

# THE IMPLEMENTATION OF TAIWAN'S (CHINA) EDUCATIONAL COOPERATION POLICIES IN VIETNAM UNDER THE NEW SOUTHBOUND POLICY (2016-2026)

## TRIỂN KHAI CHÍNH SÁCH HỢP TÁC GIÁO DỤC CỦA ĐÀI LOAN (TRUNG QUỐC) TẠI VIỆT NAM TRONG CHÍNH SÁCH HƯỚNG NAM MỚI (2016-2026)

Luong Anh Linh\*, Le Thi Phuong Loan

*The University of Danang - University of Foreign Language Studies, Vietnam*

\*Corresponding author: lalinh@ufl.udn.vn

(Received: March 01, 2026; Revised: March 30, 2026; Accepted: April 12, 2026)

DOI: 10.31130/ud-jst.2026.24(5B).260

**Abstract** - Since 2016, Taiwan (China)'s New Southbound Policy (NSP) has identified education and human resource development as strategic pillars in its relations with Vietnam. This paper examines the scope, forms, and outcomes of educational cooperation between the two sides from 2016 to the present, including academic exchange programs, joint training initiatives, and efforts to develop high-quality human resources. Using data synthesis and policy document analysis, the study highlights key achievements, such as the rapid increase in the number of Vietnamese students studying in Taiwan and the emergence of university–research institute–industry collaboration models, while also pointing out existing limitations. The findings suggest that educational cooperation not only enhances human capital and expands international learning opportunities for Vietnamese students, but also strengthens social linkages, fosters sustainable bilateral relations, and contributes to regional integration within the NSP framework.

**Từ khóa** - New Southbound Policy; education cooperation; Viet Nam.

### 1. Introduction

In the context of the rapidly developing relationship between Vietnam and across various sectors, educational cooperation from 2016 to 2023 has emerged as a highlight, significantly contributing to the strengthening and promotion of bilateral relations. This development not only reflects the general trend of the bilateral relationship but also stems from the favorable and strategic factors of both parties. Both Vietnam and Taiwan (China) share a common goal of developing education and improving the quality of human resources. Taiwan (China)'s New Southbound Policy, which identifies Vietnam as an important partner, has strongly promoted educational cooperation, creating favorable conditions for the exchange of students, scholars, and faculty members, as well as for scientific research collaboration and the implementation of study abroad scholarship programs. At the same time, Vietnam's increasing need for international cooperation in the context of global integration requires collaboration with countries around the world to develop education and meet the diverse learning needs of its people. Thanks to effective cooperation, the two sides have achieved numerous significant accomplishments, such as enhancing student and scholar exchanges, strengthening scientific research collaboration, and attracting many Vietnamese students through scholarship programs. However, alongside these

**Tóm tắt** Kể từ năm 2016, Chính sách Hướng Nam Mới (NSP) của Đài Loan (Trung Quốc) đã xác định giáo dục và phát triển nguồn nhân lực là trụ cột chiến lược trong quan hệ với Việt Nam. Bài viết tập trung phân tích phạm vi, hình thức và kết quả hợp tác giáo dục giữa hai bên từ năm 2016 đến nay, bao gồm các chương trình trao đổi học thuật, liên kết đào tạo và sáng kiến phát triển nhân lực chất lượng cao. Thông qua phương pháp tổng hợp số liệu và phân tích tài liệu chính sách, nghiên cứu đánh giá những thành tựu nổi bật như việc gia tăng đột biến số lượng du học sinh và các mô hình hợp tác trường - viện - doanh nghiệp, đồng thời chỉ ra các hạn chế hiện hữu. Kết quả khẳng định hợp tác giáo dục không chỉ nâng cao chất lượng nhân lực và mở rộng cơ hội học tập quốc tế cho sinh viên Việt Nam, mà còn củng cố kết nối xã hội, thúc đẩy quan hệ song phương bền vững và đóng góp vào tiến trình hội nhập khu vực trong khuôn khổ NSP.

**Key words** - Chính sách Hướng Nam mới; hợp tác giáo dục; Việt Nam; Đài Loan (Trung Quốc).

achievements, there are still several challenges that need to be addressed to promote more effective educational cooperation in the future. Research on educational cooperation between Vietnam and from 2016 to 2023 plays an important role in assessing the effectiveness of this collaboration, thereby proposing directions for future cooperation. This study not only contributes to strengthening the relationship between the two sides but also adds to the knowledge of Vietnam's international educational cooperation, while simultaneously opening up new development opportunities for bilateral educational exchanges.

