

VII International Summer School on Higher Education Research
Higher School of Economics, 31 May- 6 June 2019, St Petersburg

Contributions of Higher Education (CHE)

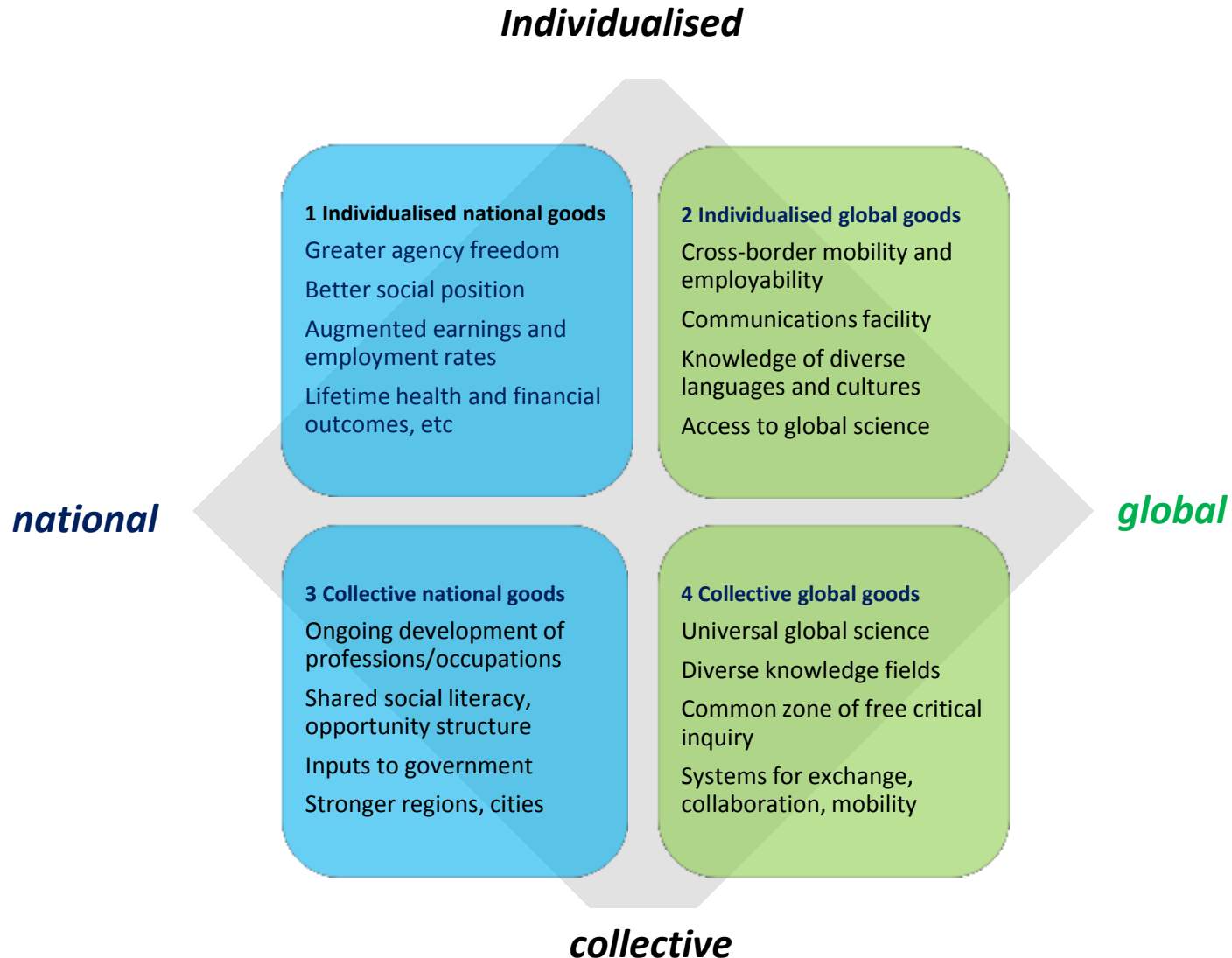
Simon Marginson, Anna Smolentseva, Pedro Teixeira, Jussi Valimaa

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Q. What are the main contributions
of higher education?

