

Establishment of the Thai–China–ASEAN Research Institute of Krikk University According to the Guidelines of the Belt and Road Initiative Project

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Abstract

This academic article aims to determine the guidelines of the research institute of Krikk University according to the Belt and Road Initiative (BRI) Project. Regarding BRI, it is a project in which more than 152 countries in almost every region participated and devoted resources to achieve the same goal. The BRI network, both land and sea, is a gathering of 10 ASEAN member countries. Such an approach will be derived from future research. The authors have formulated a framework for the study based on the conceptual factors of organization and modern organizational management and the Belt and Road Strategy, which has a process of managing the concept of learning organizations in the digital era, the knowledge management community of practice (CoP), collaboration networks, and principles of research institute management. The research results will be presented to the president of Krikk University for the policy application of how-to management of the "Thai–China–ASEAN Research Institute" to study the context of the project and follow up on the impact on people in the target areas. There are management guidelines for the institution's management; enhancing collaboration with relevant organizations and organizing a Community of Practice (CoP) can be proposed. From the process and content, the implementation will lead the institute to be an academic support for Thailand, China, and ASEAN countries. The study results will be used to develop educational administrative policies according to social and economic development principles and the United Nations' sustainable development goals (SDGs); therefore, civil societies and various groups of people can use them to build cooperation in further development.

Keywords: Thai–China–ASEAN, belt and road initiative, modern organization, Research Institute

Introduction

The Belt and Road Initiative Project (BRI) is a Chinese project that aims to connect the world. This project was formerly known as One Belt One Road (OBOR) or, as more people know it, "New Silk Road" or the 21st Century Silk Road Project. In the beginning, People worldwide were not interested in the 21st Century Silk Road project. However, after the First Summit on International Cooperation conference on May 14–15, 2017, the world has turned more attention to the project. They want to know how China can become a leading country that promotes global trade, especially now that the goals and reasons of the project are evaluated, as well as the project's success and impact on the countries concerned. A Thai soldier and scholar, Lieutenant General Dr. Sophon Siri-ngam, former Chief of Staff of the National Defense Studies Institute, Royal Thai Armed Forces Headquarters, named the project "BRI, The Great Strategy of the World of the Century 21". The reason is that BRI is a project in which many participating countries devote resources to achieve the same goal, with China as the initiator and coordinator. (Siri-ngam, 2024) The project has built an extensive infrastructure. The BRI network is both land and sea. The Asian Development Bank estimates that only Asia needs an investment of 26 trillion dollars in construction up to 2030. The proportion of investment in South Asia is 8.8% of GDP, Central Asia, 7.8% of GDP, and Southeast Asia. 5.7% of GDP (Boonsue, 2018). More than 152 countries participated; these are in every region worldwide.

This project has a vision to emphasize the potential of expanding cooperation and investment. For the benefit of underdeveloped countries, the project is China's long-term transcontinental investment policy. The aim is to develop infrastructure and stimulate economic cooperation with other countries. Countries along the former Silk Road will welcome the increase in infrastructure financing. By adding new routes to connect Asia, Europe, and Africa and to this project to fulfill its commitment to developing "Win-win," it is therefore imperative that the flow of project finance be sustainable. Does not cause harmful effects and brings tangible benefits to the target group of that project. Feingold (2023) and Money Buffalo (2023), an online website, propose that the BRI project combines two significant projects. Namely, land and sea projects are as follows:

By land, the Silk Road's six development routes are. (1) China–Mongolia–Russia Economic Corridor (2) China–Central Asia–West Asia Economic Corridor (3) New Eurasian Economic Bridge (4) China–Indochina Peninsula Economic Corridor (5) Bangladesh–China–India–Myanmar Economic Corridor (6) China–Pakistan Economic Corridor

By sea, the development routes are. (1) The 21st-century maritime Silk Road covers the South China Sea, Malacca Straits, Indian Ocean, Bay of Bengal, Arabian Sea, Persian Gulf, and Red Sea. (2) Polar Silk Road

