national union of **students**

THE EQUALITY TRUST

Because more equal societies work better for everyone

IEMA Transforming the world to sustainability

Race, inclusivity and environmental sustainability

A scoping study

December 2018

Key findings

In 2017, the think tank Policy Exchange attempted to measure the extent of ethnic diversity across occupations in England and Wales, finding that ethnic diversity has been unevenly distributed across different sectors and that 'environment professionals' were the second least diverse profession in the UK[1].

In response to this finding, NUS, IEMA and The Equality Trust have formed a partnership with the intention of shedding further light on the findings of the Policy Exchange's analysis through further research. The project has sought to consider two perspectives:
- Further detail on the diversity of organisations working across the environment sector, including 'environment professionals' but also those working for organisations focused on achieving environmental sustainability.
- Insight into the perceptions of the sector amongst future potential employees (students currently in higher and further education) to understand where different experiences and view exist according to ethnicity.

Three elements of research have been delivered to gather data against each of these perspectives, including reviewing existing datasets, collecting equality, diversity and inclusion information from organisations working across the sector and surveying current students on their perceptions of the environment sector. Key findings include:
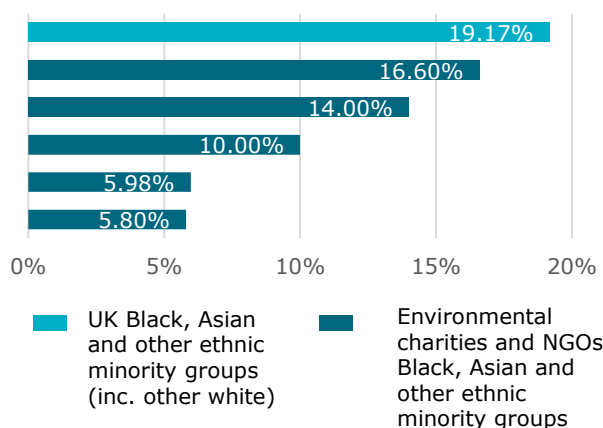
Existing datasets

Interrogation of the evidence presented in the Policy Exchange report, based on the UK Labour Force Survey (2015) and data on UK student numbers from the Higher Education Statistics Agency (2016-17) revealed:

- **3.1%** of environment professionals identify as non-white minorities
- **19.9%** of all occupations identify as non-white minorities
- **9%** of UK students in higher education studying direct feeder subjects to environment professions identify as non-white minorities
- **22%** of UK students in higher education identify as non-white minorities

1. The Policy Exchange, (2017), The two sides of diversity: Which are the most ethnically diverse occupations?, https://policyexchange.org.uk/wp-content/uploads/2017/03/The-two-sides-of-diversity-2.pdf

Key findings

Charities and NGOs

Bar chart values:
- 19.17%
- 16.60%
- 14.00%
- 10.00%
- 5.98%
- 5.80%

X-axis: 0%, 5%, 10%, 15%, 20%

Legend:
- UK Black, Asian and other ethnic minority groups (inc. other white)
- Environmental charities and NGOs Black, Asian and other ethnic minority groups

- These organisations cover a wide range of activities, including campaigning on environmental issues and managing natural areas (e.g. nature reserves). Some have a specific focus on a particular issue within the environment, whereas others cover a wide range of issues.
- Five organisations submitted race and ethnicity data about their staff
- Representation of Black, Asian or minority ethnic groups ranges from 16.6% of staff to 5.8%.
- As a comparison, around 19% of the UK labour force identify as black, Asian or other minority ethnic group (including other white groups). 12% of the overall UK economically active population (those in employment and those currently unemployed) identify as non-white and 14% of the UK population as a whole identify as non-white[1].
- Two organisations shared data regarding their board members, noting that all members were white.
- A lack of data exists amongst the organisations that participated in the study on the race / ethnicity of their supporters and volunteers. One shared data that showed 6% of financial supporters identified as Black, Asian or from another ethnic minority group.

Environmental professional organisations and consultancies

- These organisations include membership organisations for environmental professionals and organisations which have a broader remit (e.g. construction) but which have dedicated teams working on environmental issues relevant to their main field of expertise.
- Two organisations provided data on their environmental teams, with both reporting representation of 10% or less (8.6%) of Black, Asian and other minority ethnic groups within their staff.

Government and agencies

- The Annual Civil Service Employment Survey 2017 data shows that the Department of the Environment, Food and Rural Affairs includes 16% of staff who identify as an ethnic minority. As less than 5 members of the senior civil service identified as from an ethnic minority group, the figures for the department have been suppressed.
- Ministry of Justice reported largest representation of ethnic minority staff at 25%, whereas the Ministry of Defence reported the lowest at 4%.
- Looking at government agencies, the latest available data (Quarter 1 2018-19), which also tracks representation of Black, Asian and Minority Ethnic staff since 2008/09, shows that 3.85% of Environment Agency staff identify in these ways. The figures show a 0.65% increase in representation between 2008/19 and 2016/17.
- For Natural England, data from 2016-17 has been published, showing 67.09% of staff declared a white background, and 1.81% declared as Black, Asian and Minority Ethnic groups.
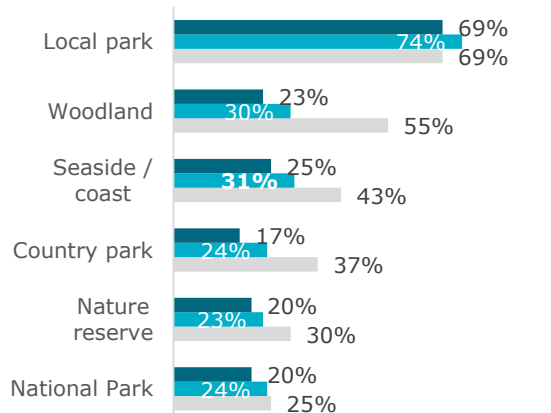
Key findings

Student perceptions

A total of 2670 responses were received to an online survey of students in further and higher education across the UK designed to understand the perceptions of students in further and higher education of the environment sector as a future workplace upon leaving education, and the differences that exist across different diversity characteristics. The data has been weighted according to gender to match the profile of higher education students studying across the UK as the best available dataset for both levels of education. Unless specified otherwise, the differences between groups of respondents are statistically significant to 99% confidence level. Where non-white populations have been grouped, this does not imply any one group is more or less important than another or that the experiences of these groups are uniform. Grouping has been carried out for practical purposes only, where populations are too small to support meaningful analysis and where grouping allows for a better understanding of trends and relationships. Key findings include:

- The survey revealed significant differences in responses according to race and ethnicity around motivations linked to future careers and jobs, and specifically environment sector careers.

- Whilst the survey attempted an assessment of differences according to socio-economic status alongside race and ethnicity, the results are inconclusive and require further investigation.

- Overall, the results suggest a lack of engagement with the natural environment amongst students who identify as Black, Asian or from another ethnic minority group compared to White British counterparts.

- There is a mismatch in responses amongst Black, Asian or other minority ethnic group respondents in terms of general appeal of working in the environment sector and desire for their future career to contribute to helping the environment (seeing both as more desirable than White British respondents) compared to selection of the 'conservation and environment' sector as either their preferred sector to work in, or even one they would consider (being less likely to select these options than White British Respondents).

- Perceptions of working in the environment sector also vary, with respondents who identify as Black, Asian or from other ethnic minority groups less likely to see the type of work as matching their personal values compared to White British respondents. These respondents are also less likely than White British respondents to be motivated by a desire to work in a role that involves living in the countryside or working outside, mirroring lower levels of engagement with natural places.

- Whether a career or job uses the skills they have developed during their course and relevancy to their course are key factor for all respondents, however respondents identifying as Black, Asian and from other ethnic minority groups are significantly less likely to see the environment sector as an opportunity to use these skills and as being relevant to their course.

- Prior to revealing information about race and ethnic diversity across the environment sector to respondents, Black, Asian and other minority ethnic group respondents were more likely to say they are discouraged by the lack of diversity in environmental organisations.

- When asked about their specific experiences of engaging with the environment sector, the majority of responses from Black, Asian and other minority ethnic group respondents confirmed a lack of experience however those that had experience of the sector reported universally positive experiences. Lower numbers identified barriers such as perceptions of pay and opportunities within the sector.

- Suggestions for improving inclusivity from these respondents included raising awareness of the opportunities at all levels of education, including the realities of working in the sector and also ensuring issues organisations focus on addressing concerns of these audiences.
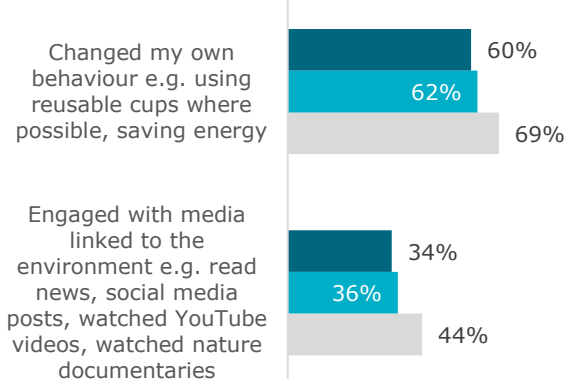
Key findings

Engagement with the environment

- Local park: 69% / 74% / 69%
- Woodland: 23% / 30% / 55%
- Seaside / coast: 25% / 31% / 43%
- Country park: 17% / 24% / 37%
- Nature reserve: 20% / 23% / 30%
- National Park: 20% / 24% / 25%

■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
■ White (British) (n=c.2000)

- With the exception of local parks, White British respondents are significantly more likely to have visited natural areas during the current term than respondents identifying as Black, Asian or from other minority ethnic groups. In general this includes and excludes other white minority groups.

- No significant differences exist between the different identities with regards to participation in clubs or groups that help the environment.

Personal environmental action

- Changed my own behaviour e.g. using reusable cups where possible, saving energy: 60% / 62% / 69%
- Engaged with media linked to the environment e.g. read news, social media posts, watched YouTube videos, watched nature documentaries: 34% / 36% / 44%

■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
■ White (British) (n=c.2000)

- Respondents who identify as Black, Asian or other minority ethnic groups are significantly less likely to report having changed their own behaviour to take action for the environment, or to have engaged with media linked to the environment such as watching documentaries or reading news.

- No differences exist between other actions such as signing petitions, donating money and joining environmental organisations.

Job / career motivations

- Opportunities for progression: 83% / 83% / 87%
- Benefits (financial and other): 70% / 70% / 57%
- How well-respected the job is: 67% / 67% / 55%
- Experience required: 64% / 64% / 54%
- If the role has a social purpose: 60% / 63% / 51%
- Contributes to helping the environment: 59% / 59% / 42%

■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
■ White (British) (n=c.2000)

- Respondents who identify as Black, Asian or other minority ethnic groups (including and excluding 'White – Other') are more likely to say a job/career that factors such as opportunities, benefits, experience required and contribution to helping the environment is important, compared to White British respondents

- Despite this, respondents identifying as Black, Asian or from other ethnic minority groups were significantly less likely to select 'Conservation and environment' sector either their preferred sector to work in, or even one they would consider.

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Key findings

Appeal of environmental careers

A career in the environment sector is appealing to me
- 54%
- 57%
- 44%

- ■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
- ■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
- ■ White (British) (n=c.2000)
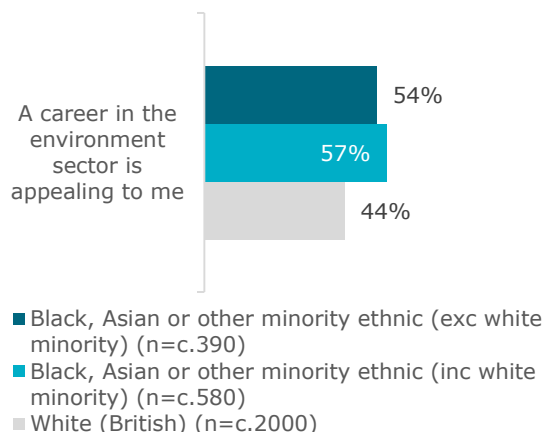
- After being provided with a brief definition of the environment sector, significantly fewer white British respondents said a career in the sector was appealing (44%) compared to those identifying as Black, Asian or from other ethnic minority groups (57% Black, Asian or minority ethnic group (inc. 'White - other'), and 54% Black, Asian or minority ethnic group (exc. 'White - other'), suggesting a prior lack of awareness of the role of the sector.

Motivations for environmental careers

The type of work matches my personal values
- 25%
- 28%
- 32%

I want to live in the countryside
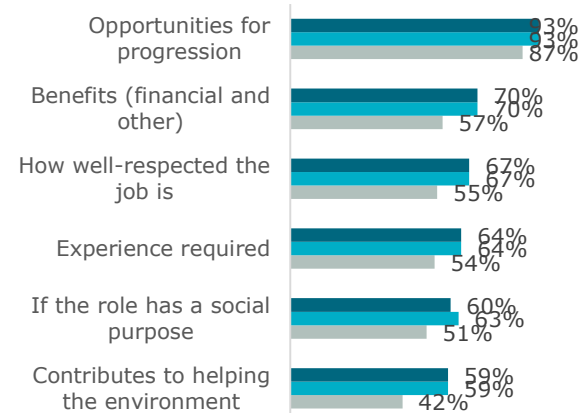- 7%
- 8%
- 13%

I want a job where I have to work outside
- 3%
- 7%
- 12%

- ■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
- ■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
- ■ White (British) (n=c.2000)

- Respondents who identify as Black, Asian or other minority ethnic groups are significantly less likely to say they are would consider working in the environment sector because they want a job where they have to work outside or that involves living in the countryside. These respondents are also significantly less likely (to 95% confidence level) to see the type of work the sector does as matching their personal values than white British respondents.

- This is in contradiction with previous questions which showed that respondents who identified in this way were more likely to say that whether a job or career contributed to helping the environment was important compared to white British respondents.

Barriers to environmental careers
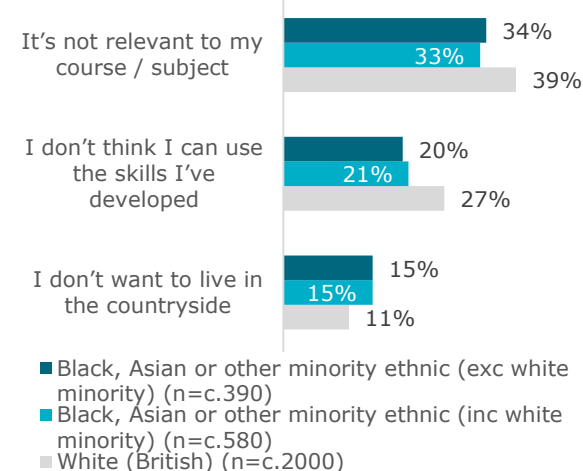
It's not relevant to my course / subject
- 34%
- 33%
- 39%

I don't think I can use the skills I've developed
- 20%
- 21%
- 27%

I don't want to live in the countryside
- 15%
- 15%
- 11%

- ■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
- ■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
- ■ White (British) (n=c.2000)

Respondents were also asked to consider why they would not consider working in the environment sector.

Three factors revealed significant differences between respondents of different race or ethnicity. These factors are:

- I don't think I can use the skills I've developed
- It's not relevant to my course / subject
- I don't want to live in the countryside*.

* To 95% confidence level.

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Key findings

Perceptions of diversity

I'm discouraged by the lack of diversity of Black, Asian and other racial or ethnic groups in organisations working in the environment sector

- 34%
- 29%
- 17%

- Black, Asian or other minority ethnic (exc white minority) (n=c.390)
- Black, Asian or other minority ethnic (inc white minority) (n=c.580)
- White (British) (n=c.2000)

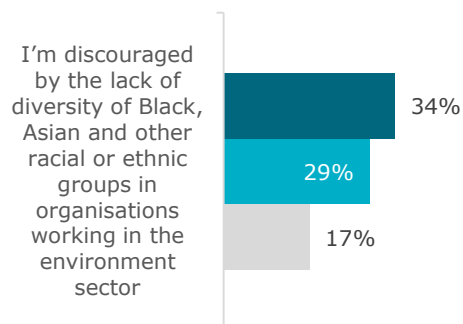- Without revealing any information about race and ethnic diversity across the environment sector, both excluding and including white minority ethnic group respondents reveals a significant difference between respondents who identify as Black, Asian or other minority ethnic groups in terms of their discouragement at the lack of diversity in organisations working in the environment sector.

Black, Asian and other minority group experiences of the environment sector

In general respondents highlighted a lack of experience of engaging with environment sector organisations.

"I've not really had any experience with the environment sector so I personally wouldn't know."

Those that had, generally reported positive experiences.

"It's just something I'm passionate about. But breaking the barrier and having more ethnic people would definitely be positive."

A few respondents provided more detailed analyses of the levels of race and ethnic diversity uncovered by the Policy Exchange report, noting barriers over perceptions of pay and opportunities.

"This may partly be a result of programmes which try to push ethnic minorities into more corporate jobs, alongside a general lack of well-paying work in the area (ethnic minorities, who are often generally less financially stable that non-ethnic minorities, may feel that income is a larger personal concern than the environment) - all of my friends who have shown a real interest in the sector have been white, from very well-off families and have struggled to find jobs in the sector (not from a lack of experience)."

Black, Asian and other minority group suggestions for improving inclusivity

The most commonly suggested area for improving inclusivity across the sector was for organisations to engage in more detail with people in all levels of education to raise awareness of the opportunities within the sector.

Further suggestions included focusing on issues that relate more closely to Black, Asian and other minority ethnic groups.

"To gain representativeness, the environmental sector needs to engage on other issues facing people of colour and come up with innovative roles for people with different backgrounds. Personally, I view fighting for the environment and fighting for the rights of black people as equal roles that give back to the community. So if I decided I wanted to give back to the community as a job, I'd pick the one I feels relates more to me (which is fighting for the rights of black people). And there are creative ways of doing that, while combining the skills I'm learning at university (e.g. developing innovative financial products in countries like Zimbabwe which has a cash crisis)."

Improving perceptions of the realities of working within the sector was also suggested as an area that could be addressed.

"Offering better pay, working conditions and progression opportunities may encourage more people (including ethnic minorities) to consider this line of work - if the job was rewarding, had good progression opportunities and in a convenient location (and advertised well to me), I would consider this line or work."

