Changing mindsets through reading to
CREATE CHANGEMAKERS

2020 ANNUAL REPORT
# ANNUAL REPORT

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ABOUT WE LOVE READING

We Love Reading is a program that aims to foster the love of reading for pleasure among children, by training local men, women and youth to hold read aloud sessions in their native languages within public spaces in their neighborhoods where books are routinely read aloud to children. We Love Reading was founded in 2006 by Dr. Rana Dajani in Jordan, and has spread to 61 countries around the world, where thousands of We Love Reading libraries have been established.

OUR LETTER TO THE WORLD

Dear world,

It is the end of 2020 and the beginning of a new year. It’s a cycle. It’s like the leaves on the tree they fall and grow back but the tree is still there always. So in reality there is no end and no beginning it is a continuum like a river as all nature is.

We have come to realize through COVID19 how connected we all are and how similar. What connects us is our shared humanity but it is also what distinguishes apart in a beautiful way. The repeating theme in nature of unity and diversity.

The lesson I learned is the power and strength and importance of our resilience. What I mean by resilience is believing in ourselves that we have the power, strength and persistence to solve our problems and help others to be the Changemakers ourselves. Otherwise, nothing will really change.

Dr. Rana Dajani, Founder and Director of We Love Reading.

"You will not fail if you believe in yourself”
Ali bin Abe Taleb

Reading is one practical way to change mindsets to create Changemakers. We Love Reading holds that banner high and together we will reach every child in every neighbor around the world to create a better future.

OUR VISION

Changing mindsets through reading to create changemakers

OUR MISSION

Providing a simple, sustainable, and scalable “read aloud” program to foster the love of reading for pleasure among children in the MENA region and the world, designed to give ownership to local communities through training local volunteers as “We Love Reading Ambassadors”. We believe in empowering and engaging our workforce, creating partnerships with key stakeholders, adopting excellence in our processes, utilizing technology, and ensuring continuous development based on scientific research.

OUR VALUES

Interest of the community, Well-being of our workforce, Quality, Approaching the whole world irrelevant of gender, religion, social status, Integrity, Impacting future generations, Respect, Ownership, Human-centered approach.
We Love Reading program has developed throughout the years and the demand on the program has increased. WLR receives requests from individuals all over the world asking to become WLR ambassadors. WLR Online Training has been out for free for individuals who want to become Ambassadors but cannot attend a WLR Ambassadors’ Training (Face-to-Face).

The We Love Reading Program is about local volunteers reading aloud to children in their neighborhoods in the COVID 19 context at home. As schools are shutting and children are at home, the “We Love Reading” program is an online program for parents and community members to learn to read aloud to their children in a fun way and keep them engaged with learning.

The training included learning the importance of reading aloud for fun to change mindsets to create change-makers for both adults and children. The program trains you on how to read aloud for fun and how to start read-aloud sessions in your local neighborhoods on a regular basis. Reading to children should be in the mother tongue language of the child.

To increase the reach of the program, we have partnered with Greater Translogic Advisory Services from South Africa to host our online training for free and for unlimited users.

In collaboration with volunteers from around the world, We Love Reading Online Training is being translated into ten languages besides Arabic and English.

Check our online training portal supported by GTAS

“Very interesting sort of model for something that looks like the kind of experience that children are going to have to support healthy brain development.”

Dr. Dima Amso, Columbia University, USA
2020 WRAPPING UP A YEAR OF GROWTH

61 Countries
7,706 Trainees
4,565 Ambassadors
513,272 Children read to
156,924 Reading Sessions
267,433 Books Distributed