Operations under the BRI project involve cooperation in five policy areas: **(1) policy coordination.** Promote cooperation between governments. There are macro-policy links and common communication mechanisms. Within the framework of the BRI, countries along the routes can jointly develop plans and measures, resolve various issues with negotiations, and provide policy support for cooperation. **(2) Linking various facilities.** Improved connectivity with infrastructure construction plans and technical standard systems. Countries along the routes must align their development plans and technical standards to establish international transportation corridors. **(3) Unimpeded trade.** Promote unrestricted trade, Reduce barriers to investment and trade, and Support regional economic cooperation. Additionally, under the Regional Comprehensive Economic Partnership, China has signed Authorized Economic Operator treaties with over 30 countries. **(4) Promote financial integration.** Coordinate and cooperate on monetary policy Establishment of a financial institution. Creating the Asian Infrastructure Investment Bank (AIIB) and the BRICS New Development Bank promotes the Asian monetary stability system. It broadens the currency swap arrangements between China and bilateral countries along the Belt and Road. **(5) Support the creation of bonds between people and people.** There is cultural and academic exchange. Under the BRI framework, China and countries along its routes have expanded student exchange programs, reinforced tourism cooperation, and enhanced medical assistance, passing on the spirit of integration that characterized the ancient Silk Road. (Cin, 2023)

BRI and ASEAN Development

Previously, countries in the region have always tried to come together, and in 2015, they coordinated to form the "ASEAN Community." The gathering of ASEAN member countries is hoped to strengthen the community. It can create opportunities to cope with various challenges in politics, security, and the economy, as well as deal with new threats to ensure the well-being of community members. There are 10 ASEAN members, including Indonesia, Malaysia, the

Philippines, Singapore, Brunei Darussalam, Vietnam, Cambodia, Laos, Myanmar, and Thailand. In addition, the ASEAN Community has expanded its potential in the form of a network of relationships in various fields to all countries with large economies (Ministry of Commerce, Department of Foreign Trade, 2023), namely:

1999 established ASEAN+3, Building cooperation with three other large economies: China, Japan, and South Korea.

2007 established ASEAN+6, Building cooperation with six countries, China, Japan, South Korea, Australia, New Zealand, and India, in 5 policy areas: Politics, Security, Economics and Finance, Energy, Environment and Global climate change, Social and Cultural aspects.

2015 ASEAN + USA, Build cooperation with the United States of America as a strategic partnership in Politics, Security, Economics, Energy, and Social and cultural aspects.

2020 ASEAN built up a strategic partnership in economic cooperation at the regional level with China, South Korea, Australia, and New Zealand

However, we will be involved in the BRI by sea and land for ASEAN. That is, by the sea, aims to build a route connecting China's coastal ports with ports in Southeast Asia that pass through Singapore. Malaysia to India and the Mediterranean Sea. By land route, the countries directly involved in the investment for the construction of the high-speed rail mass transit system that comes from China through the northern part of Laos, crosses into Thailand in the upper Northeast, and then descends to the lower Northeast, which is close to Cambodia. Then, it passed through the south to Malaysia and crossed to Singapore, which may also be related to Brunei.

BRI Amid Expectations and Risks

From various collaborations, the BRI route is expected to be an opportunity to export goods from Thailand and ASEAN according to the guidelines of Cross-Border E-Commerce (CBEC), which the Chinese government promoted. It is also expected to be a crucial way to build trade relations that allow small entrepreneurs to trade with China through the "e-commerce" approach by relaxing various regulations. Moreover, it is a Special Economic Development Zone of ASEAN and China that can formulate a development strategy accordingly.

Phenomena of success. Sometimes, when it has been operating for a while, some successes have been achieved, especially in countries that require extensive transportation routes (Wong, 2023).

The railway line connects Vientiane, the city capital of Lao PDR, to Kunming in China's Yunnan Province. Opening in 2021, the railway will reduce travel time from Vientiane to the Lao–China border to just three hours, allowing passengers to reach Kunming in one day. The railway line will also be built into Thailand to reach Bangkok and Singapore.

