Inclusion Policy Lab: Evaluation Results

Autonomous City of Ceuta: IMVOLUCRADOS - Employment and Digital Skills support targeting people in a situation of social exclusion

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This report has been prepared by the General Secretariat for Inclusion of the Ministry of Inclusion, Social Security, and Migration within the framework of the Inclusion Policy Lab, as part of the Recovery, Transformation, and Resilience Plan (RTRP), with funding from the Next Generation EU funds. As the agency in charge of carrying out the project, the Department of Social Services of the Autonomous City of Ceuta has participated in the writing of this report. This collaborating organization is one of the implementers of the pilot projects and has collaborated with the SGI for the design of the RCT methodology, actively participating in the provision of the necessary information for the design, monitoring, and evaluation of the social inclusion itinerary. Likewise, their collaboration has been essential to gathering informed consent, ensuring that the participants in the itinerary were adequately informed and that their participation was voluntary.

A research team coordinated by CEMFI (Center for Monetary and Financial Studies) has substantially contributed to this study. Specifically, Antonio Cabrales, professor at the Universidad Carlos III, and Warn N. Lekfuangfu, professor at the Universidad de Carlos III, have participated under the coordination of Mónica Martínez-Bravo (until January 8, 2024) and Samuel Bentolila, professors at CEMFI. The researchers have actively participated in all phases of the project, including the adaptation of the initial proposal to the needs of the evaluation through randomized experiments, the evaluation design, the design of measurement instruments, data processing, and the performance of econometric estimations that lead to quantitative results.

The partnership with J-PAL Europe has been a vital component in the efforts of the General Secretariat of Inclusion to improve social inclusion in Spain. Their team has provided technical support and shared international experience, assisting the General Secretariat in the comprehensive evaluation of pilot programs. Throughout this partnership, J-PAL Europe has consistently demonstrated a commitment to fostering evidence-based policy adoption, and facilitating the integration of empirical data into strategies that seek to promote inclusion and progress within our society.

This evaluation report has been produced using the data available at the time of its writing and it is based on the knowledge acquired about the project up to that date. The researchers reserve the right to clarify, modify, or delve into 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 emergence of new information related to the project that may affect the interpretation of the results. The researcher is committed to continuing exploring and providing more accurate and updated results for the benefit of the scientific community and society in general.

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Executive Summary

- The **Minimum Income Scheme,** established in May 2020, is a minimum income policy that aims to guarantee a minimum income to vulnerable groups and provide ways to promote their social and labor integration.
- Within the framework of this policy, the Ministry of Inclusion, Social Security, and Migration (MISSM) fosters a strategy to promote inclusion through pilot projects of social innovation, which are conducted in the **Inclusion Policy Lab**. These projects are evaluated according to the standards of scientific rigor and using the methodology of Randomized Controlled Trials.
- This document presents the evaluation results and main findings of the project "IMVOLUCRADOS - Employment and Digital Skills support targeting people in a Situation of Social Exclusion ", which has been conducted in **cooperation between the MISSM and the Ministry of Social Services of the Autonomous City of Ceuta** and has been supported in the implementation of the project in the field by **TRAGSATEC**.
- This study evaluates a **training pathway** that focuses on strengthening **fundamental personal skills** as well as providing additional training in **digital competencies**. The itinerary is aimed at unemployed people receiving the MIS and/or MISI in Ceuta.
- In **Treatment Group 1**, personalized employment training and orientation plans are established through occupational interviews. Participants receive training in personal skills for employment. In **Treatment Group 2**, in addition to the activities in Treatment Group 1, participants also receive training in digital skills for employment. The **Control Group** does not engage in training activities but does participate in the occupational interview. All participants are provided with a smartphone and attend a training session on how to use the CRM-BAE app, which is pre-installed on the device.
- The pilot project was originally designed to include 712 individuals, with a surrogate group of 142 individuals. However, a total of 713 participants ultimately took part, with 239 assigned to the Control Group, 243 to Treatment Group 1, and 231 to Treatment Group 2, after incorporating the necessary substitutes.
- On average, participants starting the itinerary are 43 years old. The majority, approximately 77%, are women. Only 5% of the participants are employed, while 19% are involved in training activities.
- 78% of participants (556) completed both the baseline survey and the endline survey.
- The results of the evaluation of the IMVOLUCRADOS project suggest the possible existence of modest effects in some indicators, especially in the case of treatment 2, which had an impact on digital skills:
    - In Treatment Group 2, certain effects can be observed in the **digital domain**. There is a potential increase in the availability and proficiency of digital tools, as well as an enhanced awareness of digital identity.
    - Regarding the self-perception of individuals' subjective situation in terms of job search ability and willingness to search for a job, there is a potential awareness of vulnerability in these areas. This realization, observed in the short term, can serve as

an initial step towards motivating behavior in the medium and long term, aimed at addressing and improving the situation that individuals have become aware of.

1 Introduction

General Regulatory Framework

The Minimum Income Scheme (MIS), regulated by Law 19/2021[1], is an economic benefit whose main objective is to prevent the risk of poverty and social exclusion of people in situations of economic vulnerability. Thus, it is part of the protective action of the Social Security system in its non-contributory modality and responds to the recommendations of various international organizations to address the problem of inequality and poverty in Spain.

The provision of the MIS has a double objective: to provide economic support to those who need it most and to promote social inclusion and employability in the labor market. This is one of the social inclusion policies designed by the General State Administration, together with the support of Autonomous Communities, the Third Sector of Social Action, and local corporations[2]. It is a central policy of the Welfare State that aims to provide minimum economic resources to all individuals in Spain, regardless of where they live.

Within the framework of the National Recovery, Transformation, and Resilience Plan (RTRP),[3] the General Secretariat of Inclusion (onwards, SGI by its acronym in Spanish) of the Ministry of Inclusion, Social Security, and Migration (MISSM) participates significantly in Component 23 "New public policies for a dynamic, resilient, and inclusive labor market", framed in Policy Area VIII: "New care economy and employment policies".

Investment 7: "Promotion of Inclusive Growth by linking socio-labor inclusion policies to the Minimum Income Scheme" is among the reforms and investments proposed in this Component 23. Investment 7 promotes the implementation of a new model of inclusion based on the MIS which reduces income inequality and poverty rates. Therefore, the MIS goes beyond being a mere economic benefit and supports the development of a series of complementary programs that promote socio-labor inclusion. However, the range of possible inclusion programs is very wide, and the government decides to pilot different programs and interventions to evaluate them and generate knowledge that allows prioritizing certain actions. With the support of investment 7 under component 23, the MISSM establishes a new framework for pilot inclusion projects constituted in two phases through two royal decrees covering a set of pilot projects based on experimentation and evaluation:

[1] Law 19/2021, December 20, establishing the Minimum Income Scheme (BOE-A-2021-21007).

[2] Article 31.1 of Law 19/2021, of December 20, 2021, establishing the Minimum Income Scheme.

[3] The Recovery, Transformation, and Resilience Plan refers to the Recovery Plan for Europe, which was designed by the European Union in response to the economic and social crisis triggered by the COVID-19 pandemic. This plan, also known as Next Generation EU, sets out a framework for the allocation of recovery funds and for boosting the transformation and resilience of member countries' economies.

- **Phase I: Royal Decree 938/2021**[4], through which the MISSM grants subsidies for the execution of 16 pilot projects of inclusion pathways corresponding to autonomous communities, local organizations, and the Third Sector of Social Action organizations. This royal decree contributed to the fulfillment of milestone number 350[5] and monitoring indicator 351.1[6] of the RTRP.
- **Phase II: Royal Decree 378/2022**[7], which grants subsidies for a total of 18 pilot projects of inclusion pathways executed by autonomous communities, local organizations, and the Third Sector of Social Action organizations. Along with the preceding Royal Decree, this one helped the RTRP's monitoring indicator number 351.1 to be fulfilled.

To support the implementation of evidence-based public and social policies, the Government of Spain decided to evaluate the social inclusion pilot projects using the Randomized Controlled Trial (RCT) methodology. This methodology, which has gained relevance in recent years, represents one of the most rigorous tools to measure the causal impact of a public policy intervention or a social program on indicators of interest, such as social and labor insertion or the well-being of beneficiaries.

Specifically, RCT is an experimental method of impact evaluation in which a representative sample of the population potentially benefiting from a public program or policy is randomly assigned either to a group receiving the intervention or to a comparison group that does not receive the intervention for the duration of the evaluation. Thanks to the randomization in the allocation of the program, this methodology can statistically identify the causal impact of an intervention on a series of variables of interest. This methodology enables us to analyze the effect of this measure, which helps determine whether the policy is adequate to achieve the planned public policy objectives. Experimental evaluations enable us to obtain rigorous results of the intervention effect, i.e., what changes the participants have experienced in their lives due to the intervention. In addition, these evaluations provide an exhaustive analysis of the program and its effects, providing insights into why the program was effective, who has benefited most from the interventions, whether there were indirect or unexpected effects, and which components of the intervention worked, and which did not.

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[4] Royal Decree 938/2021, of October 26, 2021, which regulates the direct granting of subsidies from the Ministry of Inclusion, Social Security, and Migration in the field of social inclusion, for an amount of 109,787,404 euros, within the framework of the Recovery, Transformation, and Resilience Plan (BOE-A-2021-17464).

[5] Milestone 350 of the RTRP: "Improve the rate of access to the Minimum Income Scheme and increase the effectiveness of the MIS through inclusion policies, which, according to its description, will translate into supporting the socio-economic inclusion of the beneficiaries of the MIS through itineraries: eight collaboration agreements signed with subnational public administrations, social partners and social action entities of the third sector to conduct the itineraries. The objectives of these partnership agreements are: (i) to improve the MIS access rate; ii) increase the effectiveness of the MIS through inclusion policies."

[6] Monitoring indicator 351.1 of the RTRP: "at least 10 additional collaboration agreements signed with subnational public administrations, social partners and social action entities of the third sector to conduct pilot projects to support the socio-economic inclusion of MIS beneficiaries through itineraries".

[7] Royal Decree 378/2022, of May 17, 2022, regulating the direct granting of subsidies from the Ministry of Inclusion, Social Security, and Migration in the field of social inclusion, for an amount of 102,036,066 euros, within the framework of the Recovery, Transformation and Resilience Plan (BOE-A-2022-8124).

These evaluations have focused on the promotion of social and labor inclusion among MIS beneficiaries, recipients of regional minimum incomes, and other vulnerable groups. In this way, the MISSM establishes a design and impact evaluation of results-oriented inclusion policies, which offers evidence for decision-making and its potential application in the rest of the territories. The promotion and coordination of 32 pilot projects by the Government of Spain has led to the establishment of a laboratory for innovation in public policies of global reference named the Inclusion Policy Lab.

For the implementation and development of the Inclusion Policy Lab, the General Secretariat of Inclusion has established a governance framework that has made it possible to establish a clear and potentially scalable methodology for the design of future evaluations, and promoting decision-making based on empirical evidence. The General State Administration has had a triple role as promoter, evaluator, and executive of the different programs. Different regional and local administrations and the Third Sector of Social Action organizations have implemented the programs, collaborating closely in all their facets, including evaluation and monitoring. In addition, the Ministry has had the academic and scientific support of the Abdul Latif Jameel Poverty Action Lab (J- PAL) Europe and the Centre for Monetary and Financial Studies (CEMFI), as strategic partners to ensure scientific rigor in the assessments. Likewise, the Inclusion Policy Lab has an Ethics Committee[8], which has ensured the strictest compliance with the protection of the rights of the people participating in the social inclusion pathways.

This report refers to "IMVOLUCRADOS - Employment and Digital Skills support targeting people in a Situation of Social Exclusion", executed within the framework of Royal Decree 938/2021[9] by the Department of Social Services of the Autonomous City of Ceuta. This report contributes to the fulfillment of milestone 351 of the RTRP: "Following the completion of at least 18 pilot projects, the publication of an evaluation on the coverage, effectiveness and success of the MIS, including recommendations to increase the level of application and improve the effectiveness of social inclusion policies."

