

Horizon Europe



D2.1 Reading skills survey

(Report)



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## 1. Introduction

Within the Work Package 2 - *Skills survey: needs, skills, and gaps* of the iRead4Skills project, aiming at gathering specific information on the needs, skills and skills gaps related to reading difficulties and literacy skills of the target population- adult learners and trainers in Adult Learning (AL) and Vocational Educational Training (VET) training centres, it was necessary to collect specific information on the needs related to reading difficulties and literacy skills to inform further data collection and treatment.

The achievement of these goals requires the direct engagement of in-the-field, stakeholders and end-users, achieved through the specially designed surveys, namely a new **Reading Skills survey**.

This survey consists in a qualitative and a quantitative survey of training centres, on people who are following AL and VET courses or that act as trainers, designed with the participation of the in-the-field partners and others with knowledge on reading skills and adult learning, to assure that the survey covers the specific information required for the subsequent work packages (i.e., text genres, domains, cultural and scientific expectations, etc.).

A first draft of the survey was built and discussed cooperatively and tested in a small group of people before wider implementation.

## 2. Survey structure

The survey aims at a qualitative and quantitative inquiry of adult learners in AL and VET courses, as well as a population with low literacy skills, to better understand the needs and skills gaps related to reading difficulties. The idea is to create a sociodemographic profiling of the target population, as well as identifying this population's reading needs and preferences, and understanding the impact the lack of literacy skills causes on their daily lives. This survey was designed by experts on education, who are partners in the project to cater it to the target population.

In order to compose a survey that suited our target audience, the involvement of trainers and experts from AL and VET centres was requested. Besides the input from the institutions of the three countries in which the survey was conducted (UCLouvain – Belgium, UNL – Portugal, UAB – Spain), all partners and peer institutions working closely with the adult learners and trainers were asked to contribute to the development of the survey. Particularly, trainers from Portuguese government-backed AL programs, under the jurisdiction of the MEC - Portugal, and experts in low-literacy population from UAB assisted in the survey's constitution and structure. The cooperation and direct engagement from experts and AL trainers resulted in a novel questionnaire.

The survey collects information from adults, and trainees/students in AL and VET centres via the form of an online questionnaire, designed in a web platform (Qualtrics) and distributed via direct contact and email.

Considering that the target group include people with low reading skills, the survey will also have an oral version so people can listen to the questions and select the appropriate answers. The informed consent will also be provided in both written and oral versions, to assure its understanding by all the envisaged target groups.

Equivalent versions of the survey will be provided in French, Portuguese, and Spanish.

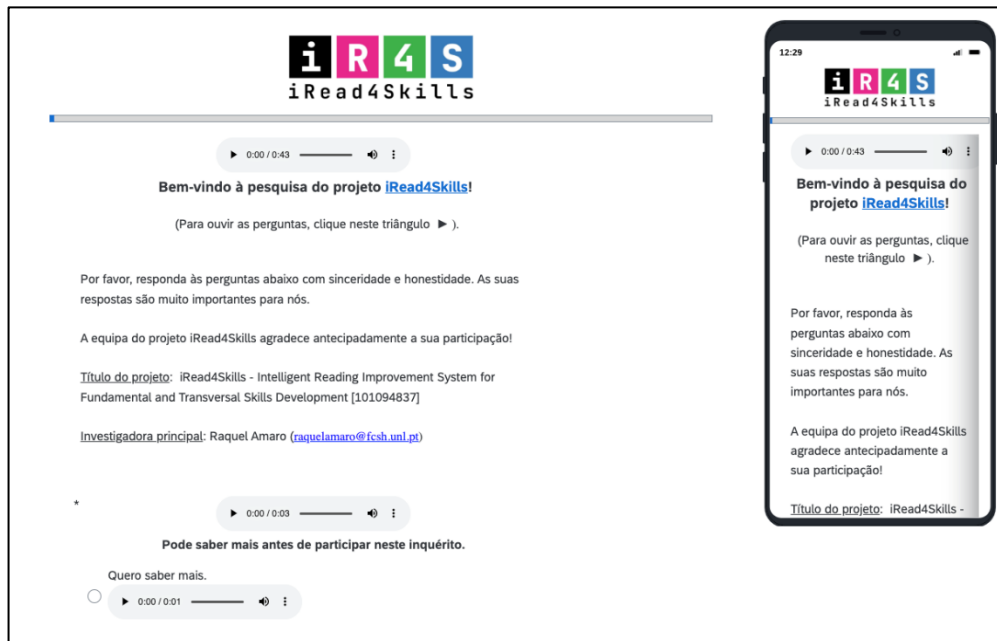
### Part 1: Information on the project and informed consent

Welcome message

Instructions on how to hear the text

Information on the iRead4Skills project

Informed consent



**Figure I:** Preview of the first page of the PT survey (computer screen/tablet and smartphone).

## Part II: Sociodemographic characteristics

Age

Gender

Location of residence (broad areas, depending on the specific geopolitical context: Belgium/France; Spain; Portugal - see annexes for the specific lists).

Native country (different options for the different geopolitical contexts; see annexes for specific lists)

Nationality (different options for the different geopolitical contexts; see annexes for specific lists)

Status (married, single, widower, etc.)

Dependents

Professional situation (employed, unemployed, studying, etc.)

General health situation

Level of education (different options for the different geopolitical contexts; see annexes for specific lists)

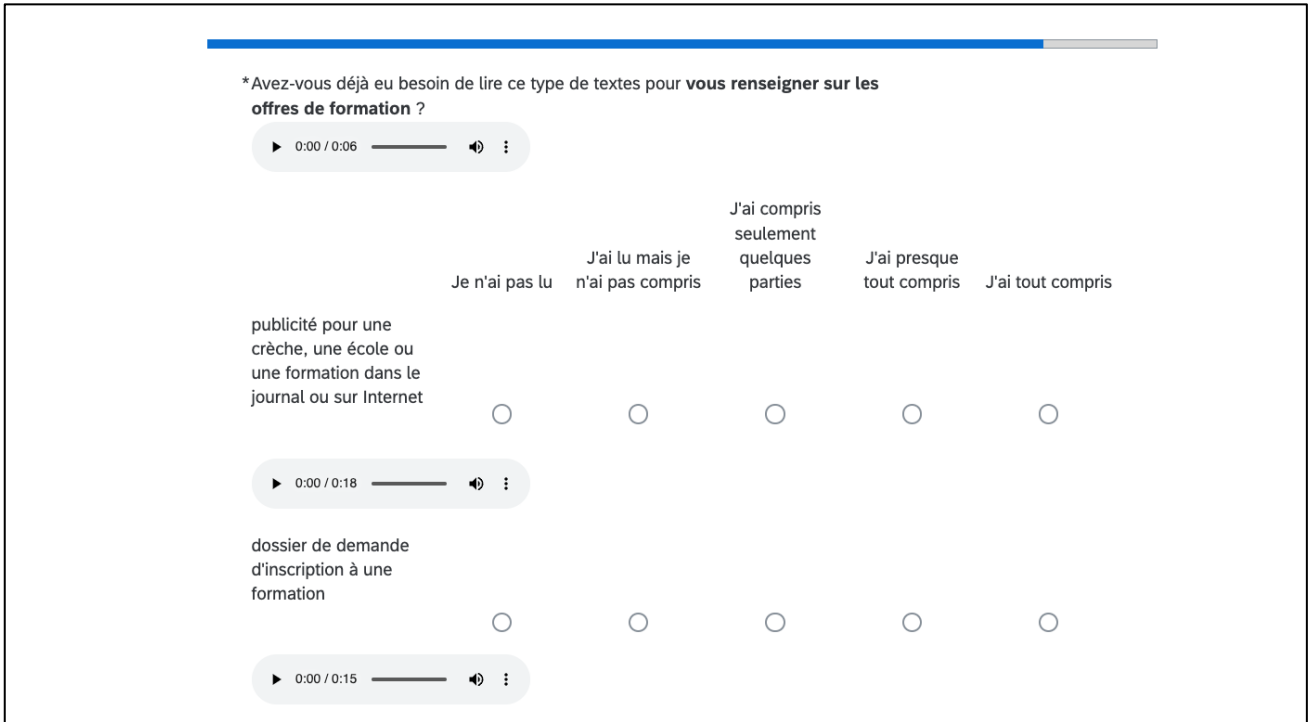
Languages known with estimated level of knowledge (different options for the different geopolitical contexts; see annexes for specific lists)

## Part III: Reading activities, needs and skills

Reading motivation

Favourite topics

Texts genres/document types and communicational contexts



**Figure 2:** Partial preview of the FR survey on reading needs and skills.

To avoid empty surveys, several options were implemented:

- all questions required an answer.
- in part II, an option 'I do not want to answer' was always available.
- whenever possible, closed lists were presented reflecting each geopolitical context (see Annexes).
- in part III, questions covered needs, text types/genres and skills simultaneously:

e.g., 'Have you ever needed to read these types of texts to find work?'

← **(needs)**

<b>(text types/genres)</b> ↓	I did not read	I read but I did not understand	I read and I understood little	I read and I understood almost all	I read and I understood all	← <b>(skills)</b>
job offers in newspapers, magazines, or the Internet						
information for job application (for instance, which documents to present, how to write the cv)						
work contract						
working hours						
salary receipt						

The goal was to reach a short, but comprehensive, survey. The final version of the survey consists of 24 questions: 12 sociodemographic questions and 12 questions encompassing reading needs, text types/genres and reading skills.

### 3. Survey dissemination

The survey was widely disseminated with the support of partners and peer institutions that work directly with AL and VET centres.

In cooperation with Work Package 7 - Communication, dissemination and exploitation, the surveys were announced in the project website (<https://iread4skills.com/activities/#surveys>; <https://iread4skills.com/fr/activites/>; <https://iread4skills.com/es/actividades/>; <https://iread4skills.com/pt-pt/atividades/>), as well as in the project social media (Facebook, LinkedIn, X, YouTube).

Furthermore, the dissemination of the survey was also supported by dedicated media explaining the project objectives and calling for participation (3 specific videos concerning Survey I for FR, SP and PT (see <https://www.youtube.com/watch?v=3e-qWMvG5rM>; <https://www.youtube.com/watch?v=dy94cBCxhoc>; and [https://www.youtube.com/watch?v=Xz5c3\\_hRC2c](https://www.youtube.com/watch?v=Xz5c3_hRC2c)).

Regarding the partner institutions and AL and VET centres in Portugal, Spain, Belgium and France, we prospected the engagement with the total of 210 AL and VET centres (around 70 per country) with a minimum response of 50% (100 centres) with 25 individuals per centre, resulting in a wide range of profiles, with a minimum of 2500 participants. This expected engagement was actually surpassed in numbers with the number of total entities contacted being 620, as detailed in the numbers below. However, as it will be shown further ahead, the deficit of response and participation of the majority of these centres meant that our results were scarce. This was particularly evident in French-speaking countries (Belgium and France). The close contact between stakeholders, and UNL and UAB during the construction of the survey granted a greater involvement in the dissemination and consequent implementation of the survey, making this dissemination vehicle most effective in Portugal and Spain.

Call for participation and for dissemination was also directed to stakeholders and related entities, namely:

#### A. For French:

Number of entities contacted since May 2023: 220

Positive responses received for collaboration on the IRead4Skills project: 13

National or regional networks/institutions:

*Agence nationale de lutte contre l'illettrisme (FR)*

*Centre de ressources Illettrisme Analphabétisme, France (FR)*

*Réseau Alpha Ile-de-France (FR)*

Training centres:

*Savoirs pour Réussir Paris (FR)*

*EPFC (BE)*

*Welcome Babbelkot (BE)*

*Eyad ASBL (BE)*

*Greta-CFA Aquitaine (FR)*

Individual teachers: 3 teachers from different associations

Editors/writers of material for our target audience:

*Le Français pour adultes (FR)*

*Culture et Santé (BE)*

## **B. For Portuguese:**

Number of entities contacted since May 2023: 350

Positive responses received for collaboration on the IRead4Skills project: 7

National or regional networks/institutions:

*Programme for the International Assessment of Adult Competencies (PIAAC), OCDE*

*APCEP - Associação Portuguesa para a Cultura e Educação Permanente*

*Agência Nacional para a Qualificação e o Ensino Profissional*

Training centres:

*Qualifica Centres, through the MEC partner*

*Universidade Sénior de Lisboa*

*Universidade Sénior de Porto - Universidade Sénior Contemporânea*

*Universidade Sénior de Coimbra*

The national network of Qualifica Centres consists of 303 centres, of which 34 are part of the IEFP's Directly Managed Employment and Vocational Training Centres and 44 are part of Participated Management Centres.

## **For Spanish:**

Number of entities contacted since May 2023: 50

Positive responses received for collaboration on the iRead4Skills project: 9

National or regional network:

*FAEA (Federación de Asociaciones de Educación de personas Adultas)*

*Fundació Gentis*

Training centres:

*Centre d'adults Alzina (Cerdanyola, Barcelona)*

*Institut Formació Professional Sant Cugat (Barcelona)*

*Instituto Provincial de Educación Permanente (Jaén)*

*Escuela de Educación Técnica nº477 (Argentina)*

*Escuela de Educación Primaria para adultos "España" (Argentina)*

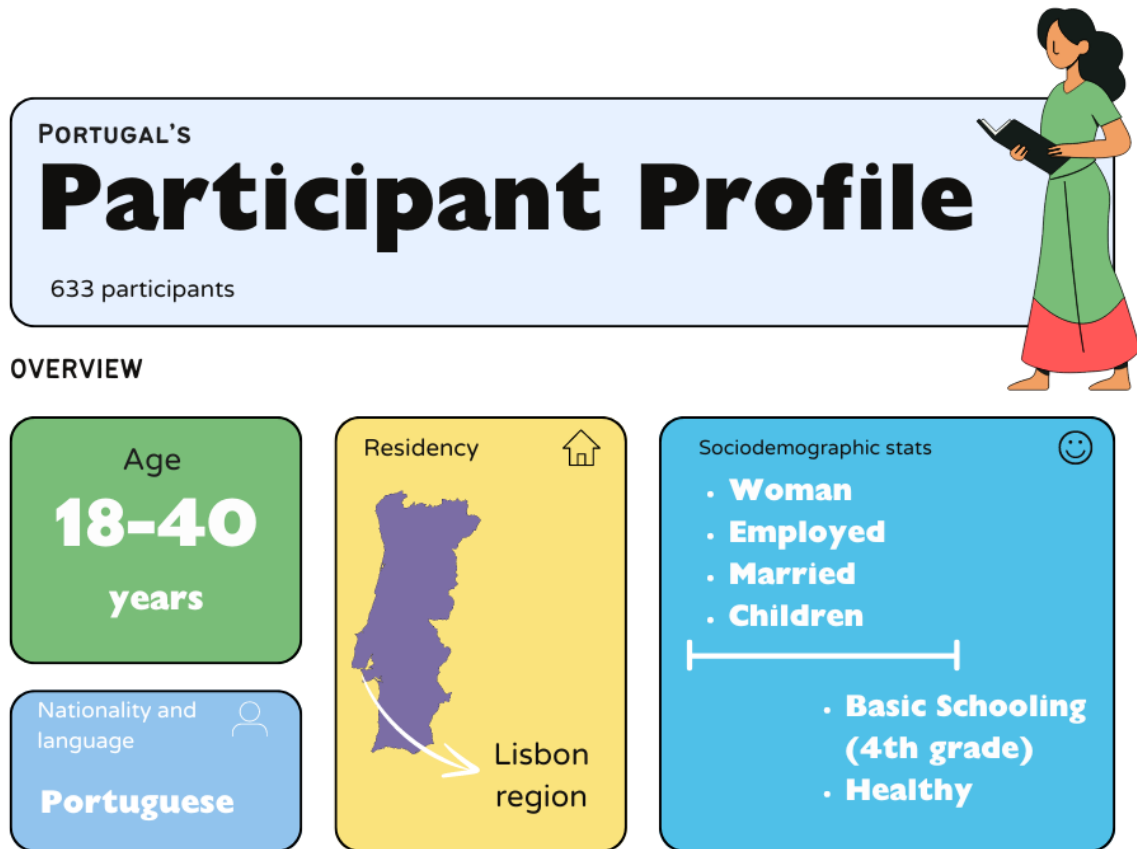
*Escuela de Educación Secundaria para adultos "Maestro Leiva" (Argentina)*

*Instituto de Educación Superior nº28 Olga Cossettini (Argentina)*

#### 4. Participant profile

Based on the respondent's answers, a profile of the participants in this survey can be made. This profile is specific to the language/territory, as it is shown below. Due to the different response capacity of the stakeholders in the target countries, only the Portuguese and Spanish results are considered for this purpose.

##### Portuguese survey:

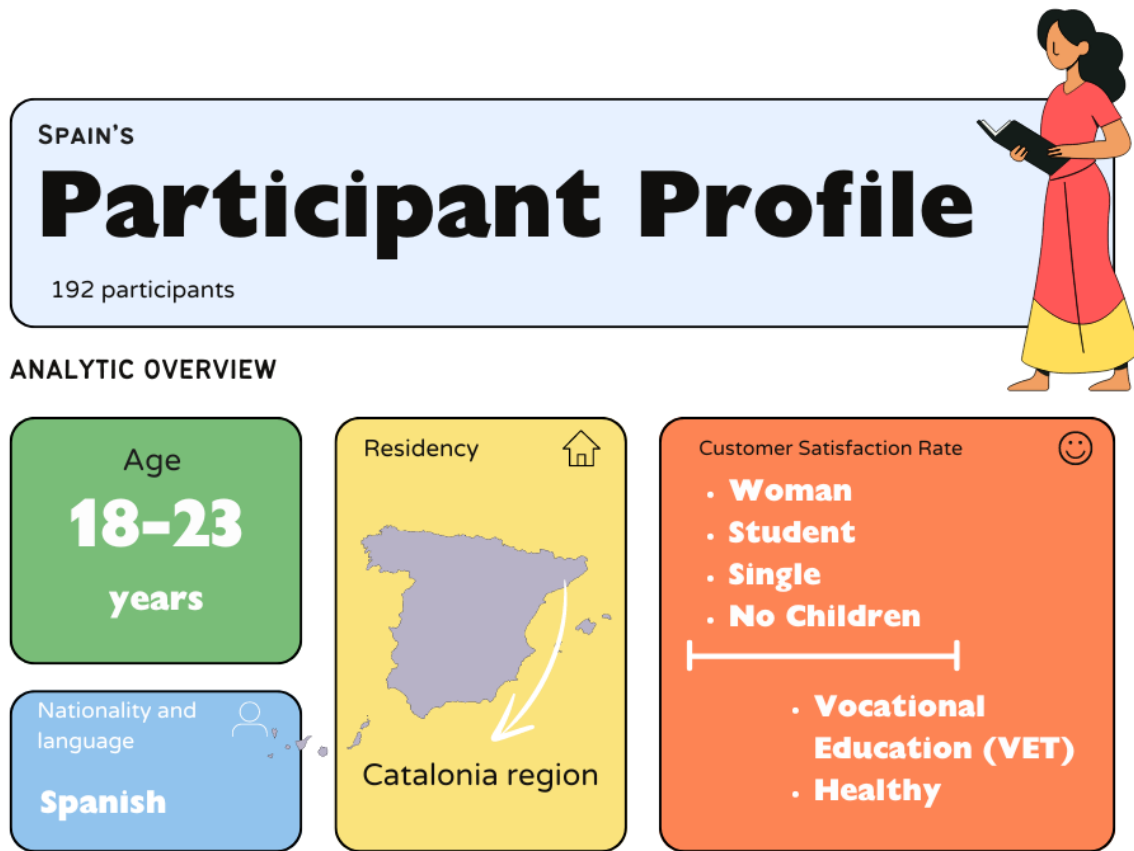


**Figure 3:** Portuguese survey data summary

Based on 633 respondents who took the Portuguese version of the survey, the average participant of this survey is a **woman**, aged **18-40** years, of **Portuguese nationality** and with **Portuguese** as **native language**. Regarding the socioeconomic component, this participant lives in the urban area of **Lisbon** (Lisbon and Setúbal), is **employed**, **married** and has **children** under her care. Furthermore, the participant has completed **basic schooling** (4<sup>th</sup> grade) and considers herself to be **healthy**.



**Spanish survey:**



**Figure 4:** Spanish survey data summary

With respect to the 192 respondents who took the Spanish version of the survey, the average participant of this survey is a **woman**, aged 18-23 years, of **Spanish nationality** and with **Spanish** as **native language**. In what concerns the socioeconomic aspect, this participant lives in the region of **Catalonia**, is a **student**, **single** and does not have any children. The participant enrolled in a **Vocation Educational Training program** and considers herself to be **healthy**.

**5. Results**

This section presents an analysis of the survey results, highlighting some relevant trends.

The results presented below are divided by language/survey, with a subsection focused on the results of the Portuguese survey, and another on the results of the Spanish one. Due to the low number of respondents for the French survey (8 respondents), the results of this survey will not be considered.

## 5.1. Portuguese survey

In total, information from 637 respondents was collected. From these, **633** were included and analysed - although not everyone has responded to all the survey's questions. Considering that the number of responses per question was statistically satisfactory, the survey was closed and considered complete.

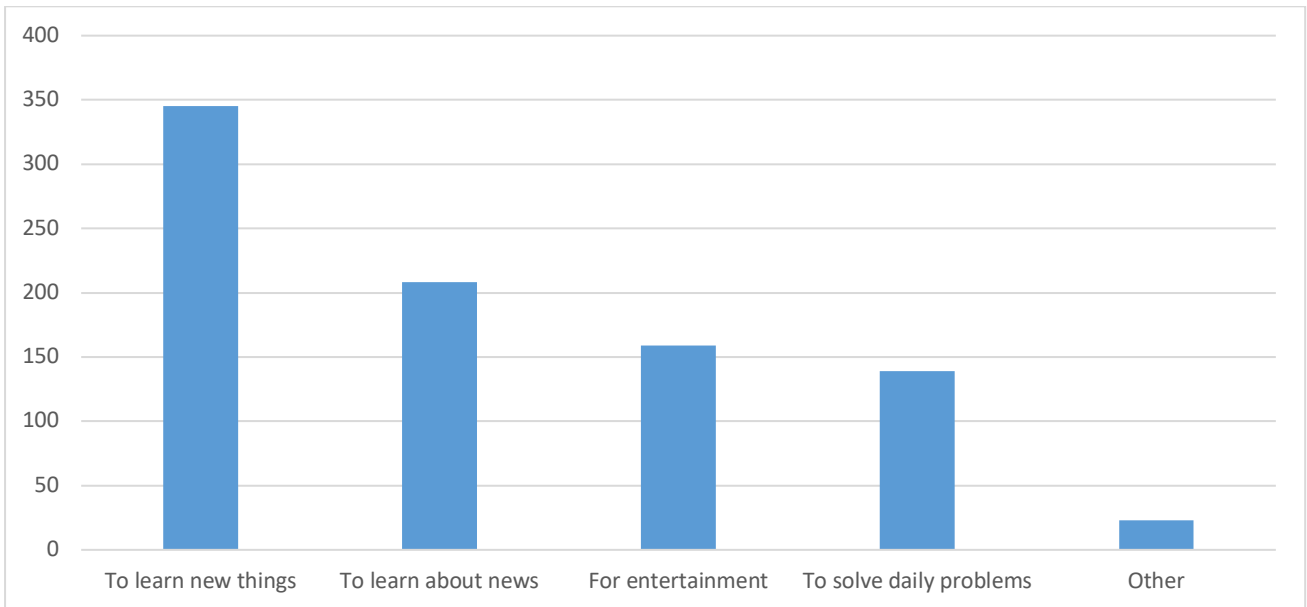
Most of the respondents stated that they read to **learn new things** and, after that, to learn about the news. In general, respondents like to read about **current issues** of society, and health and wellness.

