

The End of Anglo-European domination? Higher education in Vietnam in a multipolar world

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1. The pandemic and higher education
 2. The rise of Asia
 3. Moving forward





1. The pandemic and higher education



Death tolls in Covid-19 pandemic (so far) and World War II

Country	Deaths attributed to Covid-19 up to 02.09.21	Estimated deaths in World War II
United States	638,715	419,400
United Kingdom	132,437	450,900
France	114,210	600,000
China	4,848	15 to 20 million
Vietnam	10,749	1.0 to 2.2 million**
Japan	15,851	2.5 to 3.1 million
Korea	2,284*	0.5 million

* South Korea only

** all 'French Indochina'

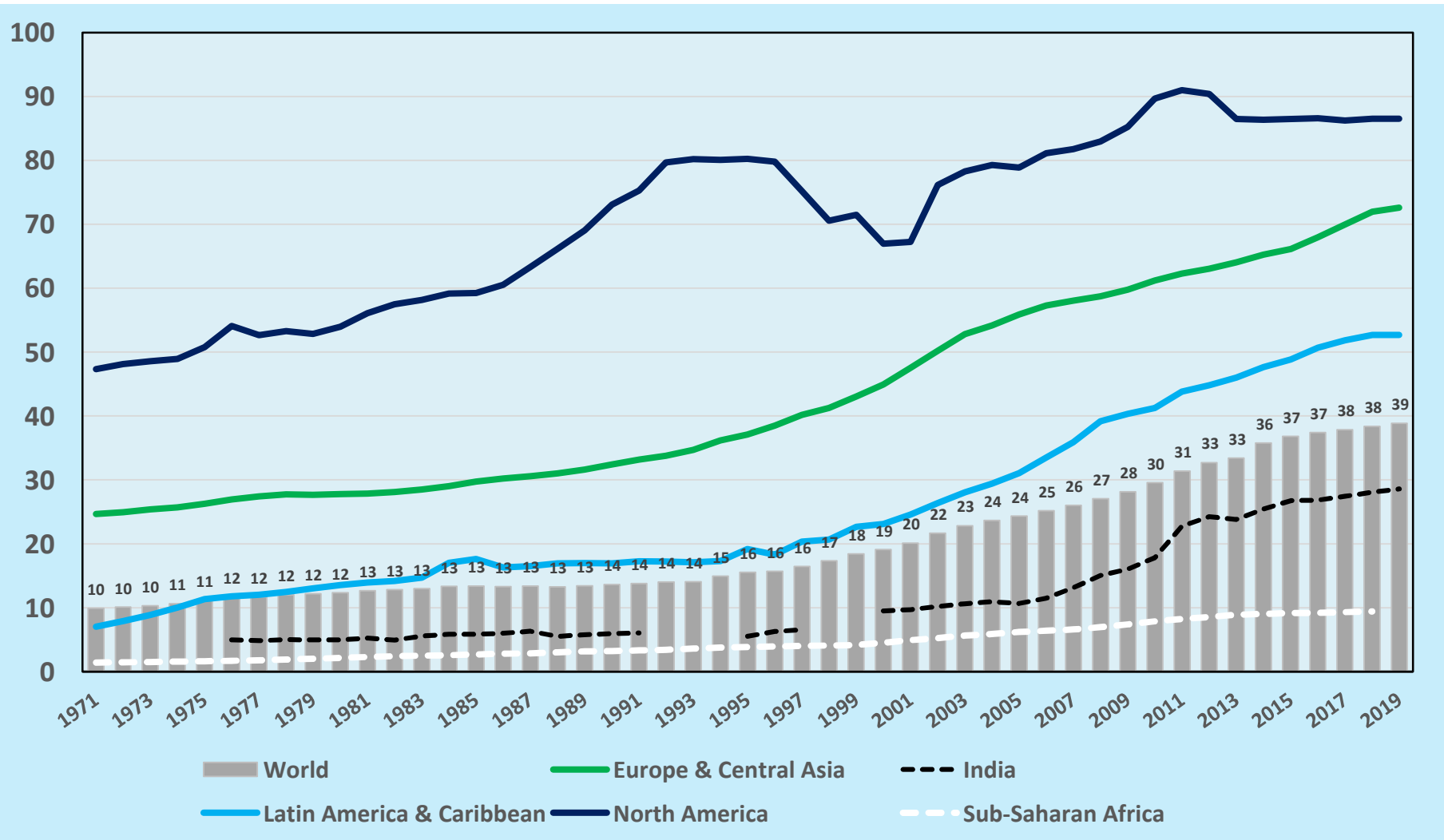
Differential responses to and effects of the pandemic

- United States and UK have had a terrible pandemic – until Biden these governments responded in terms of politics rather than health objectives, and there has been widespread pushback against social discipline/responsibility. High death tolls. In US 2020-21 higher education commencements were down 16% domestic, 43% international.
- In countries with more support for government and collective social responsibility both public health and higher education have been more stable. In Europe it is hard to eradicate the pandemic because borders can't be closed, but social discipline has been good in Nordic countries.
- Overall East Asia (the Chinese civilizational zone) and SE Asia have handled the pandemic best despite the recent crises in Vietnam and Indonesia. Relatively small death tolls across the region. Higher education reopened more quickly than elsewhere after shutdowns though international mobility has been disrupted



The growth of participation in higher education continues during and after the pandemic

World, North America, Europe/Central Asia, Latin America/Caribbean, Sub-Saharan Africa, India: 1971-2019



World regional Gross Tertiary Enrolment Ratios (%) : 1970, 1990, 2010 and 2018

	1970 (%)	1990 (%)	2010 (%)	2018 (%)
World	10.1	13.6	29.4	38.0
Central and Eastern Europe	30.2	34.2	69.1	82.4
North America/ W. Europe	30.6	48.8	76.7	78.7
Latin America and Caribbean	6.9	16.8	40.6	51.8
East Asia and Pacific	3.1	7.4	27.9	45.8
Arab States	6.1	11.3	25.5	33.4
Central Asia	n.a.	25.4	24.9	27.6
South and West Asia	4.3	5.8	21.2	25.8
Sub-Saharan Africa	0.9	3.0	7.5	9.1
Vietnam	n.a.	2.8	22.8	28.6

Vietnam data for 2019 not 2018. n.a. – data unavailable

Research finds that people with tertiary education, on average ...