Context of the project

Unemployment and social exclusion are closely interconnected. Employment not only fulfills basic economic needs but also acts as a crucial bridge between individual and collective aspirations. It promotes social integration, grants individuals a status and role, and contributes to the development of personal and social identity. Due to their complexity and multifaceted character, social exclusion and unemployment both pose serious socioeconomic difficulties that affect millions of individuals.

In Spain, unemployment is a long-standing and structural issue. According to the Labor Force Survey (EPA) conducted by the National Institute of Statistics (INE), there were 2.9 million registered

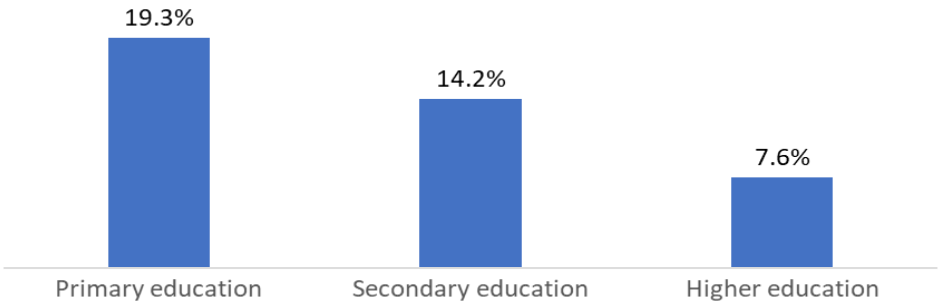
[8] Regulated by Order ISM/208/2022, of March 10, 2022, which creates the Ethics Committee linked to social inclusion itineraries, on 20/05/2022 it issued a favorable report for the realization of the project that is the subject of the report.

[9] On December 28, 2021, an agreement was signed between the General State Administration, through the SGI, and the City of Ceuta for the implementation of a project for social inclusion within the framework of the Recovery, Transformation, and Resilience Plan, which was published in the "*Boletín Oficial del Estado*" on January 31, 2022 (BOE no. 26)

unemployed individuals in 2023, accounting for 12.1% of the active population. These figures significantly surpass the European Union average, which was 6.2% in 2022 (latest available data), making Spain the country with the highest unemployment rate among EU member states.

Unemployed individuals are particularly susceptible to social exclusion, as they often lack essential personal and digital skills. This further intensifies their vulnerability by restricting their access to government services, educational resources, job opportunities, and healthcare services, among others. Moreover, there is a clear correlation between education and unemployment, with lower educational levels associated with higher rates of unemployment, as shown in **Figure 1**.

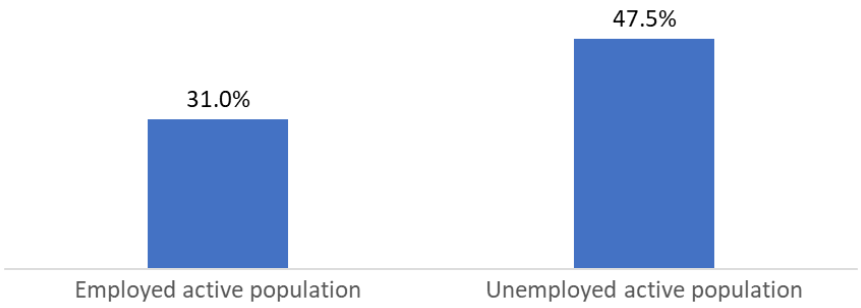
Figure 1: Unemployment rate (16 to 74 years) by level of education attained



Source: Total unemployment - LFS series, Eurostat

Figure 2 shows that unemployed individuals exhibit significantly lower levels of digital skills compared to employed individuals.

Figure 2: Percentage of people (16 to 74 years old) with low or lower Digital Skills according to employment status[10]



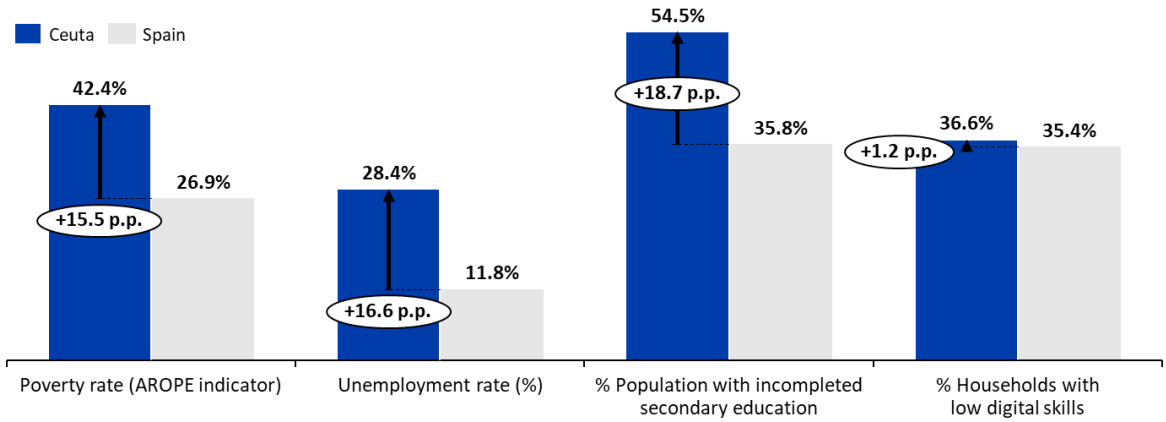
Source: Survey on Equipment and Use of Information and Communication Technologies in Households, INE

Given the challenging circumstances in Ceuta, there is an urgent need to implement a targeted training program focused on basic and digital skills for the vulnerable population. According to data from the

[10] Digital competence is based on the Eurostat methodology. It only considers people who have used the internet in the last three months and establishes four types of skills: no skills, low skills, basic skills, and advanced. Built on the degree of skill in the fields of Information, Communication, Problem Solving and Computer Skills.

INE, the community faces a high risk of poverty or social exclusion (AROPE indicator[11]) with a rate of 42.4%, surpassing the national average of 26.9%. Additionally, the unemployment rate of 28.4% in Ceuta is significantly higher than the national average of 11.8%. The educational situation poses significant challenges, with over 50% of the population aged 25 - 64 not having completed secondary education, which is the highest percentage nationwide. Furthermore, it is crucial to acknowledge the substantial digital obstacles faced by the population, as 36.6% of users exhibit low or insufficient digital skills, exceeding the national average of 35.4%.

Figure 3: Differences between Ceuta and the national average in poverty rate, labor market insertion, educational level, and digitalization



Source: Living Conditions Survey, INE. Labor Force Survey, INE. Survey on Equipment and Use of Information and Communication Technologies in Households, INE. Education and training outcomes, Eurostat.

Regulatory framework associated with the project and the governance structure

Various public institutions have taken steps to address the issues of unemployment and social exclusion. At the European level, the Action Plan for the Social Economy is a notable initiative. This plan aims to support and supplement the efforts of member states in delivering social integration services to disadvantaged groups.

In Spain, the National Strategy for the Prevention and Fight against Poverty and Social Exclusion showcases the government's commitment to strengthening and improving the welfare state to address social challenges, with a specific emphasis on the full integration of the most vulnerable individuals. Additionally, the new Spanish Strategy for Active Support for Employment serves as a key

[11] The population at risk of poverty or social exclusion is defined according to criteria established by Eurostat. It includes individuals who are in at least one of the following three situations: (1) At risk of poverty (equivalent income below 60% of the median income per consumption unit); (2) experiencing severe material and social deprivation (if they report lacking at least seven out of the 13 items on a list that includes, for example, not being able to afford a meal with meat, chicken, or fish at least every two days, maintaining the home at an adequate temperature, having two pairs of shoes in good condition, or replacing worn-out clothing with new ones). (3) Living in households with no employment or with low work intensity (households in which working-age members worked less than 20% of their total work potential during the year prior to the interview).

tool for implementing the RTRP and tackling the unemployment challenges faced by the most vulnerable groups.

In addressing the digital-skills gap, two significant initiatives are prominent at the European level. Firstly, the Digital Education Action Plan 2021 –2027 focuses on improving the quality and accessibility of digital education. It aims to create a high-performance digital education ecosystem and strengthen digital skills among individuals. Secondly, Europe's Digital Decade establishes specific targets in areas such as connectivity and digital public services. This initiative aims to ensure that technology and innovation benefit all individuals.

In Spain, the Government has implemented initiatives such as Digital Spain 2026, which serves as a roadmap to drive the country's digital transformation and foster inclusive economic growth. Additionally, the National Digital Skills Plan, aligned with the 2026 Digital Agenda and the Recovery, Transformation, and Resilience Plan, aims to promote digital training and inclusion among the population and workforce. This plan involves a significant investment of 3,750 million euros for the period of 2021-2023.

Finally, all European and national regulations are aligned with the framework established in the 2030 Agenda and the Sustainable Development Goals (SDGs).

The pilot project of this report is aligned with European and national strategies in the field of homelessness, as well as with the 2030 Agenda for Sustainable Development, specifically contributing to SDGs 1, 8, and 10.

Given the strong connection between social exclusion and employment, the Government of Ceuta has developed a project aimed at enhancing the employability of the most vulnerable individuals. This initiative focuses on providing training in personal and digital skills for employment.

The scientific objective of the project is to understand and assess the impact of training in basic personal skills and specific digital activities, both individually and in combination, on the employability and attitude of people in Active Job-Searching (onwards, BAE by its acronyms in Spanish).

The governance framework established for the correct execution and evaluation of the project includes the following actors:

- The **Department of Social Services of the Autonomous City of Ceuta** is the organization responsible for the execution of the project. In this specific project, the Autonomous City of Ceuta has subcontracted 99.5% of the subsidized amount through an Order to Own Resources to the public company Tecnologías y Servicios Agrarios S.A., S.M.E., M.P. (TRAGSATEC), which conducts the operational execution of the project.
- The **Ministry of Inclusion, Social Security and Migration** (MISSM) is the funding source of the project and responsible for the RCT evaluation. For this reason, the General Secretariat of Inclusion assumes a series of commitments with the Department of Social Services of the Autonomous City of Ceuta:

- Provide the beneficiary organization with support for the design of the actions to be conducted, for the execution and monitoring of the object of the subsidy, as well as for the profiling of the potential participants of the pilot project.
- Design the randomized controlled trial (RCT) methodology of the pilot project in coordination with the beneficiary organization and scientific collaborators. Also, conducting the evaluation of the project.
- Ensure strict compliance with ethical considerations by obtaining the approval of the Ethics Committee.

- **CEMFI and J-PAL Europe** are scientific and academic institutions that support MISSM in the design and RCT evaluation of the project.

In view of the above, the current report follows the following structure: **section 2** provides a **description of the project**, detailing the issue to be addressed, the specific interventions associated with each of the training models for job search implemented, and the target audience to which the intervention is directed. Next, **section 3** contains information related to the **evaluation design**, defining the Theory of Change linked to the project and the hypotheses, sources of information and indicators used. **Section 4** describes the **implementation of the intervention**, the analysis of the sample, the results of randomization, and the degree of participation and attrition of the intervention. This section is followed by **section 5** where **the results of the evaluation** are presented, along with a detailed analysis of the econometric analysis conducted and the results for each of the indicators used. Finally, the **Conclusions** of the project evaluation are described in **section 6**. Besides, in the **appendix Economic and regulatory management,** additional information is provided on the management tools and governance of the pilot project.

Ethics Committee linked to the Social Inclusion Itineraries

During research involving human subjects in the field of biology or the social sciences, researchers and workers associated with the program often face ethical or moral dilemmas in the development of the project or its implementation. For this reason, in many countries it is common practice to create ethics committees that verify the ethical viability of a project as well as its compliance with current legislation on research involving human beings. The Belmont Report (1979) and its three fundamental ethical principles – respect for individuals, profit, and justice – constitute the most common frame of reference in which ethics committees operate, in addition to the corresponding legislation in each country.