Contents

1. Background

Background

In 2017, the think tank Policy Exchange attempted to measure the ethnic diversity of occupations in England and Wales, finding that ethnic diversity has been unevenly distributed across different sectors. The study, *'The two sides of diversity'*[1], used data from Office of National Statistics research to develop a ranking of ethnic diversity across occupations in the UK, finding that ethnically diverse occupations can be seen as two distinct groups: 1. highly skilled, professional occupations or 2. low skilled jobs. This analysis found 'environment professionals' to be the second least diverse profession in the UK (the least diverse being 'farmers'). By comparison, the most diverse occupations are 'taxi and cab drivers or chauffeurs' and 'dental practitioners'.

In response to this finding, NUS, IEMA and The Equality Trust formed a partnership with the intention of shedding further light on the findings of the Policy Exchange's analysis through further research. The project has sought to consider two perspectives:
• Further detail on the diversity of organisations working across the environment sector, including 'environment professionals' but also those working for organisations focused on achieving environmental sustainability.
• Insight into the perceptions of the sector amongst future potential employees (students currently in higher and further education) to understand where different experiences and views exist according to ethnicity.

Three elements of research have been delivered to gather data against each of these perspectives, including reviewing existing datasets, collecting equality, diversity and inclusion information from organisations working across the sector and surveying current students on their perceptions of the environment sector. Further details of each research element can be found in section 2 of this report.

The aim for this report is to provide a tool for further discussions within the sector, and ultimately for commitments for collaborative action to achieve a more inclusive workforce across the sector as a whole.

1. The Policy Exchange, (2017), The two sides of diversity: Which are the most ethnically diverse occupations?, https://policyexchange.org.uk/wp-content/uploads/2017/03/The-two-sides-of-diversity-2.pdf

2. Research approach

Research approach

This study was approached in three parts to develop a broad perspective on the current balance of diversity across the environmental sustainability sector.

Part A: Existing datasets

A desk-based review of existing literature and published datasets on diversity within the environment sector. Key sources on diversity in education and the workplace in general were also consulted as context and relevant statistics are provided as context throughout this report.

Part B: Sector scoping study

Organisations from across the sector were invited to participate in the research through sharing their experiences of diversity at an overall organisational level, but also in relation to leadership and governance (e.g. executive/leadership teams and governance/trustee boards) as well as staff overall and members or volunteers where relevant.   As well as providing data, organisations were also invited to share details of actions taken to improve their balance of diversity.

Part C: Online student survey

The final element of the research was the delivery of an student-facing online survey, distributed via NUS' TOTUM discount cardholder database. The main focus of the survey was to understand the perceptions of students in further and higher education of the environment sector as a future workplace upon leaving education, and the differences that exist across different diversity characteristics. Key question areas included:

• Aspirations and motivations for sector to work in after leaving education
• Awareness of opportunities within environment sector
• Expected barriers to entry to work in general
• Perceptions of barriers to working in the environment sector

The following sections of this report map out the data gathered from each element of the research.

3. Findings: Existing datasets

Interrogating existing datasets

The initiator of this research has been the report *The two sides of diversity*[1], published by The Policy Exchange in 2017. The study used data from the 2015 Labour Force Survey to develop a ranking of ethnic diversity across occupations in the UK, finding that ethnically diverse occupations can be seen as two distinct groups: 1. highly skilled, professional occupations or 2. low skilled jobs. As highlighted in the introduction to this report, this study reported 'environment professionals' to be the second least diverse profession in the UK (the least diverse being 'farmers'). The table below outlines the figures for the overall UK population at the time of research, along with those for environment professionals and selected other occupations for comparison (reproduced from The Policy Exchange analysis).

Occupation	All minorities	Non-white share	White British	Largest minority group	Share of largest minority group	Diversity index (where 1= most diverse)
Environment professionals	3.1%	0.6%	96.9%	Other White	3.5%	0.06
Legal professionals	38.7%	21.9%	61.3%	Other White	16.2%	0.59
Management consultants and business analysts	23.5%	15%	76.5%	Other White	7.7%	0.4
Officers of non-governmental organisations	14.4%	11.4%	85.6%	Black Caribbean	4.4%	0.26
All jobs	**19.9%**	**12.1%**	**80.1%**	**Other White**	**7.1%**	**0.35**

Environment professionals are defined as roles which commonly include tasks such as 'investigating, addressing, and advising on a variety of terrestrial and marine environment and resource management issues, including the development and implementation of environmental policies and remedies that address the impacts of human activities and industrial processes on the environment'[2].

1. The Policy Exchange, (2017), The two sides of diversity: Which are the most ethnically diverse occupations?, https://policyexchange.org.uk/wp-content/uploads/2017/03/The-two-sides-of-diversity-2.pdf
2. Office for National Statistics, (2010), Standard Occupational Classification 2010, https://www.ons.gov.uk/methodology/classificationsandstandards/standardoccupationalclassificationsoc/soc2010/soc2010volume1structureanddescriptionsofunitgroups

Interrogating existing datasets

To look comprehensively at the sector, national data collected by the Higher Education Statistics Agency (HESA) was reviewed in order to provide insight into the racial and ethnic diversity of students studying feeder subjects for careers in the environment sector. A data access request was issued for the six subjects with the greatest number of students taking courses classified as sitting within these subjects. The table below demonstrates the percentage of White, Black, Asian and other students, and compares these figures with national figures for students studying in Higher Education.

Specified subject	White	Black	Asian	Other (including mixed)	Unknown	Total number of students
Environmental conservation	94%	1%	2%	3%	2%	925
Environmental sciences	91%	2%	2%	4%	1%	4,700
Physical geographical sciences	91%	2%	3%	3%	1%	10,350
Environmental geography	93%	2%	1%	3%	1%	1,355
Physical geography	94%	1%	2%	3%	1%	1,430
Human & social geography	89%	2%	5%	4%	1%	10,610
Average across all feeder subjects	*90%*	*2%*	*3%*	*4%*	*1%*	*29370*
UK Higher Education student population (UK domicile)	*77%*	*7%*	*10%*	*5%*	*1%*	*2,317,880*

All figures relate only to students of UK domesticity, this data is not collected from international students and relates to 2016-17 academic year, the latest available data.

4. Findings: Sector analysis

Sector analysis | Method

Another aspect under consideration in this study is the equality, diversity and inclusion data held by environment sector employers. Two broad categories of employers were considered: national (or international with UK branches) environmental charities and environmental professional organisations and consultancies. As mentioned in section 2, participation in the study was secured through personal invitation with requests to share data on their organisation's work on equality, diversity and inclusion issued by NUS' sustainability team and by IEMA. In addition, publicly reported data from the Department for the Environment, Food and Rural Affairs, the Environment Agency and Natural England has also been reviewed.

The data presented in this report has been anonymised in accordance with agreements made with participating organisations.

Limitations

When reviewing the data in the following section, it is worth noting the following limitations:

- The latest available data varied amongst organisations that participated, for example some data provided is from 2015 whereas other organisations provided data from 2017.
- Different categorisations and terms have been used to identify staff in terms of their race and ethnicity, and data has been provided differentially across organisations participating in the research. For example, some organisations provided data according to each individual group (e.g. % of Black staff, % of staff with mixed backgrounds) whereas others provided a single figure for all Black, Asian and staff from other minority ethnic groups. In some cases, minority ethnic groups may also include White ethnicities.

Environmental charities and NGOs

A total of 6 environmental charities and NGOs shared their organisation's equality, diversity and inclusion data as part of this research. These organisations cover a wide range of activities, including campaigning on environmental issues and managing natural areas (e.g. nature reserves). Some have a specific focus on a particular issue within the environment, whereas others cover a wide range of issues. When reading this data, it is worth referring to the limitations identified previously.

Staff

- Of the 6 environmental charities and NGOs that provided data, 5 were able to provide ethnicity or race data relating to their staff members.
- Of these 5 organisations, the most diverse in terms of race and ethnicity recorded 16.6% who identified as Black, Asian or from minority ethnic groups. Another organisation recorded that 14% of their staff had identified as Black, Asian or from minority ethnic groups, with a third reporting that 10% of staff identified in these ways. Two organisations reported less than 10% of their staff identified as Black, Asian or from an other minority ethnic group: One organisation reported 5.98% of their staff identified as Black, Asian or from a minority ethnic group and one reported 5.8% identifying in this way (with this figure includes 'Other White' ethnicities. If this group is excluded, the figure sits at 1.45%).
- As a comparison, around 19% of the UK labour force identify as Black, Asian or other minority ethnic group (including other White groups). 12% of the overall UK economically active population (those in employment and those currently unemployed) identify as non-White and 14% of the UK population as a whole identify as non-White[1].
- Two organisations reported specifically on the leadership team within the organisation, with one noting that one member of staff from a team of seven senior leaders within the organisation identified as Black, Asian or from a minority ethnic group. The other reported that all directors within the organisation identified as White.
- By comparison a study by Green Park in 2018[2] into gender and ethno-cultural diversity across the third sector found that 6.3% of staff within leadership teams in the largest 100 UK charities (by annual turnover) were 'ethnic minority leaders', however the study also found that 34 of these 100 charities have no ethno-cultural diversity in their senior leadership teams – all leaders in these organisations are White.
- Data on other aspects of diversity and inclusion most commonly collected by these organisations includes gender and disability. No organisations reported collecting socio-economic status data from their staff.
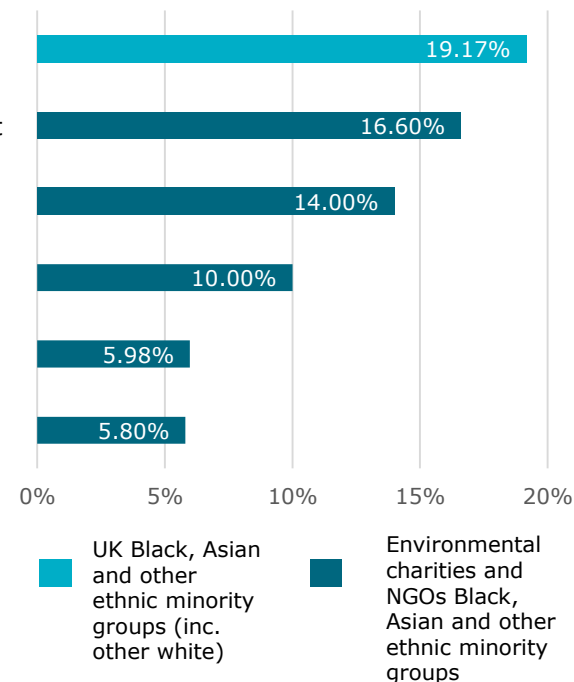
Chart data:
- 19.17%
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(Axis: 0%, 5%, 10%, 15%, 20%)

Legend:
- UK Black, Asian and other ethnic minority groups (inc. other white)
- Environmental charities and NGOs Black, Asian and other ethnic minority groups

1. Office for National Statistics, https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes
2. Green Park, (2018), Leadership 2000, https://green-park.co.uk/wp-content/uploads/2018/06/GP-2K-Leadership-2018-Low-res.pdf

Environmental charities and NGOs

Trustees

- Of the 6 environmental charities and NGOs that provided data, 2 provided data for their board of trustees and both reported that all board members are White.

- The remaining organisations that contributed to this study noted that as trustees and board members are not classified as staff, personal data is not collected from these individuals and is therefore not available. Others noted that they had opted not to share data as the size of the board could mean individuals may be identifiable.

- The study by Green Park[1] found trustees to be more diverse than leadership teams across the 100 largest charities in the UK, finding that 9.6% came from an ethnic minority background.

Supporters and volunteers

- Supporters and volunteers are another category of individuals involved in environmental charities and NGOs identified as a gap in organisational knowledge in terms of their race and ethnicity.

- One organisation provided data for supporters who had made financial donations to the organisation, recording that 6% of their supporters identified as Black, Asian or from a minority ethnic group however this was collected through a one off survey rather than being recorded systematically and regularly.

- Another organisation identified that a similar survey of volunteers had found 1% reporting to be Black, Asian or from a minority ethnic group, however this data was last collected in 2009.

- Research published in October 2018 by the Department for Digital, Culture, Media and Sport reported that in 2017/18, 22% of people aged 16 and over in England took part in formal volunteering at least once a month. The research also found that percentages of people saying they took part in formal volunteering were broadly similar across ethnic groups, ranging from 18% (Asian) to 24% (Black)[2].

1. Green Park, (2018), Leadership 2000, https://green-park.co.uk/wp-content/uploads/2018/06/GP-2K-Leadership-2018-Low-res.pdf
2. https://www.ethnicity-facts-figures.service.gov.uk/culture-and-community/civic-participation/volunteering/latest

Environmental professional organisations and consultancies

A total of 4 environmental professional organisations and consultancies shared their organisation's equality, diversity and inclusion data as part of this research. The data presented in this category includes membership organisations for environmental professionals and organisations which have a broader remit (e.g. construction) but which have dedicated teams working on environmental issues relevant to their main field of expertise. When reading this data, it is worth referring to the limitations identified previously. These organisations were not asked to provide details of their board of directors.

Staff

- Of the 4 professional organisations and consultancies that provided data, three collect ethnicity or race data from their staff members and within this, one was able just to report on the proportion of White staff with the remaining staff reported as not known.

- Of the two organisations who specifically provided data on Black, Asian and other minority ethnic groups, one organisation reported that 8.6% of staff identified in these ways. This organisation reported an increase in representation amongst their staff over the past three years, with 4.2% of staff identifying as Black, Asian or other minority ethnic groups in 2016, 3% in 2017 with a rise to 8.6% in 2018. The other organisation that provided data reported that 10% of staff identified as non-white.

- The organisation that was only able to provide data on the proportion of White staff reported that 73.7% identified as White. The remaining 26.3% of staff members were recorded as not known.

Government and agencies
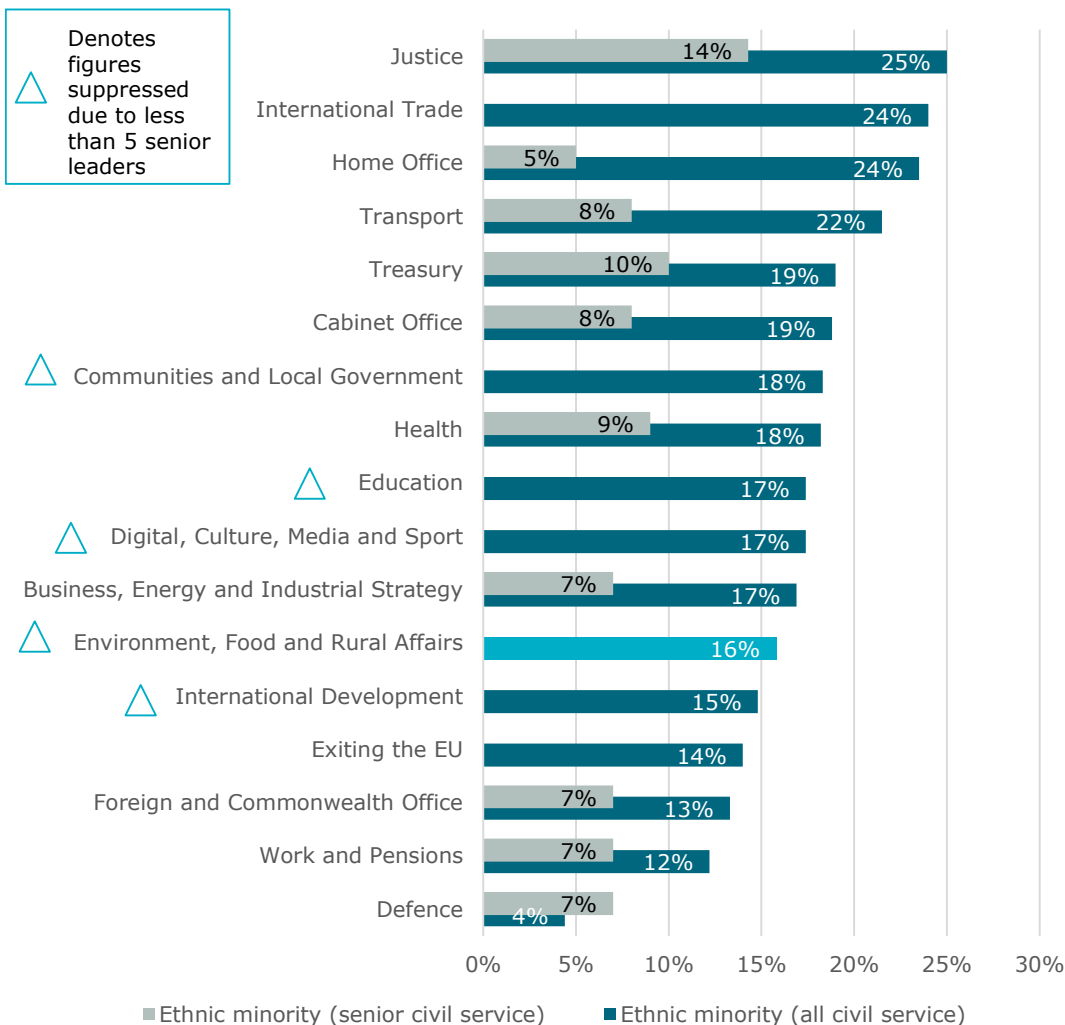
Ethnic minority staff in government departments

Department	Ethnic minority (senior civil service)	Ethnic minority (all civil service)
Justice	14%	25%
International Trade		24%
Home Office	5%	24%
Transport	8%	22%
Treasury	10%	19%
Cabinet Office	8%	19%
△ Communities and Local Government		18%
Health	9%	18%
△ Education		17%
△ Digital, Culture, Media and Sport		17%
Business, Energy and Industrial Strategy	7%	17%
△ Environment, Food and Rural Affairs		16%
△ International Development		15%
Exiting the EU		14%
Foreign and Commonwealth Office	7%	13%
Work and Pensions	7%	12%
Defence	7%	4%

The research also considered the public sector, focusing on government departments and agencies with an environmental remit. The chart to the left shows the percentage of ethnic minority staff working across the main government departments and ministries, as a proportion of total reported headcount. The figures are taken from the 2017 Annual Civil Service Employment Survey. The chart shows the Ministry of Justice to have the largest representation of ethnic minority staff at 25%, whereas the Ministry of Defence has the lowest at 4%.

