PROTECTING THE RIGHT TO EDUCATION

Human Rights Watch
Student Task Force Leadership Workshop
September 10, 2011

UCLA INTERNATIONAL INSTITUTE
VISITING FULBRIGHT SCHOLARS
AGENDA

9:15 – 9:30  Registration

9:30 – 9:40  Meet and Greet and View Art Show

9:40 – 10:00  Welcome, Introductions and Workshop Goals...............Audrey Abergel, STF President Valencia HS Ann Kerr, Fulbright Enrichment Program Coordinator

10:00 – 10:15  This Year’s Campaign: The Right to Education.........................Pam Bruns, STF Executive Director

10:15 – 10:45  The Refugee Journey: From War to Hope Through Education..........Gabriel Stauring, i-Act Director Katie Jay Scott, Director of Community Programming

10:45 – 11:15  Breakout session.................................................................Nancy Medina, STF Program Advisor

11:15 – 11:30  Report Back on Ideas and Further Questions.................................Gabriel Stauring Katie Jay Scott Nancy Medina

11:30 – 11:45  Communication: How to make things happen!......................Gabriel Barreras, STF Project Liaison

11:45 – 12:30  Lunch in Patio Area

12:30 – 12:45  Know Your Message and Sell It........................................Linda Alvarez, Award-winning News Anchor

12:45 – 1:15  Speed Pitching, Student Practice
[STF pitches to rotating groups of Fulbright Scholars and Friends].....................................STF Team

1:15 – 1:30  Taking Responsibility for the Future.........................................Pam Bruns

Co-sponsored by the UCLA International Institute Visiting Fulbright Scholars and the Human Rights Watch Student Task Force
STF Leadership Workshop Fall 2011
Speaker Biographies

Linda Alvarez, Award-winning News Anchor
Ms. Alvarez joins us today as an award-winning journalist, news anchor and teacher. A Los Angeles native, Ms. Alvarez attended Venice High School, graduated from UCLA and was a teacher and administrator in schools in Los Angeles, Venezuela, Chicago, Connecticut, New York and at the United Nations Secretariat.

She started her career in journalism at WMAQ-TV in Chicago. She then moved to Phoenix where she anchored three daily newscasts and served as executive producer and reporter of the award-winning documentary unit. In 1985, Ms. Alvarez joined KNBC as anchor and reporter, and in 1986 became the first Hispanic to anchor a weekday newscast in Los Angeles’s English speaking media.

Throughout her career, Ms. Alvarez has been on the front line of many breaking news stories locally and abroad, from earthquakes and wildfires to wars. In 2003, she spent a month in the Persian Gulf embedded with the U.S. Marines, Navy and Coast Guard during Operation Iraqi Freedom, filing live reports daily back to viewers in Los Angeles. She has earned numerous awards and commendations for her work, including 12 Emmy awards and Press Club Honors. Additionally, Ms. Alvarez was awarded eight prestigious Golden Mike Awards honoring excellence in news anchoring and recognizing her special reports profiling people who are successful in their efforts to improve the community.

Ann Kerr, UCLA Fulbright Enrichment Program Coordinator
Ms. Kerr, a native of Southern California, has spent fifteen years living, studying, and teaching in the Middle East. She was educated at Occidental College, the American University of Beirut, and the American University of Cairo. She is currently at the University of California in Los Angeles where she coordinates the Fulbright Visiting Scholar Enrichment Program for Southern California. Ann is a member of the Board of Trustees of the American University of Beirut, the Council on Foreign Relations, the President’s Council of EARTH University in Costa Rica, and the Advisory Board of the Rand Center for Middle East Public Policy. She is a frequent speaker on the Middle East and has been an escort for student groups to the region. Her late husband, Malcolm Kerr, was the president of the American University of Beirut and was assassinated in office in 1984. Ann is the author of Come with Me from Lebanon: an American Family Odyssey and Painting the Middle East.

