

Knowledge transfer on sustainable development in educational cooperation between Vietnam and Japan: A case study of Ho Chi Minh City University of Economics and Finance (UEF)

Cao, Thanh Anh Thao

Ho Chi Minh City University of Economics and Finance, Vietnam (thaocta@uef.edu.vn)

Vo, Ngoc Bich Vy ✉

Ho Chi Minh City University of Economics and Finance, Vietnam (vyvnb@uef.edu.vn)



ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS

Received: 30 December 2024

Available Online: 20 February 2025

Revised: 27 January 2025

DOI: 10.5861/ijrse.2025.25805

Accepted: 15 February 2025

Abstract

This study examines the role of knowledge transfer in advancing sustainable development through educational collaboration between Ho Chi Minh City University of Economics and Finance (UEF) and Japanese universities. Utilizing the SECI (Socialization, Externalization, Combination, Internalization) model, the research evaluates UEF's strategies in facilitating the transfer of both tacit and explicit knowledge. Key initiatives include international programs such as student exchanges, joint research, and collaborative academic activities. These efforts align with Sustainable Development Goal (SDG) 4, which emphasizes quality education, and SDG 17, which focuses on global partnerships. Findings reveal that UEF integrates Japanese innovations into its curriculum, such as the Project Design courses, while cultural exchanges and internships strengthen cross-cultural competencies. The study recommends expanding joint research initiatives, developing interdisciplinary curricula tailored to SDGs, and enhancing faculty development programs through co-teaching and innovative digital tools. Strengthening engagement with Japanese businesses for project-based learning is also essential. By addressing these gaps, UEF can maximize its contributions to global sustainability efforts, fostering deeper Vietnam-Japan collaboration and equipping graduates to tackle complex global challenges.

Keywords: knowledge transfer, SECI model, Sustainable Development Goals, Japan, Vietnam

Knowledge transfer on sustainable development in educational cooperation between Vietnam and Japan: A case study of Ho Chi Minh City University of Economics and Finance (UEF)

1. Introduction

In an era defined by globalization and an urgent call to address sustainability challenges, the role of higher education in knowledge transfer has become a cornerstone for advancing the global agenda on sustainable development. This study examines whether the University of Economics and Finance Ho Chi Minh City (UEF) actively effectuates knowledge transfer, particularly knowledge on sustainable development, through its educational collaboration with Japanese universities. By employing the SECI (Socialization, Externalization, Combination, Internalization) model, the research evaluates UEF's strategies and initiatives in fostering knowledge transfer which contribute to sustainable development through international programs such as student exchanges, joint research, and collaborative academic activities. The analysis not only explores the effectiveness of these efforts but also underscores UEF's contributions to achieving SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals).

To shed light on whether UEF effectively facilitate the transfer of knowledge, particularly regarding sustainable development, the following research questions should be addressed. Does Ho Chi Minh City University of Economics and Finance (UEF) actively effectuate knowledge transfer, especially knowledge on sustainable development, in educational collaboration with Japanese universities to effectively contribute to SDG 4 and SDG 17? By addressing the proposed research question, this study aims to provide actionable insights into how educational institutions like UEF can optimize their role in global sustainable development initiatives through effective knowledge transfer and international cooperation.

2. Theoretical framework

2.1 What is theory?

Knowledge is a definition that humankind has tried to identify for generations. A famous definition of knowledge belongs to Plato in philosophical work written in the early-middle fourth century BCE - Theaetetus. In this dialogue, Plato investigates the nature of knowledge, and later, his work is considered as one of the founding works of epistemology. Specifically, he distinguishes three criteria that meet when people know something: belief, truth, and justification. According to Plato, belief is when the person must believe the proposition to be true; truth is when the proposition must be true; and justification is when the person must have sufficient justification for believing the proposition to be true. Thus, in the traditional framework, Plato explores the idea that knowledge is something more than mere true belief, requiring justification. (Chisholm, 1989) However, this definition is limited by its inability to address scenarios like those presented by Gettier, where justified true beliefs may fail to constitute genuine knowledge (Gettier, 1963). Refinements, such as reliabilism (Goldman, 1979) and virtue epistemology (Sosa, 2007), shift the focus to the reliability of belief-forming processes and intellectual virtues.

On the other hand, Karl Popper's perspective redefines knowledge as conjectural and provisional, emphasizing falsifiability and error correction. Knowledge, in this sense, grows through the testing and refutation of hypotheses, evolving dynamically over time (Popper, 1959). His work highlights knowledge as an objective, evolving construct embedded in theories and artifacts (Popper, 1972). Expanding further, Ramon Grosfoguel's decolonial approach stresses the socio-political dimensions of knowledge. He critiques Western epistemological dominance, advocating for epistemic justice and pluralism that includes Indigenous, African,

and experiential ways of knowing (Grosfoguel, 2011). His perspective emphasizes inclusivity and cultural awareness, broadening the understanding of knowledge beyond traditional and scientific paradigms.

2.2 What is knowledge transfer?

Knowledge transfer (KT), as a concept of social science, has many ways to be defined depending on the environment where the process proceeds. Among researchers, Carlile & Rebentisch simply define KT as a key aspect of knowledge management that focuses on facilitating the flow of knowledge between different specialized domains, overcoming the barriers that arise due to distinct areas of expertise. (2003) Focusing on corporations, Argote and Ingram describe KT in organizations as "the process through which one unit (e.g., group, department, or division) is affected by the experience of another." (2000, pp.2) They also mention the definition of transfer at the individual level of analysis in cognitive psychology by Singley and Anderson in 1989 while pointing out that KT might include the higher level of transfer such as group, department or division.

Moreover, KT can also be understood in much broader meaning like Liyanage et al. use in their work Knowledge Communication and Translation – A Knowledge Transfer Model as "the communication and translation of knowledge between entities with the goal of enabling effective application." (Liyanage, C., Elhag, T., Ballal, T., & Li, Q., 2009, pp. 118-131)

2.3 The Theory of Knowledge Transfer in International Educational Collaboration – Vietnam case

In international educational cooperation, knowledge transfer occurs at multiple levels, from student and faculty exchanges to joint research projects and co-development of training programs. For two countries like Vietnam and Japan, which have established diplomatic relations since 1973 and have spent many years strengthening a solid diplomatic relationship with a focus on educational cooperation, knowledge transfer has also been conducted frequently and through various forms.

