# CIEEM: Breaking Down Barriers to Inclusion

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# Acknowledgements

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# Background

CIEEM (The Chartered Institute of Ecology and Environmental Management) commissioned a dialogue with the aim of finding solutions to the lack of ethnic diversity and representation within environmental and ecological professions. The process included discussion around actions that can be taken with particular attention being given to identifying what CIEEM can do within its remit to catalyse change.

The first workshop gave participants the opportunity to:
- Set a collective vision for the future
- Build understanding and share lived experiences
- Identify strengths and how to build on them
- Identify priority topics to be discussed in more detail

The second workshop then built on this, as participants:
- Discussed priority topics and how to build momentum for implementation
- Discussed and prioritised action to maintain communication and collaboration

Nine participants attended the first workshop. This workshop provided a 'safe space' for people of colour to surface issues. They were joined by a wider group of environmental professionals at the second workshop to discuss these issues and potential actions. Participants at both workshops were from various sectors (public bodies, NGOs, consultancies, and research) and career stages (entry-level through to senior positions).

Full workshop outputs are recorded in the 'word for word' reports which are available on request.

# Acronyms used in this report

| Acronym | Meaning |
|---------|---------|
| CIEEM | The Chartered Institute of Ecology and Environmental Management |
| NGO | Non-Governmental Organisation |
| PPE | Personal protective equipment |
| STEM | Science, technology, engineering, and mathematics |

## Workshop 1

# 1  Hopes for the future

At the start of the workshop, we asked participants to give their vision for the future of the environmental and ecological professions by responding to this question:

**Imagine its 2030. You are at a CIEEM event talking about how much better things are for entry and progression in ecological and environmental professions. The three things that please you most are…**

Their 2030 hopes for environmental and ecological professions are:

**Young people of colour are inspired by the natural world from an early age. Children and their parents are making use of the brilliant access they have to green spaces, environmental education and the support provided within communities and schools.**

**Their future is bright, and diverse career opportunities are being made possible through vocational routes into the sector, placements, sponsorships schemes, and paid entry-level positions that don't require extensive voluntary experience.**

**People of colour are proud of their work to tackle the climate and ecological emergencies. The diversity of the workforce is obvious because there are people of colour visible at events, across all career stages, and especially in senior positions.**

# 2  General observations about the sector

We ran this session to help build a shared understanding of how environmental and ecological sectors function generally.

## 2.1  What observations do you have about how the ecological and environmental professions function generally?

A key observation participants made was how difficult it is to enter the ecological and environmental sectors at the beginning of your career. They mentioned the need for a strong professional network, lots of qualifications, specific skills, and unpaid experience as key barriers. Others raised the negative of low salaries being paid for highly skilled work. However, participants also presented positives. These included the variety of career paths available and that it is generally a nice sector to work in.

# 3  Barriers and challenges at different career stages

We ran this session to help gather information about what the barriers are across various career stages. Participants were split into two groups to discuss different topics based upon their career stage.

## 3.1  Barriers at entry and early career stages

This question aimed to gather perspectives about the barriers to career entry and early career progression. Participants currently at this career stage were involved in this discussion.

| Getting relevant academic qualifications | Securing paid work | Securing first permanent job |
|---|---|---|
| • Time constraints<br>• Needing to work part-time (especially when applying for top universities)<br>• The cost of university courses and accommodation<br>• High grades needed | • Qualification requirements (need post-graduate degree)<br>• The need for practical experience<br>• The financial cost of paid-for voluntary experiences<br>• The application process (job adverts and diversity questions)<br>• Visas and English test requirements for international applicants<br>• Expected to be a certain age to apply for some jobs | • Zero-hour contracts and lack of permanent positions in ecology and with NGOs<br>• Low wages but high qualification requirements<br>• Often need driver's licence and vehicle<br>• Lack of relocation support<br>• Lack of opportunities and funding for recent graduates |

## 3.2  Barriers to career progression from mid-career to senior positions

This question aimed to gather perspectives on career progression barriers for those already working in the sector. Participants with established careers were involved in this discussion.