Considering the reading skills and needs in all the categories inquired, the respondents stated the following:

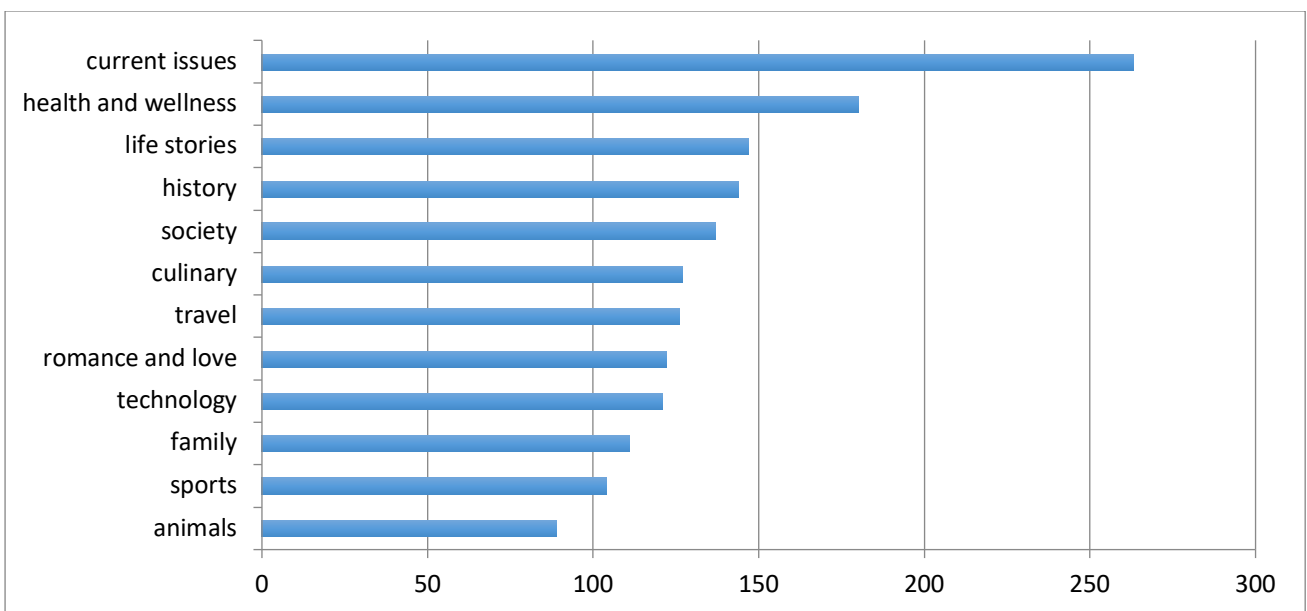
- I. *Home* – they **do not read home-related texts** (adverts in newspapers, magazines or on the internet, information or adverts on posters, lease agreement and condominium regulations) or that **they read and understand everything**.
- II. *Transport* – they generally **read and overall comprehend timetables, destinations and stops on posters or billboards**, but tend **not to read or fully understand information about strikes and disruptions** in transport information.
- III. *Government* – respondents usually **read and fully understand** all types of text except for **instructions for filling in taxes**, which they also don't read, when compared to the others.
- IV. *Shopping* – they **read and understand (a little or a lot) the information presented in products packaging and labelling** when shopping, and **product and restaurant prices on posters, flyers, leaflets or catalogues are normally read and fully understood** as well.
- V. *Healthcare* – texts related to **healthcare issues (medical prescriptions, medicine leaflets and packaging, information about health services, etc.)** tend to be **read and partly or fully understood**.
- VI. *Security* – respondents claim that they usually **read and fully understand posters with safety measures**. The other types of text in this category are either **not read** or **read and fully understood**.
- VII. *Education* – generally, there is not a significant difference between all the types of text in this category. The most part of the respondents states that they **read and fully understand** these texts.
- VIII. *Professional* – respondents state that they **read and understand everything** in all of these texts. Texts in **work schedule** are the most read and the most fully understood.
- IX. *Cultural* – in general, **posters for movies, concerts and festivities** are the most **read and fully understood** by respondents, as opposed to their **city's cultural agenda** which is the least read and the least understood.
- X. *Entertainment* – **Newspapers/magazines** together with **novels/shorts stories** are the most read and **totally understood** answers by respondents. **Dictionary and technical books** are the ones that are the least understood by respondents. **Self-help books** as well as **theatre plays** are the least read.

The following graphs present these data:

**I. Why respondents read**

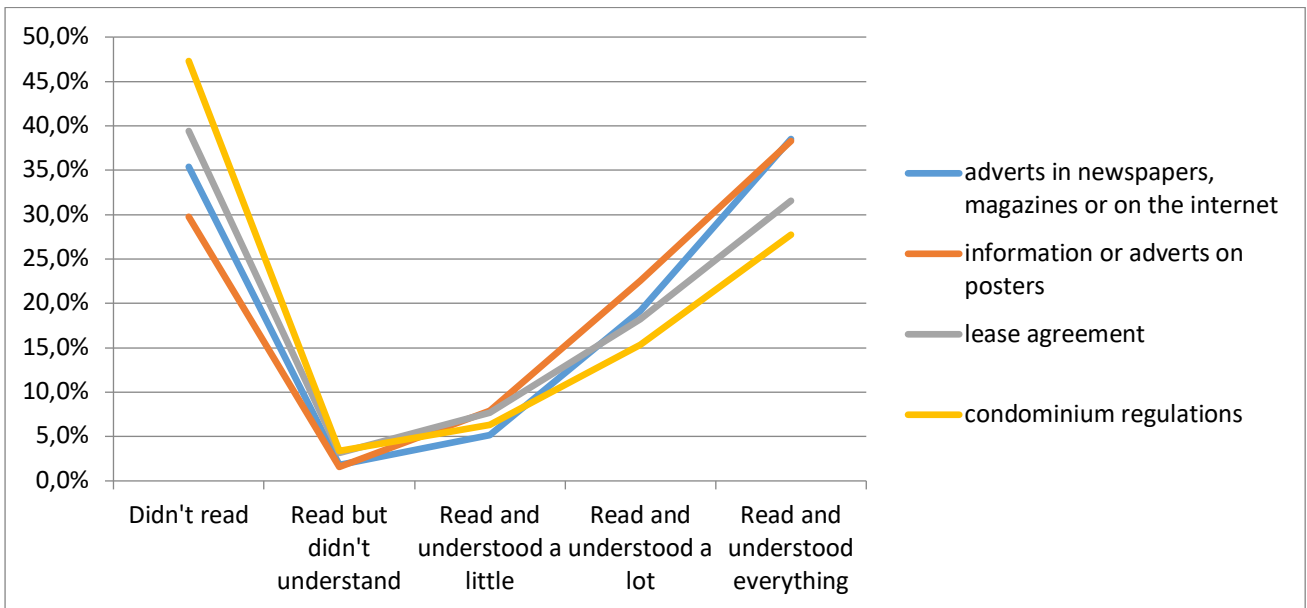


**II. What respondents like to read most (topics and genres)**

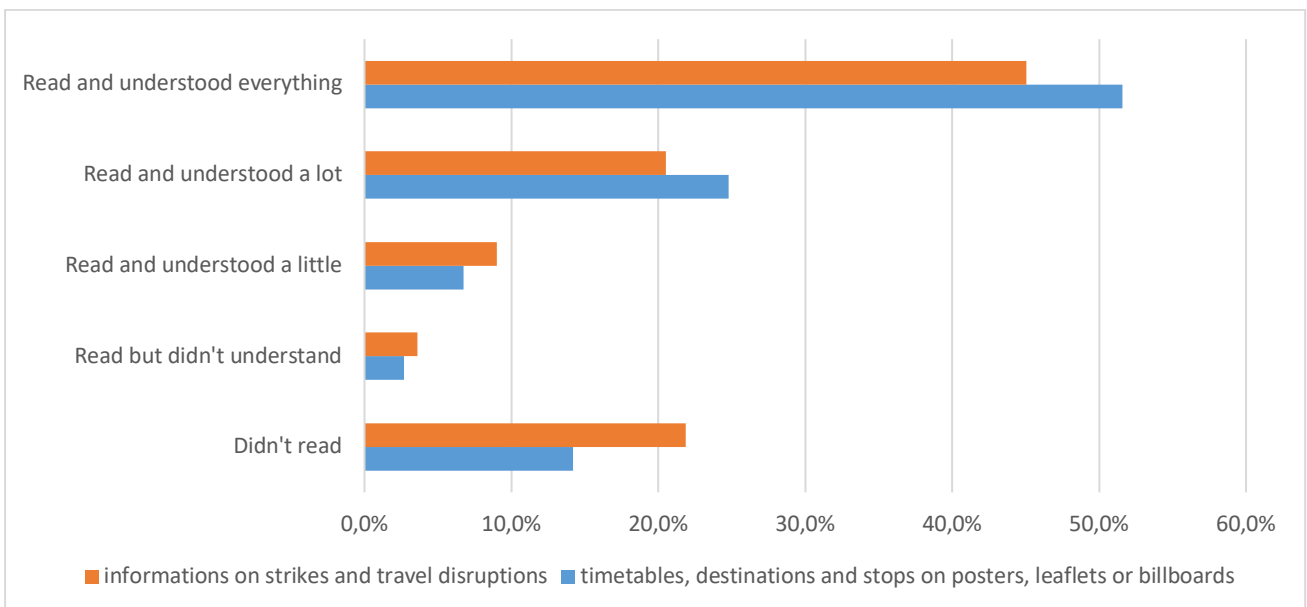


**III. In which areas (home/transport/health) do respondents experience the most difficulties**

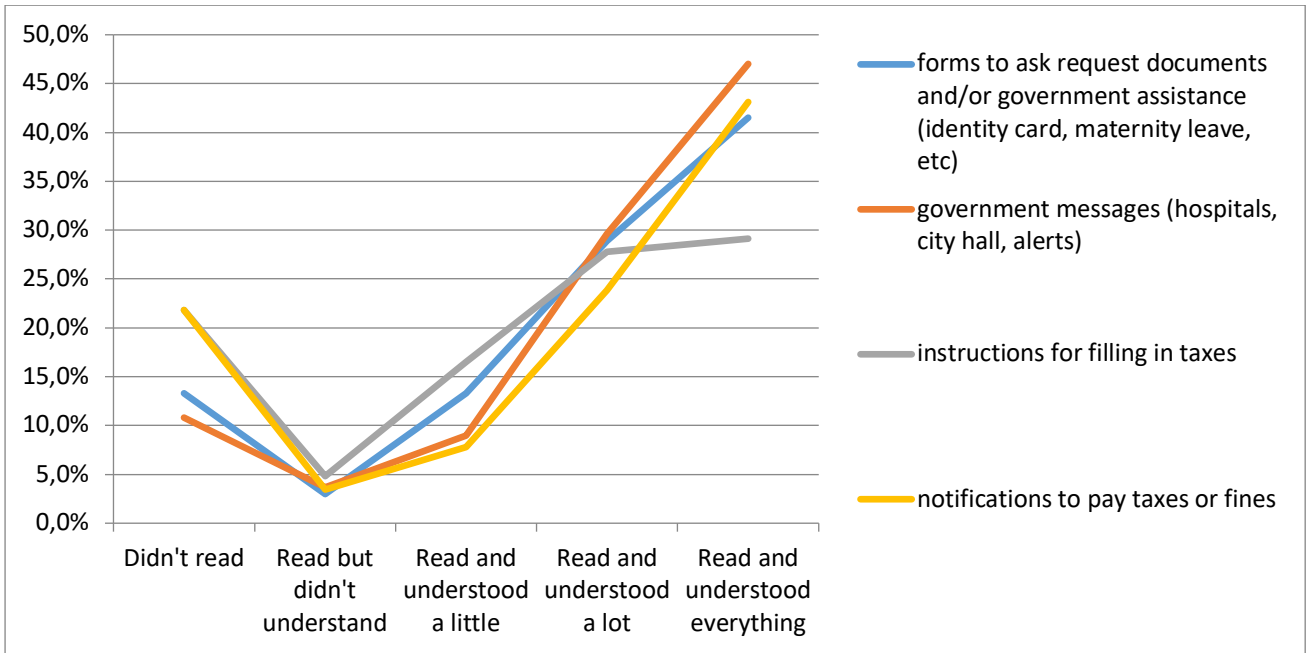
**a. Home**



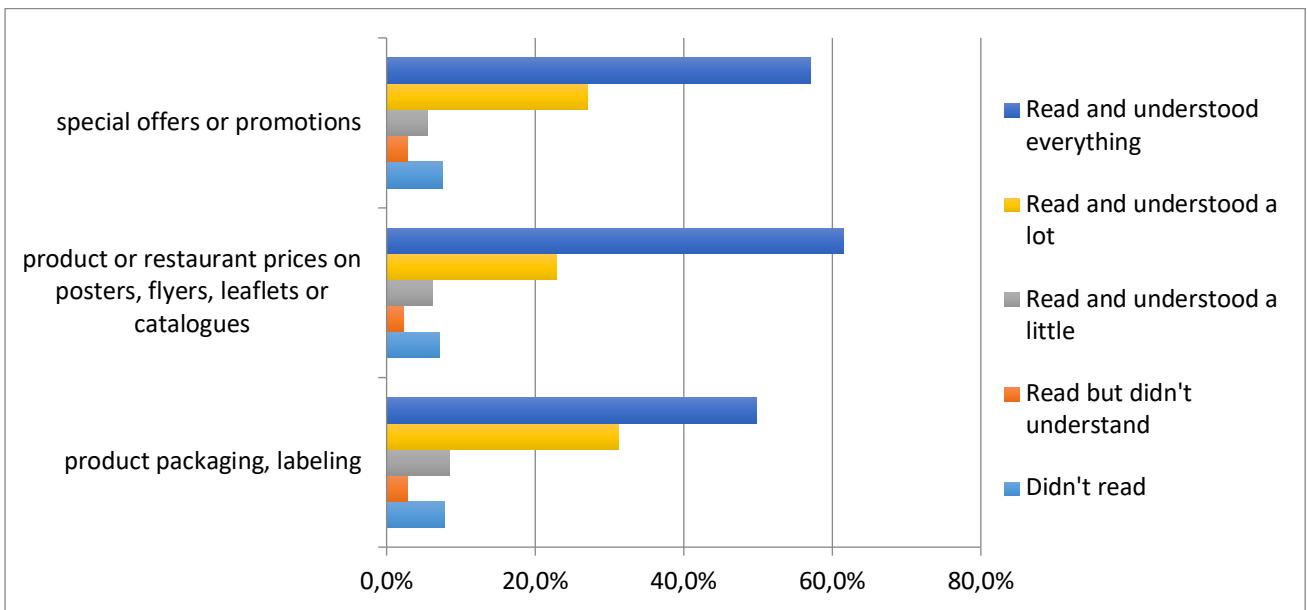
**b. Transport**



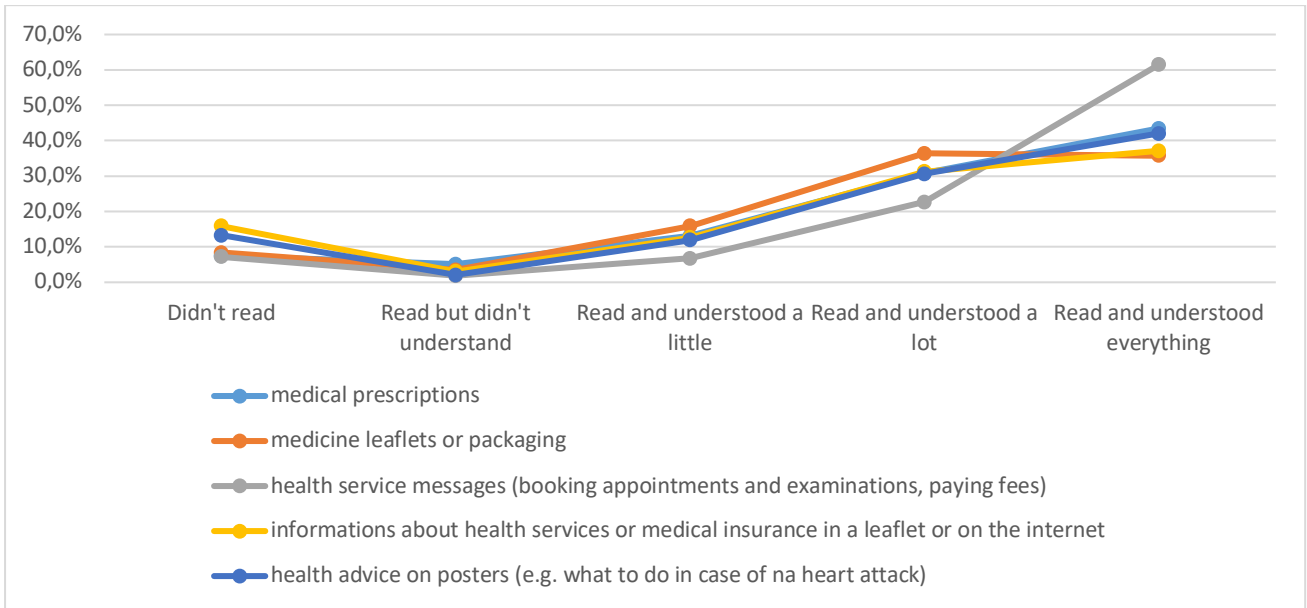
c. Government



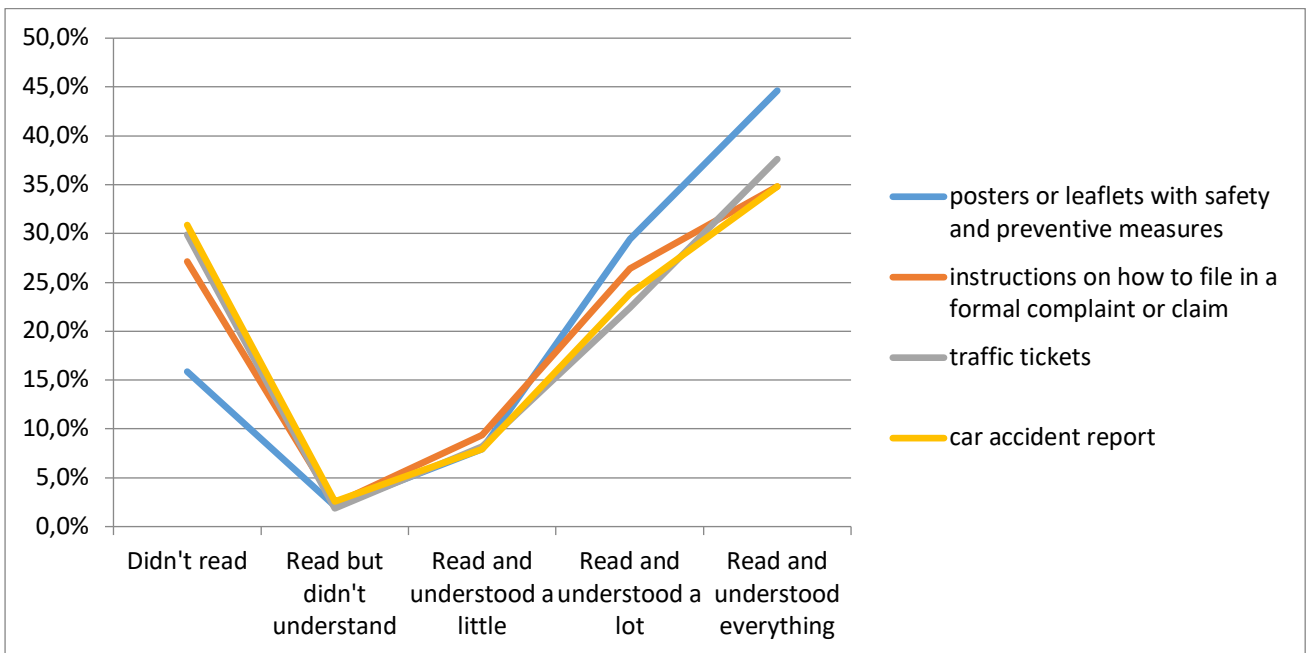
d. Shopping



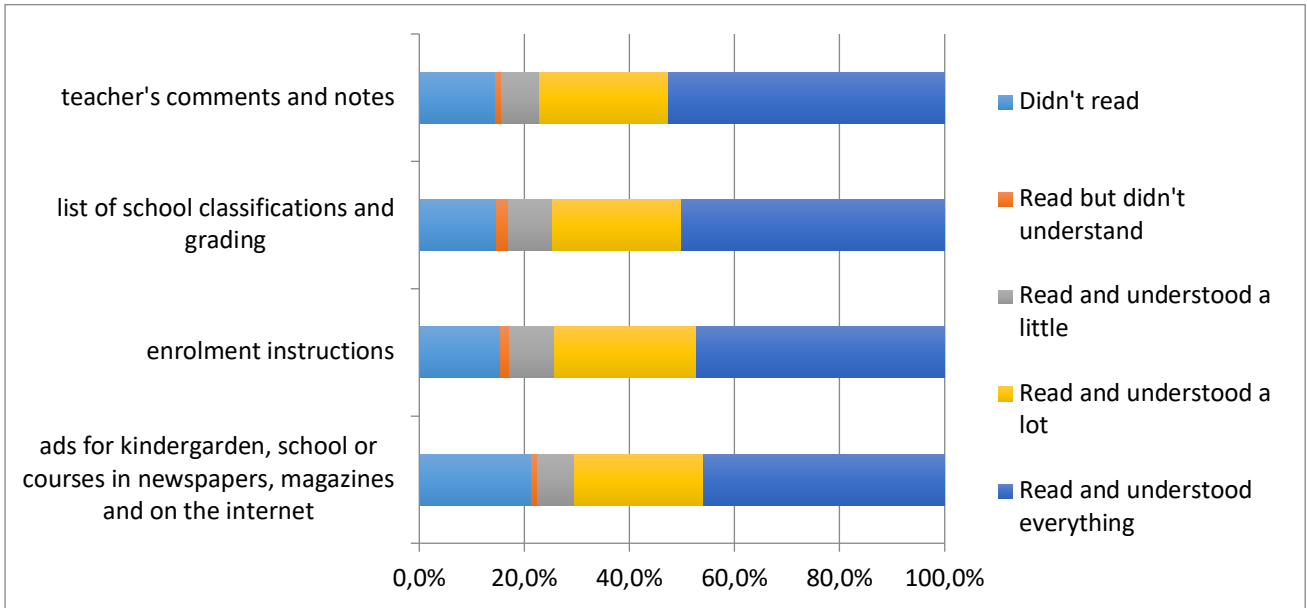
e. Healthcare



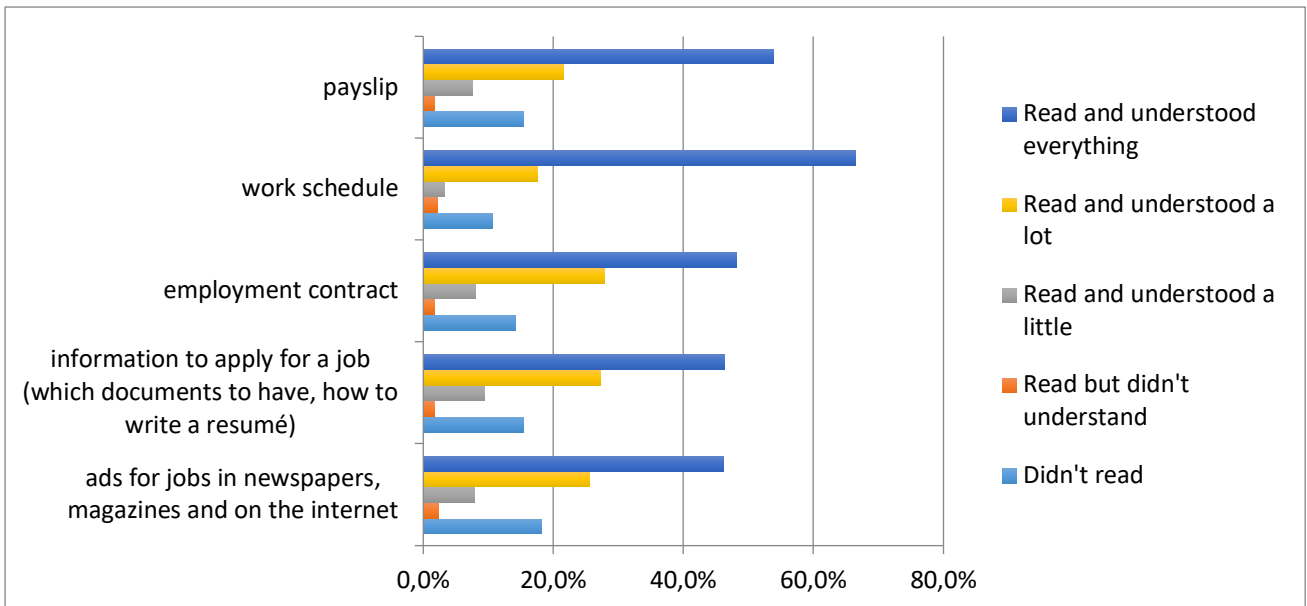
f. Security



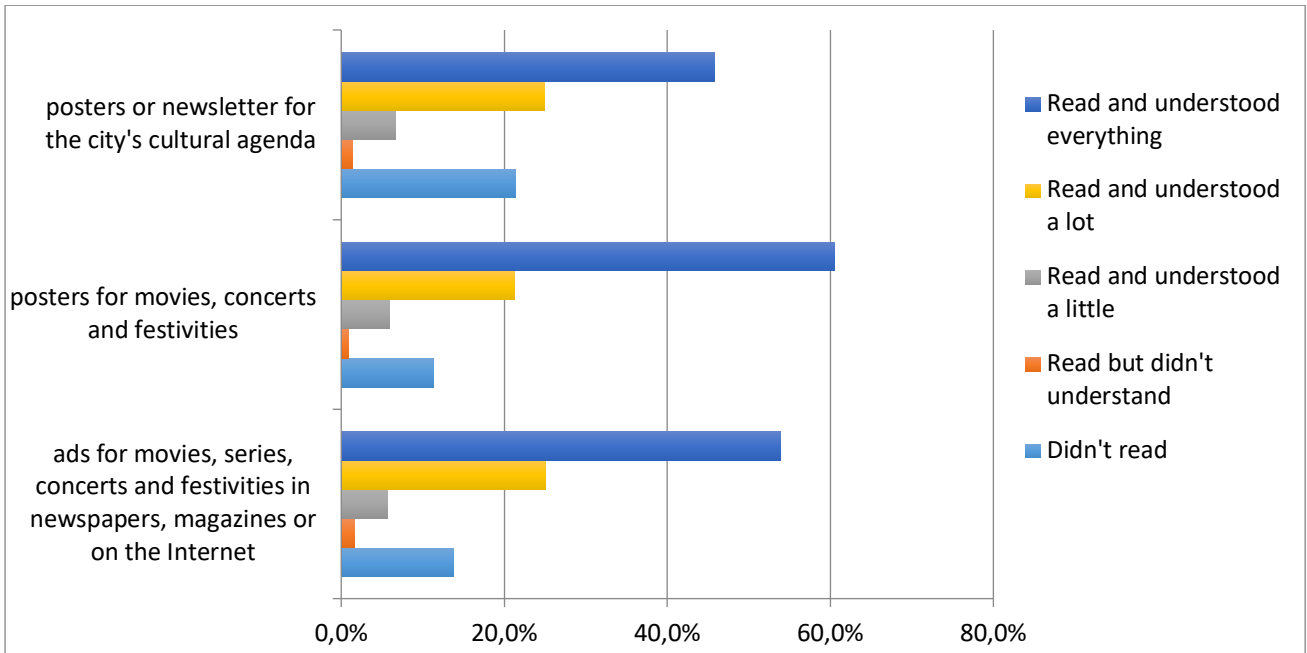
g. Education



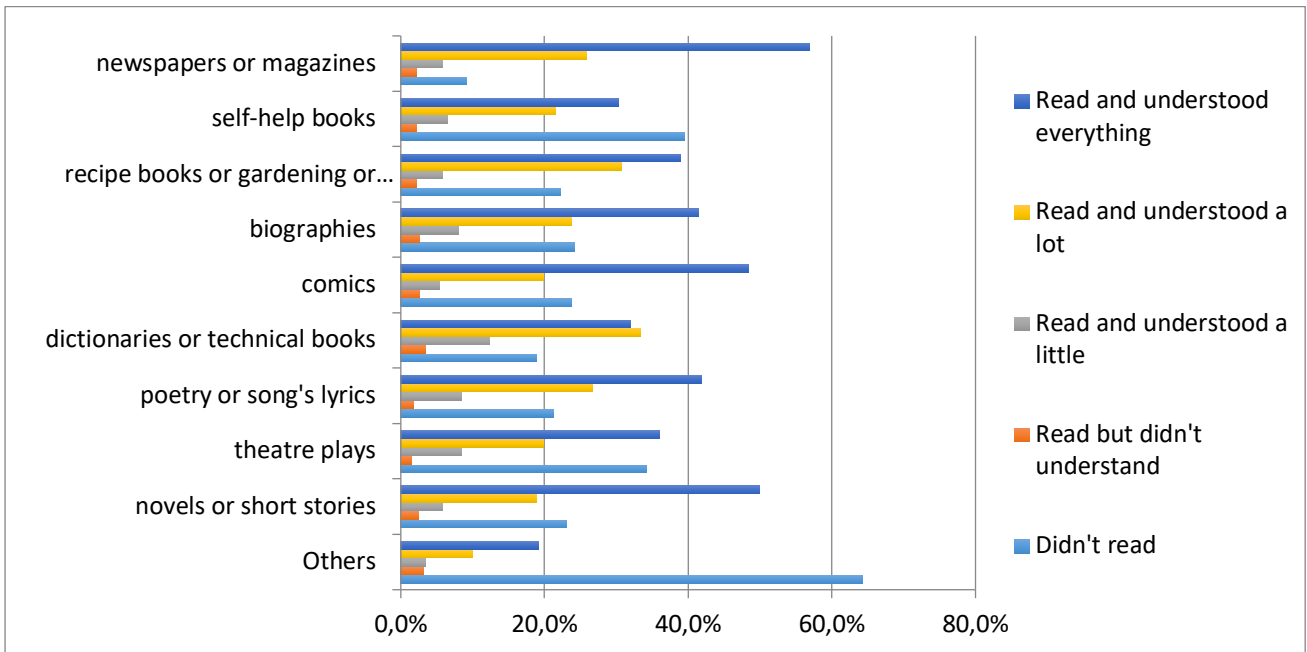
h. Professional issues



i. Culture



j. Entertainment





## 5.2. Spanish survey

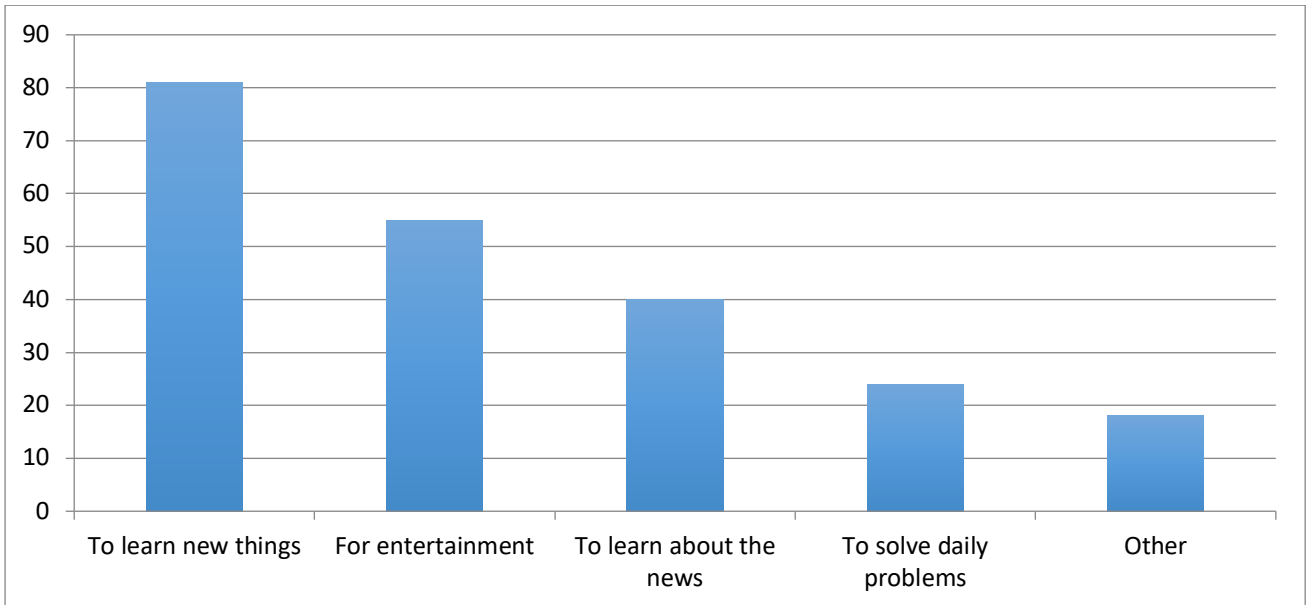
In the Spanish case, a total of 192 respondents answered the survey. Like the Portuguese case, not all respondents provided answers to all of the questions in the survey.

Most of the respondents declared that they read, firstly, to **learn new things** and, secondly, for entertainment. Most of them like to read the most about the **current issues**, followed by texts about **society**. Considering the reading skills and needs in all the categories inquired, the respondents stated the following.

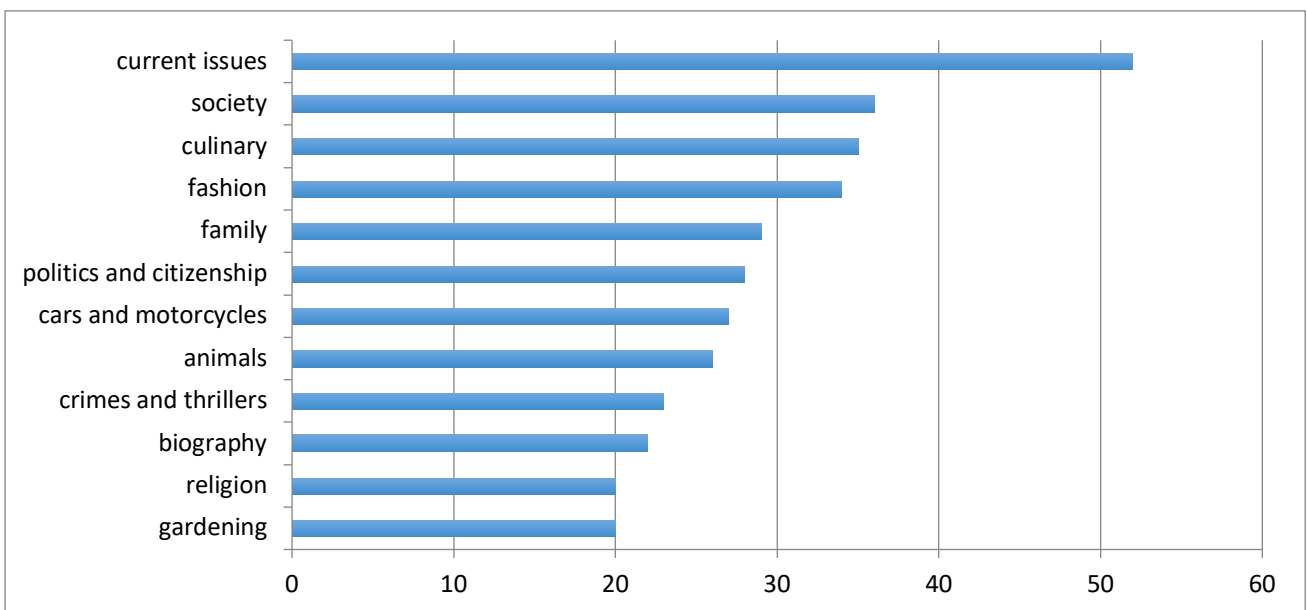
- I. *Home* – in general, the respondents **don't read home-related texts**, except for information or adverts on posters, which they usually **understand everything** about.
- II. *Transport* – respondents usually **read and understand everything** in both texts regarding information on strikes and texts with timetables, destinations and stops.
- III. *Government* – usually, respondents don't read texts in this category, with the exception of **government messages** and **forms to request documents**, which they usually read and understand, with the second being fully understood much more often than the first.
- IV. *Shopping* – respondents don't seem to show any problems comprehending these texts, **reading and understanding completely** all of them, albeit with a decrease in comprehension levels when concerning **product packaging and labelling**.
- V. *Healthcare* – these texts are usually read and fully understood by respondents, with **health service messages** standing out in this regard from the others. On the other hand, texts in **medicine leaflets and packaging** are the least read and understood.
- VI. *Security* – respondents reported that they rarely read **traffic tickets** followed by **reports of car accidents**. On the contrary, **posters with safety measures** are **often read and fully understand**.
- VII. *Education* – usually, respondents **read and understand everything** in texts of this category, except for **educational ads** which they either don't read or have trouble fully understanding.
- VIII. *Professional* – respondents state that they generally **read and fully understand work schedules**. However, they show some slight difficulties in understanding **payslips** and are more likely to **not read** the rest of the texts and, if they do, to have some difficulties understanding them.
- IX. *Cultural* – generally, respondents **read and fully understand posters for movies, concerts and festivities** as well as **ads in newspapers, magazines and the Internet** for these same events. They report a bit more disinterest in reading their **city's cultural agenda or newsletter**, as well as completely understanding these texts.
- X. *Entertainment* – respondents state that **novels/short stories and newspapers/magazines** are the genres which they **read and fully understand** the most. They seem to have a bit more issues with **gardening and DIY manuals** and even more difficulties with **poetry and song's lyrics** and with **technical books**. Lastly, they tend to not read **self-help books**.

The following graphs better detail these data.