With the aim of protecting the rights of participants in the development of social inclusion itineraries and ensuring that their dignity and respect for their autonomy and privacy are guaranteed, Order ISM/208/2022 dated March 10 creates the Ethics Committee linked to the Social Inclusion Itineraries. The Ethics Committee, attached to the General Secretariat of Inclusion and Social Welfare Objectives and Policies, is composed of a president – with an outstanding professional career in defense of ethical values, a social scientific profile of recognized prestige and experience in evaluation processes – and two experts appointed as members.

The Ethics Committee has conducted analysis and advice on the ethical issues that have arisen in the execution, development, and evaluation of the itineraries, formulated proposals in those cases that present conflicts of values and approved the evaluation plans of all the itineraries. In particular, the Ethics Committee issued its approval for the development of this evaluation on January 25, 2023.

2 Description of the program and its context

This section describes the program that the Department of Social Services of the Autonomous City of Ceuta implemented in the framework of the pilot project. Furthermore, it describes the target population and the territorial framework, and provides a detailed description of the intervention.

2.1 Introduction

The main objective of the project is to address the significant gaps in essential personal and digital skills among the beneficiaries of the MIS and the Minimum Income for Social Insertion (MISI). To address this situation, the project proposes a training program to improve essential personal skills and provide additional training in digital competencies.

Consequently, the main aim of the pilot program is to foster social inclusion by enhancing participants' employability through personalized and digital training.

This would be reflected in the following specific objectives:

a) **Contribute to the full social integration** of the people participating in the Program, integrating them into the Social Services Network and the labor market.
b) To identify what are the real incentives for these people to break the cycle of assistance and engage in a process of empowerment and search for alternative solutions to their situation.
c) **To obtain** a set of **conclusions** that facilitate the design and implementation **of more far-reaching initiatives in the future**, analyze which part of the intervention process is more appropriate and what the barriers are to the incorporation of these people into the labor market.
d) To test the effectiveness of the method used. To achieve this, the project has formulated scientific objectives that aim to verify the differential effect of training in basic personal and/or digital skills on individuals' attitudes, job search behavior, and employability.

The project also has the following specific objectives:

- Design and develop itineraries of socio-labor inclusion that enable to training of personal and digital skills.
- Train participants in personal and digital skills for employment.
- Facilitate the identification and access to social and labor opportunities in the City of Ceuta.
- Increase the performance of a greater number of activities that favor the improvement of employability on the part of the participants.
- Improve the ability of participants to perceive the proposed employment objectives and expectations as achievable.
- Improve autonomy and access to digital administration through the digital identification of participants.

The project has benefited significantly from the abundant scientific literature available, which has directly influenced its conception and structure.

The existing literature on the effects of job training programs suggests a positive impact on employability and income, as analyzed by Card et al. (2010). In this context, this report highlights the RCT study conducted by Baird, Engberg, and Gutierrez (2022), which analyzes the impact of the job training program in New Orleans, funded by the Workforce Innovation Fund of the U.S. Department of Labor. This study shows a notable impact of the training program, particularly among individuals who were unemployed for a shorter duration. These individuals experienced a substantial increase in employment opportunities and income because of the training. Other experimental studies, such as the one conducted by Rebollo-Sanz and Pérez (2021) to evaluate the impact of active employment policies on groups facing challenges in labor market integration, have shown that these policies generally lead to improvements in employment rates and job satisfaction among participants.

There are also studies that insist on the relationship between personal skills and the improvement of employability, such as the Doctoral Thesis of Nieto Flores (2018), Bandura, A. (1997), Ajzen, I. (1991). Empirical evidence suggests that incorporating soft skills training alongside vocational training yields better outcomes. Osman and Speer (2022) conducted a study analyzing training programs that combined both soft and hard skills and found that such programs resulted in improved job outcomes

compared to training that focused solely on hard or soft skills, even 18 months later. Similarly, in Colombia, soft skills training helped applicants maintain employment and higher monthly wages over the long term, according to the research conducted by Barrera-Osorio et al. (2023).

In relation to the effects of specialized training in the digital field, the RCT study conducted by Todeschini, Alegre, and Moreno (2016) on Barcelona Activa's "Mobilitza't Mobile" program, which provided training in digital skills and promoted entrepreneurship, demonstrated a positive impact on the employability of participants. In addition, the study by Atkin et al. (2021) shows that training in digital skills, coupled with a positive job reference, increases monthly income, and reduces the unemployment rate. Finally, Choudhary and Bansal (2022) conducted a comprehensive review of digital training programs, and emphasized the diverse impacts that these programs can have. They found that the effectiveness of digital training programs is closely linked to the quality of services provided and the overall structure of the program.

2.2 Target population and territorial scope

The target population consists of unemployed individuals who receive the MIS and/or MISI benefits, aged 16 to 65 years. However, certain individuals are excluded from participating due to the following reasons:

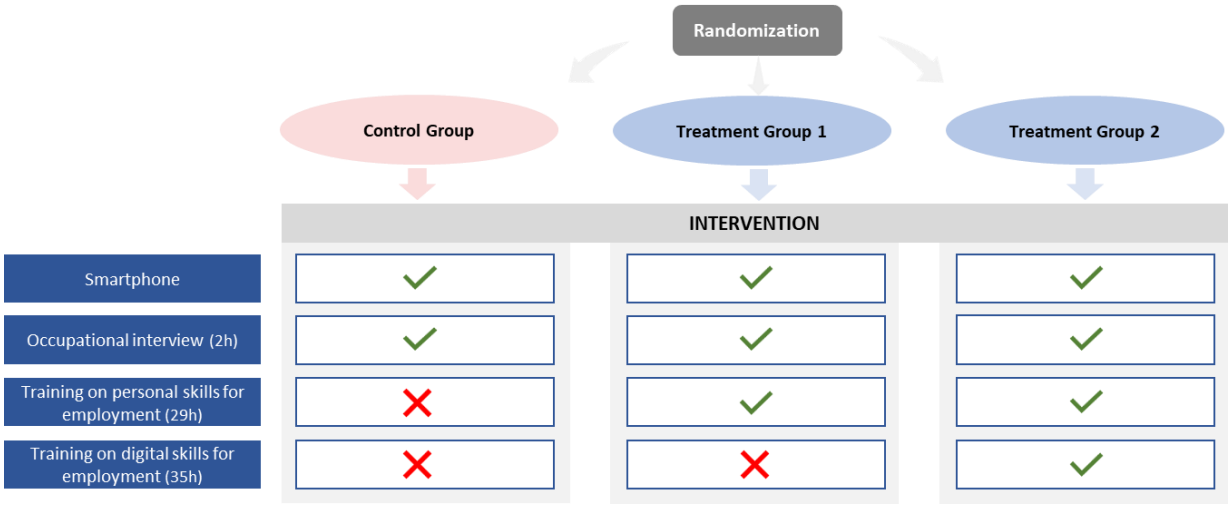
1. Inability to work-life balance.
2. Schedule incompatibility due to other activities.
3. Failure to meet the "unemployed" requirements.
4. Illness/disability.
5. Failure to meet age requirements.
6. Do not usually reside in the city of Ceuta.
7. Lack of basic Spanish language skills, both spoken and written.
8. Lack of motivation.
9. Other causes.

More details on the recruitment process are provided in **section 3.5** as part of the evaluation design.

2.3 Description of interventions

To address the issue of inadequate employment skills and lack of digital skills, the project has implemented a series of interventions. To rigorously assess the impact of the intervention, participants were randomly assigned into three distinct groups, Treatment Group 1, Treatment Group 2, and Control Group. **Figure 3** provides a summary of the interventions that are implemented for each group.

Figure 3: Scheme of interventions according to experimental group



Firstly, all participants in the three groups undergo the Employability Assessment Interview (E.A.I.). The purpose of this interview is to determine the "professional objective" of each participant, as well as establish a personal and professional connection with them.

The second activity, which is common to all groups, is the CRM-BAE (Customer Relationship Management – Active Job Search) session. During this session, participants have the CRM-BAE App installed on their mobile devices, and they are instructed on how to use it effectively through demonstrations and examples.

Through the CRM-BAE, participants can identify their career goals, save their CV and other documents, record BAE tasks, and access job offers, and training published in the application.

From this point on, over a period of five months, participants in Treatment Group 1 receive personal skills training for employment. This training includes a combination of individual and group sessions aimed at enhancing their employability.

In addition to participating in Treatment Group 1 activities, members of Treatment Group 2 receive training in digital skills for employment. As in Treatment Group 1, the training lasts five months and includes both individual and group sessions.

In contrast, the Control Group is not involved in the training activities but participates in the job interview. Since the Control Group is not connected to the project's training activities, its intervention is integrated into the local Public Employment Services. This allows for a comparison between the traditional model and a more personalized approach to care. All participants will receive a smartphone, installation, and training in the use of the activity log tool as part of the content programmed in CRM-BAE (Customer Relationship Management - *Busquets Activa de Empleo*). This smartphone will serve as the primary tool for their work throughout the duration of the project.

Next, the report describes the content of the two training itineraries:

Training on skills for employment

The personal skills training program applies to both Treatment Group 1 and Treatment Group 2. This program comprises twelve group sessions, each lasting two hours, along with up to five individual career guidance sessions, each lasting one hour. In total, the training program spans 29 hours in duration.

The group sessions are divided into six modules. The content of each module is outlined below:

- **Module 1. Self-knowledge and professional profile**: With a duration of two hours, this module includes an analysis of the professional profile and personal job skills, followed by coaching sessions and training for self-improvement. Subsequently, this module develops an Employment Action Plan that addresses the fit and requirements of employment opportunities, and a detailed schedule of tasks, activities, and results related to the Action Plan is established.
- **Module 2. Job Search Activation**: Comprising three sessions with a total duration of six hours, this module consists of training in skills and techniques for job search, followed by the implementation of activities planned in the Employment Action Plan. Additionally, trainers provide feedback on these activities to redirect them towards specific objectives and outcomes, thus ensuring an effective approach to the job search.
- **Module 3. Perceived self-efficacy**: It consists of 8 hours divided equally into four sessions, that provide training in personal skills related to self-efficacy for employment. This includes identifying tasks, activities, and key outcomes, effective time management and scheduling. In addition, this approach emphasizes the importance of identifying progress and promotes a dynamic of giving and receiving feedback to improve the process. It also emphasizes reorienting tasks and actions towards specific outcomes and provides examples of real and meaningful success to inspire participants. Finally, it fosters skills to collaborate, share, and network in the context of job search and professional development.
- **Module 4. Professional Interview**: consisting of two two-hour sessions and provides comprehensive training that covers a range of topics, from developing specific personal skills for professional interviews to promoting emotional intelligence. This approach highlights the importance of expressing individual strengths in line with job requirements, while also recognizing interviews as an opportunity to expand one's professional network. Additionally, participants engage in simulations and practice sessions that replicate various types of real and meaningful interviews, effectively preparing them for this crucial step in their job search.
- **Module 5. Self-candidacy**: consisting of a single two-hour session that provides comprehensive training in techniques and tools for submitting applications, to enable participants to identify employment opportunities. This module emphasizes the importance of gathering relevant information and contacts related to these opportunities, as well as taking the initiative to reach out and access them. Additionally, it actively promotes the creation and expansion of a network of contacts in the context of job opportunities.
- **Module 6. Professional environment and self-employment**: This is a single two-hour session that provides comprehensive training in personal skills related to self-employment. It equips

participants with the ability to recognize new opportunities in the professional landscape of Ceuta and on a national scale. This module also encourages creativity to discover new ways to improve existing products and promotes the identification of unmet needs by customers. In addition, participants are trained to form strategic partnerships or alliances with others to strengthen their business prospects.

Digital training for employment

Digital skills training is specific to Treatment Group 2. It consists of fifteen group sessions of two hours each, focused on the development of digital skills. In addition, this training provides five one-on-one digital career guidance sessions, each lasting one hour. Altogether, this digital training lasts 35 hours.

The group sessions are grouped into "titles" of two hours each.