Mapping the contributions of higher education: Individualised and collective



1. Individualised national-local goods

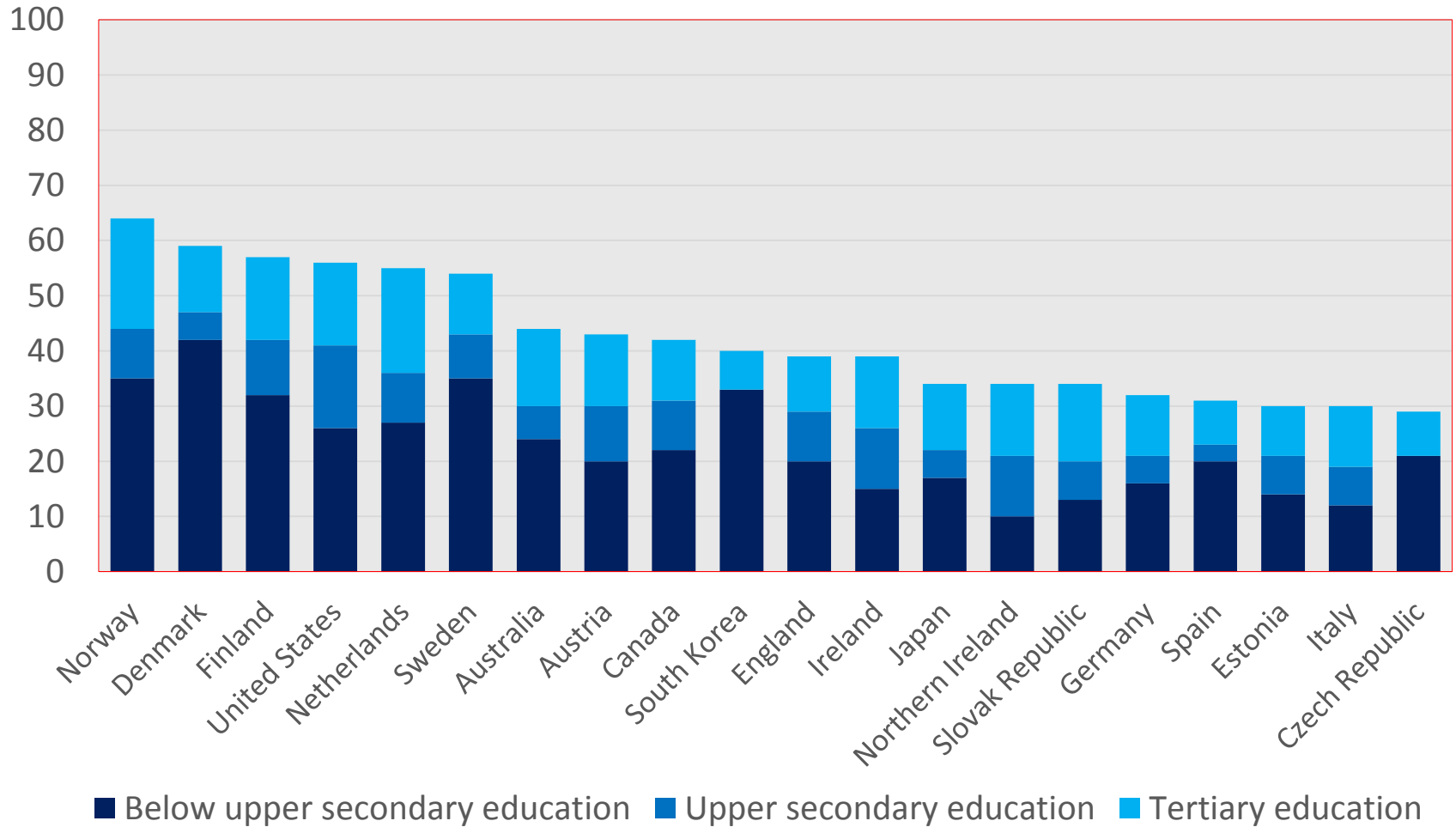
goods of self-formation, many affecting social relations
[**bold = measurable**]

