2013 Report
We Love Reading
Vision
A society that loves to read at any time and place

Motto
A library in every neighborhood

Mission
WLR exists to positively impact women and children throughout Jordan and the Arab world creating change agents empowered women community leaders and a generation of children that love, enjoy and respect books through the establishment of a library in every neighborhood in the Arab world by empowering women in a role as a community leaders (change agents) through training them how age how to set up and run the model which includes how to read out loud to the children 4-10 years old in a public place, reading material that is appropriate for their And organizing these women in a network for sustainability, thereby actively encouraging each community to respect and acknowledge the leadership roles of the women in the society and to share in the experience of reading, and creating a life-long enthusiasm for each child to read and acquire knowledge specifically girls so that they can build a better social and economic security and improve their lives

Core values
Our core values are integrity, equality and respect for all human beings
WLR has come a long way since its creation in 2006. WLR has begun to fulfill its mission of positively impacting women and children throughout Jordan and the Arab world, by creating change agents, empowered women, community leaders and a generation of children that love, enjoy and respect books.

WLR has spread beyond the Arab world to Uganda, USA and Mexico. A testimonial to the East to West transfer of ideas. An accomplishment we dreamt of but did not expect to achieve within this short period. This proves the replicability and feasibility of the WLR model. In the book “Innovation in Education” by Charles Leadbeater, WLR has been called a movement that brings about social change through reading. However, we still have a long way to go. Our main challenge is sustaining our libraries. This can be achieved by creating a network of communication between the women readers. We hope to achieve this by obtaining funding to create a mobile network between the women.

WLR has begun to serve as a platform for dissemination of awareness programs. We have proven that through reading of stories children’s behavior can change. We have developed 12 books concerning energy and water conservation and antilittering that we have distributed throughout our libraries.

WLR has been able to plant ownership in women readers in their neighbourhood mosques where men have become to respect the leadership role of the women readers. This will lead to empowering women as leaders in their community to instigate change and play a prominent role in decision making within the community because of their increased knowledge and wisdom gained from reading and their leadership role. This is very important and comes at the right time in light of the changes in the Arab world and the advent of the Arab spring. WLR will ride the tide of change and take the Arab world to a new world.

The We Love Reading model has evolved into a framework to nurture social entrepreneurship. Young men and women are discovering the potential inside them to become changemakers in their communities through the library they establish in their neighbourhood. They have started their own initiatives serving their communities by identifying the problems that bother them and coming up with grassroots solutions to develop their country.

WLR is proud of our readers. They are the pillars of the community on whom WLR is based.