Indonesia's first high-speed rail, "Whoosh," opened in 2023. The line connects Jakarta with Bandung, a popular travel destination that cuts travel time from 3 hours to 40 minutes. With a maximum speed of 350 kilometers per hour, the construction capital is approximately 270,000 million baht (7,941 million dollars), supported by the Chinese government.

Piraeus cargo terminal project in Greece, often referred to as the "head of the dragon" of Europe, is a port where Chinese state-owned enterprises control more than 60% of the container ships and can oversee them.

Challenges and Risks. Although the positive aspects make us dream of successes that seem easy to follow shortly, crises, large and small, continue to come with many countries, even China itself, causing the path that is being paved to face many concerns. In this regard, the regular columns in a Magazine presented some essential concerns. (Matichon Weekend Magazine, 2022) namely,

Project Performance Risks. The risks may come from political conflicts or wars in that country. For example, the project in Myanmar is in a civil war. In addition, there are economic and environmental possibilities. Some countries face security risks regarding transparency and corruption, increasing legal and commercial disputes.

Concerns about the level of public debt. Infrastructure construction is a high-investment project. Therefore, most participating countries need to rely on loans from China, which makes some countries with already prominent levels of public debt even more burdened. For example, Laos and Sri Lanka currently account for 63% and 84% of the public debt and GDP, respectively.

Opposition and skepticism over China's proposals. Many parties see BRI as a tool China uses to expand its influence on the world stage. because everywhere China invests, China often accompanies labor and construction materials from within the country. As a result, some countries have begun to see China as the ultimate beneficiary of the BRI. Meanwhile, contracting countries may have to bear a considerable debt burden in the future, which may not increase

domestic employment. These are the crucial issues rival powers like the United States have raised, and many European countries are still not noticeably confident in joining China.

The interest of higher education institutions in Thailand towards the Belt and Road Initiative (BRI) Project.

Collaboration and joint efforts with various sectors, including those in China, are evident. Both public and private sectors, as well as academic institutions. Next is a summary of key areas of cooperation: **Cultural and Language Cooperation:** A significant aspect of cooperation involves the establishment of Confucius Institutes, which serve as cultural diplomacy tools for China. These institutes were first established in Southeast Asia in 2005, and currently, there are 16 Confucius Institutes in Thailand, as well as many Confucius Classrooms across ASEAN countries. These centers are training hubs for Chinese language teachers and cultural exchange platforms between China, Thailand, and ASEAN countries (Bantheng & Jaengkarn, 2024). **Science and Technology Cooperation:** The governments of Thailand and China have reached agreements on utilizing science and technology for poverty reduction and the peaceful use of nuclear technology. Both countries are committed to collaborating on joint research projects, particularly in areas such as Digital Health, laboratory development, technology transfer, and the creation of science parks. Additionally, they work together within multilateral frameworks, such as the China–ASEAN–UN framework, the Lanchang–Mekong Cooperation, and the Mekong River Basin initiatives (Rukkhachat, 2023). **Educational Cooperation:** Many universities in Thailand have developed joint programs with Chinese institutions. For instance, the University of Suan Dusit offers a Bachelor of Business Administration in International Business. At the same time, Huachiew Chalermprakiet University has partnered with Peking University to establish the Thai–China Leadership Studies Institute, offering quality courses in Chinese studies to develop future leaders with a global vision. Furthermore, the Dhurakij Pundit University has published the DPU Thai–China Outlook, which compiles articles related to economic and social issues and poverty alleviation strategies.