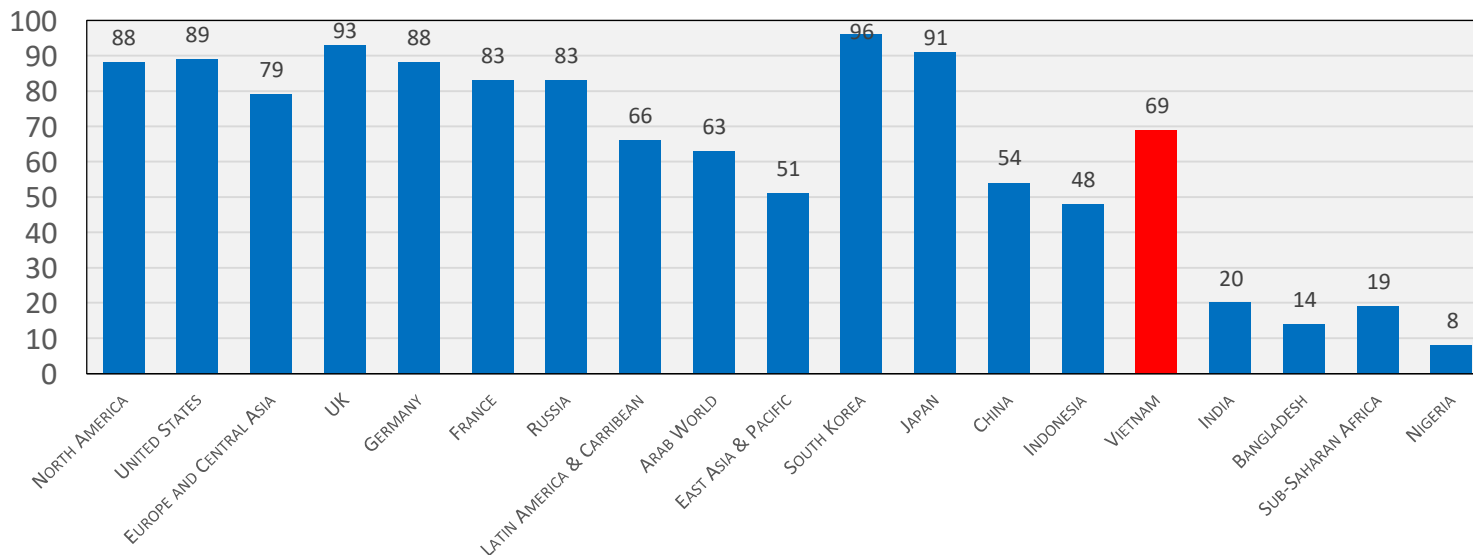
- Have a larger range of employment options
- Are more likely to be in good health, as are their families
- Have more advanced levels of skill in the use of information and communications technology
- Are more geographically mobile, independent of income level (greater personal confidence and agency freedom)
- Report higher levels of inter-personal trust (also = greater personal agency)
- Are more likely to state that they have a say in government (also = greater personal agency)
- Are more positive about migration and cultural diversity



Online education – a solution, *the* solution to financing growth in higher education?

- Pandemic period has led to reassertion of sociability in learning
- Potentials and limitations of MOOCs – but some lasting benefits from evolution of online education during pandemic
- Problems of online education only – **digital divide**

Proportion (%) of population with access to Internet, 2019 or nearest year (Vietnam in red)



2. The rise of Asia

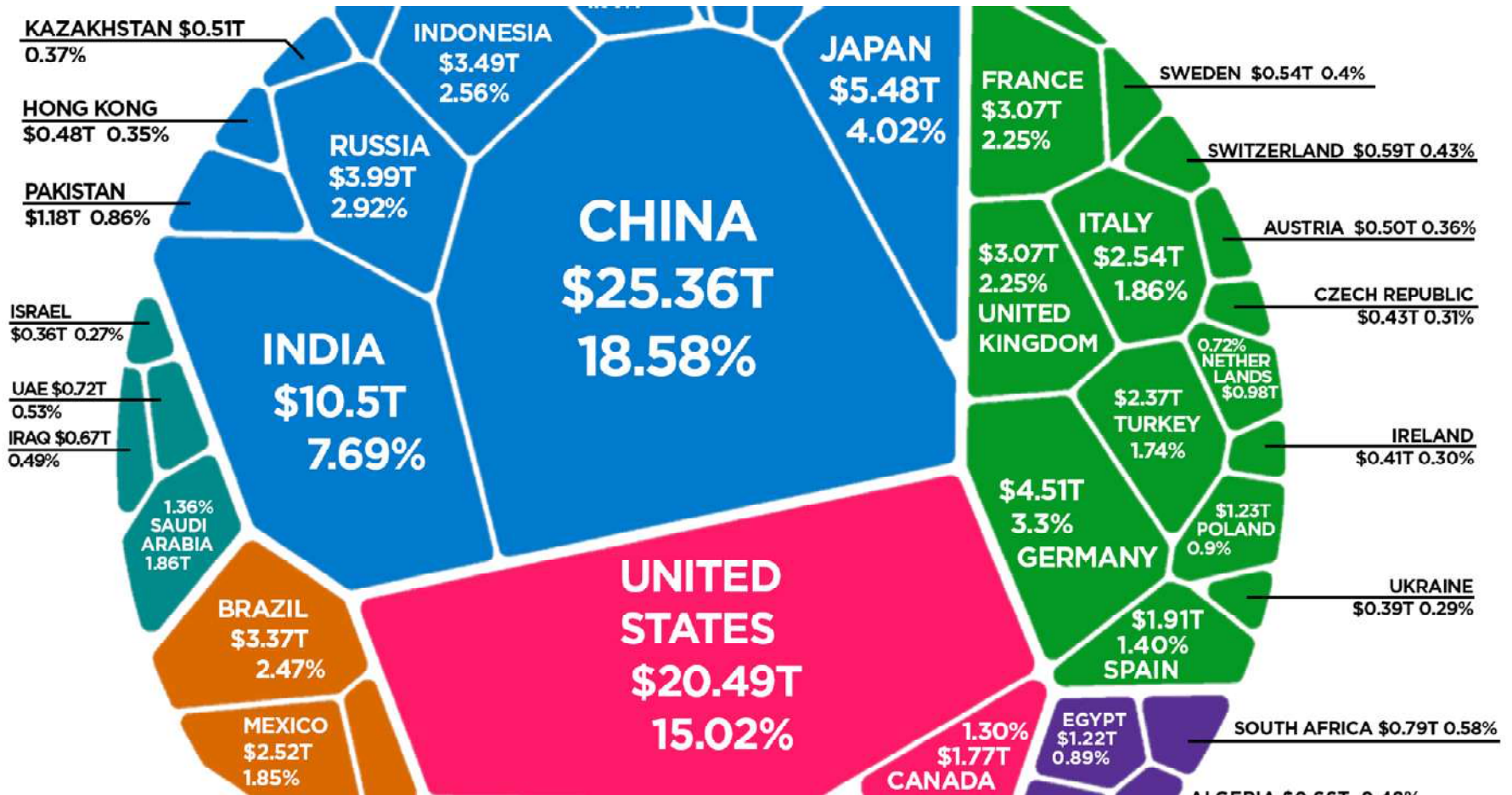
- East Asian PPP GDP exceeds Europe, China is larger than US economy, and total East SE and South Asia will overwhelmingly exceed Anglo-Europe ('the West')
- The East is also rising in higher education and science
- Will Vietnam follow Japan, Korea, Taiwan and China in developing top universities and research?



