

Inequality and Ethnicity

Introduction - why ethnicity?

What is ethnicity - definition

Brief review of theoretical discussion on the topic

Different groups, different situations

Discussion



Question

What are the criteria of ethnicity?



Difference between race and ethnicity

Race

- Is not widely used in Europe, but still dominant in the US and UK
- Refers more to physical aspects (skin color, other physical features etc.), recognized typically by other

Ethnicity

- Used more in continental Europe
- Seeks to reflect physical, social and cultural aspects



Ethnic group

- ▶ An **ethnic group** may define themselves as different because of their language, religion, geography, history, ancestry, or physical traits.
- ▶ Ethnicity entails identification with a given ethnic group, but it also involves the maintenance of a distinction from other groups.



▶ **Concept of (un)equal chances**

From the sociological point of view equal chances means, that the family of origin does not influence destination of an individual.

Although the evidence from social research varies by country, minority group, and economic well-being indicators, there is a significant correlation between ethnicity and social disadvantages.



Integration

- ▶ Integration in both social and civic terms rests on the demand of equal opportunities for all. In socio-economic terms, migrants or ethnic groups must have equal opportunities to lead just as dignified, independent and active lives as the rest of the population.
- ▶ Integration is successful when minorities and migrants become part of the core in all aspects of life: social, economic, political, cultural, and symbolic ones. Integration is not successful when minorities/migrants have problems penetrating the core of society.



Question

What are the main areas of socio-economic integration?



Assimilation, Integration, Inclusion

	Assimilation	Integration (multiculturalism)	Inclusion (interculturalism)
Aim	Migrant culture disappears, and immigrants adopt host norms and values	Parts of migrant culture are accepted or integrated, and migrants are more tolerated or respected	Migrant culture is celebrated, as cultural diversity is valued
Risk	Migrants feel excluded, as their culture is treated as threatening	Migrants feel conflicted, as parts of their culture are valued over others	Migrants feel more welcomed, as their culture is seen to add value

Source: GEM Report team analysis based on King and Lulle (2016) and UNESCO (2006).

UNESCO (2019). *Migration, displacement and education*. Global Education Monitoring Report, p. 84.



Empirical evidence

- ▶ Research on ethnic minorities in Europe agrees on the existence of labour market disadvantages for ethnic minorities.
- ▶ Ethnic minorities typically have significantly:
 - higher unemployment rates,
 - lower labour income, and
 - they are less likely to find and keep their jobs than the majority (general) population



For more empirical data

- ▶ <https://www.oecd.org/els/mig/Main-Indicators-of-Immigrant-Integration.pdf>



Ethnic disadvantages and socio-economic integration

- ▶ Human capital theory
- ▶ Social capital theory
- ▶ Unfavourable attitudes (of employers or others)
- ▶ Theory of reference groups and acculturation processes



Human capital theory

The relevance of education, skills, experiences, and language fluency for access to the labour market.

- i. Qualifications obtained in the receiving country are not recognised in the host society.
- ii. Immigrants from poor countries (low level of education, little language skills) may remain vulnerable.



Social capital theory (incl. the “Strength of Weak Ties“)

see Bourdieu, Granovetter

- ▶ Greater emphasis on the resources embedded in social relations and community structure.
- ▶ Immigrants/ethnic groups tend to have a rather restricted social circle of co-ethnics in the same position („ethnic capital“).
- ▶ Not having effective job-search networks.

For further: Maani, S. „Ethnic networks and location choice of immigrants“. IZA World of Labor, 2016: 284. doi: 10.15185/izawol.284



Unfavourable attitudes of employers

- ▶ Statistical discrimination

please watch this short video:

<https://www.youtube.com/watch?v=2E9HYDPXCgQ>

CgQ

- ▶ Direct discrimination

- ▶ Indirect discrimination

For evidence see the OECD link [↑](#) (*Main Indicators of*

- ▶ *Immigrant Integration, part Social Inclusion, 2018:22-*

20)

Theory of reference groups and acculturation/assimilation processes

- ▶ The first generation may be poorly educated and disadvantaged
- ▶ The horizon of the second generation may grow broader:
 - higher aspirations,
 - lower level of discrimination,
 - antidiscrimination legislation



Three images of the long-term situation of ethnic groups

- ▶ **Optimistic**

The example of the gradual reduction of gender differences, so it is hoped that similar processes may work on ethnic lines.

