

# COMPARISON BETWEEN EIGHT COUNTRIES AND TRANSPOSITIONAL ANALYSIS

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# NATIONAL STUDIES OF HIGHER EDUCATION AND PUBLIC GOOD I

	Canada	Chile	China	England	Finland	France	Japan	Poland
<b>'Public' as state sector</b>	Yes	Mostly yes, divided	Yes	Yes	Yes	Yes	Yes	Yes
<b>'Public good' as universal beneficence, welfare</b>	Yes, but not in policy	Yes	Yes	Yes, but not in policy	Yes	Idea of public interest	Idea of public interest	Yes
<b>'Common good', a more bottom up good</b>	Not discussed	Yes	Yes, strongly felt	Not discussed	Public akin to common	Yes	Not discussed	Yes, strongly felt
<b>Equitable social access as a public good</b>	Yes	Yes	Yes	Yes, doubts on mobility	Yes	Yes	Yes	Doubts on massification
<b>Enlightened graduates as a public good*</b>	Yes	Yes	Yes	Yes	Yes	Not discussed	Yes	Not discussed

\* Canada, Chile, England and Finland emphasise critically minded graduates and their contribution to a thinking citizenry

# NATIONAL STUDIES OF HIGHER EDUCATION AND PUBLIC GOOD 2

	Canada	Chile	China	England	Finland	France	Japan	Poland
<b>'Public' in economic public/private dualism</b>	Strong in policy, some agree	Divided, sharp critique	Not in policy, sharp critique	Strong in policy, sharp critique	Not in policy, sharp critique	Policy effects, sharp critique	Some agree	Many agree
<b>State/university relations in public goods</b>	Limited neo-liberal state	Cordoba narrative*	Close articulation	Limited neo-liberal state	Sivistys narrative*	Republican narrative*	Sinic state, neo-liberalism	Partly decoupled
<b>Role of higher education in generating public goods</b>	Broad, multiple roles	Broad, multiple roles	Broad, multiple roles	Broad, multiple roles	Broad, multiple roles	Broad, multiple roles	Broad, multiple roles	Broad, multiple roles
<b>Financing of education as public goods</b>	Part state funding	Part state funding	Largely state funding	Largely student funding	State funding**	Largely state funding**	Part state funding	Part state funding
<b>Global public/common goods in education</b>	Primarily research	Research, ecology	Developed approach	Primarily research	Primarily research	Primarily research	Developed approach	Not very engaged

\* Narratives of the national role of higher education in Finland, France and (especially) Chile are compromised by neoliberal policies

\*\* International students are required to pay full cost tuition fees. In France domestic students pay low fees and in Finland pay no fees

# Summary of public good role across the eight higher education systems

<b>'Public' as state sector</b>	Normal to all countries/systems in the study
<b>'Public good' as universal beneficence, welfare</b>	Concepts of public good or public interest in all countries, less well defined in Canada and England than elsewhere
<b>'Common good', another kind of universal good</b>	A more bottom up notion than public good, made explicit five countries and strongly felt among interviewees in China and Poland
<b>Equitable social access as a public good</b>	Important public good in all countries
<b>Enlightened graduates as a public good</b>	Understood as a public good in Canada, Chile, China, England, Finland and Japan: Canada, Chile, England and Finland emphasise critically-minded graduates
<b>'Public' in economic public/private dualism</b>	This economic idea dominates or influences policy in all countries; it was sharply critiqued by interviewees in Chile, China, England, Finland and France
<b>State/university relations in public goods</b>	The state/university configuration varies by state (i.e. by history and political culture) in each country: Distinctive narratives in Chile, Finland, France
<b>Public goods generated in higher education</b>	Interviewees in all countries identify multiple and heterogeneous public goods in and through higher education
<b>Financing of education as public goods</b>	Countries vary from full public funding to near full student funding (students paying for public goods as well as private goods)
<b>Global public/common goods in higher education</b>	Research is mentioned in all systems, but the global domain is poorly understood,

# OUTCOME OF THE TRANSPOSITIONAL ANALYSIS

In all countries in the study higher education contributes to the public good of national societies, under the auspices of the state. In most it is seen also to contribute to the common good of societies and communities. It generates multiple public goods: the contributions to equitable social opportunity, and to collective knowledge through research and student learning, are part of all systems. It also contributes to global common good through research.

The public good role of higher education is not fully comprehended in state policies in all countries. Samuelson's economic notion of a zero-sum dualism of public and private goods in higher education is highly misleading. Private and public goods in higher education are interdependent, and Samuelson's notion permits only a narrow range of public goods in higher education. It is a formula for maximising capital accumulation by minimising public goods. However, that formula closely shapes higher education policy and funding in some countries and has varied policy traction in all systems. A generic worldwide understanding of public good in higher education is possible only if the public/private dualism in economics is set aside.