

Meritocracy and Globalisation: Slovenia

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Semantic aspects

- meritocratic discourses and ideologies
- Legitimising:
 - status quo
 - struggling for more equal opportunities;
- Slovenian case:
 - Support for both meritocracy and equality
 - Perception of inequalities as injustices
 - Distrust in the elites

Structural aspects

- **Social positions and social mobilities of individuals:** being able to be socially mobile to the positions based on their own individual "merits"
- **Logics of functional subsystems:** being able to be reward individuals based on their own individual "merits"

Meritocracy and globalisation

- Is globalization encouraging meritocracy?
- Global flows towards meritocracy, local islands of elite reproduction???
- Transnational social fields/spaces may still lack strong mechanisms of social reproduction and may thus be more likely to be more meritocratic
- However: The opportunities to reach such spaces are not necessarily meritocratic – because these may still depend on the local embeddedness

Meritocracy, positions and mobility of individuals in Slovenia

- **Selected empirical cases:**
 - **Social stratification and mobility**
 - **Cultural and social capital in education and career: continuing significance**
 - **A link to globalisation: Erasmus mobility programmes and the research results: transnational opportunities and structural limitations for meritocracy**

Social stratification and mobility

	Slovenia (2006)		Germany (1999)		Italy (1997)		Poland (1994)		Hungary (2000)	
	M	W	M	W	M	W	M	W	M	W
TVM	76.5	81.9	46.0	48.8	49.7	53.7	52.0	57.0	50.3	57.3
TU	54.5	67.8	32.0	32.5	37.7	34.6	37.0	44.0	33.2	40.1
TD	22.0	14.1	14.0	15.9	12.0	19.1	15.0	13.0	17.1	17.2

Note: Data for Germany were taken from Müller and Pollak (2005), for Poland from Mach (2005), for Italy from Pisati and Schizzerotto, (2005), and for Hungary from Robert and Bukodi, (2005).

Eva Jereb, Marko Ferjan (2008): research results using the modified Goldthorpe's class model indicate high levels of mobility

Table 10. Percentage of individuals remaining in the origin class

Class inheritance	Poland 1994		Germany 1990		Slovenia 2006		
	Man	Women	Man	Women	Total (n=1980)	Man (n=937)	Women (n=1043)
I + II	60.0	48.6	63	59	39.8	41.1	38.3
IIIa + IIIb	3.7	48.6	13	48	74.5	60.0	76.7
IVa + IVb	22.8	8.5	18	15	12.7	12.5	12.8
IVc	32.0	27.4	27	10	24.1	27.1	13.1
V + VI	42.1	27.4	50	10	16.7	22.7	15.2
VIIa,b	43	21.3	21	24	6.4	2.8	6.0

Note: Data for Poland were taken from Mach (2005) and for Germany from Müller and Pollak (2005).

Cultural and social capital: family background

- Sergej Flere and Miran Lavrič (2005) demonstrate the persistence of significant impact of parents' social statuses to the achieved educational levels for the period from 1961 to 2002.
- Ferjan, Marko, Eva Jereb and Olga Šušteršič (2008): re-confirmed the impact of the parents' class to their children's educational performance. Even the decrease of this impact during the recent decades has been mostly a result of the almost universal secondary education and the enormous increase in enrolment in the tertiary education.

Erasmus – international mobility

- **The Erasmus Impact Study:** 62% of the non-mobile students are from a non-academic family background, while this applied to 46% of Erasmus students
- Experienced effects in terms of
 - greater maturity and personal enrichment
 - Teamwork skills
 - self-confidence and resilience
 - communication skills, language and presentation skills,
 - interpersonal and intercultural competences,
 - problem-solving skills,
 - planning and organisation skills,
 - critical thinking, openness, creativity,
 - cultural and ethnic tolerance,
 - self-understanding, better understanding of others,
 - responsibility and adaptability

Some info for Slovenia

- Milena Bevc in Marko Ogorevc (2013): for students between 2005 and 2011
- Most respondents from wealthier families or having most educated parents: 65 % had at least one parent with tertiary education (more than 3 times above the average for the corresponding generation)
- 74% at least some previous experience with international environment (relatives abroad, previous exchanges, participated at conferences abroad, previously lived abroad)

Qualitative and quantitative research on Erasmus

- Part of research on reflexivity
- Published in:
 - GOLOB, Tea (2017). Evropska študijska mobilnost kot sodobni obred prehoda (European study mobility as a contemporary rite of passage). *Glasnik Slovenskega etnološkega društva*, vol. 57, no. 3/4, pp. 75-84.
 - GOLOB, Tea, MAKAROVIČ, Matej (2018). Student mobility and transnational social ties as factors of reflexivity. *Social sciences*, vol. 7, no. 3, pp. 1-18
 - GOLOB, Tea, MAKAROVIČ, Matej (2019). Reflexivity and structural positions: the effects of generation, gender and education. *Social sciences*, vol. 8, no. 9, pp. 1-23

Qualitative research: mobile vs. non-mobile students

- 50 semi-structured interviews (mobile + non-mobile students)
- Sampling: snowballing, self-selection, selected regions
- Informed consent
- Open coding, axis coding

A graphical overview of results

Participating in transnational social spheres

Narratives distancing themselves from the semantics of the national political, economic and cultural imaginaries

