Queenslanders' Perceptions and Attitudes to Science

Benchmark Research Report

Prepared for: Office of the Queensland Chief Scientist

TNS Consultants: Richard Bishop & Caitlin Manche
Job No: 263103937
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Executive Summary

Executive Summary (1)

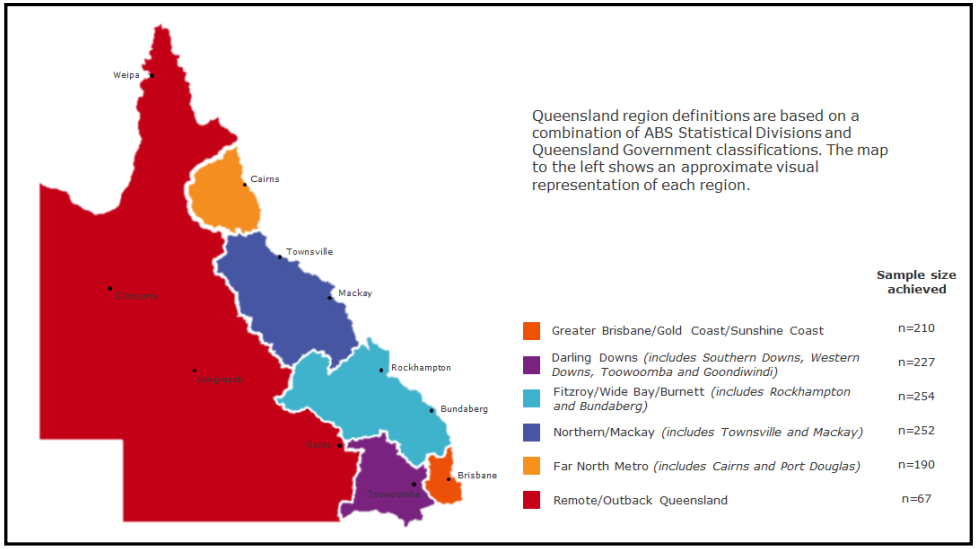
Research background, objectives and methodology

Science impacts our lives every day and is vital to the state's economic prosperity, and our current and future wellbeing. In addition, Queensland scientists are international leaders at the forefront of many breakthroughs and discoveries that have a significant impact on the Queensland community. Given this, public awareness and recognition of science is essential to engender increased support for science at local, state and national levels.

In February/March 2016, TNS was commissioned by the Department of Science, Information Technology and Innovation (DSITI) to conduct research amongst Queensland adults to establish a benchmark of the perceptions and attitudes towards science. The research also aimed to understand current engagement and participation levels in science activities and identify differences across the state and between demographic groups. A total of n=1,200 Queensland residents (aged 18 years and over) completed the 10 minute online survey over a two week period from 29 February to 14 March 2016. Broad age and gender quotas were applied and a good spread of responses across the whole of the state was achieved (as highlighted to the right).

Data was post-weighted to 2011 ABS Census data to ensure that the sample is representative of the population statistics in Queensland. Weighting was conducted by age, gender and location within Queensland.

The results of the research will help inform the Advance Queensland Science Engagement and Communication Strategy (being implemented by the Office of the Queensland Chief Scientist). The vision is to create a Queensland population that engages in and recognises, supports and advocates for science. This has the potential to help influence the subject choices of students and ultimately career and job choices and contribute to the broader economy.



[1]Effects of integrative approaches among STEM subjects on students' learning', Becker, K. and Park, K., Journal of STEM Education Volume 12 – Issue 5 & 6, July-September, 2011

Executive Summary (2)

Awareness, knowledge and interest in Science

Unprompted, most Queenslanders typically associate science in mainstream (school-related) terms with chemistry, biology, physics and experiments the most common associations. After being informed of the broad range of topics that science encompasses, the majority (74%) of Queenslanders consider themselves interested in science.

Females are significantly less likely than males to be interested in science, and have markedly different areas of interest; females are focussed on health and medicine, biology and environmental science while males are more interested in technology, computer science and engineering. Interest in science is also significantly lower amongst the 18-24 age cohort (65% interested) compared to other age groups.

Perceptions and attitudes toward Science and science careers

Scientific development is perceived as having a positive impact on society by the majority of Queenslanders (76%), and is seen as being critical for the Queensland economy (72% in agreeance).

Whilst most Queensland parents (79%) stated they would encourage their children to consider science as a subject to study at school, fewer would actively encourage science as a career choice (59%). Interestingly, education figures show a decline in participation in science subjects. In the 20 years from 1992 to 2012 the total number of Australian students enrolled in year 12 increased by 16%, however for the same period participation rates for most Science and Mathematics subjects declined by approximately 8% (Kennedy, J et al, 2014[2]).

University websites, search engines and Government websites are the dominant choice for seeking information about a science-based career (72%, 51% and 47% respectively).

[2]Kennedy, J, Lyons,T and Quinn, F 2014, 'The Continuing Decline of Science and Mathematics Enrolments in Australian High Schools' Teaching Science, vol. 60, no. 2, pp 34-46

Executive Summary (3)

Media and Science news / information

Although the majority of Queenslanders are interested in science, almost one in two (45%) Queenslanders consider there is currently not enough information available. The survey results show that most Queenslanders passively receive information through mass media channels (i.e. on TV and in newspapers), although one in four (26%) also passively receive information via social media platforms.

Science Activities and Events

There is an appetite across Queensland for participating in science activities and events, with 47% considering there are not enough events/activities available – particularly for those outside South East Queensland (52% in agreeance that there is not enough available). Of the activities listed, 'open house' tours of science facilities and guided nature tours/nature play were the activities which drew the most interest (44% and 37% respectively).

With less than one in two aware of National Science Week (44%), and slightly more than one in ten aware of the World Science Festival (13%), the opportunity exists to drive awareness of these events across Queensland, especially since more than one in two (52%) indicated an interest in attending such events in the future.

Awareness of Queensland Science Projects and Scientists

Only one in five (20%) Queenslanders were able to spontaneously name notable Queensland scientists and/or discoveries. Even when prompted with a list, two in five (41%) were still unaware of any of the scientists/discoveries listed. Amongst those that were aware, Professor Ian Frazer's cervical cancer vaccine (Gardasil) had the highest awareness, both prompted and unprompted.

Executive Summary (4)

Where to from here?

It is clear from this research that Queenslanders are interested in science. However there is scope for improving in specific areas such as increasing interest levels of females and the younger generation (18-24 year olds) who were significantly less interested. Additionally, the research suggests we do not need to persuade Queenslanders about the benefits of science to society. Instead, the focus should be on increasing and enhancing dissemination of science information and events/activities, particularly in regional Queensland.

While Queensland scientists are international leaders at the forefront of many breakthroughs and discoveries, this research indicates that Queenslanders are largely unaware of the significant, life-changing science and research taking place in their own backyard. Communication that promotes Queensland scientists/discoveries should be able to leverage the high levels of interest in science across the state.

Queenslanders largely expect to be notified about local science events or activities via the television and local newspapers/magazines, with these being the top two preferred channels for information across all Queensland regions, however this changes according to age with the younger generation preferring social media. An integrated multi-channel strategy for disseminating information would be optimal to ensure age and region specific preferences were met.

Parents appear to be encouraging their children to undertake science but allowing independent decisions when it comes to career choice. This highlights the importance of ensuring both children and parents are sufficiently engaged and informed early in the career choice pathway and educated regarding the importance of STEM skills.

The Science Engagement and Communication Strategy currently being implemented by the Office of the Queensland Chief Scientist, has been updated to reflect these research findings so that it has an impact on identified areas of need. The Office of the Queensland Chief Scientist has established a benchmark with this research that will be measured again in the short-term, following the delivery of targeted initiatives.

2

Visual Representation of 6 Broad Queensland Regions and Remoteness Classifications

6 Broad Queensland Regions

Queensland region definitions are based on a combination of ABS Statistical Divisions and Queensland Government classifications. The map to the left shows an approximate visual representation of each region.

	Sample size achieved
Greater Brisbane/Gold Coast/Sunshine Coast	n=210
Darling Downs *(includes Southern Downs, Western Downs, Toowoomba and Goondiwindi)*	n=227
Fitzroy/Wide Bay/Burnett *(includes Rockhampton and Bundaberg)*	n=254
Northern/Mackay *(includes Townsville and Mackay)*	n=252
Far North Metro *(includes Cairns and Port Douglas)*	n=190
Remote/Outback Queensland	n=67

Remoteness Classifications

Remoteness classifications referenced throughout the report are based on the ABS 2011 Australian Statistical Geography Standard Queensland Remoteness Area boundaries.

	Sample size achieved
Very remote	n=117
Remote	
Outer regional	n=551
Inner regional	n=352
Major cities	n=180

3

Awareness, knowledge and interest in Science

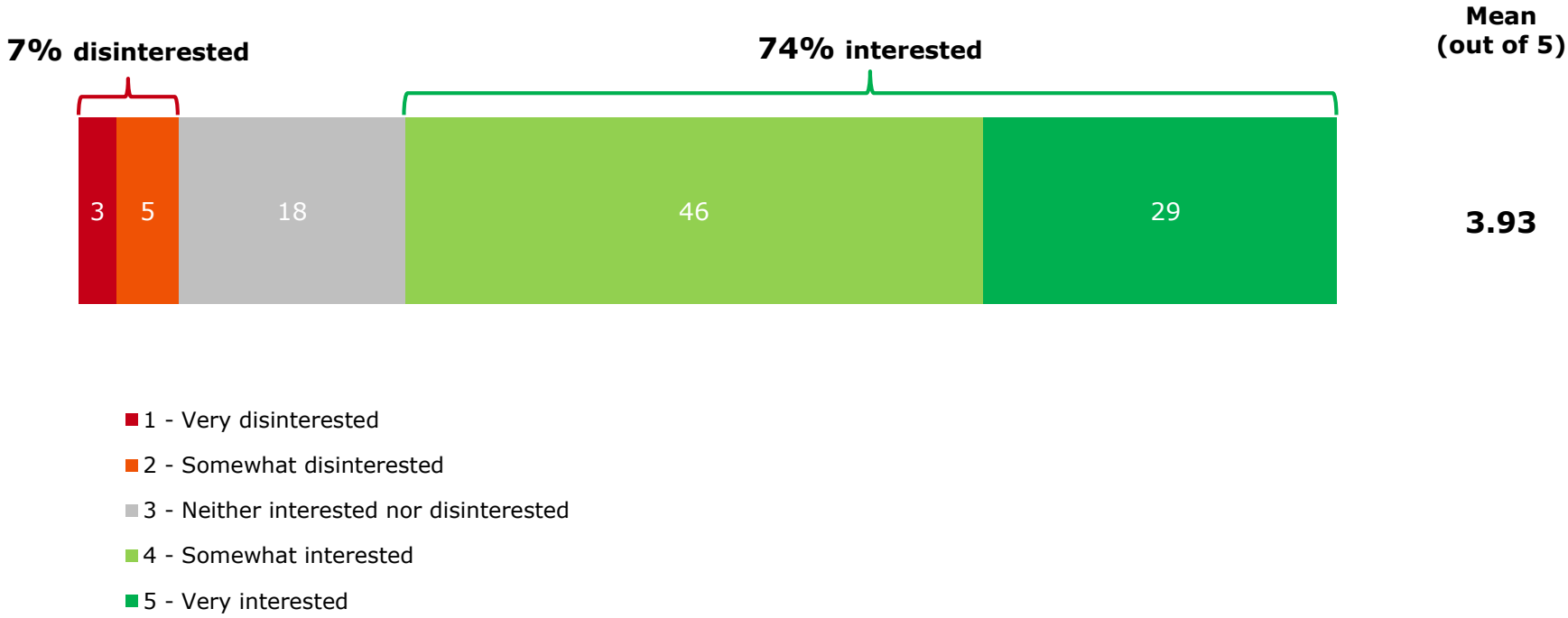
Unprompted, Queenslanders typically associate science in mainstream (school-related) terms with chemistry, biology, physics and experiments with science most commonly associated.

Unprompted Awareness / Understanding of Science

A1. When you think about science, what words or phrases first come to mind?
BASE: All respondents (n=1200)
Note: The top 100 words mentioned by respondents are shown in the above word cloud. Words mentioned more often are shown in larger text.

Three in four (74%) Queenslanders are somewhat or very interested in science. A further one in five (18%) are ambivalent, with just 7% indicating they are somewhat or very disinterested.

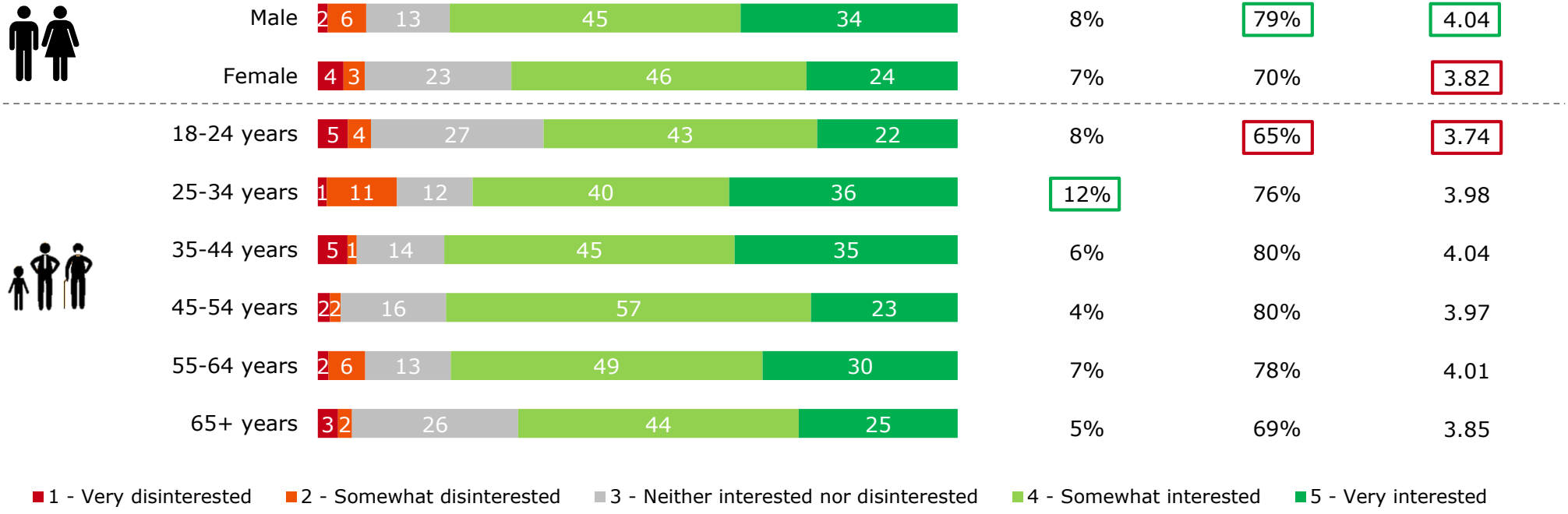
Interest in Science (%)



A2. Thinking about science, as defined above, how interested would you say you are in science?
BASE: All respondents (n=1200)

Interest levels are higher amongst males compared to females. Those aged 18-24 years are less interested in science than other age groups.

