



# Co-creating solutions to overcome the barriers that exclude students of Bangladeshi heritage from studying environmental sciences.

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NERC Diversity & Inclusion Knowledge Exchange virtual event

21<sup>st</sup> November 2022



What we did...

# The Jam: making EDI interventions and knowledge participatory

## Participants:

Students (N=32)

Parents (N=5)

## Co-creating The JAM:

Student champions (N=17)

Seekers Create (research partners)

## Participatory methods:

Arts and crafts

Nature trail

Nearpod activities

## Primary data:

Mixed focus groups (N=5)

Individual interviews (N=6)



*"Well, I would like to say one thing. If there was to be things like this and like the Environmental Jam days, with Bengali youth [...], I would 100% go because, you know, in school, there's not an opportunity like that."* - Nadir, student interview

Student champions event

Friday 13 May 2022

Environmental Jam

Saturday 21 May 2022

Follow-up student interviews

Thursday 16 June 2022



Research timeline

What we learned about...

# Racialised pathways into and out of the environmental sciences

## Key messages

- 1. Environmental sciences:** “rich and white”, “boring and voluntary”.
- 1. Education:** ‘how come they [scientists] are all white?’
- 1. Career aspirations:** “people wanna help people, but overall money is the main goal.”

## Key themes

Whiteness in the curriculum →

“But if you look at schools and how they teach things, it’s not right. I think the education system still needs a lot of work doing. They don’t touch on colonialism. It’s like world war two, world war one, because it makes them look good. You don’t say about, ‘Oh we went back and we did this and we chopped off people’s arms for sugar and things like that.”

Parent, Female

Geographies of racism in the environment ↓

“Like I don’t like it [Bangladesh and South Asian countries being represented as ‘less-developed’] because that’s my country. I want like everyone to have a good reputation on us.”

“So seeing loads of white people there, that makes me feel out of place and that I shouldn't be there. Like in the countryside. Or like an old house or something.”

Student, Male, 13 yrs old

Student, Male, 16 yrs old

“I realised, ‘Oh, how come they were all white?’ [...] It's like you see things that people want you to see. And in science, I saw the white people and the white scientists in the books. Because that's what the people at [school name] want us to know about. So, we don't learn about any other coloured scientists.”

“Yeah, and like calling us (hesitating) cur- (nervous laughter) curry munchers.”

Student, Female, 15 yrs old

Student, Male, 16 yrs old

Good practice...

# Modelling EDI in Environmental sciences

## Key strategies:

1. Mentoring schemes
1. Family/Community outreach programmes
1. Environmental JAMs and trails (University of Portsmouth JAM pack)

