

Survey on the Equipment and Use of Information and Communications Technology in Households (ICT_H)

Methodology

February 2026

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I Introduction

The Survey on the Equipment and Use of Information and Communications Technology in Households, TIC_H 2025, is a panel-type statistical operation, carried out by the National Statistics Institute (INE), following the methodological recommendations of the Statistical Office of the European Union (EUROSTAT). **The European Union has co-financed the costs of implementing this statistical operation.**

The general objective of the ICT_H Survey is to collect data on the development and evolution of the so-called **Information Society**.

The specific objectives of this annual survey are as follows:

- To know the information and communications technology equipment in Spanish households (Internet connection, fixed and mobile telephony and computer equipment).
- To analyse the use and new habits of the Spanish population with respect to the Internet: activities carried out, use of e-commerce, use of artificial intelligence, relations with e-government, digital skills, etc. In order to analyse more aspects of the use of new technologies, the questionnaire is dynamic and includes new sections at different intervals.
- To serve as a basis for comparisons between Spain and other countries and to meet the information requirements of international organisations. It is the only source of its kind whose data are strictly comparable not only between the countries of the European Union, but also in other international spheres.
- To obtain comparable information between the Autonomous Communities.

This operation is a statistical operation for state purposes and is included in the National Statistical Plan (PEN) 2025-2028.

The ICT_H Survey is part of the Community statistics on the Information Society and is therefore subject to the following Community Regulations:

- Regulation (EU) 2019/1700 of the European Parliament and of the Council of 10 October 2019 establishing a common framework for European statistics on persons and households based on individual data collected from samples.
- Regulation (EU) 2024/2182 of 12 September 2024 implementing the previous Regulation.

II Investigation Scope

1 Geographical Scope

The geographical scope of the research is the entire Spanish territory.

2 Population Scope

The ICT_H is a survey that examines the main family household and the persons aged 16 and over living in it at the time of the interview, from which one person is randomly selected for further investigation of Internet use.

In addition, if there are children aged 10 to 15 living in the household, a minimum set of questions on this topic is asked for all of them.

To improve comparability with data published by Eurostat, the results presented from 2006 onwards refer to households occupied by at least one person aged 16 to 74 and to persons of the same age group.

However, the full results for the population aged 16 and over are available in the microdata files. The publication also includes additional tables for minors (10 to 15 years) and people aged 75 and over.

- *Family household*

A household intended to be inhabited by one or more persons who do not constitute a group, regardless of the links between them.

- *Main family household*

A family household is considered to be the main household if it is used as the main residence for all or most of the year.

3 Time Scope

The statistics are compiled on an annual basis. Results are available from 2002 onwards.

Reference period of the survey results: traditionally three months.

In this edition, the collection has been extended from 31 March to 13 July 2025.

Reference period of the information: most of the ICT_H variables refer to the three months prior to the time of the interview.

- Current time: questions on household equipment, mobile phone use and teleworking.
- Previous week (Monday to Sunday): demographic and socio-economic questions.
- The last three months (measured from the date of the interview): for most variables related to ICT use (data on young people aged 10 to 15, Internet activities, use of generative Artificial Intelligence, e-commerce, digital skills, etc.)
- Last 12 months (measured from the date of interview): E-Government and the use of electronic identification.

III Questionnaire Design

1 Questionnaire Development

The ICT_H Survey provides a comparable, standardised and flexible framework for studying the Information Society.

To this end, the questionnaire design for each edition of the survey is based on the following:

- Eurostat Regulation establishing, on the basis of meetings and consultations between Member States, a common, homogeneous and comparable methodology and questionnaire with compulsory and optional questions for all EU countries.
- Contributions from collaborating bodies (red.es, Autonomous Communities, etc.).
- Contributions from other national and international bodies (International Telecommunications Union, etc.).

On the basis of all this information, INE prepares the national questionnaire, including all the compulsory questions laid down in the Eurostat Regulation and the rest of the contributions considered to be of national interest, always taking into account the length of the questionnaire and the burden on the respondent.

In order to avoid increasing the non-response rate due to respondent fatigue, the questionnaire is administered in such a way as to follow the logical flow of the questionnaire, omitting questions that are not necessary for the purpose of the survey.

2 Basic Concepts

The main concepts that are used in the ICT_H Survey are the following:

Internet use

Use of electronic devices with access to the Internet data communications network for browsing (searching for or consulting information by scrolling through web pages) in the following cases:

- Carried out through any device that allows access (mobile phones, desktops, laptops, tablets, game consoles, smart TVs, smart devices, etc.)
- Carried out from any place (own home, work or study centre, co-working centres, other homes of relatives or acquaintances, public roads, etc.) and for any period of time.
- Whose use includes mainly private purposes and, exceptionally, professional or educational purposes, both personal and accompanying other people in their use.

E-government

E-government is the use of ICT in government, combined with organisational change and new skills, to improve public services, democratic processes and support for public policies.

It refers to the use of government websites or applications (e.g. government and/or justice at national, regional and local levels) and the use of public services via the Internet.

Websites or applications of authorities or public services that include websites related to citizens' obligations (e.g. tax returns, notification of change of address, etc.), rights (e.g. social benefits, etc.), official documents (e.g. national identity card, birth certificate, etc.), public education services (e.g. public libraries, information on enrolment in public schools or universities...), health services (e.g. public hospital services...).

Electronic identification (eID)

Electronic identification (eID) makes it possible to identify a person in electronic form by uniquely representing them and enabling secure login to online services. High level or substantial IDs used for particular reasons in the last 12 months such as electronic ID, digital certificates, and the cl@ve identification system are considered.”

E-commerce (online shopping)

Commercial exchange of goods and services carried out through Information and Communication Technologies, usually with the support of standardised platforms and protocols through the Internet.

From a household perspective, it generally includes all purchases, downloads, bookings, service requests and orders made by any means (desktop, laptop, tablet, mobile phone, etc.), whether personally or in the company of others.

Only purchases made for private reasons are considered in the questionnaire.

Digital skills

The **Overall Skills Index** is a component of the DESI (Digital Economy and Society Index). The DESI is a composite index developed by Eurostat that summarises relevant indicators of digital growth and allows the evolution of EU member states' digital competitiveness to be monitored.

The construction of the Overall Skills Index is done through five intermediate variables or fields: Communication and Collaboration Skills, Information and Data literacy Skills, Problem-Solving, Digital Content Creation and Safety.

Teleworking

Teleworking is remote work that is carried out through the exclusive or prevalent use of computer, online and telecommunication media and systems. Work is done away from the office and can be done from home, a co-working centre or anywhere there is an internet connection.

A person is considered employed if such is felt and declared.

3 Questionnaire Structure

The questionnaire is divided into blocks that can be grouped into three main sections:

1. ICT information on the household
2. ICT information on all minors aged 10 to 15 years
3. ICT information on the selected person aged 16 or over in the household

Section 1. ICT Information on the Household (Blocks I, II and III of the questionnaire)

- Household composition and selection of the person to be interviewed in the individual questionnaire (Block I).
- In the questionnaire, the table “Household Members” is reported first to define which persons are members of the household and which of them are surveyable (household members aged 16 and over). The selection of the person to be interviewed is computerised and random.
- Household equipment in technologies (computers, mobile phones...) (Block II).
 - Desktop or laptop computer (excluding tablets)
 - Tablet-like computer
 - Landline
 - Mobile phone
- Internet access used in the household (Block III).
 - Fixed broadband connection (ADSL, cable, fibre, satellite, public Wi-Fi, WiMax, etc.), regardless of whether it is also connected via mobile data.
 - Mobile broadband connection only (3G, 4G or 5G, via USB modem or card in laptops, etc.).

Section 2. ICT Information on Minor (from 10 to 15 years) Living in the Household and Their Use of ICT (Block IV)

This block should be completed if there are children aged 10 to 15 living in the household. The following information is collected:

- Computer use
- Internet use
- Mobile phone use

Section 3. ICT Information on the Selected Person in the Household (blocks V to XII)

This block should only be completed by the selected person.

Mobile Phone and Internet Use by the Person Selected (Block V)

This block provides general information about the frequency of use and activities carried out on the Internet.

- **Mobile phone use**
- **Frequency of Internet use** from any location, for any purpose (private, professional or educational) and with any device. The following frequency of use scales are obtained:
 - Several times a day
 - Daily
 - At least once a week

- At least once in the past three months
- At least once in the past twelve months
- At any time in your life
- Never used the Internet

This question is the basis for applying filters throughout the questionnaire.

- **Devices used** to connect to the Internet. The devices taken into consideration are:
 - Desktop computer.
 - Laptop computer.
 - Tablet.
 - Mobile phone.
 - Other mobile devices (eg. Internet-connected TV, smart speakers (Alexa, Google Home), video game console, e-book reader, smart watch).
- **Type of Internet activity undertaken** in the last three months from any location and for private purposes
 - Communication activities:
 - Send or receive e-mail.
 - Telephone or video calls.
 - Participating in social media networks.
 - Using instant messaging.
 - Information access activities:
 - Reading news on websites, online newspapers / current affairs magazines;
 - Searching for information on health issues (e.g., injuries, illness).
 - Searching for information on physical health (e.g. flu, side effects of medication).
 - Searching for information on mental health (e.g. burnout, depression).
 - Searching for information on goods or services
 - Searching for information on product safety.
 - Activities related to political and social participation:
 - Stating opinions on civic or political issues on websites or social networks.
 - Taking part in online surveys or votes on civic or political issues.
 - Searching for a job or sending an application for a job (excluding e-mails).
 - Other activities:
 - Selling goods or services (transaction or deal done online).
 - Internet banking (including mobile banking).

