

Perceived Discrimination and Education

A common framework to understand common mechanisms

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Context: Studies of Perceived Discrimination

- ▶ Priority of fighting discrimination for states
- ▶ Higher visibility of discriminating practices and action groups
- ▶ Scientific evidence of the importance of perceptions of discrimination

However, they have been limited on two grounds:

- ▶ Few intersectional studies i.e. focus on one ground
- ▶ Separation of studies of *target* and *non-target* populations

We know little about a general relationship between discrimination and its (social) predictors

Introducing a general framework

Investigating perceived discrimination more generally has advantages:

- ▶ Understand how intersectional effects emerge
- ▶ Include (potential) perpetrators: policy recommendations and responsibility shift

We look at the relationship between education and perceived ethnic and gender discrimination

- ▶ Large body of work on the Integration Paradox as a reference point
- ▶ Some papers on predictors of Gender discrimination
- ▶ Prevalence of both types of discrimination

RQ: How does education shape perceptions of gender and ethnic discrimination for both targets and potential perpetrators?

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What is the Integration Paradox?

Classical assimilation and integration theories expected immigrants (and immigrant descendants) that all integration aspect went hand-in-hand:

- ▶ Hence, structural integration (educational attainment) should be *negatively* correlated with perceptions of discrimination

However, the integration paradox founds the opposite

- ▶ Awareness [11] [5] [6]
- ▶ Relative Deprivation [11] [5]
- ▶ Exposure [11] [5] [6]

Hypothesis 1

Highly educated minority individuals perceive *more* ethnic discrimination than less educated ones

The education effect on perceived gender discrimination

The mechanisms underlined may work also for gender discrimination:

- ▶ Awareness [8] [3]
- ▶ Relative Deprivation
- ▶ Exposure [2] [9] [10]

Without countervailing effects!

Hypothesis 2

Highly educated women perceive *more* gender discrimination than less educated ones

What about other motives?

If our goal is to extend this framework to gender based discrimination, why not other forms of discrimination as well?

- ▶ Practical matters
- ▶ Saliency and recognizability [7] [12]
- ▶ Power relations have a clear hierarchy

Reminder: Gender and Race are different characteristic and discrimination types that follow are also different which we **n=by** no way mean to downplay

Hypothesis 3

Education does not positively predict perceptions of discrimination based on non-ethnic, non-gender based grounds

Non-target populations' perceptions

If perception of discrimination are the reflection of knowledge and awareness of power relations then non-target individuals should be included in studies of perceived discrimination

- ▶ Reverse discrimination [1] [3]
- ▶ Social status threat [4]
- ▶ Awareness?

Hypothesis 4

Highly educated majority individuals perceive *less* ethnic discrimination than less educated ones

Hypothesis 5

Highly educated men perceive *less* gender discrimination than less educated ones

Summary of Hypotheses I

Hypothesis 1

Highly educated minority individuals perceive *more* ethnic discrimination than less educated ones

Hypothesis 2

Highly educated women perceive *more* gender discrimination than less educated ones

Hypothesis 3

Education does not positively predict perceptions of discrimination based on non-ethnic, non-gender based grounds

Summary of Hypotheses II

Hypothesis 4

Highly educated majority individuals perceive *less* ethnic discrimination than less educated ones

Hypothesis 5

Highly educated men perceive *less* gender discrimination than less educated ones

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- ▶ Trajectoires et Origines 1 and 2 (pooled N = 39302)
- ▶ Oversamples G1 and G2 of 11 origin groups
- ▶ Discrimination question with 11 available grounds
 - *"During the last five years, do you feel you have been submitted to unequal or discriminatory treatment?"*
 - If "Yes", follow-up *"In your opinion, this was probably because of..."*
 - Multiple choices available (age, health, gender, skin color...)

- ▶ DV: Ethnic and Gender Discrimination Perceptions
 - Dummy variable, 1 if ego was perceived discrimination based on a given ground
 - For Ethnic discrimination we pool "skin color" and "national origins" ▶ Appendix
 - Non-response and refusals were recoded to 0 (245 individuals TeO2, 168 for TeO1)
- ▶ IV: Education
 - University Degree and Above VS Below University
 - 1 if highly educated, 0 else
 - In line with previous literature
 - We also check for other operationalizations ▶ Appendix
- ▶ Controls: Age, Survey Year, Sex, Migration Status

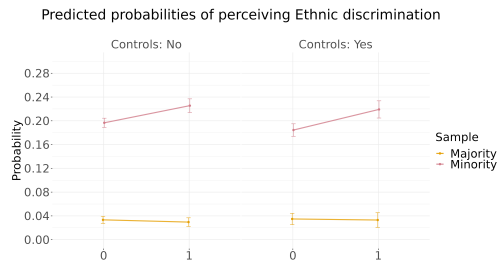
- ▶ Logistic Regression and Predicted Probabilities
- ▶ Bivariate Logistic Regressions (**TBA**)
- ▶ Matching Methods (**TBA**)

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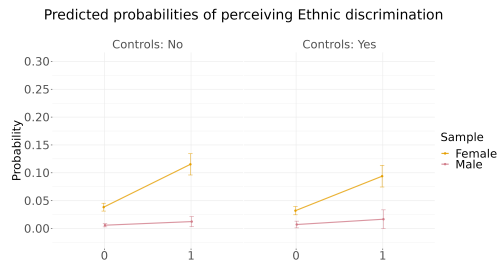
Education and Perceived Ethnic Discrimination

- ▶ Strong and significant increase in perceived ethnic discrimination (PED) for minorities (H1 ✓) [▶ Appendix](#)
- ▶ Huge gap in the reports of PED between minority and majority members
- ▶ No effect among majority members (H4 ✗)