### 2. Overview of New Southbound Policy

#### 2.1. New Southbound Policy (NSP)

The New Southbound Policy (NSP), initiated in 2016 under the administration of Tsai Ing-wen and consistently maintained under the leadership of Lai Ching-te, has been reaffirmed as a core component of Taiwan (China)'s foreign policy. At the DPP diplomatic reception in October 2023, Lai explicitly stated that “the NSP will continue,” underscoring its sustained central role in Taiwan (China)'s future diplomatic agenda. NSP is regarded as a key strategic initiative aimed at strengthening Taiwan (China)'s international position through the diversification of its economic linkages. In the context of intensifying

regional competition, the policy prioritizes the development of multidimensional partnership networks to enhance economic autonomy and expand its global development space. Since its implementation, the policy has enabled Taiwan (China) to establish partnerships with 18 countries across Asia and the Pacific, thereby expanding its economic influence and reinforcing its role as an important partner in the global economy [1].

NSP is a significant initiative by the Taiwan (China) government, engaging 13 ministries and agencies, including the Ministry of Foreign Affairs, the Ministry of Economic Affairs, the Ministry of Education, and the Tourism Bureau under the Ministry of Transportation and Communications. The NSP's budget is allocated separately from the annual budgets of these ministries. In its first year of implementation in 2017, the NSP budget was approximately 4.45 billion TWD, which increased to 7.26 billion TWD in 2018, marking a 63% increase from the previous year [2]. This budgetary growth underscores the determination of President Tsai Ing-wen's administration to advance the NSP. The policy places significant emphasis on two main pillars: economic cooperation and talent exchange, overseen primarily by the Ministry of Education and the Ministry of Economic Affairs.

## **2.2. Vietnam's strategic position in the NSP**

Geographically, Vietnam's position within ASEAN enhances its importance as a regional hub, facilitating broader cooperation between Taiwan (China) and other Southeast Asian countries. Economically, Vietnam's sustained growth and deeper integration into global value chains have provided a solid foundation for expanding education–industry linkages with Taiwan (China). Moreover, Vietnam's national developmentNew Southbound Policy (NSP)'s orientation toward talent mobility and knowledge exchange. At the same time, the expansion of Taiwan (China)'s investment in Vietnam has generated increasing demand for a skilled workforce that meets requirements in technical expertise, language proficiency, and professional standards. As a result, educational cooperation between Taiwan (China) and Vietnam has become an important mechanism for developing high-quality human resources aligned with the needs of Taiwan (China) enterprises [3]. From Vietnam's perspective, national development strategies continue to prioritize industrialization and human capital enhancement, in which international educational cooperation plays a key role in ensuring a stable and qualified labor supply.

## **2.3. Viet Nam - Taiwan (China) Cooperation before 2016**

Before 2016, cooperation between Vietnam and Taiwan (China) were characterized by a nuanced blend of economic cooperation, cultural exchanges, and diplomatic complexities. Officially, Vietnam adhered to the One-China Policy, which meant it did not have formal diplomatic relations with Taiwan (China), recognizing Beijing as the sole representative of China [4]. Despite this diplomatic stance, Taiwan (China) emerged as a significant economic partner for Vietnam, particularly in sectors like manufacturing and electronics, where Taiwan (China)

investments played a crucial role in Vietnam's economic development.

Cultural and educational exchanges between Vietnam and Taiwan (China) are developing. These exchanges contributed to mutual understanding and cooperation in various fields, despite the absence of formal diplomatic ties. Overall, the cooperation between Vietnam and Taiwan (China) before 2016 was shaped by strategic economic interests, regional dynamics, and adherence to diplomatic protocols, reflecting a cautious yet fruitful engagement between the two sides.

## **2.4. Educational Strategies and Measures under the NSP**

### **2.4.1. Educational strategies under the NSP**

At the heart of the NSP lies “educational diplomacy,” a key soft power tool used to promote academic exchange and cross-border human resource development. In October 2016, The Ministry of Education has implemented this strategy through the “New Southbound Talent Development Plan,” which is grounded in a “people-oriented” philosophy that emphasizes resource sharing and bilateral exchange [5]. This plan focuses on three primary pillars: attracting students from partner countries to study in; funding local students to conduct research in ASEAN countries; and enhancing access to quality education for the children of immigrants. By investing in scholarship programs and specialized technical training, this policy not only bolsters the international standing of but also contributes directly to the socio-economic development of its partner nations.

