)	1067	0.83	
Tablet use	530	0.24 (0.02)	528	0.23 (0.02)	1058	0.74	
Computer skills	545	0.65 (0.02)	547	0.66 (0.02)	1092	0.66	
Tablet skills	534	0.64 (0.02)	545	0.64 (0.02)	1079	0.91	
Mobile skills	546	0.88 (0.01)	549	0.90 (0.01)	1095	0.18	
Internet use index	547	0.48 (0.01)	545	0.47 (0.01)	1092	0.74	
Advantages online public admin.	550	0.90 (0.01)	550	0.91 (0.01)	1100	0.46	
Interest learning	550	0.79 (0.01)	548	0.77 (0.01)	1098	0.27	
Task index	550	0.59 (0.01)	552	0.59 (0.01)	1102	0.67	
Online interactions public admin.	550	0.37 (0.01)	552	0.38 (0.01)	1102	0.62	
Digital identity	549	0.32 (0.01)	550	0.31 (0.01)	1099	0.61	
Online interaction IMV	549	0.39 (0.02)	543	0.39 (0.02)	1092	0.88	
F-test of joint significance (P-value)							0.55
F-test, number of observations							947

Note: This table compares the initial characteristics of individuals assigned to treatment A and individuals assigned to the control group. The last column provides the p-value of a test of equality of means for the corresponding variable. The last row provides the result for a F-test of joint significance. * refers to 1% significance level, ** to 5% and * to 10%. Robust standard errors in parenthesis.

Table 4: Balance table: Treatment group B vs. Control group

Variable	N	(1)		(2)		(2)-(1)	
		0 Mean/(SE)	N	1 Mean/(SE)	N	Pairwise t-test N P-value	
Female	545	0.68 (0.02)	548	0.69 (0.02)	1093	0.70	
Age	550	46.37 (0.49)	552	46.11 (0.46)	1102	0.70	
Urban	550	0.73 (0.02)	552	0.73 (0.02)	1102	0.98	
Education	547	11.05 (0.13)	548	10.87 (0.14)	1095	0.37	
Household size	538	2.22 (0.05)	532	2.30 (0.05)	1070	0.31	
Minors at home	538	0.75 (0.04)	531	0.71 (0.04)	1069	0.47	
IMV recipient	550	0.53 (0.02)	552	0.48 (0.02)	1102	0.09*	
SSB recipient	550	0.68 (0.02)	552	0.68 (0.02)	1102	0.97	
Computer	540	0.29 (0.02)	538	0.33 (0.02)	1078	0.17	
Tablet	535	0.22 (0.02)	530	0.23 (0.02)	1065	0.55	
Mobile phone	549	1.00 (0.00)	550	1.00 (0.00)	1099	1.00	
Internet connection	549	0.91 (0.01)	550	0.94 (0.01)	1099	0.04**	
Fixed connection	549	0.66 (0.02)	550	0.66 (0.02)	1099	0.92	
Mobile connection	549	0.32 (0.02)	550	0.35 (0.02)	1099	0.46	
Computer use	534	0.48 (0.02)	531	0.49 (0.02)	1065	0.65	
Tablet use	530	0.24 (0.02)	528	0.23 (0.02)	1058	0.69	
Computer skills	545	0.65 (0.02)	548	0.65 (0.02)	1093	0.74	
Tablet skills	534	0.64 (0.02)	538	0.63 (0.02)	1072	0.75	
Mobile skills	546	0.88 (0.01)	549	0.89 (0.01)	1095	0.44	
Internet use index	547	0.48 (0.01)	543	0.50 (0.01)	1090	0.33	
Advantages online public admin.	550	0.90 (0.01)	549	0.90 (0.01)	1099	0.88	
Interest learning	550	0.79 (0.01)	549	0.80 (0.01)	1099	0.25	
Task index	550	0.59 (0.01)	551	0.58 (0.01)	1101	0.69	
Online interactions public admin.	550	0.37 (0.01)	551	0.37 (0.01)	1101	0.96	
Digital identity	549	0.32 (0.01)	550	0.30 (0.01)	1099	0.38	
Online interaction IMV	549	0.39 (0.02)	547	0.39 (0.02)	1096	0.99	
F-test of joint significance (P-value)						0.40	
F-test, number of observations						943	

Note: This table compares the initial characteristics of individuals assigned to treatment A and individuals assigned to the control group. The last column provides the p-value of a test of equality of means for the corresponding variable. The last row provides the result for a F-test of joint significance. * refers to 1% significance level, ** to 5% and * to 10%. Robust standard errors in parenthesis.

