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VIETNAM–JAPAN HIGHER EDUCATION COOPERATION (1973-2025): A HALF-CENTURY REVIEW

Trương, Thùy Dung

Institute of History, Vietnam Academy of Social Sciences

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ABSTRACT

More than 50 years after Vietnam and Japan officially established diplomatic relations in 1973, the bond between the two countries has grown increasingly intense. Various forms of cooperation—political, diplomatic, economic, and cultural—have significantly contributed to this close relationship. Among these, educational cooperation, particularly in higher education, has emerged as one of the "pillars" supporting the collaboration between the two nations. Examining higher education cooperation activities between Vietnam and Japan over the past 50 years (1973-2023) reveals not only the consistent effort of the two nations in promoting this field but also sheds light on the importance and role that educational cooperation has played in shaping the relationship between the two countries throughout the decades.

KEYWORDS: International cooperation, higher education, Vietnam, Japan

INTRODUCTION

In 2023, Vietnam and Japan officially upgraded their relationship to a Comprehensive Strategic Partnership, marking a significant milestone in the 50th anniversary of the establishment of diplomatic relations between the two countries. During the 52-year journey, there were periods when the relationship between the two countries faced many challenges, especially in the first decades after the establishment of diplomatic relations. However, in general, both Vietnam and Japan have consistently shown goodwill, constantly consolidating and promoting the cooperative relationship, which has led to further development of the relationship between the two countries. Among the many outstanding achievements gained from the Vietnam-Japan cooperative relationship, educational cooperation, especially higher education between the two countries, has left its own mark, carrying a pioneering mission that serves as both a driving force and a result of the development in the relationship between the two countries.

Aspects of cooperation in higher education between Vietnam and Japan have been discussed in several works. Notably, the articles “Cooperation in Education and Human Resource Training between Vietnam and Japan” by Ngô Hương Lan (*Northeast Asia Research Journal*, 2008) and “Vietnam-Japan Cooperation in the Field of Education and Human Resource Training” by Hoàng Minh Lợi (*Northeast*

Asia Research Journal, 2013) focus specifically on human resource training collaboration. Additionally, two other articles, “From Oriental Studies to South Pacific Studies: The Multiple Origins of Vietnamese Studies in Japan, 1881 to 1951” by Frederic Roustan (*Journal of Vietnamese Studies*, 2011) and “From ‘Ideal Social Model’ to Reality: Vietnamese Studies in Japan” by Hisashi Shimojo (*Journal of Vietnamese Studies*, 2021), explore the origins and development of Vietnamese Studies in Japan. This is another significant aspect of the educational cooperation between Vietnam and Japan.

Recent research on educational cooperation between Vietnam and Japan has gained significant attention and has been studied more comprehensively. Two notable works in this area are Lê Thị Viên Anh’s master’s thesis, “Vietnam - Japan Educational Cooperation from 2002 to 2018,” submitted to the University of Social Sciences and Humanities at Vietnam National University in 2019, and Nguyễn Thị Thanh Tú’s PhD thesis, “Vietnam - Japan Educational Cooperation at the University Level from 2002 to 2020”, submitted to University of Social Sciences and Humanities, Vietnam National University, Hanoi in 2023. However, as indicated by their titles, the research periods of these works are limited to recent years, leaving a gap in research for the period prior to 2002.

Researching the cooperation activities between Vietnam and Japan in higher education over the past 52 years (1973-2025) will provide us with a comprehensive understanding of how these collaborative efforts have evolved over different periods. Additionally, this research offers an opportunity to gain insights into the significance and role of educational cooperation within the broader relationship between Vietnam and Japan.

The Foundational Stage of Vietnam–Japan Higher Education Cooperation (1973–2002)

In 1973, amid the ongoing Vietnamese people's Resistance War against the United States, Japan - an ally of the US - established diplomatic relations with the Government of the Democratic Republic of Vietnam. This not only represented a significant shift in Japan's foreign policy towards greater independence from the US, but it also foreshadowed an inevitable trend in international relations, emphasizing cooperation over confrontation.