OUR IMPACT

The model of the program is that We Love Reading ambassadors also train others in their community and read aloud for an average of 20 children where those children also share this experience with their community (family, friends...etc).
| 1.  | Afghanistan (2018) |
| 2.  | Algeria (2012)    |
| 3.  | Argentina (2014)  |
| 5.  | Azerbaijan (2011) |
| 7.  | Bahrain (2020)    |
| 9.  | Canada (2014)     |
| 13. | Cyprus (2017)     |
| 15. | Egypt (2012)      |
| 17. | France (2014)     |
| 18. | Germany (2012)    |
| 20. | Greece (2011)     |
| 22. | Hong Kong (2013)  |
| 23. | India (2019)      |
| 24. | Indonesia (2017)  |
| 25. | Iran (2018)       |
| 26. | Iraq (2011)       |
| 27. | Italy (2019)      |
| 30. | Lebanon (2010)    |
| 32. | Malaysia (2012)   |
| 33. | Malawi (2020)     |
| 34. | Mali (2017)       |
| 35. | Mexico (2012)     |
| 36. | Morroco (2012)    |
| 37. | Mongolia (2020)   |
| 38. | Norway (2018)     |
| 40. | Pakistan (2016)   |
| 41. | Palestine (2010)  |
| 42. | Panama (2019)     |
| 43. | Portugal (2019)   |
| 44. | Qatar (2016)      |
| 45. | Saudi Arabia (2011) |
| 46. | Sierra Leon (2018) |
| 47. | Somalia (2016)    |
| 48. | Spain (2020)      |
| 49. | Sudan (2014)      |
| 50. | Sweden (2015)     |
| 51. | Syria (2018)      |
| 52. | Thailand (2011)   |
| 53. | Tunisia (2010)    |
| 54. | Turkey (2010)     |
| 56. | Uganda (2012)     |
| 60. | Yemen (2016)      |
| 61. | Nigeria           |
In 2015 She had confidence in herself and started writing her own stories and was offered to write regularly in the monthly Zaatri magazine. later in 2016 she was offered a job by Save the children to be a teacher. She was surprised because she had not finished school, but they told her that she was capable of taking care of the children and engaging them with reading and making learning fun. She felt inspired to do more. In 2017 Asma started training young teenager girls on reading aloud so that they could also start reading aloud to children in their neighborhoods.

Today with the COVID-19 crisis looming over the world, Asma is in lockdown in the Zaatri camp to protect the refuges from the spread of the virus. There are zero cases today in Zaatri camp because of the early response of the government and the smart actions of containment of the health sector. Therefore, Asma has been able with the girls she trained to continue reading aloud to children in their neighborhoods.

Asma refugee from Zaatri camp she was married at 16 did not finish school moved to Jordan during the Syrian crisis with two children and her husband. She just had a miscarriage and was depressed. In 2014 Asma learned of the WLR training and attended the two-day training and started reading in her neighborhood. Reading to the children gave Asma a sense of ownership and agency that she can do things on her own.

In 2013, I used to live in Qom. I already had a degree in Sociology and a master in Mysticism and Sufism. In that time while I was still studying traditional school of theology, I started to work as a researcher. But this job didn’t satisfy me because it didn’t have enough influence. In the meantime, my father was sick and asked me to move to my hometown, Dehdasht. I moved there and I found my first job as Imam of the mosque in a poor neighborhood which is also the center of drug activity and other problems. As the usual program of a mosque didn’t address my personal concerns, I had to do something more.

Our province is a really deprived area and I believe that the key to changing this situation is knowledge and ability. As I had already had the experience of reading aloud for my son and our neighbors’ kids, I chose reading aloud for children as the first step. So, I started reading aloud and doing other activities like children theater in the mosque. With some of my friends, we also started some monthly trips to small villages. Each of us was doing one useful activity for the kids and I was reading aloud. In the meantime, I was also doing other things such as part-time teaching in university and high schools, and going on trips with my friends. But I didn’t find the environment of universities and high schools suitable for developing reading culture. So, I left them and concentrated on early childhood. After a while I also left the mosque. So, I started a writing class in my son’s school. I also continued my activities in the mosque. More than reading aloud activities, we had also story writing and theater groups. As I saw the importance of activities in small villages, I increased the number of trips to villages to twice a month and then once a week. In the meantime, I had problems in the mosque. There were some protests on behalf of old people that it is a mosque not a kindergarten! So, I left the mosque and started a daily trip to villages in afternoon. Before and I hope after this pandemic I have this fixed schedule. I teach in the school of theology as a professor. And between my classes I do some activities in nearby schools. Then in the afternoon, I go on trips to nearby villages and in the weekends and summer I go to far villages.
“I have sorely missed doing Storytime with kids during this age of social distancing. So just like many other things today, I decided to go online!” Ayla Tosun, Reading Ambassador