- Greater agency freedom, the capacity for confident autonomous action
- Negotiation of states, markets, institutions
- **Augmented earnings and employment rates**
- **Better social position**
- **Lifetime health outcomes**
- **Personal financial management**
- Augmented social-relational capabilities – **capacity to communicate, use technology, understand and tolerate cultural difference, trust other people**
- Augmented **political participation**

- Walter McMahon, Higher Learning, Greater Good (2009); OECD, Education at a Glance (various); etc

Level of education and political connectedness

Q. 'Do you believe you have a say in government?' % 'Yes' (OECD 2014)



2. Individualised global goods

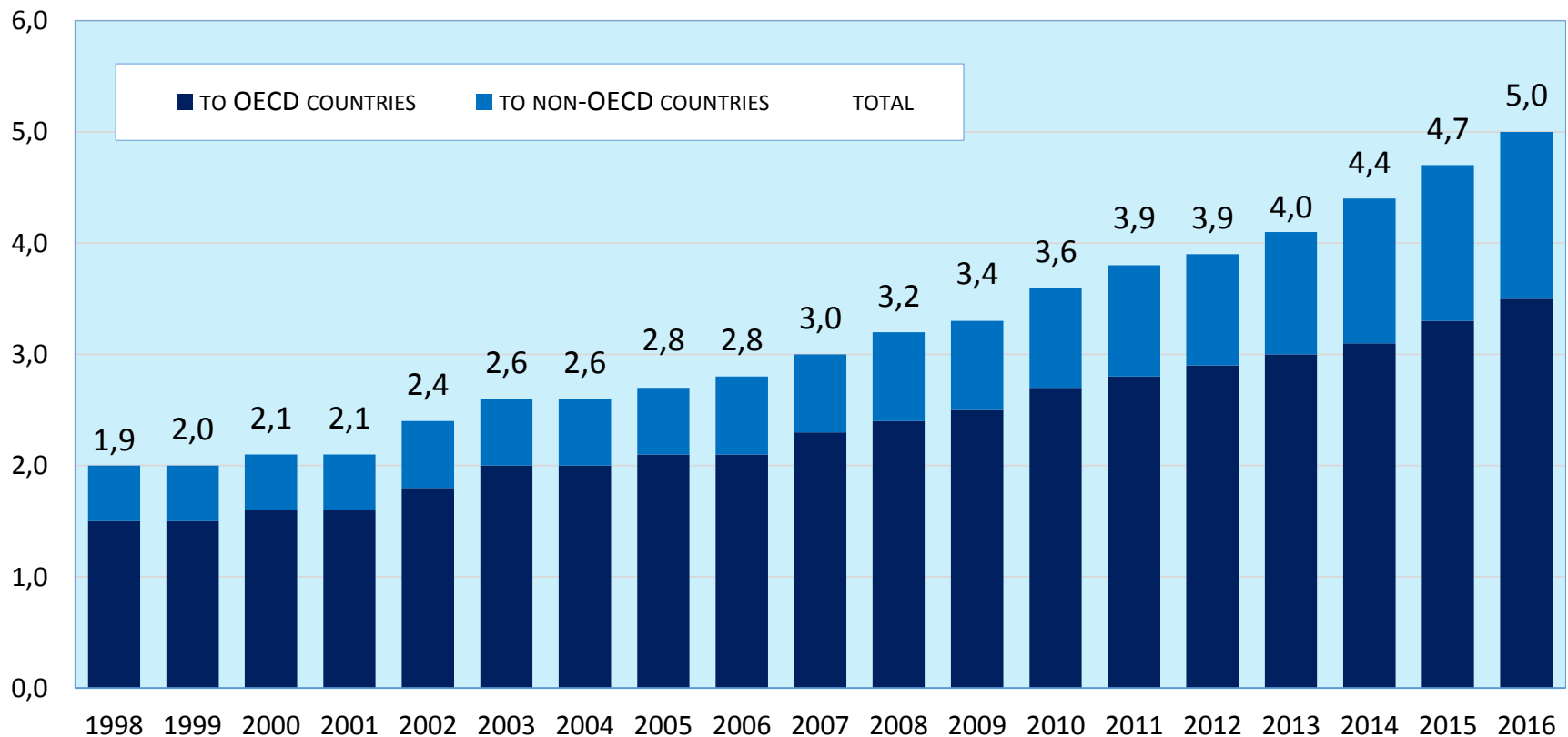
Goods of self-formation in global society (global systems and cross-border mobility)

