

Collaborative Development of Skill Training: Exploration and Practice of Dynamic Paths from the Perspective of China-Thailand Cooperation

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Abstract

Driven by the new round of scientific and technological revolution and industrial transformation, skill training has become a core driver for supporting the industrial upgrading and high-quality development of the labor force in both China and Thailand, as well as an important link for deepening the China-Thailand comprehensive strategic cooperative partnership and aligning the Belt and Road Initiative with Thailand's Eastern Economic Corridor (EEC) Strategy. At present, both countries are facing common challenges such as the mismatch between skill training and industrial demand, and a shortage of high-end skilled talents, while bilateral cooperation has yielded numerous practical achievements in vocational education, skill training and other fields. Focusing on skill training as the core theme, this study combines the national strategies and actual national conditions of skill development in China and Thailand, analyzes the current situation, common predicaments and complementary advantages of skill training in the two countries, sorts out the practical achievements and existing bottlenecks of China-Thailand skill cooperation, and explores the construction of a dynamic path for the collaborative development of China-Thailand skill training featuring "strategic alignment, content complementarity, model coordination and guarantee support". It aims to provide theoretical reference and practical experience for promoting the transformation of vocational education in the two countries, enhancing the effectiveness of bilateral cooperation, and boosting the coordinated development of the regional economy.

Keywords: Skill Training; China-Thailand Cooperation; Eastern Economic Corridor; Collaborative Development; Industrial Adaptation

1. Introduction

The global industrial structure is undergoing accelerated restructuring, and the widespread application of new technologies such as digital technology and intelligent manufacturing has driven the labor market's demand for skilled talents to present the core characteristics of "high-endization, compoundization and dynamization". The quality and efficiency of skill training are directly related to a country's industrial competitiveness and the employment quality of the labor force. As important economies in Southeast Asia, China and Thailand are geographically close, bound by fraternity and economically complementary. In recent years, with the in-depth alignment of the Belt and Road Initiative and Thailand's Eastern Economic Corridor (EEC) Strategy^[1], bilateral economic and trade cooperation and industrial linkage have become increasingly close, and the interconnection of skilled talents has become an important support for advancing bilateral cooperation in depth.

From the perspective of national conditions, China is in a critical stage of industrial transformation and upgrading, vigorously promoting the construction of a skill-based society, focusing on the cultivation of talents in digital skills, high-end manufacturing skills and other fields, and striving to solve the problem of skill mismatch characterized by the coexistence of "labor shortage" and "employment difficulty". Relying on the EEC Strategy to advance

[1]Liu Xinwei. The EEC Deeply Links with the Belt and Road Initiative[J]. China's Foreign Trade, 2025(04):10-11.

industrialization upgrading, Thailand has clearly set a goal of training 150,000 high-skilled talents within five years^[2], focusing on filling the skill gaps in the digital industry, future automotive, aviation maintenance and other fields, and is in urgent need of introducing advanced skill training models and resources. Against this backdrop, China-Thailand cooperation in skill training has extended from a single personnel exchange to a diversified direction including curriculum co-construction, teacher joint training and base co-construction, yielding a wealth of replicable and promotable practical experience.

2. National Status Quo and Complementary Advantages of Skill Training in China and Thailand

2.1 Current Situation and Core Characteristics of Skill Training in China

In recent years, China has elevated the cultivation of skilled talents to a national strategic level, successively issuing policies such as the 14th Five-Year Plan for the Development of Skilled Talents and the Opinions on Strengthening the Construction of the High-Skilled Talents Team in the New Era, and building a trinity skill training system of "vocational education+skill training+skill evaluation", forming distinct development characteristics. In terms of training objectives, focusing on key industries such as the digital economy, high-end manufacturing and modern service industry, China strives to cultivate compound skilled talents with digital literacy, innovative thinking and practical ability to adapt to the needs of industrial transformation and upgrading. In terms of training models, China has deepened the integration of industry and education and school-enterprise cooperation, implemented "order-based training" and "project-based teaching", strengthened practical skill training relying on vocational colleges, technical colleges and enterprise training bases, and accelerated the cultivation of digital skills at the same time by building a national smart education platform for vocational education, which has gathered tens of millions of high-quality skill teaching resources^[3]. In terms of talent supply, by 2024, the total number of skilled talents in China has exceeded 200 million, with high-skilled talents accounting for more than 60 million (Source: Press Conference on the 5th Anniversary of the Reform of the Industrial Workers Team Construction in China), providing a solid talent support for industrial development.