During this period, educational cooperation activities between Vietnam and Japan were closely linked to and directly influenced by the educational development policies and strategies of both countries. The 1960s and 1970s are often referred to as Japan's “educational boom.” During this time, Japan prioritized post-secondary education, resulting in a significant increase in the number of students entering universities. Higher education expanded beyond a few learners, becoming accessible to a broader range of individuals. In the last two decades of the 20th century, Japan also implemented adjustments and reforms to its educational model (Vũ Văn Hà, 2004). Transitioning from an education system that emphasized equality, Japan began focusing on developing individual personalities, fostering individuality, and creating opportunities for personal talent development. This shift aimed to cultivate a highly qualified and competitive workforce in the global market. Japan, as one of the pioneering Asian countries in adopting this new educational model, served as an example and an inspiration for other countries, including Vietnam.

Attracting international students to study in Japan has become a key focus of the Japanese Government's action plan. In the White Paper released by the Ministry of Education and Science in 2000 (Heisei 14), it was stated: “By promoting the internationalization of research and education between Japan and other countries, we aim to foster international cooperation and understanding. International exchange through international students will create a new atmosphere that enhances these efforts. Furthermore, for developing countries, this initiative significantly contributes to the training of their workforce. It is also hoped that upon returning home, international students will serve as vital bridges, strengthening the friendly and trusting relationships between Japan and their respective home countries” (Furuta Motoo, 2005). This vision was specifically supported through the launch of the 100,000 International Students Program in 1983.

The policy to attract international students, particularly from Asia, is clearly reflected in the establishment of new training programs by Japanese universities in the late 1990s and early 2000s. In 1997, Waseda University in Eastern Japan founded the Asia-Pacific Research Center. Then, in 2000, Ritsumeikan University in Western Japan opened Ritsumeikan Asia-Pacific University in Kyushu. Although it is a relatively new institution, Ritsumeikan Asia-Pacific University has already attracted a significant number of international students, especially from Vietnam. It is recognized as one of the top Japanese universities with the highest enrollment of Vietnamese students (Furuta Motoo, 2005).

The trend of “returning to Asia” is not only reflected in private universities in Japan but is also recognized and implemented in public universities. In its Charter, the University of Tokyo emphasizes the importance of Asia as its guiding principle. The University of Tokyo clearly affirms: “The University of Tokyo is always aware of its position as a university in Asia, so it must further strengthen its cooperation with Asian countries to develop its accumulated strengths in scientific research, and promote new exchanges with countries around the world” (Furuta Motoo, 2005).

In Vietnam, the educational reform initiated under Resolution 14 by the Politburo and the Central Executive Committee during its fourth term (January 1979) primarily focused on enhancing general education and achieved notable results. By the time of the 6th Party Congress in 1986, these reforms were adjusted in line with the Party’s innovation policies and were implemented throughout the entire education and training system. In the resolution from the 4th Conference of the Central Executive Committee during its eighth term (1993), the Party affirmed that education and training, alongside science and technology, were essential elements of a “top national policy. This approach is viewed as a driving force and a fundamental condition for achieving socio-economic goals and for the nation’s development” (Communist Party of Vietnam, 2007). The Party emphasized the importance of investing in education as a key area for development. This investment will create conditions that allow education to effectively advance and support socio-economic development” (Communist Party of Vietnam, 2007). In the report from the 7th Party Central Committee submitted to the 8th Congress (1996), General Secretary Đỗ Mười emphasized that “education and training must truly become the top national policy” (Communist Party of Vietnam, 2015).

In the Resolution of the 2nd Conference of the Party Central Committee, Session VIII (1996), regarding the strategic orientation for the development of education and training during the period of industrialization and modernization, several solutions were proposed for increasing resources for education until the year 2000. One of these solutions includes:

“Encouraging and creating favorable conditions for individuals and organizations, both domestically and internationally, to support the development of education and training in Vietnam.

Promoting self-funded study opportunities abroad, particularly in fields that are essential for the country's needs, in accordance with state regulations.

Facilitating the return of Vietnamese individuals living abroad who wish to come back to the country to participate in teaching and training, open schools, or collaborate with domestic educational institutions. Additionally, allowing foreign organizations and individuals to enter Vietnam to establish international training centers, engage in teaching, conduct scientific research, share experiences, and provide financial support in accordance with state regulations.” (Communist Party of Vietnam, 2015)

Both the Vietnamese and Japanese governments are paying increasing attention to educational development, recognizing it as a crucial factor for achieving socio-economic goals and enhancing their countries' status. The encounter in international cooperation initiatives and policies on education, especially higher education, lays the foundation for the two countries to engage in meaningful cooperation activities and achieve initial successes in this period.