- ▶ **Pessimistic**

It may take decades for minority groups to catch up, if they ever do. The link between the ethnicity and social class (see rationally adaptive strategies)

- ▶ **Segmented**



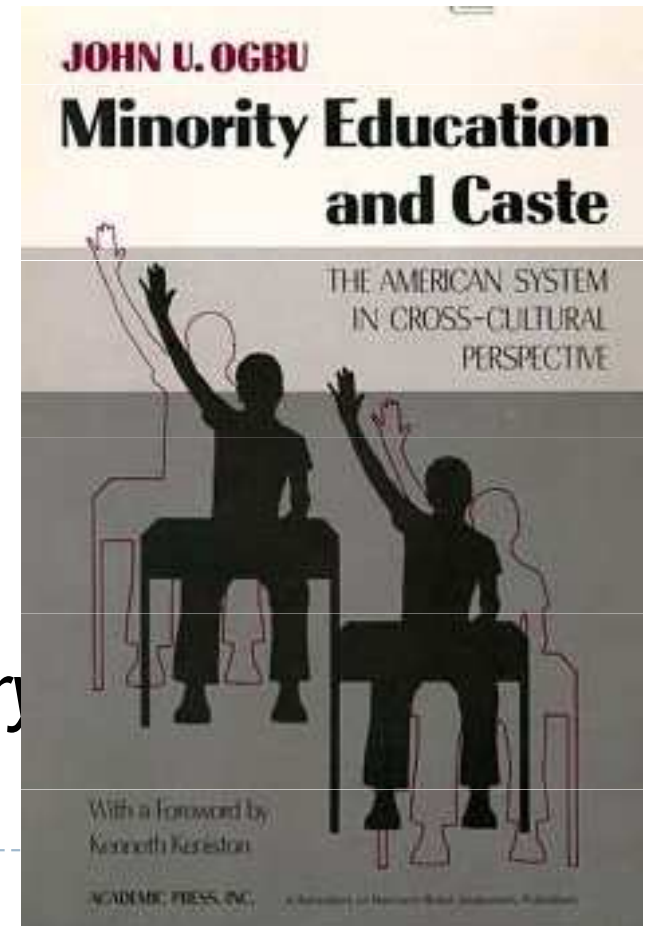
Segmented assimilation

- ▶ See Portes&Zhou, Portes& Rumbaut

Different ethnic groups, different generations can achieve quite different outcomes (eg. in the context of US different pathways of Asians, Mexicans, Black Americans).

The importance of specific cultural factors in the case of various ethnic groups.

Examples of *voluntary* and *involuntary* minorities (Ogbu & Simons).



Different types of Minority Status

Indigenous minorities	Who are present for centuries but not assimilated
Voluntary (Immigrant) Minorities	Those who have more or less willingly moved (to a new country) because they expect better opportunities
Involuntary (Nonimmigrant) Minorities	People who have been conquered, colonized or enslaved
Refugees	Due to fear of persecutions outside their home country, seeking protection in other.

→ Dominant patterns of belief and behaviour as focus of analysis



Explanation of different outcomes

Concerning the relationship between assimilation process and social mobility, please see this video by Alejandro Portes:

<https://www.youtube.com/watch?v=mLmKM4c3fJs>

▶ *Time for Presentation*



Seven principles of labour market integration for migrant youth (in the US)

1. The context of migration matters
2. Immigrant youth come in many types
3. Today's migrants are socio-economically diverse
4. Gender matters
5. Immigrant children are unlike their parents
6. Just as populations differ so too do institutional arrangements
7. The mechanisms linking immigrants and immigrant offspring to labor markets take various forms