Although the BRI is a mega project in this region, there are only three organizations have seriously established entities to support work under this project, namely:

The Asian Institute of Technology (AIT). AIT established the AIT Belt & Road Research Center (BRRC) in 2019, with support from AIT Chinese Alumni. The center aims to serve as an international hub for innovative research and cooperation for the region's robust economic growth

and sustainable development. It focuses on building a network of engagement and research under the BRI, supporting regional scholars and students, and disseminating collaborative outcomes to the broader society. (The Asian Institute of Technology, 2019)

The Thailand–China Silk Road Trade and Investment Association. The association launched the BRI Institute of Research Development on Economics and Education (BRIDGE) in 2023 at Kasetsart University. BRIIRDEE is expected to foster cooperation in research, economic development, and education between countries through networks of educational institutions and agencies in Thailand. (Research World Thailand, 2023)

Ministry of Higher Education, Science, Research and Innovation, National Research Agency, and Chinese Academy of Social Sciences. They jointly established the China Research Center on May 13, 2024, to systematically expand academic cooperation, especially in science and social sciences, focusing on exchanging researchers, joint research, and knowledge development and creating innovation. These factors positively impact the economic, social, and quality of life development of people in both countries. Through an important mechanism, namely the Belt and Road Initiative Project, focusing on infrastructure development. Transportation routes and connect the region. (Social News, 2024)

However, the three entities mentioned above are not Thai educational institutions; they are an international organization based in Thailand, a trade association, and a Government Organization. The examples demonstrate that **Thai educational institutions have not yet paid significant attention to the BRI project.** Therefore, it can be said that the decision to establish a Thai–China–ASEAN research institute under the Belt and Road Initiative is an effort to fill the gap in the academic sector at the higher education level, which will undoubtedly become more important in the future.

Krirk University's Interesting and Concerning

With its grandeur and far-reaching impact, Krirk University, under the leadership of Professor Dr. M.D. Krasae Chanawong, the President, has proposed the establishment of the "Thai–China–ASEAN Research Institute". This institute will play a crucial role in studying the context of the project and following up on its impact on communities and people in the target areas. Krirk University's involvement is not just significant but integral to the success of the BRI. At a seminar last year, the President also mentioned that the Thai–China–ASEAN Research Institute is expected to provide research services for the region's development in line with the BRI.

He also outlined the essential operational framework the institution should adhere to in the modern era. Innovative and progressive leadership, like AI or astute leadership, will happen. It is an international movement. Implement integration, which is the right combination of distinctiveness. Conduct the promotion of Integrity, creating perfection in human coexistence. Information technology, (Faculty of Arts, Krirk University, 2023). Concerning establishing the Thai–China–ASEAN Research Institute, the entire educational process of literature review, participating in seminars, and the study visit gave the author an understanding of various contexts related to establishing the Thai–China–ASEAN research institute. According to the project guidelines, the 21st Century Silk Road (Belt and Road Initiative) and comments on existing research questions are as follows:

- Establishment of the Thai–China–ASEAN Research Institute: Is it in the interest of higher education institutions in Thailand?
- If a research institute is established, Management: What should it look like to be consistent with the times?
- In the guidelines for promoting cooperation with institutions and related organizations, what should the characteristics of participating in the study and evaluating the results of the 21st Century Silk Road (BRI) project be?
- The fundamental principles of the operation of a research institute.

By the university's policy, the author and colleagues from Krirk University have tried to participate in seminars on related topics and conducted field studies on social development organizations and educational agencies in Thailand and abroad from the end of 2023 to 2024 (Faculty of Arts, Krirk University, 2024) to answer these questions, the authors have formulated a framework for the study based on the conceptual factors of organization and modern organizational management and the Belt and Road Strategy, which has a process of managing the concept of learning organizations in the digital era. There are management guidelines for the institution's management, enhancing collaboration with relevant organizations, and organizing a Community of Practice (CoP) can be proposed. Implementing the process and content will lead the institute to provide academic support for Thailand, China, and ASEAN countries to develop educational administrative policies according to social and economic development principles and the United Nations' sustainable development goals – SDGs.

Content

Management of the Thai–China–ASEAN Research Institute:

From various viewpoints, it is evident that the management of educational institutions is a process in which administrators must perform tasks systematically in all areas to develop or provide educational services to members of society to ensure effective management in the context of advancing technology, the author suggests.

