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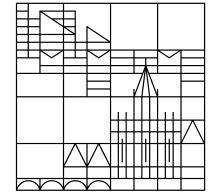
Analyzing the Ukrainian Case: Meritocratic Logic and Vocational Teacher Education

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Analyzing the Ukrainian Case: Meritocratic Logic and Vocational Teacher Education

Vera Braun

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Introduction and problem

- Economic situation in Ukraine is tense, inter alia because of the political situation and the impact of the financial crisis
- Surplus of academics, lack of blue collar workers, huge “skills gap“
- Low labour productivity
- **Relevance of vocational education and vocational teacher education concerning quality and attractiveness**



Introduction and problem



The twofold problem of low reputation of vocational teacher education in Ukraine

- Marginalization of VET outside HEIs towards general resp. academic education (e. g. share of academics 75-80 %; small proportion of public spending for VET)
- Low societal reputation of the teacher profession (e. g. small number of graduates entitled to teach at vocational schools and colleges decides upon the disesteemed teacher profession)



Introduction and problem



The twofold problem of low reputation of vocational teacher education in Ukraine

➤ Presumed reasoning:

- Low quality of VET (outdated equipment and teaching methods)
- Vocational teacher education suffers of a lack of teaching practice oriented courses while a huge share of general subjects is being taught (students do not feel well-prepared)
- Low wages of teachers
- **Societal structures and personal attitudes are characterized by the meritocratic logic leading to a substantial disregard of VET and vocational teacher education**





Theoretical Background



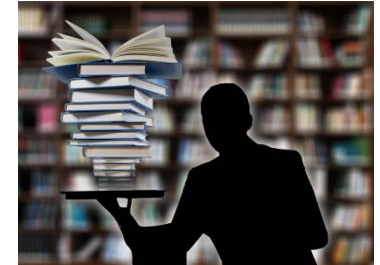
Meritocracy

- Forming of elites/legitimation of social inequality based on the principle of merit
- Allocation of rare societal positions to those who perform best in favor of optimum cast of positions
- Application of the principle of merit in order to guarantee equal opportunities
- Proof of performance by certificates of the education system
- Performance mostly defined as IQ/mental capacity + effort

(Ott 2015, Billett 2013, Geißler 2012, Hadjar 2008, Solga 2005, Goldthorpe 1996, Lutz 1986)



Theoretical Background



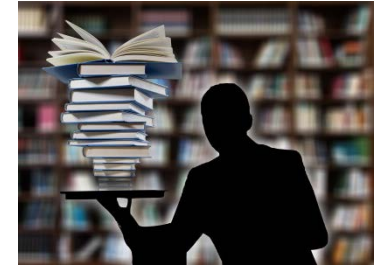
Meritocracy and (vocational) education

- Educational system characterized by high selectivity
 - Educational system oriented at formal educational attainments
 - Vertical classification of professions, VET professions at the bottom
 - Educational expansion at the expense of VET
 - General knowledge and education count as superior to VET
 - Curricula characterized by contents of general knowledge and lack of practical orientation
 - State support of academic education and neglect of VET
- **No systematic analysis of the link between VET and meritocracy by now**

(Ott 2015, Billett 2013, Geißler 2012, Hadjar 2008, Solga 2005, Goldthorpe 1996, Lutz 1986)