Rana Dajani, Director
The problem
Women and girls have been marginalized, victimized and ignored. Advances in their lives and status has been slow and difficult. Poverty, politics, culture and conflict have played a mitigating role against empowerment of women and growth of opportunities. There are many programs that address women issues in an effort to empower women and alleviate their situation. An area that has not been explored that will have a tremendous impact both on the short and long term on building greater social and economic security and improving the lives of women is the importance of reading among women and girls. Lack of reading for pleasure result in no stimulation of creativity, skill are narrow and limited. Inability to tap into the knowledge society. Thus the status quo remains fixed. Reading is essential to the development of a child's personality, imagination, brain and communication skills. Children must learn to love and enjoy reading to reap its benefits. Children of the Arab world and Jordan in particular are not readers for many reasons. A recent survey from Arabia news estimated that the number of pages read in the Middle East is half a page a year while for the USA it is 11 books a year. Estimations based on the UNESCO reports of 1991 and 2005 and the US working paper for the G8 summit in 2004, say that an Arab reader on average reads 6 minutes per year and that Arab countries' output of books represents just 1.1% of the world total while the Arab population represents around 5% of the world population. My idea is planting the love of reading in children at an early age. Research has shown that in order to plant the love of reading one must read aloud to the child from an early age. The type of reading we are fostering is not reading for education, or reading for religious purposes. Our goal is planting the love of reading for pleasure. That is the type of reading that stays with the individual for life. That is what transforms the individual into a responsible citizen who can make a difference in her community, who knows that there is another way, who does not succumb to the status quo but looks beyond and strives to achieve a better world for herself and her family and her country. The problem is that children nor adults read for pleasure. Girls grow up in an environment that is poor in ideas, stunted in creativity, narrow in skills resulting in a limited world view and lack of ability to tap into knowledge based resources. Thus, instead of these girls growing up into women who become change makers, forces of change that develop their communities through their leadership roles into a better society, they grow up into women without change in the status quo. The result is poverty, injustice, abuse and inequit whose victims are in the majority women and girls. A literate society is essential for economic development and social integration. The practice of reading and writing enables a culture to identify its past while it envisions its future. The information age places a premium on the generation and dissemination of knowledge and information. And the ability to use texts in all its diverse formats is essential. Local customs, local wisdom and oral traditions must remain valued, of course. But, individuals and communities that do not value and practice high levels of reading and writing on a wide scale are inevitably at risk of becoming the victims rather than the masters of the global knowledge society. Reason that children or adults do not read are multiple such as lack of books, no role models, TV, internet. However, major reason as research has shown is lack of being read to i.e. lack of the experience. Many programs that have attempted to solve the problem by providing books alone. The reason the
programs above and others have failed is because they do not focus on the experience of reading aloud. When you help a man you don’t give him fish you teach him how to fish. Most programs in the east focus on the materialist provide the book that will solve the problem, in the west the focus is always in the individual, capacity building invest in the human the rest will come. That is the approach we have used in our model. We focus on the experience because that is how you build an individual and a nation. Read aloud as a way to plant the love of reading in the east is overlooked by the west because it is a no brainer and in the east it does not even exist. So it is lost in translation.
Our model

We have developed a model which will serve as a guide to setting up new community libraries in the region. The basic process for developing the program in a community includes:

1. Recruit women from the local community who are responsible, passionate and dedicated to empower them to set up and run the libraries by training them to assume a leadership role in their communities.
2. Identify a central location that is easily accessible by neighborhood children, such as a mosque or community center.
3. Secure books for the library through donations from individuals or organizations. There can be as few or many books as can be easily gathered.
4. Have a storytelling session every other weekend.
5. Give out the books to the children to read at home. Sustainability is built into our business model through capacity building at the level of the local citizen.

By providing program development training to local women and girls we are instilling them with the confidence and skills they need to successfully expand WLR into their own local neighborhoods with minimal guidance and few resources. The
women engage as leaders with their communities and because they are required to pay it forward i.e. to train another women to become a leader there is a domino effect. Increasing the impact of the program logarithmically. In a way substituting the role of the parents in reading to their children. Overall, the model is easily replicable, particularly in rural areas, as the only requirements are a trained reader, a collection of children's books, a comfortable location, and some enthusiastic young participants. The idea has a domino effect because the ladies we train are asked to pay it forward by training another lady and so on.

**Reading and Empathy**

Children develop the values they will hold later in life during the early years. Children books and activities are important ways for children to learn values. To do that we set up role models and relative examples in a way that a child can see herself in that role and to learn the consequences of good and bad behaviour extrapolating on the child's imagination. These books will be from the child's own culture and background, hence relative and effective. Children will start building positive attitudes and learn best practices concerning love and forgiveness from the books they listen to and the activities they perform. The children’s behaviour will be transmitted to the parents and community. Research has shown that reading increases empathy. Keith Oatley, a professor in the department of human development and applied psychology at the University of Toronto: "I think the reason fiction but not non-fiction has the effect of improving empathy is because fiction is primarily about selves interacting with other selves in the social world," said Oatley. "The subject matter of fiction is constantly about why she did this, or if that's the case what should he do now, and so on. With fiction we enter into a world in which this way of thinking predominates. We can think about it in terms of the psychological concept of expertise. If I read fiction, this kind of social thinking is what I get better at. If I read genetics or astronomy, I get more expert at genetics or astronomy. In fiction, also, we are able to understand characters' actions from their interior point of view, by entering into their situations and minds, rather than the more exterior view of them that we usually have. And it turns out that psychologically there is a big difference between these two points of view. We usually take the exterior view of others, but that's too limited."

