



INTERNATIONAL COOPERATIVE MANAGEMENT BETWEEN CHINA  
AND THAILAND IN VOCATIONAL EDUCATION



A Thesis Submitted in Partial Fulfillment of the Requirements  
for Doctor of Philosophy EDUCATIONAL ADMINISTRATION  
Department of Educational Administration

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Mrs. Jinfeng LIANG

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AND THAILAND IN VOCATIONAL EDUCATION

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This research aimed to identify the international cooperative management between China and Thailand in vocational education. This research is a qualitative research by interview 20 experts. The instrument used for data collection were unstructured interview form. Statistics used for data analysis included frequency and percentage and content analysis

The research results found that the international cooperative management between China and Thailand in vocational education were 5 dimensions; 1) Cooperative Integration Design; It is an important foundation and starting point that aims to promote systematic and efficient work by focusing on establishing direction, creating structure, and allocating resources to ensure smooth cooperation and lead to tangible results. 2) Cooperative Linking Learning Organizations; An "educational ecosystem" that provides students with opportunities to learn from real-world experiences outside the classroom, linking theoretical learning in educational institutions with practical work in the working world to develop essential skills and meet the demands of the labor market. 3) Co-developing the curriculum for academic quality; Combining the strengths of both countries to create a modern curriculum that meets international standards and meets the needs of the labor market. 4) Cultural Connections; It is an essential foundation for managing China-Thailand relations, focusing on promoting smooth and stable cooperation by building sincere ties and truly learning and understanding cultural differences; and 5) Controlling cooperation, both countries have two joys, the control for running the cooperative activities. Those who are considered must come to share and discuss. While collaboratively driving technology and innovation, they are crucial factors in managing modern relationships to keep pace with the times, adapt to the future, and enhance mutual learning capabilities.

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Jinfeng LIANG

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## Chapter I

### Introduction

The world market is expanding due to the rapid technological change connecting industrial sectors and technology systems. This results needing more people with specialized skills, knowledge and a high ability to develop working systems and personnel production. Line professionals who can meet market needs are an important must be speed up the production of personnel, wide open drive economic development.<sup>1</sup> "According to a new concept from China's top leader, 'One Belt One Road' is the abbreviated name for the Silk Road Economic Belt and the 21st Century Maritime Silk Road. This initiative is used to coordinate policies, infrastructure connectivity, economic system circulation, and people-to-people connectivity as its core elements. China's top leader aims for tangible outcomes in mutual benefits, regional cooperative, and global cooperative. The Silk Road is not merely over ten thousand kilometers in distance, but also has a history spanning more than a thousand years, concerning the relationships of human society in its diverse nationalities, ethnicities, and cultures. Connecting through the spirit is considered one of the fundamental principles of international social interaction. Placing importance on personnel is key to driving the 'One Belt One Road' strategy. Implementing coordinated cooperative in technical and vocational education to train and cultivate personnel with specialized skills in various fields, and jointly building a Silk Road of Intelligence to support knowledge for developing personnel and promoting the exchange of ideas. Actively expanding cooperative in cultural exchange, academic exchange, personnel exchange, media cooperative, technological cooperative, and youth interaction, strengthening firm friendships in both bilateral and multilateral

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<sup>1</sup> Hui Liu and Haiyu Xu (2024). Develop professional skills and expand growth channels; Many countries actively promote specialized vocational education. People's Daily. [http://paper.people.com.cn/rmrb/html/2024-02/02/hw.D110000renmrb\\_20240202\\_2-17.htm](http://paper.people.com.cn/rmrb/html/2024-02/02/hw.D110000renmrb_20240202_2-17.htm)

cooperative."<sup>2</sup> **To evolve** in the context of society, and given the potential of the current situation being contingent upon ongoing transformations, this gives rise to an educational framework designed to facilitate collaborative creation within the 'Belt and Road Initiative'. This initiative emphasises open education, the integration of exchange, and its role as a bridge fostering people-to-people connectivity. The deepening of people-to-people exchanges strengthens Sino-Thai relations and supports bilateral, multilateral, and sub-regional cooperative in vocational education.<sup>3</sup> China's "Belt and Road" initiative with the trend of economic globalization and world trade and regional economic integration, integration of resources, and international vocational education elements. Industry-Education Integration<sup>4</sup> the government sector therefore focuses on technology systems and interactive links to promote knowledge exchange, and educational relations facilitate relationships and support youth groups to have potential with creative new concepts in many dimensions. There is group work on the benefits of hands in creating new dimensions of learning in educational institutions to meet market needs to drive the economy and support modern technology systems. Bringing in quality personnel and cultural exchange including language and at the same time, it creates experiences for students in working in business across borders.<sup>5</sup> Vocational education is a new perspective that gives importance to the quality of education, emphasizing the

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<sup>2</sup> Min, Zhou (2019). Keywords to understand China: The Belt and Road Edition. China International Publishing Group. pp. 3-45

<sup>3</sup> Ministry of Education of the People's Republic of China. (2024). Announcement on "Educational Operations", Belt and Road initiative. <http://big5.www.gov.cn/>

<sup>4</sup> Chinese Social Science Network Learning Center. (2022). Analysis of the structure of the international vocational education system in China. [https://www.cssn.cn/jyx/jyx\\_zyzy/202208/t20220803\\_5449421.shtml](https://www.cssn.cn/jyx/jyx_zyzy/202208/t20220803_5449421.shtml)

<sup>5</sup> Thai-Chinese Student Association. (2023). Summary of news about activities to promote learning under the concept: Belt and Road Initiative. <https://tcsa.or.th/young-bri-2023-report/>

education industry to technology transfer Links promote integration for changes in vocational education, system reform modern vocational education make rapid progress to create a community to develop the economy and society as the basis for quality cooperative according to The policy for developing vocational education is to create cooperative between China and Thailand. The Vocational education curriculum has been developed by the Ministry of Education Thailand education committee, which joined in creating digital resources reform and improving vocational education with the vocational education cooperative China-Thailand 210 project. The emphasis is on modernity, meeting the needs of the 21st century by bringing technology into teaching and learning. There are learning techniques. Responding to the needs of the industrial sectors of China and Thailand, the project aims to strengthen cooperative in vocational education. And exchange technical knowledge jointly to create a new system emphasizing local skills for developing Thai industries under a new economic model, which requires talented people with knowledge and skills to help build and upgrade the industry and the country's economy.<sup>6</sup>

#### **Background and Significance of Study.**

1 . Global market context and technological changes the global market is expanding due to rapid technological change, which connects industrial sectors and technological systems. This creates a demand for highly skilled, specialized, and capable personnel to develop work and production systems. Professional personnel who can meet market demands are therefore essential to accelerate production to drive economic development.<sup>7</sup>

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<sup>6</sup> Tang Chinese Education & Technology Ltd. (n.d.). Tang Chinese Education & Technology. Retrieved February 2, 2024, from <https://www.tangce.net/>

<sup>7</sup> Hui Liu and Haiyu Xu (2024). Develop professional skills and expand growth channels; Many countries actively promote specialized vocational education.

2. Strategic Context: "One Belt One Road" (BRI) Based on the concept of "One Belt One Road" (BRI), which is an abbreviation of the silk road economic belt and the 21<sup>st</sup> century maritime silk road, the initiative takes policy coordination, infrastructure connectivity, economic circulation and people-to-people connectivity as its core elements.

- Personnel Priority: Focusing on personnel is key to driving the BRI strategy.
- Education Connectivity: This involves leveraging technical and vocational education cooperation to train skilled personnel and jointly build a "Silk Road of Intelligence" to support knowledge development and promote the exchange of ideas.<sup>8</sup>
- Exchanges: Cooperation is actively expanding in cultural, academic, personnel, media, technology, and youth interaction.

3. Focus on Vocational Education: Thailand-China cooperation from the BRI perspective has created a facilitating educational framework, emphasizing open education, transfer, and inclusion.

- Thailand-China Relations: This deepening of exchanges has strengthened Thailand-China relations and supported bilateral, multilateral, and subregional cooperation in vocational education.<sup>9</sup>
- Industry-Education Integration: The government is focusing on technological systems and connectivity to promote knowledge exchange and empower young people with innovative ideas.

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People's Daily. [http://paper.people.com.cn/rmrb/html/2024-02/02/nw.D110000renmrb\\_20240202\\_2-17.htm](http://paper.people.com.cn/rmrb/html/2024-02/02/nw.D110000renmrb_20240202_2-17.htm)

<sup>8</sup> Min, Zhou (2019). Keywords to understand China: The Belt and Road Edition. China International Publishing Group. (Original work published February 2019). (pp. 3-45)

<sup>9</sup> Min, Zhou (2019). Keywords to understand China: The Belt and Road Edition. China International Publishing Group. (Original work published February 2019). (pp. 3-45)

- New Perspectives on Vocational Education: Vocational education is viewed as a new perspective that prioritizes educational quality, emphasizing the linkage of industry and education with technology transfer, reform, and transformation in vocational education to achieve rapid progress.<sup>10</sup>

4. Key Mechanisms: The 210 Project: This vocational education cooperation between China and Thailand is implemented through the "China-Thailand 210 Vocational Education Cooperation Project."

- Curriculum Development: This curriculum was developed by the Education Commission, Ministry of Education, and Thailand. Participating in the reform and improvement of vocational education with digital resources.

- Project significance: This project emphasizes modernization to meet the needs of the 21st century by incorporating technology into teaching and learning. The goal is to meet the needs of the Chinese and Thai industrial sectors and to foster cooperation and exchange of technical knowledge.

- Ultimate goal: To create a new system that emphasizes local skills for the development of the Thai industry under the new economic model, which requires talented individuals with knowledge and skills to help build and upgrade the country's industries and economy.<sup>11</sup>

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<sup>10</sup> Thai-Chinese Student Association. (2023, February 25). Summary of news about activities to promote learning under the concept: Belt and Road Initiative. <https://tcsa.or.th/young-bri-2023-report/>

<sup>11</sup> Tang Chinese Education & Technology Ltd. (n.d.). Tang Chinese Education & Technology. Retrieved February 2, 2024, from <https://www.tangce.net/>

## Research problem

The educational plan of China-Thailand, which aims to facilitate the co-creation of the Belt and Road Initiative, is incessantly being developed to answer marketing with vocational education cooperative China-Thailand 210 project. From an interview with the administrators of Guangxi College of Mechanical and Electrical Technology, it was found that

1) Unclear alignment of curriculum standards and inadequate adaptation to market demands, divergences in vocational education curricula between China and Thailand create obstacles to cooperation (Chapter I). The "China-Thailand 2 1 0 Project" faces challenges in unifying course content and standards to meet the needs of both countries' industrial sectors. Curricula lack flexibility in responding to rapid technological changes and global market demands, failing to effectively cultivate students' practical skills (Chapter II).

2) Insufficient coordination mechanisms and ambiguous division of responsibilities. No centralized decision-making and coordination body to resolve cross-border conflicts (Chapter I). Cooperation relies on fragmented policies, leading to inefficient resource allocation and duplicated efforts. Lack of clear division of roles between Chinese and Thai vocational institutions, government agencies, and enterprises (Chapter II), resulting in poor synergy in implementation.

3 . Inadequate response to economic and policy uncertainties. Global economic fluctuations (e.g., neoliberal globalization) and adjustments in national policies (e.g., Thailand's 4.0 plan, China's BRI) disrupt the stability of cooperative projects (Chapter I).

No systematic risk management mechanisms to mitigate impacts from political, economic

4. Cultural and communication barriers, insufficient understanding of cultural differences between China and Thailand hinders smooth interaction (Chapter II). Miscommunication often arises from differing educational cultures and work styles.

Over-reliance on interpreters without dedicated bilingual communication platforms or cross-cultural training (Chapter I & II), leading to information asymmetry.

5 .Weak monitoring, evaluation, and quality assurance systems, lack of measurable key performance indicators (KPIs) and standardized evaluation frameworks to track cooperation effectiveness Inadequate mutual re<sup>12</sup>

### **Research objective**

To identify international cooperative management between China and Thailand in vocational education.

### **Research question**

How to identify international cooperative management between China and Thailand in vocational education?

### **Conceptual framework**

This research was to identify international cooperative management between China and Thailand in vocational education. The researcher has defined the conceptual framework of the research from documents, concepts, and theories. Ethnographic futures research (EFR) is as follows.

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<sup>12</sup> Administrators of Guangxi College of Mechanical and Electrical Technology, personal communication, May 1, 2025

A comprehensive strategic cooperative in vocational education between China and Thailand emerged from international cooperative to meet the policy requirements and project plans of the Chinese and Thai Ministries of Education. By creating an online curriculum and teaching platform, we aim to support extensive and in-depth cooperative in teacher training, enabling China-Thailand cooperative in implementing industry and education-integrated schools.<sup>13</sup>

1. Shared Principles. Partnerships succeed when recipient countries take a leading role in setting direction and priorities: 1.1 Joint Strategy: Donor and recipient countries must collaborate to develop a plan aligned with the recipient's national development plan (Alignment). 1.2 Ownership: Delegation of authority for decision-making and effective resource management to ensure the project continues to achieve its objectives and goals.

2. Actions for Quality and Transparency. Governance structures serve as a tool for building trust and shared accountability: 2.1 Governance institutions: Establishing joint committees or high-level bodies to oversee policies and program plans, enabling collaborative resolution of policy conflicts, implementation, and coordination. 2.2 Financial Transparency: Using internationally standardized reporting and auditing systems to reduce the risk of corruption and ensure accountability for project expenditures or activities.

3. Effective Resource Management. This component focuses on maximizing the impact of limited resources: 3.1 Risk Management: Evaluating and mitigating various risks (political, economic, social, and cultural) that could hinder project

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<sup>13</sup> Tangfeng Chinese Education Technology Co., Ltd. (2024, January 30). The China-Thailand International Cooperation Conference on Modern Vocational Education, "Project 210," successfully held the Vocational Education Committee meeting. [https://en.tangce.net/news/n2024/news\\_2024\\_01\\_30.html](https://en.tangce.net/news/n2024/news_2024_01_30.html)

implementation. 3.2 Absorptive Capacity: Assessing the recipient country's capacity to effectively manage the funds and technical expertise provided to achieve the established goals.

4. Coordination and Stakeholder Participation. Coordination is crucial: 4.1 Harmonization: Reducing the burden of reporting and disparate procedures across donors by adopting standardized methods and tools and leveraging technology to facilitate implementation. 4.2 Multi-sectoral Participation: Expanding coordination beyond government to the private sector, civil society, and local community organizations to create comprehensive, positive impacts.

5. Strategic Monitoring, Evaluation, and Learning (MEL). Measurement is a key tool for improving and generating knowledge: 5.1 Impact-Focused Evaluation: Evaluation that focuses not only on outputs but also on outcomes and long-term impacts. 5.2 Learning Systems: Utilizing data from monitoring and evaluation to generate lessons learned and inform future project designs (Adaptive Management) enables management to remain flexible and responsive to changing contexts.<sup>14</sup>

Caron and Tousignant proposed a new concept of international cooperative. Adhere to the international framework for new cooperative, following established rules and regulations. Mutual benefits to lead the organization to develop Greater recognition and understanding in the government of the international component of various aspects of the academy's mission in joint planning and development, be reasonably flexible. There must also be variety in the offering to draw attention to future action, maintaining flexibility in institutional priorities. More emphasis is placed

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<sup>14</sup> Organisation for Economic Co-operation and Development: OECD (2011). Busan Partnership for Effective Development Co-operation. <https://www.oecd.org/dac/effectiveness/busanpartnership.htm>

on learning foreign languages, social culture, the context of each area, race, and the use of educational institutions to promote diversity and imagination.<sup>15</sup>

Benvenisti and Hirsch, he said, that international cooperative considers the scope of the environment in working together, gives importance to the context of relationships in the international system, and understands the differences in culture, accepts differences, and considers the principles of sociological analysis. Focus on the dynamics of cooperative that are consistent with the aim and rules and regulations, including the requirements of that country, and ensure transparent compliance with positive incentives to increase international competence. However, leaders must have complete discretion. About the policy, various project plans consider flexibility in work, are ready to deal with future uncertainties, and have clarity and discipline in working.<sup>16</sup>

Zhao gave ideas about International Cooperative Management. Executives must understand the policy action plan, and a systematic management approach must be in place. The team created a logical assistance management system and provided detailed help to ensure compliance with international regulations, rules, and conditions. Focus on efficiency in work, and the project's effectiveness is evaluated. Assess international development and use impact assessment methods and review for further development. One must have an understanding of the country's context. There is clarity in the budget for joint assistance and support. Have a vision of development and change. Consider the objective or planned plan.<sup>17</sup>

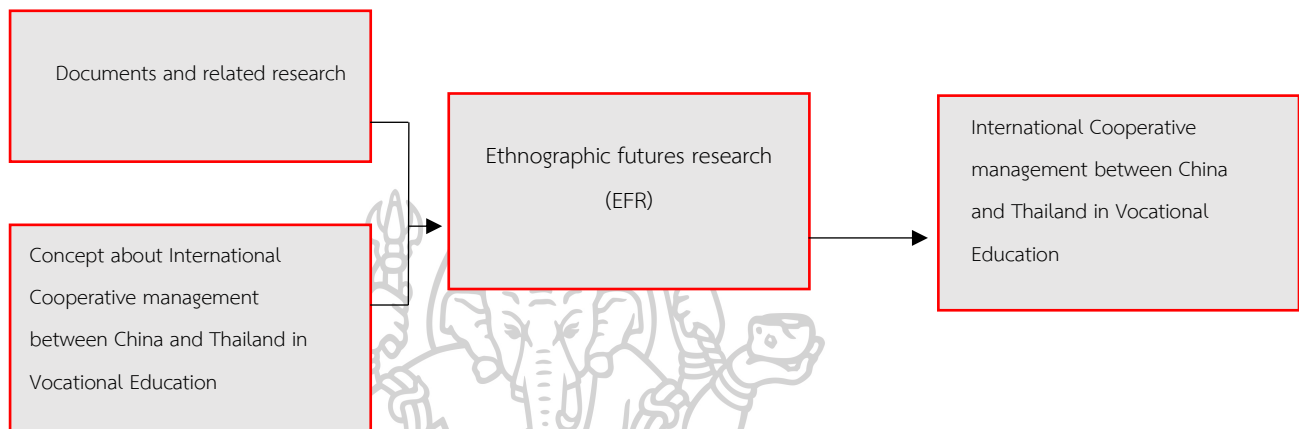
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<sup>15</sup> France Caron and Jean Tousignant (1999) stated that "new forms of cooperation are essential" (pp. 179–180).

