

Reading FOR PLEASURE



EFFECTIVE ACTIONS TO MOTIVATE READING IN YOUTH AGED 10 TO 20



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About CTREQ

CTREQ's mission is to promote innovation and knowledge transfer to increase educational success in Québec. Its actions are based on scientific knowledge and practical experience. It creates a focal point for researchers, workers in the field, and organizations; and it fosters scientific awareness and innovation in education. Its actions and services include project realization in the areas of development, adaptation, support, evaluation, and oversight. CTREQ works with schools and communities as well as with college and university-level researchers. CTREQ's website provides information to the education sector and parents about recent accomplishments and research results and offers practical resources on a variety of topics.

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- *La Table Éducation Outaouais (TEO);*
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- *L'Institut canadien de Québec;*
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A close-up photograph of a person's hands holding a green book. The person is wearing a grey and blue striped long-sleeved shirt and a blue scarf. A white watch is visible on their left wrist. The background is blurred, showing what appears to be a library or bookstore with bookshelves.

READING FOR PLEASURE!

Background

Québec's ministry of education and higher education (ministère de l'Éducation et de l'Enseignement supérieur—MEES) has asked the province's regional consulting authorities on student retention and educational success (*Réseau des IRC du Québec*) to promote the value of reading in communities. There are three objectives:

1. Promote and heighten interest in reading among children aged 0 to 9.
2. Increase and sustain interest in reading among youth aged 10 to 20.
3. Strengthen parental literacy skills (particularly among those with little formal education) and increase their reading and writing competency.

To support the work of the IRCs, especially to achieve the second objective, the Réseau des IRC asked the CTREQ (Centre de transfert pour la réussite éducative du Québec) to **compile an inventory of proven practices, promising practices, and resources to foster interest in reading among youth aged 10 to 20.**

The project to develop this inventory focussed on practices that occur outside of school, i.e., that take place beyond the classroom and normal teaching hours. More specifically, the project focuses on the creation of an inventory that helps to:

- support the work of professionals carrying out the mandate to promote the value of reading in each IRC;¹
- guide community partners (libraries, community organizations, schools, families, etc.) that might implement youth reading projects.

The three specific objectives formulated by the *Réseau des IRC* are:

1. Produce an inventory of proven and promising practices for developing an interest in reading among 10–15-year-olds and 16–20-year-olds (10 practices per age group) who are considered “at risk” or “struggling readers.”
2. Produce a directory of available resources that can be used with these groups to develop their interest in reading.
3. Make recommendations on how to increase an interest in reading in the targeted groups.

As this project developed, several observations were made concerning the definition of terms and identification of practices, which led the Project Committee² to redefine or modify certain aspects of the inventory content. The following sections present these observations, the results expected from the outset, and the changes proposed.

¹ In this document, they are referred to as IRC professionals.

² Project committee members are listed in Appendix 2.

OBSERVATION 1

The very definition of the word “practice” raises questions that may be explained in two ways:

1. Depending on one’s perspective or the documents consulted, a practice may be thought of in different ways.
2. The concept of a “practice based on conclusive data” is open to interpretation.

Within the scientific community, there appears to be some consensus supporting the notion that conclusive data is generated through a specific type of research – one that involves meta-analysis, experimentation, and randomly-controlled trials. However, the risk in the trend toward using conclusive data is that it tends to disregard contributions from other areas of knowledge, such as results obtained through collaborative research or field experience.⁽¹⁶⁾ Indeed, multiple criteria should be considered when judging the quality of a scientific study. So it may prove difficult to evaluate the degree to which a scientifically studied practice is based on conclusive data.

EXPECTED OUTCOME	CHANGE PROPOSED
Proven practices and promising practices	Given that the primary goal of this project is to provide resources for IRC professionals and community stakeholders, it would be more helpful to use the term research-supported practice than to differentiate between proven practices and promising practices. Within the framework of this project, practice is also defined as “an approach or a set of actions based on theoretical principles and practical experience.” Example: suggest a variety of texts for youths to read.

OBSERVATION 2

Interest is a function of specific content related to a particular topic, task, or activity. It may, generally speaking, result in reading motivation.

EXPECTED OUTCOME	CHANGE PROPOSED
Practices and resources related to increasing interest	Because, from a theoretical standpoint, interest is specific to a particular content, we recommend using the term motivation .

OBSERVATION 3

Literacy is defined by the Organisation for Economic Co-operation and Development (OECD) as “the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one’s goals, and to develop one’s knowledge and potential.” Québec’s literacy research network (*Réseau québécois de recherche et de transfert en littératie*) defines it as “the ability of a person, community, or environment to understand and communicate through different language media in order to take an active part in various facets of society.” The multi-dimensional nature of literacy can make literacy programs challenging to implement. Numerous scientific papers also suggest that motivation, as it relates to literacy, is specific to narrower fields of learning, such as reading and writing.

EXPECTED OUTCOME	CHANGE PROPOSED
Practices and tools related to developing an interest in literacy	This inventory focuses on practices that will increase reading motivation. The act of reading contributes significantly to the development of literacy.

OBSERVATION 4

Very few initiatives specifically related to the 16–20 age group were identified.

EXPECTED OUTCOME	CHANGE PROPOSED
Ten practices for the 10–15 age group and ten practices for the 16–20 age group.	The practices suggested in this inventory are for the 10–20 age group , regardless of the characteristics of the two age groups targeted at the outset.

OBSERVATION 5

The terms “at-risk youth” and “struggling readers” are distinct concepts that may be confused. More precision is required. Reading motivation may also vary based on characteristics such as socioeconomic status or reading performance. For example, young people from an underprivileged background or who experience academic difficulties, particularly with reading, are less likely to read for pleasure. However, from a practical standpoint, few characteristics specific to youth considered “at-risk” or “struggling readers” have been identified.

EXPECTED OUTCOME	CHANGE PROPOSED
Practices adapted for youth deemed “at-risk” or “struggling readers”	The practices suggested in this inventory are effective for all youth, regardless of their specific characteristics, because they are based on motivational factors that are considered “universal.” However, when producing this inventory, the project committee paid special attention to less engaged readers , i.e., those who have little motivation to read for any number of reasons, including academic difficulties or poor access to resources. As a result, the practices in this inventory are even more relevant to these youths.

OBSERVATION 6

Few tools aimed at increasing interest in or motivation for reading were documented. Those that were appear in the form of websites, book series, or animation kits, many of which were developed as part of initiatives to motivate young people to read.

EXPECTED OUTCOME	CHANGE PROPOSED
A collection of resources to raise interest in literacy	The resources appear in the table describing the initiatives documented in the inventory.

Few of the studies identified for this project completely match the desired criteria (i.e., involving reading motivation among youths aged 10–20 as part of extra-curricular activities). Moreover, few initiatives documented had been systematically evaluated. Based on the observations above, and to better meet the needs of the *Réseau des IRC*, the project committee opted for a different approach from the one initially planned. This new approach is explained below.

READING FOR PLEASURE!

