

# CREATING A LEVEL PLAYING FIELD

*How can we ensure everyone has the same experiences and opportunities in the workplace and Education system?*

**Dr Eburn Joseph**

Career Development Consultant

Module coordinator and Lecturer Black Studies

# SECTION 1

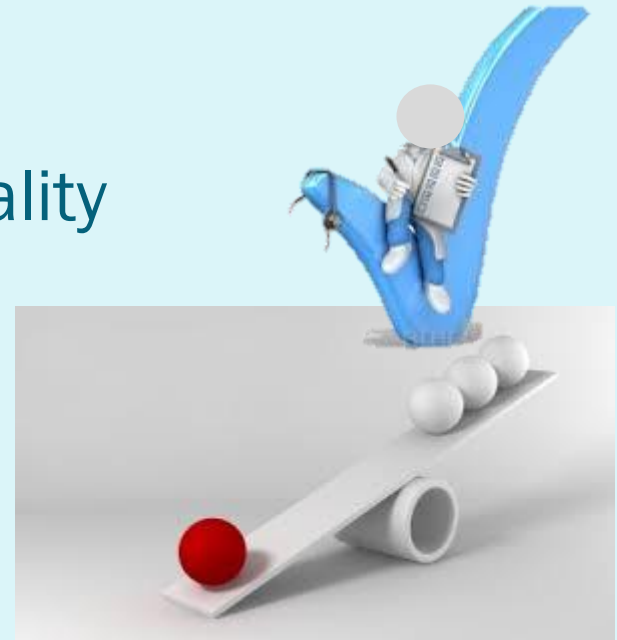
Understanding Difference

# Overview

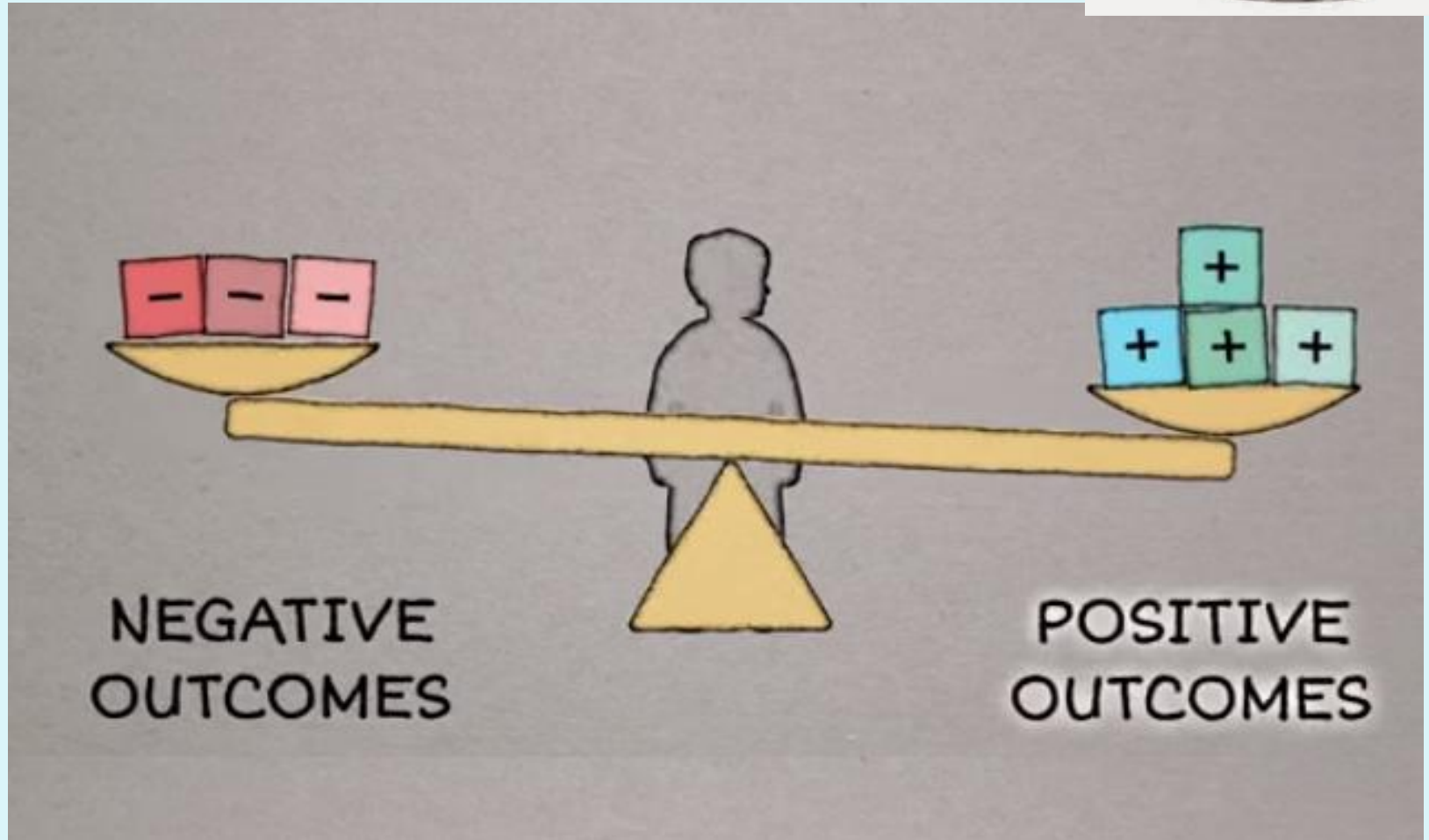
- Understanding difference
- How we see and manage difference
- What we should teach
- Minority agency
- Acceptance
- What you can do to make a change