| Progressing from early to mid-career | Securing senior positions | Being on advisory boards and committees |
|---|---|---|
| • Intersectional issue of being a woman and a person of colour (confidence, childcare, and maternity leave)<br>• Intersectional issue of being from lower-socioeconomic backgrounds and a person of colour<br>• Low salaries prevent building savings<br>• Having access to a vehicle<br>• Sector is Oxbridge dominated | • Lack of visible role models in senior positions<br>• Having the right connections and professional network<br>• Having the right support | • Getting the basic level of experience required<br>• Lack of support from colleagues<br>• Prejudice: people determine experience based on skin colour<br>• Intersectional issue of social class<br>• Imposter syndrome |

## 3.3  What about intersectional issues?

A major theme discussed here was the issues people of colour encounter when doing practical work. For example, participants raised the issue of PPE being tailored towards white men and not catering for the needs of women and people of colour. Issues around fieldwork extended to feeling unsafe or uncomfortable in social situations; participants reported hostile behaviour from landowners and environmental employees because they do not 'fit the predetermined stereotype'. Participants also voiced issues around employers not considering cultural practices and needs when performing fieldwork (e.g. prayer, fasting), and in being uncomfortable expressing their faith within a scientific community dominated by atheists.

The group also discussed the interaction between socioeconomic background and ethnicity. They felt this interaction leads to people of colour feeling they should alter their accent or image. Some said socioeconomic background leads to people being less aware of grant schemes, funding and sponsorship opportunities. They suggested the need for high academic qualifications is an 'elitist' barrier.

Multiple participants spoke of feeling like people of colour are expected to 'be the experts' on equality, diversity and inclusion. They said the burden of educating others often falls upon them and suggest a greater diversity of people should be brought into the conversation.

Finally, one comment was made about the need to be flexible in environmental work and how family responsibilities (e.g. childcare) impact this. Linked to this was a comment about the impact of cultural background on career choice. They said the children of parents who migrated to the UK tend to choose 'safe jobs' (e.g. a doctor, lawyer or accountant) and that ecology is not considered to be one of those.

## 3.4  What about barriers relevant to particular types of organisations?

| Consultancies | Environmental NGOs | Research/academia |
|---|---|---|
| ▪ Voluntary experience needed<br>▪ High technical skills needed<br>▪ Need to drive and work away from home<br>▪ Lack of role models<br>▪ Expected to 'love' nature even if this goes against your cultural relationship with nature<br>▪ Being exploited<br>▪ Large workloads | ▪ The prevalence of unpaid internships<br>▪ Recruitment based upon years of experience rather than ability to perform the role<br>▪ Low salaries | ▪ Grants 'coming from old white men who would rather give them to other old white men'<br>▪ Funding: short timescales, poor funding for international applicants<br>▪ Lack of senior role models<br>▪ Need for qualifications (MSc and PhD)<br>▪ Low salaries<br>▪ Need experience and skills |

| Industry | Public bodies | Relevant to all |
|---|---|---|
| ▪ Need for applicable experience<br>▪ Need for leadership skills | ▪ Lack of sponsorship for international students<br>▪ Current recruitment protocols | ▪ The lack of role models<br>▪ The lack of job security<br>▪ The pressure of being the only person of colour representing diversity |

## 3.5  Out of everything you have talked about what 2 issues most need solving for greatest impact?

At this stage in the workshop, participants were asked to suggest the key issues they would like to solve. They expressed a desire for genuine commitment to action from those with the power to create change. They stated small groups of people of colour should not carry this burden alone. Participants proposed this commitment to action should tackle low wages, financial barriers to voluntary opportunities, poor career progression and the unrealistic skills and qualifications required for early-career positions.

Workshop participants also said they would like to see diverse communities having greater awareness of and access to environmental career opportunities. Additionally, participants suggested that nature could be more accessible to diverse communities through better transport, play areas, green spaces, school initiatives and parental support.

Finally, those at the workshop were clear about their desire to tackle the poor representation of people of colour within the workforce and especially within senior positions – across all sectors, these people should be visible to show young people of colour what they can achieve.