Katie-Jay Scott, i-ACT Director of Community Programming
Katie-Jay is a community organizer who has worked with communities and NGOs in Thailand, Guatemala, Eastern Chad, and grassroots community across the United States. She graduated from Portland State University (OR) with a BA in Sociology and a focus on Community Development. KTJ learned of the genocide in Darfur in April 2005 through the American Jewish World Service and co-founded the Portland Coalition for Genocide Awareness with other grassroots activists in November 2005 and has been a part of the i-ACT team since July 2007. She has visited the Chad-Darfur border region five times and coordinated several campaigns and i-ACT partnerships. She currently lives in Hermosa Beach, CA and works to bring the voices of refugees to the world conscience.

Gabriel Stauring, i-ACT Director and Co-Founder
Gabriel has worked as a Family Consultant, providing in-home therapy for abused children and their families. He graduated from California State University at Dominguez Hills with a major in Behavioral Science. Gabriel became involved in the Darfur Genocide cause out of a sense of personal responsibility. He believes in the power of community and compassion, combined with personal empowerment, to bring about meaningful, positive change. Gabriel lives in Hermosa Beach, CA with his wife Katie-Jay and two children. Some of the campaigns initiated and/or led by Gabriel include the 100-Day Fast for Darfur, 100,000 postcards to legislators, Darfur Freedom Summer Vigils, Camp Darfur, Darfur Fast for Life, and i-ACT. He has visited the refugee camps on the Chad-Darfur border eight times.
**STF Team**

**Pamela Bruns, STF Executive Director,** created the vision for the Student Task Force and organized its co-founders in 1999. Early in her career during the Vietnam War, she traveled to Thailand to research the extent of the communist insurgency in northern border areas; she also was a freelance journalist and wrote about Eastern Europe, the Munich Olympics in 1972, holocaust survivors and other subjects. Pam became a public education reform activist and teacher (third grade through high school) before joining the Milken Family Foundation as a Public Affairs Specialist, working to promote excellence in teaching throughout the U.S. From 1996-2002 Pam served as Director of Human Rights Watch in Southern California. She broadened support for HRW in Los Angeles by establishing the Young Advocates, Women’s Rights Committee, HRW University Project and the Student Task Force. As adjunct professor teaching human rights at Mount St. Mary’s College, she founded the Human Rights Film Festival in 2003. Volunteering to direct STF and developing human rights education as part of STF has been Pam’s primary focus since 2005.

**Gabriel Barreras, STF Project Liaison,** received his B.A. in International Relations from the University of Southern California. Following college, Gabe served as the Development and Program Coordinator for the Asian Youth Center in San Gabriel, CA. He then went on to coordinate national student outreach for Oxfam America, an international development agency based in Boston. In addition, he has worked with numerous development and rights-based organizations including the U.S. Government in Vietnam, the UNEP, and youth organizations in Romania and Uruguay.

**Nancy Nazarian-Medina, STF Program Advisor - Santa Clarita Valley,** is a co-founder of STF and has been a member of the STF leadership team since 1999. She currently volunteers as the Program Advisor in the Santa Clarita Valley where she mentors several STF high school chapters and coordinates STF activities and goals with William S. Hart School District administrators. Previously Nancy served as Dean of Students at Immaculate Heart High School and taught AP Government, AP U.S. History and Economics and developed curriculum for a senior year elective, International Relations, which she taught for seven years. She was also a Curriculum Developer and Trainer for the online education program, One Global Tribe, focusing on service-learning projects.

**Patricia Bitar, STF Intern,** is currently attending UC San Diego for a BA in International Studies-Political Science and History. She loves to cook, attend music festivals and concerts in the park, and watch documentaries. She is fluent in Arabic and enjoys learning about different cultures whether it’s food, the musical culture, or day to day lifestyles. Patricia is the Fall STF intern at Santa Clarita Valley High Schools.

**Elena Cortez-Neavel, STF Intern,** joins us from the live music capital of the world, Austin, Texas. She has a very diverse and politically active family, which she believes has contributed greatly to her enthusiasm for volunteerism and human rights issues. She has been living in Los Angeles for the past two years studying Nonprofits & Social Innovation, Peace & Conflict Studies, and Fine Arts at USC. When she’s not studying, she tries to explore LA, attend music festivals and concerts, draw, and travel with friends.