China has accumulated mature experience and resources in the field of skill training, with a sound skill training curriculum system, a professional teaching team and advanced training equipment. In particular, China's skill training level in digital skills, intelligent manufacturing, infrastructure construction and other fields is at the international forefront, which can provide technical support and experience output for Thailand and other Southeast Asian countries.

2.2 Current Situation and Core Demands of Skill Training in Thailand

As an emerging industrialized country in Southeast Asia, Thailand has been fully promoting industrial upgrading in recent years relying on the "Eastern Economic Corridor (EEC)" Strategy, focusing on the development of five target industrial clusters including the digital industry, future automotive, aviation maintenance, and medical and health care. The shortage of skilled talents has become a key bottleneck restricting the implementation of the strategy. To this end, the Thai government has identified skill training as a national strategy, and clearly set a goal of training 150,000 high-skilled talents from 2025 to 2029, covering the digital

[2]Thailand China News. Thailand Launches the National Strategic Reserve Talent Training Program[EB/OL]. (2018-04-26)[2026-01-28]<https://thaizhonghua.com/2018/04/26/64103.html>

[3]Ministry of Education of the People's Republic of China. Ten Parallel Sessions of the 2025 World Digital Education Congress Held[EB/OL]. (2025-05-16)[2026-01-28].http://www.moe.gov.cn/jyb_xwfb/xw_zt/moe_357/2025/2025_zt06/dongtai/202505/t20250516_1190777.html

industry, service industry, future automotive industry and medical and health industry, striving to realize "demand-driven human resource development".

At present, Thailand's skill training system is centered on vocational colleges and technical institutes, while strengthening cooperation with enterprises and implementing the "school-enterprise collaborative training" model. For example, Sattahip Technical College, a ground engineer training institution certified by Thailand's Civil Aviation Authority, has jointly built an aviation industry talent training center with the EEC Policy Committee, with private enterprises fully bearing the costs and arranging student internships, focusing on training aviation technicians and aircraft maintenance mechanics. However, on the whole, Thailand's skill training still faces many challenges: the insufficient supply of high-end skilled talents, especially a large gap in digital technology, intelligent manufacturing and other fields; the relatively traditional skill training models, with insufficient integration of practical teaching and actual industrial needs; the need to improve the professional competence of the teaching team, lacking part-time teachers with practical industrial experience; the relatively scarce skill training resources with unbalanced regional distribution. Based on this, Thailand is in urgent need of introducing advanced skill training models, curriculum systems and training resources, strengthening cooperation with China and other countries, and accelerating the cultivation of high-skilled talents.

2.3 Complementary Advantages and Cooperation Foundation of Skill Training in China and Thailand

The complementarity between China and Thailand in the field of skill training has laid a solid foundation for bilateral cooperation, forming a sound cooperation pattern featuring "China with experience and resources, Thailand with opportunities and demands". In terms of complementarity, China has a high level of skill training in digital skills, intelligent manufacturing, infrastructure construction and other fields, with mature industry-education integration models, a complete curriculum system and rich teaching resources, which can meet Thailand's demand for cultivating high-end skilled talents for industrial upgrading. Thailand, on the other hand, has a broad market for skilled talent training and its own characteristics in tourism services, agricultural technology and other fields, which can provide a diversified practical scenario and exchange platform for Chinese skilled talents.

In terms of cooperation foundation, both China and Thailand are important participants in the Belt and Road Initiative, and the two sides have signed the Joint Statement on Deepening the China-Thailand Comprehensive Strategic Cooperative Partnership, which clearly proposes to strengthen cooperation in education, vocational training and other fields and promote the interconnection of skilled talents. In recent years, cooperation between universities, vocational colleges and enterprises of the two countries has become increasingly frequent, with a number of skill cooperation platforms built and a series of activities such as skill training, personnel exchange and curriculum co-construction carried out. This has accumulated rich practical experience for the collaborative development of bilateral skill training and laid a solid foundation for the further deepening of future cooperation.