US decoupling
from China is just
the beginning:
the new Cold
War might run
for decades



But US containment strategy will not change the reality of China's growing economic and political-cultural power



PISA comparison 2018, top ten countries in each discipline

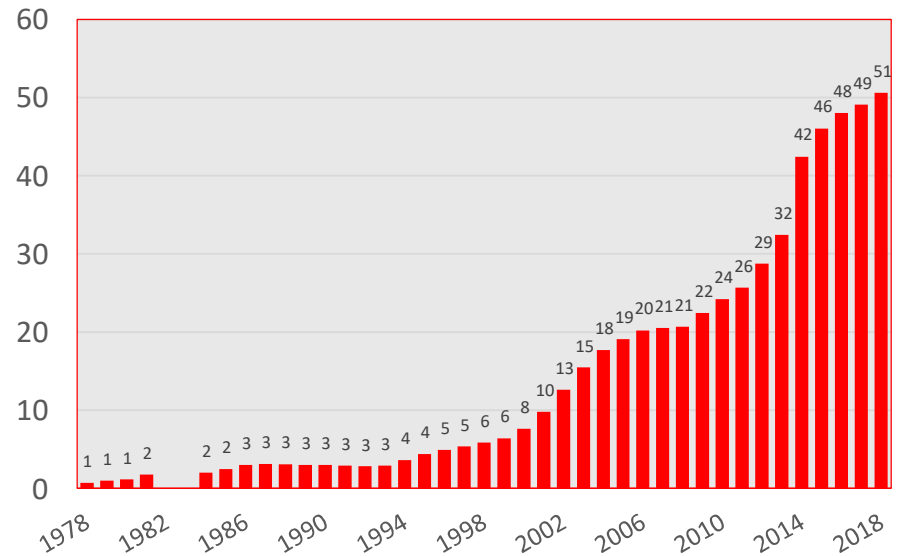
Confucian educational culture is strongest in the world

Mathematics		Science		Reading	
China (four provinces)	591	China (four provinces)	590	China (four provinces)	555
Singapore	569	Singapore	551	Singapore	549
Macau SAR	558	Macau SAR	544	Macau SAR	525
Hong Kong SAR	551	Estonia	530	Hong Kong SAR	524
Taiwan	531	Japan	529	Estonia	523
Japan	527	Finland	522	Canada	520
South Korea	526	South Korea	519	Finland	520
Estonia	523	Canada	518	Ireland	518
Netherlands	519	Hong Kong SAR	517	South Korea	514
Poland	516	Taiwan	516	Poland	512
Switzerland	510	Ireland	511	Sweden	506

Higher education expansion in China

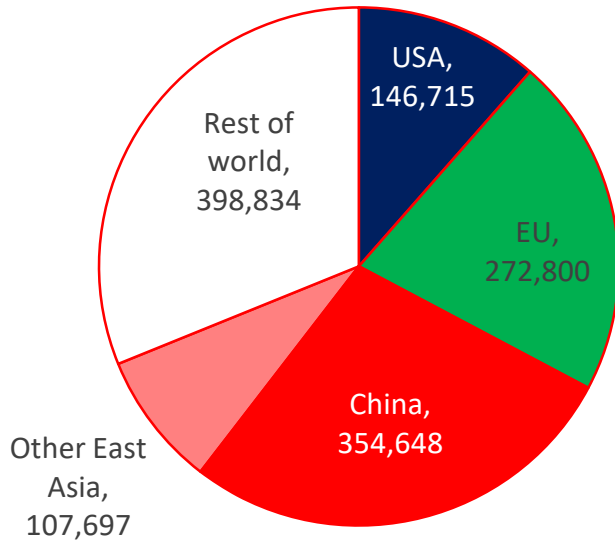
	1998	2018	Comparison
Population	1.247 billion	1.395 billion	1.11 times
Number of universities	1022	2663	2.6 times
Students taking national college entrance exam	3.20 million	9.75 million	3 times
New students enrolled	1.08 million	7.91 million	7 times
Acceptance rate	34%	81%	2.38 times
Students in higher education (total)	4.13 million	28.31 million	7 times

Gross Tertiary Enrolment Ratio China: 1978-2018

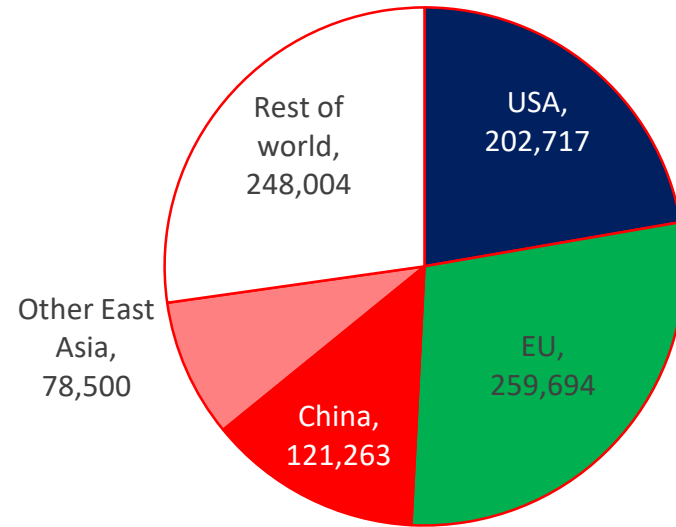


Data source: National Bureau of Statistics of China; Ministry of Education of China.