The chart also shows the figures for senior civil servants, with the Ministry of Justice again reporting the most diverse workforce at this level (14% identify as an ethnic minority).

The 2017 data shows that the Department of the Environment, Food and Rural Affairs includes 16% of staff who identify as an ethnic minority. As less than 5 members of the senior civil service identified as from an ethnic minority group, the figures for the department have been suppressed.

Source: Annual Civil Service Employment Survey 2017

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Government and agencies

Data was also provided by the Environment Agency, as part of the call for contributions to this study, however the Agency also publishes equality and diversity statistics on a quarterly basis[1]. The latest available data (Quarter 1 2018-19), which also tracks representation of Black, Asian and Minority Ethnic staff since 2008/09, shows that 3.85% of Environment Agency staff identify in these ways. The figures show a 0.65% increase in representation between 2008/19 and 2016/17. Data is also provided on the specific background of staff members, with a relatively low percentage of staff (2%) opting not to disclose this information.

As at 30 June 2018

Year	%
2008/09*	3.20%
2009/10*	3.40%
2010/11*	3.40%
2011/12*	3.50%
2012/13*	3.46%
2013/14*	3.52%
2014/15*	3.51%
2015/16*	3.60%
2016/17*	3.85%
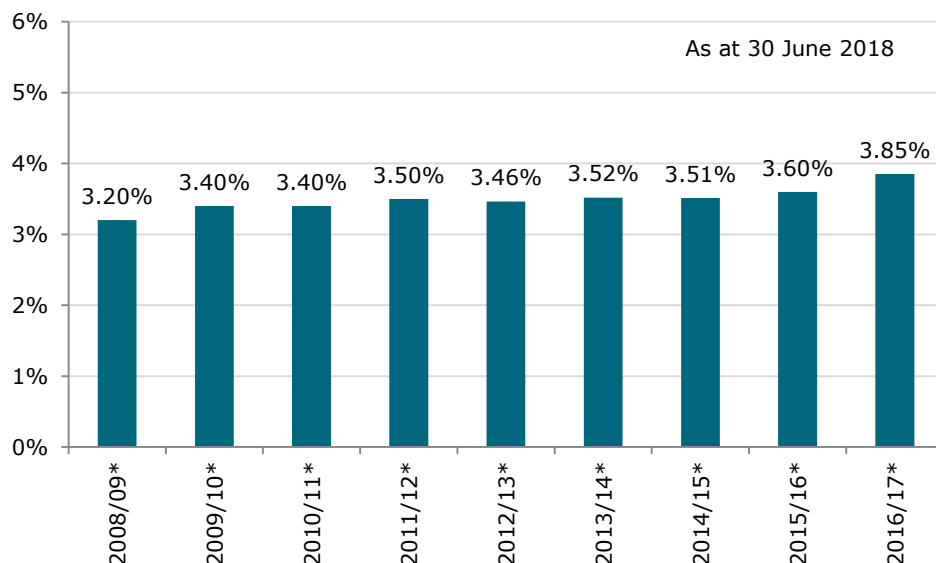
Race	%
Asian or Asian British	1.4%
Black or Black British	1.0%
Chinese	0.2%
Other Ethnic Background	0.5%
Mixed Heritage	0.8%
White	93.2%
Would prefer not to say	0.9%
Not yet self disclosed	2.0%

More detailed information is also provided in terms of seniority of staff identifying as Black, Asian or other minority ethnic group with figures revealing that representation is higher at the lower grades than the more senior – 5.1% identify in these ways at the lower grades, compared with 3.4% at higher grades (2.18% are represented in other unclassified positions).

Race and ethnicity data is collected alongside other diversity statistics including age, gender, sexuality, disability status and religion and belief.

1. https://www.gov.uk/government/organisations/environment-agency/about/equality-and-diversity

Government and agencies

Publicly available data from Natural England has also been accessed for this research and is presented below for employees working for the organisation. In 2016-17, 67.09% of staff declared a white background, and 1.81% declared as Black, Asian and other minority ethnic groups. The organisation has seen an increase in the proportion of staff who do not declare their race or ethnicity which is sought from employees on an optional, self-declared basis[1].

Race / ethnicity of employees at Natural England

Legend: 2012-13, 2013-14, 2014-15, 2015-16, 2016-17

White: 79.09%, 79.32%, 77.61%, 74.03%, 67.09%
BAME: 1.79%, 1.77%, 1.87%, 1.95%, 1.81%
Unknown: 19.12%, 18.91%, 20.52%, 23.75%, 31.01%
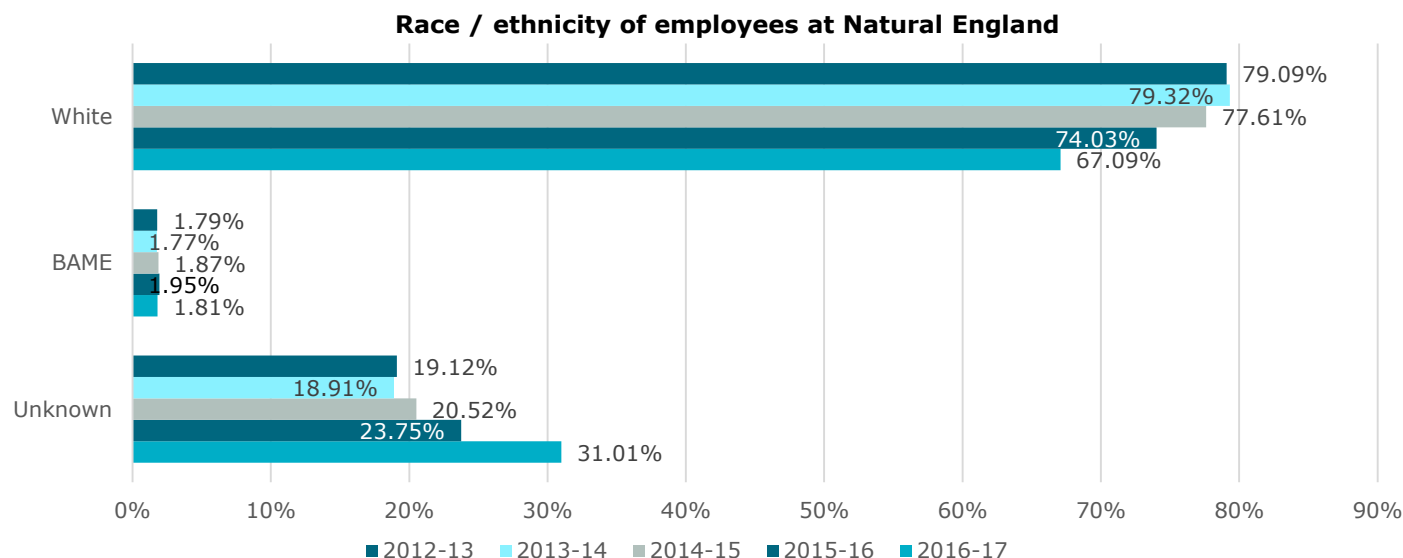
Natural England has also published data on recruitment, detailing the proportion of applicants and appointees from Black, Asian and Minority Ethnic groups. In 2016-17, 5.16% of applicants declared as Black, Asian or other minority ethnic group, reported to be a significant increase on 2015-16 where just 1.61% of applicants declared as Black, Asian or from a minority ethnic group.

7.4% of BAME applicants were successful in being appointed to roles (108 applicants in total, with 8 being appointed). This compares with 16.49% of white applicants (1910 applicants in total, with 315 being appointed).

Natural England also report on promotions, reporting that of those who were promoted in 2016-17, 2.44% were BAME staff (compared to 1.81% of overall BAME staff).

1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/709634/natural-england-diversity-workforce-monitoring.pdf

Collecting, reviewing and publishing data

The organisations that participated in the research also provided details on their experiences of collecting data designed to enable them to keep track of their performance on racial equality, diversity and inclusion. Key points include:

- For some organisations, the process of collecting data is new, with one organisation noting that the organisation started collecting data from their staff in 2016. Another noted that data has been collected for the past 5 years, however this is still relatively recent in the history of the organisation.

- Organisations noted that a barrier to data collection has been staff opting out of providing information about themselves. Efforts have been made within organisations to increase the proportion of staff reporting the race / ethnicity in order that the organisation can better understand progress in this area.

- Data is collected in a variety of ways including staff surveys and HR record systems. Some organisations reported that more in-depth information on race and ethnicity (along with other characteristics) are collected during the recruitment process, however these anonymous records are not transferred as and when candidates become employees.

- Reflecting this, data is collected at different intervals within organisations, and this also varies according to who the data is being collected from within the NGO participants, for example some organisations have collected data annually, whereas others have a one-off collection.

- Most organisations reported that they publish the data they collect on an internal basis only, the exception being government departments and agencies. There is variation in the extent to which the data is scrutinised internally, with some organisations reporting that their data is reviewed annual by their leadership team, however others do not have any formal procedures for review in place (although plans are being developed in this area).

Strategies and actions

Whilst this study did not set out to comprehensively review the action taking place across the sector in order to improve racial / ethnic diversity, organisations participating in this research were asked to provide an overview of their approach. A short summary information supplied is provided here:

Policy and strategy

Most organisations participating in this research provided details of the policies and strategies operating within their organisations which relate to race and equality. These policy and strategy documents can be classified as follows:
- General policies related to equal opportunities which include specific points on race and ethnicity
- Incorporation of diversity and inclusion within overall organisational strategy
- Development of specific diversity and inclusion strategies or action plans

One organisation detailed their progression of from overall equal opportunities policies to a more developed approach with specific strategies starting to develop in 2014, diversity and inclusion incorporated in the overall organisational strategy since 2016, and more recently a Diversity and Inclusion Strategy has been agreed in 2018.

Actions

A range of different actions were detailed by organisations participating in the study, delivered with the aim of improving the diversity of their staff. These include:
- Mandatory unconscious bias training for all staff in managerial positions
- Development of a network for staff who identify as Black, Asian or other minority ethnic groups
- Diversity and Inclusion Toolkit to support integration of diversity issues at a project level
- Review and development of recruitment processes and materials, including wording of adverts, recruitment consultancies used, composition of interview panels
- Development of a paid internship scheme, with targeted recruitment to reach 'underprivileged and ethnically diverse candidates'
- Further data collection to understand diversity and inclusion in more detail e.g. pay gap analysis

5. Findings: Student perceptions

Survey methodology and results

As outlined in section 2 of this report, the final element of the research was the delivery of an student-facing online survey, distributed via NUS' TOTUM student discount cardholder database. The main focus of the survey will be to understand the perceptions of students in further and higher education of the environment sector as a future workplace upon leaving education, and the differences that exist across different diversity characteristics. Key question areas included:

- Aspirations and motivations for sector to work in after leaving education
- Awareness of opportunities within environment sector
- Expected barriers to entry to work in general
- Perceptions of barriers to working in the environment sector

A total of 2670 responses were received. Responses have been weighted according to gender to reflect the proportions recorded nationally in data gathered by the Higher Education Statistics Agency. No equivalent dataset exists for further education, therefore higher education statistics have been used. This section provides a summary of the findings according to the race and ethnicity of respondents. A full breakdown of the survey results can be found in the appendix. The reported differences between respondent characteristics are significant to a 99% confidence level unless indicated otherwise.

Where non-white populations have been grouped, this does not imply any one group is more or less important than another or that the experiences of these groups are uniform. Grouping has been carried out for practical purposes only, where populations are too small to support meaningful analysis and where grouping allows for a better understanding of trends and relationships.

In England, data gathered by the Office of National Statistics shows that White British people are the least likely to be living in the most income-deprived neighbourhoods. As a result, the research also attempted to assess the influence of socio-economic status alongside race and ethnicity of respondents using the POLAR classification.

The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of the young population that participates in higher education. It looks at how likely young people are to participate in higher education across the UK and shows how this varies by area. POLAR classifies local areas into five groups - or quintiles - based on the proportion of 18 year olds who enter higher education aged 18 or 19 years old. Quintile one shows the lowest rate of participation and quintile five shows the highest rate of participation. On average young people from quintile 5 areas are around three times more likely to enter higher education than those who live in quintile. POLAR is used in this study as proxy for socio-economic background.

POLAR is often used as a proxy for socio-economic class within the higher education sector however the metric been questioned in terms of its reliability, in particular in accounting for population density and variation (e.g. within London). For example a HEFCE review in 2014 found that over 10% of disadvantaged students actually fell into the most advantaged POLAR category. As this survey used POLAR to attempt to identify socio-economic class, it is possible that real differences in perceptions and experiences will not be identified due to the reasons outlined above.

About the respondents

The results are presented according to three groups of respondents, based on the race or ethnicity they identify as:

Demographic category	Respondents	Respondent analysis category		
White – British	76%	White – British		
White – Other	8%		Black, Asian or other minority ethnic group (including white minority)	Black, Asian or other minority ethnic group (excluding white minority)
Mixed – White and black Caribbean	1%			
Mixed – White and black African	0%			
Mixed – White and Asian	1%			
Mixed – Other	1%			
Asian or Asian British – Indian	2%			
Asian or Asian British – Pakistani	2%			
Asian or Asian British – Bangladeshi	0%			
Asian or Asian British – Chinese	1%			
Asian or Asian British – Other	1%			
Black or black British – Caribbean	1%			
Black or black British – African	2%			
Black or black British – Other	0%			
Arab	0%			
Jewish	0%			
Any other ethnic group	1%			
I would prefer not to say	1%	Excluded		

About the respondents

Age

16 -17	10%
18-22	40%
23-29	16%
30-39	16%
40-49	11%
50-59	5%
60+	2%

Level of study

Higher Education	72%
Further Education	22%
Apprentice	3%
Graduate	2%
Other	2%

Gender

Woman	56%
Man	43%
Non-binary	0%
In another way	0%
Prefer not to say	0%
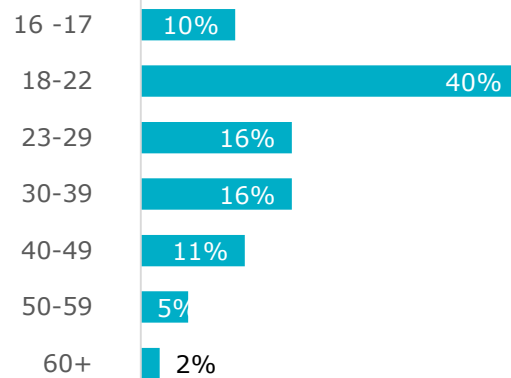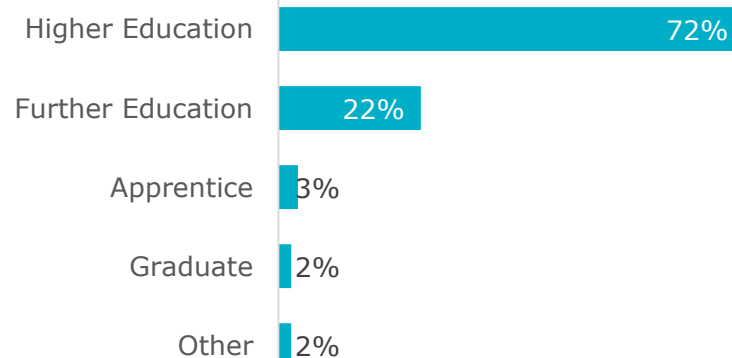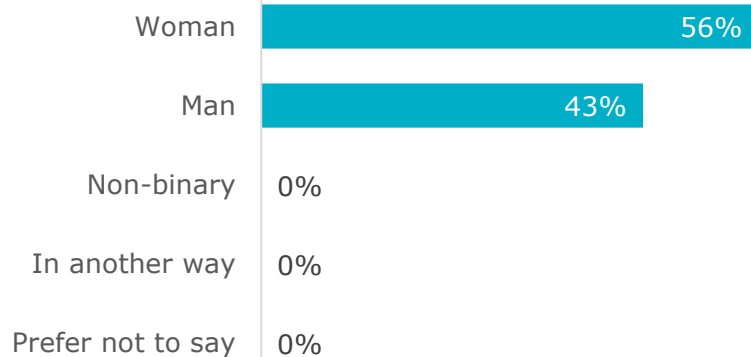
Mode of study

69%
Full time

24%
Part time

14%
Distance learner

1%
Other

About the respondents

Domesticity

91% I am a UK citizen or resident studying in the UK

4% I am an international student from within the EU studying in the UK

4% I am an international student from outside the EU studying in the UK

1% Other

1% Prefer not to say

Disability

No — 73%

Yes — 21%

Don't know — 3%

Prefer not to say — 3%

POLAR

POLAR 5
- 28%
- 29%
- 22%
- 24%

Highest rate of participation in higher education

POLAR 4
- 28%
- 18%
- 21%
- 20%

POLAR 3
- 24%
- 23%
- 19%
- 20%

POLAR 2
- 17%
- 16%
- 21%
- 19%

POLAR 1
- 12%
- 15%
- 18%
- 17%

Lowest rate of participation in higher education
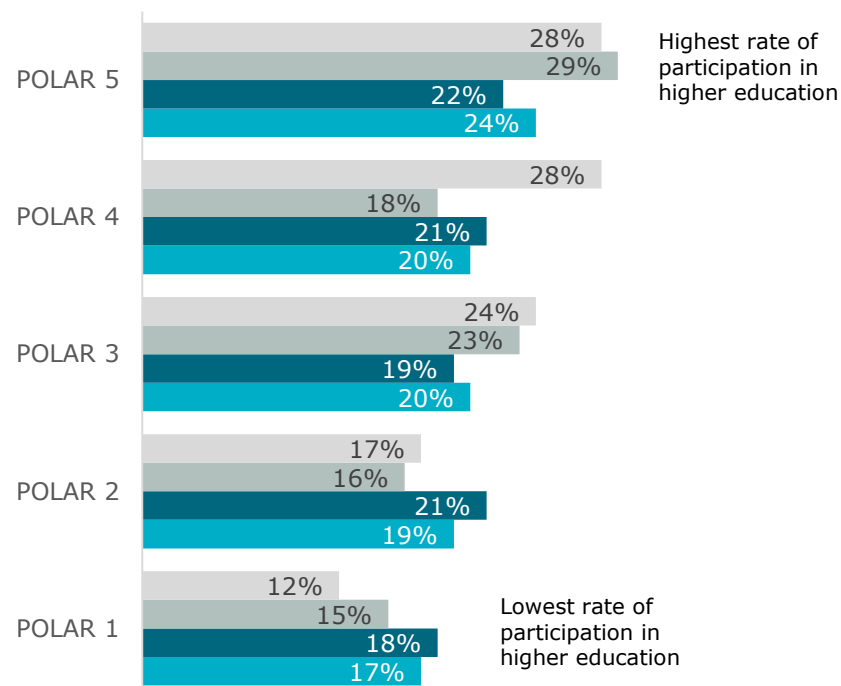
- Black, Asian and minority ethnic group (exc white other)
- Black, Asian and minority ethnic groups (inc White other)
- White - British
- All respondents

