Government of Samoa
Ministry of Education and Culture

National Early Childhood Education Policy (NECEP)

2024 - 2029

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2024 – 2029

MINISTRY OF EDUCATION AND CULTURE

ACKNOWLEDGEMENT

The Ministry acknowledges the support and invaluable contribution of the people who worked very hard in developing this policy document.

We also extend our gratitude to the school support advisors, representatives from Private and Mission schools, staff and various organizations consulted and participated in the development of this National Early Childhood Education Policy.

Through these collaborations, the development of this policy has been an extensive and valuable exercise.

LIST OF ACRONYMS

CDMD	Curriculum Development and Materials Division
ECE	Early Childhood Education
eHCI	Early Human Capability Index
ICT	Information and Communication Technology
MEC	Ministry of Education and Culture
MSS	Minimum Service Standards
NCECES	National Council of Early Childhood Education of Samoa
NECEP	National Early Childhood Education Policy
PPRD	Policy Planning and Research Division
OMEP	World Organization for Early Childhood Education

DEFINITION OF TERMS

Bilingual	Bilingual is being fluent in two languages. English and Gagana Samoa are the two official languages of Samoa, and are taught as subjects or as languages to be learned by the students as well as for teaching of another subject.
Community	refers to the people, adults and children, who help form a child's social identity: village, ethnic, religious, and language/cultural (World Bank)
Competency	The ability to perform particular tasks and duties to the standard of performance expected in the classroom. Competency requires the student specified skills and knowledge relevant to effective participation in education.
Early Childhood Education (ECE)	Developing young children from ages 3 to 5 to set them for life-long learning. It includes both in-home and out-of-home settings and can target parents as well as children.
Early Human Capability Index (eHCI)	is a holistic measure intended to capture locally-relevant early child development across diverse cultures and contexts. It is designed to capture the key aspects of child development in 3 to 5-year-olds that predict future capabilities
ECE Principal	is the person responsible for the teaching programs and general administration of the center
Literacy	is the ability to identify, understand, interpret, create, communicate and compute, using printed (electronic) and written materials associated with varying contexts.
Phonics	a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.
Qualified teacher	ECE teachers who have completed a recognized ECE Certificate (For example; certificate in Early Childhood Education from the Teacher Training Institute at Sogi, or from a local and international universities)
Social skills	S*kills* used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.
Teacher aides	those who have training to support or teacher training to provide support where necessary but not to teach in ECE

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FOREWORD

Early childhood education is a starting point for a child's development and therefore be considered a key foundation of the Samoan Educational System. This NECEP recognizes the importance of education receive by the students for all level of education

The Government in the previous years has passed a legislation that requires all early childhood education centres to be registered by an approved organisation or where no approved organisation exists, by the Chief Executive Officer. The Ministry of Education and Culture (MEC) is also required to support teachers to fulfill their duty of care to students and seek to protect the welfare of students in early childhood education centres.

This policy emphasizes the central role played by family and community members and the crucial interplay of home culture and home language in educational settings. It strengthens and complements the implementation of the 2015 MSS ECE and provides direction to assist organizations and parties providing ECE services in Samoa to ensure all services offer quality programs.

It is with our collective responsibility that we can achieve our goals for education starting at the early stage to ensure quality and better results.

I would like to thank MEC and relevant government ministries and private organisations that collaborated throughout the preparation of this policy document.

Soifua

Hon. Seu'ula Ioane Tuā'au
Minister of Education and Culture

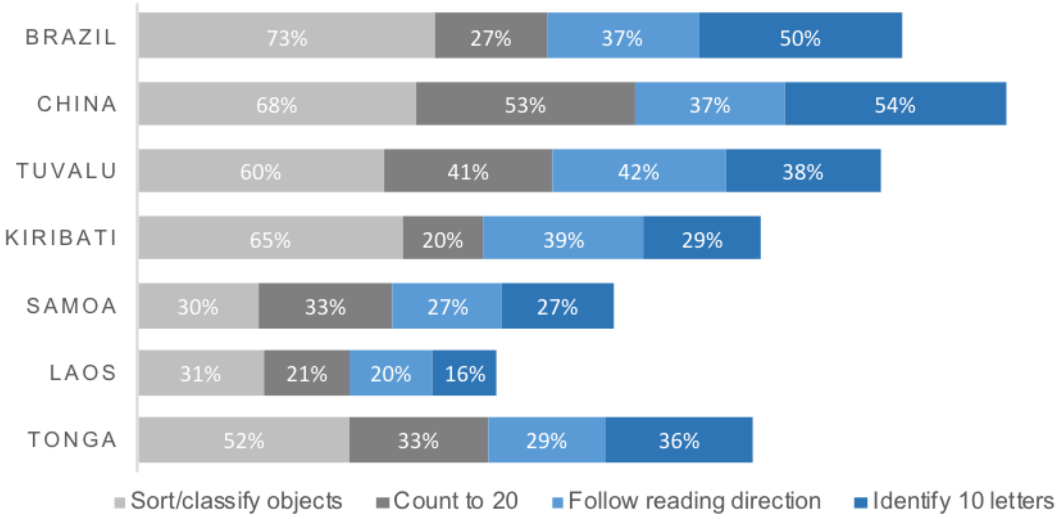
1. INTRODUCTION

When children thrive in their early years, they are able to reach their full developmental potential as adults and successfully participate in economic, social, and civic life. Research has shown that high-quality programmes in the early years have a cumulative impact on children's long term outcomes, including academic achievement, health, and adult productivity. Investment in young children not only benefits those particular children. Analyses on the economics of human development, have established the economic benefits of early childhood interventions with benefits accruing to society in the form of higher incomes, better health, and lower crime rates.

Samoa's vision is for all children to have equal opportunities to quality education for their future. To make this vision a reality, in June 2015, the Minimum Services Standards for Early Childhood Centres for Samoa (MSS for ECES) was officially launched and the first Early Childhood Education Policy was published in 2017. In 2021, however, only 3/126 pre-schools met all of the MSS standards. For the school year 2022, 80% of pre-schools met the standards.

In Samoa, where there are no public pre-primary education facilities, Early Childhood Education is largely the responsibility of the National Council of Early Childhood Education with the assistance of the Ministry of Education and Culture. The 125 ECE centres[1] currently supported by Government Grants are managed by the boards of various churches and religious groups and organisations namely (Methodist; Catholic; Faalapotopotoga A'oga Amata Ekalesia Faalapotopotoga Kerisiano Samoa, as part of the Congregational Christian Church (CCCS); women committee groups Komiti Tumamā and Private ECE centres.

FIGURE 1. COMPARATIVE SAMOAN DATA FOR CHILDREN'S DEVELOPMENT[2]



[1] MEC Annual Report FY 2021/2022 p45
[2] Source: early Human Capability Index (SEHCI) research (2016)

While the official age for ECE is 3-4, enrolment of 2.5 year olds is optional. Under the Education Amendment Bill, 2018, ECE is now compulsory for children aged 4, however, data[3] from recent years indicates that only about 26% of four year olds are participating in early childhood education. This does not however take into account the children attending centres that do not receive grants and come under the umbrella of the NCECE.

In the context of the research cited above and considering the 2016 results of the study utilizing the Human Capability Index (SEHCI) of Samoan children ages 3 to 5, it is undeniably imperative that Samoa address its low participation rates in Early Childhood education. (The SEHCI measures children's development across 8 domains: physical, verbal, cultural/spiritual, socio-emotional, perseverance, approaches to learning, numeracy and literacy.

The National Early Childhood Education Policy (NECEP) is reflected under Goal 1 of the National Curriculum Framework 2023-2033. The NECEP addresses the following:

- Early child care and development
- Pre-service and in-service support / Professional development and capacity building
- Learning environment
- Programmes at all levels
- Partnerships & community support
- Assessment data analysis and reporting

[3] Education Statistical Digest, 2022 (MEC) p3,4

2. PURPOSE

This policy supports the vision that *all children in Samoa will have equal opportunities to quality education for their future*. It has been developed to help improve and extend early years provision and to ensure that quality teaching and learning environments are associated with Early Childhood and Education services in Samoa.

The goals of this policy are to:

1) improve and augment early childhood education standards in Samoa by
   - ➢ Promoting the positive influences of early childhood education on children's outcomes
   - ➢ Widening access to quality Early Childhood and Education programmes in Samoa that will:
     - Build strong foundations for early numeracy and literacy skills
     - Encourage a focus on the early social and emotional skills and school readiness in young learners
   - ➢ Broadening pedagogical skills to deliver age appropriate programmes at the pre-school level
   - ➢ Addressing in service and pre service early childhood educator training
2) Provide clear direction and guidelines to assist any organisation or party providing Early Childhood Educational services
3) Create awareness of the benefits of early childhood education so that parents prioritise attendance and engagement with ECE

3. GUIDING PRINCIPLES

The NECEP is guided by the following vision:

"All children in Samoa will have equal opportunities to quality education for their future"

This vision is substantiated by the key principles of:

- ➢ **Participation**

Recognizes the importance of increasing participation in early childhood education in terms of the long term benefits to the individual and society that accrue as a result.

- **Rule of Law**

This policy is premised on the Education Act 2009 (the Act), and the Education Act Extension, 2018, the National School Curriculum Framework 2023-2033, National Teaching and Learning Policy and other related legislation, regulations and policies of MEC. These must be enforced impartially and ensure the protection of human rights of all stakeholders.

- **Quality**

Student achievements depend heavily on the quality of teachers. Quality is achieved in a system that provides all learners with capabilities they require from early childhood, primary and up to secondary. This policy recognizes that teachers play a pivotal role in ensuring an effective teaching and learning environment in all school settings.

- **Relevance**

Early child development sets the foundation for lifelong learning, behaviour and health. Programs must be planned and use a range of age-appropriate teaching approaches in order to cater for the various learning styles of students.

- **Confidentiality**

Student information must not be used in any other way except by request to the Ministry or any other governing body of the Ministry for monitoring and reporting purposes.

- **Responsiveness**

Play is a means to early learning that capitalizes on children's natural curiosity and exuberance. Programs must develop the whole person and should be broad and balanced to provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student.

2.7 Equity and Inclusiveness

Respect for diversity, equity and inclusion are prerequisites for honoring children's rights, optimal development and learning.

2.8 Effectiveness and efficiency

To balance efficiency and effectiveness in early childhood settings requires undertaking the right activities in the right ways or manner: a quality and well-planned curriculum delivered by caring, creative professionals in a safe and healthy environment supports early learning.

2.9 Accountability

The NCECS Minimum Service Standards aim to ensure the health, safety, and welfare of all children as well as the provision of a stimulating and challenging learning environment. Accountability in terms of these standards must be practiced in all decisions taken. ECE Centre providers must be held accountable to all stakeholders i.e. parents, students, Government through MEC, Development Partners and the whole community.

2.10 Gender sensitive

Gender-sensitive learning materials allow both girls and boys to become equally equipped with the life skills and attitudes that they need to achieve their full potential.

2.11 Sustainability

Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.

4. POLICY STATEMENTS

The NECEP is aligned to Goal 1 of the National Curriculum Framework 2023-2033. All the policies under this goal are interrelated and serve its own purpose and objective. The NECEP is further elaborated through 7 policy statements with their respective strategies as follows. Each policy statement has a set of strategies to guide the design of activities to ensure its implementation purposes.

3.1 EARLY CHILD CARE AND DEVELOPMENT: High quality early childhood education and care[4] provides important opportunities for young children to learn and develop.

Strategy 1: ECE Centre programs balance and address all four domains of early child development: social and emotional, cognitive, physical and language. Before young children can start to learn reading and mathematics, they need to develop the physical, cognitive, language and social skills to use a pencil, follow a story and listen quietly to a teacher.

Strategy 2: All ECE Centres ensure that they have appropriate child protection[5] measures (as specified in the MSS) in place

3.2 PRE-SERVICE AND IN-SERVICE SUPPORT/PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING: Professionalize the workforce to ensure that all early childhood educators are knowledgeable, caring, passionate and creative.

Very few ECE Teachers have higher qualifications. In 2022, 335/421 had a certificate, 7 had a degree or diploma and 85 were characterized as helpers/volunteers with no qualification.

Strategy 1: Ensure that all early childhood educators have the personal qualities and passion to ensure children love and want to learn every day

Strategy 2: Ensure that all teachers have comprehensive current curriculum and pedagogical knowledge relevant to early childhood education

1. Ensure further training is provided on the ECE Curriculum standards and Teachers' manual.
2. Ensure all teachers are familiar with early literacy and numeracy strategies

Strategy 3: Develop a Teacher competencies framework[6] for Early Childhood teachers

- Teachers to be ICT literate and able to use relevant resources for effective lesson delivery.

[4] Early Childhood Care and Education (ECCE) refers to all programmes for children between ages zero to the start of primary education. This includes both early childhood educational development (ECED) and pre-primary education. "Care" implies nurturing and acknowledges the importance of children's safety, health and wellbeing in promoting cognitive and socio-emotional development.

[5] NCECES Minimum Services Standards Section 4 p17

[6] Early Childhood Care in Education (ECCE) – Teacher competencies framework for Pacific Small Island Developing States (Pacific SIDS) 2018; Teacher Council standards

Strategy 4: Continue to improve the levels of early childhood educators' qualifications through the sponsorship award program

3.3 LEARNING ENVIRONMENT: All Samoan ECE Centre settings provide child friendly, safe, welcoming and stimulating learning environments.

Strategy 1: Encourage warm and responsive adult – child interactions and ensure that each centre has:

- Qualified and appropriately compensated personnel
- Small group sizes and high adult-child ratios

Strategy 2: Ensure that all teachers plan for and use age appropriate pedagogical strategies in delivering the curriculum

- Teachers adopt a variety of age-appropriate activities to deliver the curriculum
- Teachers know and use appropriate early literacy and numeracy strategies
- Teachers understand and apply the Bilingual policy correctly in a Language-rich environment

Strategy 3: Strengthen the implementation and monitoring of the NCECES (2015) standards at both school and national level to ensure that every Early Childhood Centre:

- provides a safe and secure physical environment
- has adequate facilities and resources
- Facilities meet the standards for School Environment, Hygiene & Safety
- Takes all appropriate measures to protect the health and safety of students and staff.
- Adopts effective Child protection practices

3.4 PROGRAMS AT ALL LEVELS: Early childhood education can build a solid foundation for lifelong learning. ECCE curriculum must address the holistic development of children, adopt a play- based methodology, engage children in active learning, and use a variety of resources and materials that are age-appropriate.

Strategy 1: Adjust and review the early learning program to ensure all ECEs are promoting Play based learning and fostering language development and early literacy and numeracy strategies to enhance school readiness

3.5 PARTNERSHIP AND COMMUNITY SUPPORT: Strengthen community engagement and involvement to promote early childhood learning. Caregiver interactions with children in the home are the strongest predictor of child development in Samoa[7].

Strategy 1: strengthen community engagement to increase the rates of participation in early childhood education particularly for four year olds.

[7] Results from the Samoan version of the early Human Capability Index (SEHCI) study, 2016

- Promote learning in the home and community by inviting parents and community members to join in activities that promote the development and learning of young children and focus on strengthening parent child communication, play and interaction
- Offer opportunities such as community and parent's day for teachers and parents to observe and understand their child's progress and performance

Strategy 2: Revive and strengthen the referral system to ensure that children are attending ECE and School

- Promote awareness of the responsibility of parents in relation to the compulsory age of schooling in Samoa

Strategy 3: ensure that the community & parents act in partnership with the school to support the governance, management & leadership of the early learning centre

3.6 ASSESSMENT, DATA ANALYSIS AND REPORTING: Assessment must be valid and appropriate; keeping families informed and engaged in their child's learning outcomes.

Strategy 1: Utilise classroom observations as a means of identifying student understandings in relation to the material being covered

Strategy 2: Strengthen the existing Portfolio system to keep families informed and engaged in their child's learning outcomes. A child's Portfolio should track their development in the areas of language and literacy, physical skills, social-emotional development, and cognitive skills and may help identify any developmental concerns.

Strategy 3: Utilise Phonics assessment tools and benchmark school readiness to inform teachers of students' progress to date when they move onto primary school. It is recommended that

- All children (of school age starting the following academic year) should graduate with their cohort and start school with their peer group
- Retaining children in the ECE Centre should only happen in rare cases where there are diagnosed intellectual disabilities

Strategy 3: Utilise tools such as the Early Learning and Development Standards[8] to monitor the general impact of expanding ECE engagement on early learners in Samoa.

[8] UNICEF (2016) Early Learning and Development Standards (ELDS) and school readiness Report

5. GLOBAL COMMITMENT

Participation in quality ECE programmes greatly benefits young children, (UNESCO, 2012). The period from birth to eight years old is one of remarkable brain development for children and represents a crucial window of opportunity for education. Advances in neuroscience have identified the benefits of positive early experiences and the debilitating effects of adverse circumstances on the young brain and human physiology. UNESCO believes early childhood care and education (ECCE) that is truly inclusive is much more than just preparation for primary school. It can be the foundation for emotional wellbeing and learning throughout life and one of the best investments a country can make as it promotes holistic development, gender equality and social cohesion.

UNESCO's work is based on the belief that 'Learning begins at birth' introduced into the World Declaration on Education for All, Jomtien Declaration. As inscribed in the Convention on the Rights of the Child (1989), young children have the right to thrive and develop to their fullest potential. In 2000, the international community at the World Economic Forum in Dakar) committed itself to 'expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.' Ten years later, UNESCO's World Conference on Early Childhood Care and Education (Moscow 2010) further highlighted ECCE as a social, human and economic development imperative.

All of UNESCO's work in this area is aligned with target 4.2 of Sustainable Development Goal 4 which aims to 'By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.' The SDG-04 agenda marked the first global commitment to ECCE beyond the education community. Subsequently, the "Pasifika call to action on ECD" "whole-of-government and whole-of-society approach" was endorsed for young children in 2017. Samoa values its commitments to these international conventions and standards, and to global initiatives such as the new Global Partnership Strategy for Early Childhood 2021-2030 and the Pacific early age readiness and learning (PEARL) program to bridge the gap and ensure that quality ECCE, early primary school years, and family education, are available for all children.

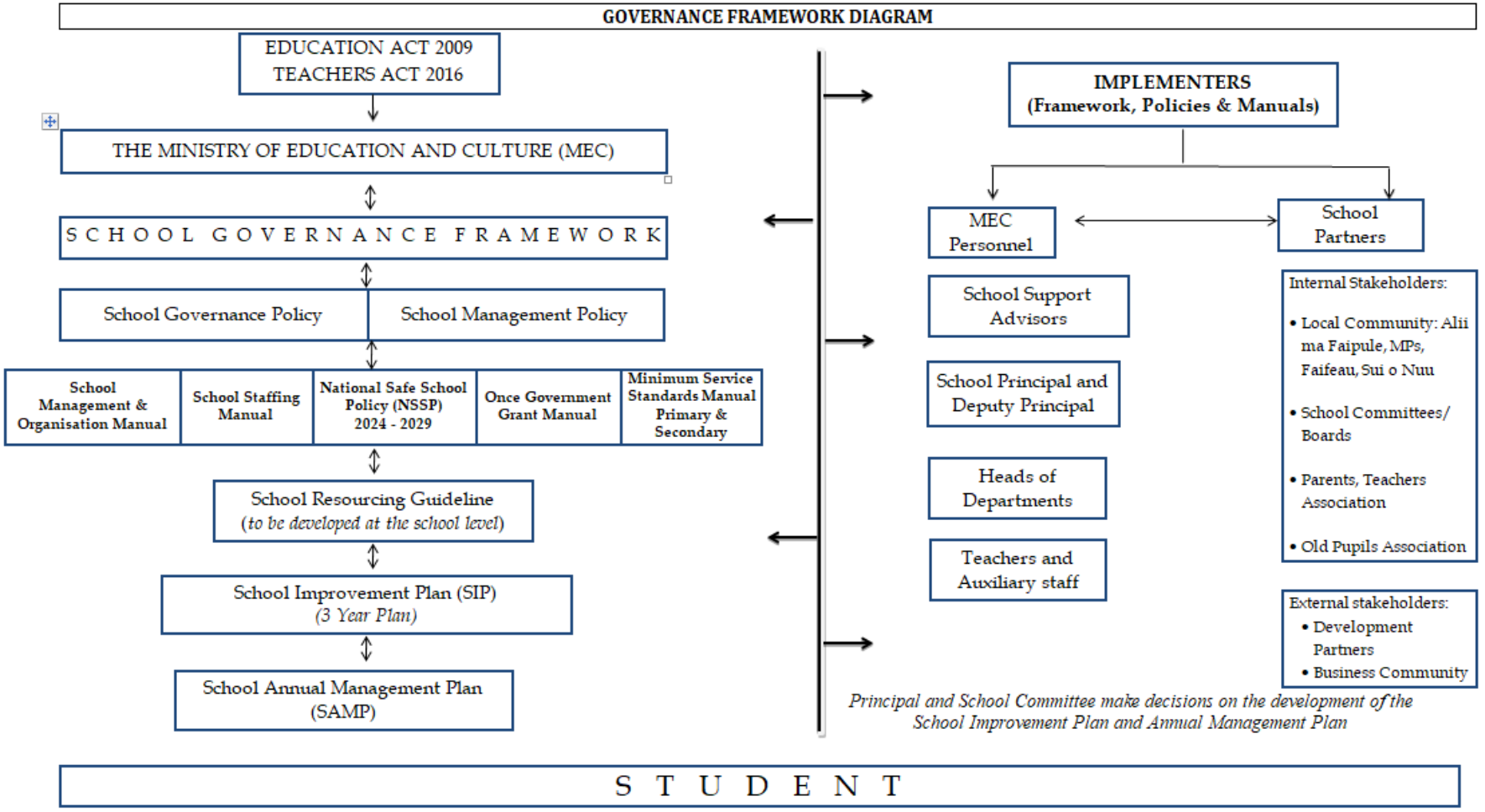
6. APPLICATION AND SCOPE

The policy applies to all registered ECE centers and children of the age of 2.5 – 5 years' old; where appropriate programmes are provided to be conducted in either Samoan or English where necessary to ensure that all children attended ECE centers and must emphasize links with family, home culture, and home language.

Moreover, it applies to all Government and Non - Government organisations and Early Childhood Education (ECE) providers and institutions responsible for the provision of ECE services.

7. ROLES AND RESPONSIBILITIES

The governance framework diagram below clarifies the MEC Personnel and School Partners both Internal and External Stakeholders who have a great responsibility in improving educational outcomes through the use of this NECEP. The aim is to work together towards the implementation of this policy.



6.1 EDUCATION SECTOR

The role of the Education Sector is to endorse and support the Ministry's strategic plan for the successful implementation of the NECEP. Their roles are not limited to;

- Provide advisory support to address key priority areas in the Education Sector Plan such as, Early Childhood Education, TVET, ICT and Capacity Development.
- Providing strategic direction and leadership with a particular focus on ECE across all levels of learning;

6.2 MEC

The Ministry's role is to translate strategies into action and provide an implementation plan to enable the delivery of the policy KPIs. As per the following but not limited to:

- Develop, review and provide curriculum materials and supplementary resources for ECE;
- Develop resources in partnership with teachers, relevant partners and local industries to cultivate the learning of all students at all levels;
- Develop and review assessment tools for teaching;
- Provide up-skilling and pedagogical training of teachers through the provision of appropriate training programmes in partnership with providers and development partners.
- Conduct awareness programs on the NECEP;

6.3 NATIONAL EARLY CHILDHOOD EDUCATION COUNCIL (NECEC)

The roles of the National Early Childhood Education Council are to;

- Implement the NECEP where appropriate in the ECE curriculum;
- Monitor the implementation of the NECP in ECE centers;
- Collaborate school visits and provide support for ECE teachers in centers;
- Monitor performance of teachers and children;
- Collaborate with MEC and NUS for trainings and professional development for ECE teachers;
- Participate in ECE Reference group and panels;
- Provide data to inform decision making.

6.4 SCHOOL SUPPORT ADVISORS (SSA)

The role of the SSA is to;

- Monitor the local implementation of this policy at their assigned educational districts and reporting to the ACEO-PPRD.
- Provide up to date report on the progress of activities from time to time

6.5 PRINCIPALS

The role of the school principals include the following and not limited to;

- Manage and administer the centre
- Implement MEC policies and curriculum
- Enable teachers by promoting and conducting professional development of staff
- Engage parents and communities in school life
- Ensure a safe and rich learning environment
- Administer and monitor the use of Centre assets and resources
- Conduct performance appraisals of staff
- Establish and manage the work of the Management Committee as set out in the MSS for ECECS (Section 9)
    - Establish and disseminate policies and procedures for the running of the centre
    - Keep Records of every aspect of the Centre and file appropriately.
- Practice good leadership

6.6 TEACHERS

Teacher are required to

- Plan lessons according to curriculum documents and learning standards
- Implement curriculum and select appropriate resources and activities
- Identify and adapt materials for children with special needs
- Pursue continuous professional development
- Uphold teaching standards
- Create a caring and engaging environment for children
- Identify and address any gender gaps in learning
- Develop a learning plan for professional development
- Maintain professionalism, confidentiality, and respect for privacy when dealing with all children and their families
- Follow all child safety and protection policies
- Execute their key roles and standards set out in the MSS for ECECS (Section 6)

6.7 MANAGEMENT COMMITTEES / BOARDS

Management Committees of ECE centres are responsible for the establishment and operation of ECE programmes. They are required to:

- Advise and support the ECE principal and staff
- Ensure that parents and the wider community is involved in school life and engaged in children's learning
- Engage parents and communities in using the vernacular language and enhancing knowledge of cultural traditions
- Support fundraising activities
- Support the development of ECE policies and plans
- Support the maintenance of school facilities, equipment and environment
- Ensure the payment of teachers' and other employees' salaries/allowance as well as materials for teachers and children
- execute their key roles and standards set out in the MSS for ECECS (Section 9)

6.8 PARENTS AND CAREGIVERS

The role of parents and caregivers is to:

- support their children and the teachers at the ECE centre
- actively encourage parent child communication, play and interactions
- Nurture and shape the character of their children
- Visit the ECCE centre and engage in children's learning
- Support at home the development of early literacy and numeracy skills
- Provide an adequate, nutritious diet and ensure the health and safety of their children
- Ensure that children of compulsory age 4+ attend every day and on time.
- Provide logistic and financial support for the ECE-centre

6.9 COMMUNITIES (GOVERNMENT AND PRIVATE AGENCIES & NGOs)

The community, key partners and all stakeholders will

- Provide support for a coordinated, aligned effort by all partners to improve on and deliver ECE
- Contribute to development planning at each school
- Facilitate access to learning and play materials and teaching resources at the ECE centre
- Identify, secure and maintain the building and outdoor play area to ensure that are safe, clean, and appropriate for use as an ECE centre
- Provide allied services for children, including health, nutrition, sanitation and social protection from abuse and neglect
- Provide services for children with special needs and others who are specifically disadvantaged

6.10 VOLUNTEERS

The roles of volunteers are also vital in the NECEP. Volunteers such as JICA, AVI, US Peace Corps as well as local volunteers such as reading parents provide support for teaching and learning. These include:

- Providing support for classroom teachers in lesson delivery
- Providing support for any interventions implemented in schools.

8. MONITORING, EVALUATION AND REPORTING

8.1 Monitoring & Evaluation in ECE Centre

Record Keeping: All teachers must keep the following documentation up to date at all times:

- Class Roll with up to date entries (eg; mark attendance morning & afternoon every day)
- Timetable
- Annual Plan
- Term Overview
- Lesson Plans
- Assessment book/portfolio/progress cards

– ECE centres must keep accurate records of incidents, accidents and emergencies in an organised manner
– Children's details must be accurate and clearly recorded from admission forms
– Admission forms must be filed in a private and confidential manner
– There must be an updated list of all children enrolled and recorded as a class list
– Records of every aspect of the Centre must be kept and filed properly. For example, Centre policies, Child Protection Policies, Curriculum Guidelines, Minimum Service Standards, and a Children's Registration book.
– There must be a sign in and sign out book for parents/guardians to record drop off and pick up times with their signature
– The ECE principal should monitor & evaluate the work of ECE teacher on school site and also on off-sites.
– Keep all records for a period of 7 (seven) years for future reference

8.2 Monitoring, Evaluation and Reporting

– MEC is responsible for ensuring all ECE centres and those stakeholders involved comply with the ECE Policy in Samoa and ECMSS. The following key divisions are responsible in the monitoring and review of this policy;
– The Policy Planning and Research Division (PPRD) will conduct a mid-term review of the policy. A full review of the Policy will be conducted within a five year period. The review of this Policy includes a Risk Management Plan[5] to manage risks associated with the implementation process.
– The Curriculum Designs and Materials Division (CDMD) of MEC will monitor the implementation of the National ECE Curriculum Guidelines and conduct reviews in accordance to the National Curriculum Policy Framework administered by MEC.
– School Inspectors are responsible for monitoring the local implementation of this policy at their assigned educational districts and reporting to the ACEO-PPRD.
– ECE centres are responsible for implementing this national policy by adopting and executing provisions and requirements stated herein.

8.3 Review of Policy

This policy will be reviewed at the end of 2029.

9 REFERENCES

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10. ENDORSEMENT

Certificate of Endorsement

Effective Date: 01 May 2024
Review Date: 2029

SIGNED AND APPROVED BY THE HON. MINISTER

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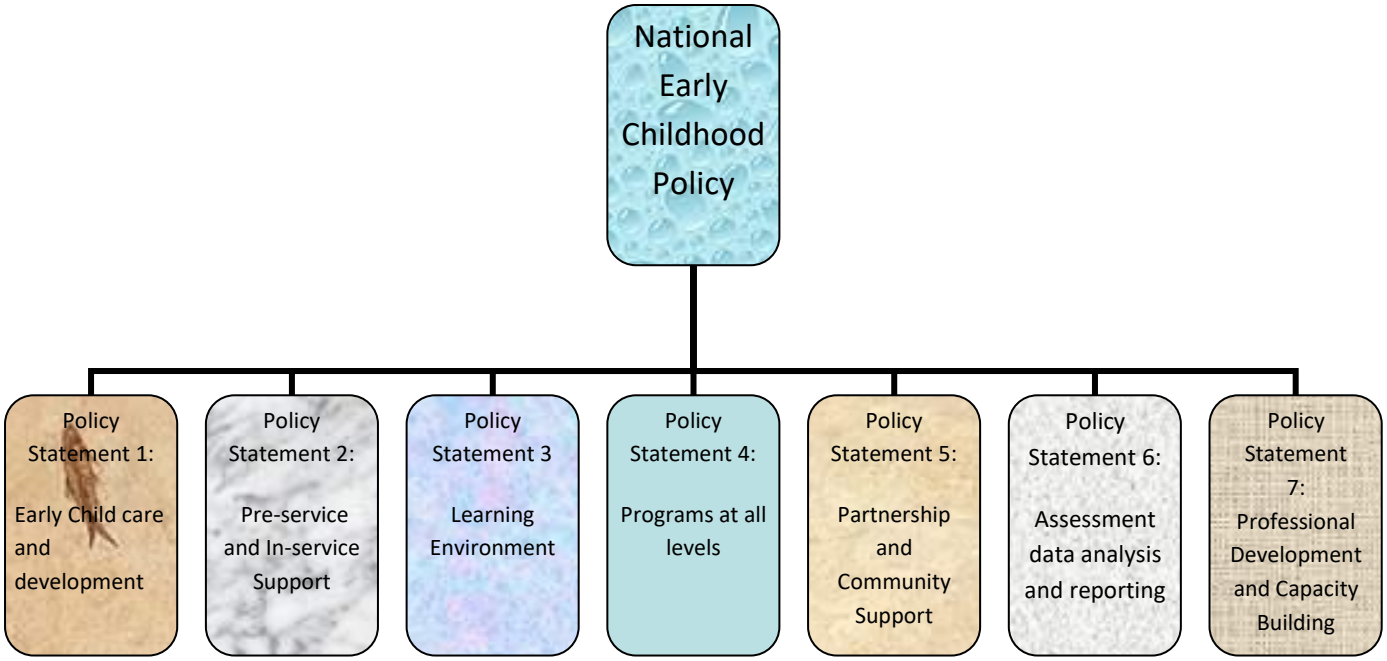
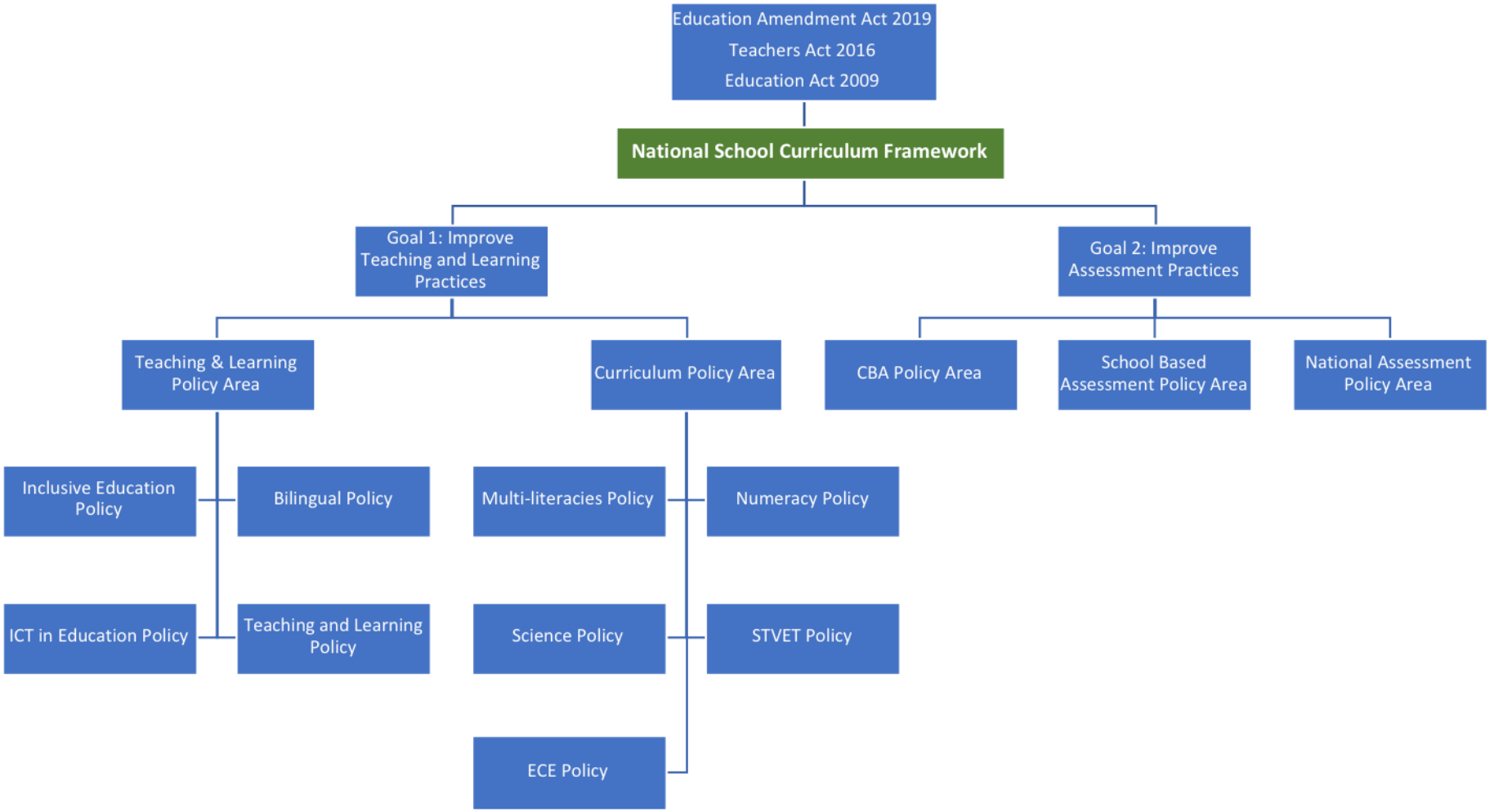
HON. SEU'ULA IOANE TUĀ'AU **DATE**