Through some research, we were able to connect with an orphanage for children with special needs in the Philippines, who welcomed volunteers interested in sharing their time. After some planning, we finally reached a solution where I could be miles away in Dubai yet able to share stories with kids in real time — all thanks to Zoom!

We had our first session on Wednesday 29 July, where we met each other ‘face-to-face’ for the first time. We learned each other’s names and got to know each other a bit, before going on to read some of my own favorite childhood stories: ‘Dear Zoo’, ‘The Very Hungry Caterpillar’ and ‘Moo, Baa, La La La.’ In Rod Campbell’s ‘Dear Zoo’, I had the kids join me in acting out the different animals, like using our arms to mimic a trumpeting elephant or scratching our heads and tummies while whooping like a monkey. The kids were especially taken by Eric Carle’s beautifully colored butterfly in ‘The Very Hungry Caterpillar.’ Together, we went through the different colors and I flapped the pages of the book to make the butterfly come to life!

Finally, we wrapped things up with ‘Moo, Baa, La La La’ by Sandra Boynton. Seeing their enjoyment from ‘Dear Zoo’, it was only natural to have some more fun engaging in different animal sounds. I even got to use the new Tagalog word I had learned: ‘aso’ in Tagalog means ‘dog’!

Sometime later, we met again for a second time with more exciting books and even an animated video of ‘The Very Hungry Caterpillar’ to end with. Yesterday, I also had the opportunity to read to an older group of boys who had a keen interest in adventure stories!

Reading to all of the kids has been an absolute pleasure; the act of sharing stories really knows no bounds!

One out of every 10 children between 3 and 5 years of age is enrolled in pre-primary education. Therefore, the need of a program such as WLR is crucial and Matovu believed that. Matovu started his own coffee brand in Uganda and as a way of supporting the implementation of the program, he suggested that a part of the money coming from selling coffee will be dedicated to the implementation of the program. He gathered a team of more than ten people and all believing in the importance of the program for Uganda at large.

Now, the We Love Reading online training is being translated to Luganda and will be translated to three other native Ugandan languages. Matovu and his team are working to get more people believing in the program and already have more than 200 people interested in taking the training 50 of them will take the training even before it gets translated as they cannot wait to start.

We Love Reading program will be spreading all over Uganda to make every single child fall in love with reading.
THE FIRST CIRCLE OF BLISS

The Reading aloud was planting a seed in their souls that took root and flourished changing their mindsets to become who they are today. I believed that reading aloud would make a difference on the long run even if others did not. The children grew up to be special as the stories you will read will show. I imagine that years from now that it will be said that children growing up in a certain neighborhood were different no one knows why... but if we go back we find out that they were part of we love reading ... they were read aloud to... They are the next generation of change-makers... they are carrying the torch forward... they are the butterflies of the future I am proud to have been part of their lives.... We have to believe...That is all. These are excerpt of the first circle of we love reading children.

Enas Aldassan

Enas firmly believes that we love reading was a big part of her love for reading now and her eagerness for exploring the unknown regardless of the genre, it feels like an inseparable piece of her heart now.