**I. Why respondents read**

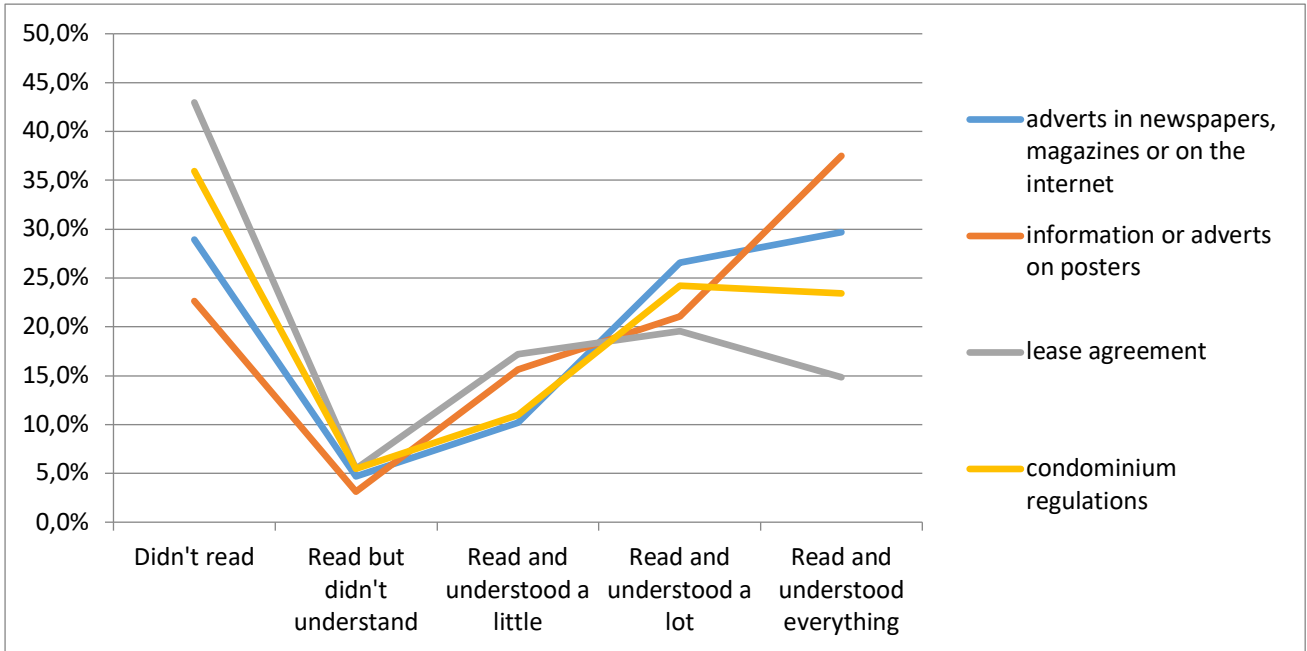


**II. What respondents like to read the most (topics and genres)**

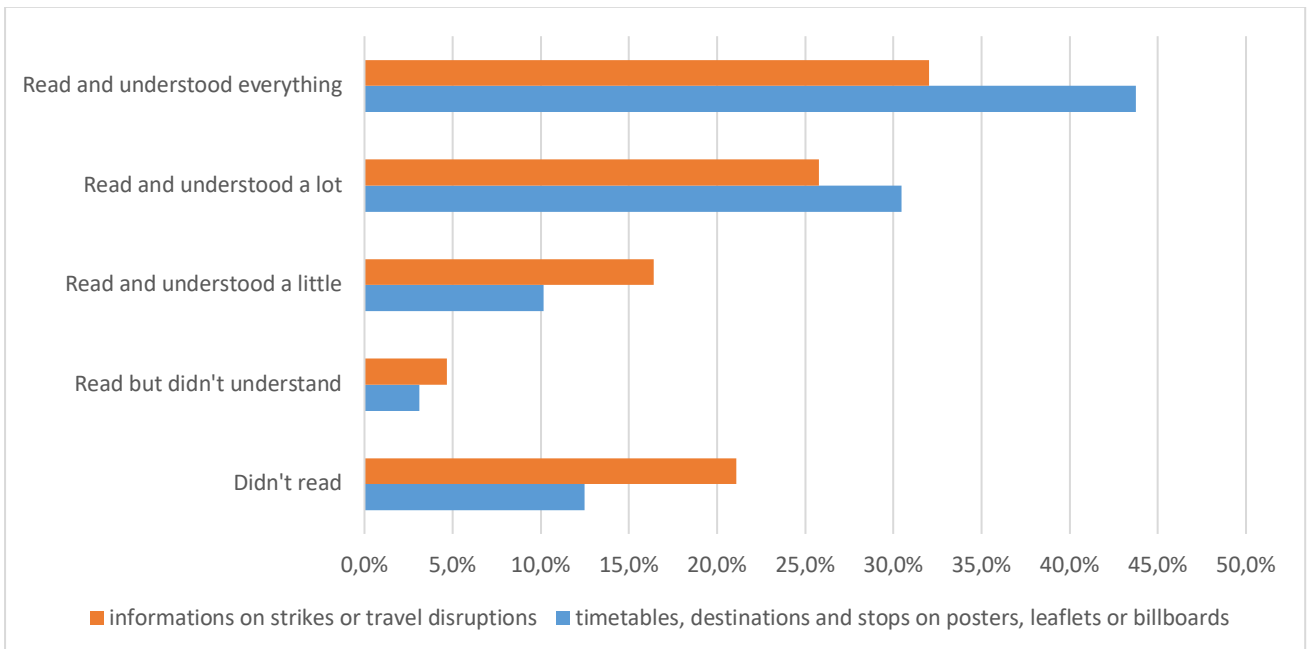


**III. In which areas (home/transport/health) do respondents experience the most difficulties**

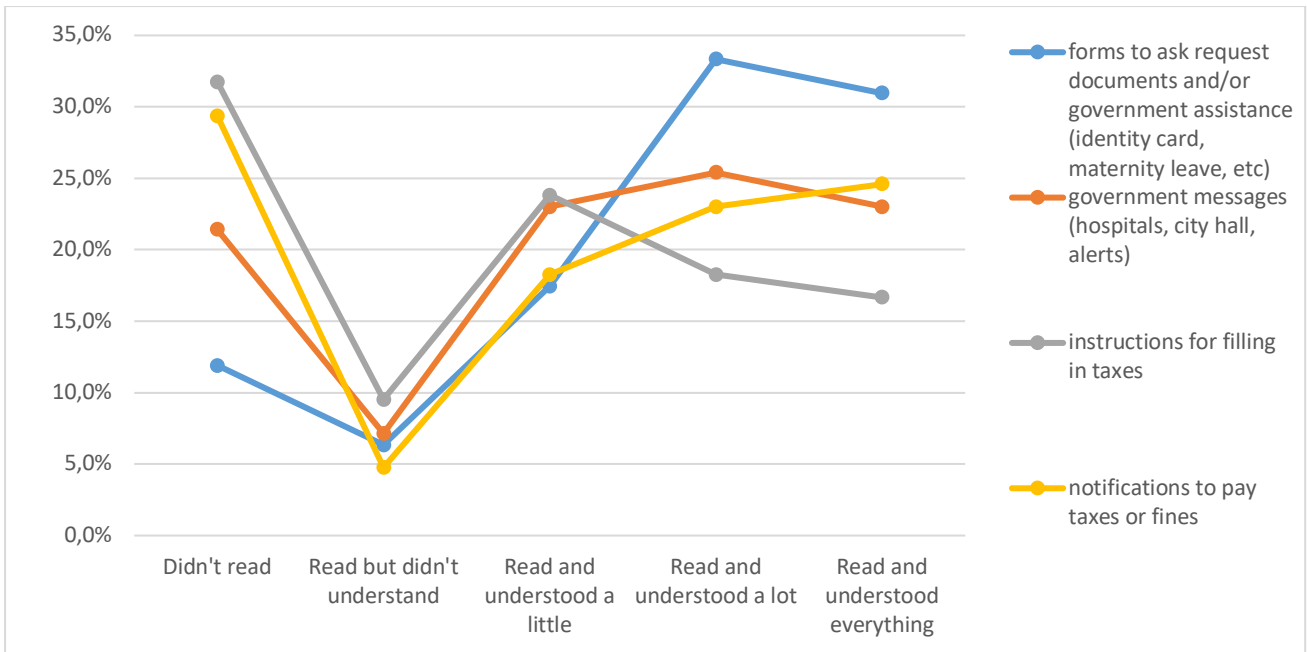
**a. Home**



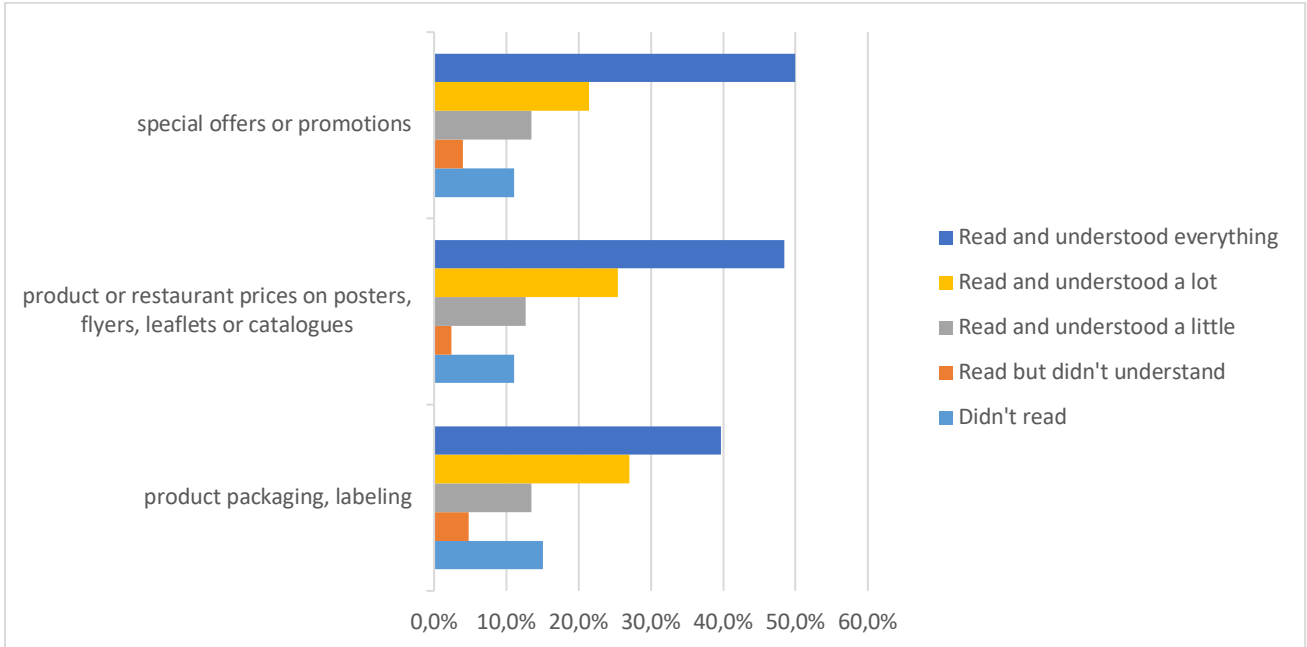
**b. Transport**



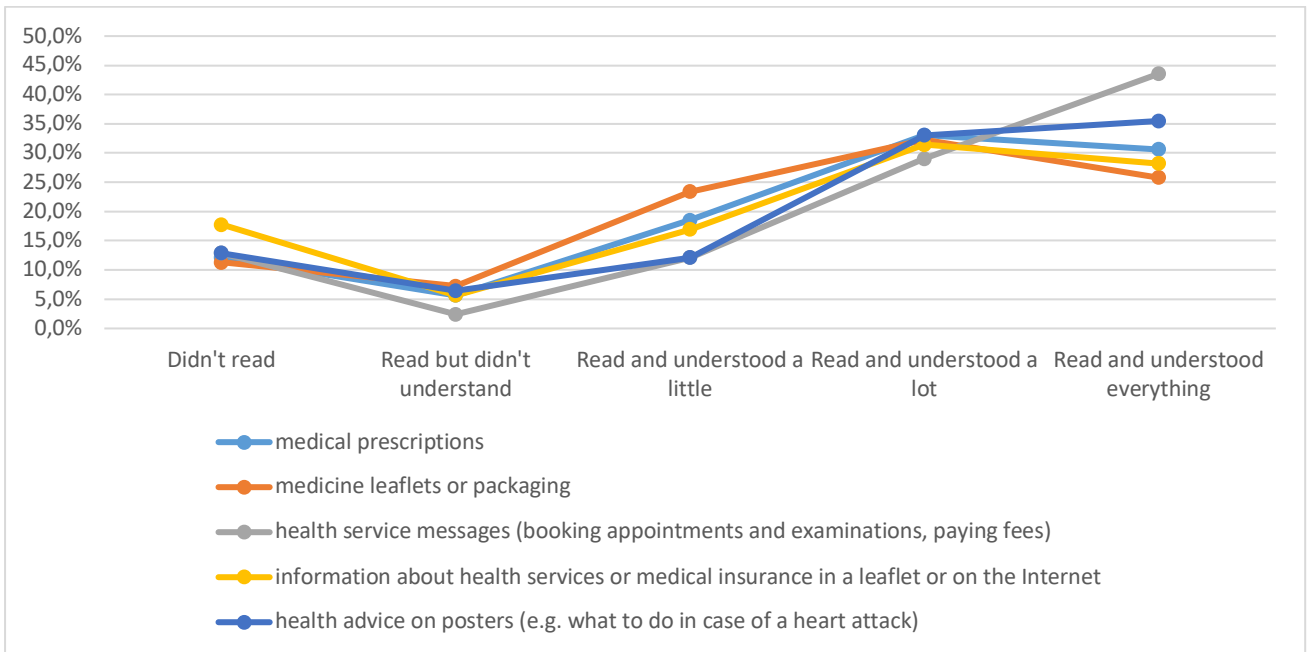
c. Government



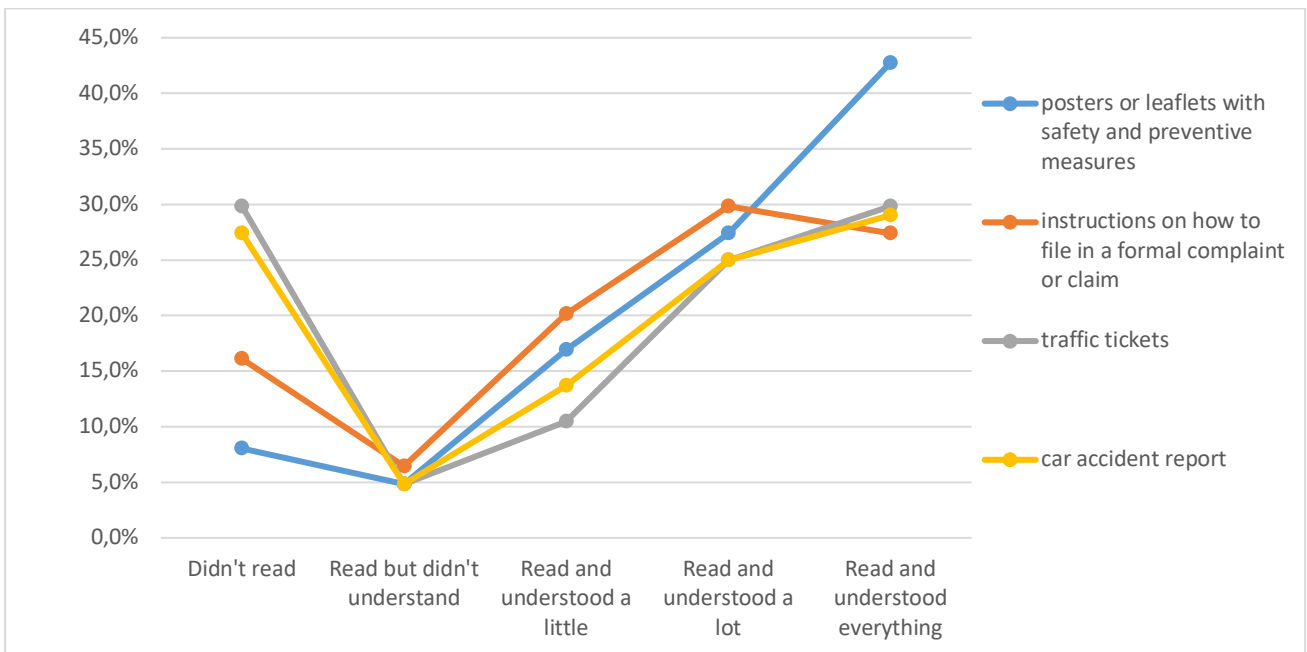
d. Shopping



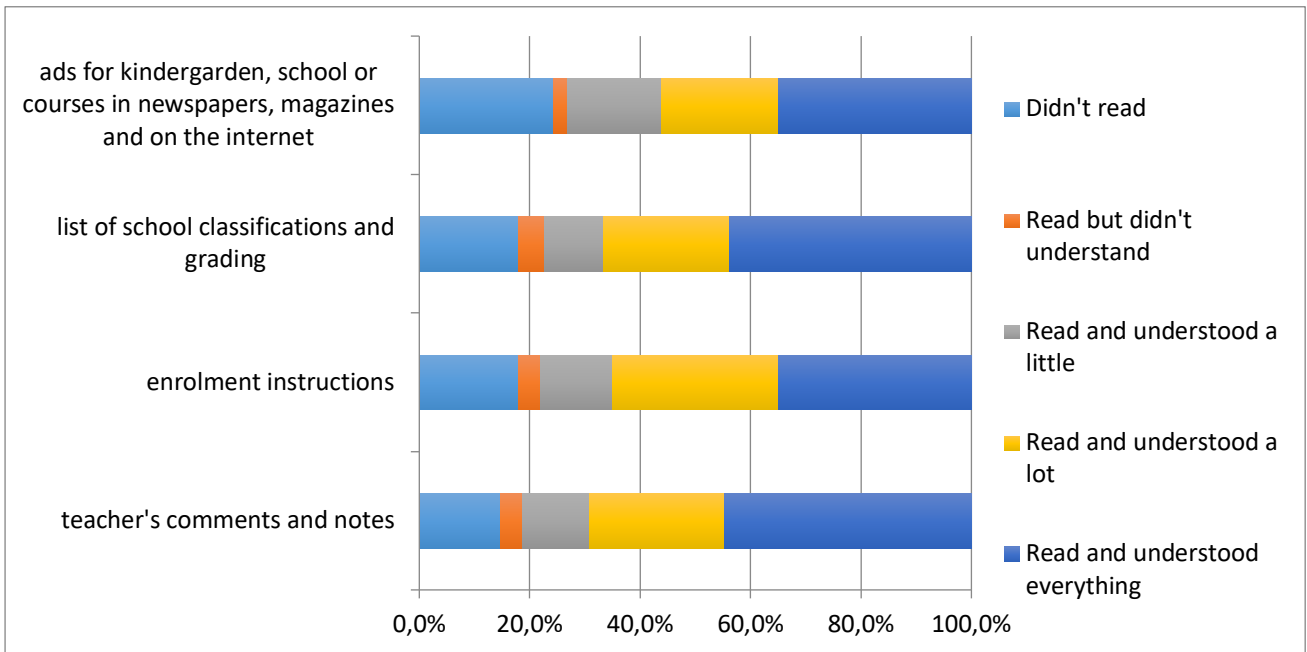
e. Healthcare



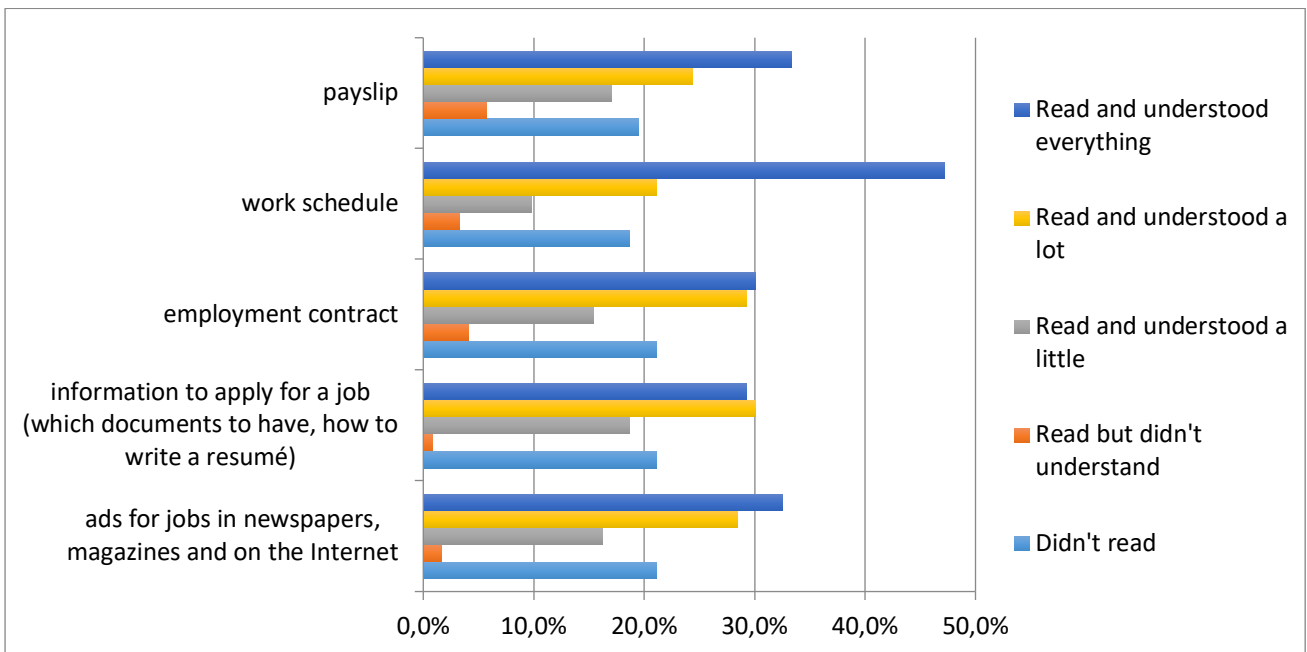
f. Security



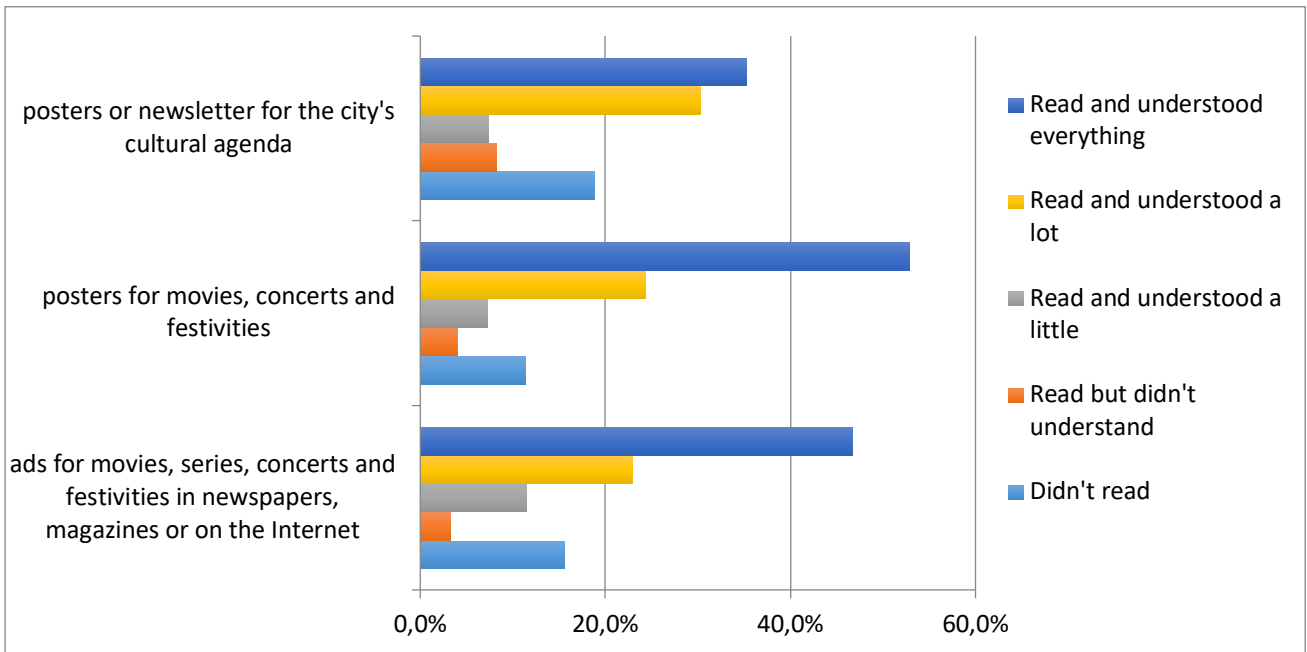
g. Education



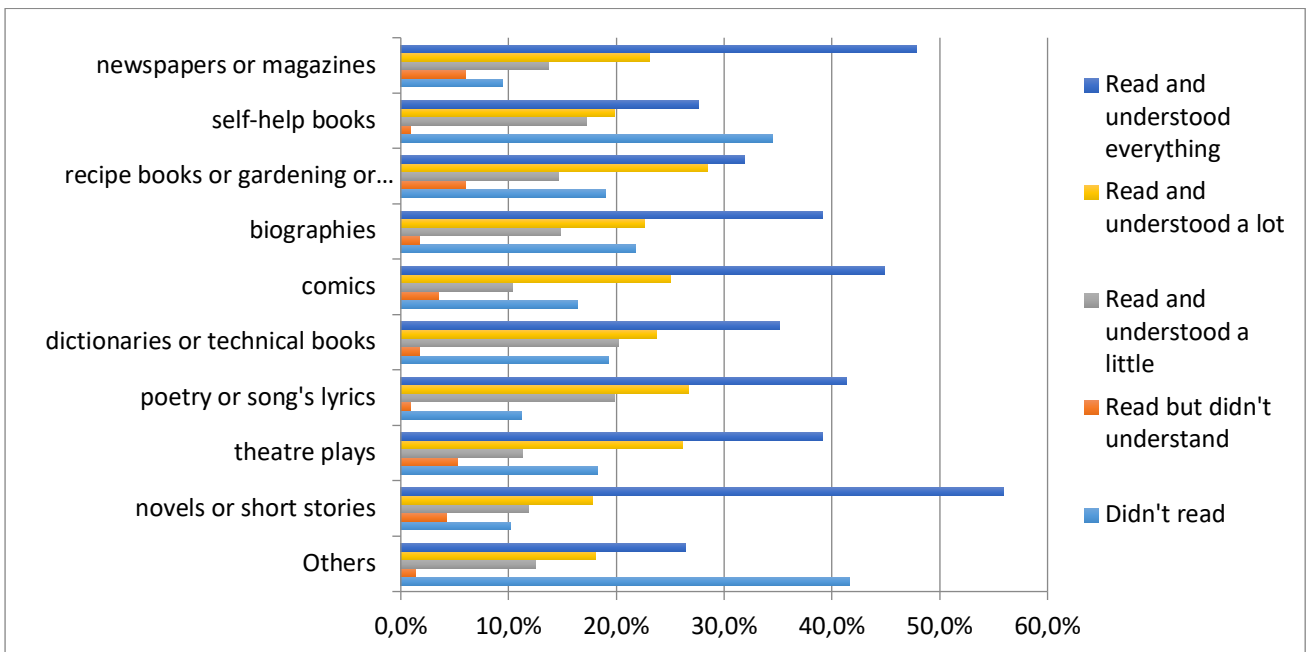
h. Professional issues



i. Culture



j. Entertainment



### 5.3. Trends

The data resulting from the survey's responses were analysed with the purpose of highlighting some relevant trends and statistically relevant connections between variables. These will mainly be focused on relating the reading habits and reading skills with the socioeconomic characteristics of the respondents. As there are many differences in the results of the Portuguese and the Spanish survey, these trends are presented separately for each survey (for a direct comparison between Portuguese and Spanish surveys, cf. Appendix 1).

#### Portuguese survey:

The genres/topics most read by respondents varies according to their professional situation, as shown in the table below.

	Retired	%	Student	%	Employed	%	Works from Home	%	Unemployed	%
<b>Genres / Topics</b>	Culinary	62	Current Issues	43	Current Issues	67	Current Issues	60	Current Issues	49
	History	50	History	33	Health and Wellness	45	Culinary	36	Health and Wellness	38

Although the most read topic (Current Issues) is stable among different categories, apart from Retired, the second most read topic changes from category to category.

Regarding reading skills, an interesting trend is present amidst a certain age group. Individuals of 18 years old are the ones that show the most difficulties understanding texts related to the Home category. This age group in specific is the one that has the highest percentage of selection of the answer "Read but didn't understand", in the Home category, in its four subcategories (38%, 29%, 13%, 29%), leading them to be the age group that comprehends the least these texts.

When contrasting the answers from individuals with different kinds of health situations and their understanding of texts associated with the Health domain, the data shows that individuals who are healthy (no health issues) are the most likely to fully understand texts in this domain. On the other hand, individuals with health complications (chronic, severe and light health issues) tend to not read these texts (40-50%).

Lastly, when analysing the responses from the individuals from the two most common regions in the survey – Lisbon and the autonomous region of Madeira – the data shows contrasts between the two. The table below shows these differences.

	Lisbon	%	Madeira	%
Schooling	University degree	28	Basic school	38
	Vocational Training	18	Secondary school	32
Most read topics	Current Issues	49	Current Issues	63
	History	33	Health and Wellness	55
	Society	31	Life Stories	38
	Technology	28	Culinary	35



The respondents from the region of Lisbon tend to have a higher schooling level than the ones from Madeira. Concerning their reading preferences, apart for the same most read topic (Current Issues), respondents from the region of Lisbon tend to read texts with the topics History, Society and Technology. On the other hand, respondents from Madeira tend to have a lower schooling level and read texts regarding the topics of Health and Wellness, Life stories and Culinary.

**Spanish survey:**

In the Spanish case, some trends can be highlighted. The genres/topics most read by respondents vary according to their professional situation, as shown in the table below.

	Retired	%	Student	%	Employed	%	Works from Home	%	Unemployed	%
<b>Genres / Topics</b>	Current Issues	57	Sports	29	Current issues	56	N/A	-	Current issues	48
	N/A	-	Travel	26	Health and Wellness	38	N/A	-	Culinary	43

Just like in the Portuguese case, the most common topic read is Current Issues. The situation is more heterogeneous when it comes to the second most read topic. Unlike the Portuguese case, some groups of respondents present statistically insignificant results (marked N/A).

The data show that there is a distinct and specific purpose of reading for some age groups. The 18-30 age group reads “to learn new things”, whereas the 31-45 age group reads “for entertainment”.

Lastly, groups with different schooling levels have specific reading topics. Individuals with Basic and Secondary schooling as well as those with an university degree, all have the topic Current Issues as their most read. However, individuals with a VET schooling level mostly read the topic Travelling.

**5.4. Summary of results**

The survey detailed here had the goal of exploring the needs and preferences related to the reading difficulties of a low literacy population. Although the results for the French version of this survey were not sufficient and were thus not considered in this report, some conclusions were reached regarding the Portuguese and Spanish surveys.

Firstly, the profile of the Portuguese and Spanish participants share some sociodemographic similarities. In both cases, the average participant was a woman, living in a large metropolitan urban area, with her mother tongue being the language of the country she resides in. On the other hand, some important differences are patent, such as the schooling level, which in Spanish case seems to be higher, and the age range, which in Portugal tends to be much wider, encompassing older participants. This last indicator might ultimately be connected to other significant contrasts between the respondents from both countries, like the Portuguese respondents being married, employed and with children and the Spanish being single, students and with no children.

Regarding the reading habits, the respondents from both countries seem to have very parallel reading difficulties. Both populations read to learn new things and about current issues. However, reading for entertainment seems to be more of the interest of the Spanish respondents. Moreover, a slight difference is

also noticeable when it comes to reading difficulties towards texts in the government domain, with the Spanish respondents declaring slightly more difficulties than the Portuguese ones.