Introduction

Overview

The research process for this project highlighted the following elements, which the project committee used to create the inventory:

1. Five motivational factors that apply to different fields but have undergone numerous studies related to reading
2. Eight practices that translate these motivational factors into tangible actions
3. Twenty-five inspiring initiatives for 10–20-year-olds that employ these practices
4. Four conditions likely to optimize the effects of projects or activities designed to motivate youths to read

Motivational factors

- Interest
- Value placed on reading
- Autonomy
- Feeling of competence
- Social belonging

Practices that develop reading motivation

- Suggest a variety of texts for youths to read.
- Diversify reading activities made available to youths.
- Give youths an opportunity to make choices and take responsibility.
- Establish connections between reading and youths' personal lives.
- Encourage youths to express themselves during reading activities.
- Have youths work together or discuss the texts they have read.
- Introduce youths to reading role models or inspiring writers.
- Applaud youths' efforts and successes.

Inspiring initiatives

- Book clubs and reading circles
- Individual support (through mentoring)
- Youth-led projects
- Activity facilitation
- Online spaces dedicated to reading
- Kits and book series

Favourable conditions

- Knowledge of the targeted youths (e.g., developmental characteristics and reading habits of teens, poorly engaged readers)
- Parental engagement
- School-family-community partnership
- Structure and management practices of activities

Information sheets

Motivational factors form the primary theoretical underpinnings of the practices in this inventory. They determine the motivation of youths to engage in reading activities. Each practice is presented in the form of an information sheet and explained in terms of tangible actions that can be taken by community stakeholders involved in projects or activities meant to motivate youths to read. Each information sheet contains the following:

- Statement of the practice
- Motivational factors
- Objectives (linked to motivational factors)
- Effective actions
- Inspiring initiatives*

* **Note:** These are listed numerically on each sheet but explained in detail in the table following the information sheets.

SUGGEST A VARIETY OF TEXTS FOR YOUTHS TO READ	
MOTIVATIONAL FACTORS ☒ Interest ☒ Value placed on reading ☐ Autonomy ☐ Feeling of competence ☐ Social belonging	OBJECTIVES • Arouse interest in a particular topic, book, or reading activity. • Help young people realize the importance and usefulness of reading in their development.
EFFECTIVE ACTIONS • Ask young people questions about topics that interest them. • Suggest books that reflect the interests of girls and boys. • Recommend different literary genres: novels, poetry, documentaries, biographies, plays, songs, fairy tales, graphic novels, etc. • Recommend different formats: paper books, digital books, online texts, newspapers or magazines, images or videos, documents from “real life” (recipe books, user’s guides, game rules), etc. • Make a general presentation on the content of the texts suggested. • Provide youths with information on text availability (e.g., book sellers, public or school libraries, mobile libraries, croque-livres (book sharing boxes for children under twelve), book exchanges, etc.).	
Inspiring initiatives: 1, 2, 3, 4, 5, 6, 7, 9, 14, 15, 17, 19, 20, 21, 22, 23	

These information sheets, along with the table of inspiring initiatives, may serve as reference sources for IRC professionals or stakeholders from various communities involved in projects aimed at motivating young people to read. They allow users to target specific motivational factors and identify effective practices and actions. The initiatives given as examples also provide information about the settings in which the implementation of these practices is most feasible and relevant.

Activity assessment table

The activity assessment table (see Appendix 1) will provide community stakeholders with food for thought as they design and plan reading motivation projects and activities. Based on the various elements discussed in this inventory, the assessment table may also be used by IRC professionals to assist those who organize activities or analyze various projects.

Methodology

Several stages and tasks of this inventory project, some of which were carried out in parallel, shaped the methodology used to identify effective practices and actions. Five of these are listed below:

1. Create a project committee³ to ensure that the inventory content is relevant and coherent.
2. Provide a list of local and provincial organizations that might have carried out reading motivation projects for 10–20-year-olds.
3. Identify inspiring initiatives by contacting selected local and provincial⁴ organizations and by doing an Internet search, bearing in mind that such initiatives must:
 - aim to develop a desire to read for pleasure among 10–20-year-olds,
 - be feasible outside the school environment.
4. Survey the scientific literature to determine suitable motivational factors and related practices, based on research criteria and components such as:
 - English and French keywords (e.g., reading, literacy, adolescents, youth, motivation, engagement, interest, extracurricular activities, out-of-school literacy, organized activities),⁵
 - Databases such as ERIC, Érudit, JSTOR, PsycARTICLES and PsycINFO (to locate articles on education, humanities and social sciences),
 - References and specialized journals (e.g., Handbook of Reading Research, Handbook of Adolescent Literacy Research, Best Practices in Adolescent Literacy Instruction, Journal of Educational Psychology, Review of Educational Research, Reading and Writing Quarterly, Journal of Adolescent and Adult Literacy), focusing on recent publications (2007 to 2017), as evaluated by a reading committee.
5. Identify effective practices and actions from among documented initiatives and the scientific literature (Note: this stage of the methodological process gives both scientific and “field” validity to the various practices and actions identified).

It should be noted that frequent sharing of information and ideas among the various members of the project committee has helped clarify the needs of the *Réseau des IRC*, define the theoretical concepts addressed in the inventory, settle on important changes and a suitable structure, and validate the initiatives presented.

³ Appendix 2 lists the members of the project committee.

⁴ Appendix 3 lists the organizations contacted by the project committee.

⁵ French keywords: lecture, littératie, adolescents, jeunes, motivation, engagement, intérêt, activités extrascolaires, activités de loisir organisées.

Motivational Factors



It is generally understood that **motivation** is the power that impels an individual to action.⁽¹⁴⁾ By studying motivation we can better understand why some young people choose to engage in reading activities while others remain uninterested. This understanding can help to select practices and actions aimed at increasing pleasure and motivation when it comes to reading.

There are two major forms of motivation: self-determined and controlled.⁽¹⁵⁾ Those who motivate themselves read for pleasure or because they believe that reading is useful and important to their personal development. Those whose motivation is controlled read because they are obliged to. Many scientific studies show that self-motivation is linked to positive outcomes such as engagement, perseverance, success, and general well-being.⁽¹⁵⁾ When it comes to reading, self-motivated youth may, for instance, devote much of their free time to reading, choose advanced reading material, or seek out new books. They tend to engage actively in numerous reading-related activities. Self-motivation is also positively associated with reading competency.⁽⁴⁾ It is therefore important to put in place practices and conditions conducive to the development of self-motivated reading.

Youth who are self-motivated read for pleasure or because they believe that reading is useful and important to their personal development.

The personal factors that determine reading motivation among young people, particularly self-motivation, have been researched extensively. The following factors, selected for this inventory, are among the most studied:

- Interest
- Value placed on reading
- Autonomy
- Feeling of competence
- Social belonging⁽³⁾

These motivational factors are not exclusive to reading. They apply to reading activities that take place, are practised, or are developed both within and outside the school environment. A goal accompanies each factor presented in the pages below – goals that community stakeholders may pursue in the reading projects or activities they implement.

FACTOR 1: INTEREST

There are two types of interest: situational and individual. Situational interest is characterized by a short-term attention given to a specific reading material. This psychological state of interest, often triggered by environmental stimuli, is somewhat unstable, i.e., it may or may not be maintained over time. On the other hand, individual interest represents a (rather stable) predisposition to engage and re-engage with a given reading material.