Ro'aa Abbas Aljalodi

Ro'aa stated that the hakawatii’s stories transported her to this imaginary world filled with characters that were relatable and inspiring and planted seeds of ideas and values using entertaining methods that left an impression and helped build our character. Even regardless of how they helped enhance our language and writing abilities she felt that it played a great role in improving our social and interactive side and planted positive thoughts that helped build a balanced and

Layan Mahmoud

“It wasn’t just reading that we gained from it after all, it was the feeling of accomplishment every time we finished a story, and the new friendships we made, and the sense of responsibility when we were handed our next story to borrow and return in the same shape for others to be able to read too [and it didn’t hurt that we were offered some treats with every book either].”

Rawn bassam Al btoush

She remembers the hakawatii’s stories to be fun and easy to love for those who wanted motivation to read and to feel the joy of it. It filled her time during the vacation and gave her more patience to read for longer periods of time. And while she didn’t get into reading for a long time after, she managed to get back to it recently and love it like she did with the hakawatii.

“"It may seem as if we love reading is now this big world-renowned organization that went on to do great things, but to us then, it was our most awaited circle of bliss on an otherwise wasted Saturday and with another adventure to explore.”

Rawn bassam Al btoush, Reading Ambassador
YOUNG MEN AND FATHERS

Wasfi Al Sabrat

We Love Reading Ambassador Wasfi Al Sabrat is a 47-year-old (Jordanian) father from Sahab. Before his training, he mentioned that he did not read very often with his children, but he felt this increased after his training with We Love Reading. According to Mr. Al Sabrat, a main motivation for him to read was his children’s encouragement and requests for him to read. He also stated that reading has become a family affair that is part of his family’s gatherings every Friday.

Musab Muhammad Al Ali

Musab Al Ali -25-years-old - is a father of 2 children that spends his free time volunteering. He spoke to us about how, prior to his training with We Love Reading, he felt too shy and somewhat scared to read to children. He stated during the time he was training with We Love Reading he practiced reading with nearly 200 children, and this made him feel more confident and at ease when reading with children.

Jamil Ali Alhajaj

Jameel Al Hajaj -45-year-old- is a father living in Tafileh. He mentioned that before he trained with, We Love Reading he did not really care for reading. He claimed that as a provider his main focus is in relation to work so he did not really pay attention much to things like reading. He stated that his involvement in reading changed after the We Love Reading training as he began to notice that his children really enjoyed the time, they spent reading with him and would be more interested when reading with him rather than

42-year-old We Love Reading Ambassador Nedal Al Zedaneen is an 18-yearold at heart that loves to read with children and inspire a love for reading within his community. he has an organization that works to inspire and motivate people towards education. before he trained with We Love Reading he did not really read with his children but after the training he began to read with them and also with other children in his family.

Abdullah Hamedan Al Rajaa

Abdullah Al Rajaa is a 43-year-old We Love Reading Ambassador and librarian living in Mafraq that believes it is necessary for his children to read. He was involved in reading with his children prior to his training with We Love Reading but felt that his method of reading improved as a result of the training. He feels that the way he reads now encourages children to read whereas they previously may have felt somewhat bored.

“Pushing forward in this Critical area of work, UNICEF has been supporting We Love Reading in implementing this learning program in the most challenging contexts in the world who have massive needs.”

Robert Jenkins, Global chief of education UNICEF
NEW PARTNERS AND FUNDERS

GRANTS:

The British Academy

The British Academy funds International Programs that focus on fostering international collaboration in the humanities and social sciences as well as promoting the sharing of international perspectives on global challenges. We love reading Application To The Education And Learning In Crises Call Was Funded by the British academy to develop and Implement a Transformational Education Intervention in a Humanitarian Crisis Context.

Community-led, shared book-reading interventions can improve early childhood development and reduce inequity. One such program, We Love Reading (WLR), was implemented in Jordan in response to the Syrian refugee crisis and involves mothers reading stories to children. This research project will examine the potentially transformative nature of WLR, by (a) evaluating WLR qualitatively and quantitatively and (b) interviewing the people who developed and implemented WLR (WLR Ambassadors, women trained in WLR, children who took part) to create a toolkit for effectively developing and implementing non-formal education resources elsewhere.