# Types of differences

- Cultural differences
- Age, class, race, gender, sexuality
- Ethnicity, culture, religion
- Achievement attributes
- Ascription attributes
- Racial Physical difference
- Non-racial physical
- Spectrum of abilities



# How the difference affects the scale



Critical Scholarship on whiteness is not an assault on white people per se: it is an assault on the socially constructed and constantly reinforced power of White identification and interests.

(Gilborn, 2008, Ladson-Billings and Tate, 1995)

# Do All/only some lives matter?

- EU MIDIS II, 2016 report 45% North African, Sub Sahara, Roma
- UNCERD submission United Nations Committee on the Elimination of Racial Discrimination – Ireland’s combined report – no intervention for PAD
- Irish 2016 CSO – Unemployment rate of Western EU 7-9%, Eastern EU 13-17%, Africans 42.5 -63%
- ESRI report on discrimination – attitudes to diversity – omits mentioning Blacks, how?
- The International **Decade for People of African Descent**, 2015–2024
- 92% of children complete 2<sup>nd</sup> Level Edu, 13% of Travellers and only about 1% to 3<sup>rd</sup> Level

# Looking at Social Inclusion Policy & Practice

- ...Means looking at the origin
- Human rights was set up as a response to human wrongs (Judy Walsh, 2012)
- Social inclusion is an answer to social exclusion
- As we look at policy and practice, I will focus on the difference that is the bedrock of human exclusion as a way of Informing an Integrated way of working in FET Guidance



Race has been applied to distinguish, classify, tag and pigeonhole groups through the application of a scale of values that is markedly ethnocentric, with economic implications.

- Some say 'Race is over'
- Race is always an issue, always in play

Dyer, 2000

## Some Positions People/organisations take on Race

Group	Position on Race	Action
Racial scepticists	<ul style="list-style-type: none"><li>● Insist races do not exist at all</li></ul>	<ul style="list-style-type: none"><li>● Such people/ organisations will simply eliminate race from political and normal everyday usage and life</li></ul>
Racial Constructionists	<ul style="list-style-type: none"><li>● Believe races do not naturally exist, but are in some ways socially defined</li></ul>	<ul style="list-style-type: none"><li>● Some say talking about race should be eliminated</li><li>● Others see race as part of the real world whose use should be continued as an effective strategy to combat racism</li></ul>
<ul style="list-style-type: none"><li>● Racialist</li></ul>	<ul style="list-style-type: none"><li>● Not satisfied that races differ, recognise racial superiority</li></ul>	<ul style="list-style-type: none"><li>● The racialist's own race is usually positioned at the top of the hierarchy</li></ul>

# Research Structure

## Racial Stratification in the Irish Labour Market:

A comparative study of differential labour market outcomes through the counter-stories of Nigerian, Polish and Spanish migrants in Ireland