- Learning activities carried out via the Internet in the last three months (for this activity the scope is extended from the strictly private to the educational and professional):
 - Taking an online course.
 - Using online learning materials that are not a full online course.
 - Communicating with educators or students by means of online audio or video tools.
- Purpose of the learning activities in which the respondent participated:
 - For formal education purposes.
 - For professional or work-related purposes.
 - For personal purposes.
- **Generative Artificial Intelligence (AI).** Information is collected on the use of generative AI, the purposes for which it has been used or the reasons why it has not been used.
- **Problems encountered when using the Internet.** Information is provided on problems when using the Internet and the actions taken to solve them.
- **Reasons for not using the Internet.** This part provides information on the reasons why the respondent has not used the internet in the last three months.

E-government (Block VI)

Block aimed at investigating the selected person's use of the Internet in his/her possible relationship with public administrations and services. These services should include public education and health services.

It refers to public administrations at all levels: local or city council, autonomous community, state, management companies, etc.

The reference period for the questions in this block will be the 12 months prior to the interview and will only be considered for private reasons (i.e. excluding work reasons, etc.).

It should be completed by people who have used the Internet in the last 12 months.

The following information is collected:

- Access to information held by the public administration:
 - Access to their information from public authorities or services (e.g. pensions, health, employment, fines)
 - Access to database information or public records (e.g. availability of books in public libraries, cadastral records, business records, census)
 - Obtain other information from public administrations websites or applications (e.g. services, benefits, entitlements, laws, taxes)
- Download or print official forms from a government or public service website or application

- Requesting or reserving an appointment via a website or application of public administrations or services (e.g. with a civil servant, a medical service, a reservation for activities in public centres, a book or an application for admission to selective public employment tests)
- Filing of tax returns (Yes/No)
- Request for documents or applications:
 - Request any official document or certificate (e.g. graduation certificate, birth, marriage, divorce, death, residence, police record, criminal record)
 - Apply for subsidies or rights (e.g. pension, unemployment, child support, enrolment in colleges or universities)
 - Other requests, claims or complaints (e.g. reporting a theft, filing a legal claim, requesting legal assistance, filing a lawsuit)
- In the case of not having applied for any of them, the various possible reasons for not having applied for official documents or not having applied online to government websites or applications, despite the need to do so, are explored: Lack of skills or knowledge, concerns about the protection or security of personal data, being processed online by someone else on their behalf (manager, accountant, family member, friend, etc.), other reasons.

Additional information includes the average number of contacts the individual has made with the e-government. Contacts are counted according to the different types of interaction of the nine above.

Use of electronic identification (eID) (block 8)

This block investigates the use of public authorities' websites or applications and the use of public services via the Internet. The following information is collected:

- **Use of electronic identification.**
- **Type of services** for which the respondent used your electronic ID:
 - Accessing services provided by the general government or public services (e.g. filing tax returns, applying for social benefits or official certificates, accessing their medical records).
 - Accessing services provided by the general government or public services in other EU countries (e.g. filing tax returns, requesting official documents or certificates)
 - Accessing services provided by the business sector (e.g. access to banking services, digital marketplace)

If the respondent has not used their e-ID, we ask about the multiple possible reasons why they did not use it to access government websites or applications: they were not aware of the existence of e-ID; they do not have any type of e-ID; they have one but have not needed to access any online service that requires it; they have one but do not feel secure using it; they have one but have not been able to use it due to difficulties in its use or technical problems; they have one but have not been able to gain access via mobile phone or tablet; other reasons.

E-commerce (Block VIII)

It includes all purchases, service requests, downloads, bookings and confirmed orders made for personal use, on any device, from any location. Purchases made for work-related purposes are excluded.

It covers both business-to-business and business-to-private purchases, provided that there is a payment and that it is made (the contract and agreement) through a website or application. This means that:

- Goods, downloads and services obtained free of charge via the Internet are excluded.
- The purchase or booking contract must be concluded via the application or web shop and is binding. This does not include websites or applications that simply connect people to each other, but do not include the closing of the deal, with the transaction taking place later between the people themselves, either by email, WhatsApp, etc.

Payment does not have to be made online and can be made at a later date (any payment system in use is included).

The time reference period for the questions in this block is the 3 months prior to the interview.

- **Frequency of purchases.** The following scales of e-commerce use frequency are obtained:
 - At least once in the past three months
 - At least once in the past twelve months
 - At any time in your life
 - Has never shopped online

A distinction is made according to the type of product or service:

- Purchase in physical format
- Purchases in online format (downloads) or subscriptions
- Contract for a transport or accommodation service

The accrual principle is applied: purchases are recorded at the time they are made and not at the time of payment (whether in cash or in instalments).

Invoice payments (instalments) are not included if the purchase/subscription of the good/service was made before the reference period of the question (last 3 months).

The questions will be answered by **Internet users in the last 3 months who have shopped in the same time period.**

- **Purchase of physical products from private individuals.** (Yes/No)
- **Purchase of products or services from individuals using a website or an app.**
 - Purchase of physical goods (e.g. on eBay, Wallapop, Vinted, Facebook Marketplace).
 - Hiring transport services from private individuals (e.g. from Blablacar, Amovens).

- Booked accommodation services from private individuals (e.g. Airbnb, HomeAway, Logitravel).
- Hired private domestic services (e.g. cleaning, babysitting, repairs, etc.) (Facebook Marketplace).
- **Paid subscription to services for private purposes via a website or app**
 - Internet subscriptions or mobile phone connections.
 - Subscriptions to the supply of electricity, water, gas, waste disposal, etc.
- **Buying or hiring services for private purposes through a website or app**
 - Transport service with a bus, rail, airline, taxi, bicycle company (e.g. Cabify, Uber, Renfe, Alsa, Iberia).
 - Accommodation service with a company (such as hotels or travel agencies).
 - Domestic services with a company (e.g. cleaning, babysitting, repairs, etc.).
 - Tickets for events (concerts, cinema, sports events, fairs, etc.).
 - Downloaded e-books or audiobooks (including updates).
 - Downloaded software (including updates).
 - Downloaded games (including updates) or virtual gaming items (games downloaded from Steam, Nintendo eShop, Instant Gaming, Play Store, Microsoft Store).
- **Paid subscription to services through a website or app for private purposes. This includes both new and existing subscriptions**
 - Streaming music subscriptions or downloads (Spotify, Youtube Music, Amazon Music)
 - Subscriptions to films, series or sports, streaming or downloads (Netflix, HBO Max, Prime Video, Disney+, Apple TV, Sky, DAZN)
 - Subscriptions to online magazines or newspapers, news websites, e-books or audiobooks
 - Game streaming subscriptions (Game Pass, Nintendo Switch Online, PlayStation Now, Google Stadia, GeForce Now)
 - Subscriptions to health or fitness apps
 - Other subscriptions (e.g. related to language learning, travel)
- **Other hired services (excluding financial and insurance services) other than those mentioned above via a website or app for private purposes**
- **Number of purchases in the last three months:** Number of times the respondent has purchased something in the last three months.
- **Problems when buying or ordering goods and services online, in the last 3 months.** Ask whether problems have been encountered when purchasing or ordering goods and services, and the type of problem (if any):
 - Technical faults.

- Difficulties in finding information on safeguards or other legal rights.
 - Delays in delivery.
 - Final costs higher than those indicated.
 - Products delivered with defects or different than those ordered.
 - Fraud-related issues (e.g. products not received, misuse of credit card information, etc.).
 - Claims and compensation without a satisfactory response.
 - Foreign vendors who do not fill orders in Spain.
 - Other problems.
- **Safety or health problems caused by products the respondent has previously purchased online for private purposes in the last 3 months (Yes/No)**
- And finally, there is a question on the conduct of certain financial activities:
- **Financial activities carried out** in the last three months for private purposes (excluding transactions carried out by email), distinguishing between:
- Buying or selling shares, bonds or other financial investment products
 - Taking out or renewing insurance policies
 - Taking out a loan or mortgage or arranging credit from banks or other financial institutions

Computer literacy (Block IX)

The time reference period for the questions in this block is likewise the 3 months prior to the interview.

Tasks performed for any purpose are included. Not only for private reasons as set out in the previous blocks, but also for professional, learning or educational reasons.

Collect firstly various tasks performed with computers, mobiles or other devices, then some computer-related tasks, and finally, if false or dubious information has been found and how this information was dealt with.

- **Tasks related to mobile phones, computers or other devices:**
- Copy or move files (e.g. documents, data, images, videos) between folders, devices (e.g. email, Messenger, WhatsApp, USB, cable) or in the cloud
 - Download or install software or applications (apps).
 - Change software, app or device settings (e.g. adjust language, colours, text size, toolbar/menu)
- **IT-related tasks:**
- Use a word processor.
 - Create files (e.g. document, video image) that incorporate various elements, e.g. text, tables, graphics, animation, etc.
 - Use spreadsheets. And, if so:

- Use their advanced functions to organise, analyse, structure or modify data (formulas, macros, Visual Basic, etc.).
- Using photo, video or audio editing software.
- Program in a programming language.
- **Tasks related to the verification of false or doubtful information: ask:**
 - Whether false or dubious information has been found on news and social networking sites,
 - Whether the respondent has checked this information, how did they do it (checked sources on the internet, participated in debates or discussed the information with others)
 - If the respondent did not check the information, the reason why they did not do so (because they knew the information or sources were unreliable, because of lack of skills or knowledge, or for other reasons).