- Greater agency freedom, the capacity for confident autonomous action, in global society
- **Capacity for cross-border mobility**
- Negotiation of unfamiliar sites and institutions
- **Global employability and augmented earnings**
- **Facility in cross-border communications and cooperation**
- **Knowledge of diverse languages and cultures**
- **Other global competences including understanding, tolerance and negotiation of cultural difference**
- Access to global science and other knowledges

- OECD, Perspectives on Global Development 2017: International migration in a shifting world (2016)

Total international/ foreign students in tertiary education, 1998-2016 (millions)

OECD data 2018



3. Collective national-local goods

Goods that are jointly consumed (some of which are jointly produced)
[bold italics = partly measurable, or at least observable]

- Ongoing development of the professions/ occupations as cooperative social activity
- Graduate work as constituting common social benefits (e.g. health care, education)
- **Shared social literacy**
- **Nationally-specific knowledges (e.g. in professional fields such as law)**
- *Higher education as an opportunity structure which [is meant to!] deliver just outcomes*
- *Academic inputs to government policy and regulation*
- *Economic, social and cultural building of localities, cities, regions* [but unequalising]

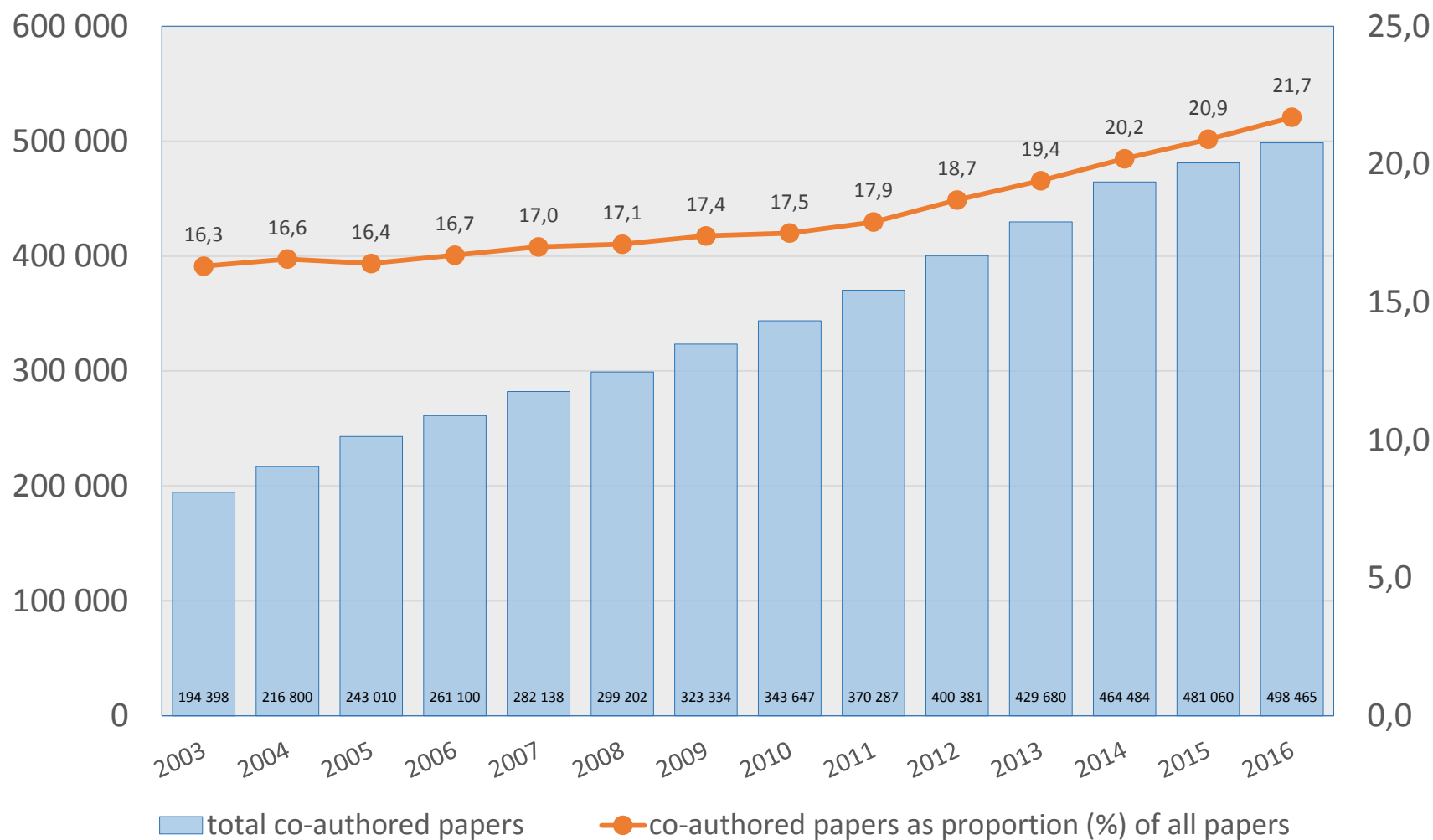
4. Collective global goods

Goods that are jointly consumed (some of which are jointly produced)

- **Global knowledge, in diverse fields especially in science** [but biases, omissions]