**Suzanne Johnson, STF Intern,** is a third year psychology major and global studies minor at UCLA. Some of her interests include playing the piano, scuba diving, skiing, cooking, and listening to music/reading over a good cup of coffee. Over the past couple of years she has volunteered with a number of human rights organizations and has spent a lot of time working with a local high school youth group.

**Patty Williams, STF Advisory Committee Member,** is a photojournalist and fine art photographer who has been documenting social justice issues for Human Rights Watch since 1996 and photographing the Student Task Force since its inception in 1999. Her work has been published in the Los Angeles Times, New York Times and various national magazines. Many of her portraits have been used for writer’s book jackets, and she has regularly photographed visiting artists and faculty for UCLA, documenting a wealth of dancers, architects, cinematographers, actors and other creative people. Editions of her fine art images are currently in exhibition in Los Angeles.
Fulbright Scholars:

Muhammad Bilal Ahmad, USC Computer Science (Pakistan)

Luis Alvarez-Leon, UCLA Geography (Mexico)

Filipe Domiano, AFI Screenwriting (Brazil)

Laura Estrada, UCI (Argentina)

Krishantha Fredericks, UCSB Linguistics (Sri Lanka)

Sanjeevi Kosghakumbura, UCSB

Rodrigo Laje, UCLA Biology (Argentina)

Khadija Nadimi, California State University Fullerton Geological Sciences (Pakistan)

Rea Rangaka, Chapman University Film School (South Africa)

Diego Ubfal, UCLA Development Economics, Ph.D. Candidate (Argentina)

Raquel Urquiza, UCLA Business and Media (Spain)

Anke Zwirner, Loyola Marymount University (Germany)

Fulbright Office:

Ann Kerr-Adams - Coordinator, Fulbright Enrichment Program for Southern California
The Right to Education:
What Are Human Rights?

Human rights are the rights a person has simply because he or she is a human being.

Human rights are held by all persons equally, universally and forever.

Human rights are inalienable: you cannot lose these rights any more than you can cease being a human being.

Human rights are indivisible: you cannot be denied a right because it is "less important" or "non-essential."

Human rights are interdependent: all human rights are part of a complementary framework. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.

Another definition for human rights is those basic standards without which people cannot live in dignity, freedom, equality or justice. To violate someone’s human rights is to treat that person as though she or he were not a human being. To advocate human rights is to demand that the human dignity of all people be respected.

http://www.ohchr.org/EN/UDHR/Pages/Introduction.aspx (Official UN UDHR site)

What is the Right to Education?

Education is a basic human right. Every individual, regardless of race, gender, nationality, ethnicity, religious or political preference, age or disability, is entitled to a free and compulsory elementary education. Education provides children with the knowledge and skills necessary to develop critical thinking and confidence in community participation.

As well as being a right in itself, the right to education is also an enabling right. It creates the voice through which all other rights can be claimed and protected.

The right to education has been universally recognized since the Universal Declaration of Human Rights (1948) and has since been enshrined in many international treaties and national constitutions.

http://www.unicef.org/education/index_access.html
http://www.right-to-education.org/
The Right to Education in International Declarations and Treaties:

The Universal Declaration of Human Rights (UDHR 1948)

Article 26 – Everyone has the right to education. Education shall be free, at least in the elementary grades. Elementary education shall be compulsory...Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms...

The Convention on the Rights of the Child (CRC 1990, but not yet ratified by U.S.)

Article 28 – States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall: Make primary education compulsory and available free to all...make higher education accessible to all. Give children dignity in discipline. Encourage international cooperation to eliminate illiteracy and access to scientific and technical knowledge.

Article 29 – States Parties agree that the education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential; ...and the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

What are barriers to the right to education? (partial list)

- Discrimination based on gender or gender identity
- Poverty
- Discrimination because of race, religion, caste, nationality, ethnicity
- Schools are often used as battlegrounds
- Impact of HIV/AIDS
- School Fees
- Children in Detention
- Child Labor
- Starvation
- Disability Discrimination

What barriers can you add to this list? Think locally as well as globally.
**Right to Education:**

**Human Rights Mobile Library**

A collaborative project of the Human Rights Watch Student Task Force, i-ACT and Darfuri Refugees

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**The R2E Human Rights Mobile Library...**

provides a space and the materials for refugee students to learn about human rights and their right to education!