Table 5: Take-up

	Treatment A	Treatment B
At least one lecture/tutorial	69%	16 %
Average number	17.4	1.8

Note: Notes: The training provided to participants in Treatment A included a maximum number of 23 sessions. There was no upper bound for the total number of tutorials that a participant could request in Treatment 2.

Table 6: Attrition

	Did not take test		Did not fill questionnaire	
	(1)	(2)	(3)	(4)
Treatment A	-0.01 (0.03)	-0.00 (0.03)	0.02 (0.02)	0.03 (0.02)
Treatment B	0.03 (0.03)	0.04 (0.03)	0.01 (0.02)	0.01 (0.02)
Observations	1654	1387	1654	1387
Mean	0.39	0.38	0.15	0.14
Controls	No	Yes	No	Yes

Note: Regressions in columns (2) and (4) include as regressors the set of predetermined variables described in Table 1. Robust standard errors in parenthesis.

Table 7: Non-selective attrition: Treatment group A vs. Control group

Variable	N	(1)		(2)		(2)-(1)	
		0 Mean/(SE)	N	1 Mean/(SE)	N	Pairwise t-test N P-value	
Female	466	0.69 (0.02)	456	0.70 (0.02)	922	0.72	
Age	470	46.31 (0.53)	459	46.10 (0.53)	929	0.77	
Urban	470	0.73 (0.02)	460	0.73 (0.02)	930	0.87	
Education	468	11.17 (0.15)	458	11.33 (0.15)	926	0.44	
Household size	460	2.21 (0.06)	444	2.23 (0.06)	904	0.81	
Minors at home	460	0.73 (0.04)	443	0.68 (0.04)	903	0.43	
IMV recipient	470	0.52 (0.02)	460	0.53 (0.02)	930	0.78	
SSB recipient	470	0.68 (0.02)	460	0.65 (0.02)	930	0.29	
Computer	461	0.31 (0.02)	456	0.36 (0.02)	917	0.08*	
Tablet	457	0.23 (0.02)	450	0.22 (0.02)	907	0.91	
Mobile phone	470	1.00 (0.00)	459	1.00 (0.00)	929	0.99	
Internet connection	469	0.92 (0.01)	455	0.92 (0.01)	924	0.99	
Fixed connection	469	0.66 (0.02)	455	0.63 (0.02)	924	0.30	
Mobile connection	469	0.32 (0.02)	455	0.37 (0.02)	924	0.17	
Computer use	456	0.50 (0.02)	446	0.51 (0.02)	902	0.89	
Tablet use	452	0.25 (0.02)	442	0.24 (0.02)	894	0.66	
Computer skills	466	0.66 (0.02)	456	0.67 (0.02)	922	0.70	
Tablet skills	456	0.66 (0.02)	455	0.65 (0.02)	911	0.65	
Mobile skills	466	0.89 (0.01)	459	0.90 (0.01)	925	0.52	
Internet use index	468	0.48 (0.01)	453	0.48 (0.01)	921	0.88	
Advantages online public admin.	470	0.91 (0.01)	458	0.92 (0.01)	928	0.43	
Interest learning	470	0.79 (0.01)	457	0.77 (0.01)	927	0.38	
Task index	470	0.59 (0.01)	460	0.60 (0.01)	930	0.46	
Online interactions public admin.	470	0.38 (0.01)	460	0.39 (0.01)	930	0.53	
Digital identity	469	0.33 (0.01)	458	0.32 (0.02)	927	0.59	
Online interaction IMV	469	0.40 (0.02)	453	0.40 (0.02)	922	0.93	
F-test of joint significance (P-value)						0.84	
F-test, number of observations						803	

Note: This table compares the initial characteristics for the subsample of individuals assigned to treatment A and individuals assigned to the control group who participated in the endline questionnaire. The last column provides the p-value of a test of equality of means for the corresponding variable. The last row provides the result for a F-test of joint significance. * refers to 1% significance level, ** to 5% and * to 10%. Robust standard errors in parenthesis.