- ***Systems of universal global science, including publishing, certification protocols***
- ***Fostering of global cooperation in research including that on common global problems***
- Common global zone of free critical inquiry, sustained by cross-border disciplinary networks
- ***Systems for international collaboration, exchange, mobility between universities*** (recognition protocols, Erasmus, etc)

Extensive data available on research outputs and cooperation patterns

Growth in internationally co-authored science papers, all countries: 2003-2016



NON-INDIVIDUAL BENEFITS ARE HARD TO DEFINE AND MEASURE AND ARE NEGLECTED BY POLICY

“Assessing this wider value is very difficult”

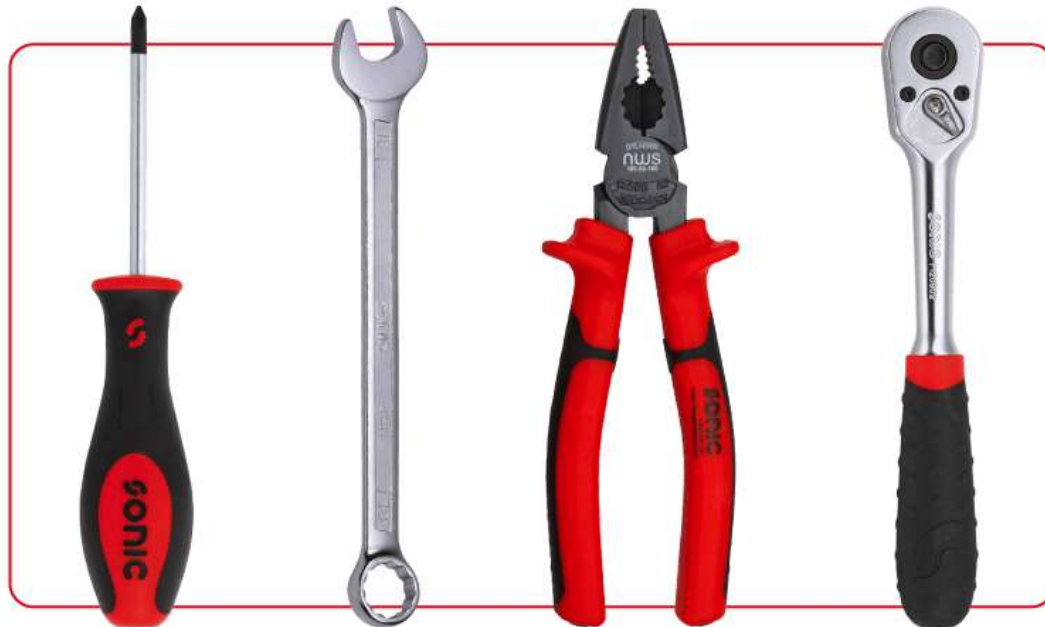
“Value to society

“We have used the available data to consider the economic value for students and the economy of different higher educational routes, for different people. However, we are clear that successful outcomes for both students and society are about more than pay. Higher levels of education are associated with wider participation in politics and civic affairs, and better physical and mental health. We also understand the social value of some lower-earning professions such as nursing and social care, and the cultural value of studying the Arts and Humanities. The earnings data enable us to make economically defined value calculations, not value judgements. Assessing this wider value is very difficult but government should continue to work to ensure that wider considerations are taken into account in its policy and funding decisions.”