In the first decades following the establishment of their relationship, cooperation activities between the two countries were not very active, but they were essential, laying the groundwork for the relationship to promote cooperation in the following period. During this period, the university education cooperation activities between Vietnam and Japan had both a pioneering mission and a continuous thread connecting the relationship between the two countries. The most prominent in this period were the activities of the Vietnamese Studies department in Japan and the birth of the Japanese Studies department at Vietnamese universities

According to scholar Kawamoto Kynie, former President of the Vietnam Research Association in Japan, before 1960, except for Professor Mineya Toru, a linguistic scholar, who was the only person researching Sino-Vietnamese phonetics, in the fields of research on Vietnamese culture and history in Japanese associations and universities, almost no one knew Vietnamese. Therefore, after the two countries officially established diplomatic relations, Vietnam Studies has been increasingly focused on in Japan to not only expand opportunities for Vietnamese language training for researchers on Vietnam in Japan but also to be a forum for research and more in-depth dissemination of the history, culture, country, and people of Vietnam (Kawamoto Kynie, 1999).

After the interruption in diplomatic relations between the two countries in the late 1970s and early 1980s due to misunderstandings over the “Cambodia issue”, cooperative relations between Japan and Vietnam were resumed in the early 1990s, including cooperation in higher education. The field of Vietnamese studies continued to be consolidated and developed. The close relationship between the two sides in training in Vietnamese studies is also evident in the frequency of exchanges of lecturers and researchers between the two sides. The University of Social Sciences and Humanities, Vietnam National University, Hồ Chí Minh City, has had lecturers visiting Japan for many years. In 1991, lecturer Nguyễn Mạnh Hùng was invited to teach at the Thai-Vietnamese Faculty, Osaka University of Foreign Studies. In 1991, lecturer Nguyễn Văn Huệ was invited to teach Vietnamese at the Faculty of Vietnamese Studies, Tokyo University of Foreign Studies. In 1995, lecturer Lê Thị Minh Hằng was a visiting lecturer and helped to establish the Vietnamese Studies department at Nagoya University of Commerce. Following that, lecturers Trần Thị Mỹ, Võ Văn Sen, Thái Duy Bảo, and Nguyễn Thị Phương Trang also came to visit this school. From Japan, many Japanese professors of Vietnamese Studies also came to the University of Social Sciences and Humanities for exchanges, such as Furuta Motoo, Sakurai Yumio, Masaya Shiraishi, Tomita Kenji, Toh Goda, Kawaguchi Kenichi, Yoko Takada, Momoki Shiro (Nguyễn Văn Lịch, 2005).

The development of Vietnamese studies has significantly influenced the field in Japan. In 1998, out of 400 members of the Association of Southeast Asian History Studies, 65 were focused on researching Vietnam. Additionally, the Association of Japan-Vietnam Studies had around 100 members, with one-third engaged in historical research. During this period, numerous research works on Vietnam were published. Notable examples include the book “Formation of Vietnamese Villages” by Professor Sakurai Yumio and “Vietnam under King Tự Đức” by Professor Tsuboi, which was based on his thesis defended in France. Both works were published in Vietnam in Vietnamese and Japanese versions. In 1993, Professor Masaya Shiraishi's thesis titled “The Vietnamese and Japanese National Movement” was also published in Japan (Furuta Motoo, 1999).

During this period, the Japanese Studies major was established and operated at various universities and research centers in Vietnam, including Hồ Chí Minh City University of Science (recently part of Hồ Chí Minh City National University), Open University, the Japan Research Center under the National Center for Social Sciences and Humanities (recently the Vietnam Academy of Social Sciences), Hồng Bàng Private University, the Institute of International Relations under the Ministry of Foreign Affairs (recently the Diplomatic Academy), and the Asia-Pacific Economic Center in Hanoi and Đà Nẵng. According to a 1996 survey on Japanese Studies in Vietnam, there were 95 researchers specializing in this field out of a total of 388 researchers focusing on Asia (Dương Phú Hiệp, 1999).

