

# Định vị Việt Nam như một điểm đến du học: Lợi ích, thách thức và cơ hội chiến lược

Nguyễn Thi<sup>a</sup>

## Tóm tắt:

Trong những năm gần đây, ngày càng có nhiều sinh viên từ các quốc gia phát triển lựa chọn du học tại các nước kém phát triển do nhu cầu trải nghiệm văn hóa mới, chi phí giáo dục hợp lý và cơ hội nghiên cứu độc đáo. Việt Nam có tiềm năng lớn để tận dụng xu hướng này thông qua việc nâng cao chất lượng giáo dục đại học, tăng cường hợp tác học thuật và cải thiện dịch vụ hỗ trợ sinh viên quốc tế. Bài viết này phân tích những lợi ích của việc thu hút sinh viên quốc tế, tập trung vào các khía cạnh kinh tế, học thuật và văn hóa. Đồng thời, tác giả cũng thảo luận về các chiến lược quan trọng mà Việt Nam có thể áp dụng để thu hút nhiều sinh viên quốc tế hơn, lấy bằng chứng từ các chính sách giáo dục thành công ở Trung Quốc và các quốc gia châu Á khác. Bằng cách đầu tư vào cơ sở hạ tầng nhà ở cho sinh viên, thiết lập quan hệ đối tác giữa trường đại học và doanh nghiệp, cũng như đơn giản hóa các quy trình hành chính, Việt Nam có thể gia tăng số lượng sinh viên quốc tế và nâng vị thế thành một điểm đến du học cạnh tranh và hấp dẫn đối với sinh viên trên toàn thế giới.

**Từ khóa:** *du học, giáo dục, sinh viên quốc tế, quản lý giáo dục, giáo dục đại học*

---

<sup>a</sup> Khoa Chính trị học, Đại học Oregon; 1585E, Đại lộ 13th, Eugene, Oregon, Hoa Kỳ.  
e-mail: thuyvei@gmail.com

# Positioning Vietnam as an Emerging Study-Abroad Destination: Benefits, Challenges, and Strategic Opportunities.

Nguyen Thi<sup>a</sup>

## Abstract:

In recent years, there has been a growing trend of students from developed nations choosing to study in less developed countries, driven by factors such as cultural immersion, cost-effective education, and unique research opportunities. Vietnam is well-positioned to capitalize on this trend by enhancing its higher education offerings, academic collaborations, and international student support services. This paper examines the benefits of hosting international students, focusing on economic, academic, and cultural advantages. It also explores key strategies Vietnam can adopt to attract more international students, drawing insights from successful higher education policies in China and other Asian countries. By investing in student housing, university-industry partnerships, and streamlined administrative processes, Vietnam can increase its international student enrollment and strengthen its role as an emerging educational hub. The findings suggest that targeted reforms and enhanced global engagement could make Vietnam a more competitive and attractive study-abroad destination for students worldwide.

**Keywords:** *study-abroad, education, international students, educational management, higher education*

**Received: 5.3.2025; Accepted: 15.3.2025; Published: 31.3.2025**

**DOI: 10.59907/daujs.4.1.2025.423**

---

<sup>a</sup> Department of Political Science, Oregon University; 1585E 13<sup>th</sup> Ave, Eugene, OR 97403, USA.  
e-mail: thuyvei@gmail.com

## Introduction

In recent years, an increasing number of students from developed countries have opted to study in less developed nations for a semester, a year, or even their entire academic program. This shift marks a significant departure from traditional study-abroad patterns, where students primarily sought education in established Western institutions. The increasing mobility toward non-traditional destinations, including countries in Asia, Africa, and Latin America, reflects a broader transformation in global higher education. This shift is driven by several key factors. First, cultural immersion and global competency have become essential components of modern education, with students seeking first-hand exposure to diverse cultures, languages, and historical contexts. Second, cost-effectiveness plays a crucial role, as the high cost of tuition and living expenses in many Western countries has led students to explore affordable yet high-quality alternatives. Additionally, certain developing nations offer unique research opportunities, particularly in fields such as environmental science, international development, and regional studies, allowing students to engage with pressing global challenges in a more direct and meaningful way. In Asia, China is steadily emerging as a prominent destination for higher education, particularly attracting students from developing countries and neighboring Asian nations (Wen et al., 2018).