<sup>16</sup> Eyal Benvenisti and Moshe Hirsch (2004). *The impact of international law on international cooperation: Theoretical perspectives*. Cambridge University Press. (Pp16-20).

<sup>17</sup> Jing Zhao (2023). *International development cooperation: Theory, practice and evaluation*. World Scientific Publishing Co., Ltd. (Pp 40-45).

From the scope of the above theory can be written as a chart showing the conceptual framework of this research as detailed in figure 1.



**Figure 1** Research framework

Sorceress

: Scott Barrett. (1999). A theory of full international cooperation. *Journal of Theoretical Politics*, 11(4), 519–541.

: Eyal Benvenisti and Moshe Hirsch (2004). *The impact of international law on international cooperation: Theoretical perspectives*. Cambridge University Press. (Pp16-20).

: France Caron and Jean Tousignant (1999) stated that "new forms of cooperation are essential" (pp. 179–180).

: Ministry of Education of the People's Republic of China. (n.d.). Home. Retrieved February 2, 2024, from <http://www.moe.gov.cn/>

: Office of the Leading Group for Promoting the Belt and Road Initiative. (n.d.). *The Belt and Road Portal*. Retrieved February 2, 2024, from <https://eng.yidaiyilu.gov.cn/p/0T4ND13J.html>

: Tangfeng Chinese Education Technology Co., Ltd. (2024, January 30). The China-Thailand International Cooperation Conference on Modern Vocational Education, "Project 210," successfully held the Vocational Education Committee meeting. [https://en.tangce.net/news/n2024/news\\_2024\\_01\\_30.html](https://en.tangce.net/news/n2024/news_2024_01_30.html)

: Jing Zhao (2023). International development cooperation: Theory, practice and evaluation. World Scientific Publishing Co., Ltd. (Pp 40-45).

### **Definition of Terms**

International Cooperative Management is based on a systematic, clearly defined process that integrates art and science to achieve common goals. The key elements of this process are summarized in the POLC framework: planning, which serves as a blueprint that sets direction and strategy of International Cooperation; organizing, which designs the structure and allocates resources to ensure that plans of International Cooperation are implemented; leading, which uses influence, communication based on the international cooperation to integrate the efforts of people; and controlling, a comprehensive, accountable, and adaptable process for monitoring and evaluating performance of International Cooperation to achieve positive outcomes.

Cooperative Management between China and Thailand in vocational education refers to the implementation of policies and plans for "Project 210," with the primary goal of developing and promoting change. This operation focuses on building positive relationships and covers various areas, including policy, personnel, curriculum, learning skills, and networking, as well as the mutual exchange of knowledge and culture.

## Chapter II

### Related Literature Review

Research on international cooperative management between China and Thailand in vocational education. The researcher presented relevant papers and research papers. By focusing on the study of relevant documents and research as the following topics.

1. International Cooperative Management
2. Cooperation in vocational Education China in Thailand
3. EFR: Ethnographic Futures Research
4. Related research

#### International Cooperative Management

International cooperation management is the creation of relationships and collaboration between countries and organizations to achieve common goals. It involves planning, implementing, coordinating, and evaluating agreements, as well as following the rules, regulations, and conditions of international cooperation. Academics, agencies, and organizations have stated the following:

#### Definition of International Cooperative Management

Fayol defined management as consisting of five elements. Management is a process consisting of 1. Planning, 2. Organizing, 3. Commanding, 4. Coordinating, and 5. Controlling.<sup>18</sup>

Drucker's view of management is that it is an objective-driven practice that manages business, human resources, and work. View: Drucker saw management not as a science, but as an "art" that requires the maximum use of human resources.<sup>19</sup>

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<sup>18</sup> Frederick W. Taylor (1911). The principles of scientific management. Harper & Brothers.

<sup>19</sup> Peter F. Drucker (1954). The practice of management. Harper & Row.

Mina. According to the management, refers to the coordination and management process to achieve goals, encompassing a wide range of activities, including the efficient and effective utilization of resources to achieve organizational objectives.<sup>20</sup>

Follett said, "Management is the art of getting things done through people." He emphasized coordination and leadership.<sup>21</sup>

Summary: Management is a process consisting of primary functions, including planning, organizing, and controlling, that are implemented with purpose. It utilizes the art of leading and coordinating to utilize all available resources, particularly human resources, most cost-effectively and efficiently, enabling the organization to achieve its objectives.

#### **Principles concept and importance**

UNESCO mentioned that international cooperation must be integrated into policies and operational procedures, grounded in the fundamental capacity for networking that fosters international cooperation. In addition, UNESCO emphasizes the importance of effective partner governments and believes that a gradual approach to international collaboration may be the most prudent and appropriate method.<sup>22</sup>

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<sup>20</sup> Jayson C. Mina (2019). Attainment of Cooperative objectives and the performance of officers in performing their Management Functions: A Case of Cooperatives in Gapan City, Nueva Ecija. *International Journal of Advanced Engineering Management and Science*, 5(11), 577. <https://doi.org/10.22161/ijaems.511.2>

<sup>21</sup> **Follett, M. P. (1949).** *Freedom and Co-ordination: Lectures in Management*. London: Management Publications Trust.

<sup>22</sup> United Nations Educational, Scientific and Cultural Organization. (2002). including the excluded and international development co-operation. *International Institute for Educational Planning*. P 83.

Urpelainen mentioned that gradualism is normal in international cooperative management. With a common goal, there are systematic operations, plans, and projects to promote relationships and achieve the same purpose. Cooperatives consider agreements, conditions, international laws, and the scope of their operations. To make the most of the international cooperation expected in the future.<sup>23</sup>

Kayashima mentioned that a directional collaborative arrangement. There is an operational framework and project plan to determine the destination. The requirements must lead to good results for both parties, consistent with rules, regulations, conditions, and plans that can be reasonably tested as a joint responsibility, and aim for mutual benefits.<sup>24</sup>

Zhao mentioned that International Cooperative management, which complies with rules and regulations created to achieve positive results for international development, links relationships and provides a systematic way to manage assistance through a common practice framework. Increase knowledge efficiency through an efficient and responsible international development cooperative aimed at shared results.<sup>25</sup>

Summarize the International Cooperative management be governed a policies and procedures. Along with relying on capabilities and including cooperative in international development linking relationships and providing a systematic way to manage assistance according to a common practice framework. With a common goal

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<sup>23</sup> Johannes Urpelainen (2011). Domestic reform as a rationale for gradualism in international cooperation. *Journal of Theoretical Politics*, 23(3), 1–17.

<sup>24</sup> Nobuko Kayashima (2022). Japan's international cooperation in education: An overview. Springer. <https://doi.org/10.1007/978-981-16-6815-9>

<sup>25</sup> Jing Zhao (2023). *International development cooperation: Theory, practice, and evaluation*. World Scientific Publishing. Pp 20-22.

there are systematic operations, plans, and promotion of relationships to achieve the same reason. Enhance knowledge through effective and responsible international development cooperative aimed at shared results.

## **International Cooperative Management Components**

### 1. Shared Principles

Partnerships succeed when recipient countries take a leading role in setting direction and priorities: 1.1 Joint Strategy: Donor and recipient countries must collaborate to develop a plan aligned with the recipient's national development plan (Alignment). 1.2 Ownership: Delegation of authority for decision-making and effective resource management to ensure the project continues to achieve its objectives and goals.

### 2. Actions for Quality and Transparency

Governance structures serve as a tool for building trust and shared accountability: 2.1 Governance institutions: Establishing joint committees or high-level bodies to oversee policies and program plans, enabling collaborative resolution of policy conflicts, implementation, and coordination. 2.2 Financial Transparency: Using internationally standardized reporting and auditing systems to reduce the risk of corruption and ensure accountability for project expenditures or activities.

### 3. Effective Resource Management

This component focuses on maximizing the impact of limited resources: 3.1 Risk Management: Evaluating and mitigating various risks (political, economic, social, and cultural) that could hinder project implementation. 3.2 Absorptive Capacity: Assessing the recipient country's capacity to effectively manage the funds and technical expertise provided to achieve the established goals.

### 4. Coordination and Stakeholder Participation

Coordination is crucial: 4.1 Harmonization: Reducing the burden of reporting and disparate procedures across donors by adopting standardized methods and tools and leveraging technology to facilitate implementation. 4.2 Multi-sectoral Participation: Expanding coordination beyond government to the private sector, civil society, and local community organizations to create comprehensive, positive impacts.

#### 5. Strategic Monitoring, Evaluation, and Learning (MEL)

Measurement is a key tool for improving and generating knowledge: 5.1 Impact-Focused Evaluation: Evaluation that focuses not only on outputs but also on outcomes and long-term impacts. 5.2 Learning Systems: Utilizing data from monitoring and evaluation to generate lessons learned and inform future project designs (Adaptive Management) enables management to remain flexible and responsive to changing contexts.<sup>26</sup>

#### POLC Management System

1. P = Planning is the most important intellectual process in management.

It consciously determines the future course of action to achieve pre-determined objectives. It serves as a "blueprint" that serves as the foundation for all other management functions. It establishes direction, reduces the impact of uncertainty, reduces waste and redundancy, and establishes goals or standards for future control processes.

#### Key Components and Activities:

- Environmental Scanning & Analysis: This is the starting point for managers to analyze both the internal and external environments to inform decision-making. The most commonly used tool is SWOT Analysis.

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<sup>26</sup> Organisation for Economic Co-operation and Development: OECD (2011). Busan Partnership for Effective Development Co-operation. <https://www.oecd.org/dac/effectiveness/busanpartnership.htm>

- Establishing the Hierarchy of Goals: Planning involves setting goals at multiple levels, which are communicated from top to bottom throughout the organization. These include vision and mission, strategic goals, and objectives.

- Developing Plans: Creating a "roadmap" to achieve objectives. Plans are categorized by: Breadth: Strategic Plans (Enterprise-wide), Tactical Plans (Department-level), Operational Plans (Daily), Time Frame: Long-term Plans (3 years or more), Short-term Plans (up to 1 year), Specificity: Directive Plans (flexible), and Specific Plans (detailed).<sup>27</sup>

2. O = Organizing. Once goals and plans are established, the organizing function determines how those plans will be accomplished. This involves allocating and structuring tasks, sharing resources, and designing the organizational architecture to implement the strategy. This formal structure of roles and responsibilities helps coordinate efforts across all organizational functions, reduce conflict, and maximize efficiency.

#### Key Components and Activities

- Organizational Design: Creating or changing the organizational structure. This involves decisions about: Work Specialization and Departmentalization

- Allocation of Resources: Assigning human, financial, and physical resources to designated tasks and departments

- Establishing Authority & Responsibility: Defining formal lines of authority and responsibility. Key concepts include: Chain of Command, which is the authority extending from the top to the bottom of the organization, clarifying who reports to whom; Span of Control, the number of employees a single manager can effectively

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<sup>27</sup> Michael E. Porter (1980). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. Free Press.

and efficiently supervise; and Delegation, the delegation of authority to others to carry out specified activities.<sup>28</sup>

3. L = Leading. This function relates to the "people" dimension of management. It is the process of influencing, motivating, and directing employees to work willingly and enthusiastically toward organizational goals. A perfect plan and structure will fail without effective leadership to energize employees, build engagement, and guide human behavior, ensuring that individual efforts align with the organization's strategic direction.

Key Components and Activities:

- Motivation: Understanding employee motivations and creating conditions that foster high performance, often using motivation theory.
- Leadership: Using influence, which involves selecting the appropriate leadership style for the situation, team, and task.
- Communication: Creating effective channels for information transmission, providing feedback, and ensuring everyone understands their role and overall goals. This is the lifeblood of leadership.
- Managing Groups and Teams: Fostering cooperation, resolving conflict, and building cohesive, high-performing teams.<sup>29</sup>

4. C = Controlling. Controlling is the process of overseeing activities to ensure they are carried out as planned and taking corrective action when significant deviations occur. It provides critical feedback and closes the management process loop to ensure performance aligns with the plan, protects organizational assets, and supports the next planning cycle.

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<sup>28</sup> Henry Mintzberg (1979). *The Structuring of Organizations: A Synthesis of the Research*. Prentice-Hall.

<sup>29</sup> Bernard M. Bass (1985). *Leadership and Performance Beyond Expectations*. Free Press.

Key Components and Activities:

-Establishing Performance Standards: Establishing clear criteria or measures to judge performance. These standards should be based on the goals established during the planning phase.

-Measuring Actual Performance: Collecting and reporting actual performance, which may be through observation, statistical reporting, or written reports.

-Comparing Performance to Standards: Analyzing deviations between actual performance and established standards. Managers must determine whether deviations are acceptable or require action.

-Taking Corrective Action: If performance significantly deviates from standards, managers must take action, which may include corrective actions or reviewing new standards. This step demonstrates the cyclical nature of POLC, as corrective actions often lead to a reevaluation of the plan, structure, or leadership approach.<sup>30</sup>

**Summary:** International Cooperative Management bested on a systematic, clearly defined process that integrates art and science to achieve common goals. The key elements of this process are summarized in the POLC framework: planning, which serves as a blueprint that sets direction and strategy of International Cooperation; organizing, which designs the structure and allocates resources to ensure that plans of International Cooperation are implemented; leading, which uses influence, communication bested on the international cooperation to integrate the efforts of people; and controlling, a comprehensive, accountable, and adaptable process for monitoring and evaluating performance of International Cooperation to achieve positive outcomes.

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<sup>30</sup> Robert S. Kaplan and David P. Norton (1996). *The Balanced Scorecard: Translating Strategy into Action*. Harvard Business School Press.

## Theory of International Cooperative

### Interdependence Theory

Keohane and Nye. The concept of Complex Interdependence has been developed to challenge the core assumptions of Realism. It has three key elements: 1) Multiple Channels: Relationship building is not limited to transgovernmental relations, but also includes transnational relations between government agencies and private entities such as multinational corporations, NGOs, and interest groups. 2) Absence of Hierarchy of Issues: Military security issues are not always the most important, but economic, environmental, and social issues can rise to the top. 3) Decline in the Use of Military Force: The use of military force is declining in importance compared to economic or diplomatic tools, especially in relations between closely held democracies.<sup>31</sup>

### Compliance Theory and Organizational Effectiveness

Lunenburg, according to Amitai Etzioni. An approach to organizational structure that integrates concepts from classical management and participatory management.

Organizations are classified according to the types of Power used to determine member behavior and the types of participation of participants.

1) Types of Power are divided into three types: 1.1 Coercive Power, which involves the use of strict control and fear; 1.2 Utilitarian power, which involves rewards and job security; 1.3 Normative power, which involves goal-setting and participation in collective action.

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<sup>31</sup> Robert Owen Keohane and Joseph Samuel Nye (1977). Power and interdependence: World politics in transition. Little, Brown and Company. Pp 24-29.

2) Types of Involvement, which are the orientation of individuals towards specific objects, expressed in terms of intensity and direction. Participant participation is categorized into three types along a continuum, ranging from negative to positive: 1 . Alienative Involvement, which is dissatisfaction and hostility toward the organization; 2. Calculative Involvement, which is maximizing personal gain; 3. Moral Involvement, which is commitment to the organization's socially beneficial qualities.

3 ) The Concordance Between Power and Participation. Power and participation are related in three predictable relationships, leading to managerial concordance: 1 . Coercive Power is associated with Alienative Involvement; 2 . Utilitarian Power is associated with Calculative Involvement; 3. Normative Power is associated with Moral Involvement.

Organizational Effectiveness. The concordance between the type of Power and member participation is key. Organizations attempting to use the wrong type of Power for their environment will decrease their effectiveness. The simultaneous use of these two types of Power against the same group of participants tends to... Neutralize each other's effects. For example, the use of coercive measures may create such a high level of alienation that it is impossible to use normative Power successfully. Schools, in general, tend to be normative organizations, so the oppressive use of coercive or utilitarian Power against teachers and students may have dysfunctional effects. Congruence theory suggests that to achieve effective compliance among members, organizations must select the type of Power that is consistent with the type of participation appropriate for that organization.<sup>32</sup>

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<sup>32</sup> Fred C. Lunenburg (2012). Compliance theory and organizational effectiveness. *International Journal of Scholarly Academic Intellectual Diversity*, 14(1), 1-4.

### Principles for creating good cooperative

Good cooperative drives a shared path towards goals by linking management, policy, operations, coordination, and clear communication to achieve clear outcomes and positive relationships, as scholars and agencies have explained as follows:

Kelleher mentioned that creating good cooperative that a complex context study and understand policy plans Access to regulations Clear regulations and conditions for each other, such as: 1) Project policy that are a framework for operations that leaders must implement in a clear and consistent manner appropriate to their own context, 2) Participation motivating that are supporting us will address the clear tension between essential national participation, 3) Politeness builds relationships that are human relations are strategic partners, 4) Group approach that are aims at the same goal for effectiveness in development and mutual benefits, 5) Results of policies and project plans can be examined, revised and improved together, and 6) Budget is consistent there are continuity, fairness, and inspection.<sup>33</sup>

Hartvigson and Heshmati, mentioned that the concept of creating good cooperative management working together to strengthen cooperative both positively contribute to cooperative in change and ensuring the interoperability of non-formal learning. These patterns are viewed through the lens of institutional participation and impact on change. Where universities collaborate and work in an increasingly complex international context by creating knowledge together and the dynamics of stakeholder participation which has the following guidelines; 1) Ownership That is, commit to the framework for operating that project according to the policy plan or strategy and comply with rules and regulations or specified conditions Aim for success, 2) Management system is to create a comprehensive system according to

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<sup>33</sup> Inge Kaul, Isabelle Grunberg and Marc A. Stern (Eds.). (1999). Global public goods: International cooperation in the 21st century. Oxford University Press. Pp 205-310.

the plan to connect international networks together in a stable manner, 3) Coordination is a positive relationship. There is clarity in communication. Including various operations reasonably, 4) Managing to get results means knowing how to manage resources. Improve decision making to bring good results, and 5) Shared responsibility is based on international agreements. We must jointly take responsibility for the results of development.<sup>34</sup>

European Commission mentioned that international cooperative to build good relationships to jointly implement the policy plan there are coordination and connection through a system of forms, laws and according to the requirements of that country to focus on developing and upgrading, the knowledge that brings overcoming the current learning crisis and Join together to mobilize leaders for the goals you have set. Important things in managing cooperative include: 1 ) Leaders must manage in a clear and systematic manner. Regulatory framework, conditions, and methods for correcting errors when errors occur, 2 ) Cooperative to support financing to strengthen the project, 3 ) Focus on policy and supervision to be comprehensive, 4 ) Positive relationship Understand the context of each area, race and organizational culture can change. Understand that there is the same destination for the successful completion of the project, and 5) implement an action plan, stay connected, and engage.<sup>35</sup>

Organization for economic cooperative and development mentioned that good cooperative Building good partnerships must demonstrate the effectiveness of

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<sup>34</sup> Lars Hartvigson and Almas Heshmati (2023). Sustainability of cooperation in the international development of African higher education. *Scandinavian Journal of Educational Research*, 67(3), 489–503.  
<https://doi.org/10.1080/00313831.2021.2001633>

<sup>35</sup> European Commission. (2023). Management plan 2023 – International Cooperation and Development.  
[https://commission.europa.eu/system/files/2023-01/intpa\\_management\\_plan\\_2023\\_en.pdf](https://commission.europa.eu/system/files/2023-01/intpa_management_plan_2023_en.pdf)

international cooperative in development and the importance of sustainable development. Fulfill promises according to clearly defined goals as shown in figure 2.