About the respondents

Subject – Higher Education
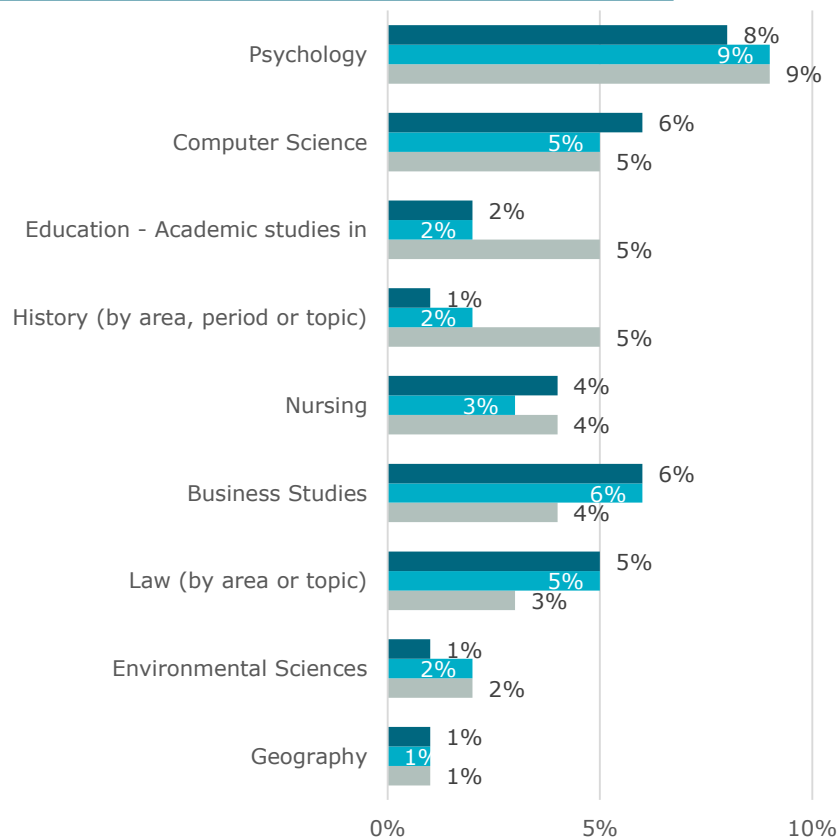
Subject	Black, Asian or other minority ethnic (exc white minority) (n=c.390)	Black, Asian or other minority ethnic (inc white minority) (n=c.580)	White (British) (n=c.2000)
Psychology	8%	9%	9%
Computer Science	6%	5%	5%
Education - Academic studies in	2%	2%	5%
History (by area, period or topic)	1%	2%	5%
Nursing	4%	3%	4%
Business Studies	6%	6%	4%
Law (by area or topic)	5%	5%	3%
Environmental Sciences	1%	2%	2%
Geography	1%	1%	1%

Subject – Further Education

Subject	Black, Asian or other minority ethnic (exc white minority) (n=c.390)	Black, Asian or other minority ethnic (inc white minority) (n=c.580)	White (British) (n=c.2000)
Science	15%	11%	9%
Health and social care	12%	10%	8%
Mathematics and statistics	10%	9%	6%
Engineering	10%	8%	7%
Business	10%	10%	6%
Psychology	6%	6%	6%
English	9%	7%	6%
Sociology and social policy	9%	7%	4%
Law and legal services	6%	6%	3%
History	4%	5%	4%
Business management	3%	5%	4%
Geography	2%	3%	1%
Envionmental conservation	1%	1	1%

N.b. Shows most commonly reported subjects, plus environment sector feeder subjects

N.b. Shows most commonly reported subjects, plus environment sector feeder subjects

30

Factors affecting course / subject choice

Factors (by group: Black, Asian or other minority ethnic (exc white minority) (n=c.390); Black, Asian or other minority ethnic (inc white minority) (n=c.580); White (British) (n=c.2000)):

- **I'm interested in the subject**: 63%, 64%, 68%
- **It's linked to the job / career I want**: 46%, 48%, 60%
- **I wanted to learn more about the subject**: 42%, 48%
- **To challenge myself**: 29%, 33%, 39%
- **It's something I'm good at**: 36%, 37%, 40%
- **To improve my chances of getting a job**: 32%, 32%
- **I enjoyed the subject at school**: 27%, 30%
- **Prospective earnings/salary in jobs related to the subject/course**: 26%, 24%
- **Work experience at school/college related to the subject**: 14%, 12%
- **Recommendations from family**: 8%, 7%
- **Recommendation from a teacher**: 6%, 7%
- **Someone who works in the sector I want to work in recommended it**: 6%, 6%
- **Recommendation from friends**: 4%, 4%
- **I received advice from a careers service / advisor**: 6%, 4%
- **Other**: 4%, 3%
- **Don't know**: 1%

There are significant differences between students of different race or ethnicity when considering the influence of these factors over their choice of course or subject.

White respondents from areas with high participation in HE are more likely to say they chose their course because of a desire to learn more about the subject compared to respondents identifying as another race or ethnicity in both high and low participation areas.

White respondents from high and low participation areas are more likely to say they choice is linked to their desired job/career than respondents from other racial or ethnic groups, in high participation areas.

No significant differences exist between the remaining factors.

Q. Thinking about the course or subject(s) you're currently studying, which of the following factors, if any, influenced your choice of what to study?
Base: In brackets Balance: No response

Barriers in choosing courses

Respondents were asked to elaborate on any difficulties or barriers they had experienced when deciding which course or subject to study. The 122 qualitative responses from Black, Asian or other minority ethnic groups provided have been coded to identify the main barriers, along with the first 122 responses from White British respondents. Of those that reported barriers, these include:

Barrier	Proportion of White - British responses	Proportion of responses from Black, Asian or other minority ethnic groups	Example
Information and support available to help choose course	20%	21%	"Difficulties were that I knew that I wanted to work with children as a career, but I didn't know what course would suit me best."
Grade or qualification requirements	13%	22%	"The difficulty was the uncertainty of what grade I will get from my A-levels. Also, my GCSE grades were not very good, so I was not sure if universities would accept candidates like myself especially for the demanding course I study. I searched courses at several different universities with the A-levels I was studying and saw the requirements I needed for several different courses. And then made my choice to what I believed would be achievable."
Cost of course / studying	10%	7%	"My student loan, not being substantial enough to live."
Understanding influence on future career options	8%	11%	"Picking something that I was personally excited by but wanting the safety of knowing I would have a good salary after university."
Mental or physical health concerns (including confidence)	6%	4%	"I suffer with being dyslexic so it acts as a barrier."
Time commitment required	7%	4%	"I'm studying part-time in the evenings during the week. My biggest barrier was choosing a course that was flexible for me to continue in full-time employment. I work fifty plus hours a week within a sector that does not relate to my studies, so finding a course that I could do outside of what which wouldn't affect my work was the biggest challenge."
Course and place availability	3%	5%	"We don't have any advanced Machine Learning or Deep Learning course (in fact no option for these subjects)."

The main difference is the perception in grade or qualification requirements for accessing courses as a barrier between White British respondents (13%) and those identifying as Black, Asian or as other minority ethnic groups (22%).

Factors affecting career and job choice

Suits personality — 84% / 85% / 87%
Job security — 87% / 86% / 86%
Uses skills from course — 82% / 84% / 82%
Related to course — 76% / 78% / 80%

Opportunities for progression — 93% / 93% / 87%
Qualification requirements — 79% / 77% / 70%
Starting salary — 73% / 75% / 68%
Benefits (financial and other) — 70% / 70% / 57%
How well-respected the job is — 67% / 67% / 55%
Experience required — 64% / 64% / 54%
Flexibility of hours — 60% / 62% / 54%
If the role has a social purpose — 60% / 63% / 51%
Contributes to helping the environment — 59% / 59% / 42%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
■ White (British) (n=c.2000)

There are **no** significant differences between students of different race or ethnicity when considering aspects of their future career or job such as job security, whether it is related to their course and the extent to which the skills gained from their course are used, and also whether it suits their personality.

Significant differences exist between white British respondents and respondents who identify as Black, Asian or other minority ethnic identities both including and excluding white minority groups for the remaining factors when considering their future careers or jobs.

This includes the extent to which the career or job contributes to helping the environment, with 59% of respondents who identify as Black, Asian or other minority ethnic groups (not including 'White – Other') saying this is important, compared to 42% of white British respondents.

Q. How important, if at all, are the following factors when considering your future career or type of job? [Base: In brackets Balance: No response] 33

Barriers to securing a job

Respondents were asked to elaborate on their perceptions of any difficulties or barriers they expect to experience when finding and applying for jobs following completion of their course. 131 qualitative responses received from respondents identifying as Black, Asian or from other minority ethnic groups and the first 131 responses from White respondents have been coded to identify the main barriers. Of those that reported expected barriers responses include:

Barrier	Proportion of White - British responses	Proportion of responses from Black, Asian or other minority ethnic groups	Example
Limited opportunities and competition for roles	42%	31%	"High competition for jobs, trying to make myself stand out from the thousands of alumni from other universities."
Lack of real-world experience	18%	30%	"Everyone wants experience before you join, but I can't afford to work for free/part time, I need a job to pay bills." "Experience will be something that I think will be a massive barrier once I finish my degree, I am genuinely terrified I won't be able to get a job after."
Age (both in terms of being older and younger than other applicants)	9%	4%	"My age may be against employers may want a younger model to employ."
Mental and physical health support availability	5%	1%	"I am a disabled student who uses a wheelchair and I am unsure of how I am going to find a job."
Location of opportunities	8%	12%	"The location of the job would be a barrier for me, as I need to find somewhere within travelling distance, on public transport, because I am unable to relocate."
Applicability of course to job requirements	3%	5%	"Jobs are likely to require experience and proven results in that sector, which I will not have. Employers may also expect more industry knowledge that is provided from the course."

The main difference in responses is the frequency of referring to a lack of real-world experience in the responses given, for example 18% of response from White British respondents mentioned this barrier, compared with 30% of Black, Asian or other ethnic minority respondents.

Of the 134 responses received from respondents identifying as Black, Asian or other ethnic minority groups, 4 mentioned race or ethnicity issues as a barrier to securing future employment. 8 respondents mentioned issues in relation to their status as international students and the difficulties of securing a visa to work in the UK following graduation.

34

Sector aspirations

Waste and environmental services

Sector would consider working in
- Black, Asian or other minority ethnic (exc white minority): 2%
- Black, Asian or other minority ethnic (inc white minority): 2%
- White (British): 2%

Sector most like to work in
- Black, Asian or other minority ethnic (exc white minority): 0%
- Black, Asian or other minority ethnic (inc white minority): 0%
- White (British): 1%

Conservation and environment

Sector would consider working in
- Black, Asian or other minority ethnic (exc white minority): 5%
- Black, Asian or other minority ethnic (inc white minority): 7%
- White (British): 11%

Sector most like to work in
- Black, Asian or other minority ethnic (exc white minority): 2%
- Black, Asian or other minority ethnic (inc white minority): 1%
- White (British): 3%

(Axis: 0% 10% 20%)
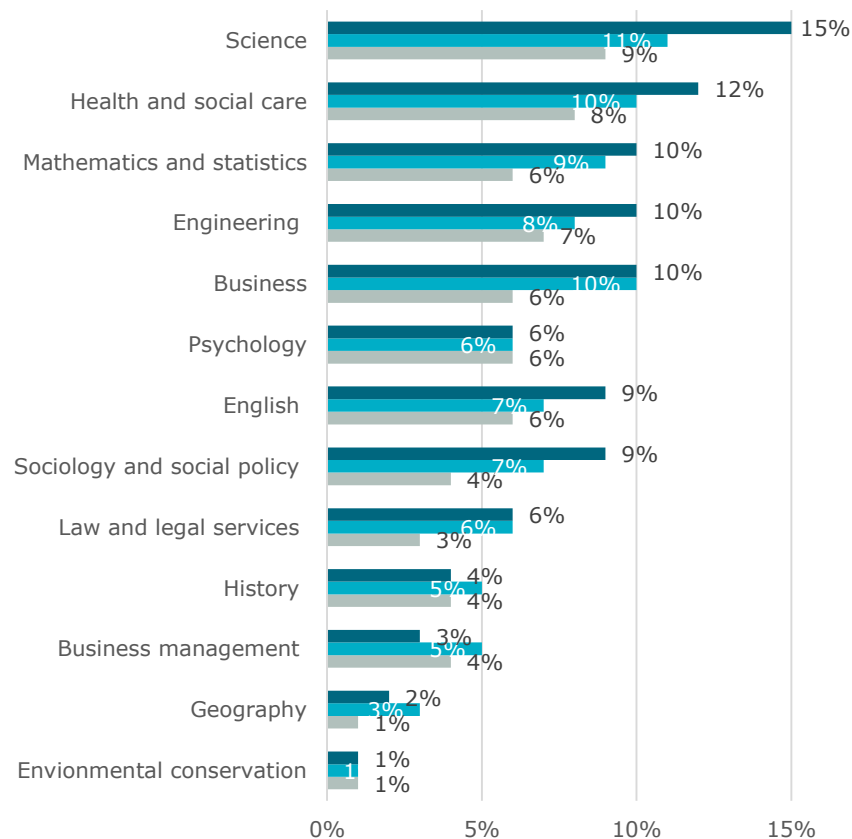
■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
▢ White (British) (n=c.2000)

Despite showing a greater preference for careers or jobs that help the environment compared to White British respondents, respondents identifying as Black, Asian or from another ethnic minority group were significantly less likely to select 'Conservation and environment' sector either their preferred sector*, or one they would consider**. No significant differences were seen between respondents when considering careers in the 'waste and environmental services' sector.

Respondents in lower participation POLAR quintiles are significantly less likely** to say they would most like to work in the 'conservation and environment' sector across all ethnicity categories presented above.

* To 95% confidence level ** To 99% confidence level
Q. And which of the following sectors would you consider working in when you've finished studying? [Base: Balance: No response]

After being provided with a brief definition of the environment sector, respondents were asked how appealing a career in the sector was to them. Significantly fewer white British respondents said a career in the sector was appealing (44%) compared to those identifying as Black, Asian or from other ethnic minority groups (57% Black, Asian or minority ethnic group (inc white-other), and 54% Black, Asian or minority ethnic group (exc white other).

"The environment sector covers a wide range of jobs, include roles that work directly on tackling climate change, protecting nature and wildlife, and improving air or water quality. Organisations, including businesses and charities, that work specifically on these issues will also have more general roles, for example communications, campaigns, education, finance and HR. Roles also include environmental consultancy which could encompass all of the issues mentioned above, and more. Many business employers will also now have environmental managers and departments to reduce the environmental impact of the business, covering things such as energy efficiency and waste management."

- Black, Asian or other minority ethnic (exc white minority): 54%
- Black, Asian or other minority ethnic (inc white minority): 57%
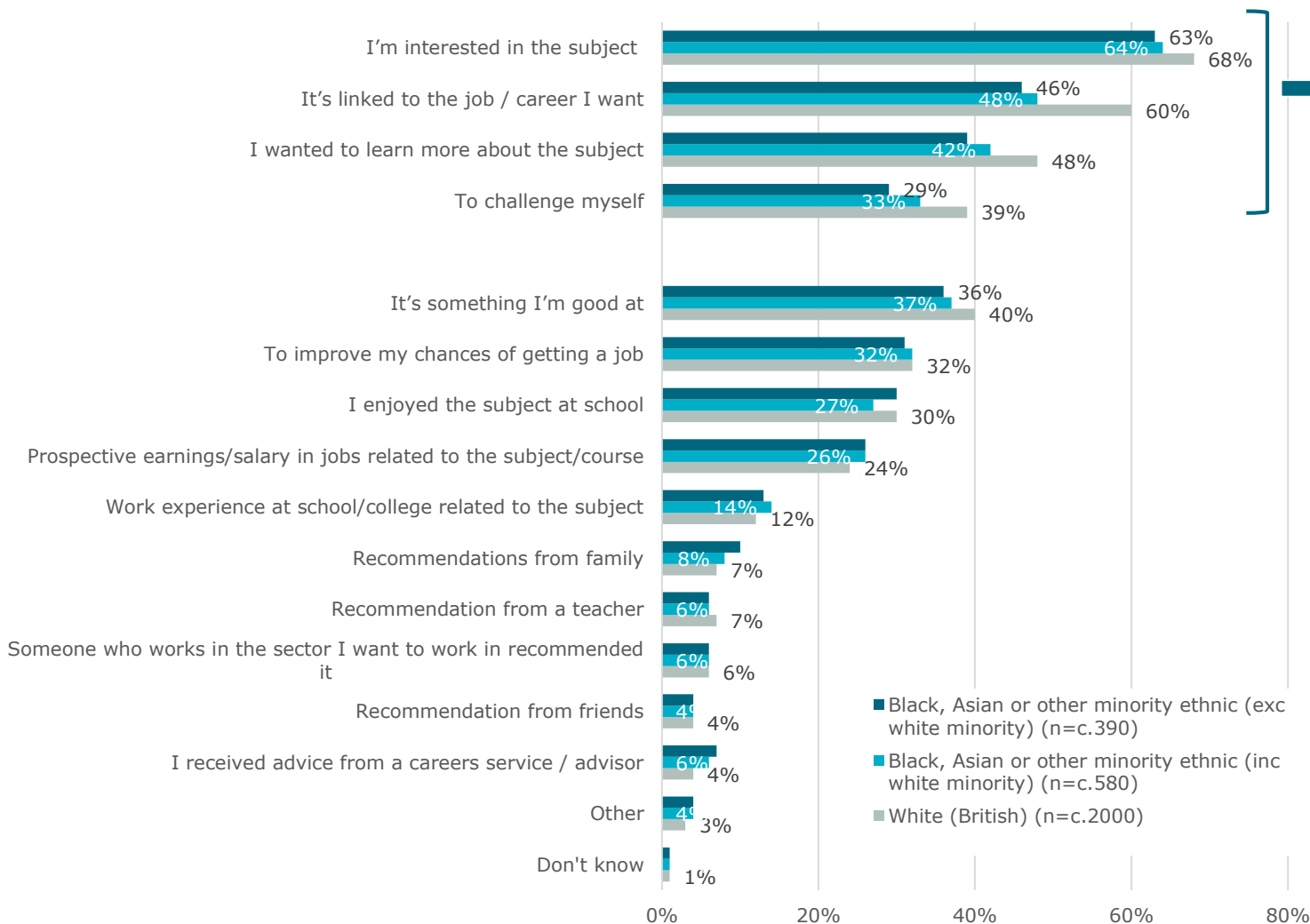- White (British): 44%

(Axis: 0% 10% 20% 30% 40% 50% 60%)

■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
▢ White (British) (n=c.2000)
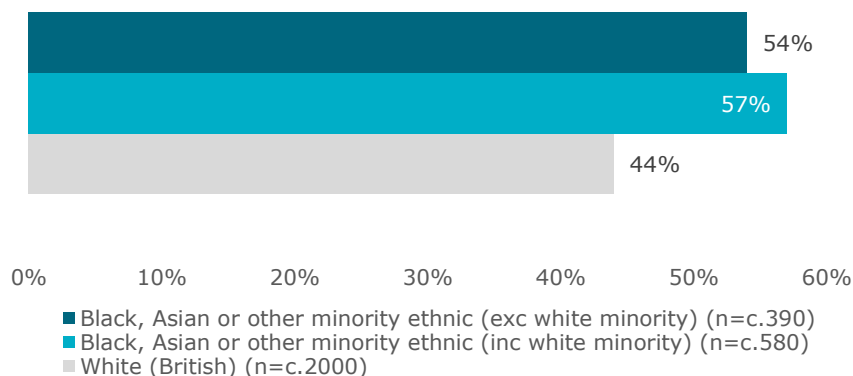
Q. Based on the definition provided, how appealing, if at all, to you is a career in the environment sector? [Base: Balance: No response, respondents who view the sector as unappealing / neither / don't know]

Perceptions of the environment sector

Respondents were asked to describe their perceptions of working in the environment sector in three words. The following images summarise the words used to describe the environment sector by different groups of respondents. No substantial differences can be seen across the descriptions.