Situational interest is akin to a “spark” that determines whether a book or a particular reading activity will retain the interest of youths in a specific context. For instance, the unusual nature of a text may pique curiosity and trigger a psychological state of interest. Over time, a repeatedly occurring situational interest may develop into individual interest; as they accumulate positive reading experiences, some youths may develop a more generalized motivation to read.

Young people are more likely to read for pleasure and develop self-motivation when they express an interest in the stories and activities proposed.

OBJECTIVE

Arouse interest in a particular topic, book, or reading activity.

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FACTOR 2: VALUE PLACED ON READING

The value given to an activity relates to individual beliefs about the importance and usefulness of said activity. Young people may believe that reading is important and useful when, for example, it allows them to confirm certain aspects of their personality, achieve personal goals, or simply have fun. Youth are therefore more likely to develop self-motivation to read when they see value in it.

OBJECTIVE

Help young people realize the importance and usefulness of reading for their development.

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FACTOR 3: AUTONOMY

To young people, autonomy means being in control of their actions, being able to make decisions based on their interests or preferences, and having an impact on their environment. Individuals have a fundamental psychological need to be autonomous. Numerous scientific studies have shown that meeting this need is associated with self-motivation in various settings (school, family, organized leisure activities, etc.). For example, studies conducted in schools indicate that students show more motivation toward proposed reading activities when they can choose what texts to read or which strategies to use to reach their learning objectives. Various articles on organized leisure activities also suggests that a sense of autonomy and self-motivation go hand in hand.

Young people who have an opportunity to make choices based on their interests and preferences, or who can take the lead in reading activities, are more likely to enjoy themselves and develop self-motivation.

OBJECTIVE

Help young people gain a better understanding of themselves and develop a sense of responsibility through reading activities.

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FACTOR 4: FEELING OF COMPETENCE

The feeling of competence refers to a person's perception of their abilities and to their confidence in their capacity to succeed in a given subject. With respect to reading, young people who are confident in their abilities and in their capacity to succeed are more likely to read for pleasure.

To develop feelings of competence, young people generally rely on their experiences of success or failure and on the opinions of key people. When, during reading activities, they are given an opportunity to experience success and receive encouragement from parents, friends, or facilitators, they are more likely to feel competent, enjoy reading, and be self-motivated.

OBJECTIVE

Improve young people's perception of their own reading ability and their confidence in their capacity to succeed.

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FACTOR 5: SOCIAL BELONGING

Social belonging refers to the quality of the relationships young people have with key people (parents, friends, teachers, leisure activity facilitators, etc.). Relationships that are close, emotionally supportive, and built on trust are associated with self-motivation in several ways. Studies suggest that young people engage more actively in reading when they have an opportunity to talk about what they have learned with others and create emotional bonds – whether with an adult or with peers. Research also indicates that adults in charge of organized leisure activities may, to a certain extent, act as mentors and help motivate young people. For adolescents, positive social interactions may constitute a source of pleasure and growth. This is therefore an important motivational factor.

OBJECTIVE

Create positive social interactions.

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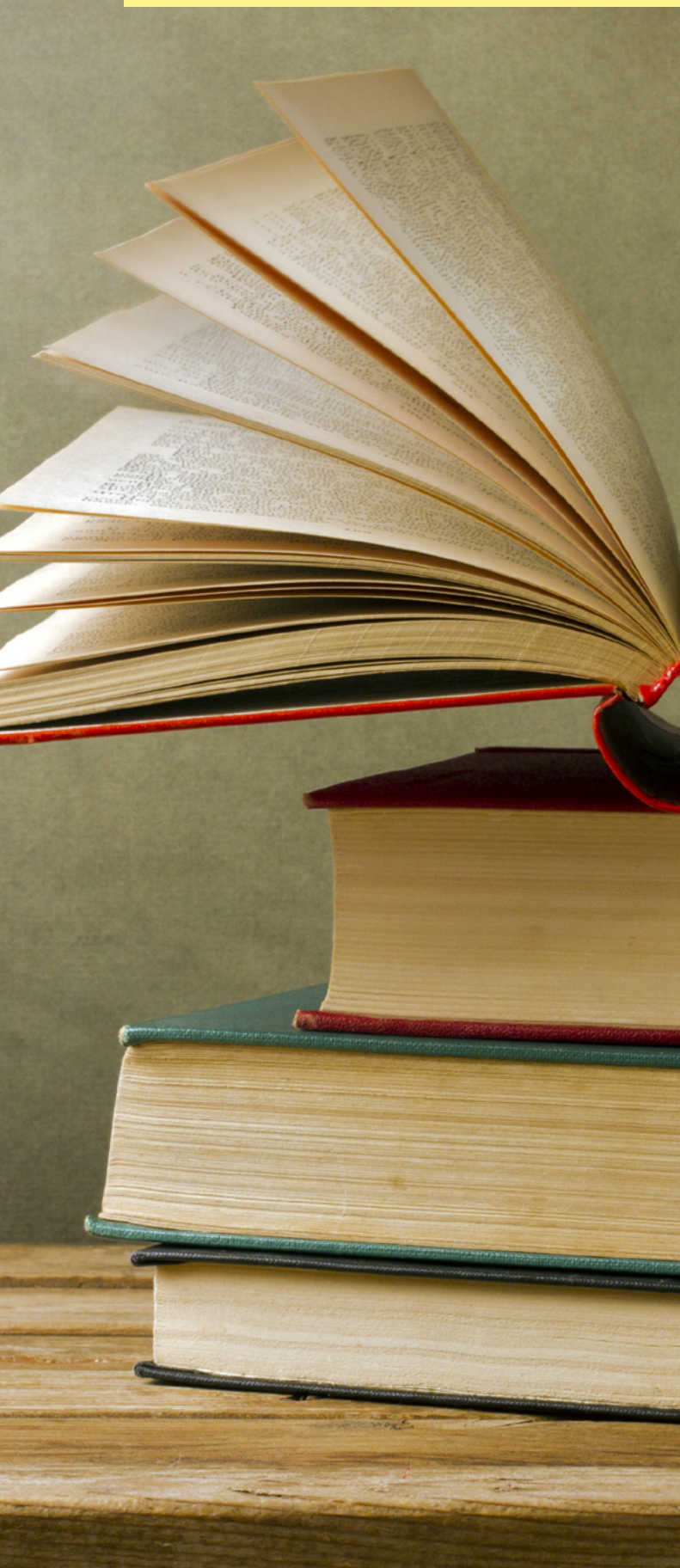
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READING FOR PLEASURE!

Reading motivation practices for young people



A practice is an approach or a group of actions based on theoretical foundations and experiential knowledge. The practices listed in the worksheets developed for this inventory are related to motivational factors. They are meant to help achieve the objectives associated with these factors and to be used by various community participants to implement reading projects or activities.

The following practices, intended for young people, are introduced in this inventory as worksheets:

- Suggest a variety of texts for youths to read.
- Diversify reading activities made available to youths.
- Give youths an opportunity to make choices and take responsibility.
- Establish connections between reading and youths' personal lives.
- Encourage youths to express themselves during reading activities.
- Have youths work together or discuss the texts they have read.
- Introduce youths to reading role models or inspiring writers.
- Applaud youths' efforts and successes.