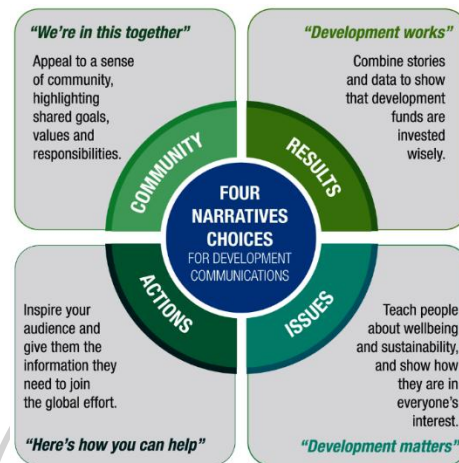


Figure 2 Development Communications

**Source:** International co-operation contributes to development gains

<https://www.oecd-ilibrary.org/>

Community: we're in the together appeal to a sense of community, highlighting shared goals, values and responsibilities

Actions: Inspire your audience and give them the information they need to join the global effort.

Results: Development works combine stories and data to show that development funds are invested wisely.

Issues: Teach people about wellbeing and sustainability and show how they are in everyone's interest development matters.<sup>36</sup>

A new development cooperative

<sup>36</sup> Organisation for Economic Co-operation and Development : OECD.

(2023). International co-operation contributes to development gains. In Development Co-operation Report 2023: Debating the Aid System. OECD Publishing. <https://doi.org/10.1787/99233633-en>

Organization for Economic Cooperation and Development : OECD, states that a sound cooperative system needs to prioritize innovative development, harness technology and innovation, and support and promote collaborative action as key elements of effective cooperatives. Bridging different cultures and contexts, leveraging strengths for shared development, ensuring that cooperatives for development continually enhance opportunities for a better future for all, aligned with a common goal. Management should adopt a collaborative outlook, build strong networks, and commit to inspiring support and trust from the public, agencies, and organizations, particularly among young people. Cooperatives will connect innovative teams for practical development cooperation, seeking international development partners that are values-based, transparent, and focused on positive outcomes.<sup>37</sup>

National Cooperative Business Association CLUSA International states that Good relationships require strength and durability, free from discrimination and respectful. They ensure that everyone feels valued and truly part of the organization. Each other's perspectives are heard, and relationships are built on mutual respect. Participation fosters mutual understanding, builds trust, and fosters a learning community that thrives together. These relationships must be secure with a clear structure. Good relationships do not just stop within the organization; they extend beyond it through cooperation, creating a strong network of partnerships based on transparency and sincerity, and a foundation of shared norms.<sup>38</sup>

United Nations Sustainable Development Group said that the new form of cooperation is a flexible and contextual process with important principles and practices, including. 1) Clear definition, setting operational frameworks and plans that are aligned with strategies and operations. 2) Sustainable development is a shared

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<sup>37</sup> Ibid. p 20

<sup>38</sup> National Cooperative Business Association CLUSA International. (n.d.). Cooperative principles. <https://ncbaclusa.coop/resources/7-cooperative-principles/>

responsibility of all sectors. 3) Expanding the mindset from dependence on international exchange of resources and knowledge to support 4) Knowledge Sharing and Technology Transfer, establishing an online platform where successful solutions from other countries can be directly learned. 5) Results-based Monitoring and Mutual Accountability, all parties involved must share responsibility for development outcomes, and develop a transparent monitoring and evaluation framework.<sup>39</sup>

De Waal proposes a new form of cooperation that requires a logical, rational approach to collaboration, supporting processes that build internal accountability. It supports other social forces that share a "common interest" in creating stability and predictability, thereby fostering shared accountability.<sup>40</sup>

### Cooperation in Vocational Education China and Thailand

This is a collaborative project between Thailand and the People's Republic of China, aiming to jointly develop human resources by promoting vocational education exchanges, skill development, and cultural learning. This aims to raise the quality of vocational education to align with the changes of the era and meet the needs of the global market.

Ministry of Education of the People's Republic of China

Key policies driving cooperation: Using the "Chinese Language + Vocational Skills" model as an important tool for implementing the national policy of the Belt and Road Initiative (BRI) for integrating education and industry: Promote policies that concretely link vocational education with the needs of the industrial sector to

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<sup>39</sup> United Nations Sustainable Development Group. (2019). United Nations Sustainable Development Cooperation Framework: Internal guidance. <https://unsdg.un.org/resources/united-nations-sustainable-development-cooperation-framework-internal-guidance>

<sup>40</sup> Alex de Waal (2015). *The REAL politics of the Horn of Africa: Money, war and the business of power*. Polity Press. Pp 1-264.

support Chinese companies and projects overseas; Aim to build international standards by promoting the establishment of teaching standards, textbooks, and vocational education curricula that can be adapted to other countries along China's path. Promoting exchanges and cooperation is also a "soft power" policy that uses education as a bridge between people (people-to-people exchange) to build long-term understanding and cooperation while learning from cross-border cultures.

### Objectives

- 1 . To produce high-quality personnel: Focus on creating and developing technical and skilled personnel with expertise in their respective fields and the ability to communicate effectively in Chinese.
- 2 . To meet economic needs: Focus on producing a workforce that meets the needs of Chinese companies investing in Thailand and countries along the BRI, which are facing a shortage of local personnel with dual skills (vocational skills + language).
- 3 . To enhance the quality of vocational education: Focus on promoting high-quality development of Thai vocational education through the exchange of knowledge, technology, and modern teaching methods from China.
- 4 . To create a collaborative model: Establish a successful "Chinese + Vocational Skills" model for further expansion to other countries.

### Projects and Implementation

1. Establishment of an Educational Development Center: "The Thai Chinese Language Education + Vocational Skills Development Center" ("Thai Education Development Center"), serving as a central coordination unit for project implementation.
- 2 . Curriculum and Teaching Materials Development: Developing the "International Chinese Language Education and Vocational Skills Textbooks" series for international learners.

3. Teacher Training and Seminars: A seminar for educational personnel from Thai and Chinese vocational education institutions aims to establish a network for exchanging experiences and teaching approaches based on the "Chinese Language + Vocational Skills" model.

4. Competitive Examinations: The Chinese Language Proficiency Test (HSK) is being promoted alongside vocational skills competitions, aiming to encourage all-around self-development for learners.<sup>41</sup>

#### Office of the Vocational Education Commission (Thailand)

Vocational education cooperation between Thailand and China has a clear goal of developing a skilled workforce in line with national policies. Concrete cooperation mechanisms are in place to achieve this goal. Key mechanisms include joint curriculum development, such as integrated curricula and dual degree programs, where students receive certificates from both Thai and Chinese institutions. This creates mutually acceptable educational standards, a key pillar of sustainable relations. Furthermore, cooperation covers personnel and knowledge development, teacher development, the establishment of innovation and technology centers, and research institutes to share expertise and new knowledge. These initiatives are coordinated by the Office of the Vocational Education Commission (OVEC) of Thailand and the Chinese Language Exchange and

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<sup>41</sup> Ministry of Education of the People's Republic of China. (2023, April 28). “中文+职业技能”助力中泰职业教育高质量发展  
["Chinese Language + Vocational Skills" promotes high-quality development of China-Thailand vocational education].

[http://www.moe.gov.cn/jyb\\_xwfb/gzdt/moe\\_1485/202304/t20230428\\_1057773.html](http://www.moe.gov.cn/jyb_xwfb/gzdt/moe_1485/202304/t20230428_1057773.html)

Cooperation Center (CLEC) of China. To ensure smooth policy implementation, the "Thai-Chinese Vocational Education Project 210" is implemented."<sup>42</sup>

#### TANG Chinese Education

That are provide service according to the initiative China's important "One Belt, One Road" and Thailand's important national economic development policies and promote the implementation of which is cooperative in vocational and technical education in Thailand Conferences and seminars on exchange and academic cooperative in China-Thailand vocational education Success at the Vocational Education Commission Ministry of Education, as shown in figure 3-4.<sup>43</sup>



<sup>42</sup> Office of the Vocational Education Commission (Thailand). Develop online courses and lessons in 210 professional fields responding to the need to raise the quality of vocational education. Accessed March 01, 2024. Available from <https://www.vec.go.th>

<sup>43</sup> TANG Chinese Education. (2024). The China-Thailand International Cooperation Conference on Modern Vocational Education "Project 210" successfully held the Vocational Education Committee meeting. [https://en.tangce.net/news/n2024/news\\_2024\\_01\\_30.html](https://en.tangce.net/news/n2024/news_2024_01_30.html)



**Figure 3** Vocational Education Commission, Ministry of Education of Thailand and Tangfeng International Education Group.

**Source:** "The China-Thailand International Cooperative Conference on Modern

Vocational Education 'Project 210' successfully held the Vocational Education Committee meeting," TANG Chinese Education, 2024  
([https://en.tangce.net/news/n2024/news\\_2024\\_01\\_30.html](https://en.tangce.net/news/n2024/news_2024_01_30.html))



**Figure 4** Meeting activities: 210 projects

**Source:** "The China-Thailand International Cooperative Conference on Modern

Vocational Education 'Project 210' successfully held the Vocational Education Committee meeting," TANG Chinese Education, 2024  
([https://en.tangce.net/news/n2024/news\\_2024\\_01\\_30.html](https://en.tangce.net/news/n2024/news_2024_01_30.html))

For development in the direction of digitalization, internationalization, and accelerating the creation of a high-quality education system. An important task in building a strong educational force is to promote the internationalization of higher education firmly. Actively promote global education governance and international

cooperation in high-quality education in line with the Belt and Road Initiative. Bringing new knowledge into use in the education industry. Use modern educational tools to customize Chinese language teaching for local Chinese language teachers in target countries. By integrating platforms, courses, and mobile learning, intelligent evaluation and learning analysis, Big Data, an integrated modern curriculum application system signed a contract with the Ministry of Education for inclusion in the vocational education system at the undergraduate and higher levels, with 531 institutions both at home and abroad, nearly 2,000 Chinese language teachers, and 120,000 students. Trilingual version, Research and development specifically for Thai, English, and Russian-speaking countries. Various teaching modes, Flexible options for intense flips, a weak turn, and offline partner teachers, a modern application system, an Integrated curriculum, online teaching, Intelligent Assessment, and big data analysis are implemented upon course completion. Students will receive a certificate. Upon completion of the project, as shown in Figure 5.<sup>44</sup>



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<sup>44</sup> TANG Chinese Education. (2024). The China-Thailand International Cooperation Conference on Modern Vocational Education "Project 210" successfully held the Vocational Education Committee meeting. [https://en.tangce.net/news/n2024/news\\_2024\\_01\\_30.html](https://en.tangce.net/news/n2024/news_2024_01_30.html)



**Figure 5** Certificate of course

**Source:** China-Thailand International Cooperative Conference on Modern Vocational Education "Project 210". <https://en.tangce.net/news/n2024/>

Vision and benefits project of the “210 Projects”

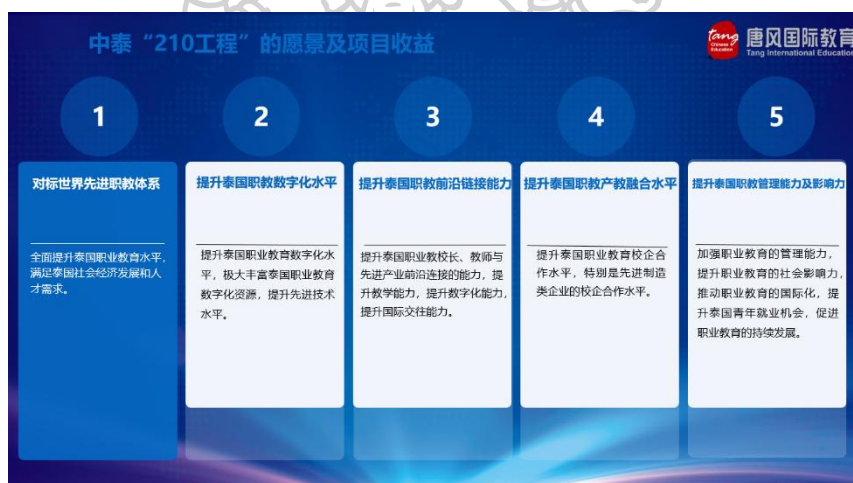
1) Comparison of the world's higher vocational education systems: Comprehensively improve the level of vocational education in Thailand to meet the needs of Thailand's economic and social development and talent.

2) Improving the digital level of vocational education in Thailand: Improving the digital level of Thailand's vocational education. Greatly strengthen the digital resources of Thailand's vocational education and increase the level of advanced technology

3) Developing the potential to connect vocational education boundaries in Thailand: Improving the ability of Thai vocational school principals and teachers to connect with the cutting edge of advanced industry. Improve teaching ability Enhance digital abilities and increasing international communication capabilities

4) Improving the level of integration of industry and education in vocational education in Thailand: Improve the level of cooperative between schools and enterprises in vocational education in Thailand. Especially advanced manufacturing establishments

5) Improving the capacity and influence in managing vocational education in Thailand: Strengthen the capacity to manage vocational education Increase the social influence of vocational education Promote the internationalization of vocational education Increase employment opportunities for Thai youth and promote the development of sustainable vocational education. As shown in figure 6.<sup>45</sup>



**Figure 6** Vision and benefits project of the “210 Projects”

**Source:** officially launching the China-Thailand modern vocational education

Cooperative "Project 210". <https://en.tangce.net/news/>

<sup>45</sup> TANG Chinese Education. (2023, September 21). Officially launching the China-Thailand modern vocational education cooperation "Project 210". [https://en.tangce.net/news/n2023/news\\_2023\\_09\\_21.html](https://en.tangce.net/news/n2023/news_2023_09_21.html)

Operational framework of the Vocational Education Commission, Thailand

- Standard development and promotion
  - Professional standards
  - Digital curriculum standards
  - Standards for digital teaching methods
  - Teacher training standards
  - Standard equipment
  - Standards of professional qualifications
  - Presentation platform and digital resources
- Progress in duties and creating a digital platform
- Creating digital teacher training resources
- Development and promotion of educational equipment
  - Creating digital curriculum resources
  - Development of virtual reality simulators
  - Promotion and operation of the project
- CCTE mode
- Cooperative base
- China's teacher training base
- Recommended base for educational equipment
- Virtual reality simulation equipment development base
- Competition base.<sup>46</sup> As shown in figure 7.

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<sup>46</sup> Ibid. p26

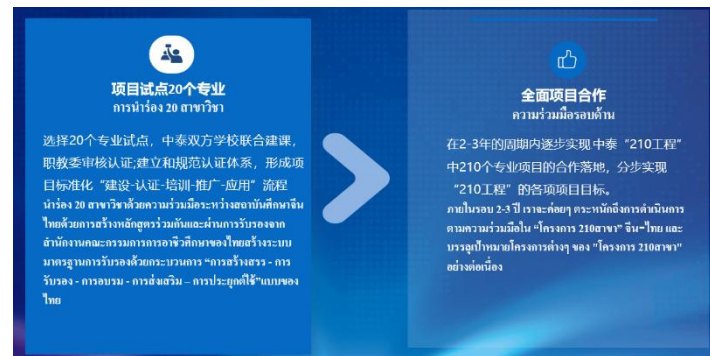


**Figure 7** Operational framework of the Vocational Education Commission, Thailand

**Source:** Officially launching the China-Thailand modern vocational education Cooperative "Project 210". <https://en.tangce.net/news/>

#### Strategy to promote China-Thailand “Project 210”

Piloting 20 subjects through cooperative between Chinese and Thai educational institutions by creating joint curricula and working together. By passing certification from The Office of the Vocational Education Commission of Thailand creates a system of certification standards through the process of creativity, accreditation, training, promotion, and application according to the Thai model. As shown in figure 8.



