

Changing mindsets through reading to
NURTURE CHANGEMAKERS



2025 ANNUAL REPORT





ANNUAL REPORT 2025

20 YEARS OF IMPACT



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ABOUT WE LOVE READING

ABOUT WE LOVE READING



OUR VISION

Changing mindsets through reading to nurture changemakers.

OUR MISSION

Achieving sustainable development goals by 2030 is a complex situation because most solutions are just band-aids. We want to address the root cause of catalyzing system change.

We believe we can do that because every human being has the mindset of "I can" and feels responsible to solve locally. To do that we came up with a simple approach we train youth, women and men volunteers to read aloud in their native language to the children in their neighborhood on a regular basis. This is the "We Love Reading" program.

The outcomes of the program are: first that the children fall in love with reading and therefore become lifelong readers and learners. Second, the adults discover their voices literally and figuratively, being empowered to become change-makers themselves and in their community because the mindset of "I can".

We Love Reading started in Jordan and now has spread to 72 countries around the world. WLR has become a social movement.

WLR scales well, first because it has the magic sauce the secret sauce to motivate children and adults to do things because they want to. not because they have to, based on trust. The second thing is that We Love Reading is based on shared universal values while celebrating diversity by acting locally, reflecting the harmony in nature. Lastly, We Love Reading focuses on the human-human interaction that is fundamental to the development of a healthy mental, emotional, and social human being, technology, and ensuring continuous development based on scientific research.

OUR VALUES

Integrity, Collaboration, Trust, Creativity, Wisdom.



WLR is spreading—not as an institution, but as an idea.

It spreads quietly, like a virus of consciousness—uncontainable, crossing borders, cultures, and generations. What begins as a single spark becomes a movement whose impact cannot be traced back to one origin. Paradoxically, as WLR grows, the organization itself becomes smaller, lighter, more invisible—until it ultimately disappears. In its place remain millions of people carrying the mission forward.

WLR does not seek permanence as a centralized entity. It seeks to dissolve into humanity.

Like the sun at the moment of a supernova, WLR aims to explode into light—light that reaches hearts, not headquarters. That light is passed from one person to another, from parents to children, from individuals to communities, illuminating generations yet to come.

At the heart of this movement is a simple act: reading.

But reading, as WLR understands it, is not merely decoding letters. It is reflection. Awareness. Awakening. It is the cultivation of critical thinking—the ability to question, to discern, and to see beyond surfaces and narratives imposed by power.

This simplicity mirrors the message of Islam itself. Islam spread not through wealth, coercion, or influence, but because it spoke directly to fitrah—the innate human nature. Its message was clear, accessible, and aligned with the human conscience. It required no intermediaries—only hearts willing to listen and minds willing to reflect.

Yet reading is only a tool, not the destination.

The goal of WLR is not literacy for its own sake. The goal is to cultivate changemakers—individuals who act upon what they understand. To command what is good and prevent what is harmful is not merely a moral aspiration; it is a necessity. When good remains passive, harm spreads freely. History shows us that silence and inaction are fertile ground for injustice.

This is why WLR exists: to move people from ideas to action.

It is the journey from tawaf to sa'i—from circling meaning to striving with purpose. From awareness to responsibility. From reading to doing.

Between knowledge and action lies himma—the inner spark that transforms intention into movement. Programs, initiatives, and platforms can help ignite this spark, and all are valuable. But they are tools, not the source. The true source is the awakened human will.

This awakening is especially urgent because the challenges facing our world are not isolated—they are deeply interconnected.

From the genocide in Gaza, to systemic racism, to climate collapse, to the global rise of the far right—these are not separate crises. They are manifestations of the same underlying systems of domination, dehumanization, and impunity. No single injustice can be solved in isolation without addressing the others. Attempting to do so only reproduces old structures of oppression under new names.

Palestine is the litmus test.

If the world can confront injustice in Palestine—if it can hold the Zionist project accountable for its crimes—it will expose and unravel the moral contradictions sustaining all other forms of global injustice. Palestine reveals whether international law matters, whether human rights are universal, and whether some lives are deemed expendable for the comfort of others.

As voices like Greta Thunberg have demonstrated, these struggles are bound together like beads on a rosary. Pulling one string reveals them all. Break one, and the entire structure loosens.

This is where WLR stands.

WLR is fundamentally decentralized. Every human being is an ummah unto themselves—capable of influence, leadership, and impact. Change does not require permission, titles, or institutions. It begins wherever a conscious human stands.

And when conscious individuals act collectively, the world changes.

This is our vision.
This is our work.
This is WLR.

Rana Dajani
رنا الدجاني



We Love Reading and Systems Change



WLR is an organic program that evolved from grassroots. That is why it does not subscribe to existing systems and paradigms. That is why WLR is a disrupter.

WLR challenges existing frameworks and paradigms in the way it solves local problems. WLR simultaneously forges and offers new frameworks and paradigms to fit its approach. This approach is not new, it harks to our evolutionary history and to nature.

We are humans, hence, we need systems that are closer to nature to biological. The existing systems we have adopted are mechanical and pertain to the inanimate. That is why they don't work in the long run.

In a machine approach, we focus on training. In a biological approach, we focus on practice (reading aloud).

In a machine approach, we focus on static measurement. In a biological approach, we focus on the dynamics of systems (storytelling).

Humans are the same ancient social creatures evolved over millennia. Current systems are artificial.

WLR is bottom-up, not theory driven. WLR is based on the concept of rediscovering autonomy, not giving autonomy. Therefore WLR avoids hegemony.



Each ambassador is a changemaker.

Similar ideas pop up everywhere. Find the ideas and create a community of learning. Create a movement, a force to change education around the world.

Systems sensing instead of system assessment.

WLR does not fit into the existing frameworks, just like a circle cannot fit into a square. WLR developed its own frameworks.

In leadership instead of a top-down hierarchical framework WLR is based on a decentralized horizontal, bottom-up approach that is based on trust and that every human knows what is best for them.

In measurement, instead of counting numbers as a reflection of impact, WLR uses storytelling to showcase real change that is intergenerational because it shows the deep change within that is sustainable. As we attempt to measure, how do we make sure we don't destroy what are we measuring? If behavior is so complex any measure is a reduction and only touching the surface. What is the use of measuring. More importantly it could be misleading because it is reductionist.

Should not we then not measure and only observe and give space to allow things to grow? This is not typical and very disruptive to the concept of measurement itself, but isn't systems change about disrupting the system so one would assume you would need a new way of measurement. If we compare this concept to nature and Quantum mechanics (Fixed versus dynamic), once you fix a particle certain qualities are lost.



WORKING WITH GOVERNMENT

WLR Ambassadors are free, once you tie them down to requirements you lose autonomy and creativity.

In scaling, instead of aiming to establish an entity in every country/region etc, WLR seeks of spreading mindsets not programs through humans to create a movement, not a franchise.

WLR aims to impact everyone not only a few.

Programs should be able to balance the universal while celebrating diversity similar to the properties of DNA.

In marketing instead of creating a splash and publicity, WLR is low profile. It seeks to disappear and seize to be needed. The concept of degrowth not growth.

New frameworks require new terminology that is based on nature not mechanistic.

Hence, WLR does not use the term “beneficial”.

New frameworks also require new approaches: Not human centered design, but evolution.

WLR is a ship in the making or more adequate an organism that is evolving continuously.

That is what system change is about.

WORKING WITH GOVERNMENT

We strongly believe that creating an ecosystem that fosters lifelong learning and motivates individuals to read, explore, and contribute through volunteering is crucial. That's why we decided to team up with the Jordanian government on a variety of exciting projects. After all, bringing such an ecosystem to life demands the dedicated efforts of all stakeholders, including civil society institutions, government bodies, and the private sector. Without further ado, let's dive into the main areas where we worked hand-in-hand with the Jordanian government:

National Reading Campaign Platform

We Love Reading has collaborated with the Ministry of Culture to Launch the National Reading Campaign on 29 September, in order to change mindsets through reading to nurture change makers,

One of the essential components of the campaign is the National Reading Campaign platform the platform allows We Love Reading ambassadors to share their reading sessions with others, it helps them as well to become partners in developing the WLR program.

Due to this platform, we were able to collect and analyze data about reading sessions (locations, feedback, children's gender, most active ambassadors, etc).

visit the website
www.welovereadings.jo



Jordan's National Reading Day, 29 September



On the occasion of National Reading Day, the We Love Reading program organized a series of special read-aloud sessions as part of the Amman International Book Fair activities. Program ambassador Rita Al-Khattabeh led a read-aloud session for children, taking them on a journey through the book *The Word Chef*, which was available at Dar Al Manhal's booth. At the end of the session, Rita encouraged the children to purchase the books she had read to them directly from the fair, so that each child could begin building their own home library and make books a lifelong companion.

These activities aligned with the vision of the We Love Reading program, which aimed to instill a love of reading in children and make it a daily habit and an enjoyable activity shared with their families.

We also held additional read-aloud sessions throughout the Amman International Book Fair and invited all visitors to join us at the Children's Corner. There, we provided guidance and support to help them choose the best books for their children, in addition to introducing our program and how they could join thousands of ambassadors in 77 countries around the world.

Because we believed that reading was not just a temporary activity but a way of life, we encouraged everyone to make every day a reading day with their children and let their home libraries become a source of inspiration and creativity.

Tales Box Program in Collaboration with Jordan TV



We collaborated with Jordanian television to create reading sessions, which were broadcasted on Jordanian television. The program, which comprised of two seasons, received excellent feedback. The episodes of the first season were produced and broadcast, and the second season was completed over the course of two years with new episodes and inspiring stories.

You can also search on Facebook by looking up “The Tales Box” to view all the episodes.

The We Love Reading Program Participates in UNESCO’s Workshop on Culture Indicators 2030



Over the course of a two-day intensive workshop, the We Love Reading program was invited by the Ministry of Culture to participate in a workshop organized by UNESCO to discuss the Culture 2030 Indicators Framework and its role in supporting the achievement of the Sustainable Development Goals (SDGs) in the Hashemite Kingdom of Jordan.

The program was represented by Afanan Khalil Amro, Projects Manager at We Love Reading. The workshop brought together representatives from local institutions, ministries, government entities, and civil society organizations to explore ways of collecting data on the 22 cultural indicators identified by UNESCO, which contribute to measuring the role of culture in achieving sustainable development.

WE LOVE READING TRAINING

WE LOVE READING TRAINING

1. In-Person Training



WLR Conducts a Series of In-Person Training

The We Love Reading program renews its annual in-person trainings across the governorates of Jordan. As part of these efforts, the program held training sessions in Jerash Governorate/Gaza Camp, in addition to the capital, Amman. At We Love Reading, our constant commitment is to reach children and readers who may not have sufficient opportunities for training and dialogue about the future of reading, books, and creating change within communities while also exploring inspiring stories and the impact they have achieved.