Table 8: Non-selective attrition: Treatment group B vs. Control group

Variable	N	(1)		(2)		(2)-(1)	
		0 Mean/(SE)	N	1 Mean/(SE)	N	Pairwise t-test N P-value	
Female	466	0.69 (0.02)	461	0.69 (0.02)	927	0.91	
Age	470	46.31 (0.53)	464	46.80 (0.49)	934	0.50	
Urban	470	0.73 (0.02)	464	0.75 (0.02)	934	0.49	
Education	468	11.17 (0.15)	460	11.11 (0.15)	928	0.79	
Household size	460	2.21 (0.06)	449	2.26 (0.06)	909	0.53	
Minors at home	460	0.73 (0.04)	448	0.67 (0.04)	908	0.35	
IMV recipient	470	0.52 (0.02)	464	0.50 (0.02)	934	0.44	
SSB recipient	470	0.68 (0.02)	464	0.68 (0.02)	934	0.88	
Computer	461	0.31 (0.02)	453	0.35 (0.02)	914	0.17	
Tablet	457	0.23 (0.02)	448	0.24 (0.02)	905	0.58	
Mobile phone	470	1.00 (0.00)	463	1.00 (0.00)	933	0.99	
Internet connection	469	0.92 (0.01)	462	0.95 (0.01)	931	0.10*	
Fixed connection	469	0.66 (0.02)	462	0.66 (0.02)	931	0.92	
Mobile connection	469	0.32 (0.02)	462	0.35 (0.02)	931	0.47	
Computer use	456	0.50 (0.02)	449	0.51 (0.02)	905	0.92	
Tablet use	452	0.25 (0.02)	444	0.23 (0.02)	896	0.58	
Computer skills	466	0.66 (0.02)	461	0.65 (0.02)	927	0.51	
Tablet skills	456	0.66 (0.02)	452	0.63 (0.02)	908	0.30	
Mobile skills	466	0.89 (0.01)	461	0.89 (0.01)	927	0.94	
Internet use index	468	0.48 (0.01)	457	0.50 (0.01)	925	0.25	
Advantages online public admin.	470	0.91 (0.01)	463	0.91 (0.01)	933	0.83	
Interest learning	470	0.79 (0.01)	462	0.80 (0.01)	932	0.36	
Task index	470	0.59 (0.01)	464	0.59 (0.01)	934	0.62	
Online interactions public admin.	470	0.38 (0.01)	464	0.38 (0.01)	934	0.96	
Digital identity	469	0.33 (0.01)	463	0.31 (0.01)	932	0.21	
Online interaction IMV	469	0.40 (0.02)	460	0.38 (0.02)	929	0.71	
F-test of joint significance (P-value)						0.63	
F-test, number of observations						806	

Note: This table compares the initial characteristics for the subsample of individuals assigned to treatment B and individuals assigned to the control group who participated in the endline questionnaire. The last column provides the p-value of a test of equality of means for the corresponding variable. The last row provides the result for a F-test of joint significance. * refers to 1% significance level, ** to 5% and * to 10%. Robust standard errors in parenthesis.

Table 9: Impact of training

	Intermediate outcomes			
	Test	Internet use index	Advantages online public	Interest learning
	(1)	(2)	(3)	(4)
Treatment A	-0.21*	0.02	-0.00	0.07**
	(0.11)	(0.02)	(0.01)	(0.04)
Treatment B	-0.12	-0.00	-0.01	0.04
	(0.11)	(0.02)	(0.01)	(0.04)
Mean	5.22	0.49	0.91	2.44
	Final outcomes			
	Computer task index	Online public	Digital identity	Online GMI
	admin.			
Treatment A	0.01	0.06***	0.22***	0.10***
	(0.01)	(0.02)	(0.02)	(0.03)
Treatment B	-0.00	0.01	-0.01	0.01
	(0.01)	(0.02)	(0.02)	(0.03)
Mean	0.64	0.38	0.38	0.53
	Other outcomes (i)			
	Computer use	Tablet use	Computer skills	Tablet skills
Treatment A	0.01	-0.04	0.04**	0.01
	(0.02)	(0.03)	(0.02)	(0.03)
Treatment B	0.00	-0.05*	-0.01	-0.02
	(0.02)	(0.03)	(0.02)	(0.03)
Mean	0.94	0.21	0.74	0.69
	Other outcomes (ii)			
	Videogames	Social media	Online shopping	Online job search
Treatment A	-0.03	0.00	0.04	0.04
	(0.03)	(0.02)	(0.03)	(0.03)
Treatment B	-0.02	0.01	0.03	0.04
	(0.03)	(0.02)	(0.03)	(0.03)
Mean	0.38	0.89	0.61	0.69

Note: This table reports the main estimates from equation 2. A description of the outcome variables is available in section 3. Robust standard errors in parenthesis. * refers to 1% significance level, ** to 5% and * to 10%.