Vietnam has potential to capitalize on this trend by strengthening its appeal as a study-abroad destination. This paper examines the benefits of hosting international students, including economic, academic, and cultural advantages. Furthermore, it outlines practical strategies to increase Vietnam's attractiveness to international students, drawing insights from existing literature on higher education in some developing countries in Asia. By enhancing the quality of higher education, improving support services for international students, and strategically promoting its academic institutions on the global stage, Vietnam can attract a greater number of students from diverse backgrounds.

First, I provide an overview of the growing trend of studying abroad among students from the United States and European countries, highlighting key patterns and motivations driving international student mobility in section one. Next, I review the benefits of hosting international students, in terms of the economic, academic, and cultural advantages that international students bring to host countries and institutions, drawing on existing studies in the field of international education. In part three, I analyze specific strategies Vietnam can adopt to attract more international students. This analysis identifies Vietnam's unique advantages as a study-abroad destination and explores lessons from policies and practices implemented in China and other Asian countries that have successfully increased their share of international students. These insights offer practical recommendations for Vietnam to strengthen its global position in higher education.

## **Background: Increasing Interest in Studying Abroad**

There is an increasing interest in studying abroad among students in the United States and the European countries. The number of U.S. students expressing interest in studying abroad has been rising significantly and is projected to surpass pre-pandemic levels recorded in 2019, according to recent research. A survey conducted by global engagement education technology provider Terra Dotta shows that among over 200 students from both public and private higher education institutions in the United States found that 72 % of respondents expressed a strong interest in studying abroad. Moreover, over 60 % of these students indicated plans to participate in a traditional semester-long study abroad program in the spring of 2024. The study also revealed that Western Europe remains the most popular destination, with 70 % of U.S. students preferring to study in countries within this region, however other destinations are gaining attention (Manning, 2023). Nationally, the number of U.S. students studying abroad for credit during the 2022-23 academic year increased by 49 % to 280,716 students studying abroad (NAFSA, 2023).

The trend is similar for students in Europe and many other countries, with their motivations varying across educational, experiential, aspirational, and economic factors (Fakunle, 2021). A study conducted by the British Council reveals that a third of students aged between 16 and 30 express interests in pursuing some form of overseas education. The findings indicate a growing trend in the popularity of international study opportunities, particularly at the undergraduate level (Guardian, 2015).

The demand for studying in Southeast Asia has also increased significantly. This demand may stem from students within the region, who consider the lower costs and proximity to home as key factors. For example, Malaysia and Indonesia each contributed over 50,000 students, while Thailand sent 32,000 (Monitor, 2024). An important enabling factor for this trend is the region's economic growth, which has fostered an expanding middle class with the financial means to pursue higher education, including transnational education programs offered by foreign institutions.

This trend presents an opportunity for universities outside of Western Europe, including institutions in developing countries, to position themselves as attractive alternatives by offering unique educational experiences, cost advantages, and diverse cultural environments.

## **The Benefits of Hosting International Students**

International students provide significant advantages to host countries, contributing to economic growth, academic enrichment, and cultural exchange (Beine et al., 2014; Dwyer, 2004a). Their presence enhances the global reputation of educational institutions,

strengthens international collaboration, and fosters long-term diplomatic ties. I present below some key benefits of hosting international students, supported by empirical research and academic reports.

### *Economic Contributions*

International students significantly bolster the economies of host countries through tuition fees and living expenses. In the United States, for instance, they contributed \$45 billion to the economy in 2018, as reported by the U.S. Department of Commerce. Notably, about 62% of these students fund their education through sources outside the U.S., injecting substantial foreign capital into the economy (IIE, 2020). A study by the German Academic Exchange Service, reveals that the tuition, immigration, and taxation policies of the host country are huge factors affecting the economic benefits created by international students. The study found a large range of economic impacts from international students across the six European countries involved. It also revealed that in some countries, it can take much longer for the economic benefits of international students to outweigh the costs of hosting them. Perhaps most interestingly, the German research highlights how important retaining international students post-graduation can be to the host country economy (DAAD, 2013).

