GCE Action Week

April 22\textsuperscript{nd} – 28\textsuperscript{th}, 2012

Campaign Planning Pack

Rights from the Start!

Early Childhood Care and Education Now!

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Dear Campaigner,

Here we are again, with another action week coming. We have come so far, having campaigned vociferously for Education for All by 2015. In some cases, our gains have been great, yet there is still a big need, now more than ever to call on our leaders to prioritise EFA. With only just over three years to go before the cut-off point in 2015 our task is urgent.

The theme for Global Action Week 2012 is ‘Early Childhood Care and Education’. As you know this is one of the most neglected of all EFA goals. There is an urgent need to advocate for a positive agenda for rights in early childhood, that recognizes children as right bearers and that points towards fulfilled and dignified childhoods and a positive unfolding of children’s present and future. This requires a concerted effort from state actors and beyond, which means that our campaign will have to target many more people than has been previously the case.

So this year we shall look at parents and primary care givers, as well as the state as key actors involved in early childhood care and education, in an integral approach, involving other social sectors. Early childhood care and education is a recognized right in various international and regional instruments. This underscores the importance States attach to promoting and protecting the rights of the child. The gesture to accede to these instruments is laudable, but it must not end there. States are obliged to fulfill the rights enshrined in these instruments.

This is why, as civil society actors, it is our duty to remind states of their obligations and to raise awareness around this important aspect in a child’s development. This will be a different campaign in that in the past our focus has mainly been on access to and retention in education of a superior quality. This campaign will look at those aspects of access and quality, but will also address other factors that make for a good start. This means that we shall be looking at the environment in which children live, their health, nutrition, general care, stimulation and wellbeing.

As in past weeks, national campaigns will decide which area within early childhood care and education they would like to focus on. With different national priorities, some national campaigns will gravitate towards ensuring that small children actually have access to good quality early childhood education, others may want to focus on the set of interrelated rights such as small children’s good nutrition, health care and a secure environment. Other campaigns on the other hand, may want to look at the preparedness of schools for pre-school children as well as the environment in which children are nurtured and stimulated. Whatever end of the spectrum you choose, the common thread should be about the care and education in early childhood.

We have planned an overall activity centred on ‘The Big Picture’, which we hope will unite campaigners around the world and create a kaleidoscope of colours of children and adults. This Planning Pack contains some practical information you will need to start planning the campaign as well as building up on national activities.

As always we encourage you to involve high level policy makers, community role models and as many schools, nurseries, daycare centers etc, as you can.
In collaboration with various experts on early childhood care and education we will be preparing a detailed policy briefing on EFA Goal 1. We hope that the policy brief will form an integral part of this year’s Resource Pack and that you will find it useful for adaptation into local needs.

We hope that you will register your participation in good time as well as use the suggested timeline to get some things out of the way.

Once again, thank you for your resolute campaigns over the years. It is your consistency and hard work that has built this massive global campaign on EFA.

Camilla Croso
President

Muleya Mwananyanda
Action Week Coordinator
PART A

1. THEME: Early Childhood Care and Education

The GCE membership decided that in 2012 we would campaign around one of the most neglected EFA goals:

Goal 1: ‘Expanding and Improving Early Childhood Care and Education especially for the most vulnerable and disadvantaged children.’

It calls for better and more support for young children and communities in all domains of child development – physically, emotionally, socially and intellectually. We are pleased to present you with this Planning Pack which contains information on the theme, slogan, action, top-line messages as well as practical information to enable you to start planning for GAW 2012.

Early childhood encompasses the period from 0 to 8 years of age. Early Childhood Care and Education is an important aspect of lifelong learning, a process that begins at birth, with early childhood being the most critical period in human development. Comprehensive and quality early childhood education can make a significant contribution to the physical, psychomotor, cognitive, social and emotional development of the child, including the acquisition of languages and early literacy. Children are active learners from birth, and the early years are vital to their success in school and later in life. In addition, ECCE has an important role in securing all children a positive and healthy childhood. Childhood years are important in themselves and ECCE can contribute to many positive and valuable experiences which form a solid basis for future life and learning.

