

VOLUNTEERING GUIDE FROM 2017-2018 FULBRIGHT GRANTEES

MADRID

Org.	Contact Person	Contact Email	Description of responsibilities	Other Comments
School Placements	N/A	N/A	<p>Various grantees in Madrid organized activities at their schools as their side projects. For more information please contact Ben at the Commission. These projects included:</p> <ol style="list-style-type: none"> 1) Discussion Group in <i>Bachillerato</i> that explores the themes in literature, movies, and other mediums, all while speaking in English. The purpose is to relate the themes in our medium to broader topics in real life. For example, our earliest project involved reading Aristotle's theory on Friendship while watching Stranger Things. We made writing samples and discussions about friendship, what it is, and how it changes as relationships age. We also have explored technology using scenes from Netflix series to see how society is shifting with the realm of big data and privacy. 2) Pen Pal Program arranged with a Spanish teacher from California. 3) US Scholarship Club- I put together a database of all the scholarships and their requirements for students to spend a year studying in the US. I have helped a few students with their applications for these scholarships this year, and I have many more who are interested in my help with applications for next year. 4) Organizing Cultural Field Trips- I planned a trip to the Auschwitz exhibit at the <i>Arte Canal</i> exhibition center. 5) Organizing a Donation Drive for Madrid for Refugees in which 3rd of ESO students participated. 6) Creating a Gender Advocacy Club in which I meet weekly with a group of motivated young women to discuss gender issues and prepare a list of recommendations for school leadership to improve gender relations at the high school 	<p>Comments are organized by activity number in "Description" column:</p> <p>2) The vast majority of students have been really active participants and have given me really positive feedback about the experience! I've enjoyed it because it's also allowed me to get to know some of my students on a more personal level.</p> <p>3) This does not take up too much time and I do it a few times a week during break at school during the scholarship season.</p> <p>4) I've maybe spent 1-2 hours per week on this project</p> <p>5) The students later got to have an insightful Q&A with a refugee. All in all, I think it was a great way for my students to put what they learned in Global Classrooms into action.</p> <p>9) The workshops at my school were during break time once a week, so it was never a very stressful time commitment. I think it would be great to continue this break time club, because it helps the students converse in English and also helps them stress less about school and relax a little bit.</p> <p>10) 1.5 hours a week</p> <p>11) This was only about 1hr every week, but we always went over time, and had additional practices throughout the week when a performance was coming up.</p>

			<p>7) Creating a Tutoring Club in which I meet every week during <i>Recreo</i> with students who have recently migrated from Central America and did not study English in their country of origin, in order to help increase English levels and build confidence and integration into the school community</p> <p>8) Creating Curricula for the School- I created two curricula for my school, one which jumped off of Global Classrooms to teach civics, business management, social entrepreneurship and NGOs</p> <p>9) Weekly Discussion Group- We talked about all kinds of things ranging from body image to stress.</p> <p>10) School Digital Magazine- This involved recruiting students to write pieces in English, editing their work, and sending it to their teacher to publish on the website</p> <p>11) Creating a Wellness Club- I co-founded a club that teaches yoga, meditation, and healthy lifestyle habits.</p> <p>12) Starting and Coaching a Step Team- It was a project that tried to combine learning a new dance form, studying performance, and having more complex types of English conversation. We used it as a medium to talk about cultural diversity while at the same time enjoying the dance.</p>	
Fundación Women Forward	Mirian Izquierdo	mirianizquierdo@gmail.com	<p>I volunteered with <i>Fundacion Women Forward</i>, working with the founder Mirian, and two other Fulbright Scholars. The non-profit seeks to increase the percentage of women board directors and executives at Spanish companies. Me and another Fulbrighter are composing a database/listserv of the number of women on boards in the top producing companies in Spain and gathering statistics on the presence of women in business in Spain and how they are underrepresented in the workforce.</p>	<p>The time commitment Mirian expects is a lot, but she is very understanding of our time commitment with Fulbright. I spend about three hours a week working on the project.</p>

American Space	Laura Turner	lturner@iie.es	My side project was with American Space. I worked with a few other Fulbright grantees to lead LEGO workshops in English. These workshops promoted social skills and leadership skills all in English! It was a fun experience and an excellent way to promote English conversation.	
Universidad Carlos III de Madrid	Celia de Lorenzo	clorenzo@der-pu.uc3m.es	I taught a workshop at the Universidad Carlos III de Madrid as a part of the <i>university's Iniciativa Iberoamericana de Desarrollo Sostenible</i> , which is led by a professor of mine from when I studied abroad in Madrid. The workshop meant to prepare students for the program's first annual Model United Nations Conference. I also assisted in the organization of the inauguration and opening of the conference at the Spanish Senate in Madrid.	
IE University	Jessica, the Director of the Language Center	N/A	My side project consisted of organizing and leading the 3 Minute Thesis Competition at IE. I got to mentor and work closely with 10 exceptional students as well as clubs, organizations, and departments. It turned out well and I learned a lot in the process. I created a planning committee, talked to participants, and held preparation sessions in partnership with clubs at IE. I also worked on other side projects that focused on entrepreneurship and innovation.	Jessica, the Director of the Language Center has all the contacts on Google Drive. She and Brendan were a driving force in making this possible! I believe they are looking forward to repeating. The contacts are in place and everyone has already experienced it so room for improvement is there!
The Cube Project	N/A	N/A	I spent about five hours a week on the project with a lot of extra work leading up to the inauguration, but it was/is entirely worth the time and energy as students get to put their education and learning from global classrooms (as well as the rest of the students) into action relating it to their passions.	Feel free to contact me, Ian Schiffer, at: ischiffer94@gmail.com