- **Title 1. Office tools for job search**: The training program consists of four two-hour sessions. Content includes how to use of the mobile registration tool, training on Google's office automation tools for email management and cloud storage, as well as instructions on using a word processor to create and edit work documents such as CVs and cover letters.
- **Title 2. Relations with Public Administrations, certificates, and digital signature**: The training program consists of four two-hour sessions. The content focused on digitalization processes that are relevant to everyday life, such as job searching and interacting with Public Administrations (digital certificates, permanent Cl@ve and Cl@ve PIN, digital signature, etc.). All participants in this treatment group will receive the FNMT Citizen Electronic Certificate.
- **Title 3. Online Job Search Tools and Resources**: This title is divided into three sessions where participants learn how to identify and effectively use online job search resources. It covers registration on employment platforms, understanding how they work, self-promotion strategies and the importance of building a strong network.
- **Title 4. The mobile phone as a tool of daily utility for employment**: This final training program also consists of four two-hour sessions. The focus is on promoting the productive use of mobile devices, shifting the perception of mobile devices from being solely leisure tools to being valuable employment tools. Participants will also acquire knowledge on internet security and learn about security guidelines for online transactions.

The treatment phases are:

Figure 4: Phases of treatment

- At the **Start**, the referral or entry to the program occurs, and the first contact between the professional and the participant takes place. Participants in both the treatment and control groups conducted the occupational interview. This occupational interview collects and records the academic information and the professional trajectory.

- In the **Intervention**, the focus of the project is the implementation of training itineraries. Both Treatment Group 1 and Treatment Group 2 receive personal skills training for a duration of 5 months. In addition, Treatment Group 2 also receives training in digital skills.
- The **Exit phase** focuses on collecting information and evaluating the results.

3 Evaluation design

This section describes the design of the impact assessment of the projects described in the previous section. The section describes the Theory of Change, which identifies the mechanisms and aspects to measure, the hypotheses to test in the evaluation, the sources of information to build the indicators, and the design of the experiment.

3.1 Theory of Change

This report, with the aim for designing an evaluation that enables understanding the causal relationship between the intervention and its final objective, develops a Theory of Change. The Theory of Change makes it possible to schematize the relationship between the needs identified in the target population, the benefits, or services that the intervention provides, and the immediate and medium-long term results sought by the intervention, to understand the relationships between them, the assumptions on which they are based, and to outline measures or outcome indicators.

Theory of Change

A Theory of Change begins with the correct identification of the needs or problems to be addressed and their underlying causes. This situational analysis should guide the design of the intervention, i.e., the activities or products that are provided to alleviate or resolve the needs, as well as the processes necessary to properly implement the treatment. Next, we identify the expected effect(s) based on the initial hypothesis, i.e., what changes – in behavior, expectations, or knowledge – are expected to be obtained in the short term with the actions conducted. Finally, the process concludes with the definition of the medium- to long-term results that the intervention aims to achieve. Sometimes, the effects directly obtained with the actions are identified as intermediate results, and, one identifies the indirect effects in the results.

The development of a Theory of Change is a fundamental element of impact evaluation. At the design stage, the Theory of Change helps to formulate hypotheses and identify the indicators needed for the measurement of results. Once the results are achieved, the Theory of Change makes it easier, if results are not as expected, to detect which part of the hypothetical causal chain failed, as well as to identify, in case of positive results, the mechanisms through which the program works. Likewise, the identification of the mechanisms that made the expected change possible allows a greater understanding of the possible generalization or not of the results to different contexts.

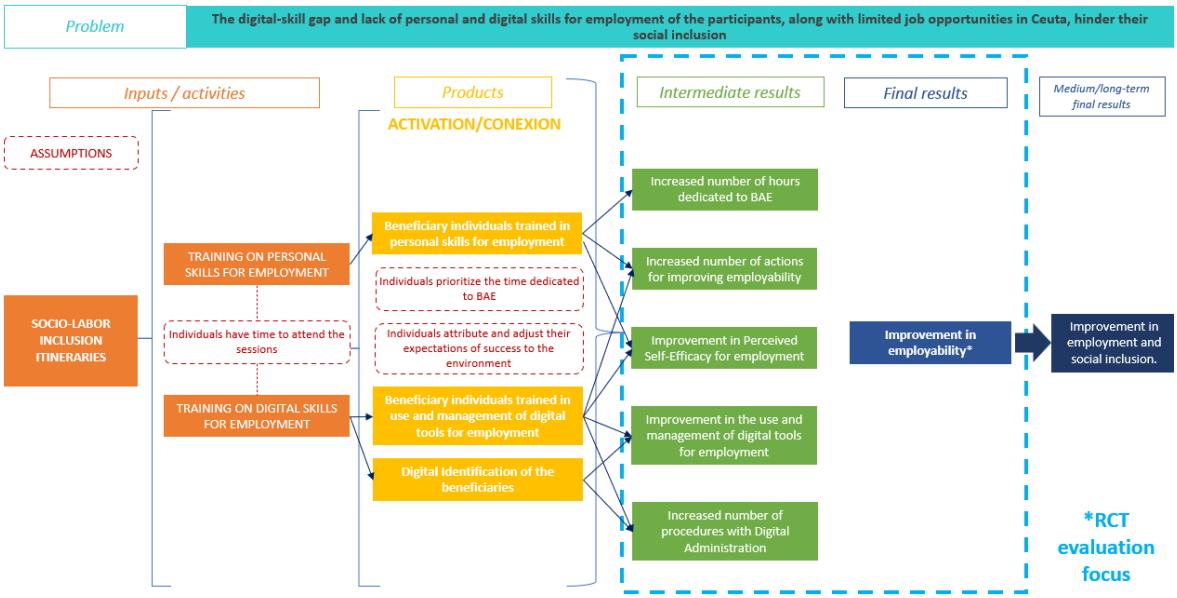
In this context, the Theory of Change serves as a key tool to guide this project, which aims to address the significant gaps in personal and digital skills among the beneficiaries of the MIS and MISI. These deficiencies deepen their vulnerability, and limit their access to job opportunities, government services, and educational resources, which in turn hinders their social inclusion.

This issue defines the different areas of action of the project and the activities related to each of them. Specifically, this study proposes the development of training in personal skills for employment and training in digital skills for employment. The proposed itineraries offer participants both group training sessions and individual career guidance sessions.

All these resources and activities result in a set of outputs. By measuring the outputs, it is possible to identify whether and to what extent beneficiaries have received the activities or inputs. The program's success relies heavily on the effective allocation and utilization of resources. If beneficiaries do not effectively receive the program, it is difficult to observe improvements in the indicators of employment, residential status, or quality of life. In this project, the outputs are defined by the number of beneficiaries trained in personal skills for employment, the number of beneficiaries trained in the use and management of digital tools for employment and the digital identification of the beneficiaries. Without the receipt of these outputs or benefits, improvement in the economic, employment and residential situation of the beneficiaries cannot be expected.

In the short term, this project expects personal and digital skills training to have a positive impact on increasing the time spent actively seeking employment and participating in initiatives to improve employability. It is also expected to improve self-confidence in finding employment and in the use of digital tools related to the labor market, as well as an increase in the completion of administrative procedures digitally. This impact would translate into an improvement in employability with medium or long-term effects on the employment situation and social inclusion of the participants.

Figure 5: Theory of Change



3.2 Hypothesis

The primary goal of the intervention is to address the inadequate employment skills and digital literacy deficits among the beneficiaries of the MIS and MISI.

As detailed in the Theory of Change, the goal of the project is to improve access to the labor market and achieve social inclusion for participants. This would be achieved through intermediate outcomes, including improved digital skills, job search, increased employability, and increased interaction with the Public Administration through digital means. Consequently, when evaluating the model, various hypotheses are formulated in alignment with the intermediate and final outcomes defined in the Theory of Change. This methodological approach seeks to provide a detailed and informed analysis, thus providing a solid basis for informed and strategic decisions in the field of public policy.

The hypotheses to be tested in relation to each of the result blocks are presented below. The following sections will describe the sources of information for the indicators used in each of the scenarios.

Improvement in occupation and BAE

The main hypothesis is that the treatments of the project have a significant and positive effect on the occupation of the participants.

Improvement in Digital Skills for employment

The hypothesis is that the project's treatments increase the participants' digital skills related to job search.

Improvement in personal skills for employment

The hypothesis is that the project's treatments will improve participants' personal employability skills.

Improvement in level of satisfaction

The hypothesis is that the treatments have a significant and positive effect on the overall satisfaction of the participants.

3.3 Sources of information

To analyze the results, this study follows a quantitative methodology based on data collected through surveys administered to the participants. Surveys are conducted at two time points: **before the start of the project** (the baseline survey), in November 2022, and **after its conclusion** (the endline survey), in September 2023.

The project´s technical staff administered individually both the baseline questionnaire and the endline questionnaire, which were conducted in person. It's noteworthy that the endline questionnaire was intentionally designed to avoid being administered by the participant's reference counselor. A cross-matrix involving participants and technical staff was implemented for this purpose.

There are no differences between treatment and control when it comes to collecting information from the surveys. The questionnaires were originally paper based.

In each survey, four types of questionnaires are answered by the participants in the itinerary:

- **BAE Self-Efficacy and Perceived Employability questionnaire**: This questionnaire assesses the participants' willingness to search for a job, the specific actions taken in this search, the time invested in this activity, and the participants' perception of their work situation and capabilities. The items included in the questionnaire have been extracted from questionnaires and scales from official sources and scientific literature. These sources include SEPE's Active Job Search Accreditation (*Búsqueda Activa de Empleo* or *BAE*), Rotter's (1975) Perceived Control Expectations of Job Search Scale, Belschak and Den Harton's (2010) Proactive Behaviors Scale, Sherer et al.'s (1982) General Self-Efficacy Scale, Solberg et al.'s (1994) Job Search Confidence Scale (CSES), Spanish adaptation by Nieto-Flores, Berrios & Extremera, (2013) and the Entrepreneurial Self-Efficacy Scale by Moriano et al. (2005).
- **Digital skills questionnaire:** This questionnaire aims to assess participants' perceptions of their knowledge and experience in various aspects of digital skills. It includes questions related to their proficiency in areas such as navigation, search, data management and evaluation, communication and collaboration, creation of digital content, data protection and privacy, as well as problem-solving skills in technical matters. The items included are based on the Questionnaire for the diagnosis of the Digital Competence of Unemployed People (Rodríguez et al., 2020).
- **Personal situation overview questionnaire:** This questionnaire examines participants' level of satisfaction with various aspects of their lives. Aspects assessed include economic situation, support networks, leisure time, family life, housing conditions, local environment, level of education and training, state of health, and overall life satisfaction.
- **Digital competence assessment:** It assesses participants' competence in tasks related to information and data search and management, communication and collaboration, content creation, security, and problem solving.

This project utilizes a tool equipped with a CRM (Customer Relationship Management) system to support additional data collection. This management system serves as a platform to collect, organize, and analyze information about the participants, as well as about the processes and relationships between technicians and participants. The CRM provides a comprehensive range of participant data from both the treatment and control groups. It relies on the availability of the mobile device that is provided by the project to all participants.

The use of this system enables the systematic and efficient organization of information, facilitating agile, centralized, and collaborative management of project actions, as well as data analysis and report generation for monitoring and evaluation purposes. Within this digital environment, information about participants, including personal and work-related data, is collected. Additionally, the system records the actions conducted throughout the project to achieve objectives, activity durations, registrations, attendance, and participation. Information related to the evaluation of the project is also included.

3.4 Indicators

This section describes the indicators used to evaluate the impact of the itinerary, divided into themes related to the hypotheses described in **section** ¡Error! No se encuentra el origen de la referencia..

Each of these indicators is constructed from a set of survey items. First, each item is normalized, with the minimum value set to zero and the maximum value set to one. Subsequently, an index is calculated using the weight of the inverse covariance, following the method proposed by Anderson (2008). This method aggregates information from a set of variables that attempt to measure a common latent variable. Intuitively, the method calculates a weighted average of all the variables, where the weight assigned to each variable depends on its correlation with the others (the lower the correlation, the greater the weight). Once the index is created, it is standardized so that the mean is zero and the standard deviation is one.