SUGGEST A VARIETY OF TEXTS FOR YOUTHS TO READ

MOTIVATIONAL FACTORS

- ☒ Interest
- ☒ Value placed on reading
- ☐ Autonomy
- ☐ Feeling of competence
- ☐ Social belonging

OBJECTIVES

- Arouse interest in a particular topic, book or reading activity.
- Help young people realize the importance and usefulness of reading for their development.

EFFECTIVE ACTIONS

- Ask young people questions about topics that interest them.
- Suggest books that reflect the interests of girls and boys.
- Recommend different literary genres: novels, poetry, documentaries, biographies, plays, songs, fairy tales, graphic novels, etc.
- Recommend various formats: paper books, digital books, online texts, newspapers or magazines, images or videos, documents from "real life" (e.g., recipe books, user's guides, game rules), etc.
- Make a general presentation on the content of the texts suggested.
- Provide youths with information on text availability (e.g., book sellers, public or school libraries, mobile libraries, croque-livres (book sharing boxes for children under twelve), book exchanges, etc.).

Inspiring initiatives: 1, 2, 3, 4, 5, 6, 7, 9, 14, 15, 17, 19, 20, 21, 22, 23

DIVERSIFY READING ACTIVITIES MADE AVAILABLE TO YOUTHS

MOTIVATIONAL FACTORS

- ☒ Interest
- ☒ Value placed on reading
- ☐ Autonomy
- ☒ Feeling of competence
- ☐ Social belonging

OBJECTIVES

- Arouse interest in a particular topic, book, or reading activity.
- Help young people realize the importance and usefulness of reading in their development.
- Improve young people's perception of their own reading ability and their confidence in their capacity to succeed.

EFFECTIVE ACTIONS

- Vary the types of activities suggested (reflect, discuss, create, etc.).
- Suggest activities linked to their varied interests.
- Offer realistic challenges compatible with their abilities and allow them to develop their skills (cognitive, social, etc.).
- Encourage them to use their own methods to achieve the activity objectives.

Inspiring initiatives: 1, 2, 3, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19

GIVE YOUTHS AN OPPORTUNITY TO MAKE CHOICES AND TAKE RESPONSIBILITY

MOTIVATIONAL FACTORS

- ☒ Interest
- ☒ Value placed on reading
- ☒ Autonomy
- ☒ Feeling of competence
- ☐ Social belonging

OBJECTIVES

- Arouse interest in a particular topic, book, or reading activity.
- Help young people realize the importance and usefulness of reading in their development.
- Help young people gain a better understanding of themselves and develop a sense of responsibility through reading activities.
- Improve young people's perception of their own reading ability and their confidence in their capacity to succeed.

EFFECTIVE ACTIONS

- Offer young people the opportunity to make choices and decisions based on their interests and preferences (topics, texts, how to work, etc.).
- Assign specific roles during group reading activities or have them do so themselves.
- Give them the opportunity to take initiative, create, plan, and organize reading-related activities (e.g., manage a literary column).

Inspiring initiatives: 1, 2, 3, 6, 7, 8, 9, 10, 11, 14, 17, 19, 20

ESTABLISH CONNECTIONS BETWEEN READING AND YOUTHS' PERSONAL LIVES

MOTIVATIONAL FACTORS

- ☒ Interest
- ☒ Value placed on reading
- ☒ Autonomy
- ☐ Feeling of competence
- ☐ Social belonging

OBJECTIVES

- Arouse interest in a particular topic, book, or reading activity.
- Help young people realize the importance and usefulness of reading in their development.
- Help young people gain a better understanding of themselves and develop a sense of responsibility through reading activities.

EFFECTIVE ACTIONS

- Explain the benefits of reading in general terms.
- Have youth reflect on how they use reading in their daily lives or on the importance that reading can have in their future life plans (employment, travel, etc.).
- Make connections between their personal experiences and the texts they have read.
- Explore reading topics that affect them personally (assertiveness, differences, social inequality, love, violence, etc.).
- Integrate reading into their other activities (e.g., sports teams).
- Clarify the personal goals they can pursue by taking part in reading activities.

Inspiring initiatives: 3, 5, 7, 8, 9, 11, 12, 13, 17, 21, 22

ENCOURAGE YOUTHS TO EXPRESS THEMSELVES DURING READING ACTIVITIES

MOTIVATIONAL FACTORS

- ☐ Interest
- ☒ Value placed on reading
- ☒ Autonomy
- ☒ Feeling of competence
- ☐ Social belonging

OBJECTIVES

- Help young people realize the importance and usefulness of reading in their development.
- Help young people gain a better understanding of themselves and develop a sense of responsibility through reading activities.
- Improve young people's perception of their own reading ability and their confidence in their capacity to succeed.

EFFECTIVE ACTIONS

- Encourage youths to express themselves and their opinions of the texts read.
- Suggest that they keep a journal about what they have learned about themselves during reading activities.
- Have them participate in fun, artistic, or creative activities (e.g., write a short passage based on a starting sentence, change sentences or expressions to make them funny, write a play or a script for a short film as a group, write a song, impersonate a character, create a poetry slam, read in a group, etc.).

Inspiring initiatives: 1, 3, 4, 5, 6, 7, 10, 11, 13, 14, 15, 17, 18, 19, 20, 23

HAVE YOUTHS WORK TOGETHER OR DISCUSS THE TEXTS THEY HAVE READ

MOTIVATIONAL FACTORS

- ☒ Interest
- ☒ Value placed on reading
- ☒ Autonomy
- ☒ Feeling of competence
- ☒ Social belonging

OBJECTIVES

- Arouse interest in a particular topic, book, or reading activity.
- Help young people realize the importance and usefulness of reading in their development.
- Help young people gain a better understanding of themselves and develop a sense of responsibility through reading activities.
- Improve young people's perception of their own reading ability and their confidence in their capacity to succeed.
- Create positive social interactions.

EFFECTIVE ACTIONS

- Ask questions that help youth understand the meaning of the text or the writer's point of view.
- Have them analyze the text from different perspectives (e.g., by putting themselves in the shoes of different characters).
- Have them discuss what they've read.
- Have them participate in team-reading projects or activities.

Inspiring initiatives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 19, 23

INTRODUCE YOUTHS TO READING ROLE MODELS OR INSPIRING WRITERS

MOTIVATIONAL FACTORS

- ☒ Interest
- ☐ Value placed on reading
- ☐ Autonomy
- ☒ Feeling of competence
- ☒ Social belonging

OBJECTIVES

- Arouse interest in a particular topic, book, or reading activity.
- Improve young people's perception of their own reading ability and their confidence in their capacity to succeed.
- Create positive social interactions.

EFFECTIVE ACTIONS

- Invite an author to speak.
- Have a young person who is motivated to read relate their story to other youth.
- Form pairs or trios to give a young person enriching reading experiences with a key person (individualized support).

Inspiring initiatives: 3, 5, 7, 9, 11, 13, 14, 15, 19

APPLAUD YOUTHS' EFFORTS AND SUCCESSES

MOTIVATIONAL FACTORS

- ☐ Interest
- ☐ Value placed on reading
- ☒ Autonomy
- ☒ Feeling of competence
- ☒ Social belonging

OBJECTIVES

- Help youth gain a better understanding of themselves and develop a sense of responsibility through reading activities.
- Improve young people's perception of their own reading ability and their confidence in their capacity to succeed.
- Create positive social interactions.

