



**GCE Action Week**

**April 20-26th 2009**

**GAW Campaign Planning Pack**

***The Big Read!***

***Youth and Adult Literacy and  
Lifelong Learning***

Dear Campaigner,

The GCE is pleased to present the Planning Pack for GCE's Action Week 2009. Thanks to all the enthusiastic feedback from GCE members this year, particularly during the GCE's World Assembly which was held in Brazil in January. This year the GCE Board, Secretariat and planning group worked to a much quicker timetable in agreeing the strategy for GCE Action Week 2009 – so you have more time to prepare and plan.

The theme this year is 'Youth and Adult Literacy and Lifelong Learning'. We have developed some exciting actions that we hope will unite all the GCE coalitions around the world.

At the national highlight events we are hoping that Assemblies, Parliaments and other important buildings can be persuaded to open their doors to adult learners during GAW.

As usual we are planning an overall main activity which will link the local group and school work with the national and global events. This year we are preparing a story book which will contain stories written by some of the biggest authors and education advocates in the world. These stories focus on how reading and writing has changed their lives and how this could change the lives of millions of people if the promises on Education for All were kept. The ending of the story book will ask people to add their names and messages to affirm the importance of reading and writing. Coalitions are encouraged to help those people who cannot read and write by reading the stories to them and asking them if they would like their name to be added to affirm the importance of reading and writing.

We would like this list of people who have taken part to be as long as possible so that when the messages and names are sent to your local policy makers and politicians they know the scale of support for Education for All. We also encourage you to involve policy makers and politicians in the event so that they can learn about the education crisis and the importance of EFA. Halfway to the 2015 target date for achieving the Education For All goals the world is way off track and goal 4 on literacy has been the most neglected one, therefore we want to pressurize as many politicians as we can about the need for urgent action.

Schools and local groups can take part in one of three ways:

- Inviting a politician and policy makers to a gathering where the reading of the book will be done and then handing over the book and the list of collected signatures.
- By adding local stories from celebrities or those who are missing or have missed out on an education to the story book, appending a list of supporters of the book and sending them to key politicians and/or policy makers.
- Students and learners can also use the book to write their own stories, or to re-write the endings of the stories in the book and deliver these and the list of supporters to the education officials.

We hope national coalitions will be able to get as many schools and local groups as they can to take part. We want to involve so many politicians, adults and children that leaders around the world feel pressure to act to keep their promises. We are also asking national coalitions to try and organize one highlight event which will be a high profile event that encourages governments to take action on literacy.

The suggested slogan for the national highlight event is '**Open Books, Open Doors**'.

This planning pack contains all of the initial information you need to consider the idea and if you go ahead to register your involvement. It provides more detail on this year's theme – *Youth and Adult Literacy and Lifelong Learning*. It also sets out all of the key dates so you know when and what you can expect from the GCE Action Week planning team.

As we are racing against time, we request that you pay special attention to the suggested time lines at the end of the Planning Pack which are meant as a guide to ensure that we ensure GAW 2009 is a big success. But here are some key stages to look out for:

- (a) First planning meeting
- (b) Return of registration forms
- (c) Claims
- (d) Approval of Claims by GCE Secretariat.

We hope that you agree to join in this united effort to create a real moment next April with leaders and politicians all over the world focusing on the importance of Literacy and Lifelong learning. We thank you for your hard work and your instructive feedback and wish you all the best in the planning phase for GCE Action Week 2009 in your country.

Kailash Satyarthi  
Mwananyanda  
President  
Coordinator

Muleya

Action

Week

## 2008 GCE Action Week Planning Pack

### 1. THEME – “Youth and Adult Literacy and Lifelong Learning”

#### 1.1 DETAIL ON THEME

UNESCO reports that Literacy is “one of the most neglected of the six Education For All Goals”. Most education programmes have focused on primary education and adult literacy has in most cases been neglected hence the huge number of illiterate adults. The majority of illiterate adults are found in less developed countries and women tend to be represented highly in this group.<sup>1</sup> According to the most recent UNESCO Institute for Statistics (UIS) data, there are an estimated 774 million illiterate adults in the world about 64 per cent of whom are women.<sup>2</sup> By the UIS’ own admission this statistic may have limitations, mainly based on the fact that the country figures are self reported and not based on any independent empirical exercise.<sup>3</sup> There is a strong possibility that the figures are significantly higher.

So important is literacy that research has shown that in some countries children born to literate mothers are 50 per cent more likely to survive past the age of five. Furthermore adult literacy is key to achieving universal primary education as literate adults rarely raise illiterate children.

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<sup>1</sup> See UNDP Human Development Report 2007/8

<sup>2</sup> See UNESCO Institute for Statistics at [http://www.uis.unesco.org/ev.php?URL\\_ID=6401&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201](http://www.uis.unesco.org/ev.php?URL_ID=6401&URL_DO=DO_TOPIC&URL_SECTION=201)

<sup>3</sup> See Van Ravens and Aggio “The Cost of Dakar goal 4 for Developing and ‘LIFE’ Countries” (2005) A report commissioned for the 2006 edition of the EFA Global Monitoring Report. See all GCE/AA *Writing the Wrongs: International Benchmarks on Adult Literacy* (2005)

The definition of literacy has evolved over time. Functional literacy has been defined as the ability to “read and write with understanding a short simple sentence about one’s daily life”.<sup>4</sup> However, this minimalist definition is regarded as reductionist by most within the GCE constituency. A more satisfactory definition is that literacy is: ‘the ability to read and write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems as family members, workers, citizens and lifelong learners. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society’.<sup>5</sup> It has also been observed that increasingly, communication in commerce or society in general requires the ability to use computers and other new information technologies so eventually the definition of literacy may expand to include this aspect.<sup>6</sup>

The Global Campaign for Education describes literacy as being about “the acquisition and use of reading writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality”.<sup>7</sup>

The theme this year also addresses youth literacy. It is therefore imperative to define Youth. For statistical purposes, the United Nations defines ‘youth’ as “those persons between the ages of 15 and 24

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<sup>4</sup> UNESCO (2006) “ Literacy: The Core of EFA,” EFA Global Monitoring Report.

<sup>5</sup> <http://en.wikipedia.org/wiki/Literacy>

<sup>6</sup>See [Curriculum Framework for Adult Literacy in Scotland](#) accessed on 25<sup>th</sup> May, 2008

<sup>7</sup> Benchmark 1, *GCE/AA Writing the Wrongs: International Benchmarks on Adult Literacy*(2005) 15

years, without prejudice to other definitions by member states.”<sup>8</sup> For purposes of this Planning Pack, we will adopt the UN definition.

## **2. ACTION**

We have developed an exciting action, the **BIG READ**, which we hope will unite all the GCE coalitions around the world. There will be a story book which will contain stories written by some of the most famous authors and education advocates in the world. These stories focus on how reading and writing has changed their lives and how this could change the lives of millions of people if the promises on Education for All were kept. The ending of the story book will ask people to add their names and messages to affirm the importance of reading and writing. Coalitions are encouraged to help those people who cannot read and write by reading the stories to them and asking them if they would like their name added to affirm the importance of reading and writing.

We would like for this list of the people who have taken part to be as long as possible so that when the names and messages are sent to your local policy makers and politicians they realize the scale of support for action to keep the promises on Education for All. We also encourage groups to invite local policy makers and politicians to take part in the event so they can learn directly about the education crisis and the importance of EFA. We are now more than halfway to the 2015 target date for achieving the Education For All goals, and the world is way off track. Goal 4 on literacy has been the most neglected one, therefore we want to pressurize as many politicians as we can about the need for urgent action.

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<sup>8</sup> This definition was arrived at during preparations for the International Youth Year (1985) and endorsed by the UN General Assembly (see A/36/258) and Resolution 36/28 1981)

Schools and local groups can take part in one of three ways:

- Inviting a politician/policy makers to a gathering where the reading of the book will be done and then handing over the book and the list of collected signatures.
- By adding local stories of celebrities or adult learners to the story book, appending a list of supporters of the book and sending them to key politicians and/or policy makers.
- Re-writing the ending of the stories in the book in story writing competitions, and presenting their own stories with the list of supporters to the politicians

We hope national coalitions will be able to get as many schools and local groups as they can to take part. We want to involve so many politicians, adults and children that leaders all over the world are forced to act to keep their promises on Education for All. We are also asking national coalitions to try and organize one **highlight** event on literacy which will be a high profile event that encourages governments to put more effort into literacy.

#### **OTHER ACTIONS TO BE TAKEN BY COALITIONS**

We are asking coalitions to make additional steps that will help increase participation in Action Week and hopefully, increase the impact our action will have on policy makers.

(a) Persuade the groups taking part to fill in the validation form and send it back. This is essential to know who took part and for those that ask for more information we can also send them messages at key times for your campaign later in the year. If we can capture as

- many contact details (especially e-mails) from the Global Readathon then we will dramatically increase the strength and impact of our campaigning. A template form and template “Thank you “Letter will be contained in the Resources pack. As well as a simple on-line set up we will also be offering to collate the forms for national coalitions that are unable to after the GCE Action Week.
- (b) Please keep a record of the total number of people who participate in the Global Readathon for onward transmission to the GCE Secretariat after Action Week
- (c) We will be investigating the possibility of using SMS messages this year. We will explore setting up a common campaign telephone number so people can send a text message to indicate that they support the Global Readathon and therefore sign up for it. We will write later to coalitions on how feasible this is for April 2009.

### **3. SLOGAN**

We are proposing two slogans for GCE Action Week. One slogan relates to the action and the other to the key demand. They are to be used on banners, posters etc.

- Action: **BIG READ**
- Demand: **“Right to Read!”**
- We will be asking Coalitions to do a national High Light event under the slogan **“Open Books, Open Doors”**

These are the slogans that the GCE will be using in some of our materials and in the media. As with all GCE Action Week slogans the amount you use them is up to you.

## **4. KEY MESSAGES QUESTIONS AND ANSWERS**

### **4.1 What is the proposed Joint Action for GAW 2009?**

We will attempt to get as many people as possible worldwide to take part in the BIG READ – this means reading the *Story Book* and appending their names after reading it to affirm the importance of literacy. We encourage schools and groups to open their doors to adult learners, politician and the media during the BIG READ. If this is not possible then schools and groups should send the *Story Book* and names and messages to a politician (either direct or via the national coalition whatever you prefer) with the signatures that we want them to act on in order to stop illiteracy now! The book will contain a lesson guide with proposals for how to use the book within a lesson setting. This guide will be contained in the Resource Pack

At the national level we hope many famous buildings; assemblies and Parliaments will open their doors to adult learners and allow them to host an event for the BIG READ. The call of opening doors also fits with the campaign demand that education is a liberator.

### **4.2 What progress has been made?**

Since GCE started more than 40 million more children have entered school gates. The number of out of school children is now down to 72 million and illiterate adults down to 774million. However, goal 4 on literacy still remains one of the most neglected goals of all the EFA goals. Many countries do not have literacy programmes that capture adults and youth who have not had the opportunity to learn how to read and write and yet still some of the programmes are very rudimentary.

#### **4.3 What will we be asking schools/local groups to do?**

Take part in the **BIG READ**. Invite a politician (or community leader), the media and adult learners into your school/group during GCE Action Week. The politician and the media will be read a story from the Story Book by the children and/or learners about the importance of education for all and the problems of youth and adult illiteracy. After the lesson the local media, politician, community leader or teacher will be asked to verify the participation in the **BIG READ** and messages will be sent to the Head of State either directly or via the national coalition (whichever you prefer).

#### **4.4 Which politicians should be invited?**

We would encourage schools and groups to invite anyone they think would be useful to influence. This could be elected members of the national assembly, congress or parliament. It could be the local district education officer, or a community leader. Anyone who can influence the implementation of Education for All and particularly goal 4 of the EFA in your country should be targeted.

#### **4.5 What else can you do?**

We encourage you to do a survey of your local community – this could be a map, interviews or pictures of children and adults who are not able to read and/ or write. They could do sketches or stories on what life would be like for their parents and friends if they could not read and write. Once they have collected stories from illiterate people and prepared a report, these findings will be handed or sent to the politician (or community leader).

Full details on other actions will be available in September as part of the resource pack.

#### **4.6 What are we asking national coalitions to do?**

We are asking coalitions and education campaigners to join the effort to get as many politicians to be part of the change and promotion for youth and adult literacy and lifelong learning. In addition to all other actions that you may take in your country we invite you to:

*Organize a national highlight event. (It is recommended that this happens at a national building with political significance, such as Parliament building where it will be emphasised that **Open Books, Open Doors.**)*

Coalitions are encouraged to:

- Invite the Head of State or Finance Minister to go to a public building such as parliament where the doors are opened to adult learners and the national READING event will take place.
- Invite the media along to cover it so that it becomes a huge media event with maximum publicity.
- Present him/her with the status of quality of education in the country – so that the demands you have are very clear, both to the Head of State or Finance Minister and to the wider media.

*Approach local authors, celebrities and influential people to write a story, or be interviewed so that their story can be included in the national book. (These stories can be fiction, or based on experience, or maybe about someone that they have met, such as a young person who's learning to read and write).*

#### **4.7 What other ideas could be useful to Coalitions?**

There are a number of ideas that could make GAW exciting.

##### *Song*

Coalitions could develop a song on literacy that can be sang by members of the community as well as schools around the country. This song will reflect the literacy needs of a particular country and it can be sang as part of the highlight event.

##### *Gathering case studies and spokespeople*

One of the most important things that is a carry over from past campaigns is to gather a bank of case studies as well as people who will support your call for literacy and lifelong learning..

Gather interesting local stories on literacy. How many adults and youth are illiterate in you community and how many are willing to talk about their experiences? Share those stories during GAW. Try and identify at least one of each of the following from your local areas, and bear in mind that the better the story, the more media will be interested in covering it and hence the bigger the publicity. Where possible try and use interesting case studies including:

- Adults that have benefited from adult literacy programmes in your country.
- Adults who are still illiterate and what their experiences are with that kind of illiteracy.
- Children's stories on how life would be like for them if their parents were illiterate

- Local celebrities on what their lives would be like if they were not able to read and write.
- Involve as many people as possible. In poor countries, women's pressure groups have a lot of influence particularly in poor communities.

NOTE: (You can be aided in these activities by putting up posters in a nondescript language in public places at the national highlight event. The purpose would be to make it difficult for people to find normal places, such as public conveniences as they cannot read the posters)

#### **4.8 Where should we promote the 2009 Global Action Week?**

Please distribute materials as widely as possible. A main suggestion is to contact as many schools and community centres as you can. A mailings grant for those coalitions that traditionally receive grants will be available to support this. We are hoping this year to reach as many local groups as possible and we encourage you to think about trying to reach every school in your country.

A further suggestion is that apart from the mailings to schools, you should also try to distribute at local markets, stores and business houses. You can also approach religious organizations and groups such as the Girl Guides and Boy Scouts – many of whom currently support the MDGs and education for all. We need all of society to support the importance of Education for All so any network which has large numbers of organized groups across the country and who would support quality Education for All would be useful to involve in the **BIG READ**.

It is also important to involve parents and guardians in the activities. In the pack that goes to schools, you could include a message that students should educate and invite their parents/guardians to Read the Story Book!

Build up from the activities of GAW 2008 and where you already promote the campaign. Where possible try and replicate it to fit into the 2009 campaign. Look at what worked well in your country and add it to the list of activities for GAW 2009.

#### **4.9 When should we promote GCE's Action Week activities?**

The GCE's Action Week will take place from **20<sup>th</sup> - 26<sup>th</sup> April 2009**. However, as with previous years, if that is a difficult week for the coalition to organize, then you are able to co-ordinate around different dates in your country.

#### **4.10 How should we make contact with the media?**

It is really important to make sure as many of the events as possible are witnessed by the media. This is important as it makes the politician much more likely to make and keep promises. It also ensures that the activities reach an even wider audience. We will be sending a communications pack in January containing lots of ideas for work with the media, but as an outline we suggest:

For the national highlight event, try and invite as many of the media as possible. If you are able to get the Head of State or Finance Minister to attend it should help get media there. In the mailing to schools encourage them to invite the local media in to 'Witness' the politician taking part in the **BIG READ**.

Make sure that you are aware of all the relevant sections and opportunities in your local media. Your local papers, radio or TV will have some free slots which you can take advantage of. Consider finding local business houses that can pay for PAID slots in local media to maximize publicity.

We will also be producing some materials with interviews from the authors and senior education advocates who are writing stories for the books. By using these materials the media, especially community radio stations and their listeners, will be able to take part in the **BIG READ** directly, rather than just covering news stories of the events. More details will be provided in the Resource Pack and Communications Pack.

#### **4.11 How is the Story Book going to work?**

We are finalizing the plan for the story book at the moment and much more information will be contained in the Resources Pack. The main concept is that we will provide some global stories from some of the world's most famous authors and education advocates. These stories will be a mixture of fiction, personal examples of impact of education and interviews with illiterate children and adults. These stories will then be translated into the appropriate language and you will have the opportunity to add any stories from famous authors and education advocates in your country. Later in 2008 we will provide national coalitions with sample letters and the names we have secured globally. National Coalitions can then approach whichever people you want to add stories to the book. Once these are confirmed the global and national stories will be combined to form the version of the story book in your country.

This will mean that each country will have a different version of the story book, but there will be a common element. The guidelines around the **BIG READ** will be much more flexible than last year's action week so we will not have to use exactly the same book.

#### **4.12 What will the Book look like and how will it be printed?**

The story book will be one which you can easily add your own story to, produce, photocopy, fax or email. It will also be available as an e-book so that anyone in the world with access to internet can read the book and add their name. The book will also be available in the format for your national coalition to print and publish nationally, so please factor this into your plans.

## **5. FUTURE RESOURCES FROM GCE**

This Planning Pack has been designed to help you begin organizing an action-packed Week with renewed vigor and aim to achieve maximum participation from government officials, community leaders, the media, celebrities, parents and other opinion leaders in our various communities. In addition to the Planning Pack we will send out two main mailings to support your work:

### **(a) GCE's Action Week Resource Pack (End of September 2008)**

This will contain several different resources - all easy to adapt to your national and local context:

- Case studies (if we can get some to use for the resource pack) & a media plan
- Global Action Week Briefing paper
- Lesson Guide on how to use the Book
- Validation Form
- Materials CD with poster designs and logos
- Further and detailed campaign ideas.
- Template celebrities invitation letter

### **(b) Global Action Week Communications Pack (End of January 2009)**

This will include:

- The Story Book
- Media pack with details on facts and statistics
- Quotes and endorsements you can use
- Sample Press Release
- A Web Banner and link to the on-line action,

- Web online pages
- Template Thank You letter

## **6. POLICY ASKS AND DEMANDS**

We must build on what we have done previous campaigns. Education is a human right and this has been recognized in various international human rights instruments. These instruments have achieved further meaning by the elaboration of Education for All goals by governments at the World Conference on Education for All in Dakar in 2000. In particular this year's Action Week will concentrate on EFA Goal 4 - increasing adult literacy by 50 per cent. Coalitions are invited to recall these goals which we have been using as a yardstick to measure governments' achievements. Specific demands should be made from; (a) developing countries, (b) donor countries and (c) international institutions.

### **National governments in poorer countries should:**

1. Make constitutional provisions that stipulate that adult literacy, adult and youth education are rights, in line with the UN Convention against Discrimination in Education
2. Increase budgetary allocations to ensure that at least 3% of education budgets are spent on adult literacy
3. Expand sectoral plans to include the twin challenges of literacy and quality in education OR re-invigorate existing EFA Plans and mechanisms developed between 2000 and 2002

### **Richer countries and the international institutions should:**

1. Expand the mandate of the EFA Fast-Track Initiative so that it encourages countries to address all six EFA goals with special emphasis on literacy in the first instance
2. Increase the knowledge basis on education by making a concerted drive to gather data on literacy levels, as well as developing analytical studies on the impact of literacy

3. Increase and guarantee the predictability of aid to literacy as a matter of priority and fully fund their share of the \$16 billion required for EFA including their share of the \$1 billion required for Adult Literacy.
4. Develop innovative financing mechanisms to fund youth and adult literacy programmes in those countries that need such programmes the most.

## 7. TIMELINE

<b>September</b>	Global Action Week Resource Pack will be sent out to all registered GCE coalitions.
<b>Late Sep / Early Oct</b>	We suggest a national planning meeting takes place to: <ul style="list-style-type: none"> <li>• Establish National Action Week committee</li> <li>• Name Coordinating organizations</li> <li>• Named GCE focal point established</li> <li>• Agree which of the global activities you will participate in</li> <li>• Plan what materials you want to produce locally (poster, leaflet etc) and who will do this</li> </ul>
<b>By 8<sup>th</sup> October</b>	After the meeting, coordinating organisations/GCE focal point should register with GCE by filling out the Registration Form or e-mail <a href="mailto:actionweek@campaignforeducation.org">actionweek@campaignforeducation.org</a> The registration form includes details on <b><u>Material and Small Grant Application Forms</u></b> . Materials grants are a fixed amount available to coalitions in developing countries only. The small grants are only available to southern coalitions that satisfy the grant application requirements.
<b>November</b>	GCE to send details of the global part of the Story Book and sample letters enabling those national coalitions that want to, to approach key national figures to write a story in the book.
<b>End November / December</b>	We suggest a national planning meeting to reach agreement on activities and approve local materials and any adaptation/translation of GCE materials. Set time and date(s) for National Highlight event.
<b>10<sup>th</sup> Dec</b>	Deadline to return GAW Small Grant and Materials grant

