OBJECTIVE OF THE EVALUATION

To assess the impact of We Love Reading (WLR) on:

2. Willingness to go to school.

WE LOVE READING

The “We Love Reading” (WLR) program uses a grassroots community-based model to foster the love of reading among children. Initiated in 2006 by Rana Dajani, the programme mobilizes local volunteers who organize read-aloud sessions in public community spaces using books that are age-appropriate, neutral content-wise and in local languages. The effectiveness of the program has been assessed in collaboration with Yale, Chicago and Brown University and has won multiple awards including: WISE Award 2014, King Hussein Medal of Honor 2014, Star Award 2015, IDEO.org best refugee education program 2015, UNESCO International Literacy Prize 2017 and World Literacy Council Award 2018.

UNICEF supported the WLR program for a reading campaign in 2017 as part of the nationwide ‘Learning for All’ campaign in Jordan. The collaboration resulted in printing of 100,000 story books, establishment of community libraries and ‘read aloud’ session at Makani centres across the country. UNICEF also provided technical review and inputs on several themes including social inclusion, children with disabilities and nonviolence.

A LIBRARY IN EVERY NEIGHBOURHOOD - WLR MISSION

To provide a complete, sustainable accessible cost efficient grassroots flexible “read aloud program” to foster love of reading among children empowering communities through activism of local volunteers from the MENA and rest of the developing world.
**LOCATIONS OF WLR LIBRARIES**

- Mosques
- Churches
- Schools
- Homes
- Under trees

**WLR THEMES**

- Women empowerment
- Social entrepreneurship
- Early Childhood Development
- Refugees
- Social emotional support

**VIRTUAL COMMUNITY APPLICATION**

A virtual community application that allows learners and trainers to share experiences and exchange knowledge and supports monitoring and evaluation of the programme.

**IMPACT IN JORDAN**

- **6,913** WLR Trainees
- **3,962** WLR Ambassadors *

*Person who has received training and has started a ‘reading aloud’ session in their neighborhood.
Age range 16 to 70 years - Youth, retired military, teachers, home makers etc.

There are WLR ambassadors with physical disabilities, visually impaired and audio impaired.

- **300,000** WLR books distributed
- **142,476** WLR read aloud sessions
- **438,892** WLR children attending read aloud sessions

Jordan, Syrian, Palestinian, Iraqi, Somali children
2. Does your child ask you to read to her/him?

3. Do you have story books at home?

4. Does your child ask you to buy story books for her/him?
The effect of the WLR intervention on children reading practices did not differ according to children’s gender, and place, which means that the intervention equally increased the male and female reading practices, and equally increased the children’s reading practices in all geographical areas (North, Middle, South).

However, the effect of the intervention on improving the children reading practices at the early stage (4, 5) was better than at the middle and the late stages.

Children willingness to go to school

Altogether, the results support effectiveness of WLR program in improving children’s willingness to go to school. Analyzing the data collected using the direct measure (self-report measured by children) and indirect measure (by parents as observes) showed the following indicators of improvement:

- Children’s willingness to go to school (as reported by the children themselves) increased with effect size (0.11) although this is considered a small effect but this is because Children’s willingness to go to school was high before the intervention.

- The change of children’s willingness to go to school was not affected by the gender, the age group or the geographical region. That means that WLR program affects all children equally.

- Parents’ responses regarding children’s willingness to go to school showed improvement in the children’s willingness to go to school, however the differences before and after the intervention were not significant. This result can be explained in the light of the high level of willingness the children started with before the intervention which leaves limited amount of improvement as an effect of the intervention. Apparently, this limited amount was not noticeable by parents.