1. The Research Institute should be a modern organization with modern management practices.

As defined by Sanae Juito, a modern organization keeps pace with changes and has key characteristics, such as having quality human resources, an up-to-date information technology system, and flexible structures and systems (Juito, 2008). In this regard, it further delves into the practices of modern organizations by stating that modern management should focus on three key components: Effectiveness: Management should prioritize achieving desired outcomes or results. Quality: The focus should be on the quality of service and customer satisfaction. Accountability: There should be a clear emphasis on responsibility and accountability. This perspective aligns with the research of Jantarothorn (2019). who explored modern organizational management and administration strategies. He suggests that modern managers should focus on environmental factors and human behavior, which impact the performance and effectiveness of tasks. Modern leaders should emphasize organizational systems that lead to the expansion of operations and value creation, such as implementing performance-based compensation systems, which can drive workers to meet set goals. Additionally, the research of Jankhanakitikul et al. (2019) points out that modern management models, including information and communication technology (ICT), team building, and E-learning, should be applied as innovations to develop an organization into a learning community. These suggestions align with the constantly changing management environment.

2. The Research Institute should be managed as an organizational format in digital disruptions.

As an educational institution, the Thai–China–ASEAN Research Institute should define its framework and direction by analyzing the environment, ensuring alignment with societal changes. To explain the rationale behind this suggestion, the author refers to a study by Machek (2022), which outlines the characteristics of educational organizations in the digital era. These

characteristics include Educational Transformation: Educational institutions should evolve into learning organizations. They should open and build relationships with society through new forms of collaboration, create new knowledge, and develop highly skilled teams. The institution's stability still requires developing knowledge, attitudes, abilities, life skills, and the refinement of work processes. New strategies should be implemented to enhance brain development and creativity, with activities designed to respond to Technological Advancements, enabling better user communication. Institutions should also utilize Simulation-based learning, especially when real-life practice is impossible. Simulation is a valuable alternative and an opportunity for learners. Dissemination of Learning Instruction: In the digital age, teaching materials should be made available on online networks for free access, enabling learners to contribute by developing added content. These digital learning platforms offer rapid and effective learning opportunities. This can lead to global knowledge networks supporting Worldwide Digital Learning as an educational innovation.

Lerknok (2020), and Jonathan (2021) also provide the following recommendations for educational institutions in the digital era. **Planning and Direction:** The institution should analyze the environment and the needs of stakeholders to ensure that the plans are relevant and appropriate to the institution's context and societal changes. **Curriculum Development:** The curriculum should focus on creativity, innovation, and digital skills necessary for the digital age. It should promote higher-order thinking (such as analysis, synthesis, and systematic creativity). **Instructional Management:** The teaching process should emphasize student participation through active learning and challenge-based learning (CBL) while considering the individual potential of each learner. **Personnel Selection:** Personnel should be chosen for their expertise and skills in managing learning processes and their openness to cultural diversity and rapid changes. **Human Resources Development:** The institution should promote and enhance the digital skills of its personnel to facilitate effective learning management. **Budget Planning:** Budgeting should account for potential sudden changes and ensure allocating resources for communication and technology. It should also involve collaboration with public and private organizations to secure information technology and media funding. **Technology Support:** The institution should allocate quality digital devices and develop an environment that supports the learning of the institution's overall operations.

Regarding the ability to develop the quality of research standards, Somnuk (n.d., cited in Tunwattanapong, 2019) gave comments on research administration in higher education institutions on the following topics: 1) Adjust the budget system to be a criterion for the disbursement of work according to the progress of the research, and it should be practiced in continuity and regularity. 2) Create a system for nurturing researchers. It should start with training on research procedures and continue with cultivating researchers to become more proficient. 3) Provide a management system that supports research development by having a team that understands research mechanisms and can coordinate well with researchers. and have creative ideas. 4) Institutional administrators must promote research work and provide incentive programs for researchers to produce quality research. 5) The institution should establish a specialized unit to manage research. The unit should be responsible for inspecting research, considering granting research funding and rewarding to create a research culture. 6) Dissemination of completed research results to the public. So that society can use it for benefit, such as as a reference in education. Applied for economic benefits, etc.

