

# PROMISING PRACTICES IN REFUGEE EDUCATION

CASE STUDY



## WE LOVE READING: Promoting literacy and education through reading aloud in community settings

### We Love Reading

Location:	Refugee camps and urban host communities, Jordan and Ethiopia
Target population:	Children (ages 4-10), and local male and female volunteers (from age 16) in refugee and host communities
Intervention type:	Education – fostering a love of reading among children
Date started:	Jordan, January 2006; Ethiopia, September 2016
Number of beneficiaries reached:	40,000 children, 2,000 female and male volunteers

Written by Rana Dajani, Founder and Director of We Love Reading



## KEY FINDINGS

- Reading aloud is key to fostering a love of reading among children; when children live the experience of being read to in a safe space, a long-lasting feeling of security and happiness is created. Through regularly reading aloud to children and exchanging books, We Love Reading addresses the root cause for the lack of love of reading among children. Research has shown that 80% of children who attend We Love Reading reading aloud sessions have shown increasingly positive attitudes towards reading, and are more willing to go back to school because they associate reading with enjoyment. They are more empathetic because they learn about other cultures and people, and as a consequence perform better at school and become more confident.
- We Love Reading is an effective and sustainable model because it is managed and owned by local volunteers who are part of the community, and know when and where is best to read to children. Adult volunteers increased their educational level and professional skills as reading proficiency improved; they became leaders in their communities and found hope and agency in their roles, resulting in significant improvement in their psychosocial status.
- We Love Reading is scalable and replicable because of its simplicity: it needs is an adult who can read a children's book in their native language, on a regular basis, in a public space. It is flexible: the reader can tailor the model to fit the local needs and customs. We Love Reading is enabling hundreds of local women and men to become a movement that is spreading all over the world.

Cover: A young Syrian girl enjoys a read aloud session in Jordan © We Love Reading



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# INTRODUCTION

Reading is essential to the development of personhood and cognitive skills. It is also a tool for building resilience and maintaining one's well being. However, to reap these benefits, children need to enjoy reading. Research shows that reading aloud is key to fostering this.<sup>1</sup> Many low and middle-income countries, and refugee communities, severely lack teachers, librarians, and parents who are able to engage in reading aloud.

Reading and academic success are linked. Children who enjoy reading enjoy school, do better academically, and have larger vocabularies. These children learn to listen to other people's experiences, behave less violent, are better able to express themselves,<sup>2</sup> more empathetic and are at less risk of exploitation because through reading children learn to be critical and to question.

Based on findings that many children do not read for pleasure, We Love Reading was established to instill a love of reading in children through trained volunteers reading aloud to children aged 4 to 10<sup>3</sup>. The program is an innovative, grassroots intervention that is cost-efficient, sustainable, community-based and scalable. It is an informal educational program that seeks to keep children involved in reading, complementing existing educational systems, or sustaining a love of learning during educational lapses.

A unique feature of the We Love Reading model is the utilization of community spaces, such as mosques and churches, which are adapted for non-religious activities.

We Love Reading depends on a network of local volunteers, called Reading Ambassadors, who are trained in reading aloud. Ambassadors are expected to hold reading sessions on a regular basis in their neighborhoods and to conduct peer-training sessions. These ambassadors have also become leaders in their communities.

Through participation in the program, local ownership is built. Children become champions of reading and beg their parents, and the wider community, to read to them. In turn, the community works to buy more books and to encourage children to attend the reading aloud sessions, which also serve as platforms for raising awareness on issues such as health and environment. We Love Reading has been able to change the behavior of children in a positive way towards environmental conservation as well as disabilities, gender and refugees, nonviolence and social cohesion, by reading books developed by We Love Reading with those themes.<sup>4</sup>

Finally, We Love Reading has influenced parent-child relationships by building bridges of understanding and communication between the two generations through reading, simultaneously alleviating mental stress from trauma.

We Love Reading is operating primarily in Jordan and Ethiopia and has spread to 33 countries through its reputation and international recognition. The model can be replicated anywhere as it requires minimal physical infrastructure since all books are given out on rotation by the volunteer reader, who receives the books through the training. The volunteers do not have to be highly educated. The trained readers are required to "pay it forward" by sharing newly acquired knowledge and training others to become readers. The trained reader is welcomed because he/she is from the neighborhood and can tailor the model to fit the community served. Within a few months, We Love Reading becomes embedded within the community because of the ownership of the local volunteers as well as enthusiasm from the children and their parents.