**Reading and Behaviour**

WLR also provides an opportunity to disseminate education related programs through its network of libraries. Recently WLR has initiated in collaboration with the public action program an environment awareness project with the aim of developing in young children an ethic of appropriate environmental behavior, such that they might even speak out to others about inappropriate behavior. Children aged 4-10 in Jordan are considered amongst the most wasteful users of natural resources (World of Letters/PAP, “Survey of Knowledge Attitudes and Practices
of Jordanian school-aged children” 2010). The social norms around public behaviors currently favor littering and even vandalism. PAP wishes to encourage a culture of environmental ethics. Children in Jordan have limited access to age-appropriate reading materials in Arabic. It is during these young years that children develop the values they will hold in later life, so it is important for them to see and hear of these values in ways they can understand and learn. Children’s books and children’s games are important ways for children to learn values, particularly if they are read in settings that reinforce the learning but are still fun. Novels with appealing characters, whether set historically or in the present day—dramas, comedies—regardless of the genre, there are many ways to capture the attention of children and help them acquire the values and behaviors they will need as they grow up in a resource deficit society.

In the ages between 4 and 10 the interests that children develop as they grow vary considerably. A 4 year old will find certain kinds of books will appeal to him with simple words and relatively simple storylines. Older children (7-10) may prefer books that have more complex story lines, where characters are better developed and where the plots are more dramatic or more interesting.

WLR has set up role models and relative examples in such a way that the child can see herself or himself in that role and to learn about the consequences of good and bad behaviors. To use the child’s imagination to extrapolate. The best way to reach children is by using literature that children can read. Such literature will provide real examples that children can assume as role models and see themselves in the books characters. These books will be from the children’s own culture and background hence relative and effective.
The books will be aided with activities to put into action directly what lessons could be learnt from the book. The libraries of we love reading are the best place to read the books and perform the activities because the librarians are already trained in read aloud techniques and will be trained specifically for the books created in this grant. The children are ready to receive these books and be affected by the message of the books (raising awareness) because the children are already being read to in a routine matter in the past. They already love reading for pleasure. Hence the maximum benefit of the books effect will be reaped. Since these libraries are run autonomously by the librarians in the neighbourhood and are at the same time part of a network, the assessment and evaluation of the benefits and effectiveness of these books on changing behaviors and raising awareness can be easily done in future projects.

History

I am an assistant professor at the Hashemite university in Jordan. I lived in the US for 5 years with my children. We had worked in the states with the public library in our town extensively. When we came back to our country (Jordan), we realised that there are no libraries in Jordan. So we took it upon ourselves to make our own library. We developed a project with a long term goal of "a library in every neighbourhood" similar to what is present in the States. Our project started with a pilot project in our own neighbourhood. We first needed a place so we figured that every neighbourhood had a mosque so the place was secured. Then we got some charity money and went around the bookstores looking for books in Arabic for children that were appealing in terms of context, illustrations and language. The books were chosen on purpose not to contain any religious inclinations. To our surprise we found a good number (I can give you names of authors later). So the bookstores gave us gracious discounts and we bought around 100 books. We announced in the Friday's prayers that their will be a storytelling session the following day on Saturday for one hour in the morning for children (both genders) from 4 to 9 years old (no need for adult supervision). I had obtained a number of costumes (clown, old woman etc.) and a
number of puppets. Around 25 children showed up the next day. We read 3 stories using animations and acting (we had a great time). Then we handed out all the books we had bought. The children were supposed to take the books home and read them every night or to be read to by a parent every night until the next storytelling session which was once every two weeks (to keep the suspense). We did not need a book case since all books were given out each time. It was a huge success!! We have been doing this storytelling session for two years now (started Jan 2006). Our average number of children are 35 per session. We have bought around 500 books. The parents tell us that their children wake up every Saturday and practically drag them to the mosque for the storytelling session. Our children are from the neighbourhood, they walk to the session, no need for transportation, no fear for the children. The most amazing thing is that the children have developed a culture of literacy! They discuss the books they read. They recommend to each other what books to read and what author to read from. Some have never skipped a session and some come and go. We don't get back some books but that is fine because we know they are in someone's home being read.

