

Research on the Education Integration Path in the Guangdong-Hong Kong-Macao Greater Bay Area Based on SWOT-PEST—Taking the Cooperation Program between F University and T University as an Example

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Abstract: Education development of the Guangdong-Hong Kong-Macao Greater Bay Area is crucial in the development of the Greater Bay Area. As an important window of opening up to the outside world, universities in Guangdong province should actively explore the characteristic development path of education integration in the Greater Bay Area under the guidance of the central document. This paper focuses on the undergraduate education program in translation majors, which is a cooperative effort between F University (located in Guangdong) and T University (from Hong Kong and Macao universities). By utilizing the SWOT-PEST analysis and constructing a matrix analysis model, it analyzes the external macro environment and internal micro environment of the cooperative school-running project between F University and T University. The paper discusses the advantages, disadvantages, opportunities, and risks associated with university cooperation opportunities and challenges in the Guangdong-Hong Kong-Macao Greater Bay Area. It aims to provide practical experience for the high-quality development of educational integration in this greater bay area.

1. Introduction

In September 2024, the General Secretary stressed at the National Education Conference that "we should further promote the opening up of education, coordinate the bring in and go out, and constantly improve the international influence, competitiveness and discourse power of Chinas education". On February 18, 2019, the CPC Central Committee and The State Council issued the Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area (hereinafter referred to as the "Outline"), drawing a blueprint for the development of the development of the Guangdong-Hong Kong-Macao Greater Bay Area. The Outline clearly states that "universities are encouraged to explore cooperation and exchanges in mutual recognition of specific course credits, implementing more flexible student exchange arrangements, and sharing and transformation of scientific research achievements. We will support the Greater Bay Area in building an international education demonstration zone, introduce world-renowned universities and

characteristic colleges, and promote the development of world-class universities and disciplines." [1] In the 2024, "We will promote the construction of a strong province in education, scientific and technological innovation, and talents, and release strong momentum for self-reliance and self-improvement in high-level science and technology. Guided by the construction of the Guangdong-Hong Kong-Macao Greater Bay Area as an international science and technology innovation center, we will accelerate the construction of a whole-process innovation chain of "basic research+technological breakthrough+achievement transformation, science and technology finance+talent support" [2]. As an important window of China's opening to the outside world, Guangdong province has the largest number of Chinese-foreign cooperatively-running institutions [3]. Colleges and universities, as key institutions in higher education, should be guided by the "top-down" programmatic documents issued by the central government. Bearing in mind the original mission of educating people for the Party and the country, they should actively think, actively plan, and dare to try new approaches. In promoting the construction of the Guangdong-Hong Kong-Macao Greater Bay Area, colleges and universities should explore the practice path of high-quality development of cooperation among universities within the Greater Bay Area.

In this paper, the translation major undergraduate education program jointly organized by F University (Guangdong University) and T University (Hong Kong and Macao University) is studied, and the SWOT-PEST analysis method is used to construct a matrix analysis model. Firstly, the external macro environment and internal micro environment of the cooperation project between F University (Guangdong University) and T University (University of Hong Kong and Macao University) are analyzed. Secondly, the advantages, disadvantages, opportunities and risks of the cooperative education are analyzed. This paper puts forward a large bay area of Guangdong universities should take the east wind of era policy, actively practice the new era of colleges and universities, give full play to their own discipline professional advantage, in talent training, scientific research, education teaching, social services, demand contact, cultivate with deep feelings, international competitive ability, challenge the fighting spirit of compound talents, build a large bay area of Guangdong cooperation characteristic brand, strengthen a large bay area of Guangdong talent highland construction, with a large bay area of Guangdong cooperation project high quality development can assign a large bay area of Guangdong.

2. Introduction to the overview and analysis methods of the F University-T University cooperation project

2.1 Brief introduction of F University-T University Cooperation project

F University and T University, as collaborating institutions, jointly organized the translation major undergraduate education program (hereinafter referred to as the "Cooperative Education Program"). Adhering to the educational concept of "whole-person education and the pursuit of excellence," they relied on the superior disciplines of both universities. Characterized by the interdisciplinary and integrated development of language science and artificial intelligence, the program aims to cultivate individuals who exhibit all-round development in morality, intelligence, physique, beauty, and labor. With humanistic, technical, and media literacy, students will possess solid basic skills in Chinese, Portuguese, and English languages, as well as strong mathematical logic ability. They will be equipped to use big data, artificial intelligence, blockchain, and other basic tools and methods to effectively generate and transform high-quality language resources. The goal is to produce high-quality, interdisciplinary, and innovative defense language service professionals who can meet the digital transformation demands of vertical fields such as government, economy and trade, medicine, and intellectual property in the Greater Bay Area.

Through this program, F University and T University aim to build a new model for cooperation among universities in the Guangdong-Hong Kong-Macao Greater Bay Area.

2.2 Connotation of the SWOT-PEST matrix analysis method

SWOT analysis, also known as situation analysis, is an important analysis tool for enterprise strategic management theory. It is usually used for micro analysis within the subject, comprehensively considering the advantages (Strength), disadvantages (Weakness), opportunities (Opportunity) and challenges (Threat). PEST analysis, also known as pest analysis, is also an analysis tool of enterprise strategic management theory. It is usually used for macro analysis outside the subject. It focuses on the four factors affecting the external subject, namely political (Political), economy (Economic), society (Social) and technology (Technological).