White British

Black, Asian and other minority ethnic groups (exc white other)

Black, Asian and other minority ethnic groups (inc white other)

Motivations for working in the environment sector

The type of work matches my personal values — 25%, 28%, 32%
I want to live in the countryside — 7%, 8%, 13%
I want a job where I have to work outside — 3%, 7%, 12%

To be part of tackling global problems like climate change — 45%, 44%, 45%
I'm interested in the issues — 37%, 39%, 40%
To help improve things for the local community — 41%, 39%, 39%
I can use the skills I've developed — 20%, 21%, 22%
It's a well-respected area to work in — 21%, 20%, 22%
There are lots of opportunities available — 20%, 20%, 21%
There are good opportunities for progression — 17%, 19%, 18%
None of these, I would not consider working in the environment sector at all — 10%, 11%, 15%
The pay is rewarding — 13%, 12%, 13%
It's relevant to my course / subject — 11%, 13%, 12%
The salaries offered compare well with other sectors — 10%, 12%, 10%
The organisations that work in this sector are relevant to people like me — 9%, 9%, 10%
Other people like me work in this sector — 4%, 4%, 4%
I know other people who work in the sector — 4%, 4%, 4%
Other — 1%, 1%, 1%

- Black, Asian or other minority ethnic (exc white minority) (n=c.390)
- Black, Asian or other minority ethnic (inc white minority) (n=c.580)
- White (British) (n=c.2000)

Respondents who identify as Black, Asian or other minority ethnic groups are significantly less likely to say they are would consider working in the environment sector because they want a job where they have to work outside or that involves living in the countryside. These respondents are also significantly less likely (to 95% confidence level) to see the type of work the sector does as matching their personal values than white British respondents. This is in contradiction with previous questions which showed that respondents who identified in this way were more likely to say that whether a job or career contributed to helping the environment was important compared to white British respondents.

No significant differences exist between different groups of respondents according to ethnicity for the remaining factors.

In terms of participation in higher education, for both categories of Black, Asian and other minority ethnic group respondents, those in lower participation areas are more likely to see the environment sector as being relevant to their course compared to those in higher participation areas.

Q. Please tell us which, if any, of the following reasons describes why you _would_ consider working in the environmental sector? [Base: Balance: No response, don't know]

Barriers to working in the environment sector

It's not relevant to my course / subject — 34%, 33%, 39%

I don't think I can use the skills I've developed — 20%, 21%, 27%

I don't want to live in the countryside — 15%, 15%, 11%

The salaries offered don't compare well with other sectors — 17%, 18%, 18%

No one I know works in the sector — 17%, 16%, 16%

The pay isn't rewarding enough for what's expected from these types of jobs — 16%, 17%, 16%

There aren't enough opportunities available — 15%, 16%, 14%

I don't want a job where I have to work outside — 14%, 13%, 14%

There aren't good opportunities for progression — 11%, 11%, 11%

The type of work doesn't match my personal values — 7%, 7%, 7%

People like me don't work in this sector — 7%, 6%, 7%

I'm not motivated by being part of tackling global problems like climate change — 6%, 6%, 7%

I'm not interested in the issues — 6%, 7%, 6%

The organisations that work in this sector aren't relevant to people like me — 6%, 6%, 6%

I'm not motivated by helping improve things for local communities — 3%, 3%, 3%

It's not a well-respected area to work in — 2%, 3%, 3%

- Black, Asian or other minority ethnic (exc white minority) (n=c.390)
- Black, Asian or other minority ethnic (inc white minority) (n=c.580)
- White (British) (n=c.2000)

Respondents were also asked to consider why they would not consider working in the environment sector.

Three factors revealed significant differences between respondents of different race or ethnicity. These factors are:

- I don't think I can use the skills I've developed
- It's not relevant to my course / subject
- I don't want to live in the countryside*.

No significant differences exist between the remaining factors.

* To 95% confidence level.

Q. Please tell us which, if any, of the following reasons describes why you _would not_ consider working in the environmental sector?
[Base: In brackets Balance: No response, Other, Don't know, those that definitely want to work in the sector]

38

Importance and perceptions of diversity and the environment sector

Respondents were asked for their overall perceptions of the importance of diversity and inclusion within the workplace, as well as how this relates to their perceptions of the environment sector.

Whether an organisation prioritises a diverse workforce and inclusive culture is important to me
- 79%
- 77%
- 71%

Black, Asian or other minority ethnic group respondents (excluding white minority) are significantly more likely to agree that organisational prioritisation of a diverse workforce and inclusive culture is important to them.

Working in the environment sector would be a good career for anyone, no matter what their race or ethnicity
- 74%
- 77%
- 72%

Black, Asian or other minority ethnic group respondents (including white minority) are significantly more likely to agree that working in the environment sector is a good career for anyone (at 95% confidence level).

I'm discouraged by the lack of diversity of Black, Asian and other racial or ethnic groups in organisations working in the environment sector
- 34%
- 29%
- 17%

Both excluding and including white minority ethnic group respondents reveals a significant difference between respondents who identify as Black, Asian or other minority ethnic groups in terms of their discouragement at the lack of diversity in organisations working in the environment sector.

0% 20% 40% 60% 80% 100%

■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)

■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)

■ White (British) (n=c.2000)

Q. To what extent, if at all, do you agree or disagree with the following statements? [Base: Balance: No response, neither agree nor disagree, disagree and don't know]

39

Experiences of engaging with the environment sector

Respondents who identified as non-white were introduced to the data that identifies environment professionals as being amongst the least diverse occupation in the UK. These respondents were then asked specifically about their experiences of engaging with the environment sector, in terms of barriers they had experienced as well as positive experiences.

The majority of respondents (of those who were eligible) opted not to complete this section of the survey. Of those that did, when asked about barriers they had experienced the majority said they felt they had not experienced any barriers, or that they did not feel that they had attempted to engage with the environment sector.

"Haven't had any experience on dealing with the environmental sector, though it honestly doesn't surprise me that they're one of the least diverse."

"I've not really had any experience with the environment sector so I personally wouldn't know."

Other respondents highlighted a general lack of awareness as a barrier to engaging with the sector, with some noting that this survey was the first time they had engaged with the concept of an environment sector organisation. One respondent raised the need to consider barriers to the sector such as perception of pay and ease of access to graduate jobs and how these relate to individual's financial circumstances as well as their race and/or ethnicity.

"This may partly be a result of programmes which try to push ethnic minorities into more corporate jobs, alongside a general lack of well-paying work in the area (ethnic minorities, who are often generally less financially stable that non-ethnic minorities, may feel that income is a larger personal concern than the environment) - all of my friends who have shown a real interest in the sector have been white, from very well-off families and have struggled to find jobs in the sector (not from a lack of experience)."

Experiences of engaging with the environment sector

Of the small proportion of respondents that completed this section of the survey, when asked about positive experiences they had of engaging with the sector, the majority referred to a general appreciation of the work of the environment sector rather than reflecting on personal experiences. Those that did provide a response noted in some cases that the environment was a personal interest, and suggested improvements in ethnic diversity would enhance this.

"It's just something I'm passionate about. But breaking the barrier and having more ethnic people would definitely be positive."

"I can see a lot of conservation projects happening in the UK and that gives me hope that we are on the right path to properly protect the environment."

Some respondents noted particular events or campaigns they had been involved with that had felt inclusive.

"I've been able to get involved with a few vegan campaigns and fairs, that were a really informative and interesting and linked environmental problems and veganism really well, in a way that was accessible and inclusive."

"Grassroots organisations are welcoming and organise events for everyone even if you don't understand all of the science."

Experiences of engaging with the environment sector

Suggestions were also sought from respondents on actions that could be taken across the sector to improve race and ethnic diversity amongst people working in the sector. Given the low levels of engagement with the sector amongst respondents, raising awareness of the opportunities was seen as an important action, for example through different and new advertising channels in order to reach beyond the 'usual suspects'. Proactive engagement with pupils and students across different levels of education was also seen as important.

"Potentially getting some representatives to go to school and do assemblies so children are aware it's a career opportunity just like being a doctor or an engineer is and it isn't devalued compared to them."

"I think it is clear that certain demographics are more likely to be given the platform to address environmental issues, and are more likely to be taken seriously. I think the problem with environmentalists is that they only appeal to like-minded people, and there is little done to outreach further and bring different perspectives into the sector."

Other suggestions included better emphasising the opportunities within the sector, and how this compares to other competing career prospects. Finally a few respondents also proposed incorporating environmental concerns within other issues more, including within issues of racial justice.

"Offering better pay, working conditions and progression opportunities may encourage more people (including ethnic minorities) to consider this line of work - if the job was rewarding, had good progression opportunities and in a convenient location (and advertised well to me), I would consider this line or work."

"To gain representativeness, the environmental sector needs to engage on other issues facing people of colour and come up with innovative roles for people with different backgrounds. Personally, I view fighting for the environment and fighting for the rights of black people as equal roles that give back to the community. So if I decided I wanted to give back to the community as a job, I'd pick the one I feels relates more to me (which is fighting for the rights of black people). And there are creative ways of doing that, while combining the skills I'm learning at university (e.g. developing innovative financial products in countries like Zimbabwe which has a cash crisis)."

Experiences of environmental volunteering

Sports club or team
- 24%
- 26%
- 33%

Scouts, Guides or other youth group
- 16%
- 16%
- 30%

Duke of Edinburgh Award scheme
- 17%
- 13%
- 20%

Army Cadet Force or Corps
- 5%
- 4%
- 7%

Other volunteering opportunity
- 45%
- 43%
- 40%

Club or group that helps my local community
- 23%
- 24%
- 26%

Art, drama, dance or music club / group
- 20%
- 22%
- 25%

None of these - I have never volunteered
- 17%
- 18%
- 14%

National Citizen Service
- 12%
- 11%
- 10%

Club or group that helps the environment
- 10%
- 9%
- 7%

0% 10% 20% 30% 40% 50%

- Black, Asian or other minority ethnic (exc white minority) (n=c.390)
- Black, Asian or other minority ethnic (inc white minority) (n=c.580)
- White (British) (n=c.2000)

Respondents who identify as Black, Asian or other minority ethnic groups are significantly less likely to report having participated extracurricular activities outside formal education such as groups including Scouts, Guides or the Duke of Edinburgh Award Scheme.

No significant differences exist between the remaining opportunities, including participation in clubs or groups that help the environment.

Environmental volunteering includes:
"Urban gardening, and help local wildlife surveys."

"Pond club- help maintain the pond at a school and surrounding area."

"Volunteering to spread awareness at primary schools in regards to the environment by encouraging global warming awareness and participating in an activity where young pupils planted trees in their local area to help with environmental benefits."

Q. What volunteering activities, if any, have you ever taken part in? Please think only about volunteering you have completed outside of formal school, college or university hours [Base: Balance: No response]

Action for the environment

Action	Black, Asian or other minority ethnic (exc white minority) (n=c.390)	Black, Asian or other minority ethnic (inc white minority) (n=c.580)	White (British) (n=c.2000)
Changed my own behaviour e.g. using reusable cups where possible, saving energy	60%	62%	69%
Engaged with media linked to the environment e.g. read news, social media posts, watched YouTube…	34%	36%	44%
Signed a petition	41%	43%	45%
Donated money to an organisation linked to the environment	22%	21%	21%
Joined an organisation linked to the environment	9%	9%	9%
Spoken to an influential person	4%	6%	6%
Contacted your MP	3%	4%	5%
Organised an event in my community	7%	6%	4%
Contacted a government department	3%	4%	4%
Gone on a protest or demonstration	3%	5%	3%
Contacted radio, TV or newspaper	2%	2%	1%
Other	2%	3%	2%
None of these	18%	18%	16%

Respondents who identify as Black, Asian or other minority ethnic groups are significantly less likely to report having changed their own behaviour to take action for the environment, or to have engaged with media linked to the environment such as watching documentaries or reading news.

Where differences according to race and ethnicity exist between the remaining actions for the environment, these are on a non-significant basis.

When looking at POLAR data, white British respondents from high participation areas (higher socio-economic classes) are more likely than other racial / ethnic groups in high and low participation areas (as well as white British respondents in low participation areas) to say they have changed their own behaviour to take action to protect the environment.

Q. Which, if any, of the following actions have you taken related to protecting the environment in the last 12 months? [Base: In brackets Balance: No response]

44

Experience of natural environments
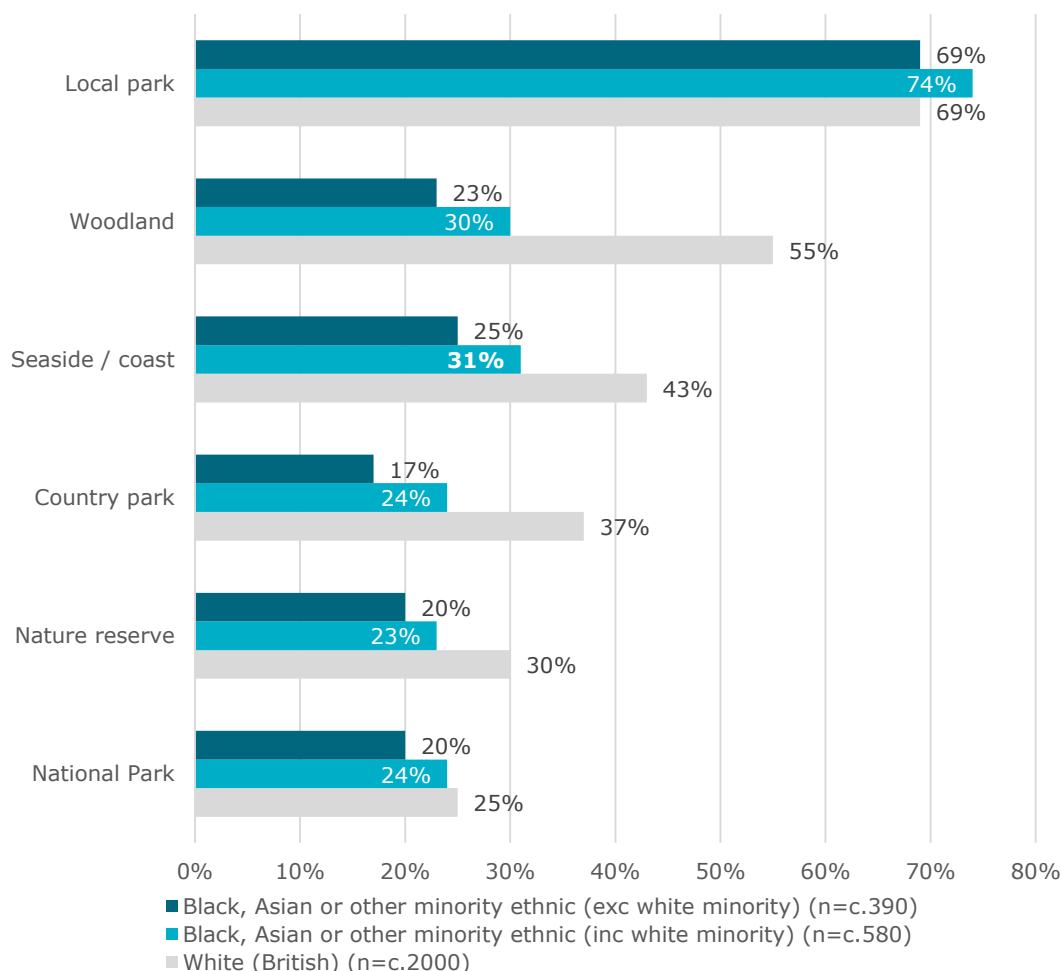
With the exception of local parks, white British respondents are significantly more likely to have visited natural areas during the current term than respondents identifying as Black, Asian or from other minority ethnic groups. In general this includes and excludes other white minority groups. The exception is national parks, where the difference is only significant to 95% confidence level and between white British respondents and Black, Asian and other minority ethnic group respondents (excluding white minority groups).

