



WOMEN'S EMPOWERMENT

EDUCATOR GUIDE

Examine key social and political issues impacting women through curriculum and supporting video modules for the acclaimed documentaries *WAITING FOR THE REVOLUTION*, *SHADYA*, *SHAYFEEN.COM: We're Watching You* and *TAKING ROOT*. From an indigenous Bolivian leader fighting for labor rights to a young Israeli Arab karate champion with feminist ideas, from three Egyptian women working for fair elections, to a Kenyan woman leading a nationwide environmental movement, these four documentaries explore stories of women's empowerment and leadership around the world.



SHAYFEEN.COM: We're Watching You

ACTIVITY 2 –Digital Media as a Civic Engagement Tool
(90-120 minutes + assignments)



“We can use modern technology—the internet, web cams, plasma screens, cameras—to build a bridge between the people and the judiciary.”

– Engi Haddad



SHAYFEEN.COM: We're Watching You Activity 2

Digital Media as a Civic Engagement Tool

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Global Studies, Political Science, Language Arts, World History, Media Studies

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

Shayfeen.com relies heavily on media to deliver its messages and get citizens involved. This presents an interesting opportunity to explore the role of modern media in political/social justice activism. Students examine the overall strategies of Shayfeen.com, with an emphasis on media and the Internet. They will analyze how these tools work in less developed nations or in areas where media access is limited. In addition, they will evaluate the savvy, resources, skills and support needed to develop effective media outreach. Students will also explore social networking and video as empowerment tools.

Objectives:

Students will:

- Examine their own digital media usage, including web, video podcasts, etc.
- Investigate uses and resources for digital advocacy online around the world
- Analyze use of the Internet as an organizing tool by Shayfeen.com, and evaluate its impact on the election process in Egypt
- Design their own web templates and web uses for digital activism

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns

Materials:

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Flip chart (adhesive backed)/markers, whiteboard/markers or chalkboard/chalk
- **SHAYFEEN.COM Discussion Guide**
- **SHAYFEEN.COM "Digital Activism" Video Module**
- **SHAYFEEN.COM Quotes**
- **Teacher Handout B: Assignment Rubric**
- **Teacher Handout C: Organizing Strategies**
- **Student Handout D: Digital Technology Survey**
- **Student Handout E: "Digital Activism" Video Module Note Taking Guide**

(Note: Above resources are available at <http://www.pbs.org/independentlens/takingroot/classroom.html>)



Procedures:

Previewing Activity

1. *Thinking about the Internet:*

Have students read this quote from the whiteboard or projector:

"The Internet is tailor-made for a populist, insurgent movement. The Internet...is a forward-thinking and forward-moving medium, embracing change and pushing the envelope of technology and communication"

- Joe Trippi, 2004 presidential candidate Howard Dean's campaign manager
(from his campaign memoir, *The Revolution Will Not Be Televised*)

Direct students to write quick responses to these sentence stems:

- I think Trippi means...
- I agree/disagree with him because...
- One example of how the Internet is forward-thinking/moving is...

Call on students to share their responses.

2. *Digital Technology as a Medium for Social Change:* In pairs, have students brainstorm a list of their favorite/frequently used websites. Have them complete **Student Handout A: Digital Technology Survey**. First, direct them to brainstorm and complete the first three columns of the chart with their partner. Next introduce the Digital Activism Survey 2009 from the DigiActive.org website (<http://www.digiactive.org/2009/02/17/survey/>), especially the section "How do you use digital technology in your advocacy work?" Then have them complete the fourth column using ideas and language from the DigiActive survey as well as their own. Discuss as a class using the following guiding questions:

- Which digital technology tools do you use/visit the most? Describe.
- What makes a digital technology tool appealing, engaging and interesting?
- Which digital technology tools have the most potential for activism/advocacy work?
- When/where have you seen activism/advocacy topics: communities, information, and so on, in digital technology tools?

