

# ***Obstacles and Countermeasures to the Development of the Integration of Higher Education Policies in the Guangdong-Hong Kong-Macao Greater Bay Area***

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**Abstract:** The development strategy of the Guangdong-Hong Kong-Macao Greater Bay Area is China's first development strategy for the Bay Area that has risen to the national level. It is a measure to effectively leverage regional advantages and rationally integrate regional resources. The integrated development of higher education is a necessary choice for the Guangdong-Hong Kong-Macao Greater Bay Area to integrate educational resources, promote talent training, technological innovation, and form a joint force in education. Cities in the Guangdong-Hong Kong-Macao Greater Bay Area face certain obstacles in the integration and development of higher education due to differences in their institutional foundations, cultural backgrounds, and current educational policies. This article takes the development strategy of the Guangdong-Hong Kong-Macao Greater Bay Area as the background of the times, based on the integration obstacles of the integration of higher education in Guangdong, Hong Kong and Macau, and explores the path of higher education policy integration in the Guangdong-Hong Kong-Macao Greater Bay Area.

## **1. Introduction**

On February 18, 2019, the Central Committee of the Communist Party of China and the State Council issued the “Guangdong-Hong Kong-Macao Greater Bay Area Development Plan Outline”, clearly pointing out that the Guangdong-Hong Kong-Macao Greater Bay Area will be built into a vibrant world-class city cluster and an international scientific and technological innovation center. Positioned as an important support for the “Belt and Road” construction. The Guangdong-Hong Kong-Macao Greater Bay Area includes 11 cities and regions including Guangzhou, Shenzhen, Zhuhai, Foshan, Jiangmen, Zhaoqing, Huizhou, Dongguan, Zhongshan, Hong Kong and Macau. It is my country's first Bay Area development strategy that has risen to the national level. Talent training plays a key role in economic and social development. The construction and development of the Guangdong-Hong Kong-Macao Greater Bay Area should pay attention to the integration of higher education policies and give full play to the corresponding advantages of higher education in the three places. On the basis of the differences in economic and political environment, cultural background, and educational foundation, in the process of integration of education policies in

Guangdong, Hong Kong and Macao, “policy infrastructure” is the most urgent basic work. This article focuses on the issue of higher education policy integration in the development strategy of the Guangdong-Hong Kong-Macao Greater Bay Area. By combing the current status of the formulation, implementation, integration and feedback of relevant policies in the construction and development of the Greater Bay Area, it proposes higher education in the Guangdong-Hong Kong-Macao Greater Bay Area. The countermeasures for policy integration are to enrich and improve the policy system of higher education in the Greater Bay Area, and further promote the integration of education in the Greater Bay Area, so as to meet the development needs of the Greater Bay Area to create a highland of educational talents.

## **2. Background**

On February 18, 2019, the Central Committee of the Communist Party of China and the State Council issued the “Guangdong-Hong Kong-Macao Greater Bay Area Development Plan Outline”, clearly pointing out that the Guangdong-Hong Kong-Macao Greater Bay Area will be built into a vibrant world-class city cluster, an international scientific and technological innovation center, and will be Positioned as an important support for the “Belt and Road” construction. The development of higher education is an important aspect of the national development strategy of the Guangdong-Hong Kong-Macao Greater Bay Area, which is related to personnel training, technological and cultural innovation. Currently, a series of practical problems have emerged in the development of education integration between Guangdong, Hong Kong and Macao. The most prominent is that since the return of Hong Kong and Macao, economic, trade and cultural exchanges between Hong Kong, Macao and the Mainland have become more frequent. However, there is relatively little systematic cooperation in education, and the mechanism of collaborative innovation and cooperation and exchange has not been established. Exploring the obstacles faced by the integration of higher education in Guangdong, Hong Kong and Macao, and conceiving ideas for the integration of education policies, has certain research value.

Since the creation of the Guangdong-Hong Kong-Macao Greater Bay Area was first proposed at the national strategic level in March 2015, coupled with the geographical proximity advantages of Guangdong, Hong Kong and Macao, the cooperation in higher education between Guangdong, Hong Kong and Macao has begun, and the trend of cooperation is more obvious. The issue of the integration of higher education in the Greater Bay Area involves the four main bodies of the state, the People's Government of Guangdong Province, the Hong Kong Special Administrative Region, and the Macao Special Administrative Region, as well as the tertiary education system in the three places. At present, governments at all levels are gradually advancing relevant education cooperation policies in the construction of the Greater Bay Area, and universities in various regions are also actively exploring projects such as cooperation between universities in running schools and learning exchanges. The establishment of a systematic, scientific and comprehensive higher education integration policy is gradually established on the basis of the integration of the economic, political, cultural environment and the status quo of higher education cooperation in the three places.