Privacy and protection on the internet (Block X)

The Block deals with the protection of personal information in relation to activities carried out over the Internet.

The reference period for the questions in this block will be the 12 months prior to the interview and will consider both private reasons and work-related reasons.

- **Actions to manage access to personal information**
 - Reading the privacy policy of websites before providing personal information.
 - Restricting or denying access to geographical location.
 - Limiting access to their profile or content on social networking or shared storage sites
 - Refusing permission to use personal information for marketing purposes.
 - Checking that the website where personal information needed to be provided was secure.
 - Requesting that the administrator, website, or search provider update or delete your personal data.
- **Preventing or limiting the ability to monitor activities**
 - Degree of concern that they record their online activities to provide them with personalised advertising.
 - Changing their browser settings to prevent or limit cookies.
 - Use of anti-tracking software, on any of their devices

Issues Encountered when deleting a free account (Block XI)

This block contains information about creating and deleting accounts in free applications or web services, as well as issues encountered when trying to delete such accounts or unsubscribe from these applications or services.

The respondent will be asked about:

- Creating an account or registering for a free application or web service
- Deleting an account
- Issues when trying to delete an account

Teleworking (Block XII)

This block is devoted to exploring the performance of teleworking by respondents who have worked in the last week, as well as exploring different aspects of teleworking that the pandemic has brought to light.

Teleworking is remote work that is carried out through the exclusive or prevalent use of computer, online and telecommunication media and systems. Work is done away from the office and can be done from home, a co-working centre or anywhere there is an internet connection.

A person is considered employed if such is felt and declared.

- **Relationship to teleworking in the main job according to availability to work online**
 - a) Their job allows them to work remotely (fully or partially) and they have worked remotely in the past week.
 - b) Their job allows them to work remotely (fully or partially) and they have not worked remotely.
 - c) Their job does not allow them to work remotely.
- **Percentage of online working time currently spent in teleworking mode**

For people who have worked remotely

- Every day without going to the workplace (100%)
- Every day, going occasionally to the workplace
- 4 days a week (between 80% and less than 100%)
- 3 days a week (between 60% and less than 80%)
- 2 days a week (between 40% and less than 60%)
- 1.5 days a week (between 30% and less than 40%)
- Less than 1.5 days (less than 30%)

- **Evaluation of teleworking (scale from 0 to 10)**

For people who have worked remotely

Socio-Economic Characteristics of the Selected Person (Block XIII)

In this block, questions are asked exclusively about the socio-economic characteristics of the selected person.

The respondent is therefore asked to give his/her country of birth, nationality, marital status, whether he/she is living with a partner, the level of education attained, the situation with regard to work and, if he/she is working, his/her employment situation, the

main activity of the establishment where he/she works, his/her occupation and, finally, the amount of his/her net monthly household income.

See ANNEXES I and II for the level of education attained and the main activity carried out.

4 What is new in the ICT_H 2025 questionnaire compared to the ICT_H 2024 questionnaire?

The world of ICT is very dynamic, constantly evolving, becoming more complex, versatile and comprehensive. It would be materially impossible to attempt to explore all aspects of it in a single edition of the survey, i.e. in a single questionnaire.

For this reason, and with the aim of analysing and deepening the various aspects of the Information Society, the ICT_H questionnaire is a dynamic questionnaire, since it includes modules with different periodicity (annual, biennial, triennial) and new sections as a result of the development of new technologies and the information needs of users.

As in the past, the main changes are due to the modifications necessary to meet the minimum requirements of the model questionnaire proposed by Eurostat and the commitments with other institutions.

The information excluded is defined on the basis of the different non-annual collection periodicities established by Eurostat and the need to adapt the questionnaire to a moderate length that does not impose an excessive burden on respondents.

The blocks in which there have been changes compared with the previous year's survey are listed below, with the **most important changes** indicated.

- **Block II: Equipment of the Main Household in Terms of ICT Products**

It remains the same as the 2024 edition.

- **Block III: Household Internet Access**

It remains the same as the 2024 edition.

- **Block IV: Children's Use of Computers and the Internet (aged 10-15)**

It remains the same as the 2024 edition.

- **Block V: Mobile Phone and Internet Use by the Person Selected**

- Given its biennial periodicity, questions are reinstated on activities related to:
 - The devices the respondent has used to connect to the Internet in the last 3 months.
 - The degree of trust in the Internet.
 - Whether the respondent has used the internet to search for a job or apply for a job.
 - The purpose of the learning activities.
- Given its biennial periodicity, it excludes questions on activities related to:

- Entertainment (listening to music, watching programmes broadcast over the Internet from TV channels, watching films or videos on demand, watching video content from sharing sites, and playing or downloading games).
- Some of the health-related activities (making an appointment with a doctor via a website or app, accessing personal health records or other health services online instead of going to the hospital).
- The purpose of the learning activities
- The following questions are included:
 - If the respondent has searched for information on health issues, they are asked whether they have searched for information on physical health or mental health.
 - If they have searched for information on goods and services, they are asked whether they have searched for information on the safety of physical products.

This edition also includes three new sub-sections:

– **Generative Artificial Intelligence**

Information is collected on the use of generative AI, the purposes for which it has been used or the reasons why it has not been used.

– **Problems encountered when using the Internet**

Information is provided on problems when using the Internet and the actions taken to solve them.

– **Reasons for not using the Internet**

Information is provided on problems when using the Internet and the actions taken to solve them.

– **Block VI: E-government**

Issues encountered when using a website or application of public administrations or services are excluded.

– **Block VII - Use of Electronic Identification (eID)**

It remains the same as the 2023 edition (this block has a biennial periodicity).

– **Block VIII: E-commerce**

The question about physical products purchased via a website or app for personal reasons in the last 3 months is deleted.

- The following questions are included:
 - Whether the respondent has purchased physical goods for private purposes, via a website or online app, in the last three months from both private companies and individuals.
 - Whether the respondent has purchased certain goods or services from private individuals through an online website or app in the last three months.

- Whether the respondent has had any safety or health problems caused by products they have previously purchased online for private purposes in the last 3 months.
- Whether the respondent has purchased any services (excluding financial and insurance services) other than those mentioned in the questionnaire via a website or app for private purposes in the last three months.
- The following questions are reinstated:
 - Has the respondent hired domestic services for the household and was this with a company or with private individuals?
 - The number of times the respondent has shopped online.
 - Problems they may have encountered when shopping through a website or app for particular reasons (biennial periodicity).
- **Block IX - IT literacy**
Biennial block. It remains the same as the 2023 edition.
- **Block X - Privacy and personal data protection**
Biennial block. It remains the same as the 2023 edition.
- **Block XI - Issues encountered when deleting a free account**
Biennial block. It remains the same as the 2023 edition.
- **Block XI: Teleworking**
It remains the same as the 2024 edition.
- **Block XII: Socio-Economic Characteristics of the Selected Person**
 - The two questions about health are excluded, on whether the respondent feels they are restricted in carrying out usual activities due to a health problem and whether he/she has been affected by such a restriction in the last 6 months.

In accordance with the Code of Good Practice, information from administrative registers has been used:

 - The variable "net monthly household income" has been imputed on the basis of information from the official records of the Spanish Tax Authority (AEAT) and the Provincial Public Treasuries of Guipúzcoa, Bizkaia, Alava and Navarre.

Due to their biennial periodicity, the **Internet of Things and ICT Recycling** blocks are not included in the current survey.

IV Sample Design

1 Sample Type

Three stage sampling with stratification of the first stage units is used.

The first stage units are the census sections. In the second stage, the main family household is selected and in the third stage, **one person** over the age of 15 is selected in each household. In addition, **all children** aged between 10 and 15 in each household are interviewed.

The selection of the sample was based on a frame of areas formed from the list of existing census sections with reference to October 2024. However, changes that occur over time are periodically incorporated into the sample.

For the selection of units in the second stage, the list of main family households in each of the sections selected for the sample, obtained from the most recent Continuous Register available, was used.

The sections are grouped into stratum within each Autonomous Community according to the size of the municipality to which they belong.

The following stratum have been taken into account:

- Stratum 0: Municipalities with 500,000 inhabitants or more.
- Stratum 1: Provincial capital municipalities with less than 500,000 inhabitants.
- Stratum 2: Municipalities with between 100,000 and less than 500,000 inhabitants that are not provincial capitals.
- Stratum 3: Municipalities with between 50,000 and less than 100,000 inhabitants that are not provincial capitals.
- Stratum 4: Municipalities with between 20,000 and less than 50,000 inhabitants that are not provincial capitals.
- Stratum 5: Municipalities with between 10,000 and less than 20,000 inhabitants.
- Stratum 6: Municipalities with less than 10,000 inhabitants.

For each Autonomous Community, an independent sample is designed to represent it, as one of the objectives of the survey is to provide data at this level of disaggregation.

2 Sample Size. Allocation

In order to achieve the objectives of the survey, i.e. to provide estimates with a certain degree of reliability at national and Autonomous Community level, the sample size was set at 2,500 census sections, with 15(*) being the number of households selected in each enumeration section, depending on the Autonomous Community.

The distribution of the sample by Autonomous Community is determined by a uniform allocation of obligations proportional to the size of the Community. The aim is to ensure that the sample size is sufficient to produce reliable estimates in each Autonomous Community.