**Figure 8** Strategy to promote China-Thailand “Project 210”

**Source:** Officially launching the China-Thailand modern vocational education Cooperative "Project 210". <https://en.tangce.net/news/>

20 Chinese-Thai majors “Project 210”

Which includes:

- 1) Machine manufacturing and automation upgrade to intelligent manufacturing equipment technology.
- 2) Solar thermal energy production technology and application of electricity production technology.
- 3) Electricity generation technology.
- 4) Construction materials engineering technology.
- 5) Refrigeration and air conditioning technology.
- 6) Industrial robot technology.
- 7) Aircraft maintenance technology.
- 8) New energy vehicle technology.
- 9) Internet of things application technology.
- 10) Comprehensive maintenance technology of high-speed rail.
- 11) Petrochemical technology.
- 12) Gem technology and management.
- 13) Nutrition, food and health.
- 14) Modern logistics management.
- 15) Tourism management.
- 16) Hotel management and digital operations.
- 17) Electronic commerce business.
- 18) Modern agricultural technology.
- 19) Aquaculture technology,
- and 20) Chinese language, as shown in figure 9.<sup>47</sup>

<sup>47</sup> Ibid. p26

中泰“210工程”的20个试点专业		Tang 唐风国际教育 Tang International Education	
1	[CCTE 79] 智能制造装备技术 อุปกรณ์การผลิตและระบบอัตโนมัติ	11	[CCTE 103] 石油化工技术 เทคโนโลยีปิโตรเคมี
2	[CCTE 48] 太阳能光热技术与应用 เทคโนโลยีความร้อนจากแสงอาทิตย์และการประยุกต์ใช้	12	[CCTE 106] 珠宝首饰技术与与管理 เทคโนโลยีอัญมณีและการจัดการ
3	[CCTE 49] 发电运行技术 เทคโนโลยีการผลิตไฟฟ้า	13	[CCTE 115] 食品营养与健康 โภชนาการอาหารและสุขภาพ
4	[CCTE 56] 建筑材料工程技术 เทคโนโลยีวิศวกรรมวัสดุก่อสร้าง	14	[CCTE 187] 现代物流管理 การจัดการโลจิสติกส์สมัยใหม่
5	[CCTE 86] 制冷与空调技术 เทคโนโลยีการทำความเย็นและการปรับอากาศ	15	[CCTE 189] 旅游管理 การจัดการท่องเที่ยว
6	[CCTE 89] 工业机器人技术 เทคโนโลยีหุ่นยนต์อุตสาหกรรม	16	[CCTE 191] 酒店管理与数字化运营 การจัดการโรงแรมและการปฏิบัติการดิจิทัล
7	[CCTE 96] 飞行器维修技术 เทคโนโลยีการบำรุงรักษาเครื่องบิน	17	[CCTE 184] 电子商务 ธุรกิจพาณิชย์อิเล็กทรอนิกส์
8	[CCTE 98] 新能源汽车技术 เทคโนโลยีรถยนต์พลังงานใหม่	18	[CCTE 2] 现代农业技术 เทคโนโลยีการเกษตรสมัยใหม่
9	[CCTE 151] 物联网应用技术 เทคโนโลยีอินเทอร์เน็ตของสิ่งต่าง ๆ	19	[CCTE 20] 水产养殖技术 เทคโนโลยีการเพาะเลี้ยงสัตว์น้ำ
10	[CCTE 127] 高速铁路综合维修技术 เทคโนโลยีการบำรุงรักษาที่ครอบคลุมของรถไฟความเร็วสูง	20	[CCTE 205] 中文 ภาษาจีน

Figure 9 20 Chinese-Thai majors “Project 210”

Source: Officially launching the China-Thailand modern vocational education Cooperative "Project 210". <https://en.tangce.net/news/>

20 Thai professional universities pilot in China-Thailand “Project 210”

Which includes:

1) samutsongkhram technical college. 2) Chaiyaphum Technical College. 3) Mae Moh EGAT Technical College. 4) Sakaeo Technical College. 5) Rajasitharam Technical College. 6) Thai-Austrian Technical College. 7) Khon Kaen Industrial and Community Education College. 8) Ubon Ratchathari Technical College. 9) Chonburi Technical College. 10) Chachoengsao Technical College. 11) Chonburi Vocational College. 12) Nakhonnayok Technical College. 13) Maptaphut Technical College. 14) The golden jubilee royal goldsmith college. 15) Chachoengsao Vocational College. 16) Udon Thani Vocational College. 17) Chiang Rai Vocational College. 18) Phuket Vocational College. 19) Chiang Mai College of Agriculture and Technology. 20) Tinsulanonda Fisheries College. 21) Thonburi Commercial College. As shown in figure 10.<sup>48</sup>

<sup>48</sup> Ibid. p26

中泰“210工程”的20个试点专业泰方院校			唐风国际教育 Tang International Education		
1	วิทยาลัยเทคนิคสมุทรสงคราม 夜功府技术学院	8	วิทยาลัยเทคนิคอุบลราชธานี 乌汶叻差他尼技术学院	15	วิทยาลัยวิชาชีวะกษมาจะแจ้งพรวา 北柳职业学院
2	วิทยาลัยเทคนิคชัยภูมิ 猜也蓬技术学院	9	วิทยาลัยเทคนิคชลบุรี 春武里技术学院	16	วิทยาลัยวิชาชีวะกษมาจตุรธานี 乌隆他尼职业学院
3	วิทยาลัยเทคนิค กฟผ. แม่เมาะ EGAT 湄茂技术学院	10	วิทยาลัยเทคนิคจะแจ้งพรวา 北柳技术学院	17	วิทยาลัยวิชาชีวะกษมาเชียงวราย 清莱职业学院
4	วิทยาลัยเทคนิคสระแก้ว 沙缴技术学院	11	วิทยาลัยเทคนิคชลบุรี 春武里技术学院	18	วิทยาลัยวิชาชีวะกษมาภูเก็ต 普吉职业学院
5	วิทยาลัยเทคนิควาริชธานี 拉差西塔兰技术学院	12	วิทยาลัยเทคนิคนครนายก 那空那育技术学院	19	วิทยาลัยเกษตรและเทคโนโลยีศรีสะเกษ 清迈农业科技学院
6	วิทยาลัยเทคนิคสกลนคร 梭桃邑技术学院	13	วิทยาลัยเทคนิคบางตาตุบ 马塔普技术学院	20	วิทยาลัยประมงสัตหีบ 廷苏拉暖达渔业学院
7	วิทยาลัยการอาชีพขอนแก่น 孔敬职业学院	14	กาญจนวิทย์วิทยาลัย ช่างทองหลวง 坎路皇家金史密斯学院	21	วิทยาลัยพัฒนศึกษาธนบุรี 吞武里商业学院

Figure 10 20 Thai professional universities pilot in China-Thailand

Source: Officially launching the China-Thailand modern vocational education Cooperative "Project 210". <https://en.tangce.net/news/>

However, this are the largest vocational education cooperative in Thai and Chinese history. Participating Chinese and Thai universities as well as Chinese and Thai experts have reached a consensus to discuss professional standards under the professional standards framework at the Vocational Education Commission. The Ministry of Education specifies the creation and enhancement of efficiency. And improve 6 core standards in 20 subjects as mentioned above. They will jointly promote the cultivation of Thai vocational talent so that Thai youth can travel to China to learn advanced technology, speak Chinese, and work in Chinese-funded organizations in the future. Deepen the relationship between China and Thailand. Deep cooperative in economic development helps the "China-Thailand Family" friendship that will last forever. "Project 210" of China-Thailand Vocational and Technical Education Cooperative As well as actively supporting the concept of green development and striving to be a world leader in international digital education. It serves to build a world-class modern vocational education system in the 21<sup>st</sup> century

and promote industrial upgrading and economic development in China and Thailand.<sup>49</sup>

### **EFR: Ethnographic Futures Research**

Textor explain that “Ethnographic futures research (EFR)”. It is a technique for future research. It is a study of the future, social and cultural outlook over time. The scenario is 'Future history' developed by participants talk about the future as if it had already happened and they were looked back over the years to see how they got to this point.<sup>50</sup>

Cheney said that explain that a study of our vision for the future in connection with current context, culture, past, experience to study the future, estimates, forecasts, forecasts, simulations. It depends on the assumptions put in place to create change.<sup>51</sup>

Sauyaq and Gordon said that “Explain that ethnographic futures research – EFR”. It is a participatory research method to help analyze and express opinions. Aggressive attitude towards the future to discover what will happen in the future the three perspectives are the most optimistic. The most pessimistic view and the most likely view to find positions that are likely to occur in the future.<sup>52</sup>

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<sup>49</sup> Ibid. p26

<sup>50</sup> Robert B. Textor (1995). The ethnographic futures research method: An application to Thailand. *Futures*, 27(4), 461–471.  
[https://doi.org/10.1016/0016-3287\(95\)00017-V](https://doi.org/10.1016/0016-3287(95)00017-V)

<sup>51</sup> George Cheney (2014). Understanding the future of native values at an Alaska native corporation [Unpublished doctoral dissertation]. Journal: Antioch University. May 2014. Pp 64-70.

<sup>52</sup> Haley Sauyaq and Julie Tumanguj'aq T. Gordon (2021). Ethnographic futures research as a method for working with Indigenous communities to

Future research is a systematic study of possible future options or likely in the future for certain populations by future research, the aims can be seen as follows, 1) to describe the future of plausible conditions, 2) to assess the current state of knowledge against the possible future, 3) to point out possible future effects, 4) To point out unwanted precautions and 5) to help understand the basics of the change process.<sup>53</sup>

#### Techniques

Ethnographic futures research – EFR. The interviewer asks the interviewees what phenomena to expect in the not-too-distant future. Is an anticipation of society and future culture has a broad effect starting from the interviewees creating a picture of the future in 3 aspects: optimistic scenario, pessimistic scenario, most probable scenario. The future study period can be divided into 3 periods: the first period, short range forecasting 5-10 years: looking at the near future in connection with current problems, the second part middle range forecasting 10-20 years: is looking at the action plan benefit this is a popular practice change can be seen and the third period long range forecasting 20 years or more, where results may occur but lack motivation because of waiting for long results.<sup>54</sup>

#### Related research

Leenstra the study on the human factor in development cooperative: An effective way to deal with unintended effects, found that building good relationships clear development policy Focus on joint practice planning to exchange diverse

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develop sustainability indicators. *Polar Geography*, 44(1), 1–24.

<https://doi.org/10.1080/1088937X.2021.1878488>

<sup>53</sup> Robert B. Textor (1990). *A handbook on ethnographic futures research* (3rd ed.). Stanford University School of Education. P13

<sup>54</sup> Sriphan Sithiphong (1986). Ethnographic Future Research. [Kasetsart Education Review], 3(2), 102–108.

perspectives Cooperate in personnel development it brings about effective cooperative.<sup>55</sup>

Khamsroy the study on Vocational Cooperative between Thailand – China in Thailand 4.0 Era, found that "Thai-Chinese Vocational Education Cooperative" Setting clear development goals in response to national policy. There are concrete cooperative mechanisms that result in results being achieved. The two institutions cooperate in both student training. Creating a standardized teaching curriculum, developing teachers, and establishing an innovation and technology center will lead to sustainable development of Thailand in the future. The quality of teaching curricula and human resources must be raised to be ready for human resource development cooperative between Thai-Chinese vocational educations. Be a person with foreign language skills High professional and technical skills that are in demand in the market.<sup>56</sup>

Gessler and et al. The study on International Vocational Education and Training Research: An Introduction to the Special Issue, found that the proposed project is part of a national project. Must be managed with a plan and working pattern. Want to develop a quality management model for educational institutions. Brings cooperative and is ready to exchange knowledge in vocational training. Must

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<sup>55</sup> Marlous Leenstra (2018). The human factor in development cooperation: An effective way to deal with unintended effects. *Evaluation and Program Planning*, 68, 218–224.

<https://doi.org/10.1016/j.evalprogplan.2018.04.003>

<sup>56</sup> Annie Khamsroy (2021). Vocational cooperation between Thailand–China in Thailand 4.0 era. *Journal of Sinology*, 15(1), 57–86. <https://so03.tci-thaijo.org/index.php/JOS/article/view/249339>

have access to the culture of the country social context a curriculum with shared quality and an understanding of academics and social principles.<sup>57</sup>

Osipov and et al. The study on “Smart Cooperative”: Prospects for Optimizing Decision-Making in Business Cooperative via Artificial Intelligence, found that "Smart cooperative" has collaborative processes, incentives, and innovation in the organization to look modern Bringing technology into connection between organizations Operations through the camp coverage system Modern, easy to use connect to that work the attraction of modern systems comes in collaboration. That’s also possible to calculate the relationship between the levels of cooperative in groupings between organizations. Evaluate work performance through technology system responding to the needs of the new generation group and keep up with the future world Predicting organizational performance under various cooperative options. Through a technological system that is superior and attractive to use that are creating or changing the way modern collaborative management model.<sup>58</sup>

Liu and Hei the study on Strategic analysis and framework design on international cooperative for energy transition: A perspective from China, found that advancing cooperative between countries In terms of promoting and pushing forward the framework for international cooperative Consists of a negotiation mechanism

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<sup>57</sup> Michael Gessler and Lars Deitmer (2021). International vocational education and training research: An introduction to the special issue. *International Journal for Research in Vocational Education and Training*, 8(4), 1–15. <https://doi.org/10.13152/IJRVET.8.4.1>

<sup>58</sup> Miriam Toepper, Olga Zlatkin-Troitschanskaia, and Carla Kühling-Thees. (2021). Research in International Transfer of Vocational Education and Training – A Systematic Literature Review *International Journal for Research in Vocational Education and Training*, 8(4), 133–155. <https://doi.org/10.13152/IJRVET.8.4.7>

Benefit coordination mechanism Legal protection mechanisms and the mechanism for exchanging talents<sup>59</sup>

Wang and Dong the study on can international cooperative base for science and technology drive cooperative ability? Evidence from Xinjiang China, found that international science and technology able to create international cooperative including 1) academic communication, 2) visiting for study tours, 3) investment in corporate capital, and 4) reasonable evaluation.<sup>60</sup>

Negacz and et al. the study on the potential of international cooperative initiatives to address key challenges of protected areas, International cooperation plays a crucial role in supporting multidimensional initiatives, encompassing financial support as a foundation, legal frameworks to establish operational frameworks, and management to enhance efficiency. International cooperation also facilitates the exchange of expertise and technical capabilities, helps establish networks of collaborative mechanisms, fosters positive relationships, and fosters shared responsibility among relevant parties. These factors contribute to effective collaborative management.<sup>61</sup>

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<sup>59</sup> Peng Liu and Zhenzhen Hei (2022). Strategic analysis and framework design on international cooperation for energy transition: A perspective from China. *Energy Reports*, 8, 2601–2616. <https://doi.org/10.1016/j.egyr.2022.01.200>

<sup>60</sup> Fei Wang and Zhiqing Dong (2022). Can international cooperation base for science and technology drive cooperation ability? Evidence from Xinjiang, China. *Energy Reports*, 8, 699–706. <https://doi.org/10.1016/j.egyr.2022.02.001>

<sup>61</sup> Katarzyna Negacz, Solomon D. Addo-Danso and Temesgen Tassew Jiren (2022). The potential of international collaborative initiatives to address key challenges of protected areas. *Environmental Science & Policy*, 136, 620–631. <https://doi.org/10.1016/j.envsci.2022.08.001>

Fredriksen the study on 100 years of international cooperative in education: Some takeaways from my 55 years of involvement, found that International cooperative in education includes: 1) Clear policy, with a framework for inter-agency working groups, 2) Give importance and attention to interconnections, 3) Close cooperative there is a cooperative mechanism. Various activities that we do together, 4) Education and in addition to providing technical knowledge recommendations (such as building classrooms and training teachers), and 5) Laws, regulations, multilateral cooperative differences in “Permissive environment”<sup>62</sup>

Li and Pilz the study on International transfer of vocational education and training: a literature review, found that doing various activities work in international human resource management often focuses on regional management strategies. Requires cooperative with a clear operating system all these features are interconnected. It provides important insights into the performance abilities of individuals with differences in performance. From different disciplinary perspectives cultural sensitivity, adaptation, and long-term planning take into account policies from one country to another.<sup>63</sup>

Nic Daeid and Tessarolo the study on International organizations and cooperative, found that the world's future will continue to rely on a high level of international cooperative. International cooperative Opportunity to work together to build and network that facilitates shared learning opportunities. Aim for common goals and the same purpose Participate in standards development, training, and

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<sup>62</sup> Birger Fredriksen (2023). 100 years of international cooperation in education: Some takeaways from my 55 years of involvement. *International Journal of Educational Development*, 103, Article 103986.

<https://doi.org/10.1016/j.ijedudev.2023.103986>

<sup>63</sup> Junmin Li and Matthias Pilz. (2023). International transfer of vocational education and training: A literature review. *Journal of Vocational Education & Training*, 75(2), 185–218.

<https://doi.org/10.1080/13636820.2020.1864585>

capacity building. Digital transformation and innovation Helps to work together and exchange methods, research, and training personnel for study tours and providing closer service.<sup>64</sup>

Duenas and Mangen the study on Trust in international cooperative: Emotional and cognitive trust reinforce each other over time, found that Emotional and cognitive dimensions Affecting international cooperative Emotional dimension It is something created together. Positive human relations corporate relations developing together can build trust. Emotions and perception they continuously interact and adapt over time.<sup>65</sup>

Klassen the study on International organisations in vocational education and training: A review of the current state of research found that the principles of international vocational education cooperation, policy direction, and conceptual framework development are essential for guiding cooperation and providing financial assistance in vocational education, human resource development, workforce preparation, skills development, and knowledge support. These will serve as a foundation for policy direction and implementation.<sup>66</sup>

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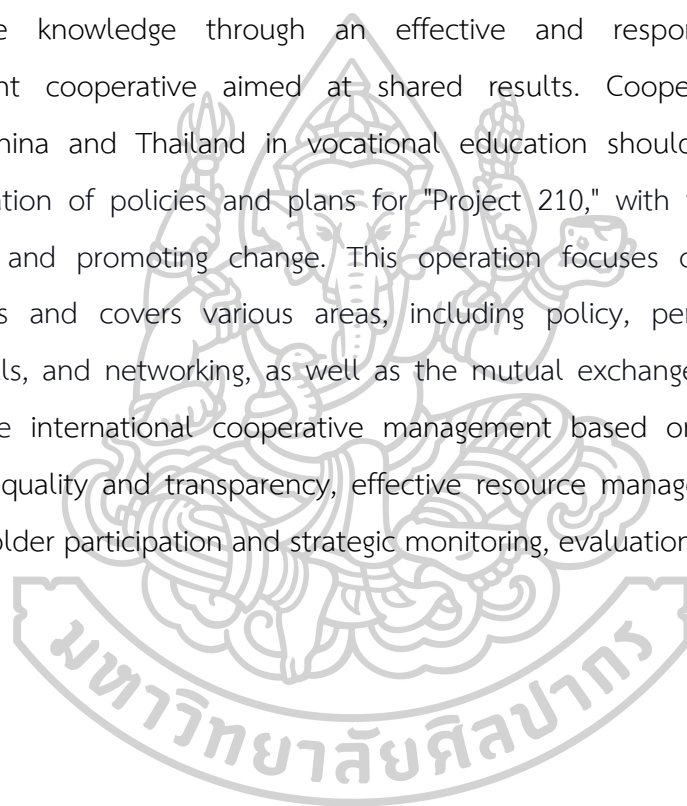
<sup>64</sup> Niamh Nic Daeid and Alessia Tessarolo (2023). International organizations and cooperation. *Journal of Co-operative Organization and Management*, 3, 264–276.