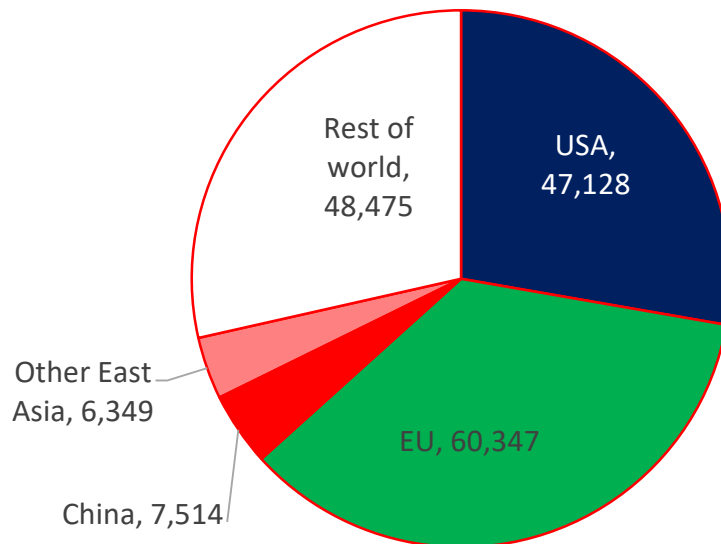
Physical sciences STEM



Biological and Health



Social sciences and Psychology



Total papers, by large discipline cluster, 2018

Top universities in STEM research

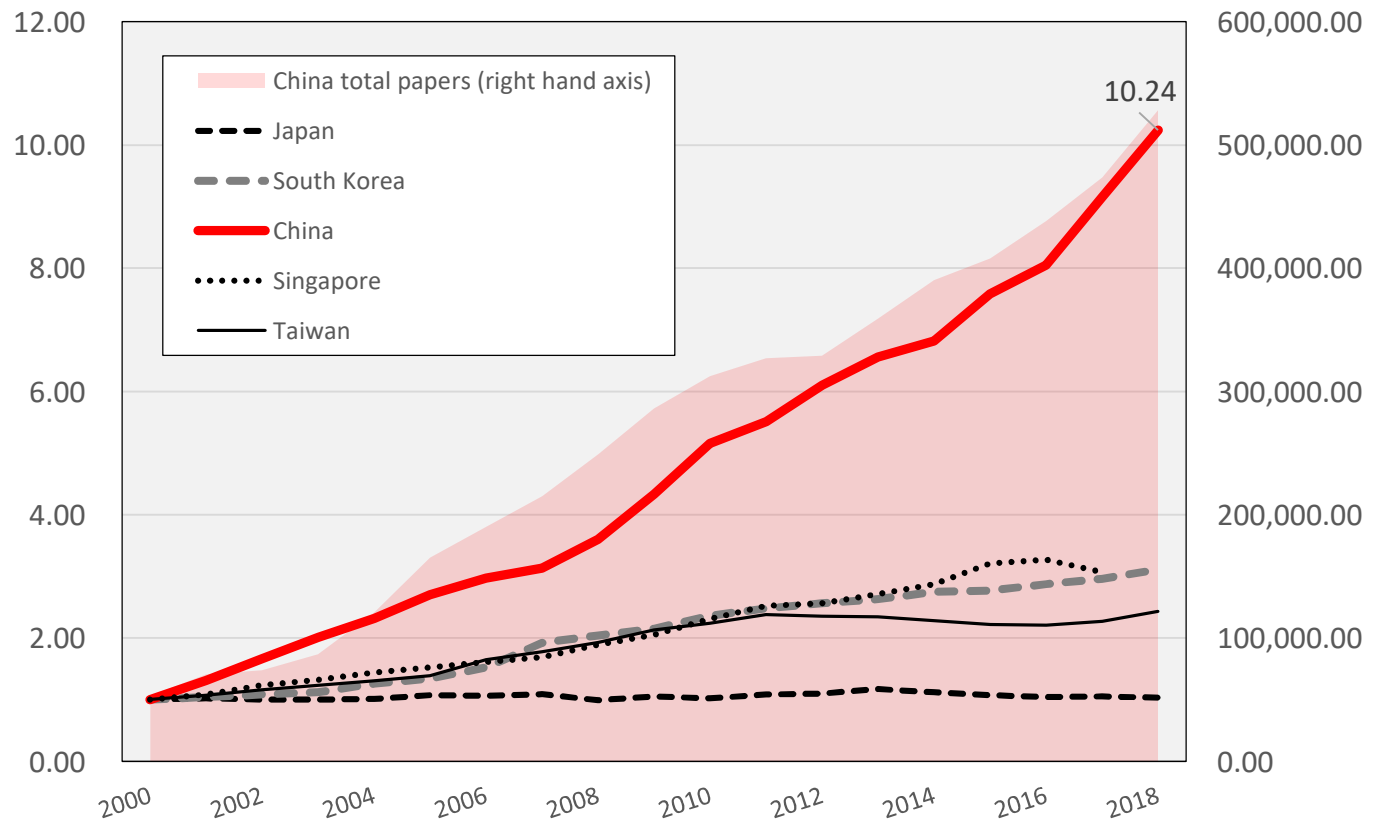
(1) physical sciences and engineering, and (2) mathematics and complex computing, Papers in top 5 per cent of their field by citation rate, World: 2016-2019 (*Leiden ranking*)

University	System	Physical sciences & engineering
Tsinghua U	CHINA	909
MIT	USA	683
Zhejiang U	CHINA	622
Nanyang TU	SINGAPORE	566
U Science & T.	CHINA	556
Harbin IT	CHINA	545
Stanford U	USA	541
Shanghai JT U	CHINA	513
Xi'an Jiaotong U	CHINA	512
Huazhong U S&T	CHINA	502
Harvard U	USA	487
National U	SINGAPORE	455
U Calif., Berkeley	USA	449
Peking U	CHINA	444

University	System	Maths & computing
Tsinghua U	CHINA	292
U Electronic S&T	CHINA	275
Harbin IT	CHINA	269
Huazhong U S&T	CHINA	231
Xidian U	CHINA	221
Beihang U	CHINA	215
MIT	USA	205
Zhejiang U	CHINA	194
Southeastern U	CHINA	193
Nanyang TU	SINGAPORE	187
Shanghai JT U	CHINA	178
Northwestern P. U	CHINA	164
Wuhan U	CHINA	161
Beijing IT	CHINA	159