Over the course of two days, participants received key theoretical and practical techniques for reading aloud for pleasure. The training brought together diverse groups, including teachers, university students, and entrepreneurs, who were introduced to leading studies and research measuring global reading rates and the role we can play in raising literacy levels.

Hadeel Adnan, one of the participants, shared that the practical component of the training especially the opportunity for trainees to practice reading stories aloud and receive constructive feedback, was among the most impactful parts. It allowed her to envision how read-aloud sessions can be engaging and exciting. She also emphasized that providing this training to teachers is especially important, as they are among the groups that interact most closely with children and can directly apply these skills in their work.

2. We Love Reading Digital Tools- The Online Training

WLR Online Training

Since the launch of its online training and the growing demand for it, the We Love Reading program has continuously worked on enhancing and developing the platform in collaboration with technology experts to ensure the best organized digital experience for both ambassadors and the training team.

In mid-2024, after extensive effort and ongoing development, the program announced the launch of a new version of its remote ambassador training in both Arabic and English on how to read aloud to children. The training is also available with translations in several global languages, including Spanish, French, Turkish, Korean, Urdu, Hindi, Chinese, Vietnamese, and Dutch.

The new version is considered one of the most advanced digital training models. It ensures structured participant engagement, requiring trainees to complete each unit systematically. It also includes interactive features that allow participants to ask questions, leave comments on lessons, and instantly receive a certified certificate upon completion.

The training is delivered by Dr. Rana Dajani, who guides participants through a learning journey exploring the importance and secrets of reading aloud to children, along with practical tips to help them organize a reading session in their own neighborhoods.

[Register now and become an ambassador for reading in your country and community.](#)



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

	French. Amal Khaleefah		Hindi. Khyatt Desai
	Persian. Farzaneh Shahartash		Urdu. Amna Hassan Kazmi
	Vietnamese. Bich Hang		Italian. Francesca Fedeli
	Luganda. Dr. Saudah Namyalo		Chinese. Geyu Chen
	Spanish. Jesus Gonzales		Mangolian. Temy Temuulen

You can contribute to transforming your community by volunteering to translate the training into a language not yet available. This allows the program to be implemented in your community at no cost.

Contact us to collaborate on the translation and join us in making a difference.

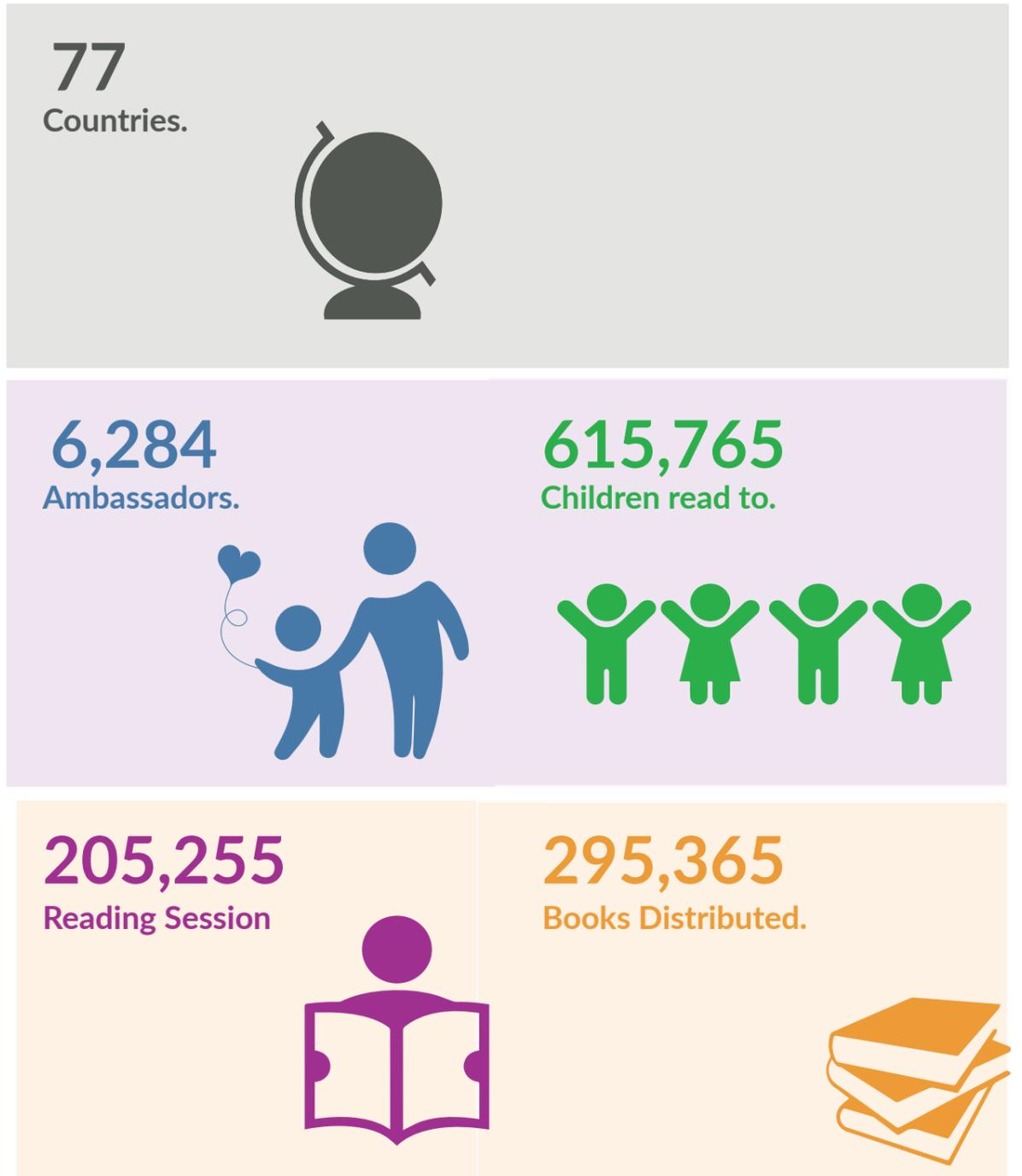
3. We Love Reading Virtual Community



As part of the digital tools offered by We Love Reading, the interactive features enable participants to ask questions and write comments through the We Love Reading Community Network on WhatsApp. This network connects thousands of ambassadors and program team members.

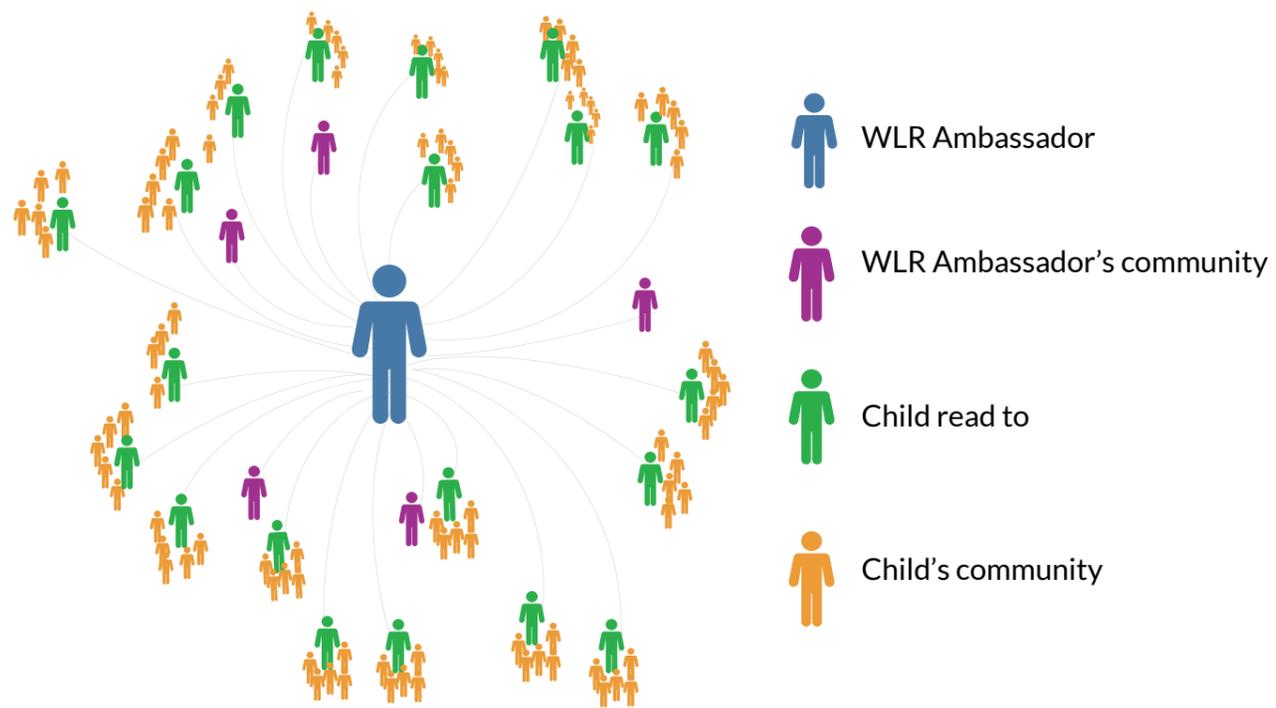
Through this platform, we share photos of reading sessions from around the world, discuss various challenges, connect ambassadors from the north to the south of the globe, and exchange future opportunities.