The distribution of the number of sections selected by Autonomous Community is as follows:

Autonomous Community	Number of census sections
Andalucía	236
Aragón	112
Asturias, Principado de	120
Balears, Illes	116
Canarias	136
Cantabria	112
Castilla y León	136
Castilla - La Mancha	132
Cataluña	216
Comunitat Valenciana	180
Extremadura	136
Galicia	152
Madrid, Comunidad de	200
Murcia, Región de	124
Navarra, Comunidad Foral de	116
País Vasco	140
Rioja, La	108
Ceuta and Melilla	28
TOTAL	2,500

The allocation between stratum is strictly proportional to the size of the stratum.

(*) Note: From 2023, the number of households to be selected within each section in the first interview sample is 15.

3 Sample Selection

In the first stage, the units in each stratum were selected with a probability proportional to the size of each section in order to carry out the survey. In the second stage, the households were selected with equal probability from among the households in the section by means of systematic sampling with random starting point, a procedure that leads us to obtain self-weighted samples of households in each stratum.

In the third stage, within each household, a person aged 16 and over is selected with equal probability.

4 Sample Renewal

The research is a continuous survey carried out every year. In order to take account of the fluctuations that occur in the census sections, on the one hand, and to avoid the fatigue of the cooperating families and to increase the probability of selection of new families, on the other, the sample of sections and households is partially renewed, for which the scheme of rotating shifts is introduced.

The *rotation shifts* are groups of sample sections used to progressively incorporate the changes in the sample. The number of sample sections per stratum in each Autonomous Community is distributed among the rotation shifts in such a way that they are representative.

The survey is a rotating panel with four rotation shifts.

4.1 SAMPLE SECTIONS RENEWAL. UPDATE OF SELECTION PROBABILITIES.

Based on the information from the electoral files and the Continuous Register, the selection probabilities of the sections are updated.

The changes resulting from the update are continuously incorporated into the sample by rotation shift.

In 2025, the changes took place in rotation shift 3, i.e. the shift corresponding to the renewal of the household sample.

The updating procedure is that proposed by L. Kish and A. Scott (JASA 1971).

4.2 HOUSEHOLD SAMPLE RENEWAL.

As mentioned above, the sample of households is partly renewed by rotating shifts in order to avoid fatigue among the interviewed households and to give other new households in the census section a chance to be selected.

Therefore, new households are selected in all sections belonging to a given rotation.

In 2025, the households in the sections of rotation shift 4 were renewed.

5 Estimators

The following types of estimators are considered for estimating survey characteristics:

- Estimator for household data
- Estimator for data on persons aged 16 and over
- Estimator for data on persons aged 10-15

In all cases ratio estimators calibrated to information from external sources are used.

a) Estimator for household data

For household characteristics, an estimator obtained through the following steps is used:

- i) *Expansion estimator based on the design factor with correction for non-response at stratum level.*

In each stratum h , the estimator of the sum of a characteristic X is obtained by the expression:

$$\hat{X}_h = \sum_{i=1}^{n_h} \sum_{j=1}^{v_{h(e)}} \frac{V_h}{v_{h(e)}} x_{hij}$$

where:

V_h : stratum h households.

$V_{h(e)}$: effective sample size of households in stratum h .

x_{hij} : value of the characteristic under study in household j of section i .

n_h : number of sample sections in stratum h .

$V_{ih(e)}$: effective number of households in section i of stratum h .

ii) *Separate ratio estimator to adjust for population in each stratum h .*

$$\hat{X}_h^R = \frac{\sum_{i=1}^{n_h} \sum_{j=1}^{V_{ih(e)}} x_{hij}}{\sum_{i=1}^{n_h} \sum_{j=1}^{V_{ih(e)}} p_{hij}} P_h$$

where:

p_{hij} : total sample persons (aged 16 and over) in household j in section i .

P_h : population in stratum h .

iii) *The final estimator is obtained by applying reweighting techniques to the previous estimator, using the CALMAR software.*

As an auxiliary variable, the estimate of the total number of main households by size (4 sizes) was used for each Autonomous Community, with reference to 15 May 2025.

b) Estimator for data on persons aged 16 and over

It is obtained from the information in the individual questionnaire, which is answered by a person selected from among the household members aged 16 or over. The estimator is similar to that used in the case of the household, but takes into account the existence of a factor that incorporates the probability of selection of the person within the household.

i) *Estimator based on the design factor with correction for non-response.*

$$\hat{X}_h = \sum_{i=1}^{n_h} \sum_{j=1}^{V_{ih(e)}} \frac{V_h p_{hij}}{V_{h(e)}} x_{hij}$$

ii) *Ratio estimator to adjust for stratum population.*

$$\hat{X}_h^R = \frac{\sum_{i=1}^{n_h} \sum_{j=1}^{V_{ih(e)}} p_{hij} x_{hij}}{\sum_{i=1}^{n_h} \sum_{j=1}^{V_{ih(e)}} p_{hij}} P_h$$

iii) *Application of calibration techniques using as auxiliary variables the population by age, sex and nationality groups at the level of the Autonomous Communities, for which the CALMAR macro is used.*

The *population* used in the survey was an estimate of the population living in the main family household on 15 May 2024, derived from the *Population figures preview from the Continuous Population Statistics*.

c) Estimator for data on persons aged 10-15

Sample information for all household members aged 10 to 15 is provided by the selected person aged 16 and over in each household.

The estimator used to obtain the information on these persons is similar to that described in Section A, except that the auxiliary variables used in the calibration (Section A.3) are the estimates of the population living in the main family household, by sex, aged 10 to 15 in each Autonomous Community, derived from the *Population figures preview from the Continuous Population Statistics*.

6 Sampling Errors

The indirect Jackknife method is used to calculate the sampling errors for the main characteristics investigated¹.

This method is based on the creation of sub-samples where each of these is obtained by eliminating a primary unit from the total sample. Estimating the variance of the estimator has the following expression:

$$\hat{V}(\hat{X}) = \sum_h \frac{(n_h - 1)}{n_h} \sum_{j \in h} (\hat{X}_{(hj)} - \hat{X})^2$$

where:

$\hat{X}_{(hj)}$ is the estimate of characteristic X when the primary unit j of stratum h is removed from the sample.

$\hat{X}$ is the estimate of X obtained with the full sample.

n_h is the number of primary units in stratum h .

Sampling theory determines that in the interval between

$$\left(\hat{X} - 1,96 \sqrt{\hat{V}(\hat{X})} \quad , \quad \hat{X} + 1,96 \sqrt{\hat{V}(\hat{X})} \right)$$

there is a 95 percent confidence that the true value of parameter X be found.

¹ CALJACK software developed by P. Lavallé of Statistics Canada has been used

The INE website (www.ine.es) publishes the sampling errors for some of the main variables relating to households, persons (16 to 74 years) and minors (10 to 15 years). They are grouped in three tables according to the results of the survey, which include information at both national and Autonomous Community level.

Formally, these errors are estimates of the standard deviations of the characteristic estimators.

1 Fieldwork Organisation

The fieldwork covered the entire national territory and was carried out from 31 March to 13 July 2025.

The information was obtained through different channels of completion, using two different interview methods:

- **CAWI:** The data coming from this channel are collected via an electronic questionnaire available on the Internet, using the IRIA (Integration of Information Collection and Administration) application.

This channel was introduced for the first time in 2017, and was offered to all sample units before being called by the corresponding centre associated with the household.

Once the questionnaire has been completed, the same web application determines the completeness and validity of the questionnaire by transferring the information to the central database.

- **CATI:** Telephone interview conducted by a CATI centre. The interviewer does not use paper questionnaires but records the respondent's answers directly on the electronic questionnaire.

The CATI collection was carried out by an external company contracted for this purpose.

In the CATI centres, the contact hours for telephone interviews were from 09:00 to 21:30.

A telephone number was available for about 90% of the first interview sample. INE requests from the CNMC (National Commission on Markets and Competition) the telephone numbers corresponding to the sample units selected to participate in this survey, in application of Article 10.1 of the Law on the Public Statistical Function (Law 12/1989), following a report from the Spanish Data Protection Agency, which guarantees the provision of this information under certain conditions that guarantee the proportionality, usefulness and protection of the same.

2 Collection Method

The first contact with the selected households is made by sending them a letter requesting their cooperation, informing them that they have been selected for the survey and explaining the confidential nature of the survey.

They are also given an access address to fill in the questionnaire via WEB (CAWI) with their corresponding user codes and passwords.

Households that did **NOT complete the online questionnaire** within the set deadlines, or whose completed questionnaire was incomplete or contained inconsistencies, were subsequently contacted to conduct the interview or to complete/correct the questionnaire by telephone (CATI).

In other words, the collection is planned in two phases:

- Phase 1. For all households: Possibility to fill in via Internet (CAWI)

- Phase 2. For those households that did not complete the CAWI questionnaire: CATI interview

3 Incidents in Households and Groups and their Management

The **household codes** taken into account are:

- Households used for other purposes (OF)
The selected household is entirely devoted to purposes other than family residence. For example: monastery, retirement home, garage, office, etc.
- Inaccessible household (IN)
Those households for which no telephone number was available were assigned the incident IN.
For CATI, this incident is automatically assigned if the telephone number you have for a household does not correspond to the address where the interview should take place and you cannot find a correct telephone number.
- Empty household (V)
The selected household is not the main household and may be a seasonal household (occupied or not at the time of the interview) or unoccupied for any reason, such as death or change of residence of the persons living there.
- Previously selected household (SA)
This is a household that has already been selected previously (less than five years ago) in the sample of any other INE population and household survey and, having cooperated in this survey, has been selected again.
- Surveyable household (E)

The **group codes** taken into account are:

- Total refusal (TN)
This is considered to be the case when it has not been possible for an interview to take place due to a refusal by the initial respondent, whether this is a direct, initial refusal or whether it occurs later, after collaboration has begun.
- Total absence (TA)
This incident occurs when, after successive calls (in CATI), no contact has been made with anyone in the household or when contact is established with someone who does not live in the household and reports that its occupants are absent.
- Inability to answer (IC)
This incident occurs when the interview cannot be carried out due to the inability to respond to the interview, either because of age, disability, illness, lack of language skills or any other circumstance, both of the members of the household as a whole, which prevents initial contact, and of the selected person.
If the selected person is unable to answer, the interviewer is allowed to use a third person as an intermediary to obtain the information.