The number of international students in Vietnam has been increasing in recent years. In the 2020-2021 academic year, there were 18,500 international students, decreasing to 16,000 in 2021-2022, and rebounded to 21,000 in 2022-2023, reflecting a growing trend in international student enrollment. In 2023, there are approximately 22,000 international students are enrolled in Vietnamese universities during the 2023-2024 academic year, according to the Department of International Cooperation, Ministry of Education and Training. Among them, nearly 4,000 students are studying under intergovernmental agreements, while the remainder are self-funded students enrolled through bilateral agreements at the institutional or local level (Giang, 2024). This is clearly a positive economic contribution to Vietnam's economy. Furthermore, students once study in a country tend to have their family visit and spend money on tourism. Also, those students themselves tend to come back for visits as well.

### *Academic and Research Enhancements*

The presence of international students enriches the academic environment by fostering diversity and promoting cross-cultural perspectives. They contribute to the internationalization of curricula and stimulate collaborative research endeavors. Research indicates that international students and scholars are vital to the knowledge and innovation agenda of host countries, particularly in graduate science programs (Alliance, 2022). Moreover, international students often excel academically and contribute to the host country's research output. Studies have shown that participation in international

programs correlates with improved academic performance and does not extend the time to graduation (NAFSA, 2022). This is particularly true for many universities in Vietnam. Vietnam's scientific output grew at an annual rate of 17 %, with international collaborations accounting for three-quarters of this growth. Research papers coauthored with international partners received twice as many citations on average as those produced domestically, and those with an overseas corresponding author had even higher citation rates than those with a domestic corresponding author. These findings suggest that the majority of Vietnam's scientific publications are driven by international partnerships, significantly enhancing the quality and visibility of its research. The data also indicate that Vietnam is in a developmental phase, actively building its research capacity (Nguyen et al., 2017).

In the case of China, studies clearly found that international students contribute to the internationalization of the curriculum and enhance the intercultural learning experience of domestic students. Their diverse cultural backgrounds also serve as a source of inspiration for educators, enriching their teaching approaches (Sawir, 2013).

### *Cultural Exchange and Soft Power*

International students could serve as cultural ambassadors, enhancing mutual understanding and fostering global networks. Their interactions with domestic students and the broader community promote cultural exchange and prepare all students for global careers. This cultural integration contributes to the host country's soft power by building international goodwill and long-term diplomatic relationships. Additionally, many international students ascend to prominent positions in their home countries, further strengthening bilateral ties. An analysis highlighted that UK universities have educated numerous national leaders globally, underscoring the long-term diplomatic benefits of hosting international students (Qadeer et al., 2021). Furthermore, students who study abroad often develop lasting personal and professional ties with their host countries, leading to stronger diplomatic relations, international collaboration, and long-term economic partnerships. Many international graduates go on to become business leaders, policymakers, and academics in their home countries, strengthening bilateral trade, investment, and diplomatic influence. In addition, hosting international students offers host countries substantial economic gains, enriches academic and research landscapes, and enhances cultural diplomacy. These multifaceted benefits underscore the importance of fostering and supporting international student mobility.

Overall, hosting international students yields a wide range of benefits for host countries, encompassing both immediate economic gains and long-term strategic advantages. Some of these benefits are quantifiable, such as direct contributions through tuition fees, living expenses, and taxation, which boost local economies and bring foreign

currency into the country. International students also support job creation in sectors such as housing, retail, transportation, and education services, further stimulating economic growth. Beyond economic contributions, the intangible yet highly valuable benefits of hosting international students significantly enhance a nation's global standing. By fostering cultural diversity and cross-cultural exchange, international students help enrich the social fabric of host communities. Their presence promotes mutual understanding, tolerance, and inclusivity, preparing both domestic and international students for global careers and interconnected societies. Moreover, international student mobility plays a crucial role in soft power diplomacy. Thus, the benefits of hosting international students extend far beyond the immediate financial impact. By investing in international education initiatives, host countries can enhance their global reputation, attract top-tier talent, and foster long-term international cooperation, positioning themselves as key players in the global education landscape and knowledge economy.