China has destroyed beliefs that knowledge has to be Euro-American centric

Spending on R&D in higher education, constant prices, East Asia: 2000-2018 (2000 = 1.00)



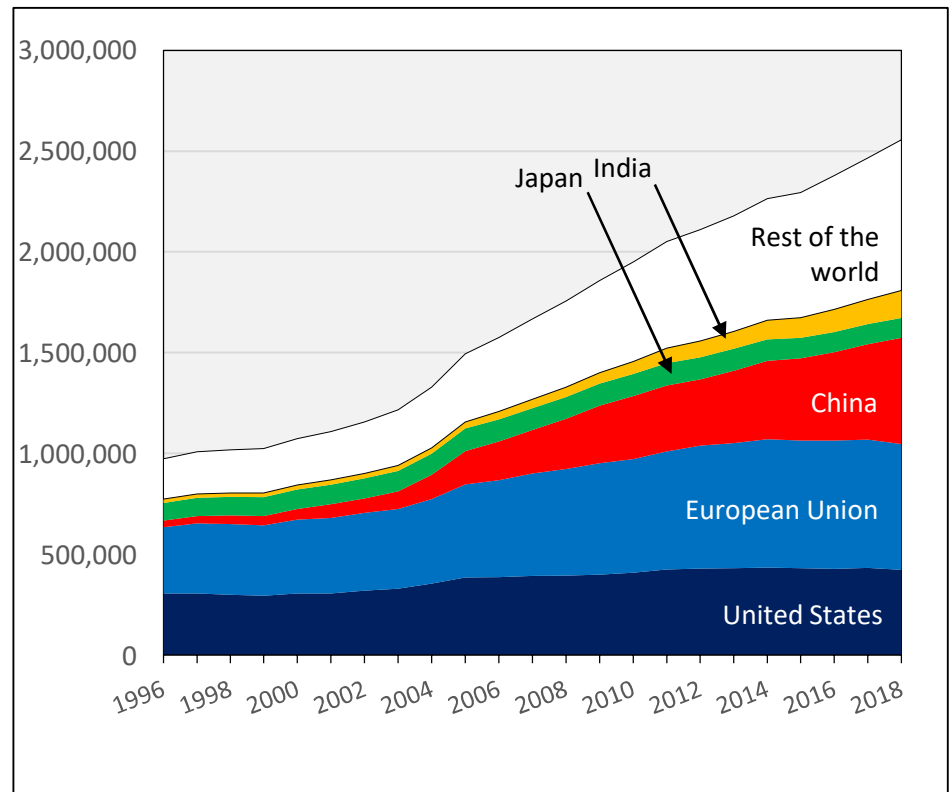
Pluralisation of power in higher education and science

'The new swing of the pendulum ... is going to lead to a world where no one will be dominant... What is different about our time is that globalization forces us to live all jumbled together and yet we have very different visions of what this common world should look like. [Political scientist] Charles Kupchan writes: "The next world will hardly be the first one in which the different great powers operate according to different conceptions of order. But, due to the onset of global interdependence, it will be the first time that such a diverse set of orders intensely and continuously interact with each other.'"

- Bruno Macaes, *The Rise of Eurasia*, 2018, p. 2.



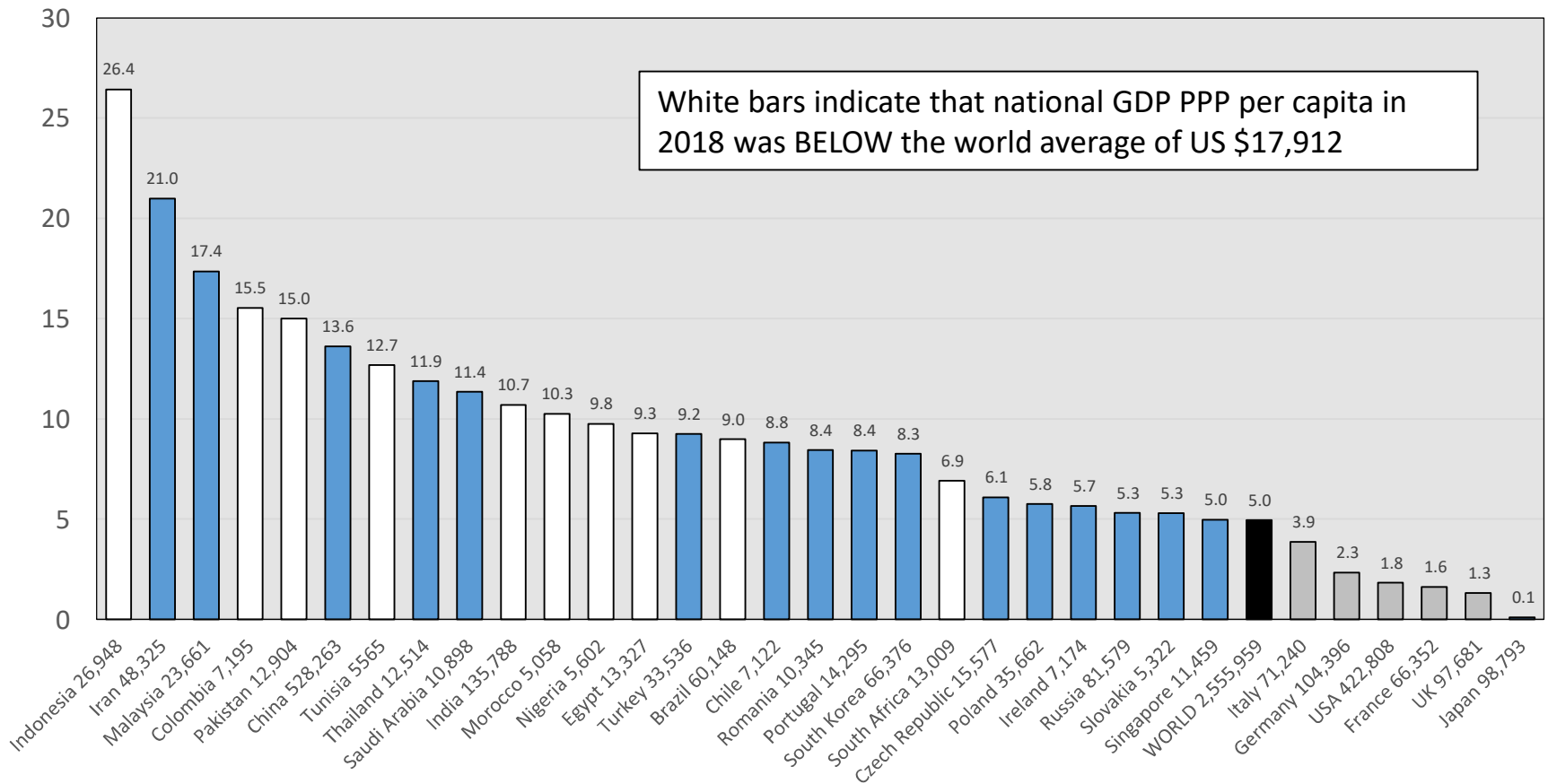
Number of science papers in Scopus by world region: 1996-2018