3. *Provide Background Information on Egypt and SHAYFEEN.COM:* Briefly introduce the film SHAYFEEN.COM. Note that the film module will cover a movement in Egypt that was organized after the country's first multi-candidate presidential election in 2005 was marred by various electoral abuses. Emphasize that their movement relied heavily on digital media and digital technology tools (especially video), to organize and promote their cause and disseminate information. Have students read these three sources for additional background information:

- "Egypt's Ugly Election" from the Washington Post
(<http://www.washingtonpost.com/wp-dyn/content/article/2005/12/09/AR2005120901837.html>)
- "Egypt We Are Watching You" from the International Museum of Women
(<http://www.imow.org/wpp/stories/viewStory?storyid=1696>)
- "10 Worst Countries to be a Blogger" from the Committee to Protect Journalists
(<http://cpj.org/reports/2009/04/10-worst-countries-to-be-a-blogger.php>).

Viewing the Film

4. *Viewing the Video Module:* Instruct students to take notes on **Student Handout B: "Digital Activism" Video Module Note Taking Guide** as they view the **SHAYFEEN.COM "Digital Activism" Video Module**, listing any strategies they see the women of Shayfeen.com using. They should use the names of strategies from **Teacher Handout C: Organizing Strategies** as well as language from the "Digital Activism Survey 2009" from the DigiActive.org website (<http://www.digiactive.org/>).



Reflecting on the Film

5. Review and Discuss: Debrief the students on the module and notes by discussing together as a class, using the following guiding questions:

- What strategies were most effective? Why?
- How does Shayfeen.com use video and the Internet? Who do they reach?
- What impact does Shayfeen.com have on the issue of “free, fair and regular elections” in Egypt?
- Do you think the fact that Shayfeen.com is organized by women influences their strategies? Or influences the impact they have as activists? Are there advantages/disadvantages to their team being led by women?

6. Checking Out Activism on the Internet: Divide the class in half by counting them off, alternating between ones and twos. Have all the students in group one read the post “Roma rights, social networks, molotov cocktails” (http://www.internetartizans.co.uk/roma_rights) from Internet.Artizans, a blog by U.K.-based digital activist Dr. Dan McQuillan. Ask them to investigate the links he gives in the article as well.

Have students in group two explore the DigiActive.org website, especially the Regions links on the right sidebar, which will allow them to look at grassroots movements in other countries. Ask them:

- What types of websites and digital tools are being used to promote digital advocacy around the world?
- How are activists in various countries using the Internet to further their cause?
- To what extent are these activists effectively able to use digital technologies to build the “populist, insurgent movement,” that Joe Trippi spoke about in the opening quote of this lesson?

7. **Assignment: Group Digital Technology Project:** In small groups of 3-4, have students select one (or a few) uses of digital technology for advocacy work (either from the DigiActive survey or using their own ideas), and then design a website, blog, podcast, video or other tool to accomplish that purpose. The student groups should research and make posts linking to websites, videos and other online content they find showing activism using web tools from around the world. It can focus on a particular issue (e.g. homelessness) or a particular region. They can also engage in digital activism by developing plug-ins or auxiliary pages for existing websites (such as YouTube or Twitter) or by linking to existing sites. Additional web resources for ideas and links include Youth Noise (<http://youthnoise.com>), Youth Media Exchange (<http://ymex.org>), CarrotMob (<http://www.carrotmob.org>) and Kiva (<http://www.kiva.org>). Students can submit final creations to the first two sites, engage with other students around the world and get feedback on their work.

Assessment:

Use **Teacher Handout B: Assignment Rubric** to assess students' digital technology templates. Students should receive the rubric to guide their design.

Extension Activities:

Students can:

1. Take a critical look at the use of the Internet for activism. For example, what are the limits and challenges? What are the pros and cons of using the Internet versus more traditional methods of grassroots organizing? How does the “digital divide” play a role?
2. Research the Obama campaign's unprecedented use of digital technology and evaluate the effectiveness, possibilities and limitations of this tool.
3. Research the Egyptian election process now and evaluate the impact that Shayfeen.com has had since they began in 2005.
4. Compare and contrast the way activists and/or the government in different countries have used the Internet to generate civic engagement. Look closely at how issues such as access to Internet and technology affects their efforts.