The whole objective of our project is to promote the love of reading in children. As research has proven the best time to plant that seed is before 9 years of age. If children develop the love to read, we will have given them the best tool for success, because now they can go and learn and develop what ever they want on their own (I do not have to go into details of the advantages of reading).

Having a library in the neighborhood is the key to succeeding in planting the seed because it is accessible and easy and the children can work on it by themselves because most adults in our region do not read and so may disregard the importance of reading and not go to any extra effort to help encourage their children to read. This is all solved by our "library in every neighborhood" concept. Also it does not take much of a commitment upon the storyteller. It is only 2 hours a month! The efforts are minimal compared to the results reaped.
Measuring Success

The biggest impact of WLR is evident in our most important stakeholders – the women and the children themselves. The women who have been involved in WLR have developed into empowered women who have gained respect of their community members not only females but more importantly males. Women from refugee camps whom we have trained have told me how the men of the neighbourhood encourage them in their role as leaders of the libraries in the neighbourhood. Mosques clerics open their doors to women to manage and administer the read aloud sessions with joy and pride. Women on a personal level have felt gratification, a sense of responsibility outside their immediate homes. They have felt that they can make a difference in their communities. They have become change agents. In the case that the reader is a young women she has started identifying in her environment things that are not right and through here empowerment has started instigating change. Older women who are readers feel a sense of fulfillment that they are serving their communities that they have something to offer. They become wise advisors in the leadership role that they assume in the neighbourhood. Mothers have become involved helping and supporting the woman reader in her role in her community. The mothers attend the read aloud sessions and read to their children at home. Mosque leaders have donated money to buy books for the libraries. Over and over, we hear stories from mothers whose children drag them out of bed to attend one of our storytelling sessions on a Saturday morning. In addition to the love of reading, the children have developed their own culture of literacy among themselves. Children discuss the books they have read before storytime and recommend new books and specific authors to their friends. This is definitely something new. Most of the children recognize and can name more authors than their parents! The majority of our children are female who are enthusiastic in engaging and in discussing the books and helping out during the read aloud session. Each storyteller is required to fill out a survey that we collect annually. The survey includes statistics on number of children of both genders that attend. Number of stories read, frequency of reading session, duration of sessions. We also do site visits to the storytellers and take pictures. Older children who no longer attend the sessions are still readers. The sessions leave long lasting impressions influencing their decisions through out adulthood.

![Libraries around the world](image-url)
We Love Reading and social entrepreneurship

The We Love Reading model has evolved into a framework to nurture social entrepreneurship. Young men and women are discovering the potential inside them to become changemakers in their communities through the library they establish in their neighbourhood. They have started their own initiatives serving their communities by identifying the problems that bother them and coming up with grassroots solutions to develop their country. We have shown an 85% improvement in leadership and entrepreneurial skills in youth participating in our program.
Libraries in Jordan

1. Trained more than 700 women and 20 men how to read aloud and on the model of WLR
2. Established 300 libraries all over Jordan in both urban and rural areas mostly underprivileged areas
3. Impacted directly over 10,000 children across Jordan and impacted indirectly over 100,000 children across Jordan (60% female)

Success Stories from Library in every Neighborhood Project:

- Jakleen, a volunteer from Ajloun, as she was in a family trip in Ajloun, she saw a little boy taking care of his sheep. She offered to read him some stories. He agreed on the condition they stay near the sheep. He enjoyed it and agreed to have photos taken for him. We think this was the most random read aloud sessions ever! This story has demonstrated to us that for these young volunteers, reading aloud is more than an hour a week for them, but rather the constant thinking of giving and being proactive.