Ongoing studies show that various interventions at this early stage in life set the tone for the future. Requisite interventions include proper nutrition, provision of good healthcare, safe and secure environments that ensure intellectual and physical stimulation. According to the Lancet:

“The most effective early childhood development programmes are those that provide direct learning experiences for children and their families, are high intensity, targeted towards younger and more disadvantaged children, are integrated with other systems such as nutrition or family support and are of long duration.”

1.1 What are the main instruments for early childhood care and education?

The Universal Declaration of Human Rights (UDHR) states that ‘everyone has the right to education’. The UN Convention on the Rights of the Child (CRC), which is the most extensive international treaty on the rights of children, commits states to ensuring the rights of all children

1 UNESCO
2 UNESCO
4 As above.
5 Article 26, UDHR, 1948
on the basis of equal opportunity.\textsuperscript{6} The UN Committee on the CRC presents a holistic view on childhood calling on states to recognize that children are active participants in decisions affecting them and General Comment 7 calls on states to pay special attention to the neglected area of early childhood.\textsuperscript{7}

In 1990, the Jomtien Declaration for EFA stated that learning starts at birth and early childhood care and education was indeed made Goal number one. A decade later the Dakar Framework for Action reaffirmed its importance and in 2010, UNESCO held the first global conference on this goal in Moscow, producing a final statement that recognized that children’s right to early childhood care and education begins at birth.

2. Why is it important to campaign for early childhood care and education?

First and foremost, because all children are rights bearers, which means that they are entitled to the right to education, among other rights, and that States are responsible for this delivery. Also, because this is one of the most neglected EFA goals and at this rate, it is unlikely that EFA will be achieved by 2015.\textsuperscript{8} Over 200 million children under the age of five in low- and middle-income countries will not attain their development potential due to poverty, nutritional deficiencies, and inadequate care and learning opportunities.\textsuperscript{9} The 2011 Lancet papers on early childhood development emphasizes the importance of the risks mentioned above and strengthens the evidence for other risk factors including maternal depression, malaria, HIV infection and exposure to societal violence.

As such, it is critical that we make major strides in calling for urgent action around this goal with a particular emphasis on the benefits of investing in early childhood care and education.

We must also campaign in order to remind governments that they committed themselves to expanding and improving comprehensive early childhood care and education especially for the most vulnerable and disadvantaged children.

It is important that governments understand that the early childhood period covers 0-8 years. For Ministries of Education they will in practice be most concerned with three specific age groups: the 0-3 years old (often the most neglected of all); 3-5 year-olds (the years prior to primary school) and 6 – 8 year-olds (early primary students). Attention to all of these age groups is neglected and is critical. Costly wastage – in both human and financial terms- can be avoided by investments in good early primary education combined with early childhood services prior to the child entering school.

3. What are the benefits of early childhood care and education?

In many countries, only a small minority of children has access to good early childhood care and education programmes yet this is an integral part of lifelong learning. Early childhood care and

\textsuperscript{6} Article 28, UN Convention on the Rights of the Child (1989)
\textsuperscript{7} General Comment 7: Implementing Child Rights in Early Childhood (2006)
\textsuperscript{8} This has been acknowledged by UNESCO in its Global Monitoring Report on EFA (2008)
\textsuperscript{9} Lancet Series on Earcly Childhood Development (2007)
education has enormous benefits to individual children and society. The early childhood years set the foundation for life, ensuring that children have positive experiences and that their needs for health, nutrition, stimulation and support are met, and that they learn to interact with each other and with their surroundings.\textsuperscript{10}

It is a period where fundamental values are to be fostered and practised, “including democracy, the inviolability of human life, individual freedom and integrity, equality and solidarity.”\textsuperscript{11}

There is a growing body of knowledge on the importance of early childhood care and education, regarding its relation with the realization of other human rights. The right to life, health care, education and more are recognized in the International Convention on Economic Social and Cultural Rights (ICESCR).\textsuperscript{12} The ICESCR is the flagship convention recognizing the inherent dignity and the “equal and inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world.”\textsuperscript{13}