# 4  Initial thoughts on solutions

## 4.1  Suggest potential solutions to the barriers you've talked about

One key solution considered by participants was for people of colour to be provided with financial support to help them with their careers. This support may come in the form of grants, visa sponsorship, affordable training courses, apprenticeships, or increased wages.

Participants also considered the job application process. They proposed providing training on how to make a good application. Others commented on the need for applications to be clear about requirements and to avoid using 'tokenistic language'.

Those at the workshop would like people of colour to be more visible in the sector. They suggested CIEEM and other organisations should collaborate to identify potential role models and create a community through support groups. Additionally, greater representation in the media should make use of genuine footage or photographs of people in the field, not just stock images. Participants also proposed CIEEM members performing visits to schools and diverse communities would increase young people's awareness of the career path.

Finally, the group expressed the feeling that those with power should take action themselves, not just influence others. This may happen through internal training on diversity issues or by creating specific committees to tackle the issue. Their efforts and improvements should be made available by publishing transparency reports.

## 4.2  What are the measures of success: what would you like to see or observe?

Participants clearly explained their desire to see more people of colour applying for and securing roles in the ecological and environmental sectors and for this to be obvious in workforce demographics data. They hope these people will be progressing though non-traditional pathways that allow demonstration of practical skills, not just written ones.

The group also proposed that they would like to see organisational change and more diverse work environments, where all people are trained in equality and inclusion. In these

places, people of colour would have a community of allies speaking up about the issues and report that they feel less imposter syndrome.

An additional measure would be that people of colour will be visible throughout the sector at all career stages, especially in senior positions. This should be comparable to other sectors which are already leading in representation. The number of mentors available would have increased and ambassadors will have visited a significant number of schools and communities.

Participants proposed that if actions are taken to address the issues, businesses will be more profitable and scientific outputs will be stronger.

## 4.3 Out of everything you have discussed what solutions do you most want to see happen?

A common desire for participants was for people of colour to be represented throughout the sector (especially in senior positions) and for these people to be visible within ethnically diverse communities. They suggested this may be accomplished by increasing media representation, publicising career opportunities in ethnically diverse communities, having mentorship opportunities, and performing outreach within ethnically diverse schools. Others suggested CIEEM should have a greater presence and outreach throughout the education system from primary schools though to universities.

Another key theme was the desire for change from within the environmental and ecological sectors. This may come in the form of mandatory diversity training within organisations, equality and diversity committees in organisations, or a supportive community or network for people of colour in the sector.

The group gave many comments about improving the employment pathway to support people of colour. This may include using visa sponsorship, internships, placements, training and promoting non-academic pathways (e.g. apprenticeships). Regarding the application process, participants suggested providing training to boost application skills, simplifying the process and removing diversity questions.

Other suggestions included producing transparency reports, increasing access to green spaces, and to avoid calling on people of colour as 'figureheads' as this can feel alienating.

## Workshop 2

## 5 Hopes for the future

At the start of the second workshop, we asked participants who did not attend the first to add to the vision for the future. They reviewed the points given during workshop one and then responded to the following statement:

**Imagine its 2030. You are at a CIEEM event talking about how much better things are for entry and progression in ecological and environmental professions. The three things that please you most are…**
Their 2030 hopes for environmental and ecological professions are:

**Environmental and ecological professions are now visibly diverse and equitable because of successful efforts to increase entry routes and provide fair wages for entry level positions. The people visiting green spaces also reflect the ethnic diversity of our society. People of colour from all generations feel safe and welcome in nature, which is becoming more abundant. Overall, people have a greater awareness, understanding, and respect for professions in the ecological and environmental sectors.**