- Independent panel report to the Review of Post-18 Education and Funding (Augur report), UK, 30 May 2019, p. 87

Some tools

- Public and private goods
- Common goods



Q. What are 'public goods'?
(definition)

Give examples in higher education

Neo-classical economic definition of 'public' by Paul Samuelson (1954)



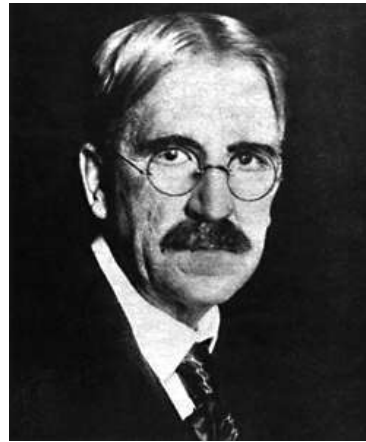
Public goods are non-rivalrous and/or non excludable.
They are under-produced or unproduced in economic markets

Economic public goods are non-rivalrous and non-excludable

- Goods are non-rivalrous when consumed by any number of people without being depleted, for example knowledge of a mathematical theorem, which sustains its use value everywhere, indefinitely, on the basis of free access
- Goods are non-excludable when benefits cannot be confined to individuals, eg clean air regulation, national defence
- Private goods are neither non-rivalrous nor non-excludable. Private goods can be produced, sold and bought as individualised commodities in economic markets
- *Here the public/private distinction is a distinction between non-market production and market production*

Political (nation-state) definition of 'public'

e.g. by John Dewey (1927)



- Most social transactions/relations are in the private sphere. But some are relational matters of broad 'public' interest, when there are consequences for others not involved in the direct transaction. These matters are public and need to be addressed by politics. This is the basis for the role of the state, and taxation
- *This public/private distinction is a distinction between state and non-state production*

Common goods in and from higher education

- *Common goods* are one kind of collective political public good. These are relational social goods. They are about the qualities of a shared community, e.g. social solidarity, equality, human rights, democratic self-determination, social and geographic mobility (freedom of movement), shared knowledge and conversations
- They can only be produced jointly. Some are experienced by individuals (e.g. human rights) and some by groups (e.g. laws)
- ‘The shared action is intrinsic, as well as instrumental, to the good itself and ... its benefits come in the course of that shared action. Goods of that kind are, therefore, inherently common in their “production” and in their benefits’

– Severine Deneulin and Nicholas Townsend (2007). Public goods, global public goods and the common good. *International journal of Social Economics* 34 (1/2), pp. 19-36

What of global public and common goods?

- ‘Global public goods are goods that have a significant element of non-rivalry and/or non-excludability and made broadly available across populations on a global scale. They affect more than one group of countries, are broadly available within countries, and are inter-generational; that is, they meet needs in the present generation without jeopardizing future generations.’

~ Inge Kaul, I. Grunberg and Marc Stern (Eds.), *Global Public Goods: International cooperation in the 21st century*, New York, Oxford University Press, 1999, pp. 2–3

- ‘Global common good’ is ‘participation of all persons in a diverse and differentiated, yet solidaristic and collaborative, world society’ – Deneulin and Townsend (2007), p. 29

DISCUSSION GROUPS, 10 MINUTES

Q. Name three public goods *or* common goods produced in higher education **that can be measured**

International CHE project

- Identification of key themes by researchers
- Seminar at HSE Moscow October 2019
- Preparation of chapters singly/in groups
- Identification of generic ideas arising from theme chapters
- Preparation of country chapters in light of generic ideas
- Outputs – prepared in preliminary form at conferences
 - Book of theme chapters + country chapters
 - Journal papers in key theme areas

DISCUSSION GROUPS, 5 MINUTES

Q. Design a feasible doctoral project for researching the public or common good contribution of higher education