# CONTEXT

Jordan and Ethiopia were selected as We Love Reading case studies for this paper. Jordan is where We Love Reading was developed and pioneered, and both Jordan and Ethiopia are home to large refugee communities, with a high number of children out of the formal education system and suffering from the trauma of war and displacement.

## Jordan

The Syrian refugee crisis started in 2010 and 656,675 Syrian refugees were registered with UNHCR by the end of 2016.<sup>5</sup> When taking into account both registered and unregistered refugees, the estimated number of Syrian refugees in Jordan reaches 1.3 million.<sup>6</sup> Of these registered refugees, an estimated 226,000 are school-aged children, with over 80,000 not in formal education.<sup>7</sup> UNICEF, in collaboration with the Ministry of Education, is making every effort in providing learning opportunities for these children, adding shift-school programs and more classroom seats. Nevertheless, school enrollment remains low for reasons such as lack of documentation, being out of school for extended periods of time, distance, financial barriers for school items and transportation, and issues of safety and bullying.

We Love Reading began to be implemented inside Syrian refugee camps in Jordan in 2014. The program has trained more than 250 ambassadors inside the refugee camps, of whom 178 established We Love Reading libraries in different locations throughout the camps. Jordan is also home to a large number of urban refugees. Throughout Jordan more than 2,000 volunteers have been trained, and 1,500 have established We Love Reading libraries, serving over 40,000 children.

Our aim is to promote the love of reading among children and adults, as well as decreasing stress levels and providing psychosocial support. The program also provides a much-needed link to preserving traditions of storytelling, as well as stories from their homeland.

**“I want to read to my children to keep them safe and away from the streets.”**

Syrian refugee mother, Azraq Refugee Camp, Jordan.

**“When I read in school, I get yelled at. When I read at a WLR session, I have fun and enjoy it.”**

Syrian refugee child, Jordan.

## Ethiopia

Tens of thousands of refugees have fled South Sudan for Ethiopia because of civil war. The region of Gambella is host to over 330,000 South Sudanese refugees. In 2017 the number of refugees into the country has continued to increase. 64% of new refugee arrivals registered with UNHCR have been children.

In 2016, Plan International began implementing the We Love Reading model in Kule Refugee Camp,<sup>8</sup> where school enrolment levels remain low. The implementation has included consideration and adaptation to the local context, as well as a review of current education actors to understand how best to integrate the program.

In October 2016, 40 We Love Reading ambassadors were trained, and ran reading-aloud sessions that reached more than 1,000 children. By January 2017, two months after its inception, the project was serving 2,000 children. These children have been going home and talking about the stories they heard, each with their own messages of empathy, good character, and morals.



Photo: Children enjoying a reading aloud session in Jordan. © We Love Reading

**“We started reading under trees, children saw the books and started coming. We need to read in our own language, We Love Reading helps our children.”**

South Sudanese refugee, Ethiopia.

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# INTERVENTION

In the face of refugee crises in both Jordan and Ethiopia, and with formal education systems overloaded and under-staffed, We Love Reading is an informal education approach to promote literacy in the face of conflict and absence or restriction of educational services.

In many of the countries where the We Love Reading model is implemented, the concept of children reading for pleasure, in a “story time” fashion, is new. Reading is normally viewed as the purview of education and religion, and is often considered boring or a waste of time outside of these contexts. We Love Reading is trying to change attitudes and inform people that reading can be a leisure activity

Instead of employing outside social workers or humanitarian staff to engage with refugee children, adult and youth refugees are trained to read aloud to the children, thus involving refugees in solving literacy issues. Our aim is to empower refugees to engage in the solutions, ensuring sustainability beyond the duration of the project. This will also encourage adults to send their children to school later, and to support education of children in general.

We Love Reading conducts a two day highly interactive peer to peer training course that teaches the art of reading aloud, and how to be a social entrepreneur and start a We Love Reading library in your neighborhood<sup>9</sup>. Each volunteer receives a bag of 25 books that have been evaluated according to We Love Reading criteria and guidelines.