### **2.4.2. Objectives and expected outcomes**

The Ministry of Education of Taiwan (China) set a target to attract 30,000 students from NSP partner countries by 2019, with a budget allocation of 1 billion TWD for scholarships, recruitment programs, and funding for universities to implement the NSP. The goal includes increasing the number of students from ASEAN and South Asian countries by 20% annually, aiming to reach 58,000 students from these regions [5]. The Ministry of Education of Taiwan (China) aimed to attract 30,000 students from NSP partner countries by 2019, supported by a budget of 1 billion TWD for scholarships, recruitment, and university programs. The policy also targeted a steady increase in students from ASEAN and South Asia, alongside measures such as establishing the “Talent Development Strategy Task Force” and funding universities to set up educational centers in the region [5].

After this initial phase, the NSP continued to develop, with greater emphasis on cooperation with Vietnam. In line with the global competition for talent, both sides have intensified institutional collaboration, notably through the signing of the Education Cooperation Agreement between the Taipei Economic and Cultural Office in Vietnam and the Vietnam Economic and Cultural Office in Taipei in July 2025. This agreement provides a stronger framework for joint talent development and enhances the effectiveness of bilateral educational cooperation. Taiwan (China) has also continued to expand scholarship programs in the later phase of the NSP. By 2026, the number of Taiwan

Scholarships (MOE) allocated to Vietnam increased to 41, along with 18 Huayu Enrichment Scholarships (HES).

#### 2.4.3. Long-Term Training and Scholarship Programs

Taiwan (China) has expanded its scholarships to attract students from Southeast Asia and South Asia, establishing “industry-academia collaboration research classes” and “technical training classes for foreign youth” providing employment opportunities post-graduation [6]. Universities are encouraged to set up branches and preparatory programs abroad and offer language courses at primary and secondary levels for new immigrants. Additionally, universities are urged to enhance the training of specialists in Southeast Asian languages and regional commerce.

The New Southbound Policy of Taiwan (China), with its strategic and specific measures in the field of education, has laid a solid foundation for educational cooperation between Vietnam and Taiwan (China) from 2016 to 2026. This review highlights the effectiveness of the policies and strategies implemented and proposes directions for future cooperation, contributing to the strengthening of bilateral relations and the development of Vietnam's international education landscape.

### 3. Research Methodology

#### 3.1. Theoretical Approaches

##### 3.1.1. Liberalism

Liberalism, along with Realism, is one of the long-standing theories in the international relations theory system. Liberalism posits that in international relations, besides the state actors, there are other actors such as individuals, international organizations, intergovernmental, and non-governmental organizations. This creates an intertwining of interests among various actors rather than being monopolized solely by the state actors. As a result, the process of international cooperation is increasingly developing, and security issues are also ensured.

According to Liberalism, absolute gains are considered more important than relative gains, and the benefits derived from cooperation are better than receiving nothing from conflict. Therefore, cooperation will continue to be chosen over conflict or non-cooperation [7]. Mutual dependence fosters understanding and promotes the process of cooperation and exchange. Cooperation occurs in many fields: from economics and military to culture, society, and education. This promotes the exchange of common values, creating a community with shared goals and missions. Mutual dependence also helps maintain peace and stability in regional and international security.

This theory emphasizes the role of international institutions in international relations. Institutions play a role in enhancing mutual understanding and building trust, thereby expanding opportunities for cooperation. Additionally, each institution has its own principles and regulations that can help adjust relations among members, minimizing behaviors that could cause conflict. Furthermore, the existence of international institutions contributes to reducing anarchy in the international

environment through the implementation and enforcement of international laws [8].

Based on this theory, some issues in Vietnam-Taiwan (China) cooperation can be studied and analyzed. Vietnam-Taiwan (China) cooperation aims at various goals, in which economic benefits and soft power play key roles, including cooperation in the fields of culture and education.

##### 3.1.2. Constructivism

Constructivism is a theory of international relations that emerged later than Realism and Liberalism. Constructivism is believed to have originated from the third debate in international relations (early 1980s). Some opinions suggest that Constructivism existed as early as the 18th century and that the 1980s were just a period of development for international relations studies in line with Constructivist trends [9].

Constructivism argues that identities, beliefs, and social norms strongly influence socio-political behavior. In international cooperation, it focuses on how national identities shape each country's interests and goals. These identities include both internal factors, such as culture and ideology, and social roles defined by the international community, which together influence how countries engage in cooperation [10].