## **3. The Necessity of the Integration of Higher Education Policies in the Guangdong-Hong Kong-Macao Greater Bay Area**

The development of educational cooperation is the basic direction of education construction in the Guangdong-Hong Kong-Macao Greater Bay Area, and it is also the basic basis for handling the educational relationship between Guangdong, Hong Kong and Macao. The cooperative development of education in Guangdong, Hong Kong and Macao requires certain policy support and policy guidance to enhance the standardization and durability of education cooperation.

### **3.1 Higher Education Policy Integration Promotes Talent Training and Technological Innovation**

The export of knowledge, wisdom, talents and technology in higher education in Guangdong, Hong Kong and Macao plays a key role in the development of the Guangdong-Hong Kong-Macao Greater Bay Area. Universities bear the responsibility of talent training and technological innovation. The science, technology and cultural knowledge of Hong Kong and Macao universities integrates Chinese and Western knowledge and has a good foundation. Universities in the inland bay area have superior geographical locations and obvious advantages in industrial development. They have an environmental foundation for the integrated development of industry, education and research. Therefore, the higher education policy explores the path of integrated development in order to make better use of the advantages of the three places, better promote talent training and technological innovation, and play a standard role in the current fragmented education cooperation between Guangdong, Hong Kong and Macao. It is also the current education collaboration in the Bay Area. The necessary prerequisites and effective guarantees for development and innovation.

### **3.2 The Integrated Development of Higher Education Promotes Economic, Political, Cultural, and Social Development**

The integration of higher education policies in the Greater Bay Area has played a certain role in promoting the comprehensive economic, political, cultural, and social development of the Guangdong-Hong Kong-Macao Greater Bay Area. The cluster development of high-level universities in the world-class Bay Area is a trend in the development of higher education in the world, and its linkage impact on the comprehensive development of economy, politics, culture, and society is obvious to all. Internationally, the cluster development of higher education in the New York Bay Area, San Francisco Bay Area, and Tokyo Bay Area has spawned scientific and technological innovation, industry-university-research development, and this has provided the Bay Area with its international advantages in economics, politics, and culture. Strong intelligence and technical support.

## **4. Obstacles to the Integration of Higher Education Policies in the Guangdong-Hong Kong-Macao Greater Bay Area**

### **4.1 Administrative Barriers in Guangdong, Hong Kong and Macao**

The promotion of the government's administrative power and the implementation of education policies play a key role in the coordinated development of college education in the Greater Bay Area. However, the particularity of the current “one country, three regions, two systems” determines that in the process of formulating education policies, there are differences in the institutional basis, environmental impact, and difficulty of implementation. The existence of differences requires a certain period of running-in, and it also needs to wait for the promotion of relevant measures by Zeng Ji to gradually break the barriers to policy integration caused by administrative barriers. This is the resistance to in-depth cooperation in higher education in the Guangdong-Hong Kong-Macao Greater Bay Area.

### **4.2 Higher Education Cooperation and Sharing Mechanism is Not Perfect**

Currently, the higher education cooperation and sharing mechanism of Guangdong, Hong Kong and Macao has not yet been established. Guangdong, Hong Kong, and Macao are entities based on

different interest demands. The three places have their own interest demands, and it is difficult to establish a cooperation mechanism based on this foundation to meet the interests of all parties. Under the current environmental background, higher education cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area is at a preliminary stage, and the cooperation is also showing fragmentation and sporadic characteristics. The long-term and systematic cooperation and sharing mechanism that has risen to the government level has not yet been established. It is another obstacle that hinders the integration and development of higher education policies in the Greater Bay Area.

### **4.3 The Historical and Cultural Backgrounds of Guangdong, Hong Kong and Macao Are Quite Different**

Although the three places of Guangdong, Hong Kong and Macao are close to each other, their historical and cultural backgrounds are quite different. Guangdong, Hong Kong and Macao have their own history. The historical and cultural development background and the systems and policies formed in the three places in their respective cultural backgrounds are all adapted to their cultural environment and have their own particularities. This also means that the integration of higher education policies in the Guangdong-Hong Kong-Macao Greater Bay Area will inevitably face some incompatibility and even conflicts in the education policies of the three places. The higher education policies of the three places are placed in their own cultural environment, and they can usually have certain basic support. The implementation and improvement of the higher education policies have lessons learned and can be traced to the roots. The integration is a new adjustment, facing new problems, it needs to be broken and run-in one by one, so as to achieve the effective implementation of the policy.