Interest in Science (%) – by age and gender



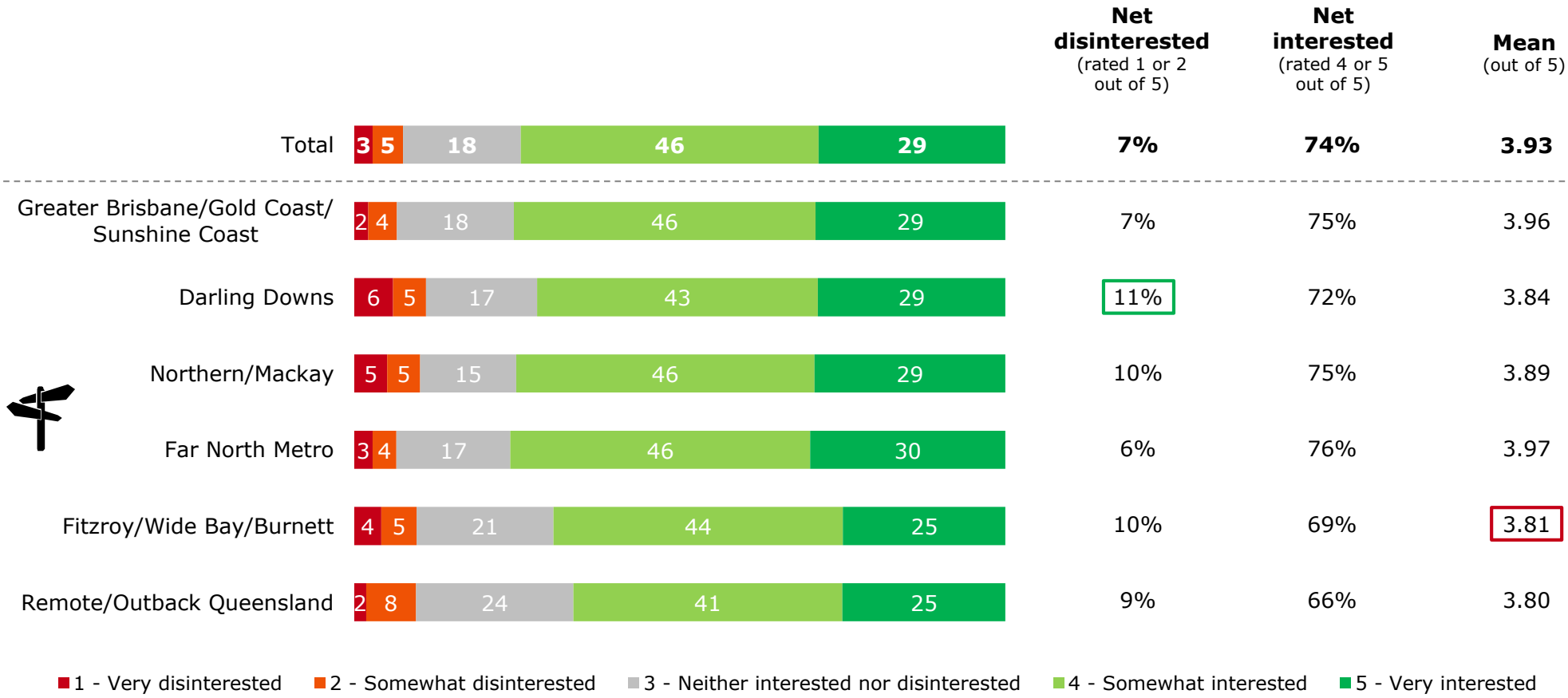
A2. Thinking about science, as defined above, how interested would you say you are in science?
BASE: All respondents (n=1200); Male (n=565); Female (n=635); 18-24 years (n=139); 24-34 years (n=231); 35-44 years (n=200); 45-54 years (n=190); 55-64 years (n=217); 65+ years (n=223)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

Interest in science is strong across the whole state, with a much larger proportion interested compared to disinterested across all regions. Disinterest was highest in the Darling Downs region.

Interest in Science (%) – by 6 broad Queensland regions



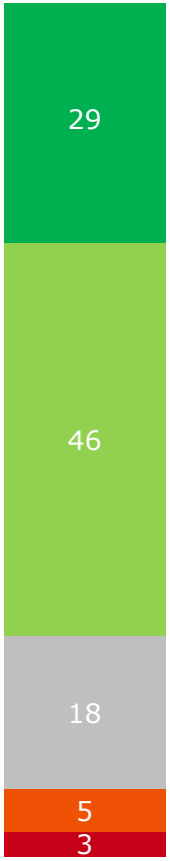
A2. Thinking about science, as defined above, how interested would you say you are in science?
BASE: All respondents (n=1200); Greater Brisbane/Gold Coast/Sunshine Coast (n=210); Darling Downs (n=227); Northern/Mackay (n=252); Far North Metro (n=190); Fitzroy/Wide Bay/Burnett (n=254); Remote/Outback Queensland (n=67)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

Selected reasons provided amongst those "very disinterested" or "somewhat disinterested" in science.

Reasons <u>disinterested</u> in science (common themes and selected verbatim responses)



7% disinterested

Common themes mentions	% mentioned
Not interested / not my type of thing / boring	63%
Complicated /confusing / complex / don't understand	20%
Do not have time to explore it / only when I have time / don't go out of my way to look for it	7%

It's not my thing. As long as something works I don't care how it works.

Doesn't interest me, though the work performed is amazing.

Not relevant to my work or lifestyle. I didn't enjoy the subject at school.

Wasn't one of the subjects I most enjoyed at school - more of an English/History person. Most science goes over my head.

Unless I wish to be a scientist, I see no need for it.

I suppose it didn't interest me at high school so I didn't listen about science basics.

I hated it in school and could never understand or fathom it, and that has stuck with me.

It's a boring topic to me. I am more into business stuff and the sciences never interest me nor do I totally understand it either.

Not very good at it and the topics don't interest me at all.

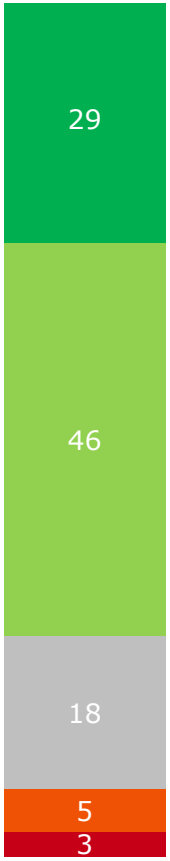
A3. For what reason or reasons are you [RESPONSE FROM A2] in science?
BASE: Those "very disinterested" or "somewhat disinterested" in science (n=111)
Note: Verbatim responses were coded into common themes. Themes mentioned by >6% are shown.

Rated "Very disinterested" in science

Rated "Somewhat disinterested" in science

Selected reasons provided amongst those "neither interested nor disinterested" in science.

Reasons <u>neither interested nor disinterested</u> in science (common themes and selected verbatim responses)



18% ambivalent

Common themes mentions	% mentioned
Not interested / not my type of thing / boring	37%
Complicated /confusing / complex / don't understand	26%
Have a passing interest / mildly interested / only interested in a few categories / am more interested in other things	10%

A complicated subject, I needed only basic science for my work.

Just not bothered by it – some things are cool, other things are boring.

It is often portrayed as too difficult to understand by the average person.

I cannot assimilate the information. I would really like to be able to but I never have been able to grasp it.

I do find discovery very attractive but on the other hand I am not interested in learning these things for myself.

Some things are good to know about, other things are just too technical and difficult to understand.

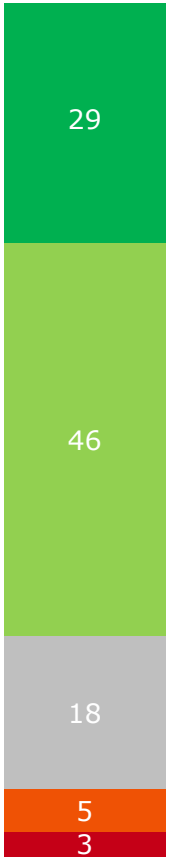
Have never studied science. I believe I don't have a great memory for science. I love watching documentaries on all subjects, I find it very interesting when watching, but never have followed on from there.

Science is an important part of our daily lives and without it we would not be as advanced if it wasn't for it. But in saying that it is not something that really appeals to me but is something I live with in my everyday life.

A3. For what reason or reasons are you [RESPONSE FROM A2] in science?
BASE: Those "neither interested nor disinterested" in science (n=217)
Note: Verbatim responses were coded into common themes. Themes mentioned by >6% are shown.

Selected reasons provided amongst those "somewhat interested" in science.

Reasons somewhat interested in science (common themes and selected verbatim responses)



46% somewhat interested

Common themes mentions	% mentioned
I find it / have always found it interesting / intriguing / engaging / exciting / have an enquiring mind	17%
To gain more knowledge / to advance my knowledge / to learn more	16%
New discoveries / new developments / new findings / new technology / advances / progress	11%
It fascinates me / amazing / impressive	9%
Explains the world / the universe / how the world began / involves the world around us / want to understand the world we live in / the wonders of the world	7%
Medical sciences / medicine / medical advancements / health side of science / cures for diseases / ways to combat diseases / medical breakthrough	7%
Understanding how and why things work the way they do	7%

Because aspects of it affect us all in our everyday lives even if we are not classified as scientists per se.

I find science to be fascinating. It's a wonderful way to learn about the world in real, demonstrable ways.

It is interesting to hear and see the discoveries being made that can change and enhance our way of living.

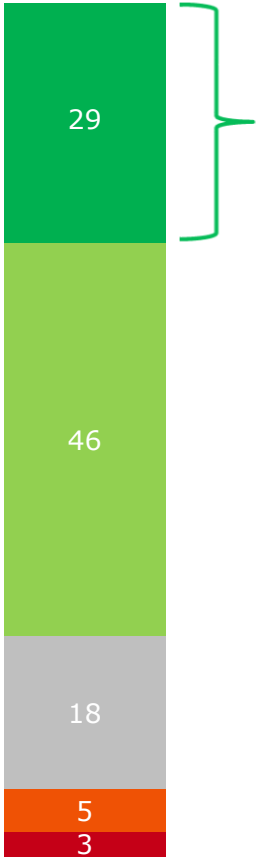
My mind likes to understand just how things work and operate. Science is best at finding those answers for me, but I don't often have time to actually explore beyond the actual knowing how.

There is always something to learn in science. I like facts, I like the way they can be proven and are not someone's made up thoughts. There are so many different areas of science to be interested in.

A3. For what reason or reasons are you [RESPONSE FROM A2] in science?
BASE: Those "somewhat interested" in science (n=549)
Note: Verbatim responses were coded into common themes. Themes mentioned by >6% are shown.

Selected reasons provided amongst those “very interested” in science.

Reasons very interested in science (common themes and selected verbatim responses)



29% very interested

Common themes mentions	% mentioned
I find it / have always found it interesting / intriguing / engaging / exciting / have an enquiring mind	23%
Explains the world / the universe / how the world began / involves the world around us / want to understand the world we live in / the wonders of the world	17%
Understanding how and why things work the way they do	15%
New discoveries / new developments / new findings / new technology / advances / progress	14%
Have a degree / am currently studying a science related course / am qualified to work in a scientific field / it's my career	11%
It fascinates me / amazing / impressive	10%
To gain more knowledge / to advance my knowledge / to learn more / always learning something new	9%
I am interested in the environment / environmental protection / environmental issues / global warming / climate change	7%

Although I do not have a very scientific mind, I love celebrating the work of others and hearing about developments and discoveries which broaden our understanding of the universe.

Directly related to my job. Helps us understand the world we live in. Solutions to problems.

I believe it is integral to all aspects of life and I love learning about why things occur as well as how and also being able to use information to make changes for the better.

I love to learn. I like to know how things work, I'm not comfortable with answering the question: "How does this work?" with the answer "it just does".

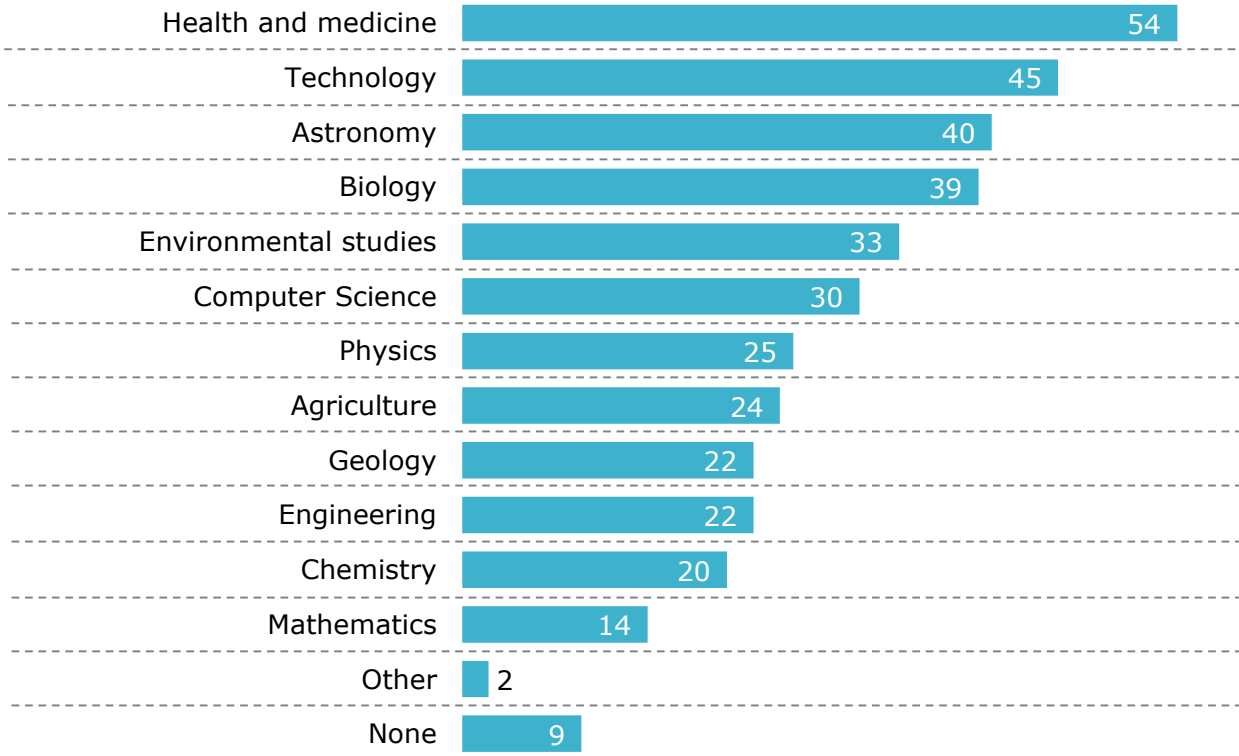
Because it is central to the world we live in; material progress and improvement in health is virtually impossible without science; it is intrinsically interesting.