Constructivism emphasizes the role of perception and the interaction process between nations. Changes in perception play an important role in either promoting or limiting regional cooperation [11]. Moreover, Constructivism highly values the human consciousness factor, asserting that it affects the foreign policies of a nation in cooperation with other countries.

In summary, Constructivism highlights the role of identity, culture, social norms, and so on, thereby explaining why Vietnam and Taiwan (China) promote educational cooperation with each other.

##### 3.1.3. Soft Power

The term “soft power” first appeared in 1973 in Klaus Knorr's book *Power and Wealth: The Political Economy of International Power*. Later, in 1990, the concept of “soft power” was first defined by Joseph Nye in his work *Bound to Lead: The Changing Nature of American Power*. According to Nye, soft power is understood as “the ability to get others to want what you want, thereby making them voluntarily do it without coercion or payment” [12].

Over time, Joseph Nye continued to research and develop the term “soft power” into a renowned theory. In his book *Soft Power: The Means to Success in World Politics*, Nye asserted: “Soft power is the ability to achieve goals through attraction rather than coercion or payment. This attraction comes from a country's culture, political values, and foreign policies” [13]. According to Nye, a country has soft power when it possesses three main resources: national culture, national values, and national policies. A country is considered successful in building soft power when it can leverage the appeal of its culture, political perspectives, and foreign policies to influence, impact, and attract the support of other nations [13].

Thus, from the perspectives mentioned above, it can be understood that soft power is the ability to attract and garner the interest and attention of other countries through activities in the fields of culture, politics, and economics. Among these, cultural soft power is a particularly important resource, creating influence over other nations through traditional cultural values and national identity via cultural exchange and cooperation, and educational activities.

### 3.2. Research Method

This research adopts a qualitative design to investigate the collaboration between Vietnam and Taiwan (China) in education from 2016 to 2026.

*Documentary Research* is used to gather information from policy papers, official reports, and previous studies related to the NSP and Vietnam - Taiwan relations, while statistical data is employed to illustrate trends and developments in student mobility and educational exchange.

*Data Collection* is retrieved from the Ministry of Education (MOE) of Taiwan (China) and relevant Vietnamese educational agencies. These statistics are crucial for quantifying the scale of cooperation.

*Comparative Methods* are applied to highlight differences between the pre-2016 period and the period under the NSP, thereby clarifying the policy's impact.

*SWOT Analysis* will be conducted to evaluate Taiwan (China)'s strengths and weaknesses in implementing the NSP across Southeast Asian nations while identifying future opportunities and challenges for the NSP's development in the region and specifically in Vietnam.

## 4. The cooperation between Vietnam and Taiwan (China) in the field of education from 2016 to 2026

### 4.1. Higher Education Cooperation

Higher education cooperation between Taiwan (China) and Vietnam under the New Southbound Policy (NSP) from 2016 to 2023 has been strengthened through a range of targeted initiatives. Taiwan (China) expanded scholarship programs to attract Vietnamese students, thereby promoting academic mobility and deepening institutional linkages. In parallel, universities developed industry-oriented programs and research units designed to align with Vietnam's labor market needs, particularly in technology and engineering fields, facilitating knowledge transfer and applied research collaboration. Technical and vocational training programs were also introduced to equip Vietnamese students with practical skills and enhance their employability in both local and regional contexts. Moreover, Taiwanese higher education institutions promoted transnational education through preparatory programs and overseas partnerships, including collaborations with Vietnamese institutions, thereby improving access to quality education and fostering sustained academic exchange.

According to Chu Da Minh, Head of Education Department, Taiwan (China) Education Data Center in Vietnam [14] said that 2023 more than 23.700 Vietnamese people studied in Taiwan (China), an increase of 26%

compared to 2021. Of these, about 16.000 people follow degree programs, more than 7.000 study Chinese language programs or participate in exchange programs. Until 10/2025, there are more than 40.000 Vietnamese students studying in. Vietnam is currently the country with the largest number of international students in Taiwan (China), followed by Indonesia and Malaysia. The fields that many Vietnamese students study are Business and Management (undergraduate level), technology and engineering fields, especially semiconductors (master's and doctoral levels).

### 4.2. Work-Study Programs

Taiwan (China) has implemented work-study programs that integrated academic study with practical work experience. These programs were designed to enhance practical skills by providing students with hands-on experience in their respective fields of study, thus increasing their readiness for the workforce. Additionally, they facilitated employment opportunities by offering job placements and internships to participants upon completion of their studies, supporting their transition into professional careers.