- Surveyed (E)

The filled in questionnaire meets the requirements to be considered *complete*.

A questionnaire is **complete** when all relevant questions have been answered according to the flow of the electronic questionnaire.

4 Response Rate

The distribution of incidents in the households and the response rate were as follows:

Household Incidents

	GROSS SAMPLE	Surveyable households	Inaccessible households	Empty household	Household used for other purposes	Previously selected household	Unlocatable dwellings
TOTAL	26,193	23,583	2,199	386	36	7	-
%		90.0%	8.4%	1.4%	0.1%	0.0%	0.0%

The original theoretical sample consisted of 26,862 households, of which 23,827 or 90.0% were surveyable.

Group Incidents

	Surveyable household	Surveyed household or Net Sample	Total refusal	Selected person's refusal	Total absence	Absence of the selected person	Inability to answer	Other Incendences
TOTAL	23,583	16,478	232	2	6,833	6	32	-
%		69.9%	1.0%	0.0%	29.0%	0.0%	0.1%	0.0%
CAPI	95	7	11	0	76	-	1	-
%		7.4%	11.6%	0.0%	80.0%	0.0%	1.1%	0.0%
CATI	13,990	7,109	221	2	6,621	6	31	-
%		50.8%	1.6%	0.0%	47.3%	0.0%	0.2%	0.0%
CAWI	9,498	9,362	-	-	136	-	-	-
%		98.6%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%

Of the 26,862 households that could be surveyed at the start, 16,978 completed a full questionnaire (surveyed household or net sample). The **non-response rate** is therefore **28.74%**.

Total Absence represents 29.0% of the total number of surveyable households.

For the CAWI process, group incidents due to a non-response do not apply as the households that did not initially fill in the questionnaire were assigned to a CATI interview.

Percentage of Households Surveyed by Interview Channel

	NET SAMPLE	CAWI (Web)	CATI (Telephone)	CAPI (Personal)
TOTAL	16,478	9,362	7,109	7
%		56.8%	43.1%	0.1%

Of the total number of households surveyed, 55.76% were collected by filling in the questionnaire via the internet (CAWI), and 44.24% via telephone interview (CATI).

5 Use of Administrative Records

Following the Code of Best Practice, information from official records was used for the variable "net monthly household income". Administrative records from the AEAT and the Provincial Treasuries of Alava, Bizkaia, Guipúzcoa and Navarre were used.

VI Quality Assurance and Evaluation

1 Quality Assurance

Quality is guaranteed at all stages of the survey through error detection and control mechanisms.

The TIC_H Survey collection applications are designed to ensure the highest quality of information collected, as the recording is intelligent and allows for the detection and correction of coverage errors, flow errors (partial non-response) and a range of inconsistencies.

Therefore, the application is tested for each edition of the survey to ensure that it does not contain any computer errors that could lead to missing or biased information. In addition, from the start of the Survey, any errors/inconsistencies detected are analysed and immediately communicated to all the collection centres, which may lead to some interviews being repeated.

On the other hand, response rates are monitored daily at the provincial level in order to detect any problems in data collection, as well as the main indicators of the survey at the sample level, which are compared with those of previous years in order to detect gaps or irregularities in the collection of information, which are immediately communicated to those responsible for data collection and which may also entail the repetition of certain interviews.

Once the survey has been completed, the coding of classification variables, such as level of education, occupation or activity of the enterprise for which the person works, is checked and any erroneous codes are corrected.

2 Quality Evaluation

Once the evaluation factors have been obtained, detailed analyses are carried out both for internal consistency and for comparison with previous editions and external data sources to identify possible macro-level inconsistencies.

In addition, as they are subject to the European regulatory framework, the microdata are subject to Eurostat's error and inconsistency detection programme, which is designed independently from the one applied in the INE collection programmes. This Eurostat programme guarantees that the survey results are free of coverage, flow and inconsistency errors. In other words, the results are subject to a double control, the INE survey application and the Eurostat programme.

Eurostat also sends an annual Y2Y report analysing the year-to-year variations of the data in the files submitted for justification/explanation, thus ensuring twice that the results are consistent and comparable.

In addition, in order to comply with the EU regulation, INE prepares an annual quality report on the ICT_H Survey for Eurostat (Quality Report), which is approved by the aforementioned organisation.

In terms of quality documentation available to users, an annual non-response assessment report has been published since 2004 and, since 2008, sampling errors for the main survey estimates have been published in the detailed results tables.

Finally, the non-response rate may also increase depending on the organisation responsible for collection. Since 2011, the collection has been outsourced and the non-response rate has increased compared to previous years. For this reason, the collection specifications put special emphasis on reducing non-response.

VII Dissemination of Results

The results are disseminated annually.

The statistical tables of the survey results, together with the methodological report and other complementary information (anonymised microdata files, sampling error tables, questionnaire, non-response analysis, standardised methodology, glossary of terms, press release, static and dynamic graphs or tableau) are published on the INE website (www.ine.es).

The number of comparable years of the time series published in 2025 is 19 (since 2006, when the European methodology was adopted).

As in previous editions, and in order to improve comparability with data published by Eurostat, the statistical tables of the ICT_H 2025 results presented here refer to households occupied by at least one person aged 16-74 and to persons of the same age group (16-74).

However, the full results for the population aged 16 and over are available in the microdata files. The publication also includes additional tables for minors (10 to 15 years) and people aged 75 and over.

In microdata files, variables that might allow the direct or indirect identification of the informant are eliminated. In addition, personal and contact details are only available at the time the information is collected.

Summary and evolution tables of the main variables (series 2006-2025) are published, as well as detailed information on Internet equipment and access in households and by individuals, Internet usage, Internet activities, the relationship with e-government, e-commerce, IT know-how, digital habits and teleworking.

These statistical variables inherent to the survey are crossed with demographic variables (sex, age, size of municipality of residence, size of household, type of household, cohabitation and nationality), socio-economic variables (net monthly household income, studies completed, employment and professional situation and type of main activity) and the Autonomous Community of residence.

The unit of measurement of the Total column (first column) of the results tables is the number of households or persons, while that of the remaining columns (breakdowns of the total according to various variables) refers to percentages of the total.

LEVEL OF EDUCATION COMPLETED

This variable uses a highly grouped classification of the different levels of the CNED 2014 classification of educational attainment.

The topic is presented as follows (question P60):

1. Illiteracy and incomplete primary education
2. Primary education
3. First stage of secondary education and similar
4. Second stage of secondary education and similar (baccalaureate and intermediate vocational training)
5. Non-higher post-secondary education
6. Higher vocational training and university degrees of a duration of 2 years or more
7. University degrees of 240 ECTS credits (Bologna), university graduates, own university expert or specialist qualifications and equivalent
8. University degrees of more than 240 ECTS credits (Bologna), Bachelor's, Master's degrees and specialisations in Health Sciences through the Residency System and equivalent
9. PhD degree
10. Cannot be coded

Studies are coded according to the National Classification of Education (CNED) 2014, which is attached to facilitate the coding of question **P70**:

CLASSIFICATION OF LEVEL OF EDUCATION ATTAINED, CNED-A.

CODE 0:

Illiteracy and incomplete primary education

01 Illiterate persons

- Illiterate person

02 Incomplete primary education

- Incomplete primary education, people who can read and write and have attended less than 5 years of schooling

CODE 1:

Incomplete primary education

10 Primary education

- Primary education (completed)
- Adult basic education, initial education and programmes equivalent to primary education
- Applicable to persons who have been in education for 5 years or more and cannot be classified under any other heading

- Enrolled in Compulsory Secondary Education (ESO) and not classified in level 2

CODE 2

First stage of secondary education and similar

21 First stage of secondary education without a graduate degree in ESO or similar

Compulsory Secondary Education, 3d grade (all grades, passed or failed) or more, without diploma

- Adult secondary education fully completed or to the equivalent of ESO 3d grade without a lower secondary diploma
- Completed the first 9 years of primary and secondary education, without lower secondary education diplomas
- School leaving certificate before LOGSE (EGB certificates or certificates before 1999)
- Completion of EGB (8th grade) without secondary school diploma
- Elementary baccalaureate (4th grade), not passed
- Training programmes for the transition to adult life
- Persons who have attended school for at least 9 years (only if years of schooling and certifications cannot be determined)

22 First stage of secondary education with a graduate title in ESO or equivalent

- ESO Graduate Diploma through Compulsory Secondary Education
- ESO Graduate Diploma through PCPI (voluntary modules)
- ESO Graduate Diploma through Secondary Education for adults
- ESO Graduate Diploma through free exams
- School Graduate Diploma/EGB completed
- Elementary Baccalaureate Diploma/Elementary Baccalaureate (general, occupational or technical)
- Certificate of Primary Education (prior to the academic year 1975-1976)
- Certificate of having passed the entrance examination to a CFGM of Vocational Training
- Certificate of having passed the entrance examination to a CFGM of Plastic Arts and Design
- Certificate of having passed the entrance examination to the Intermediate Level of Physical Education