2025 IMPACT BY NUMBERS



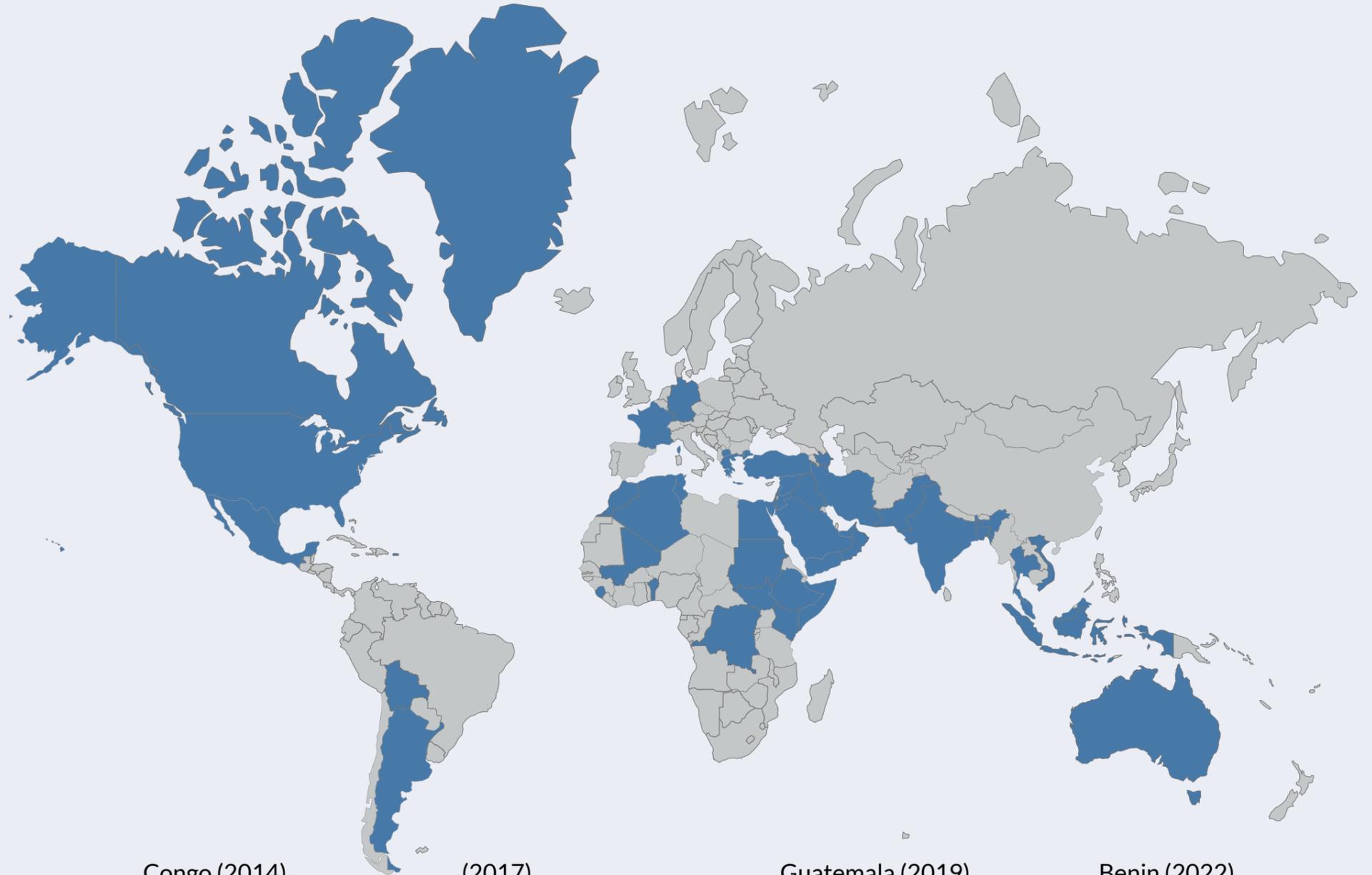
We Love Reading as a Social Movement

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).



WE LOVE READING AROUND THE WORLD

77 Countries



Jordan (2006)
 Lebanon (2010)
 Palestine (2010)
 Tunisia (2010)
 Turkey (2010)
 Azerbaijan (2011)
 Greece (2011)
 Iraq (2011)
 Saudi Arabia (2011)
 Thailand (2011)
 Algeria (2012)
 Bangladesh (2012)
 Egypt (2012)

Germany (2012)
 Malaysia (2012)
 Mexico (2012)
 Morocco (2012)
 Oman (2012)
 Uganda (2012)
 United Arab Emirates (2012)
 United States (2012)
 Hong Kong (2013)
 Argentina (2014)
 Bolivia (2014)
 Canada (2014)

Congo (2014)
 Ethiopia (2014)
 France (2014)
 Sudan (2014)
 Australia (2015)
 Kuwait (2015)
 Sweden (2015)
 United Kingdom (2015)
 Costa Rica (2016)
 Pakistan (2016)
 Qatar (2016)
 Yemen (2016)
 Central African Republic

(2017)
 Cyprus (2017)
 Indonesia (2017)
 Mali (2017)
 Afghanistan (2018)
 Iran (2018)
 North Macedonia (2018)
 Norway (2018)
 Sierra Leone (2018)
 Syria (2018)
 Vietnam (2018)
 Denmark (2019)
 Ghana (2019)

Guatemala (2019)
 India (2019)
 Italy (2019)
 Panama (2019)
 Portugal (2019)
 Bahrain (2020)
 Malawi (2020)
 Mongolia (2020)
 Spain (2020)
 Nicaragua (2021)
 Nigeria (2021)
 Kenya (2022)
 Côte d'Ivoire (2022)

Benin (2022)
 Burkina Faso (2023)
 China (2023)
 Djibouti (2023)
 Puerto Rico (2023)
 Cambodia (2024)
 Tanzania (2024)
 Venezuela (2024)
 Colombia (2025)
 Comoros (2025)
 Netherlands (2025)
 Poland (2025)

Syria



Sanaa Obeidat Promoting Children's Education through We Love Reading in Daraa, Syria



Sanaa Obeidat received We Love Reading training last year in Daraa Governorate, southern Syria. She began teaching children how to read after noticing the significant educational gap they were experiencing due to the war and the lack of meaningful reading opportunities. She saw in the program a practical solution to help address this challenge.

Sanaa shared that her neighbors were deeply impressed by the idea of reading to children, which encouraged her to train them in reading aloud using the We Love Reading methodology. Among those she trained were kindergarten principals.

After completing the training, Sanaa began reading regularly to children, including stories in English aimed at improving behavior and strengthening skills. Some teachers noticed the positive impact of reading on the children and started borrowing stories from her while learning read-aloud techniques themselves.

Sanaa focused on engaging children aged three to over eight years old through enjoyable activities such as reading, drawing, crafts, and educational games. When she noticed children displaying aggressive behavior or engaging in conflicts, she redirected them toward reading, learning, and constructive play helping transform their behavior significantly.

She emphasized that more than half of the children in Daraa had lived through real tragedy during the war, having been exposed to violence and deprived of educational opportunities, particularly in areas heavily affected by military strikes. As a result, many children were more familiar with war and violence than with stability and learning.

South Africa



Implementing WLR Program in South Africa by training over 55 reading ambassadors in person.



South Africa faced alarming statistics in reading: the majority of public schools lacked libraries, and many children finished primary school without achieving reading comprehension. Driven by a deep belief in the power of reading to effect change within communities, Mohamed, the founder of the nonprofit Young Leaders Academy in South Africa, successfully implemented the We Love Reading program model to address these early literacy challenges.

Through his careful study of the WLR model, Mohamed found a solution to these challenges. He applied the program's philosophy and methodology, adhering to its core principles, including reading for pleasure, community ownership of the program, reliance on local volunteers, and reading in the child's mother tongue. After completing the read-aloud training available online in more than ten languages, he began independently implementing the model in South Africa, adapting it to the local context while fully preserving the program's values and objectives.

During a short phase, Mohamed trained 55 reading ambassadors across three regions, who conducted 23 read-aloud sessions, reaching 238 children. Over 1,100 books were distributed. Through his in-depth research, he found that the program's sustainable impact is achieved by training ambassadors who, in turn, train others, spreading the program on a larger scale—reflecting one of the “theories of change” underlying the WLR philosophy.

He was impressed by the model's focus on building sustainably literate communities rather than temporary interventions. Mohamed also established partnerships with local organizations, religious institutions, and early childhood centers to ensure that the ambassadors remained an integral part of their communities, enhancing the long-term continuity of the program's impact.

India



Dawn Child Foundation Expands the We Love Reading Program in India



After conducting over 100 We Love Reading trainings and hosting a screening of WLR ambassador Asma's powerful documentary, "The Neighborhood Storyteller", for more than 50 parents, the Dawn Child Foundation (DCF) sparked emotional responses and deep engagement with the program.

We Love Reading is proud to highlight the incredible work of Dawn Child Foundation, an NGO based in South Delhi, India, which has become a strong and inspiring partner in expanding the WLR program, bringing more people from their community into the program to become WLR ambassadors and transform their communities through reading.

DCF works with parents in low-income communities, helping them build strong, nurturing relationships with their children through storytelling, emotional well-being, non-violent communication, and developmental psychology. Our partnership is grounded in a shared vision to empower adults as changemakers and nurture a culture of reading for pleasure among children.

Despite challenges such as language barriers, Mukul S. Gulati, Founder of Dawn Child Foundation, translated the WLR training into the local language, ensuring the program remains accessible, inclusive, and impactful for more families.

Moreover, by training mothers to become storytellers, DCF promotes parental empowerment, strengthening emotional bonds between parents and children—just as many WLR ambassadors have shared in their own experiences.

Malawi



New Partnership Between We Love Reading and Nonprofit Organizations in Malawi



We Love Reading announced new partnerships, which began preparation in the middle of this year, to promote reading in communities globally, specifically in Malawi. The partnership was established in collaboration with the PRRC Center, created in response to the urgent need to address the increasing psychological suffering of refugees and vulnerable groups, particularly those affected by mental illness, trauma, physical disabilities, and social marginalization. This was especially important in a context where access to mental health services is scarce, particularly in the Dzaleka Refugee Camp in Malawi.

As part of post-war trauma treatment, the center focused on community education. From this initiative came the partnership to address post-traumatic stress disorder, depression, anxiety, and other psychosocial challenges through reading aloud to children. Nearly 186 ambassadors, both men and women, were trained as part of this effort.

According to the center's founder, Elijah Rushigira, reading had a positive impact on multiple levels. In terms of language, children showed noticeable improvements in vocabulary, listening skills, and confidence in speaking English and local languages. From a mental health perspective, the center observed calmer behavior during sessions, better concentration, and a more positive mood among children after reading.

From the parents' perspective, reading sessions strengthened family bonds and promoted positive parenting through increased dialogue around stories. The training also encouraged the habit of reading at home, as parents began borrowing books or creating picture books from recycled materials.

Colombia



New Partnership Between We Love Reading and Farrukh Foundation in Colombia



To strengthen the We Love Reading program in Colombia, the Farrukh Foundation and Fundación Magic World have partnered to promote a love of reading in educational centers across the country.

The program aims to create an inclusive and engaging environment for children to read and learn through read-aloud sessions, using a diverse selection of books curated by researchers from Columbia University and donated by the Farrukh Foundation. In addition, the Farrukh Foundation and Magic World School have established the Ayesha Farrukh Library, a dedicated space for children to explore literature and develop reading habits in a supportive and enjoyable setting.

This partnership focuses on training local communities in Colombia to organize regular read-aloud sessions and foster a love of reading for pleasure, adapting the WLR model to fit the school environment in Arauca. Teachers oversee the sessions, and older students are given the opportunity to read to younger children with guidance.

It is worth mentioning that Humzah Farrukh (CEO, Farrukh Foundation) and Nataly Navarro (co-founder, Magic World) met Prof. Rana Dajani during the Western Union Global Fellowship 2024, where she served as their mentor and helped inspire and guide the adaptation of WLR in Colombia.

