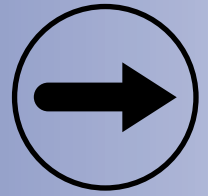


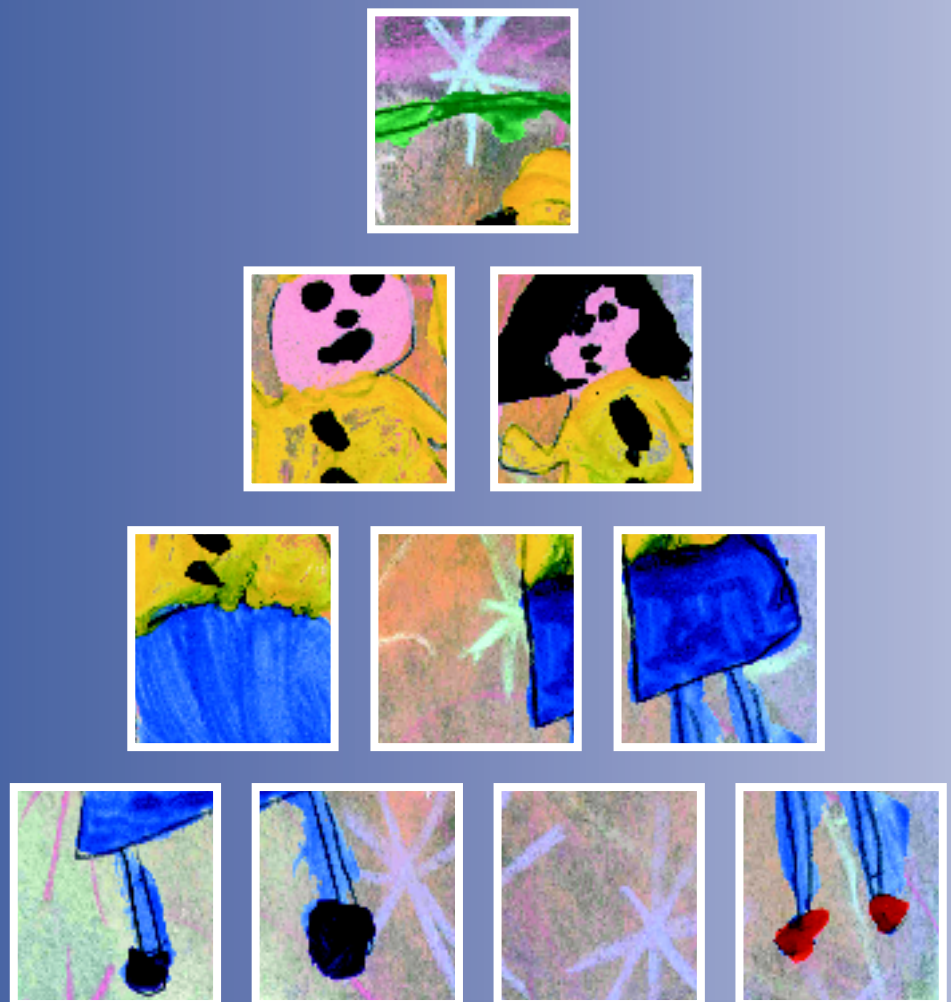
# Building the Foundation Phase Action Plan

Information  
Document



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Foundation  
Phase



- Title of document:** Building the Foundation Phase - Action Plan
- Audience:** All primary schools in Wales, LEA funded non-maintained early years education providers, local education authorities, voluntary organisations, teacher and other unions, church diocesan authorities and National and local bodies in Wales concerned with education.
- Overview:** This document sets out the Welsh Assembly Government's Action Plan for introducing the Foundation Phase.
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- Related documents:** Foundation Phase Pilot: First Year Evaluation Report, published February 2006.  
Foundation Phase Pilot: Final Evaluation Report, published December 2006.

## Minister's Foreword



Wales has a long and proud tradition of commitment to early years education and care. Since devolution of government to Wales we have provided 11,000 additional school places for children and are now able to offer at least part-time provision to all 3-year-olds whose parents/carers want it. The Assembly Government has also supported the introduction of thirty eight integrated centres bringing together early years education, childcare, training and open access play. We have just commenced our Flying Start programme, which over the next two years will enable a range of services including free childcare, health and parenting programmes to be offered to 16,000 nought to three-year-olds and their parents/carers in our most disadvantaged communities.

The Foundation Phase is the other major pillar of our early years programme. It has evolved from one of the first policy reviews undertaken by the Assembly Education Committee and has always enjoyed strong cross party consensus. The review identified the compelling research evidence that underpins the philosophy of the Foundation Phase. This points to:

- growing international recognition of a distinct phase of education for children from about three to six years of age;
- widespread support for early years education as an intervention that can make a difference in the lives of disadvantaged children and influence their adult behaviour;
- evidence that suggests that early years education makes a difference to the cognitive and social/behavioural development of children and to some aspects of their academic attainment and social behaviour in the first years of school.

What is also clear is that for early years provision to be successful the following pedagogical practice needs to be in place:

- an holistic view of learning;
- active and experiential learning;
- respect for children's ability to be self-motivating and directing;
- responsive interactions between children and adults.

All of this thinking is embodied in the Foundation Phase. We have been encouraged in the development of this policy from the widespread support it has attracted from practitioners themselves. We were clear from the outset, however, that before such a radical approach was rolled out across Wales it would be necessary to undertake a pilot of the scheme. This has been carried out in 41 schools and settings across Wales over the last two years.

We also decided that it would be necessary to have a full evaluation of the pilot. Whilst we were aware that this was unusual at a pilot stage in policy making, we were determined to show our commitment to evidence-based policy development in one of our defining policy areas. The intention was that we should learn from the experiences of the Pilot settings so that these could be reflected in the extension of the Foundation Phase to all schools and settings in Wales. The research team that have carried out this work have brought to bear the extensive experience they have gained from the internationally renowned EPPE (Effective Provision of Pre-School Education) Project. We are publishing their final evaluation report on the Foundation Phase Pilot at the same time as this Action Plan. Its recommendations, many of which are already being implemented, are incorporated into this plan.

We will now prepare for full implementation of the Foundation Phase in all schools and settings in Wales from September 2008. Thereby, one of the fundamental features of our vision of Wales as a 'learning country' will be put into place. Our three to seven-year-olds will be the immediate beneficiaries, but I have no doubt that ultimately we will all be the richer through providing our youngest children with the very best possible start to their educational experiences.

A handwritten signature in black ink, reading "Jane Davidson". The signature is written in a cursive style with a large initial 'J'.

**Jane Davidson AM**

Minister for Education, Lifelong Learning and Skills

## Introduction and Summary

The Minister for Education, Lifelong Learning and Skills announced in November 2005, that, subject to the necessary funds being voted in the Assembly budgets, the statutory roll-out of the Foundation Phase would begin in September 2008 and be completed by July 2011.

The milestones within this period will be:

- **September 2008 to July 2009** - the Foundation Phase will be provided for all children aged between three and five receiving education provision in schools and funded settings in the non-maintained sector;
- **September 2009 to July 2010** - the Foundation Phase will be provided for all children aged between three and six receiving education provision in schools and funded settings in the non-maintained sector;
- **September 2010 to July 2011** - the Foundation Phase will be provided for all children aged between three and seven receiving education provision in schools and funded settings in the non-maintained sector.

Linked to, and an integral part of the roll-out will be a change in the adult: children ratios operating in the Foundation Phase schools and settings. For children in the three to five age range, a ratio of 1:8 will be in place and a ratio of 1:15 will be introduced for children in the five to seven age range.

This Action Plan sets out how implementation will be supported by actions in the following areas.

### 1. Curriculum Documentation and Guidance

In the spring term of 2008 a revised Framework for Children's Learning, along with guidance on Teaching and Learning, Play/Active Learning and Observing Children will be published. Guidance on the seven Areas of Learning and on exemplification of standards will be published on a rolling programme from the 2008 spring term.

A development and training pack will be developed and take account of:

- the seven Areas of Learning;
- the role of play, including adult guided play;
- the use of outdoor areas;
- curriculum planning;
- assessment;

- the balance between emotional and social, and academic aims;
- transition of children between the non-maintained and maintained sector;
- transition of children between the Foundation Phase and Key Stage 2;
- the appropriate learning and teaching pedagogy to be used, including the deployment of staff;
- developing children's literacy, particularly through their interaction with adults.

## **2. Funding Arrangements**

Arrangements will be put in place by the autumn of 2007 that ensure a fair distribution of funds to local education authorities for the development and delivery of the Foundation Phase within their schools and funded non-maintained settings.

## **3. Workforce Development**

In order to ensure that sufficient, appropriately trained, teaching and support staff, able to work through both the medium of English and Welsh, are available the following will need to be in place:

- teacher training courses which give appropriate attention to the Foundation Phase;
- a major programme to train teachers in service, delivered through partnership working between local authorities and higher education institutions, on the basis of regional consortia;
- a sufficient supply of appropriately trained classroom assistants and childcare assistants for deployment in maintained and non maintained settings;
- the development of Early Childhood Studies degree courses specifically designed to meet the needs of the Foundation Phase. Some of the HE provision needed to support this may come from resources released as a result of changes in initial teacher training;
- a major programme of Continuing Professional Development training for teachers and in-service training of support staff to at least level 3 on the National Qualifications Framework, achieved through partnership working between local authorities, the voluntary organisations and Further Education;
- appropriate reference in all training courses on child development, planning, assessment and the pedagogy needed to successfully deliver the Foundation Phase.

#### 4. Communication

A high profile **communications strategy** to prepare for the roll-out of the Foundation Phase in September 2008, will be introduced from April 2007. This will include specific strategies to meet the needs of teachers, support staff, governing bodies, local authorities, the non-maintained sector and parents/carers, at local and consortia levels.

#### 5. Project Management

In order to prepare for and implement the roll-out of the Foundation Phase a **project management structure** will be created by January 2007. The underlying principle of the project management approach to be adopted will be that the implementation of the Foundation Phase is a national project, delivered locally and in collaboration with regional consortia. The component parts of the project management system will be:

- a National Project Management Group (to be chaired by the Minister for Education, Lifelong Learning and Skills);
- a Workforce Development Sub-Group;
- a Curriculum and Pedagogy Sub-Group; and
- a Communications Sub-Group.

The following Action Plan takes forward the actions necessary to achieve the Foundation Phase delivery in the specified timescales.

## Curriculum Documentation and Guidance

The Welsh Assembly Government will design and deliver a Foundation Phase curriculum that provides a progressive framework which spans four years (ages 3 to 7) to meet the diverse needs of all children, and that is appropriate to each child's stage of learning rather than focusing solely on age related outcomes to be achieved.

Action to be taken		Outcomes	Time
<b>Framework for Children's Learning (curriculum and assessment outcomes)</b>			
<ul style="list-style-type: none"> <li>Prepare a revised Framework for Children's Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Draft is ready for distribution to all schools and funded non-maintained settings in preparation for a National Consultation during January to March 2007.</li> </ul>		Autumn 2006
<ul style="list-style-type: none"> <li>National Consultation to be undertaken on the Framework for Children's Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Framework for Children's Learning consultation questionnaires and responses gathered from the consultation conferences analysed.</li> </ul>		January to March 2007
<ul style="list-style-type: none"> <li>Publish final Framework for Children's Learning.</li> </ul>	<ul style="list-style-type: none"> <li>All Foundation Phase settings/schools to receive final version ready for implementation from September 2008.</li> </ul>		January 2008
	<ul style="list-style-type: none"> <li>All Foundation Phase settings/schools (3 to 5-year-olds) to implement the Framework for Children's Learning.</li> </ul>		September 2008
<b>Assessment</b>			
<ul style="list-style-type: none"> <li>Develop a draft Foundation Phase Profile (child's record and practitioners' guidance) to record children's ongoing achievements, stages of development and for transition purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Initial draft to be sent to pilot settings/schools for trialling during summer 2007.</li> </ul>		March 2007

Action to be taken		Outcomes	Time
<b>Assessment</b>			
<ul style="list-style-type: none"> <li>Publish revised Foundation Phase Profile.</li> </ul>	<ul style="list-style-type: none"> <li>All Foundation Phase settings/schools to receive revised version ready for trialling September 2008. A monitoring programme will be put in place during the initial year of its implementation and if any amendments are needed, these will be undertaken and a final version issued June 2009.</li> <li>The Foundation Phase Profile will support children's transition from the non-maintained to the maintained sector and within the maintained sector.</li> <li>Practitioners are provided with guidance on children's developmental stages that will support their observations and assessments of the children.</li> </ul>	<ul style="list-style-type: none"> <li>January 2008</li> </ul>	
<ul style="list-style-type: none"> <li>Review current Baseline implementation and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>A proposed amended Baseline Assessment overview produced for consultation/trialling that supports the Foundation Phase assessments and provides information on children's abilities on entry into their Foundation Phase setting/school.</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2008</li> </ul>	
<ul style="list-style-type: none"> <li>Develop exemplification of standards guidance for the seven Areas of Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Exemplification guidance in a variety of formats including DVDs and handbooks produced to support the end of phase statutory teacher assessment and reporting arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>On-going from Summer 2008</li> </ul>	

Action to be taken		Outcomes	Time
<b>Guidance</b>			
<ul style="list-style-type: none"> <li>• Produce guidance materials that take account of responses to the revised Framework for Children's Learning and consultation responses/experiences of the Pilot settings/schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance documents produced and distributed to support the holistic approach on the delivery of the Foundation Phase curriculum. Guidance to include, Teaching and Learning, Play/Active Learning and Observing Children.</li> </ul>	<ul style="list-style-type: none"> <li>• All Foundation Phase settings/schools have a wide range of guidance materials to support the delivery and implementation of the Framework of Children's Learning.</li> <li>• All guidance documents will contain a glossary of terms, including: 'structured play', 'adult guided', 'child initiated' 'and cultural diversity'. This glossary will provide information to support practitioners in their delivery of the Foundation Phase curriculum and assessment.</li> </ul>	January 2008
<ul style="list-style-type: none"> <li>• Further guidance will cover:               <ul style="list-style-type: none"> <li>➢ <i>Personal and Social Development, Well Being and Cultural Diversity;</i></li> <li>➢ <i>Language, Literacy and Communication Skills;</i></li> <li>➢ <i>Mathematical Development;</i></li> <li>➢ <i>Bilingualism;</i></li> <li>➢ <i>Knowledge and Understanding of the World;</i></li> <li>➢ <i>Physical Development;</i></li> <li>➢ <i>Creative Development.</i></li> </ul> </li> </ul>			From Spring 2008

## Funding and Accommodation

The Welsh Assembly Government is committed to the introduction of the Foundation Phase so as to provide all children with a good start in life and to improve their achievements as learners and citizens. Local authorities and Early Years Development and Childcare Partnerships will need to work, over time, to provide appropriate accommodation and space to deliver the Foundation Phase in the maintained sector and funded settings in the non-maintained sector.

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>Review the funding arrangements for the Early Years and Foundation Phase Revenue Grants to ensure appropriate levels of support to develop the Foundation Phase in both the maintained and funded non-maintained sectors.</li> </ul>	<ul style="list-style-type: none"> <li>The creation of a formula which will enable a fair distribution of funds to Local Authorities for the development of the Foundation Phase within their schools and settings.</li> </ul>	Work to start Spring Term 2007
<ul style="list-style-type: none"> <li>Work with Local Authorities and Voluntary Sector Associations to develop effective and efficient strategies to allow the non-maintained sector access to funding.</li> </ul>	<ul style="list-style-type: none"> <li>Settings in the non-maintained sector can access their funding from Local Education Authorities easily and at an appropriate time.</li> </ul>	On-going
<ul style="list-style-type: none"> <li>Increase the number of schools and settings (Early Start) delivering the Foundation Phase ahead of statutory roll out.</li> </ul>	<ul style="list-style-type: none"> <li>The number of Early Start Schools and Settings (the current Pilots) doubled with new locations in Flying Start areas being given the opportunity to develop and provide a continuum of provision from 0 to 7.</li> </ul>	From September 2007

Action to be taken	Outcomes		Time
<ul style="list-style-type: none"> <li>Local Authorities to prepare an audit of all accommodation, both indoors and outside, used to provide Early Years and Key Stage 1 care and education.</li> </ul>	<ul style="list-style-type: none"> <li>All Local Authorities to have a clear understanding of the current accommodation available and the further work that will be needed to make it appropriate for the Foundation Phase.</li> </ul>	Spring Term 2007	
<ul style="list-style-type: none"> <li>Work with local authorities, Learning through Landscapes and Woodlands Forum for Learning to develop and adapt the outdoor classroom/environment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide guidance, advice and workable ideas for making the best use of and adapting the facilities available to schools and settings in the maintained and funded non-maintained sectors.</li> </ul>	Summer Term 2007	

## Workforce Development and Training

The Foundation Phase will require an adequate, appropriately trained and qualified workforce in all settings if children are to benefit from the new pedagogy, and curriculum delivery.

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>Put in place a major in-service training programme for teachers and other staff working within the Foundation Phase.</li> </ul>	<ul style="list-style-type: none"> <li>A well-trained and knowledgeable workforce with the appropriate teaching and learning pedagogy to deliver the Foundation Phase.</li> <li>The training programme for teachers will be delivered by local authorities (their Early Years Development and Childcare Partnerships) through regional consortia.</li> <li>The training programme for support staff will be delivered through partnership working between LAs, Voluntary Sector Organisations and further education institutions.</li> <li>These training programmes will be supported by and based around a bilingual training pack which will be used by all training organisations with staff in the maintained and non-maintained sector. This Pack will include appropriate references to:               <ul style="list-style-type: none"> <li>pedagogy including challenging play based activities, adult guided play, learning and interaction;</li> <li>the development of children's language and literacy;</li> </ul> </li> </ul>	<p>From April 2007</p> <p>From April 2007</p> <p>From April 2007</p> <p>Pack available from April 2007</p>

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>• Work with Initial Teacher Training and Further Education Institutions to ensure that initial training courses reflect the need to produce a well-trained work force to support the development of the Foundation Phase.</li> </ul>	<ul style="list-style-type: none"> <li>➤ an appropriate balance between social and emotional, and academic aims;</li> <li>➤ child development;</li> <li>➤ assessment and record keeping;</li> <li>➤ planning for experiential learning; and</li> <li>➤ additional needs.</li> </ul>	From September 2007
<ul style="list-style-type: none"> <li>• Initial Teacher Training institutions and Further Education colleges will ensure that all relevant courses reflect the requirements of the Foundation Phase in relation to the number of newly trained staff that will be required and the content of training courses. Those courses to include appropriate reference to child development, learning and teaching pedagogy, planning and assessment.</li> <li>• Training courses and qualifications for support staff to be based on the premise that Level 3 in the National Qualifications Framework should be the appropriate level of qualification, whilst allowing for the fact that many existing staff and future entrants will initially be at level 2 and that encouragement would also be provided for staff to go on to level 4 qualifications, particularly through the Foundation Degree route.</li> </ul>		September 2007

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>Review capacity of the training sector in Wales to provide the additional early years qualifications needed for support staff as part of the development of the wider Children's Workforce.</li> </ul>	<ul style="list-style-type: none"> <li>Report commissioned by the Care Council for Wales.</li> </ul>	Interim report, December 2006
<ul style="list-style-type: none"> <li>Introduce a programme of in-service training for existing support staff that will enable them to attain at least a level 3 qualification in the National Qualifications Framework for Early Years and Childcare.</li> </ul>	<ul style="list-style-type: none"> <li>A Programme of in-service training to be developed in conjunction with the Further Education sector.</li> </ul>	Summer 2007
<ul style="list-style-type: none"> <li>Train staff working in both the English and Welsh medium sectors to enhance their skills in providing appropriate Welsh medium experiences for young children.</li> </ul>	<ul style="list-style-type: none"> <li>Through Cam wrth Gam and Geiriau Bach training, staff confidence and ability in working through the medium of Welsh will be enhanced and the number of staff able to work in the Welsh medium sector increased.</li> </ul>	Training on-going
<ul style="list-style-type: none"> <li>Develop a training programme which will raise awareness of the principles and practice of Welsh immersion methodology in the Welsh medium, non-maintained sector.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have increased understanding of the immersion approach which will improve the quality of provision for children.</li> </ul>	Spring 2007

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>Support Early Years Development and Childcare Partnerships, schools and non-maintained settings to improve transition between the different stages of care and education which a child will attend.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of good practice in supporting children's transition between the different phases of education, shared, through the consortium co-ordinators and Foundation Phase Training and Support Officers, with providers of the different provision that children will attend.</li> </ul>	From April 2007
<ul style="list-style-type: none"> <li>Increase the support provided by qualified teachers for funded non-maintained settings.</li> </ul>	<ul style="list-style-type: none"> <li>Funding available for local authorities to employ Foundation Phase Setting Support Teachers to provide 10% teacher time in funded non-maintained settings.</li> </ul>	Funding available from April 2007
<ul style="list-style-type: none"> <li>Fund 22 Foundation Phase Training and Support Officers, one in each Local Education Authority/ Early Years Development and Childcare Partnership.</li> </ul>	<ul style="list-style-type: none"> <li>Each Local Authority/Early Years Development and Childcare Partnership will have a dedicated resource to focus specifically on providing training and work place support for providers in both sectors and to increase the networking between them. These local Training and Support Officers will work alongside the 5 consortium co-ordinators.</li> </ul>	Funding available from April 2007
<ul style="list-style-type: none"> <li>In collaboration with the Care Council for Wales and LAs, scope the current workforce in both maintained and non-maintained sectors that work in childcare and Early Years Education in order to draw up a workforce development plan.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure adequate number of well-trained and qualified staff are available to deliver the Foundation Phase.</li> </ul>	Autumn 2006 and on-going

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>• Introduce adult/pupil ratios of 1 adult to 8 children for 3 to 5-year-olds and 1 adult to 15 children from 5 to 7-year-olds in the maintained sector.</li> </ul>	<ul style="list-style-type: none"> <li>• Classes in the maintained sector will have additional assistants appointed to support delivery of the Foundation Phase curriculum.</li> </ul>	September 2008 for the national rollout
<ul style="list-style-type: none"> <li>• Review the current role of Athrawon Bro with a view to extending their role in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Information available about the feasibility of changing the role of Athrawon Bro.</li> </ul>	On-going
<ul style="list-style-type: none"> <li>• Fund the appointment of Early Years Development Officers in the four Voluntary Sector Associations.</li> </ul>	<ul style="list-style-type: none"> <li>• Close working links between the maintained and non-maintained sector. Appropriate and focused training and-development opportunities available to funded non-maintained providers.</li> </ul>	On-going

## Communication Strategy

The culture change involved in the introduction of the Foundation Phase needs to be shared and explained to all stakeholders - headteachers, teachers, classroom assistants, governing bodies, local authorities, colleges, parents/carers and the public at large.

Action to be taken		Outcomes	Time
<ul style="list-style-type: none"> <li>Establish a Communications Strategy Group.</li> </ul>	<ul style="list-style-type: none"> <li>Design a national marketing plan to support and assist local and national staff recruitment and retention programmes and awareness initiatives.</li> </ul>	Spring 2007	
<ul style="list-style-type: none"> <li>Develop a communications strategy to raise awareness of the Foundation Phase to include practitioners, parents/carers, governing bodies, leaders and managers, non-maintained settings and communities generally.</li> </ul>	<ul style="list-style-type: none"> <li>Individuals across Wales will have a better understanding of the Foundation Phase.</li> </ul>	Autumn 2007	
<ul style="list-style-type: none"> <li>Provide updated guidance for Early Years Development and Childcare Partnerships including advice on how to better integrate their role with laith Pawb expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Updated guidance provided for Early Years Development and Childcare Partnerships including advice on how laith Pawb requirements are reflected, where appropriate, in EYDCPs strategies.</li> </ul>	Spring 2007	
<ul style="list-style-type: none"> <li>Increase the liaison between officers who provide training and support for providers of the Foundation Phase.</li> </ul>	<ul style="list-style-type: none"> <li>Support Foundation Phase Training Support Officers, Association Development Officers, Early Years Advisers and the 5 Wales consortia for training officers to enhance co-operation and working together to achieve a cohesive strategy for Foundation Phase training and support across Wales.</li> </ul>	Summer 2007	

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>Provide guidance for Local Authorities and Early Years Development and Childcare Partnerships on how to enhance closer working between the maintained and non-maintained sectors.</li> </ul>	<ul style="list-style-type: none"> <li>A closer working relationship between maintained and non-maintained sectors which will support and enhance transition between the sectors.</li> </ul>	Summer 2007

## Project Management and Implementation

A new National Project Management structure will be created to oversee and support the implementation of the Foundation Phase.

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>Establish a National Foundation Phase Project Management Group to be chaired by the Minister for Education, Lifelong Learning and Skills and to include the Chair of the Early Years Education and Care Ministerial Advisory Group panel.</li> </ul>	<ul style="list-style-type: none"> <li>A high level project management group to drive forward the strategic implementation of the Foundation Phase.</li> <li>A direct link between the Ministerial Advisory Group, the Early Years Education and Care Panel and the Foundation Phase delivery sub-groups.</li> <li>Early consideration of how these links and the management of delivery of the Foundation Phase can be strengthened.</li> </ul>	January 2007
<ul style="list-style-type: none"> <li>Establish a series of sub-groups to oversee the day to day delivery of the Foundation Phase. The sub-groups will focus on the following themes:               <ul style="list-style-type: none"> <li>Workforce Development.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Focused groups of Assembly Government officials and representatives of experienced stakeholders able to oversee and provide a steer on the delivery and direction of the Foundation Phase implementation programme.</li> <li>Management and ownership at a national and local level - through stakeholder and regional consortia representation - of the actions and deliverables described in the Workforce Development and Training section of this Action Plan.</li> </ul>	January 2007  From January 2007

Action to be taken	Outcomes	Time
<ul style="list-style-type: none"> <li>• Curriculum and Pedagogy.</li> <li>• Communication Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Management and ownership at a national and local level - through stakeholder and regional consortia representation - of the actions and deliverables described in the Curriculum and Pedagogy section of this Action Plan.</li> <li>• Better informed and prepared stakeholders and public.</li> <li>• Ability to deliver local and national marketing and awareness campaigns.</li> </ul>	<p>From January 2007</p> <p>January 2007</p>