23 Level 1 professional certificates and similar

- Level 1 professional certificates (CdPN1)
- PCPI, Initial Vocational Qualification Programme (compulsory modules only)
- Social Guarantee Programmes

24 Level 2 professional certificates and similar

- Level 2 professional certificates (CdPN2)

CODE 3

Second stage of secondary education or similar (Baccalaureate and Intermediate Vocational Training)

32 Baccalaureate and similar

- Baccalaureate Degree
- Baccalaureate Degree/Unified and Polyvalent Baccalaureate (BUP)
- University Orientation Course (COU) passed
- Baccalaureate Degree/REM or Experimental Baccalaureate
- Higher Baccalaureate Degree/Higher Baccalaureate
- Pre-university course passed
- Certificate of having passed the university entrance examination (>25 years of age)
- Certificate of having passed the entrance examination to a CFGS of Vocational Training
- Certificate of having passed the entrance examination to a CFGS of Plastic Arts and Design
- Certificate of having passed the entrance examination to the Higher Level of Physical Education

33 Vocational education, plastic arts and design, and sports education at the middle level and similar

- Technician Degree/Intermediate Level Training Cycles (CFGM) of Vocational Training
- Plastic Arts and Design Technician Degree/Intermediate Level Training Cycles (CFGM) in Plastic Arts and Design (APyD)
- Sports Technician Degree/Intermediate Level Sports Education
- Auxiliary Technician Degree/First Level Vocational Training
- Industrial Officer Degree
- Applied Arts and Artistic Trades, 3 common courses
- Auxiliary Technician Degree/Experimental Modules of Vocational Training Level II
- Military Technician Degree
- National Police/Training Programmes for the Basic Scale of the National Police Forces
- Training Programmes for the Basic Scale of the Squadron Officers Forces
- Training Programmes for the Basic Scale of the Ertzaintza
- Training Programmes for the Local Police Forces in the Autonomous Community of País Vasco

- Training Programmes for the Local Police Forces in the Autonomous Community of Navarra
- Training Programmes for the Local Police Forces in the Autonomous Community of Generalitat de Catalunya
- Civil Guard, Basic Scale
- Agricultural Foreman

34 Professional education in music, dance, and similar subjects

- Professional Music Degree/Professional Music Education (LOE)
- Professional Dance Degree/ Professional Dance Education (LOE)
- Professional Music Degree/Intermediate Music Education (LOGSE)
- Professional Dance Degree/Intermediate Dance Education (LOGSE)
- Music Conservatory Intermediate Degree (LGE)
- Music Teacher Degree (Decree 2618/1966)
- Opera Singer Degree (Decree 313/1970)

35 Certificates issued by an official language school, advanced level and similar

- EOI Proficiency Certificate/Official Language School, Higher Cycle (LOGSE)
- EOI Advanced Level Certificate/Official Language School, Advanced Level (LOE)

38 Basic vocational training

- Basic Vocational Degree/Basic Vocational Training

CODE 4

Non-higher post-secondary education

41 Level 3 professional certificates, short-term programmes requiring second stage of secondary education and similar

- Level 3 professional certificates (CdPN3)
- University-specific courses requiring a baccalaureate degree, lasting 1 semester or more but less than 2 years

CODE 5

Higher level vocational training and equivalent and university degrees lasting 2 years or more

51 Vocational training, visual arts and design and sports training of a high level and equivalents

- Higher Technician Degree/Higher Level Training Cycles (CFGS) of Vocational Training
- Higher Technician Degree/Higher Level Training Cycles (CFGS) of Vocational Training (remotely)

- Higher Plastic Arts and Design Technician Degree/Higher Level Training Cycles (CFGs) in Plastic Arts and Design (APyD)
- Higher Sports Technician Degree/Higher Level Sports Education
- Specialist Technician Degree/Second Level Vocational Education
- Specialist Technician Degree/Experimental Modules of Vocational Training Level III
- Industrial Master's Degree
- Business Expert Degree
- Applied Arts and Crafts Degree/AA and Artistic Trades
- Military Education, Former Scale of Non-Commissioned Officers of the Armed Forces (access to the scale prior to 2015)
- Higher Technician Degree/Higher Level Training Cycles (CFGs) of Vocational Training through Military Training (access to the scale prior to 2015)
- Civil Guard, Non-Commissioned Officers Scale Education

52 University own qualifications with courses of 2 years or more that require a baccalaureate diploma

- University-specific degrees requiring a baccalaureate degree lasting 2 years or more

CODE 6

University degrees of 240 ECTS credits (Bologna), university graduates, own university expert or specialist qualifications and equivalent

61 University degrees of 240 ECTS credits and equivalent

- Graduate Degree (of 240 ECTS credits)/University Degrees of 240 ECTS credits and equivalent
- Graduate Degree/Double University Degree (combination of two degrees with 240 ECTS credits)
- Engineering Degree in any discipline
- Higher Degree in Conservation and Restoration of Cultural Heritage equivalent to Graduate (LOE)/Conservation and Restoration of Cultural Heritage Education (LOE)
- Higher Degree in Plastic Arts and Ceramics equivalent to Graduate (LOE)/
- Plastic Arts and Ceramics Higher Education (LOE)
- Higher Degree in Plastic Arts and Glass equivalent to Graduate (LOE)/Plastic Arts, Glass Higher Education (LOE)
- Higher Degree in Design equivalent to Graduate (LOE)/Design Higher Education (LOE)
- Higher Degree in Music (LOE) equivalent to Graduate/Music Higher Education (LOE)
- Higher Degree in Dance equivalent to Graduate (LOE)/Dance Higher Education (LOE)

- Higher Degree in Dramatic Art equivalent to Graduate (LOE)/Dramatic Art Education (LOE)
Baccalaureatus Degree (Ecclesiastical Education)/Ecclesiastical Education equivalent to Bachelor's Degree
- Graduate Degree in Theology/Bachelor's Degree in Theology
- Armed Forces Officer Degree (access to the scale from 2015)
- Armed Forces Officer Degree (access from the former Officers' Scale)

62 University diplomas and equivalent

- University Degree
- Technical Engineer Degree
- Architectural Technician Degree
- Bachelor's Degree in any discipline (first 3 years completed)
- Engineering Degree in any specialisation (first 3 years completed)
- Architecture (first 3 years completed)
- Quantity Surveyor
- Mining Technical Engineer
- Business Professor Degree
- Higher Degree in Conservation and Restoration of Cultural Heritage equivalent to Diploma (LOGSE)/Conservation and Restoration of Cultural Heritage Education (LOGSE)
- Higher Degree in Design equivalent to Diploma (LOGSE)/Design Higher Education (LOGSE)
- Higher Degree in Ceramics equivalent to Diploma (LOGSE)/Ceramics Higher Education (LOGSE)
- Higher Degree in Glass equivalent to Diploma (LOGSE)/Glass Higher Education (LOGSE)
- Airline Transport Pilot Degree (Airplane)
- Airline Transport Pilot Degree (Helicopter)
- Military Education, Former Scale of Officers of the Armed Forces (access to the scale prior to 2015)
- Ecclesiastical Education equivalent to Diploma

63 University-specific expert or specialist degrees of less than 60 ECTS credits with access requiring a university degree

- University-specific expert degrees
- University-specific specialist degrees
- University-specific degrees of more than 30 ECTS credits and less than 60 for which a university degree is required

- Non-official university postgraduate courses of 6 months or more and less than 1 year for which a university degree is required

CODE 7

University degrees of more than 240 ECTS credits (Bologna), Bachelor's, Master's degrees and specialisations in Health Sciences through the Residency System and equivalent

71 University degrees with more than 240 ECTS credits and equivalents

- Graduate Degree (of more than 240 ECTS credits)
- Double University Degree (combination of one degree with more than 240 ECTS credits and another degree)
- Graduate Degree in Medicine
- Graduate Degree in Pharmacy
- Graduate Degree in Veterinary
- Graduate Degree in Dentistry
- Graduate Degree in Architecture

72 Graduates and equivalent

- Bachelor's Degree
- Engineering Degree
- Architect Degree
- Higher Degree in Music equivalent to Bachelor's Degree (LOGSE)/Music Higher Education (LOGSE)
- Higher Degree in Dance equivalent to Bachelor's Degree (LOGSE)/Dance Higher Education
- Higher Degree in Dramatic Art equivalent to Bachelor's Degree (LOGSE)/Dramatic Art Higher Education (LOGSE)
- Higher Degree in Music Teacher (Decree 2618/1966)
- Music Teacher Degree and Professional Music Degree (Decree of 15 June 1942)
- Teacher Degree and Professional Theatrical Actor Degree (Decree 15/06/1942)
- Higher Diploma of Specialisation for Soloists (Decree 313/1970)
- Military Education, Former Higher Scale of Officers of the Armed Forces (access to the scale prior to 2015)
- Civil Guard, Higher Officer Scale Education
- Civil Guard, Officer Scale Education
- Professional Degree of Second Officer of the Merchant Navy
- Professional Degree of First Officer of the Merchant Navy
- Professional Degree of Captain of the Merchant Navy
- Professional Degree of Second Engineer Officer of the Merchant Navy

- Professional Degree of First Engineer Officer of the Merchant Navy
- Professional Degree of Chief Engineer of the Merchant Marine
- Professional Degree of Second Radio-Electronic Officer of the Merchant Navy
- Professional Degree of First Radio-Electronic Officer of the Merchant Navy