3. Practical Achievements and Existing Bottlenecks of China-Thailand Skill Training Cooperation

3.1 Practical Achievements of China-Thailand Skill Training Cooperation

In recent years, based on their respective advantages, China and Thailand have deepened cooperation in skill training, forming a diversified and multi-level cooperation pattern and achieving remarkable practical achievements, which are mainly reflected in three aspects.

(1) Joint construction of training bases through school-enterprise collaboration to strengthen practical skill training. School-enterprise collaborative training platforms have become a highlight of China-Thailand cooperation. Chinese enterprises have in-depth cooperation with Thai vocational colleges and technical institutes to jointly build skill training bases, introduce

China's advanced training equipment and technical standards, and provide a practical training platform for Thai students. In the rail transit field, Tianjin Railway Vocational and Technical College has not only built a high-speed rail comprehensive training center, but also received training equipment worth 10 million Thai baht donated by its cooperative enterprise Tianjin Jiteng Technology Co., Ltd. to support the cultivation of high-speed rail talents^[4]. In the new energy vehicle field, Chongqing Engineering Vocational and Technical College has jointly built an industrial college with BYD and Thailand Eastern Technical College, forming a replicable operation model. ^[5]Training in emerging fields such as cross-border e-commerce has also achieved remarkable results. Thai international students at Guangxi International Business Vocational College can not only learn theoretical knowledge during their studies, but also experience practical links such as live streaming e-commerce. After an on-site inspection, the Assistant Secretary-General of the Thai Vocational Education Commission highly praised the students' comprehensive strength in three aspects: "practical vocational skills, Chinese application ability and cross-cultural collaboration literacy"^[6].

(2) Carrying out skill training and personnel exchanges to improve professional quality of talents. China and Thailand regularly carry out activities such as skill training, teacher exchange and student exchange to share skill training experience. Chinese vocational colleges send professional teachers to teach in Thailand and carry out training in digital skills, intelligent manufacturing and other fields to help Thailand improve the professional competence of its teaching staff; Thailand selects students and teachers to study in China to learn from China's skill training models and experience. For example, Guangxi International Business Vocational College has developed 11 digital international courses suitable for Thai students and launched them on the international education cloud platform. After obtaining the certification of the Vocational Education Commission of the Thai Ministry of Education, these courses will be promoted and applied across Thailand, covering an expected 25 colleges and universities and carrying out teacher training for more than 1,000 person-times every year^[7]. In addition, China and Thailand jointly hold skill competitions to promote learning and practice through competitions, and improve the practical ability and competitiveness of skilled talents in both countries.

(3) Promoting the mutual recognition of credits and academic qualifications to improve the talent training system. Maharakham University of Thailand and Tianjin Railway Vocational and Technical College signed two cooperation agreements in Tianjin, extending the cooperation level from vocational education to undergraduate education and promoting the comprehensive upgrading of the China-Thailand high-speed rail talent training system.

[4]Tianjin Municipal Education Commission. Tianjin Railway Vocational and Technical College Deepens Vocational Education Cooperation to Jointly Cultivate High-speed Railway Talents[EB/OL]. (2025-06-25)[2026-01-28]. https://jy.tj.gov.cn/JYXW/TJJY/202506/t20250625_6965770.html

[5]International Exchange and Cooperation Office of Chongqing Engineering Vocational and Technical College. 2025 Annual Conference of China-Thailand Vocational Education Alliance and Forum on the High-quality International Development of Vocational Education Held Successfully[EB/OL]. (2025-11-11)[2026-01-29].https://www.cqvie.edu.cn/gjjlc/article_36393.html

[6] EOL China. Dr. Surapong Umuethai, Assistant Secretary-General of the Vocational Education Commission of the Thai Ministry of Education, Experiences Live Streaming E-commerce with Students[EB/OL]. (2026-02-24)[2026-01-29].<https://www.eol.cn/>

[7]EOL China. Dr. Surapong Umuethai, Assistant Secretary-General of the Vocational Education Commission of the Thai Ministry of Education, Experiences Live Streaming E-commerce with Students[EB/OL]. (2026-02-24)[2026-01-29].<https://www.eol.cn/>

According to the agreement, the two sides will carry out the "2+2" undergraduate joint training in the major of Railway Signal and Automatic Control, and students can obtain academic certificates awarded by universities of both China and Thailand after graduation. At the same time, the scale of the "Jin Cai Xing" rail transit international student training program will be expanded, providing more Thai students with opportunities for practical training in China and helping them quickly adapt to the operation and maintenance needs of China-Thailand high-speed rail projects^[8].