WE LOVE READING LONG TERM IMPACT

Reading sessions for children from Gaza led by Dr. Rula Sanqrat



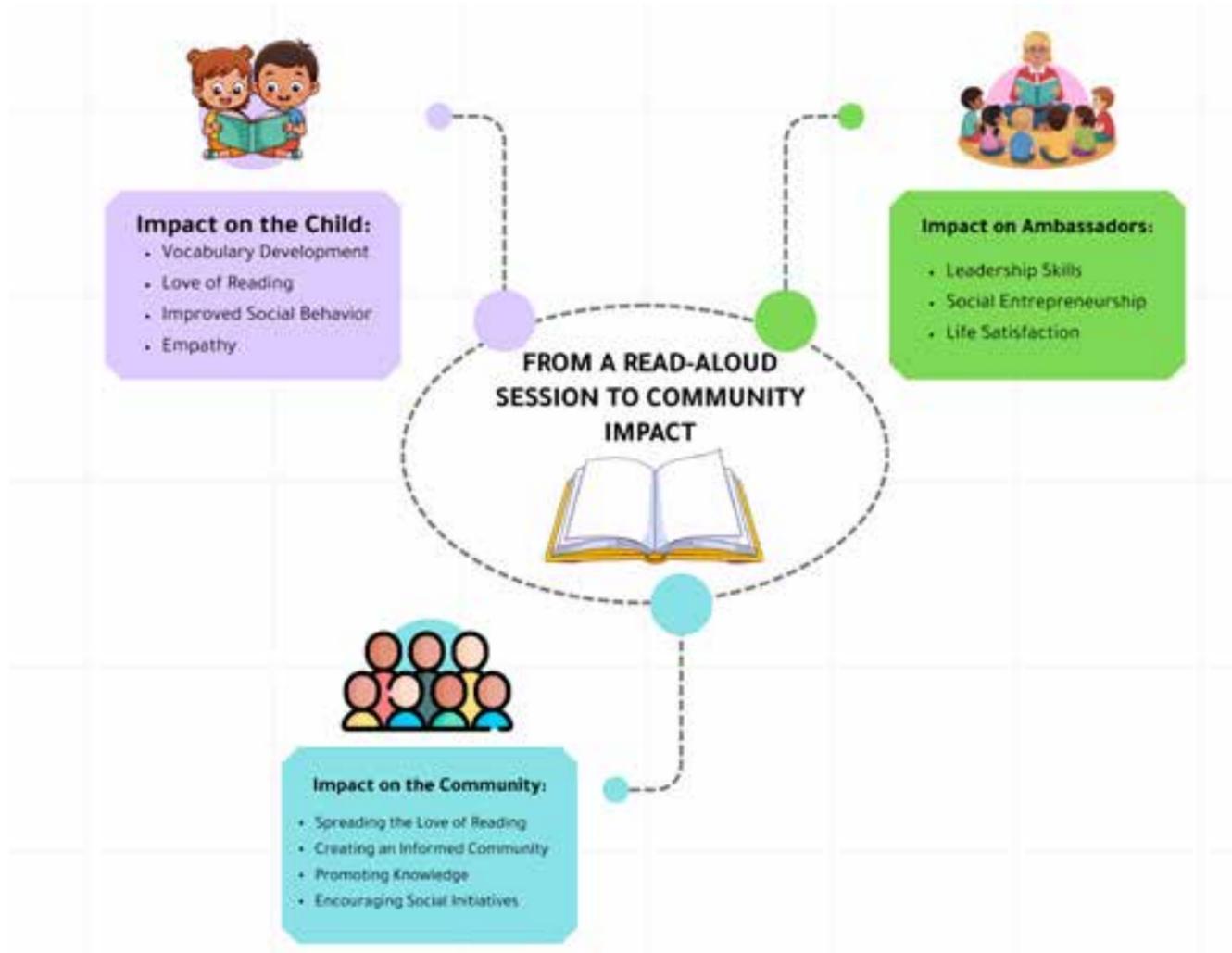
For Dr. Rula Sinokrot, reading has never been a passing activity; it is a natural extension of her deep commitment to giving and community service. A retired dentist with a master's degree in Educational Psychology (Growth and Learning), Dr. Rula found in We Love Reading a space where knowledge meets humanity, and books meet children.

Dr. Rula first learned about the program years ago through social media, and its name stayed with her. Over time, the program resurfaced in a community conversation, and she felt the moment was right. After receiving the program's training and children's books, she began her journey of reading aloud to children.

In collaboration with Dar Al-Manhal Publishing House, Dr. Rula took part in a unique experience. While teenagers aged 12 to 18 gathered to discuss a book with an author, she organized read-aloud sessions for their younger siblings who accompanied them. The first session was filled with emotion and joy; one child offered her a flower, a simple gesture that became a powerful motivation for her to continue reading more stories aloud.

As time went on, children began inviting their friends to join, and attendance at one session reached nearly fifty children. She also began expanding the scope of her sessions to include more children in Gaza, providing them with a dedicated space for reading. This growing enthusiasm encouraged Dr. Rula to propose additional sessions throughout the month, transforming reading into a consistent part of children's lives rather than an occasional event.

”
The impact of We Love Reading was not limited to the children alone; it deeply influenced me. The program renewed my sense of purpose and fulfillment, giving me fresh energy and a deeper meaning to giving.



We Love Reading is a village that spans the globe



We Love Reading is a village that spans the globe, where its ambassadors gather everywhere. This was not the first time Dr. Rana Dajani encountered one of the program's ambassadors; it had happened repeatedly wherever she went.

At the Qatar National Library, the program's ambassador Reham Al-Kiyali met Dr. Rana Dajani by chance. Reham shared her story with We Love Reading—a journey akin to diving deep into the world of reading, harnessing every aspect to rise to a position where she became a pioneer and leader in her community. No channel or newspaper missed the opportunity to share her inspiring story.

Reham received We Love Reading training in Amman in 2017. She now lives in Doha, is a mother of three, and is committed to nurturing their Arabic language skills through read-aloud sessions. She has always dedicated her summer vacations to skill development and specialized courses. She was especially seeking high-quality reading training and, according to Reham, found nothing comparable to We Love Reading, which she describes as the most rewarding training she has ever experienced, helping her discover more about herself.

She says: "Sometimes only one child would attend a session, yet I never gave up, and eventually, neighborhoods came to expect my sessions regularly with their children."

Reading Aloud Sessions in the Play Center



Rita's goal in reading stories to children was simply to convey information. But she faced a real challenge: how could she capture the attention of children in a hall filled with toys and playful distractions?

Rita Al-Khattabeh, from Ajloun, joined the We Love Reading training program online this year after her friend, who is one of the program's ambassadors, encouraged her to participate. Rita works at a children's play center that offers recreational, educational, and developmental activities. She studied child education and constantly seeks to create activities that develop children's mental capacities while channeling their energy into meaningful, beneficial experiences.

It was here that Rita discovered the secret of We Love Reading: making reading a joyful, engaging experience rather than a dull task. Using the program's books, she established a small library within the play center and began sharing stories with children in a captivating way—adding enthusiasm and interaction, and encouraging children to participate indirectly, whether by acting out characters or engaging with puppets. Through this approach, Rita managed to capture the children's attention, drawing them to the stories even in a room full of toys.

Rita recalls one particularly moving experience: "I read *The Word Chef*, and a few days later, a little girl came to me deeply inspired. She wrote her own story based on the original, drew the characters, and applied what she learned in real life, teaching other children how to cook beautiful and kind words."

For Rita, the We Love Reading methodology deserves to be applied everywhere. She believes that reading is not a luxury but a necessity of life: "It is a nourishment for the soul, and a way to expand a child's imagination and boost their self-confidence."

From Passion to Purpose: Marah Al-Khudur's Reading Journey



“During a reading session, we don't talk to children about homework, or about what they should or shouldn't do. It's a session for pleasure; we read a book together, enjoy its illustrations, and close it looking forward to the next session, with no questions that turn the joy into a lesson like any other.”

This is how WLR ambassador Marah Al-Khudur describes a read-aloud session.

She is an avid reader with a background in educational sciences. Although she used to read to children before, her approach to reading changed dramatically after the training.

In her opinion: “Volunteer work nurtures a sense that we're doing something beyond the daily routine, a feeling that we matter, and that our presence has value. A story that leaves an impact, or a book that changes behavior, can benefit an entire community without expecting any personal benefit in return.”

“Zuhur's Garden Library”: The Community That Missed Its Stories



Children had become used to spending Saturday mornings with the stories read aloud by We Love Reading ambassador Zuhur Dugheimat. But her unexpected absence inspired her to write her first children's book: Zuhur's Garden Library, a true story that reflects the children's feelings when their reader was no longer there, and how the need for storytelling transformed into a community initiative.

WLR ambassador Zuhur Dugheimat launched Zuhur's Garden Library, which she authored in collaboration with Masarat Touqan and Tasneem Al-Omari, after witnessing what took place in her neighborhood during her absence. Zuhur, a mother of five, was not just a reader. Despite ongoing health challenges, she also launched the initiative We Read to Rise – Today's Reader, Tomorrow's Leader, which aimed to bring books to children in underserved areas.

We Love Reading Ambassador Wins Jordan Writing Champions Competition



We are delighted to announce that our ambassador, Iman Bani Salman, has won in the General Category of the Jordan Writing Champions Competition. The competition was launched to highlight the heroes in our lives, and We Love Reading was a promotional partner, encouraging ambassadors to participate.

Iman Bani Salman, a kindergarten teacher, learned about the competition through We Love Reading and the promotional campaign shared within the ambassadors' community.

She decided to write an inspiring story about a hero in her life—her colleague, who is visually impaired portraying her strength in overcoming challenges. Through her writing, Iman beautifully described how her friend supports everyone around her, in addition to her social engagement and community initiatives.

Iman concludes that We Love Reading is a world of launching toward excellence. It broadens ambassadors' perspectives, encouraging them to see everything through new eyes and from different angles.

Siham Al-Khoudour: A Love of Reading That Extends Beyond the Family



At the invitation of her daughter, Marah, Siham attended our read-aloud training for children. Speaking to our team, Siham shared: “The training provided me with insights I had never imagined about the low levels of reading in our communities and our role in addressing this challenge. It equipped us with all the tools and skills needed to create change. Since then, I have been reading stories everywhere I go. Parents have even started requesting our presence at various events.”

What motivates Siham to continue reading regularly is her belief in her role within the community in improving children's behavior. Reading has become her means of achieving that. She was encouraged even more by the absence of any obstacles within her community while conducting her sessions.

Siham recalls: “I will never forget the session I conducted at one of the schools. The children still remember me and come to talk to me about the story I read to them.”

How Social Work Became a New Chapter in Naimaa Al-Hamidah's Life



After a long career in education—first as a teacher in the United Arab Emirates, then as a librarian in Jordan—Naimaa could have chosen a quiet retirement. Instead, she found a new beginning, rooted in serving her community and educating children through a simple yet powerful tool: reading aloud.