In parallel, Work-Study Programs, which are specifically designed to bridge the gap between theoretical instruction and practical. Beyond classroom learning, the authorities have incentivized universities to implement "Industry-Academia Collaboration Classes" and "Technical Training Programs for Overseas Youth," which facilitate direct employment pathways by offering structured internships and job placements. These programs are further strengthened by the "Plan to Attract and Retain International Students," a strategic tripartite synergy involving government funding, corporate participation, and academic expertise. With a long-term vision, this policy aims to recruit 320,000 international scholars and retain approximately 210,000 individuals within the local labor market by 2030, effectively cementing a sustainable talent pipeline between the two regions [15].

### 4.3. Language Instruction Collaboration

Language cooperation has become an important component of Taiwan (China)'s engagement with Southeast Asia, particularly Vietnam. In 2017, the Southeast Asian Languages Program launched by Taiwan's education authorities opened more than 700 classes and attracted around 30,000 learners. Notably, Vietnamese emerged as the most popular language among the regional offerings, reflecting strong and growing demand. According to officials from Taiwan's vocational and technological education sector, the high level of interest in Vietnamese has enabled universities to expand and refine their teaching models. Proficiency in Vietnamese is increasingly seen as a valuable asset in the labor market [16].

At the same time, Taiwan (China) has continued to promote Chinese language education through scholarship schemes such as the Huayu Enrichment Scholarship (HES). In 2026, 36 scholarships were allocated to Vietnamese applicants, marking a gradual increase compared to previous years. Recipients enrolled in

university-affiliated language centers receive a monthly stipend of NTD 28,000 for a period ranging from three to twelve months. This program is considered particularly beneficial for those intending to pursue further academic study or work in Chinese-speaking environments. By strengthening these linguistic bridges, both regions are effectively cultivating a talent pool capable of navigating complex cross-border environments, thereby reinforcing the sustainability of the NSP [15].

#### 4.4. Translation and Literary Research Collaboration

Despite the growing ties, Taiwanese literature remained relatively obscure to the Vietnamese public until recent years, when the Ministry of Culture and the National Museum of Taiwan Literature initiated targeted funding for translation projects. *The Development of Mother-Tongue Literature in Taiwan* by Liao Sui-beng, *Legends of Taiwan Heroes: The Battle of Siraya* by Tan Ian-seng, and the seminal *History of Taiwanese Literature* by Ye Shitao. These translations serve as essential cultural bridges, offering Vietnamese readers a nuanced perspective on the historical and linguistic evolution of the island's literary identity [17].

**Table 1.** Educational Cooperation Indicators Vietnamese Students in Taiwan (China) (2016 - 2025)

Year	Vietnamese students in Taiwan (China) (annual/academic year)
2016	4,988
2017	data not yet released publicly
2018	data not yet released publicly
2019	17,421
2020	17,534
2021	data not yet released publicly
2022	23,728
2023	27,883
2024	39,695
10/2025	approx. 40,000

Source: Data referencing Ministry of Education and Training (MOET) Viet Nam and Ministry of Education

Conversely, the academic partnership between the University of Social Sciences and Humanities (VNU Hanoi) and National Cheng Kung University has yielded significant scholarly milestones, most notably the translation of *A Brief History of Vietnamese Literature* into traditional Chinese for the Taiwanese market. The initiative was strongly supported by Professor Trần Ích Nguyễn, whose long-term academic engagement has played an important role in promoting Vietnamese literary and cultural studies in Taiwan and in building scholarly connections between the two sides. More broadly, translation and literary research have become an important channel for academic and cultural exchange. These efforts align with Taiwan (China)'s broader orientation under the NSP, which emphasizes strengthening cultural and educational linkages with Southeast Asia, including Vietnam, through sustained institutional and financial support [18].

## 5. Assessment

Analyzing the SWOT (Strengths, Weaknesses, Opportunities, Threats) of Vietnam-Taiwan (China) cooperation in education from 2016 to 2026 is essential for strategic planning and decision-making. It helps identify strengths like mutual educational goals and cultural affinity, weaknesses such as language barriers, opportunities such as technological advancements, and threats like geopolitical tensions. This analysis informs policies to maximize benefits, optimize collaborations, anticipate trends, and ensure sustainable educational partnerships that withstand challenges and foster mutual growth.

