

# Elhuyar

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Elhuyar was set up in 1972 with the aim of linking science and the Basque language.



The Elhuyar Foundation is a non-profit making private organisation.



## **METODOLOGY:**

- **Communication**
- **Participative activities**
- **Live activities**
- **Research**
- **Networking**



## FORMAL EDUCATION



Very few time

Direct contact with youngsters

Many different tasks

Contact with families

Deal with problems

Can influence in the education system

Few resources

Big offer of material and external activities

## SCIENCE COMMUNICATION

Keep further from the students

Follow scientific actuality

Flexibility as an intermediate agent

## PERCEPTION ABOUT S&T

- Perception of usefulness of learning about S&T subjects is quite positive and critic.
- Although many typical stereotypes about people working in S&T (“men”, “boring”, “strange”) are rejected, some of them related with “difficulty” are in some sense accepted (“hard-working”, “competitive”, “addicted to work”, “very vocational”).
- “Difficulty” of S&T subjects scare the pupils off?



## INTEREST IN S&T

- Pupils are both interested in S&T related issues in their life and in studying S&T subjects.
- Pupils like S&T school activities as experiments, projects and trips. Others as competitions or speakers are usually interesting just for a minority.



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## VOCATIONS IN S&T

- More interest doesn't imply more vocations.
  - Why more interest seems not to be connected with more vocations?
  - Can additional school activities contribute to increase vocations? If it is so, how?
  - Design of activities to increase interest or to foster vocations should be different?

## SOME SUGGESTIONS...

- Post-Secondary studies in S&T areas are a very nice general preparation for any job.
- Additional S&T school activities should include a wider view of S&T subjects as one of the best ways to be prepared, not only for S&T careers, but for any career in a world that is increasingly depending on S&T.