The turning point came when she discovered the We Love Reading program, which immediately touched her heart. Naimaa shares: “Being an ambassador for We Love Reading carries a deep meaning for me. I see it as both a responsibility and a source of pride. It aligns perfectly with everything I believe about the power of knowledge and the importance of learning and education in shaping society.”

But the change did not stop with her own life; it extended to the children as well. Through her weekly sessions, she began noticing small but significant transformations in the children’s behavior. Naimaa explains: “Emotionally, the children became better at expressing their feelings; socially, their confidence grew; and educationally, they began to genuinely love learning. Their imagination has flourished noticeably.”

In Naimaa’s neighborhood, these dreams are already taking root—one book at a time, one child at a time. “The greatest achievement,” she says, “is the emotional bonds I have built with the children. Connecting with them has given me a joy that words cannot express.”

AWARDS

Prof. Rana Dajani Wins “TRT World Citizen Award” for 2025



In a ceremony held in Istanbul, Turkey, the Founder of We Love Reading, Prof. Rana Dajani, won the TRT World Citizen Award for this year, among six winners announced. Prof. Dajani received her award from Mr. Veysel Kurt, a TRT Board Member, under the Educator Award category, which recognizes educators who demonstrate innovation in enhancing educational standards, expanding educational accessibility, or delivering high-quality local education to underserved populations. Through their creative approaches and unwavering commitment to education, these honorees inspire the wider community, leaving a lasting impact on the future of learning.

The awards feature six categories: The Educator Award, The Communicator Award, The Youth Award, The World Citizen of the Year Award, and The Lifetime Achievement Award.

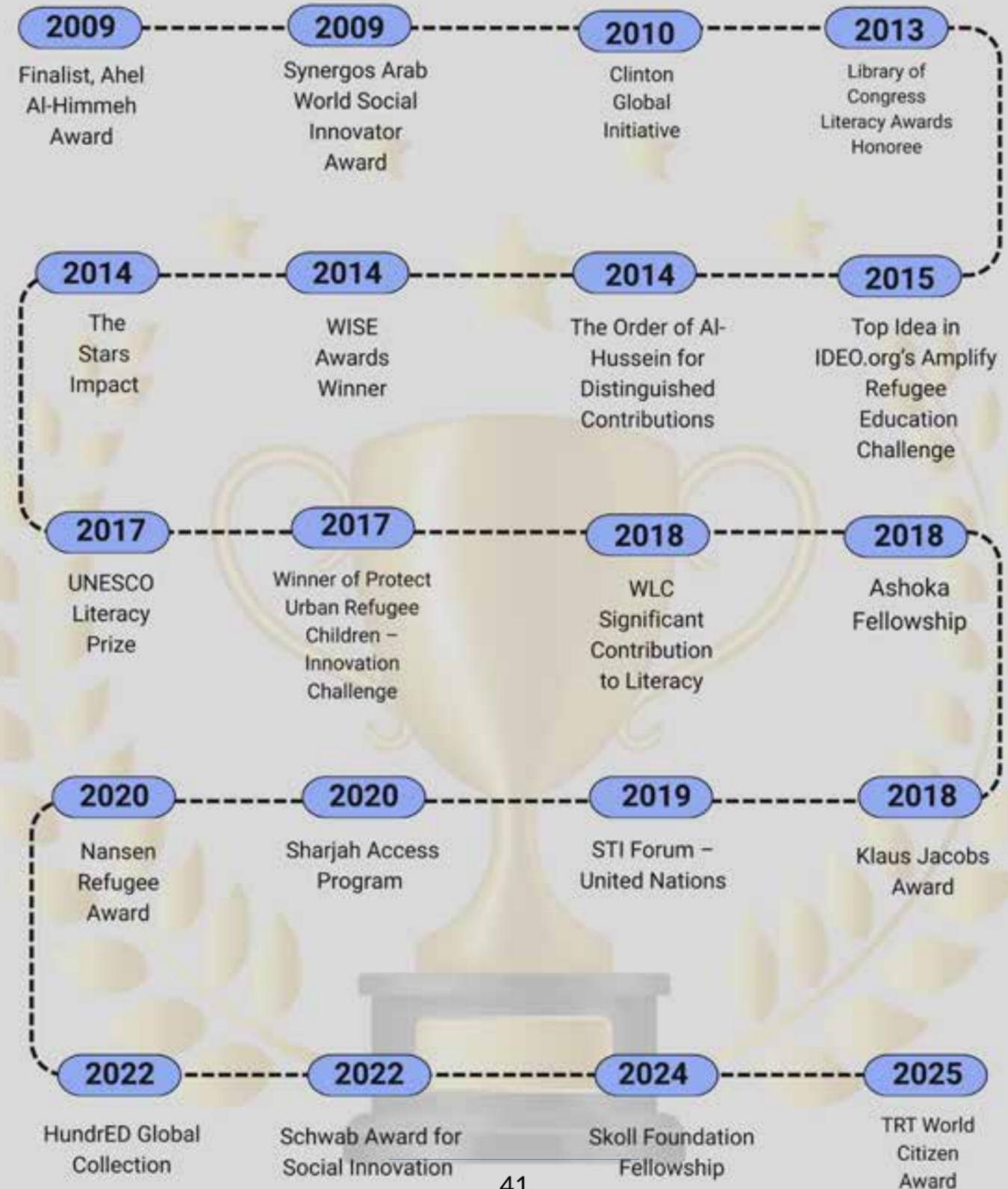
In her speech, Prof. Dajani dedicated the award to the ambassadors, particularly the people in Gaza, emphasizing that no success is achieved by one person alone it always takes a village. She highlighted that the first word in the Quran is “Iqra” (Read), which encourages reading to reflect, learn, gain skills, document, and tell stories. Prof. Dajani also drew attention to documentation efforts in Gaza and the targeting of academics and journalists in Gaza and around the world.

She underscored the importance of diversity, stating, “We are created diverse,” and explained how We Love Reading celebrates this diversity with a delicate balance between the local and global. She added her belief that everyone is unique and has something valuable to offer to the world.

Watch the full ceremony



Awards



CONFERENCES

Lecture on Social Entrepreneurship in Collaboration with We Love Reading and the University of Jordan



A lecture was held in collaboration between the We Love Reading program and the University of Jordan's Student Activities Department, presented by Dr. Rana Dajani, the founder of the program.

During the lecture, Dr. Dajani discussed the topic of social entrepreneurship and its importance in finding solutions to community challenges. She highlighted the We Love Reading program as an innovative model that has contributed to providing creative solutions for communities through reading aloud to children.

The lecture witnessed notable engagement from students, who expressed interest in the importance of reading aloud and its role in enhancing family dialogue and building bridges of communication between generations.



Exploring a New Concept of Success –WLR at Qatar National Library



With the aim of providing an open platform for dialogue on issues of science and innovation, and encouraging lifelong learning and reading particularly among youth and young adults the Qatar National Library (QNL) hosted WLR founder Prof. Rana Dajani at its Science Book Forum.

Prof. Dajani began her lecture by engaging the audience in a discussion about role models, asking them to guess which figures they recognized from the images she presented. Among those she highlighted was journalist Maryam Abu Daqqa, who was killed in Gaza, as well as a young girl chef from Gaza. She emphasized that real heroes are not fictional characters but individuals who exist within our communities. She also spoke about her father, Dr. Basem Dajani, noting that role models do not always have to be distant figures, but can often be found within our own homes.

The Science Book Forum session, held in Doha, was presented by Prof. Dajani under the title: "Doing the Impossible: If We Can Reverse Cell Fate, Why Can't We Reimagine Success?". On the subject of science, Prof. Dajani reflected on milestones from her diverse journey as a molecular biologist, a social entrepreneur, and an advocate for science education and women's empowerment in the Arab world.

Tufts University Hosts Prof. Rana Dajani in Women’s Leadership Program



As part of Tufts University’s 2025 Women’s Leadership Program (WLP), Prof. Rana Dajani delivered an inspiring lecture to a group of mid-career women faculty members participating in the program. Held at Tufts University in Massachusetts, USA, the event was part of the program’s ongoing efforts to promote inclusive and impactful leadership in academia.

Prof. Dajani, founder of the We Love Reading program, focused her lecture on the intersection of scientific research, education, and social innovation. Her message strongly resonated with the Women’s Leadership Program’s core themes of intersectionality, resilience, and inclusive leadership.

Inspired Lecture at North London Collegiate School Singapore



As part of We Love Reading’s global outreach and educational advocacy, Prof. Rana Dajani visited North London Collegiate School Singapore to deliver an inspiring talk to students on the intersection of scientific research and social innovation.

During her visit, Prof. Dajani shared insights on how academic research can be harnessed to address social challenges and uplift communities. She introduced students to her work in the field of genetics, as well as to the research and studies conducted by We Love Reading, which has reached and impacted communities in over 72 countries.

Prof. Dajani emphasized the importance of inspiring the next generation of leaders, scientists, and storytellers, demonstrating that research and empathy together can create lasting and meaningful change.

Trauma Is Passed Down Through Generations: Rana Dajani Shares Her Research at CIMSC



In Istanbul, where world-renowned academics, Nobel Prize-winning scientists, and a large number of medical students from Turkey and around the world gathered, the International Medical Student Congress (CIMSC), organized by the Cansagliği Foundation in cooperation with Haliç University, was held on the Haliç University campus in April 2025.

In her presentation, Dajani addressed the psychological and biological impact of trauma on Palestinian and Syrian refugees. She emphasized how trauma can leave epigenetic imprints that affect not only individuals but also future generations. Drawing on her scientific research and humanitarian work, she highlighted the urgent need for trauma-informed healthcare systems and long-term psychosocial support in conflict-affected regions.

WLR at Arab Conference at Harvard 2025: A Pioneering Platform for Arab Voices



Prof. Rana Dajani, molecular biologist and founder of the We Love Reading program, participated in the 2025 Arab Conference at Harvard (ACH25), held in April at Harvard University in the United States.

This annual conference one of the most prominent student-led events focused on Arab world affairs brought together a distinguished group of leaders, academics, and experts from diverse fields.

During the conference, Prof. Dajani shared her experience founding the We Love Reading program, which works to build reading communities by empowering volunteers to establish neighborhood libraries and read aloud to children. The program has now expanded to over 70 countries worldwide and has received numerous international awards.

Her participation in ACH25 reflected the conference’s commitment to highlighting the integration of scientific research and grassroots community work. In light of the complex social and developmental challenges facing the Arab world and the globe at large, such platforms remain essential for inspiring action, developing innovative strategies, and fostering cross-sector collaboration.