<sup>65</sup> Nelson Duenas and Claudine Mangen (2023). Trust in international cooperation: Emotional and cognitive trust reinforce each other over time. *Critical Perspectives on Accounting*, 92, Article 102328. <https://doi.org/10.1016/j.cpa.2021.102328>

<sup>66</sup> Johannes Klassen (2023). International organizations in vocational education and training: A review of the current state of research. *Journal of Vocational Education & Training*, 77(3), 792–818. <https://doi.org/10.1080/13636820.2023.2248558>

## Summary

International Cooperative Management is the governance by policies and procedures that leverage capabilities and involve cooperatives in international development. It links relationships and provides a systematic way to manage assistance according to a common practice framework. With a common goal, systematic operations, plans, and the promotion of relationships are used to achieve it. Enhance knowledge through an effective and responsible international development cooperative aimed at shared results. Cooperative Management between China and Thailand in vocational education should concern with the implementation of policies and plans for "Project 210," with the primary goal of developing and promoting change. This operation focuses on building positive relationships and covers various areas, including policy, personnel, curriculum, learning skills, and networking, as well as the mutual exchange of knowledge and culture. The international cooperative management based on shared principles, actions for quality and transparency, effective resource management, coordination and stakeholder participation and strategic monitoring, evaluation, and learning (MEL)



## Chapter III

### Research Methodology

This research is an international cooperative management between China and Thailand in vocational education. The purpose of this research is to identify the international cooperative management between China and Thailand in vocational education. The EFR: Ethnographic Futures Research use for collecting data. The research procedures are as follows:

#### Research Procedure

This study aims to identify the international cooperative management between China and Thailand in vocational education and the specific research stages are as follows.

**Stage 1:** Preparatory work where the researcher reviewed and analysed related literature on international cooperative management between China and Thailand in vocational education from textbook, research and articles.

**Stage 2:** preferences among possible alternative concepts for international cooperative management between China and Thailand in vocational education. During this stage, the researcher contacted all 20 experts and prepared the unstructured interview to ensure adequate coverage of all broad subject areas, but restricted the researcher's role to be a non-directive stimulator and careful scribe. The interview is open-ended questions, which are non-directive, non-judgmental and non-manipulative in both content and style. The steps are as follows:

#### Step 1: Knowledge Gathering

Review the literature concerning “international cooperative management

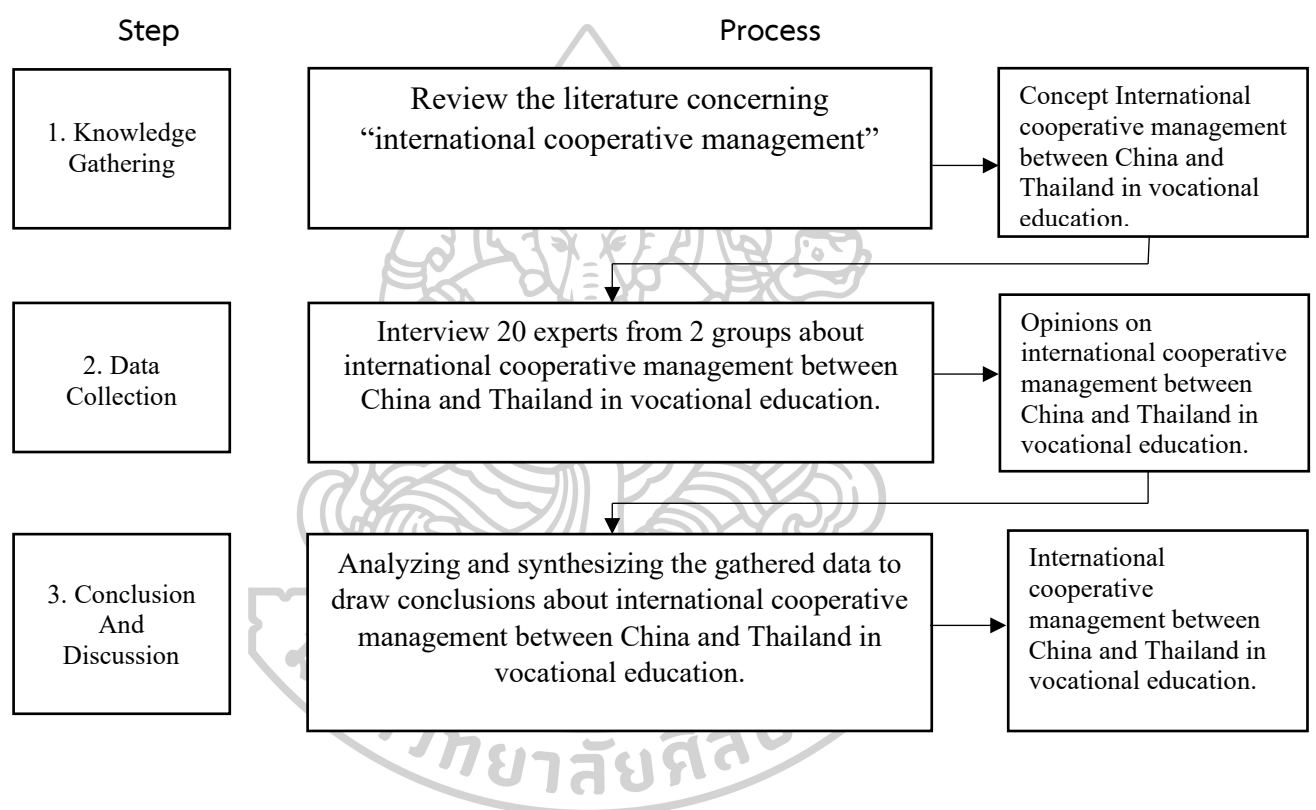
#### Step 2: Data Collection

Interview 20 experts from 2 groups about international cooperative management between china and Thailand in vocational education.

#### Step 3: Conclusion and Discussion

Analyzing and synthesizing the gathered data to draw conclusions about international cooperative management between China and Thailand in vocational education

The aforementioned research procedures are shown in the following diagram.



**Figure 11** Research Procedure

**Stage 3:** Research report. After obtaining the data, the researcher analysed the data and developed a set of common scenarios to identify alternative concepts for international cooperative management between China and Thailand in vocational education. The researcher then submitted the final report in partial fulfilment of the requirements for the Doctor of Philosophy in Educational Administration from Silpakorn University.

Based on about international as the research objective, in earnest summary based on existing theoretical results. EFR method, according to text or, 20 international cooperative management experts were selected and divided into 2 groups. The researcher interviewed one-to-one to explore their expectations of international cooperative management between China and Thailand in vocational education.

### **Jury of Experts**

Participants in this study selected 20 international cooperative management experts from 2 groups, 1) senior executives 10 experts in Thailand; 2) senior executives 10 experts in China. This study conducted one-on-one interviews with them with the following qualifications using EFR:

1. Engaged in international cooperative management related work, have a deep understanding of international cooperative management between China and Thailand in vocational education.
2. Familiar with advanced cooperative management concepts and development trends at home and abroad;
3. At least 10 years relevant working experience.

### **Research instrument**

The instrument used in this study was an expert interview form (ethnographic interviews). The unstructured interviews were designed to help interviewees visualize and describe their envisioned "future scenarios."

### **Data collection**

A total of 20 EFR interviews were conducted in this study, and they all started with a certain structure. Once the interview begins, it offers a fair amount of flexibility and openness. The purpose of each interview is to investigate international

cooperative management from experts on international cooperative management between China and Thailand in vocational education. Each interview was recorded, transcribed, analyzed and summarized.

### **Data analysis**

The data content analysis was conducted from interviews with 20 experts from two groups: 10 from Thailand and 10 from China. These dimensions were then developed to categorize the content of the interviews, focusing on the management of international cooperation between China and Thailand in vocational education by using content analysis. While the frequency and percentage were used to analysis basic information of expert

### **Summary**

This research aimed to study the management of international cooperative between China and Thailand in the field of vocational education using Ethnographic Futures Research (EFR) technique. The research was divided into three steps. Step 1: Research Project Preparation is the process of preparing the project according to the research methodology. The study examined the management of international cooperative between China and Thailand in the field of vocational education. It reviewed documents, textbooks, theories, and literature related to the research, including interviews with experts in international cooperative management. The results of the research were used to develop a research project proposal. Step 2: The process of using Ethnographic Futures Research (EFR) technique by interviewing 20 experts: 10 from Thailand and 10 from China to inquire about their opinions and preferences on possible alternative approaches for managing international cooperative between China and Thailand in the field of vocational education. In this step, the researcher contacted the experts and prepared unstructured interview questions to cover a wide range of topics sufficiently. However, the researcher's role was limited to being a non-directive stimulus and recording detailed data. Interview were unstructured interview. Step 3: Reporting the Findings The researchers compiled

the results from the data analysis, summarized the findings, discussed them, and made recommendations.



## Chapter IV

### Data Analysis and Interpretation

The title of this research is international cooperative management between China and Thailand in vocational education. The objective of this study was to identify international cooperative management between China and Thailand in vocational education. Using research techniques EFR (Ethnographic Futures Research), analysis of data from expert interviews with content analysis and their interpretations in 2 parts.

Part 1: The basic information of experts.

Part 2: The analysis of International cooperative management between China and Thailand.

#### **Part 1: The basic information of experts.**

The researcher used EFR to investigate international cooperative management between China and Thailand in vocational education. The 20 experts were interviewed using unstructured interviews. Those 20 experts were selected from 2 groups: senior executives, 10 experts from Thailand; and 2) senior executives, 10 experts from China. As shown in the Table 1

Table 1 Overview of the Analysis Results for General Respondent Demographics

No	Data Items	Frequency	Percent (%)
1.	Gender		
	Male	11	55.00
	Female	9	45.00
	Total	20	100.00
2	Education Level		

No	Data Items	Frequency	Percent (%)
	Doctorate Degree	7	35.00
	Master's Degree	11	55.00
	Bachelor's Degree	2	10.00
	Total	20	100.00
3	Work Experience		
	Over twenty years	17	85.00
	10 – 20 years	3	15.00
	Total	20	100.00

From table 1, it shown that the wail experts were 11 persons on 55% while female were 9 persons or 45%. These were 11 persons or 55% were master's degree holder, 17 persons had work experience over twenty years with the number of 17 persons or 85%

## **Part 2: The analysis of International cooperative management between China and Thailand.**

The interview from 20 experts on international cooperative management between China and Thailand in vocational education, who are experts with experience in the international cooperative management between China and Thailand, those experts are as follows:

Expert 1<sup>st</sup>: He believes that international cooperative management has existed for a long time. Thai-Chinese relations are like brothers. Cooperative in various projects is needed to support and promote good relationships. There is continuous contact and coordinative. Exchanging knowledge fills in the missing pieces. Sincerely aim for success with the same goal. When problems are solved together, Establish central regulations to help decide when issues arise. Giving opportunities and giving

opportunities sincerely is a way to cement a good relationship. Truth and sincerity are what maintain relationships.

Expert 2<sup>nd</sup>: He believes that to successfully promote cooperation in vocational education, a critical element is having clear and aligned work plans from both parties. This process begins with joint planning, setting goals and guidelines that are consistent with each country's policies and objectives. A central committee or organization should be established to ensure continuous monitoring and evaluation, thereby ensuring that the plans genuinely meet the needs of the economic and industrial sectors. Furthermore, joint curriculum development is equally important. Curricula should be modernized to align with labor market demands, incorporating technology and blended learning systems. This also includes building recognition for awarded qualifications to raise vocational education standards to an international level. Cooperative in learning requires promoting the exchange of students and teachers to share learning techniques, digital teaching materials, and online platforms. It is also essential to provide internship opportunities to prepare students for the world of work truly. In terms of human resource development, continuous training, study tours, and support for self-development are necessary. This is especially true for training teachers to be proficient in modern technology and for exchanging personnel to transfer knowledge and share experiences. Ultimately, effective communication and mutual understanding form the foundation of a strong relationship. Creating online platforms and central databases for regular information exchange is crucial. Sustainable cooperation must be based on sincerity, shared goals, the exchange of resources and expertise, and mutual collaboration for the benefit of all parties.

Expert 3<sup>rd</sup>: He believes that according to the cooperation on curriculum, a High Vocational Certificate Dual-system program has been established as part of the Thai-Chinese vocational education cooperation project. This curriculum integrates subjects from both countries and includes cultural exchange activities, allowing students the opportunity to intern at companies in either country. Furthermore, in terms of human resource development cooperation, there is support for study visits and cultural exchanges for students and educational staff. The program also offers scholarships that cover the entire course duration, and students will receive compensation during their internship period.

Expert 4<sup>th</sup>: She believes that to elevate the quality of vocational education in both countries, the collaboration between Thailand and China should begin by establishing a strong and clear strategic framework. This framework should align with educational policies and meet the demands of the industrial sector, especially in advanced technology. A joint committee should be established to serve as the primary mechanism for planning and overseeing projects, ensuring their success. Regarding curricula, we will work together to develop high-quality and modern courses that meet the needs of the labor market in key sectors such as electrical technology, automation, and alternative energy. Additionally, we will integrate innovative teaching methods, such as online and blended learning, to provide students with greater flexibility. We are also prepared to offer mutually recognised degrees and certificates to build confidence in their value. For learning, we will foster strong relationships through student and teacher exchange programs to facilitate the transfer of knowledge and teaching techniques. Furthermore, we will jointly develop and share digital teaching materials, and provide students with opportunities to intern at companies that utilize advanced technology, allowing them to gain real-world experience and build professional networks. In human resource development, we will collaborate to enhance teachers' skills by providing training in new technologies, such as artificial intelligence and automation. We will also support personnel exchanges to foster a better understanding of different teaching systems

and cultures. A crucial point is communication. We will create an online platform to serve as a central hub for information exchange and utilize modern communication tools, such as video conferencing. Additionally, we will establish a collaborative network between vocational colleges in both countries to coordinate and promote the efficient sharing of helpful information. An additional recommendation is to create a clear understanding of educational management, study duration, and scholarships from the outset. This will ensure that the collaboration provides maximum benefit to students without placing a financial burden on parents or compromising their future educational opportunities.

Expert 5th: He believes to elevate the quality of vocational education in both countries, the effort should begin with creating an explicit cooperation agreement. This agreement aims to foster the exchange of knowledge, technology, and innovation. It should systematically define the scope of collaboration in areas such as budgets, human resources, curricula, and teaching materials, while also specifying a clear timeline and measurable evaluation metrics. Regarding curricula, the focus should be on developing specialized skills for the future, such as in electric vehicle technology innovation, as well as management and logistics. Additionally, we should consider implementing a 2+1 or 3+1 curriculum model (2-3 years of study in Thailand followed by 1 year in China) to enhance specialized skills and provide students with experience in both countries. For learning, a Thai-Chinese vocational education collaboration center should be established to serve as the core hub for supporting joint research and developing innovations in industrial and alternative energy sectors. Students should also be encouraged to gain practical skills and experience at world-leading companies, particularly at production bases in China. In human resource development, we should provide personnel with opportunities for real-world experience. Thai students should be sent to study or intern in China to learn about new technologies and innovations. Simultaneously, Chinese instructors should be invited to provide knowledge and training in essential and high-growth fields, such as robotics innovation and information technology. Finally,

communication is a crucial element. Regular meetings, seminars, or national-level forums should be organized for high-level vocational education executives from both countries, as well as for relevant college administrators. Furthermore, a collaborative network between Thai and Chinese vocational institutions should be created to serve as a central hub for developing curricula, training personnel, and sustainably organizing joint activities.

Expert 6<sup>th</sup>: She believes that for international collaborations to succeed sustainably, joint planning is key. We will begin by establishing clear goals and guidelines, systematically implementing the plan, and continually monitoring and evaluating progress to ensure both parties are aligned. In terms of curricula, we will collaborate to analyze and integrate courses, develop shared educational management models, and implement them effectively. This collaborative knowledge exchange and curriculum development will help elevate the quality and standards of vocational education. For learning, we will support the partnership by creating suitable study plans, managing instruction in well-equipped facilities, and using technology and modern teaching materials to prepare students. Sharing resources and knowledge will significantly enhance educational efficiency. In the area of human resource development, we will jointly improve the quality of personnel through training, study visits, and continuous self-development support. The exchange of staff and expertise will boost capabilities and establish higher standards. To build a strong relationship and mutual understanding, communication is essential. We will coordinate to exchange and support accurate information, publicize important updates, and use various communication channels to ensure the collaboration runs smoothly and successfully. Furthermore, we will utilize an intelligent vocational education platform connected to high-quality online courses to support teaching, evaluation, and modern instructional management.

Expert 7<sup>th</sup>: He believes that to ensure effective collaboration, we will establish a clear framework that aligns with the educational and vocational development policies of both countries. This framework will be used to create a

plan that meets the demands of the economy and industry, particularly in developing skills related to advanced technology. A committee or dedicated organization will be formed to oversee the cooperation, continuously monitor, and improve the plan. We will also arrange workshops and knowledge-sharing sessions for executives from both countries. The curricula will be improved and designed to meet the demands of the labor market in both nations, focusing on key areas such as electrical technology, automation, and alternative energy. Online and blended learning systems will be implemented to increase flexibility for students. Furthermore, degrees and certificates obtained will be mutually recognized in both China and Thailand. Students and teachers will be able to participate in exchange programs at vocational institutions in both countries, fostering the exchange of technical knowledge. We will also jointly develop and share teaching materials, digital media, and online platforms for students. Students will have the opportunity to intern at high-tech companies in both China and Thailand. To enhance human resource development, we will provide training for teachers in modern technologies, including artificial intelligence, automation, and alternative energy. We will also support teacher exchanges to deepen their understanding of different teaching systems and cultures. Finally, we will create an online platform, such as a website or application, to facilitate information exchange between educational institutions. Modern communication tools, such as video conferencing, will be used for meetings and instruction. A central database will be established to provide shared access to information on curricula, personnel, and resources. Additionally, a cooperative network will be created between vocational colleges in China and Thailand.