Local park
- 69% Black, Asian or other minority ethnic (exc white minority)
- 74% Black, Asian or other minority ethnic (inc white minority)
- 69% White (British)

Woodland
- 23%
- 30%
- 55%

Seaside / coast
- 25%
- 31%
- 43%

Country park
- 17%
- 24%
- 37%

Nature reserve
- 20%
- 23%
- 30%

National Park
- 20%
- 24%
- 25%

■ Black, Asian or other minority ethnic (exc white minority) (n=c.390)
■ Black, Asian or other minority ethnic (inc white minority) (n=c.580)
■ White (British) (n=c.2000)

Q. How often, if at all, have you visited a natural area during this term? Please pick one answer for each option, thinking about your time since the 2018-19 academic year started [Base: In brackets Balance: No response, visited less often than once a month]

6. Appendix

a: Full quantitative survey results

Demographics

Left chart — Q. What is your age?

Age	Percentage
16 -17	10%
18-22	40%
23-29	16%
30-39	16%
40-49	11%
50-59	5%
60+	2%
I would prefer not to say	0%

Right chart — Q. Which of the following best describes your current level of study?

Level of study	Percentage	Category
Entry-level (e.g. Skills for Life or ESOL)	1%	Further education
Foundation / Level 1	1%	Further education
GCSEs / NVQ 2 / other equivalent Level 2 qualification	3%	Further education
Foundation Degree / HNC / HND / other equivalent Level 4 qualification	8%	Further education
Undergraduate qualification such as BA / BSc / BEd /	48%	Higher education
Postgraduate qualification such as MA / MRes / MSc / MEd / MPhil / MBA / PGCE /	12%	Higher education
PhD / D.Phil / professional doctorate other doctoral degree	3%	Higher education
Apprenticeship	3%	
Graduated within the last year	2%	
Other	2%	

Q. What is your age?
[Base: 2670 Balance: No response]
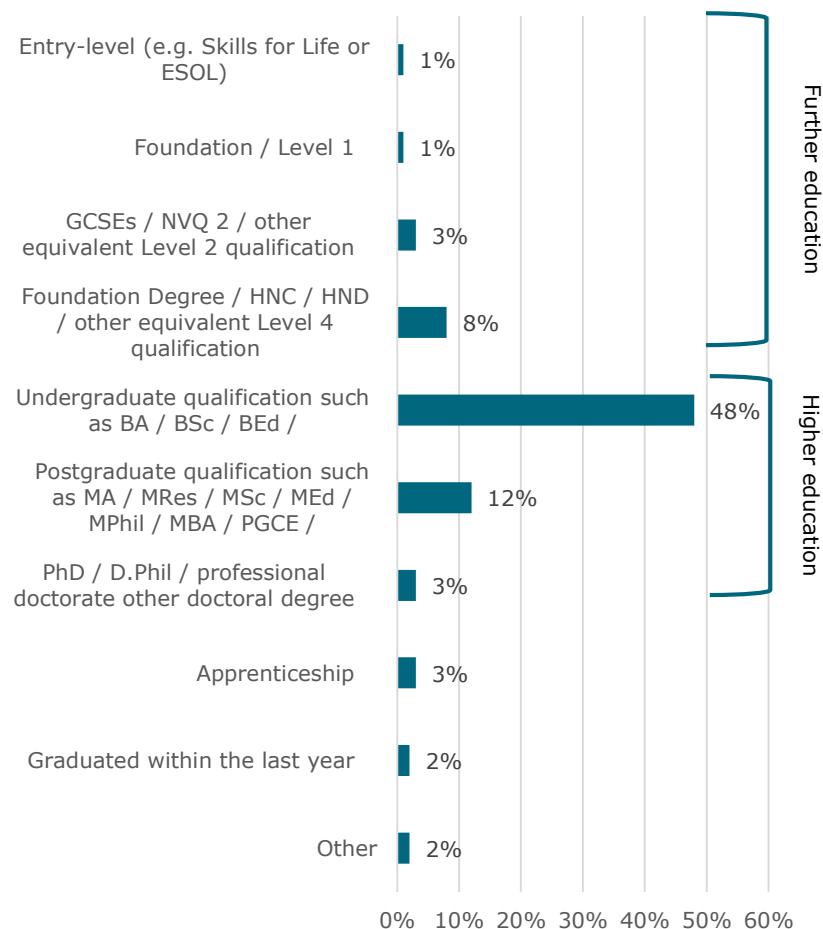
Q. Which of the following best describes your current level of study?
[Base: 2670 Balance: No response]

Demographics
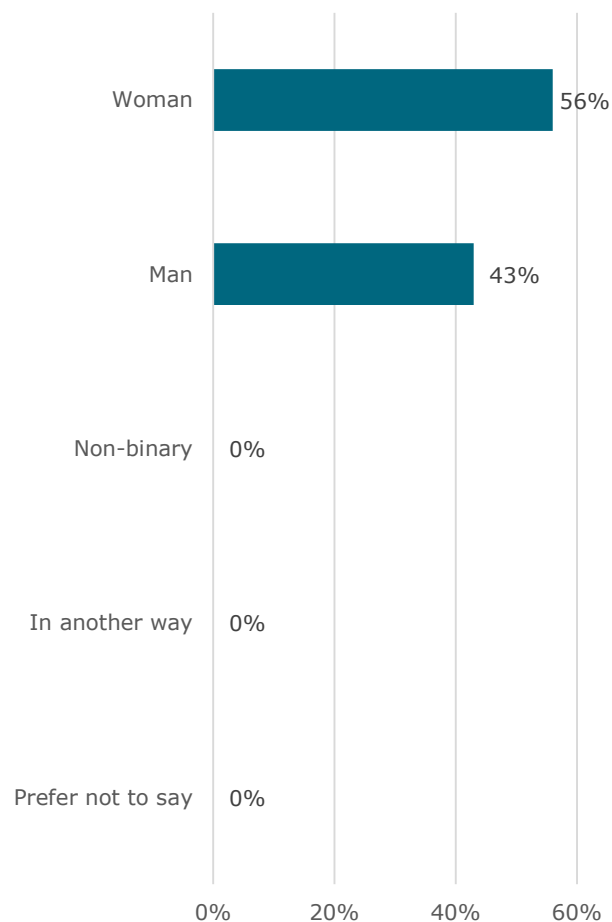
Q. Which of the following best describes your gender identity?
[Base: 2670 Balance: No response]

Woman	56%
Man	43%
Non-binary	0%
In another way	0%
Prefer not to say	0%
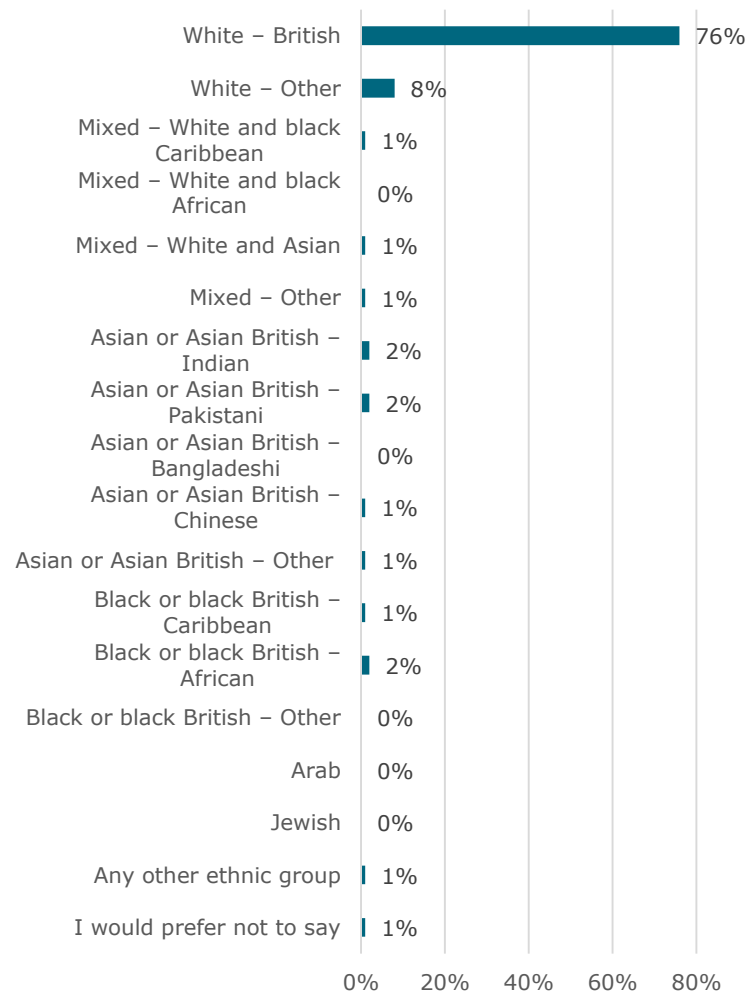
Q. Which of the following best describes your ethnic group?
[Base: 2670: Balance: No response]

White – British	76%
White – Other	8%
Mixed – White and black Caribbean	1%
Mixed – White and black African	0%
Mixed – White and Asian	1%
Mixed – Other	1%
Asian or Asian British – Indian	2%
Asian or Asian British – Pakistani	2%
Asian or Asian British – Bangladeshi	0%
Asian or Asian British – Chinese	1%
Asian or Asian British – Other	1%
Black or black British – Caribbean	1%
Black or black British – African	2%
Black or black British – Other	0%
Arab	0%
Jewish	0%
Any other ethnic group	1%
I would prefer not to say	1%

Demographics

Q. What is your mode of study?
[Base: 2670 Balance: No response]

- Full-time: 69%
- Part-time: 24%
- Distance learner: 14%
- Other: 1%
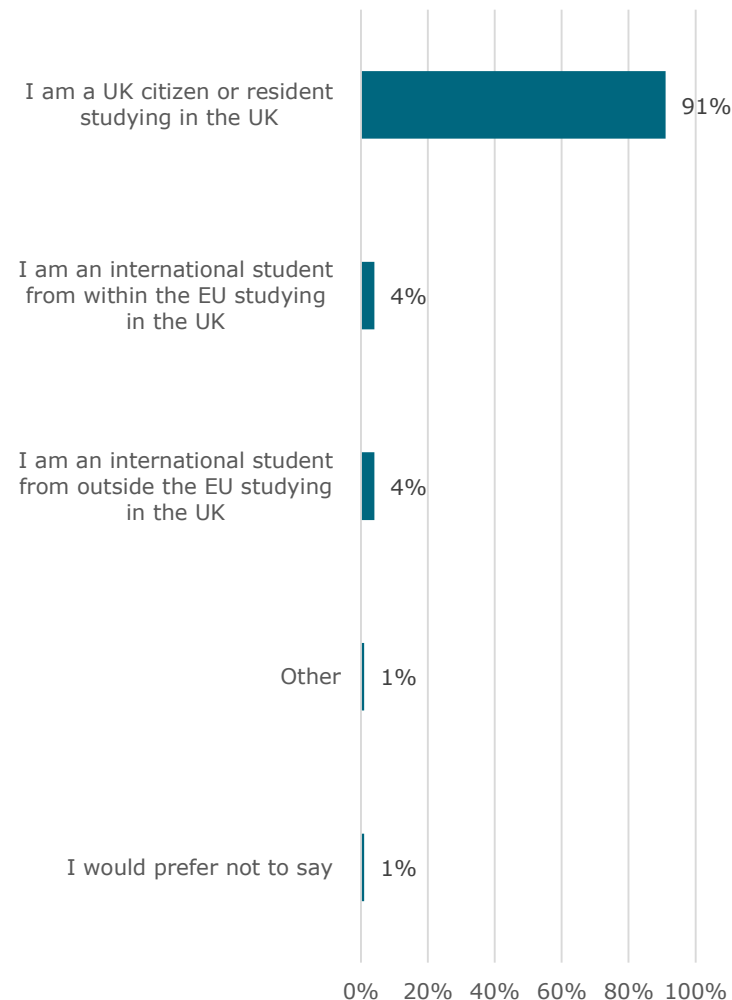
Q. Which of the following statements best describes you?
[Base: 2670 Balance: No response]

- I am a UK citizen or resident studying in the UK: 91%
- I am an international student from within the EU studying in the UK: 4%
- I am an international student from outside the EU studying in the UK: 4%
- Other: 1%
- I would prefer not to say: 1%

The most common named courses taken by respondents in higher education are Psychology, Computer Science and Business Studies

Course	%
Other	10%
Psychology	9%
Computer science	5%
Business studies	5%
Nursing	4%
History (by area, period or topic)	4%
Education - Academic studies in	4%
Law (by area or topic)	3%
Training teachers	2%
Sports science	2%
Social science	2%
Social work	2%
Music	2%
Mathematics	2%
Management studies	2%
Environmental sciences	2%
English	2%
Design studies	2%
Biology	2%
Zoology	1%
Sociology	1%
Politics	1%
Physics	1%
Philosophy	1%
Pharmacology, toxicology &...	1%

Course	%
Medicine - Pre-clinical	1%
Medicine - Clinical	1%
Media studies	1%
Mechanical engineering	1%
Marketing	1%
Linguistics	1%
Human resource management	1%
Geography	1%
Fine art	1%
Finance	1%
English studies	1%
Electronic & electrical engineering	1%
Education - Research & study...	1%
Economics	1%
Drama	1%
Civil engineering	1%
Cinematics & photography	1%
Chemistry	1%
Biophysics & biochemistry	1%
Biology - Molecular	1%
Architecture	1%
Accounting	1%

Q. Which of the following best describes your current course?
[Base: 1793 Balance: No response, FE respondents]

The most common named subjects taken by respondents in further education are Science, Health and Social Care and Mathematics and Statistics

Subject	%
Other	11%
Science	9%
Health and social care	8%
Mathematics and statistics	7%
Engineering	7%
Business	7%
Psychology	6%
English	6%
Sociology and social policy	4%
Law and legal services	4%
History	4%
Business management	4%
Visual arts	3%
Teaching and lecturing	3%
Social sciences	3%
Psychology	3%
Media and communication	3%
ICT for users	3%
ICT for practitioners	3%
English and mathematics	3%
Early years and playwork	3%
Administration	3%
Accounting and finance	3%
Sport	2%
Public services	2%
Performing arts	2%
Nursing and dental health	2%
Hospitality and catering	2%
Animal care	2%

Subject	%
Travel and tourism	1%
Training to provide learning support	1%
Sport, leisure and recreation	1%
Public services	1%
Politics	1%
Philosophy	1%
Motor vehicle	1%
Modern foreign languages	1%
Medicine and dentistry	1%
Marketing and sales	1%
Humanities	1%
Hairdressing and beauty therapy	1%
Geography	1%
Foundation	1%
Environmental conservation	1%
English for speakers of other…	1%
Economics	1%
Construction crafts	1%
Building and construction	1%
Architecture	1%
Animal care and veterinary science	1%
Agriculture	1%

Q. Which of the following best describes your current course?
[Base: 877 Balance: No response, HE respondents]

Motivations for choosing their current course include an interest in the subject (67%) and the links it has to future career aspirations (57%).

Motivation	Percentage
I'm interested in the subject	67%
It's linked to the job / career I want	57%
I wanted to learn more about the subject	47%
It's something I'm good at	39%
To challenge myself	38%
To improve my chances of getting a job	32%
I enjoyed the subject at school	29%
Prospective earnings/salary in jobs related to the subject/course	24%
Work experience at school/college related to the subject	12%
Recommendation from a teacher	7%
Recommendations from family	7%
Someone who works in the sector I want to work in recommended it	6%
I received advice from a careers service / advisor	5%
Recommendation from friends	4%
Other	3%
Don't know	1%

Q. Thinking about the course or subject(s) you're currently studying, which of the following factors, if any, influenced your choice of what to study?
[Base: 2643 Balance: No response]

Two thirds of respondents say they have an idea of the career or type of job they will be looking for when they finish their course

Category	Percentage
Yes	67%
Not yet, I'm still deciding	24%
Not yet, I am intending to continue to further study	9%
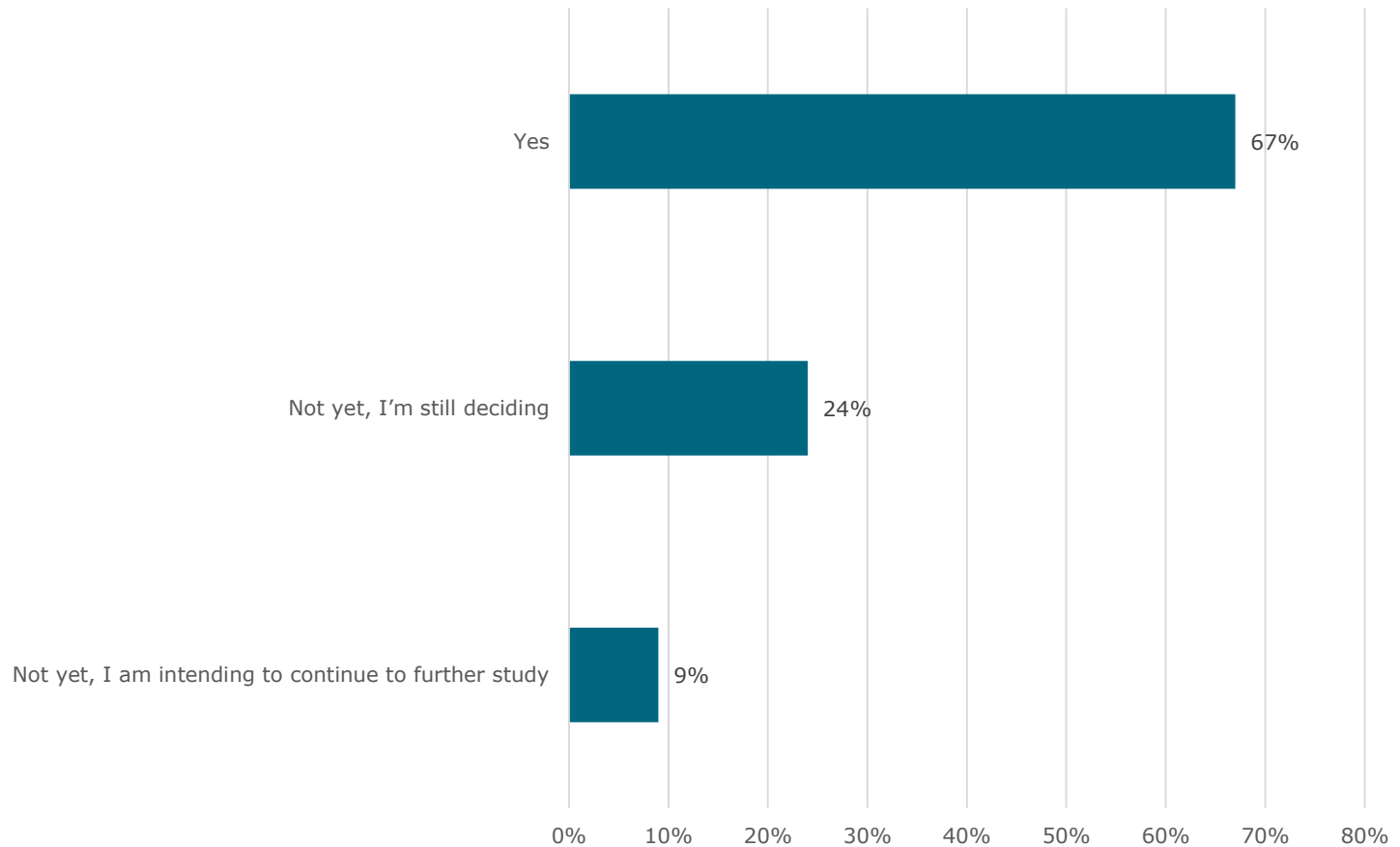
Q. Do you have an idea of the career, or type of job you will be looking for when you finish studying your current course?
[Base: 2659 Balance: No response]

Opportunities for progression (88%), whether it suits their personality (86%) and job security (85%) are the most important factors when considering future careers or jobs.