WLR Participates in Zain Group Event in Kuwait to Promote Women's Empowerment



Prof. Rana Dajani participated as a featured speaker at the WE2030 event organized by Zain Group in Kuwait. The event marked the launch of the company's Women Empowerment Strategy for the coming period, extending through 2030.

The event served as a powerful and inspiring platform dedicated to empowerment, growth, and leadership. It brought together 150 women leaders from across the Middle East and North Africa. Prof. Dajani's participation reflected a unique blend of scientific expertise, community-driven initiatives, and entrepreneurial leadership. She shared research conducted by WLR on women's empowerment, highlighting how reading can transform mindsets, strengthen confidence, and build agency among women and girls.

We Love Reading Showcasing Research Insights at the 50th Annual HBA Meeting



In an effort to present their latest research and findings, the 50th Annual Meeting of the Human Biology Association (HBA) brought together researchers, educators, and scientists from various disciplines. Prof. Rana Dajani, founder of We Love Reading, participated in the event held in Baltimore, Maryland, USA, from March 12-14, 2025.

Dajani chaired a session titled "Biomarkers and Novel Approaches within Vulnerable MENA Populations Grounded in Local Context." Her research focused on the biological and behavioral impacts of conflict and displacement in the MENA region, which has experienced revolutions, oppression, genocide, and apartheid in countries such as Palestine, Syria, Iraq, Somalia, Sudan, and Yemen. Jordan, as a longstanding host for refugees, has played a critical role in shaping research that ensures local ownership and authenticity in understanding refugee experiences.

COLLABORATIONS

Collaboration to Implement the In-Person Training of We Love Reading in Egypt



Prof. Rana Dajani and Nawal Mustafa, both Ashoka Fellows, have been awarded a grant from Ashoka Global for Social Innovation to collaborate on implementing the We Love Reading program in Egypt.

This collaborative effort was launched between the We Love Reading program and the Association for the Care of Women Prisoners' Children, with the aim of conducting WLR's in-person training in Egypt. The visit's agenda included both theoretical and practical activities, intensive meetings, and attendance at read-aloud sessions to explore methodologies and techniques for engaging children in reading for pleasure.



The visit was led by Ashoka Global Fellow, journalist, and writer Nawal Mustafa, founder and president of the Association for the Care of Women Prisoners. The association works to improve the quality of life for economically disadvantaged female prisoners and their families through economic, social, and legal support, as well as empowerment initiatives.

During the visit, Nawal Mustafa met with Prof. Rana Dajani and the We Love Reading team. Discussions focused on the implementation phases of the training, including training materials, selection and preparation of trainers, logistical arrangements, the establishment of libraries, and the transfer of WLR children's books to Egypt.

She also participated in a read-aloud session to observe firsthand the application of reading methodologies, story selection processes, and interactive techniques used to engage children during the sessions.



«The impact I witnessed from the stories of the ambassadors and the research exceeded my expectations, and I'm excited to implement the program and reach children in neighborhoods as well as the children of women prisoners».

Dr. Nawal Mustafa

Miswada and We Love Reading Promote Storytelling with "Heroes Jordan"



The We Love Reading program participated in the "Heroes Jordan" writing competition ceremony held at the Hussein Cultural Center, where communities gathered to celebrate the inspiring stories of everyday heroes. The ceremony honored both the stories and the individuals behind them.

We Love Reading took part as a sponsor and media campaign partner in collaboration with Miswada, a consulting and technology development company focused on enhancing community engagement.

As part of a broader cultural movement, "Heroes Jordan" was launched for various age groups to encourage participants to write about a hero in their lives. With thousands of reading ambassadors across different governorates in Jordan, We Love Reading supported the campaign's launch and encouraged its ambassadors to participate—either by sharing their own stories as heroes or by writing about the heroes who inspire them.

The program also featured a dedicated booth showcasing children's literature developed by We Love Reading, along with brochures inviting attendees to join its global network of readers, which spans 72 countries worldwide.

In addition, books were distributed to the competition winners and selected attendees, whose powerful stories and tributes to their heroes left a lasting impression on everyone present.



A We Love Reading Day at Princess Sumaya University

Princess Sumaya University for Technology in Amman organized an event as part of its summer club for the children of university staff, in collaboration with the We Love Reading program. The event featured engaging read-aloud sessions and included the distribution of children's books developed by the program, encouraging children to continue reading with their families and bringing this joyful activity into every home.



The session was led by We Love Reading ambassador Huda Al-Muhtaseb, who read a selection of books. The children were highly engaged and listened attentively to the storytelling.



Huda, who received in-person training earlier this year, is deeply committed to promoting positive behavior among children. She has found the We Love Reading program to be an effective means of instilling values and fostering good behavior through reading aloud.

An Interactive Session in Collaboration Between INJAZ and We Love Reading

In conjunction with the International Day of Persons with Disabilities, Prof. Rana Dajani delivered an interactive session in collaboration with INJAZ. During the session, Prof. Dajani introduced students to the philosophy of the We Love Reading program and its role in promoting a culture of reading for all. She highlighted the program's commitment to enabling children with disabilities to access rich and inclusive reading materials. The stories developed by We Love Reading help deepen children's understanding of the rights of persons with disabilities while fostering values of respect, empathy, and mutual appreciation.



THE NEIGHBORHOOD STORYTELLER DOCUMENTARY

THE NEIGHBORHOOD STORYTELLER DOCUMENTARY

Asmaa Al-Rashed a WLR Ambassador Featured in the Neighborhood Storyteller Documentary

The war forced Asmaa to leave Syria and marry at the age of 16. However, after receiving We Love Reading training held at the Zaatari refugee camp, Asmaa rebuilt her identity, becoming the «Neighborhood Storyteller». She began using read-aloud sessions for children as a bridge to address pressing issues in her new community in the camp in Jordan.

Six years later, as her eldest daughter reached adolescence, Asmaa reflected on her own deprivation of education, which inspired her to launch an initiative to train teenage girls to read aloud to children. This initiative aimed to create a future filled with opportunities that Asmaa herself lacked at their age.

Asmaa’s initiative, Let’s Read was selected by the UNHCR’s Innovation Fund from among 3,300 applications received this year, with only 26 projects chosen. Asmaa’s project stood out among them. The initiative aims to provide educational tools for youth in the Zaatari refugee camp, with a special focus on girls and women.

As the world continues to grapple with the complexities of refugee crises and displacement, initiatives like «Let’s Read» serve as a beacon of hope, emphasizing the importance of innovative solutions and collaborative efforts in paving the way for a brighter future, even in the most challenging circumstances.



For Asmaa, We Love Reading served as the bridge that brought her back to the path of her dreams, empowering her and reinforcing the sense of «I can» within her. This transformative feeling has grown among many ambassadors who, through organizing read-aloud sessions and reshaping the thinking patterns of their communities, have realized that they have the power to do and change more than they ever thought possible.

This is the philosophy of We Love Reading, which is rooted in research and scientific studies in collaboration with global institutions and research universities. Asmaa’s story deserved to be told and has inspired many through the documentary to search for their path through social work, which We Love Reading considers a duty for every individual—every person is capable of change through simple means.

The documentary “Neighborhood Storyteller” is presented by The Big Heart Foundation, directed by Alejandra Alca, and produced by HOME storytellers, a non-profit organization dedicated to producing films about sustainable solutions for refugee issues. The documentary has inspired audiences to engage in We Love Reading training and adopt its methodology. It has received 52 official selections in 25 countries and 11 awards, and is available with subtitles in different languages.

The documentary was officially selected for the New York Women’s Film Festival, reached the semifinals at the Flickers Rhode Island International Film Festival, was a semifinalist at the Atlanta Film Awards, and reached the finals at the Dublin Independent Film Festival.

Coinciding with the release of the documentary, Asmaa’s story was also embodied in the children’s book “My Mama’s Magic”, developed by the Children’s Literature Department at We Love Reading, and available in both Arabic and English.



1 Million Asmaas Initiative

- Organizing a Free Screening of the Documentary:

Due to the overwhelming demand for We Love Reading training and the communities across the world requesting screenings of the documentary, We Love Reading, in partnership with Home Storytellers, has launched the «Million Asma» initiative to unleash the potential within individuals. This initiative is linked to the documentary *Neighborhood Storyteller*, which offers a free screening opportunity followed by specialized training in the science of reading aloud to children. The goal of the «Million Asmaas» initiative is to encourage individuals and institutions to engage in enriching our communities, nurturing a love of reading among our children, and emphasizing the role of every individual in addressing the issues around them.

- Accessing We Love Reading Training for Free:

We Love Reading has always been a collective movement, expanding its impact endlessly without stopping. We have witnessed the impact of We Love Reading through our ambassador Asmaa Al-Rashed, whose transformation was not only personal but also sparked change in her community. Asmaa's inspiring story is depicted in the documentary *Neighborhood Storyteller*, which raised awareness about the need for reading among all who watched her story. This led to the birth of a million new Asmas, all reading, but with different stories to tell.

-Signing the Collaboration Memorandum for Organizations and Individuals:

Organizations and individuals are invited to register for the opportunity to sign a collaboration memorandum and receive a free screening, whether individually or by organizing a screening for your community or institution joining our partnership. After the screening, the audience will have the chance to join the We Love Reading online training and receive a certificate for completing the training in reading aloud. They will also gain access to an unlimited community of We Love Reading ambassadors in 71 countries around the world.

After applying, we will guide you in organizing the screening and implementing the We Love Reading program.

-Together, we inspire individuals to become changemakers, just like Asmaa!



OUR RESEARCH

Research and Studies



The Research Department at the We Love Reading program serves as the scientific backbone for understanding the program's impact on children and diverse communities. It works on collecting and analyzing data using a rigorous and reliable scientific methodology. The department aims to effectively measure the program's intended outcomes while considering the local, cultural, and linguistic context of each community, ensuring that the tools used are appropriate for participants' ages and responsive to the data collection environment.

Our research framework is based on core values that form the essence of our policies and practices. Our research methodology emphasizes accuracy and enhances reliability, ensuring that our results are transparent through sharing with both the public and specialists.

Our research tools are diverse and flexible, suitable for participants' ages and their ability to respond, and aligned with the data collection environment, culture, language, and context. Tools include observation, checklists, biological measurements, outcome measurement tools, play-based methods, social networks, experiments, mental models, quantitative and qualitative studies, and controlled studies.

Research is conducted in partnership with local community institutions and national and international universities such as Harvard University, Yale University, Brown University, Trinity College Dublin, New York University, the University of Jordan, and the Hashemite University. We also collaborate with local governments and ministries, including the Ministry of Culture, the Ministry of Education, and the Ministry of Social Development in Jordan.

The program's research aims to understand the impact of the program on all aspects of life and contribute to the development of education, child development, awareness, learning, social and psychological growth, leadership, social entrepreneurship, agency, empowerment, well-being, and mental health, in addition to studying communities and refugees.