## **Strategic Considerations for Attracting More International Students**

### *Lessons from Asian Countries*

Generally, a variety of factors influence international students' academic outcomes (Dwyer, 2004b). This part draws some lessons from neighboring countries on attracting international students. A research in Thailand indicates that the availability of scholarships, personal recommendations, and the geographical and cultural closeness to one's home country seem to be key factors attracting students. The study's findings suggest that involving returning students as ambassadors and fostering connections between international and local student communities before, during, and after their study abroad experience could enhance the global appeal of Thai higher education. International students have the potential to serve as future contacts for attracting more students, as social networks and word-of-mouth referrals are significant factors in influencing study destination choices (Snodin, 2019). In China, the decision to recruit international students has been considered as both a national strategy to strengthen the international competitiveness and soft power of China and a diplomatic strategy to reposition Chinese higher education in the world. The study also identified key deterrents preventing students from pursuing international study. The most significant academic barrier was a lack of foreign language proficiency, which was cited by more than half of those who were undecided or uninterested in studying abroad. This underscores the importance of language support programs and bilingual education initiatives in encouraging greater student mobility (Qadeer et al., 2021).

Chinese scholars recommended their government to establishing an International Student Office for the sake of assisting international students with university registration,

residence help, counseling services, personal issues, trips, tuition fees, scholarships, and arrangements of cultural activities in a non-English speaking country is seen as an influential and encouraging step by international students. Furthermore, they found that regardless of their origin (in developing or developed regions), international students face inconveniences regarding their sociocultural and health, and safety experiences. Consequently, this study recommends that to compete with other studies abroad destinations and to improve the experiences of international students, China should formulate comprehensive policies to support international students (Qadeer et al., 2021).

Furthermore, scholars suggest that more integrated and socially active international students are, the more engaged and satisfied they tend to be. Social events foster a sense of belonging and help alleviate homesickness, fear, and culture shock. University support, particularly academic guidance from supervisors, plays a crucial role in students' adaptation and academic success. Supervisors who encourage international students to collaborate with Chinese students on research projects not only enhance their academic development but also promote social integration. This teamwork allows international students to build connections with local peers while exchanging academic knowledge and seeking support when needed (Mudassir & Hong, 2019).

An other research conducted with over 45,000 international students at 96 different institutions globally (Ammigan, 2019) recommendations for administrators and policymakers to enhance the international student experience by strategically reinvesting resources into student services, faculty engagement, and institutional leadership. It emphasizes the importance of cross-departmental collaborations and partnerships to expand international programming and foster inclusivity. Additionally, it highlights the need for culturally sensitive outreach programs to support students' academic, social, and cultural adjustment, alongside a strategic communication plan to improve engagement. Training faculty, staff, and students in intercultural competence is crucial for better support, and regular assessments should be conducted to ensure the quality of both academic and non-academic services. These strategies lay the groundwork for further institutional improvements and discussions.

### *Implication for Vietnam*

Although Vietnam may not have full advanced scientific education and research infrastructure, it possesses several distinctive strengths that can enhance its appeal as a study-abroad destination. Vietnam has undergone reform in the last several decades which boosted economic growth (Vu & Nguyen, 2022, 2024). Although the education system remains somewhat theory-heavy (Nguyen, 2022), Vietnam has shown commitment to international education. According to the Ministry of Education and Training, approximately



20,000 international students were studying in Vietnam in 2023. Between 2013 and 2023, Vietnamese educational institutions signed over 3,500 memoranda of understanding and cooperation agreements with international partners, covering academic training, research collaboration, and student and faculty exchange programs. Furthermore, Vietnam has led negotiations and signed 161 international treaties and agreements, establishing educational partnerships with over 100 countries and territories. The country has also actively participated in subregional, regional, and interregional cooperation mechanisms, including ASEAN, ASEM, and APEC, contributing to the expansion of international collaboration in education and training (VUFO, 2023).