We Love Reading ambassadors establish libraries in their neighborhoods by obtaining support from family and friends, choosing a location and time to read, gathering the children and reading aloud. Later the child takes a book home, reads the book, asks their parents to read to them, reads to their siblings and brings the book back next time to exchange for a new one. The child becomes a champion of reading in the family.

We Love Reading has developed a mobile app for: 1) monitoring and evaluation 2) maintaining quality 3) sustainability of We Love Reading ambassadors 4) creating a virtual community of best practices and resources.

The We Love Reading Ambassador reads at their own pace. We Love Reading keeps track through the mobile app of the level/status acquired as the Ambassador reads to the children. These different statuses are based on gamification theory. They are meant to incentivize and motivate the We Love Reading Ambassador.

Organizations and individuals can access the We Love Reading training either through a license and coach training, and/or online training.

The innovative element behind We Love Reading's success is the focus on enjoyment as a tool for learning, as well as the fact that literacy and reading for pleasure is associated with enhanced mental well-being and reductions in violence. It is a “two-birds-with-one-stone” model that addresses multiple issues at once. Moreover, the model has been proven to be sustainable as a result of the local engagement, its libraries, and the involvement of the wider community. As the program develops, it is the volunteer readers and the community that are credited with its growth and success, not We Love Reading.

One of the program findings has been that often girls do not attend activities that are organized by social workers. However, when a refugee and fellow member of the community takes charge, the community member knows when girls can attend and are better equipped to schedule the activities around the girls' free time. It also means that activities can occur outside NGO work hours, in informal and accessible settings where participants feel safe because parents and the community are involved.

Reading has also been shown to be an effective medium of communication between parents and children, when such communication may be broken because of stress of war and trauma. Through reading, children are able to build resilience as they draw courage and inspiration from the stories they read about. We Love Reading also builds resilience in adult refugees who may otherwise feel as though they have no purpose, as there is a lack of work and educational opportunities in most refugee settings. Therefore, We Love Reading gives the adult refugee both agency and a purpose for the future. Investing in children's well-being is imperative in developing this sense of purpose. Moreover, the positive impact of the program on the community gives the adults a sense of dignity, which is much needed in their current situation. The program also creatively boosts identity and confidence because it focuses on reading in the native language, and involves stories that are culturally relevant.

Beyond that, We Love Reading has boosted the confidence of adults and become a tool of psychosocial support for both parents and children.<sup>10</sup> The program, by focusing on local cultures and languages, is also a way of preserving identity, heritage, and culture, especially among displaced communities. The reading sessions are also a strong tool for boosting social cohesion, bringing together the community with a common goal and building stronger bonds between parents and children.

One of the ways the We Love Reading program is financially sustainable is through licensing the program to international NGOs and donors. The licensed program is used by organizations who can afford to pay for it to implement the program within their activities; while the income generated is used to train groups who are underserved and cannot afford the program themselves.

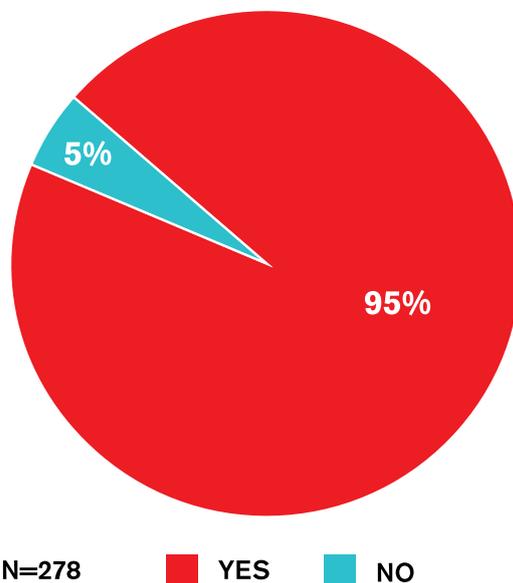
Organizations need hierarchies, but movements need causes, shared values, common goals to pull them together and give them a purpose. In this case, the purpose is to empower communities to encourage children to read, indirectly encouraging children to realize they can and should think for themselves, and building a more creative and cohesive society. <sup>11</sup>

The human-centric design has been supported by universities such as Yale, Harvard, University of Chicago, and the Hashemite University in Jordan. Rigorous study is conducted on both educational development and on the We Love Reading program's results to continuously improve the program. The We Love Reading ambassadors in communities around the world are considered partners, and their reporting plays a key role in improving upon the program.