# 6  Solutions – pathways to progression

## 6.1  Pathways into the profession need to start with communities and school aged children

| The benefits of doing this | The challenges to overcome? | What can be done (CIEEM with members) | What can be done (CIEEM influencing) | What can be done (CIEEM pass on idea) | What can be done (others here can do) |
|---|---|---|---|---|---|
| ▪ Will increase time in nature at ages where there is little engagement currently (key stage 3, 4 and 5)<br>▪ Allows people to learn being in nature is safe<br>▪ Can provide support for parents too<br>▪ Can highlight career options at young ages<br>▪ Can provide support to those who express an interest or talent<br>▪ Can raise environmental awareness | ▪ Acquiring funding<br>▪ Lack of access to green space in cities<br>▪ Diversity of people visiting schools, not just white people<br>▪ Reducing burden on people of colour to champion this<br>▪ Creating career pathways and training<br>▪ Environmental careers need to be seen as well-paid<br>▪ Sustaining interest into adulthood<br>▪ Increasing knowledge and capacity of teachers | ▪ Provide clarity around wages and career options in the sector<br>▪ Encourage organisations to prove their equality, diversity and inclusion efforts<br>▪ Record demographics of CIEEM members<br>▪ Amplify the voices of role models<br>▪ Connect with existing forest schools | ▪ Work with other environmental organisations to 'de-colonise' science and geography in school curriculums<br>▪ Provide more information about the career options for working with wildlife and nature to careers advisors | ▪ Encourage the Institute for Apprenticeships and employers to provide ecology apprenticeships at a more accessible level (e.g. apprenticeships that do not require a degree) | ▪ An offer was made to run sessions for extra-curricular clubs such as cubs, guides and scouts. These sessions could lead to specific CIEEM badges or awards. |

### 6.1.1  Prioritising actions on the 'significance versus reach' impact matrix

At this stage participants were given the opportunity to prioritise ideas on an impact matrix. The ideas thought to have the highest impact potential were:

- Increasing the visibility of role models and access to them
- Creating an online hub for careers

The full matrix containing all ideas can be found in the word for word report.

## 6.2 Easier career entry

| The benefits of doing this | The challenges to overcome? | What can be done (CIEEM with members) | What can be done (CIEEM influencing) | What can be done (CIEEM pass on idea) | What can be done (others here can do) |
|---|---|---|---|---|---|
| ▪ A greater diversity of people, perspectives and skills will mean better talent is recruited into the sectors<br><br>▪ Will allow for global expertise<br><br>▪ Will create more role models leading a 'positive cycle' of inspiration and recruitment | ▪ Expected to be a certain age for some positions<br><br>▪ Barriers for foreign applicants (visas, language, knowledge of UK wildlife)<br><br>▪ Hard to attain full-time positions in the sector<br><br>▪ Need voluntary experience, and paid for voluntary positions create financial inequality<br><br>▪ Internships are not widely advertised<br><br>▪ Needing a vehicle and driving licence<br><br>▪ Additional responsibilities (e.g. childcare) | ▪ Provide essential training for specific careers (e.g. ecology)<br><br>▪ Monitor diversity progress through surveys or members' demographic data<br><br>▪ Work with bigger companies or organisations to increase funding or sponsorship of apprenticeships<br><br>▪ Outreach to diverse communities on website/social media<br><br>▪ Provide online webinars to increase engagement with CIEEM | ▪ Engage with human resources, companies, and teams to help them understand benefits of diversity<br><br>▪ Facilitate development of apprenticeships (e.g. develop a toolkit to help companies create apprenticeships)<br><br>▪ Facilitate engagement with the education system (e.g. enable members to visit schools, create a toolkit for STEM ambassadors) | ▪ Promote CIEEM and what it stands for beyond the UK (e.g. provide seminars in low/middle-income countries)<br><br>▪ Reach out to international students studying in the UK<br><br>▪ Universities need to increase the diversity of students on their courses<br><br>▪ Sector wide collaboration<br><br>▪ Provide apprenticeships and alternative career routes | ▪ No comments given for this section |

### 6.2.1  Prioritising actions on the 'significance versus reach' impact matrix

At this stage participants were given the opportunity to prioritise ideas on an impact matrix. The ideas thought to have the highest impact potential were:

- Increasing mentorships and internships
- Engaging organisation's directors or human resources teams to educate their staff on diversity issues and the benefits of diversity
- Helping to develop more accessible volunteering, internships, and apprenticeships

The full matrix containing all ideas can be found in the word for word report.