Early childhood programmes result in easier transition to primary school and better completion rates.\textsuperscript{14} Early childhood care and education enables women to participate more in the labour market.\textsuperscript{15} The most dramatic gains of early childhood programmes are for marginalized and vulnerable children. Early childhood programmes are powerful means of countering disadvantage and exclusion and breaking intergenerational cycles of poverty. The Lancet (2011), in its second series, provides a wealth of information on the effectiveness of early childhood interventions such as parenting support and pre-school programmes.\textsuperscript{16} As the Lancet series on Early Childhood Development states “Increasing pre-school enrolment in each low and middle income country would result in a benefit of between US$ 10 and 34 billion and a benefit to cost ratio of between 6.4 and 17.6 to 1 depending on the % of children enrolled, 25% or 50%.” In other words, while investing in ECD is vital from a rights perspective – all children are entitled to a decent start in life - it also makes solid economic sense. “The impact of investing in high quality, integrated, early childhood programmes is extremely strong, with payoffs that reduce inequalities among children, families and entire nations.”\textsuperscript{17}

For the majority of children (86% in Sub-Saharan Africa, 61% in South Asia) who do NOT have the opportunity to participate in an early childhood programme, attention to the early years of primary when children are in the 6-8 age range is key and the most effective way to ensure that the various EFA goals are reached.

4. What does early childhood care and education comprise?

Early childhood care and education must address the complete wellbeing of the child so that the child has a good chance to grow into a healthy, productive adult able to contribute in all spheres

\textsuperscript{11} Ethics and Politics in early Childhood Education, Gunilla Dahlberg and Peter Moss (2005)
\textsuperscript{12} ICESCR (1966)
\textsuperscript{13} Preamble to the ICESCR (1966)
\textsuperscript{14} As in 2 above
\textsuperscript{15} OECD(2006)
\textsuperscript{16} The Lancet Series, Early Childhood Development 2 , see note 4 above.
\textsuperscript{17} Executive Summary of Child Development Lancet series 2011
of educational, social, political and economic development. In terms of the Moscow Declaration, early childhood care and education should thus address health, nutrition, security, social and emotional development, language and learning which will provide for children’s holistic development.\(^{18}\)

5. **What are the challenges for the achievement of Goal 1?**

   a. Lack of infrastructure and the persistence of cultural and poverty barriers.
   b. The fact that one third of all children in developing countries suffer from stunting, a sign of poor nutritional status which in turn adversely affects their development.\(^ {19}\) Under five mortality is also still high.\(^ {20}\)
   c. Lack of trained day-care facilitators, pre-primary teachers or early primary teachers with knowledge of how young children learn and develop.\(^ {21}\)
   d. Large disparities in access and quality by income, ethnicity and residence and other factors (e.g. gender, disability) which marginalize some children.\(^ {22}\)
   e. Inadequate coordination and financing of early childhood care and education programmes.\(^ {23}\)
   f. Lack of accurate data on early childhood care and education.\(^ {24}\)
   g. Lack of awareness of the importance of early childhood care and education.\(^ {25}\)
   h. Lack of investment in early primary due to a lack of awareness of the crisis in Grade/Class 1 which is the time, in low-income countries, when the majority of drop-out repetition occurs and patterns of failure established.

6. **What should GCE call for in its campaign messages?**

   While early childhood should involve various state and non state actors, our main targets are governments and the donor community. We are providing a menu of possible messages and demands with the realization that different messages/demands are appropriate for different contexts. Feel free to pick the messages that work for your context.

6.1 **Governments**

**Prioritisation of Early Childhood Care and Education**

   a. Advocate for government to prioritise early childhood care and education on their policy agenda as a right and an integral part of lifelong learning, as well as ensuring that children are ready for schools and schools are ready for children.
   b. Call on governments to integrate early childhood care and education into education systems to ensure close coordination between holistic childhood care and education and access to and achievement in early primary education.

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\(^{18}\)** Moscow Declaration (2010)**  
\(^{19}\)** EFA Global Monitoring Report (2011) 9**  
\(^{21}\)** As above  
\(^{22}\)** As above  
\(^{23}\)** As above  
\(^{24}\)** As above  
\(^{25}\)** As above
c. Provide universal access to programmes that offer holistic child care and good quality early education with special attention to the most vulnerable and discriminated groups.

d. Integrate early childhood care and education into human and socio-economic development and ensure coordination a range of government departments.

e. Collaborate with parents and civil society, including teachers unions in the development and implementation of ECCE policies and programmes.