Vietnam's cultural identity and international reputation have gained increasing recognition, particularly among Western audiences. The country's rich history, diverse traditions, and dynamic local culture make it an attractive destination for students seeking immersive educational experiences beyond conventional Western settings. The growing global interest in Vietnamese culture, cuisine, and history presents an opportunity for universities to integrate cultural studies with academic coursework, further attracting international students interested in cross-cultural engagement. Vietnam has established credibility in several specialized fields, particularly in environmental science, water resource management, and public health (Quan & Taylor-Robinson, 2023). The country's expertise in environmental sustainability, particularly in addressing climate change and water resource challenges in Southeast Asia, makes it a compelling location for students and researchers in these disciplines. Furthermore, Vietnam's advancements in medical treatments and dental care have gained international recognition, attracting a growing number of students and professionals seeking training in these fields.

Research indicates at the national level, strong economic prospects are the primary factor attracting international students to a developing country like Vietnam. At the institutional level, a university's reputation, along with its Vietnamese Studies and language programs, play a crucial role in drawing international students to enroll (Kim Khanh & Ngoc, 2022). Among other prominent factors, two key groups of issues Vietnam need to address to attract more international students are present below.

#### *Support from Government*

As of 2022, Vietnam had up to 155 educational institutions offering programs for international students. Leading the list are the Vietnam National University in Hanoi and Ho Chi Minh City, which serve as major hubs for international education. In addition to these, several regional institutions, including Hue University, Da Nang University, Thai Binh University, and Can Tho University, have also become attractive destinations for foreign students (Quyen, 2022).

At least dozens of Vietnam's top universities offer programs in English, including both the Vietnam National University in Hanoi and Ho Chi Minh City, RMIT Vietnam, Fulbright University Vietnam, VinUni, Foreign Trade University, Hanoi University of Science and Technology (HUST), FPT University, Hoa Sen University, and the University of Economics Ho Chi Minh City (UEH). These institutions provide English-language programs in fields such as business, technology, and international studies. However, the range of programs remains limited, with fewer options available in specialized disciplines such as medicine, law, and engineering compared to universities in other countries. Expanding English-taught programs could enhance Vietnam's attractiveness as a destination for international students.

One of the key factors driving international student enrollment in these institutions is the bilateral agreements between Vietnam and other countries. These agreements facilitate student exchange programs, scholarships, and joint training initiatives, making it easier for international students to pursue education in Vietnam. As a result, the Vietnamese government plays a crucial role in actively recruiting incoming students through various education ambassador programs and diplomatic efforts aimed at strengthening international academic partnerships. Expanding such initiatives could further enhance Vietnam's position as a preferred destination for global learners.

#### *Addressing Housing and Cost-Related Factors*

A key determinant influencing students' choice of study-abroad destinations is affordability, particularly in terms of tuition fees and living expenses. Research highlights the significant role of cost factors, including housing expenses and the overall affordability of higher education (Beine et al., 2014). Additionally, nearly half of the students interested in studying abroad cited the high cost of tuition in the UK as a major factor influencing their preference for international education (Guardian, 2015). This finding suggests that students are actively seeking cost-effective alternatives that provide high-quality education at a lower financial burden – an area where Vietnam can position itself competitively.

While Vietnam faces challenges in providing sufficient on-campus student housing, requiring further investment, it clearly holds a comparative advantage in terms of rental prices. Apartment rental costs in Vietnam are relatively lower than in Western countries, offering students affordable living arrangements. However, the process of finding suitable rental housing remains a challenge, necessitating institutional support and facilitation to make accommodations more accessible for international students.

#### *Leveraging Career Aspirations and Global Job Market Demand*

Among students who expressed interest in studying abroad, nearly 50 % cited travel and cultural exploration as key motivating factors, while 30 % emphasized career

aspirations, particularly the desire to work for an international company and live overseas. Furthermore, employers in developed countries increasingly value international experience. A 2014 survey revealed that nearly 40 % of companies reported missed international business opportunities due to a lack of globally competent personnel. Given that 95 % of consumers reside outside of the United States, global exposure and cross-cultural competence are becoming essential elements of higher education. Vietnam can leverage this trend by promoting internship opportunities, international business collaborations, and industry partnerships to enhance career prospects for foreign students (NAFSA, 2023). As Vietnam's economy grows and more foreign companies establish operations within the country, job opportunities for international students can be promoted as an incentive. These companies may view international graduates as valuable assets, bridging business and cultural gaps between Vietnam and their home countries.