Table 10: Impact of training, by urban status

	Intermediate outcomes			
	Test	Internet use index	Advantages online public	Interest learning
	(1)	(2)	(3)	(4)
Treatment A * Urban	-0.17 (0.27)	-0.03 (0.04)	0.01 (0.03)	-0.03 (0.04)
Treatment B * Urban	-0.22 (0.27)	-0.01 (0.04)	0.03 (0.03)	0.00 (0.04)

	Final outcomes			
	Computer task index	Online public admin.	Digital identity	Online GMI
	(1)	(2)	(3)	(4)
Treatment A * Urban	0.00 (0.03)	-0.01 (0.04)	-0.05 (0.05)	-0.01 (0.07)
Treatment B * Urban	-0.01 (0.03)	0.03 (0.03)	-0.04 (0.05)	0.04 (0.07)

Note: This table reports the main estimates from estimating equation 2 interacting treatment dummies with a dummy that takes value one for individuals living in a urban area. A description of the outcome variables is available in section 3. Robust standard errors in parenthesis. * refers to 1% significance level, ** to 5% and * to 10%.

Table 11: Impact of training, by gender

	Intermediate outcomes			
	Test	Internet use index	Advantages online public	Interest learning
	(1)	(2)	(3)	(4)
Treatment A * Female	0.20 (0.24)	-0.00 (0.04)	-0.02 (0.03)	-0.04 (0.04)
Treatment B * Female	-0.03 (0.24)	-0.01 (0.04)	0.00 (0.03)	-0.04 (0.04)

	Final outcomes			
	Computer task index	Online public admin.	Digital identity	Online GMI
	(1)	(2)	(3)	(4)
Treatment A * Female	0.03 (0.03)	0.01 (0.04)	0.04 (0.05)	-0.02 (0.07)
Treatment B * Female	0.01 (0.03)	0.02 (0.03)	-0.02 (0.05)	-0.06 (0.07)

Note: This table reports the main estimates from estimating equation 2 interacting treatment dummies with a dummy that takes value one for women. A description of the outcome variables is available in section 3. Robust standard errors in parenthesis. * refers to 1% significance level, ** to 5% and * to 10%.

Table 12: Impact of training, by age

	Intermediate outcomes			
	Test	Internet use index	Advantages online public	Interest learning
	(1)	(2)	(3)	(4)
Treatment A * Old	0.03 (0.22)	0.05 (0.04)	0.06** (0.03)	0.04 (0.04)
Treatment B * Old	-0.17 (0.22)	0.01 (0.04)	0.03 (0.03)	0.07** (0.04)

	Final outcomes			
	Computer task index	Online public admin.	Digital identity	Online GMI
	(1)	(2)	(3)	(4)
Treatment A * Old	0.02 (0.02)	0.05* (0.03)	0.08* (0.04)	0.15** (0.07)
Treatment B * Old	0.03 (0.03)	0.03 (0.03)	-0.01 (0.04)	0.04 (0.07)

Note: This table reports the main estimates from estimating equation 2 interacting treatment dummies with a dummy that takes value one for individuals aged above 45. A description of the outcome variables is available in section 3. Robust standard errors in parenthesis. * refers to 1% significance level, ** to 5% and * to 10%.

A Appendix: Baseline Questionnaire

Asunto:	AYUD0422T01 <u>Conect-As</u> Cuestionario Inicial
Unidad Destino:	Servicio de Gestión del Salario Social Básico (SSB) y Otras Prestaciones Económicas



GOBIERNO DEL PRINCIPADO DE ASTURIAS
CONSEJERÍA DE DERECHOS SOCIALES Y BIENESTAR



AYUD0422T01

Itinerarios de inclusión social digital
en el Principado de Asturias

Conect^{As}

DATOS PERSONALES

Nombre*: [Text input]

Apellidos*: [Text input]

DNI/NIE*: [Text input]

Fecha de nacimiento (día/mes/año)*: [Text input]

Sexo (H/M)*: H M

Teléfono*: [Text input]

Dirección a efectos de notificaciones

Indica la calle, plaza, lugar, etc. dónde vives:

[Text input]

Número: [Text input] Piso, puerta [Text input]

Correo electrónico para contactar contigo: [Text input]

Municipio y código postal: [Text input]



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AYUD0422T01

Asunto:	AYUD0422T01 Conect-As Cuestionario Inicial
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¿Cuáles son tus estudios terminados de más alto nivel?:

- Sin estudios
- Educación Primaria
- Primera etapa de la Educación Secundaria y similar (Bachiller elemental, EGB, ESOÖ)
- Segunda etapa de la Educación Secundaria y similar (Bachiller Superior, BUP, Bachillerato, FPI, FP de Grado Medio...)
- Educación postsecundaria no superior (CdPN3) i Certificado de Profesionalidad de Nivel 3i
- Formación Profesional de Grado Superior (FPII) y títulos propios de universidades de duración igual o superior a dos años
- Grados universitarios de 240 créditos ECTS (Bolonia), diplomados universitarios, títulos propios universitarios de experto o especialista y similares
- Grados universitarios de más de 240 créditos ECTS (Bolonia), licenciados, maestros y especialidades en Ciencias de la Salud por el sistema de residencia y similares
- Título de Doctorado
- No se puede codificar





AYUD0422T01

Asunto:	AYUD0422T01 Conect-As Cuestionario Inicial
Unidad Destino:	Servicio de Gestión del Salario Social Básico (SSB) y Otras Prestaciones Económicas

1. ¿Has necesitado ayuda para realizar alguno de los trámites referentes al proyecto Conect-As? (PUEDES ELEGIR MÁS DE UNA RESPUESTA)

- No he necesitado ayuda
 He necesitado ayuda para **RELLENAR** la solicitud
 He necesitado ayuda para **PRESENTAR** la solicitud

2. En mi casa tengo: (responde a TODAS)

- a) Ordenador o portátil (no Tablet)
 SÍ
 NO
 No lo sé
- b) Tablet
 SÍ
 NO
 No lo sé
- c) Teléfono fijo (incluidos inalámbricos)
 SÍ
 NO
 No lo sé
- d) Teléfono móvil
 SÍ
 NO
 No lo sé



AYUD0422T01

Asunto:	AYUD0422T01 Conect-As Cuestionario Inicial
Unidad Destino:	Servicio de Gestión del Salario Social Básico (SSB) y Otras Prestaciones Económicas

3. ¿Qué tipos de conexión a Internet utilizas en casa? (PUEDES ELEGIR MÁS DE UNA RESPUESTA)

- No tengo
- Sí tengo, es una conexión fija en casa
- Sí tengo, es una conexión a través del teléfono móvil
- Sí tengo, es una conexión a Internet de otro tipo
- Sí tengo, pero no sé qué tipo de conexión es

SI TIENES CONEXIÓN A INTERNET, pasa directamente a la pregunta 5

4. Si no tienes Internet en casa, ¿cuál es el motivo? (PUEDES MARCAR MÁS DE UNA RESPUESTA)

- a) Porque tengo acceso a Internet desde otro lugar
 - SÍ
 - NO
 - No lo sé
- b) Porque no necesito Internet (no me resulta útil, no es interesante)
 - SÍ
 - NO
 - No lo sé
- c) Porque supone un gasto elevado para mi economía
 - SÍ
 - NO
 - No lo sé
- d) Porque no sé usarlo
 - SÍ
 - NO
 - No lo sé



AYUD0422T01

Asunto:	AYUD0422T01 Conect-As Cuestionario Inicial
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- e) Porque la conexión a Internet FIJA no llega a donde vivo

SÍ
 NO
 No lo sé

- f) Porque la cobertura de datos MÓVIL no llega a donde vivo

SÍ
 NO
 No lo sé

5. En los últimos 3 meses, ¿has utilizado alguno de los siguientes “lugares” para conectarte a Internet? (Marca SÍ o NO EN TODAS las respuestas)

- a) Domicilio de algún familiar o amigo

SÍ
 NO

- b) Lugar de ocio (cafetería, bar, restaurante)

SÍ
 NO

- c) Centro de Dinamización Tecnológica Local (CDTL o Telecentro)

SÍ
 NO

- d) Bibliotecas

SÍ
 NO

- e) Otro lugar público (Wifi abierto en una zona concreta)

SÍ
 NO

- f) En el trabajo

SÍ
 NO



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- 6. De las siguientes opciones, ¿cuáles has utilizado en los últimos 3 meses? (Marca SÍ o NO EN TODAS las respuestas)**

a) Ordenador

- SÍ
 NO

b) Tablet

- SÍ
 NO

c) Móvil

- SÍ
 NO

- 7. ¿Cómo te manejas con los dispositivos digitales Ordenador, Tablet y Móvil? (Marca UNA RESPUESTA para cada dispositivo)**

a) Ordenador

- Bien
 Regular
 Mal

b) Tablet

- Bien
 Regular
 Mal

c) Móvil

- Bien
 Regular
 Mal



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8. ¿Qué tareas has realizado en los últimos tres meses con estos dispositivos Ordenador, Tablet y Móvil? (Marca Sí o NO EN TODAS las respuestas)

- a) Lo he usado para escribir textos (usando Word, bloc de notas, etc.)