- Majd was fed up the nursery she was reading in because of she felt her efforts were unappreciated and she felt as if reading to children who were younger than 4-year-old and couldn’t read was an effort in vain. One day on her way to a reading session, Majd thought that this was her last and she wanted to read no more. While reading to the children, one of the children stopped her and asked her to read with her. Only then did she realize that change takes time and no effort goes in vain. Majd reads in the nursery to this day.

- When Waseem, a young man who reads in Irbid, was asked why he chose to read in the mosque her answered, “I owe this mosque much. I feel as if I was raised in it, I learned Quran here, I learned about religion here, in addition to attending the prayers in it.”
Libraries in the Arab world
The model has spread to many countries including: Palestine, Egypt, Lebanon, UAE, Tunis, Iraq, Palestine and Saudi Arabia. Our most recent additions are Sudan and Gaza. The way it has spread is that when we train a lady to read aloud we tell her that she has to pay it forward (similar to the movie pay it forward) so we ask her to train someone else and we tell her to tell that person to train some else and so on. This produces a domino effect. That is how the model has spread through individual

Libraries internationally
Our model has spread beyond the Arab world reaching Turkey, Northern Thailand, Azerbaijan, Malaysia, Mexico, Uganda, Germany, USA. The women are becoming more than a network, they already resemble a movement to bring about social change through reading, albeit a movement that operates without attracting much attention, make much noise or seeking confrontation. We Love Reading has the aim of bringing about long term cultural change. We Love Reading is not delivering a service which needs a support system with a complex supply chain, it is creating capabilities in hundreds of local women enabling them to do something creative for themselves. Our first library in New Haven CT and Uganda
Reading and the environment

Through reading aloud of our books in our libraries we have been able to change the behavior of children towards the environment. Children attending the read aloud sessions exhibit positive attitudes towards energy conservation, water conservation and antilittering. We have proven that We Love Reading is much more cost effective, sustainable and grassroots in raising awareness towards the environment than other traditional methods such as TV ads and billboards.
Awards and honors

We love reading conference Feb 2014 celebrating our volunteer readers with the Minister of Culture and the US Ambassador to Jordan

In 2010 we made a commitment to the Clinton Global Initiative to open another 100 libraries in the next 5 years. We have exceeded our commitment. By the end of 2013 we have established 300 libraries all over Jordan.
10 ideas for learning... by Charles Leadbeater
A new book has come out “On the brink of opportunity 10 ideas for learning in Pakistan” by Charles Leadbeater. We Love Reading is lesson number 8 “Creating a learning community”.

Local partners

1. In Jordan the WLR initiative has partnered with Injaz-Junior Achievement, a leading youth education initiative reaching a large base of students in the Arab world. Tapping into Injaz's local resources to recruit potential trainees and youth volunteers will provide the WLR program with a staff of volunteers to expand the model to more poverty pockets across the country.

2. Reliance Co. (JORDAN) is a small local group that offers service in system integration, specialized training in safety and environment and offers consultation and ISO certification. Since 2007, Reliance has offered in kind support and taken an active role in spreading the WLR model and has pledged to continue to support WLR program as needed.

3. ARAMEX has been instrumental in shipping our books to our libraries for free. Every place we train we arrive at the place to see the stacks of boxes of books on time ready for distribution.
**International partners**

1. We Love Reading has launched a new partnership with LitWorld, a Global Literacy Organization, on World Read Aloud Day, an international celebration that motivates children, teens, and adults worldwide to celebrate the power of words and stories.
2. We Love Reading has received two grants from Fetzer. Fetzer is an organization that fosters love and forgiveness in the world.
3. We Love Reading has partnered with the University of Chicago Child Neurosuite to research the effect of reading on empathy.
4. We Love Reading has partnered with Yale University to research the psychosocial effect of the We Love Reading program in children and women in the community.
5. Thomson Reuter Trust are helping WLR pro bono for legal issues.
6. Microsoft has donated software programs.

