

science4girls Project 2020/2022

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science4girls

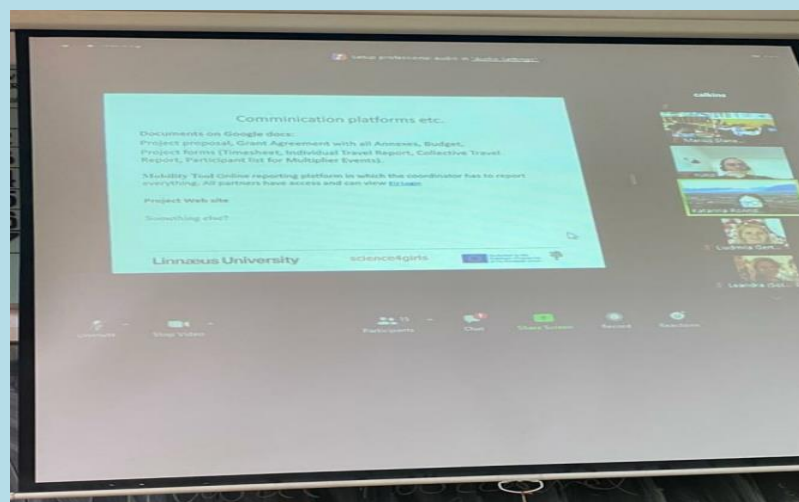
Kick-off meeting



NEWSLETTER 1

The project mission is to offer secondary schools and science teachers realistic and useful guidance on how to create climate-change-based OSS for 12-16-year-old female students to allow them to create brand-new and much more attractive images of science and to more flexibly incorporate those images in their identities. The project believes that such guidance can only be made attractive and useful if co-created by the girls themselves. To ensure such qualities, the outcomes must be developed through practical experimentation, the girls being the *heart of the creation*. To be able to co-create the guidance, the girls' teams need to qualify their contributions and build capacity to feed into the project's outcomes which will take place in the project's major phases: CLIMATE CHANGE MISSIONS

Several decades' attempts to make science education and a life in science more attractive to young female students have not been successful. *The clear conclusion is that there is nothing wrong with the girls, but a lot wrong with science education in secondary school.* Therefore, an increasingly evident conclusion is that the girls should not change, science education should. Girls should not have to become boys-like to engage in science. This means that strategies to change the girls' mind about science need to change science education and need to be powerful enough to integrate in teenage girls' female identities.



The girls explore the community and identify the most important climate change challenges in the community in which they take a personal interest and then select the most important and interesting real-life climate change challenges and design their missions in collaboration with community resources.

Climate change based open science schooling is expected to be able to create such new science images that science learning and a life in science become more integrable into the girls' identity – because it breaks away from the basic parameters of traditional science instruction, it goes far beyond superficial “modernizations” - and in a radical way links strongly to very many teenage girls values and preferences.

This is so, because this science learning strategy does not merely link to one or two of the typical female preferences, but to almost all of them; and the combination of these preferences is what makes the strategy powerful and promising.

Given the pandemic situation, the kick-off meeting with the project partners was online, but we hope that a number of future activities will be face-to-face meetings. We will plan and organise our activities in time and phases to ensure a solid progression towards the project final results.

“We are proud to represent Romania in this project!” - Elena Cerasela Cremene–school manager” Gheorghe Țițeica ” Elementary School, Craiova