*Source: OECD Working Papers 2011/09
see References*



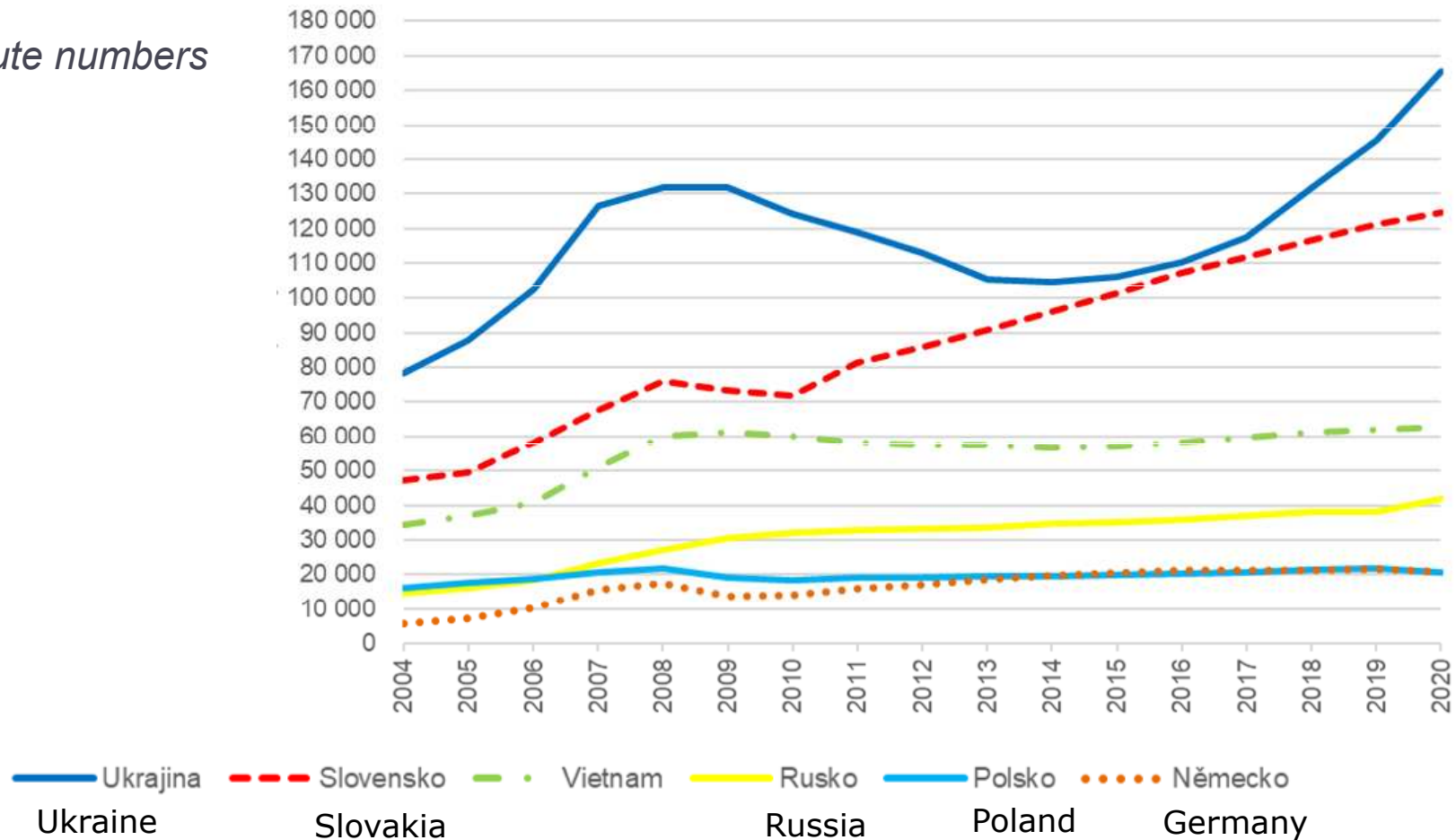
To discuss

- ▶ Give examples of relevant ethnic or immigrant groups in your country.
- ▶ Give examples of policies/programmes aimed at eliminating/reducing discrimination or ethnically based disadvantages.



Number of foreigners in the Czech Republic according to the most frequent nationality

► Absolute numbers





Social chances of the Roma in the Czech Republic

Number of the Roma in CR and SR comparison between Cenzus and estimates

	Data from Cenzus	Share of population	Qualified estimates	Share of population
Czech Republic	33 000 (1991)	0.3 %	140 000	1.41 %
	11 746 (2001)	-	-	-
	13 150 (2011)	0.1 %	300 000	2.9 %
	21 691 (2021)			
Slovakia	80 627 (1991)	1.7 %	480 000	9-10 %
	89 920 (2001)	-	-	
	105 700 (2011)	2%	520 000	

Who states Roma mother tongues in the last Czech cenzus (2011): **40 370**
(of which 5000 as single, the rest in combination mainly with the Czech or Slovak).

The question of ethnic identification:

Discrepancy between:

- ▶ Those who consider themselves to be Roma
- ▶ Those who are considered as Roma by others.

The boundary of ethnicity is fuzzy,
the classification depends on who does it.

Three different system of classification

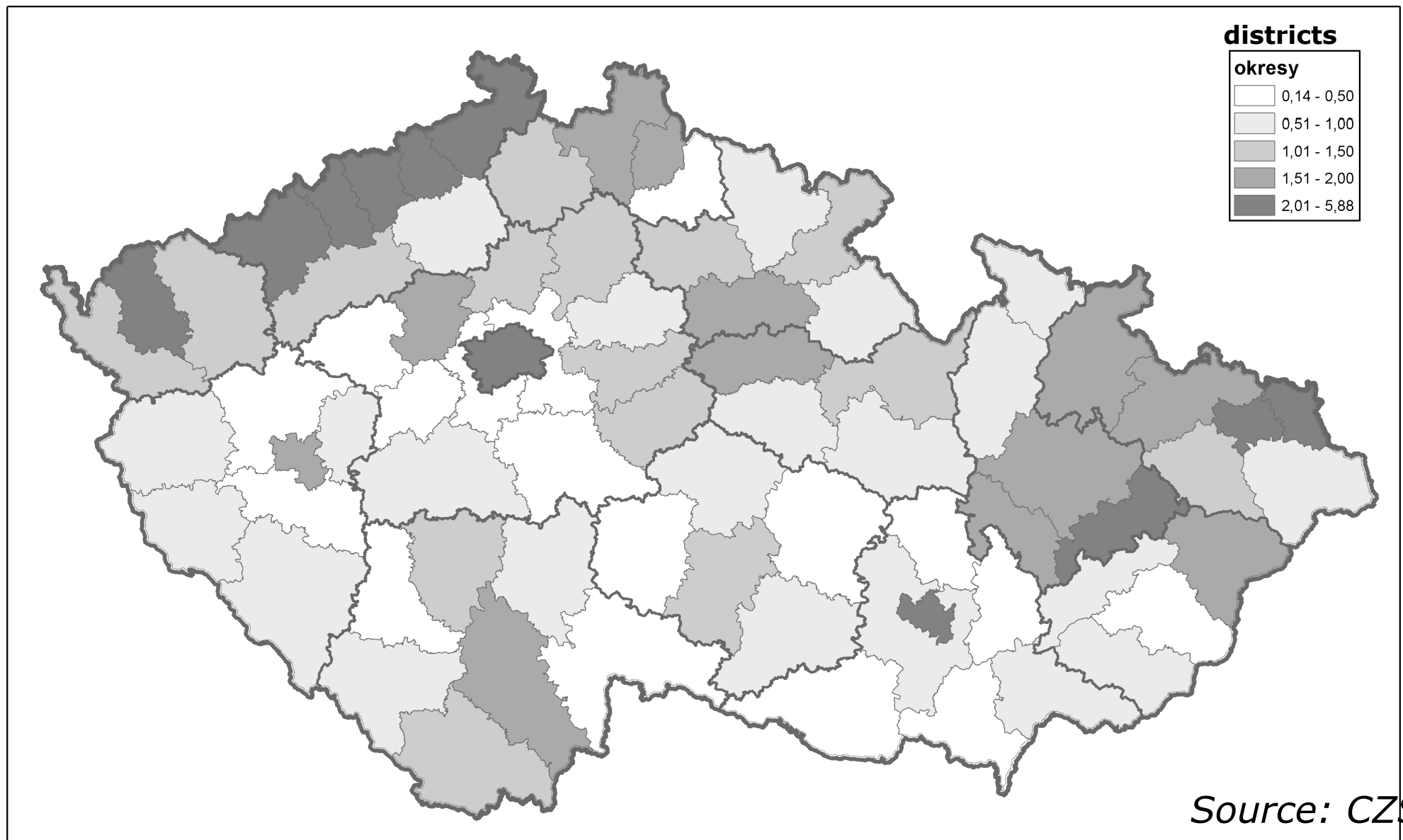
1. Self-identification.
2. Classification by experts who deal with the Roma (teachers, officials, social workers, policemen etc.)
2. Classification by social researchers/interviewers – based on judgement „on-the-fly“.