 SÍ NO

- b) Crear carpetas y guardar archivos

 SÍ NO

- c) Lo he usado para hacer hojas de cálculo (Excel u otros programas)

 SÍ NO

- d) Jugar a videojuegos con el ordenador, la tablet o el móvil

 SÍ NO

- e) Usar un lápiz de memoria (pendrive, USB)

 SÍ NO

9. En los últimos 3 meses, ¿has usado Internet para realizar alguna de las siguientes actividades? (Marca Sí o NO EN TODAS las respuestas)

- a) Enviar o contestar correos electrónicos (e-mail) SIN archivos adjuntos

 SÍ NO

- b) Enviar o contestar correos electrónicos (e-mail) CON archivos adjuntos

 SÍ NO

- c) Participar en redes sociales (crear un perfil de usuario, enviar mensajes o utilizar WhatsApp, Facebook, Twitter, Instagram, Tik Tok, etc.)

 SÍ NO

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- d) Leer noticias, periódicos o revistas de actualidad online
- SÍ
 NO
- e) Buscar información sobre temas de salud (ej. lesiones, enfermedades, dietas)
- SÍ
 NO
- f) Comprar online
- SÍ
 NO
- g) Buscar empleo, enviar una solicitud a un puesto de trabajo o realizar búsqueda activa de empleo
- SÍ
 NO
- h) Realizar un curso online
- SÍ
 NO
- i) Ver vídeos para aprender a hacer cosas (ej. tutoriales de YouTube)
- SÍ
 NO
- j) Utilizar la banca por Internet y aplicaciones (ej. Bizum)
- SÍ
 NO
- k) Pedir una cita con un médico a través de Internet (ej. de un centro de salud)
- SÍ
 NO



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- I) Comunicarte con el centro educativo en caso de tener hijos/as en edad escolar con la app educativa “Familias”

SÍ
 NO

- m) Comunicarte con el centro educativo en caso de tener hijos/as en edad escolar a través de Teams o TokApp

SÍ
 NO

10. En los últimos 3 meses, ¿con qué frecuencia has usado Internet?

(Marca SOLO UNA respuesta)

- Diariamente o casi diariamente
 Menos de una vez a la semana
 Menos de una vez al mes
 No lo sé

11. ¿Usas Internet varias veces al día?

- SÍ
 NO

En caso afirmativo, ¿cuántas horas?

- Menos de 1 hora
 Entre 1 y 2 horas
 Entre 2 y 3 horas
 Entre 3 y 4 horas
 Entre 4 y 5 horas
 Más de 5 horas



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12. En los últimos tres meses, ¿has realizado alguno de estos trámites? (Marca Sí o NO EN TODAS las respuestas)

- a) Solicitar cita previa (Asturias.es) <https://www.asturias.es/>

 SÍ NO

- b) Presentar quejas o sugerencias (Asturias Participa)

<http://www.asturiasparticipa.es/>

 SÍ NO

- c) Consultar información sobre una prestación, como el Salario Social o el Bono

Eléctrico (Social Asturias) <https://socialasturias.asturias.es/>

 SÍ NO

- d) Acceder a la sede electrónica PAG (Punto de Acceso General)

<https://administracion.gob.es/>

 SÍ NO

- e) Renovar tu demanda de empleo (Portal del Servicio Público de Empleo)

<https://trabajastur.asturias.es/>

 SÍ NO

- f) Pedir un Informe de vida laboral (Portal Importass de la Seguridad Social)

<https://portal.seg-social.gob.es/wps/portal/importass/importass>

 SÍ NO

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13. ¿Qué gestiones con la Administración Pública has realizado tú mismo/a por INTERNET en los últimos 3 meses? (Marca SÍ o NO EN TODAS las respuestas y en ¿por qué razón? UNA O VARIAS OPCIONES)

a) Descargar o imprimir formularios oficiales

- SÍ
 NO

b) Descargar el certificado de empadronamiento

- SÍ
 NO

Si has respondido que NO, ¿por qué razón?:

- Porque no lo he necesitado
 No he sabido hacerlo
 Me preocupaba dar mis datos personales
 No tenía ni firma ni certificado electrónico
 No me funcionaba la firma o certificado electrónico
 Me lo trámító por Internet otra persona

c) Presentar la declaración de la renta

- SÍ
 NO

Si has respondido que NO, ¿por qué razón?:

- Porque no lo he necesitado
 No he sabido hacerlo
 Me preocupaba dar mis datos personales
 No tenía ni firma ni certificado electrónico
 No me funcionaba la firma o certificado electrónico
 Me lo trámító por Internet otra persona

d) Darte de alta o renovar tu demanda de empleo

- SÍ
 NO



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Si has respondido que **NO**, ¿por qué razón?:

- Porque no lo he necesitado
- No he sabido hacerlo
- Me preocupaba dar mis datos personales
- No tenía ni firma ni certificado electrónico
- No me funcionaba la firma o certificado electrónico
- Me lo trámító por Internet otra persona

e) Pedir el subsidio o la prestación de desempleo

- SÓ
- NO

Si has respondido que **NO**, ¿por qué razón?:

- Porque no lo he necesitado
- No he sabido hacerlo
- Me preocupaba dar mis datos personales
- No tenía ni firma ni certificado electrónico
- No me funcionaba la firma o certificado electrónico
- Me lo trámító por Internet otra persona

f) Pedir el Ingreso Mínimo Vital

- SÓ
- NO

Si has respondido que **NO**, ¿por qué razón?:

- Porque no lo he necesitado
- No he sabido hacerlo
- Me preocupaba dar mis datos personales
- No tenía ni firma ni certificado electrónico
- No me funcionaba la firma o certificado electrónico
- Me lo trámító por Internet otra persona



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- g) Pedir el Bono Social de electricidad / Bono Social térmico

- SÓ
 NO

Si has respondido que **NO**, ¿por qué razón?:

- Porque no lo he necesitado
- No he sabido hacerlo
- Me preocupaba dar mis datos personales
- No tenía ni firma ni certificado electrónico
- No me funcionaba la firma o certificado electrónico
- Me lo trámító por Internet otra persona

14. En cuanto a los medios para la identidad digital, responde a las siguientes cuestiones: (PUEDES MARCAR MÁS DE UNA OPCIÓN en cada apartado)

- a) Certificado digital

- No sé lo que es
- Sé lo que es
- Lo tengo
- No lo tengo
- Lo utilizo

- b) Sistema Cl@ve (Pin o Permanente)

- No sé lo que es
- Sé lo que es
- Lo tengo
- No lo tengo
- Lo utilizo

- c) Dni electrónico

- No sé lo que es
- Sé lo que es
- Lo tengo
- No lo tengo
- Lo utilizo





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CERTIFICADO: Es un documento digital que contiene tus datos y te permite identificarte y realizar gestiones con la Administración.

CLAVE PIN: También sirve para identificarnos y nos permite firmar documentos por internet.

DNI electrónico: Es el carné de identidad con el que podemos hacer trámites electrónicos.

15. Si tuvieras que comunicar un cambio en tu expediente de Salario Social Básico o Ingreso Mínimo Vital (Escoge SOLO UNA respuesta)

- Lo haría de forma ELECTRÓNICA por mí mismo/a (sin ayuda)
- Lo haría de forma ELECTRÓNICA solicitando ayuda al CDTL o bibliotecario/a
- Lo haría de forma ELECTRÓNICA solicitando ayuda a un familiar o amigo/a
- Lo haría de forma ELECTRÓNICA solicitando apoyo a una entidad o asociación
- Lo haría de forma ELECTRÓNICA solicitando apoyo a los Servicios Sociales Municipales
- Lo haría de forma PRESENCIAL por mí mismo/a (sin ayuda)
- Lo haría de forma PRESENCIAL solicitando apoyo externo (CDTL, familiar, asociación, etc.)

16. ¿Has presentado alguna queja o sugerencia a la Administración a través de Internet en los últimos 3 meses? (Marca SÍ o NO EN TODAS las respuestas)

a) A través de redes sociales: Twitter, Facebook, etc.

- SÍ
- NO

b) Por correo electrónico

- SÍ
- NO

c) A través de páginas web: ayuntamientos, páginas del Principado de Asturias, etc.

- SÍ
- NO



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17. ¿Cuáles de las siguientes ventajas y comodidades asociadas al uso de la tramitación electrónica con las Administraciones públicas reconoces como positivas? (PUEDES MARCAR MÁS DE UNA respuesta)

- a) Ahorro económico (ej. evitando desplazamientos, imprimir papel, etc.)