When analysing some trends in the data, interesting conclusions were also inferred. Concerning the topic of health, the tendency is for individuals who are healthy to better understand texts in this realm, whereas individuals who have some health issues tend to not read these texts at all.

Interestingly, some sociodemographic information can also be interpreted. In the Portuguese case, respondents from the Lisbon area, who have a higher schooling level, tend to read texts with the topics History, Society and Technology, whereas respondents from Madeira, who have a lower schooling level, tend to read texts regarding the topics of Health and Wellness, Life stories and Culinary. This association between schooling level and favourite reading topics is also seen in the Spanish case, with individuals with a VET schooling level being the only ones with Travelling as their preferred reading topic.

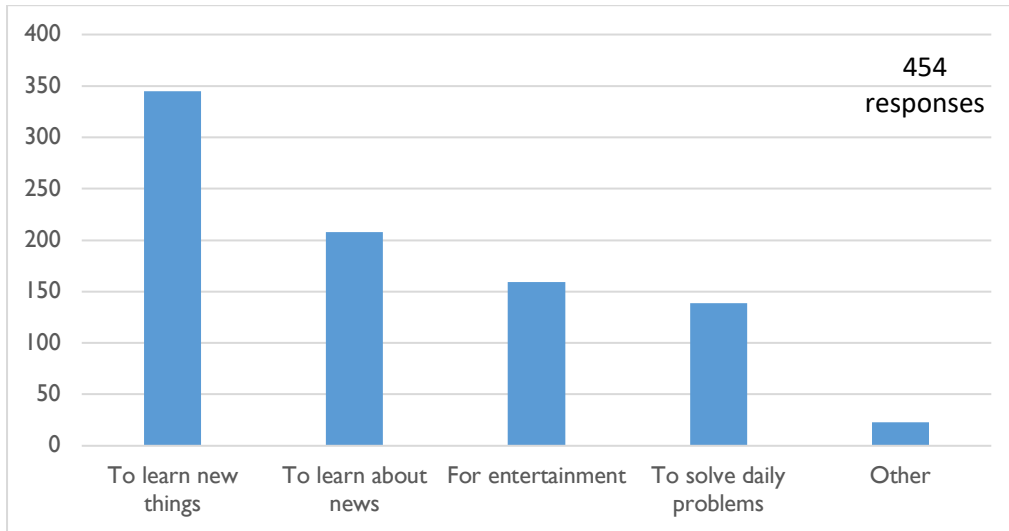
There are some sociodemographic contrasts between the Portuguese and Spanish respondents of this survey, with the Spanish respondent's profile being younger, more educated and spouseless, when compared to the Portuguese. When it comes to the reading practices, respondents from both countries generally have the same reading motivations (to learn new things), however their preferred topics/genres differ. Lastly, concerning the respondent's reading proficiency, in general, the Portuguese respondents are more likely to fully understand texts when reading, regardless of their domain.

In sum, the results of the surveys allowed us to better inform text selection and data collection for training and testing of the tools to be developed, while confirming the need for a robust complexity analysis system.

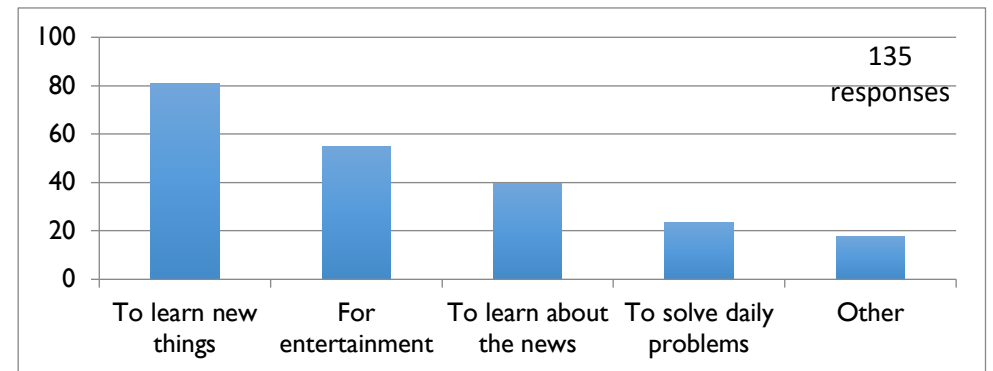
**APPENDIX I – Comparison between results**

*Why respondents read?*

**Portuguese survey**

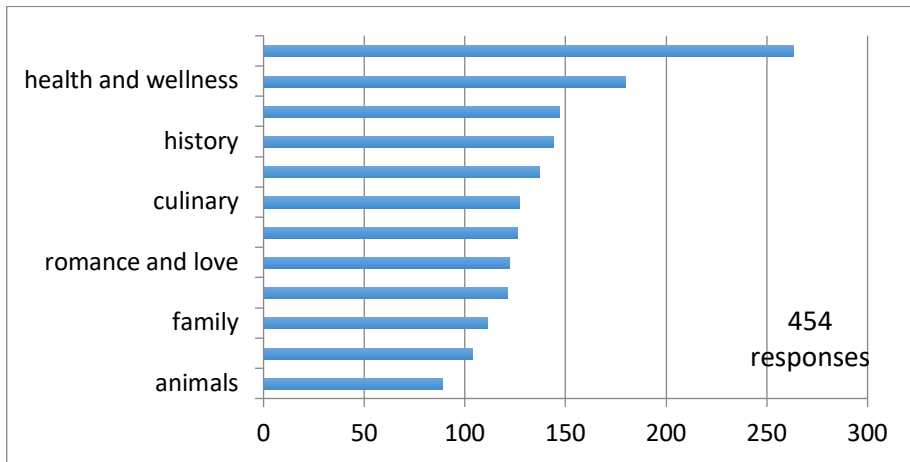


**Spanish survey**

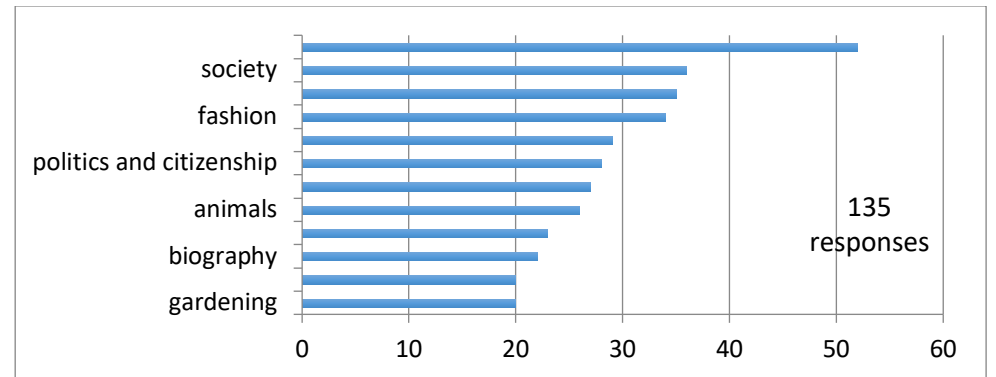


What respondents like to read most (topics and genres)

**Portuguese survey**



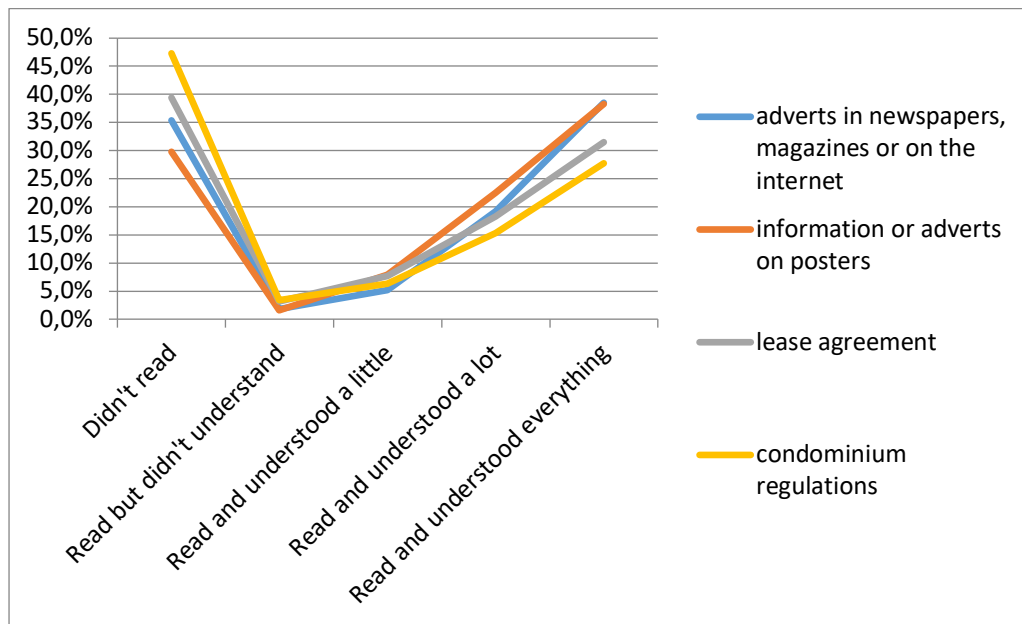
**Spanish survey**



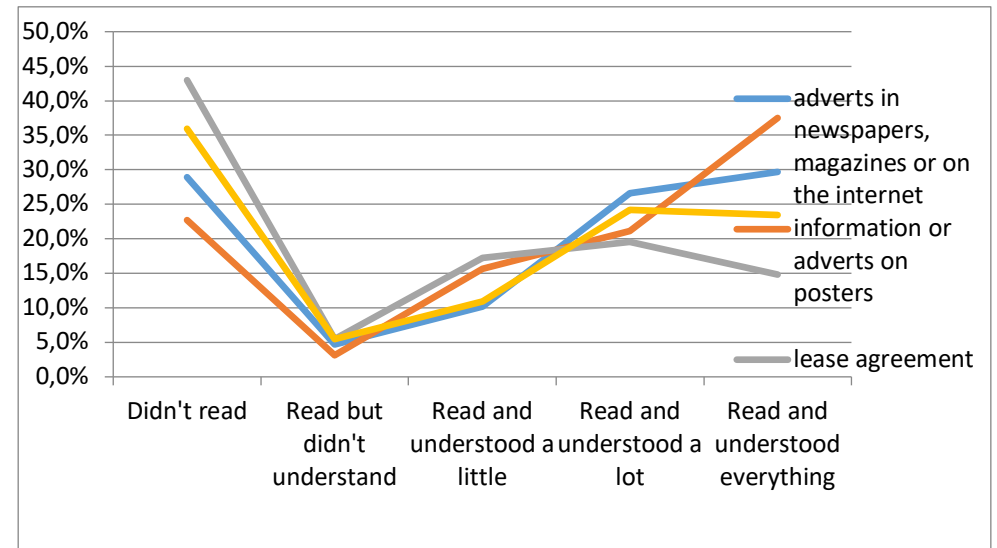
In which areas (home/transport/health) do respondents experience the most difficulties

Home:

**Portuguese survey**

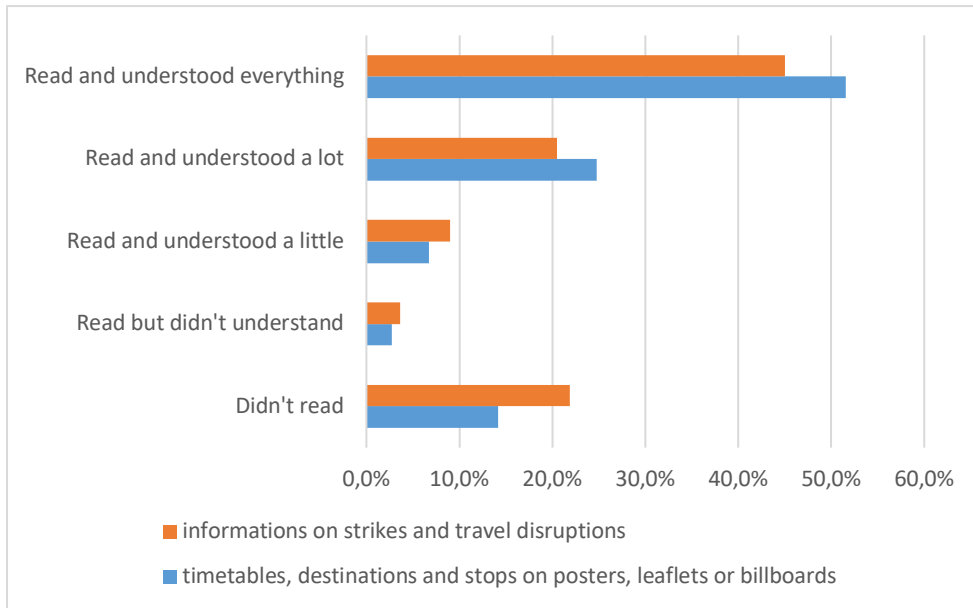


**Spanish survey**

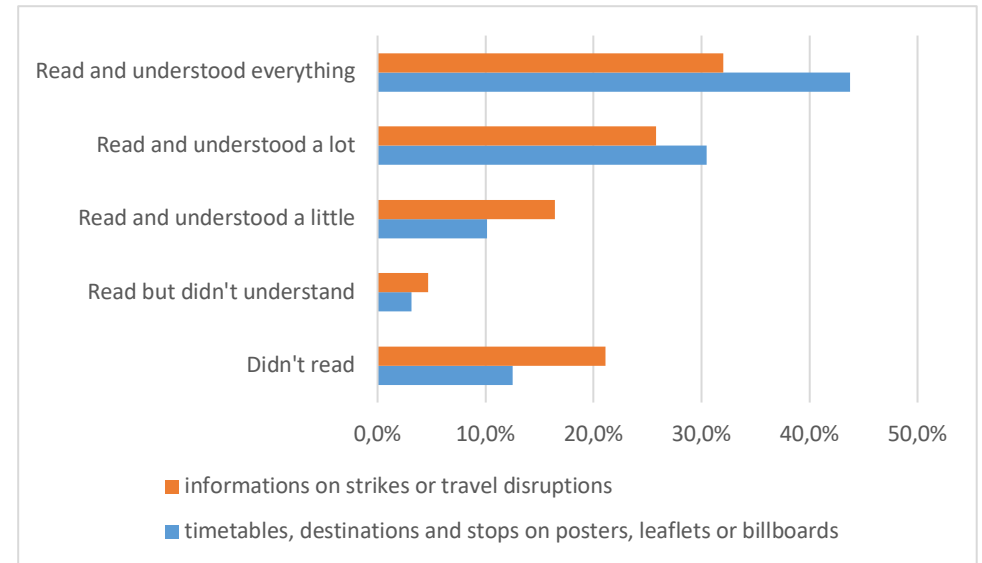


Transport:

**Portuguese survey**

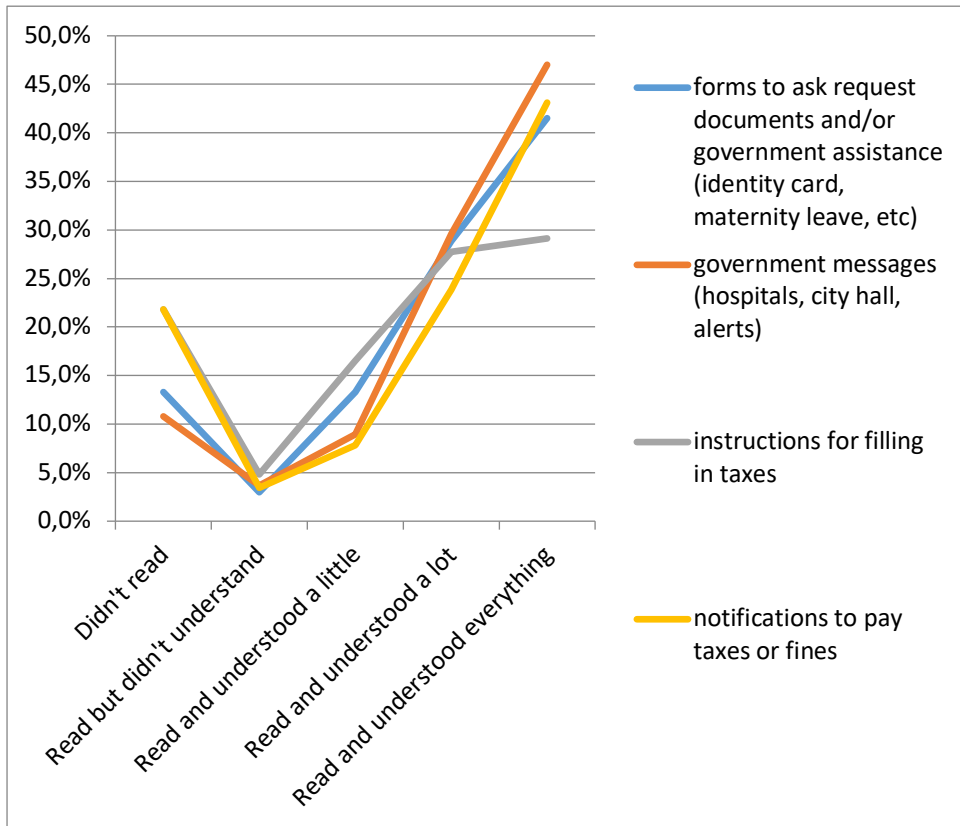


**Spanish survey**

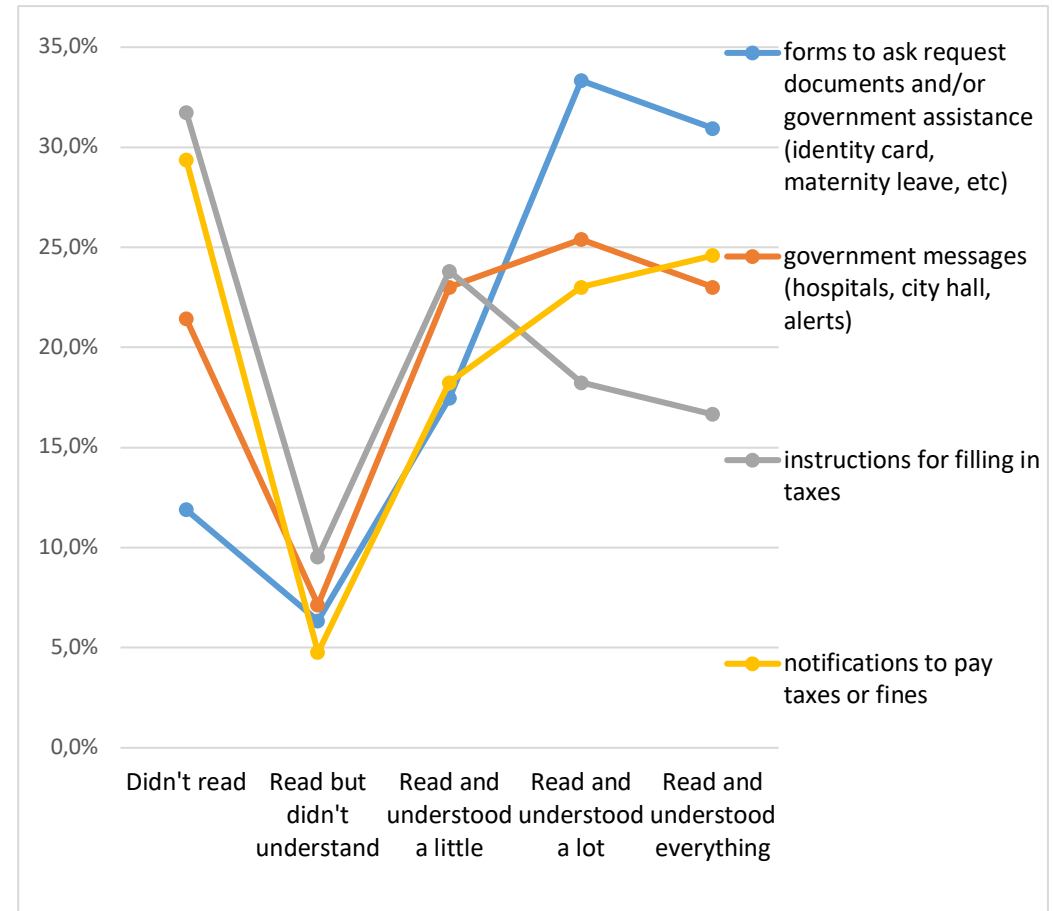


Government:

**Portuguese survey**

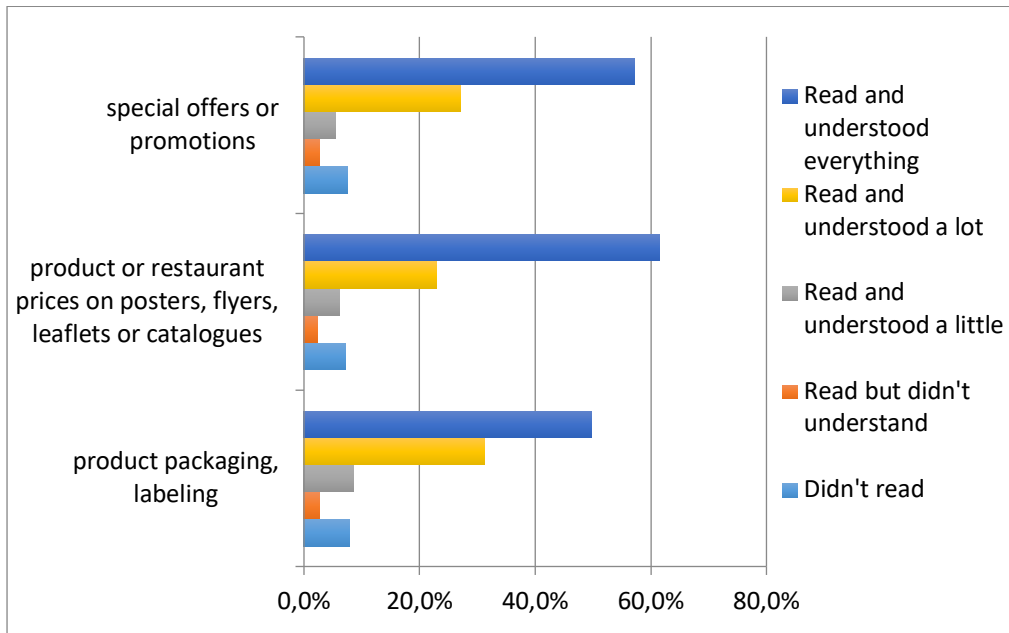


**Spanish survey**

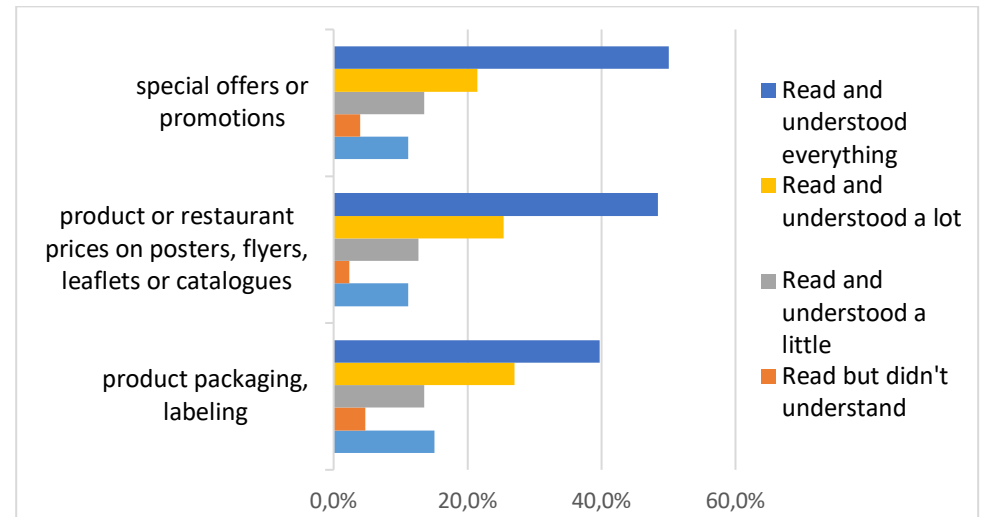


Shopping:

**Portuguese survey**



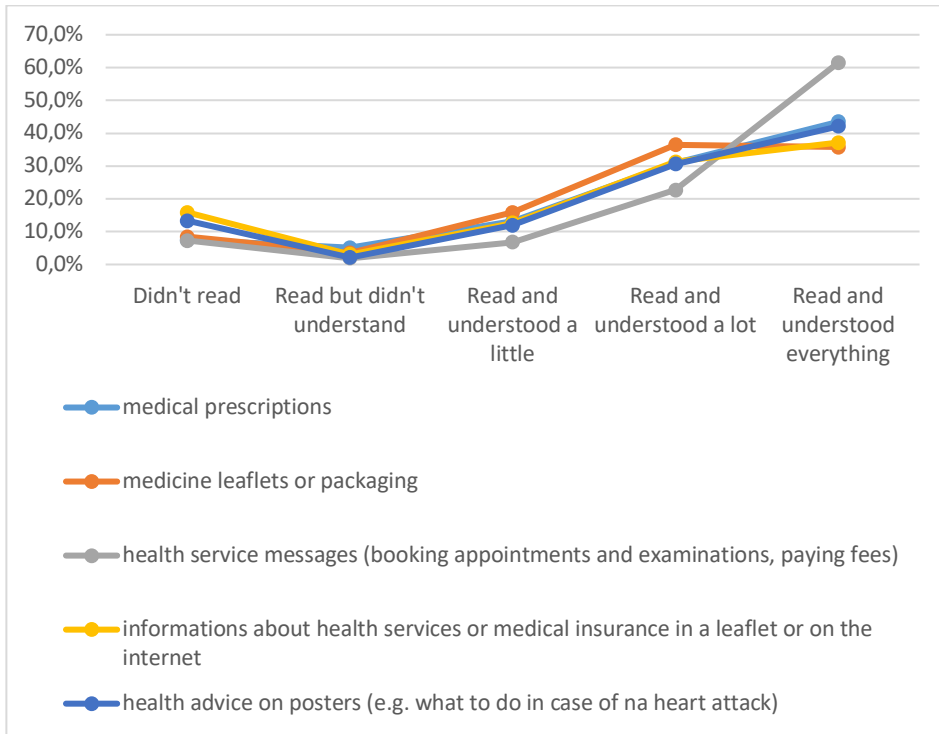
**Spanish survey**



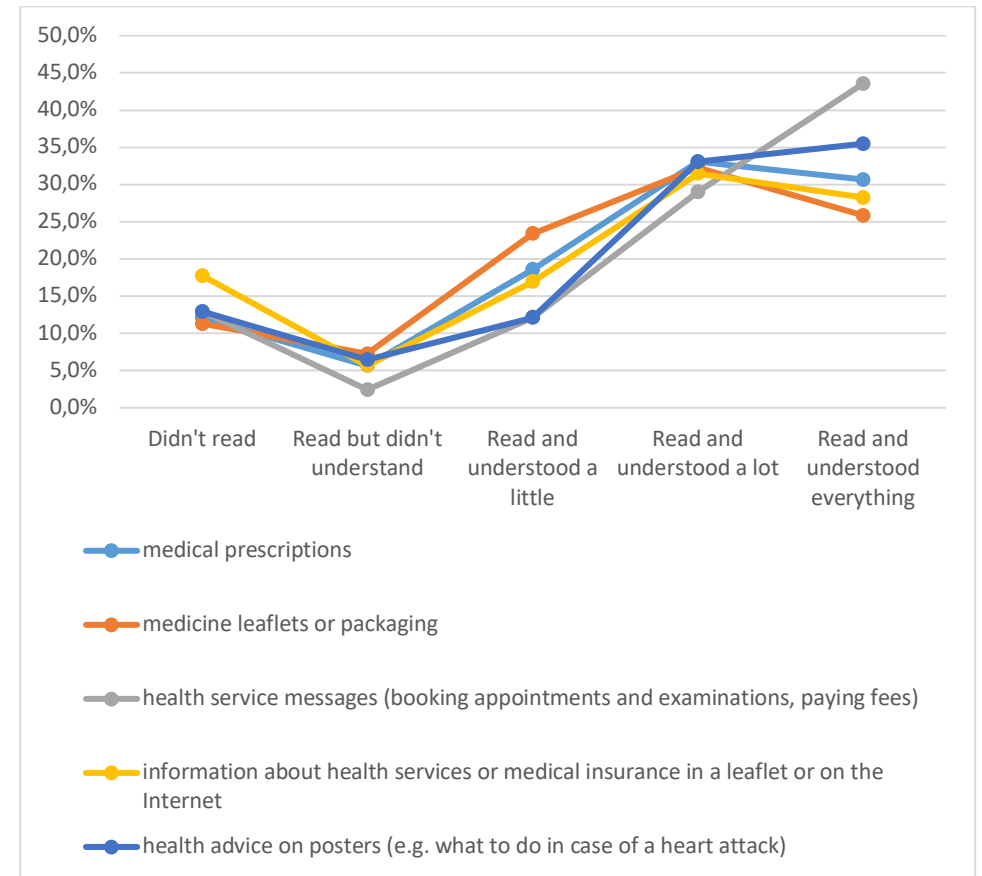


Healthcare:

**Portuguese survey**

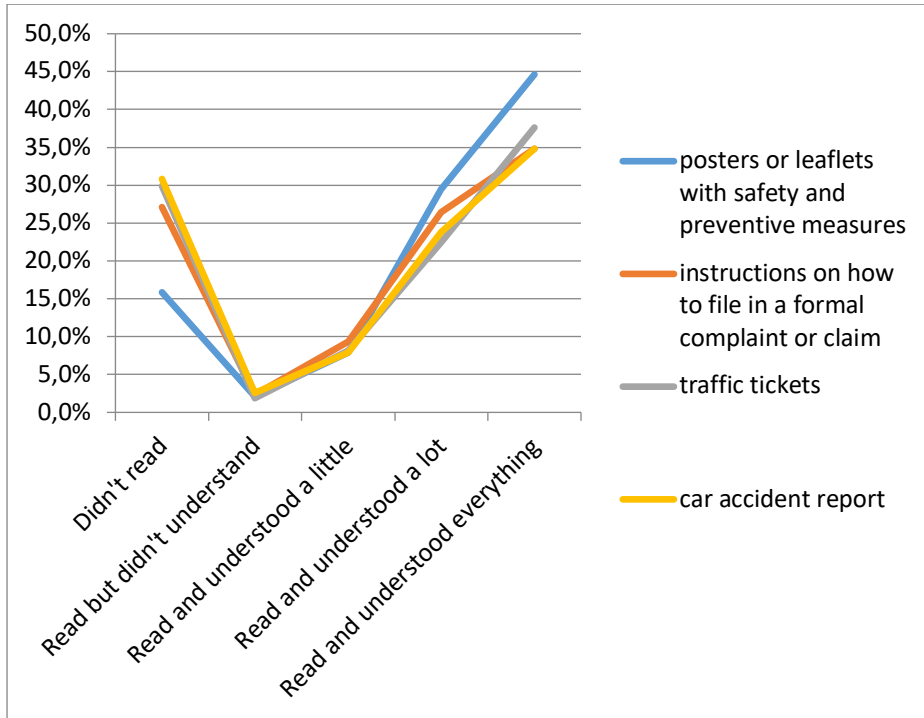


**Spanish survey**

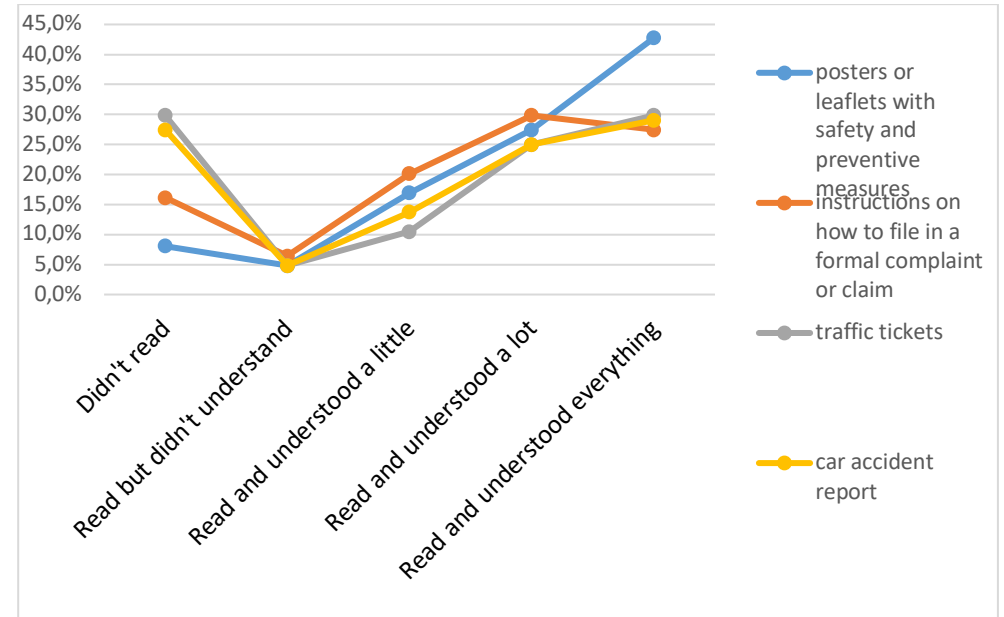


Security:

**Portuguese survey**

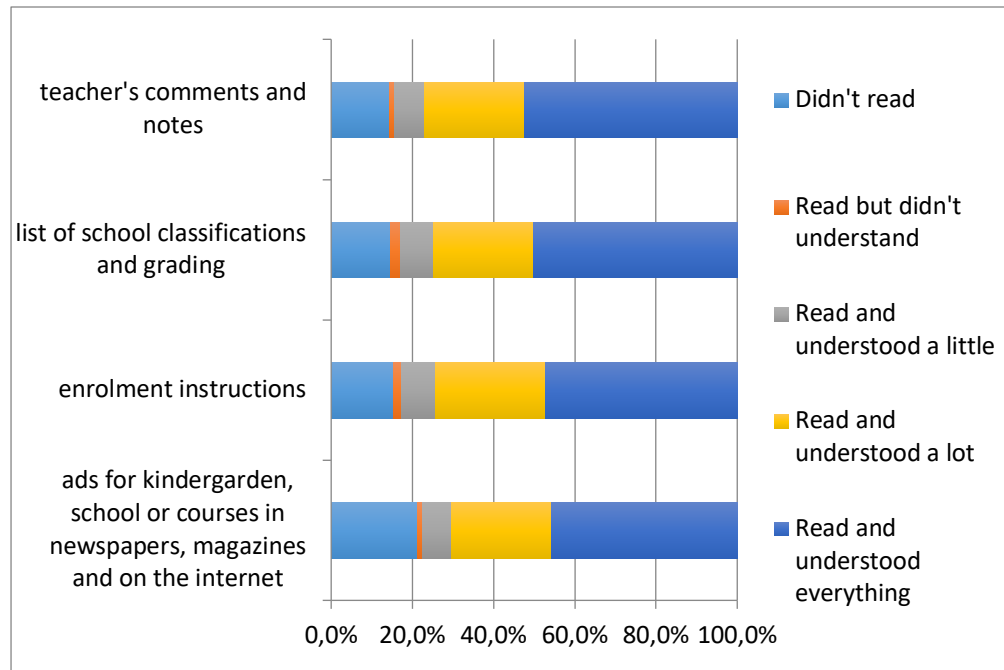


**Spanish survey**

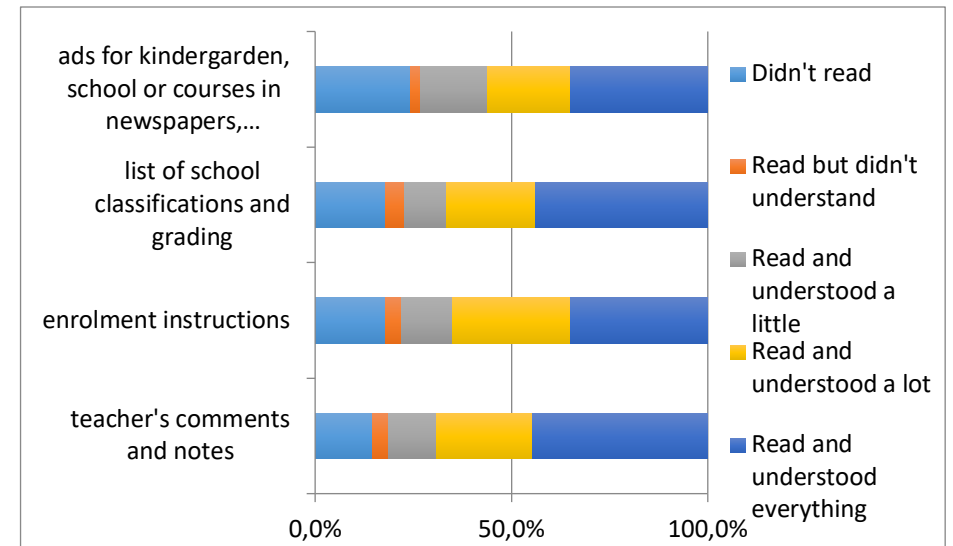


Education:

**Portuguese survey**

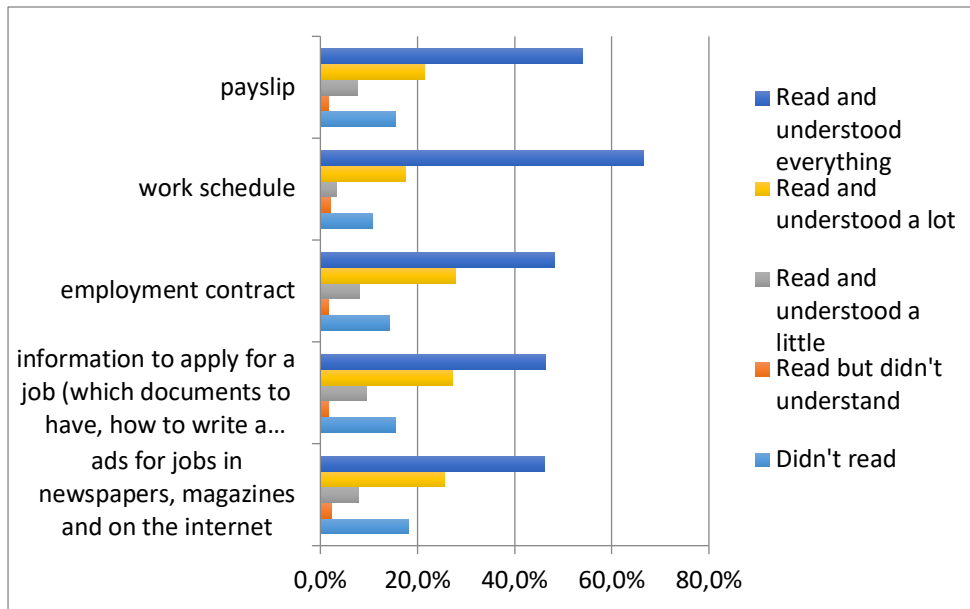


**Spanish survey**

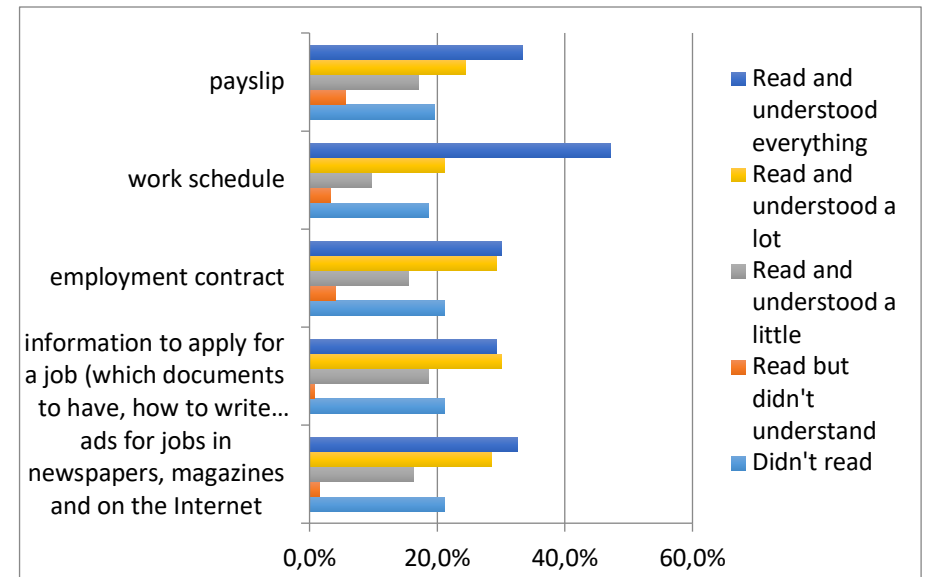


Professional issues:

**Portuguese survey**

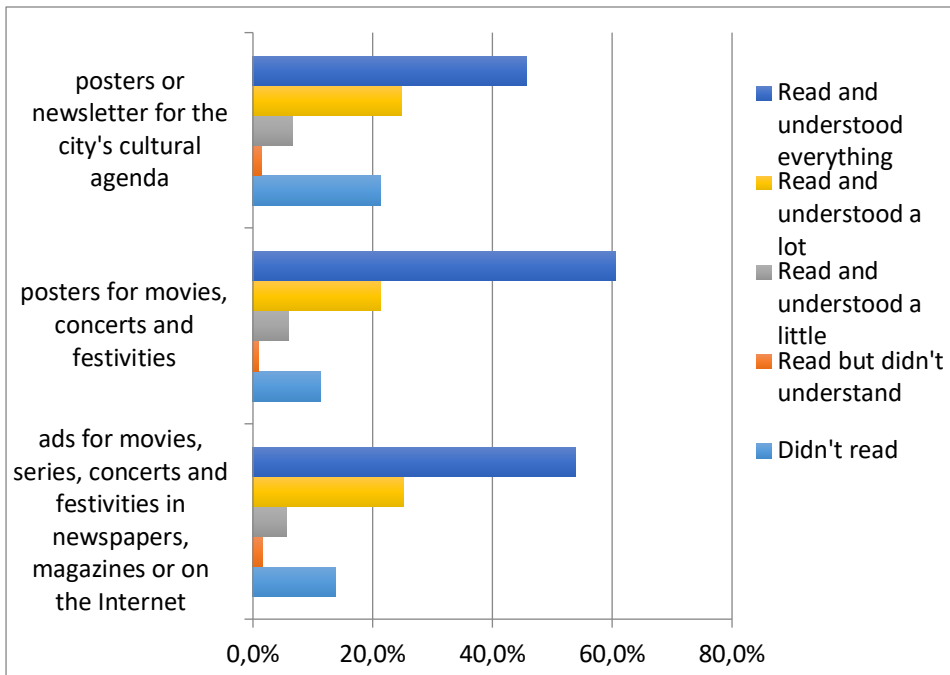


**Spanish survey**

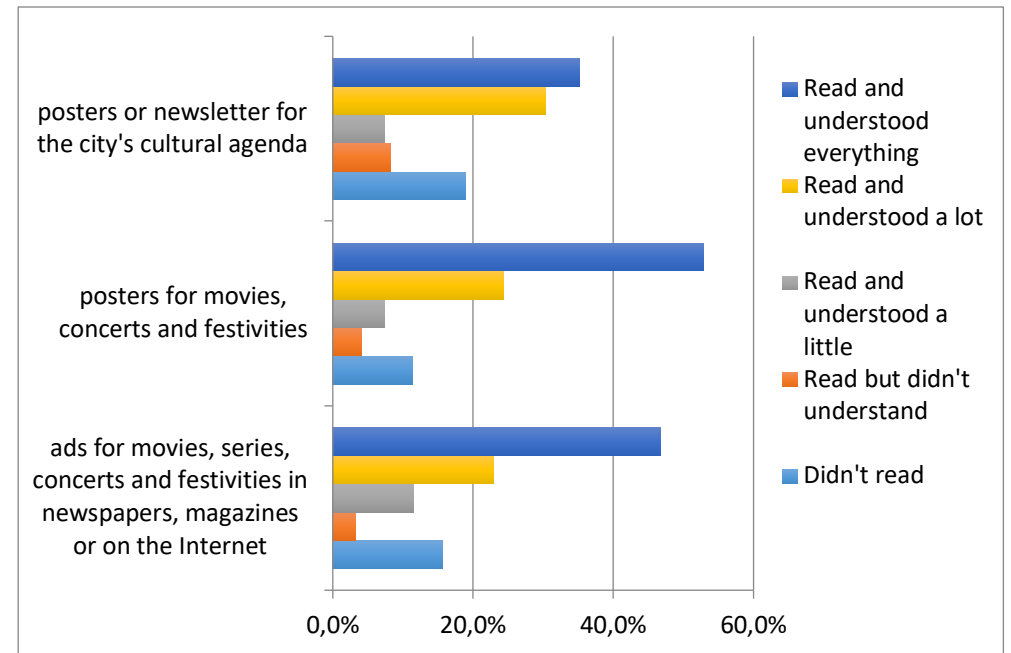


Culture:

**Portuguese survey**

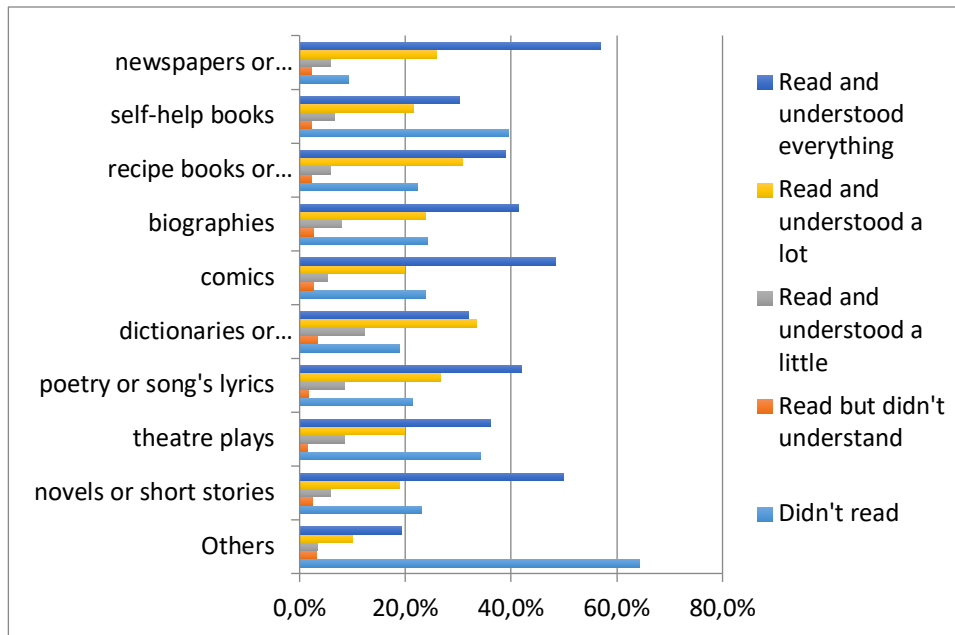


**Spanish survey**

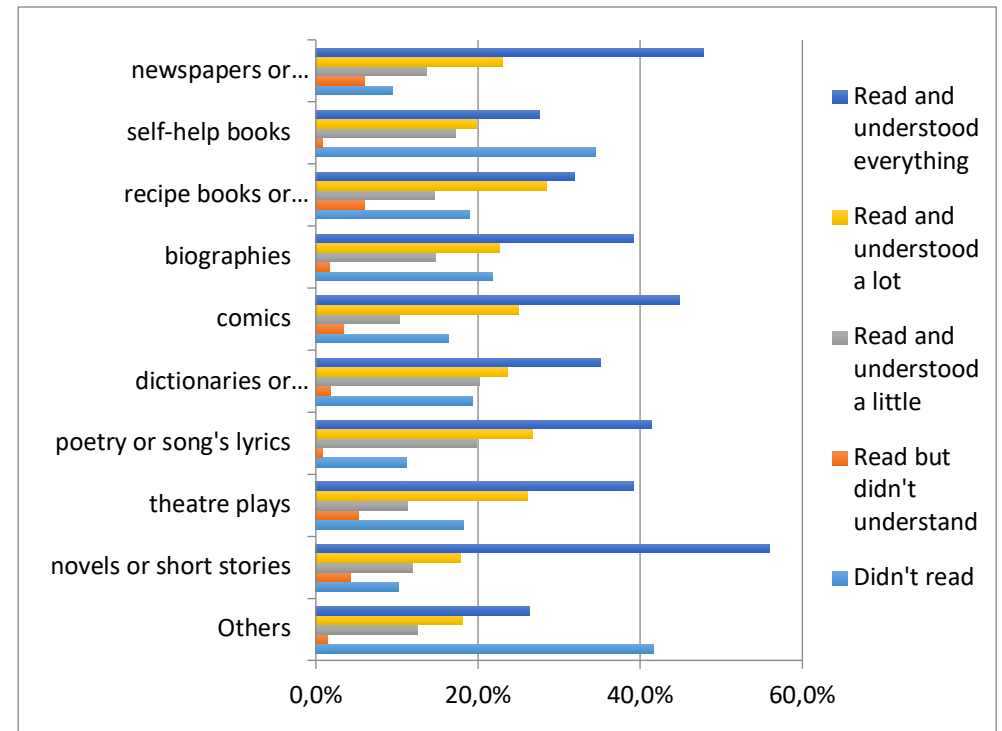


Entertainment:

**Portuguese survey**



**Spanish survey**



## APPENDIX II - Portuguese survey

# Reading skills and needs - survey 1 - PT - Sept2023

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Start of Block: Formulário de consentimento

Bem-vindo

**Bem-vindo à pesquisa do projeto [iRead4Skills!](#)**

(Para ouvir as perguntas, clique neste triângulo ►).