3.2 Existing Bottlenecks of China-Thailand Skill Training Cooperation

Despite the numerous achievements in China-Thailand skill training cooperation, there are still many bottlenecks in practice that restrict the depth and breadth of cooperation, mainly reflected in four aspects.

(1) Insufficiently close strategic alignment and the need to improve cooperation pertinence. At present, China-Thailand skill training cooperation is mostly concentrated in single projects and single fields, failing to fully align with the core needs of China's industrial transformation and upgrading strategy and Thailand's EEC Strategy. The adaptation of cooperation projects to the key industries of the two countries is insufficient, and some cooperation projects lack long-term planning, making it difficult to form a sustainable cooperation pattern. For example, aviation maintenance is a key industry for Thailand to attract investment under the Eastern Economic Corridor (EEC) Strategy, but China-Thailand skill cooperation in this field is still at a sporadic and enterprise-initiated level at present, lacking systematic alignment at the level of the education systems of the two countries. At present, exchanges between Chinese and Thai colleges and universities in the aviation field are mostly limited to cultural research and study, without touching on core skill training. For example, the research and study activity held by Dongying Vocational College in April 2025 for students from Rangsit University of Thailand and other schools only included simulated cabin service experience and aircraft model assembly, which belonged to cultural experience rather than skill training^[9].

(2) Relatively shallow level of cooperation and insufficient in-depth integration. China-Thailand skill cooperation is mostly limited to shallow levels such as "teacher exchange, student exchange and joint construction of training bases". The participation of enterprises is not high enough, especially the leading role of leading enterprises of the two countries in skill training cooperation has not been fully exerted; at the same time, the two sides have insufficient in-depth integration in skill training concepts, models, standards and other aspects, with inadequate depth in curriculum co-construction and teacher joint training, failing to form a long-term mechanism of "collaborative training, resource sharing and mutual benefit and win-win results".

(3) Language and cultural differences and insufficient innovation in the curriculum system restrict the effectiveness of cooperation. The different languages and cultural differences between China and Thailand lead to communication barriers in skill training, curriculum teaching, teacher exchange and other activities; at the same time, there are differences in educational concepts and vocational cultures between the two countries, and Thai students have certain differences in learning habits and professional cognition from Chinese students. In addition, the existing international teaching curriculum system lacks innovation, and the fit

[8]Tianjin Municipal Human Resources and Social Security Bureau. Mahasarakham University of Thailand Reaches Cooperation with Tianjin Railway Vocational and Technical College of China[EB/OL]. (2026-02-11)[2026-01-29].https://hrss.tj.gov.cn/xinwenzixun/xinwendongtai/202602/t20260211_7244153.html

[9]College of Aeronautics. A Sino-Thai Aviation Culture Exchange and Study Tour Activity Launched[EB/OL]. (2025-04-03)[2026-01-30]. <https://www.dyxy.edu.cn/s.php/hkxy/item-view-id-79664.html>

between teaching content and the actual post needs of Thailand needs to be improved. These factors lead to the insufficient adaptability of some skill training models and teaching methods in Thailand, affecting the actual effect of cooperation.

(4) Imperfect guarantee system and insufficient support. China-Thailand skill cooperation lacks a sound policy guarantee, financial support and institutional support. The policy connection between the two countries in terms of skilled talent flow, certificate mutual recognition, teacher training and other aspects is not close enough, and the scope of mutual recognition of skill certificates is narrow, which restricts the cross-border flow of skilled talents; at the same time, cooperation funds mainly rely on government investment, with low participation of enterprises and social capital, and the problem of fund shortage is prominent; in addition, the lack of a special cooperation coordination mechanism leads to low efficiency in promoting cooperation projects and difficulty in the overall promotion of the deepening of China-Thailand skill cooperation.

4. Construction of a Dynamic Path for the Collaborative Development of China-Thailand Skill Training

In view of the current situation, complementary advantages and cooperation bottlenecks of China-Thailand skill training, and combined with the national strategies and industrial needs of the two countries, a four-in-one dynamic path for the collaborative development of China-Thailand skill training featuring "strategic alignment, content complementarity, model coordination and guarantee support" can be constructed to promote the in-depth development of China-Thailand skill cooperation and realize the in-depth adaptation of skill training with industrial needs and bilateral cooperation.