The establishment of diplomatic relations between Vietnam and Japan in 1973, particularly since the 1990s, has helped resolve misunderstandings and created more favorable conditions for students from both countries to study abroad. Vietnamese students consistently represent a significant portion of the total number of international students in Japan. Since 1981, they have ranked sixth among the largest

groups of international students in Japan, following South Korea, China, Taiwan, the United States, and France (Phạm Hồng Thái, 2005). However, the number of Vietnamese students studying in Japan has remained relatively modest, with only 13 students reported initially. Since the 1990s, the trend has shifted, with not only graduate students but also undergraduates pursuing studies in Japan, leading to a continuous increase in their numbers over the years. For instance, in 2002, there were 66 Vietnamese students studying at the University of Tokyo alone, ranking fifth, behind students from China, South Korea, Taiwan, and Indonesia (Phạm Hồng Thái, 2005). On the other hand, Japanese students studying in Vietnam have also contributed to academic exchange. During the period from 1990 to 1993, approximately 1,000 Japanese students studied and conducted research at the University of Social Sciences and Humanities in Hồ Chí Minh City. In the first half of 1993 alone, about 150 Japanese students were enrolled in the Vietnamese Studies Department at the university (Phạm Hồng Thái, 2005).

Not only has the aspect of training cooperation been addressed, but the field of research cooperation between Vietnamese and Japanese universities has also achieved certain milestones during this period. In early 1990 and May 1994, the Vietnam-Japan Friendship Association and Chiêu Hòa University of Japan organized two seminars on the topic of research on the protection and restoration of Hội An Ancient Town. In 1991, the University of Tokyo sent experts to Vietnam, accompanied by Vietnamese archaeologists, to conduct excavations at several locations in Nghệ An. Between 1993 and 1995, the “Red River Research Program” was also conducted under the sponsorship of the Japanese Ministry of Education. In addition, there were several other projects, including: “Comparative Study on the Role of the State in Economic Development in Japan and Vietnam”; “The 1945 Famine in Vietnam - Historical Witnesses”; and “Land, Agriculture, and Rural Areas of Vietnam in the Modern Period.” The implementation of joint research projects has increased the frequency of business trips of Japanese professors and researchers in Vietnam. In 2002, the University of Tokyo alone had 102 researchers and professors visit and work in Vietnam (Phạm Hồng Thái, 2005).

A Transformative Phase in Vietnam–Japan Higher Education Cooperation (2002–2023)

From 2002 to 2023, the relationship between Vietnam and Japan evolved rapidly, with a continuous upgrading of diplomatic relations. In April 2002, the two countries established a framework for a “reliable, long-term, stable partnership” By 2008, they elevated their relationship to a “Strategic Partnership for Peace and Prosperity in Asia.” In April 2009, Vietnam and Japan signed a Joint Statement, further enhancing their ties under the same strategic partnership framework. In March 2014, President Trương Tấn Sang and Japanese Prime Minister Shinzo Abe signed another Joint Statement, which upgraded the partnership to an “Extensive Strategic Partnership for Peace and Prosperity in Asia.” The most recent milestone occurred on November 27, 2023, when Vietnamese President Võ Văn Thưởng and Japanese Prime Minister Kishida signed a Joint Statement that elevated the two countries’ relationship to a “Comprehensive Strategic Partnership for Peace and Prosperity in Asia and the World.”

Along with the upgrading of diplomatic relations, cooperation between Vietnam and Japan in the field of higher education has also been more closely committed. In March 2008, in Tokyo, Vietnam and Japan signed a Memorandum of Understanding on Japan's assistance to Vietnam in training 1,000 PhDs by 2020 (Văn Hiến, 2008). In March 2014, the Strategic Program on Educational Cooperation between the Ministry of Education and Training of Vietnam and the Ministry of Education, Culture, Sports, Science and Technology of Japan was approved (Esuhai, 2014). In which Japan committed to actively supporting Vietnam in training human resources, promoting Japanese language teaching in Vietnam, and establishing vocational skills standards in Vietnam. The two sides decided to continue promoting exchanges between universities, students, and researchers to promote mutual understanding between the young generations of the two countries, contributing to the development of the Vietnam-Japan relationship. In October 2018, Vietnam and Japan signed a Memorandum of Cooperation on measures to reduce the number of international students violating the law in Japan (Vietnam News Agency, 2023). In November 2021, the Prime Ministers of the two countries agreed to update the progress of cooperation in eight areas, including cultural and educational cooperation (Vietnamese Ministry of Home Affairs, 2021). On April 28, 2025, a Memorandum of Understanding was signed between the Ministry of Education and Training of Vietnam and the Ministry of Culture, Sports, Science and Technology of Japan, focusing on training human resources in the fields of semiconductors and science and technology, as well as cooperation in Japanese language education at all levels (Vietnamese Ministry of Education and Training, 2025).