Research institutions should be interested in applying electronic supply chain systems to research management in scientific and technological progress. This matter has been discussed in the Research and creative work management model of Thai higher education institutions with electronic supply chain by Ngammongkolwong and Jirangsuwan (2014). The results found that Thai higher education institutions use the research and creative work management model. There is a process to drive information technology management according to the quality cycle, among the three main components: Research Suppliers, Research Service Providers, and Research Customers. Adopting this technology will reduce the complexity of managing research projects.

In conclusion, the management of the Thai–China–ASEAN Research Institute should embrace modern management principles, focusing on effectiveness, quality, accountability, innovation, and adaptability to meet the dynamic demands of the modern world. The Institute should also embrace these recommendations to navigate the challenges and opportunities of the digital age; these approaches will ensure the institute's success and sustainability in a rapidly changing global context.

3. Guidelines for enhancing collaboration with relevant organizations.

As is already known, the 21st Century Silk Road project is an international cooperation initiative that mutually impacts various countries and sectors in societal development. Therefore, cooperation with numerous partners is also necessary in the research studies that are the future

mission of the Thai–China–ASEAN Research Institute, conducted by Krirk University. Thus, the author sees the importance of widely seeking knowledge from the expertise and experiences of scholars and experts.

3.1 The Research Institution should develop a network of cooperation between agencies, both domestically and internationally.

Collaborative operations are a crucial condition for the success of the project. In this regard, Bryson, Crosby, and Stone. (2006). Provided recommendations in the research topic "The Design and Implementation of Cross–sector Collaboration" by dividing the operational process to enhance collaboration into six aspects: **1) Forging Initial Agreement** – creating informal agreements regarding the mission and collaboration process components, with the advantage of making it verifiable. **2) Building Leadership** – collaboration processes often lead to various leadership roles, primarily consisting of two types: Sponsors, the highest authority figures, and Champions, who are resolute leaders seriously committed to the collaboration efforts. Collaboration partners need to be motivated to maintain sustainability. **3) Building Legitimacy is essential for networks** as a form that can attract resource support and make the network accepted, including building trust from internal and external individuals. **4) Building Trust is crucial in collaboration.** Trust exists at the individual level, organizational capability, and performance expectations. This trust can be built through information exchange, demonstrating capabilities, having good intentions, and fulfilling obligations. **5) Managing Conflict:** Conflicts in collaboration often stem from differences in partners' goals and expectations. Differences in strategic perspectives and mission levels of collaboration can also lead to conflicts. Therefore, collaborators need to monitor all participants to create mutual understanding. **6) Planning:** In collaboration, formal planning must clarify missions, goals, objectives, and operational procedures. The most crucial issue is to prioritize stakeholders and the ability to manage potential conflicts.

A good example to present is the study on cross–sector research collaboration between universities and the industrial sector in Thailand by Srinawakatkul and Lowsuwannarat (2019), which concluded that 1) key components affecting the effectiveness of collaboration include resource exchange factors, social capital, shared governance mechanisms, and organizational characteristics; 2) the analysis of the relationships between components found that resource exchange factors have both direct and indirect influences on collaboration effectiveness, with indirect influences through social capital and shared governance mechanisms, while organizational

characteristics only have indirect influences on collaboration effectiveness; 3) cross-sector research collaboration, specifically between universities and the industrial sector, emphasizes the importance of relationship-building processes and collaboration management mechanisms, which will enhance the transfer of research knowledge from universities to the industrial sector. An example of concrete cooperation is the study by Phukajon (2021) on the model of collaborative networks between organizations promoting Chinese language teaching in private schools. This research found that the collaborative networks between organizations have three components: 1) Input factors, which include the characteristics of the collaborative network, budget, and scope of cooperation; 2) Process, which includes planning, implementation according to the plan, monitoring, evaluation of cooperation, and using evaluation results to improve cooperation; 3) Outcomes, which include the results of assessing the appropriateness and feasibility of the collaborative network model between organizations. Experts and administrators of the schools agree that it is highly appropriate and feasible.