73 Official University Master's Degree and equivalent

- University Master's Degree (professional or academic specialisation)
- University Master's Degree (specialising in research or associated with a PhD)
- PhD, training period completed
- Advanced Studies Diploma
- PhD, research proficiency recognised
- Official Postgraduate Training leading to a PhD (other than a Master's Degree)
- Master's Degree in Art Education
- National Police Inspector
- Advanced Studies of National Defence with Degree
- Baccalaureatus Degree (Ecclesiastical Education)/Ecclesiastical Education equivalent to Master's Degree

74 Specialisations in Health Sciences through the Residency System and similar

- Medical Specialist Degree (various specialities)/Medicine Specialities (Health Sciences) through the Residency System
- Hospital Pharmacy Specialist Degree/Hospital Pharmacy Speciality (Health Sciences) through the Residency System
- Clinical Psychologist Degree/Clinical Psychology Speciality (Health Sciences) through the Residency System
- Health Specialist Degree (various specialities)/Multidisciplinary Specialities (Health Sciences) through the Residency System
- Nursing Specialist Degree (various specialities)/Nursing Specialities (Health Sciences) through the Residency System
- BIR, Specialisation Programmes for Biologists
- FIR, Specialisation Programmes for Pharmacists
- MIR, Specialisation Programmes for Physicians
- PIR, Specialisation Programmes for Psychologists
- QIR, Specialisation Programmes for Biochemists

79 University own Master's qualifications of 60 or more ECTS credits with access requiring a university degree Whose access required to be university graduates

- Non-official University Master's Degree
- University-specific degrees of more than 60 ECTS credits that require a university degree

- Non-official university postgraduate courses of 1 year or more that require a university degree
- Professional Degree in Didactic Specialisation (CAP)

CODE 8

PhD Degree

81 University PhD

- PhD Degree
- Ecclesiastical Education equivalent to PhD

CNED-2014 Codes	ICT-H Codes (P70)
01, 02	0
10	1
21, 22, 23, 24	2
32, 33, 34, 35, 38	3
41	4
51, 52	5
61, 62, 63	6
71, 72, 73, 74, 75	7
81	8
-	9

OCCUPATION OR TYPE OF WORK PERFORMED

The 2008 INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS (ISCO 08) is used at two-digit level according to Eurostat.

1 Directors and managers

11 Chief executives, managerial staff in public administration, and members of the executive and legislative bodies

- Members of executive and legislative bodies
- Chief executives and managing directors

12 Administrative and commercial directors

- Directors of administration and services
- Sales, marketing and development directors

13 Production and operations managers and directors

- Agricultural, forestry and fishery production directors
- Manufacturing, mining, construction and distribution directors
- Information and communication technology services directors
- Professional services directors and managers

14 Hotel, restaurant, retail trade and other services managers

- Hotel and restaurant managers
- Wholesale and retail trade managers
- Other service managers

2 Scientific and intellectual professionals

21 Professionals in science and engineering

- Physicists, chemists and related professionals
- Mathematicians, actuaries and statisticians
- Life science professionals
- Engineers (except electrical engineers)
- Electrical engineering professionals
- Architects, urban planners, surveyors and designers

22 Health professionals

- Doctors
- Nursing and midwifery personnel
- Traditional and alternative practitioners
- Paramedical practitioners
- Veterinarians

- Other health professionals

23 Education professionals

- University and higher education teachers
- Vocational training teachers
- Secondary school teachers
- Primary school teachers and pre-school teachers
- Other education professionals (language, music, pedagogical methods, special needs, etc.)
- Information technology trainers (ICT occupation)

24 Public administration and business organisation specialists

- Finance specialists
- Management organisation specialists
- Sales, marketing and public relations professionals

25 Information technology and communications professionals

- Systems analysts
- Software developers
- Web and multimedia developers
- Application programmers
- Software and multimedia developers and analysts, and analysts not elsewhere classified
- Database designers and administrators
- System administrators
- Computer network specialists
- Database and computer network professionals not elsewhere classified

26 Professionals in law, social sciences and cultural fields

- Legal professionals
- Archivists, librarians, curators and related professionals
- Social scientists and theologians
- Writers, journalists and linguists
- Creative and performing artists

3 Technicians and associate professionals

31 Middle-level professionals in science and engineering

- Physical science and engineering technicians
- Mining, manufacturing and construction supervisors

- Process control technicians
- Technicians and middle-level professionals in the biological sciences and related professionals
- Maritime and aeronautical navigators and air traffic controllers

32 Middle-level health professionals

- Medical technicians and pharmacists
- Middle-level nursing and midwifery practitioners
- Middle-level practitioners of traditional and alternative medicine
- Veterinary technologists and assistants
- Other middle-level health professionals

33 Middle-level professionals in financial and administrative operations

- Middle-level finance and mathematics professionals
- Commercial agents and brokers
- Commercial service agents
- Administrative and professional secretaries
- Public law enforcement officials and related professionals

34 Middle-level professionals in legal, social, cultural and other related professions

- Middle-level, legal, social and religious service professionals
- Sports and fitness instructors
- Middle-level cultural, artistic and culinary professionals

35 Information technology and communications technicians

- Information and communications technology operations technicians
- Information and communications technology user support technicians
- Computer systems and network technicians
- Web technicians
- Broadcasting and audiovisual recording technicians (*camera operators, sound recordists, video editors, audiovisual technicians*)
- Telecommunications technicians

4 Administrative support staff

41 Clerks

- General clerks
- Secretaries (general)
- Office machine operators

42 Customer-facing employees

- Payers, window collectors and related professionals
- Customer information services employees

43 Accounting employees and materials record keepers

- Accounting and finance assistants
- Material and transport registration clerks

44 Other administrative support personnel

- Other administrative support personnel

5 Service workers and shop and market sales workers

51 Personal services workers

- Staff in direct contact with passengers
- Chefs
- Waiters
- Hairdressers, beauty treatment specialists and related professionals
- Building maintenance and cleaning supervisors
- Other personal service workers

52 Sales workers

- Street and market sellers
- Shop and warehouse traders and sellers
- Cashiers and ticket sellers
- Other sellers

53 Personal care workers

- Childcare workers and teaching assistants
- Healthcare workers

54 Protection services personnel

- Protection services personnel

6 Farmers and skilled agricultural, forestry and fishing workers

61 Farmers and skilled workers in agricultural enterprises for the market

- Farmers and skilled workers in horticulture and market gardening
- Breeders and skilled livestock workers in market animal husbandry and related workers
- Producers and skilled workers on mixed agricultural holdings whose output is intended for the market

62 Skilled forestry workers, fishermen, and hunters

- Skilled forestry workers and related professionals

- Fishermen, hunters and trappers

63Agricultural workers, fishermen, hunters, and subsistence gatherers

- Subsistence agricultural workers
- Subsistence livestock workers
- Subsistence agricultural workers
- Subsistence fishers, hunters, trappers and gatherers

7 Officers, operatives and craftsmen in mechanical arts and crafts and related professionals

71Construction officers and workers excluding electricians

- Building and trades workers (rough construction) and related professionals
- Building and trade workers (finishing) and related professionals
- Painters and decorators and related professionals

72Officials and workers in metallurgy, mechanical construction, and related professionals

- Moulders, welders, sheet metal workers, boilermakers, metal fitters and related professionals
- Blacksmiths, toolmakers and related professionals
- Machinery mechanics and repairers

73Artisans and workers in the graphic arts

- Craftsmen
- Graphic arts workers and operators

74Workers specialised in electricity and electrotechnology

- Installers and repairers of electrical equipment
- Electronics mechanics and repairers
- Information and communications technology installers and repairers

75Workers and officers in food processing, garment making, carpentry, other artisans, and related professionals

- Food processing officers and operators and related professionals
- Wood processing officers, joiners, cabinetmakers, and related professionals
- Garment workers and operators and related professionals
- Other officers, operators and craftsmen in the mechanical arts

8 Plant and machine operators and assemblers

81Operators of fixed installations and machines

- Mining and mineral extraction and processing plant operators
- Metal processing and coating plant operators

- Chemical and photographic plant and machinery operators
- Rubber, paper and plastics machinery operators
- Textile, leather, fur and leather goods machinery operators
- Food and allied products machinery operators
- Paper and wood processing plant operators
- Other machinery and equipment operators

82Assemblers

- Assemblers

83Vehicle drivers and operators of heavy mobile equipment

- Train drivers and related professionals
- Car, van and motorcycle drivers
- Heavy goods vehicles and buses drivers
- Heavy equipment operators
- Deckhands and related professionals

9 Elementary occupations

91Cleaners and assistants

- Hotel and office cleaners and domestic assistants
- Car, window, laundry and other hand cleaners

92Agricultural, fishing, and forestry labourers

- Agricultural, fishing, and forestry labourers

93Labourers in mining, construction, manufacturing, and transportation

- Mining and construction labourers
- Manufacturing labourers
- Transport and storage labourers

94Food preparation assistants

- Food preparation assistants

95Street vendors of services and related professionals

- Street workers of services and related professionals
- Street vendors (except food)

96Waste collectors and other elementary professionals

- Waste collectors
- Other elementary occupations

0 Military occupations

01 Officers of the armed forces

02 Non-commissioned officers of the armed forces

03 Other members of the armed forces

The following code is also included:

99 Cannot be coded

For the breakdown “Manual/non-manual workers” the following applies:

– *Manual workers:*

This category includes ISCO-08 major groups 6 to 9:

- Main Group 6: Skilled agricultural, livestock, forestry and fishing sector workers
- Main Group 7: Craftspersons and related trades
- Main Group 8: Installation and machinery operators and assemblers
- Main Group 9: Elementary occupations

– *Non-manual workers:*

This category corresponds to ISCO-08 major groups 0 to 5.

