

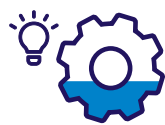
Knowledge and perceptions

Young people

72% think engineering is a career that allows people to be creative



36% say they know a fair amount about what engineers do



32% say they know a fair amount about what those working in tech do



35% of young people are interested in a career that will help reduce the impact of climate change



64% of young people are interested in climate change issues



46% interested in an engineering career



38% interested in a tech career



25% think engineering fits well with who they are



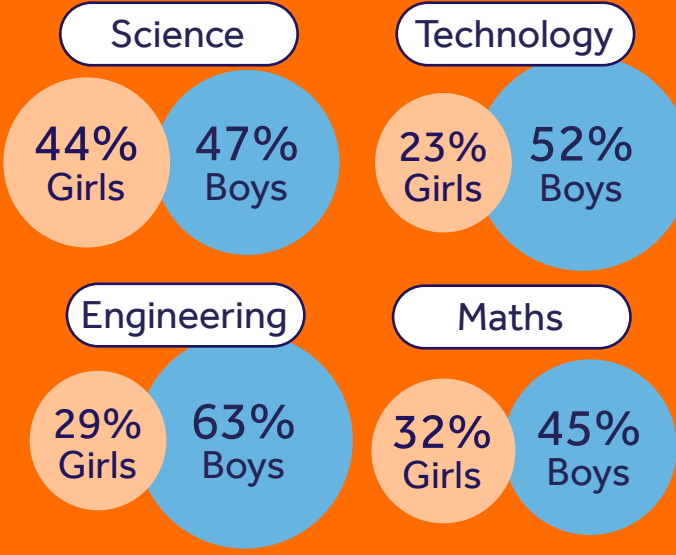
12% of girls say being an engineer fits well with who they are compared with 38% of boys



30% think engineering is suitable for them



16% of girls think engineering is suitable for them compared with 44% boys

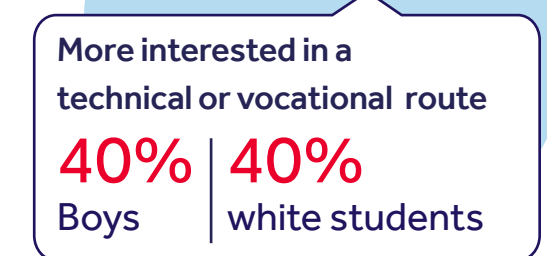
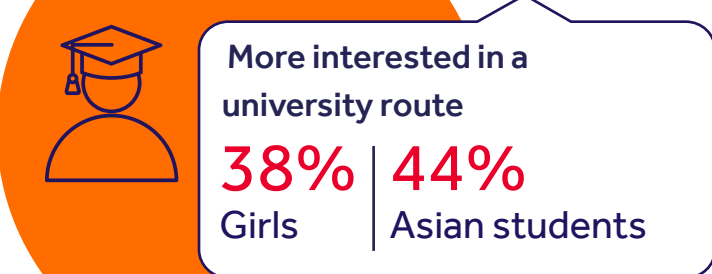


36% of girls say science is not for them



Engineering and technology jobs offer a wide range of opportunities to young people. More can be done to improve knowledge and perceptions of these careers amongst both teachers and students.

Young people interested in an engineering career prefer a technical or vocational route (36%) compared to a university route (28%)



Teachers are equally likely to recommend an apprenticeship or university route (36%), another technical/vocational route (4%)

53% feel confident advising their students of vocational and technical pathways into engineering

85% of STEM teachers recommend a career in engineering

92% said engineering is important or very important in the UK achieving net zero by 2050



69% of students said they were more interested in becoming an engineer after the Energy Quest workshop



84% of The Big Bang Fair attendees said they knew more about what engineers do after The Fair. **86%** wanted to find out more about STEM jobs. **84%** were more interested in a job in STEM.

82% of teachers delivering Big Bang at School said it made them more confident to speak to students about STEM careers



88% said it motivated them to suggest STEM careers to students