Because it can and will impact on my future in the areas of health and environment.

A3. For what reason or reasons are you [RESPONSE FROM A2] in science?
BASE: Those “very interested” in science (n=344)
Note: Verbatim responses were coded into common themes. Themes mentioned by >6% are shown.

Overall, health and medicine, technology, astronomy and biology were the most commonly nominated science areas of interest. Males and females are interested in different topics.

Areas of Science Interest (Total %)



Areas of Science Interest (%) – by gender

	Male	Female
Health and medicine	42%	66%
Technology	57%	33%
Astronomy	43%	37%
Biology	33%	46%
Environmental studies	26%	39%
Computer Science	42%	18%
Physics	36%	14%
Agriculture	22%	26%
Geology	21%	23%
Engineering	37%	7%
Chemistry	35%	15%
Mathematics	18%	10%
Other	1%	3%
None	8%	10%

A4. Which of the following broad areas of science are you interested in?
BASE: Those who are not "very disinterested" in science (n=1152); Male (n=549); Female (n=603)

Significantly higher than total at 95% CI
Significantly lower than total at 95% CI

On the whole, there are minimal differences in areas of science interest based on regional location.

Areas of Science Interest (%) – regional differences

	Greater Brisbane/Gold Coast/Sunshine Coast	Darling Downs	Northern/Mackay	Far North Metro	Fitzroy/Wide Bay/Burnett	Remote/Outback Queensland
Areas of significantly <u>higher</u> interest level than total		**Chemistry** *(28% vs. 20%)* **Mathematics** *(21% vs. 14%)*	**Geology** *(28% vs. 22%)*	**Geology** *(30% vs. 22%)* **Chemistry** *(29% vs. 20%)* **Mathematics** *(27% vs. 14%)*	**Chemistry** *(27% vs. 20%)* **Mathematics** *(20% vs. 14%)*	
Areas of significantly <u>lower</u> interest level than total		**Engineering** *(16% vs. 22%)*	**Computer science** *(21% vs. 30%)*		**Biology** *(26% vs. 39%)*	

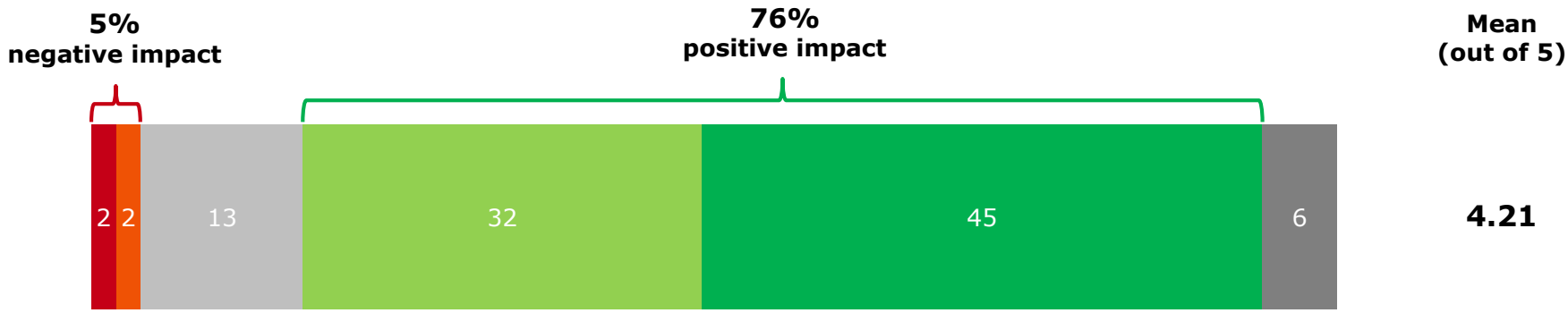
A4. Which of the following broad areas of science are you interested in?
BASE: Those who are not "very disinterested" in science (n=1152); Greater Brisbane/Gold Coast/Sunshine Coast (n=206); Darling Downs (n=213); Northern/Mackay (n=239); Far North Metro (n=184); Fitzroy/Wide Bay/Burnett (n=244); Remote/Outback Queensland (n=66)

4

Perceptions and attitudes towards Science

Overall, three in four (76%) believe that scientific development is having a positive impact on society. Only 5% are of the opinion that scientific development is negatively impacting society.

Perceived overall impact of scientific development on society (%)



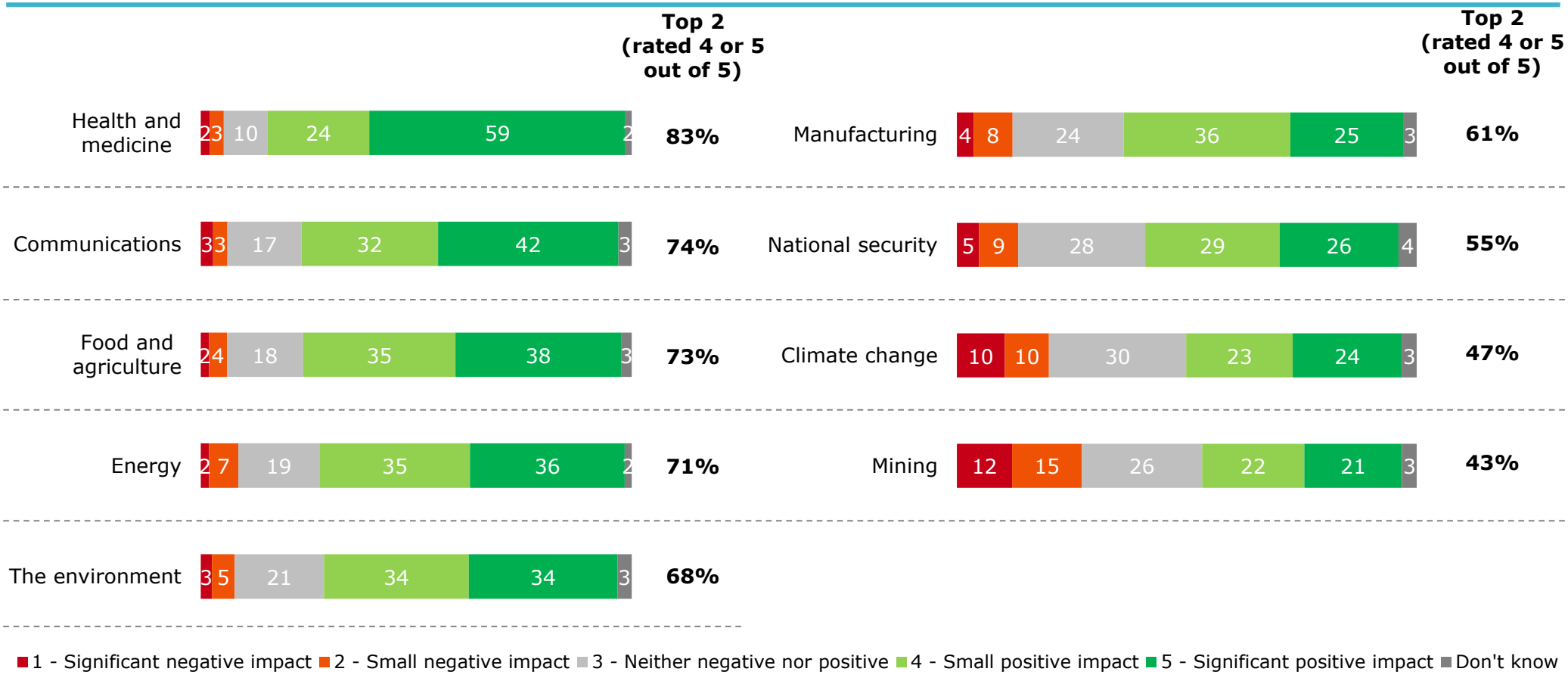
Key demographic differences:

Those with an undergraduate or postgraduate degree are significantly more likely to perceive that scientific development is having a positive impact on society compared to those with lower education levels (89% vs. 72% rating 4 or 5 out of 5). This was also the case amongst those 'interested' in science, compared to those 'ambivalent' or 'disinterested' (87% vs. 45% rating 4 or 5 out of 5).

B1a. And overall, please indicate the impact you believe scientific development is having on society in general.
BASE: All respondents (n=1200)

Health and medicine, communications and food and agriculture are the areas of science perceived to have the greatest positive impact on society. At least one in five consider scientific development in the areas of climate change and mining to be negatively impacting society.

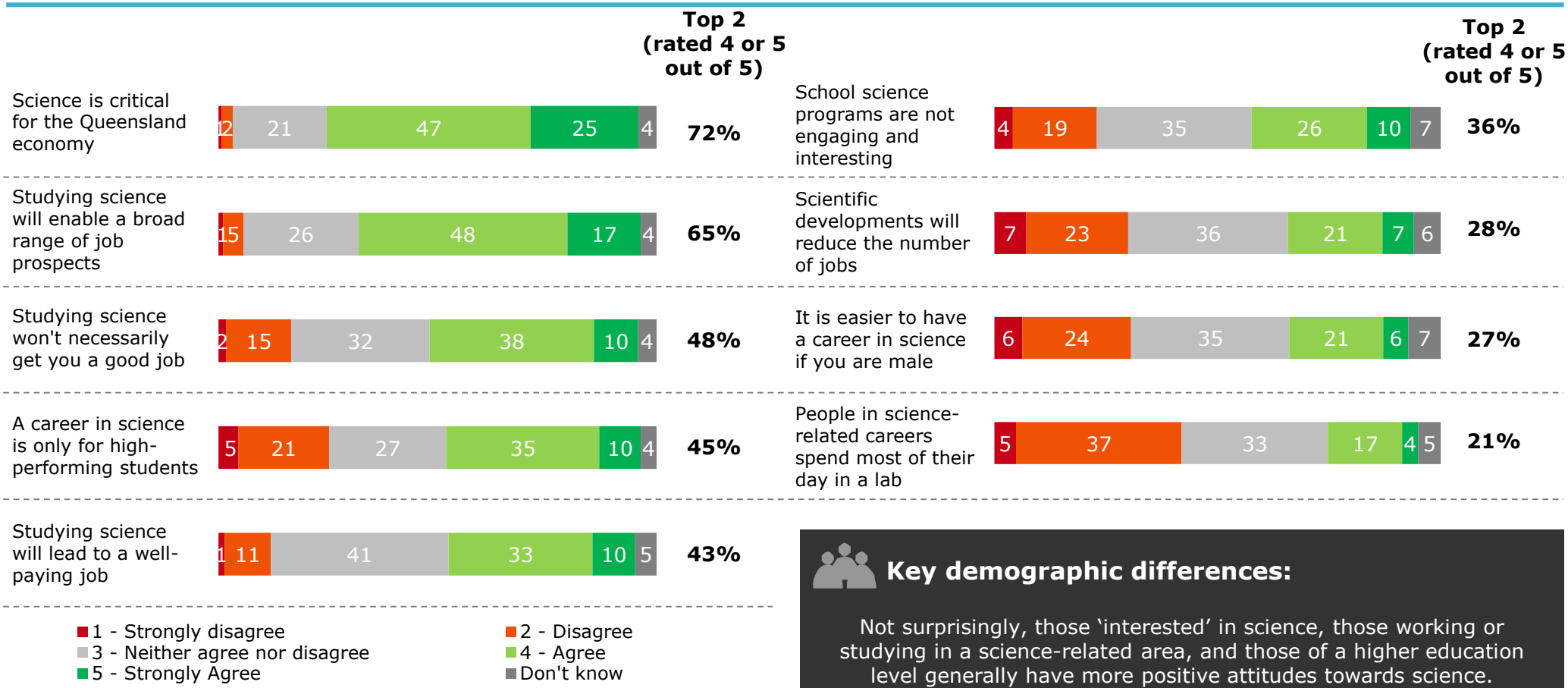
Perceived impact of various areas of scientific development on society (%)



B1. Please indicate whether you believe scientific development in the following areas is having a positive or negative impact on society.
BASE: All respondents (n=1200)

Agreement levels that science is critical for the Queensland economy and that studying science will enable a broad range of job prospects are strong.

General attitudes towards science (%)



Key demographic differences:

Not surprisingly, those 'interested' in science, those working or studying in a science-related area, and those of a higher education level generally have more positive attitudes towards science.

B2. To what extent do you agree or disagree with the following statements about science?
BASE: All respondents (n=1200)

Those of a higher education level generally have more positive attitudes towards the benefits of science. However, this group are also significantly more in agreeance that school science programs are not engaging and interesting for students.

General attitudes towards science (% rated 4 "agree" or 5 "strongly agree" out of 5) – by highest education level achieved

Attitudinal statements about science	Total	High school only	Diploma or certificate from a college or TAFE	Degree from a university (incl. honours)	Post-graduate degree/ diploma
Science is critical for the Queensland economy	**72%**	67%	71%	81%	75%
Studying science will enable a broad range of job prospects	**65%**	57%	63%	79%	75%
Studying science won't necessarily get you a good job	**48%**	49%	48%	40%	47%
A career in science is only for high-performing students	**45%**	45%	42%	49%	44%
Studying science will lead to a well-paying job	**43%**	45%	38%	48%	38%
School science programs are not engaging and interesting	**36%**	33%	31%	45%	46%
Scientific developments will reduce the number of jobs	**28%**	28%	26%	34%	29%
It is easier to have a career in science if you are male	**27%**	21%	20%	41%	48%
People in science-related careers spend most of their day in a lab	**21%**	23%	15%	21%	23%

B2. To what extent do you agree or disagree with the following statements about science?
BASE: All respondents (n=1200); High school only (n=506); Diploma or certificate from a college or TAFE (n=420); Degree from a university (incl. honours) (n=155); Post-graduate degree/diploma (n=111)

Significantly higher than total at 95% CI

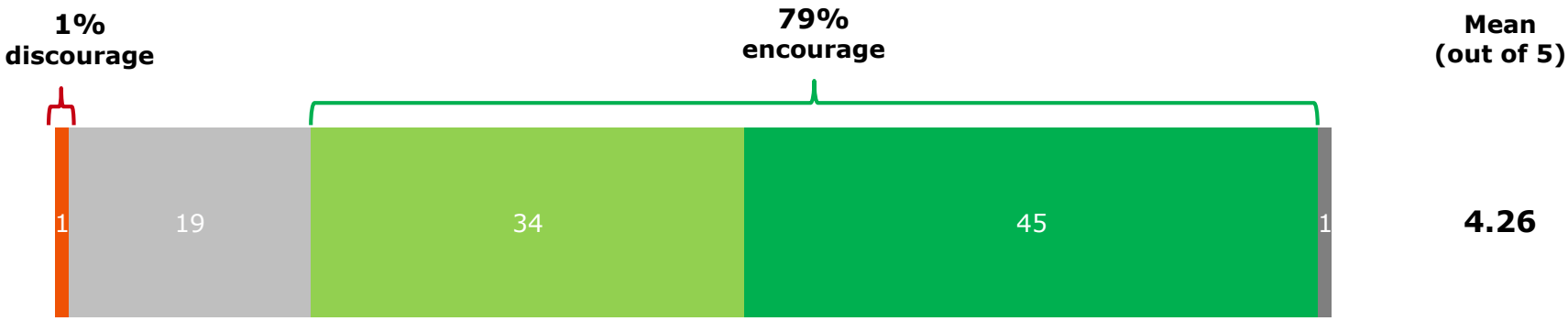
Significantly lower than total at 95% CI

5

Parents’ behaviours and attitudes towards their children studying Science

Almost four in five (79%) parents/carers have/would encourage their child/children to study science subjects in high school. Only 1% would actively discourage the study of science in high school.