4.1 Strengthen Strategic Alignment and Clarify the Direction of Cooperation

Strategic alignment is a prerequisite for the collaborative development of China-Thailand skill training. It is necessary to build a strategic alignment mechanism of "national-level leadership, local-level linkage and institutional-level implementation" based on the national strategies and industrial needs of China and Thailand.

(1) Strengthen national-level communication. Align China's Belt and Road Initiative, industrial transformation and upgrading strategy with Thailand's EEC Strategy and Thailand 4.0 Strategy, which has identified ten target industries including new energy vehicles, intelligent electronics, high-end tourism and medical care, and aviation and logistics. China's vocational education needs to take the initiative to meet the talent demand gaps in these industries. Taking the new energy vehicle field as an example, as the largest automobile producer in Southeast Asia, Thailand is vigorously promoting the development of the electric vehicle industry, and Chinese auto enterprises such as BYD and Great Wall have set up factories in Thailand one after another. The new energy vehicle industrial college jointly built by Chongqing Engineering Vocational and Technical College, BYD and Thailand Eastern Technical College is a typical case based on this strategic alignment. Adopting a tripartite coordination model of "university-university-enterprise", the college combines China's new energy vehicle technical standards with Thailand's local industrial needs, realizing the synchronous development of talent training and industrial development and a closed-loop linkage of "industrial demand-skill training-cooperation projects"^[10].

[10]International Exchange and Cooperation Office of Chongqing Engineering Vocational and Technical College. 2025 Annual Conference of China-Thailand Vocational Education Alliance and Forum on the High-quality International Development of Vocational Education Held Successfully[EB/OL]. (2025-11-11)[2026-01-30].https://www.cqvie.edu.cn/gjjlc/article_36393.html

(2) Promote local-level linkage. Relying on China's Yunnan, Guangxi and other provinces bordering Thailand, as well as Thailand's Bangkok, Chonburi and other core EEC regions, build a regional skill cooperation platform, promote targeted cooperation between local colleges and universities and enterprises, and adapt to the needs of regional industrial development.

(3) Align China's "vocational education going global" strategy with Thailand's vocational education reform needs, and promote the establishment of long-term and stable cooperative relations between Chinese and Thai vocational colleges, technical colleges and enterprises. The Thai government regards vocational education as the pillar of the national economy and the cultivation of high-quality skilled talents as a strategic investment in the country's sustainable development. China's "vocational education going global" strategy and Thailand's vocational education reform needs have formed a two-way interaction. Liuzhou Vocational and Technical College has been authorized by the Thai Vocational Education Commission to set up a "Language+Vocational Skills" Training Center, becoming one of only two colleges and universities in China approved to set up such a center, marking its status as an officially designated cooperative unit of the Thai Vocational Education Commission^[11]. The successful practice of this strategic alignment shows that when China's vocational education resources can accurately respond to the core demands of Thailand's vocational education reform, cooperation can obtain strong endorsement from the host government.

4.2 Based on Complementary Advantages and Optimize Cooperation Content

(1) Integration of China's technical standards with Thailand's local needs. China has formed a mature technical standard and talent training system in high-speed rail, new energy vehicles, digital economy and other fields, while Thailand has an urgent demand for skilled talents in these fields. The key is to transform China's technical advantages into recognizable and connectable vocational education standards in Thailand. Hubei Industrial Polytechnic and Thailand Royal Goldsmith College have jointly formulated professional standards for the major of Jewelry Technology and Management, and the digital resources of teaching materials for 6 courses including Creative Jewelry Design and Jewelry Processing and Manufacturing have obtained the certification of the Vocational Education Commission of the Thai Ministry of Education and will be incorporated into Thailand's national education system in the second half of 2025^[12]. This project innovatively adopts a dual-track teaching model of "craftsmanship+Chinese language", deeply integrating Chinese jewelry craftsmanship with Thai goldsmith craftsmanship, and realizing the organic combination of technical advantages and local needs.

