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BACKGROUND

• Pupils are not interested in STEM subjects
• Industries need more employees with sufficient skills and knowledge
• School-company collaboration has many benefits for pupils (e.g. positive attitudes, achievement in STEM subjects and skills and knowledge for the future)
• Teachers need more industry-based knowledge, materials and methods

➢ Good practices and recommendations from Austria, England, Finland, France and Italy
GOOD PRACTICES

Austria: IMST regional networks projects with industry

England: STEM ambassador, STEM insights

Finland: Utilising the potential of smaller companies

France: The houses for science, Scientific partners for the class

Italy: Company visits with smaller groups
SOME GOOD QUESTIONS BEFORE THE COLLABORATION/VISIT:

✓ What is the pedagogical aim for the visit?
✓ How much resources do I have (time, money, materials etc.)?
✓ What is the length of the collaboration/visit?
✓ Who am I collaborating with?
✓ Do I need extra support or knowledge about the industry or STEM subjects?
RECOMMENDATIONS

To STEM teacher educators:

*It is important to know the pedagogical knowledge behind the school-company collaboration*

➢ Teacher educators should provide sufficient knowledge, materials and methods for professional development

➢ *Pre- and in-service teachers should have regular opportunities to practice school-company collaboration in authentic environments*
RECOMMENDATIONS

To school teachers:

School-company collaboration can help pupils to learn and connect subject knowledge to real-life examples

➢ Pupils need to have regular opportunities to visit companies (information about products, services and careers)

➢ If there is no possibility for every teacher to get involved, there should be at least 1 or 2 teachers who are qualified for it in each school

➢ School-company collaboration needs time and effort (collaboration with colleagues, teacher educators and companies is recommended)

Resources can be saved if the companies are near schools