EFFECTIVE ACTIONS

- Congratulate youths when they try and when they succeed.
- Offer prizes to reward achievements, successes, or accomplishments (e.g., projects or readings done).
- Help youths with reading activities when they need it and provide advice and guidance on how to improve their skills.

Inspiring initiatives: 1, 7, 8, 9, 10, 16, 19

INSPIRING INITIATIVES

BOOK CLUBS AND READING CIRCLES

The terms “book club” and “reading circle” – groups who meet on a regular basis to discuss what they have read – are sometimes used synonymously. Their formats differ depending on their setting (e.g., in class or outside school, in a physical or online space, with or without an official facilitator). The search for inspiring initiatives for this project indicates that book clubs employ a wide range of activities, such as discussions, creative writing workshops, and presentations.

According to the scientific literature consulted, a reading circle is a group of people who read the same book so they can discuss and reflect on it together. Group members may also try to make connections between the story and their personal lives in order to improve their self-knowledge and share ideas while creating a spirit of community. Reading circles are often structured. For example, the organizer may ask group members to assume specific roles or tasks that will better shape the dialogue (e.g., make connections between the story and real life, formulate questions to facilitate discussion, find important passages, identify images that reflect the author’s ideas or what they reveal). The organizer may also help members take ownership of their roles by providing examples of questions to ask or by encouraging them to take notes to keep track of their thoughts and by fostering assessments of how the group is functioning.

Scientific studies show that in addition to being linked to reading motivation factors, book clubs and reading circles may help youths develop significant skills not only at the cognitive level (text comprehension and interpretation) but also at the socio-emotional level (e.g., self-awareness, listening to others, communication).

Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>Chien de lisard</i> (Youth book club) No. 1	<i>Chien de lisard</i> is a book club that offers numerous activities for teens. Examples: choose books from suggested titles, follow up on reading, share discoveries with other club members, participate online in creative writing activities. Activities take the form of contests.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Applaud youths’ efforts and successes.	Ages 12 to 17	Bibliothèque de Québec	Chien de lisard website (French only)
TD Summer Reading Club No. 2	The TD Summer Reading Club is available in more than 2,000 Canadian public libraries. Children (and their families) discover books, follow up on their reading, communicate with other children across the country, read online books, and get a chance to participate in writing activities.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Have youths work together or discuss the texts they have read.	Ages 10 to 12	Toronto Public Library in partnership with Library and Archives Canada	TD Summer Reading Club website

BOOK CLUBS AND READING CIRCLES (CONT'D)					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>Club de lecture d'été ado</i> (Teen summer book club) No. 3	This summer book club lets members discover books, meet other teens, and take part in various activities such as facilitated discussions, meetings with guest speakers, presentations on youth-related subjects, and creative workshops. Meetings take place at the library.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Establish connections between reading and youths' personal lives. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Introduce youths to reading role models or inspiring writers.	Ages 13 to 17	Activities department of the Drummondville municipal library	Information on the Drummondville website (French only)
<i>Club Ados BD</i> (Teen graphic novel club) No. 4	This reading club gives young fans of graphic novels a chance to meet and talk about what they have read and to get suggestions from the librarian.	• Suggest a variety of texts for youths to read. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read.	Ages 11 to 20	Saint-Michel Library, Montréal	Saint-Michel Library website (French only)
Reading Matters! No. 5	As part of the Reading Matters! Project, hockey players meet in a weekly reading circle with their team. After practices, they form groups to discuss something they have read, often about hockey. The coach, also a fan of reading, leads the activity and promotes books and the pleasure of reading. Players' fathers are also invited to join the discussions.	• Suggest a variety of texts for youths to read. • Establish connections between reading and youths' personal lives. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Introduce youths to reading role models or inspiring writers.	Ages 10 to 20	Shane Doiron (original concept), junior hockey coach, and Manon Jolicoeur, lecturer and doctoral student at Moncton University	Article published on the Réseau d'information pour la réussite éducative (RIRE) website (French only)

BOOK CLUBS AND READING CIRCLES (CONT'D)					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>Club de lecture Chapitre 15</i> (Chapter 15 book club) No. 6	The Chapter 15 virtual book club gives young people a chance to talk to other youth about what they are reading. The club uses Facebook to make reading suggestions and announce the publication of new books. News stories and articles about the subjects being read are also shared.	• Suggest a variety of texts for youths to read. • Give youths an opportunity to make choices and take responsibility. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read.	Ages 12 to 20	Espace Jeunesse Victo and the Charles-Edouard-Mailhot Library, Victoriaville	Facebook page of the Chapter 15 book club (French only)
INDIVIDUAL SUPPORT (THROUGH MENTORING)					
Mentoring is the practice of pairing a young person with a significant adult (from the school or community) in order to build a relationship of trust, through which the mentor offers help and support to the mentee. The pair meet periodically to discuss various subjects or personal projects, to solve problems of an academic or social nature, and to engage in various activities together. This approach has been extensively studied and may have positive outcomes on the development of teens and young adults (perseverance, educational and social adjustment, etc.) For example, an assessment of the <i>Lire avec fiston</i> project (initiative 7), based on mentoring fundamentals, suggests that boys who participated in the project developed a positive attitude toward reading.					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>Lire avec fiston</i> (Reading with boys) No. 7	The goal of the project is to develop a love of reading among boys who say they do not like to read or who have difficulties in this area. Each boy selected by the school is paired with a male parent or relative and a male student in the bachelor's program for pre-school and elementary education who acts as a role model. Together, the trio has enriching experiences related to reading, and they plan their meetings and choose the books to read and activities based on the youth's interests. The project includes procedures for selection, pairing, and supervision.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Establish connections between reading and youths' personal lives. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Introduce youths to reading role models or inspiring writers. • Applaud youths' efforts and successes.	Ages 10 to 12	France Beauregard and Isabelle Carignan, professors at the <i>Université de Sherbrooke</i>	Detailed information of the <i>Lire avec fiston</i> appears on the RIRE website (French only)

YOUTH-LED PROJECTS					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>Tous les goûts sont dans la lecture!</i> (Reading has something for everyone) No. 8	This contest-based project encourages young people to develop their own community projects to make reading more appealing. Winning projects receive funding to carry out their submissions.	• Give youths an opportunity to make choices and take responsibility. • Establish connections between reading and youths' personal lives. • Have youths work together or discuss the texts they have read. • Applaud youths' efforts and successes.	Ages 12 to 20	Carrefour Jeunesse Emploi (Estrie)	None available
<i>Coup de foudre : les amours livresques de nos stars</i> (Head over heels: favourite books of celebrities) No. 9	This project had high school students create and maintain a catalogue of youth literature suggestions made by celebrities and authors. During the activity, students identified Quebec celebrities popular among youth, contacted them to ask a specific question (What book turned you into a life-long reader?), and created a catalogue of suggestions. Each page includes a photo of the celebrity, their signature, and a description of the book they recommended. The catalogue is available in print or online. Note: the books recommended in the catalogue are identified by a "favourite" icon on the shelves of the library at Paul-Hubert high school.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Establish connections between reading and youths' personal lives. • Have youths work together or discuss the texts they have read. • Introduce youths to reading role models or inspiring writers. • Applaud youths' efforts and successes.	Ages 12 to 17	Mélissa Simard, documentation technician at Paul-Hubert high school, Rimouski	Video explaining the project (French only)