Occupation and active job search

The analysis uses three indicators to assess the evolution of the participants in the intensity of job search and occupation:

Job search ability: a synthetic indicator generated from five questions on the frequency with which participants have conducted actions related to the job search in the last 3 months, such as sending a resume or conducting job interviews.

Willingness to search for a job: a synthetic indicator constructed from two questions that explore the time spent on a job search each week, specifying the proportion of time spent on the Internet.

Days worked: Number of days worked in the 6 months following the end of treatment based on Social Security records. As of the date of this report, there are no results associated with this indicator.

Digital skills in job search

Availability of digital tools for job search: A synthetic indicator developed from three questions that inquire about the digital devices used by participants to search for jobs, the location from which they access the internet, and time spent searching for jobs online.

Use of digital tools for job search: A synthetic indicator created from 17 questions of the questionnaire on self-perception of digital skills and different exercises of the digital skills test. The questions and exercises focus on participants' competencies related to information and data search and management, communication and collaboration, content creation, security, and problem solving.

Digital identity: A synthetic indicator generated from three questions of the questionnaire on self-perception of digital competences and an exercise of the digital competence test. These items explore the use of digital identity and interaction with management.

Personal skills for employment

Perceived Employability Index: A synthetic indicator created from participants' responses to statements related to perceived self-efficacy for employment, job search confidence, entrepreneurial self-efficacy, self-perceived employability, and availability of geographical mobility.

Level of satisfaction

Life Satisfaction Index: A synthetic indicator constructed from different responses of participants about their level of agreement with statements related to their job satisfaction, general assessment of their personal situation, energy poverty, autonomy, and dignity.

3.5 Design of the experiment

This report employs an experimental evaluation known as a Randomized Controlled Trial (RCT) to assess the impact of interventions on the mentioned indicators. Participants are randomly assigned to the two treatment groups and the control group. In this section, the study describes the process of recruiting and selecting the beneficiaries of the intervention, along with the randomization and schedule of the experiment.

Recruitment of the beneficiaries of the intervention

The target population of the project includes individuals who are 16 years or older and under 65 years of age, and who belong to family or cohabitation units that receive the MIS or MISI.

The recruitment method involves inviting individuals who meet the criteria for participation to an information session through an information letter. This letter includes the date and time of the session, as well as a contact number in case the appointment needs to be rescheduled. Simultaneously, the same information is distributed through various electronic messaging channels, such as SMS, WhatsApp, and email, inviting people to attend the information session. The letter is sent by the Autonomous City of Ceuta, while TRAGSATEC makes phone calls to invite individuals.

It is important to note that only one member per household can participate in the project. If there are several members of the same household who meet the requirements, they must agree among themselves who will be the designated participant. The project design estimated that at least 800 requests for participation would be received. To join the pilot project, participants must sign the initial documents, including informed consent.

Informed Consent

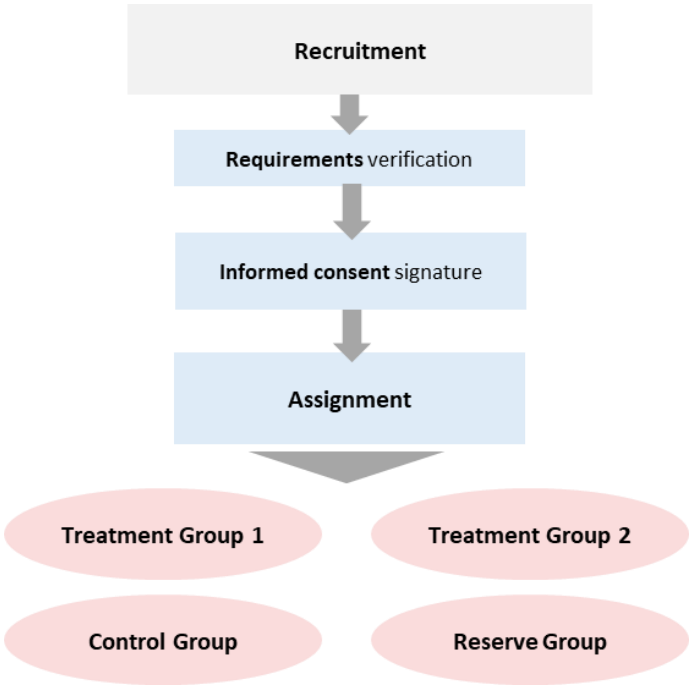
One of the fundamental ethical principles of research involving human beings (respect for persons) requires study participants to be informed about the research and consent to be included in the study. Informed consent is usually part of the initial interview and has two essential parts: the explanation of the experiment to the subject, and the request and registration of their consent to participate. Consent should begin with a comprehensible presentation of key information that will help the subject make an informed decision, i.e., understand the research, what is expected of it, and the potential risks and benefits. Documentation is required as a record that the process has taken place and as proof of informed consent, if so.

Informed consent is required in most ~~of~~ research and may be oral or written, depending on different factors such as the literacy of the population or the risks posed by consent. Only under very specific circumstances, such as when the potential risks to participants are minimal and the informed consent is very complex to obtain or would harm the validity of the experiment, informed consent may be avoided, or partial information may be given to participants with the approval of the ethics committee.

Random assignment of participants

Once the recruitment process is concluded, the participants are assigned to the different experimental groups. The random assignment procedure includes a stratified process. Specifically, the sample is stratified based on variables such as gender (male, female), age group (under 30 years old, 30 to 45 years old, and over 45 years old), and level of education (no studies, primary or 1st cycle, compulsory secondary education, post-secondary/vocational training, and higher or tertiary education). This process generates 31 strata, within which participants are randomly assigned to treatment groups, the control group, and a substitute or reserve group available in case of potential initial dropouts from the project.

Figure 6: Sample Design



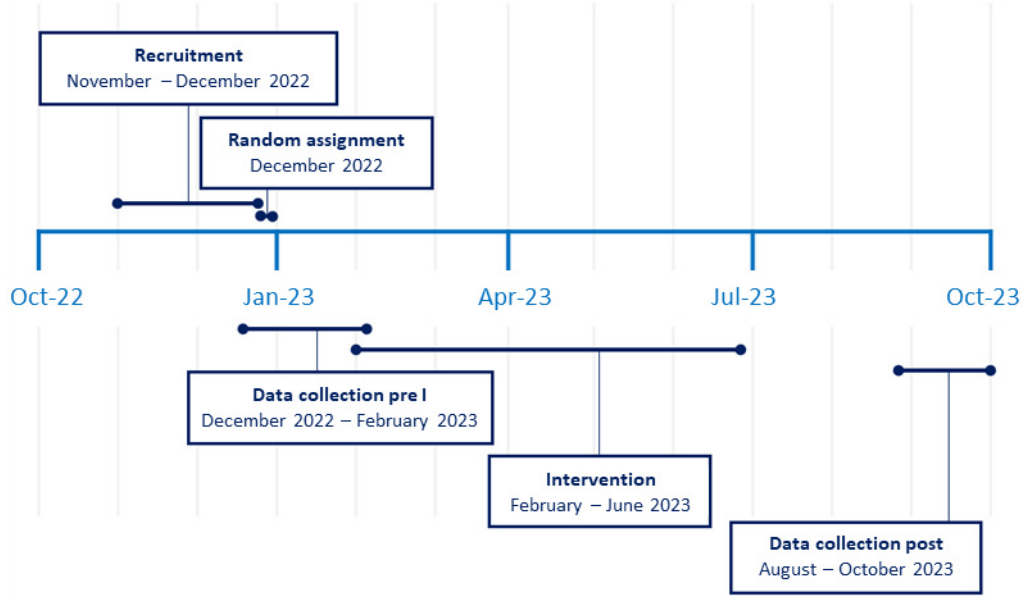
From the predefined general sizes for the treatment and control groups, specific theoretical sizes are determined for each stratum. Each treatment group was originally designed for 233 people, and the control group for 234 people. These theoretical sizes were determined based on available resources and planned activities. Any surplus participants are assigned to the reserve as substitutes.

Within each stratum, individuals are randomly assigned to Treatment Group 1, Treatment Group 2, or the Control Group. The remaining individuals are considered substitutes. The substitutes are also randomly prioritized and assigned to the group they replace, so that their possible incorporation into the project is determined by the random assignment within the stratum and group to which they belong.

The result of the process is a detailed list of individuals assigned to each group, including Treatment Group 1, Treatment Group 2, Control Group, or the group of substitute individuals. If necessary, substitutions are conducted by assigning a substitute person from the same stratum, meaning they have the same characteristics in terms of gender, age group, and level of education as the person who left the project. This approach aims to maintain homogeneity in sociodemographic characteristics within the assigned groups.

Figure 7 shows the time frame in which the implementation and evaluation takes place.

Figure 7: Implementation and Evaluation Timeframe



4 Description of the implementation of the intervention

This section describes the practical aspects of how the intervention was implemented as part of the evaluation design. It describes the results of the participant recruitment process and other relevant logistical aspects to contextualize the results of the evaluation.

4.1 Sample Description

The recruitment process involves sending letters, as well as using electronic means such as WhatsApp, email, and SMS. The Department of Social Services of Ceuta received technical assistance from Tragsatec to support this task.

Out of an initial potential participant population of 1,627 people, 17.5% could not be contacted. Among the 1,322 people who were contacted, 64% expressed interest and confirmed their availability to participate. **Table 1** summarizes the main results of the recruitment process.

Table 1: Record of the recruitment process

Potential beneficiaries	1.627
Number of people not contacted	305
Number of people contacted	1.322
Number of people initially recruited	854

Among those who have declined to participate in the project, the most common reason, accounting for approximately 22% of total rejections, is time incompatibility due to other commitments. The second most frequent reason, at around 19%, is the lack of basic skills in spoken and written Spanish. Other reasons include the inability to balance family responsibilities due to dependents, illness, or disability; not meeting the requirements as an unemployed person; and lack of interest, among others.

Table 2: Reasons for refusal to participate

Time incompatibility due to other activities	22%
Not having the basic skills of Spanish, spoken, and written	19%
Impossibility of family reconciliation by dependents	16%
Other Causes	11%
Illness/Disability	11%
No longer meeting the requirements for unemployed persons	9%
Lack of interest	6%
Not usually reside in Ceuta	6%
Not meeting the established age range	1%

Characteristics of the final evaluation sample

As mentioned in the random assignment explanation, the project's operation was designed for 712 people. However, the original design accounted for the possibility of dropouts during the project. Therefore, the random assignment also includes a group of potential substitutes. These individuals could join within the first few weeks of the project, ensuring treatment homogeneity even in cases of late incorporation.

Finally, 713 individuals have been incorporated into the project, and their baseline information is available. Between the random assignment and their inclusion in the program, there were several withdrawals that were replaced according to the substitutes assigned in the random assignment. **Table 3** presents descriptive statistics of the variables related to the intervention, based on the information collected in the baseline survey. In other words, the table reports the characteristics of the participants before the intervention begins. The table comprises six columns: the variable name, the mean, the standard deviation, the minimum value, the maximum value, and the number of observations.

About 33% of the participants are men, while only 5% are employed. Additionally, 19% are in training (a fictitious variable that is set to one if they are studying and zero otherwise), with an average age of 43.24 years.

Table 3 also outlines the key performance indicators. As indicated in **section 3.4** each of these variables is constructed from a series of survey question items. These items undergo normalization and are grouped into indices using the methodology proposed by Anderson (2008). Finally, these indices are standardized to yield indicators with a mean of zero and a standard deviation of 1.