OUR RESEARCH

We Love Reading Empowers Emirati Women: A New Study on Agency and Social Innovation



A recently published study shed light on how participation in the We Love Reading (WLR) program enhances Emirati women’s sense of agency and life satisfaction, reinforcing the power of social innovation in driving transformative change. The study conducted with female university students in the UAE, highlights how women perceive their ability to influence their communities and foster a culture of learning through reading aloud.

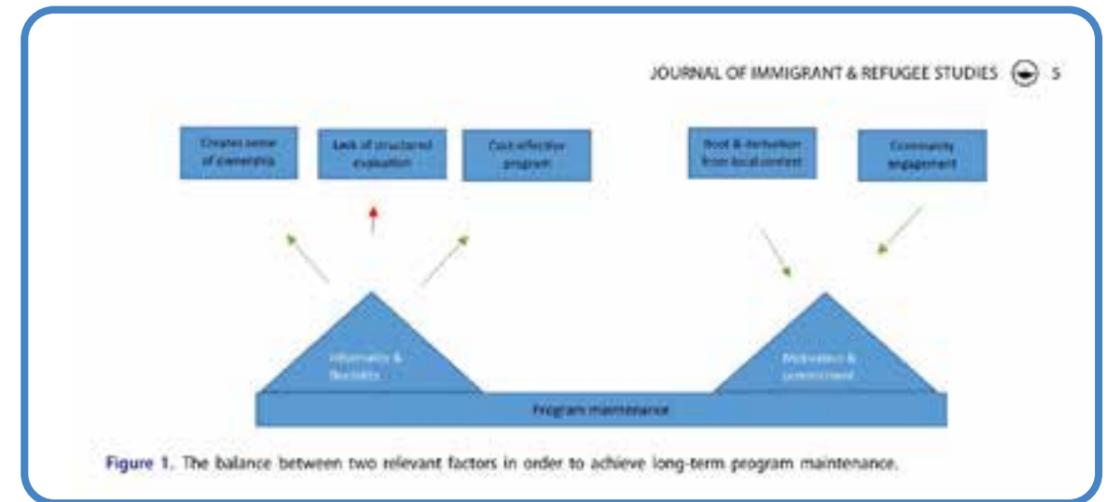
The study, funded by Zayed University’s Social Innovation Fund, explored how engagement in WLR influenced participants’ personal and relational agency.

Using an Arabic translation of the Sense of Agency scale and an innovative fuzzy cognitive mapping approach, researchers mapped out how women perceived agency in their own words. The findings revealed that WLR Participants defined six key dimensions: ability, control, strength, authority, freedom, and responsibility. The study underscored that reading aloud not only fosters literacy but also empowers women as change agents within their communities.

researchers conducted small discussion groups with We Love Reading Ambassadors, using participatory mapping techniques to explore agency and program benefits.

“This research highlights the impact of We Love Reading beyond literacy—it is a catalyst for social innovation,” provides valuable insights into how social programs like WLR align with governmental efforts and contribute to the broader goal of women’s empowerment through education.

Exploring Factors Related to the Development and Implementation of a Local Intervention Program for Syrian Refugee Children



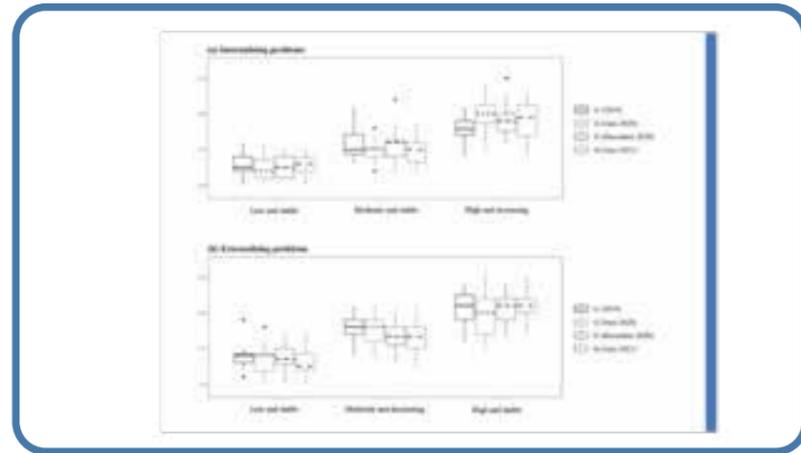
A recent study has been published exploring the impact of We Love Reading (WLR) on Syrian refugee children in Jordan. The study sheds light on factors crucial to the development and implementation of a local intervention program for Syrian refugee children.

Among the many interventions designed to improve educational and developmental outcomes of Syrian refugee children, the study primarily focuses on the factors that helped WLR Ambassadors to commit to and sustain their read-aloud sessions. It further discusses how these factors could be applied to other interventions for long-term sustainability. The study identifies key insights about WLR as a community-led, shared book-reading program developed in Jordan by a Jordanian-run NGO. Through the analysis of 21 semi-structured interviews with individuals who either developed the WLR program or were involved in its implementation.

The results show that participants emphasized that achieving a balance between two main factors helped with the long-term maintenance and sustainability of the program: the informality and flexibility of the program on the one hand and creating the necessary motivation and commitment in volunteers on the other. Future programs that wish to attain long-term sustainability may benefit from creating a more engaging and incentivizing structure of motivation for their volunteers.



Study Reveals Impact of COVID-19 Pandemic on Young Children's Mental Health in Jordan



A new study published in the Gulf Education and Social Policy Review has shed light on how the COVID-19 pandemic affected the mental health of preschool-aged children in Jordan, especially within low-income families.

The research followed 50 mothers in the capital of Amman, who reported on their children's mental health before the pandemic (2019) and at three stages during it (June 2020, December 2020, and June 2021). Mothers also shared insights into their own psychological wellbeing in 2021. Using a longitudinal k-means clustering method, researchers identified different trajectories of children's mental health, focusing on both internalizing problems (such as anxiety and emotional distress) and externalizing problems (such as aggression and hyperactivity).

The findings revealed three profiles for internalizing problems (low and stable, moderate and stable, high and increasing) and three for externalizing problems (low and stable, moderate and decreasing, high and stable). Differences were also linked to mothers' depressive symptoms and the child's sex.

While many children showed resilience and stable mental health, about one-third experienced concerning trajectories, particularly those with preexisting mental health issues. The study concluded that although the pandemic posed similar stressors for all families, children responded in diverse ways some improved, others declined, and many remained stable.

Researchers emphasized the urgent need to prioritize mental health support for children, with a focus on those most vulnerable, to better prepare families for future crises.

Special thanks to the researchers Antje von Suchodoletz, Aleksandrina Dimova, Rahma Ali, Lina Qtaishat, and Rana Dajani, as well as to all the participants who contributed to this study.



CHILDREN'S BOOK DEVELOPMENT

CHILDREN’S BOOK DEVELOPMENT

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 38 children’s books covering a variety of themes, including environmental awareness, empathy, gender, non-violence, disabilities, and refugees. As of 2024, WLR has distributed more than 295,000 books all over Jordan.

We Love Reading has developed 38 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
7. Climate Change



Our story books catalogue is available on our website:

In addition to the 38 books We Love Reading has produced a series of guide books on different topics:



How To Write Children Story Books



We Love Reading Launches New Children’s Book “Shells of Freedom”

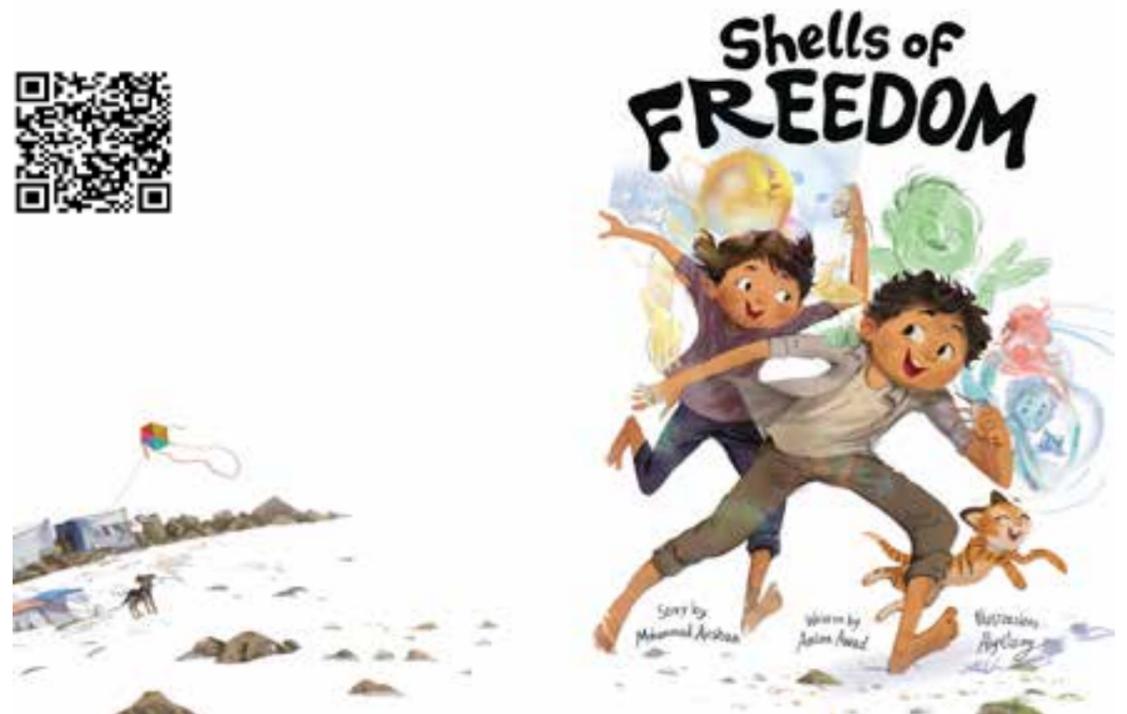
We Love Reading launches the new children’s book titled Shells of Freedom, for children who are always in search of life, love, and freedom, for Gaza that never dies, and for the chants of the free people of the world calling for “Freedom for Palestine.” The We Love Reading program released its new book Shells of Freedom, story by Mohammad Aeshan, written in Arabic by Maya Abu Al-Hayat, in English by Amina Awad, and illustrated by Aly Elziny.

This story is inspired by real-life experiences of children and families in Palestine during the genocide war on Gaza. It highlights their struggles and courage in facing fear and destruction, as well as the hope that continues to grow despite the pain.

The characters in the story are inspired by real heroes who left their mark in Palestine; from the martyred journalist Mariam Abu Duqqa, who wielded the word and the camera as a weapon to convey the truth, to teachers who continued educating children under tents, and paramedics who risked their lives to save others. Every name in the story carries a real-life tale of resilience, compassion, and determination to live.