## 6.3  Better recruitment (at all stages)

| The benefits of doing this | The challenges to overcome? | What can be done (CIEEM with members) | What can be done (CIEEM influencing) | What can be done (CIEEM pass on idea) | What can be done (others here can do) |
|---|---|---|---|---|---|
| ▪ Broader skillsets, knowledge, and perspectives within the workforce<br>▪ A diverse workforce will lead to stronger policy changes | ▪ Cultural and family pressures around well-paid jobs (perception of environment sector as low-income)<br>▪ Jobs adverts not reaching diverse communities<br>▪ A lack of interpersonal skills hinders the recruitment process<br>▪ Expected to have 'worked hard' to reach senior positions<br>▪ The importance of networking for employment<br>▪ Tokenism | ▪ Providing more mentorships<br>▪ Giving guidance to people who are interested in being CIEEM members<br>▪ Identifying and sharing best practice guidance on recruitment<br>▪ Provide training on equitable recruitment | ▪ Work with other organisations to review how the application process can be made more equitable<br>▪ Collaborate with others in the environmental and ecology sectors<br>▪ Getting involved with other initiatives (e.g. Race for Nature's Recovery) | ▪ Rethinking the recruitment process: considering more than just university degrees, and training people who recruit<br>▪ Need to consider where jobs are being advertised so they reach a wider audience | ▪ No comments given for this section |

### 6.3.1   From what you discussed, what do you most want to see CIEEM do and where does it fit on the impact matrix

At this stage participants were given the opportunity to prioritise ideas on an impact matrix. The ideas thought to have the highest impact potential were:

- Outreach at an early age, specifically targeted in areas where young people are not engaging with nature
- Advertise career opportunities (e.g. scholarships, apprenticeships, training, jobs) to a greater diversity of people and communities
- Training programs for people interested in the sector
- Mentorships or job shadowing opportunities
- Develop a document that provides guidance around best practice in equitable recruitment
- Provide training for members around best practice in equitable recruitment

The full matrix that includes all ideas can be found in the word for word report.

# 7  Solutions – things are visibly different

## 7.1  Visibility and role models

| The benefits of doing this | The challenges to overcome? | What can be done (CIEEM with members) | What can be done (CIEEM influencing) | What can be done (CIEEM pass on idea) | What can be done (others here can do) |
|---|---|---|---|---|---|
| ▪ Role models inspire and allow people to think an environmental career is possible<br>▪ Organisations will be demonstrating that diversity is a strength<br>▪ Reinforces to people that broader global issues (e.g climate change) are applicable to everyone<br>▪ Opportunity to recognise the knowledge of the Global South | ▪ The sector's low ethnic diversity makes finding role models to increase visibility difficult<br>▪ Hard to encourage people of colour to speak out about diversity issues without burdening them with responsibility<br>▪ Avoiding 'tokenism'<br>▪ Supporting white people to speak up without feeling the 'white-saviour' complex | ▪ If possible, use photos of genuine ecologists and environmental professionals who are people of colour (not stock images)<br>▪ Create opportunities for people to speak up (e.g. listening circles)<br>▪ Providing education and training on the issue<br>▪ Incentivise and reduce burden of speaking up through payment | ▪ Making CIEEM's position or stance clear to others through website/social media<br>▪ Encouraging and collaborating with other organisations<br>▪ Influencing and encouraging people to speak up more | ▪ Encourage training in allyship. This allows everyone to speak up about the issue.<br>▪ Remove burden on people of colour<br>▪ Change the national curriculum to make it inclusive and generate interest in ecology | ▪ One participant offered to use listening circles in their business<br>▪ Offer from businesses to lobby for apprenticeships before university |

### 7.1.1  From what you discussed, what do you most want to see CIEEM do and where does it fit on the impact matrix

At this stage participants were given the opportunity to prioritise ideas on an impact matrix. The ideas thought to have the highest impact potential were:

- Influencing education policy
- Being open about the problem with members
- Adding something about the issue to CIEEM's mission statement

The full matrix that includes all ideas can be found in the word for word report.