For instance, in 2003, the Pilot Program for Teaching and Learning Japanese in Schools initiative which promoted Japanese language education in Vietnam's general education system. The program is conducted with the collaboration of numerous Vietnamese and Japanese experts in education and Japanese language instruction. Textbooks specifically designed for Vietnamese secondary school students were being compiled by experts from both countries and were put into use in 2007. (Ngo, 2013) Moreover, each year, the Japanese government offers around 100 scholarships for Vietnamese students to study in Japan. According to Ngo, since 2007 approximately 4,000 Vietnamese students have been studying in Japan under various scholarships or self-funded programs. (2013) The mentioned number has been increasing year by year. Although the number of students has fluctuated several times, the year of 2023 has recorded more than 36,000 Vietnamese students occupying about 13% of the total number of international students in Japan. (Bui, 2024)

2.4 SECI Model

SECI is defined by Nonaka & Takeuchi as a model that describes four modes of knowledge conversation. The authors argue that there are two types of knowledge: tacit knowledge and explicit knowledge. Tacit knowledge prefers "indwells" kind of knowledge that can be transferred through action, procedures, routines, commitment, ideals, values and emotions. On the other hand, explicit knowledge is likely expressed through data, scientific, formulate, specifications. These two types of knowledge can be transferred through four modes include Socialization, Externalization, Combination and Internalization. (2000)

Particularly, Socialization depicted the process of converting new tacit knowledge by sharing, spending time together, living in the same environment or meeting informally. Externalization, on the other hand, is the procedure of transforming tacit knowledge into explicit knowledge by creating analogy, model and using metaphor or quality control circle. The third mode is combination which turns explicit knowledge into more complex and systematic collections by organizing, combining, editing or processing the knowledge. The final

mode - internalization - is considered as “learning by doing” because through action and practice, explicit knowledge is transformed back to tacit knowledge in this phase. (Nonaka & Takeuchi, 2000)

Unlike some common knowledge processes that usually express themselves as cycles, the SECI process has a spiral movement. In other words, the interaction between tacit and explicit knowledge is amplified and the spiral becomes larger in scale as it moves through the ontological levels. Thus, this process starts at an individual level, then expands as it moves through communities of interaction that transcend sectional, departmental, divisional and even organizational boundaries. (Nonaka & Takeuchi, 2000)

When applied to the context of international collaboration, particularly between universities and research institutes, the SECI model provides a comprehensive perspective on how knowledge is transferred across geographical, cultural, and professional boundaries. Specifically, in the case of the collaboration between the University of Economics and Finance Ho Chi Minh City (UEF) and Japanese Universities such as Kyoto Institute of Technology (KIT), Ritsumeikan Asia Pacific University (APU), etc. this model offers a suitable analytical framework to understand the nature and process of knowledge transfer among UEF and cooperated universities in the context of Vietnam-Japan educational cooperation. (UEF, 2023n; UEF, 2023h)

Thus, the partnership of UEF and Japanese universities, especially KIT, not only provides an opportunity to promote knowledge transfer but also serves as a case study for applying the SECI model. The cultural and academic differences between Vietnam and Japan present challenges to knowledge exchange but also create opportunities to explore how the stages of SECI can optimize the effectiveness of collaboration. By applying the SECI model, the authors can assess how UEF transfers knowledge on sustainable development through international cooperation programs, including student exchanges, research collaborations, and academic activities in conjunction with Japanese universities. Thereby, the study sheds light on the factors that facilitate and challenge the process of knowledge transfer, as well as the contribution of UEF to the Sustainable Development Goals. The SECI model, with its flexibility and multidimensional explanatory power, can analyze how the two institutions cooperate to create new knowledge, from curriculum development to joint research. At the same time, it offers a robust tool for identifying barriers such as language differences, discrepancies in goals, and teaching methods, thereby suggesting targeted solutions.

3. Background of knowledge transfer in higher education between Japan and Vietnam

The historical trajectory of educational cooperation between Vietnam and Japan began in earnest following the end of the Vietnam War in 1975. Despite the earlier establishment of diplomatic ties in 1973, the full-scale potential for collaboration emerged after the reunification of Vietnam. Japan, already a regional economic power, recognized Vietnam's strategic importance in fostering regional stability and development. This partnership began with Japan's involvement in Vietnam's development through economic aid, infrastructure projects, and employment opportunities facilitated by collaborations between the public and private sectors. Over the years, Japan emerged as a key ally in higher education, providing technical and financial support for capacity building in Vietnamese universities (Nguyen T. T., 2022).

During the 1990s, following Vietnam's Đổi Mới economic reforms, Japan intensified its efforts to enhance Vietnam's education system through Official Development Assistance (ODA). Education was a cornerstone of these efforts, with Japan prioritizing capacity building and knowledge transfer. Japan has significantly contributed to Vietnam's human resource development through ODA, including expert dispatch, counterpart training in ministries, universities, and hospitals, and improvements in health and education sectors, such as upgrading hospitals, schools, and universities. Additionally, technical support was provided for rural development in agricultural universities. In 1999, Japan accounted for 48% of Vietnam's total ODA received (International Development Center of Japan (IDCJ), 2002). This period saw the introduction of scholarships for Vietnamese students and the establishment of Japanese language and cultural centers, which aligned Vietnam's educational strategies with broader socioeconomic goals. Programs at institutions like Can Tho University were

particularly transformative, as Japan supported the creation of specialized faculties in agriculture and healthcare, which trained local educators and produced skilled graduates to address Vietnam's growing economic demands. These developments underscored Japan's commitment to fostering Vietnam's self-sufficiency and modernization (Tsuno, 2023).

The establishment of the Japan Cooperation Agency (JICA) Vietnam Office in Hanoi in 1995, followed by a branch in Ho Chi Minh City in 2002, marked a significant milestone in bilateral educational collaboration. JICA initiatives provided training programs for Vietnamese professionals in fields such as engineering and medicine, fostering knowledge transfer and expertise exchange. Additionally, the Vietnam–Japan Human Resource Cooperation Center (VJCC), launched in 2002, offered business courses, Japanese language training, and cultural exchanges, further strengthening ties. By 2008, the VJCC expanded its scope to support international students and connect Vietnamese students with Japanese universities and businesses, facilitating cross-border academic and professional integration (Nguyen T. T., 2022).

In the early 2000s, programs such as the AUN/SEED-Net Scholarship Program provided Vietnamese students with opportunities to study at prestigious institutions across ASEAN and Japan. This initiative not only enhanced Vietnam's technical capabilities but also fostered joint research between ASEAN and Japanese universities, creating a foundation for industrial innovation. AUN/SEED-Net has significantly advanced engineering education in Vietnam through partnerships with leading institutions like Hanoi University of Science and Technology (HUST) and Ho Chi Minh City University of Technology (HCMUT). These collaborations have supported graduate scholarships, research projects, and staff exchanges, strengthening academic and industry linkages (Nguyen N. D., 2017). Notable events include the Joint Regional Conference hosted by HUST in 2021, focusing on sustainable development and engineering innovation (Hanoi University of Science and Technology, 2021). AUN/SEED-Net continues to enhance Vietnam's engineering capacity and contribute to its socio-economic growth. Concurrently, Japanese assistance modernized university campuses and research centers, with Can Tho University's agricultural faculty becoming a regional hub for research and education (Nguyen H. Q., 2020; Tsuno, 2023).

The 2010s marked a shift towards integrating sustainability into the bilateral education agenda. Joint research programs and academic exchanges, guided by UNESCO's Education for Sustainable Development (ESD) goals, emphasized equipping Vietnamese institutions to tackle pressing environmental and societal challenges. Japan's KOSEN model further contributed to this agenda by integrating sustainability into vocational education and training, enabling Vietnam to address modern global demands effectively (Juwitasari, 2024). The Japan KOSEN model, established in 1962, is a five-year integrated educational system focusing on practical, firsthand engineering training. In Vietnam, this model has been adopted through collaborations with Japanese KOSEN institutions to enhance technical education. The Vietnam's Ministry of Industry and Trade, in partnership with Japan's KOSEN, has introduced pilot programs since 2018 at institutions like the College of Industry and Trade, Hue Industrial College, and Cao Thang Technical College (Bao Cong Thuong, 2023). These initiatives aim to integrate practical skills with theoretical knowledge, enhancing Vietnam's technical workforce and supporting industrial and economic development. More recently, Vietnam and Japan have focused on advancing digital transformation, science, technology, and governance capacities. These efforts have been complemented by initiatives in technology transfer and resource exploration, aligning with Vietnam's rapid economic growth and global integration. This modern phase of collaboration reflects the enduring strength of the Vietnam-Japan educational partnership and its critical role in fostering innovation, sustainability, and mutual development (VNA, 2025).

