

# Final activity

**Peer-review checklist is done by Irina Adamovich**

STEM School Strategy	Relevance level					Remarks / Comments
	1not	2	3	4	5completely	
<b>Learning Objectives and Assessment</b>						
The STEM School strategy includes both formal and informal approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Nothing is told about formal approach
The activities included in the strategy promote the reflection of students in order to impact the students' everyday life and future professional career choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
There are clear learning outcomes defined with the activities mentioned.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Our school is in a small underdeveloped community with an agricultural local population. There are not many possibilities.
The plan mentions how students will be guided towards these specific objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Teachers are a direct link between students and future employers. Therefore, they should be encouraged to often organize socializing with successful businessmen from the local community.
<b>STEM skills</b>						
The activities planned present the skills currently on demand in a very innovative and participative pedagogical approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The plan also includes soft skills, which will be presented as part of the activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The skills that will be presented throughout the activities correspond to emerging professions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Type of events						
The School plan engages students through diverse STEM career awareness events/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. The visit to local businesses. 2. Visiting school of applied sciences
School to work programs are integrated in the school plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The events are specifically adapted to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
The activities are connected to emerging professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The activities are assessed by the participants for further improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Career-counselling activities are integrated in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Increase the number of teaching activities in which there will be conversations with experts, advisers, professionals.
Tools and Ressources						
Some of the activities are developed in collaboration with industries or external stakeholders such as professional career counsellor or career center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Some of the activities are developed in collaboration with parents to promote STEM career awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Different type of resources are available in the school in order for teachers/students to be better informed about STEM careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
People and places						
The school plan presents practical tips to parents, so that they can increase their children's interest in STEM at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. The visit of parents as a career presenter,
The activities planned give opportunity to students to discuss directly with STEM professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	+ Via Skype
Gender equality						
The school plan provides equal gender opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>Organize girls' competitions in traditional male activities</li> <li>Organize exhibitions, lectures or presentations about women in science</li> </ul>
The activities promote gender-equal assessment processes and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Both boys and girls will be linked to mentorship opportunities according to the plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It's difficult to perform for them
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	Level 1: None or almost inexistent knowledge nor application in the school	Level 2: Basic knowledge and application in the school	Level 3: Excellent application at the school level	Not applicable	Comment (Optional)
<b>A. Teachers and school educators (including heads of school and career counsellor) awareness of the current STEM jobs and on the different career pathways to reach them.</b> E.g., Teachers and school educators regularly organize talks with STEM professionals, during which these professionals inform students about the internship and apprentices opportunities from the company where he/she works		X			
<b>B. Multi-stakeholder discussions within the school in order to promote STEM career awareness at the School level.</b> E.g., regular meetings are organized	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

between teachers, heads of schools and career counsellors to organize common STEM career awareness activities					
<b>C. Creation and usage of external partnerships to promote STEM subject choices and careers.</b> E.g., Parents, community members, employers, outside experts etc. Parents are involved by inviting them to give a guest lecture.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D. Promotion of gender equity at school level.</b> E.g., <ul style="list-style-type: none"> <li>• If group activities are developed, boys and girls are distributed equally</li> <li>• Gender sensitive supporting documents are used</li> <li>• Female role models are invited to classrooms</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	
<b>E. Organization of career orientation events to promote STEM careers.</b> E.g., <ul style="list-style-type: none"> <li>• Science and Technology Career Fairs/Meetups</li> <li>• Career Talks</li> <li>• Career Exhibitions</li> <li>• Workshop</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	
<b>F. Integration of the concept of mentorship in schools.</b> E.g., Students have different opportunities of mentorship where they can discuss directly with different STEM professionals.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>G. Communication about school to work programs and guidance of the students towards these programs.</b> E.g., Networking with researchers is enhanced during workshops on astronomy exploration. In particular, at the end of the activity, students are able to ask questions to the	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	

researcher, specifically about his/her professional activity and everyday work tasks.					
<p><b>H. Leadership in career orientation in STEM education.</b></p> <p>E.g., My school has already a STEM strategy at the school level and regular meetings are organized in order to discuss results and adapt it.</p>		X	<input type="checkbox"/>	<input type="checkbox"/>	