We Love Reading is a partner in the Rights for Time research network funded by The Global Challenges Research Fund (GCRF). GCRF is a £1.5 billion fund by the UK Government to address complex global development challenges and support collaborative research that will improve the economic prosperity, welfare and quality of life of people in Low and Middle Income Countries (LMIC).

Rights for Time is a research network comprised of interdisciplinary research taking place in multiple countries that is bringing the hidden legacies of conflict directly into humanitarian protection, human rights policy and practice and is working for the benefit particularly vulnerable groups, such as refugees, women, children, and other marginalized communities.

A research is on the visibility of transgenerational trauma and its intersectional and postcolonial dimensions in contexts of protracted displacement, war, and occupation from the perspectives of medical anthropology and development was brought by the network. Its focus from a medical and developmental perspective is hope and agency. It works with refugees who are displaced or forced to migrate as a result of conflict. It begins not with violence or trauma but with the problem that many are affected by a lack of purpose, giving up, and a lack of hope. Interventions introduced to help alleviate this situation usually address the specific cause of violence, treating refugees as victims. This case study explores the impact of the ‘We Love Reading’ program, an intervention designed to enable refugees to have agency and ownership and design solutions for themselves to find hope for a brighter future for themselves and their children.

Acknowledging the importance of strengthening the rule of law around the world, the Education for Justice (E4J) initiative was created to come up with novel, creative and sustainable ways to make teaching on the rule of law and on Sustainable Development Goals’ 16-related topics a priority for many educators with the aim to empower the next generation to become the leaders, decision-makers and citizens that are needed to address the challenges the world is facing.

E4J partnered with We Love Reading to empower children, youth and educators in order to build bridges between youth, educators, academics and policymakers.

Reading to children for pleasure is beneficial for a child’s personality, imagination, and intellect. The lack of this opportunity in the lives of millions of young people, particularly those in impoverished communities perpetuates poverty, injustice, and inequality. We Love Reading aims to close that divide by promoting a love of reading in the everyday lives of children.

Reading encourages respect for others, even if we disagree. This is the single most important requirement for communication and peace-building and becoming more empathetic as people and less violent. Reading aloud fosters critical thinking in children who grow up being able to differentiate between what is morally right and wrong and become advocates for justice.

CORPORATE SOCIAL RESPONSIBILITY (CSR):

We Love Reading through catalyst 2030 partnered with Greater Translogic Advisory services from south Africa on hosting the Online Ambassador Training free of charge with unlimited number of participants. This will help We Love Reading add more languages to the platform to expand the reach of the program to get to other people around the world! Translogic advisory services are a private company and their support for WLR is part of their Corporate social responsibility.
AWARDS

UNHCR Nansen Refugee Award
The everyday heroes from Africa, Asia, Europe and the Middle East are being honored for their outstanding humanitarian work. From hundreds of nominations, a winner is selected to represent each region in addition to honouring a single global laureate. Through this award, unsung heroes are celebrated for their extraordinary efforts to change and in many cases save the lives of forcibly displaced people. From the middle east, the winner Dr. Rana Dajani is a scientist and professor of molecular cell biology founded the We Love Reading project. The initiative aims to make books and reading accessible to children in every community including refugee camps.

Access Sharjah
We Love Reading Was Chosen Among 250+ Applicants as One Of A Select Few (14) To Be Part Of The Sharjah Access Acceleration Program For Literacy Start Ups. We Love Reading is moving in its business model from an organization that depends on grants to one that generates its own income to be able to keep the Program for free for those who need it the most. Kind of like robin hood take from the rich to give to the poor.

RECOGNITION

ARAMCOWORLD
For the Love of Reading, Back in Amman in December 2005, Dajani noticed that despite Jordan's 98-percent national literacy rate, it was rare to see children or adults reading on buses or in public. Libraries were few and their hours were short; none offered activities for children.

