We are looking to hire 4 Teaching Fellows who will commit to spending 4 weeks in Bulgaria working full-time and contributing significantly to the design, implementation and follow-up of our summer program. We also offer extended internship opportunities for those who would like to stay longer and help us create a truly unique social enterprise!

Inspired by Paulo Freire, we want our participants to co-create the content they study, so you will facilitate dialogue and share your experiences and perspectives, rather than teach in the traditional sense.

**When?** July, 2017.

**Where?** The program will be held at a somewhat isolated location in Bulgaria. We will use one of the facilities for summer study of the Bulgarian Ministry of Education on the Black Sea coast. The whole group will be accommodated and offered meals in the same building complex which will be solely rented by us.

**The Group** We intend to hire 4 Teaching Fellows/Facilitators, each of whom will be responsible for a group of approximately 10 Participants. Our core staff of three will be joined by 4 Bulgarian Assistants who will assist Facilitators and provide support to Participants throughout the day.
We offer You:

- An opportunity to be part of the creation and implementation of a 3-week long full-immersion language and leadership program, and apply a radically progressive educational methodology, whereby you will facilitate the creation of a participant-driven learning process by encouraging participants to bring their own experiences and interests into the classroom, develop their language and critical thinking skills, as well as awareness of their power to influence change in their own lives and in the communities they are part of.
- Week-long Training and Team Building with fellow facilitators and organizers in Sofia, Bulgaria
- A unique opportunity to gain start-up experience
- Freedom to innovate, create, share your ideas with your colleagues, receive feedback and have a steep learning curve
- Daily support from your designated Fellowship Mentor as needed
- A Bulgarian assistant who will help you in class preparation and implementation, as well as offer you valuable insight into Bulgarian culture
- Shared accommodation, Daily Meals, Local Transportation
- Access to group trips and events

We are looking for:

- Native or fluent nonnative English speakers who are current undergraduates or recent college grads
- Individuals with strong interest in education, leadership and social change
- Individuals who are entrepreneurial, sociable, passionate and have some experience with leadership and/or awareness raising
- Self-driven Team Players
- Great communicators (who will readily give and ask for feedback, be approachable and kind, look for solutions in difficult situations)
- Growth mindset
- Flexibility
- Respect for other cultures
- People who will facilitate skillfully, contribute a lot with their own experiences and opinions AND will themselves significantly benefit from being part of the group they will lead (we want EVERYONE to learn through the programs we offer)

Financial Considerations:

We hope that soon we will be able to pay Middkids to come help us run our programs, yet for now this is an unpaid internship/fellowship opportunity.

However, if we hire you, you will get free, food, accommodation and local transportation for the length of your stay in Bulgaria.

Moreover, we will apply for funding from the Davis Projects for Peace. If we get the funding as per MC's website "the College will waive the minimum student contribution for financial aid for the following academic year for students with winning applications, as well as provide a $1,000 stipend to each student (with a $3,000 maximum per project) to offset lost summer wages". Shall you need
more funding to cover international airfare and other costs, you may apply for a summer internship grant from CCI and we will gladly support your application.

APPLY HERE
For questions e-mail Maggie Nazer at mnazer@middlebury.edu

Learn about our Organization’s Mission, Philosophy and Expected Outcomes:

**Mission**
The Immersion Language and Leadership School is a newly-created social enterprise aiming to empower individuals by providing them with holistic language skills development (with emphasis on communication), as well as through the application of a radically progressive and interactive teaching methodology, whereby participants co-create the content they study and develop critical thinking, leadership and other relevant skills to be able to analyze and address important personal and societal challenges.

We will achieve our mission through the implementation of summer full-immersion and year-long non full-immersion programs. We plan to operate through a hybrid nonprofit and social enterprise model, whereby we will generate income through the provision of customer-financed programs, making these accessible through sliding scale pricing and the provision of financial aid. Additionally, we will take advantage of government and institutional grants to make our programs available to as many people as possible free of cost. Our financial model is grounded in our commitment to viewing progressive, high-quality education as a fundamental human right which should be accessible to everyone, as well as our desire to share our educational methodology and philosophy, and drive innovation in foreign language teaching in Bulgaria and beyond. Additionally, our model emphasizes institutional sustainability and independence.