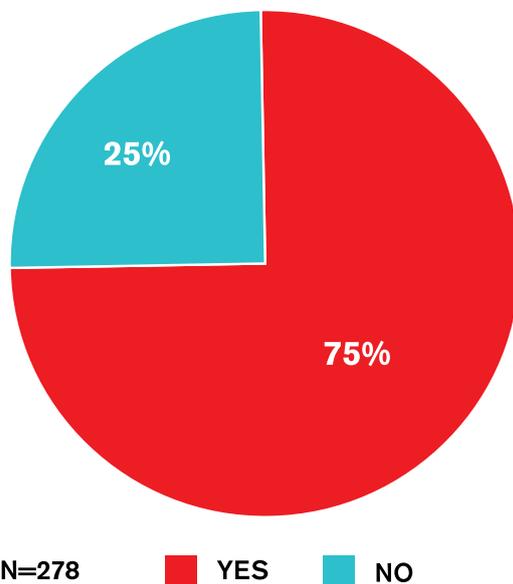
An independent evaluation of We Love Reading's work, conducted by Integrated in Amman, found that 95% of the We Love Reading volunteers found the program had cultivated a love of reading among children. This was evident through child engagement, attendance to reading sessions, inviting friends to sessions, requesting multiple books, and investing in buying books. The other 5% said they were not in a position to judge effectively because they had implemented a small number of sessions, or because they had small numbers of children attending. Interestingly, all parents found that the program had positively impacted upon their children. Moreover, 75% of volunteers found that they witnessed positive change in children's behavior and attitudes after attending the sessions, with most stating that children became less aggressive, more quiet and disciplined, and less shy and fearful. The 25% who did not report such changes referred to their inability to make such an assessment. Volunteers also highlighted benefits for themselves, including: increased self-confidence, strengthened character, positive thinking towards reading, the ability to deal with children, and the ability to help children at the level of psychosocial support.

## Impact assessment: We Love Reading. INTEGRATED, 2017

### ABILITY TO ENGRAIN THE LOVE OF READING



### WLR ABILITY TO CHANGE BEHAVIORS & ATTITUDES AMONG CHILDREN



**“The Syrian and Jordanian children attending the WLR sessions now think of their similarities instead of the differences.”**

Syrian refugee mother, Jordan.

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## KEY MILESTONES AND OUTCOMES

- **Reach:** In total, We Love Reading has directly impacted 2,000 adults and 40,000 children.
- **Lift:** We Love Reading provides an alternative for formal education; ensuring children continue to be involved in reading continuously despite war and displacement.
- **Catalytic Effect:** We Love Reading has catalyzed positive change in both adults (We Love Reading ambassadors) and children, as well as the wider community, including parents and others who become staunch supporters of the WLR library.
- **Efficiency:** It costs only USD 50 to get a child to develop a habit of lifelong reading.
- **Sustainability:** All We Love Reading libraries are sustainable, with some still running 3 years after initiation. Moreover, licensing the program to international NGOs and donors has allowed We Love Reading to generate an income, which supports the We Love Reading team and allows implementation in communities that cannot afford the program.
- **Scale:** We Love Reading has developed an online training platform that is free and accessible globally, with no incremental costs. The online platform and mobile app are maintained through income generated through the aforementioned licensing.
- **Replication:** The program can be replicated and customized to any language or culture, provided that enough children's books in said language can be procured. Training materials can be translated.
- **Production:** We Love Reading has developed 32 children's stories in Arabic that deal with different issues, such as the environment, social cohesion, disabilities, gender, non-violence, and refugees.
- **Research:** We Love Reading bases its continued work and updates on empirical research, and has partnered with the University of Chicago and the Hashemite University to conduct research on how reading can change attitudes in children. We also partnered with Brown university to study the impact of We Love Reading on Mental cognition. and with Yale to study the impact on the We Love Reading ambassadors psychosocial





Photo: A reading session in Ethiopia. © We Love Reading

## CHALLENGES



Photo: In Jordan, 95% of volunteers found the program had cultivated a love reading among children. © We Love Reading

One of the major challenges in We Love Reading's growth is maintaining the quality of the program as it scales outside Jordan and Ethiopia. To address this challenge, We Love Reading has developed a coach training to maintain quality of trainers, and an online training course for We Love Reading ambassadors.