Catalyst 2030
We Love Reading is a member of catalyst 2030 and is featured in the report as a shovel ready solution for addressing education and mental health during covid19.
OUR EVENTS

Changing Mindsets
Through Reading to Create Changemakers - December 7, 2020

E4J partnered with We Love Reading to empower children, youth and educators in order to build bridges between youth, educators, academics and policymakers. Reading to children for pleasure is beneficial for a child’s personality, imagination, and intellect. The lack of this opportunity in the lives of millions of young people, particularly those in impoverished communities perpetuates poverty, injustice, and inequality. We Love Reading aims to close that divide by promoting a love of reading in the everyday lives of children.

Background to the conference:
The COVID-19 pandemic has created the largest disruption of education systems in history. However, educators around the world have demonstrated unprecedented eagerness and creativity to minimize the consequences for their students, motivate them, and identify new and innovative ways of teaching. Shifting a portion of the traditional classroom teaching to the digital world has revealed that a significant part of the population has limited or no access at all to communication technologies and/or the internet. The online interactive discussions also provided an avenue to discuss the future of education on issues related to justice, the rule of law and social cohesion, from the perspective of the many international and distinguished partners that cooperate with E4J, as well as youth representatives and other beneficiaries.

Dr. Dajani proposed recommendations to policy makers that include empowering local people to be involved to create community-based solutions to enable sustainable change. Education should be child centered and must start from the home especially since schools are closed and the future of education is unpredictable. Out of school programs complement what is happening inside the school and slowly are becoming the only form of education. Most importantly we need to seek approaches that motivate children to want to learn for themselves to become lifelong learners.

We Love Reading, in cooperation with Ashoka Arab World, launched the #ReadingCorner campaign to encourage reading at home. Because of the current epidemic, it has become more evident than ever that our world needs visionaries and change makers, young and mature. Through the Reading Corner campaign, we invited families around the world to share their favorite stories and send video clips to themselves as they read books aloud to their children at home using the hashtag #ReadingCorner #WeLoveReading
OUR EVENTS

We Love Reading at the 2020 Skoll World Forum For 2020.
April 1, 2020

The 2020 Skoll World Forum for 2020 went virtual due to health and safety concerns related to the COVID-19 pandemic. This year’s theme is Collective Strength.

We Love Reading along with Catalyst2030 hosted an event “Changing mindsets to Create Changemakers” on April 1, 2020 as part of the 2020 Skoll World Forum. 197 people attended and 232 registered. The talk discussed the challenges that social entrepreneurs face in creating system change.

In order to create sustainable change, we need to start from the grassroots. The people themselves have to change their mindsets to be the changemakers themselves. This is the biggest challenge for system change. How to get people at the grassroots not adopt the change but actually create it in order to carry it forward into the future. The session highlighted scientific research and practical experience from programs on the ground and from the field on how to answer this question such as We Love Reading and Poverty Stoplight.

OUR EVENTS


While COVID-19 has driven record numbers of students to sign up for online education in the region, there is uncertainty about its rigor, availability, and impact. How can platforms reach more students? How can learning engineering and experimentation improve outcomes? What can be done to reach the students who need the most help? Learn how these leaders are answering these questions, and the biggest areas for additional work.

Professor Dajani shared the experience of We Love Reading as a Program that addresses many of the issues raised about education that existed in the past but were escalated during Covid19.

“We found change in reading practices and attitudes in children who attended WLR sessions” “The WLR program can indeed change WLR attitudes and reading practices, so participation in such a community based program that rely the empowerment in the community can actually promote the development of reading culture.”

Dr. Antje, NYU Abu Dhabi
OUR EVENTS

The Inaugural Saïd Rhodes Forum

The Inaugural Saïd Rhodes Forum on Syria, Jordan, Lebanon & Palestine (SJLP) celebrates the historic partnership between the Saïd Foundation and the Rhodes Trust. The conference discussed three indispensable themes: economic development, health, culture and education.