**Teacher and curriculum development**

a. Governments must ensure higher standards for teacher education and motivation in early childhood, paying particular attention to quality pre- and in-service training, induction and continuous professional development, incentives and salaries, and ensure that the qualifications of early childhood and childcare professionals are on a par with those of primary school teachers and beyond.

b. Improve curricula and pedagogy in tune with childhood, valuing play, affection, cooperation, talent and creativity as well as fostering self-esteem and active methods that take into account children’s viewpoints.

c. Encourage education ministries to ensure that adult education as well as all formal school curricula contains messages important to future parents on health and nutrition and the essential need for children to receive stronger cognitive and psycho-social support and stimulation from birth.

**Removal of discrimination**

a. Take measures to overcome all forms of discrimination and guarantee quality early childhood care and education provision to both boys and girls, children from poor and disadvantaged backgrounds, children with disabilities as well as those in emergency situations and marginalized communities.

b. Reducing inequalities with integrated interventions that target the many risks to which vulnerable children are exposed.

**Increased investment in early childhood care and education**

a. Governments to promote investment in early childhood care and education and set up the framework for delivery of early childhood programmes that include the participation of civil society.

b. Ensure governments set up an early childhood care and education policy coordinating mechanism to ensure that the programmes, activities, and budgets of the various sectors involved in ECCE work together.

c. Call for a target of a minimum of 8% of education budgets to be allocated to ECCE (prior to school) and for significant increases in resources for early primary.

**6.2 Donors**

a. Honour commitments to supporting all countries to achieve EFA, especially Goal 1.

b. Raise awareness of both the long-term national development gains in terms of poverty reduction etc. of investment in ECCE.

c. Align funding with national needs ensuring that those who lag behind the most get the most help.

d. Ensure focused attention on early primary is incorporated as a critical piece of education reform to address the equity and learning crisis.
e. Increase funding to the relevant sectors involved with ECCE to promote comprehensive ECCE programming.

7. What else should campaigners do?

Campaigners should use the ‘4 Cornerstones to ensure a strong foundation for young children’ as prepared by the Consultative Group on Early Childhood Care and Development.

7.1 What is the history of the 4 Cornerstones?

The release of the 2007 Education for All Global Monitoring Report: *Strong Foundations*, focusing on early childhood care and development, inspired the Consultative Group to convene a special session at its Annual Consultation, and the participants from all regions of the world came up with the idea of the **4 Cornerstones** of early childhood development. But consensus on the Cornerstones was not easy to achieve. Should they be cross-cutting issues such as the equity of early childhood care and development provision, the quality of early childhood care and development programming, and the need for child-centered, interactive processes? Or should they be based on age ranges within the more and more commonly accepted definition of the young child as aged 0-8 in order to ensure roughly equal attention to each age range by each of the major actors in early childhood care and development – an equality often not achieved? In the final analysis, the latter approach was chosen, with one exception (Cornerstone 4), leading to four cornerstones as outlined in the below summaries.

In simplest terms, these include the following:

**Cornerstone 1: Start at the beginning (age 0-3)**
- integrate, coordinate, and improve services to all young children and their families
- promote more positive caregiver/child interaction, stimulating environments, good health and nutrition, and better child care
- provide universal access to family support programmes that address holistic child development.

**Cornerstone 2: Provide new opportunities for discovery and learning (age 3-6)**
- ensure access to at least two years of quality early childhood prior to formal school entry
- focus on the development of children’s sense of self, their interactions with peers and adults, their confidence as learners, their language competence, and their critical thinking and problem solving skills
- provide information and support to parents and caregivers
- prioritise the most vulnerable and disadvantaged children.

**Cornerstone 3: Make schools ready for children (age 6-8)**
- ensure a welcoming, appreciative, and inclusive school environment which facilitates the transition from the family or pre-school environment
• train and appoint capable teachers to lower primary grades who understand the
development needs and learning styles of young children
• ensure smaller class sizes and a manageable teacher-child ratio in the early years of primary
school.