3.2 The Research Institution should develop a knowledge management Community of Practice focusing on developing the 21st-century Silk Road project.

A Community of Practice (CoP) is an important process for effective knowledge management. In this regard, the Quality Development Division, Policy and Quality Development Section of the Mahidol University, Faculty of Science (2021), has explained the steps for knowledge management as follows: collecting and disseminating personnel knowledge, integrating and finding relationships among data from various sources to create new knowledge, sharing beneficial knowledge among departments and other groups, fostering both formal and informal collaboration, and collecting and disseminating helpful knowledge for innovation and strategic planning processes. **Creating a community of practice**, a community of practitioners involves gathering groups of people with shared knowledge and interests to exchange and learn together. The types of CoP that can be categorized are as follows:

- Helping communities solve daily problems and exchange ideas among group members.
- Best Practice Communities focus on developing, reviewing, and disseminating best practices.
- Knowledge-Stewarding Communities to organize and develop the knowledge that members use regularly

– Innovation Communities develop ideas by emphasizing cross-boundary collaboration to integrate different perspectives.

The Mahidol University has also recommended various tools that the author considers can be effectively used in knowledge management for research. These include field study, After Action Reviews (AAR), retrospectives, springboard storytelling, appreciative inquiry, dialogue, peer assistance, action learning, benchmarking, coaching, lesson learning, focus groups, knowledge storage on web boards, intranets, R2R, academic presentations at conferences, Standard Operating Procedures (SOP), and storytelling for exchanging opinions. (Coffee meeting)

4. The principles of a research institute management

It is generally accepted that research generates new knowledge and innovations that lead to progress and development for institutions and the nation. Therefore, higher education institutions place significant importance on research and have established units to manage and oversee research activities systematically and effectively. The responsible units should pay attention to the following matters.

5. Research institutions should aim to conduct research for social and community development.

The Thai–China–ASEAN Research Institute should consider the research principles for development in their work processes. One crucial aspect is utilizing research outcomes to benefit social or community development. A study that serves as a concrete example in this regard is the research by Butr-dom et al. (2021) on developing a management system to drive research outcomes toward the development of Lampang Province. The research aimed to find a model for developing management mechanisms to drive outcomes towards the provincial strategic plan and to develop a model for creating a cooperation network among agencies for provincial development. The research findings indicate that the system that needs development is 1) The system for developing research questions and project proposals aims to ensure that research meets the needs of beneficiaries, including communities, government agencies, private sector organizations, and educational institutions. Additionally, feedback from provincial strategic agencies should be used to define research issues. Previous research has primarily followed the interests of researchers, lacking participation from beneficiary agencies at the provincial level. 2) The system for monitoring and supporting research in the field should include collaboration, facilitation, and support to promote joint actions between networks and agencies, such as joint meetings and field operations.

Universities should have a central unit to connect researchers and research beneficiaries. 3) The system for driving research towards local development should involve universities presenting research outcomes to beneficiaries. Research should also be synthesized, leading to policy recommendations and provincial development strategies.