### Site of Action

Irish Labour Market

### Research Population

Spanish, Polish and Nigerians

### Methodology

Critical Race Theory

### Ontological View

Race confers differential status through the racial stratification of actors

### Data Source

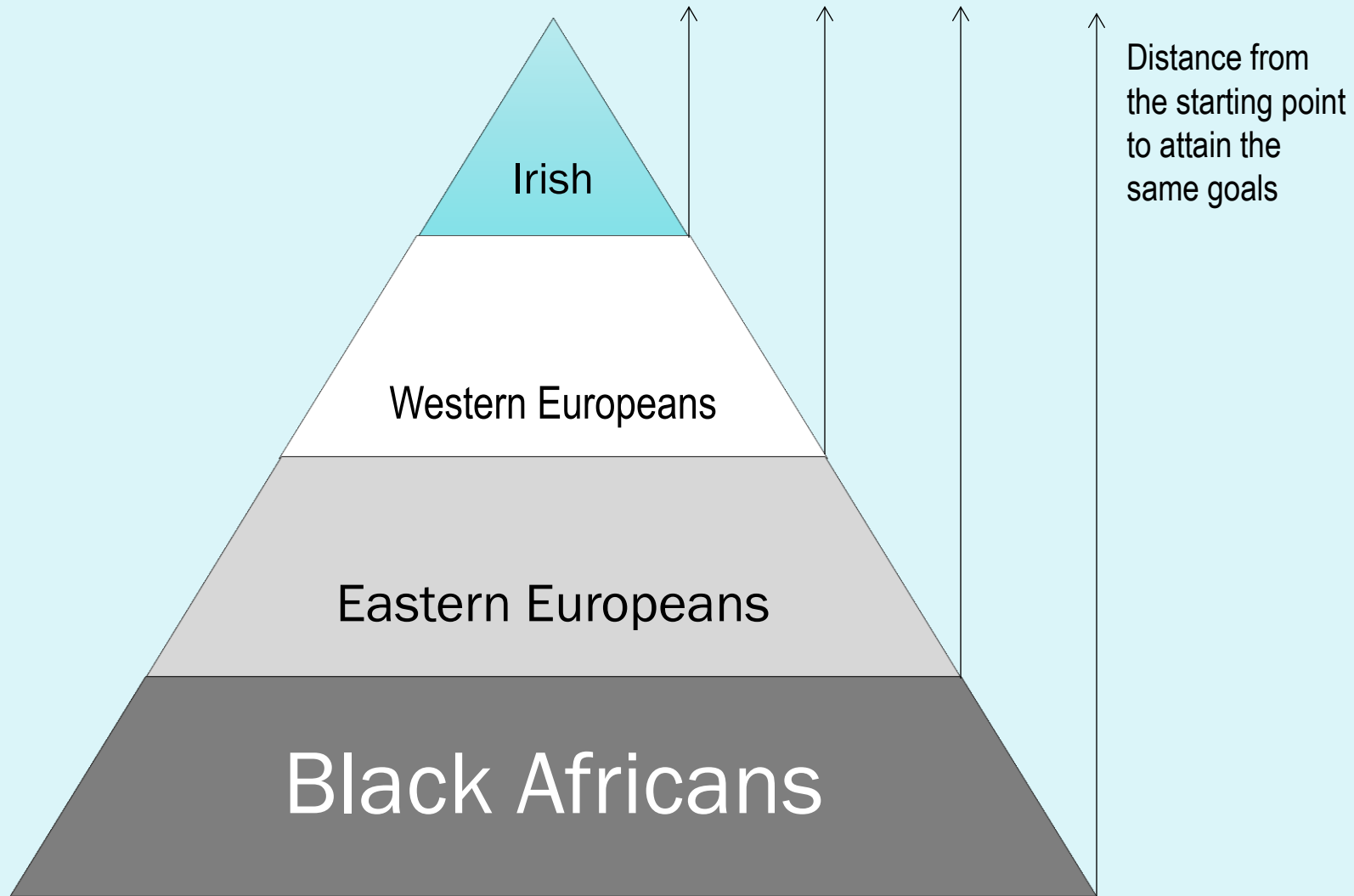
- EPIC 2009 - 2011 Database (N=639)
- Irish CSO 2011
- 32 Semi structured Interviews

# The Good news and the Bad news

Racial  
Stratification  
is a BOX!