Cornerstone 4: Address the development of policies on early childhood (across all age ranges)
• develop, implement, and evaluate policies and action plans in the context of a national
vision and strategies for young children, expanded investment in their development, and
stronger intersectoral coordination
• guarantee adequate resources by ensuring that early childhood is integral to national
development policies and macroeconomic planning and budgeting
• address early childhood, across sectors, in all national and sub-national policies and plans
• invest now in ECD policies and programmes which will bring large future returns to
individuals, families, communities, and nations

Just as the integrity of any building is threatened if any of its cornerstones is weak and/or
missing, so too is the ECCD. Ignoring the cognitive and psycho-emotional needs of children aged
0-3 in favour of interventions limited to health and nutrition, providing quality pre-school
services only to children of the urban elite, assuming that all children will make a similarly easy
transition from the home or pre-school to a primary school not ready to receive them, and/or
developing ECCD policies which are not comprehensive, multi-sectoral or adequately funded will
ultimately weaken any national (therefore, ultimately, any local) ECCD effort.

Each of the Cornerstone briefs is meant to be adaptable to a variety of audiences.

For more information on the Cornerstones visit www.ecdgroup.com
PART B

This section contains information on the Slogan, Action and Question and Answers

SLOGAN

Rights from the start:
Early Childhood Care and Education Now!

ACTION

The Big Picture

The action for 2012 will be “The Big Picture” and it will involve the active participation of young children as well as adults in a fun activity that reflects the aspirations of children as they grow - happy healthy children cared for in a secure environment. We hope this action will inspire everyone, small and big, to connect with others through various other activities planned by each country. This is in keeping with what we have done every year and it creates a sense of being part of a global movement in support of EFA. Further, we hope that the action will allow us to forge stronger lasting relationships among young children, families, communities, teachers and all those involved in early childhood education and care.

The “Big Picture” will involve taking pictures as well as drawing/painting in preschool and early primary school. Children in primary school will be asked to draw and/or take pictures of an ideal early childhood care and education situation for their younger brothers and sisters and asked to picture what helped them learn and grow when they were in early childhood. Children in preschool will be engaged in activities that help increase responsiveness, such as book reading (by teachers), play activities.

The Big Picture activities will be delivered nationally and globally.

National Delivery moment
The national delivery moment could involve getting a high ranking government official back to school to join the picture painting as well as photographing activities. The official will receive a string of paintings/pictures that show him/her what is expected in early childhood education and care. Messages with paintings/pictures will then be sent from each “Big Picture” activity centre to the head of state.

Global Delivery moment
Look for a global target at which we can deliver messages on the importance of early childhood care and education. Information on the global moment will be communicated in the Resource Pack.
QUESTIONS AND ANSWERS

1. How can we get nurseries, pre-schools and communities to participate?
You can participate in the action by identifying people and organizations involved in early childhood care and education and asking them to be part of the action. Please involve families and local communities by sending fliers or information through local libraries, churches, mosques etc.

2. Who else should be involved?
National Teacher Unions have been invaluable in all GCE campaigns. Ensure that teacher unions, especially in countries where they do not form part of your national education coalition are actively involved. Get the media involved at an early stage. Invite celebrities or high profile figures if possible.

3. What is the importance of holding a National Highlight Event?
It is very important that you hold a national highlight event, because such national events have the potential to get the attention of policy makers. National events also get the participation of a cross-section of people and it is easier to organize media and therefore have bigger visibility with a national highlight event. You can also replicate this by holding regional events so that the entire country is involved in various activities closer to home.

4. What should be done at the National Highlight event?
This will be an opportunity for you to deliver power messages to high-ranking government officials on the importance of early childhood care and education. You will have collected these messages during pre- and primary school activities. Ensure that you have a big media presence and that everyone involved in early childhood care and education is represented at the event.

5. What else can you do?
- Gather any stories/pictures on early childhood care and education.
- Create an early childhood care and education page on your website where you will put information on any events.
- Secure the support of government departments working in early childhood and see if you can be partnered on government campaigns on early childhood care and education.
- Attempt to secure free space from advertising companies that support early childhood care and education and then advertise the Big Picture event in the month leading up to Global Action Week.

6. Where can you send information and pictures of your activities.
You can put this information on your websites as well as upload this information on your national pages of the GCE Website.

7. Will there be other materials/information from the GCE Secretariat?
Yes, we shall be developing the following materials which will be sent to you in November.
- Poster, containing the main image the campaign will carry.
- Leaflet, containing the policy messages.
- Calendar of key moments at which we can deliver our messages throughout the year.
• Resource Pack, containing detailed information including a policy paper on early childhood care and education, a media pack and further information on how to make the campaign a success.
• A list of allies that GCE could work with to deliver this campaign.