Teacher Handout B: Assignment Rubric**Activity 1 (Illusions of Democracy: When is it not Free or Fair?)****Activity 2 (Digital Media as a Civic Engagement Tool)**

Criteria	6	5	4	3	2	1
Content	Excellent, in-depth investigation of the electoral process. Covers topic thoroughly, with excellent details and examples. Knowledge of subject is excellent.	Good investigation of electoral process. Covers topic with some details and examples. Subject knowledge is good.	Investigates electoral process. Includes essential knowledge about the topic. Subject knowledge appears to be good.	Contains some investigation of electoral process. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of electoral process. Includes some of the important information with several factual errors.	Lacks investigation into electoral process. Content is minimal and there are several factual errors.
Presentation	Project is well organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Project is well organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Project is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Project is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Project is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.	Lacks organization, and sections are not labeled or are labeled incorrectly. Uses little or no color and graphics AND they distract from the content. Writing is somewhat illegible OR is in pencil.

Scoring Guide:

- 6 Exemplary**
Complete, correct, comprehensive
- 5 Accomplished**
Complete, correct, comprehensive
- 4 Satisfactory**
Complete, correct
- 3 Developing**
Complete, incorrect
- 2 Unsatisfactory**
Incomplete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



Teacher Handout C: Organizing Strategies

Instructions: Post this list on the board or projector. Add any additional tactics students may identify.

- **Acts of protest:** speeches, public meetings, marches and street theater, all of which bring public attention to an issue
- **Non-cooperation:** strikes, boycotts and civil disobedience, which are intended to halt or interfere with an industry, business or political system
- **Non-violent intervention:** occupations, blockades, hunger strikes
- **Community organizing:** outreach, advocacy/skill-building workshops, town halls, vigils, documentary film screenings
- **Media advocacy:** focus groups, public opinion polling, cultivating relationships with journalists, paid advertising
- **Engaging the international community:** letter writing, web publicity campaigns, connecting with NGOs and politicians in other countries with interest/stake in the issue
- **Civic education:** plays, photojournalism/art shows, short films, websites organized around bringing awareness to an issue.
- **Environmental education and restoration:** providing opportunities for the public to learn about an environmental issue and participate (e.g. tree planting, vacant lot cleanup, beach conservation)
- **Networking:** meet and greet events, online communities
- **Capacity building:** "training the trainers," leadership seminars
- **Public health awareness and education:** school presentations, health screenings, counseling



Student Handout D: Digital Technology Survey**Instructions**

- Brainstorm and complete the first three columns of the chart with your partner.
- Review and discuss the "Digital Activism Survey 2009" (<http://www.digiactive.org/2009/02/17/survey/>) found on the DigiActive.org website, especially the section "How do you use digital technology in your advocacy work?"
- Complete the fourth column using ideas and language from the DigiActive survey as well as your own.

Digital Technology	What We Use It For...	Frequency of Visits	Potential Organizing Uses
Example: Facebook	<ul style="list-style-type: none"> - Keeping in touch with friends/family - Sharing pictures, videos and music 	Several times daily	<ul style="list-style-type: none"> - Create GROUPS so supporters can interact with one another - FUNDRAISE



Student Handout E: “Digital Activism” Video Module Note Taking Guide

Actions SHAYFEEN.COM organizers take in the film module	Identify the strategy being used (from the Organizing Strategies chart)

Reflect using this sentence stem:

The most effective strategy SHAYFEEN.COM organizers used was _____

because _____



RECOMMENDED NATIONAL STANDARDS

Mid-continent Research for Education and Learning (McRel)

Behavioral Sciences

- Standard 1. Understands that group and cultural influences contribute to human development, identity, and behavior
- Standard 2. Understands various meanings of social group, general implications of group membership, and different ways that groups function
- Standard 4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Agricultural Education

- Standard 1. Understands the connections between agriculture and society
- Standard 2. Understands trends, issues, and events that have influenced agricultural practices throughout history

Civics

- Standard 1. Understands ideas about civic life, politics, and government
- Standard 3. Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good
- Standard 25. Understands issues regarding personal, political, and economic rights
- Standard 26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights
- Standard 28. Understands how participation in civic and political life can help citizens attain individual and public goals