Encouragement of science study in high school (%)



Key demographic differences:

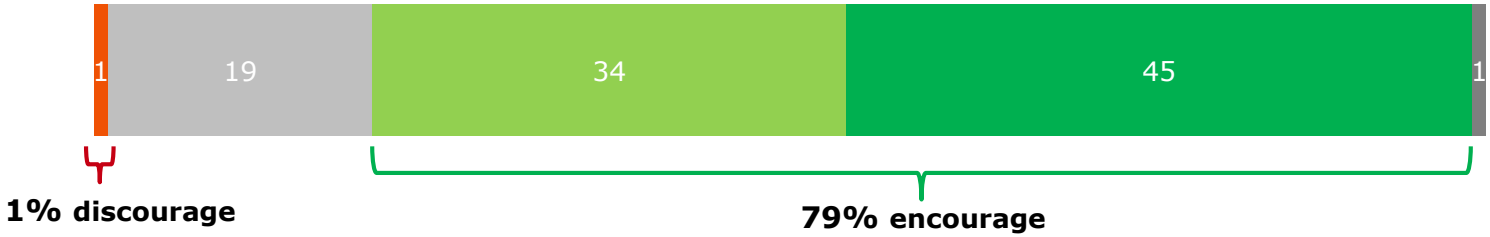
Those with a personal interest in science are more likely to encourage their children to study science subjects in high school, compared to 'ambivalent' or 'disinterested' in science (88% vs. 52% rating 4 or 5 out of 5).

There was no significant differences in encouragement levels between regions.

C1. To what extent have you / would you encourage your child/children to study science subjects in high school?
BASE: Parents /primary carers (n=475)

Selected reasons provided for discouraging and encouraging children to study science subjects in high school.

Reasons for <u>discouraging/ambivalence towards/encouraging</u> science study (Selected verbatim responses)



Because of HECS fees it's not worth the investment.

Boring.

By the time kids go to high school they should make their own decisions – it's their future.

I would encourage my children to follow their own interests when choosing subjects to study.

It's up to my kids what areas they're interested in and passionate about. If that should be science – great – but if not, that's great too. They have to enjoy what they're doing.

Science opens the mind to critical thinking, e.g., how to help people get well, growing food with more nutrition. How to help create a better world.

There's so much in the world to learn about. Learning all different aspects of science can be fun, intriguing, informative and can be useful in everyday life.

Science is the basis of so many career paths I think that it is important that science be still a part of the curriculum for those students wanting to go on and learn and study different career paths in the future.

If they were able to do it I would actively encourage them but if they were unable to keep up or understand or if they weren't interested I would be more inclined to agree with them studying something else.

I want my child to have a bright future and studying all areas of science will give her a better understanding of the world.

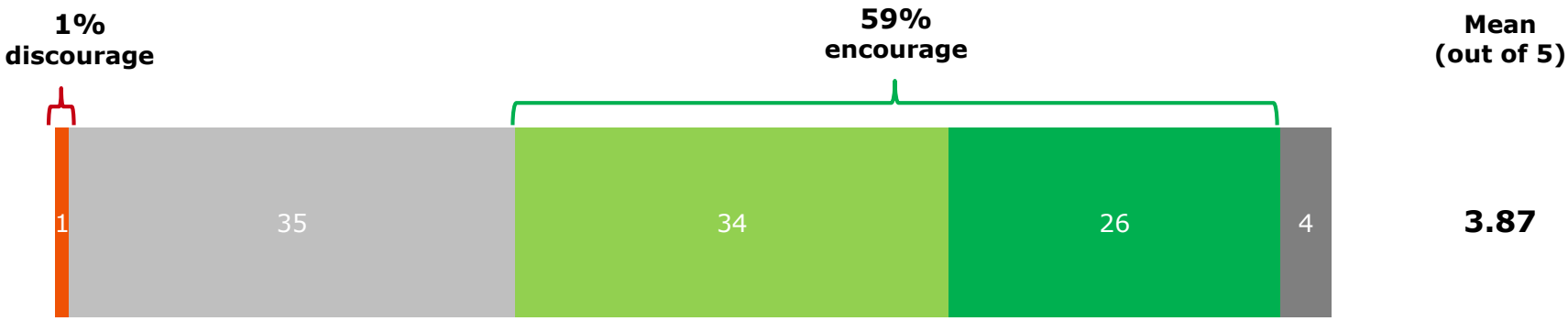
It has a wide range of applications for career diversity. If they enjoy science they should consider it as a career option over something they don't enjoy.

C2. Why is that?
BASE: Parents /primary carers who: "strongly discourage" or "somewhat discourage" science study (n=6); "neither encourage nor discourage" science study (n=82); "somewhat encourage" science study (n=163); "strongly encourage" science study (n=219)

Rated "Somewhat discourage"
Rated "Neither encourage nor discourage"
Rated "Somewhat encourage"
Rated "Strongly encourage"

Almost three in five (59%) parents/carers have/would encourage their child/children to consider a science-based career. Over a third (35%) would neither encourage nor discourage, while only 1% would actively discourage consideration of a science-based career.

Encouragement of science-based career (%)



Key demographic differences:

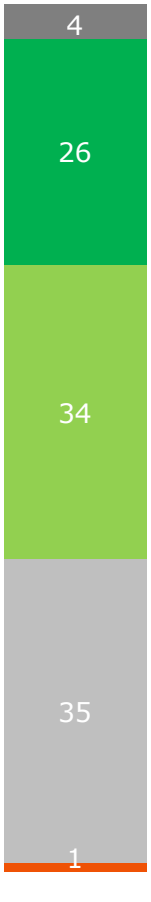
Parents/carers living in remote/very remote regions are less likely to encourage their child/children to pursue a science-based career, compared to the total sample (42% vs. 59% rating 4 or 5 out of 5).

Those personally 'interested' in science or who undertook post schooling studies in a science-related area are more likely to encourage their children to consider a science-based career (68% and 76%, respectively).

C3. To what extent have you / would you encourage your child/children to consider a science-based career?
BASE: Parents /primary carers (n=475)

Selected reasons provided for discouraging children to consider a science-based career.

Reasons for <u>discouraging</u> science career (common themes and selected verbatim responses)



1% discourage

Too few responses (n=7) to code into common themes.

I don't think there are going to be many jobs in this field in say 20 years time - I don't see the longevity.

If it is the career path they are happy doing, they should follow their passion.

My child is not scientifically minded.

C4. Why is that?
BASE: Parents /primary carers who "strongly discourage" or "somewhat discourage" a science career (n=7)

Rated "strongly discourage" career in science
Rated "somewhat discourage" career in science

Selected reasons provided for being ambivalent towards encouraging children to consider a science-based career.

Reasons for <u>neither encouraging nor discouraging</u> science career (common themes and selected verbatim responses)

Common themes mentions	% mentioned
Ultimately it is their choice to make not mine / should do what they want / make their own decisions / I will encourage / support my child's chosen path	50%
Depends on whether or not they were interested in it / enjoyed it / see where their talents lie / would encourage my child if passionate about it	12%

It is up to my children to determine their career choices without prejudice from their parents.

My kids are free to make whatever career choices they believe will be right for them.

I will allow my children to make their own decisions in the life path they take, whilst providing a caring guide along the way.

Their passion for a career is a personal one and I would support anything they chose in an unbiased fashion.

They should have the opportunity to pursue their career in whichever field they feel they enjoy and can excel in the most.

I would never push my children into something they did not want to do.

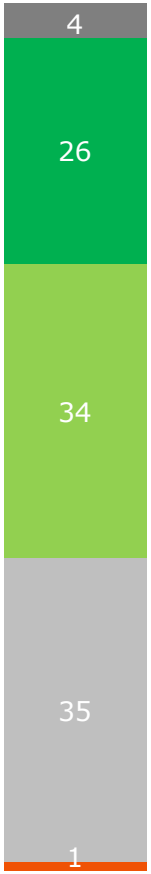
I strongly believe my children should choose their own career. Without pushing them onto a certain path, I like to think I will encourage and support them in whatever career they choose.

If they want to do it they have my full support but if they want to do something else that is just as good. I don't I influence what they want to be as that never leads to them having fulfilling careers.

C4. Why is that?
BASE: Parents /primary carers who "neither encourage nor discourage" a science career (n=179)
Note: Verbatim responses were coded into common themes. Themes mentioned by >6% are shown.

Selected reasons provided for somewhat encouraging children to consider a science-based career.

Reasons for <u>somewhat encouraging</u> science career (common themes and selected verbatim responses)



34% somewhat encourage

Common themes mentions	% mentioned
Broader career options / career choices / good career opportunities in science related jobs / good job prospects / job security	21%
Depends on whether or not they were interested in it / enjoyed it / see where their talents lie / would encourage my child if passionate about it	14%
An interesting / enjoyable / rewarding career / satisfying work	11%
Ultimately it is their choice to make not mine / should do what they want / make their own decisions / I will encourage / support my child's chosen path	11%
Knowledge / to gain more knowledge / scientific knowledge / development / opens your mind to new things / better understanding of everything	9%
Science is a very important field / wide scope to study / school subject / would like my children to study science	9%
They can have a positive impact / make a difference / contribute to society / be involved in pioneering studies	8%
Better paying jobs / better paying career / well paid	7%

It may result in a good job, well paid, interesting if they are passionate about it and will be great for the country.

There are a lot of science based careers available, but in the end, so long as my child enjoys their occupation, they can go into whatever field they want.

It's a well paying industry and it might be an enjoyable job. and they can make a positive impact on society.

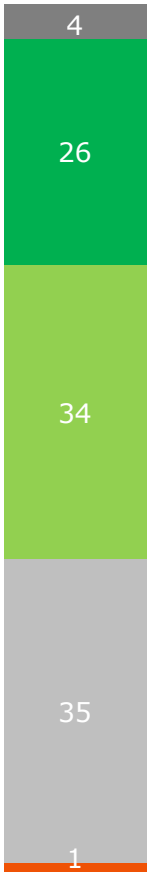
It is ultimately their choice. I think it would be great for them, But I refuse to push them into a career that they don't chose for themselves. Having said that, I will help as much as I can once they have made their choice.

I think my children also need to have input into this. If they do not have an aptitude for the sciences I wouldn't strongly encourage them into an area they show no interest in.

C4. Why is that?
BASE: Parents /primary carers who "somewhat encourage" a science career (n=172)
Note: Verbatim responses were coded into common themes. Themes mentioned by >6% are shown.

Selected reasons provided for strongly encouraging children to consider a science-based career.

Reasons for <u>strongly encouraging</u> science career (common themes and selected verbatim responses)



26% strongly encourage

Common themes mentions	% mentioned
Broader career options / career choices / good career opportunities in science related jobs / good job prospects / job security	16%
They can have a positive impact / make a difference / contribute to society / be involved in pioneering studies	16%
Knowledge / to gain more knowledge / scientific knowledge / development / opens your mind to new things / better understanding of everything	15%
An interesting / enjoyable / rewarding career / satisfying work	10%
Science is a very important field / wide scope to study / school subject / would like my children to study science	10%
It's the way of the future / it is the future / future is based on science	9%
I want the best for them / best for my child / to have a good future / my child already has their career path defined / knows what he wants to do after school	8%
Better paying jobs / better paying career / well paid	8%
Good / like / OK / nice (unspecific positive response)	7%
My child loves science / I love science / am interested in science / have a degree in science	7%
My children are smart / can do anything if they put their mind to it	7%

Because it is an interesting job and you could be the first person to discover a cure for something or discover something.

The idea of an ever-changing workplace is exciting. Science can be fun and exciting and lead to so many different fields all over the world. With science degree you can travel most places regardless of what science field you go into.

Whether qualified as a nurse, computer technician, researcher, librarian, admin officer, farmer, photographer or accountant, you can find a job in the world of science.

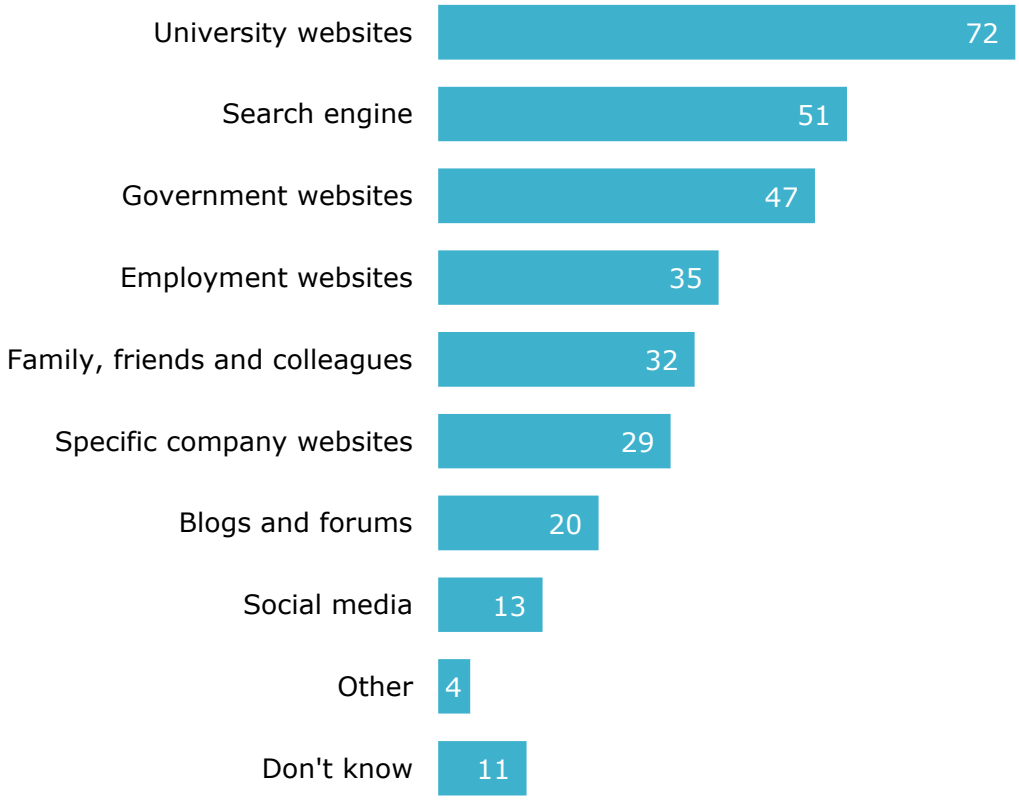
It can open the doors to numerous exciting and interesting jobs.