Moreover, The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) of Japan offers annual scholarships to outstanding international students, including those from Vietnam, to pursue higher education in Japan. These scholarships encompass various academic levels, such as undergraduate, master's, and doctoral programs, and cover tuition fees, provide a monthly stipend, and include travel expenses. Over the years, numerous Vietnamese students have benefited from MEXT scholarships, contributing to the strengthening of

educational and cultural ties between Japan and Vietnam (JASSO, n.d.)

Japanese and Vietnamese universities, along with their joint research efforts, have been at the forefront of fostering educational collaboration and knowledge transfer between the two nations. Japanese universities such as the University of Tsukuba, Kanazawa University, and Hosei University have taken a leading role in this collaboration by offering scholarships, exchange programs, and research opportunities to students and faculty member (Embassy of Japan in Vietnam, 2023). These initiatives aim to develop advanced technical skills and cross-cultural competencies, with a particular focus on fields like engineering, environmental science, and healthcare. Moreover, Japanese institutions have partnered with Vietnamese universities to introduce innovative curricula and share research methodologies, aligning with global standards and promoting sustainable development goals. On the other hand, Vietnamese universities have reciprocated this collaboration by actively integrating Japanese expertise into their educational frameworks. Institutions like Vietnam National University, Hue University, and Can Tho University have established joint programs to modernize curricula, train faculty, and strengthen academic capacities (Nguyen A. T., 2009; Embassy of Japan in Vietnam, 2023). These partnerships have also contributed to the development of specialized faculties in areas such as agriculture, public health, and business (Embassy of Japan in Vietnam, 2023). By leveraging Japan's technical assistance, Vietnamese universities have enhanced their role as catalysts for national development, addressing critical local challenges and preparing graduates to meet the demands of an evolving global economy. At the heart of this educational partnership are joint research projects that address pressing issues such as climate change, sustainable agriculture, and urban development. Supported by organizations like JICA and the AUN/SEED-Net program, these initiatives have enabled researchers from both countries to collaborate on innovative solutions. Projects on renewable energy and smart city technologies have advanced scientific knowledge and strengthened Vietnam's industrial innovation. Furthermore, these collaborations have facilitated the exchange of advanced methodologies and access to innovative facilities, fostering long-term academic and professional networks. Together, these efforts have created a robust foundation for Vietnam and Japan to jointly address global challenges while enhancing the educational capacities of both nations.

4. The knowledge transfer process at UEF through the SECI Model

4.1 Socialization: Sharing tacit knowledge between UEF and Japanese universities

Socialization refers to the process of transforming new tacit knowledge through shared experiences, spending time together, coexisting in the same environment, or engaging in informal interactions. This mode emphasizes direct communication, collaboration, and the creation of a shared context, which is essential for transferring knowledge that is difficult to articulate. For example, mentoring, on-the-job training, and brainstorming sessions are practical applications where implicit insights are transferred among students, lecturers and experts. In other words, socialization thrives in environments that foster trust and mutual understanding, as these elements are crucial for participants to freely exchange ideas. (Nonaka & Takeuchi, 1995)

Key activities in UEF-Japan collaboration are corresponding to socialization mode and those are expressed through international workshops and academic exchanges, student exchange programs, and cultural exchanges and language immersion. Since 2016, the University of Economics and Finance (UEF) in Ho Chi Minh City, Vietnam, has actively engaged in international workshops and academic exchanges with Japanese universities. This collaboration reflects UEF's commitment to promoting global education, cross-cultural understanding, and the exchange of academic expertise. Over the years, these initiatives have evolved into a robust platform that facilitates knowledge sharing, cultural exploration, and professional development for students and academics from both nations.

One of the most significant outcomes of these collaborations has been the establishment of cultural exchange programs. For example, in early 2023, UEF hosted a delegation of Japanese students for a series of

interactive activities designed to foster mutual understanding and cultural awareness. These activities, which included joint workshops and informal discussions, allowed students to build cross-cultural friendships and develop a deeper appreciation of each other's traditions and values (UEF, 2023a). Moreover, cultural appreciation extends beyond language and into culinary traditions, as demonstrated by the Japanese culinary workshop hosted at UEF. Led by experts from Yoshimoto Mushroom, this workshop introduced UEF students to the art and significance of Japanese cuisine. Participants learned to prepare traditional dishes while gaining insights into the cultural symbolism embedded in Japanese culinary practices. Such initiatives serve as a reminder that food can act as a powerful medium for cultural exchange, enabling students to connect with traditions and histories that transcend geographical boundaries (UEF, 2023d). Such exchanges not only contribute to cultural enrichment but also prepare students to navigate the increasingly interconnected global environment. Thus, during knowledge sharing activities, tacit knowledge has been transferred among students of the two countries.

In addition to cultural exchange, UEF has prioritized the integration of practical knowledge and professional skills into its collaboration with Japanese institutions. A notable example is the seminar on corporate culture conducted by Japanese experts for UEF students. This event focused on equipping participants with insights into the practices and values that underpin corporate environments in Japan, thereby enhancing their readiness for global business settings. The seminar also highlighted the importance of understanding cultural nuances in professional interactions, a key competency for students aspiring to careers in multinational corporations. (UEF, 2023b) Furthermore, language education has also been a focal point of UEF's collaborations with Japanese universities. In a groundbreaking initiative, Japanese students participated in teaching internships at UEF, providing language instruction to their Vietnamese peers. This program not only enhanced the linguistic proficiency of UEF students but also promoted cultural immersion for both parties. By creating a dynamic learning environment where students could practice Japanese in real-life contexts, the program exemplified the benefits of experiential education in fostering language acquisition and intercultural competence. (UEF, 2023c)

Academically, UEF's partnerships with Japanese universities have also included advanced lectures and workshops delivered by distinguished Japanese professors. A prime example is the lecture series on international relations conducted by Professor Michio Umegaki. These sessions provided students with a nuanced understanding of decision-making processes in international politics, with a particular focus on Japan's foreign policy. The lecture series demonstrated the critical role of academic exchanges in enhancing intellectual engagement and fostering a deeper understanding of complex global issues (UEF, 2023f).

On the other hand, entrepreneurship has emerged as another area of focus in UEF's collaborative efforts with Japanese institutions. Joint discussions and workshops on entrepreneurship have provided a platform for students to exchange innovative ideas and explore the dynamics of starting and sustaining businesses in diverse cultural and economic contexts. These sessions have not only inspired students to think creatively but have also underscored the value of international collaboration in addressing global challenges through entrepreneurship (UEF, 2023e). By exposing students to diverse perspectives on innovation and business, these programs contribute to the development of a globally oriented entrepreneurial mindset.

The cumulative impact of these activities underscores the transformative potential of international workshops and academic exchanges in higher education. By facilitating interactions between students, academics, and professionals from diverse cultural and disciplinary backgrounds, UEF has created a vibrant ecosystem of learning and collaboration. These initiatives align with broader trends in global education, which emphasize the importance of intercultural competence, experiential learning, and the development of global citizenship.