Expert 8<sup>th</sup>: He believes that the policies of the Office of the Vocational Education Commission and the Ministry of Education drive the project. A **Memorandum of Understanding (MOU)** has been signed with partner institutions, coordinated by Tang Feng Group International Education Institute. A clear timeline has been established, enabling the effective implementation of the project. For the **210 Thai-Chinese Dual-Degree program**, curriculum development began in

September 2024. The process is based on the Vocational Certificate Curriculum B.E. 2567 and emphasizes a participatory approach. Experts from partner institutions have been involved in the curriculum development committee at every stage. This collaboration was delicate due to the differences between the curricula of the two countries, but they successfully reached an agreement that benefits both sides. After the curriculum is reviewed and revised, it will proceed to the approval process. During curriculum development, while the primary goal of competence-based learning has not yet been initiated, significant academic knowledge has been gained. This includes learning about the teaching and learning models and curriculum development processes of the partner institutions. Furthermore, a study tour to China provided insights into digital teaching and learning, the use of modern teaching materials, and efficient management systems, as well as transparent and fair methods for measuring and evaluating learning outcomes. This project focuses on developing both students and teachers. For teachers, the plan is to enhance their competencies to align with the curriculum, covering knowledge, skills, and professional abilities. This also includes creating modern digital media, implementing standardized assessment, and providing study tours to learn about real-world teaching and learning practices. Currently, **communication** is conducted using applications such as Dingdong and Zoom. However, interpreters are still needed to ensure mutual understanding. Tang Feng Group has been very cooperative, providing interpreters to facilitate the process and complete the mission. Nevertheless, the project still needs to develop a dedicated application or communication channel for direct collaboration to reduce future reliance on interpreters.

Expert 9<sup>th</sup>: He believes that for the vocational education collaboration between Thailand and China to be truly successful, both sides must begin with **precise joint planning**. This involves establishing goals and guidelines that align with the policies of both countries. A central body should be established to supervise, monitor, and continuously evaluate performance, ensuring the plan achieves its intended goals. Regarding the **curriculum**, we should analyze and connect content

to create a new, practical curriculum. This includes defining clear study durations and graduation requirements. Especially for fields that use modern tools and technology, sufficient funding and equipment should be provided. This will ensure that students have a strong foundational knowledge before continuing their studies in China, enabling them to engage in continuous learning. For **human resource development**, personnel should be sent for training, study visits, and practical work in China. This will enable them to develop their skills continually. The exchange of knowledge and experience will help elevate the quality of vocational education personnel. In terms of **communication**, both sides should establish a shared understanding of their objectives and cultures through a friendly and sincere cooperative network. We must coordinate to exchange and support reliable information, use diverse communication channels, and integrate innovation to manage operations smoothly. Ultimately, the key is **joint planning** to provide the maximum benefit to students without creating a burden on parents or compromising their future educational opportunities. This is particularly important for the study duration, which should not have significant discrepancies between the two countries' curricula. There should also be a clear understanding of educational management, study duration, scholarships, and useful technologies for students.

Expert 10<sup>th</sup>: She believes that for international collaboration to be successful and sustainable, **joint planning** is the key. It begins with establishing clear goals and guidelines, systematically implementing the plan, and continuously monitoring and evaluating progress to ensure both sides are moving in the same direction. In terms of **curricula**, we will collaborate to analyze and integrate courses, develop a shared educational management model, and implement it effectively. This exchange of knowledge and collaborative development will help elevate the quality and standards of vocational education. To support **learning**, we will facilitate this collaboration by creating tailored study plans, offering instruction in well-equipped facilities, and utilizing technology and modern teaching materials to prepare

students. Sharing resources and knowledge will significantly increase educational efficiency. In the area of **personnel development**, we will collaborate to enhance the quality of our staff through training, study visits, and continuous self-development. The exchange of personnel and expertise will boost capabilities and establish higher standards. To build strong relationships and mutual understanding, **communication** is essential. We will coordinate to exchange accurate and relevant information, publicize important updates, and use diverse communication channels to ensure the collaboration runs smoothly and successfully. Additionally, we will utilize an **intelligent vocational education platform** linked to high-quality online courses to assist with teaching, evaluation, and modern instructional management. Campus entrepreneurial ecosystem for creating an entrepreneurial ecosystem on campus, establishing incubators and innovation centres is vital. Here, students can access resources, collaborate with like-minded individuals, and receive support for their startup ideas. Fostering an entrepreneurial mindset finally, promoting an entrepreneurial mindset is key. Students should be encouraged to be innovative, take calculated risks, and view failure as a learning opportunity. This positive attitude will help students pursue their entrepreneurial dreams with confidence and determination.

Expert 11<sup>th</sup>: She believes under the "Belt and Road" Initiative, vocational education collaboration between Thailand and China has grown steadily, supported by our close geographical proximity and cultural ties. We have achieved remarkable success in this area, continually organizing teacher and student exchange programs, short-term courses, online training, and other educational activities. We have also invited Chinese language teachers to Thailand to overcome language barriers, which is crucial for our collaboration. In the area of **vocational skills**, we have developed curricula tailored to Thailand's specific needs, ensuring they are practical and effective. Programs such as "New Energy Electric Vehicles + Chinese" and "New Energy Vehicle Technology + Chinese" have been highly praised by Thai institutions and students. Looking ahead, we plan to deepen our collaboration by exploring more

intensive models, such as joint school management and co-creating training bases. We will also expand the scope of our cooperation beyond existing technical fields to include business, arts, and design. Through these efforts, we aim to develop a higher quality of technical personnel and skilled workers for both China and Thailand. This will serve the Greater Guangxi in the new era and the China-ASEAN community with a shared future, promoting prosperity and the development of vocational education in both nations.

Expert 12<sup>th</sup>: She believes to ensure this collaboration is deep and purposeful, we should focus on creating a **shared mission**. This will lead to the development of a curriculum centred on "**vocational skills + Chinese language**," particularly in key fields such as new energy vehicle technology and smart manufacturing. We will establish a three-pronged framework that integrates language learning, skills training, and cultural exchange. This will be achieved through two-way teacher exchange programs, the joint development of curriculum standards, and the co-founding of "Modern Skilled Worker Colleges" abroad. Additionally, we will promote the **integration of industry and education** by connecting organizations from both countries, developing digital teaching resources that meet the needs of emerging industries in ASEAN, and pushing for the mutual recognition and academic transfer of credits. To build a model and standardised collaboration, we will **write curricula together** and create a network of vocational expertise centres. This aims to establish a strong China-ASEAN community in the future.

Finally, a crucial element is **personnel development**, which involves the continuous sharing of knowledge and cultural exchange.

Expert 13<sup>th</sup>: He believes that the international collaboration to succeed, a clear plan is essential. Both parties must jointly establish goals, outline a work plan, and define their respective roles. **Effective communication** is crucial to driving these

plans to a successful outcome, whether it is through co-designing a dual-degree curriculum, planning student and staff exchanges, or jointly developing training centres. The core of this partnership is to develop a vocational education curriculum that meets the current demands of the labour market. This requires both sides to **exchange knowledge, experience, and best practices** to create modern, high-quality curricula. By aligning the curriculum with international standards, incorporating new technologies and innovations, and promoting language and cultural learning, we can achieve this goal. This collaboration also actively promotes the **exchange of students, teachers, and experts**, facilitating the mutual transfer of knowledge. Examples of this include organizing student exchange programs, providing teacher training, and hosting academic seminars. The primary objective is to develop qualified personnel with skills directly relevant to market needs. This is achieved through the joint development of training curricula, the organization of staff development activities, and the promotion of lifelong learning. To support this, we must **leverage educational technology and innovation**, such as specialized applications and equipment, to ensure our learning methodologies are well-aligned. **Effective communication** is the foundation of this partnership, requiring honest information exchange, good coordination, and mutual understanding. This can be achieved by utilising information technology, holding continuous online meetings, and organizing cultural exchange activities to build a cooperative network.

Expert 14<sup>th</sup>: She believes in collaborating with 42 Thai vocational colleges, focusing on promoting continuous exchange for teachers and students. This will include training in technical skills, language, and culture. We will also implement a "two-institution joint training" model, which creatively integrates Chinese vocational education standards with Thailand's educational system—building **Collaborative Networks and International Standards**. We will establish a cooperative network with leading organizations from both countries to jointly develop international curricula, curriculum standards, and teaching materials. Our efforts will also focus on enhancing students' cultural knowledge, fostering mutual learning and exchange, and

integrating. **Industry and Education.** We will strengthen cooperation with both Chinese and Thai enterprises, encouraging them to be deeply involved in curriculum development and internship programs. This will ensure that our trained personnel accurately meet market demands and create a strong foundation for industrial development in both countries.

Expert 15<sup>th</sup>: He believes that the strategic plan for China-Thailand vocational education cooperation focuses on building a solid foundation through consistent communication and genuine integration between institutions and organizations. This collaboration involves jointly developing and designing vocational curricula, as well as conducting practical training to expose students to modern technology and management concepts. This will help graduates transition smoothly into the workforce and enhance the competitiveness of both individuals and organizations. Furthermore, the plan prioritizes improving the quality of education through a faculty development network, including teacher exchange programs and inviting experts to reform teaching methods in line with modern times. It also promotes joint research to integrate academic knowledge and innovation in a seamless manner. To broaden students' global vision, student exchange programs, field trips, and joint internships are crucial. These initiatives will enable students to experience Thailand's educational and corporate environments, as well as its culture. Cultural activities, such as the China-Thailand Festival, will help foster mutual understanding and teamwork, with the safety and welfare of students being the highest priority throughout their participation. Project management will be systematic, with the establishment of a dedicated China-Thailand Vocational Education Cooperation Office to coordinate, plan, and regularly evaluate the programs. This office will also strengthen cooperation with government agencies and industry associations to secure policy and resource support. The development of a proactive risk management strategy will ensure the long-term stability and sustainability of this partnership. As a leader in this collaboration, Guangxi Vocational and Industrial Technical College will take a proactive stance to elevate China-Thailand vocational education cooperation by creating new models and continuously improving the quality of education. The

college aims to contribute to the development of bilateral education, promote economic and social exchange, and write a new, strong chapter in the relationship between the two countries.

Expert 16<sup>th</sup>: He believes that vocational education cooperation is a crucial channel for educational exchange and aligns with the Belt and Road Initiative. Our college has leveraged its geographical advantages and professional expertise to establish a consistent communication mechanism. This collaboration is guided by the principle of needs and complementary strengths. We have jointly developed curricula and created bilingual textbooks for both theoretical and practical subjects to cultivate internationally competent personnel. Furthermore, we have established a network for students to intern and work in Thailand through the Project 210 for China-Thailand Vocational Education Cooperation.

To integrate institutional collaboration, we have jointly developed dual-certificate and dual-degree programs for key disciplines. We also support the exchange of teachers and experts. In addition, we organize academic activities and promote skills competitions to establish a China-ASEAN Vocational Education Research Centre Network. All these efforts are dedicated to advancing China-Thailand vocational education cooperation.

Expert 17<sup>th</sup>: She believes that Vocational education collaboration is a crucial channel for educational exchange and an integral part of the Belt and Road Initiative. By leveraging our strengths in location and professional expertise, we have initiated cooperation by organizing language training and developing joint curricula. This effort aims to foster both local innovation and a strong network of professionals and students. The joint development of curricula and the exchange of staff and students will help promote diverse skills and cultural understanding. We have established a Joint Vocational Skills Training Centre to serve as the core hub for coordination and training. Regular meetings are held to plan annual activities and evaluate performance, ensuring the quality and standards of the project.

Expert 18<sup>th</sup>: She believes that vocational education collaboration has established a strong network with Thai institutions and organizations. It focuses on developing joint curricula and increasing specialized exchange programs, which lay a solid foundation for this partnership. The project also features continuous personnel development initiatives, including student and faculty exchanges to strengthen the cooperative base, and promotes dual-degree programs across a broader range of disciplines. In terms of innovation, an online resource platform for China-Thailand vocational education has been created to share teaching materials, library access, and various learning centres. Concurrently, from a policy management perspective, mechanisms for quality assurance have been developed, along with a management system that links to the educational frameworks of the participating programs. To ensure smooth internal and external coordination dedicated special task force has been established for the China-Thailand vocational education cooperation. This team coordinates between the teaching, research, and student management departments to align the direction and effectiveness of the collaboration and its programs.

Expert 19<sup>th</sup>: He believes that promoting technical training, student and personnel exchanges and joint scientific research in various fields is laying a solid foundation for China-Thailand vocational education cooperation. This collaboration also encompasses academic exchange and cultural learning through various activities. The long-term goal is to create a comprehensive cooperation system that links the government, industry, academia, research, and application. Additionally, we are focusing on collaborating in curriculum research and development, as well as various teaching methods, including the digital transformation of courses. This will be achieved using platforms or applications that serve as a central hub for learning resources, enabling the establishment of a lasting cooperative network.

Expert 20<sup>th</sup>: He believes that cooperation project focuses on building a network of personnel and students to connect knowledge between institutions and enterprises in both China and Thailand, with the aim of developing joint curricula that align with the policies of both countries. Project 210 serves as a key driving

mechanism, utilising technology to link communication and knowledge, making it easier to learn from one another's languages and cultures. Additionally, it provides continuous training and exchange programs for personnel and students, supported by a dedicated budget for textbook development, equipment procurement, and student scholarships. In terms of policy management, there is a shared quality assurance for both faculty and students participating in the program's curricula. The international quality management system ISO 9001 will be adopted for joint development to ensure the highest standards. Upon graduation, a dedicated Job Market Hub will be established for graduates of the Sino-Thai Project 210 to facilitate a smooth transition into the workforce.

From those international cooperative management between China and Thailand in vocational education. The researcher can summary in the table 2.

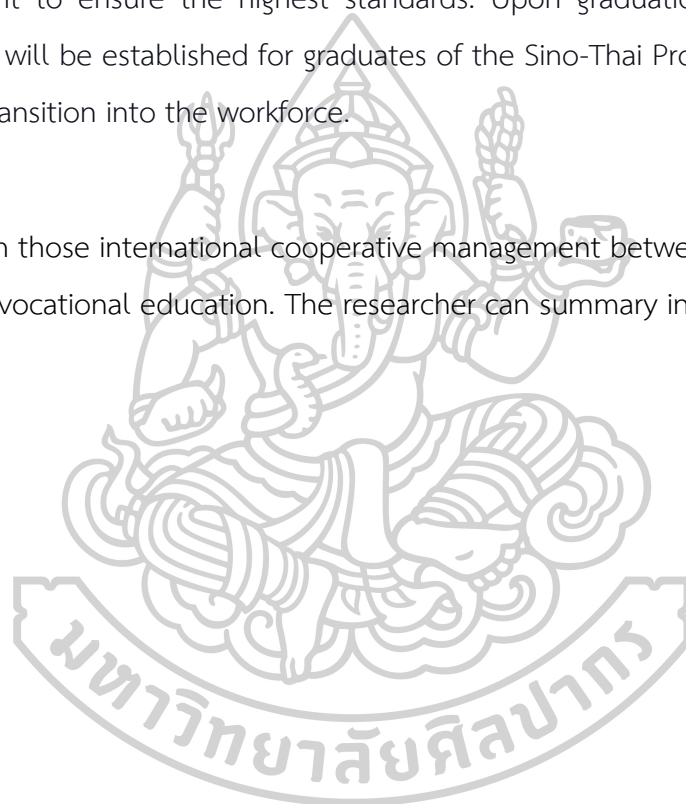
















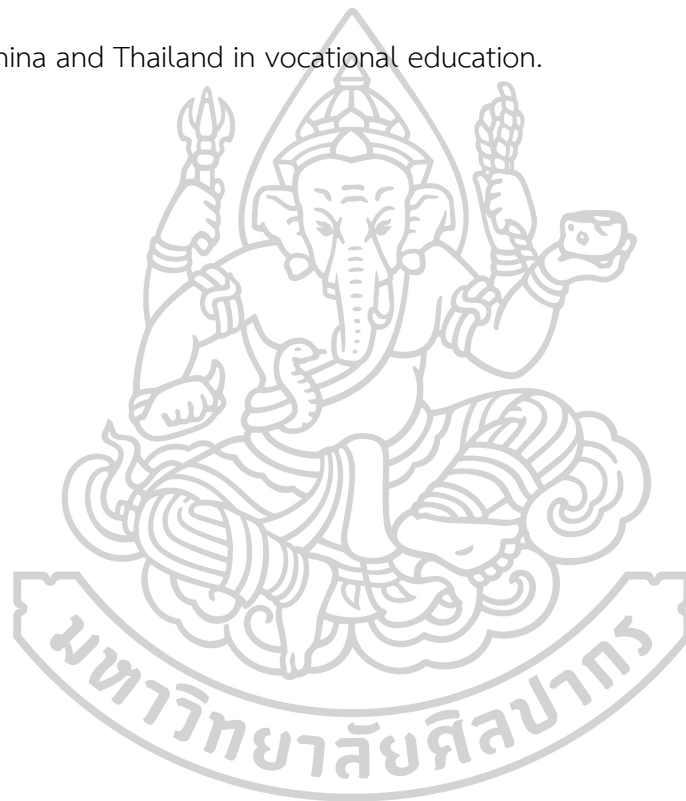


Table 2: Summary of results from analysis by interviewing an expert in international cooperative management between China and Thailand in vocational education. (Continued)

No	Data							
30	Build a network to learn about cultural differences.	✓	✓	✓				✓
31	Hold a meeting to clearly agree on the project's goals, vision, and values.	✓		✓				
32	Collaborate to provide modern and practical industrial equipment for learning.			✓				✓

The results of the expert interviews indicated that the management of international cooperation between China and Thailand in vocational education comprised five dimensions and 32 variables. Based on the classification of variables using the POLC (planning, organizing, leading, and controlling) management process framework of Robbins and Colter, the synthesis results are presented in Table 3.

Table 3: The results Variable on international cooperative management between China and Thailand in vocational education.