Professor Dajani spoke on a panel on Transforming Health: Crisis and Beyond. She gave an expert case talk on the We Love Reading Programme, an exemplar of a home-grown Programme that creates changemakers by changing mindsets through reading.

The program is built on scientific research and rigorously evaluated by researchers at leading institutions of higher education, including Brown University, Harvard University, Yale University, New York University, and the University of Chicago.

"Fostering The Love Of Reading Among Children"
At The Future Of Education Conference

Eisenhower Fellowships convened thought leaders from around world in Cartagena, Colombia to explore the Future of Education, a critical issue in every corner of the planet. This three-day global conference looked at how educational systems prepare young people for the future and how well they have adapted to the explosion in technology that has disrupted life, work and the status quo in every society.

Professor Dajani, an Eisenhower fellow for innovation herself and founder and director of the We Love Reading program and president of the society for the advancement of science and technology in the Arab world, presented the We Love Reading Program as a Program for the future inspiring creating changemakers by changing mindsets through reading especially in a time of uncertainty about the future of education. We Love Reading is all about fostering curiosity, critical skills and analytics.
We Love Reading has a specialized department for book development. WLR aims to develop books that are fun, creative, and unleash the children’s imaginations. Books are developed according to set criteria and methodology, taking into account factors such as theme, relevancy to the children’s culture and background, language, and age-appropriateness. In creating the books, WLR collaborates with local writers, illustrators, designers, and publishers. All content is reviewed by education consultants as well as consultants within the respective content themes. Thus far, WLR has created 32 children’s books covering a variety of themes, including environmental awareness, empathy, gender, non-violence, disabilities, and refugees. As of 2018, WLR has distributed more than 266,213 books all over Jordan.

We Love Reading has developed 32 children books that cover the following themes:

1. Environment: resource conservation, anti-littering
2. Empathy and social cohesion
3. Nonviolence
4. Refugees
5. Gender
6. Disabilities

Some of the children books we developed:
GUIDE BOOKS SERIES

In addition to the 32 books We Love Reading has published, we have also produced a series of guide books on different topics:

- How To Write Children Story Books
- How To Do Randomized Control Trials

NEWLY ADDED TO OUR BOOK PACKAGE

ElevatED is a Student Interest Group at NYUAD focused on Education-related initiatives. Its mission is to facilitate spaces for dialogue, exchange, and innovative ways to think about Education and spread it to the community at NYUAD. On behalf of the entire ElevatED team and the authors of this book, we would like to thank We Love Reading and all the collaborators for supporting the publication of ElevatED's first children's book. NYUAD Alumni and current students envisioned this project hoping that each child and family interacting with this story would connect with the beautiful sense of humanity and love each page of this book was created with. Individuals continuously ask themselves: Where is home? What is home? Where do we belong? This book portrays home for us as a place where love exists, which is not necessarily a physical or tangible space.

Our love is spread around the world; from China to Antarctica, and across to the Amazon. This book is a celebration of the unity of humanity and of the love for the environmental diversity of our planet Earth. We would like to end this by quoting Riccardo Bozzi for his words: “The world belongs to you. And you belong to the world.”
**ONGOING RESEARCH**

**Family Intervention for Empowerment through Reading and Education (FIERCE)**
The goal of this evaluation study is to understand how We Love Reading Program may impact children’s educational trajectories, literacy, and love of reading during war and displacement.

**Joint Attention**

**How We Love Reading volunteers go on to become social entrepreneurs: Empowering people to create positive change in their communities**
We Love Reading’s social entrepreneurship program follows the philosophy: “If I can open a library, what else can I do?” This research analyses to what extent the We Love Reading voluntary experience fosters intentions to start their own social entrepreneurship project afterwards.