# Racial Stratification in Action



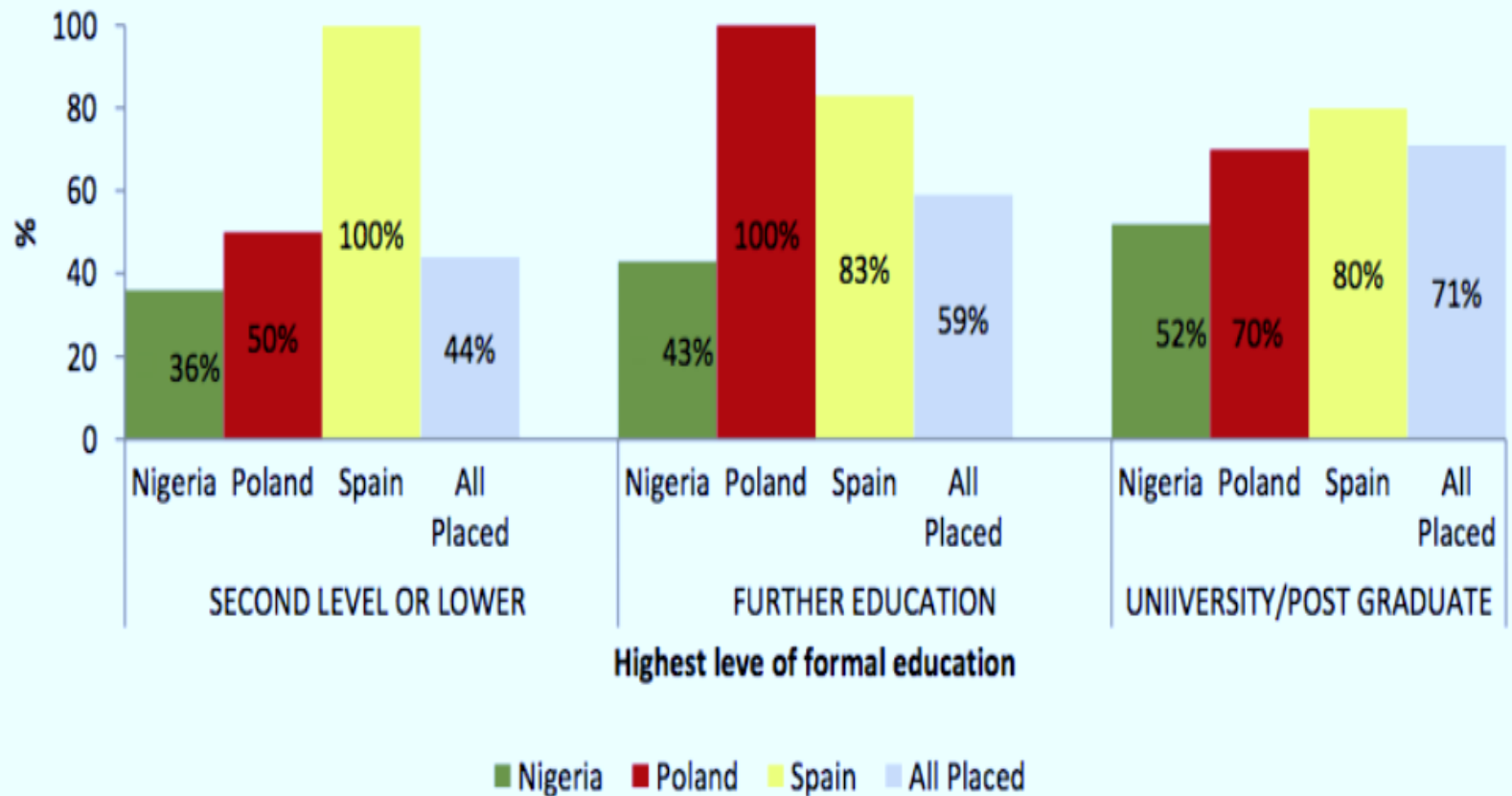
# SECTION 2

How we treat difference

# Higher Education is Advantageous

**Figure 5:8: Percentage of Programme Participants Placed in Paid Employment by Country and Highest Education Attained**

(Base N =134: Nigeria =34 Poland = 46 Spain = 54)



Joseph, 2015



# Stay in your lane?



Are you determining the lanes by gender. Age, sexuality, race. Ethnicity...

# Ingroup Favouritism

- Group favouritism operates as a continuum of favouritism to disfavour with a broad spectrum comprising a positive and negative end.
- The positive end, which favours sameness, is the favouritism end of the continuum,
- The negative end, which features persons with little similarity with the host nation, is not a recipient of group favours but disfavour as the response to difference.
- It is this end of the spectrum which I call the disfavour end of the continuum that is problematic
- Human contact reproduces and maintains the racial order through its advantaging of groups

# How we treat difference in the workplace

- We stratify those who are more different to the bottom
- Our expectations of them are lower
- We judge them more harshly
- We create what we get...
  - *Psychological effect resulting in oscillation*
  - *Withdrawal from others/ isolation, demotivated*
  - *Lower productivity*
  - *Lower profitability*
  - *High turnover*
  - *Low satisfaction*
  - *\*Extra miller*
  - *\*Militant*



# What Shall We Teach?

**#1 Minority Agency**

**#2 Attitude To Difference**

**#3 Social Acceptance**

# What diverse workers want in the labour market

- Acceptance of them and their difference
- Provided with the same opportunities
- Included at the beginning not added in as an afterthought or to make the organisation look good
- To be seen, visibility for their work, contributions, achievements and skills
- Organisations should reflect them

# What can WE ALL do

- Practice acceptance
- You are inclusivity not the organisation
- Monitor your own responses to difference
- Mind the dominant stories you tell
- Learn about others
- Become an ally
- Attend a proper unconscious bias training, whiteness or Black studies course
- Monitor career progression of staff, students, clients & compare by nationality of descent

# Conclusion

- Change comes through challenging taken for granted assumptions. We all are key to making that change as educators and service providers
- Be the social inclusion you want to see



**Any Questions**



Dr Eburn Joseph  
[Eburn.joseph@ucd.ie](mailto:Eburn.joseph@ucd.ie)  
Twitter: @ebunjoseph1

# References

# Thank You

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