Students exchange programs and cultural exchange experiences have provided participants with the opportunity to engage in immersive learning environments, fostering the transfer of tacit knowledge through socialization and interaction. For instance, UEFers had the opportunity to attend a Project Design Innovation Workshop in collaboration with international students. (UEF, 2023g) Similarly, the internship program with APU

(Ritsumeikan Asia Pacific University) saw Japanese students actively participate in teaching and research activities at UEF. Through direct engagement in academic and cultural contexts, students not only shared explicit knowledge but also transferred deeper, more implicit understanding about their cultural values and work ethics. (UEF, 2023h)

Moreover, cultural exchange activities such as “Japanese Autumn Flavors” workshop, Vietnam - Japan language and culture exchange program “Skills for Global Success”, “Vietnamese - Japanese: Language and Cultural Exchange” program provided UEF students the chance to experience Japanese academic culture firsthand. (UEF, 2023i; UEF, 2023j; UEF, 2023k) Thus, participants gained insights into Japanese educational methodologies, societal norms, and cultural practices, fostering an exchange of tacit knowledge that extended beyond the classroom. Thanks to the UEF's collaborations with Japanese universities, tacit knowledge has been shared and strengthened between UEF and the partners.

4.2 Externalization: Transforming tacit knowledge into explicit knowledge

The following mode of SECI is externalization - the process of converting tacit knowledge—deeply personal and hard-to-articulate insights—into explicit knowledge that can be documented and shared. This process is crucial for organizational learning, as it makes previously inaccessible knowledge available to others in a systematic and transferable form. Externalization often involves dialogue, metaphors, and conceptual frameworks to bridge the gap between tacit and explicit knowledge. (Nonaka & Takeuchi, 1995) In the case of education collaboration between UEF and the partners, externalization includes Development of Joint Curricula and Lectures, Systematization of Research Findings, and Practical Guides and Instructional Materials.

Firstly, Joint curricula and lectures are practical ways to externalize knowledge because educators create a training program and transform their tacit expertise into structured learning materials. This ensures the replication of their specialized knowledge for future learners. In particular, UEF hosted a professional working session with the Kanazawa Institute of Technology (KIT), Japan, to discuss integrating artificial intelligence (AI) into course syllabi and teaching methodologies. During these sessions, tacit knowledge about AI applications and pedagogical approaches was codified into structured lesson plans and academic frameworks, making this knowledge accessible to a broader audience. (UEF, 2023l) Another significant initiative involved the exchange of teaching practices with KIT during a series of workshops. Here, Japanese faculty shared innovative teaching techniques that were subsequently adapted and formalized into UEF's instructional methods. These collaborations have led to the creation of joint academic content that incorporates the strengths of both educational systems (UEF, 2023m)

Secondly, Systematization of Research Findings involves organizing fragmented research results into coherent frameworks. Researchers and lecturers conducting studies might synthesize insights into a formal report or academic article, thereby enabling others to understand and build upon the findings. For example, the visit by KIT's delegation to UEF included discussions on applied research in engineering and information technology. These discussions culminated in reports and presentations that captured innovative practices and methodologies, enabling other institutions and professionals to access and apply tacit insights from faculty and industry professionals into explicit research outputs. (UEF, 2023n) UEF have also organized various workshops on research dissemination methods further exemplifying this practice. During these events, researchers and faculty were guided on how to effectively transform tacit knowledge gained from their projects into formalized academic papers and practical guides. Thus, the process not only benefits the immediate participants but also contributes to a growing repository of explicit knowledge that supports future research and academic development.

Thirdly, Practical Guides and Instructional Materials are another way to externalize knowledge. Training sessions for faculty members, such as the Project Design instructional methodology workshop, focused on documenting effective teaching strategies into comprehensive training guides. (UEF, 2024a) In essence, the

Project Design course is a joint program between UEF University and KIT University. Therefore, the knowledge which is collected during training sessions, academic workshops and lecturer exchange activities are transformed into practical guides and instructional materials before delivering to UEF's PD course lecturers and the students during the PD course which enhance the overall quality of education at UEF. Another example is the development of AI-focused instructional materials in collaboration with KIT. By capturing tacit knowledge from experts in artificial intelligence and formalizing it into training modules, UEF has been able to offer innovative educational content that is both practical and accessible. These modules include detailed explanations, case studies, and application scenarios, making complex concepts comprehensible for students and educators alike. (UEF, 2024b)

The systematic creation of materials for cross-cultural training also demonstrates the externalization process. For instance, practical guides on Japanese business etiquette, developed after interactive sessions with Japanese professionals, provide UEF students with explicit tools to navigate cultural nuances in international business settings. Hence, UEF have actively cooperate with Japanese corporations to organize workshop on understanding the Japanese labor market, where experts provided students with insights about employment trends and career opportunities; arrange stimulated interview to Japanese companies in which key takeaways, such as cultural nuances and communication strategies, were compiled into instructional materials for future use by students preparing for interviews; and allocate company tours to Japanese companies such as to Acecook Vietnam in which not only provide experiential learning but also led to the development of practical guides detailing the production process. (UEF, 2024c; UEF, 2024d; UEF, 2024e) As a result, by systematically capturing and formalizing insights gained through academic and professional interactions, UEF ensures that valuable knowledge is preserved, disseminated, and utilized for both teaching and research purposes.

4.3 Combination: Integrating knowledge into academic programs

The next stage is the Combination which allows explicit knowledge from various sources to be synthesized to create new and more comprehensive explicit knowledge. This mode is pivotal in academic settings, where diverse knowledge streams are synthesized into cohesive educational programs. The three key aspects of combination in education are interdisciplinary program design, the integration of green technology knowledge, and international credit transfer programs. (Nonaka & Takeuchi, 1995) At the University of Economics and Finance (UEF), this phase is exemplified by initiatives that incorporate interdisciplinary program design, green technology knowledge, and international credit transfer programs. These efforts demonstrate how UEF collaborates with global institutions, particularly Japanese universities.

First, Interdisciplinary programs combine knowledge from multiple fields to address complex issues. One of UEF's most notable achievements in knowledge combination is the design of interdisciplinary programs that integrate expertise from various fields. As an illustration, UEF and the Kanazawa Institute of Technology (KIT) collaborated to incorporate artificial intelligence (AI) applications into existing academic programs. This partnership involved joint workshops where faculty and experts from both institutions shared explicit knowledge about AI and its relevance across disciplines. The outcomes included updated curricula and teaching methodologies that equip students with the skills to apply AI solutions in fields such as business, engineering, and education. (UEF, 2024b) In another initiative, UEF introduced a course on entrepreneurship and innovation, co-designed with Japanese institutions. This course emphasized interdisciplinary learning by combining principles of business management, technology, and cultural studies. Students engaged in real-world case studies and collaborative projects, demonstrating how combining explicit knowledge from diverse fields can lead to more complete knowledge. (UEF, 2024f)

In addition, green technology knowledge is increasingly incorporated into academic curricula. Following the sustainable trend in education, green technology has become a central theme in UEF's academic programs, reflecting global priorities in sustainability. Workshops and collaborative projects with Japanese universities have played a crucial role in integrating this knowledge into UEF's educational program. To give an instance, the

Project Design 2 course required students to develop innovative, green urban projects. This initiative, enriched by Japanese expertise, emphasized practical applications of green technology, urban planning, and sustainable development. The explicit knowledge shared during these sessions was documented and integrated into course materials, ensuring that students could learn about innovative green solutions. Importantly, the sustainable projects designed by UEF students would be displayed and presented; those initiatives are collected and stored for future reference. (2024g)