Many countries in the global 'periphery' are successfully developing their own science systems

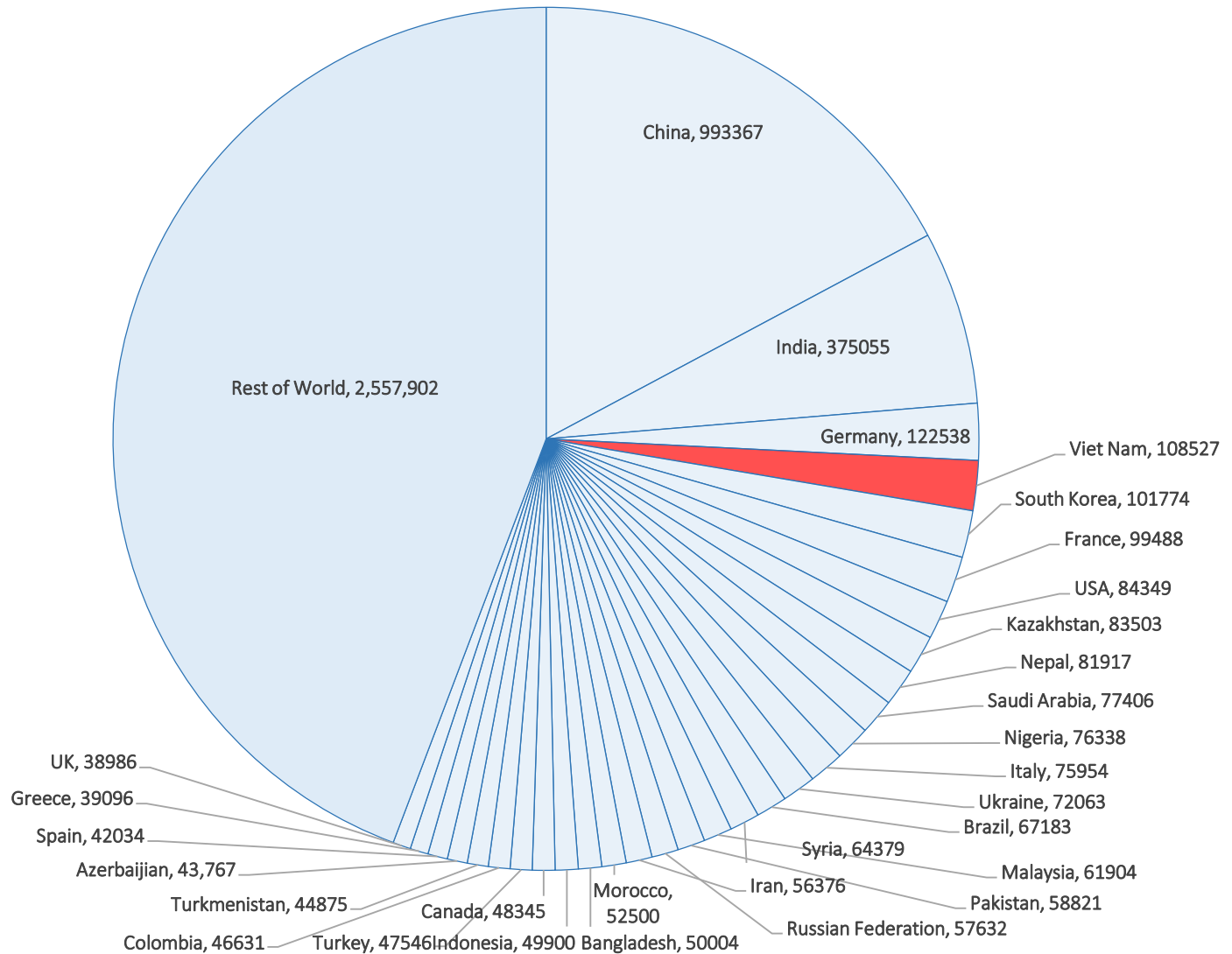
Average annual growth (%) in science papers: 2000-2018

Countries with science growth rate *above world average* of 4.95% per year and producing more than 5000 papers in 2018, plus six major science countries