Theoretical Background



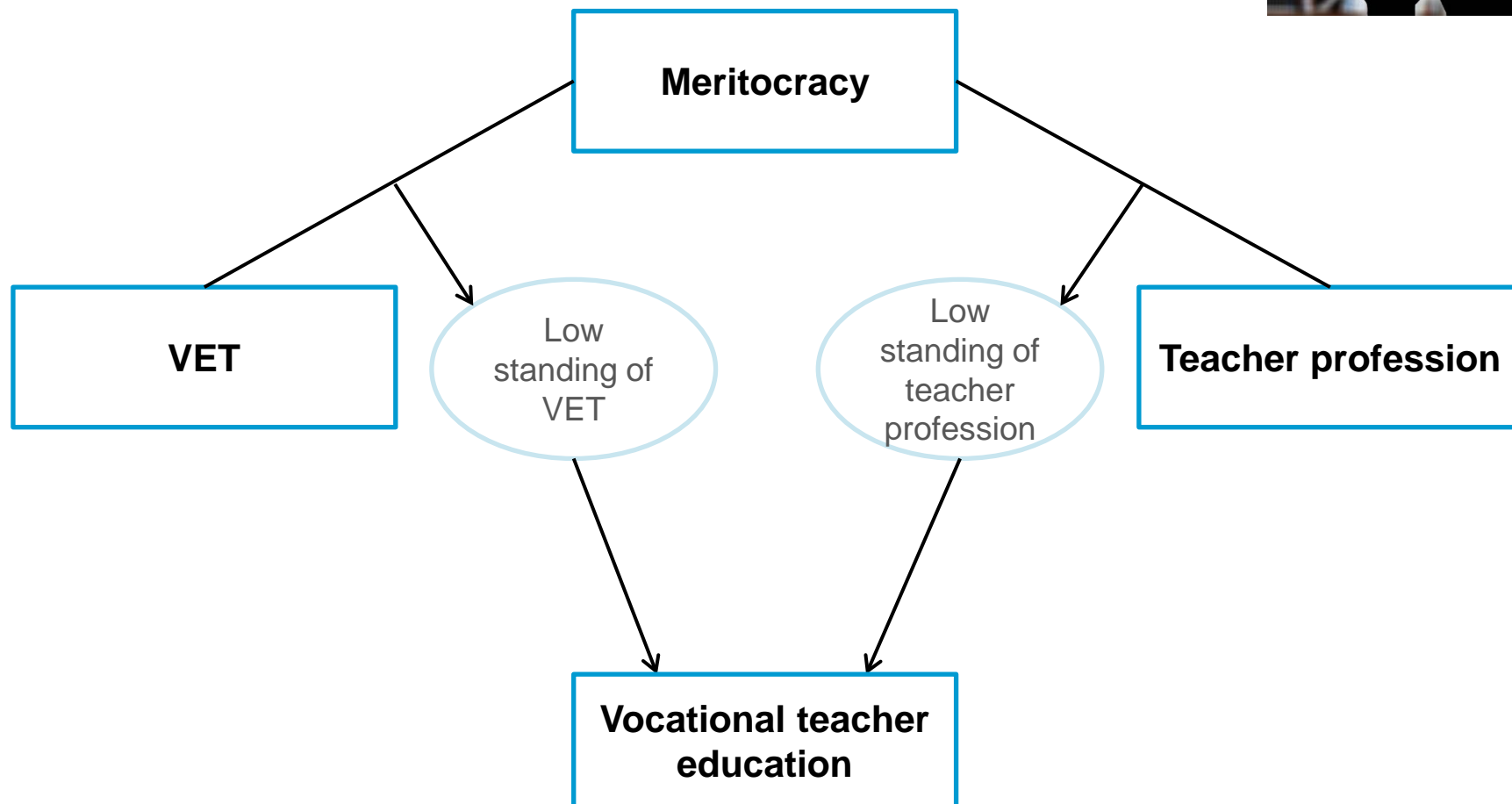
Meritocracy and (vocational) teacher education (assumptions)

- The range of the teacher profession is beneath other academic professions, if one categorizes it as a semi-profession (as usually done)
 - Attractiveness of vocational teacher profession within the teaching profession not existent as long as vocational education is considered as inferior education
 - Quality of study courses of vocational teacher education and as a consequence of lessons in VET schools and colleges suffers
- **The link between VET and meritocracy has an impact on vocational teacher education and its standing**
- **The link between meritocracy and the teacher profession itself has an impact on vocational teacher education and its standing**

(Ott 2015, Billett 2013, Geißler 2012, Hadjar 2008, Solga 2005, Goldthorpe 1996, Lutz 1986)



Theoretical Background





Formulation of a Question



Does the meritocratic logic account for the twofold problem of low reputation of vocational teacher education in Ukraine?

1 Is the low esteem of VET a characteristic of the ideal-typical meritocratic society?

2 Is the low esteem of vocational teacher education a characteristic of the ideal-typical meritocratic society?

3 To what extent does the real type of the Ukrainian society correspond to the meritocratic ideal type?

IN GENERAL

UKRAINE



Approaches and Method



1 Is the low esteem of VET a characteristic of the ideal-typical meritocratic society?

2 Is the low esteem of vocational teacher education a characteristic of the ideal-typical meritocratic society?

IN GENERAL

Construction of an ideal-typical meritocracy

Ideal type (Weber)

- Systems Theoretical approach (Parsons, Luhmann)
- Functionalist Stratification Theory (Davis/Moore)
- Theory of Social Practice in link with education (Bourdieu/Passeron)
- Theory of Societal Effects (Maurice, Lutz)
- Theory of Profession
- Theory of Self-Esteem



Approaches and Method



3 To what extent does the real type of the Ukrainian society correspond to the meritocratic ideal type?

UKRAINE

Comparing the real-typical Ukrainian case with the ideal-typical meritocratic society

⇒ Literature and document analysis

⇒ Expert interviews with experts of the Ukrainian systems of education, economy and policy

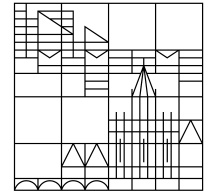


Expected results

- The low esteem of VET is a characteristic of the ideal-typical meritocratic society.
- The low esteem of vocational teacher education is a characteristic of the ideal-typical meritocratic society.
- There are some major issues in which the Ukrainian real type comes close to the ideal type of a meritocratic society, even though there are some deviations.
- The orientation towards the meritocratic logic is closely linked with the twofold problem of low reputation of vocational teacher education in Ukraine.



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Thanks
For your
Attention!

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