As mentioned above, the collaboration between UEF and Japanese corporations also contribute to the knowledge transform progress. Those include the Ajinomoto Vietnam corporate tour, where UEF students explored Japanese-inspired strategies for green marketing and sustainable corporate practices. Insights gained from this tour were systematized into practical guides and case studies that are now used as learning materials in business and environmental studies courses. (2024h)

Moreover, international credit transfer programs represent a significant step in combining global academic standards with localized educational needs. UEF has collaborated with Japanese universities to establish mechanisms that allow students to transfer credits earned abroad into their degree programs. Therefore, these programs exemplify how explicit knowledge is integrated into structured academic frameworks, offering students transformative educational experiences. One prominent example is the study abroad program with Kobe International University (KIU), Japan. This program allows UEF students to spend a semester or an academic year at KIU, where they participate in courses that combine local expertise with global perspectives. The credits earned during this program are seamlessly transferred back to UEF, ensuring students can continue their degree progression without delay. This initiative not only broadens students' academic horizons but also incorporates explicit knowledge from Japanese higher education into UEF's academic offerings. By immersing themselves in a different academic and cultural environment, students also develop a deeper understanding of Japan's educational methodologies and professional practices, which are subsequently integrated into their learning at UEF (UEF, 2022)

Another example is the International Exchange Program in Japan which offers UEF students an opportunity to study abroad, gaining academic and cultural exposure at prestigious Japanese universities. Participants engage in courses covering Japanese language, business practices, and cultural studies, fostering a deeper understanding of Japan's education system and traditions. This program also includes interactive cultural exchange activities, enabling students to build global connections and enhance their cross-cultural communication skills. Credits earned during the program are transferable to UEF, ensuring academic continuity. (UEF, 2021a) Thus, knowledge that students earn from study programs and experience from daily life can be integrated into academic works.

4.4 Internalization: Applying knowledge in practice

Internalization, as explained in the SECI model by Nonaka and Takeuchi (1995), refers to the process of embedding explicit knowledge into individuals' tacit knowledge through experience. This occurs when knowledge, acquired from structured materials or training, is applied in practice, fostering a deeper understanding and mastery. Internalization is crucial for translating theoretical insights into actionable skills. At UEF, this phase is exemplified through real-world project applications, internship experiences, and local implementation of sustainable initiatives, fostering practical learning and professional growth.

A cornerstone of UEF's internalization efforts is the integration of real-world projects into academic programs, particularly in courses such as Project Design 1 & Project Design 2. As mentioned above, these courses were transformed from KIT - University Japan; however, these courses have been integrated with Vietnamese sustainable issues, so that UEF students can initiate solutions for their home country as well as learning problem-solving skills. For example, in a recent Project Design Show, UEFers showcased 27 poster presentations focusing on urban green growth themes. So, through the explicit knowledge that has been taught,

students actively apply the knowledge gained during the course to develop innovative solutions addressing pressing societal issues. These projects offered practical insights into sustainable development while encouraging students to translate theoretical knowledge into actionable strategies. (UEF, 2024i) In other Project Design courses, tourism sustainability projects developed after joint innovation and entrepreneurship courses. Students worked collaboratively to design initiatives promoting eco-friendly tourism practices, demonstrating how global concepts of sustainability could be localized for impactful implementation. (UEF, 2024j) These real-world applications are helping students internalize complex concepts by directly engaging with practical challenges, while bridging the gap between theory and practice.

Internships are another avenue for internalization. Students work in real organizational settings, applying their knowledge to solve practical problems. By documenting their experiences in reports and receiving feedback from mentors after doing tasks like drafting business proposals or conducting market research for companies during internship, students refine their tacit understanding of professional practices. At UEF, internship programs serve as another critical avenue for internalization, providing students with hands-on experience in professional settings.

Particularly, UEF students participating in international internships at prestigious Japanese institutions, such as the Senoumi Hotel, gained invaluable insights into hospitality management. Through daily tasks and exposure to Japanese work culture, students were able to internalize explicit knowledge about service standards, operational efficiency, and cross-cultural communication. Also, students have for their own two advisors, one from the company and one from the university. These experiences were documented in internship reports, which offered reflective insights and self-assessment. (UEF, 2023o) Likewise, students who joined the cooperation program between UEF and Kobe International University - Fall Study Program 2023 have gained experience, received advice from Japanese lecturers and shared their experiences and learnings through feedback sessions upon completing their internships. (UEF, 2023p)

The application of knowledge in local contexts, such as sustainable initiatives, can be seen as another form of internalization. To illustrate, students who learn about waste management strategies in lectures—such as recycling, composting, and reducing single-use plastics—can internalize this knowledge by implementing these concepts in their communities. Organizing a recycling drive at a university campus both reinforces the theoretical frameworks of circular economies and introduces students to the practical challenges of logistics, community engagement, and behavioral change. These experiences make abstract concepts tangible and cultivate a deeper, personal understanding of sustainability. More importantly, Internalizing knowledge through local implementation not only enhances individual learning but also builds capacity for long-term, systemic change. Students who engage in sustainability projects at the community level can use their experiences with the confidence and competence to propose and execute sustainable initiatives in larger organizational or societal contexts.

Understand that, UEF has facilitated the internalization of sustainable practices through local initiatives, encouraging students to apply global sustainability principles to their communities. For instance, during a recent workshop, students developed projects aimed at addressing urban traffic challenges through smart transportation systems. These initiatives emphasized practical, technology-driven solutions that aligned with the principles of green urban development. (UEF, 2023q) Furthermore, UEFers contributed to sustainable education through the EZD Online Education Platform, which won the "Young Innovator 2024" award. This project integrated innovative solutions into the digital education sector, showcasing how students applied theoretical concepts to create practical tools that address contemporary challenges (UEF, 2024k). Through real-world applications, internships, and localized initiatives, internalization ensures that explicit knowledge transforms into practical skills, empowering students to become effective contributors in their fields.

5. Evaluating UEF's role in knowledge transfer for Sustainable Development Goals

Knowledge transfer within educational cooperation plays a pivotal role in advancing the Sustainable Development Goals (SDGs) by promoting innovation, inclusivity, and global collaboration. Higher education institutions are essential to achieving the SDGs, as they generate, disseminate, and apply knowledge. The transfer of knowledge between higher education institutions and societal stakeholders enhances the impact of education by aligning academic research with practical solutions. Collaborative initiatives with governments, industries, and civil society bolster higher education institutions' contributions to SDG targets, particularly in quality education (SDG 4) and partnerships for the goals (SDG 17). Additionally, higher education institutions foster community engagement, champion inclusivity, and support lifelong learning, ensuring progress toward the SDGs remains equitable and inclusive (UNESCO, UNESCO Global Independent Expert Group on the Universities and the 2030 Agenda, 2022). Research investigating education's role in raising awareness and shaping students' attitudes toward sustainability demonstrates that educational interventions significantly influence students' intentions to engage with sustainability. Overall, students display a positive attitude toward integrating sustainability topics into their academic experiences (Bespalyy, 2024). This shows the vital role of education for sustainable development, especially in higher education institutions. Initiatives such as faculty exchanges and joint academic programs also promote cultural understanding and equip students with the skills needed to solve complex problems. Ultimately, knowledge transfer serves as a bridge connecting education to practical solutions, empowering institutions to drive progress toward a sustainable and inclusive future. In the case of UEF, the university has made concerted efforts to facilitate knowledge transfer on sustainable development through its collaborations with Japanese universities, aiming to contribute effectively to SDG 4, which emphasizes inclusive and equitable quality education, and the promotion of lifelong learning opportunities and SDG 17, which focuses on strengthening global partnerships for sustainable development. The institution employs innovative strategies and initiatives to transfer and apply knowledge in both academic and practical settings, enabling students and faculty to engage with global challenges in meaningful ways.