Legend: ■ Not important at all ■ Unimportant ■ Neither important nor unimportant ■ Important ■ Very important ■ Don't know

Factor	Not important at all	Unimportant	Neither important nor unimportant	Important	Very important
Opportunities for progression (n=2631)	1%		8%	40%	48%
Suits my personality (n=2633)		2%	9%	42%	44%
Job security (n=2641)	1%		10%	42%	43%
If it is related to my course / subject (n=2635)		4%	13%	40%	40%
If it uses skills I have developed through my course (n=2645)		3%	13%	46%	36%
Qualification requirements (n=2629)		4%	21%	49%	23%
If it has a social purpose (n=2635)		9%	29%	33%	21%
Flexibility of hours (n=2647)		10%	29%	37%	19%
Starting salary (n=2637)		5%	21%	51%	18%
How well-respected the job is (n=2634)		9%	27%	41%	17%
Benefits (financial and other) offered by the company (n=2642)		7%	28%	43%	17%
Experience required (n=2628)		8%	30%	41%	16%
Contributes to helping the environment (n=2637)			36%	31%	15%

Q. How important, if at all, are the following factors when considering your future career or type of job?
[Base: In brackets Balance: No response]

Health services and education are seen as the sectors respondents would most like to work in once they have finished studying. 3% want to work in the conservation and environment sector.

Sector	Percentage
Health and medical services and public health	17%
Education	15%
Other	12%
Arts, design and media	11%
Social work and services	5%
Engineering	5%
Business, finance and insurance services	5%
Police, fire, ambulance, prison and related services	4%
Information technology and telecommunications	4%
Legal profession	3%
Conservation and environment	3%
Administrative and support services	2%
Leisure, sports and travel agency services	2%
Construction and the built environment	2%
Marketing and sales	2%
Architecture, town planning and surveying	1%
Restaurant, catering and licenced trades	1%
Waste and environmental services	1%
Electricity, gas	1%
Manufacturing	1%
Armed forces	1%
Advertising and public relations	1%
Agriculture, forestry and fishing	1%
Hotel and accommodation services	0%
Warehousing and storage	0%
Transportation and distribution	0%
Retail and wholesale	0%
Water supply and sewerage and waste management	0%
Mining and quarrying	0%

Q. Which of the following sectors would you most like to work in when you've finished studying?
[Base: 2652 Balance: No response]

Education, health services, arts and social services are the sectors respondents would consider working in once they've finished studying. 10% would consider working in the conservation and environment sector.

Sector	%
Education	31%
Health and medical services and public health	24%
Arts, design and media	17%
Social work and services	16%
Business, finance and insurance services	13%
Police, fire, ambulance, prison and related services	11%
Administrative and support services	10%
Conservation and environment	10%
Engineering	9%
Information technology and telecommunications	9%
Other	8%
Legal profession	7%
Marketing and sales	7%
Advertising and public relations	7%
Leisure, sports and travel agency services	6%
Retail and wholesale	6%
Armed forces	6%
Construction and the built environment	4%
Agriculture, forestry and fishing	4%
Architecture, town planning and surveying	3%
Hotel and accommodation services	3%
Manufacturing	3%
Restaurant, catering and licenced trades	2%
Transportation and distribution	2%
Waste and environmental services	2%
Electricity, gas	2%
Warehousing and storage	1%
Water supply and sewerage and waste management	1%
Mining and quarrying	0%

Q. And which of the following sectors would you <u>consider working in</u> when you've finished studying?
[Base: 2641 Balance: No response]

Almost a quarter say they would like to work for a public company or corporation.

Category	Percentage
Public company or corporation	23%
Unversity, college, school or other education institution	18%
Healthy authority or NHS	15%
Self-employed	14%
Don't know	12%
Central government, civil service, local government or council	11%
Charity, voluntary organisation or trust	6%
Armed forces	1%
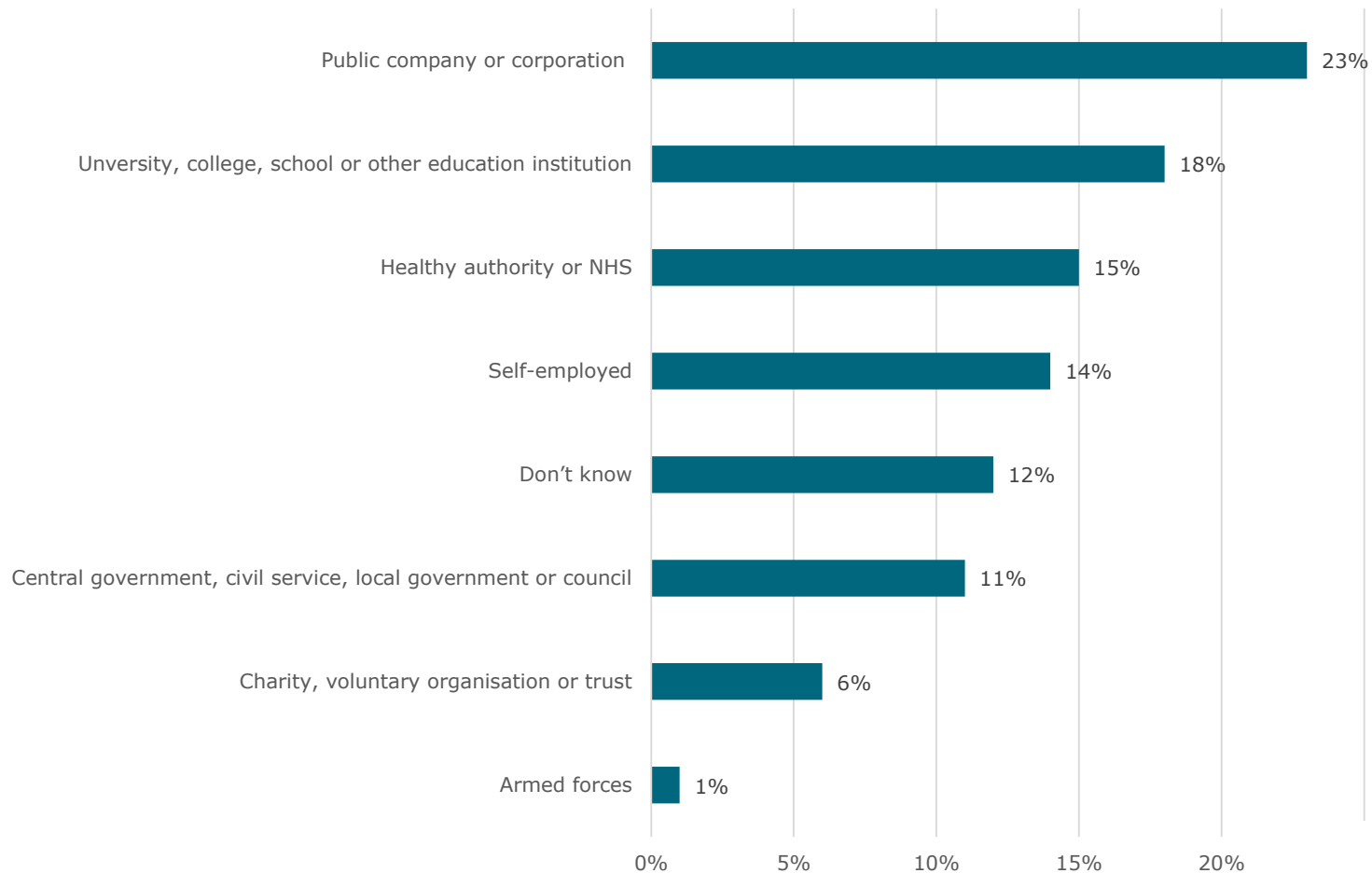
Q. Which of the following type of organisations do you most want to work in?
[Base: 2652 Balance: No response]

A quarter of respondents say they knew a lot about the career opportunities related to their course when they decided what to study.

Category	Value
A lot	23%
Quite a bit	38%
A little	34%
Nothing	4%
Don't know	1%
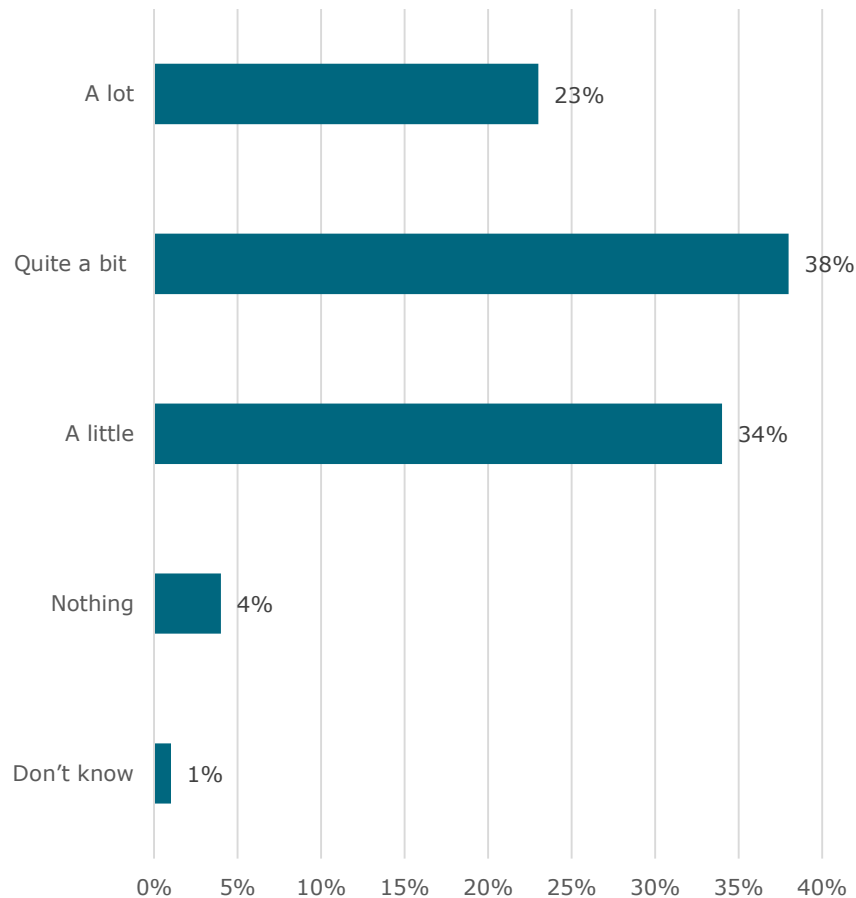
Q. How much, if anything, did you know about the career opportunities related to the subject(s)/course you are currently studying when choosing what to study?
[Base: 2656 Balance: No response]

Just under half (47%) say a career in the environment sector is appealing.

Response	Percentage
Very appealing	12%
Appealing	35%
Neither appealing nor unappealing	31%
Unappealing	12%
Very unappealing	6%
Don't know	4%
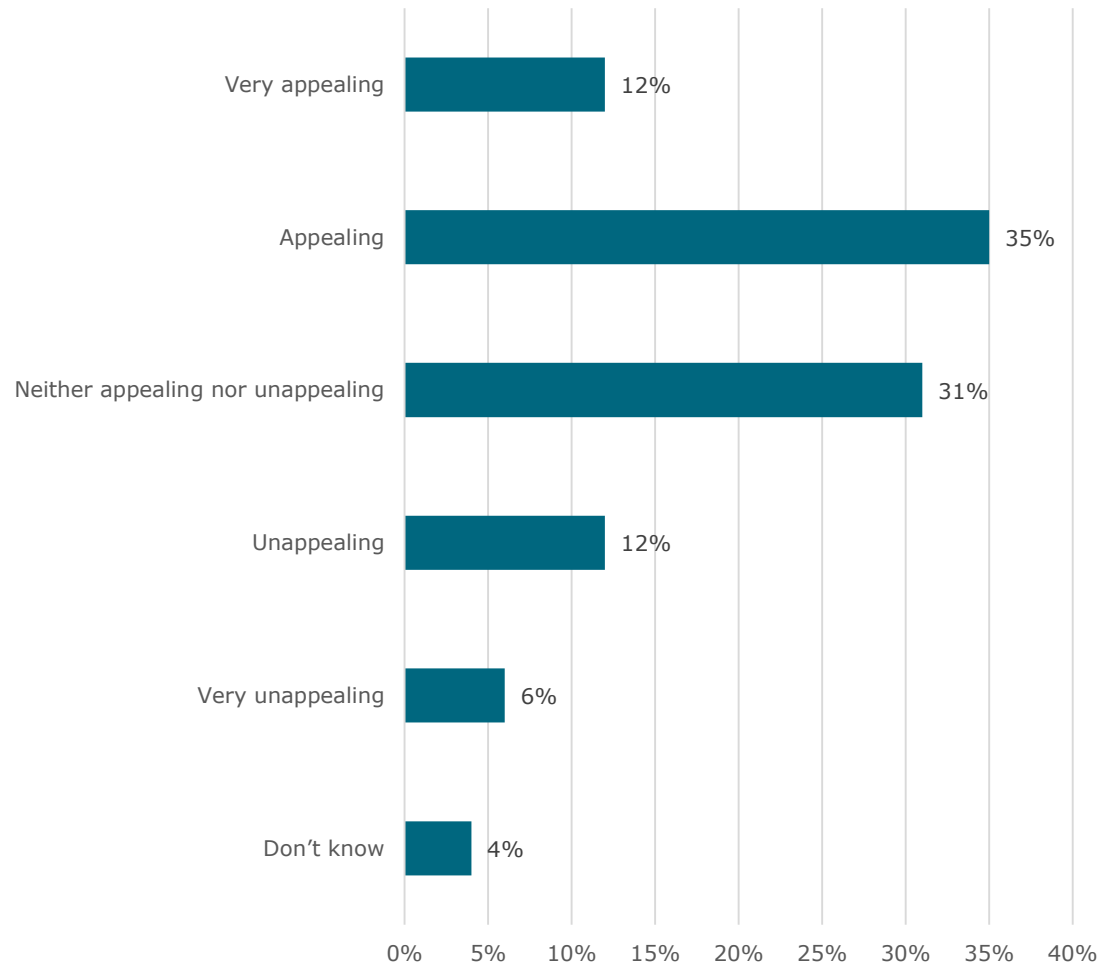
Q. Based on the definition above, how appealing to you is a career in the environment sector?
Base: 2637 Balance: No response]

Just under half (44%) say they would consider working in the environmental sector to be part of tackling global problems like climate change. 40% say they would consider it because they are interested in the issues.

Reason	Percentage
To be part of tackling global problems like climate change	44%
I'm interested in the issues	40%
To help improve things for the local community	39%
The type of work matches my personal values	31%
I can use the skills I've developed	22%
There are lots of opportunities available	21%
It's a well-respected area to work in	21%
There are good opportunities for progression	18%
None of these, I would not consider working in the environment…	14%
It's relevant to my course / subject	13%
The pay is rewarding	12%
I want to live in the countryside	12%
The salaries offered compare well with other sectors	11%
I want a job where I have to work outside	11%
The organisations that work in this sector are relevant to people like me	10%
Other people like me work in this sector	4%
I know other people who work in the sector	4%
Other	1%
Don't know	6%

Q. Please tell us which, if any, of the following reasons describes why you would consider working in the environmental sector?
[Base: 2636 Balance: No response]

The main barrier to consideration of working in the sector is that it is not seen as relevant to the course respondents are taking (37%). 26% also do not see the sector as providing an opportunity to use the skills they're developing.