**Philosophy**
The immersion language and leadership school will follow Paulo Freire’s educational philosophy outlined in “Pedagogy of the Oppressed” (1968), whereby classes will be designed around and directed by students’ interests and self-identified needs. Our conceptual frame builds on the premise that dialogue liberates and that the richest learning combines reflection, discussion, collaboration and action. This approach will ensure that the educational process leads to liberation, increased ability for self-expression and participation in the political and socio-economic life of the community one occupies.

We will steer away from traditional, mechanistic, reproductionist methods which are often also ideologically oppressive. The facilitators’ job will be to be open, respectful, and humble, maintaining a horizontal (rather than vertical, superior-inferior) relationship with participants. Facilitators will receive training in language pedagogy (how to give participants feedback, how to approach error correction, how to support participants linguistic development), as well as ongoing support.
Since to teach language is to teach culture, we will integrate cultural learning in our curriculum, yet we will not focus solely on the cultural study of the primary locations where English is spoken such as the UK, USA, Canada and Australia as it is typically done, but instead focus on English as an international tool for communication and cultural exchange among people from all over the world.

Apart from our strong commitment to adhering to the language pledge participants will sign, we will not make use of punitive action, but instead practice restorative justice to collectively solve arising conflict and create opportunities for social and emotional learning, as well as communication skill-building.

### Pilot Program Organization

Each week’s activities will be arranged under the umbrella of a **genuine open-ended question with no definitive answers** to provide opportunity for participants and facilitators to engage in active discussions and debate, as well as group and individual projects.

The questions will be arguable and allow **multiple entry and exit points**, so that they can be approached by people with various experiences, perspectives and world views.

Examples of Questions:

- How does Education help and disenfranchise?
- How do the arts shape, as well as reflect, a culture?
- Should immigration be restricted or regulated? When? Who decides? What does a nation do when others are at risk and need assistance?
- What does it mean to have a national identity?
- What shapes our behavior?
- How can I explore and describe cultures without stereotyping them?

In preparation for each week we will develop resources including suggested vocabulary, readings, videos, activities, etc. to assist participants in developing tools to critically and creatively approach the questions.

On the final day of the program participants and facilitators, alike, will each showcase a personal project they have developed during the last week as an opportunity to reflect on, apply and share with others what they have learned. Projects may take any form, including but not limited to
performance, video making, presentation of research or written work, music, drawing, project idea, etc.

**Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-9.45am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>10am-1pm</td>
<td>Class time</td>
</tr>
<tr>
<td>1-2pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>3-4.30pm</td>
<td>Class time (continued)</td>
</tr>
<tr>
<td>4.30-6pm</td>
<td>Free time</td>
</tr>
<tr>
<td>6-7.30</td>
<td>Participant-led Workshops (Sports, Crafts, Skills, Dance, Singing, etc.)</td>
</tr>
<tr>
<td>7.30-8.30</td>
<td>Dinner</td>
</tr>
<tr>
<td>8.30-10pm</td>
<td>Preparation for Class &amp; Office Hours</td>
</tr>
<tr>
<td>10pm-12am</td>
<td>Social Night (Karaoke, Movies, Talent Show, Bonfire, etc.)</td>
</tr>
</tbody>
</table>

**Rationale and Expected results and impact**

**Language-related impact:** While most Bulgarians begin studying English at the age of 7 (as they start school) and study it throughout their secondary education, English is taught with an emphasis on grammar learning and with very little (if any) time and instruction set aside for developing and practicing verbal skills. Moreover, language teaching is old-fashioned and does not accommodate students’ needs, interests or existing skills. In result, students are disengaged, lack motivation, study habits and self-sufficiency, related to language learning and fail to produce the language in real life situations. Through exposure to native English speech, participation in group discussions, making presentations, conducting research and receiving individual language support, participants will significantly improve their English skills and acquire confidence and ease in communicating with others in the target language.