## 7.2  Networks for support and ease of knowing

| The benefits of doing this | The challenges to overcome? | What can be done (CIEEM with members) | What can be done (CIEEM influencing) | What can be done (CIEEM pass on idea) | What can be done (others here can do) |
|---|---|---|---|---|---|
| • Can provide networking opportunities<br>• Opportunities to learn from each other<br>• Makes careers accessible to younger people<br>• Peer support<br>• Less likely to be exploited<br>• More exposure to role models | • Confidence can be a barrier to networking, especially at a young age<br>• Conferences and events are not affordable<br>• Lack of diversity in senior positions (both for people of colour and women). This makes it difficult to find a mentor with a similar background. | • Create a group for early career people of colour<br>• Engage with younger members on social media<br>• Help young people to network at events and conferences<br>• Act as a match maker between mentors and those who want one<br>• Raise awareness of schemes that are in place already | • Collaborate with the wider sector and build a larger network using what exists already<br>• Run specific themed events for discussion or presentations<br>• Create policy or guidance documents for the rest of the sector | • Get groups together with other organisations<br>• Academic institutions to encourage networking | • No comments given for this section |

### 7.2.1   From what you discussed, what do you most want to see CIEEM do and where does it fit on the impact matrix

At this stage participants were given the opportunity to prioritise ideas on an impact matrix. The ideas thought to have the highest impact potential were:

- Collaboration with other organisations to establish a plan of action
- Create a special interest group for early career members
- Conferences targeted towards early career stage professionals
- Regular meetings for people of colour within the sector
- Reserve event tickets for diverse groups (e.g. unemployed people, young people)

The full matrix that includes all ideas can be found in the word for word report.

## 7.3 Equality, diversity, and inclusion culture in organisations

| The benefits of doing this | The challenges to overcome? | What can be done (CIEEM with members) | What can be done (CIEEM influencing) | What can be done (CIEEM pass on idea) | What can be done (others here can do) |
|---|---|---|---|---|---|
| ▪ Will become a more inclusive profession, encouraging people from all age groups<br>▪ Greater diversity of people will bring benefits for organisations<br>▪ Improved mental health<br>▪ Raising awareness of equality, diversity and inclusion issues<br>▪ Positive influence on other sectors<br>▪ Fair wages will make people feel valued | ▪ Educating leaders on how to create organisational change in equality, diversity and inclusion<br>▪ Building collective ownership and responsibility for the issue in organisations<br>▪ Access to the industry<br>▪ Access to financial resources<br>▪ Being careful not to 'put a spotlight' on people's personal needs when they are not comfortable with it | ▪ Demonstrate best practice and help other organisations to make positive changes (e.g. provide tools, advisory group)<br>▪ Expand mentoring scheme to include reverse mentoring<br>▪ Use the registered practices scheme to hold organisations to account | ▪ Use social media to promote the industry through people's personal stories | ▪ Encourage development of equality, diversity, and inclusion training<br>▪ Take an intersectional approach to equality, diversity, and inclusion | ▪ No comments given for this section |

### 7.3.1 From what you discussed, what do you most want to see CIEEM do and where does it fit on the impact matrix

At this stage participants were given the opportunity to prioritise ideas on an impact matrix. The ideas thought to have the highest impact potential were:

- ▪ Promoting fair wages in the industry
- ▪ Making sure the ecological and environmental sectors are attractive to a diverse range of cultures
- ▪ Working with other organisations to ensure transparency across the sector
- ▪ Use the registered practices scheme to hold organisations to account
- ▪ Setting up small listening circles to open up dialogue
- ▪ Providing specific equality, diversity, and inclusion training (e.g around fieldwork specifically)
- ▪ Mentoring scheme with a reverse mentoring included

The full matrix that includes all ideas can be found in the word for word report.