Wide choice of employment opportunities around the world, professionally and personally satisfying.

C4. Why is that?
BASE: Parents /primary carers who "strongly encourage" a science career (n=100)
Note: Verbatim responses were coded into common themes. Themes mentioned by >6% are shown.

If their child was interested in pursuing a science-related career, almost three in four (72%) parents would go to University websites to find out more information.

Sources of science career information (%)



Key demographic differences:

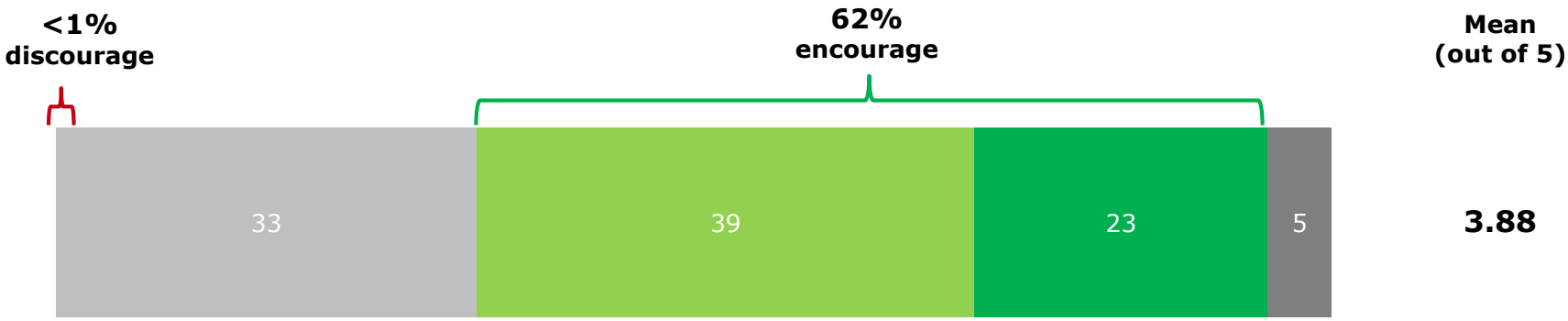
Those outside of South East Queensland are more likely to source information from University websites than those within South East Queensland (78% vs. 68%).

Almost a third (32%) of parents personally 'ambivalent or disinterested' in science don't know where to go to look for further information if their child was interested in pursuing a science-related career.

C5. If your child/children were interested in pursuing a science-based career, where would you go to help them find out more information?
BASE: Parents /primary carers (n=475)

Almost two in three (62%) Queensland parents/carers have/would encourage their child/children to be involved in science-based activities outside of school.

Encouragement of science-based activities outside of school (%)



Key demographic differences:

Those personally 'interested' in science are more likely to encourage their children to be involved in science-based activities outside of school, compared to those 'ambivalent or disinterested' in science (72% vs. 29%).

Those outside of South East Queensland (particularly those in the Northern/Mackay region) are less likely to 'strongly encourage' science-based activities outside of school, compared to those within South East Queensland (17% vs. 26%).

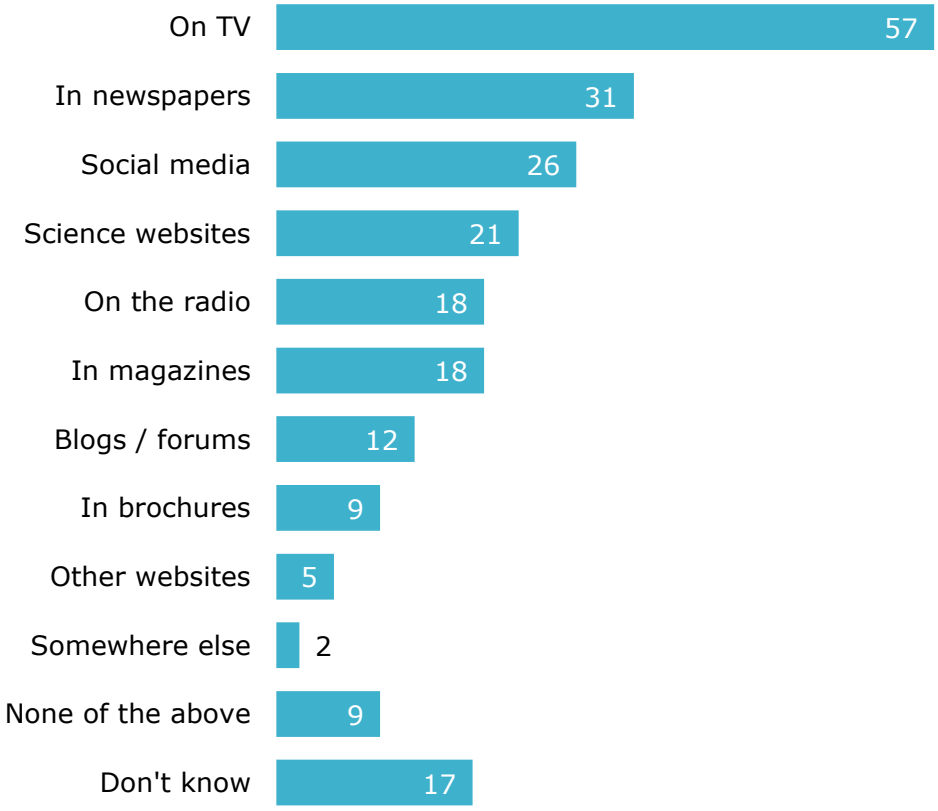
C6. To what extent have you / would you encourage your child/children to be involved in science-based activities outside of school?
BASE: Parents /primary carers (n=475)

7

Media and Science news / information

Television is the most commonly nominated channel for passively receiving information about science-related issues.

Channels for passively receiving information about science-related issues (%)



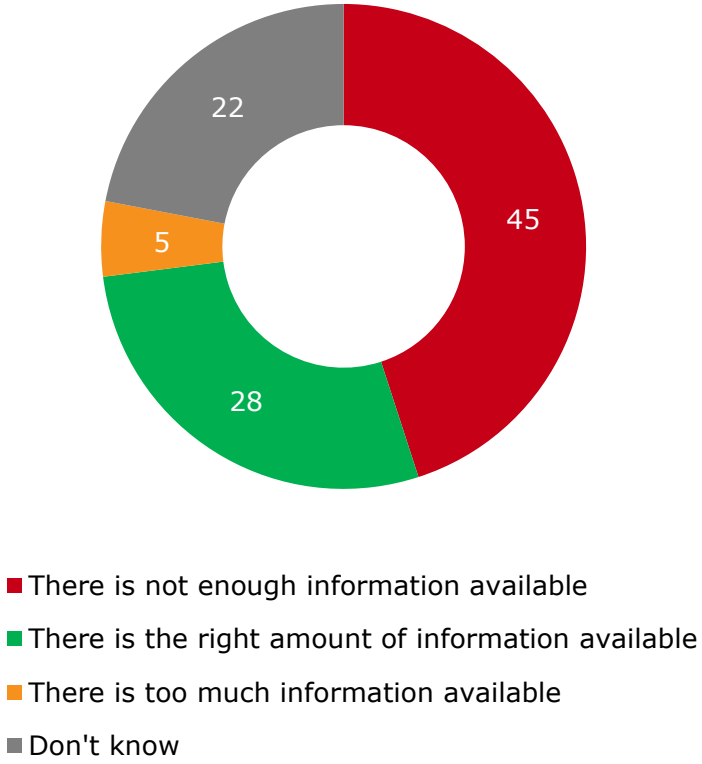
Key demographic differences:

Television is the most common medium for passively receiving information about science-related issues across all Queensland locations. Those living in areas outside of South East Queensland, however, were more likely to recall seeing information about science-related issues on the television, compared to those living in South East Queensland (63% vs. 54%), particularly in the Far North Metro region (69% recall for television).

D1. Thinking about times when you weren't actively looking, where do you recall seeing or hearing information about science-related issues?
BASE: All respondents (n=1200)

Almost half (45%) believe that there is currently not enough information or news about science via the media or online.

Amount of science news and information available in the media and online (%)



Key demographic differences:

Males are significantly more likely to hold the opinion that there is not enough news or information about science available online or in the media compared to females (52% vs. 38%). This is also the case for those working or studying in a science-related area (57% and 55% in agreeance that there is not enough information or news about science, respectively) and those 'interested' in science (53% in agreeance).

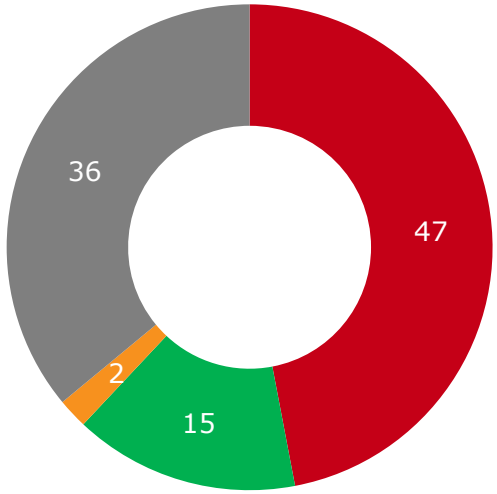
D2. Which of the following best describes the amount of information or news about science that you currently see or hear through the media or online?
BASE: All respondents (n=1200)

8

Science activities and events

Almost half (47%) believe that there are not enough science events and activities in their area.

Amount of Science events and activities available (%)



- There are not enough events/activities available
- There are the right amount of events/activities available
- There are too many events/activities available
- Don't know

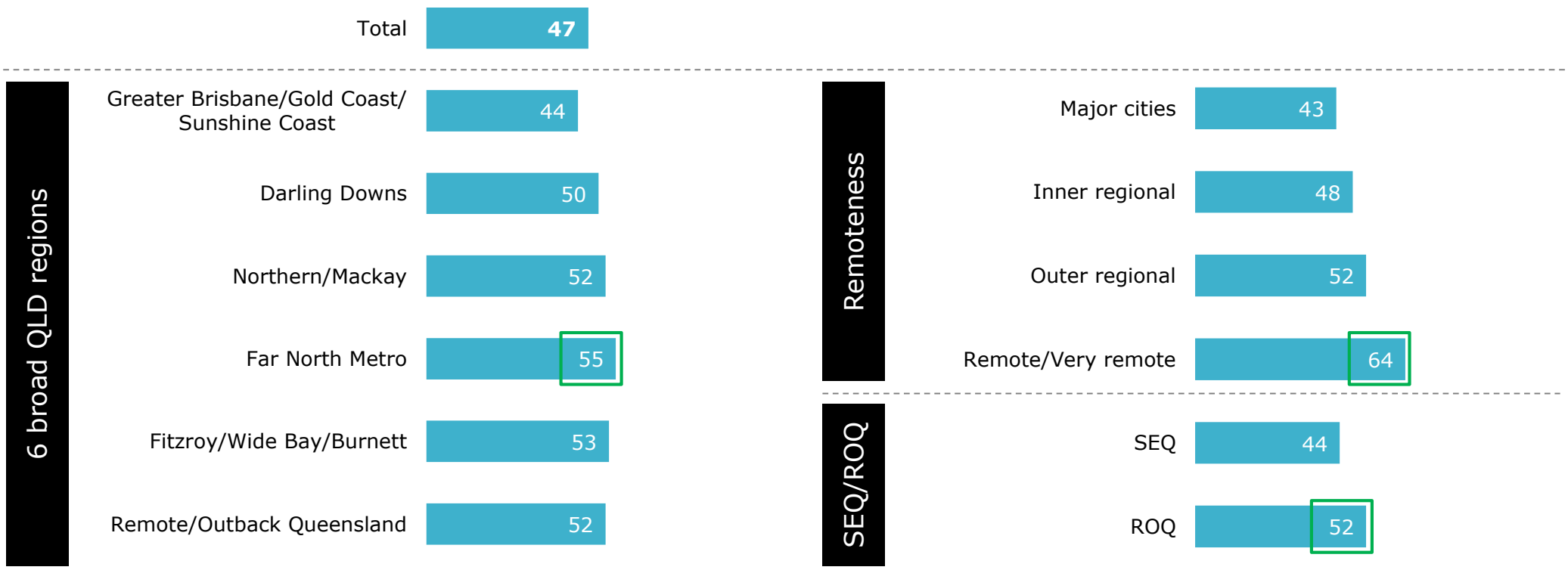
Key demographic differences:

Males and respondents who have indicated that they are 'interested' in science, were significantly more likely to agree that there are not enough science related events and activities available when compared to the total sample (54% and 56% in agreeance, respectively).

E1. Which of the following best describes the amount of science events and activities in your area?
BASE: All respondents (n=1200)

The perception that there are not enough science events and activities available in the area is stronger amongst those in more remote areas.