R2E is a chest full of learning tools, including Kindle e-readers loaded with books and documents, maps, utensils, and other resources and curriculum -- focusing on human rights. Per requests from the refugee students, it will also include English learning material. Along with the chest, the mobile library will include tables, chairs, and mats to make for a comfortable learning environment. The library is mobile (two donkeys can carry it all!), so it can move to the different schools and classrooms in the camps.

Two R2E libraries will be created, one in Darfuri refugee Camp Djabal and another in Camp Goz Amer, in Chad, close to the Sudan border.

**HRW Student Task Force will...**

STF members will research appropriate resources and materials and will be in contact with the refugee students as they explore what the Right to Education means and what the reality is for other youth around the world, where education might actually be a matter of life and death.

R2E will use PAZOCALO - peace public square - a social network created by i-ACT, which allows communities in the most remote places on earth to interact regularly with others around the world through innovative technology and using satellite.

**Our Plan: Fall 2011...**

1. Determine and create the educational material for the library to be delivered to the camps by i-ACT.
2. Communicate with the refugee students and teachers in the Chad camps via PAZOCALO. The mutually enriching relationships that develop allow for limitless impact on both continents.
3. Fundraise for the mobile library.

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**R2E Library Needs...**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Kindles and accessories</td>
<td>$200 x 3 = $600</td>
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<tr>
<td>E-Books</td>
<td>$100</td>
</tr>
<tr>
<td>Notebooks and Utensils</td>
<td>$100</td>
</tr>
<tr>
<td>English Curriculum Material</td>
<td>$250</td>
</tr>
<tr>
<td>Talking Dictionaries</td>
<td>$20 x 3 = $60</td>
</tr>
<tr>
<td>Copies (in camp)</td>
<td>$100</td>
</tr>
<tr>
<td>Mats</td>
<td>$20 x 2 = $40</td>
</tr>
<tr>
<td>Librarian</td>
<td>$75/month, $900/year</td>
</tr>
<tr>
<td>Tables</td>
<td>$40</td>
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<tr>
<td>Chairs</td>
<td>$20 x 4 = $80</td>
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<tr>
<td>Chest</td>
<td>$50</td>
</tr>
<tr>
<td>Donkey Feed and Care for 1 year</td>
<td>$240</td>
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<tr>
<td>Provisions (rope, etc.)</td>
<td>$50</td>
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<tr>
<td><strong>Subtotal:</strong></td>
<td>$2,610</td>
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<tr>
<td><strong>10% Contingency</strong></td>
<td>$261</td>
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<tr>
<td><strong>Total per R2E Library:</strong></td>
<td><strong>$2,871</strong></td>
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</table>

Note: In-camp expenses are estimates and can change. Funds raised will go through i-ACT, a 501(c)3 non-profit, for implementation. All donations are 100% tax deductible. Receipts are available for individual donors upon request.
Human Rights Watch Student Task Force
R2E Human Rights Mobile Library
Breakout Session Discussion Questions

- How can the Student Task Force help develop the human rights educational material that will be delivered to the refugee camps? *Remember we are sending materials like e-books STF recommends and original materials we develop.* (see guidelines on back)

- What are some ways you can fundraise at your high school for the R2E mobile libraries? (e.g. creating/selling t-shirts)

- How can your STF chapter help educate other students on the Right to Education, while creating a movement of people excited about the campaign?
One of the Student Task Force’s jobs will be to develop educational material that will be delivered to the refugee camps, some of which will be on e-readers (e.g. Kindles). As you brainstorm possible resources that can be used, refer to some of the suggestions below.