**Authors and publishers**

The WLR initiative has partnered with leading global publisher, Scholastic International and Dar Al Mahal, a regional children's book publisher to expand reading programs throughout the region and provide pro-bono Arabic language books for children to read. There is a paucity of good quality Arabic-language children's books in addition to difficulties in accessing available Arabic-language children’s books. Our partnerships with these leading publishers have leveraged pro-bono resources for our initiative and allowed children a wide selection of reading materials. We have collaborated with local authors in Jordan who have supported us by donations.
We Love Reading has developed its own books

Environment
Developed 12 children’s books about energy and water conservation and littering that we use in our libraries as a medium for changing behavior and raising awareness towards the environment.

Empathy
We Love Reading has recreated two American classics in Arabic with illustrations for distribution to children in Jordan.
**Highlights**

**Nabeela (Umm Ahmad)** a grandmother to three grandchildren, has started her life-changing journey when she joined one of We Love Reading’s Training workshops on the art of reading aloud to children in October, 2013 and established a library in her neighborhood in eastern Amman. Nabeela says, “I married young so not to pursue further studies as I hated reading. I could have never imagined that one day, I’d establish my own library and children would knock my door all the time because they want me to read them a story. The support that I have received from my family was phenomenal, especially from my husband, who never stopped encouraging me not only to read, but actually to get creative in the voluntary work I was doing.”

“My three-year-old grandson Bader, inspired by the books we read on environmental issues, asks me to open the curtains to let the daylight pour into the room so we wouldn’t have to use electricity lightning and thus to save energy. The stories that I read to the children have helped illiterate kids to learn how to read and write which aroused their mothers’ curiosity, who came to attend the reading sessions to know the secret beyond their children’s progress.” “The increasing number of children per reading session motivated me to start reading in other neighborhoods as well as mine.” It is worth mentioning that Nabeela not only read aloud to children, but took the extra mile to actually establish a library with a variety of book at her house, which the neighborhood children could borrow whenever they please. Abu Ahmad (Nabeela’s husband) says, “I’ve never encountered such enthusiasm and passion towards voluntary work in Nabeela before. I can see that volunteering with We Love Reading has unleashed the productivity and creativity in her soul” It is noteworthy that Nabeela’s neighborhood (Orouba neighborhood) was chosen by the Municipality of Amman as
one of the cleanest neighborhoods in Amman. We Love Reading has inspired Nabeela to start a project to produce organic fertilizers with her female neighbors.

**Rana Sadaqa from Aqaba** joined WLR’s network of readers on November, 2013 by attending a training workshop on the art of reading aloud to children and how to establish a library in her neighborhood in Aqaba. Rana is a mother of four who holds a bachelor's degree in psychology, but her circumstances have stood against her ability to get a job and fulfill her potential. With WLR, Remal Mosque has become an incubator of the love of reading where 70 children gather to listen to Rana read stories. Rana says, “For the first time in my life, I feel as if I’m being useful to my community, and not just serving a specific group of people or a corporate”.

With the number of children rising in Rana’s reading sessions, the female's part of the mosque became too crowded and this annoyed the women who pray there. To solve this problem, Rana decided to build an extension to the mosque to serve as a library with the help of her family and the community. The by-products of WLR’s model has extended from spreading the love of reading to reviving the spirit of mosque as community centers rather than a place of worship by establishing a library in it.

**Five 7th and 6th grade girls from Shobak** city were inspired by We Love Reading to solve the problem of children not liking to read by reading aloud to younger children in their school. With that project that they have named Tefkīr (Think in Arabic), the girls have won first place in International Problem Solving Competition in Bloomington in June, 2013.
In Mexico WLR has been implemented in the indigenous communities of Mexico as a way to preserve the oral heritage and pride of the local communities in writing stories as well as encouraging reading by the local women.