## 2. Can you identify the changes needed to improve the situation of your school to the next level?

Changes needed to improve the situation for each of the elements listed below:	
<p><b>A. Teachers and school educators (including head of school and career counsellor) awareness of the current STEM jobs and on the different career pathways to reach them (Modules 1 and 2)</b></p>	<p>2.1 Your answer here...</p> <ol style="list-style-type: none"> <li>1. Train STEM teachers to independently and often use ways to develop students' awareness of the importance of STEM careers.</li> <li>2. Monitor the work of teachers and engage the best as a career guidance coordinator</li> </ol>
<p><b>B. Multi-stakeholder discussions within the school in order to promote STEM career awareness at school level (Modules 3 and 4)</b></p>	<p>2.2 Your answer here...</p> <ol style="list-style-type: none"> <li>1. Creating a team of teachers who will deal with the different factors that are important for STEM careers</li> <li>2. Increase the number of teaching activities in which there will be conversations with experts, advisers, professionals.</li> <li>3. Teachers are a direct link between students and future employers. Therefore, they should be encouraged to often organize socializing with successful businessmen from the local community.</li> </ol>
<p><b>C. Creation and usage of external partnerships to promote STEM subject choices and careers (Module 5)</b></p>	<p>2.3 Your answer here...</p> <ol style="list-style-type: none"> <li>1. The visit of parents as a career presenter,</li> <li>2. The visit to local businesses.</li> <li>3. Visiting school of applied sciences</li> <li>4. Skype meetings with other teachers from other cities or countries</li> </ol>
<p><b>D. Promotion of gender equity at school level (Module 4)</b></p>	<p>2.4 Your answer here...</p> <ol style="list-style-type: none"> <li>1. Through socializing this type, promote gender equality in the STEM community:             <ul style="list-style-type: none"> <li>• Organize girls' competitions in traditional male activities</li> <li>• Organize exhibitions, lectures or presentations about women in science</li> </ul> </li> </ol>

<p><b>E. Organization of career orientation events to promote STEM careers (Module 7)</b></p>	<p>2.5 Your answer here... Some special days can serve as an overture for the presentation of STEM careers</p> <ol style="list-style-type: none"> <li>1. Nikola Tesla's birthday</li> <li>2. Mihajlo Pupin's birthday</li> <li>3. World Science Day is celebrated in November</li> </ol>
<p><b>F. Integration of the concept of mentorship in schools (Module 5)</b></p>	<p>2.6 Your answer here...  It's very difficult to perform.</p>
<p><b>G. Communication about school to work programs and guidance of the students towards these programs (Module 6)</b></p>	<p>2.7 Your answer here...  Our school is in a small underdeveloped community with an agricultural local population. There are not many possibilities.</p>
<p><b>H. Leadership in career orientation on STEM education. (Module 3)</b></p>	<p>2.8 Your answer here...</p> <ol style="list-style-type: none"> <li>1. Invite business representatives from cities around the area to demonstrate what they are doing.</li> <li>2. Organize a job fair.</li> <li>3. Encourage teachers to promote websites of successful firms that have organizational levels for collaboration with schools.</li> </ol>

3. Can you identify the mechanisms or interventions to help you achieve change? You can also include resources and sources of support to make the transition.

This information can be **intangible** (such as information about local and regional employers, experiences about how to use STEM skills in real life activities, etc.) but it can also **tangible** (university brochures, leaflets about internships, biographical/professional information about a presenter, content plan to develop a workshop, etc.).

Identify the mechanisms or interventions to help you achieve (1) the changes you described in Section 2 and (2) your STEM career learning strategy at the school level (for each of the elements listed below):	
A. Teachers and school educators (including heads of school and career counsellor) awareness of the current STEM jobs and the different career pathways to reach them	3.1 Your answer here... 1. The professional development team puts on the plan training for career guidance.
B. Multi-stakeholder discussions within the school in order to promote STEM career awareness at the School level	3.2 Your answer here... 1. Set yourself up as a mediator between a teacher and a professional
C. Creation and usage of external partnerships to promote STEM subject choices and careers	3.3 Your answer here... 1. Plan the days when parents will present their professions 2. Plan the days when visits to local businesses will be organized. 3. Arrange visits to the School of Applied Sciences, arrange transportation, provide funds...
D. Promotion of gender equity at the school level	3.4 Your answer here... 1. Posters on the walls are a great way of promotion.
E. Organization of career orientation events to promote STEM careers	Deciding which form of events is appropriate for our school. 1. Provide space and resources. 2. Call exhibitors. 3. Advertise an event.
F. Integration of the concept of mentorship in schools	1. If there is a need, there will be some solution. :/
G. Communication about school to work programs and guidance of students towards these programs	3.5 Your answer here... 1. There is a possibility of cooperation with the local health, police and fire department



**A. Leadership in career orientation on STEM education**

3.6 Your answer here...

1. All organizational things

# SYSTEMIC

SAY YES TO STEM IN THE CLASSROOM



MINISTRY FOR EDUCATION AND EMPLOYMENT



Coordinators

Premium Partners



General Partners