Reason	%
It's not relevant to my course / subject	37%
I don't think I can use the skills I've developed	26%
The salaries offered don't compare well with other sectors	18%
The pay isn't rewarding enough for what's expected from these types…	16%
No one I know works in the sector	16%
There aren't enough opportunities available	14%
I don't want a job where I have to work outside	13%
I don't want to live in the countryside	12%
There aren't good opportunities for progression	11%
I'm not motivated by being part of tackling global problems like…	7%
The type of work doesn't match my personal values	7%
None of these, I want to work in the environment sector no matter what	6%
People like me don't work in this sector	6%
The organisations that work in this sector aren't relevant to people like…	6%
I'm not interested in the issues	6%
I'm not motivated by helping improve things for local communities	3%
It's not a well-respected area to work in	3%
Other	3%
Don't know	15%

Q. Please tell us which, if any, of the following reasons describes why you wouldn't consider working in the environmental sector?
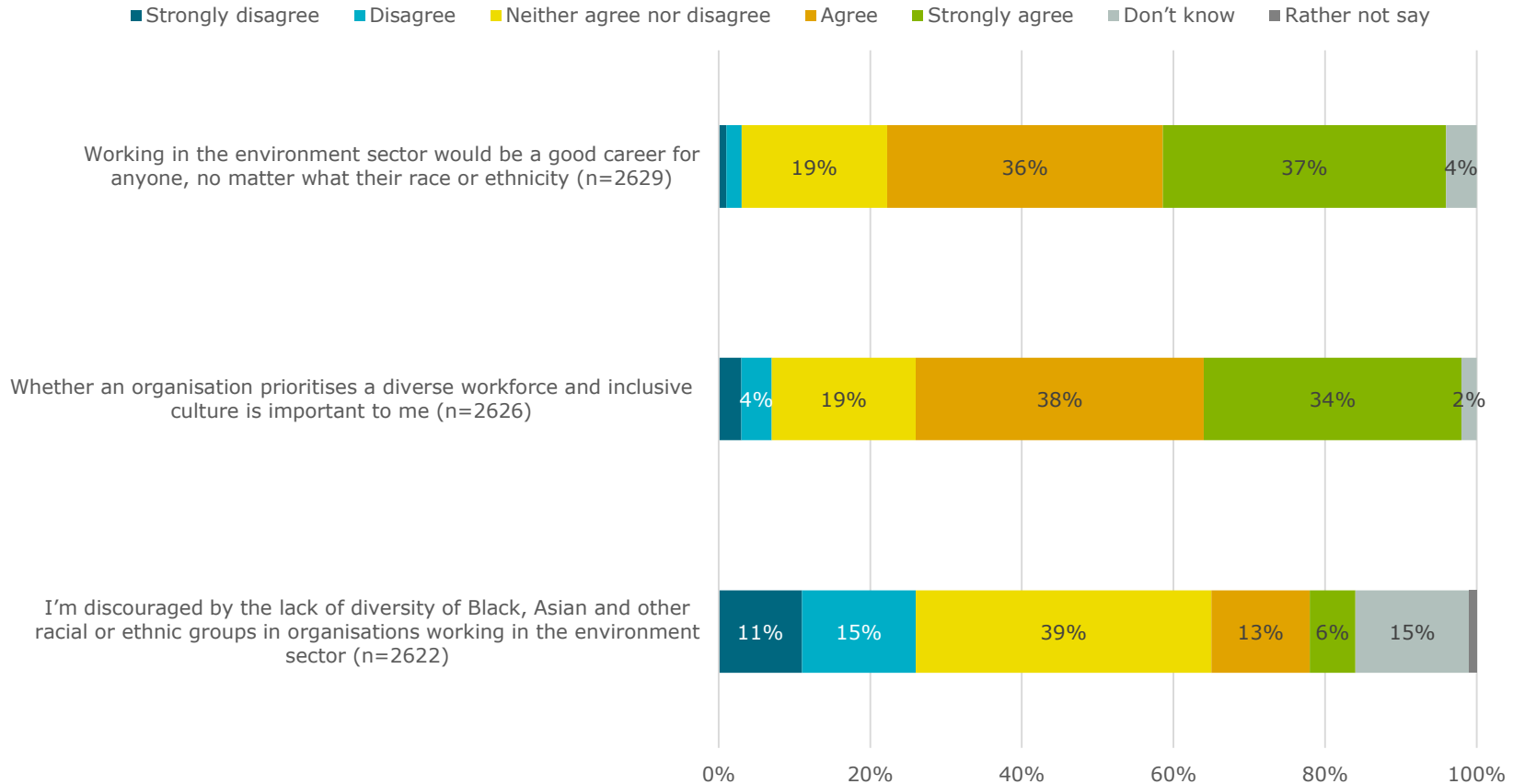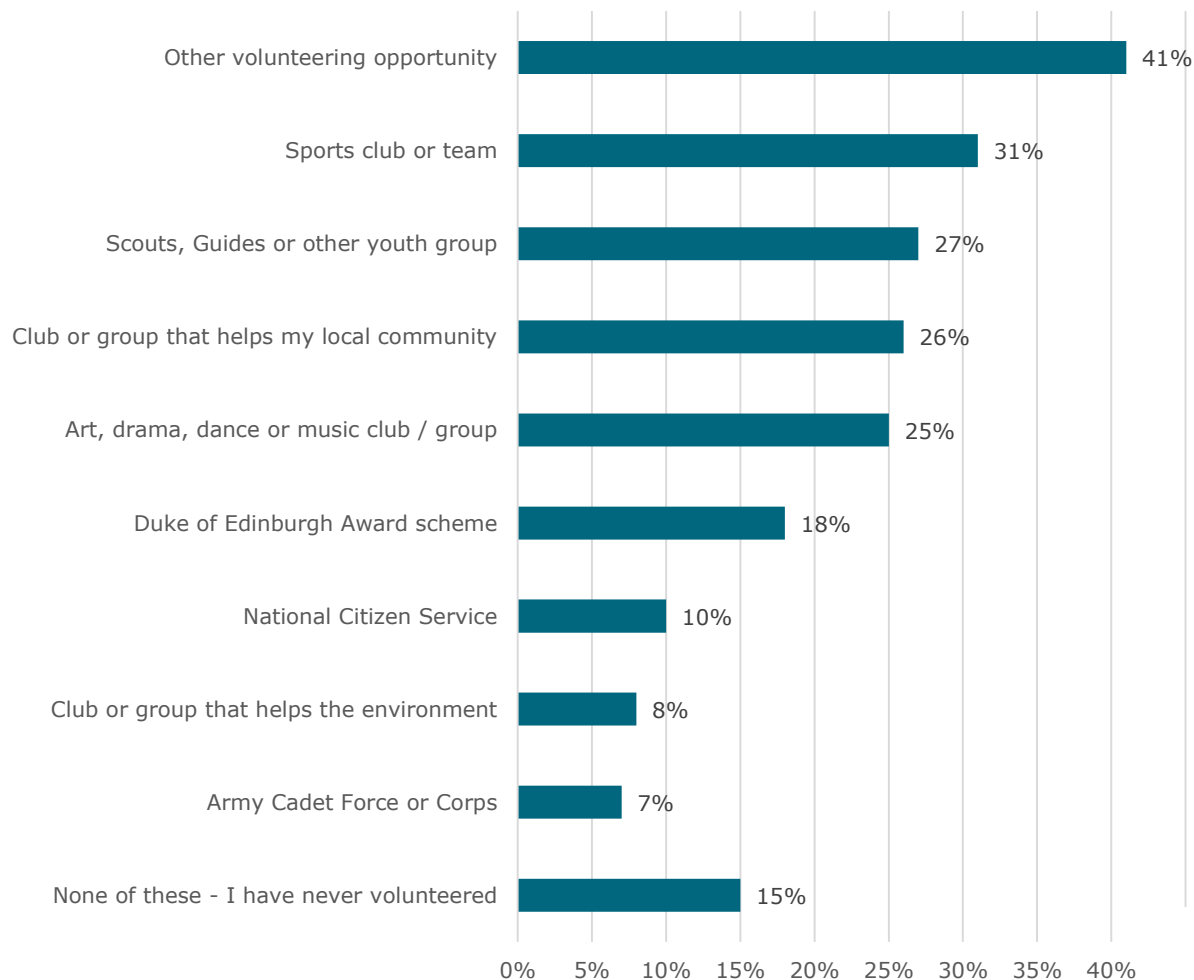**[Base: 2584 Balance: No response]**

Almost three quarters (73%) agree that working in the environment sector would be a good career for anyone. A similar proportion (72%) agree that whether an organisation prioritises diversity and inclusion is important to them. 19% say they are discouraged by the lack of ethnic / racial diversity in environment sector organisations.

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree ■ Don't know ■ Rather not say

Working in the environment sector would be a good career for anyone, no matter what their race or ethnicity (n=2629): 19%, 36%, 37%, 4%

Whether an organisation prioritises a diverse workforce and inclusive culture is important to me (n=2626): 4%, 19%, 38%, 34%, 2%

I'm discouraged by the lack of diversity of Black, Asian and other racial or ethnic groups in organisations working in the environment sector (n=2622): 11%, 15%, 39%, 13%, 6%, 15%
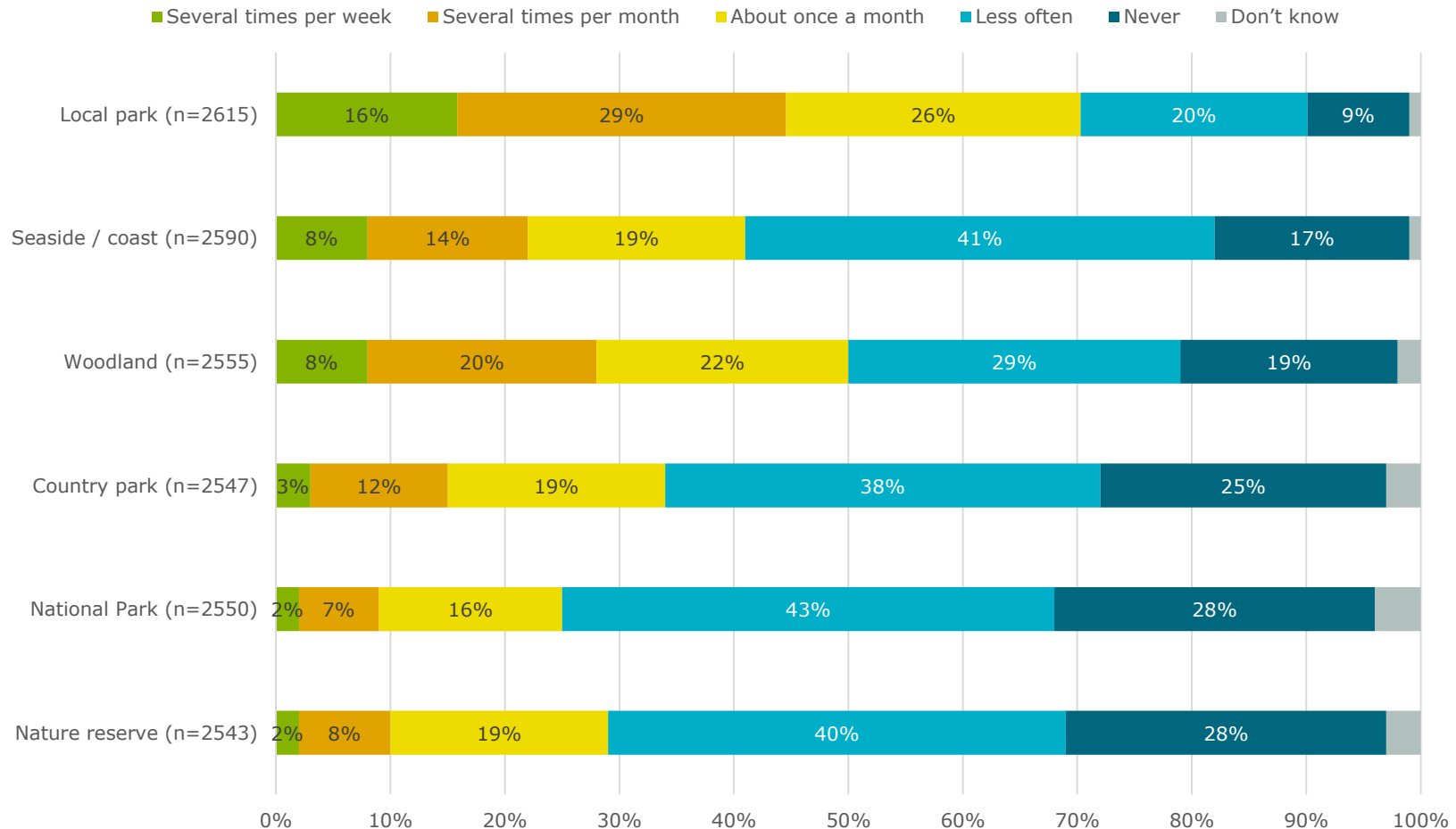
Q. To what extent do you agree or disagree, if at all, with the following statements?
[Base: In brackets Balance: No response]

Of the named categories, sports clubs and teams are the most common 'extra-curricular' opportunities undertaken by respondents (31%). 8% say they have or currently take part in groups that help the environment.

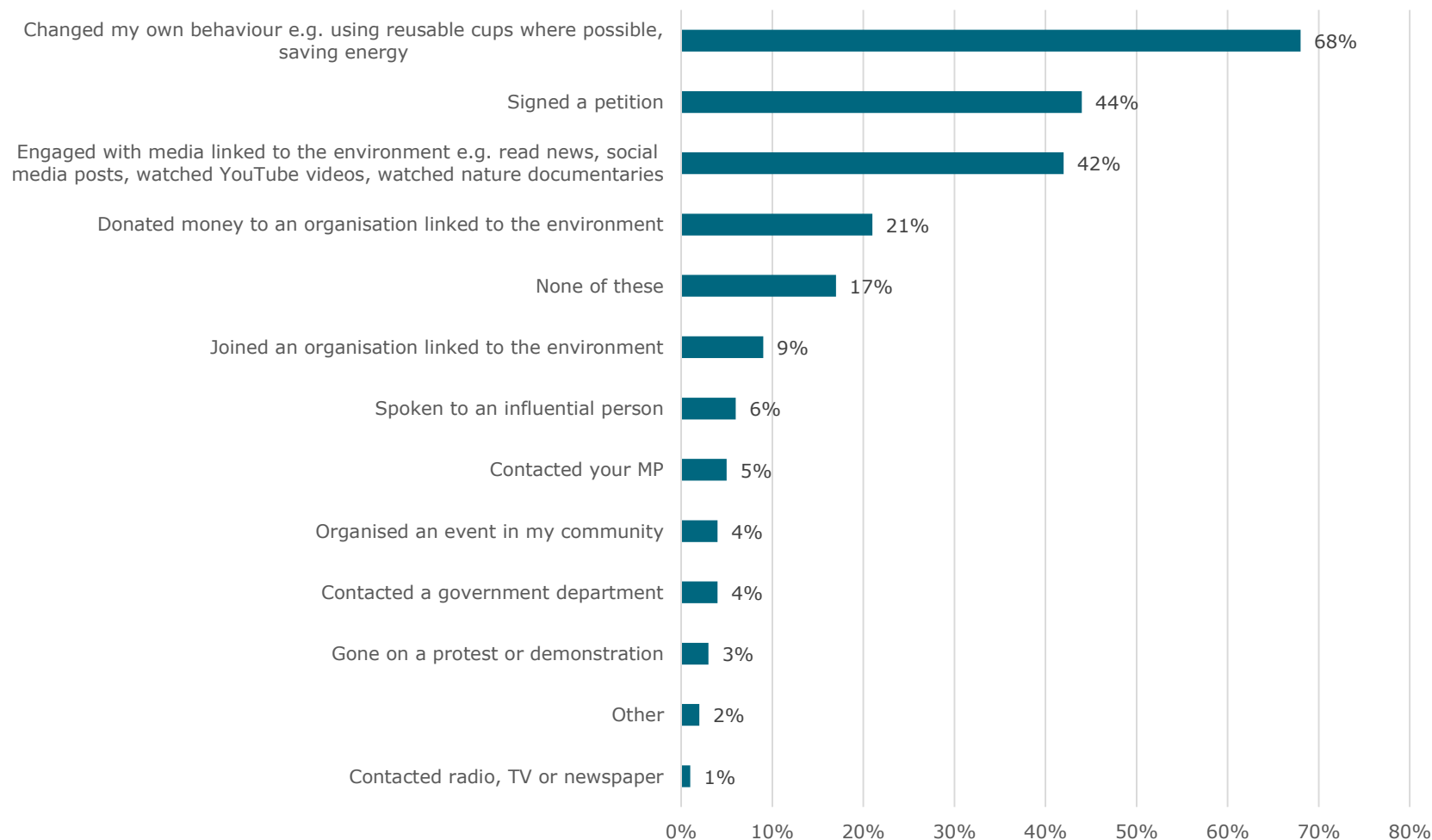| Category	Percentage
Other volunteering opportunity	41%
Sports club or team	31%
Scouts, Guides or other youth group	27%
Club or group that helps my local community	26%
Art, drama, dance or music club / group	25%
Duke of Edinburgh Award scheme	18%
National Citizen Service	10%
Club or group that helps the environment	8%
Army Cadet Force or Corps	7%
None of these - I have never volunteered	15%

Q. What volunteering activities, if any, have you ever taken part in? Please think only about volunteering you have completed outside of formal school, college or university hours
[Base: 2633 Balance: No response]

Thinking about the current academic year, local parks are the most commonly visited 'natural' areas by respondents (16% say they visit several times a week). Nature reserves and national parks are the least frequently visited areas with only 2% saying they visit several times a week.

Legend: ■ Several times per week ■ Several times per month ■ About once a month ■ Less often ■ Never ■ Don't know

Area	Several times per week	Several times per month	About once a month	Less often	Never
Local park (n=2615)	16%	29%	26%	20%	9%
Seaside / coast (n=2590)	8%	14%	19%	41%	17%
Woodland (n=2555)	8%	20%	22%	29%	19%
Country park (n=2547)	3%	12%	19%	38%	25%
National Park (n=2550)	2%	7%	16%	43%	28%
Nature reserve (n=2543)	2%	8%	19%	40%	28%

Q. How often, if at all, have you visited a natural area during this term? Please pick one answer for each option, thinking about your time since the 2018-19 academic year started
[Base: In brackets Balance: No response]

The most commonly reported action linked to protecting the environment, undertaken in the last year, is changing respondents' personal behaviour (68%). Signing petitions (44%) and engaging with media linked to the environment (42%) are also common.

Action	Percentage
Changed my own behaviour e.g. using reusable cups where possible, saving energy	68%
Signed a petition	44%
Engaged with media linked to the environment e.g. read news, social media posts, watched YouTube videos, watched nature documentaries	42%
Donated money to an organisation linked to the environment	21%
None of these	17%
Joined an organisation linked to the environment	9%
Spoken to an influential person	6%
Contacted your MP	5%
Organised an event in my community	4%
Contacted a government department	4%
Gone on a protest or demonstration	3%
Other	2%
Contacted radio, TV or newspaper	1%

Q. Which, if any, of the following actions have you taken related to protecting the environment in the last 12 months?
[Base: 2640 Balance: No response]

Race, inclusivity and environmental sustainability

A scoping study
December 2018

For further information about this research please contact
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