	invoice
<b>15<sup>th</sup> Jan</b>	GCE informs applicants of funding outcomes
<b>January</b>	<p>We suggest a further National planning meeting to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Draw up a list of tasks and clearly allocate responsibility – a named individual for each task</li> <li>• If you are doing a national highlight event – produce a joint invite to the Head of State or Finance Minister</li> <li>• Agree list of important politicians, community leaders, spokespeople and other celebrities you hope to involve, and divide up the responsibility for contacting them</li> </ul>
<b>February</b>	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 Story Book will be printed at this time though the arrangements for printing will be provided later.
<b>February</b>	Send invitations to Head of State/Key Ministers/Celebrities and call for specific actions in support of the theme.
<b>February</b>	A good time for state/district/local planning meetings, once logistics and coordination mechanisms have been worked out at national level
<b>Early March</b>	Invite media too to get press coverage!!
<b>March</b>	<p>We suggest a further National planning meeting to:</p> <p>Draw up media strategy – which journalists will be targeted and who will contact them? What materials</p>

	(press release, report/briefing paper, etc) will be needed and who will write and produce them?
<b>Late March / Early April</b>	Final push. Use all available means to remind everyone about the Action Week and build momentum, sms, 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
<b>April 19</b>	Send out press releases and contact journalists in person
<b>April 20<sup>th</sup> -26<sup>th</sup></b>	Action Week in action!
<b>Late April/Early May</b>	Report backs on Action Week

**8. REGISTRATION FORM.**

**Please send to the GCE Global Action Week Co-ordinator Muleya Mwananyanda – by e-mailing [actionweek@campaignforeducation.org](mailto:actionweek@campaignforeducation.org) - before 8<sup>th</sup> October**

*This form should only be filled in after a meeting of national GCE partners. The meeting should discuss the possibility of national events for the GCE Action Week 2009 and the form below is meant to be a record of those discussions. The main contacts should be the person or people who will lead the communication with the GCE on Action Week 2009. They will receive further updates from GCE Secretariat and will keep the Secretariat informed of the plans in their country.*

**A) National Coalition:** \_\_\_\_\_

**B) Major organizations planning to be involved in Week of Action 2009**

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

**C) Names and email/phone numbers of main contact(s) for Week of Action 2009 (Please list more if needed)**

NAME	ORGANISATION	E-MAIL	PHONE/FAX
a.			

b.			
c.			

**D) We will (please tick as appropriate):**

Arrange an ' <b>National Highlight Event</b> ' during Action Week 2009 in schools and other groups across the country.	YES <input type="checkbox"/>  NO <input type="checkbox"/>
Attempt to organize a highlight event involving the Head of State or Finance Minister	YES <input type="checkbox"/>  NO <input type="checkbox"/>

**E) Grants**

We hereby claim the Materials Grant (maximum Euro 800) <i>(Please note, as funds are limited the Materials Grant will only be available to developing countries)</i>	YES <input type="checkbox"/>  NO <input type="checkbox"/>
We hereby claim the Schools Mailing grant <i>(exact amount to be confirmed – approximately 300 Euro)</i> . This is to cover costs of writing to schools and other groups inviting them to take part in the Big Read.	YES <input type="checkbox"/>  NO <input type="checkbox"/>
We would like to apply for a GAW Small Grant. Please send us a funding application form to be returned by 10 <sup>th</sup> Dec 2008 <i>(Please note, as funds are limited, GCE can only accept applications from developing countries)</i>	YES <input type="checkbox"/>  NO <input type="checkbox"/>

**F) Please tell us the address to which The Big Book of Action Week 2008 should be delivered:**

Contact Name	Contact Phone Number*	Organisation (if applicable)

	country code	city code	number	
<b>Street Address 1</b>				
<b>Street Address 2</b>				
<b>Town / City</b>			<b>Postal Code</b>	<b>Country</b>

\*Contact phone number is required for courier delivery. NO P.O. Boxes please. Courier services cannot deliver to a P.O. Box.