Table 3: Descriptive statistics of the sample

Variable	N	Mean	Standard deviation	Minimum	Maximum
Sociodemographic variables (pre-intervention)					
Male	712	0.34	0.47	0	1
Employment status (with employment)	713	0.05	0.21	0	1
Educational status (studying)	704	0.19	0.40	0	1
Age	712	43.24	10.97	16	65
Outcome indicators (pre-intervention)					
Job search ability	713	0	1	-1.27	5.74
Willingness to search for a job	713	0	1	-4.63	2.49
Availability of digital tools for job search	713	0	1	-1.55	2.85
Use of digital tools for job search	713	0	1	-1.22	2.35
Perceived employability index	713	0	1	-1.40	2.06
Life satisfaction index	713	0	1	-3.48	2.43

4.2 Random Assignment Results

As a result of the recruitment process, 854 people were committed joining the project, and these participants were randomly assigned. The assignment process involved stratification based on variables such as sex, age, and level of education, resulting in a total of 31 strata. During this process, several strata emerged that were likely to have "misfits", where no individuals may have been assigned to the treatment and/or control groups due to the small size of the stratum. In these cases, 16 individuals, spread across 6 different strata, were randomly assigned. The following table presents the outcomes of the random assignment, detailing the number of participants assigned to each group, including both the treatment and control groups originally planned, as well as potential substitutes depending on any withdrawals that may occur in the initial phase of the project.

Table 4: Result of random assignment

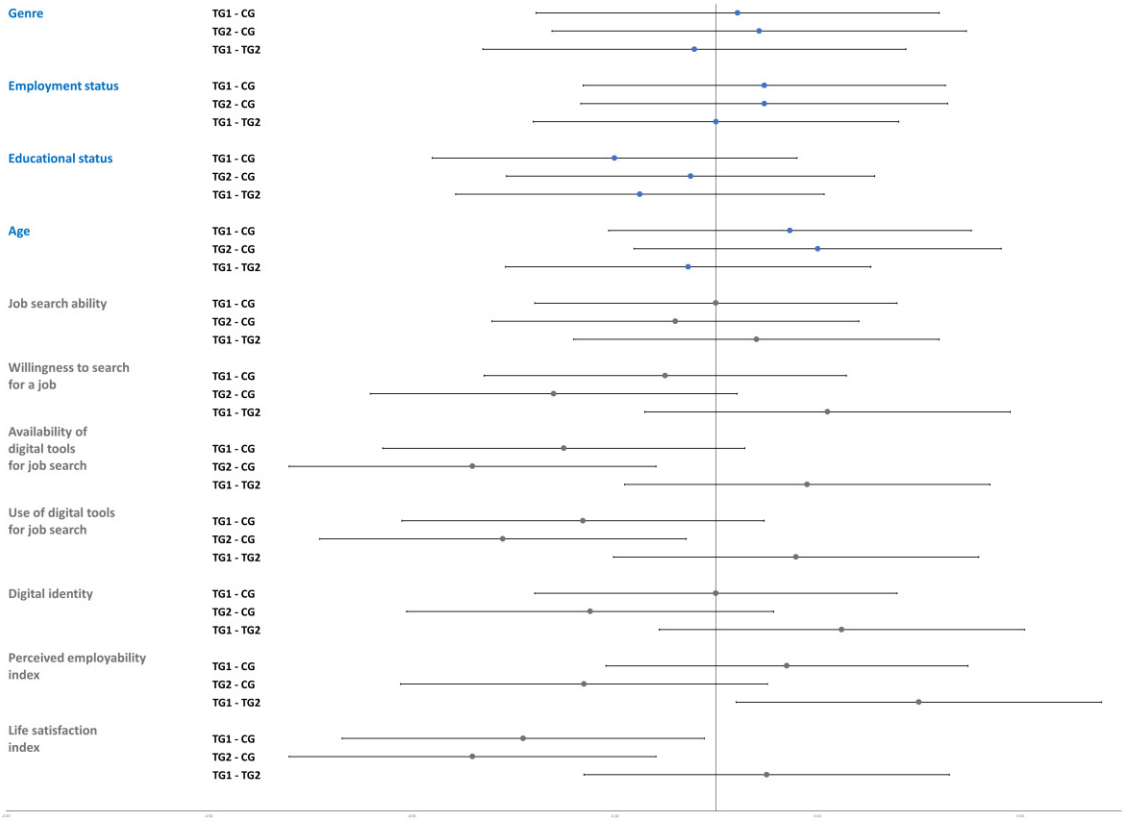
GENDER	TOTAL	Control Group	Treatment Group 1	Treatment Group 2	Substitute Control	T1 Substitute	T2 Substitute
Male	294	80	80	78	21	19	16
Female	559	158	157	158	27	28	31
No information	1	0	0	1	0	0	0
TOTAL	854	238	237	237	48	47	47

Figure 7 presents the balance tests. All the data depicted in this figure pertains to the survey conducted before the intervention. For each observable variable, the difference between the mean of that variable in Treatment Group 1 and the Control Group, the difference between the mean of Treatment Group 2 and the Control Group, and the difference between the treatment groups are represented by dots.

Regarding the sociodemographic variables listed in **Table 3**, Figure 7 demonstrates that the sample is balanced across four variables: gender, employment status, educational level, and age. Conversely, the figure also highlights that several indicators are not balanced in the pre-treatment sample for Treatment Group 2. This is particularly relevant for satisfaction and perceived employability rates. However, given that sociodemographic characteristics are balanced, it is unlikely that randomization has been compromised.

The following figure shows the results of the equilibrium contrasts between the control group and the treatment group. All the data presented in this figure pertains to the survey conducted prior to the intervention (baseline). For each observable variable, the difference between the mean of that variable in the treatment and control groups is represented by a dot, and the 95% confidence interval of that difference is focused on it. A confidence interval containing 0 on the vertical axis indicates that the mean difference between groups is not statistically significant, implying balance between the intervention groups in that characteristic. Therefore, if the confidence interval of the mean difference contains 0, the conclusion is that the intervention groups are balanced in that characteristic. Conversely, if the confidence interval of the mean difference does not contain 0, it can be inferred that the difference is statistically significant, indicating no balance between the groups in that characteristic.

Figure 7: Balance between experimental groups at the baseline



4.3 Degree of participation and attrition by groups

The group signing the informed consent form constitutes the experimental sample that was randomly assigned to the control and treatment groups. However, both participation in the program and responses to the initial and final surveys are voluntary. On the one hand, it is convenient to analyze the degree of participation in the program since the estimation of results will refer to the average effects of offering it given the degree of participation. For example, if participation in treatment activities is low, the treatment and control groups will be very similar, and it will be more difficult to find an effect. On the other hand, this section tests whether the non-completion of the final survey by some of the participants reduces the comparability of the treatment and control groups after the intervention, if the response rate is different between groups or according to the demographic characteristics of the participants in each group.

Degree of participation

Table 5 illustrates the degree of adherence to treatment categorized by type of activity and experimental group. Concerning group training sessions, Treatment Group 1 surpassed the anticipated training hours, achieving 100% compliance. Conversely, Treatment Group 2, while approaching the expected hours, attained 93% compliance, indicating slightly lower participation. Regarding individual training, both treatment groups exhibited lower-than-expected compliance, with

Treatment Group 1 completing 68% of the scheduled hours and Treatment Group 2 achieving 64%. Additionally, the digital signatures of 211 individuals in Treatment Group 2 were obtained, equivalent to 89% of the anticipated amount.

Table 5: Registration for participation

Activity	Control Group		Treatment Group 1		Treatment Group 2	
	Expected	Conducted	Expected	Conducted	Expected	Conducted
Group Training *Hours*	-	-	480	522 *(109%)*	1,080	1.008 *(93%)*
Individual Training *Hours*	-	-	1,165	792 *(68%)*	1,165	749 *(64%)*
Digital signature *Signature*	-	-	-	-	236	211 *(89%)*

Attrition by groups

Table 6 offers an overview of the various levels of adoption of the intervention across groups. Data were gathered from both the initial and final surveys, encompassing a total of 558 individuals. Among them, 155 participants solely responded to the pre-treatment survey, while 6 individuals exclusively completed the post-treatment survey. Consequently, only 558 individuals out of the initial 713 who embarked on the itinerary and answered the baseline survey completed both surveys, constituting the primary analytical sample.

Table 6: Registration of participants and conducting surveys

Group	N	Percentage	Accumulated
Total	719		
(1) Both surveys	558	77.61	77.61
(2) POST survey only	6	0.83	78.44
(3) PRE survey only	155	21.56	100.00

To gain deeper insights into the traits of individuals who remained in treatment and completed the final survey, as well as those who dropped out, this report conducts additional analysis. This analysis examines the likelihood of attrition, defined as the probability of not being observed in the post-treatment survey, as the dependent variable. Key determinants considered in the analysis include the assigned Treatment Group (Treatment Group 1 or Treatment Group 2) and specific pre-treatment characteristics, such as employment and educational status.

Table 7 shows that the probability of dropping out of the intervention is primarily determined by the treatment group and is not sensitive to employment status or educational status. Assignment to Treatment Group 1 is associated with a 9-percentage point higher probability of dropout, while being in Treatment Group 2 increases the likelihood of not participating in the post-treatment survey by 13 percentage points. The interaction terms (in columns 2-3) are not significant, suggesting that these characteristics do not have a different influence between the treatment and control groups. The probability of dropout due to changes in treatment assignment only experiences a slight change when these terms are included. It is worth noting that participants who engage in a more ambitious

treatment, such as Treatment Group 2, which includes both personal and digital training, may experience a decrease in their level of engagement towards the end of the intervention. As a result, they may be more likely to drop out before its completion.

Table 7: Correlation between sample attrition and other variables

Dep Variable: Attrition prob.	(1)	(2)	(3)
Treatment 1	0.09**	0.09**	0.08*
	(0.04)	(0.04)	(0.04)
Treatment 2	0.13***	0.12***	0.11***
	(0.01)	(0.02)	(0.03)
Treatment 1 x Employment Status		0.02	
		(0.06)	
Treatment 2 x Employment Status		0.23	
		(0.24)	
Treatment 1 x Educational Status			0.04
			(0.11)
Treatment 2 x Educational Status			0.10
			(0.08)
N	712	712	703
R^2	0.02	0.03	0.02

Levels of significance: * p < 0.10, ** p < 0.05, *** p < 0.01.

5 Results of the evaluation

Random assignment of the experimental sample to the control and treatment groups ensures that, a sufficiently large sample given, the groups are statistically comparable. Therefore, any differences observed after the intervention can be causally associated with the treatment. Econometric analysis provides, in essence, this comparison. Nevertheless, this analysis has the advantages of allowing other variables to be included to increase accuracy in the estimates and provide confidence intervals for the estimates. In this section, the econometric analysis and the estimated regressions are presented, as well as the analysis of the results obtained.

5.1 Description of the econometric analysis: estimated regressions

The main analysis follows an ANCOVA specification for each main index of results. The dependent variable is the post-treatment outcome. Pre-treatment results are included to control for imbalances seen in the sample. Standard errors are grouped according to each participant's educational level.

Specifically, the estimate fits the following equation as the main specification:

$$Y_{i,post} = \boldsymbol{\alpha} + \beta_1 T_i^1 + \beta_2 T_i^2 + \boldsymbol{\gamma} Y_{i,pre} + \varepsilon_i$$

where $Y_{i,post}$ is the outcome measured at the end of the study, T_i^1 indicates whether the person has been assigned to Treatment Group 1 (=1) or not (=0), T_i^2 indicates whether the person has been assigned to Treatment Group 2 (=1) or not (=0), $Y_{i,pre}$ is the dependent variable measured at the beginning of the project. The coefficients of each variable of the Treatment, β_1 and β_2 include the parameters of interest.

$$Y_{i,post} = \alpha + + + \gamma\, \beta_1 T_i^1 \beta_2 T_i^2 Y_{i,pre} + X_i \delta + \varepsilon_i$$

In a second specification, a vector of socioeconomic controls X_i is added, which are indicators of whether the participant is female, whether they are employed at the time prior to treatment, and whether they are training at the time prior to treatment.

To analyze heterogeneity, the study examines whether the results vary based on gender. Separate regression analyses are conducted for men and women to assess any differences in the outcomes.

5.2 Analysis of the results

5.2.1 Primary and secondary outcomes

This section presents the results of the evaluation on the main and secondary indicators, following the structure of the evaluation scheme.