SÍ
 NO

- b) Ahorro de tiempo (ej. evitando desplazamientos)

SÍ
 NO

- c) Mayor disponibilidad horaria para la realización de trámites (24 horas al día los 365 días del año)

SÍ
 NO

- d) Mayor comodidad y facilidad de acceso en la realización de trámites

SÍ
 NO

MARCA LAS VENTAJAS QUE ENCUENTRAS AL REALIZAR TUS GESTIONES CON LA ADMINISTRACIÓN POR INTERNET

18. Dinos cuánto te interesa ampliar tu conocimiento sobre Internet y Administración electrónica en cada una de estas tareas (MARCA UNA OPCIÓN DE CADA APARTADO)

- a) Usar el ordenador en la vida cotidiana

Nada
 Poco
 Mucho

- b) Aprender a hacer gestiones por Internet con la Administración



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Nada

Poco

Mucho

c) Usar Internet para mejorar mis conocimientos

Nada

Poco

Mucho

d) Realizar compras por Internet

Nada

Poco

Mucho

19. ¿Cómo has llenado este cuestionario? (Escoge SOLO UNA respuesta)

Solo/a

Con apoyo del personal del CDTL, Telecentro o Biblioteca

Con apoyo del personal CONECT-AS

Con apoyo del personal de entidades o asociaciones

Con apoyo del personal de los Servicios Sociales Municipales

Con apoyo de otras personas

20. ¿Tienes algún comentario? Te leemos



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En _____, a ___, de _____ de 20__.

Firma del interesado/a

POR FAVOR, NO TE OLVIDES DE
FIRMAR AL TERMINAR

¡GRACIAS POR TU COLABORACIÓN!



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B Appendix: Digital skills test

All participants were requested to take the following online test measuring their digital skills:



Consejería de
Derechos Sociales
y Bienestar

Conect^{As}

PRUEBA CONECT-AS

EJERCICIO 1

1. Busca en Internet "SocialAsturias", la página web de la Consejería de Derechos Sociales y Bienestar y entra en ella.
2. Entra en el apartado de "Personas mayores".
3. Copia el enlace y haz una fotografía o una captura de pantalla de la página en la que te encuentras.



EJERCICIO 2

1. Abre tu correo electrónico y crea un nuevo mensaje. La dirección a la que tienes que enviar el correo es: info.conectas@tragsa.es
2. En el asunto debes escribir: "Prueba Conect-As".
3. En el mensaje, escribe tu nombre completo y tus dos apellidos.
4. Pega el enlace de la página que visitaste en el EJERCICIO 1.
5. Y adjunta la foto o captura que has hecho de la misma página.
6. Envía el correo.



EJERCICIO 3

1. Pincha en [este formulario](#) y contesta a todas las preguntas.



2. Envía el formulario.



Nuestro equipo revisará la documentación, y, si es necesario, nos pondremos en contacto de nuevo contigo.



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PRUEBA CONECT_AS EJERCICIO 3

* Required

1. 01 *

NOMBRE

Enter your answer

2. 02 *

PRIMER APELLIDO

Enter your answer

3. 03 *

SEGUNDO APELLIDO

Enter your answer

4. 04 *

CORREO ELECTRONICO (MAIL). Escribe tu dirección de correo electrónico.

Ejemplo: tinacamina@outlook.es

Enter your answer

5. 05 *

TELEFONO. Escribe tu número de teléfono sin espacios.

Ejemplo: 789456123

Enter your answer

6. 06 *

PREGUNTA 1: ¿Has podido ENCONTRAR Y ACCEDER a la web de Socialasturias de la Consejería de Derechos Sociales y Bienestar? EJERCICIO 1 DE LA PRUEBA

Sí

No

7. 07 *

PREGUNTA 2: ¿Has podido ENVIAR el correo a la dirección infoconectas@tragsa.es según las instrucciones del ejercicio? EJERCICIO 2 DE LA PRUEBA

Sí

No

8. 08 *

PREGUNTA 3 ¿Has podido ADJUNTAR la foto (o captura de pantalla) de la web de Socialasturias adjuntar al correo que enviaste a infoconectas@tragsa.es ? EJERCICIO 2 DE LA PRUEBA

Sí

No

9. 09 *

PREGUNTA 4 Si recibes un mensaje en el móvil de tu banca digital con un enlace para pinchar ¿Qué harías?

- Pulso en el enlace inmediatamente
- No pulso en el enlace hasta que compruebo la dirección

10. 10 *

PREGUNTA 5 Si tuvieras que crear una contraseña segura ¿Qué harías?

- Poner letras y números al azar sin que tenga un orden determinado
- Poner 1234 en todo para que no se me olvide

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