Amount of Science events and activities available (% not enough) – by region/remoteness



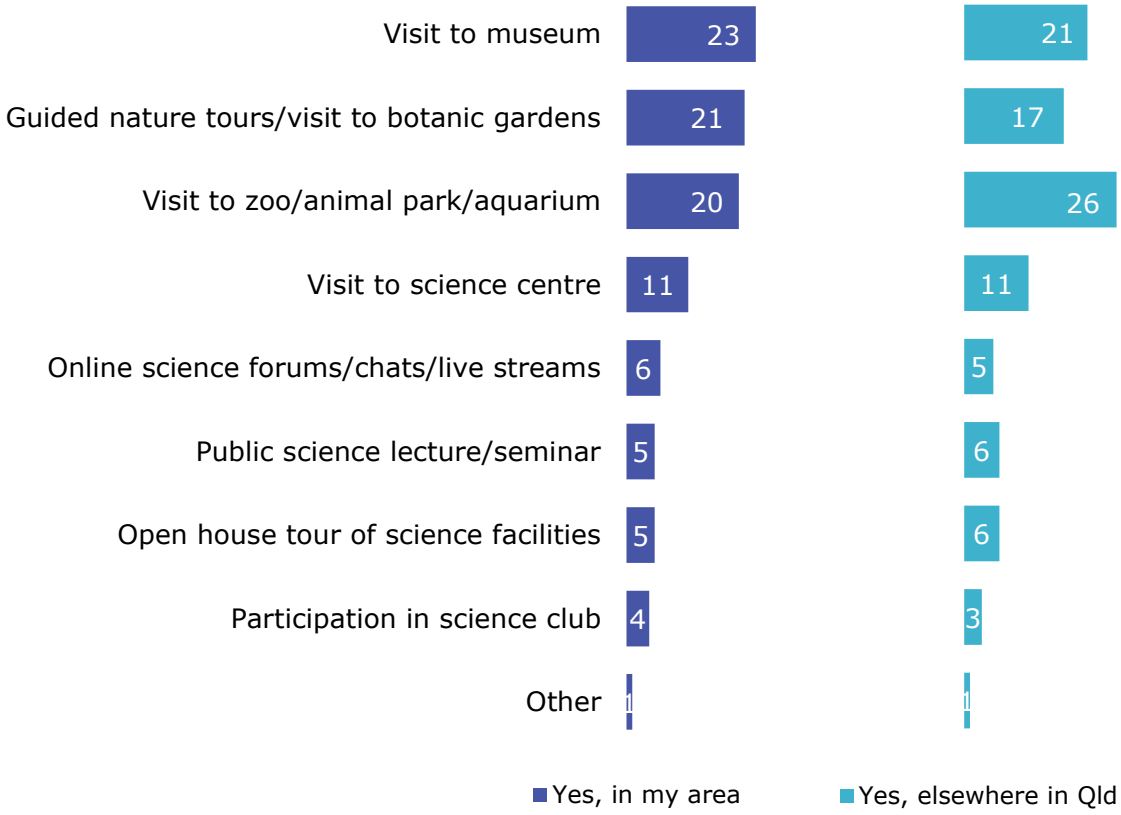
E1. Which of the following best describes the amount of science events and activities in your area?
BASE: All respondents (n=1200); Greater Brisbane/Gold Coast/Sunshine Coast (n=210); Darling Downs (n=227); Northern/Mackay (n=252); Far North Metro (n=190); Fitzroy/Wide Bay/Burnett (n=254); Remote/Outback Queensland (n=67); Major cities (n=180); Inner regional (n=352); Outer regional (n=551); Remote/Very remote (n=117); SEQ (n=212); ROQ (n=988)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

Visiting the zoo/animal park/aquarium, visiting the museum and guided nature tours/visiting the botanic gardens are the most commonly attended science-based activities.

Participation in science-based activities in past 12 months (%)



Key demographic differences:

In general, participation in science-related events over the past 12 months was higher amongst those 'interested' in science, those with an undergraduate or postgraduate university degree and parents.

Conversely, participation in such events over the past 12 months was lower amongst those living in remote/very remote regions.

E2. Have you or has anyone in your immediate family participated in or attended any of the following science-based activities or events in the last 12 months, either in your area or somewhere else in Queensland?
BASE: All respondents (n=1200)

Those in regional locations are more likely to have participated in science activities away from their local area suggesting accessibility rather than lack of interest is a barrier for these Queensland residents.

Participation in science-based activities in past 12 months (%) – by remoteness

Science Activities undertaken in past 12 months	Yes, in my area					Yes, elsewhere				
	Total	Major Cities	Inner Regional	Outer Regional	Remote/ Very remote	**Total**	Major Cities	Inner Regional	Outer Regional	Remote/ Very remote
Visit to museum	**23%**	28%	17%	17%	12%	**21%**	19%	27%	21%	31%
Guided nature tours/nature play/visit to botanic gardens	**21%**	24%	13%	23%	9%	**17%**	16%	20%	17%	29%
Visit to zoo/animal park/aquarium	**20%**	19%	17%	24%	17%	**26%**	24%	32%	24%	39%
Visit to science centre	**11%**	16%	7%	4%	4%	**11%**	10%	16%	9%	16%
Online science forums/chats/live streams	**6%**	7%	5%	7%	5%	**5%**	5%	7%	4%	12%
Public science lecture/seminar	**5%**	6%	3%	5%	5%	**6%**	7%	7%	4%	7%
Open house tours of science facilities	**5%**	7%	1%	4%	2%	**6%**	6%	8%	4%	9%
Participation in science club	**4%**	5%	4%	4%	3%	**3%**	3%	3%	3%	6%
Other	**1%**	<1%	1%	3%	2%	**1%**	1%	<1%	2%	2%

E2. Have you or has anyone in your immediate family participated in or attended any of the following science-based activities or events in the last 12 months, either in your area or somewhere else in Queensland?
BASE: All respondents (n=1200); Major cities (n=180); Inner regional (n=352); Outer regional (n=551); Remote/Very remote (n=117)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

There are opportunities in most regions for increasing participation in science activities.

Participation in science-based activities in past 12 months (%) – by 6 broad Queensland regions

Science Activities undertaken in past 12 months	Yes, in my area							Yes, elsewhere						
	Total	Greater Brisbane /Gold Coast/ Sunshine Coast	Darling Downs	Northern /Mackay	Far North Metro	Fitzroy/ Wide Bay/ Burnett	Remote/ Outback QLD	**Total**	Greater Brisbane /Gold Coast/ Sunshine Coast	Darling Downs	Northern /Mackay	Far North Metro	Fitzroy/ Wide Bay/ Burnett	Remote/ Outback QLD
Visit to museum	**23%**	26%	20%	26%	12%	10%	9%	**21%**	21%	30%	18%	26%	20%	28%
Guided nature tours/nature play/visit to botanic gardens	**21%**	20%	11%	21%	35%	25%	3%	**17%**	17%	22%	17%	14%	16%	25%
Visit to zoo/animal park/aquarium	**20%**	18%	15%	28%	29%	25%	17%	**26%**	26%	34%	22%	24%	29%	38%
Visit to science centre	**11%**	15%	3%	7%	4%	3%	3%	**11%**	10%	16%	7%	12%	12%	20%
Online science forums/chats/live streams	**6%**	6%	5%	6%	9%	4%	7%	**5%**	5%	7%	5%	4%	5%	8%
Public science lecture/seminar	**5%**	6%	5%	6%	7%	3%	5%	**6%**	7%	6%	6%	2%	5%	5%
Open house tours of science facilities	**5%**	5%	1%	6%	2%	3%	3%	**6%**	7%	5%	6%	6%	4%	5%
Participation in science club	**4%**	5%	2%	5%	1%	3%	5%	**3%**	3%	4%	4%	4%	2%	3%
Other	**1%**	<1%	3%	2%	3%	3%	0%	**1%**	1%	1%	2%	2%	1%	3%

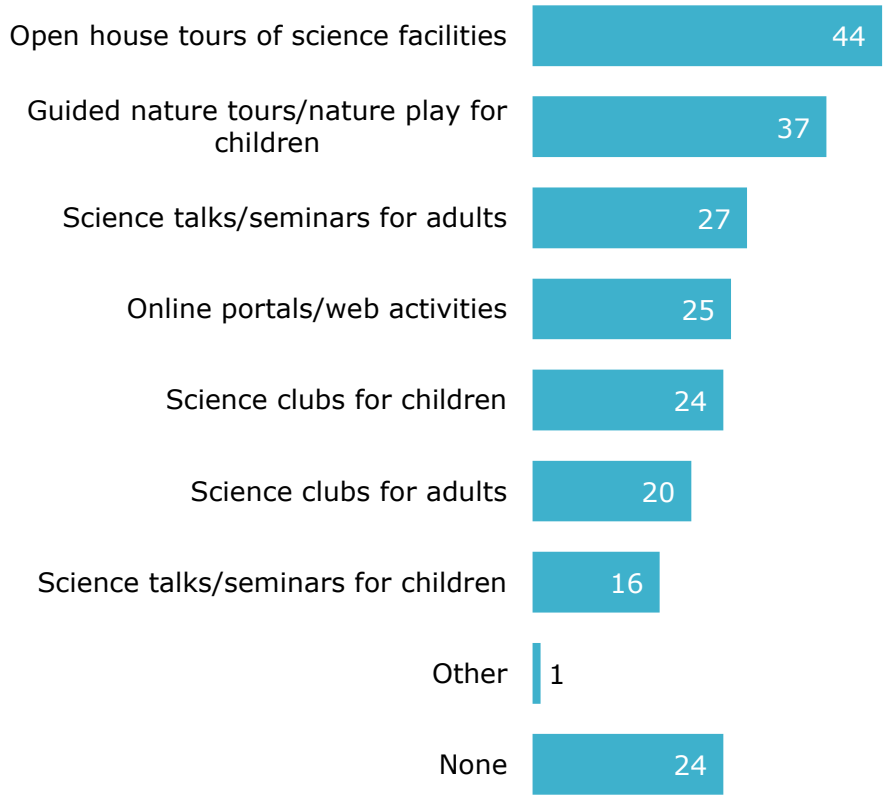
E2. Have you or has anyone in your immediate family participated in or attended any of the following science-based activities or events in the last 12 months, either in your area or somewhere else in Queensland?
BASE: All respondents (n=1200); Greater Brisbane/Gold Coast/Sunshine Coast (n=210); Darling Downs (n=227); Northern/Mackay (n=252); Far North Metro (n=190); Fitzroy/Wide Bay/Burnett (n=254); Remote/Outback Queensland (n=67)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

Open house tours of science facilities and guided nature tours/nature play for children are the two events which draw the most interest amongst Queenslanders.

Interest in science-based activities or events (%)



Key demographic differences:

Males are significantly more interested in attending science clubs for adults compared to females (23% vs. 16%), while females are more interested in nature tours/nature play for children than males (41% vs. 32%).

Those 'interested' in science are more likely to be interested in participating in all of the listed events, compared to those ambivalent or disinterested in science.

Interest in the various science-based activities tends to increase with education level.

E3. If they were available, which of the following science-based activities or events would you or anyone in your immediate family be interested in participating in or attending?
BASE: All respondents (n=1200)

There is an appetite for science clubs and seminars across Queensland, and particularly in outer regional areas.

Interest in science-based activities or events (%) – by SEQ/ROQ regions / remoteness

Interest in science-based activities	Total	SEQ	ROQ	Major Cities	Inner Regional	Outer Regional	Remote/ Very remote
Open house tours of science facilities	**44%**	44%	44%	46%	40%	45%	40%
Guided nature tours/nature play for children	**37%**	37%	36%	38%	32%	39%	38%
Science talks/seminars for adults	**27%**	26%	27%	25%	29%	29%	29%
Online portals/web based activities	**25%**	26%	21%	27%	21%	20%	24%
Science clubs for children	**24%**	24%	25%	25%	18%	27%	26%
Science clubs for adults	**20%**	19%	22%	18%	18%	27%	23%
Science talks/seminars for children	**16%**	16%	16%	16%	14%	20%	12%
Other	**1%**	2%	1%	1%	2%	1%	2%
None	**24%**	24%	24%	22%	28%	23%	24%

E3. If they were available, which of the following science-based activities or events would you or anyone in your immediate family be interested in participating in or attending?
BASE: All respondents (n=1200); SEQ (n=212); ROQ (n=988); Major cities (n=180); Inner regional (n=352); Outer regional (n=551); Remote/Very remote (n=117)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

Interest levels in various science-related activities/events are relatively stable across all Queensland regions.

Interest in science-based activities or events (%) – by 6 broad Queensland regions

Interest in science-based activities	Total	Greater Brisbane/ Gold Coast/ Sunshine Coast	Darling Downs	Northern/ Mackay	Far North Metro	Fitzroy/ Wide Bay/ Burnett	Remote/ Outback Queensland
Open house tours of science facilities	**44%**	44%	46%	44%	46%	44%	38%
Guided nature tours/nature play for children	**37%**	37%	33%	39%	38%	32%	36%
Science talks/seminars for adults	**27%**	26%	30%	27%	30%	25%	21%
Online portals/web based activities	**25%**	26%	24%	20%	24%	21%	18%
Science clubs for children	**24%**	24%	26%	27%	25%	21%	28%
Science clubs for adults	**20%**	19%	19%	26%	25%	20%	22%
Science talks/seminars for children	**16%**	16%	20%	20%	14%	13%	10%
Other	**1%**	2%	<1%	1%	1%	1%	2%
None	**24%**	24%	23%	21%	22%	27%	27%

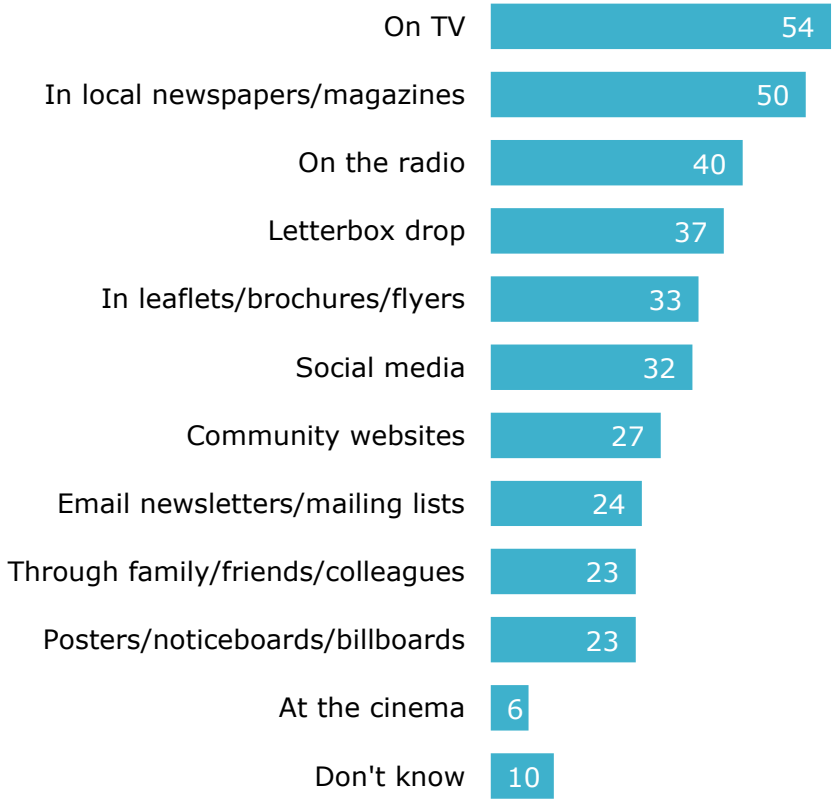
E3. If they were available, which of the following science-based activities or events would you or anyone in your immediate family be interested in participating in or attending?
BASE: All respondents (n=1200); Greater Brisbane/Gold Coast/Sunshine Coast (n=210); Darling Downs (n=227); Northern/Mackay (n=252); Far North Metro (n=190); Fitzroy/Wide Bay/Burnett (n=254); Remote/Outback Queensland (n=67)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

Queenslanders largely expect to be notified about science events or activities in their area via the television or via local newspapers and magazines.