## **5. Construction of Higher Education Policy in Guangdong-Hong Kong-Macao Greater Bay Area**

The development of education cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area needs to be promoted from the top down, and the quality and level of education cooperation and development in the Bay Area should be improved through government-led “top-down” coordination. Therefore, the integration of higher education policies is a strong guarantee for the integration and development of higher education in the Greater Bay Area. Its policy construction can be developed by the following ideas:

### **5.1 Considering the Overall Situation of Development and Comprehensive Policy Formulation System**

In the development process of the Guangdong-Hong Kong-Macao Greater Bay Area, the important strategic position and role of education in the overall construction and development of the Bay Area should be highlighted. In the past, the sporadic and fragmented non-official education cooperation among Guangdong, Hong Kong and Macao obviously failed to achieve a deep and effective integration of education in the Bay Area. Therefore, policy formulation should focus on the overall development of Guangdong, Hong Kong and Macao, coordinate interest relations, ensure policy balance, mobilize resources in various fields, and provide support and guarantees related to the integration of higher education. At the same time, highlight the role of education in the promotion of the construction of the Guangdong-Hong Kong-Macao Greater Bay Area. The role of higher education should be reflected in cooperation and exchanges in economic, political, and cultural aspects.

## **5.2 Highlight Complementary Advantages and Respect History and Culture**

Guangdong, Hong Kong and Macao have their own cultural characteristics and advantages in education development, and policy formulation should respect the history and culture of Guangdong, Hong Kong and Macao. The history and culture of a region represent the foundation of its development, and its influence on the development of various fields is deeply ingrained. If you break away from history and culture and cut off the pulse of history, you will not be able to achieve substantive development. The process of integration of higher education policies in Guangdong, Hong Kong and Macao should be based on the advantages of all parties, respect their respective historical and cultural backgrounds, the demands raised from them, and the characteristics of education derived from them. Only by promoting the in-depth cooperation of all parties in the Bay Area to achieve complementary advantages, In order to achieve the best cooperation effect and build an effective education integration policy.

## **5.3 Establish a Unified Educational Administration Agency in the Three Places**

“One country, two systems, three customs areas, and four central cities” are the characteristics of the Guangdong-Hong Kong-Macao Greater Bay Area, which also determines that the development of education cooperation in the Bay Area should correspondingly need to establish an education administration that meets the characteristics of the Bay Area. Institutions to play a role in the integration of coordination, standardization and coordination of higher education in the three places. Otherwise, under different stakeholders, different systems, and different economic and political environments, the integration of higher education policies will inevitably face problems such as uneven interests, unclear rights and responsibilities, and difficulties in landing. The establishment of a unified administrative agency is organized by professional talents from Guangdong, Hong Kong and Macao. With its official credibility, it will play a leading role in coordinating interests, coordinating resources, standardizing cooperation, and promoting implementation in the integration of higher education policies.

## **5.4 Focus on Integrated Development and Improve the Coordination Mechanism of Universities in the Greater Bay Area**

Integrated development is the construction of a higher education community in the Guangdong-Hong Kong-Macao Greater Bay Area. In the process of the convergence of higher education policies in Guangdong, Hong Kong and Macao and the integration of educational resources, the integration of educational policies is an important means to resolve the barriers to higher education in the Guangdong, Hong Kong and Macao Greater Bay Area. Through the formulation and implementation of education policies, strengthen the integration of production and education, promote the coordinated development of production, education and research, and give full play to the advantages of various regions. Hong Kong and Macau higher education has greater advantages than the mainland in terms of linking up with international standards, and the mainland has more convenient conditions for connecting higher education and industrial talent needs than Hong Kong and Macau. Only by achieving integration, strengthening cooperation, and complementing each other's strengths can we more effectively promote the flow of talents, resource sharing, and information exchange between the three places, and the construction of a coordination mechanism for universities in the Bay Area can be promoted by policies.

## **6. Conclusion**

Building the Guangdong-Hong Kong-Macao Greater Bay Area is a national development strategy, a major measure to promote the formation of a new pattern of my country's comprehensive opening up in the new era, and an innovative exploration to promote the cause of “one country, two systems”. The integration of higher education resources in the Guangdong-Hong Kong-Macao Greater Bay Area and the realization of mutual benefit through policy formulation and promotion are important measures to implement the policy of building a highland of education and talent in the Greater Bay Area. Focusing on the current obstacles facing the integration and development of higher education policies in the Guangdong-Hong Kong-Macao Greater Bay Area, based on the actual conditions of Guangdong, Hong Kong and Macao, and promoting the rational and scientific construction of policies are the basic tasks for the integrated development of higher education in the Bay Area.

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