SDG 4 (Quality Education) is a focal point of collaboration between UEF and Japanese universities and institution. Joint programs emphasize curriculum enhancement, integrating Japanese pedagogical approaches centered on problem-solving and experiential learning. Exchange programs enable UEF students to study at partner universities in Japan, exposing them to innovative academic environments and fostering cross-cultural learning. Faculty development initiatives, including workshops on modern teaching methodologies led by Japanese educators, have also improved UEF's teaching quality, ensuring students are equipped with the critical thinking skills and sustainability mindset necessary for tackling global challenges. Three departments that have been focusing the most on these collaborations are the International Institute, UEF Center of Project Design Education and Faculty of Languages and International Cultures. The Project Design 1 (PD1) and Project Design 2 (PD2) courses, developed in collaboration with Kanazawa Institute of Technology (K.I.T), are good examples of transferring advanced Japanese educational methodologies to UEF. PD1 introduces design thinking and collaborative problem-solving, while PD2 focuses on project implementation and real-world application. This collaboration not only equips UEF students with practical, innovative skills but also enhances the university's capacity to deliver quality, globally relevant education (UEF, 2021b). Furthermore, UEF's academic exchanges and international workshops foster the transfer of both tacit and explicit knowledge. Through cultural immersion programs, joint lectures, and internships, students acquire a deeper understanding of Japanese perspectives on sustainability and education. These activities underscore UEF's commitment to equipping its students with the skills and knowledge required to contribute to global education and sustainable development.

UEF's collaborations with Japanese universities reflect its dedication to SDG 17 (Partnerships for sustainable development). Joint initiatives have included co-hosted conferences, shared research projects, and the development of interdisciplinary academic programs that address pressing global issues, such as climate change and green urban planning. The university's partnerships extend beyond academic collaboration to include engagement with Japanese businesses and organizations. Workshops on Japanese corporate culture and

sustainable business practices provide UEF students with insights into global workplace norms and strategies for addressing sustainability in professional settings (UEF, 2023b; UEF, 2024h). Such initiatives not only prepare students for international careers but also ensure that the knowledge transferred contributes to broader societal impacts.

6. Conclusion

This study has emphasized the pivotal role of knowledge transfer in advancing sustainable development through educational collaboration between Ho Chi Minh City University of Economics and Finance (UEF) and Japanese universities. Using the SECI model, it was demonstrated that UEF successfully transfers tacit and explicit knowledge, particularly in the realm of sustainable development, to align with the Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education) and SDG 17 (Partnerships for the Goals). Key initiatives such as the Project Design courses, interdisciplinary programs, and international workshops have integrated Japanese innovations and sustainability-focused methodologies into UEF's academic framework. These efforts have enhanced UEF's ability to address local challenges while maintaining global relevance. Cultural exchanges, joint research projects, and internships have also enriched cross-cultural understanding and equipped students with practical skills for navigating global sustainability challenges.

However, despite these efforts, the scope of collaboration remains relatively surface-level, focusing predominantly on short-term exchanges and isolated initiatives rather than comprehensive, long-term programs. To enhance the efficiency and impact of knowledge transfer, UEF should consider expanding its research collaborations with Japanese universities. These initiatives should emphasize long-term engagement, ensuring that outcomes are not only impactful but also sustainable. Additionally, UEF and its Japanese partners should collaborate on the development of new academic programs, particularly those tailored to address specific SDGs. This includes designing interdisciplinary curricula that integrate principles of sustainability into core subjects, as well as creating specialized courses focused on addressing global challenges. Faculty development programs should also evolve beyond workshops to include co-teaching initiatives. Similarly, joint efforts to develop innovative teaching materials and digital tools that reflect both local and global sustainability contexts could enhance the effectiveness of these educational initiatives.

In conclusion, by fostering deeply integrated partnerships, focusing on joint research, and designing innovative educational programs aligned with the SDGs, UEF can maximize its contributions to global sustainability efforts. These strategic advancements will not only elevate UEF's role as a key player in Vietnam-Japan cooperation but also ensure that its graduates are well-equipped to address complex challenges in an increasingly interconnected world.

7. References

- Argote, L., & Ingram, P. (2000). Knowledge Transfer: A Basis for Competitive Advantage in Firms. *Organizational Behavior and Human Decision Processes*, 82(1), pp. 150-169. Retrieved from <https://www.columbia.edu/~pi17/2893a.pdf>
- Bao Cong Thuong. (2023, 03 17). Thuc day dao tao theo mo hinh Kosen tai Viet Nam. Retrieved 01 14, 2025, from Ministry of Industry and Trade of the Socialist Republic of Vietnam: <https://moit.gov.vn/tin-tuc/phat-trien-nguon-nhan-luc/thuc-day-dao-tao-theo-mo-hinh-kosen-tai-viet-nam.html>
- Bespaly, S. A. (2024). Sustainable development awareness and integration in higher education: a comparative analysis of universities in Central Asia, South Caucasus and the EU. *Discov Sustain*, 5. doi: <https://doi.org/10.1007/s43621-024-00562-2>
- Bui, N. L. (2024). Number of Vietnamese studying in Japan has decreased for 4 consecutive years, the first time 'falling in rank' in 9 years. *Thanh Nien News*. Retrieved from <https://thanhnien.vn/nguoi-viet-du-hoc-nhat-giam-lien-tiep-4-nam-lan-dau-tut-hang-sau-9-nam-185240>

