Race & Ethnicity: Education & the Labour Market

Diversity in education:

1 in 3 state secondary school pupils identify as White British in England. Nevertheless, survey results indicate persistent discrimination:
- 95% of young Black people experienced racist language in school.
- 50% of young Black people support racism and teachers’ perceptions to be primary barriers to achieving a fulfilling education (Figure 2).

Schelling’s model elucidates the importance of discriminatory preferences’ cumulative implications; consider discrepant cross-national ethnic labour market discrimination:
- Candidates of Turkish origin were 10 percentage points less likely to receive calls back than majority equivalents in the Netherlands compared to Spain, conditional on gender.
- Substantial discrimination exists regarding Latinos in the US as compared to Spain.

Future aspirations:

Solutions are inevitably complex, however here we propose our central aspirations:

In the labour market: Systematic cognizance and strict prevention of discriminatory practices amongst individuals and organisations stemming from a Schellian consideration for discriminatory labour market preferences’ cumulative implications.

In education: To greatly promote the teacher/s’ lecturer’s eminence institutionally with regards to the cognizance, and nourishment, of the aspirations and abilities of individuals belonging to discriminated groups.

References


Race is used to define groups of people primarily by what is perceived to be similar physical attributes or traits. Whilst often used in similar contexts, ethnicity has often referred to groups of people with “long shared cultural experiences, religious practices, traditions, ancestry, language, dialect or national origins”. It remains a root of human identity, forming a considerable construct of a discriminatory culture. Whilst conceptions of race are recognized to be a sociocultural construction, race and ethnicity are perceived to be similar physical attributes or traits.

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Why is Race and Ethnicity important?
Race & Ethnicity - Diversity in the Workplace

Group 55

Defining race and ethnicity

Race and ethnicity - inxistent at genetic level but defining the human experience.
Race – “a category of humankind that shares certain distinctive physical traits”
Ethnicity – “large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background”

Heterogeneity

For the 2021 Census of England and Wales the ethnic groups were Asian or Asian British, Black, Black British, Caribbean or African, Mixed or multiple ethnic groups, White and Other ethnic group. Each grouping consists of groups of people with vastly different backgrounds.

Heterogeneity within racial and ethnical classification can be useful in identifying underlying inequalities within larger groupings of people.

Diversity in the Workplace

Distribution of all employees by race and ethnicity and career level

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Executives</th>
<th>Managers</th>
<th>Professionals</th>
<th>Support Staff</th>
<th>Clerical/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>6%</td>
<td>8%</td>
<td>9%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>African American</td>
<td>7%</td>
<td>4%</td>
<td>9%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Black British</td>
<td>8%</td>
<td>4%</td>
<td>9%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Caribbean</td>
<td>11%</td>
<td>4%</td>
<td>10%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Mixed or multiple ethnic groups</td>
<td>8%</td>
<td>4%</td>
<td>10%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>85%</td>
<td>8%</td>
<td>9%</td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>

In a 2017 survey on workplace discrimination, racial discrimination was one of the most significant category. Of the participants who answered, 6% of them claimed that they had observed someone being discriminated against because of their race.

Benefits of Diversity

<table>
<thead>
<tr>
<th>What are the benefits of diversity in the workplace?</th>
</tr>
</thead>
<tbody>
<tr>
<td>19% higher innovation outcomes</td>
</tr>
<tr>
<td>35% performance advantage over those that are homogenous</td>
</tr>
<tr>
<td>36% more profitable investments</td>
</tr>
</tbody>
</table>

Efficacy of current legislation

- Women of colour become worse off than White women and men of colour as you step up the corporate ladder.
- At entry level jobs women of colour make up 17% of the workforce – this is the same proportion as the men of colour. However, when you get to senior vice president roles, men of colour take up 12% of these roles but women of colour only make up 4%.

Way forward

Racial and ethnic diversity has widespread benefits on the economy and therefore should be a consideration when making policy decisions.

- One focus should be transparency regarding racial and ethnic inequalities in the workplace and any other groups of people.
- Another policy which could tackle this disparity is raising the minimum wage since people of colour disproportionately benefit from the wage rise - they are more likely to have jobs which pay the minimum wage (helps to narrow the gap but won’t erase it completely).

References

- Rebecca Santor, Nov 14, 2020, http://blog.experian.com/research/the-courageous-impact-of-diversity-2021-
  -
Race & Ethnicity and the Economy | Education

Defining Race and Ethnicity:

Race is described as a collection of people who often inherit similar characteristics. Ethnicity is described as when a group of people share a particular cultural identification, which can include religious beliefs, language etc.

Why is Diversity within the Economy Important?

Race (Metcalf & Forth, 2000)

Increased pool of labour which improves the quality and productivity of workforce from greater work incentives. Improved productivity from equal opportunities which improves morale between workers. Improved sales, as businesses gain a greater understanding of their customer base.

Education (Milem, 2000)

Increased skill sets amongst students who study subjects that are more representative, particularly in critical thinking. Students develop better team working and communicative skills in diverse environments due to greater acceptance of people from various cultures. Teachers from diverse backgrounds adopt active pedagogical techniques for teaching which are proven to improve students ability to assess various perspectives.

Income

Diverse teams have higher incomes from higher productivity rates. Western countries with greater diversity score better on the Gini Index due to better access to education. (Anderson & Anderson, 2016) (Meisenberg, 2008)

Diversity in Exeter University:

It’s clear that certain departments within the University of Exeter have been improving on diversity. The Business School has the most diverse student population as almost half of the student are black and minorities. Humanities have the lowest proportion of black and minority students at 6.6%.

Access to education, particularly in STEM (science, technology, engineering and mathematics) subjects, for black US citizens, significantly lags behind American white people (Coleman, 2020). Only 6% of black students are prepared to enter the STEM major compared to 36% of white students (Coleman, 2016). During the next 5 years, major American countries will need to hire 945,000 workers who are STEM literate including 635,000 workers who have advanced STEM proficiencies (DOE, 2016). A lack of access to education for black students feeds into an underutilisation of labour (Coleman, 2020).

Diversity within Other Economies:

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Diversity in Exeter University:

University of Exeter. (2016, January 1). 2016 Employee diversity. Evidently, the level of BME staff is very low, at 7%. This could have many implications such as the misunderstood impact of certain issues that may come up in lectures, making BME students feel underrepresented and uncomfortable.

Race & Ethnicity within UK Universities:

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