Por favor, responda às perguntas abaixo com sinceridade e honestidade. As suas respostas são muito importantes para nós.

A equipa do projeto iRead4Skills agradece antecipadamente a sua participação!

Título do projeto: iRead4Skills - Intelligent Reading Improvement System for Fundamental and Transversal Skills Development [101094837]

Investigadora principal: Raquel Amaro ([raquelamaro@fcs.unl.pt](mailto:raquelamaro@fcs.unl.pt))

---

Saber mais

**Pode saber mais antes de participar neste inquérito.**

Quero saber mais. (4)

Não quero saber mais. (5)

---

Display This Question:

*If Podesaber mais antes de participar neste inquérito. = Quero saber mais.*

## Introdução

**Informação para participantes** Projeto: *iRead4Skills – Intelligent Reading Improvement System for Fundamental and Transversal Skills Development (data de início: março de 2023; data de final: fevereiro de 2026)*

Coordenadora: *Raquel Amaro (Universidade NOVA de Lisboa, Portugal)* **Por favor, considere a informação seguinte com atenção antes de decidir participar neste inquérito.** 1. Este projeto tem como objetivo promover o desenvolvimento das competências de leitura através de um sistema de leitura inteligente que avalia a complexidade dos textos e sugere leituras adequadas ao leitor, que pode também ser usado por formadores na criação ou adaptação de textos. O projeto também visa compreender melhor a relação entre a melhoria das competências de leitura e outras competências, como operações com números, utilização de computadores, competências técnicas, comunicação, trabalho em equipa, atendimento ao cliente, resolução de problemas, entre outros, e aspetos como motivação, cidadania e bem-estar. **Como utilizador direto do sistema, as suas opiniões são fundamentais para o desenvolvimento eficiente e bem-sucedido do projeto.**

2. A participação neste inquérito envolve responder a várias perguntas sobre atividades de leitura e dificuldades.

3. Os dados pessoais recolhidos e tratados são apenas aqueles que são precisos para cumprirmos os objetivos do projeto. Isto inclui, por exemplo, a publicação de artigos em revistas científicas e a apresentação de resultados e relatórios do projeto. Serão tomadas todas as medidas razoáveis para proteger os dados de participantes no inquérito nessas publicações.

4. Não serão pedidos documentos ou números de documentos de identificação. A sua resposta ao inquérito será automaticamente anonimizada pela plataforma de inquéritos. Será pedido que indique as seguintes informações: idade; género; área de residência; nacionalidade; país de origem; situação e composição familiar; situação de emprego; saúde; escolaridade; conhecimento de línguas; atividades de leitura; prática e nível de leitura. Esta informação pessoal é necessária para assegurar que indicado para participar neste inquérito e para perceber se há relação entre situações específicas e preferências ou necessidades de leitura. Só podemos recolher e tratar as informações que nos dê neste inquérito se nos der o seu consentimento, baseado nestas informações.

5. A sua participação é voluntária. É livre de decidir se quer participar no inquérito ou não. Pode parar a sua participação no inquérito em qualquer altura, sem consequências. Para parar a sua participação, por favor informe-nos do seu desejo nas 4 semanas seguintes a ter respondido ao inquérito. Envie-nos um email para [iread4skills@fcs.unl.pt](mailto:iread4skills@fcs.unl.pt) ou [raquelamaro@fcs.unl.pt](mailto:raquelamaro@fcs.unl.pt) e indique-nos o seu Response ID, um número gerado automaticamente pela plataforma de inquéritos. Pode ser difícil ou mesmo impossível retirar as respostas de um inquérito específico depois de estas estarem guardadas juntamente com as respostas de outros participantes.

6. Após a resposta ao inquérito, só a Coordenadora do Projeto e a equipa envolvida nos Módulos de Trabalho 2 e 3 do projeto terão acesso às suas respostas.



**7.** Pode exercer os seus direitos à proteção de dados em qualquer altura. Tem o direito a:

- pedir informação relativa ao tratamento de dados pessoais;
- corrigir ou apagar os seus dados;
- retirar o seu consentimento;
- opor-se a atividades de tratamento de dados; entre outros direitos estabelecidos na legislação sobre proteção de dados.

Pode exercer os seus direitos contactando Raquel Amaro (contacto: raquelamaro@fcsh.unl.pt) e indicando o seu Response ID, número gerado automaticamente pela plataforma de inquéritos. Por favor, note que, em alguns casos (por exemplo, devido a requisitos legais ou técnicos), o seu pedido pode não ser atendido. Em qualquer caso, receberá sempre informação relativa às medidas tomadas para a proteção dos seus dados no prazo de um mês após submeter o seu pedido. Tem sempre o direito de apresentar uma queixa junto da Comissão Nacional de Proteção de Dados (<http://www.cnpd.pt/>). Os contactos destas autoridades na Europa podem ser consultados em [https://edpb.europa.eu/about-edpb/about-edpb/members\\_pt](https://edpb.europa.eu/about-edpb/about-edpb/members_pt).

**8.** Se tiver alguma dúvida, preocupação ou reclamação relativa à sua participação no inquérito, por favor, contacte Raquel Amaro (contacto: raquelamaro@fcsh.unl.pt).

**Muito obrigada por considerar participar neste inquérito!**

*Este projeto é financiado pela Comissão Europeia, Programa HORIZON-CL2-2022-TRANSFORMATIONS-01-07 (ref. 101094837) e esta documentação foi analisada e aprovada pela Comissão de Ética para a Investigação da Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa, Portugal (comissaoetica@fcsh.unl.pt).*

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*Display This Question:*

*If Pode saber mais antes de participar neste inquérito. = Não quero saber mais.*

Q30 Confirmando que compreendi as informações acerca do projeto dadas acima e que tive oportunidade de esclarecer todas as dúvidas ou preocupações.

Sim, confirmo. (1)

---

Q31 Compreendo que a minha participação é voluntária e que sou livre para desistir a qualquer momento no prazo de 4 semanas após minha participação, indicando o meu Response ID (número gerado automaticamente pela plataforma de inquéritos). Se desistir nas 4 semanas após a minha participação, os meus dados serão removidos do projeto.

Sim, compreendo. (1)

---

Q32 Compreendo que as informações que eu forneça podem ser usadas pela equipa do projeto em relatórios, artigos científicos e comunicações. Compreendo que meus dados pessoais serão automaticamente anonimizados e serão guardados numa plataforma segura. Os dados tratados poderão ser reutilizados para investigação no futuro. Compreendo ainda que serão tomadas todas as medidas razoáveis para proteger os meus dados.

Sim, compreendo. (1)

---

Q33 Compreendo que o meu nome não aparecerá em nenhum relatório, artigo ou apresentação sem a minha permissão.

Sim, compreendo. (1)

---

Q34 Concordo em participar neste inquérito.

Sim, concordo. (1)

End of Block: Formulário de consentimento

---

Start of Block: Questões socioeconômicas

Q1 Que idade tem? Selecione uma opção da lista.

▼ 18 (1) ... Não quero responder (84)

---

Q2 Qual o seu género?

mulher (1)

homem (2)

não binário (3)

Não quero responder. (4)

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Q3 Vive em que distrito?

- Aveiro (1)
- Beja (2)
- Braga (3)
- Bragança (4)
- Castelo Branco (5)
- Coimbra (6)
- Évora (7)
- Faro (8)
- Guarda (9)
- Leiria (22)
- Lisboa (10)
- Portalegre (11)
- Porto (12)
- Santarém (13)
- Setúbal (14)
- Viana do Castelo (15)
- Vila Real (16)
- Viseu (17)
- Arquipélago dos Açores (18)

- Arquipélago da Madeira (19)
  - Não quero responder. (20)
- 

Q4 Nasceu em que país?

- Portugal (1)
  - Angola (196)
  - Brasil (197)
  - Cabo Verde (198)
  - Espanha (199)
  - Guiné-Bissau (200)
  - Moçambique (201)
  - São Tomé e Príncipe (202)
  - Outro, diga-nos qual: (203) \_\_\_\_\_
  - Não quero responder. (206)
-

Q5 Que nacionalidade tem? Pode escolher várias opções.

- portuguesa (1)
- angolana (198)
- brasileira (199)
- cabo verdiana (200)
- espanhola (201)
- guineense (202)
- moçambicana (203)
- são-tomense (204)
- Outra, diga-nos qual: (205) \_\_\_\_\_
- Não quero responder. (206)

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Page Break \_\_\_\_\_

Q6 Que estado civil tem?

- casado/casada ou em união de facto (1)
  - divorciado/divorciada, separado/separada (2)
  - solteiro/solteira (3)
  - Não quero responder. (5)
- 

Q7 Que pessoas tem a seu cargo? Pode escolher várias opções.

- nenhuma (1)
  - filhos ou filhas (2)
  - netos ou netas (3)
  - sobrinhos ou sobrinhas (4)
  - pai, mãe ou ambos (5)
  - tios ou tias (6)
  - avós (7)
  - Não quero responder. (8)
-

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Q8 Qual é a sua situação atual? Pode escolher várias opções.

- Tenho uma atividade profissional paga. (1)
  - Trabalho em casa. (2)
  - Estou no desemprego ou à procura de emprego. (3)
  - Estou na reforma. (4)
  - Estou a estudar. (5)
  - Não quero responder. (6)
- 

Q9 Como está de saúde?

- Sou muito saudável. (1)
  - Tenho pequenos problemas de saúde, pouco importantes. (2)
  - Tenho doenças ou condições de saúde crónicas. (3)
  - Tenho problemas de saúde graves. (4)
  - Não quero responder. (5)
-

Q10 Qual é a sua escolaridade?

- Não completei o ensino básico. (1)
- Completei o ensino básico. (2)
- Completei o ensino secundário. (3)
- Tenho um curso profissional. (4)
- Tenho uma licenciatura. (5)
- Não quero responder. (7)

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Q11 Em criança, até aos seus 5 anos, que língua ou línguas falava habitualmente em casa? Pode escolher várias opções.

- português (1)
  - crioulo (2)
  - francês (3)
  - espanhol (5)
  - alemão (7)
  - inglês (4)
  - italiano (6)
  - Outras. Diga-nos quais: (9) \_\_\_\_\_
  - Não quero responder. (8)
-

Q12 E hoje em dia, que língua ou línguas fala habitualmente? Pode escolher várias opções.

- português (1)
- crioulo (2)
- francês (3)
- espanhol (5)
- alemão (9)
- inglês (4)
- italiano (6)
- Outras. Diga-nos quais: (7) \_\_\_\_\_
- Não quero responder. (8)

End of Block: Questões socioeconômicas

---

Start of Block: Questões sobre a leitura

Q13 Porque é que lê? Pode escolher várias opções.

- Para aprender coisas novas. (1)
  - Para saber as notícias. (2)
  - Para me entreter. (3)
  - Para resolver problemas do dia a dia. (4)
  - Para outras coisas. Diga-nos para quê: (5)
-

Q14 Quando lê, quais são os seus assuntos preferidos? Pode escolher várias opções.

- atualidade (1)
- desporto (2)
- política e cidadania (3)
- sociedade (4)
- tecnologia (5)
- economia e negócios (6)
- família (7)
- arte (8)
- ciência (9)
- viagens (10)
- história (11)
- saúde e bem-estar (12)
- religião (13)
- romance e amor (14)
- histórias de vida (15)

- histórias policiais e crimes (16)
  - banda desenhada (17)
  - jardinagem (18)
  - culinária (19)
  - moda (20)
  - automóveis e motas (21)
  - animais (22)
  - Outros assuntos. Diga-nos o quê: (23)
- 

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Q15 Já precisou de ler este tipo de textos para **encontrar casa ou quarto**?

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (5)
anúncios em jornais, revistas ou na Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informações ou anúncios em cartazes (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contrato de arrendamento (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
regulamento do condomínio (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Já precisou de ler este tipo de textos para **utilizar transportes (autocarro, comboio, metro)**?

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (6)	Li e compreendi tudo. (7)
horários, destinos e paragens em cartazes, panfletos ou painéis (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informações sobre greves ou interrupção de viagens (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q17 Já precisou de ler este tipo de textos para **tratar de assuntos numa repartição pública?**

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (5)
formulários para obter documentos ou para pedir assistência (por exemplo: cartão do cidadão, licença de maternidade, subsídio de desemprego) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mensagens de serviços públicos (por exemplo, centro de saúde, câmara municipal, proteção civil) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instruções para tratar dos seus impostos (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
notificações para pagar os impostos ou multas (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Já precisou de ler este tipo de textos para **fazer compras**?

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (11)
embalagem, etiqueta ou rótulo de produtos (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
preços de produtos ou restaurantes em cartazes, panfletos, folhetos ou catálogos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ofertas especiais ou promoções (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q19 Já precisou de ler este tipo de textos para **obter cuidados de saúde**?

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (5)
receitas médicas (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bulas ou embalagens dos medicamentos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mensagens dos serviços de saúde (por exemplo, marcação de consultas e exames, pagamento de taxas) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informações sobre serviços ou seguros de saúde em folhetos ou na Internet (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recomendações sobre saúde em cartazes (por exemplo, o que fazer em caso de ataque cardíaco) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Já precisou de ler este tipo de textos para **se informar sobre segurança**?

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (5)
cartazes ou folhetos sobre conselhos de prevenção e segurança (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instruções para fazer uma queixa ou uma denúncia (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
multas de trânsito (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
declaração amigável de acidente de automóvel (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q21 Já precisou de ler este tipo de textos para **se informar sobre escolas ou formação?**

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (5)
anúncios de creches, escolas ou cursos em jornais, revistas ou na Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instruções para matrículas (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pauta de notas ou classificações (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
comentários dos professores (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q22 Já precisou de ler este tipo de textos para **assuntos de trabalho**?

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (5)
anúncios de emprego em jornais, revistas ou na Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informações para se candidatar a um emprego (por exemplo, que documentos apresentar, como escrever o currículo) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contrato de trabalho (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
horário de trabalho (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recibo de vencimento (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q23 Já precisou de ler este tipo de textos para **se informar sobre espetáculos ou acontecimentos culturais**?

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (3)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (5)
anúncios de filmes, séries, concertos ou festas populares em jornais, revistas ou na Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cartazes de filmes, concertos ou festas populares (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
agenda cultural da câmara no boletim municipal ou cartazes (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q24 Já leu este tipo de textos para **se entreter**?

	Não li. (1)	Li mas não compreendi. (2)	Li e compreendi pouco. (6)	Li e compreendi quase tudo. (4)	Li e compreendi tudo. (5)
jornais ou revistas (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
romances, contos ou novelas (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
peças de teatro (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poesia ou letras de canções (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dicionários ou livros técnicos (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bandas desenhadas (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
biografias ou testemunhos (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
livros de receitas ou manuais de jardinagem ou bricolage (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
livros de autoajuda (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outro. Diga-nos qual: (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Questões sobre a leitura



APPENDIX III - Spanish survey

# Reading skills and needs - survey 1 - ES - Sept2023

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Start of Block: Formulario de consentimiento

Q28

**¡Bienvenido, bienvenida a la encuesta sobre el proyecto iRead4Skills!**

Gracias por contestar las siguientes preguntas con sinceridad y honestidad. Sus respuestas son muy importantes para nosotros.

¡El equipo del proyecto iRead4Skills le agradece de antemano su participación!

Título del proyecto: iRead4Skills - Intelligent Reading Improvement System for Fundamental and Transversal Skills Development [101094837]

Investigadora principal: Raquel Amaro

Responsable de la investigación para el español: Xavier Blanco Escoda

Contacto: xavier.blanco@uab.cat

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Q32

**Puede obtener más información antes de participar en esta encuesta.**

- Quiero saber más. (1)
- No quiero saber más. (2)

Display This Question:

*If Puede obtener más información antes de participar en esta encuesta. = Quiero saber más.*

Introdução

## **ENCUESTA SOBRE LAS NECESIDADES Y COMPETENCIAS EN LECTURA VERSIÓN EN ESPAÑOL**

**Información para los participantes** Proyecto: iRead4Skills – Intelligent Reading Improvement System for Fundamental and Transversal Skills Development (fecha de inicio: marzo de 2023; fecha de finalización: febrero de 2026) Coordinadora: Raquel Amaro (Universidad NOVA Lisboa, Portugal)

### **Atención: lea atentamente las informaciones siguientes antes de decidir si participa en la encuesta**

1. El proyecto se propone promover el desarrollo de competencias de lectura por medio de un sistema de lectura inteligente que evalúa la complejidad de textos y sugiere lecturas apropiadas para el usuario y que también puede ser utilizado por formadores en la creación y adaptación de textos. El proyecto se propone igualmente entender mejor la relación entre la mejora de las habilidades lectoras y otras competencias, como las operaciones numéricas, las habilidades informáticas, las habilidades técnicas, las habilidades comunicativas, de trabajo en equipo, de atención al cliente, de resolución de problemas, etc., y aspectos como la motivación, ciudadanía y bienestar.

### **Su opinión como usuario directo del Sistema es fundamental para la eficacia y el éxito del proyecto.**

2. La participación en esta encuesta implica responder varias preguntas sobre actividades y dificultades de lectura.

3. Los datos personales recogidos y tratados serán exclusivamente los requeridos para los objetivos del proyecto, lo que incluye, por ejemplo, artículos en revistas científicas, la presentación de los resultados del proyecto e informes. En esas publicaciones, se tomarán todas las medidas razonables para la protección de los datos de los participantes en la encuesta.

4. No se pedirá ningún documento o número de identificación. Su respuesta quedará automáticamente anonimizada en la plataforma de la encuesta. Se le pedirán los datos siguientes: Edad; zona de residencia; nacionalidad; país de origen; género; situación y composición familiar; situación laboral y estado de salud; nivel de educación; conocimiento de lenguas; lecturas; práctica y nivel de lectura. Esta información personal resulta necesaria para asegurarnos de que tiene usted el perfil adecuado para participar en la encuesta, así como para entender las relaciones entre situaciones específicas y preferencias o necesidades de lectura. Haremos acopio y trataremos los datos que proporcione en esta encuesta solo si nos da su consentimiento a partir de esta información.

5. Su participación es voluntaria. Tiene usted plena libertad de decidir si quiere participar o no en esta encuesta. Puede interrumpir su participación en la encuesta en cualquier momento sin consecuencias. Para interrumpir su participación, le rogamos que nos manifieste su intención durante las 4 semanas siguientes a la realización de la encuesta. Le rogamos que nos envíe un correo electrónico a [iread4skills@fcs.unl.pt](mailto:iread4skills@fcs.unl.pt) o [araquelamaro@fcs.unl.pt](mailto:araquelamaro@fcs.unl.pt) indicando su Response ID, un número automáticamente generado por la plataforma de la encuesta. Puede ser difícil o incluso imposible retirar las respuestas a una encuesta específica una vez almacenadas junto con las respuestas de otros participantes.

6. Una vez que haya respondido a la encuesta, sólo tendrán acceso a los datos que haya facilitado la Coordinadora del Proyecto y los equipos del proyecto iRead4Skills que se ocupan de los Módulos de Trabajo

2 y 3.

7. Puede usted ejercer sus derechos de protección de datos en cualquier momento. Tiene derecho a: - pedir más información sobre el tratamiento de los datos personales; - rectificar y/o borrar sus datos; - retirar su consentimiento; - oponerse a actividades de tratamiento de datos, entre otros derechos previstos en la legislación de protección de datos. Puede ejercer sus derechos poniéndose en contacto con Raquel Amaro (contacto: [raquelamaro@fcsh.unl.pt](mailto:raquelamaro@fcsh.unl.pt)) indicando su Response ID, generado por la plataforma de la encuesta. Tenga en cuenta, sin embargo, que en algunos casos (por ejemplo, debido a requisitos legales o técnicos), su petición puede no ser atendida. En cualquier caso, siempre recibirá información sobre las medidas tomadas en el plazo de un mes a partir del momento en que presentó su petición. Tendrá siempre el derecho de presentar una queja a la Agencia de Protección de Datos de su país. Se pueden consultar los contactos de esas instituciones en Europa en [https://edpb.europa.eu/about-edpb/about-edpb/members\\_en](https://edpb.europa.eu/about-edpb/about-edpb/members_en).