Economics

- Standard 5. Understands unemployment, income, and income distribution in a market economy
- Standard 10. Understands basic concepts about international economics

Language Arts

- Standard 4. Gathers and uses information for research purposes
- Standard 9. Uses viewing skills and strategies to understand and interpret visual media
- Standard 10. Understands the characteristics and components of the media

Geography

- Standard 4. Understands the physical and human characteristics of place
- Standard 5. Understands the concept of regions
- Standard 6. Understands that culture and experience influence people's perceptions of places and regions
- Standard 11. Understands the patterns and networks of economic interdependence on earth's surface
- Standard 12. Understands the patterns of human settlement and their causes
- Standard 14. Understands how human actions modify the physical environment
- Standard 15. Understands how physical systems affect human systems
- Standard 16. Understands the changes that occur in the meaning, use, distribution and importance of resources
- Standard 17. Understands how geography is used to interpret the past
- Standard 18. Understands global development and environmental issues

Thinking and Reasoning

- Standard 1. Understands and applies the basic principles of presenting an argument
- Standard 2. Understands and applies basic principles of logic and reasoning
- Standard 6. Applies decision-making techniques

World History

- Standard 36. Understands patterns of global change in the era of Western military and economic dominance from 1800 to 1914
- Standard 38. Understands reform, revolution, and social change in the world economy of the early 20th century
- Standard 40. Understands the search for peace and stability throughout the world in the 1920s and 1930s
- Standard 42. Understands major global trends from 1900 to the end of World War II
- Standard 43. Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up



Center for Civic Education

NSS-C.9-12.1 Civic Life, Politics and Government

What are Civic Life, Politics, and Government?

- What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

NSS-C.9-12.3 Principles of Democracy

How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?

- How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- How does the American political system provide for choice and opportunities for participation?

NSS-C.9-12.5 Roles of the Citizen

What are the Roles of the Citizen in American Democracy?

- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?
- How can citizens take part in civic life?

National Council on Economic Education

NSS-EC.9-12.19 Unemployment and Inflation

- The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.
- The unemployment rate is an imperfect measure of unemployment because it does not: (1) include workers whose job prospects are so poor that they are discouraged from seeking jobs, (2) reflect part-time workers who are looking for full-time work.
- Unemployment rates differ for people of different ages, races, and sexes. This reflects differences in work experience, education, training, and skills, as well as discrimination.

National Council for the Social Studies

I. Culture

- I.a. Analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- I.d. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- I.f. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross - cultural understanding;

III. People, Places, and Environments

- III.h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
- III.j. Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;

IV. Individual development and identity

- IV.b. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- IV.c. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self.
- IV.e. Examine the interactions of ethnic, national or cultural influences in specific situations or events.
- IV.g. Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

V. Individuals, Groups, & Institutions

- V.a. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
- V.b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- V.d. Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- V.e. Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- V.f. Evaluate the role of institutions in furthering both continuity and change;
- V.g. Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;



National Council for the Social Studies Ctd.

VI. Power, authority, and Governance

- VI.a. Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.
- VI.c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
- VI.e. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings;
- VI.f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

VII. Production, Distribution, and Consumption

- VII.g. Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

IX. Global Connections

- IX.b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- IX.e. Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- IX.f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- IXh. Illustrate how individual behaviors and decisions connect with global systems.

X. Civic Ideals & Practices

- X.a. Eey ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- X.b. Identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities;
- X.c. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluation multiple points of view;
- X.e. Analyze and evaluate the influence of various forms of citizen action on public policy;
- X.f. Analyze a variety of public policies and issues from the perspective of formal and informal political actors;

- X.g. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision - making;
- X.h. Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- X.i. Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern;

National Center for History in the Schools

National Standards in United States and World History World History

Standard 2: The search for community, stability, and peace in an inter-dependent world.

Standard 2a: The student understands how population explosion and environmental change have altered conditions of life around the world.

- Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations.
- Assess the effectiveness of efforts by governments and citizens' movements to protect the global natural environment

Standard 2b: The student understands how increasing economic interdependence has transformed human society.

- Analyze why economic disparities between industrialized and developing countries have persisted or increased and how both neo-colonialism and authoritarian political leadership have affected development in african and asian countries.