Results without socioeconomic controls

Table 8 estimates the effect of the treatments on the indicators of interest without any control. The findings indicate that Treatment Group 1 does not exhibit a statistically significant effect at the 5% level. Consequently, it cannot be concluded that the sole provision of personal skills training for employment yields a significant impact on outcomes compared to the control group.

The analysis shows that only Treatment Group 2 has significant results. There is a decrease in the perception of the ability to search for a job. However, this result needs to be interpreted, considering that the indicator captures subjective perceptions. It is more reasonable to consider that what is being observed is an increased awareness of vulnerability in this area by the participant. This behavior is triggered in the short term after the end of the actions and can be seen as the first step towards developing an intention for change that can reverse this situation.

Alternatively, there is an observed increase in both the availability and proficiency in using digital tools, as well as an improvement in digital identity compared to the control group. The impact is particularly significant for digital identity, with a substantial effect size of 0.4 standard deviations. However, the effects on other measures are generally modest, ranging from 0.1 to 0.2 standard deviations.

Table 8: Results without socioeconomic controls

	Job search ability	Willingness to search for a job	Availability of digital tools	Use of digital tools	Digital identity	Perceived employability index	Life satisfaction index
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TG1	-0.12	-0.15	0.05	-0.00	-0.10*	0.11	0.13*
	(0.13)	(0.09)	(0.13)	(0.13)	(0.05)	(0.07)	(0.06)
TG2	-0.19***	-0.08	0.21***	0.11**	0.41***	0.06	0.09
	(0.05)	(0.08)	(0.06)	(0.04)	(0.02)	(0.10)	(0.12)
N	558	558	558	558	558	558	558
R^2	0.25	0.24	0.36	0.39	0.34	0.13	0.22
Control mean Dep. Var.	0.13	0.10	-0.01	0.03	-0.08	-0.06	-0.00
Additional controls	No	No	No	No	No	No	No
Initial value Dep. Var.	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Note: Standard errors, grouped by educational level, reported in parentheses.
Levels of significance: * p < 0.10, ** p < 0.05, *** p < 0.01.

Incorporating Multi-Hypothesis Testing

Table 9 reproduces the same estimates with the inclusion of control variables described in **Table 2**b and aggregates multiple hypothesis tests. The results presented in **Table 8** confirm the robustness of the results in **Table 9**. Notably, there is an increase in the significance of the indicator that observes satisfaction in Treatment 1.

However, due to the formulation of numerous hypotheses in the study, there is a recognized risk that some of them will appear to be validated because of random variations in the data. Therefore, this study considers it relevant to conduct multiple hypothesis tests (MHT) that attempt to control this possibility.

First, the analysis uses Westfall and Young's (1993) method, which makes adjustments in the calculation of the significance of the coefficients to mitigate the family-wise error rate (FWER). This indicator represents the probability of encountering at least one false positive when conducting multiple comparisons, assuming that the hypotheses are independent from each other. These corrected p-values are presented in square brackets. When the Westfall-Young joint test of Young (2018) is additionally used (presenting the p-values for the test between brackets), the null hypothesis (absence of effect) cannot be rejected for any of the results except for the digital identity indicator of treatment 2.

Table 9: Results with controls and p-values from multiple hypothesis tests

	Job search ability (1)	Willingness to search for a job (2)	Availability of digital tools (3)	Use of digital tools (4)	Digital identity (5)	Perceived employability index (6)	Life satisfaction index (7)	Total (8)
TG1	-0.12	-0.13	0.05	0.01	-0.09**	0.08	0.15**	
	(0.12)	(0.09)	(0.13)	(0.13)	(0.04)	(0.07)	(0.06)	
	[0.743]	[0.692]	[0.782]	[0.918]	[0.548]	[0.743]	[0.548]	
TG2	-0.21***	-0.08	0.20**	0.10**	0.41***	0.05	0.1	
	(0.06)	(0.08)	(0.06)	(0.04)	(0.02)	(0.09)	(0.12)	
	[0.428]	[0.743]	[0.474]	[0.512]	[0.024]	[0.764]	[0.743]	
Randomization Test p-value	{0.081}	{0.46}	{0.08}	{0.16}	{0.00}	{0.59}	{0.19}	{0.002}
N	551	551	551	551	551	551	551	
R^2	0.27	0.24	0.36	0.4	0.33	0.13	0.22	
Control mean Dep. Var.	0.14	0.1	0	0.04	-0.07	-0.06	-0.01	
Additional controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Initial value Dep. Var.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

Note: Standard errors, grouped by educational level, reported in parentheses.
Levels of significance: * p < 0.10, ** p < 0.05, *** p < 0.01.

These results are not unexpected, as the effects are relatively modest, and the sample size may not be sufficient to detect smaller effects with statistical power.

Lee's limit method

Since selective attrition is found in the sample in **section 4.3,** this study assesses the extent to which the original estimate is sensitive to attrition. Therefore, Lee's (2009) method is developed, and a bounding procedure is performed to adjust the average effects of the treatment in the presence of sample selection due to attrition. The method involves identifying the excess of individuals who are induced to be selected due to treatment, and then "narrowing down" the upper and lower ends of the outcome distribution (12% of each end), limiting the most extreme scenarios.

Table 10 presents the estimates for each outcome following Lee's method. Panel A calculates the upper limit, while Panel B calculates the lower limit of the treatment effect. This is achieved by narrowing the sample by 12% for both extremes of the distribution of our results. Notably, the effects change sign between the lower bound and upper bound estimates, which negatively impacts the interpretability of the coefficients. Despite these limitations, the table indicates two common patterns between the results of the Lee limit and the MHT (**Table 9**). Firstly, in almost all results, the coefficient associated with the effect of treatment 2 is higher than that of treatment 1. Secondly, both treatments have negative effects on job search ability, at least at the lower limit (Panel B), with treatment 2 having a greater negative effect.

Table 10: Lee's (2009) Boundary Results

	Job search ability	Willingness to search for a job	Availability of digital tools	Use of digital tools	Digital identity	Perceived employability index	Life satisfaction index
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Panel A: Upper bound effect							
TG1	0.07	0.07	0.17	0.15	0.06	0.28***	0.29***
	(0.11)	(0.06)	(0.12)	(0.13)	(0.06)	(0.07)	(0.07)
TG2	-0.03	0.09	0.31***	0.24***	0.55***	0.24*	0.24
	(0.06)	(0.06)	(0.04)	(0.01)	(0.05)	(0.10)	(0.14)
N	529	532	530	528	530	528	529
R^2	0.20	0.17	0.33	0.35	0.35	0.13	0.22
Additional controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Control mean Dep. Var.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Panel B: Lower bound effect							
TG1	-0.27*	-0.13	-0.05	-0.12	-0.25***	-0.14*	-0.04
	(0.13)	(0.09)	(0.16)	(0.13)	(0.02)	(0.07)	(0.04)
TG2	-0.36***	-0.08	0.09	-0.03*	0.24***	-0.18**	-0.08
	(0.06)	(0.08)	(0.06)	(0.02)	(0.02)	(0.08)	(0.08)
N	528	551	534	527	529	527	527
R^2	0.27	0.24	0.34	0.38	0.32	0.15	0.21
Additional controls	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Control mean Dep. Var.	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Note: Standard errors, grouped by educational level, reported in parentheses.
Levels of significance: * p < 0.10, ** p < 0.05, *** p < 0.01.

5.2.2 Heterogeneity analysis

This study conducts an analysis of heterogeneity between men and women depending on the nature of the program and the previous analysis. For men (**Table 11**), only one result is statistically significant, which is related to digital identity (use of digital identity).

Table 11: Heterogeneity analysis - Men

	Job search ability	Willingness to search for a job	Availability of digital tools	Use of digital tools	Digital identity	Perceived employability index	Life satisfaction index
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
TG1	-0.12	-0.16	0.13	-0.19	-0.11**	0.12	0.11
	(0.16)	(0.18)	(0.07)	(0.27)	(0.04)	(0.23)	(0.11)
TG2	-0.22**	-0.08	0.15	-0.07	0.13**	0.02	0.13
	(0.09)	(0.08)	(0.19)	(0.07)	(0.05)	(0.19)	(0.15)
N	182	182	182	182	182	182	182
R^2	0.21	0.21	0.29	0.33	0.29	0.10	0.24

	Job search ability (1)	Willingness to search for a job (2)	Availability of digital tools (3)	Use of digital tools (4)	Digital identity (5)	Perceived employability index (6)	Life satisfaction index (7)
Control mean Dep. Var.	0.13	0.10	-0.01	0.03	-0.08	-0.06	-0.00
Additional controls	No	No	No	No	No	No	No
Initial value Dep. Var.	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Note: Standard errors, grouped by educational level, reported in parentheses.
Levels of significance: * p < 0.10, ** p < 0.05, *** p < 0.01.

As **Table 12** shows, results for women are like those of the main specification. Interestingly, women show greater receptivity to their digital results compared to men in Treatment 2.

Table 12: Heterogeneity analysis - Women

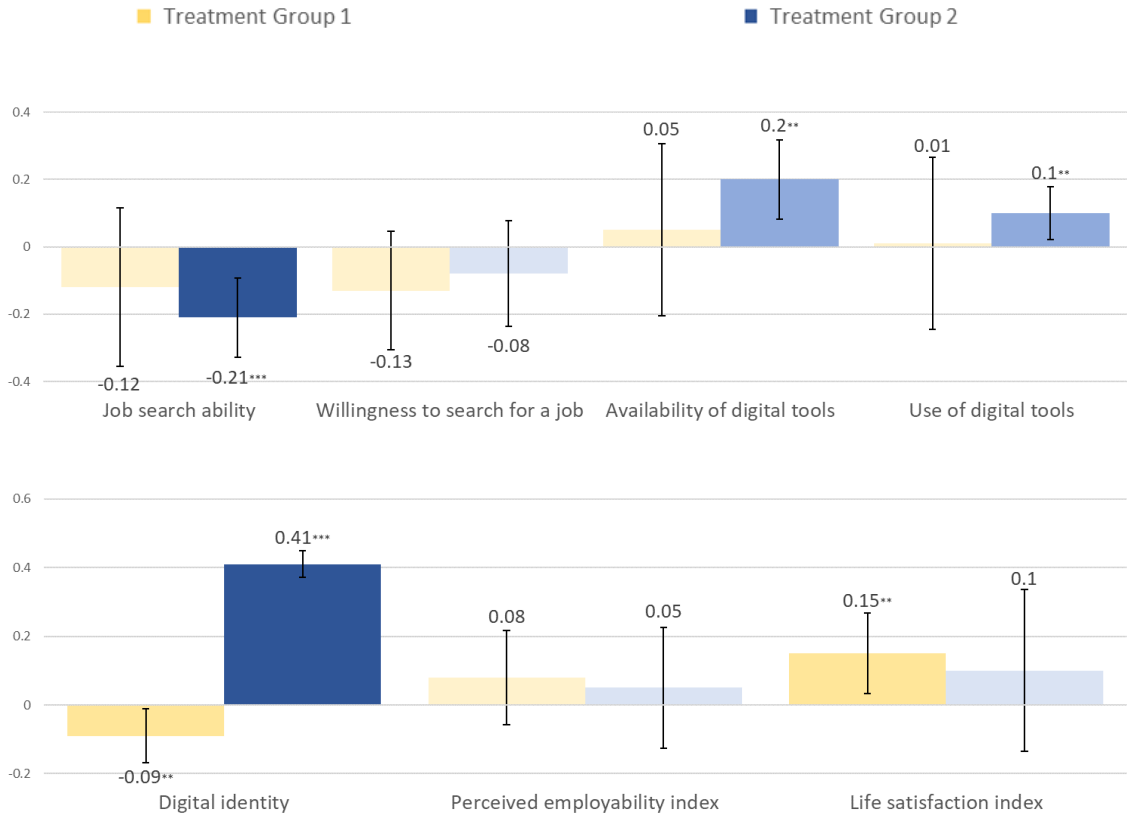
	Job search ability (1)	Willingness to search for a job (2)	Availability of digital tools (3)	Use of digital tools (4)	Digital identity (5)	Perceived employability index (6)	Life satisfaction index (7)
TG1	-0.14	-0.12	0.01	0.10	-0.10	0.06*	0.17
	(0.11)	(0.15)	(0.16)	(0.07)	(0.06)	(0.03)	(0.10)
TG2	-0.21***	-0.11	0.21	0.16**	0.53***	0.08	0.09
	(0.05)	(0.10)	(0.12)	(0.06)	(0.04)	(0.15)	(0.16)
N	369	369	369	369	369	369	369
R^2	0.30	0.26	0.39	0.43	0.37	0.15	0.23
Control mean Dep. Var.	0.15	0.06	0.01	0.02	-0.13	-0.090	0.03
Additional controls	No	No	No	No	No	No	No
Initial value Dep. Var.	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Note: Standard errors, grouped by educational level, reported in parentheses.
Levels of significance: * p < 0.10, ** p < 0.05, *** p < 0.01.