During this period, the sources of scholarships for Vietnamese students from both the government and Japanese organizations have become more diverse. The official scholarship programs established in previous years are continuing, such as the JDS Scholarship (Vietnam-Japan Human Resource Development Scholarship) and the MEXT Scholarship (offered by the Ministry of Education, Culture, Sports, Science and Technology of Japan). Additionally, scholarships from Japanese organizations and enterprises for Vietnamese students have expanded, including the Asahi Newspaper Scholarship, the JCCI Scholarship (awarded by the Japan Chamber of Commerce and Industry), the Mitsubishi Foundation Scholarship, the Yoshida Foundation, the AEON Foundation, and the Keidaren Foundation. By 2023, approximately 800 Vietnamese students have been trained in Japan through the JDS scholarships (Minh Nguyen). MEXT scholarships also provide an average of 12-20 scholarships for Vietnamese students to participate in undergraduate and graduate training programs in Japan. The rate of Vietnamese students receiving scholarships from Japanese organizations and businesses is also very high compared to other international students. For example, in 2024, 210 out of 380 scholarships from Asahi Newspaper were granted to Vietnamese students (DtNews).

With the expansion and improvement of the legal framework, along with the growth of scholarship opportunities, the number of Vietnamese students in Japan has increased significantly over the years. Vietnam has consistently ranked high among the total number of international students in Japan. In 2012, Japan welcomed 4,373 Vietnamese students, placing Vietnam fourth among all international student populations in the country. Just one year later, the number of Vietnamese students studying in

Japan surged, reaching 13,328 (Nguyễn Thị Ngọc Anh, 2023). In 2023, the total number of Vietnamese students in Japan was 36,339 students, ranking 3rd, after China and Nepal (Japan Student Service Organization).

This period was marked by significant research cooperation activities between Vietnamese and Japanese universities. On August 21, 2006, the Government Agreement on Science and Technology Cooperation was signed between Vietnam and Japan. From 2006 to 2021, the two countries held four joint meetings to discuss how to enhance bilateral cooperation in science and technology. These discussions focused on several key areas, including high-tech agriculture, new energy solutions, environmental strategies to combat climate change, advanced material technology, and biotechnology for herbal medicine preparation and applications in the life sciences industry, along with various other fields.

On January 20, 2011, Vietnam and Japan signed an Agreement on Cooperation in the Development and Use of Nuclear Energy for Peaceful Purposes. Within the framework of this Agreement, the two sides will cooperate in the following areas: Research and application of radioactive isotopes and radiation; design, construction and operation of light water nuclear reactors; nuclear safety and security; storage, transportation, treatment and disposal of radioactive waste; development of human resources and legal systems in the field of peaceful use of nuclear energy; exploration and exploitation of uranium resources. The Japanese side has supported the Vietnamese side in training human resources for nuclear safety officers and in developing legal documents to serve Vietnam's nuclear power program.

Based on the Memorandum of Understanding on Cooperation between the National Office of Intellectual Property (NOIP), Ministry of Science and Technology and Japan Patent Office (JPO) signed in October 2014, the two sides have exchanged experiences on legal regulations and law enforcement practices to improve the legal system on intellectual property; organized intellectual property training courses in Vietnam and Japan for Vietnamese officials; organized conferences and seminars on intellectual property for different subjects in society such as universities, research institutes, enterprises, intellectual property enforcement agencies... to raise awareness of intellectual property, exchange published information on industrial property between the two agencies to serve the search and exploitation of information (Consulate General of Vietnam in Osaka).

The Japan International Cooperation Agency (JICA) is considered one of the leading organizations in supporting research cooperation projects between Vietnam and Japan. Based on the budget source, the projects are divided into several groups: Technical Cooperation Project, ODA Loan Cooperation Project, Non-Refundable Aid Project, Development Research Project, and Development Partnership Program. At present, a number of educational projects are being implemented under the leadership of JICA, such as “Developing an engineering training network in Southeast Asia (AUN/SEED Net - Phase 4)”; “Technical support to improve training, research and university management capacity at

Vietnam - Japan University”; “Strengthening linkages and application of science to promote sustainable development of the Mekong Delta in response to climate change”; “Business human resource development project at the Vietnam - Japan Human Resource Cooperation Center”; “Cần Thơ University Upgrade Project”; “Enhancing the educational environment to develop competitive human resources for the information technology industry in Hanoi”; “Training and human resource development program for the industrial sector in Đồng Nai province”; “Human resource development program to improve the efficiency of goods circulation at Hải Phòng port”; “Improving production skills according to Japan’s MONO-ZUKURI program at Hồ Chí Minh City Vocational College.” (JICA).