Social structural and semantic contextuality

Mobility aspirations and experiences

Personal 'biography', aspirations, goals
Attitudes towards the Slovenian state
Attitudes towards the EU and globalisation
Relation to the past

Limited to the national social environment



more reflexive

Identities
Values
Risk perceptions
Contextual adaptation in terms of individualisation processes

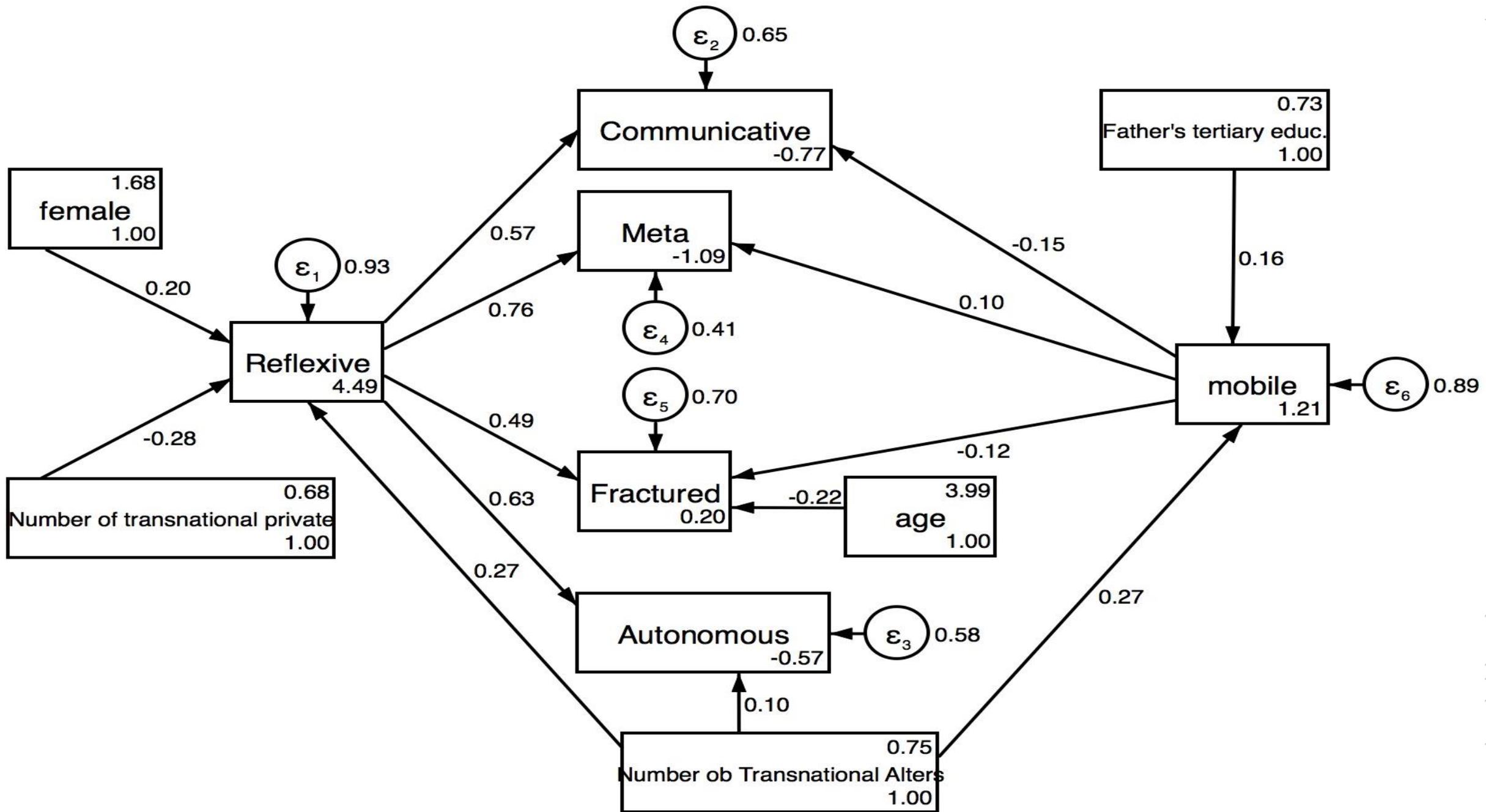
Comparison between mobile and non-mobile students placed on the reflexive/less reflexive continuum

less reflexive

Narratives replicating the semantics of the national political, economic and cultural imaginaries

Quantitative
research: mobile
vs. non-mobile
students

- Survey questionnaire on transnational social networks and reflexivity administered on-line among:
 - students of the Slovenian academic institutions (mobile + non-mobile);
 - University of Hawai'i at Manoa;
 - American University of Beirut
- Egos included: $n_{\text{EGO}} = 189$;
- Alters identified by these egos: $n_{\text{ALTER}} = 2096$



The case of academic sphere

- Ways of evaluating scientific achievements: objectivity, measures, criteria, quantitative vs. qualitative indicators and their manipulation
- Employment and promotion in an academic institution and beyond
- The role of public funding; “publish or perish”
- The role of interest association membership in the academic sphere and beyond, centre-periphery relation, University of Ljubljana vs. the rest, including private institutions
- Public funding and political embeddedness of the researchers
- Science and general public: appearance of researchers in the media; public events, media recognition and public recognition
- Science and politics: media invitations to provide political comments