6 Conclusions of the evaluation

This report presents an evaluation of the RCT experiment aimed at addressing the gaps in basic personal and digital skills for employment of MIS or MISI beneficiaries in Ceuta. The intervention being analyzed consisted of two main elements: a personal skills training itinerary for employment, which was available to participants in both Treatment Group 1 and Treatment Group 2, and a digital skill for employment program, exclusively accessible to members of Treatment Group 2.

Figure 8: Effect of the intervention on key indicators



Note: Results for participants in Treatment Group 1 are presented in yellow. Significant effects at 10% are shown in yellow and indicators that are not significant at 10% are shown in light yellow. The results of the participants in Treatment Group 2 are presented in blue. Indicators with a significant treatment effect at 1% are presented in dark blue, significant effects at 5% are presented in blue, and indicators that are not significant at 10% are presented in light blue. The effects included in the graphs refer to regressions with controls.

The results of the different models suggest that the pilot project does not have any appreciable effects on either job search skills or digital literacy[12]. In some cases, there is no evidence of the absence of significant effects, as certain indicators related to the availability of digital tools, use of digital tools, and digital identity would have positive coefficients, especially in the case of Treatment 2.

The sample size is designed to detect effects on the order of 0.25 of a standard deviation. The treatments are, in fact, low-impact interventions with a duration of between 30 and 60 hours of training, and few of them are in an individual format. This intervention is equivalent to slightly more than a semester-long college course, specifically designed for individuals who typically face significant educational and training obstacles.

[12] The presence of effects on collateral variables not considered within the main hypotheses may not be excluded. For instance, the average time spent using the device for job search activities may potentially be positively correlated with having undergone either of the treatments.

The behavior of indicators related to individuals' subjective perception of their situation, such as the Job Search Ability and the Willingness to Search for a job, is also noteworthy. Their evolution in a direction contrary to the improvement of this perception may indicate an increased awareness of vulnerability in these areas. This awareness, observed in the short term, can serve as an initial step towards triggering behavioral changes in the medium and long term. These changes are aimed at alleviating the identified situation that individuals have become aware of.

Likewise, it is important to highlight that, due to the unavailability of relevant administrative records, it has not been possible to observe the impact on employment in a meaningful manner immediately upon completion of the project. However, by monitoring indicators associated with this area, it may be possible to observe the effects of the project on occupational outcomes once access to the necessary administrative records becomes available.

Overall, the estimates provide empirical evidence that treatments are unlikely to have caused positive changes in different dimensions of sufficient magnitude to achieve significance. In addition, the time frame of this assessment can be considered short-term. The training was conducted over a few weeks, and the evaluation is based on a post-training survey that focuses on the participants' subjective perceptions immediately after completing the training. Without the ability to follow the participants (including the Control Group) for longer periods of time, it is not possible to conclude whether there might be any effects on these dimensions later. In summary, the analysis and findings obtained indicate the need for further research and more rigorous designs to conclusively confirm the lack of effect.

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Appendix

Economic and regulatory management

1. Introduction

Within the framework of the Recovery, Transformation and Resilience Plan, the General Secretariat for Inclusion and Social Welfare Objectives and Policies of the Ministry of Inclusion, Social Security and Migration is significantly involved in Component 23 "New public policies for a dynamic, resilient and inclusive labor market", framed in policy area VIII "New care economy and employment policies".

Investment 7 "Promotion of Inclusive Growth by linking socio-labor inclusion policies to the Minimum Income Scheme" is one of the reforms and investments proposed in this Component 23. Investment 7 promotes the implementation of a new model of inclusion based on the Minimum Income Scheme (MIS), which reduces income inequality and poverty rates. To achieve this objective, the development of pilot projects has been proposed, among others, for the implementation of social inclusion pathways with the autonomous communities and cities, local entities, and Third Sector of Social Action entities, as well as with the different social agents.

Royal Decree 938/2021, of October 26, 2021, which regulates the direct granting of subsidies from the Ministry of Inclusion, Social Security and Migration in the field of social inclusion, for an amount of 109,787,404 euros, within the framework of the Recovery, Transformation and Resilience Plan[13] contributed to meeting milestone 350 for the first quarter of 2022 as outlined in the Council's Implementing Decision: "Improve the rate of access to the Minimum Income Scheme, and increase the effectiveness of the MIS through inclusion policies, which, according to its description, will translate into supporting the socio-economic inclusion of the beneficiaries of the MIS through itineraries: eight collaboration agreements signed with subnational public administrations, social partners and entities of the Third Sector of Social Action to conduct the itineraries. The objectives of these partnership agreements are: (i) improve the MIS access rate; ii) increase the effectiveness of the MIS through inclusion policies". Likewise, along with Royal Decree 378/2022, of May 17[14], "at least 10 additional collaboration agreements signed with subnational public administrations, social partners and organizations of the Third Sector of Social Action to implement pilot projects to support the socio-economic inclusion of the beneficiaries of MIS through itineraries" contributed to compliance with

[13] https://www.boe.es/diario_boe/txt.php?id=BOE-A-2021-17464

[14] https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-8124

monitoring indicator number 351.1 in the first quarter of 2023, linked to the Operational Arrangements document.[15]

In addition, after the implementation and evaluation of each of the subsidized pilot projects, an evaluation will be conducted to assess the coverage, effectiveness, and success of the minimum income schemes. The publication of this evaluation, which will include specific recommendations to improve the rate of access to benefits and improve the effectiveness of social inclusion policies, contributes to the achievement of milestone 351 of the Recovery, Transformation and Resilience Plan scheduled for the first quarter of 2024.

In accordance with Article 3 of Royal Decree 938/2021, dated October 26, subsidies will be granted through a resolution accompanied by an agreement of the head of the Ministry of Inclusion, Social Security and Migration as the competent authority for granting them, without prejudice to the existing delegations of competence in the matter, upon request of the beneficiary organizations.

On **December 13, 2021**, the Autonomous City of Ceuta was notified of the Resolution of the General Secretariat for Inclusion and Social Welfare Objectives and Policies granting a subsidy amounting to 2,127,057 euros to the Autonomous City of Ceuta. On **December 28, 2021**, an agreement is signed between the General State Administration, through the General Secretariat for Inclusion and Social Welfare Objectives and Policies and the Autonomous City of Ceuta for the implementation of a Social Inclusion Project within the framework of the Recovery, Transformation and Resilience Plan, which was published in the "*Boletín Oficial del Estado*" on January 31, 2022 (BOE no.26).[16]

2. Timeline of the intervention

Article 16(1) of Royal Decree 938/2021, dated October 26, established that the deadline for the implementation of the social inclusion itinerary pilot covered by the subsidies provided for in this text shall not exceed the deadline of June 30, 2023, while the evaluation shall not extend beyond March 31, 2024, in order to meet the milestones set by the Recovery, Transformation, and Resilience Plan with regard to social inclusion policies.

However, in accordance with section 2 of the first final provision of Royal Decree 378/2022, of May 17, within the framework of the Recovery, Transformation and Resilience Plan, Article 6(4) and Article 16(1) are redrafted to extend the maximum period for pilot projects of social inclusion itineraries subject to subsidy until **October 31, 2023,** maintaining the deadline **of March 31, 2024,** for its evaluation.

[15] Decision of the European Commission approving the document Operational Provisions of the Recovery, Transformation and Resilience Plan, which can be consulted at the following link: https://www.lamoncloa.gob.es/serviciosdeprensa/notasprensa/hacienda/Documents/2021/101121-CountersignedESFirstCopy.pdf

[16] https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-1530

On July 27, 2022, the Autonomous City of Ceuta requested an extension of the implementation period until **October 31, 2023**, which was authorized by resolution of the SGOPIPS dated August 24, 2022.

Within this general timeframe, the implementation begins on **January 2, 2023**, with the incorporation of participants into the project, a phase that ended on **October 31, 2023**, and subsequently developing only dissemination and evaluation tasks of the project until **March 31, 2024**.

3. Relevant Agents

Among the relevant agents in the implementation of the project are:

- **The Government of the Autonomous City of Ceuta**, as the beneficiary organization and responsible for the implementation.
- The **Ministry of Inclusion, Social Security and Migration (MISSM)** as the sponsor of the project, and the main responsible for the RCT evaluation process. The General Secretariat of Inclusion (SGI) assumes the following commitments:
    a) Assist the beneficiary organization in the design of the activities to be carried out for the implementation and monitoring of the object of the grant, as well as for the profiling potential participants in the pilot project.
    b) Design the randomized controlled trial (RCT) methodology of the pilot project in coordination with the beneficiary organization.
    c) Evaluate the pilot project in coordination with the beneficiary organization.
- The public company TECNOLOGÍAS Y SERVICIOS AGRARIOS S.A., S.M.E., M.P. (**TRAGSATEC**) has been commissioned to provide technical support for the development of social and labor insertion itineraries for beneficiaries of the minimum income scheme.
- **CEMFI and J-PAL Europe,** as scientific and academic institutions that support MISSM in the design and RCT evaluation.

Sample Balance

Table 13 presents the balance test between the control group and the treatment group. All data in this table refers the survey conducted prior to the intervention. The table includes the mean value of each variable for both groups, as well as the number of observations in each group. The p-value resulting from a mean difference test (Student-t statistical test) is also provided, with additional controls for randomization strata. A lower p-value indicates a strong rejection of the hypothesis that the means of the variable in both groups are equal.

Table 13: Balance between experimental groups at the baseline

	Mean				N			
Variable	**CG**	**TG1**	**TG2**	**Total**	**CG**	**TG1**	**TG2**	**F - test**
Sociodemographic variables (pre-intervention)								
Male	0,32	0,33	0,34	558	204	186	168	0,10
	(0,47)	(0,47)	(0,47)					[0,91]
Employment status	0,04	0,05	0,05	713	239	243	231	0,18
(with employment)	(0,20)	(0,23)	(0,21)					[0,84]
Educational status	0,21	0,17	0,20	704	238	237	229	0,83
(studying)	(0,41)	(0,38)	(0,40)					[0,44]
Age	42,61	43,41	43,71	712	238	243	231	0,64
	(10,88)	(10,73)	(11,32)					[0,53]
Outcome indicators (pre-intervention)								
Job search ability	0,01	0,01	-0,03	713	239	243	231	0,14
	(1,04)	(0,95)	(1,01)					[0,87]
Willingness to search	0,07	0,02	-0,09	713	239	243	231	1,51
for a job	(1,10)	(0,94)	(0,94)					[0,22]
Availability of digital tools	0,13	-0,02	-0,11	713	239	243	231	3,55**
for job search	(1,03)	(0,98)	(0,97)					[0,03]
Use of digital tools for job search	0,11	-0,021	-0,10	713	239	243	231	2,68*
	(1,09)	(0,93)	(0,99)					[0,07]
Digital identity	0.04	0.04	-0.08	713	239	243	231	1,21
	(1.00)	(1.03)	(0.96)					[0,30]
Perceived employability index	0,02	0,09	-0,11	713	239	243	231	2,38*
	(1,02)	(0,96)	(1,01)					[0,09]
Life satisfaction index	0,14	-0,05	-0,10	713	239	243	231	3,71**
	(0,98)	(1,02)	(1,00)					[0,02]