

Programs in Details

The educational programs for women are divided into 4 cycles. Women Empowerment Education (Arabic/Persian), each cycle is 200 hrs.

Each cycle includes four stages:

- a) **Language proficiency (Mother tongue and the host-country second language) and Information Technology proficiency**
- b) **Intellectual proficiency and Mindfulness**
- c) **Empowerment projects such as Art, Music, and Sport**
- d) **Community Service Projects**

The key to free women from the Othered cultures is to speak their culture and their language. One way of speaking the Othered cultures is through acknowledging a place for their culture within our cultural borders prior to enforcing ours on them. For example, illiterate cultural women do not lack talents and skills but only lack reading and writing skills. To empower a cultural female, we must first acknowledge her skills and offer her the needed space in our culture to grow roots. Secondly, we must acknowledge her fundamental right to literacy. Prior to Icelandic-language programs, she needs to learn reading and writing in her own language.



Features and Benefits

a) Language proficiency (Mother tongue and the host-country second language)

The Mother -Tongue literacy must stand at the heart of any educational programs that are designed to address the teaching process of a Second-Language to illiterate individuals. Teaching a Second-Language to illiterates requires following special methodologies that differ from those methodologies that are used in teaching a Second-Language generally. It is important for Educators and Teachers; especially in the West, to note the fundamental requirements that necessitate establishing new forms of Teaching-Learning process of a Second-Language to those who are illiterates. In order for an illiterate individual to learn a Second-Language, this person needs to master at least the basics of reading and writing in his/her native language. The Mother -Tongue literacy is the cornerstone in any educational process that aims at building personal capacities whether in the West or in the East. Furthermore, Academic researches show that literacy in the “Heritage Language” has a strong positive impact on learning another language.

ا	ن	ع	ط	ت	پ	ب
A Á Æ	N	E É I Í Y Ý	P	T	P	B
æ	n	e é i í y ý	p	t	p	b



In the first two weeks, the learning shall only concentrate on the mother-tongue language until the student becomes familiar with this group of letters in her language. In this week, the student will need to go through a lot of practice to hold the pen, draw dots and lines. Then the student starts learning how to connect the horizontal and vertical lines “|” “_” to shape the first group of letters. By the end of week 1, the student shall become familiar with the first group of letters without expecting him/her to be able to write them from memory. A lot of practice should be done during lesson time and no homework should be given to the student at this stage. In addition, it is important to have the alphabets hand-written and not printed so the student feels comfortable with his/her handwriting and confident of his ability to learn. Perfection is not what we are aiming at, and the student should receive this message clearly. One way to do this is through having the letters and the words in the first few months hand-written.

a)Language proficiency (Mother tongue and the host-country second language) EXAMPLE - 1

In this lesson, the student is introduced to dots and lines; straight lines, horizontal lines and vertical lines. The student is asked to connect the dots on the white/blackboard. Then the teacher provides the student with a blank paper and asks the student to draw straight, horizontal and vertical lines. Once the student becomes comfortable with holding the pen/pencil, it is possible to introduce the first set of letters through connecting the lines.

ب، پ، ت، ث، ن، ذ، ڀ One letter is introduced at a time:

- One horizontal line to shape the bottom of ب then two vertical lines connected to both edges of the horizontal line. Then the dot is placed under the horizontal line.
- One horizontal line to shape the bottom of پ then two vertical lines connected to both edges of the horizontal line. Then the three dots are placed under the horizontal line.
- One horizontal line to shape the bottom of ت then two vertical lines connected to both edges of the horizontal line. Then the two dots are placed above the horizontal line.
- One horizontal line to shape the bottom of ث then two vertical lines connected to both edges of the horizontal line. Then the three dots are placed above the horizontal line.
- One horizontal line to shape the bottom of ن then two vertical lines connected to both edges of the horizontal line. Then the dot is placed above the horizontal line. (In order for the student to feel at ease with the shape of letters, it is important to introduce the shape of ن through a horizontal line. The original shape of ن can be introduced better in the second lesson).
- One horizontal line to shape the bottom of ڀ then two vertical lines connected to both edges of the horizontal line. Then the two dots are placed under the horizontal line. (In order for the student to feel at ease with the shape of letters, it is important to introduce the shape of ڀ through a horizontal line. The original shape of ڀ can be introduced better in the second lesson).