We Love Reading has been invited to speak at the Yale, World Bank and USAID

In the media

In the media the idea of read aloud is spreading through the media to parents and adults who have started to read to children. WLR has been interviewed on local TV, radio, newspapers, regional TV, Al Jazeera, Family flavours.
Projects and activities

1. A Library in every neighbourhood
   Funded by the Middle Eastern Partnership Initiative (70,000 USD) 2013
   This is a partnership project between Taghyeer and INJAZ that will improve the quality of basic education in Jordan through community empowerment of children and youth. Groups of youth volunteers will promote the development of reading skills in children of both genders, aged 4-10. INJAZ will select the volunteers and provide civic education centers in 4 rural areas in Jordan, and Taghyeer will train the volunteers to become storytellers. Through the training and participation in the project, the youth volunteers in the selected areas will strengthen their civic engagement and develop soft skills.

   Funded by Public Action Program USAID (150,000 USD) 2013
   The objective is to develop 12 books and materials addressing ethical and cultural behavior of children ages 4-10 related to issues of water, energy and environment. The books will then be distributed among the children of the we love reading libraries across Jordan.

Future projects

Reading and empathy (2014)
Funded by Fetzer Institute (65,000 USD)

Taghyeer organization will inspire the next generation of scientists by collecting questions by children on natural sciences and they will be answered by a group of scientists, and the questions and answers will be assembled in a database and will be available to everyone. The children will be linked to the scientists in a network. Finally, the scientists will choose a topic for their next research from this pool of questions.

In order to encourage scientists to come up with initiatives that solve challenges in the community, Taghyeer will hold a competition for scientists to participate with ideas of projects that would help the community. This project is funded by Fetzer Institute.

WLR will test whether reading increases empathy in children in a scientific research that will be led by the Department of Psychology in University of Chicago. This project is funded by Fetzer Institute.

We Love Reading in Zaatri Camp (2014)
**Funded by LitWorld International (13,500)**

WLR will train 20 women from Za'atari camp for Syrian refugees on the art of reading aloud to children and how to open WLR libraries in the camp.

**WLR training**
We have three trainings per year. We train individuals how to establish a library in their neighbourhood and how to read aloud.

**Personnel**

**Program Director**
**Program Manager**
**Program Coordinator 1**
**Program Coordinator 2**
**Trainer**
**Accountant**
**Media specialist**
**Readers**
The future: Call to action

WLR is based on the members of the community. WLR seeks to foster the spirit of belonging in the community to build ownership to instigate positive change. We aim to achieve that by encouraging volunteerism especially in the young. There are multiple ways one can volunteer with WLR; becoming a reader, advocating for reading, volunteering to organize and outreach or simply just reading to your own children.

WLR envisions more and more children reading. In order to satisfy their thirst for books WLR seeks new resources for books and to encourage writers to increase the range and variety of choices of books for the children.

WLR is constantly looking for individuals and organizations who are passionate to make a real difference in this world. WLR offers this opportunity through an innovation that reaps benefits in a short time.
Donor list:
Synergos
Ministry of Culture Jordan
Reliance
ARAMEX
US Embassy Jordan
Publishers: Scholastic Dar ALManhal
Authors: Abeer Taher, Taghreed Najjar
USAID
MEPI
LitWorld
Fetzer
Microsoft
Thomson Reuter Trust

Partner list
Reliance
INJAZ
BDC
Ruwwad/ARAMEX
Mercy Corps
Drive to read
Municipality of Amman
Clinton Global Initiative
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من هزم شرير التبذير

ريس ومخرج
محمود أبو قرة الرجبي

ٍرحلةٌ شفاقة المُحبِّة

اصية: نورون أبو نعمة
رسام: ناديا الشيرين

عنزة عزيزة
ودرس محو البصمة السرية

كارن عصفور
نتالي صحاري
رسام: محمد عصفور

حديقة من ذهب

تأليف: محمد أبو قرة الرجبي
رسم: روانا همد صدير

همس بلا فواتح!
الجسر إلى أرض الأحلام

كان سامر يحب الركض كثيراً... جاءت إلى المدرسة بيت جديدة... فتغير كل شيء...

شجرة التفاح

كانت يليسي تحت شجرة التفاح... وفجأة حصل تغير غير متوقع في حياتها...