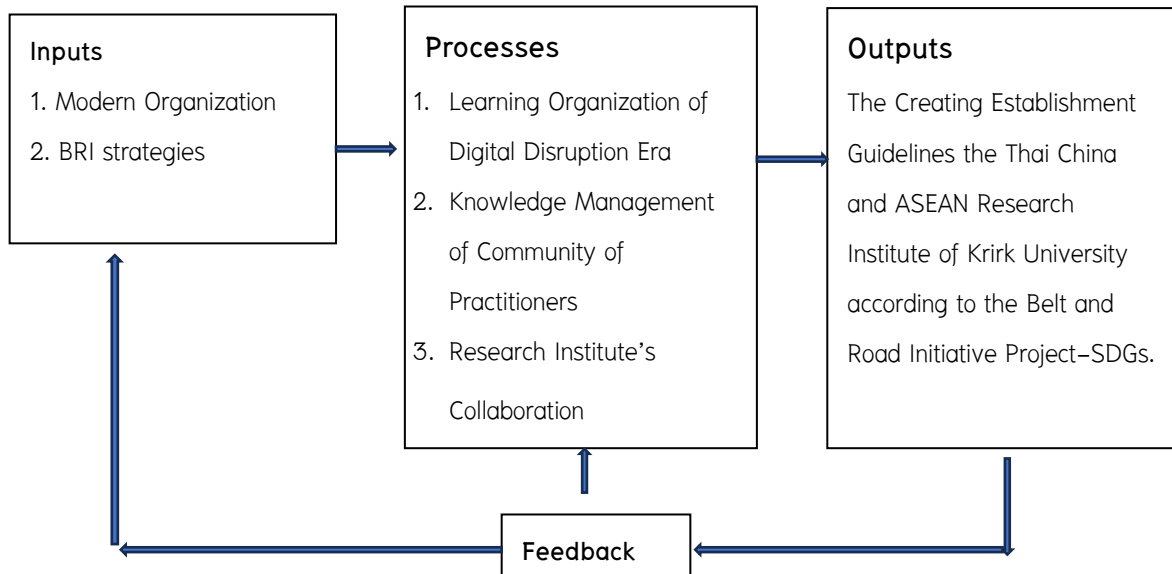
6. The principles of cooperative management in its operations related to the UN's Sustainable Development Goals (SDGs).

These are rules that various groups can use SDGs as tools to foster collaborative development. Achieving sustainable development involves three key components: Economic Growth, Social Inclusion, and Environmental Protection. Sustainable development is characterized by integration, meaning all related components must come together comprehensively. Another characteristic is balance, which aligns human activities with natural laws. Sustainable development must create balance or mutually beneficial interactions, essential for ensuring human well-being in economic, social, political, cultural, and mental aspects, as well as natural resources and the environment, for current and future generations (Bunnak, 2020).

Conclusion

The author gained an understanding of various contexts related to creating Thai–China–ASEAN research institutes from the study process. According to the guidelines of the BRI project, the System Approach Management Model has the following comments:

**System Approach Management Model of Creating Establishment Guidelines
the Thai–China–ASEAN Research Institute of Krirk University
according to the Belt and Road Initiative Project**



Based on: Applied from Katz and Kahn (1978)

According to the BRI project, the author has sought knowledge to clarify existing questions about establishing the Thai–China–ASEAN Research Institute.

– **Establishment of the Research Institute: Is it in the interest of higher education institutions in Thailand?** Overall, no higher education institution has shown interest in the BRI project at the level of establishing an institute to monitor the project's implementation. From this gap, the author believes that Krirk University's initiative to establish this research institute is appropriate and should be pursued.

– **What does the management of the Research Institute look like with the times?**

1. The institution should be a modern organization with modern management practices, characterized by high-quality human resources, an advanced information technology system, flexible work systems, performance-oriented management on effectiveness, a focus on customer satisfaction, and an emphasis on accountability.

2. The institution should be an organization in the era of Digital disruptions, meaning it should set frameworks and directions that align with societal changes. It should focus on creativity and innovation, and the electronic supply chain should be applied in research project management.

– What should the characteristics of participating in the movement of the Research Institute's work be?

1. The research institute should develop a network of collaboration between agencies, both domestically and internationally. Operating in collaboration is a crucial condition for the project's success.

2. The institution should develop a Community of Practice (CoP), focusing on developing the BRI project. CoP is an important process for effective knowledge management.

– The fundamental principles of the operation of a research institute.

1. The research institute should consider the Sustainable Development Goals (SDGs), which serve as guidelines for various groups to foster collaborative development. Achieving the goals involves economic growth, Social Inclusion, and environmental Protection.

2. The research principles for development in the research process. One thing to consider is how to utilize research outcomes to develop society or communities and develop models for creating collaborative networks between agencies for development in the area.

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