**PUBLISHED RESEARCH**

The effects of a reading-based intervention on emotion processing in children who have suffered early adversity and war related trauma.

KNOWLEDGE MANAGEMENT IN THE DEVELOPMENT OF ‘WE LOVE READING’ (2020)  
Diyar Kashlook, Copenhagen Business School

“Dad, read us a story!” An ecological systems approach to understanding fathers’ perceptions on shared storybook reading in Jordan  
Author: Madina Olomi  
Supervisor: Moira Nelson

The Impact of We Love Reading On Children Practices And Attitudes Towards Reading With Funding From UNICEF
PUBLICATIONS

Our Latest Book “We Love Reading – An Introduction” is now Available. The Book Highlights the Philosophy and the Experience of “We Love Reading” as Following:

Part One: Our Philosophy
1. Why Reading for Pleasure is Important
2. Reading Levels Remain Low
3. Why Don’t Children Read for Pleasure?
4. We Love Reading as a Solution
5. How to Reading Aloud
6. Establishing We Love Reading Libraries
7. Studying We Love Reading’s Impact

Part Two: Our Experience
1. We Love Reading: A Short History
2. We Love Reading as a Social Movement
3. We Love Reading in Refugee Camps
4. Conclusion

Reviews on the Book:

“For Refugee Children, Reading Helps Heal Trauma”


“We should believe that nothing is impossible,” *writes Rana Dajani, who has made a life and a career out of proving that everything is and can be possible. The story of her journey in building We Love Reading is profoundly inspirational, for it is the story of a woman’s heart and a woman’s leadership. It is the story of what reading can do to change lives and especially what reading to children can do for one child and for the entire community Professor Dajani shows us that one act of love—the act of reading aloud can create dynamic change in the lives and minds of young people and in the entire community that surrounds them. Professor Dajani lays out a unique and replicable blueprint for nurturing and empowering societal change, story by story, and child by child.”

-Pam Allyn, Founder of Lit World, Author of What to Read When.

Book author:
Dr. Rana Dajani,
Founder of We Love Reading.

Buy the book:

Jacobs foundation Bold Expert Blog: Now is the time to change how we approach education

Helping children become avid lifelong learners

WEF: Here’s how to empower people for grassroots change

As chaos theory tells us, small movements can have world-changing consequences
This article is part of the Pioneers of Change Summit, published on World Economic forum website.

Read the article:
AREAS OF IMPACT AND SDGs

Sustainable Development Goals (SDG):

The 193 United Nations Member States adopted the 2030 Agenda for Sustainable Development, under the title: “Transforming our world: the 2030 Agenda for Sustainable Development”. At its heart are the 17 Sustainable Development Goals (SDGs), and 169 strategies, which are an urgent call for action by all countries -developed and developing- in a global partnership. The Goals and targets will stimulate action over the next fifteen years in the following areas of critical importance: People, Planet, Prosperity, Peace, and Partnership.

WLR focuses on the following SDGs:
SUPPORT OUR CAUSE

Read to children in your neighborhood

Buy our books or donate to start a library

Make us part of your CSR (Corporate Social Responsibility)

Spread the word!

You can support WLR project in many ways like:

Buying our books from Jamalon: Jamalon is the largest online bookstore in Middle East, offering more than 10 million titles of Arabic and English books with home delivery and customized payment methods that suit the Arab region.

A small $10 can provide a child with a high-quality children book in their native language.

GlobalGiving is a nonprofit that supports other nonprofits by connecting them to donors and companies. Since 2002, we’ve helped trusted, community-led organizations from Afghanistan to Zimbabwe (and hundreds of places in between) access the tools, training, and support they need to make our world a better place.

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GlobalGiving donors know exactly who and what they are funding. They can send and receive messages and get regular updates.

We managed to raise $1,000+ of our $10,000 goal, and we are looking forward to reach our goal with our supporters all over the world.

Contact admin@welovereading.org

Buy our books:  

Donate: