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Piloting of the evaluation tool for Sámi early childhood education and care 2022–2023

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This presentation describes

1. the objectives and implementation of the piloting of the evaluation tool for Sámi ECEC
2. the key content of the evaluation tool
3. feedback on the pilot and the tool





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Objectives and implementation of the pilot



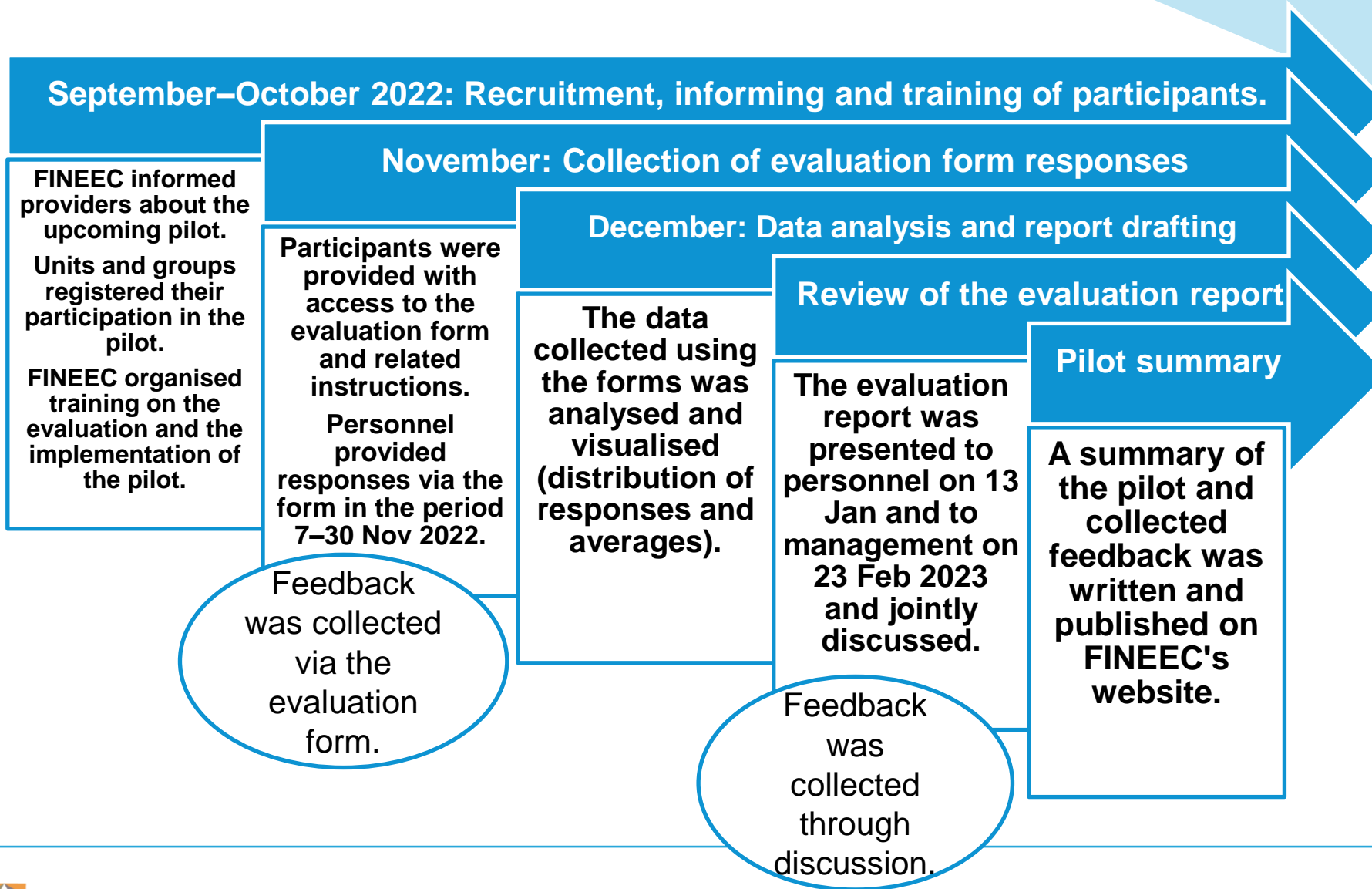
Objectives of the pilot

The objective of the pilot was to test how well the form included in the evaluation tool supports the evaluation and development of Sámi ECEC.

In addition to this, the pilot involved testing how data collected from different ECEC units and municipalities can be reported and used to support the self-evaluation of personnel.

- The data processed and analysed in the pilot was collected using evaluation forms.
- Responses via the evaluation form were collected in November 2022.
- FINEEC analysed the collected data in December 2022.
- The evaluation report was presented to the respondents in early 2023 (13 Jan 2023 & 23 Feb 2023), when the pilot was concluded for the participants.
- FINEEC collected feedback on the pilot from participants both via the evaluation form and during the discussions about the report. The feedback will be utilised in the development of the evaluation tool and evaluation process.

Pilot timetable





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The key content of the evaluation tool

How the evaluation tool is linked to the national core curriculum for ECEC

A special objective of the early childhood education and care of **Sámi children** is to strengthen the children's Sámi identity and awareness of their own culture and to provide the children with an opportunity to learn Sámi folklore and traditional skills. The Sámi people are an indigenous people whose right to their own language and culture is protected under the Constitution¹⁰⁰. The immediate environment and cooperation with guardians and the Sámi community shall be utilised in the activities. When ECEC is organised in one of the three Sámi languages, its special objective is to strengthen language development, comprehension, and use. The aim is to improve the children's capabilities for acting in a Sámi language environment, to learn the Sámi language and to learn in the Sámi language. The personnel promote the preservation of the Sámi language and Sámi cultural heritage in cooperation with the guardians.

Source: National core curriculum for early childhood education and care 2022, p. 49

Content and target group of the evaluation tool

The evaluation tool used the term “Sámi early childhood education and care,” and the evaluation was targeted to all groups of children provided with Sámi ECEC, including Sámi-language groups and language nests.

Key content of the form

- planning, evaluation and development of Sámi ECEC
- support for the development and learning of the Sámi language
- methods supporting Sámi language learning
- development of personnel competence
- connection to nature and traditional livelihoods
- community cohesion, peace and amicability.

Examples of statements included in the evaluation form (translated into Northern, Inari and Skolt Sámi)

Evaluation scale: yes – partly – no – I cannot say

- *The national core curriculum for early childhood education and care supports the planning, implementation and evaluation of Sámi early childhood education and care.*

Evaluation scale: realised very poorly – realised poorly – realised moderately – realised well – realised very well

- *The Sámi language is learned by discussing experiences and matters relevant to children with them in Sámi.*
- *We include Sámi vocabulary and grammar in the musical activities of our group. (E.g. singing, nursery rhymes, naming different instruments, listening to music)*
- *We highlight our own and each other's strengths regarding Sámi language skills to the children.*
- *We practise the skills needed in nature with children. (E.g. naming and utilisation of plants)*
- *Our group of children engages in extensive cooperation with the Sámi community.*

Evaluation report

- **The report summarises the responses collected in the pilot via the Sámi ECEC evaluation form.**
- **The number of responses received via the evaluation form was 19.**
 - The responses were collected from the staff of municipalities across Finland that provide Sámi ECEC.
 - The responses cover all groups of children receiving Sámi ECEC, including Sámi-language groups and language nests.
- **The report could be prepared on the condition that responses were received from six or more respondents.**
- **Background data collected from personnel were not utilised in the report to ensure that individual respondents, daycare centres or municipalities could not be identified on the basis of the report.**



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Feedback on the pilot and the tool

Feedback on the evaluation tool

- **Feedback questions**
 - How would you like to comment on the clarity and comprehensibility of the statements?
 - How suitable do you think the statements are for evaluating practical operations?
 - Were there any things not covered by the statements that you would like to add to the form?
 - How would you develop the implementation of similar evaluations, such as communicating about them, instructions and other factors affecting participation in the evaluation?
 - Other feedback for FINEEC:
- **Feedback via the form was received from a total of 15 people working in Sámi ECEC.**
- **In addition to this, feedback was collected from personnel and daycare centre directors at the discussion event of the evaluation tool report using the Flinga platform.**

Feedback on the evaluation tool

Usefulness of the statements of the evaluation form in evaluation

- The majority of respondents found the statements to be clear and understandable.
- According to most respondents, the statements were suitable in terms of their content for evaluating Sámi ECEC.
- The statements and their examination elicited a lot of thoughts and discussion about Sámi ECEC and associated values.

Things to consider in the development of the statements

- The Sámi translations were unclear in parts. The response options revealed dialect-related challenges, especially with regard to the Northern Sámi form.
- Evaluations may be affected by the conditions of Sámi ECEC, such as where it is provided.
- Evaluation through statements was seen as challenging with regard to children under the age of three.
- Respondents wished for the opportunity to clarify and justify their responses to individual statements.
- Respondents wished for more statements concerning cooperation between staff, resources and well-being at work.



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“I wish there was a survey like this every year, with which you could monitor yourself and develop group activities accordingly.”

“Answering these questions was interesting and also made me think about my own role as a Sámi educator.”

Feedback on the implementation of the pilot

- **Evaluation report**

- According to the participants, the evaluation conducted in the pilot corresponded to their units' perceptions of the current state of operations and the highlighted issues had been recognised at units.
- The report prepared based on the evaluation form responses and the discussion about it helped identify the strengths and areas of development of Sámi ECEC, both in terms of pedagogical activities and the structures supporting them.
- The discussion about the evaluation report also supported the implementation of strengths.
- The respondents considered the visualisations of the evaluation report to be clear.
- **As regards the implementation of the pilot, the provided instructions were understandable and clear.**
- **The participants found the training sessions to be effective even when held remotely, especially in terms of discussion and information sharing.**



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