YOUTH-LED PROJECTS (CONT'D)					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>La vie de quartier en BD racontée par les jeunes</i> (Neighbourhood life as told by teens in a graphic novel) No. 10	This program is aimed at producing a graphic novel created and animated by youth. The following activities are planned: workshops to learn about the different kinds of graphic novels, visits to the library or other literary institutions, creative writing workshops, graphic novel launch activities, and fundraising activities (to continue the project).	• Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Applaud youths' efforts and successes.	Ages 11 to 17	La Maison de l'Amitié de Hull, Gatineau	None available
<i>Des livres audio en cadeau</i> (Gift of audio books) No. 11	This extracurricular activity had secondary II students record audio books for grade 2 elementary students. The older students met with a children's author, analyzed books for 7–8-year-olds using an evaluation sheet for literary texts, evaluated the characteristics and needs of grade 2 elementary students, created characters, wrote a story, and actively participated in all stages of the book's graphic and audio design. They also presented their creations to elementary students.	• Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Establish connections between reading and youths' personal lives. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Introduce youths to reading role models or inspiring writers.	Ages 13 to 14	École secondaire Jeanne-Mance, Drummondville	Video capsule explaining the project (French only)

ACTIVITY FACILITATION					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>Lisons et apprenons ensemble!</i> (Reading and learning together!) No. 12	This project targets non-francophone youth from immigrant or refugee families. It involves reading-based socialization activities that employ innovative learning tools. In addition to acquiring digital materials for reading and active listening, outings to documentation centres (libraries, media centres, museums, and other places attractive to youth) take place. There are also activities for both parents and children to raise awareness of the importance of reading. The project is planned in partnership with Notre-Dame school in the Commission scolaire des Portages-de-l'Outaouais.	• Diversify reading activities made available to youth. • Establish connections between reading and youths' personal lives.	Ages 10 to 13	Académie des retraités de l'Outaouais	Website of the Académie des retraités de l'Outaouais (French only)
<i>Lis avec moi</i> (Read with Me) No. 13	This organization implements various reading activities in areas frequented by young people, such as pools, parks, and the street. The organization offers book-related activities and creative workshops.	• Diversify reading activities made available to youth. • Establish connections between reading and youths' personal lives. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Introduce youths to reading role models or inspiring writers.	Ages 10 to 12	Board of directors of the non-profit organization: <i>Lis avec moi</i> , Laval	Website of <i>Lis avec moi</i> (French only)

ACTIVITY FACILITATION (CONT'D)					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
Réseau Communication-Jeunesse (CJ) (Youth communication network) No. 14	Réseau CJ is a venue to discuss and discover literature. It gives young people ideas on how to improve their reading skills and take pleasure in it. Facilitators ensure that suggested books are available and encourage members to organize their own reading activities such as live or online discussion workshops, meetings with authors, book fair visits, or writing literary columns, etc.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Introduce youths to reading role models or inspiring writers.	Ages 12 to 17	Communication-Jeunesse, Montréal	Réseau CJ website (French only)
Apprivoiser la lecture – Dessine et raconte (Learning to read through drawing and story-telling) No. 15	This project offers a variety of activities for families, such as early childhood literacy, library activities for children and their parents, a mobile library in front of the Maison d'accueil Mutchmore, extracurricular activities, parent-child workshops, literary comprehension workshops, story hour and graphic novel activities, and poetry evenings (e.g., slam with local poets).	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Encourage youths to express themselves during reading activities. • Introduce youths to reading role models or inspiring writers.	Ages 10 to 12	Maison d'accueil Mutchmore, Gatineau	Maison d'accueil Mutchmore website (French only)

ACTIVITY FACILITATION (CONT'D)					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>La thérapie du zombie</i> (Zombie therapy) No. 16	In this contest-based project, young people and their families accumulate points ("brains") for every unit of reading done outside of school. The challenge aims to promote various forms of reading (individual, as a family, in groups) and reading in different settings (e.g., home, school, library, youth centre).	• Applaud youths' efforts and successes.	Ages 10 to 17	Centre de services pour l'économie et l'emploi des Collines-de-l'Outaouais (CSEE)	CSEE website (French only)
ONLINE SPACES DEDICATED TO READING					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>SODA, l'espace adolescents de la bibliothèque Georgette-Lepage</i> (A space for teens at Georgette-Lepage library) No. 17	SODA is both a physical and online space at the Georgette-Lepage library in Brossard where youth can get reading suggestions, among other things. In the online forum, teens can share their favourite literary works. Weekly activities for teens are also offered, such as homework help, how to write a CV, board games, and art workshops.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Establish connections between reading and youths' personal lives. • Encourage youths to express themselves during reading activities.	Ages 12 to 17	Georgette-Lepage library, Brossard	SODA website (French only)
<i>Sophie lit</i> (Sophie reads) No. 18	The <i>Sophie lit</i> blog publishes posts on youth literature and various articles about reading. Youths can comment on Sophie's posts. She also runs workshops for youth and training sessions for teachers seeking to encourage their students to read for pleasure.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Encourage youths to express themselves during reading activities.	Ages 12 to 17	Sophie Gagnon, blogger and high school French teacher	Sophie lit blog (French only)

ONLINE SPACES DEDICATED TO READING (CONT'D)					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>Netlivres</i> (Netbooks) No. 19	Every month, engaging videos are produced in which young people talk about books they have read. The videos are uploaded to YouTube and posted on a web platform created for this purpose: <i>Netlivres</i>. This platform also disseminates varied information about books and reading. The project also plans to publish a collection of short stories that will be presented at the <i>Salon du livre de l'Outaouais</i> in 2018.	• Suggest a variety of texts for youths to read. • Diversify reading activities made available to youth. • Give youths an opportunity to make choices and take responsibility. • Encourage youths to express themselves during reading activities. • Have youths work together or discuss the texts they have read. • Introduce youths to reading role models or inspiring writers. • Applaud youths' efforts and successes.	Ages 12 to 17	Adojeune inc., Gatineau	Adojeune inc. website (French only)
<i>Le Labo — Ton laboratoire littéraire</i> (Reading lab) No. 20	This website suggests books, organized by theme. Young people can rate the books they read and share comments. A playful character accompanies users as they navigate the site.	• Suggest a variety of texts for youths to read. • Encourage youths to express themselves during reading activities.	Ages 10 to 12	Librarians from the Commission scolaire Marguerite-Bourgeoys, LaSalle	Le Labo website (French only)
<i>L'Espace Jeunes de la Grande Bibliothèque</i> (Youth space in the Grande Bibliothèque) No. 21	This physical and online space at the Grande Bibliothèque offers a selection of books for young people aged 13 or younger. Librarians suggest their favourites and provide sources of information on a variety of topics.	• Suggest a variety of texts for youths to read. • Establish connections between reading and youths' personal lives.	Ages 10 to 13	Bibliothèque et Archives nationales du Québec (BANQ)	Espace Jeunes website (French only)
<i>Bibliojeunes</i> (Youth library portal) No. 22	This website suggests books and resources on various topics.	• Suggest a variety of texts for youths to read. • Establish connections between reading and youths' personal lives.	Ages 10 to 12	Montreal public libraries	Bibliojeunes website (French only)