From Gaza to the world, the voice of this story reaches children in more than 75 countries through the We Love Reading program. Through this program, children from different countries brought Palestinian stories to their own small libraries and shared feelings of love and support with children in Gaza in many ways—through prayers, words, and art.

For more information about the book:



Scientist Omar Yaghi, who inspired his character in our book “Queen of Balloons,” wins the Nobel Prize



We Love Reading celebrates the achievement of Palestinian-Jordanian scientist Omar Yaghi, who was awarded the Nobel Prize in Chemistry alongside Richard Robson from the United Kingdom and Susumu Kitagawa from Japan. It's worth mentioning that the book « Queen of Balloons », developed by the We Love Reading program

and written by Lina Qutaishat with illustrations by Ali Al-Zini, was inspired by the character Uncle Omar, based on the renowned scientist Omar Yaghi.

The story highlights his inspiring innovations and emphasizes the importance of our scientists and their contributions to building better communities. The book also addresses climate change and water issues through an engaging storyline that captivates children, and it is available in English as well.

We Love Reading at the Amman International Book Fair 2025



We Love Reading participated in the Amman International Book Fair 2025, where our corner in the Children's Section attracted great attention from visitors.

Over the course of the fair, we also hosted a special corner to introduce visitors to the program and, in collaboration with Dar Al Manhal, held read-aloud sessions for children. Our collection of 38 books, carefully developed for different age groups, captured the interest of children, parents, and educators alike. Families enjoyed exploring the stories, discussing important topics such as empathy, the environment, and social inclusion.

The fair provided a wonderful opportunity to engage with the community, share the joy of reading, and highlight the impact of our books on children's learning and imagination.

PUBLICATIONS AND MEDIA

PUBLICATIONS AND MEDIA

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”
-New York Times, April 17, 2019

“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 women'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.

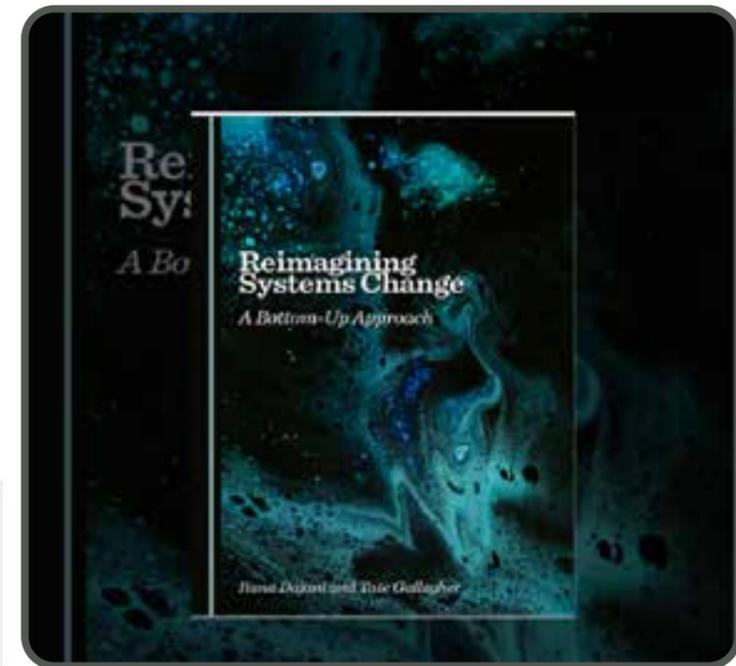
Book's author

Prof. Rana Dajani,
Founder of We Love Reading.

Download the book:



Reimagining Systems Change: A Bottom-Up Approach



Addressing societal issues has moved past the point of “fixing” the system that is in place. In many instances, the system in place cannot be “fixed” because it is not truly “broken”— it’s acting according to its design.

This is the core message of the newly released book authored by scientist Rana Dajani, which challenges us to reimagine what success looks like in the nonprofit, or social impact, sector and investigate language, human biology, philosophy, and more to identify what shapes the decisions individuals make when implementing solutions to social issues currently.

Throughout the book, Dajani shares how global challenges can be addressed from the bottom up rather than from the top down. The book takes readers on a reflective journey divided into two parts: Part One outlines the foundations of building mission-driven institutions from a systems change perspective, focusing on five key pillars: leadership, people, funding, impact measurement, and growth. Part Two serves as a testimonial documenting the story of We Love Reading, from its grassroots beginnings to its global spread—demonstrating how a local initiative can evolve into a worldwide model for behavioral and societal transformation.

Dajani hopes this book offers both enjoyment and valuable insight, helping readers grow intellectually and practically with each page. More importantly, she hopes it inspires readers to become changemakers who contribute to building a better world for future generations.

“To Gaza With Love”: A New Book Donating Its Proceeds to the We Love Reading Program



Entitled “To Gaza With Love”, the book was launched by Dr. Samina Salim, with an introduction written by Professor Rana Dajani, while all proceeds were dedicated to the We Love Reading program. The launch took place in Houston, Texas, USA, on December 6, 2025, at the Trinity Episcopal Church. The event was attended by more than 100 guests and brought together readers, artists, faith leaders, and advocates for peace in a shared space of reflection and solidarity.

“To Gaza With Love” by Dr. Salim is an evocative collection of reflections, poetry, and art, exploring empathy, identity, and the moral responsibility of bearing witness in a fractured world. The book sheds light on human suffering in Gaza while honoring resilience and the enduring power of love. Dr. Salim says: “This book is born of grief and love; love for humanity and the unyielding spirit that refuses to be silenced. It is my humble offering to remember, to feel, and to hope.”

Dr. Samina Salim is a Houston-based author, scientist, and scholar whose work bridges research, reflection, and creative expression.

The introduction of the book was written by Professor Rana Dajani, founder of We Love Reading, a program that fosters literacy and community empowerment, strengthens the leadership of children and youth worldwide, promotes peace, and spreads the love of reading through a sustainable, flexible, and cost-efficient approach.

All proceeds from “To Gaza With Love” will be donated to We Love Reading, to support literacy and healing in refugee communities, particularly among Palestinian and Syrian children.

Through this collaboration, Dr. Samina Salim hopes to advance the vision of Scientists Without Borders, a global initiative dedicated to building peace and health equity through collaborative, trauma-informed science, while supporting the mission of We Love Reading in nurturing change-makers through reading.

A New Academic Release in Entrepreneurship Features a Full Chapter on the “We Love Reading” Model



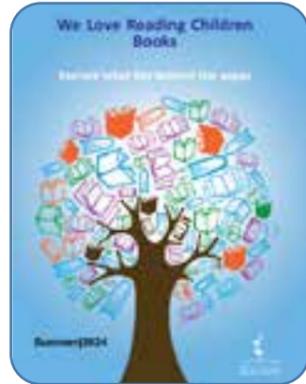
Routledge has released this year the first edition of “Global Entrepreneurship in Practice: A Case Study Collection”, edited by Jay A. Azriel and Jennifer Irwin, both professors specializing in innovation and entrepreneurship at Lycoming College. The book offers a comprehensive collection of case studies from around the world and aims to provide students and researchers with a practical and holistic understanding of the entrepreneurial journey in both for-profit and nonprofit ventures, from the initial idea and founding, through market entry, financial planning, and operations management, to growth strategies and exit scenarios, including failures and bankruptcies.

Among the diverse case studies presented, the book dedicates a full chapter to the “We Love Reading” program, highlighting it as a leading example of social entrepreneurship. The chapter explores how a simple local idea transformed into a globally successful model, focusing on training local leaders to conduct read-aloud sessions for children, strategies for scaling, impact measurement, and adaptation to different international contexts. The chapter also examines the entrepreneurial decisions made by the program’s organization to balance expansion with preserving the core values of the initiative, making it a rich applied example for understanding social entrepreneurship.

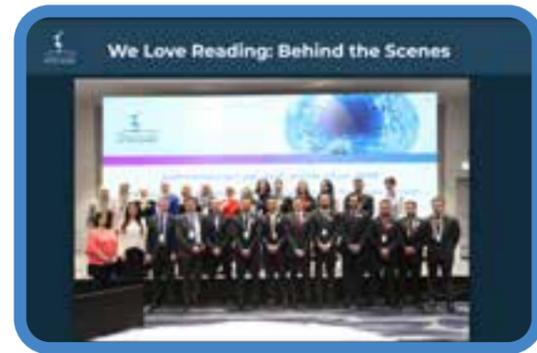
Each case study in the book includes a contextual summary, reflective questions, learning activities, and academic references, supporting the development of critical thinking, analytical skills, and decision-making, while emphasizing the link between academic theory and practical application. The editors stress that the book’s purpose is to empower the next generation of entrepreneurs to understand real-world challenges and develop innovative solutions that can be applied in diverse contexts.

1- Magazines

We Love Reading Children Books: Discover What Lies Beyond the Pages.



We Love Reading: Behind the Scenes



2- Reports

The We Love Reading Research & Impact Report is out now, offering comprehensive insights into WLR's research component!



3- Policy Brief



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.

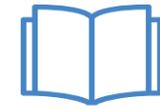
WLR focuses on the following SDGs:



OUR PARTNERS



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:



Buy our books:



Donate:





Thank you...

Our program's mission to highlight, protect, and promote reading and its impact is more important than ever. However, we cannot do it alone. Your support and participation in our ambassador-led programs around the world make a difference every day. As change-makers, you contribute to reshaping your communities, nurturing a generation connected to cultural treasures through books, and inspiring them to become the scientists and storytellers who will lead the way in building a better future.

Thank you for your continued dedication to our mission.

A Read-Aloud Session for 400 Students in Aqaba, Jordan

In the south of Jordan, specifically in Aqaba Governorate, We Love Reading Ambassador Abeer Al-Nawaisa organized a read-aloud session for 400 students—both girls and boys. This session was part of a series of initiatives aimed at fostering a culture of reading in schools and the wider community.

Abeer is a teacher in Aqaba with extensive experience in both education and community work. She received the Queen Rania Award for Excellence in Education. In addition, she is a dedicated social activist who has participated in numerous community initiatives and spent six years working in the Child Protection Program at the Jordan River Foundation—an experience that deepened her understanding of children's emotional and behavioral needs.

For this session, Abeer read *The Cook of Words*, a book developed by We Love Reading, which deeply resonated with the students as it addressed a sensitive issue many of them face: bullying. According to Abeer, the story's impact was evident from the very beginning. The students were highly focused and engaged, following the events eagerly and anticipating the ending with curiosity and excitement.

Abeer also emphasized the professional and personal growth she gained through the program's training. The training provided her with a clear methodology and a constructive approach to reading aloud, making her sessions more engaging, meaningful, and impactful for children.



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“Through the program, I learned how to read a story in an organized, calm, and imaginative way that resonates with children. They became more interactive and absorbed the values within the story.”



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