Preferred sources of local science event information (%)



Key demographic differences:

Those aged 45 years and older are more likely than younger Queenslanders to expect to be notified about science events via the television.

Conversely, younger Queenslanders (i.e. those aged 18-34 years) are more likely to expect to find out about such events via social media.

Females are more likely than males to expect to find out about science-related events through a letterbox drop (44% vs. 30%) or in leaflets/brochures/flyers (41% vs. 24%).

E4. If there was a science event or activity in your area, where would you expect to see or hear about it?
BASE: All respondents (n=1200)

Older age groups have a stronger preference for receiving information via TV, whereas younger age groups have a stronger preference for social media channels.

Preferred sources of local science event information (%) - by age groups

Preference for local science event information	Total	18-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65+ years
On TV	**54%**	44%	42%	44%	65%	62%	63%
In local newspapers/magazines	**50%**	43%	34%	50%	55%	67%	53%
On the radio	**40%**	34%	38%	32%	59%	37%	39%
Letterbox drop	**37%**	27%	34%	40%	43%	41%	39%
In leaflets/brochures/flyers	**33%**	32%	27%	37%	31%	37%	36%
On social media	**32%**	46%	44%	38%	24%	23%	20%
On community websites	**27%**	27%	26%	36%	31%	23%	23%
Email newsletters/mailing lists	**24%**	24%	28%	23%	23%	22%	21%
Through friends/family/colleagues	**23%**	28%	23%	28%	27%	24%	12%
On posters/noticeboards/billboards	**23%**	30%	28%	25%	22%	11%	20%
At the cinema	**6%**	5%	15%	5%	0%	6%	3%

E4. If there was a science event or activity in your area, where would you expect to see or hear about it?
BASE: All respondents (n=1200); 18-24 years (n=139); 25-34 years (n=231); 35-44 years (n=200); 45-54 years (n=190); 55-64 years (n=217); 65+ years (n=223)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

A multi-channel strategy for disseminating information would be optimal to ensure region specific preferences were met.

Preferred sources of local science event information (%) - by SEQ/ROQ regions / remoteness

Preference for local science event information	Total	SEQ	ROQ	Major Cities	Inner Regional	Outer Regional	Remote/ Very remote
On TV	**54%**	50%	61%	50%	57%	64%	43%
In local newspapers/magazines	**50%**	45%	59%	44%	52%	63%	58%
On the radio	**40%**	36%	47%	35%	42%	51%	40%
Letterbox drop	**37%**	36%	40%	39%	28%	42%	38%
In leaflets/brochures/flyers	**33%**	33%	33%	34%	27%	36%	36%
On social media	**32%**	31%	36%	29%	36%	37%	38%
On community websites	**27%**	27%	27%	25%	32%	26%	36%
Email newsletters/mailing lists	**24%**	26%	19%	27%	17%	23%	23%
Through friends/family/colleagues	**23%**	23%	23%	23%	20%	26%	21%
On posters/noticeboards/billboards	**23%**	21%	26%	22%	18%	28%	35%
At the cinema	**6%**	7%	4%	8%	3%	5%	3%

E4. If there was a science event or activity in your area, where would you expect to see or hear about it?
BASE: All respondents (n=1200); SEQ (n=212); ROQ (n=988); Major cities (n=180); Inner regional (n=352); Outer regional (n=551); Remote/Very remote (n=117)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

TV and local newspapers are consistently amongst the most preferred channel for information regardless of region.

Preferred sources of local science event information (%) – by 6 broad Queensland regions

Preference for local science event information	Total	Greater Brisbane/ Gold Coast/ Sunshine Coast	Darling Downs	Northern/ Mackay	Far North Metro	Fitzroy/ Wide Bay/ Burnett	Remote/ Outback Queensland
On TV	**54%**	50%	57%	68%	62%	62%	43%
In local newspapers/magazines	**50%**	45%	59%	62%	60%	57%	60%
On the radio	**40%**	36%	39%	54%	52%	46%	37%
Letterbox drop	**37%**	36%	44%	39%	40%	36%	45%
In leaflets/brochures/flyers	**33%**	33%	35%	34%	37%	31%	32%
On social media	**32%**	31%	33%	40%	35%	36%	35%
On community websites	**27%**	27%	22%	33%	28%	24%	29%
Email newsletters/mailing lists	**24%**	26%	20%	20%	23%	15%	22%
Through friends/family/colleagues	**23%**	23%	24%	26%	24%	22%	19%
On posters/noticeboards/billboards	**23%**	21%	24%	27%	28%	24%	27%
At the cinema	**6%**	7%	4%	6%	3%	3%	3%

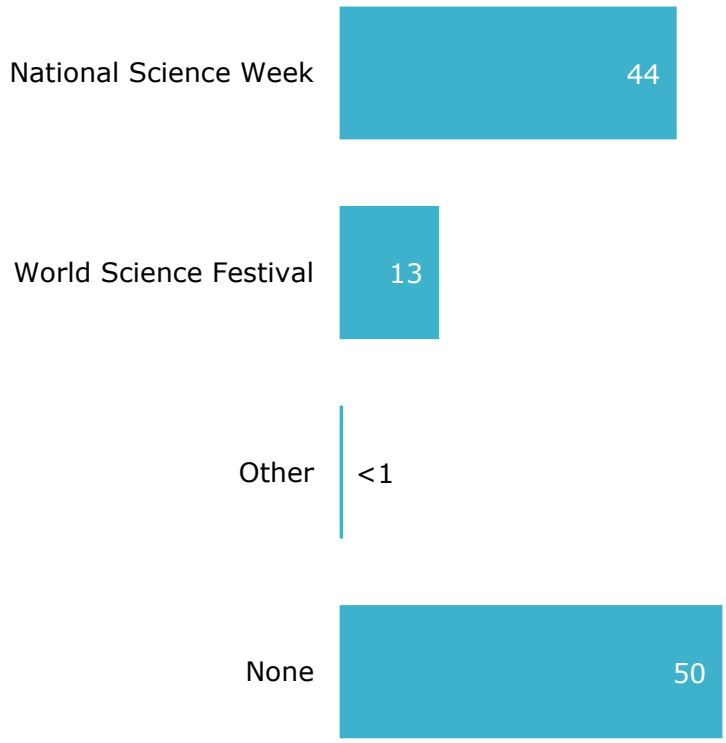
E4. If there was a science event or activity in your area, where would you expect to see or hear about it?
BASE: All respondents (n=1200); Greater Brisbane/Gold Coast/Sunshine Coast (n=210); Darling Downs (n=227); Northern/Mackay (n=252); Far North Metro (n=190); Fitzroy/Wide Bay/Burnett (n=254); Remote/Outback Queensland (n=67)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

More than two in five (44%) have heard of National Science Week, whereas just over one in ten (13%) have heard of the World Science Festival.

Awareness of Queensland science-based events (%)



Key demographic differences:

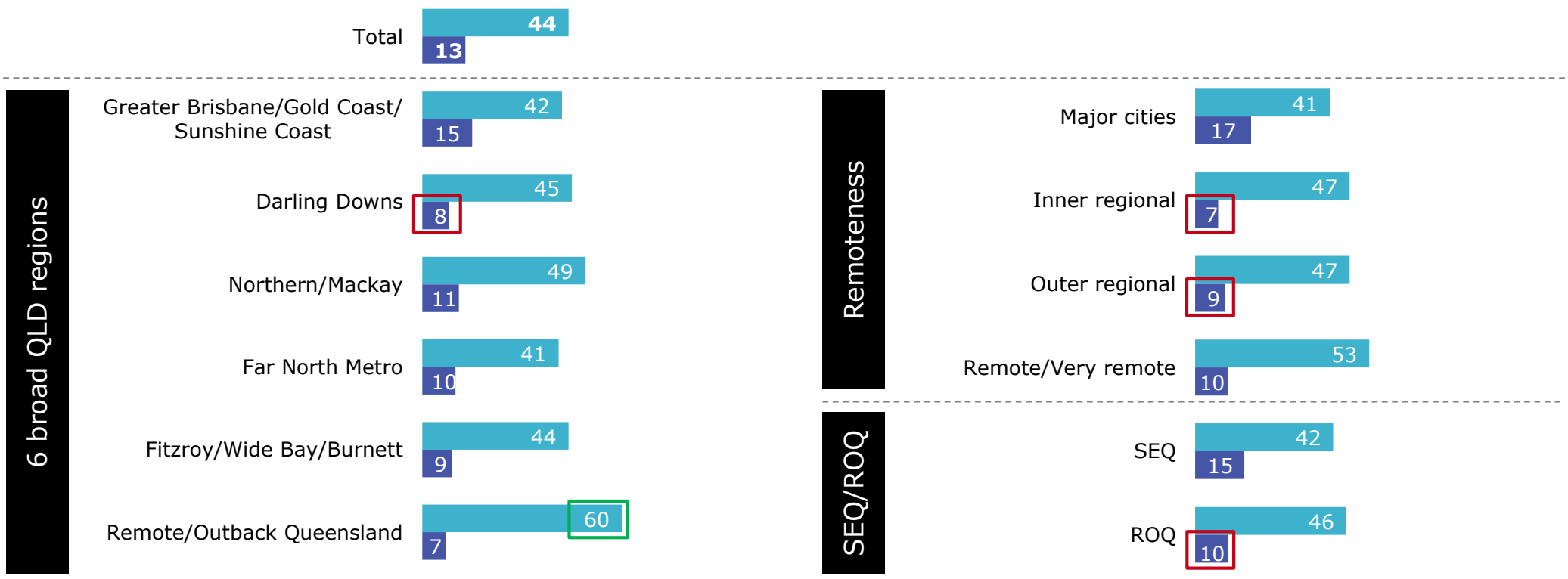
Awareness of National Science Week was higher amongst those aged 45-54 years (55%), those in a science-related occupation (57%), those who studied science post school (55%) and those 'interested' in science (51%) compared to the total sample.

Awareness of the World Science Festival was higher amongst those aged 25-44 years (25%), those with an undergraduate or postgraduate university degree (25%), those in a science-related occupation (24%), those who studied science post school (27%) and those from an Aboriginal or Torres Strait Islander background (24%), compared to the total sample.

E5. Before today, which of the following science-based events have you heard of in Queensland?
BASE: All respondents (n=1200)

Awareness of National Science Week was significantly higher in Remote/Outback Queensland compared to other regions. World Science Festival awareness was lower outside of South East Queensland, particularly low in the Darling Downs region.

Awareness of Queensland science-based events (%) – by region/remoteness



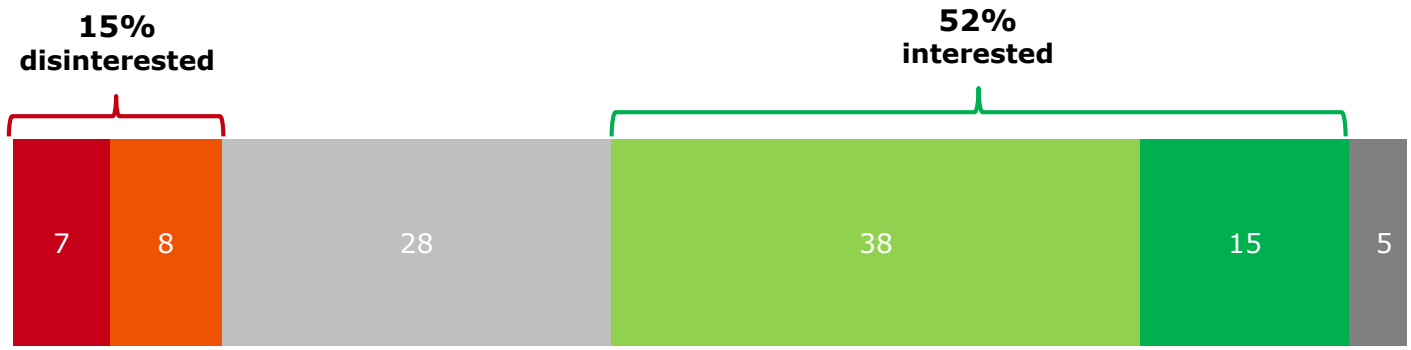
E1. Which of the following best describes the amount of science events and activities in your area?
BASE: All respondents (n=1200); Greater Brisbane/Gold Coast/Sunshine Coast (n=210); Darling Downs (n=227); Northern/Mackay (n=252); Far North Metro (n=190); Fitzroy/Wide Bay/Burnett (n=254); Remote/Outback Queensland (n=67); Major cities (n=180); Inner regional (n=352); Outer regional (n=551); Remote/Very remote (n=117); SEQ (n=212); ROQ (n=988)

Significantly higher than total at 95% CI

Significantly lower than total at 95% CI

More than half (52%) demonstrate an interest in participating in science-based events like National Science Week and World Science Festival in the future.

Interest in attending science-based events in the future (%)



Key demographic differences:

Interest levels in attending science-based events in the future were significantly higher amongst Queenslanders aged 25-44 years (65% rating 4 or 5 out of 5), those with a undergraduate or postgraduate degree (47%), those working or studying in a science-related area (74% and 71%, respectively) and those 'interested' in science (66%), compared to the total sample.