# 8 Wrapping up the workshop

## 8.1 What will you take away and do because of this dialogue?

Many participants at the workshop expressed their intention to create positive change within their own organisation. Some committed to taking action themselves, whilst others will open dialogue with teams and senior staff members.

Multiple group members said they would like to be more involved with CIEEM, with many adding that they would like to become a CIEEM mentor or be mentored by one. Several other participants stated their intention to improve networking and support. These proposals included forming a networking group, setting up a special interest group for early careers members, and more proactively facilitating networking at events.

Three participants intended to visit schools and promote ecology as a career path. Other proposals included finding funding for specific projects, lobbying companies to create lower-level apprenticeships, and holding an event based upon recruitment methods that encourage diversity.

# Guidance - barriers and recommend actions

The table below provides a high-level summary of the key barriers and potential solutions to these barriers suggested by participants during the dialogue process. The Dialogue Matters team created this list by summarising points recorded during the workshops.

| Barrier | Recommended actions CIEEM could do or influence others to do |
|---|---|
| **Financial barriers to career progression**<br><br>University fees, need for voluntary experience, low wages in sector, financial exploitation of early-career individuals | ▪ Provide and advocate for paid placements, internships, and apprenticeships; higher wages in the sector; affordable conferences and events; affordable training; and visa sponsorship for international applicants.<br>▪ Take action against exploitation of early career professionals |
| **Lack of visibility, representation and role models in the sector**<br><br>At senior levels, in media, in diverse communities | ▪ Use genuine photos of people of colour who are ecologists and environmental professionals (not stock images)<br>▪ Provide visibility opportunities for role models and diversity advocates (blogs, articles, social media, in-practice magazine, listening circles, workshops)<br>▪ Encourage allyship, this allows everyone to speak up about the issue, not just people of colour<br>▪ Be an advocate for diverse representation in senior positions |
| **Lack of networking and support**<br><br>Hard to find mentors with similar background, lack of networking opportunities | ▪ Provide networking and mentoring opportunities tailored to the needs of people of colour<br>▪ Use social media to engage with younger members<br>▪ Create a group for early career people of colour<br>▪ Help young people to network at events, conferences and more generally |
| **The application process and qualification requirements**<br><br>Qualification, skill and experience requitements too high; lack of awareness of opportunities; clarity of application process | ▪ Advocate vocational pathways into careers, not just university routes<br>▪ Advocate on the job training for early career professionals<br>▪ Work with other organisations to review how the application process can be made more equitable<br>▪ Provide training on how to be successful in the application process<br>▪ Actively promote opportunities within diverse communities |
| **Barriers within communities and for school aged children**<br><br>Lack of access to nature, lack of education in the school system | ▪ Organise visits to schools by CIEEM members and professional ecologists who are people of colour<br>▪ Connect with forest schools that exist already<br>▪ Provide more information to careers advisors on the roles working with wildlife and nature |
| **Cultural and family barriers to pursuing an environmental career**<br><br>Expectancy to pursue 'safe jobs', perception of environmental jobs as low paid | ▪ Advocate for higher wages within the sector<br>▪ Raise awareness about the diversity of career paths available within the sector<br>▪ Produce transparency reports about progress |
| **Organisational culture around equality, diversity, and inclusion**<br><br>Lack of understanding, awareness, and action | ▪ Demonstrate best practice and help other organisations to make positive changes (e.g. create advisory group)<br>▪ Hold other organisations to account<br>▪ Complete internal training on equality, diversity and inclusion |

## General guidance for CIEEM moving forwards

- Participants were clear that they wish to see a genuine commitment to action from organisations (not virtue signalling). They suggested actions such as committing to organisational training, publishing transparency reports, and creating committees for action on the issue would be represent this commitment.

- A common theme throughout the dialogues was a need for CIEEM to collaborate with other organisations when tackling these issues. CIEEM should share tools they develop with others who wish to make change and form partnerships with organisations who have already started projects.

- Many issues and barriers raised in the discussion intersected with other equality, diversity, and inclusion issues such as gender, disability, and socio-economic status. CIEEM should be aware of this intersection when moving forwards.