The question of external, third party identification (TPI)

Census Data 2011 - Czech Republic				
	Non-Roma population	Roma nationality	Romanes	Roma Nat+tongue
Gender				
men	49,0	52,9	51,3	52,3
women	51,1	47,1	48,7	47,7
	100,0	100,0	100,0	100,0
Average age				
men	39,0	26,6	31,4	31,3
women	42,0	24,6	32,5	31,5
population	40,5	25,7	31,9	31,4
Average number of children	1,57	2,14	2,70	2,68
Marital status				
single	39,9	71,3	59,5	59,7
married	42,4	20,1	27,1	28,0
divorced	10,3	6,6	9,5	8,6
widowed	7,3	2,1	3,9	3,6
Total	100,0	100,0	100,0	100,0
Educational attainment				
Less than 9th grade	0,8	8,1	13,8	13,2
Primary	18,0	53,4	65,8	59,3
Vocational training	34,9	16,3	15,0	16,0
Secondary (with GCSE)	33,0	12,1	4,0	6,5
Tertiary	13,2	10,1	1,4	5,0
Total				

Source of data: Czech Statistical Office (CZSO)

Distribution of the Roma population in the CR by districts – Cenzus 11





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In the CR we clearly identify

- ▶ Lower economic activity rate of Roma population
- ▶ The Czech Roma often live concentrated – such areas labelled as ghettos
- ▶ Low socio-economic status of the Roma – extent of dependency on social allowances/benefits.
- ▶ The overall inferior social status of the Roma in Czech society.
- ▶ Significantly lower school success of the Roma (especially from socially excluded localities) than that of the whole Czech population.
 - ▶ In Czech society, the topic of ethnicity and educational inequality is relevant almost exclusively to the Roma. Other ethnic minorities, such as Slovaks, Ukrainians, Vietnamese, and Russians, show a much smaller ethnicity effect as a determinant of educational inequalities compared to the Roma.

No Data – No Progress

- „Hard-to-survey“ population (Font, Mendez, 2013; Kappelhof, 2015).
- Initiatives of the European Union, as well as national governments to improve the collection of data relating to Roma.
- Governments should collect ethnic data and use it for the purposes of analysing the state of equality



Sources

- ▶ **Galbraith, J. K. (2016).** „Inequality: What Everyone needs to know“ (Chapter 3. Categorical Inequality, pp. 32-44). Oxford University Press.
- ▶ Koopmans, R.; Veit, S., and Yemane, R. 2019. Taste or statistics? A correspondence study of ethnic, racial and religious labour market discrimination in Germany. *Ethnic and Racial Studies*, Vol. 42:16, pp. 233-252.

For more data:

- UNESCO WIDE. <https://www.education-inequalities.org/>
- OECD (2018). Equity in Education: Breaking Down Barriers to Social Mobility, PISA, OECD Publishing, Paris.
- [Equality data collection - European Commission \(europa.eu\)](https://ec.europa.eu/equality-data)



Thank you for your attention!