Standard 3: Major global trends since World War I

Standard 3a: The student understands major global trends since World War II.

- Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century. [Formulate historical questions]
- Analyze causes of economic imbalances and social inequalities among the world's peoples and assess efforts made to close these gaps.



National Geographic

National Geography Standards

- Standard 4: The physical and human characteristics of places
 Standard 6: How culture and experience influence people's perceptions of places and regions
 Standard 14: How human actions modify the physical environment
 Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources
 Standard 18: How to apply geography to interpret the present and plan for the future

National Council for Teachers of English/International Reading Association

Standards for Language Arts

- Standard 1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) together and synthesize information and to create and communicate knowledge.

North American Association for Environmental Education Learner Guidelines K-12

Strand 2: Knowledge of environmental processes and Systems

Strand 2.3—Humans and Their Societies

- Individuals and groups—Learners understand the influence of individual and group actions on the environment, and how groups can work to promote and balance interests.
- Culture—Learners understand cultural perspectives and dynamics and apply their understanding in context.
- political and economic systems—Learners understand how different political and economic systems account for, manage, and affect natural resources and environmental quality.
- Global connections—Learners are able to analyze global social, cultural, political, economic, and environmental linkages.
- Change and conflict—Learners understand the functioning of public processes for promoting and managing change and conflict, and can analyze their effects on the environment.

Strand 2.4—Environment and Society

- Human/environment interactions—Learners understand that humans are able to alter the physical environment to meet their needs and that there are limits to the ability of the environment to absorb impacts or meet human needs.
- Places—Learners understand “place” as humans endowing a particular part of the earth with meaning through their interactions with that environment.

Strand 3— Skills for Understanding and Addressing Environmental Issues

Strand 3.1—Skills for Analyzing and Investigating Environmental Issues

- Identifying and investigating issues—Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.
- Sorting out the consequences of issues—Learners are able to evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.

Strand 3.2—Decision-Making and Citizenship Skills

- Evaluating the need for citizen action—Learners are able to decide whether action is needed in particular situations and whether they should be involved.
- planning and taking action—Learners know how to plan for action based on their research and analysis of an environmental issue. If appropriate, they take actions that are within the scope of their rights and consistent with their abilities and responsibilities as citizens.
- Evaluating the results of actions—Learners are able to evaluate the effects of their own actions and actions taken by other individuals and groups.



GUIDE CREDITS

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About ITVS International:

ITVS International is a division of the Independent Television Service that promotes an international exchange of documentary films made by independent producers, bringing international voices to U.S. audiences, and American stories to audiences abroad.

Through a unique public-private partnership called the Global Perspectives Project, ITVS International administers the International Media Development Fund (IMDF) and True Stories: Life in the USA. The IMDF funds international producers and supports the American broadcast of their programs. True Stories: Life in the USA promotes a series of American independent films to audiences around the world.

About Independent Lens:

Independent Lens is an Emmy® Award-winning weekly series airing Tuesday nights at 10 PM on PBS. Hosted this season by Terrence Howard, the acclaimed anthology series features documentaries and a limited number of fiction films united by the creative freedom, artistic achievement and unflinching visions of their independent producers. Independent Lens features unforgettable stories about a unique individual, community or moment in history. Presented by ITVS, the series is supported by interactive companion websites, and national publicity and community engagement campaigns. Further information about the series is available at pbs.org/independentlens. Independent Lens is jointly curated by ITVS and PBS, and is funded by the Corporation for Public Broadcasting (CPB), a private corporation funded by the American people, with additional funding provided by PBS and the National Endowment for the Arts. The series producer is Lois Vossen.

About PBS:

PBS is a media enterprise that serves 354 public noncommercial television stations and reaches almost 90 million people each week through on-air and online content. Bringing diverse viewpoints to television and the Internet, PBS provides high-quality documentary and dramatic entertainment, and consistently dominates the most prestigious award competitions. PBS is a leading provider of educational materials for K-12 teachers, and offers a broad array of other educational services. PBS' premier kids' TV programming and Web site, PBS KIDS Online (pbskids.org), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at pbs.org, one of the leading dot-org Web sites on the Internet.