By leveraging the strengths and quickly addressing the challenges, Vietnam can position itself as an attractive alternative to traditional study-abroad destinations, drawing students not only from Western countries but also from neighboring Asian nations and beyond. Strategic investments in academic partnerships, research collaborations, and international student support services could further strengthen Vietnam's ability to attract a diverse cohort of international students in the coming years.

## **Conclusion**

As global education trends continue to evolve, non-traditional study-abroad destinations are becoming increasingly attractive to students from developed nations. Vietnam has the potential to position itself as a compelling destination for international students by leveraging its affordable education system, rich cultural heritage, and growing academic credibility in key fields such as environmental science, public health.

The benefits of hosting international students extend beyond economic gains to include academic enrichment, cultural exchange, and long-term diplomatic advantages. International students contribute to the diversification and internationalization of Vietnamese universities, fostering a more dynamic and globally connected academic environment. Furthermore, if Vietnam strategically enhances institutional support, research collaboration, and student mobility programs, it can establish itself as an emerging hub for higher education in Asia.

To fully capitalize on this opportunity, targeted policies and infrastructure improvements are necessary. Investments in student housing, streamlined visa processes, and stronger university-industry partnerships will enhance Vietnam's competitiveness in attracting global talent. Additionally, promoting Vietnam as a gateway for international

careers in Southeast Asia can appeal to students seeking professional opportunities in an increasingly interconnected world.

By learning from successful models in China and other Asian countries, Vietnam can develop a comprehensive strategy to increase its international student enrollment. Strengthening academic quality, research collaboration, and cultural integration programs will be crucial in ensuring long-term success. Ultimately, Vietnam has the potential to transform itself into a key player in global education, offering students from around the world a unique and enriching academic experience.

## Reference

- Alliance, P. (2022). "How International Students Contribute to our Campuses, Communities, and Country. Presidents' Alliance". <https://www.presidentsalliance.org/how-international-students-contribute-to-our-campuses-communities-and-country>
- Ammigan, R. (2019). "Institutional Satisfaction and Recommendation: What Really Matters to International Students?" *Journal of International Students*, 9(1), 262-281. <https://doi.org/https://doi.org/10.32674/jis.v9i1.260>
- Beine, M., No I, R., & Ragot, L. (2014). "Determinants of the international mobility of students". *Economics of Education Review*, 41, 40-54. <https://doi.org/https://doi.org/10.1016/j.econedurev.2014.03.003>
- DAAD. (2013). *The Financial Impact of Cross-border Student Mobility on the Economy of the Host Country*. In: German Academic Exchange Service.
- Dwyer, M. M. (2004a). "Charting the impact of studying abroad". *International Educator*, 13(1), 14.
- Dwyer, M. M. (2004b). "More is better: The impact of study abroad program duration". *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 151-163.
- Fakunle, O. (2021). "Developing a framework for international students' rationales for studying abroad, beyond economic factors". *Policy Futures in Education*, 19(6), 671-690.
- Giang, M. (2024). "Vi sao 22.000 du học sinh nước ngoài chọn học tập ở Việt Nam?" *tuoi-tre.vn*. <https://tuoi-tre.vn/vi-sao-22-000-du-hoc-sinh-nuoc-ngoai-chon-hoc-tap-o-viet-nam-20241025083741677.htm>
- Guardian, T. (2015). "UK students increasingly opting to study abroad". <https://www.theguardian.com/education/2015/may/28/study-abroad-uk-students-overseas#:~:text=The%20country%20students%20would%20most,time%20abroad%20while%20at%20university>.
- IIE. (2020). *Economic Impact of International Students*. Institute of International Education, USA. <https://www.iie.org/research-initiatives/open-doors/economic-impact-of-international-students/>