EXAMPLE-2

Vowels (mother-tongue): ا - ي - و

Vowels (the Second-Language): A- Á- Æ-E-É-I-Í-Y-Ý-O-Ó-Ö-U-Ú

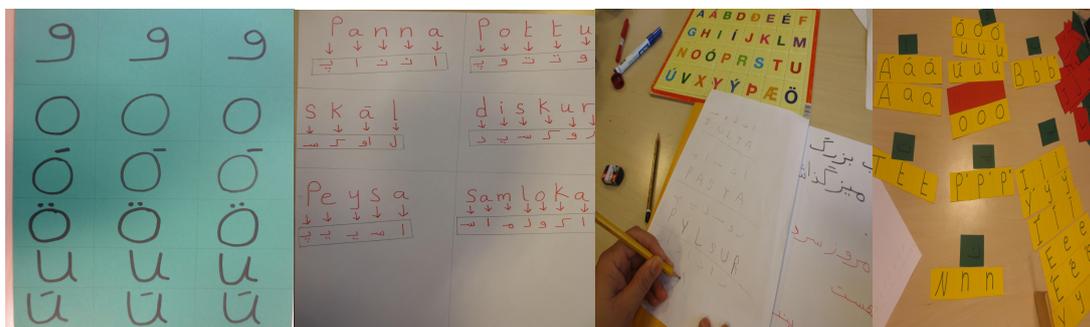
In the first two lessons of this week, the student shall learn the vowel sounds in her mother-tongue language (ا- ي - و). The student shall practice writing and reading the vowels with the first group of consonants for example :

(با- بو- بي) and (تا- تو- تي). In the third lesson, the student will be introduced to the set of vowels in the Second-Language. In this lesson, the student is familiarized with both the capital and small cases for the vowels. Each set of vowels in the

Second-Language must be grouped under the vowel that they represent from the mother tongue-language. For example (E-É-I-Í-Y-Ý) is introduced to the student as having only one familiar sound to her mother-tongue vowel which is (ي). It is not wise to confuse the student at this stage with the various sounds that each one of these above-mentioned vowels has. However, the student must be informed that each of these vowels has its own specific sound which she does not need to worry about now; but that she will be introduced to sometime later.

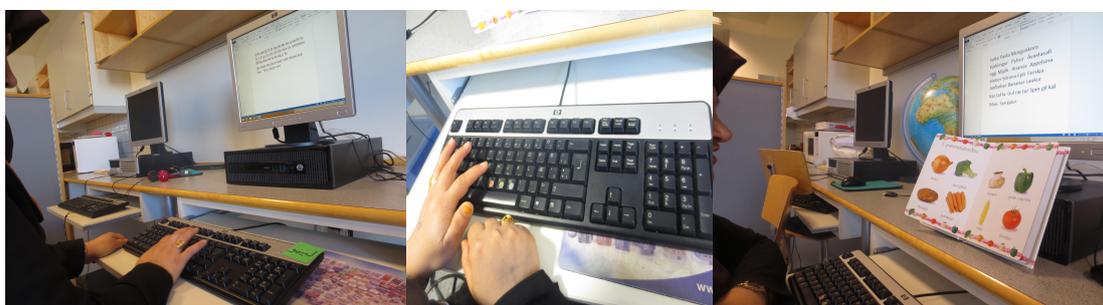


At the end of 150 hours, the student is able to read full sentences short and long in her mother-tongue language. The student is also able to write full sentences short and long in his/her mother-tongue language. As for the second-learned-language, the student shall be able to read short and simple words. Words that have more consonants than vowels are usually easier for the student to read since the number of vowels in the second-learned-language (which is Icelandic) is much more than the mother tongue language (Persian/Arabic). In this stage, the student is not able yet to read the second-learned-language independently. The student shall continue relying on the mother-tongue-language to recognize the letters and the sound to read vocabularies in the second-learned language.



b) Information Technology Proficiency

After 150 hours of intensive learning for the mother-tongue and second-language, the student is well trained and capable of recognizing most of the alphabets (consonants and vowels) in both languages through the recognition of the sounds in the second-learned-language is fully pronounced in accordance the sound system of the mother-tongue- language. Hence, **it is possible to train the student on the basics of using a computer**. This step helps to boost the student's confident in her abilities to learn new skills such as reading and writing. Also, adding computer skills to the learning methodology at this stage will encourage the student to continue her learning development with the same enthusiasm that she started the process with. Learning two languages that differ drastically in their sounds and writing systems is a challenging process. Therefore by the end of 150 hours, the student might feel exhausted, bored or start doubting her abilities to master the reading and writing of both languages: the mother-tongue and second-language.



Therefore, it is important to add computer learning skills at this stage so for the student to realize the fruits of her efforts that its outcome leads her to start this new stage of learning. The computer training, in the beginning, is only used as an additional tool for the student to learn writing simple vocabularies in the second language. At this stage, the student continues relying on her mother-tongue to recognize the sounds of the second-language. Therefore it is advised not to confuse the student with the original sounds of the second language, especially the vowel sounds, as the aim is to connect the student with the second-language through relating to her mother-tongue. In this stage, first the student practice typing capital and small alphabets on a Word sheet. Then gradually the student is trained to read vocabularies then she is asked to type those vocabularies on a Word sheet. Gradually, the student will be asked to type a vocabulary by listening to its pronunciation without consulting her notes.