General Guidelines for Materials:

- Educational material should focus on two areas:
  1. Human Rights
  2. English as a Second Language (ESL)
- Target age is between 10 and 18 years old
- All material will go inside of a chest that is approximately 5'x2.5'x2.5'
- Material should be in English and/or Arabic

Suggestions for Materials:

- E-books available on Amazon or other online libraries (what books do you suggest be included?)
- Talking dictionaries (electronic dictionaries that can provide translations of different words)
- Maps
- STF Illustrations of the 30 articles of the Universal Declaration of Human Rights
- Artwork and photographs that can be saved as PDFs
- Math worksheets related to the global economy
- Essentially any documents that can be created in a PDF format and saved on the e-readers
General Tools & Resources:
## Human Rights Watch Student Task Force
### Important Dates 2011-2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>International Day of Peace (UN)</td>
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<td>October 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>World Teachers' Day (UN)</td>
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<td>November 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>International Students' Day</td>
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<td>November 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>HRW Annual Dinner</td>
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<td>November 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Universal Children’s Day (Anniversary of the adoption of the CRC)</td>
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<td>December 6&lt;sup&gt;th&lt;/sup&gt;-9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Week of Action for December 10&lt;sup&gt;th&lt;/sup&gt; Human Rights Day</td>
</tr>
<tr>
<td>December 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Human Rights Day (UN)</td>
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<tr>
<td>January 17&lt;sup&gt;th&lt;/sup&gt;, 2012</td>
<td>Martin Luther King Day (U.S.A.)</td>
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<tr>
<td>February 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>World Day of Social Justice (UN)</td>
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<tr>
<td>March 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>International Day for the Elimination of Racial Discrimination (UN)</td>
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<td>April 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Youth Homelessness Matters Day</td>
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<td>April 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>International Day for Street Children</td>
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<td>May 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>International Day of Families (UN)</td>
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<tr>
<td>June 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>International Children's Day</td>
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<td>June 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>World Day against Child Labor</td>
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<tr>
<td>June 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>World Refugee Day (UN)</td>
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## Suggestions for the First Chapter Meetings:

- **STF leaders meet with STF Teacher Advisor to set first meeting date**
  - Discuss meeting logistics (meeting place, time, etc.)
  - Brainstorm initial recruitment ideas
  - Begin discussing ideas and activities for your STF chapter
- **First meeting with new/old members**
  - General overview about STF, Human Rights Watch, and CRC
  - Plan for school-wide recruitment for new members
  - Discuss the Right to Education Campaign
- **School-wide recruitment**
  - Print advertising and place announcements/flyers around school
  - Visit classrooms
- **First major meeting**
  - Formally introduce the Right to Education campaign (visuals/fact sheets)
  - Create scope of activities for the year
  - Discuss different jobs and how members can be active
Human Rights Watch Student Task Force
Sample Event Planning Tool

Event: ____________________________________________

Event Date: ___________________________ Event Location: ___________________________

STF Intern: ________________________________

STF Teacher Advisor(s): ________________________________

<table>
<thead>
<tr>
<th>Task</th>
<th>Person(s) in Charge</th>
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<tbody>
<tr>
<td>1. Determine purpose of event</td>
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<td>2. Develop outline of event activities including advocacy.</td>
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<td>3. Schedule planning meetings for participating STF members.</td>
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<td>4. Get approval for event date and location.</td>
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<td>5. Publicize Event (PA, Newspaper, Classroom announcements, signs, post on STF Facebook, contact local press, etc)</td>
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<td>6. Prepare any handout materials for event.</td>
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<td>7. Plan for technology needs.</td>
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<td>8. Determine if other school organizations, special classes, or outside organizations will be contacted to join in your event. If so, organize who will be the main contact.</td>
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<td>9. Review assignments before day of the event.</td>
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<td>10. Document the event with photo and video.</td>
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<td>11. Evaluate event and determine follow-up plans.</td>
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STF First Meeting Sample Agenda

Day, Date, Time

1. Introductions [also pass around sign-in sheet] (12:00 – 12:05)
2. “The First Grader” Screening (12:05-12:10) [most important item should always be first on the agenda]
   - Saturday, September 24th from 9:30-2 PM at Palisade Charter HS
   - Who’s interested in going? [take notes of people who sign up and give a list to your STF intern]
   - Do we need to figure out transportation or getting out of class?
3. What is the CRC? (12:10-12:20)
   - PowerPoint
   - Discussion/Questions
4. Brainstorm: What kind of education and advocacy project can we do for the CRC in October and later for the 22nd Anniversary Campaign Week in November 16-20? [write ideas on the board] (12:20-12:35)
5. When is Club Day and what are plans to recruit new STF members?