With improved ability to express themselves, communicate, access information about foreign cultures and travel, participants may act as ambassadors of intercultural understanding in their communities and find appropriate ways to advocate for human rights and conflict prevention/resolution locally and internationally. Furthermore, fluency in English opens doors to education, employment, and socioeconomic mobility which itself decreases anti-social behavior and promotes peace.

**Leadership-related:** “Where were you when the Arab Spring started? Did it register in your mind as an important event? Do you read the news? ”. People can live in the world without being part of the world, attending to their personal worries, struggles and joys without an awareness of what bigger changes are happening around them, in their region or around the world. In a world that is so interrelated, living without an understanding of how events elsewhere affect you and how your own actions may have either positive or negative impact somewhere else hurts our ability to affect change. In order to participate in revolutionary movements and be active citizens and agents of change people need to be educated about the importance of being up-to-date with current events and developments, as well as being encouraged to develop critical thinking skills and desire for lifelong learning.

Through a variety of educational activities participants will reflect on and gain experience with discussing, researching and taking action to address critical problems in their communities. With
increased political awareness and critical thinking skills participants will be given the tools to act as agents of social change, collaborate effectively with peers and contribute to the transformation of their communities for the better in their own creative ways.

**Critical Thinking:** Critical thinking and political awareness are rarely specifically targeted in the Bulgarian educational system and society, at large. Sure, people discuss political issues on a daily basis, but that is often done without any in-depth knowledge about current political events and issues and without understanding of how one can play a role in the course of political and societal developments. Through exposing participants to diverse ideas, offering challenging questions and being acquainted with sociological thought, we will address this deficit in the current educational system and assist participants in developing the needed tools to consider issues from multiple angles, evaluate the reliability of sources of information, develop skills in conducting research, debate and discuss effectively and consider structural explanations to societal problems.

**Cosmopolitan Literacies:** The establishment of a transnational attitude toward problem solving and personal and community development is imperative in the 21st century learning environment. Cosmopolitan literacies enable students to function within an unfamiliar context and develop awareness of learning opportunities, confidence and competency in the skills needed to proactively identify interests, outline objectives, and set and pursue goals to fruition.

**The Team You’ll Join**

**Denitsa Stoycheva** studied PR and Marketing at the New Bulgarian University. In addition to gaining impressive experience with sales and marketing for educational institutions, Deny has taught English in Bulgaria for several years and organized various events both nationally and internationally. She will do marketing, sales and event planning, as well as coordinate the inclusion of art in our programs.

**Dr. Aziz Fatnassi** received his PhD at Indiana University, his work focuses on linguistic anthropology, migration, cultural violence, human rights, and social justice. He will serve our organization as an Institutional Researcher and assist with curriculum and assessment development.

**Martin Rohani** is a student at Sofia University. He is an experienced dancer, circus performer and personal development coach, yet his main contribution to the team will be to build our digital presence and help us integrate technology into our programs, in addition to mentoring and staff support.

**Maggie Nazer ’17** is a Sociology Major at Midd. At the age of 16 she (together with Denitsa) co-founded a youth-led NGO in Bulgaria and conducted tens of community service projects, as well as international youth exchange programs, funded by the European Commission. In 2014, Maggie taught English and implemented a month-long leadership academy to empower youth on the West Bank in Palestine. She has also interned with UNDP, the Administration of the President of Bulgaria and most recently- a consulting firm which serves non-profits in NYC. Studying Arabic at Middlebury inspired Maggie to seek ways to bring full immersion language teaching to Bulgaria.

**Advisory Board**

**Claudia Cooper,** Visiting Assistant Professor of English & American Literature & Education Studies and Founder of Betasab Ethiopia

**Hector Vila,** Assistant Professor of Writing, advisor to international students and writer

**Stephen Snyder,** Dean of the Middlebury Language Schools; Kawashima Professor of Japanese Studies

**Milena Leneva,** CEO at Tempo Foundation, Former Training Supervisor at Teach for Bulgaria