**Table 3 The results Variable on international cooperative management between China and Thailand in vocational education.**

No	Variables studied
1	Cooperative Integration Design
1	Jointly plan and set goals and approaches that are consistent with the policies of both parties.
2	Hold a meeting to clearly agree on the project's goals, vision, and values.
3	Establish central regulations to serve as guidelines for problem-solving and joint inspection.
4	Establish a Thai-Chinese cooperation center to coordinate and continuously develop joint curricula.
5	Establish a central network for coordination and collaborative problem-solving.
6	Jointly establish a central committee to monitor and evaluate various sections.
7	Collaborate to define concrete and measurable key performance indicators (KPIs).
8	Collaborate in supporting scholarships through MOUs with the public and private sectors throughout the course.
9	Collaborate and publicise useful information.

Table 3: The results Variable on international cooperative management between China and Thailand in vocational education. (Continued)

No	Variables studied
<b>2 Cooperative Linking Learning Organizations</b>	
1	Develop a joint curriculum for academic consistency.
2	Collaborate to develop and improve the curriculum to be modern and meet the needs of the labor market.
3	The joint curriculum is designed as a 2+1 curriculum (studying in Thailand for 2 years and studying in China for 1 year).
4	Collaborate in creating recognition for educational qualifications to raise curriculum standards to international standards.
5	Establish a mutual agreement to certify educational qualifications issued by academic institutions in each country, allowing them to be used for further studies or employment in another country without limitations.
6	Join together to create a network that develops teaching models and processes meeting international.

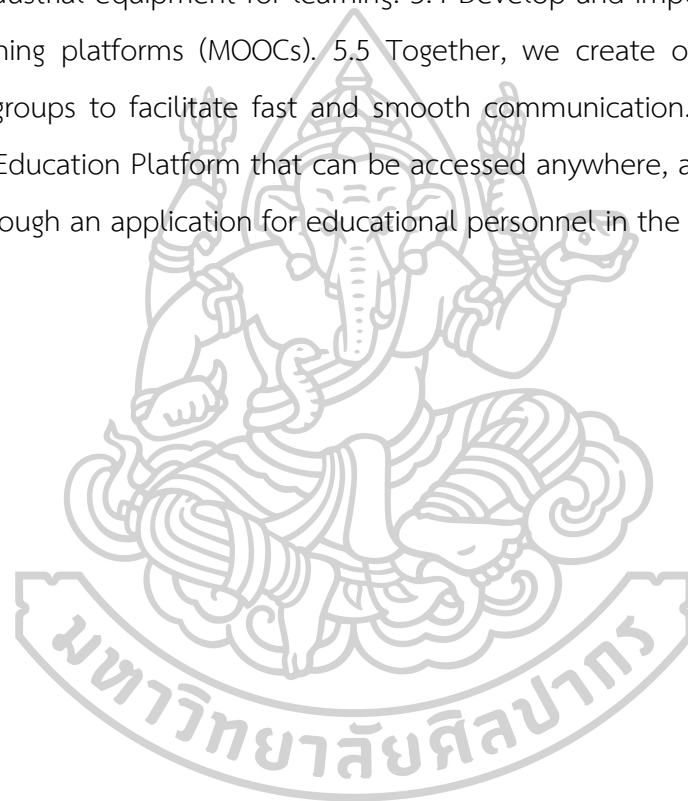
**Table 3: The results Variable on international cooperative management between China and Thailand in vocational education. (Continued)**

No.	Variables studied
<b>3 Co-developing the curriculum for academic quality</b>	
1	Promote activities to create job opportunities.
2	Join together to create a network of government and private sectors that provides training and experience to prepare individuals for the workforce.
3	Join together to support students and educational personnel in various fields.
4	Participate in skills training, study tours and personnel exchanges.
5	Build a network for advanced technology skills, including AI, Robotics, Data Science, and cybersecurity.
6	Collaborate to develop essential skills, such as language, technology, or teamwork skills.
<b>4 Cultural Connections</b>	
1	Create a collaborative network to promote genuine relationships.
2	Join together to create an exchange network for students, teachers and instructors to share knowledge and techniques.
3	Together, we build a cultural exchange network that opens up new perspectives and worldviews.
4	Build a network to learn about cultural differences.
<b>5 Controlling cooperation</b>	
1	Together, we support teaching and learning by using modern technology to prepare students.
2	Support the use of e-learning or virtual labs to simulate real work situations.
3	Collaborate to provide modern and practical industrial equipment for learning.
4	Develop and implement collaborative online learning platforms (MOOCs).
5	Together, we create online platforms and discussion groups to facilitate fast and smooth communication.
6	Create a Smart Vocational Education Platform that can be accessed anywhere, anytime.
7	Create a network through an application for educational personnel in the 210 project.

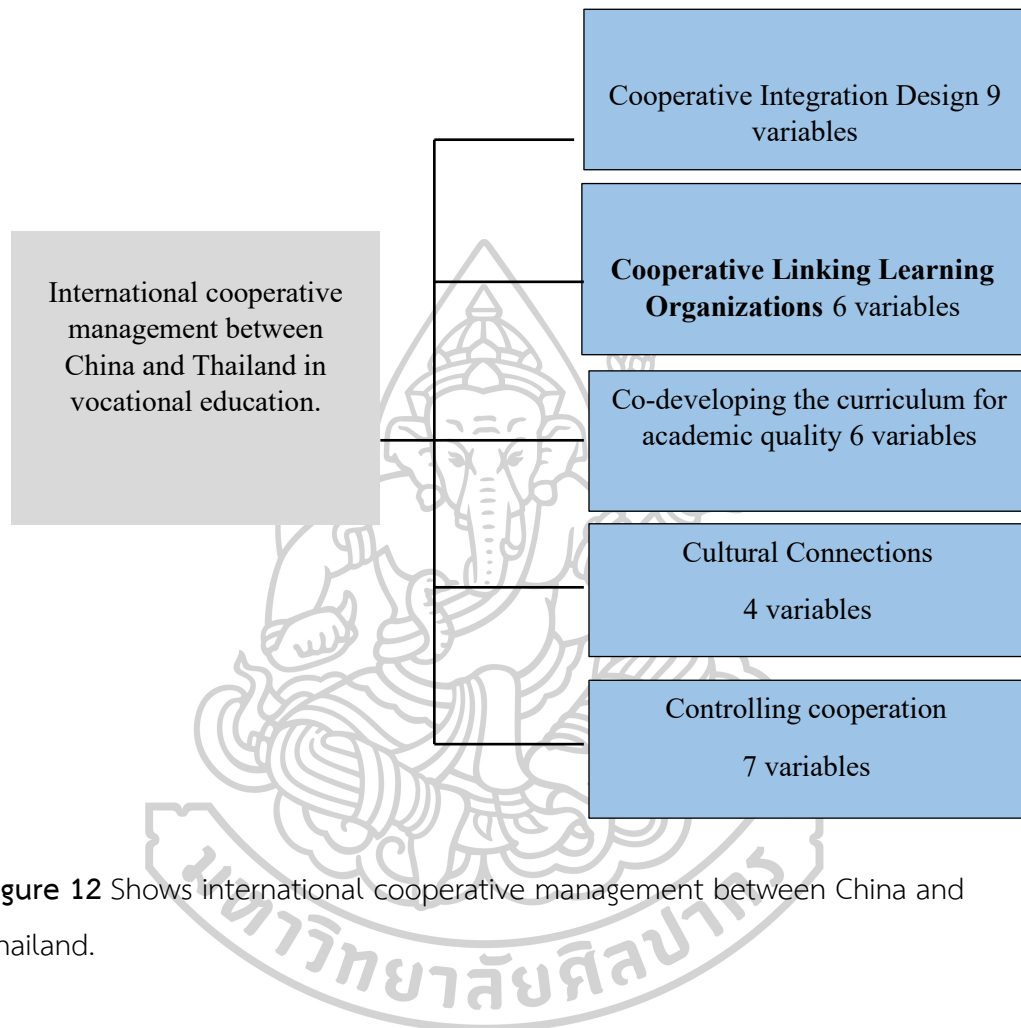
From table 3, it can be concluded that the synthesis of variables related on international cooperative management between China and Thailand in vocational education, from the summary of the expert interviews, 5 dimensions and 32 variables as it was found that:

- 1) Cooperative Integration Design, composite:
  - 1.1 Jointly plan and set goals and approaches that are consistent with the policies of both parties.
  - 1.2 Hold a meeting to clearly agree on the project's goals, vision, and values.
  - 1.3 Establish central regulations to serve as guidelines for problem-solving and joint inspection.
  - 1.4 Establish a Thai-Chinese cooperation center to coordinate and continuously develop joint curricula.
  - 1.5 Establish a central network for coordination and collaborative problem-solving.
  - 1.6 Jointly establish a central committee to monitor and evaluate various sections.
  - 1.7 Collaborate to define concrete and measurable key performance indicators (KPIs).
  - 1.8 Collaborate in supporting scholarships through MOUs with the public and private sectors throughout the course.
  - 1.9 Collaborate and publicise useful information.
- 2) Cooperative Linking Learning Organizations:
  - 2.1 develop a joint curriculum for academic consistency.
  - 2.2 Collaborate to develop and improve the curriculum to be modern and meet the needs of the labor market.
  - 2.3 The joint curriculum is designed as a 2+1 curriculum (studying in Thailand for 2 years and studying in China for 1 year).
  - 2.4 Collaborate in creating recognition for educational qualifications to raise curriculum standards to international standards.
  - 2.5 Establish a mutual agreement to certify educational qualifications issued by academic institutions in each country, allowing them to be used for further studies or employment in another country without limitations.
  - 2.6 Join together to create a network that develops teaching models and processes meeting international.
- 3) **Co-developing the curriculum for academic quality:**
  - 3.1 Promote activities to create job opportunities.
  - 3.2 Join together to create a network of government and private sectors that provides training and experience to prepare individuals for the workforce.
  - 3.3 Join together to support students and educational personnel in various fields.
  - 3.4 Participate in skills training, study tours and personnel exchanges.
  - 3.5 Build a network for advanced technology skills, including AI, Robotics, Data Science, and cybersecurity.
  - 3.6 Collaborate to develop essential skills, such as language, technology, or teamwork skills.
- 4) Cultural Connections:
  - 4.1 Create a

collaborative network to promote genuine relationships. 4.2 Join together to create an exchange network for students, teachers and instructors to share knowledge and techniques. 4.3 Together, we build a cultural exchange network that opens up new perspectives and worldviews. 4.4 Build a network to learn about cultural differences. And 5) Controlling cooperation: 5.1 Together, we support teaching and learning by using modern technology to prepare students. 5.2 Support the use of e-learning or virtual labs to simulate real work situations. 5.3 Collaborate to provide modern and practical industrial equipment for learning. 5.4 Develop and implement collaborative online learning platforms (MOOCs). 5.5 Together, we create online platforms and discussion groups to facilitate fast and smooth communication. 5.6 Create a Smart Vocational Education Platform that can be accessed anywhere, anytime. 5.7 Create a network through an application for educational personnel in the 210 project.



Summary in the analysis on international cooperative management between China and Thailand in vocational education, found that of 5 dimensions 32 variables; the following details are shown in figure 12.



**Figure 12** Shows international cooperative management between China and Thailand.

## Chapter V

### Conclusion, Discussion and Recommendations

The purpose of this research was to identify international cooperative management between China and Thailand in vocational education. This research was EFR: Ethnographic Futures Research based on interviews with 20 experts and with content analysis bring the results of the analysis into various issues. The research was divided into 3 Stages: Stage 1 preparation of the research project, Stage 2 research implementation Stage 3 reporting of research findings.

#### Conclusion of research findings

According to the opinions of experts, the 5 dimensions that need to be considered to identify international cooperative management between China and Thailand in vocational education were as follows: 1) Cooperative Integration Design, 9 variables, 2. **Cooperative Linking Learning Organizations**, 6 variables, 3. Co-developing the curriculum for academic quality, 6 variables, 4. Cultural Connections, 4 variables, and 5. Controlling cooperation, 7 variables, the following were the details of those components. The variable of each dimension were as follows:

1) Cooperative Integration Design composed of 9 variables: 1.1 Jointly plan and set goals and approaches that are consistent with the policies of both parties, 1.2 hold a meeting to clearly agree on the project's goals, vision, and values, 1.3 Establish central regulations to serve as guidelines for problem-solving and joint inspection, 1.4 Establish a Thai-Chinese cooperation center to coordinate and continuously develop joint curricula, 1.5 Establish a central network for coordination and collaborative problem-solving, 1.6 Jointly establish a central committee to monitor and evaluate various sections, 1.7 Collaborate to define concrete and measurable key performance indicators (KPIs), 1.8 Collaborate in supporting

scholarships through MOUs with the public and private sectors throughout the course, 1.9 Collaborate and publicise useful information.

2) **Cooperative Linking Learning Organizations** composed of 6 variables: 2.1 develop a joint curriculum for academic consistency, 2.2 Collaborate to develop and improve the curriculum to be modern and meet the needs of the lab our market, 2.3 The joint curriculum is designed as a 2+1 curriculum (studying in Thailand for 2 years and studying in China for 1 year), 2.4 Collaborate in creating recognition for educational qualifications to raise curriculum standards to international standards, 2.5 Establish a mutual agreement to certify educational qualifications issued by academic institutions in each country, allowing them to be used for further studies or employment in another country without limitations, 2.6 Join together to create a network that develops teaching models and processes meeting international.

3) Co-developing the curriculum for academic quality composed of 6 variables: 3.1 Promote activities to create job opportunities, 3.2 Join together to create a network of government and private sectors that provides training and experience to prepare individuals for the workforce, 3.3 Join together to support students and educational personnel in various fields, 3.4 Participate in skills training, study tours and personnel exchanges, 3.5 Build a network for advanced technology skills, including AI, Robotics, Data Science, and cybersecurity, 3.6 Collaborate to develop essential skills, such as language, technology, or teamwork skills.

4) Cultural Connections composed of 4 variables: 4.1 Create a collaborative network to promote genuine relationships, 4.2 Join together to create an exchange network for students, teachers and instructors to share knowledge and techniques 4.3 Together, we build a cultural exchange network that opens up new perspectives and worldviews. 4.4 Build a network to learn about cultural differences.

5) Controlling cooperation composed of 7 variables: 5.1 Together, we support teaching and learning by using modern technology to prepare students, 5.2 Support the use of e-learning or virtual labs to simulate real work situations. 5.3 Collaborate to provide modern and practical industrial equipment for learning. 5.4

Develop and implement collaborative online learning platforms (MOOCs). 5.5 Together, we create online platforms and discussion groups to facilitate fast and smooth communication. 5.6 Create a Smart Vocational Education Platform that can be accessed anywhere, anytime. 5.7 Create a network through an application for educational personnel in the 210 project.

### Discussion

The research results revealed that international cooperative management between China and Thailand in vocational education has 5 dimensions: 1) Cooperative Integration Design; 2) **Cooperative Linking Learning Organizations**; 3) Co-developing the curriculum for academic quality; 4) Cultural Connections; and 5) Controlling cooperation. It may be because of the cooperative management need to have a party from the stakeholder to Chai the activities from both countries. Where planning, organizing, leading and controlling must be going on together. Thus, the cooperative management can run effectively. Therefore, the cooperative integration design, **cooperative linking learning organizations**, co-developing the curriculum for academic quality, cultural connections and controlling cooperation. Are there dimensions which indicate of the cooperative management in vocational education of China and Thai Thailand. This research indicates that these five dimensions are interrelated, aiming to jointly enhance the quality of vocational education in China and Thailand. Collaboration Management is the foundation and key starting point for cooperation. This involves systematic operations and resource allocation. Defining the roles and responsibilities of each party. Co-developing the curriculum for academic quality. Co-developing the curriculum combines the strengths of both countries. This collaboration will produce a modern curriculum that meets the needs of the international labor market and develops learners' potential. Cooperation Linking Learning Organizations creates an educational ecosystem. Students will have the opportunity to gain practical internships and learn from experts in their fields, linking them to curriculum development. A good curriculum should incorporate

practical training and links with external organizations, a key mechanism for students to develop practical work skills and learn through life experiences. Cultural Connections: Building understanding of cultural differences, communication, and practices will help reduce obstacles and conflicts that may arise. Connecting cultures across borders, fostering brotherhood and sisterhood, connecting past and present ties. Collaboratively driving technology and innovation: In today's era, technology and innovation are key to national development and can be applied to teaching and learning, personnel development, learners, and educational institutions. This led to successful cooperation results. The findings of all five components mentioned above indicate that the opinions of the 20 experts reflect an in-depth and comprehensive understanding of international cooperation. This is highly beneficial for developing policies and practices to enhance cooperation in vocational education between Thailand and China, with the aim of achieving sustainable results, according to the **Organization for Economic cooperation and Development (OECD)**. As cited, collaborative management is essential for policy governance and multi-sectoral participation. He also proposed communication concepts for development, community, implementation, outcomes, and issues. At the same time, European Commission stated that international cooperation in building good relations is well managed to achieve the set goals, meanwhile, Ministry of Education of the People's Republic of China. The policy promotes the establishment of teaching standards, develops vocational education curricula to focus on academic quality, enhances the quality of vocational education through information sources, increases knowledge for learners, and develops vocational education to meet the needs of the industrial sector concretely. It also promotes cultural exchange through educational cooperation. This is consistent with the findings of Li and Pilz stated that International transfer of vocational education and training: a literature review. In cultural sensitivity, adaptability is essential, and activities and operations require collaboration, where all these characteristics are linked through mutual learning. This is consistent with the findings of Duenas and Mangen's study on Trust in international cooperative: Emotional and cognitive trust reinforce each other over time. Cooperative organizational relationships can build trust, foster mutual learning, foster

interaction, and facilitate adaptation. This positive relationship contributes to international cooperation. This is consistent with the findings of Osipov and et al., Study on “Smart Cooperative”: Prospects for Optimizing Decision-Making in Business Cooperative via Artificial Intelligence. Applying technology and innovation to collaborative processes to connect organizations and increase collaboration efficiency. Are consistent with the findings of Nic Daeid and Tessarolo study on International organizations and cooperative. International cooperation, the use of digital technologies and innovations, can facilitate collaboration and exchange of methods, contributing to shared learning towards common goals and objectives.