# Annex 1 Workshop Agendas

## CIEEM breaking down barriers to inclusion

Workshop 1 – Friday, 11th June 2021 (9:30 – 13:00)

- During this workshop you will sometimes be in small groups and sometimes all together - and you will get to contribute your thoughts on each question.
- The workshop is carefully designed and structured, but it will feel interactive and informal, and everyone will have the chance to share their views on an equal footing

| 09:15 | Registration and 'soft start' | |
|---|---|---|
| | **Welcome briefing and scene setting** | |
| | ▪ Briefing and scene setting | Sally Hayns - Chief Executive Officer, CIEEM |
| | ▪ Facilitator's introduction | Diana Pound – Director, Dialogue Matters |
| | ▪ Vision exercise | |
| | **Session 1: Sharing experiences** | |
| | Q What do you hope for the future and what have you experienced? | |
| | **Session 2: General observations about environmental and ecological professions** | |
| | Q What observations do you have about how the ecological and environmental profession functions generally? | |
| 10:35 | 10-minute break | |
| | **Session 3: Barriers and challenges at different career stages** | |
| | Q What barriers or challenges do you know about at these career stages? | |
| | Q What about intersectional issues? | |
| | Q What about barriers relevant to particular types of organisation? (Consultancies, Public Bodies, Third sector/NGO, research/academia, industry) | |
| | Q Out of everything you have talked about what issue most needs solving? | |
| 11:40 | Short 15-minute break | |
| | **Session 4: Initial thoughts on solutions (more work will be done on these at workshop 2)** | |
| | ▪ Look at what most needs solving (feedback session) | |
| | Q Suggest potential solutions to the barriers you've talked about. | |
| | Q What are the measures of success: - what would you like to see or observe? | |
| | Q Out of everything you have discussed what solutions do you most want to see happen to make the most difference? | |
| | **Wrap up** | |
| | ▪ Next steps | |
| | ▪ Feedback | |
| | ▪ Thanks | |
| 13:30 | Finish no later than this | |

# CIEEM breaking down barriers to inclusion

## Workshop 2 – Thursday 15th July 2021 (9:30 – 13:00)

- During this workshop you will sometimes be in small groups and sometimes all together - and you will get to contribute your thoughts and ideas on a series of questions.
- The workshop is carefully designed and structured, but it will feel interactive and informal, and everyone will have the chance to share their views on an equal footing.

| | | |
|---|---|---|
| **09:20** | Registration | |
| **09:30** | **Welcome** | |
| | - Facilitator's introduction | Joel Pound – Deputy Director, Dialogue Matters |
| | - Summary of Findings from Workshop 1 | |
| | - Vision Exercise | |
| | - CIEEM | Sally Hayns – CEO CIEEM |
| | **Short Break** | |
| | **Session 1: Solutions – Pathways to Progression (one topic)** | |
| | • **Pathways into the profession need to start with communities and school aged children** | |
| | • **Easier career entry** | |
| | • **Better recruitment (at all stages)** | |
| | Q   What are the benefits of doing this? | |
| | Q   What are the challenges to overcome? | |
| | Q   Based on your understanding of CIEEM, what suggestions do you have for what can be done | |
| | Q   From what you discussed, what do you most want to see CIEEM do and where does it fit on the impact matrix? | |
| | **20 min Break & networking opportunity** | |
| | **Session 2: Solutions – Things are visibly different (one topic)** | |
| | • **Visibility and role models** | |
| | • **Networks for support and ease of knowing** | |
| | • **Equality, diversity and inclusion culture in organisations** | |
| | Q   What are the benefits of this? | |
| | Q   What are the challenges to overcome? | |
| | Q   Based on your understanding of CIEEM, what suggestions do you have for what can be done | |
| | Q   From what you discussed, what do you most want to see CIEEM do and where does it fit on the impact matrix? | |
| | **Wrap up** | |
| | - Next steps | |
| | - Feedback | |
| | - Thanks | |
| **13:00** | **'Soft ending' followed by optional Zoom networking until 13:30** | |