Vietnam has engaged in numerous cooperative activities with universities in the Kansai region of Japan, including Osaka University and Kyoto University. Specifically, Osaka University has signed a cooperation agreement on training and research with the Vietnam Academy of Science and Technology. This partnership has already initiated several effective joint research projects, such as a project focused on developing multi-target solutions to mitigate climate change in Vietnam and other Indochina countries through biomass energy development (Consulate General of Vietnam in Osaka).

One of the significant achievements in research cooperation between Vietnam and Japan is the operation of Hoa Lac High-Tech Park. In 2023, marking 25 years since the Prime Minister of Vietnam signed the establishment decision in 1998, Hoa Lac High-Tech Park has attracted 101 investment projects, with a total registered capital of approximately 97 trillion VND. Additionally, four major universities have received investments, leading to the development of a high-tech workforce. Vietnam-Japan University is one of the projects operating in the park and stands out as a highlight of higher education cooperation between Vietnam and Japan during this period.

Vietnam-Japan University was established in 2014 as a branch of Vietnam National University, Hanoi. Although it has only been in operation for over 10 years, the university has continuously expanded its training programs and has established a strong presence in the academic landscape of Vietnam and the region. Initially, the university offered seven training programs: Area Studies, Business Administration, Public Policy, Nanotechnology, Infrastructure Engineering, Environmental Engineering, and Climate Change and Development. This number increased to eight programs in 2019. The available programs include: Public Policy, Nanotechnology, Area Studies, Infrastructure Engineering, Environmental Engineering, Business Administration, Climate Change and Development, and Global Leadership (JICA, VNU). In 2020, the university launched its first undergraduate training program. By 2023, there were four undergraduate programs, eight master's programs, and one doctoral program, which was introduced in 2023 (Vietnam-Japan University, “Brochure”).

Achievements in the field of research are one of the factors that contribute to building the reputation and raising the ranking of Vietnam-Japan University in national, regional, and international university rankings. As of the 2024-2025 school year, in addition to domestic publications and topics, the school

has 291 international publications in the ISI/Scopus list, 13 books and monograph chapters published in foreign languages, and 29 topics implemented in the project system sponsored by JICA (Vietnam-Japan University). Scientific conferences have become a regular part of the school's activities. In 2023, to celebrate the 50th anniversary of diplomatic relations between Vietnam and Japan, the school organized and chaired an international conference titled “Vietnam - Japan Relations: Past, Present, Future,” in addition to holding other international conferences that focused on in-depth research in specific fields. The training and research initiatives of Vietnam-Japan University not only highlight the significance of educational cooperation between the two countries but also serve as an essential link in fostering collaboration in higher education and enhancing diplomatic relations overall.

CONCLUSION

The 52-year journey of Vietnam-Japan higher education cooperation has experienced many ups and downs; however, both countries have consistently worked to maintain, strengthen, and expand this relationship. In the early years of establishing diplomatic relations, particularly during the period when these relations were interrupted due to misunderstandings surrounding the “Cambodia issue,” educational cooperation activities, though limited, served as a vital connection. They provided a channel of information that allowed both sides to better understand each other and became one of the pioneering fields to attract Japanese investment once the relationship between the two countries was normalized.

In the early stages of cooperation (1973-2002), collaboration between Vietnam and Japan in higher education was limited. The primary focus was on training in Vietnamese studies and Japanese studies, along with exchanges of lecturers and researchers. Although there were some research partnerships between universities in both countries, these efforts were relatively small in scale, primarily consisting of short-term projects. During the subsequent period (2002-2025), the relationship between the two countries has significantly developed, particularly through commitments and agreements in the field of higher education. This advancement has become a powerful driving force for enhancing training and research cooperation between Japanese and Vietnamese universities. The extensive collaboration in higher education during this time is evident in the rapidly increasing number of international students and research projects. Additionally, the training programs and cooperation projects have consistently aligned with the practical needs of both countries.

It must be acknowledged that university education cooperation is directly affected and falls within the scope of the Vietnam-Japan diplomatic relationship. However, it must be noted that this is not a one-way relationship; there is always a mutual impact between higher education cooperation and diplomatic relations. The achievements in Vietnam-Japan education collaboration play a crucial role in strengthening the relationship between the two countries and help establish a solid foundation for further development in the years ahead.

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