Another challenge is maintaining engagement of the We Love Reading volunteers. The mobile app was developed to create a virtual community for We Love Reading ambassadors to be connected. The app becomes a platform for sharing successes and challenges, as well as serving as a monitoring and evaluation tool.

Another challenge is providing a sufficient number of books to the ambassadors. We aim to resolve this by partnering with book stores online.

Ensuring financial sustainability is a challenge we have addressed through a licensing scheme for international NGOs, as well as developing our own books that we sell with the profit supporting more libraries.

Providing evidence that the program works without being invasive has been another challenge, as there is a thin line between the feeling of agency and ownership, and victimization. We resolved this through the mobile app, and randomized control trials evidence based research on a sample of the population to test the concept.

# LESSONS FOR PROMISING PRACTICE

Developing the program at a grassroots level adds an important dimension to the We Love Reading program, both in terms of sustainability and legitimacy. It has been clear, throughout the implementation process, that close collaboration with the We Love Reading ambassadors and the targeted communities is key to ensuring the success of the program. The solutions are specially tailored to each culture, rather than imported through a global, “one-fit” model.

Throughout the implementation process, We Love Reading learned that it is important to develop, refine, and reiterate the model until the simplest, most efficient method is reached. Starting small and creating solutions that build on people and their capacities, and developing solutions that empower participants, are key to success.

Another key element to the program’s success is its focus. By maintaining focus on reading aloud, and not adding other activities, We Love Reading has developed an expertise and niche that has proven solutions and is able to maintain excellence in its activities. Refusing to compromise on quality has also contributed to the overall longevity and success of the program.

The biggest lesson learned was the importance of ensuring that We Love Reading continues as a *local solution* to the lack of reading in communities. Another main lesson learned is that *real change takes time*, it is a long journey to progress, but it has to start with the first step. It is also important to remember that “human capital development takes a generation”<sup>12</sup> and that slow progress is still progress. The impact of We Love Reading is both short-term and long-term, and will continue to be seen for decades.

We Love Reading has seen numerous successes as a result of the program’s implementation. Not only did children begin to love reading and engage in it for their enjoyment, but children became less violent, more empathetic, and more resilient and positive. Moreover, children engaged in activities and reading circles because they wanted to, not because they were instructed to do so by an adult.

The success also expanded beyond children. Adults who were involved in WLR became leaders, and women found work or created their own businesses, becoming social entrepreneurs because they have realized their potential and ability to make a difference.

It is for these reasons that we consider We Love Reading, which has spread to over 33 countries, becoming a social movement.

The success of We Love Reading’s model has been recognized globally. We Love Reading won the 2009-2010 Arab World Social Innovator Award from Synergos, the Library of Congress Literacy Award’s Best Practices in 2013, the King Hussein Medal of Honor in 2014, the WISE Award in 2014, the Stars Impact Award in 2015, the Open IDEO Award for Best Idea for Education for Refugees in 2015 and UNESCO International literacy prize 2017. The program was also a finalist for the Ahel al-Himmeh Award, an initiative by Queen Rania of Jordan to recognize individuals from the Jordanian community who do volunteer work in their communities and have made a difference. The program was given complimentary membership to the Clinton Global Initiative 2010, and was chosen, along with MIT open courseware, to be a case study in a book on Innovation in Education commissioned by the WISE Qatar Foundation by Charles Leadbeater published in 2012.



Photo: In Jordan, 75% of volunteers witnessed a positive change in children’s behaviour after attending the reading aloud sessions.

© We Love Reading

## PERSONAL IMPACT STORY

Asma<sup>13</sup> has always lived in Dar'a, Syria. She is a 23 year old Syrian refugee living in Za'atari Refugee Camp in Jordan. She arrived in Jordan in 2013.