Amnesty International	N/A	N/A	I worked with Amnesty International in their Madrid team. We collaborated to plan many visibility campaigns throughout the year. I was a "socio" and it consisted of a weekly meeting for about 2 hours as well as any events outside of that, like screenings of documentaries, and collecting signatures for international petitions, however it was flexible to my own time availability.	In order to volunteer you must first attend an information session, held about every two weeks. You can find more information and register for this online on AI's website.
Race Relations Madrid	Joe Joseph	joejoseph1396@gmail.com	I worked with a group, soon-to-be nonprofit organization, called Race Relations Madrid that is a social initiative and growing collective that seeks to create safe spaces offline which promote discussion and expression surrounding issues of race, ethnicity and cultural identity. These spaces take the form of social, educational and artistic events and workshops that generate conversation, stimulate learning, and provide tools as we navigate our experiences and interactions as people from diverse backgrounds living in Spain.	I will be working with Race Relations Madrid next year as a team member, and would love to have another Fulbright join the team. I will be happy to meet with anyone interested in person to talk details about how to get involved!
Carlos III Institute of Health	N/A	N/A	For my side project, I work as a post-baccalaureate research assistant at the National Center of Epidemiology at the Carlos III Institute of Health in Madrid. Here, I conducted literature reviews regarding Parkinson's disease; developed protocols of clinical epidemiological studies; managed databases; and applied statistical techniques to analyze, interpret, and present results. I worked there at least eight hours a week, but spent much more time at home working on my projects.	
ONG Rescate	N/A	N/A	ONG Rescate is an NGO that works closely with UNHCR/ ACNUR in Madrid to resettle, integrate, handle asylum cases for, and empower female and LGBTQ+ migrants to Spain. I both helped the legal team to prepare Country of Origin Information Reports (COI, in both English and Spanish) to help argue asylum cases, as well as met biweekly with a young Venezuelan refugee to help introduce her to Spain and create a support system I also put into movement the first Gender Space at Rescate, buying yoga materials to teach mindfulness and yoga classes to refugee women.	The time commitment varied by case and migrant availability

Hillsong Church	N/A	N/A	I was a Hillsong Church Community engagement volunteer (The program is called powerhouse)	6 hours per week
Technovation	Mireya Alegre	mireya@powertocode.org	I worked at Technovation for 3 hours weekly as a mentor. I absolutely loved this and highly recommend it for any interested TAs next year.	
Universidad Camilo José Cela			In partnership with fellow ETA, and a key member of Madrid's Jewish community, I helped plan a Seder meal in recognition of Passover and our solidarity with displaced people throughout the world. We worked alongside many university administrators to execute the event and launch a new initiative called "The Global Community." The planning of the event included preparing an entirely Spanish Haggadah booklet which detailed each part of the event, inviting speakers from different faith communities, and meeting with university representatives to prepare an event that accurately represented all of our shared goals.	<p>We spent about 5-10 hours each week preparing materials, writing emails, and holding meetings.</p> <p>If interested, Danielle or myself could connect future grantees with the community leader mentioned in the article, Yael Cobano. (mccallbrooke23@gmail.com)</p>
EducationUSA	Katherine Matles		I worked with EducationUSA throughout the year mentoring students applying to college in the states (App stuff, Common App essays, looking for scholarships for int'l students, etc) and doing panels throughout the yearI had two students. But the real work is outside when you're also helping them with research and essay corrections.	Time commitment is heavier during the fall since you are meeting physically or via Internet with these students to help them with their college apps, at least an hour a week per student.

Private Tutoring	N/A	N/A	While here in Madrid, I gave private classes, and to increase their English proficiency, I started a pen pal program with these students and students from the school I used to work at in Philadelphia	
Acting Impact	N/A	635 81 32 40 contact.acting.impact@gmail.com	Took an acting class through which I learned Spanish through theatre. I was an actor/student, and took a weekly class for 90 minutes from Sept-December through Acting Impact. Didn't take the class at school, but used the pedagogical strategies to teach English in my school.	
Go American English! Program (US Embassy)	N/A	N/A	I worked every Tuesday and Thursday evenings from 4:30PM-7:00PM, assisting in an English class in Madrid. This position was paid and it counted as my side project, as it was quite a commitment! Another grantee also mentored students in this program as they designed and developed phone applications aimed at solving problems in their community. Two groups of girls went on to submit their apps to the Technovation Challenge, an international competition that engages girls in coding and app design.	
Research Project	N/A	N/A	For my side project I researched, documented, and analyzed various NGO organizations in Spain that help migrants and refugees thrive in Spanish society. Through this research I developed classroom lessons and other educational resources, to be used both in Spain and in other contexts. Specifically, I researched ACCEM, which, during its 70 year history, originally helped Spaniards relocate to France, Germany, and Belgium; then in the 60s aided Spaniards move generally to the U.S. and Canada; and now (after Spain's economic boom) helps refugees settle in Spain	

Research Project	N/A	N/A	I continued a linguistics research paper focusing on discourse markers that I carried out with a professor when I studied in Madrid. In order to obtain material for the paper, I conducted sociolinguistic interviews with Spaniards ranging from friends of my age to 90-year-olds.	
Research Project	N/A	N/A	My projects involves a less formal research study of Jose Rizal, Filipino national hero who lived in Madrid and wrote <i>Noli me tangere</i> , a Spanish book that incited revolution against Spain in colonial Philippines. I tracked places where he's been and also visited said locations.	