First Meeting Sample Minutes

Day, Date, Time

Present: Bob, Joe, Susie, Diane, Derrick, Matt, Tania, Mr. Jones

Action Items:

1. **All:** Contact teachers about speaking about letter writing campaign for CRC
2. **Mr. Jones:** Reserve space for CRC Camp
3. **Bob:** Email STF Intern list of those attending CRC Camp event
4. **Susie:** Make PA announcement about upcoming STF meeting
5. **Derrick:** Research Club Day information

Agenda minutes:

1. **Pali** – will be hosting the “The First Grader” screening on Saturday, September 24, 9:30-2PM. Students will have to figure out logistics, times, permission, space on campus, and materials to include for the tent issues.
2. **CRC Update**
   a. We watched a PowerPoint presentation on the CRC and discussed the following things...
3. **CRC Advocacy Project**
   a. We’ve narrowed it down to X, Y, or Z. We’ll decide next week on which project to choose...
4. **Club Day** information will be researched by Derrick for our next meeting.
## HRW Student Task Force Sign-In Sheet

School: ______________________________

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Grade</th>
<th>Email Address</th>
<th>Cell Phone #</th>
<th>Home Address</th>
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Human Rights Watch Student Task Force

www.HRWSTF.org
humanrightsed@gmail.com
Ph: 310.477.5540
Student Task Force
Communications Treaty
September 10, 2011

Name: ___________________________  School: ___________________________  Grade: ______
Email: ___________________________  Phone: ___________________________

Our Promise to You – Every week, the STF will provide you with the following:

- **Access** to a teacher advisor and an STF intern or staff to mentor and help facilitate your weekly meetings, education and advocacy events;
- **Weekly Updates** to help you determine the most important information for meeting agendas, upcoming activities and campaign toolkits;
- **Opportunities** to reach out to speakers, human rights professionals, and the ability to attend various HRW events throughout the year.

Pam Bruns
Patricia Bitar
Gabriel Barreras
Elena Cortez-Neavel
Nancy Nazarian Medina
Suzanne Johnson

What We Need from You – As an STF Leader, I agree to do the following for my chapter:

- I will communicate weekly with my Teacher Advisor and the STF;
- I will read *and* share the STF Weekly Updates with the rest of my chapter members each week;
- I will use the STF Website and HRW.org to download and find resources as needed;
- I will see that my STF Chapter has an agenda prepared on a weekly basis;
- If my chapter needs extra help, I will reach out to my Teacher Advisor or the STF Team; and,
- I commit to grow as an engaged global citizen taking responsibility for the future.

__________________________________________

Sign here
A Few of My Favorite Things Questionnaire

1. How often do you use or visit the following?

Facebook: Never  Less than once a week  Weekly  Daily  I’m obsessed!
Email: Never  Less than once a week  Weekly  Daily  I’m obsessed!
Texting: Never  Less than once a week  Weekly  Daily  I’m obsessed!

2. Rank which you use most often to communicate from 1-4 (1 is most important; 4 is least).
   □ Cell phone
   □ Smart phone / iPhone
   □ Laptop / iPad
   □ Computer and internet at home

3. Do you have any of the following experiences? (Check all that apply)
   □ Web Design
   □ Graphic Design/Photoshop
   □ Film Production/Editing (Final Cut/Avid/iMovie)
   □ Audio Editing (ProTools, Garage Band)
   □ Music, Dance, Acting or Other Performance Experience

4. Are you, or do you know a graphic designer? If so, what programs do you use?

5. How often do you visit the STF website? (HRWSTF.org)
   There's a website?  Rarely  Monthly  Weekly  Multiple times a week

6. Rank what you would like to see on STF’s website from 1-6 (1 is most important; 6 is least).
   □ Recent News and Events
   □ Human Rights Reports, Articles for download
   □ Chapter toolkits and plans for download
   □ Photos and slideshows of STF campaign events
   □ How-To Videos on Lobbying, Speaking to Press, etc.
   □ Profiles of STF Alumni: “Where are they now?”

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STAY CLASSY STF!!!