- Main Group 1: Managers
- Main Group 2: Professionals
- Main Group 3: Technicians and associated professionals
- Main Group 4: Administrative support workers
- Main Group 5: Service and sales workers
- Main Group 0: Armed forces.

For the breakdown of ICT and non-ICT professionals the following applies:

– *ICT professionals:*

- Group 25: Information technology and communications professionals
- Group 35: Information and communications technicians

Where possible, some ICT occupations classified in other groups should also be included:

133 ICT service managers: *Includes: application development managers, IT managers, data processing managers, ICT development managers, information technology managers, etc.*

2356 Information technology trainers: *They design, structure and deliver training programmes and courses for IT users outside the mainstream primary, secondary and higher education systems. Includes: IT teachers (private lessons or academies), IT training teachers, IT training course teachers, etc.*

7422 ICT installers and administrators: *IT equipment repair technicians, computer installers, data and telecommunications cable operators, IT equipment assemblers, telecommunications equipment repair technicians, telephone installers.*

DIGITAL SKILLS

The approach to measuring digital skills is based on Eurostat methodology. This methodology has been modified/updated from previous editions and is therefore applicable from this year 2021 onwards. The previous version of these indices is available in the 2020 Methodology of the survey.

The Overall Skills Index is a component of the DESI (Digital Economy and Society Index). The DESI is a composite index developed by Eurostat that summarises relevant indicators of digital growth and allows the evolution of EU member states' digital competitiveness to be monitored.

The Overall Skills Index is constructed through five intermediate variables or fields: Information and Data literacy skills, Communication and Collaboration skills, Digital content creation, Safety and Troubleshooting.

The five Overall skills levels for internet users in the last 3 months are as follows:

- **No skills:** individuals with no skills in at least four of the five fields studied. (Level 0)
- **Limited skills:** individuals with no skills in three of the fields studied, but who possess some skill in the other two. (Level 1)
- **Narrow skills:** individuals with no skills in two of the fields studied, but who possess some skill in the other three. (Level 2)
- **Low skills:** individuals with no skills in one of the fields studied, but who possess some skill in the other four. (Level 3)
- **Basic skills:** individuals with a basic level in at least one of the fields studied and who do not lack skills in any of them. (Level 4)
- **Above basic skills:** individuals with an advanced level in all five fields. (Level 5)

Individuals who have never used the Internet or have not used the Internet in the last 3 months are classified as **Not assessable (not applicable)**.

Variables / Intermediate fields

Information and Data literacy skills

Activities involved in the calculation:

- Searching for information on goods or services
- Searching for information on health issues (e.g. injuries, diseases, nutrition, etc.)
- Reading news, newspapers, online magazines.
- Some activity on the verification of the following information:
 - Failure to check the veracity of information or content found on the internet because the information or source was known to be unreliable, or
 - Checking the veracity of information or content found on the internet by verifying the sources or searching for other information on the internet, or

- Checking the veracity of information or content found on the internet by following or participating in internet discussions about the information or content found on the internet
- Checking the veracity of information or content found on the internet by discussing or using other information outside the internet

Levels of Information and Data literacy skills:

- No skills (None): has not carried out any activity
- Basic: an activity has carried out one activity
- Advanced (Above basic): has carried out more than one activity

Communication and collaboration skills

Activities involved in the calculation:

- Receiving or sending emails
- Making calls or receiving video calls over the Internet (using apps such as WhatsApp, Skype, Zoom, Messenger, Facetime, etc.)
- Using instant messaging (via WhatsApp, Skype, Messenger, etc.)
- Participating in social networks (creating a user profile, sending messages or other contributions to Facebook, Twitter, Instagram, etc.).
- Expressing opinions on social or political issues on websites or social networks (e.g. Facebook, Twitter, Instagram, etc.)
- Taking part in online surveys or votes on civic or political issues

Levels of Communication and collaboration skills:

- No skills (None): has not carried out any activity
- Basic: an activity has carried out one activity
- Advanced (Above basic): has carried out more than one activity

Digital content creation skills

Activities involved in calculating:

- Using a word processor
- Using spreadsheets
- Using photo, video or audio editing software
- Copying or moving files (e.g. documents, data, images, videos) between folders, devices (e.g. email, Messenger, WhatsApp, USBs, etc.) or in the cloud
- Creating files (e.g. documents, videos) that incorporate various elements (such as text, tables, graphics, etc.)

- Using advanced spreadsheet functions to organise, analyse, structure or modify data (functions, formulas, macros, etc.)
- Programming in a programming language

Digital content creation skill levels:

- No skills (None): has not carried out any activity
- Basic: has carried out one or two activities
- Advanced (Above basic): has carried out more than two activities

Security skills

Activities involved in calculating:

- Checking the security of the website where one provides personal information
- Reading the privacy policy of websites before providing personal information
- Restricting or denying access to their geographical location
- Limiting access to their profile or content on social networking or shared storage sites
- Refusing permission to use personal information for marketing purposes
- Changing their Internet browser settings to prevent or limit cookies on any of their devices

Security skill levels:

- No skills (None): has not carried out any activity
- Basic: has carried out one or two activities
- Advanced (Above basic): has carried out more than two activities

Troubleshooting skills

- Activities involved in calculating:
- Downloading or installing software or applications
- Changing software, application or device settings
- Online shopping in the last 12 months
- Selling goods or services via a website or app
- Taking an online (or partly online) course or using online learning materials that are not a full online course
- Using online banking (incl. mobile banking)
- Job seeking or sending a job application

Problem-solving skills:

- No skills (None): has not carried out any activity

- Basic: has carried out one or two activities
- Advanced (Above basic): has carried out more than two activities

Other indices

In web posting, the **Online information and communication skills index** is also included. It is based on Eurostat methodology, although it is not part of the DESI (Digital Economy and Society Index).

It is constructed using a combination of two of the above indices; the Information and Data Literacy Skills Index and the Communication and Collaboration Skills Index.

The necessary condition will be that they have used the Internet in the last three months and that they do not possess any skills in the other digital competences (Digital Content Creation, Security and Problem-solving). If the individual meets any of the above conditions, he/she is considered Not assessable (Not applicable).

Online information and communication skills levels:

- No skills: individuals with no skills in any of the fields or in one of them
- Skilled: individuals with skills in both fields.

Nomenclature of activities in the microdata file

The following table specifies the equivalences between each of the activities used to calculate the Digital Skills variables and their name in the microdata file of the ICT Households 2025 survey available on the INE website.

Name in the microdata file	Description of variable
Information and data literacy	
INFORMAC_3	Searching for information on goods or services.
INFORMAC_2	Searching for information on health issues (e.g. injuries, diseases, nutrition, etc.)
INFORMAC_1	Reading news, newspapers, online magazines.
NOCHECK1	Failure to check the veracity of information or content found on the internet because the information or source was unreliable.
CHECK1	Checking the veracity of information or content found on the internet by verifying sources or searching for other information on the internet.
CHECK2	Checking the veracity of information or content found on the internet by following or participating in internet discussions about the information.
CHECK3	Checking the veracity of information or content found on the internet by discussing or using other information outside the internet.

Communication and collaboration	
COMUNIC_1	Receiving or sending emails
COMUNIC_2	Making phone calls or receive video calls over the Internet (using apps such as WhatsApp, Skype, Messenger, Facetime, etc.)
COMUNIC_4	Using instant messaging (via WhatsApp, Skype, Messenger, etc.)
COMUNIC_3	Participating in social networks (create a user profile, send messages or other contributions to Facebook, Twitter, Instagram, Tik Tok, etc.).
PARTICIP_1	Expressing opinions on social or political issues on websites or social media (e.g. Facebook, X (previously Twitter), Instagram, etc.)
PARTICIP_2	Taking part in online surveys or votes on civic or political issues
Digital content creation	
TAREAINF1	Using a word processor
TAREAINF3	Using spreadsheets
TAREAINF4	Using photo, video or audio editing software
TMOR1	Copying or moving files (e.g. documents, data, images, videos) between folders, devices (e.g. email, Messenger, WhatsApp, USBs, etc.) or in the cloud
TAREAINF2	Creating files (e.g. documents, videos) that incorporate various elements (such as text, tables, graphics, etc.)
TAREAINF3_1	Using advanced spreadsheet functions to organise, analyse, structure or modify data (functions, formulas, macros, etc.)
TAREAINF5	Programming in a programming language
Security	
GESINT5	Checking the security of the website where one provides personal information
GESINT1	Reading the privacy policy of websites before providing personal information
GESINT2	Restricting or denying access to their geographical location
GESINT3	Limiting access to their profile or content on social networking or shared storage sites
GESINT4	Refusing permission to use personal information for marketing purposes
PREVCOOK	Changing their Internet browser settings to prevent or limit cookies on any of their devices

Troubleshooting	
TMOR2	Downloading or installing software or applications
TMOR3	Changing software, application or device settings
ULT_COM (1,2)	Online shopping in the last 12 months
OTROSERV_1	Selling goods or services via a website or app
EDUCACION_1	Taking an online (or partially online) course
EDUCACION_2	Using online learning materials that are not a full online course
OTROSERV_2	Using online banking (incl. mobile banking)
BUSQUEMPLEO_1	Job seeking or sending a job application