CREATING A LEVEL PLAYING FIELD

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

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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 2nd Level Edu, 13% of Travellers and only about 1% to 3rd 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

<table>
<thead>
<tr>
<th>Group</th>
<th>Position on Race</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial scepticists</td>
<td>• Insist races do not exist at all</td>
<td>• Such people/ organisations will simply eliminate race from political and normal everyday usage and life</td>
</tr>
<tr>
<td>Racial Constructionists</td>
<td>• Believe races do not naturally exist, but are in some ways socially defined</td>
<td>• Some say talking about race should be eliminated</td>
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<tr>
<td></td>
<td></td>
<td>• Others see race as part of the real world whose use should be continued as an effective strategy to combat racism</td>
</tr>
<tr>
<td>Racialist</td>
<td>• Not satisfied that races differ, recognise racial superiority</td>
<td>• The racialist’s own race is usually positioned at the top of the hierarchy</td>
</tr>
</tbody>
</table>
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

Ontological View
Race confers differential status through the racial stratification of actors

Methodology
Critical Race Theory

Data Source
- EPIC 2009 - 2011 Database (N=639)
- Irish CSO 2011
- 32 Semi structured Interviews
The Good news and the Bad news
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Racial Stratification in Action

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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)
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

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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

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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

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References