Asma got married in Syria at the age of 15 and had two children. In Za'atari she suffered from distress, feeling purposeless and as though she was just sitting around waiting for something to happen. In 2014, Asma attended a We Love Reading training session and immediately went back and talked to her husband about the idea of starting a reading aloud circle in her neighborhood. Ahmad,<sup>14</sup> her husband, was very supportive and encouraged her to start. Armed with her bag of 25 books and a puppet that was given to her as part of the We Love Reading program, Asma began talking to her neighbors and friends and gathered the children, reading aloud to them once a week in the afternoon. From the first day of training, Asma showed great enthusiasm for the idea of reading aloud to children. Two days after the training, she was calling the We Love Reading staff to tell them how much the children enjoyed the reading sessions.

The living situation in the camps is rather cramped, and children who do not have activities to occupy them can become quite hyperactive and difficult for the adults to manage. With adults suffering their own trauma, it can be difficult on all members of the community. However, Asma and Ahmad were only too happy to have over 30 children come into their home for reading aloud once or twice a week. Asma communicated with her neighbors about the purpose of the meetings, and it being open to adult attendance too. After all, the Camp setting means most spaces are quite open and accessible to concerned adults, and lack of privacy rather than too much privacy is an oft-mentioned issue.

The impact on the children was amazing. The children wanted her to read to them more than once a week, they wanted to exchange the books more frequently; they started borrowing books from the local library. In fact, children began copying books into their notebooks so they could have their own copy. And the children started going to school. Children from other parts of the Camp would flock to attend her reading aloud session.

Shortly after, Asma started writing her own stories and a talented nephew helped her illustrate them. Za'atari magazine publishes pieces written by people in the Camp. Asma approached them to have her pieces published and they agreed to publish her writings in a series, one piece in each issue. Not long after that, the magazine offered Asma a training course in journalism and to pay her for her writing.

Asma still reads to the children in her neighborhood frequently. She has called her group, "Stories Children" and they do lots of other activities together too. One example is an event they called, "Giving Sanitary Men a Break", where the children went out to clean the neighborhoods themselves. They also collect feedback papers from their parents on what they think of the reading sessions. More recently, two 10 and 9 year old girls who attend Asma's reading sessions have started reading to the children in their neighborhoods too.

Today, Asma has a packed schedule that is a far cry from the sense of waiting she felt prior to participating in the program. She reads once a week, she writes stories for children that they act out, and she was offered a job at a school. When Asma, who never finished school, told them that she does not have official qualifications, they replied that she is an expert in both reading aloud to children and managing them. She was hired. In the spirit of paying it forward, Asma also started training other women and girls on how to read aloud. Among the many people she trained is an 11 year old girl, Nisrine.<sup>15</sup> Nisrine started reading aloud to the children younger than her. Soon, the children wanted her, not Asma, to read to them.

Asma, at 23, has become a role model and has begun able to fulfill her potential. She chose to leave her comfort zone and try something new, which opened new doors and opportunities for her at such a young age.

**"I loved to read and write as a child, but marriage and life got me busy and I almost forgot about my passion for the written word. Volunteering with We Love Reading has revived this passion inside me."**

**Asma, Syrian refugee and We Love Reading Ambassador, Za'atari Refugee Camp, Jordan.**



Photo: Asma is a We Love Reading volunteer, who has written and published a number of children's stories for children in Zaatari refugee camp. © We Love Reading

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## APPENDICES

- <sup>1</sup> Belkin, Lisa. (11 November 2011). Reading Aloud To Promote Reading Love. Huffington Post.
- <sup>2</sup> Cree, Anthony, Andrew Kay, and June Steward. (April 2012). The Economic and Social Cost of Illiteracy: A Snapshot of Illiteracy in a Global Context. The World Literacy Foundation.
- <sup>3</sup> United Nations Development Program (2016). Arab Reading Index 2016.
- <sup>4</sup> Randa Ali Mahasneh, Michael H. Romanowski & Rana Basem Dajani (2017). "Reading social stories in the community: A promising intervention for promoting children's environmental knowledge and behavior in Jordan." The Journal of Environmental Education.
- <sup>5</sup> Danish Refugee Council. (2017). Jordan Country Office.
- <sup>6</sup> Ghazal, Mohammad. (21 March 2017). Jordan hosts 657,000 registered Syrian refugees. Jordan Times.
- <sup>7</sup> Human Rights Watch. (16 August 2016). Jordan: Further Expand Education Access for Syrian Refugees.
- <sup>8</sup> Plan International. Boosting Education for Refugee Children through Reading.
- <sup>9</sup> Dajani, Rana, and Abdullah Awad. "We Love Reading—A Women Literacy Program in the Arab World." Ohio ASCD Journal (2016) p. 15-24.
- <sup>10</sup> Yazji S. (2014). The Impact of the We Love Reading Pilot Program on the Psychosocial Health of Participating Children in Za'atari Refugee Camp. Yale University.
- <sup>11</sup> Leadbeater, C. (2012). Innovation in Education: Lessons from Pioneers around the World. Bloomsbury: Qatar.
- <sup>12</sup> Brooks, David. (23 January 2014). It Takes a Generation. The New York Times.
- <sup>13</sup> Name has been changed to protect the participant's identity
- <sup>14</sup> Name has been changed to protect the participant's identity
- <sup>15</sup> Name has been changed to protect the participant's identity