11. APPENDICES

Appendix 1: Policy Overview Structure



Appendix 2: National Curriculum Framework Structure



Appendix 3: Related Documents

Minimum Service Standards	Ministry of Education and Culture	2015
Amendment Education Bill	Administered by Ministry of Education,	2016
National ECE Curriculum Guidelines	Administered by Ministry of Education,	2002
Early Childhood Education Minimum Service Standards 2015	Ministry of Education and Culture	2015
Early Childhood Education Policy in Samoa 2017	Ministry of Education and Culture	2017
ECE National Curriculum Guidelines 2016	Ministry of Education and Culture	2016
Education Act 2009	Ministry of Education and Culture	2009
National School Curriculum Framework 2024-2034	Ministry of Education and Culture	2024

Appendix 4: Risk Management Plan

Risk Management Plan				
No	Risk/Activity	Risk Level	Implications	Mitigation Plan
1	Non- compliance	High	Policy objectives will not be achieved	• Re-assign school accountability, roles and responsibilities of school personnel
2	Policy intent differs policy implementation	Moderate to High	Policy objectives will not be achieved Policy objectives not filtered down to the implementers	• Conduct on going awareness raising and educational workshops and utilize mass media for a wider coverage
3	Misinterpretation of the policy	Moderate to High	Inconsistency of implementation of the policy	• Conduct on going awareness raising and educational workshops and utilize mass media for a wider coverage • Ensure appropriate communication within the school and community and encourage support of all involved.
4	Full understanding of the policy	Moderate to High	Inconsistency of implementation of the policy	• Conduct on going awareness raising and educational workshops and utilize mass media for a wider coverage • Ensure appropriate communication within the school and community and encourage support of all involved.
5	Avoid guidelines stated in the policy	High	Policy objectives will not be achieved	• Ensure that all relevant members and parties involved should understand the policy content
6	Monitoring	High	Policy issues areas cannot be solved	Monitor schools for changes that reflect the policy is effectively implemented

7	Policy objectives not filtered down to classroom level	High	Increase in chaos and problems	Ensure appropriate communication within the school and community and encourage support of all involved
8	Resistance of staff to change past practices	High	Ineffective implementation of the policy Minimal and no improvement from policy implementation overtime	Change the mind set and ensure appropriate communication of benefits to the school and staff Ensure senior management backing
9	Failure to consult all relevant entities during the review phase	High	Policy fail to address other issues ought to eliminate	Ensure a holistic approach is taken
10	Prolong and delay process of policy review	High	Overdue finalization and endorsement of policy New issues arise in which new policy will not address	On-going follow up and ensure officials with such authority are given strict timeframes Ensure the mid-term review is done as planned and the policy to accommodate these issues.

Appendix 5: Implementation Plan for Policy Development

Phase	Action	Timeframe	Responsible Ministry/Organisation
Endorsement Phase to finalize NECE Policy	Ongoing follow up	Dec 2023 – June 2024	MEC
Awareness Phase	Conduct workshops with key stakeholders (e.g., ECE Centers and key stakeholders)	Jul – Oct 2024	CDMD
Transition Phase	Professional development for ECE teachers and support staff (pre-service teachers) • Staff understanding their roles and responsibilities in ECE centers • Programme description, schedule, materials and equipment Building partnership with the community through support of school committee and parents	Jul – Dec 2025	PDD/CDMD
Follow Up Phase	School visits to view school initial application of ideas/strategies to develop a positive school environment	2025	PPRD/CDMD
Monitoring Phase	Actively manage ongoing ECE Policy compliance • Ensure ECE policy is embedded into ECE center rules, procedures and school staff • Notify MEC CEO of non-compliance issues Ongoing monitor the implementation of ECE policy on a quarterly basis throughout the school year	2024 - 2029	CDMD/PPRD
Review Phase	Evaluate/Conduct review on the effectiveness of policy implementation.	2029	MEC

Appendix 6: Monitoring and Evaluation Framework

POLICY MONITORING & EVALUATION FRAMEWORK														
National Early Childhood Education Policy (NECEP) 2024 - 2029														
TARGET	SDG INDICATOR	SDS KEY OUTCOME	GOALS	Strategy	Outcome	Indicator	Baseline Data	Year 1 Target FY 24/25	Year 2 Target FY 25/26	Year 3 Target FY 26/27	Year 4 Target FY 27/28	Year 5 Target FY 28/29	Means of Verification	Policy Documentation	Responsible division
Increase access of students to ECE institution	SDG 4 2017, 4.1.1 Proportion of children and young people achieving at least a minimum proficiency level n(i)reading and (ii) mathematics, by sex. □		Goal 1: Enhance the quality of education and training for all learners.	1.1 Implement and monitor quality assurance systems.		1. Percentage of ECE students transitioned to Year 1	FY22/23 49%	1% increase	2% increase	3% increase	4% increase	5% increase	ECE reports Education Statistical Digest	NECEP	CDMD In collaboration with ECE Centers

			Goal 2: Provide everyone with access to good quality education and training opportunities.	1.2 Develop a committed and competent education workforce at all levels.		2. Percentage of ECE teachers supported through school visits	FY22/23 100%	100%	100%	100%	100%	100%	ECE reports	NECEP	CDMD PDD
						3. Number of ECE Centers meeting MSS	FY22/23 25 meet MSS	5% increase of baseline	10% increase of baseline	15% increase of baseline	20% increase of baseline	25% increase of baseline	ECE MSS Report	NECEP	CDMD
						4. Percentage of teachers and community members at awareness workshops on ECE MSS	N/A	Establish baseline	1% increase of baseline	2% increase of baseline	3% increase of baseline	4% increase of baseline	ECE reports	NECEP	CDMD PPRD