- 614114947678.htm
- Chisholm, R. M. (1989). *Theory of Knowledge*. Prentice-Hall International, Inc. Retrieved from <https://mozammelhq.com/wp-content/uploads/2015/11/theory-of-knowledge-roderick-chisholm-1.pdf>
- Embassy of Japan in Vietnam. (2023, 10 04). Status of inter-university exchange between Japan and Vietnam. Retrieved 01 14, 2025, from Embassy of Japan in Vietnam: https://www.vn.emb-japan.go.jp/itpr_ja/daigakukoryu_vn.html
- Gettier, E. L. (1963). "Is Justified True Belief Knowledge?" *Analysis*, 23(6), 121–123. Retrieved from <https://fitelson.org/proseminar/gettier.pdf>
- Goldman, A. I. (1979). "What Is Justified Belief?" In *Justification and Knowledge*. Retrieved from https://link.springer.com/chapter/10.1007/978-94-009-9493-5_1
- Grosfoguel, R. (2011). "Decolonizing Postcolonial Studies and Paradigms of Political-Economy." *Transmodernity*, 1(1). Retrieved from <https://escholarship.org/uc/item/21k6t3fq>
- Hanoi University of Science and Technology. (2021). AUN/SEED-Net Joint Regional Conference in Transportation, Energy and Mechanical Manufacturing Engineering. Retrieved 01 14, 2025, from Hanoi University of Science and Technology: <https://sme.hust.edu.vn/su-kien/hoi-nghi-quoc-te-aun-seed-net-lien-vien-co-khi-co-khi-dong-luc-nhiet-lanh.html>
- International Development Center of Japan (IDCJ). (2002, 03). Evaluation study of Japanese ODA for Vietnam summary. Retrieved from Ministry of Foreign Affairs of Japan: <https://www.mofa.go.jp/policy/oda/evaluation/FY2001/text-pdf/vietnam.pdf?form=MG0AV3>
- JASSO (n.d.). Hoc bong JASSO. Retrieved 01 15, 2025, from Japan Student Services Organization (JASSO): <https://jasso.org.vn/hoc-bong-jasso/>
- Juwitasari, R. (2024). Education for sustainable development (ESD) in post-modernity: a case study of Japanese value manifestation in vocational education in Greater Mekong Sub-Region Country. *Journal of Technical Education and Training*, 16, 216-231. doi: <https://doi.org/10.30880/jtet.2024.16.03.015>
- Liyanage, C., Elhag, T., Ballal, T., & Li, Q. (2009). Knowledge Communication and Translation – A Knowledge Transfer Model. *Journal of Knowledge Management*, 13(3), pp. 118-131.
- Nonaka, I., & Takeuchi, H. (1995). *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford University Press. Retrieved from https://books.google.com.vn/books/about/The_Knowledge_creating_Company.html?id=B-qxrPaU1-MC&redir_esc=y
- Nonaka, I., Toyama, R., & Konno, N. (2000). SECI, Ba and Leadership: a Unified Model of Dynamic Knowledge Creation. *Long Range Planning*. Retrieved from <https://sci-hub.se/https://www.sciencedirect.com/science/article/abs/pii/S0024630199001156>
- Ngo, H. L. (2013). Education cooperation and human resource training between Vietnam and Japan. Institute for Northeast Asia Studies. Retrieved from https://inas.vass.gov.vn/449-hop-tac-giao-duc-va-dao-tao-nguon-nhan-luc-giua-viet-nam-va-nhat-ban.html?utm_source=chatgpt.com
- Nguyen, A. T. (2009). *The Internationalization of Higher Education in Vietnam: National Policies and Institutional Implementation at Vietnam National University, Hanoi*. Tokyo: Waseda University Global COE Program- Global Institute for Asian Regional Integration. Retrieved from <http://www.waseda-giari.jp/sysimg/imgs/wp2008-E-21.pdf>
- Nguyen, H. Q. (2020). Human resource development of Vietnam manufacturing industry. Support from Japanese organizations and firms. *International Journal Sustainable Future for Human Security*, 7, 15-22. doi:10.2490/jsustain/7.2/1522
- Nguyen, N. D. (2017, 12 12). The signing ceremony of phase 4 (2018-2023) of AUN/SEED-NET Project. Retrieved from Hanoi University of Science and Technology: https://hust.edu.vn/en/news/campus-life/the-signing-ceremony-of-phase-iv-2018-2023-of-aun-seed-net-project-285484.html?utm_source=chatgpt.com
- Nguyen, T. T. (2022). Vietnam- Japan higher education cooperation in the first two decades of the 21st century.

- WILAYAH: The International Journal of East Asian Studies, 11, 22-33.
doi:doi.org/10.22452/IJEAS.vol11no1.3
- Popper, K. (1959). The Logic of Scientific Discovery. London: Routledge Classics. Retrieved from https://archive.org/details/logicofscientifi0000popp_s7y7
- Popper, K. (1972). Objective Knowledge: An Evolutionary Approach. New York: Oxford University Press. Retrieved from <https://archive.org/details/objectiveknowled00popp>
- Sosa, E. (2007). Virtue Epistemology: Apt Belief and Reflective Knowledge, Volume I. Retrieved from <https://academic.oup.com/book/32531>
- Tsuno, M. (2023). The role of Japanese Official Development Assistance in Viet Nam's socio-economic development. In F. Kimura, Viet Nam 2045: Development Issues and Challenges (pp. 53-97). Jakarta: ERIA. Retrieved from https://www.eria.org/uploads/media/Books/2023-VietNam-2045/7_ch.3-Role-of-Japanese-in-VietNam.pdf
- UEF (2021a). [International exchange program in Japan] UEFers have another chance to “study abroad”. Retrieved from <https://www.uef.edu.vn/vdtqt-en/news-and-events/international-exchange-program-in-japan-uefers-have-another-chance-to-study-abroad-13647>
- UEF. (2021b). Từ học phần PD, UEFers ứng dụng vào nhiều vấn đề trong học tập và cuộc sống. Retrieved 01/14/2025, from Ho Chi Minh City University of Economics and Finance: <https://www.uef.edu.vn/tin-tuc-su-kien/tu-hoc-phan-pd-uefers-co-the-ung-dung-vao-nhieu-van-de-cua-cuoc-song-12826>
- UEF (2022). Study Abroad Programs: Kobe International University (Japan). Retrieved from <https://www.uef.edu.vn/en/uef-news/study-abroad-programs-kobe-international-university-japan-15261>
- UEF (2023a). UEF đón tiếp và giao lưu với đoàn sinh viên Nhật Bản trong đầu năm học mới. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uef-don-tiep-va-giao-luu-voi-doan-sinh-vien-nhat-ban-trong-dau-nam-hoc-moi-27260>
- UEF (2023b). UEFers được trang bị kiến thức về văn hóa doanh nghiệp từ diễn giả người Nhật Bản. Retrieved from <https://www.uef.edu.vn/tin-tuc-su-kien/uefers-duoc-trang-bi-kien-thuc-ve-van-hoa-doanh-nghiep-tu-dien-gia-nguoi-nhat-ban-24437>
- UEF (2023c). UEF chào đón sinh viên Nhật Bản đến thực tập giảng dạy tiếng Nhật tại trường. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uef-chao-don-sinh-vien-nhat-ban-den-thuc-tap-giang-day-tieng-nhat-tai-truong-24066>
- UEF (2023d). UEFers trải nghiệm văn hóa ẩm thực Nhật Bản cùng chuyên gia công ty Yoshimoto Mushroom. Retrieved from <https://www.uef.edu.vn/tin-tuc-su-kien/uefers-trai-nghiem-van-hoa-am-thuc-nhat-ban-cung-chuyen-gia-cong-ty-yoshimoto-mushroom-22912>
- UEF (2023e). UEFers giao lưu cùng đoàn sinh viên Nhật Bản về vấn đề khởi nghiệp. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uefers-giao-luu-cung-doan-sinh-vien-nhat-ban-ve-van-de-khoi-nghiep-21210>
- UEF (2023f). Khóa học 'Decisions in IR' nâng cao kiến thức cùng Giáo sư Tiến sĩ Nichio Umegaki. Retrieved from <https://www.uef.edu.vn/tin-tuc-su-kien/khoa-hoc-decisions-in-ir-nang-cao-kien-thuc-cung-giao-su-tien-si-nichio-umegaki-18891>
- UEF (2023g). Tổ chức khóa học đồng giảng Project Design Innovation Workshop cho sinh viên và học sinh quốc tế. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/hoc-sinh-quoc-te-linh-hoi-kien-thuc-qua-khoa-hoc-dong-giang-project-design-innovation-workshop-26804>
- UEF (2023h). Sinh viên APU - Nhật Bản được trao chứng nhận hoàn thành chương trình thực tập tại UEF. Retrieved from
-