ONLINE SPACES DEDICATED TO READING (CONT'D)					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
Wattpad No. 23	This website is a virtual community of readers and writers where members can read and critique works by other users. Most of the contributions are short chapters.	- Suggest a variety of texts for youths to read. - Encourage youths to express themselves during reading activities. - Have youths work together or discuss the texts they have read.	Ages 10 to 20	Allen Lau and Yvan Yuen, Canadian entrepreneurs and founders	Wattpad website
KITS AND BOOK SERIES					
Initiative	Description	Associated practices	Target Clientele	Organization	Documentation
<i>Coup de poing</i> (Youth book series on serious topics) No. 24	This book series deals with topics that youth are drawn to, such as self-affirmation, differences, social inequality, love, and violence. Each book comes with a worksheet (avenues for reflection, ideas for activities to do with young people, etc.). There is also a training course on how to use the series for teachers and municipal librarians.	N.A.	Ages 12 to 17	Montreal libraries	List of titles by topic and worksheets (French only)
<i>Les garçons passent à l'action!</i> (Boys take action) No. 25	Each of these kits has a selection of twenty books on topics likely to interest boys aged 10 to 12, along with activity sheets and accessories. The kits are available to all libraries affiliated with the Réseau BIBLIO du Québec.	N.A.	Ages 10 to 12	Réseau BIBLIO of the Capitale-Nationale et de la Chaudière-Appalaches (teaching materials created by Annie Gosselin and Annie L.-Harvey)	Description of teaching kits Les garçons passent à l'action! (French only)

**FAVOURABLE
CONDITIONS**

Favourable conditions



This section presents the four main conditions for ensuring maximal outcomes of projects or activities aimed at motivating young people to read:

- Knowledge of the target clientele (developmental characteristics and reading habits)
- Parental engagement
- School-family-community partnership
- Structure and management practices

Knowledge of target clientele

The projects in this inventory target youths age 10 to 20, a group whose needs can be viewed in terms of the developmental characteristics and reading habits of adolescents. It is essential to take these needs into account when planning and organizing reading activities for teens, since this will help stimulate their engagement and involvement.

Developmental characteristics

Adolescence (i.e., from ages 10 to 20) brings with it many changes, such as transitioning to high school, developing love interests, part-time jobs, completing or continuing one's education, and making career choices. More specifically, adolescents undergo numerous transformations at the physical, cognitive, psychological, and social levels.^(1, 10) For example, at the cognitive level, they are quickly developing intellectual abilities (reasoning, introspection, metacognition, critical faculties, etc.), discovering new interests, and displaying greater curiosity about topics that concern them. They also prefer to learn by doing. At the psychological level, they are developing their identity and experiencing an increased desire for independence. They are also building self-confidence in different ways. And at the social level, young people place growing importance on peer relationships and strive to develop leadership.

Understanding these characteristics is essential for people who work with youths. Research suggests that, in general, adolescents' motivation and engagement are in part determined by the compatibility between the social environment in which they develop and their inherent developmental needs.⁽⁶⁾

Main developmental characteristics of adolescents in brief

- Increasing intellectual capacity
- Discovery of new interests and curiosity
- Preference for learning by doing
- Identity development
- Desire for independence
- Strengthening self-confidence
- Association with peers
- Leadership development

Reading habits

Reading motivation tends to decrease as young people progress through adolescence.⁽¹³⁾ This may be because as expectations increase in high school, they feel less competent at reading. Girls generally read more than boys.^(11, 13)

In general, adolescents read different types of material in various media: web pages and blogs, letters from friends, song lyrics, email, magazines, novels and short stories, graphic novels, and digital messages or texts (on social networks, online chats, playing on the computer).^(11, 12) Information and communication technologies (ICTs) – an everyday part of young people's lives – are often employed in reading activities and contribute to the development of literacy.

Adolescents read to escape, to learn about topics of interest and personal projects (trips, future jobs, etc.), to maintain or create emotional ties, and to assert their identity.⁽¹²⁾ They like to read about topics that are relevant to them and capture their interest, e.g., differences, social inequality, love, and violence. They generally enjoy characters like themselves and with whom they can identify (individuals who achieve their life goals, overcome personal difficulties, seek to find out who they are, etc.). In other words, outside of school, they like to read to meet their own cognitive, psychological, and social needs.

It would seem that as they get older, young people find fewer and fewer books that interest them in their immediate environment, whether it be at school or at home. They rarely go to the municipal library or book fairs. However, they frequently read to accomplish day-to-day activities.

Since time spent reading is associated with improved reading performance and development of literacy, it is vital to examine the practices and conditions that foster reading motivation in young people.^(4, 11)

Reading habits in brief

- The desire to read tends to decrease during adolescence.
- Boys read less than girls.
- Young people read a variety of material and media.
- Adolescents use ICTs in their reading activities.
- They read to escape, get information, build social connections, and assert themselves.
- They often read during daily life activities.

UNENGAGED READERS

Unengaged readers show little motivation to read for a variety of reasons. For example, studies show that young people experiencing difficulties at school, especially with reading, are generally less motivated to read. For such students, providing an array of activities is an important practice. To experience success and build feelings of competency, young people with reading difficulties require challenges adapted to their skill level. Encouraging them to express themselves during reading activities such as plays or poetry slams (i.e., outside the confines of academic requirements) may also help motivate them.

Studies also show that adolescents from underprivileged areas are less motivated to read than others and are less likely to take part in community-based reading activities.^(7, 17) Because these youths have access to more limited resources and fewer activities, they may need attention from adults with access to a greater variety of knowledge and materials (e.g., books). They may also face academic challenges or have trouble acquiring the skills they need to achieve their goals (e.g., finding a job).⁽⁸⁾ Reading activities that take place outside the school may help meet these needs and create a developmental environment that benefits underprivileged youth.⁽²⁾

Parental engagement

Parents can play an active role in motivating their children to read, even during adolescence. The practices listed in this inventory are intended for all community stakeholders, including parents. Parents can take many practical steps such as making books of different genres available, talking about what they have read and topics of interest to them, encouraging them to read during their free time, and urging them to take part in community-based reading activities. Young people are more likely to read for pleasure when reading is valued at home.

Parents can also be inspiring role models. Studies show that young people whose own parents read tend to engage in reading activities more often. Moreover, research suggests that parental engagement is more likely to foster reading motivation when a good parent-child relationship already exists. It is thus important to promote positive dialogue and interactions (listening, communicating, remaining open to different points of view, and positive reinforcement) within the family. By getting involved in their children's reading activities, parents can help establish a positive relationship with them (e.g., see initiative no. 7 – the *Lire avec fiston* project).