(2) Strengthen the sharing of training resources. China and Thailand jointly build and share training bases, with China exporting advanced training equipment, technical standards and teaching resources to Thailand, and Thailand providing diversified practical scenarios for China, so as to realize the efficient utilization of training resources; at the same time, build a China-Thailand skill teaching resource sharing platform to share online courses, training videos, teaching cases and other resources and expand the coverage of cooperation.

[11]Liuzhou Polytechnic University. The Thai Ministry of Education Unveils the "Language + Vocational Skills" Training Center at Our University[EB/OL]. (2025-08-28)[2026-02-03].https://www.lzpu.edu.cn/gjc/jwjhlz/content_99394

[12]Shiyan Municipal People's Government Portal. Hubei Industrial Polytechnic Vigorously Promotes the "Going Global" of Vocational Education Standards[EB/OL]. (2025-07-02)[2026-02-03].<https://news.hbgyzy.edu.cn/info/1004/16658.htm>

(3) Focus on skill training in key fields. In response to the skill gaps under Thailand's EEC Strategy, China sends professional teachers to carry out special skill training in digital technology, aviation maintenance, future automobile manufacturing and other fields in conjunction with Thai colleges and universities and enterprises, helping Thailand accelerate the cultivation of high-skilled talents; at the same time, learn from Thailand's skill advantages in tourism services, agricultural technology and other fields to carry out relevant skill training and improve the diversified literacy of Chinese skilled talents.

4.3 Innovate Cooperation Models and Promote In-depth Integration

Innovating cooperation models is the key to promoting the in-depth integration of China-Thailand skill training. It is necessary to break through the traditional shallow cooperation models and build a dynamic cooperation model of "school-enterprise coordination, industry-education integration and two-way mutual feedback".

(1) Deepen school-enterprise collaborative cooperation and promote the joint establishment of a "school-enterprise cooperation alliance" by leading enterprises and colleges and universities of China and Thailand, with enterprises deeply participating in the whole process of skill training. In November 2024, Shandong Labor Vocational and Technical College and Haimai Thailand launched the first phase of the overseas order-based class skill training project, focusing on two majors: numerical control technology and electrical automation technology. Enterprises participated in innovatively creating "micro-skill" task packages, integrating Chinese craftsman spirit and cultural elements; adopted the model of "intensive training + enterprise internship", and after passing the phased evaluation, trainees went to Haimai Thailand to complete enterprise internships and master core skills such as CNC machine tool operation and equipment maintenance; participated in the skill evaluation of trainees to ensure that the training standards are aligned with enterprise needs^[13].

(2) Implement a two-way mutual feedback model for teacher and student training. China and Thailand regularly send teachers and students to exchange and study, with Chinese teachers going to Thailand to teach and carry out training, and Thai teachers coming to China to learn from skill training experience; at the same time, carry out China-Thailand joint training projects, where students study and practice in colleges and universities and enterprises of both countries to improve their cross-border employment ability and international competitiveness.

(3) Innovate the digital cooperation model. Utilize AI, big data, digital twin and other technologies to build a China-Thailand digital skill training platform, carry out online and offline blended teaching, remote training and other activities, break the constraints of time and space, and expand the coverage of cooperation; at the same time, jointly hold China-Thailand skill competitions, skill forums and other activities to promote learning and practice through competitions, exchange skill training experience, and improve the professional quality of skilled talents in both countries.

4.4 Improve the Guarantee System and Build a Sustainable Development Mechanism

The sustainable development of China-Thailand skill training cooperation requires multi-dimensional guarantee and support in terms of system, resources, quality and other aspects.

(1) Institutional guarantee. The mutual recognition of credits and academic qualifications is the institutional foundation for ensuring student flow and career development. The establishment of the China-Thailand "210 Project" Digital Credit Bank Alliance marks the official implementation of the credit mutual recognition mechanism among Chinese and Thai colleges and universities within the alliance. In the next step, efforts should be made to promote

[13]Sizhengwang. The First Phase of the Skill Training Program for the Overseas Order-based Class of Thailand-Ban Mo College (Haimai) Successfully Concludes[EB/OL]. (2025-03-22)[2026-02-03].<https://yurenhao.sizhengwang.cn/a/sdldzyjsxyznzxxjgdydzb/250322/2041644.shtml>

the mutual recognition of credits from within the alliance to between alliances, from partial pilot to comprehensive promotion, and ultimately realize the mutual recognition and interconnection of vocational education academic qualifications between China and Thailand.