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## Videos for dissemination

Syrian refugee reading aloud to children in Za'atri Camp

**<https://www.youtube.com/watch?v=SR94qKJ8tUM>**

A talk describing WLR by the founder

**[https://www.youtube.com/watch?v=kFg8tGKXil8&index=1&](https://www.youtube.com/watch?v=kFg8tGKXil8&index=1&list=PL-DGUuaPQiZnll6ATQeQjvoJdgDI9oZHI)**

**[list=PL-DGUuaPQiZnll6ATQeQjvoJdgDI9oZHI](https://www.youtube.com/watch?v=kFg8tGKXil8&index=1&list=PL-DGUuaPQiZnll6ATQeQjvoJdgDI9oZHI)**

Documentary of WLR by Euronews

**[https://www.youtube.com/watch?v=Ou-eDkMtogo&list=PL-](https://www.youtube.com/watch?v=Ou-eDkMtogo&list=PL-DGUuaPQiZITyIKAiJa80E0PEaMJ9i4N&index=3&t=443s)**

**[DGUuaPQiZITyIKAiJa80E0PEaMJ9i4N&index=3&t=443s](https://www.youtube.com/watch?v=Ou-eDkMtogo&list=PL-DGUuaPQiZITyIKAiJa80E0PEaMJ9i4N&index=3&t=443s)**

WLR in Ethiopia

**<https://www.youtube.com/watch?v=nICgSgLmlI8Program>**

WLR animation video

**[https://www.youtube.com/watch?v=7LhmCh9f70c&index=8](https://www.youtube.com/watch?v=7LhmCh9f70c&index=8&list=PL-DGUuaPQiZITyIKAiJa80E0PEaMJ9i4N)**

**[&list=PL-DGUuaPQiZITyIKAiJa80E0PEaMJ9i4N](https://www.youtube.com/watch?v=7LhmCh9f70c&index=8&list=PL-DGUuaPQiZITyIKAiJa80E0PEaMJ9i4N)**

**Promising Practices in Refugee Education is a joint initiative of Save the Children, the world's largest independent children's rights organisation, UNHCR, the UN refugee agency, and Pearson, the world's learning company.**

Launched in March 2017, the initiative set out to identify, document and promote innovative ways to effectively reach refugee children and young people with quality educational opportunities.

This case study is one of more than twenty promising practices that were selected as part of the initiative.

The practices have been grouped under one or more of six themes.



The practices and the experience of implementing partners have been used to identify ten recommendations, grouped under three overarching pillars, aimed at improving refugee education policy and practice. They are:

**Approaching the immediate crisis with a long-term perspective:**

1. Strengthen inclusive national systems
2. Commit to predictable multi-year funding for education in refugee responses
3. Improve collaboration and develop innovative partnerships

**Understanding different contexts and meeting distinct needs**

4. Adopt user-centred design and empowering approaches
5. Establish diverse pathways that meet distinct needs
6. Use space and infrastructure creatively

**Improving outcomes for all**

7. Support teachers to help ensure quality
8. Prioritise both learning and well-being
9. Use technology as an enabling tool in pursuit of education outcomes
10. Build a robust evidence base

Our reflections on all of the promising practices that we identified and documented and their implications for policy and practice are available in a separate Synthesis Report.

More information including case studies, the Synthesis Report and a series of articles from thought leaders in the field can be found at

**[www.promisingpractices.online](http://www.promisingpractices.online)**