8. En caso de duda, inquietud o reclamación en lo que respecta a su participación en la encuesta, le rogamos que se ponga en contacto con Raquel Amaro (contacto: [raquelamaro@fcsh.unl.pt](mailto:raquelamaro@fcsh.unl.pt)). **¡Muchas gracias por considerar que puede participar en la encuesta!**

*Este proyecto está financiado por la Comisión Europea, programa HORIZON-CL2-2022-TRANSFORMATIONS-01-07 (ref. 101094837) y esta documentación ha sido analizada y aprobada por el Comité de Ética en la Investigación de la Facultad de Ciencias Sociales y Humanidades de la Universidad NOVA de Lisboa, Portugal ([comissaoetica@fcsh.unl.pt](mailto:comissaoetica@fcsh.unl.pt)).*

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Q30 Confirmo que he entendido las informaciones sobre la encuesta, que figuran más arriba, y que he tenido la oportunidad y los medios de aclarar cualquier duda o inquietud.

Sí, lo confirmo. (1)

---

Q31 Entiendo que mi participación en la encuesta es voluntaria y que soy libre de interrumpir mi participación sin ninguna justificación por mi parte, en cualquier momento, dentro de las 4 semanas posteriores a la realización de la encuesta indicando mi Response ID.

Al informar de mi decisión dentro de las 4 semanas posteriores a la realización de la encuesta, se eliminarán todos mis datos.

Sí, lo entiendo. (1)

---

Q32 Entiendo que cualquier información que yo proporcione puede utilizarse en futuros informes, artículos científicos y universitarios y comunicaciones por el equipo del proyecto. Entiendo que mis datos personales se anonimizarán y almacenarán en una plataforma segura. Los datos compilados se podrán reutilizar para otros objetivos de investigación. Además, entiendo que se tomarán todas las medidas razonables para proteger mis datos.

Sí, lo entiendo. (1)

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Q33 Entiendo que mi nombre no aparecerá en ningún informe, documento o presentación sin mi consentimiento.

Sí, lo entiendo. (1)

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Q34 Acepto participar en esta encuesta.

Sí, acepto. (1)

End of Block: Formulário de consentimento

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Start of Block: Questions socio-économiques

Q1 ¿Qué edad tiene? Seleccione una opción de la lista.

▼ 18 (1) ... No contesta. (84)

---

Q2 ¿Cuál es su género?

mujer (1)

varón (2)

no binario (3)

no contesta (4)

---

Page Break

---

Q3 ¿En qué localidad vive?

En: (22) \_\_\_\_\_

no contesta (1)

---

Q4 ¿En qué país nació?

En: (207) \_\_\_\_\_

no contesta (1)

---

Q5 ¿Cuál es su nacionalidad?

Es: (207) \_\_\_\_\_

no contesta (1)

---

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Q6 ¿Cuál es su estado civil?

- casada/casado o pareja de hecho (1)
  - divorciada/divorciado o separada/separado (2)
  - soltera/soltero (3)
  - no contesta (5)
- 

Q7 ¿Qué personas tiene a su cargo?

- ninguna (1)
  - hijos o hijas (2)
  - nietos o nietas (3)
  - sobrinos o sobrinas (4)
  - madre, padre o los dos (5)
  - tíos o tías (6)
  - abuelos (7)
  - no contesta (8)
-

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Q8 ¿Cuál es su situación laboral actual?

- tengo una actividad profesional remunerada (1)
  - trabajo en casa (2)
  - estoy desempleado /desempleada o buscando un empleo (3)
  - estoy jubilado / jubilada (4)
  - estoy estudiando (5)
  - no contesta (6)
- 

Q9 ¿Cuál es su estado de salud?

- tengo muy buena salud (1)
  - tengo algún problema de salud, pero poco importante (2)
  - tengo dolencias o problemas de salud crónicos (3)
  - tengo graves problemas de salud (4)
  - no contesta (5)
-

Q10 ¿Cuál es su nivel de formación? Seleccione una opción de la lista.

- enseñanza primaria (1)
- enseñanza secundaria obligatoria (2)
- formación profesional (3)
- bachillerato (4)
- no contesta (7)

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Q11 Durante su infancia, hacia los 5 años, ¿qué lengua o lenguas hablaba habitualmente en casa?

- Portugués (1)
  - Criollo (2)
  - Francés (3)
  - Español (5)
  - Alemán (7)
  - Inglés (4)
  - Italiano (6)
  - Otras: (9) \_\_\_\_\_
  - no contesta (8)
-

Q12 Y en la actualidad, ¿qué lengua o lenguas habla habitualmente?

- Portugués (1)
- Criollo (2)
- Francés (3)
- Español (5)
- Alemán (7)
- Inglés (4)
- Italiano (6)
- Otras: (9) \_\_\_\_\_
- no contesta (8)

End of Block: Questions socio-économiques

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Start of Block: sobre la lectura

Q13 ¿Para qué lee?

- Para aprender cosas nuevas (1)
- Para seguir la actualidad (2)
- Para entretenerme (3)
- Para actividades del día a día (autobús, compras, etc.) (4)
- Por otra razón (5) \_\_\_\_\_

Q14 Cuando lee, ¿cuáles son sus asuntos preferidos?

- actualidad (1)
- deporte (2)
- política y ciudadanía (3)
- sociedad (4)
- tecnología (5)
- economía y negocios (6)
- familia (7)
- arte (8)
- ciencias (9)

- viajes (10)
  - historia (11)
  - salud y bienestar (12)
  - religión (13)
  - vida amorosa (14)
  - biografías (15)
  - relatos policíacos o de crímenes (16)
  - tebeos (17)
  - jardinería (18)
  - cocina (19)
  - moda (20)
  - automóviles y motos (21)
  - animales (22)
  - otros asuntos: (23) \_\_\_\_\_
  - no contesta (24)
-

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Q15 ¿Alguna vez ha tenido que leer este tipo de textos para **encontrar un alojamiento o una habitación**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
anuncios en el periódico o en Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
publicidad en un cartel (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
un contrato de arrendamiento (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
el reglamento de una comunidad de vecinos (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 ¿Alguna vez ha tenido que leer este tipo de textos para **utilizar los transportes (autobús, tren, metro)**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
horarios, destinos o paradas en carteles, folletos o paneles de información (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informaciones sobre huelgas o alteraciones del servicio de transporte (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q17 ¿Alguna vez ha tenido que leer este tipo de textos para **hacer gestiones administrativas**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
un mensaje de los servicios públicos (por ej.: centro de salud, centro educativo, ayuntamiento) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
un formulario para obtener documentos o ayudas (por ej.: tarjeta de residencia, baja por maternidad, subsidio de desempleo) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instrucciones sobre sus impuestos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
notificaciones para el pago de impuestos o multas (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 ¿Alguna vez ha tenido que leer este tipo de textos para **hacer compras**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (10)
un embalaje, una etiqueta o un rótulo de productos (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
precios de productos en catálogos, en folletos o en Internet (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ofertas especiales y promociones (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q19 ¿Alguna vez ha tenido que leer este tipo de textos para **cuestiones de salud**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
receta, prescripción médica (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prospecto o envase de medicamentos (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mensaje de los servicios sanitarios (por ej.: cita, pruebas médicas, pago de gastos) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informaciones sobre los servicios sanitarios o de seguros médicos en un folleto o en Internet (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consejos de salud en un cartel (por ej.: qué hacer en caso de ataque al corazón) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 ¿Alguna vez ha tenido que leer este tipo de textos para **tener más información sobre seguridad**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
Un cartel o folleto sobre prevención y seguridad (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instrucciones para presentar una queja o una reclamación (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
una notificación de multa de tráfico (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
una declaración amistosa de accidente (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q21 ¿Alguna vez ha tenido que leer este tipo de textos para **informarse sobre ofertas de formación**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
publicidad de una guardería, una escuela o una formación en el periódico o en Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instrucciones para la matrícula en un centro de enseñanza (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
un boletín de calificaciones (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
notificaciones de los profesores (petición de entrevista, explicaciones, comentarios) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 ¿Alguna vez ha tenido que leer este tipo de textos por **cuestiones de trabajo**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
una oferta de empleo en periódicos, agencias o en Internet (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informaciones sobre cómo presentar su candidatura (por ej.: cómo escribir un currículum, qué documentos enviar) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
un contrato de trabajo (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
horarios y condiciones de trabajo (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
una nómina (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 ¿Alguna vez ha tenido que leer este tipo de textos para **informarse sobre espectáculos o acontecimientos culturales**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (3)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
publicidad de una película, una serie, un concierto o una fiesta popular en el periódico, en un folleto o en Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
un cartel de película, de concierto o de espectáculo (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
agenda cultural de su municipio (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q24 ¿Alguna vez ha leído este tipo de textos **por gusto**?

	No lo he leído (1)	Lo he leído, pero no lo he entendido (2)	He entendido sólo alguna parte (6)	Lo he entendido casi todo (4)	Lo he entendido todo (5)
un periódico o una revista (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
una novela, un cuento, un relato (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
una obra de teatro (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poesía, letras de canciones (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
una obra documental, un diccionario (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tebeos, álbumes (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
una (auto)biografía, un relato de testimonio (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
un manual de cocina, de jardinería, de bricolaje (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
un libro de autoayuda (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otros: (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: sobre la lectura

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APPENDIX IV - French survey

# Reading skills and needs - survey 1 - FR - Sept 2023

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Start of Block: formulaire de consentement

Q28

**Bienvenue dans l'enquête sur le projet [iRead4Skills](#) !**

Merci de répondre aux questions ci-dessous avec sincérité et honnêteté. Vos réponses sont très importantes pour nous tous.

L'équipe du projet iRead4Skills vous remercie d'avance pour votre participation !

Titre du projet : iRead4Skills - Intelligent Reading Improvement System for Fundamental and Transversal Skills Development [101094837]

Chercheur principal : Raquel Amaro

Responsable pour la recherche en français : Thomas François

Contact : thomas.francois@uclouvain.be

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Q34

**Vous pouvez en savoir plus avant de participer à ce sondage.**

- Je veux en savoir plus. (1)
- Je ne veux pas en savoir plus. (2)

Display This Question:

*If Vous pouvez en savoir plus avant de participer à ce sondage. = Je veux en savoir plus.*

Q26

**Information à l'intention des participants** *Projet: iRead4Skills – Intelligent Reading Improvement System for Fundamental and Transversal Skills Development (date de début: mars 2023; date de fin: février 2026)*  
*Coordinatrice: Raquel Amaro (Université NOVA Lisbonne, Portugal)* **Attention: lisez attentivement les informations suivantes avant de décider de participer à l'enquête**

1. Ce projet vise à favoriser le développement des compétences en lecture grâce à un système de lecture intelligent qui évalue la complexité des textes et propose des lectures appropriées selon l'utilisateur, système pouvant également être utilisé par les formateurs dans la création ou l'adaptation de textes. Le projet vise également à mieux comprendre la relation entre l'amélioration des compétences en lecture et d'autres compétences, telles que les opérations avec les nombres, les compétences informatiques, les compétences techniques, les compétences en communication, les compétences en travail d'équipe, les compétences en gestion de la clientèle, les compétences en résolution de problèmes, etc., et les aspects comme la motivation, la citoyenneté et le bien-être. En tant qu'utilisateur direct du système, **vos connaissances sont fondamentales** pour le développement efficace et la réussite du projet.
2. La participation à cette enquête comprend le fait de répondre à plusieurs questions en relation avec les activités de lecture et leurs difficultés.
3. Les données personnelles collectées et traitées seront exclusivement celles nécessaires pour atteindre les objectifs du projet. Cela comprend, par exemple, des articles dans des revues scientifiques et la présentation de résultats et de rapports de projets. Toutes les mesures raisonnables seront prises pour protéger les données des participants à l'enquête dans ces publications.
4. Aucune pièce d'identité ou numéro de pièce d'identité ne seront demandés. Vos réponses à l'enquête seront automatiquement anonymisées par la plateforme d'enquête. Vous serez amené à fournir les données suivantes : âge; lieu de résidence; nationalité; pays d'origine; genre; situation et composition de la famille; situation d'emploi et état de santé; niveau d'éducation; connaissance des langues; activités de lecture; état des lieux de la pratique de la lecture. Ces informations personnelles sont nécessaires pour garantir que vous êtes éligible à la participation à cette enquête, ainsi que pour comprendre les relations entre des situations spécifiques et des préférences ou des besoins en lecture. Nous pouvons collecter et traiter les données que vous fournissez dans cette enquête uniquement si vous nous donnez votre consentement, sur la base de ces informations.
5. Votre participation est volontaire. Vous êtes libre de décider si vous souhaitez participer ou non à cette enquête. Vous pouvez cesser votre participation à l'enquête à tout moment, sans aucune conséquence. Pour cesser votre participation, veuillez nous informer de votre intention dans les 4 semaines après avoir répondu à l'enquête. Envoyez-nous un e-mail à [iread4skills@fcsh.unl.pt](mailto:iread4skills@fcsh.unl.pt) ou [raquelamaro@fcsh.unl.pt](mailto:raquelamaro@fcsh.unl.pt) et indiquez votre ID de réponse, un numéro généré automatiquement par la plateforme d'enquête. Il peut être difficile, voire impossible, de retirer les réponses d'une enquête spécifique après qu'elles aient été stockées avec les réponses d'autres participants.
6. Après avoir répondu à l'enquête, seuls la coordinatrice de projet et l'équipe du projet iRead4Skills impliqués dans les éléments de travail 2 et 3 auront accès aux données que vous avez fournies.
7. Vous pouvez exercer vos droits de protection des données à tout moment. Vous avez le droit :
  - d'exiger plus d'informations concernant le traitement des données personnelles ;
  - de rectifier et/ou supprimer vos données ;
  - de retirer votre consentement ;
  - de s'opposer aux activités de traitement des données, entre autres en relation avec les droits énoncés dans la législation sur la protection des données.
 Vous pouvez exercer vos droits en contactant Raquel Amaro (contact : [raquelamaro@fcsh.unl.pt](mailto:raquelamaro@fcsh.unl.pt)) et en indiquant votre ID de réponse, généré par la plateforme d'enquête. Veuillez noter que, dans certains cas (par exemple, en raison d'exigences légales ou techniques), votre demande peut ne pas être satisfaite. Dans tous les cas, vous

recevrez toujours des informations sur les mesures prises dans un délai d'un mois après le moment où votre demande aura été soumise. Vous aurez toujours le droit de déposer une plainte auprès de votre autorité nationale de protection des données. Les contacts des autorités nationales de protection des données en Europe peuvent être consultés sur [https://edpb.europa.eu/about-edpb/about-edpb/members\\_en](https://edpb.europa.eu/about-edpb/about-edpb/members_en). 8. En cas de doutes en relation avec des préoccupations ou bien une insatisfaction concernant votre participation à l'enquête, contactez s'il vous plaît Raquel Amaro (contact: [raquelamaro@fcs.unl.pt](mailto:raquelamaro@fcs.unl.pt)). **Grand merci pour votre participation à cette enquête !** *Ce projet est financé par la Commission européenne, HORIZON-CL2-2022-TRANSFORMATIONS-01-07 Program (ref. 101094837) et le present document a été analyse et approuvé par le Comité d'éthique de la recherche de la Faculté des Sciences sociales de l'Université Nova de Lisbonne, Portugal ([comissaoetica@fcs.unl.pt](mailto:comissaoetica@fcs.unl.pt)).*

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Page Break

Q30 *Je confirme avoir compris les informations concernant l'enquête, fournies ci-dessus, et avoir eu l'opportunité et les moyens de clarifier tout doute ou préoccupation.*

Oui, je confirme. (1)

---

Q31 *Je comprends que ma participation à l'enquête est volontaire et que je suis libre d'y mettre fin sans justification, à tout moment, dans un délai de 4 semaines après avoir répondu à l'enquête et en indiquant mon ID de réponse. En informant de cette décision dans les 4 semaines suivant la participation à l'enquête, mes données seront supprimées.*

Oui, je comprends. (1)

---

Q32 *Je comprends que toute information que je fournis peut être utilisée dans de futurs rapports, articles scientifiques et universitaires et communications par l'équipe du projet. Je comprends que mes données personnelles seront automatiquement anonymisées et seront stockées sur une plateforme sécurisée. Les données compilées peuvent ensuite être réutilisées à des fins de recherche. De plus, je comprends que toutes les mesures raisonnables seront prises pour protéger mes données.*

Oui, je comprends. (1)

---

Q33 *Je comprends que mon nom n'apparaîtra dans aucun rapport, document ou présentation sans mon consentement.*

Oui, je comprends. (1)

---

Q34 *J'accepte de participer à cette enquête.*

Oui, j'accepte. (1)

End of Block: formulaire de consentement

---

Start of Block: Questions socio-économiques

Q1 Quel âge avez-vous ?

▼ 18 (1) ... Je ne souhaite pas répondre (84)

Q2 Quel est votre genre ?

femme (1)

homme (2)

non binaire (3)

Je ne souhaite pas répondre. (4)

Page Break

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Q3

Dans quelle région ou province habitez-vous ?

▼ Brabant Wallon (21) ... Je ne souhaite pas répondre. (4)

---

Q4 Dans quel pays êtes-vous né ?

▼ Afghanistan (1) ... Je ne souhaite pas répondre (195)

---

Q5 Quelle est votre nationalité ? (plusieurs réponses possibles)

Dans: (198) \_\_\_\_\_

Je ne souhaite pas répondre. (199)

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Q6 Quelle est votre situation familiale ?

- marié(e) ou en cohabitation (1)
  - divorcé(e) ou séparé(e) (2)
  - célibataire (3)
  - veuf/veuve (4)
  - Je ne souhaite pas répondre. (5)
- 

Q7 Quelles sont les personnes sous votre responsabilité ? (plusieurs réponses possibles)

- aucune (1)
- fils ou filles (2)
- petits-fils ou petites-filles (3)
- neveux ou nièces (4)
- mère, père ou les deux (5)
- oncles ou tantes (6)
- grands-parents (7)
- Je ne souhaite pas répondre. (8)

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Q8 Quelle est votre situation actuelle ? (plusieurs réponses possibles)

- J'ai un emploi rémunéré (1)
  - Je travaille à la maison / personne au foyer (2)
  - Je suis au chômage ou à la recherche d'un emploi (3)
  - Je suis à la retraite (4)
  - Je suis étudiant (5)
  - Je ne souhaite pas répondre. (6)
- 

Q9 Comment est votre état de santé ?

- Je suis en très bonne santé (1)
  - J'ai de petits problèmes de santé, sans importance (2)
  - Je souffre de maladies ou de problèmes de santé chroniques (3)
  - J'ai de graves problèmes de santé (4)
  - Je ne souhaite pas répondre. (5)
-

Q10 Quel est votre niveau d'études ?

- Je ne suis pas allé(e) à l'école (1)
- Je n'ai pas complété l'école primaire (8)
- J'ai complété l'école primaire (2)
- J'ai complété l'école secondaire (3)
- J'ai un diplôme professionnel (5)
- J'ai un diplôme universitaire (6)
- Je ne souhaite pas répondre. (7)

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Q11 Quand vous étiez enfant, vers l'âge de 5 ans, en quelle(s) langues, langue(s) régionale(s) ou patois vous parlait-on d'habitude à la maison ? (plusieurs réponses possibles)

- français (1)
  - néerlandais (2)
  - anglais (3)
  - allemand (4)
  - espagnol (5)
  - italien (6)
  - autre (7) \_\_\_\_\_
  - Je ne souhaite pas répondre. (8)
-

Q12 Et aujourd'hui, quelle langue ou quelles langues parlez-vous habituellement ? (plusieurs réponses possibles)

- français (1)
- néerlandais (2)
- anglais (3)
- allemand (4)
- espagnol (5)
- italien (6)
- autre (7) \_\_\_\_\_
- Je ne souhaite pas répondre. (8)

End of Block: Questions socio-économiques

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Start of Block: questions sur la lecture

Q13 Pourquoi lisez-vous ?

- pour apprendre de nouvelles choses (1)
  - pour suivre l'actualité (2)
  - pour me divertir (3)
  - pour le quotidien (bus, achats, etc.) (4)
  - pour une autre raison (5) \_\_\_\_\_
-

Q14 Quand vous lisez, quels sont vos sujets préférés ? (plusieurs réponses possibles)

- actualités (1)
- sport (2)
- politique et citoyenneté (3)
- société (4)
- technologie (5)
- économie et affaires (6)
- famille (7)
- art (8)
- sciences (9)
- voyage (10)
- histoire (11)
- santé et bien-être (12)
- religion (13)
- romance et amour (14)
- histoires de vie (15)

- histoires de crime et de police (16)
- bandes dessinées (17)
- jardinage (18)
- cuisine (19)
- mode (20)
- voitures et motos (21)
- animaux (22)
- autres sujets (23) \_\_\_\_\_

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Q15 Avez-vous déjà eu besoin de lire ce type de textes pour **trouver un logement ou une chambre** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
petites annonces dans le journal ou sur Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
publicité sur une affiche (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contrat de location (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
règlement de copropriété (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Avez-vous déjà eu besoin de lire ce type de textes pour **utiliser les transports (bus, train, métro)** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
horaires, destinations et arrêts sur une affiche, une brochure ou un panneau d'information (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informations sur les grèves ou les perturbations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q17 Avez-vous déjà eu besoin de lire ce type de textes pour **faire des démarches administratives** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
message provenant des services publics (ex: centre de santé, école, commune) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
formulaire pour obtenir des documents ou des aides (ex: carte de résident, congé maternité, allocations chômage) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instructions concernant vos impôts (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
avis de paiement de taxes ou d'amendes (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Avez-vous déjà eu besoin de lire ce type de textes pour **faire des achats** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
emballage, notice ou étiquette des produits (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
prix des produits dans des catalogues, des brochures ou sur Internet (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
offres spéciales et promotions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q19 Avez-vous déjà eu besoin de lire ce type de textes pour **obtenir des soins de santé** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
ordonnance, prescription (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
notice ou emballage des médicaments (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
message des services de santé (ex: rendez-vous, examens, paiement des frais) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informations sur les services de santé ou l'assurance maladie dans une brochure ou sur Internet (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conseils de santé sur une affiche (ex: que faire en cas de crise cardiaque) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Avez-vous déjà eu besoin de lire ce type de textes pour **en savoir plus sur la sécurité** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
affiche ou brochure sur la prévention et la sécurité (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instructions pour déposer une plainte ou une réclamation (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lettre de contravention (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
constat d'accident à l'amiable (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q21 Avez-vous déjà eu besoin de lire ce type de textes pour **vous renseigner sur les offres de formation** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
publicité pour une crèche, une école ou une formation dans le journal ou sur Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dossier de demande d'inscription à une formation (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bulletin scolaire (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
correspondance des enseignants (demande de rendez-vous, explications, commentaires) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 Avez-vous déjà eu besoin de lire ce type de textes pour **le travail** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
offre d'emploi dans des journaux, des agences ou sur Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
informations sur comment postuler (ex: comment écrire un CV, quels documents envoyer) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
contrat de travail (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
horaires et conditions de travail (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fiche de paie (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 Avez-vous déjà eu besoin de lire ce type de textes pour **vous informer sur des spectacles ou des évènements culturels** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
publicité pour un film, une série, un concert ou une fête populaire dans le journal, une brochure ou sur Internet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
affiche de film, de concert ou de spectacle (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
agenda culturel de votre ville ou commune (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q24 Avez-vous déjà lu ce type de textes pour **le plaisir** ?

	Je n'ai pas lu (1)	J'ai lu mais je n'ai pas compris (2)	J'ai compris seulement quelques parties (3)	J'ai presque tout compris (4)	J'ai tout compris (5)
journal ou magazine (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
roman, conte, nouvelle (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pièce de théâtre (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
poésie, paroles de chansons (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ouvrage documentaire, dictionnaire (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bandes dessinées, albums (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(auto)biographie, témoignage (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manuel de cuisine, jardinage, bricolage (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
livre de développement personnel (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
autre (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: questions sur la lecture

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