(2) Resource guarantee with the combination of government guidance and market participation. Skill training cooperation requires sustained and stable resource investment. Chinese-funded enterprises such as BYD, H3C and Liugong have actively participated in the construction of China-Thailand industrial colleges, providing training equipment, internship positions and employment channels for talent training. In the future, the role of government guidance funds should be further exerted to attract more social capital to participate in China-Thailand skill training cooperation and form a diversified investment pattern.

(3) Quality guarantee. Quality is the lifeline of cooperation. The construction of professional standards for the major of Jewelry Technology and Management undertaken by Hubei Industrial Polytechnic has completed the research and development of 150 high-definition teaching videos, 3,750 pages of bilingual courseware and 12 teaching outlines in three months^[14]. Such a refined standard development process has laid a solid foundation for teaching quality. At the same time, a dynamic monitoring mechanism for cooperation projects should be established to regularly evaluate the operation effectiveness of projects, timely discover problems and make adjustments and optimizations.

(4) Cultural guarantee. Skill cooperation is not only a means of technology transfer, but also a carrier of cultural exchanges and people-to-people bonds. Thai international students trained by Guangxi International Business Vocational College have shown beyond-expected comprehensive strength in three aspects: "practical vocational skills, Chinese application ability and cross-cultural collaboration literacy", winning high praise from the leaders of the Thai Vocational Education Commission. After Tianjin Railway Vocational and Technical College and Mahasarakham University of Thailand unveiled the "International High-Speed Rail College", guests from both sides jointly planted a sapling symbolizing everlasting friendship. These details of cultural exchanges have injected lasting vitality into skill cooperation.

5. Conclusions and Prospects

Skill training is a core driver for supporting the industrial upgrading and high-quality development of the labor force in both China and Thailand, as well as an important link for deepening the China-Thailand comprehensive strategic cooperative partnership and promoting the coordinated development of the regional economy. China and Thailand have distinct complementary advantages in the field of skill training: China has mature skill training experience, a complete curriculum system and advanced training resources, while Thailand has a broad market demand and clear talent training goals. Bilateral cooperation has yielded numerous practical achievements in the joint construction of training bases, skill training, personnel exchange and other fields, laying a solid foundation for collaborative development.

At present, China-Thailand skill training cooperation still faces bottlenecks such as insufficiently close strategic alignment, relatively shallow cooperation level, restrictions by language and cultural differences, and an imperfect guarantee system. It requires the joint efforts of the governments, colleges and universities, and enterprises of the two countries to build a dynamic path for the collaborative development of China-Thailand skill training by strengthening strategic alignment, optimizing cooperation content, innovating cooperation models and improving the guarantee system, so as to promote the in-depth development of

[14] Shiyang Municipal People's Government Portal. Hubei Industrial Polytechnic Vigorously Promotes the "Going Global" of Vocational Education Standards[EB/OL]. (2025-07-02)[2026-02-03].<https://news.hbgyzy.edu.cn/info/1004/16658.htm>

China-Thailand skill cooperation. In the future, with the implementation of the dynamic path for the collaborative development of China-Thailand skill training, it will effectively solve the problems of shortage of skilled talents and mismatch between skills and industrial needs in both countries, improve the quality and efficiency of skill training in the two countries, cultivate more compound skilled talents adapted to the industrial needs of the two countries, and provide a solid talent support for China's industrial transformation and upgrading and the implementation of Thailand's EEC Strategy; at the same time, it will further deepen China-Thailand bilateral economic and trade cooperation and industrial linkage, promote the in-depth alignment of the Belt and Road Initiative with Thailand's national development strategy, and realize a virtuous circle of "education empowering skills, skills supporting cooperation, and cooperation promoting development".

This conference focuses on the holistic path of dynamic education and the development of future skills, providing an important exchange platform for China-Thailand skill cooperation. In the future, it is necessary to further strengthen the theoretical research and practical exploration of China-Thailand skill training, summarize and promote the successful experience of bilateral cooperation, continuously optimize the collaborative development path, expand the coverage of cooperation and enhance the depth of cooperation, making skill training a new highlight and new support for China-Thailand bilateral cooperation and helping the two countries achieve common development and prosperity.

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