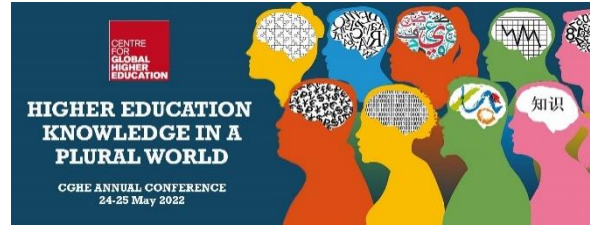


CGHE Annual Conference 24-25 May 2022: Session details



Local and global public good of higher education: A 10 nation study

25 May 2022, 3.10-4.10pm (UK)

Chair: Tristan McCowan

Speakers: Simon Marginson and Elisa Brewis

In this project we are investigating the role of universities in contributing to the 'public good', and developing 'public goods', by comparing how that role is understood in ten different national jurisdictions: UK, France, Finland, Poland, China, Japan, South Korea, Chile, Canada and the United States. Data has been collected from university and government interviewees in all of these countries except the United States, where the research has been delayed by the pandemic. We also have parallel data from an earlier set of interviews in Australia and Russia, enabling comparability in some domains across 12 countries. National summaries have been prepared for China, Japan, Poland, Chile and France and are currently being prepared for the other countries. Cross-project data analysis so far has demonstrated that there are considerable differences between countries in concepts and understandings. In Anglo-American countries the Paul Samuelson public/private distinction in economics, in which the two kinds of 'goods' are mutually exclusive, frames mainstream thinking about the nature and limits of the public role and character of higher education. Broader inclusive notions of the normative public good, and of an inclusive relational public (as in 'public opinion') are also widely used and have different implications for educational provision and financing to the Samuelson notion. The project has developed a detailed comparison of approaches in China and Anglo-America, including lexical similarities and differences in key terms, and is in the process of extending this type of comparison to other cases. Ultimately all cases will be drawn together, with the aim of developing concepts and where possible, measures, of the public good role of higher education, that can work effectively across all jurisdictions while maximising the extent of inclusion.

Simon Marginson will outline the project as a whole. **Elisa Brewis** will present data from the case of Finland. Using a lexical comparison of English and Finnish terms for public, private and common good, she will show how these terms are either difficult to translate or even irrelevant to higher education policymaking in Finland. She will explain why the private good is not seen in conflict with the public good, but rather is understood as one of many benefits nested under the general public good. In sum, three main factors have contributed to a strong public good role of higher education in Finland: the welfare state model; the tendency for political pluralism (coalition governments); and the role of education as a mobiliser of social equity that dates to the pre-independence era.

Simon Marginson is Professor of Higher Education at the University of Oxford, Director of the ESRC/RE Centre for Global Higher Education (CGHE), Joint Editor-in-Chief of Higher

Education, and a Professorial Associate with the University of Melbourne. Simon's research is focused primarily on global and international higher education, the global science system, higher education in East Asia, the contributions of higher education and higher education as a public good, and higher education and social inequality. At Oxford he team teaches in the MSc Education pathway on Higher Education. Current books are Changing Higher Education in India (edited with Saumen Chattopadhyay and NV Varghese), and Changing Higher Education in East Asia (edited with Xin Xu), both published by Bloomsbury.

Elisa Brewis is a Research Associate at the Centre for Global Higher Education (CGHE). She is currently working on Project 8 'Local and global public good of higher education: A 10 nation study'. She completed her doctorate at the UCL Institute of Education on the topic of accountability of teaching quality and fair access in Indonesian higher education. Prior to joining CGHE, she worked as a policy consultant, working for organisations such as the British Council, the OECD and the German Academic Exchange Services on studies of teaching quality and professional development in higher education. Her primary research interest lies in higher education pedagogy and education for social justice. She also has an interest in multilingual education and non-Western philosophies of education, stemming from her background as an English and Indonesian studies teacher.