The findings of international cooperative management between China and Thailand in vocational education are significant. The researcher was able to break down the discussion into the following dimensions:

#### 1) Cooperative Integration Design

It is an important foundation and starting point that aims to promote systematic and efficient work by focusing on establishing direction, creating structure, and allocating resources to ensure smooth cooperation and lead to tangible results. This includes 9 variables: 1.1 Jointly plan and set goals and approaches that are consistent with the policies of both parties, 1.2 hold a meeting to clearly agree on the project's goals, vision, and values, 1.3 Establish central regulations to serve as guidelines for problem-solving and joint inspection, 1.4 Establish a Thai-Chinese cooperation center to coordinate and continuously develop joint curricula, 1.5 Establish a central network for coordination and collaborative problem-solving, 1.6 Jointly establish a central committee to monitor and evaluate various sections, 1.7 Collaborate to define concrete and measurable key performance indicators (KPIs), 1.8 Collaborate in supporting scholarships through MOUs with the public and private sectors throughout the course, and 1.9 Collaborate and publicise useful information. This gives a reason for your findings of UNESCO, which cited that joint planning, policy integration, and systematic operational linkages promote cooperation and are the most prudent and appropriate means of promoting international cooperation. At

the same time, Organisation for Economic Co-operation and Development (OECD). As cited, international cooperation must take into account the principles of shared practice. To ensure successful cooperation, prioritize direction and prioritization, manage resources effectively, and ensure quality and transparency. Joint committees are established to oversee policies and project plans, facilitating collaborative resolution of policy, implementation, and coordination conflicts. Internationally standardized reporting and auditing systems are in place, ensuring monitoring, evaluation, flexibility, and responsiveness to changing contexts. Meanwhile, Kayashima, as cited that directional cooperation has a framework and project plan that defines the desired outcomes. The requirements must lead to positive outcomes for both parties, comply with rules, regulations, conditions, and auditable plans. It must be reasonable, reflect shared responsibility, and aim for mutual benefit. Meanwhile, Zhao, as cited, stated that the management of international cooperation must have a framework for compliance with established rules and regulations to achieve positive results for international development, link relationships, and present a systematic approach to aid management through a common framework of practices, mutual learning, aiming for effective and responsible international development, to achieve shared results. This finding is related to the study by Liu and Hei, a study on Strategic analysis and framework design on international cooperative for energy transition: A perspective from China. International cooperation requires international cooperation frameworks, legal coordination, and mutual exchange of knowledge. And consistent with the findings of Negacz and et al., the study on the potential of international cooperative initiatives to address key challenges of protected areas. International cooperation encompasses everything from financial aspects as a fundamental factor, to legal aspects for establishing a framework for operations, and management aspects to enhance efficiency, foster shared responsibility, and ensure practical cooperation.

## **2) Cooperative Linking Learning Organizations**

An "educational ecosystem" that provides students with opportunities to learn from real-world experiences outside the classroom, linking theoretical learning

in educational institutions with practical work in the working world to develop essential skills and meet the demands of the labor market in the following 6 variables: 2.1 develop a joint curriculum for academic consistency, 2.2 Collaborate to develop and improve the curriculum to be modern and meet the needs of the labor market, 2.3 The joint curriculum is designed as a 2+1 curriculum (studying in Thailand for 2 years and studying in China for 1 year), 2.4 Collaborate in creating recognition for educational qualifications to raise curriculum standards to international standards, 2.5 Establish a mutual agreement to certify educational qualifications issued by academic institutions in each country, allowing them to be used for further studies or employment in another country without limitations, 2.6 Join together to create a network that develops teaching models and processes meeting international. This is consistent with **the Ministry of Education of the People's Republic of China. As cited, efforts are being made to drive cooperation, develop curricula, and create teaching materials for educational integration, aiming to establish international standards to produce high-quality personnel with modern expertise to meet economic needs.** At the same time, Office of the Vocational Education Commission (Thailand). As cited, joint curriculum development to enhance academic quality, integrating modern knowledge in line with the vocational education level, aiming at creating educational standards, which is the heart of sustainable relationships, student development, covering teacher development, and personnel development to create new knowledge. Meanwhile, TANG Chinese Education. As cited, the China-Thailand Vocational Education Cooperation aims to build a high-quality education system with a focus on digitalization and internationalization, utilizing modern teaching tools, academic exchanges, and cooperation in vocational education. This gives a reason for your findings of Khamsroy's study on Vocational Cooperative between Thailand – China in Thailand 4.0 Era, The creation of a standardized curriculum, teacher development, and the establishment of a standardized innovation and technology center will enhance the quality of the curriculum and prepare human resources for cooperation in human resource development between Thai and Chinese vocational education.

### 3) Co-developing the curriculum for academic quality

Combining the strengths of both countries to create a modern curriculum that meets international standards and meets the needs of the labor market. It consists 6 variables: 3.1 Promote activities to create job opportunities, 3.2 Join together to create a network of government and private sectors that provides training and experience to prepare individuals for the workforce, 3.3 Join together to support students and educational personnel in various fields, 3.4 Participate in skills training, study tours and personnel exchanges, 3.5 Build a network for advanced technology skills, including AI, Robotics, Data Science, and cybersecurity, 3.6 Collaborate to develop essential skills, such as language, technology, or teamwork skills. This is consistent with **the** Ministry of Education of the People's Republic of China. As cited, producing personnel to meet business sector needs is one of the policies to promote vocational education connectivity. This initiative aims to establish standards for educational personnel and students, enhancing digital skills and advanced technologies in vocational education through cooperation between Chinese and Thai educational institutions. Meanwhile, Interdependence Theory, the concept of interdependence in building relationships, extends beyond the public sector to include transnational relationships between government agencies, private organizations, multinational corporations, and NGOs. This gives a reason for your findings of Negacz and et al. study on the potential of international collaborative initiatives to address key challenges of protected areas. International cooperation is crucial for promoting the exchange of expertise and technical capabilities, building networks of cooperation mechanisms, fostering good relations, and promoting shared responsibility among relevant sectors. This gives a reason for your findings of Gessler and et al. study on International vocational education and training research: An introduction to the special issue. Cooperation through joint training is an exchange of knowledge. This gives a reason for your findings of Osipov and et al. The study on “Smart Cooperative”: Prospects for Optimizing Decision-Making in Business Cooperative via Artificial Intelligence, Collaboration through collaboration, connecting technology between organizations and innovation within the organization to look

modern, respond to the needs of the new generation, and keep up with the future world. And consistent with the findings of Klassen study on International organisations in vocational education and training: A review of the current state of research, the principle of international cooperation in vocational education should promote skills development and knowledge support, forming an important foundation for such cooperation.

#### 4) Cultural Connections

It is an important foundation for managing China-Thailand relations, focusing on promoting smooth and stable cooperation by building sincere ties and truly learning and understanding cultural differences of 4 variables: 4.1 Create a collaborative network to promote genuine relationships, 4.2 Join together to create an exchange network for students, teachers and instructors to share knowledge and techniques 4.3 Together, we build a cultural exchange network that opens up new perspectives and worldviews. 4.4 Build a network to learn about cultural differences. This is consistent with **the** National Cooperative Business Association CLUSA International. As cited, Good relationships are strong, free from discrimination, and based on mutual respect. Participation builds mutual understanding and trust. Relationships also extend beyond the organization, creating a strong collaborative network based on transparency and sincerity. At the same time, Organization for Economic Cooperation and Development: OECD. As cited, collaboration builds strong networks and strives to build public support and trust, bridges different cultures and contexts, leverages strengths for shared development, and ensures that development partnerships share knowledge and foster opportunities for the future. Meanwhile, Office of the Vocational Education Commission (Thailand). As cited, Vocational education cooperation between Thailand and China involves developing educational personnel and sharing expertise, which leads to new knowledge. Meanwhile, TANG Chinese Education. As cited, international cooperation should promote the creation of cultural exchange networks to create international

standards. This gives a reason for your findings of Li and Pilz study on International transfer of vocational education and training: a literature review, the importance of cultural sensitivity and adaptation in international human resource management for learning and working together. And consistent with the findings of Gessler and et al. The study on International Vocational Education and Training Research: An Introduction to the Special Issue, managing cooperation requires access to a country's culture and social context.

#### 5) Controlling cooperation

Both countries have two joys: the control over running cooperative activities. Those who are considered must come to share and discuss what the activity is going on. While Collaboratively driving technology and innovation; technology and innovation are crucial factors in managing modern relationships to keep pace with the times, adapt to the future, and enhance mutual learning capabilities., which include of 7 variables: 5.1 Together, we support teaching and learning by using modern technology to prepare students, 5.2 Support the use of e-learning or virtual labs to simulate real work situations. 5.3 Collaborate to provide modern and practical industrial equipment for learning. 5.4 Develop and implement collaborative online learning platforms (MOOCs). 5.5 Together, we create online platforms and discussion groups to facilitate fast and smooth communication. 5.6 Create a Smart Vocational Education Platform that can be accessed anywhere, anytime. 5.7 Create a network through an application for educational personnel in the 210 project. This is consistent with **the** TANG Chinese Education. As cited, Elevating vocational education into the digital age aims to transform teaching and learning using modern technology and tools. Key features include the development of virtual reality simulators, the establishment of a production base for virtual reality laboratory equipment, and the integration of platforms, curricula, and mobile learning. These efforts allow students to practice with modern industrial tools that meet the needs of today's business world. Meanwhile United Nations Sustainable Development Group. As cited, establishing an online platform to enable direct learning from successful approaches

and sharing knowledge through technology. Meanwhile Hartvigson and Heshmati. As cited, Building good cooperation through a comprehensive system, creating shared knowledge to connect international networks firmly. This gives a reason for your findings of Osipov and et al. study on “Smart Cooperative”: Prospects for Optimizing Decision-Making in Business Cooperative via Artificial Intelligence, The use of technology to connect work across organizations helps create a modern and efficient collaborative management model. This gives a reason for your findings of Wang and Dong, who studied whether international science and technology cooperation bases can drive cooperation capability. Evidence from Xinjiang Autonomous Region, China. International technology can create international cooperation. This gives a reason for your findings of Nic Daeid and Tessarolo study on International organizations and cooperative, international cooperation is a key foundation for building networks and collaborative opportunities, raising the standards of innovation and digital transformation, and fostering shared learning. And consistent with the findings of Negacz and et al. Study on the potential of international cooperative initiatives to address key challenges of protected areas, establishing networks of collaborative mechanisms to enhance international cooperation, promote good relations

## Recommendations

### 1) Recommendation in general

From the findings, the researcher can recommend that:

1. Both countries should establish a joint committee to monitor, evaluate, and resolve issues. This includes creating a clear "Standard Operating Procedure - SOP" for vocational education institutions to use as a guideline for creating and managing cooperation with foreign countries, in order to reduce duplication and create clarity in operations.

2. Both countries **should** establish a shared think tank to enhance teaching materials, promote teaching and learning, and provide digital learning resources accessible to teachers and students from both sides.

3. Both countries might expand networks to SMEs: Encourage educational institutions to establish networks with small and medium-sized enterprises, developing the country's economic base and increasing opportunities for internships and employment.

4 .A "Cross-Cultural Training" course is mandatory for students and faculty participating in the exchange program to bridge cultural gaps and promote mutual adaptation.

5. **It should** create a central platform for government agencies and develop a bilingual (Thai-Chinese) "Smart Vocational Education Platform" system, enabling all participating institutions to collaborate effectively.

## 2) Recommendation for future research

1. The research should **conduct a study on the components of Digital Learning Resource Development for Transnational Vocational Education: A Case Study of Project 210**

2. Research **on factors affecting the relationship between students in the China-Thailand exchange program"**

3. A study on **social and cultural adaptation to professional collaboration among students and faculty in exchange programs"**

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Appendix A: Requesting a letter for a research interview

No. 6812.2/822



Department of Educational Administration  
Faculty of Education, Silpakorn University  
Nakhon Pathom, Thailand 73000

5<sup>th</sup> November 2024

**Subject:** Interview for Research

**Dear:**

Mrs. Jinfeng Liang, I.D. No. 650630076, who is a Ph.D. Candidate, majoring in Educational Administration at the Faculty of Education, Silpakorn University, Thailand. She has been approved to conduct the doctoral dissertation on the topic of "INTERNATIONAL COOPERATIVE MANAGEMENT BETWEEN CHINA AND THAILAND IN VOCATIONAL EDUCATION".

We would like to ask for your kind cooperation to allow Mrs. Jinfeng Liang having an interview for your opinion and view on the scenario of **international cooperative management between China and Thailand in vocational education** in the next ten years, during 8 - 24 November 2024.

Your kind cooperation will be highly appreciated and thank you very much for your kindness.

Best regards,

*Saisuda Tiachareon*

(Asst. Prof. Saisuda Tiachareon, Ph.D.)

Head of the Department of Educational Administration  
Silpakorn University

Department of Educational Administration

Telephone /Fax No. +669 3979 3455



Expert interview

**INTERNATIONAL COOPERATIVE MANAGEMENT BETWEEN CHINA AND THAILAND IN  
VOCATIONAL EDUCATION**

**Instruction:**

1. This data collection aims to use your feedback for analysis.
2. The information you provide will be valuable feedback for setting the direction. International cooperative management between China and Thailand in vocational education, the researcher assures that they will use the information received from you to analyze the results and present it only as an overview of the research. The researcher would like to thank you for kindly taking your valuable time to cooperate in this interview.

Mrs. Jinfeng Liang

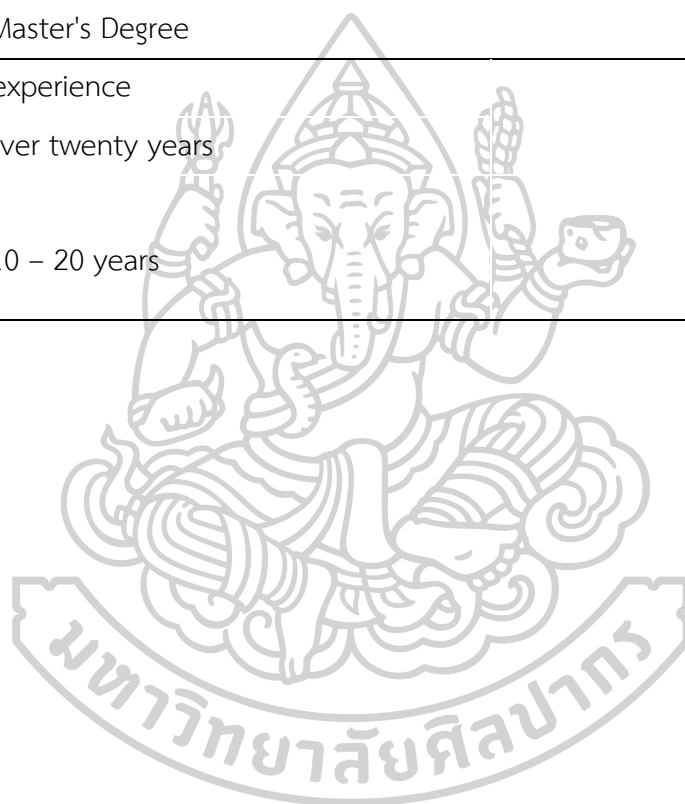
**Doctoral Student Doctor of Philosophy Program**

**Major in Educational Administration**

**Graduate School Silpakorn University**

## Section 1: Background Information

No	
1.	Gender: <input type="checkbox"/> Male <span style="margin-left: 300px;"><input type="checkbox"/> Female</span>
2.	Education Level: <input type="checkbox"/> Doctorate Degree <span style="margin-left: 150px;"><input type="checkbox"/> Bachelor's Degree</span> <input type="checkbox"/> Master's Degree
3.	Work experience <input type="checkbox"/> Over twenty years <input type="checkbox"/> 10 – 20 years







Appendix B: Experts List

Experts	Name	Job position and workplace
10 Experts in Thailand	Mr. Somporn Pandam	Deputy Secretary General of the Vocational Education Commission, Office of the Vocational Education Commission
	Mr. Amnuay Himkhuntod	Director, <i>Chonburi Technical College</i>
	Mr. Khomsit Meesajjanathanakun	Director, The Golden Jubilee Royal Goldsmith College
	Dr. Oraphin Duangkaew	Director, Chiangrai Vocational College
	Dr. Prasit Thongratmi	Director, Chaiyaphum Technical College
	Dr. Sukanya Suksathan	Director, Nakhonnayok Technical College
	Mrs. Oratai Suwanmanee	Director, Phuket Vocational College.
	Mr. Arun Klunphan	Director, Samutsongkhram Technical Collage
	Mr. Somsak Khamsnit	Director, Sakaeo Technological College
	Dr. Oratai Yothinrungruang Sudsongwan	Director, <i>Thai-Austrian Technical College, Sattahip</i>

Experts	Name	Job position and workplace
10 Experts in China	Liu Jie	Vice president of Guangxi technological college of machinery and electricity
	Fu Yao	Dean of the school of International education, Guangxi technological college of machinery and electricity
	Zhou zhi	Vice president of Guangxi vocational technical college
	Zhao Hongmei	Dean of the School of International Education, Guangxi vocational & technical college
	Huang zhengyan	President of Guangxi Vocational & Technical Institute of Industry.
	Zeng Weijian	Dean of the school of international education, Guangxi Vocational & Technical Institute of Industry.
	Liu Jieying	President of Guangxi International Business Vocational College
	Liu Lihuan	Dean of the International education college, Guangxi International business vocational College.
	Tang Xianwen,	Vice President of Jiangsu Agri-Animal Husbandry Vocational College
	Jin Zhuo	Director of International Office, Jiangsu Agri-Animal Husbandry Vocational College.

## VITA

**NAME** Jinfeng LIANG

**INSTITUTIONS ATTENDED** 2012 : M.A. in Chinese Language and Writing School of Literature Guangxi University  
2005 : B.A. in Chinese Language and Literature School of Culture and Communication Guangxi University

### Work Experience

(Work experience at Guangxi Technological College of Machinery and Electricity, China)

December 2024 – Present : Director of the President's Office

April 2024 – December 2024 : Deputy Director of the President's Office

June 2021 – March 2024 : Dean and Associate Professor School of Public Management

May 2015 – May 2021 : Deputy Director and Associate Professor Department of Humanities

October 2011 – April 2015 : Office Director, Lecturer, and Assistant Researcher Department of Humanities

July 2005 – October 2011 : Assistant Researcher Higher Vocational Education Research Office

### Other Academic Experience

February 2019 – July 2019 : Visiting Scholar Department of Minority Languages and Literature Central University for Nationalities, Beijing