**Table 2.** SWOT Analysis of Educational Cooperation between Vietnam and Taiwan (China) (2016 - 2026)

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>- <i>Strategic Alignment:</i> Taiwan (China)'s New Southbound Policy (NSP) aimed to strengthen ties with Southeast Asian nations, including Vietnam, aligning with Vietnam's educational goals and regional integration strategies.</li> <li>- <i>Educational Excellence:</i> Taiwan (China)'s universities and educational institutions are globally recognized for their quality education offered Vietnamese students's opportunities to access advanced academic programs (technology, engineering, and medicine).</li> <li>- <i>Cultural Exchange:</i> Increased cultural exchanges through student mobility programs, academic partnerships, and cultural events fostered mutual understanding and deepened diplomatic ties between Vietnam and Taiwan (China).</li> <li>- <i>Diversification of Education:</i> The cooperation expanded beyond traditional academic fields to include areas like digital technology, sustainable development, and vocational training, catering to Vietnam's diverse educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Geopolitical Sensitivities:</i> Political tensions between Taiwan (China) and China occasionally strained educational collaborations, impacting the pace and depth of cooperation initiatives.</li> <li>- <i>Infrastructure Limitations:</i> Varied infrastructure capacities and resources in Vietnamese and Taiwan (China) educational institutions posed challenges to scaling up joint programs and initiatives effectively.</li> <li>- <i>Language and Cultural Barriers:</i> Differences in language and cultural norms sometimes hindered effective communication and integration in academic exchanges and joint research projects.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>- <i>Regional Integration:</i> Opportunities to strengthen educational ties within broader ASEAN frameworks and regional economic communities.</li> <li>- <i>Emerging Technologies:</i> Potential for joint research and development in emerging fields like digital transformation and biotechnology.</li> <li>- <i>Student Mobility:</i> Growing interest and support for student exchanges and scholarships facilitated greater educational mobility and internationalization.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Geopolitical Pressures:</i> Continued geopolitical pressures from regional dynamics, impacting the stability and predictability of educational collaborations.</li> <li>- <i>Competitive Landscape:</i> Intense competition from other global and regional educational hubs vying for Vietnamese students and academic partnerships.</li> <li>- <i>Economic Uncertainty:</i> Economic fluctuations and funding constraints could potentially affect long-term investment in educational collaborations.</li> </ul>

Source: Compiled by the author

To sum up, educational cooperation between Viet Nam and Taiwan (China) has remained strong and resilient under the administration of Lai Ching-te, continuing the positive trajectory established during the

New Southbound Policy (NSP) era. Although the NSP was initially launched under President Tsai Ing-wen, its core objectives diversifying Taiwan (China)'s external relations, strengthening ties with Southeast Asia, and enhancing people-to-people connectivity have been sustained and further consolidated. In this context, Viet Nam remains one of Taiwan (China)'s most strategic and dynamic partners in education and human resource development. The steady growth in Vietnamese student enrollment in Taiwan (China), which reached nearly 40,000 by 2024, reflects not only strong demand for Taiwan (China) higher education but also the institutional stability of bilateral cooperation frameworks. Under Lai Ching-te's leadership, policy continuity has reassured partner countries, including Viet Nam, that educational collaboration will remain a long-term priority rather than a short-term political initiative.

Beyond student mobility, cooperation has deepened through expanded university-to-university partnerships, dual-degree programs, Mandarin language training, vocational education exchanges, and joint research initiatives in technology, semiconductor studies, digital transformation, and green development. Taiwan (China)'s strengths in high-tech industries and applied sciences complement Viet Nam's demand for skilled human resources in manufacturing, digital economy, and innovation sectors.

Importantly, educational cooperation under Lai Ching-te also contributes to broader regional stability and soft power engagement. By prioritizing scholarships, industry-linked internship programs, and alumni networks, Taiwan (China) enhances its societal linkages with Viet Nam while supporting workforce development goals in both economies. The sustained expansion of cooperation demonstrates that, despite geopolitical tensions in the region, pragmatic and mutually beneficial educational ties continue to flourish. Overall, under President Lai's administration, Vietnam-Taiwan (China) educational collaboration remains robust, adaptive, and strategically significant, reinforcing long-term bilateral relations and contributing to sustainable regional integration.

## 6. Conclusion

The period from 2016 to 2026 marked a significant phase in Vietnam-Taiwan (China) relations, especially in educational cooperation under the New Southbound Policy (NSP). This initiative strengthened ties through student exchanges, joint research, and training programs, while also supporting broader cooperation in areas such as technology and healthcare. Despite geopolitical constraints, cooperation in education and other less sensitive fields has continued to grow. Looking ahead, maintaining progress will depend on expanding educational exchanges, strengthening institutional partnerships, and promoting people-to-people ties through scholarships and academic collaboration.

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