- Kim Khanh, M. T., & Ngoc, C. H. (2022). "Attracting international students to a developing Asian country: Push-pull factors for a niche market, the case of a Vietnamese higher education institution". *Policy Futures in Education*, 21(4), 445-464. <https://doi.org/10.1177/14782103221134186>
- Manning, M. (2023). "US survey finds 72% interested in studying abroad". *thepienews.com*. <https://thepienews.com/terra-dotta-survey-finds-interest-in-study-abroad-may-surpass-2019-figures/>
- Monitor, I. (2024). "Southeast Asian students increasingly considering 'studying abroad' closer to home". <https://monitor.icef.com/2024/02/southeast-asian-students-increasingly-considering-studying-abroad-closer-to-home/>
- Mudassir, H., & Hong, S. (2019). "A Study on Academic Adaptation of International Students in China". *Higher Education Studies*, 9(4). <https://doi.org/10.5539/hes.v9n4p80>
- NAFSA. (2022). "Independent Research Measuring the Impact of Study Abroad". In: Association of International Educators.
- NAFSA. (2023). "Trends in U.S. Study Abroad". Association of International Educators, USA.
- Nguyen, T. (2022). "Exploiting Ideology and Making Higher Education Serve Vietnam's Authoritarian Regime". *Communist and Post-Communist Studies*, 55(4), 83-104. <https://doi.org/10.1525/cpcs.2022.1819231>
- Nguyen, T. V., Ho-Le, T. P., & Le, U. V. (2017). "International collaboration in scientific research in Vietnam: an analysis of patterns and impact". *Scientometrics*, 110(2), 1035-1051. <https://doi.org/10.1007/s11192-016-2201-1>
- Qadeer, T., Javed, M. K., Manzoor, A., Wu, M., & Zaman, S. I. (2021). "The Experience of International Students and Institutional Recommendations: A Comparison Between the Students From the Developing and Developed Regions". *Front Psychol*, 12, 667230. <https://doi.org/10.3389/fpsyg.2021.667230>
- Quan, N. K., & Taylor-Robinson, A. W. (2023). "Vietnam's Evolving Healthcare System: Notable Successes and Significant Challenges". *Cureus*, 15(6), e40414. <https://doi.org/10.7759/cureus.40414>
- Quyen, M. (2022). "Trường ĐH nào ở Việt Nam thu hút hàng ngàn sinh viên đến từ 74 quốc gia?" <https://thanhnien.vn/truong-dh-nao-o-viet-nam-thu-hut-hang-ngan-sinh-vien-den-tu-74-quoc-gia-1851490129.htm>
- Sawir, E. (2013). "Internationalisation of higher education curriculum: the contribution of international students". *Globalisation, Societies and Education*, 11(3), 359-378. <https://doi.org/10.1080/14767724.2012.750477>
- Snodin, N. (2019). "Mobility experiences of international students in Thai higher education". *International Journal of Educational Management*, 33(7), 1653-1669. <https://doi.org/10.1108/IJEM-07-2018-0206>

- Vu, T., & Nguyen, T. (2022). "Doi Moi" but Not "Doi Mau": Vietnam's Red Crony Capitalism in Historical Perspective. In N. Truong & T. Vu (Eds.), *The Dragon's Underbelly: Dynamics and Dilemmas in Vietnam's Economy and Politics* (pp. 25-50). ISEAS–Yusof Ishak Institute.
- Vu, T., & Nguyen, T. (2024). "Vietnam in the Reform Era". In P. Asselin (Ed.), *The Cambridge History of the Vietnam War: Volume 3: Endings and Aftermaths* (Vol. 3, pp. 353-379). Cambridge University Press. <https://doi.org/DOI:10.1017/9781316225288.020>
- VUFO. (2023). "22.000 người nước ngoài đang học tập tại Việt Nam". Vietnam Union of Friendship Organizations. <https://vufo.org.vn/22000-nguoi-nuoc-ngoai-dang-hoc-tap-tai-Viet-Nam-65-101958.html?lang=vn>
- Wen, W., Hu, D., & Hao, J. (2018). "International students' experiences in China: Does the planned reverse mobility work?". *International Journal of Educational Development*, 61, 204-212. <https://doi.org/https://doi.org/10.1016/j.ijedudev.2017.03.004>