8. What other ideas could be useful to Coalitions?

Gathering case studies
Over the years we have learnt that case studies or dossiers are useful during campaign moments. You could gather information on the status of early childhood care and education in your country and use the information during the campaign.

You can also include any other ideas that work in your country to make this campaign successful.

9. Where else can you get resources to help with your campaign?
• Education International: http://www.ei-ie.org/
• Consultative Group on Early Childhood Care and Development http://www.ecdgroup.com/

10. When should we promote Global Action Week activities?
Action Week will take place from 22\textsuperscript{nd} April – 28\textsuperscript{th} April 2012 but try to promote this in advance, in particular with organisations you hope to involve in activities.

11. Where should we register our participation for Action Week?
ALL registrations must be made on the GCE Website. The site contains sections for coalitions as well as individual registrations.

11. Will grants be available?
Small grants may be available to national coalitions in the South and is subject to availability of the funds. Only one coalition per country is eligible for grants. Coalitions in the south wishing to receive grants must request for a grant application form. All sections in the form must be completed in order for the application to be considered.
## 12. Timeline

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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Oct-November</td>
<td>Make online registration. In order to be complete the registration must fill all requested fields.</td>
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<tr>
<td>November 10th</td>
<td>Resource pack sent Deadline for grant applications.</td>
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<tr>
<td>November 15th</td>
<td>Resource Pack to be sent to all GCE Coalitions.</td>
</tr>
<tr>
<td><strong>December 10th</strong></td>
<td>Deadline for small grants applications. Please e-mail to request a grant application form to: <a href="mailto:actionweek@campaignforeducation.org">actionweek@campaignforeducation.org</a></td>
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<tr>
<td><strong>December 30th</strong></td>
<td>We request that you send us details of the National Highlight event. This is important as it will enable us to maximize our support for your event. We will keep a tracking grid of what coalitions are planning around GAW.</td>
</tr>
<tr>
<td>January 15th</td>
<td>GCE informs applicants of funding outcomes <em>(please note this is dependent on securing the resources. If there is a problem GCE will continue to search for resources but the date will need to be later)</em></td>
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| **Mid-February** | We suggest a national planning meeting to:  
- Get a mailing list of all schools/education groups in your country and agree joint letter. Write to all schools in your country – adapting and tailoring the GCE template materials as you see fit.  
- Draw up a list of tasks and clearly allocate responsibility – a named individual for each task.  
- If you are doing a national highlight event – produce an invite to the to all high level policymakers you are inviting. We will send you a template invite letter in the Resource Pack.  
- Agree list of important politicians, community leaders, spokespeople and other celebrities you hope to involve, and divide up the responsibility for contacting them.                                                                                                                                                                                                                     |
| **Mid-February** |  
- Send materials to printers and then post mass mailing to schools and other groups. Include national campaign materials and any GCE materials that you have chosen to adapt The Big Picture.  
- Send invitations to Head of State/Key Ministers/Celebrities and call for specific actions in support of the theme.                                                                                                                                                                                                                                         |
| **Early March** | Media and communications information to be sent to all GCE coalitions.                                                                                                                                                                                                                                                                                                                                                                                                         |
| **Late March** | A good time for state/district/local planning meetings, once logistics and coordination mechanisms have been worked out at national level.                                                                                                                                                                                                                                                                                                                                |
| **Invite media too to get press coverage!! Use Communications/media pack to guide you**  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| **Late March/Early April** | Final push. Use all available means to remind everyone about the Action Week and build momentum, e-mail, SMS, social networks, word of mouth, community leaders to spread the word, local shopkeepers to post little posters in their stores, etc. Visit strategic media houses and talk to journalists to keep the momentum.                                                                                                                                                                                                                         |
| **April 19**   | Send out press releases and contact journalists in person                                                                                                                                                                                                                                                                                                                                                                                                                     |
| **April 22nd-28th** | Action Week in action!                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| **Mid-May**    | Report backs on Action Week. *Please all the reports must be sent to us using the reporting format we shall send you.*                                                                                                                                                                                                                                                                                                                                                       |