School-family-community partnership

An ecological approach is helpful in understanding the favourable developmental conditions of adolescents in different contexts. This model has been studied extensively and suggests that when the school, family, and community pursue coherent and complementary goals and actions, it is likely to have a positive influence on youths' reading motivation and participation in various reading activities (and its associated benefits). In this sense, an ecological approach highlights the importance of partnerships between the school, family, and the community to develop reading motivation. Such partnerships might include the following actions:

- Recognize that all partners in a young person's environment (school, family, community) have active roles to play in developing his/her reading motivation.
- Create lines of communication between the school, family, and community to better coordinate their respective actions to develop reading motivation.
- Bring school, family, and community representatives together to create an action plan based on motivational factors.
- Conduct some reading activities together (school-family-community).
- Share resources.

Structure and management practices

The benefits conferred by community-based initiatives to motivate young people to read are greatest when reading activities are structured and backed by effective management practices. The literature on motivation, youth participation in leisure activities, and program implementation suggests that when carrying out such projects or activities, basic steps and aspects must be factored in, as follow:

- Define the needs of the target clientele, with a special focus on their developmental characteristics and reading habits.
- Determine the motivation-related goals to pursue:
 - Engage youths' interest in a specific topic, book, or reading activity.
 - Raise youths' awareness of the importance and usefulness of reading for their development.
 - Help young people gain a better understanding of themselves and develop a sense of responsibility through reading activities.
 - Improve young people's perception of their own reading ability and their confidence in their capacity to succeed.
 - Create positive social interactions.
- Determine expected outcomes and which follow-up and assessment methods to use.
- Plan activities that are compatible with the target clientele's needs, are held in places youths frequent, and whose duration, frequency, and intensity produce the desired results (e.g., one-hour activity, twice a week for one year).
- Identify effective reading motivation practices and actions that can be employed during the activities planned.
- Identify the material and human resources needed to implement the planned activities (books, physical or online space, facilitators, specialists, etc.).
- Choose facilitators who have the qualities and skills to work with youths (e.g., the ability to develop positive relationships), and offer training whenever possible.
- Implement a communication strategy designed to reach young people and inform them about the activities.
- Follow up on the activity implementation (establishment of effective practices or actions) and evaluate the outcomes (achieving the objectives).
- Establish school-family-community partnerships.

CTREQ RECOMMENDATIONS

The initiatives in this inventory are rather diverse (e.g., book clubs, reading circles, individual support, youth-led projects, facilitated activities, online reading spaces, kits, and book series). However, most focus either on children under 12 or on adolescents aged 12 to 17. Very few target 16–20-year-olds specifically; though these youth have developmental characteristics similar to 10–15-year-olds, they have different life experiences (e.g., finishing or continuing their education, looking for a job, etc.).

Moreover, there is little information available on the reading habits of the 16–20 age group (what they read, why they read, the types of reading activities that appeal to them, etc.). Having such information would allow community stakeholders to plan and carry out reading projects or activities accordingly.

RECOMMENDATIONS

1. Mobilize community stakeholders (social workers, high school principals, researchers, parents, etc.) to develop concerted action plans toward reading motivation activities among the 16–20 age group, who are considered unengaged readers.
2. Build awareness among researchers of the importance of better understanding the reading habits and needs of 16–20-year-olds in order to maximize outcomes of reading motivation activities or projects for this group.
3. Support community stakeholders in carrying out reading motivation projects or activities for the 16–20 age group (especially for unengaged readers) and inform them of the key developmental characteristics of this group that should be factored in.

Most of the initiatives identified were poorly documented and had not undergone systematic evaluations. Knowing more about the following factors would nevertheless be helpful:

- The activities' objectives, content, and implementation methods;
- How the activities impacted young people's reading motivation and personal development.

RECOMMENDATIONS

4. Identify the measures supported by the IRCs within the literacy initiative and assess the activities in terms of implementation quality and achievement of objectives (i.e., their real effects on reading motivation and personal development).
5. Share information with community stakeholders about initiatives supported by the IRCs within the literacy initiative (description of activities carried out, evaluation results, etc.).
6. In partnership with researchers, develop common procedures and resources that IRC professionals can use to evaluate projects (avenues for selecting indicators and targets, implementation monitoring chart, evaluation questionnaire to assess reading motivation before and after participation or to gauge youths' satisfaction with an activity).

This inventory provides IRC professionals and community stakeholders with important considerations when planning and implementing reading motivation projects for 10–20-year-olds, such as motivational factors, research-supported practices, effective actions, existing projects or inspiring initiatives, and conditions that can maximize outcomes of activities or projects.

RECOMMENDATIONS

7. Share the results of this inventory with IRC professionals and community stakeholders who work with youths to develop reading motivation, and help them integrate these results into their workplaces.
8. Guide community stakeholders when developing reading motivation projects for youths (e.g., selection of motivational factors to target or identification of practices to implement).
9. Based on the information in this inventory, develop resources to plan reading-related projects, follow up on their implementation, and evaluate them.
10. Facilitate dialogue and partnerships among various community stakeholders.

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APPENDICES

APPENDIX 1 – ACTIVITY ASSESSMENT TABLE

Project title:

Target clientele:	Developmental characteristics and reading habits considered:	Potential partners (school, family, community):
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Activities	Motivational factors	Objectives	Practices and actions	Follow-up and evaluation
Brief description of activity	Motivational factors to consider	Activity objectives related to motivational factors	Practices and actions to implement for achieving the objectives	Expected outcomes and tools used to follow up on the activities and evaluate how well they achieved their objectives
	☐ Interest ☐ Value placed on reading ☐ Autonomy ☐ Feeling of competence ☐ Social belonging	• • • • • •	• • • • • •	
	☐ Interest ☐ Value placed on reading ☐ Autonomy ☐ Feeling of competence ☐ Social belonging	• • • • • •	• • • • • •	
	☐ Interest ☐ Value placed on reading ☐ Autonomy ☐ Feeling of competence ☐ Social belonging	• • • • • •	• • • • • •	

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Purview: consultant, contact person for managers of local and provincial organizations

APPENDIX 3 – ORGANIZATIONS CONTACTED

- *Association des bibliothèques publiques du Québec (ABPQ)*
- School Libraries
- *Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF)*
- *Centre intégré universitaire de santé et des services sociaux de la Capitale-Nationale (CIUSSS)*
- *Centre Solidarité Jeunesse*
- *Federation of Parent Committees of Quebec (FCPQ)*
- *Institut canadien de Québec (Bibliothèque de Québec)*
- *Institut de coopération pour l'éducation aux adultes (ICEA)*
- *Institut des troubles d'apprentissage (Institut TA)*
- Literacy Foundation
- Lucie and André Chagnon Foundation
- *Ministère de l'Éducation et de l'Enseignement supérieur (MEES)*
- *Ministère de la Culture et des Communications* (Intersectoral Committee on Reading of the IRC Chaudière-Appalaches)
- Regional consulting authorities on student retention and educational success (*Instances régionales de concertation*)
- *Regroupement des groupes populaires en alphabétisation du Québec (RGPAQ)*
- *Regroupement des maisons des jeunes du Québec*
- *Regroupement des organismes communautaires québécois de lutte au décrochage (ROCLD)*
- *Réseau BIBLIO du Québec*
- *Réseau québécois de recherche et de transfert en littératie*