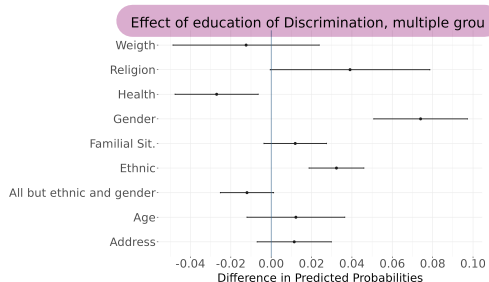
Education and Perceived Gender Discrimination

- ▶ Strong and significant increase in perceived gender discrimination (PGD) for women (H2 ✓)
- ▶ Smaller prevalence and smaller gap between target and non-targets
- ▶ No effect among men (H5 ✗) and very few PGD reports



Other motives

- ▶ Two stark increases only: PED and PGD
- ▶ Almost significant effect in religion and negative effect for health-related discrimination
- ▶ Overall no effect (H3 ✓) but maybe lack of power



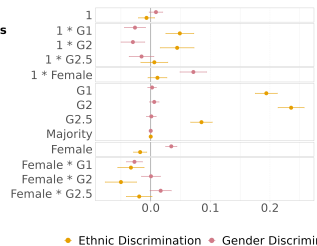
Intersectional Effects: Sex and Migration Status

- ▶ Strong effect of sex for both PGD and PED
- ▶ Interaction effects of University degree \times Sex and Mig. Status display strongly positive effects, mirroring prior results
- ▶ Intersectional effects found in Sex \times Mig. Status

Uni. Degree
Uni. Degree * Mig. Status

Uni. Degree * Sex
Mig. Status

Sex
Sex * Mig. Status



- ▶ Look at the interdependencies between perceptions of ethnic and gender discrimination
- ▶ Preliminary results: appear correlated, but weakly
- ▶ **TBA**

Time variation and mechanisms testing

- ▶ Use the two-wave structure to understand the role of growing awareness over the period on perceptions of discrimination
- ▶ Preliminary results: the effect of education is similar for PED in both waves but stronger for PGD in wave 2 ▶ Ethnic

Row	Contrast	Pred.	p-val
1	TeO1 \times High Edu. \times Female	0.07	***
2	TeO1 \times Low Edu. \times Female	0.02	***
3	TeO2 \times High Edu. \times Female	0.17	***
4	TeO2 \times Low Edu. \times Female	0.06	***
(1-2) = (3-4)		-0.7	*

Table: Survey effect in PGD

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Conclusion

Commonalities:

- ▶ Non target display no relationship
- ▶ Strong effect of education
- ▶ Some intersectional effects

Differences:

- ▶ Time trend ?
- ▶ Potential difference in the impact of education
- ▶ Difference in levels

Is it useful to study perceived discrimination this way?

- ▶ Education seems to not have an effect on non-targets: should we include them further?
- ▶ Intersectional effects to study and fully uncover
- ▶ Different motives, can we generalize conclusions? Results hint at different mechanisms but general trends are similar

Thank You for Your Attention!

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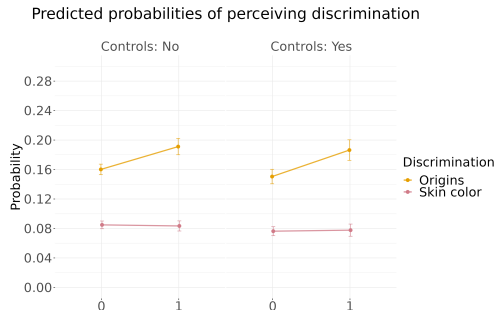
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Looking at skin color and origin grounds

- ▶ Very different trends
- ▶ Strong effect of education for "Origins" ground but no effect for "Skin color"
- ▶ Goes against some priori literature [7]
- ▶ May be connected to the general rejection of race in the French context

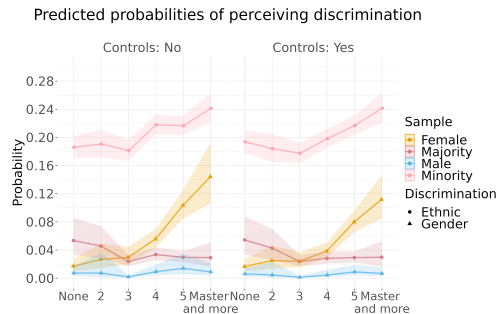
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Looking at other operationalizations for education

- ▶ Education = Categorical Variable with 6 levels
- ▶ For both Ethnic and Gender based

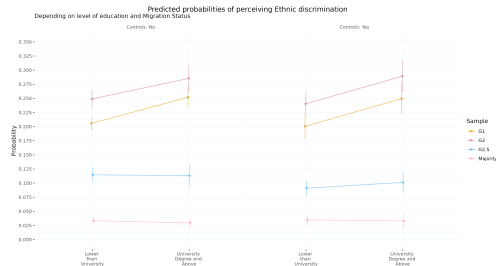
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Distinguishing between Migration Background

- Is the impact of education significant for all migration background?
- G1 and G2 very similar
- No effect for G2.5!

► Go back



Time variation: ethnic discrimination

Row	Contrast	Pred.	p-val
1	TeO1 × High Edu. × Minority	0.20	***
2	TeO1 × Low Edu. × Minority	0.16	***
3	TeO2 × High Edu. × Minority	0.22	***
4	TeO2 × Low Edu. × Minority	0.17	***
(1-2) = (3-4)		-0.01	0.6

See results for gender-based discrimination

► Gender