**Decisions about funding of science affect all peoples’ lives and young people should engage in debates about the implications of science for their own and other generations lives**.

About a hundred years ago, a distinction was drawn between science and the arts, and in our educational systems, we continue this distinction between science and arts by organizing education in separate subjects. Currently we see science and arts as distinct ways of understanding and experiencing the world. We take it for granted that they are separate and we think that science is increasingly important for the future of the world. We might not be right, but nevertheless, our economies are based on ideas of growth and industry and development which require populations who understand science to make Europe flourish.

Because of this, It´s not surprising that governments want to encourage young people in science and the reason we are here is that there is an interesting perceived problem about young people´s engagement in science. We can borrow some words from some Norwegian researchers to express this

A key theme running through much of the recent science education literature has been the increasing reluctance of young people in many parts of the world to participate in science, technology, engineering and mathematics (STEM). Awareness of this disinclination emerged in the early 1990s with several national reports identifying shortages of science graduates and declines in student interest in school science. As the number of such reports grew, international comparative studies were undertaken to investigate the extent of these trends. The commonalities revealed by these studies across a number of countries have led research in this field to the point where broader explanatory models are now needed to account for the fact that the trend appears to be more closely associated with socio-cultural characteristics of a generation than with national economies or education systems. (Bøe, M. V., Henriksen, E. K., Lyons, T., & Schreiner, C. (2011). Participation in science and technology: young people’s achievement‐related choices in late‐modern societies. *Studies in Science Education*, *47*(1), 37-72.)

We think that what might be important for our young people is to introduce them to a critical scientific literacy. We have experience in using performance and the arts. We think that working using performance and the arts could foster engagement in science and help people to be able to talk about how we understand science. This includes how the notion of science has been shaped, how science is conducted and how decisions based on scientific research affect their lives in the present. We would be pleased if by the end of our project we thought that young people were able to talk critically about what the future is. (It might also help them become interested in science related careers).

We will start the new press release by talking about what is taken for granted. We are looking at a problem at a particular point in history

As a result, we live in a world driven by advances in science and technology so building future societies that are critically scientifically literate