- <https://www.uef.edu.vn/hoat-dong-quoc-te/sinh-vien-apu-nhat-ban-duoc-trao-chung-nhan-hoan-thanh-c-huong-trinh-thuc-tap-tai-uef-24472>
- UEF (2023i). UEFers khám phá hương vị mùa thu Nhật Bản qua chia sẻ của giảng viên bản địa. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uefers-dam-minh-trong-khong-gian-ngap-tran-huong-vi-mua-thu-nhat-ban-28442>
- UEF (2023j). Bức tranh quốc tế tại UEF thêm màu sắc với chương trình giao lưu ngôn ngữ, văn hóa Việt - Nhật. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/buc-tranh-quoc-te-uef-them-mau-sac-voi-chuong-trinh-giao-luu-ngon-ngu-va-van-hoa-viet-nhat-25953>
- UEF (2023k). UEF liên tục đón tiếp các đoàn học sinh THPT Nhật Bản, tăng cường giao lưu văn hóa, ngôn ngữ quốc tế. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uef-to-chuc-don-tiep-cac-doan-hoc-sinh-thpt-den-tu-nhat-ban-tang-cuong-giao-luu-van-hoa-quoc-te-26676>
- UEF (2023l). UEF và Trường Đại học Công nghệ Kanazawa Nhật Bản trao đổi việc ứng dụng AI vào môn học PD. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uef-va-truong-dai-hoc-cong-nghe-kanazawa-nhat-ban-trao-doi-viec-ung-dung-ai-vao-mon-hoc-pd-27969>
- UEF (2023m). UEF làm việc chuyên môn với đoàn công tác đến từ Đại học công nghệ Kanazawa - Nhật Bản. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uef-co-buoi-lam-viec-chuyen-mon-voi-doan-cong-tac-den-tu-dai-hoc-cong-nghe-kanazawa-nhat-ban-26815>
- UEF (2023n). UEF đón đoàn công tác của Đại học Công nghệ Kanazawa - Nhật Bản đến thăm và làm việc. <https://www.uef.edu.vn/hoat-dong-quoc-te/doan-cong-tac-cua-dai-hoc-cong-nghe-kanazawa-nhat-ban-do-chuyen-tham-va-lam-viec-voi-uef-26792>
- UEF (2023o). UEF tuyển chọn 4 sinh viên nổi trội tham gia kỳ thực tập tại khách sạn Senoumi - Nhật Bản. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uef-tuyen-chon-4-sinh-vien-noi-troi-tham-gia-ky-thuc-tap-tai-khach-san-senoumi-nhat-ban-21491>
- UEF (2023p). Chặng cuối hành trình Fall Study Program 2023 mang đến nhiều dấu ấn cho UEFers. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/chang-cuoi-hanh-trinh-fall-study-program-2023-mang-den-nhieu-dau-an-cho-uefers-22583>
- UEF (2023q). Chờ đón những dự án độc đáo về hệ thống giao thông thông minh tại phiên công bố poster PD2. Retrieved from <https://www.uef.edu.vn/tin-tuc-su-kien/cho-don-nhung-du-an-doc-dao-ve-he-thong-giao-thong-thong-minh-tai-phiien-cong-bo-poster-pd2-19397>
- UEF (2024a). UEF tổ chức tập huấn phương pháp giảng dạy học phần PD1 cho giảng viên. Retrieved from <https://www.uef.edu.vn/tin-tuc-su-kien/uef-to-chuc-tap-huan-phuong-phap-giang-day-hoc-phan-pd1-cho-giang-vien-15082>
- UEF (2024b). UEF và Trường Đại học Công nghệ Kanazawa - Nhật Bản trao đổi việc ứng dụng AI vào môn học PD. Retrieved from <https://www.uef.edu.vn/hoat-dong-quoc-te/uef-va-truong-dai-hoc-cong-nghe-kanazawa-nhat-ban-trao-doi-viec-ung-dung-ai-vao-mon-hoc-pd-27969>
- UEF (2024c). UEFers tìm hiểu về thị trường Nhật Bản, nâng cao cơ hội việc làm quốc tế. <https://www.uef.edu.vn/hoat-dong-quoc-te/uefers-tim-hieu-ve-thi-truong-nhat-ban-nang-cao-co-hoi-viec-lam-quoc-te-28769>
- UEF (2024d). UEFers học cách chinh phục buổi phỏng vấn doanh nghiệp Nhật Bản từ chuyên gia. <https://www.uef.edu.vn/tin-tuc-su-kien/uefers-hoc-cach-chinh-phuc-buoi-phong-van-doanh-nghiep-nhat-ban-tu-chuyen-gia-27943>
- UEF (2024e). [Company Tour] UEFers tham quan, tìm hiểu quy trình sản xuất và văn hóa doanh nghiệp Nhật

- Bản.
<https://www.uef.edu.vn/tin-tuc-su-kien/company-tour-uefers-tham-quan-va-tim-hieu-quy-trinh-san-xuat-hien-dai-tai-nha-may-acecook-24901>
- UEF (2024f). UEF tổ chức lớp học đồng giảng về khởi nghiệp đổi mới sáng tạo cho UEFers và sinh viên Nhật Bản.
<https://www.uef.edu.vn/hoat-dong-quoc-te/uef-to-chuc-lop-hoc-dong-giang-ve-khoi-nghiep-doi-moi-sang-tao-cho-uefers-va-sinh-vien-nhat-ban-27378>
- UEF (2024g). Kết thúc Project Design 2, UEFers “trình làng” nhiều dự án ấn tượng hướng đến đô thị xanh.
Retrieved from
<https://www.uef.edu.vn/tin-tuc-su-kien/ket-thuc-project-design-2-uefers-trinh-lang-nhieu-du-an-an-tuong-huong-den-do-thi-xanh-26050>
- UEF (2024h). UEFers tìm hiểu văn hóa doanh nghiệp Nhật Bản và chiến lược marketing xanh tại Ajinomoto Việt Nam. Retrieved from
<https://www.uef.edu.vn/tin-tuc-su-kien/uefers-tim-hieu-van-hoa-doanh-nghiep-nhat-ban-va-chien-luoc-marketing-xanh-tai-ajinomoto-viet-nam-23401>
- UEF (2024i). UEFers mang đến "Project Design Show" các sản phẩm sáng tạo hướng đến đô thị tăng trưởng xanh. Retrieved from
<https://www.uef.edu.vn/tin-tuc-su-kien/uefers-mang-den-project-design-show-27-poster-huong-den-chu-de-do-thi-tang-truong-xanh-24831>
- UEF (2024j). “Thu hoạch” dự án du lịch bền vững sau khóa học đồng giảng về khởi nghiệp đổi mới sáng tạo.
Retrieved from
<https://www.uef.edu.vn/hoat-dong-quoc-te/thu-hoach-du-an-du-lich-ben-vung-sau-khoa-hoc-dong-giang-ve-khoi-nghiep-doi-moi-sang-tao-27436>
- UEF (2024k). Đội UEF trở thành Quán quân Young Innovator 2024 với dự án về nền tảng giáo dục trực tuyến đổi mới. Retrieved from
<https://www.uef.edu.vn/tin-tuc-su-kien/uef-tro-thanh-quan-quan-young-innovator-2024-voi-du-an-ezd-nen-tang-giao-duc-truc-tuyen-doi-moi-25801>
- UNESCO, UNESCO Global Independent Expert Group on the Universities and the 2030 Agenda. (2022). Knowledge-driven actions: transforming higher education for global sustainability. UNESCO. doi:
<https://doi.org/10.54675/YBTV1653>
- VNA. (2025, 01 08). PM calls on Japan to increase new-generation ODA for Vietnam. Retrieved 01 14, 2025, from People's Army Newspaper:
<https://en.qdnd.vn/foreign-affairs/bilateral-relations/pm-calls-on-japan-to-increase-new-generation-oda-for-vietnam-573727>