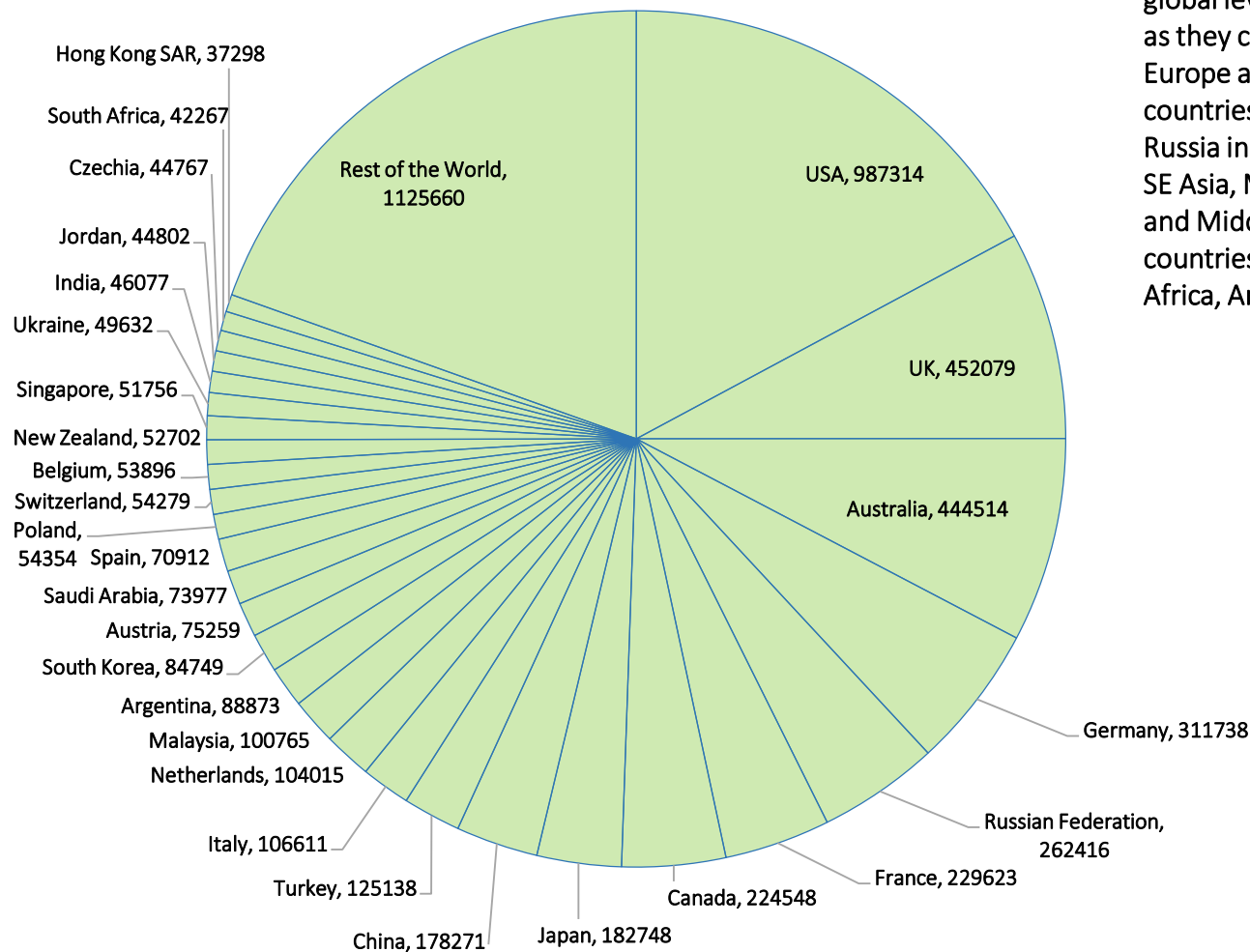
But Asia remains a net 'importer' of higher education: Outgoing students 2018 (UNESCO data)

In most 'sending' countries 2-4% of tertiary students are mobile but it is 0.45% in USA, 1.09% in India, but 13.21% in Kazakhstan and 20.24% in Nepal.



The English-speaking countries retain the leading role: Incoming international students: 2018

English language countries dominate at global level, accepting as many students as they choose, but China and Western Europe are also 'magnets'. Some countries function as regional hubs – Russia in Central Asia, Japan in East and SE Asia, Malaysia in Muslim South Asia and Middle East, Saudi Arabia in Arab countries, South Africa in Sub-Saharan Africa, Argentina in Latin America





3. Moving forward:

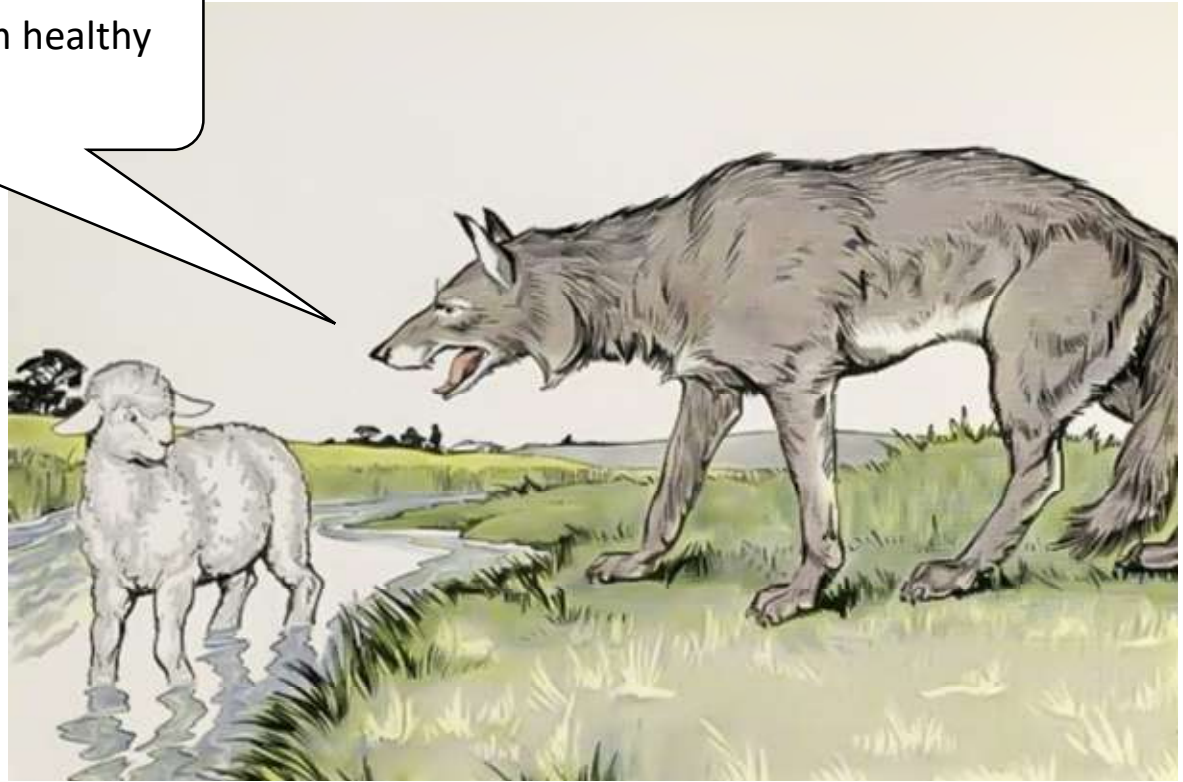
Do global university rankings provide a template for managing Vietnam's university development?



Global ranking systems reward those nations and universities already strong and make them stronger

I'm sure we all benefit from healthy competition!