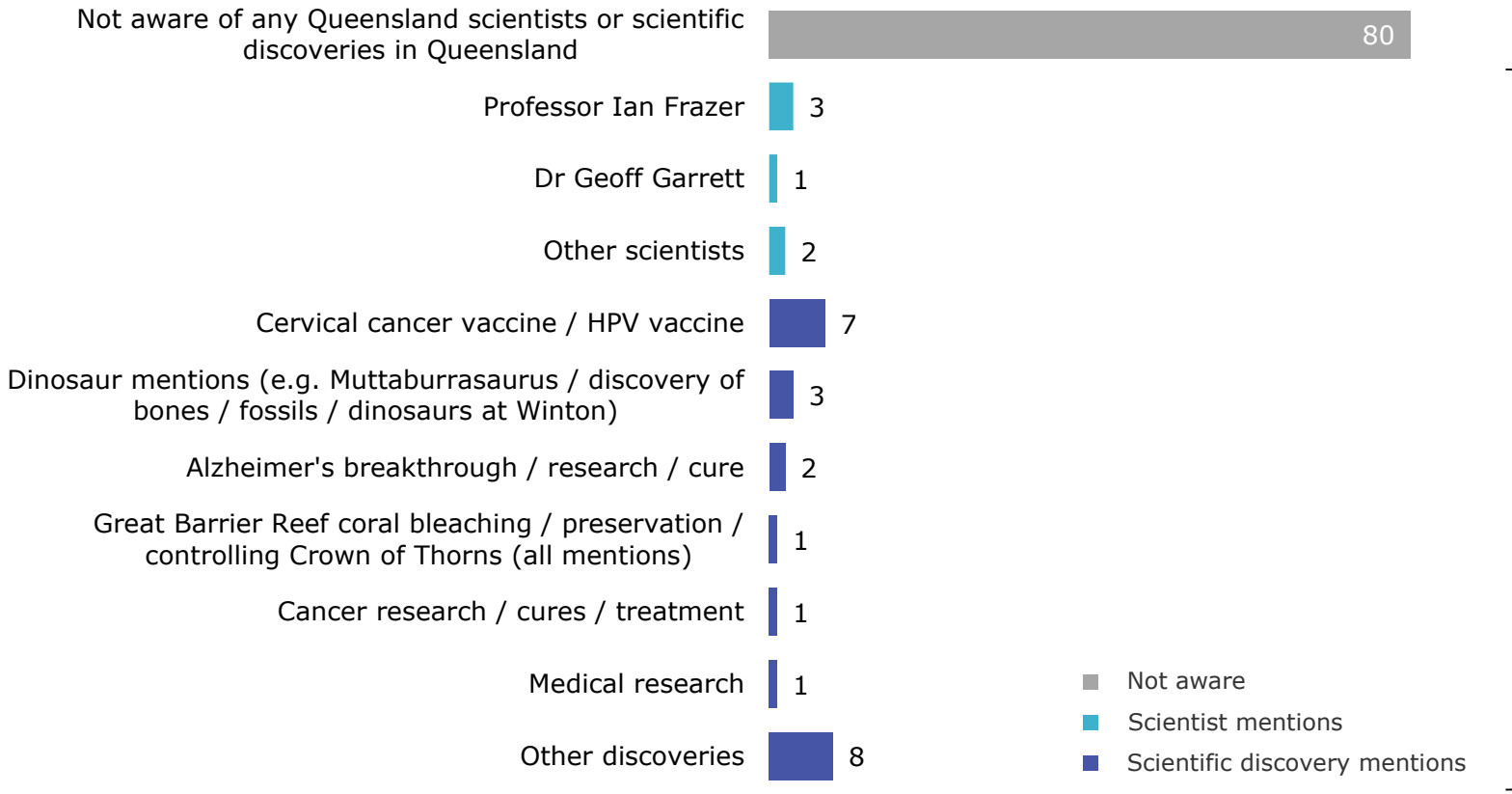
E6. How interested are you in attending events like these in the future?
BASE: All respondents (n=1200)

9

Awareness of Queensland Science Projects and Scientists

Unprompted, four in five (80%) could not spontaneously name a Queensland scientist or scientific discovery. Amongst those that could, Professor Ian Frazer's cervical cancer vaccine was the most commonly mentioned discovery.

Unprompted awareness of Queensland scientists and scientific discoveries (% of total respondents)



Unprompted, only one in five (20%) could name a Queensland scientist and/or scientific discovery.

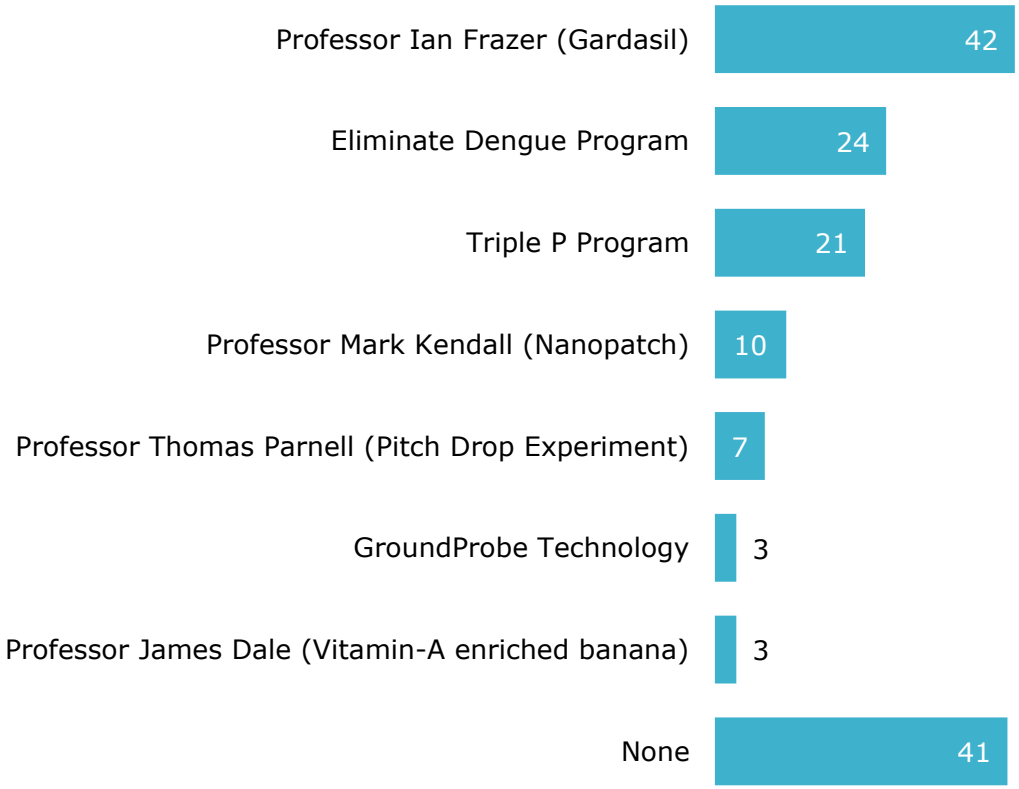
Of the 20% that could, one in four identified scientists and three in four identified scientific discoveries.

Note: Individual percentages add to >20% as multiple responses were allowed.

F1. In the spaces provided below, please name any Queensland scientists or scientific discoveries in Queensland that you are aware of.
BASE: All respondents (n=1200)
Note: Verbatim responses were coded into common themes. Responses <1% have been combined into "Other scientists" or "Other discoveries".

When prompted, three in five (59%) had heard of at least one of the listed Queensland scientists/scientific discoveries. Two in five (42%) were aware of Professor Ian Frazer's Gardasil cervical cancer vaccine.

Prompted awareness of Queensland scientists and scientific discoveries (%)



Key demographic differences:

Awareness of at least one of the Queensland scientists and scientific discoveries listed was higher amongst Queenslanders aged 45 years and older, those who had undertaken post-schooling studies and those with an interest in science or studying/working in a science-related area.

F2. And which, if any, of the following key Queensland scientists or scientific discoveries in Queensland were you aware of before today?
BASE: All respondents (n=1200)

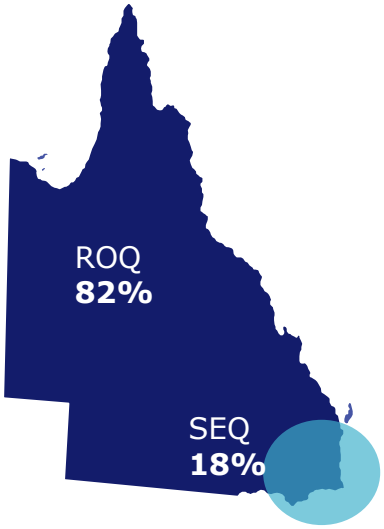
10

Demographics

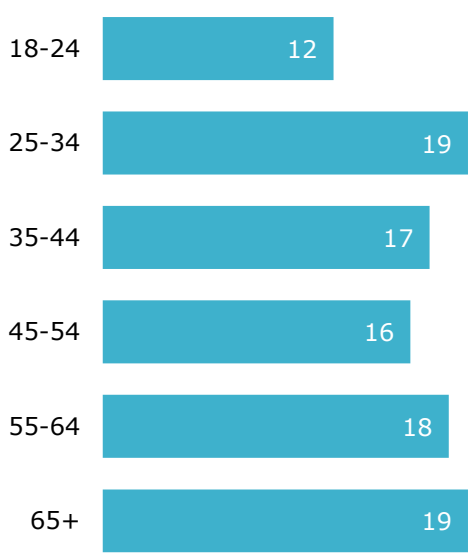
Demographics: Location, Age, Gender

Unweighted Data

Location (%)



Age (%)



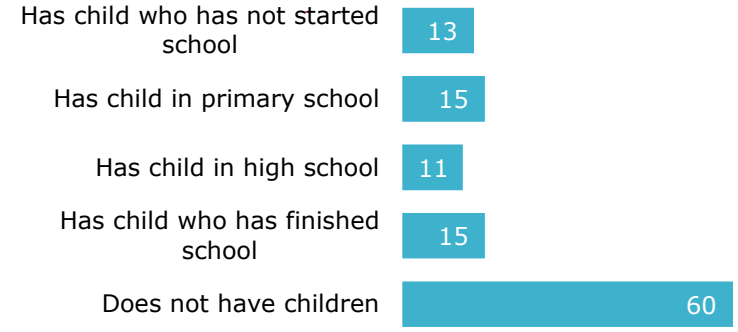
Gender (%)

S2. Please enter your 4-digit postcode in the box below.
S3. How old are you?
S4. Are you male or female?
BASE: All respondents (n=1200)
Refer to Appendix 1 for visual representation of 6 broad Queensland regions and remoteness classifications.

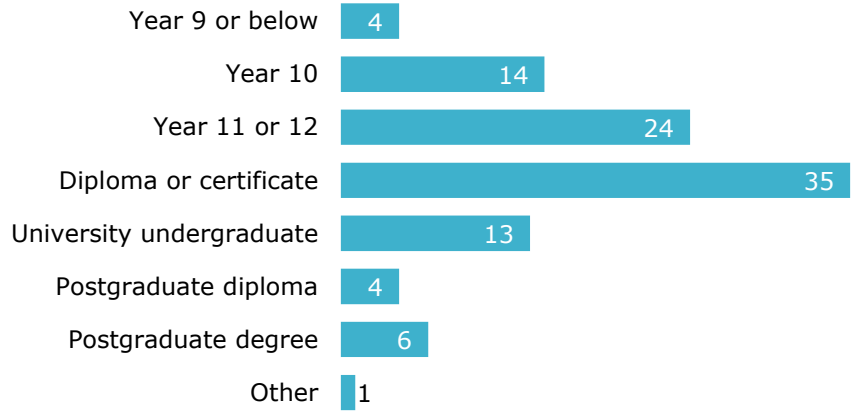
Demographics: Parental status, Education, ATSI

Unweighted Data

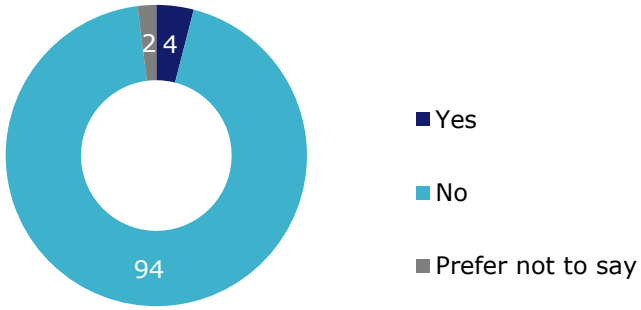
Parental status (%)



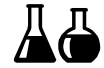
Education level (%)

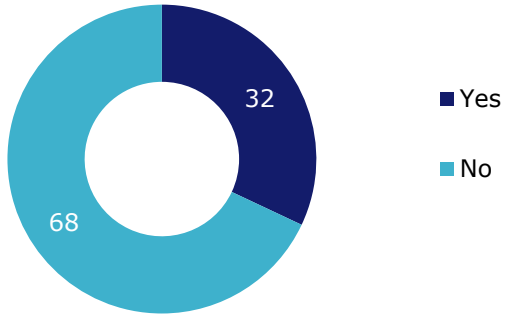


Aboriginal or Torres Strait Islander (%)



Participation in post-school science course (% of those who have studied post-school)

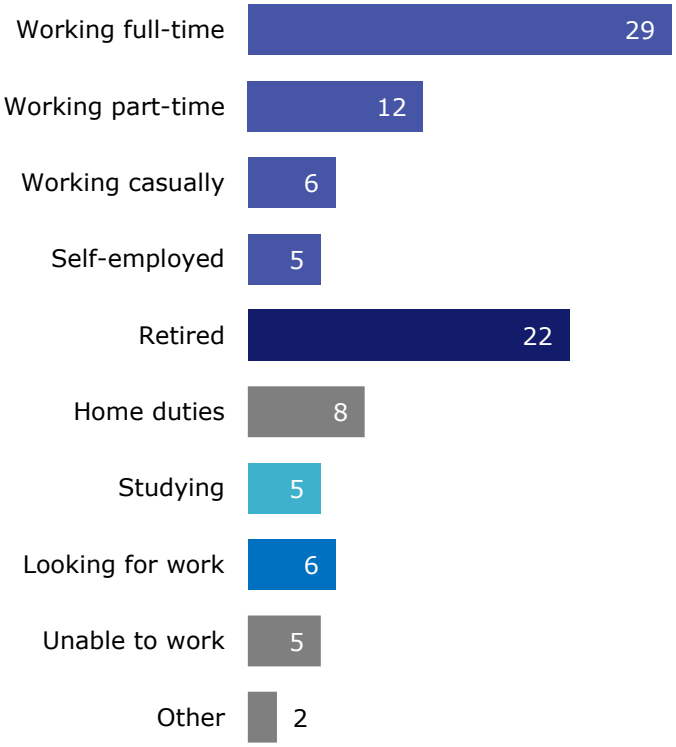




S5. Please select which of the following apply to you.
G2. What is the highest level of education you personally have completed?
G3. Were any of your post-schooling studies in a science-related course?
G9. Do you identify as Aboriginal and/or Torres Strait Islander?
BASE: All respondents (n=1200)

Demographics: Employment status
Unweighted Data

Employment Status (%)



15% **of those currently working work in a science-related job**

15% **of those currently retired worked in a science-related job**

35% **of those currently studying are studying a science-related course**

16% **of those currently looking for work are looking for science-related work**

G4. Which of these best describes your current employment status?
G5. Are you currently working in a science-related job?
G6. Before retirement, did you work in a science-related job?
G7. Are you currently studying a science-related course?
G8. Are you currently looking for science-related work?
BASE: All respondents (n=1200)

Carried out in Accordance with ISO 20252