But I haven't got all my performance indicators in place yet





The key role of global science in global university rankings



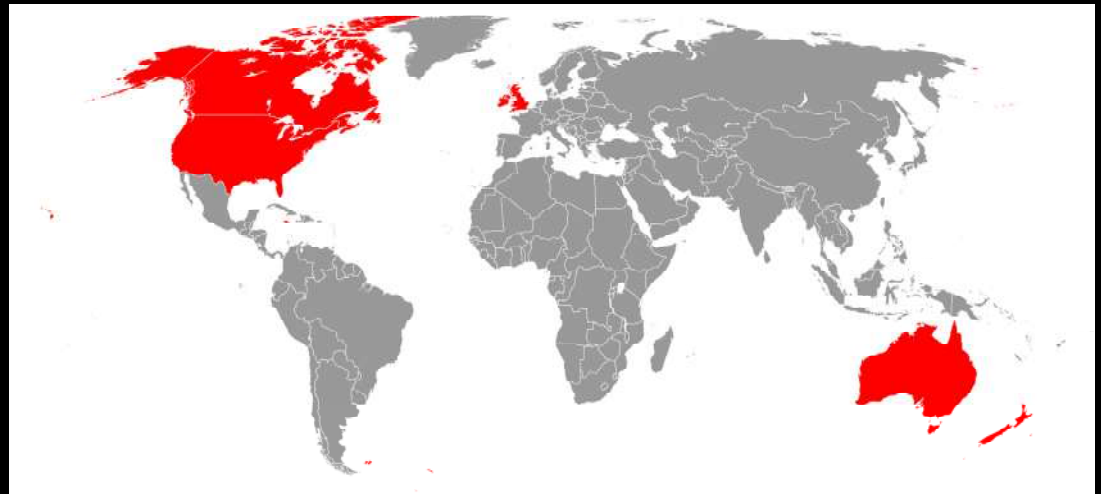
Rankings	Publication-related indicators as proportion %	Databases
Shanghai Jiaotong Academic Rankings of World Universities (China)	70.0	Clarivate Analytics' Web of Science
Times Higher Education World University Rankings (UK)	38.5*	Elsevier's Scopus
QS World University Rankings (UK)	20.0*	Elsevier's Scopus
Leiden Ranking (Netherlands)	100.0	Clarivate Analytics' Web of Science
Best Global Universities (US)	72.5	Clarivate Analytics' Web of Science

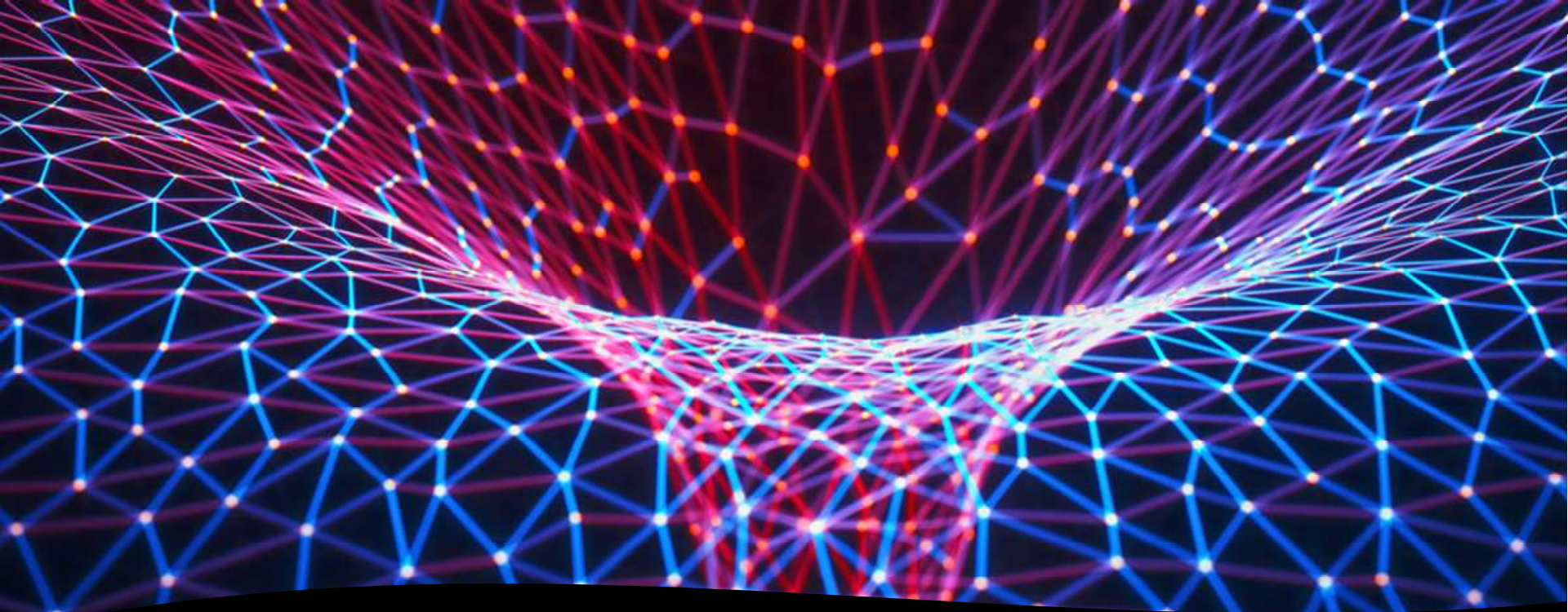
Source: The methodology pages on above rankings' websites, updated on 21-January-2021.

* Research performance has a further, indirect but important, effect through its impact on the surveys used by Times Higher and QS

In constituting global higher education as a field of power, rankings favour the Anglo-American countries and tend to marginalise all others -

- institutions and whole systems in emerging countries
- all kinds of non-university higher education
- specialist institutions
- applied and locally-focused research
- non high-science disciplines
- work in languages other than English - so favouring universities from English speaking countries, 5% of the world (see map below)





Not all
knowledge is
English-language
or Western
global science

- ‘... the understanding of the world by far exceeds the Western understanding of the world and therefore our knowledge of globalization is much less global than globalization itself... the more non-Western understandings of the world are identified, the more evident it becomes that there are still many others to be identified and hybrid understandings, mixing Western and non-Western components, are virtually infinite. Post-abysal thinking thus stems from the idea that the diversity of the world is inexhaustible and that such diversity still lacks an adequate epistemology. In other words, the epistemological diversity of the world does not yet have a form. ... Post-abysal thinking confronts the monoculture of modern science with the ecology of knowledges’
- - Boaventura de Sousa Santos (2007). Beyond abyssal thinking: From global lines to ecologies of knowledges. *Review (Fernand Braudel Centre)*, 30 (1), pp. 64-66



An ASEAN ranking comparing Vietnam with Indonesia, Philippines, Thailand and Malaysia is a more useful benchmark, and can strengthen regional collaboration