This paper intends to combine SWOT and PEST, namely, the "SWOT-PEST" matrix analysis method, integrate the internal micro environment and external macro environment of the project, systematically analyze the coupling relationship between the internal environment of the cooperative school project and the external environment of the Greater Bay Area, and put forward a more forward-looking, collaborative and sustainable development strategy. This paper first adopts the SWOT model to analyze the internal and external advantages and disadvantages of the cooperative school project, and then further uses the PEST model to analyze the four factors of the external environment. On the basis of the previous development, four strategic development types were formed to finally form the SWOT-PEST model matrix (see Table 1).

Table 1: The SWOT-PEST matrix model

SWOT		PEST			
		Political (P: politics)	Economic (E: economy)	Social (S2: Social)	Technological (T2: Technical)
Internal factor	Strength (S1: advantage)	S1- P	S1- E	S1- S2	S1-T2
	Weakness (W: Disstrength)	W- P	W-E	W- S2	W-T2
Exotic environment	Opportunity (O: Opportunity)	O- P	O- E	O- S2	O-T2
	Threat (T1: Threat)	T1- P	T1- E	T1- S2	T1-T2

3. Internal factor analysis of university cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area based on SWOT-PEST

3.1 F. The internal advantages of university-T University cooperation

3.1.1 Political advantage (S1-P)

F University to T University actively respond to the national strategic needs, further enhance the international competitiveness and influence of universities in the Guangdong-Hong Kong-Macao Greater Bay Area through cooperative education programs, and actively implement and steadily promote the opening-up of education with practical actions. On February 23, 2019, the CPC Central Committee and The State Council issued Chinas Education Modernization 2035, which defines the specific scope and content of the education cooperation and development plan of Guangdong, Hong Kong and Macao. On November 1, 2021, the Peoples Government of Guangdong Province issued the Notice on Printing and Distributing the 14th Five-Year Plan for Education Development in

Guangdong Province, which clarified that a strong education province and the Guangdong-Hong Kong-Macao Greater Bay Area will be built by 2035. F university for "the country needs, the future direction, the bay area urgent" realistic demand, active response to era topic, play its advantages as positive, cultivate mind "big" of the large bay area high-quality talents, positive and T university in high quality education resources, cooperation in running schools mode, bilateral exchanges between teachers and students to explore new path of talent training innovation cooperation level.

3.1.2 Economic advantage (S1-E)

Economic and environmental factors mainly cover the economic situation, government finance and tax policies and other influencing factors [4]. At present, Guangdong [3], as the largest beneficiary province in the planning and development of Sino-foreign cooperation in running schools, provides economic opportunities for the universities, the main universities, and provides a pilot platform for the internationalization, regionalization and characteristic development of higher education in the Guangdong-Hong Kong-Macao Greater Bay Area. F university-T university cooperation in running schools projects, relying on the industrial diversification of Guangdong province, Hong Kong and Macao region highly international economic environment advantage, through the university talent joint training mode, improve the comprehensive quality of the bay area of Guangdong, from the supply and demand to improve the bay talent labor market, play a higher education cooperation to promote the important role of large bay area economic development.

3.1.3 Social advantages (S1-S2)

Human cultural identity is more profound cultural recognition [5]. The Guangdong-Hong Kong-Macao Greater Bay Area has a consistent cultural context-Lingnan culture. The common cultural core is the cultural basis for adhering to and improving the "one country, two systems" strategy, and the source of strength for building the consensus between teachers and students in the Guangdong-Hong Kong-Macao Greater Bay Area. F University and T University are jointly located in the Greater Bay Area, which carries a long Lingnan culture. The two schools carry out cooperative education programs, which have the social advantages of natural cultural and language integration. They also provide a social foundation for the interaction, exchange and integration of educational resources in the Guangdong-Hong Kong-Macao Greater Bay Area, enabling the new development of higher education cooperation in the Greater Bay Area.

3.1.4. Technical advantages (S1-T2)

F university has rich experience in international talent training, has strong strength in the field of translation disciplines, T university has high in the field of information science and artificial intelligence, cooperation projects give full play to the advantages of the two characteristics, strive to promote the organic integration of language science and artificial intelligence, promote the construction of new arts talent training new mode. In F university to participate in the "Asian campus" "big bay area portuguese-speaking education alliance" "the university alliance" "Hong Kong and Macao to large bay Confucius institute university alliance" based on successful experience, around the basis of cooperation in running schools resources and core elements, using online teaching platform, virtual laboratory and other modern technology to promote teaching effect, let students share the two schools their high quality curriculum resources, highlight the education digital for the advantages of classroom teaching, scientific research cooperation, rich course content and teaching form, further broaden the space and time dimension of teaching.

3.2 Internal disadvantages of F University-T University cooperation

3.2.1 Political disadvantage (W-P)

Since the release of the Outline, the development of the Guangdong-Hong Kong-Macao Greater Bay Area has been a national development strategy. The state has introduced a series of policies to encourage and support the integrated development of education in the Guangdong-Hong Kong-Macao Greater Bay Area. However, there are still great differences in political and, economic and educational systems between Guangdong and Macao. In terms of legal system, the current basis of cooperative running schools still complies with the Regulations on Sino-Foreign Cooperation. The historical background of the formulation of the regulations is quite different from the reality of the Greater Bay Area [6]. The institutional and institutional differences between the three regions still lead to the absence of relevant policies and institutional guarantees for the higher education system strategic planning and talent development system in the Guangdong-Hong Kong-Macao Greater Bay Area.

3.2.2 Economic disadvantage (W-E)

In view of the fact that Guangdong and Hong Kong and Macao have different higher education management systems, universities in Guangdong and Hong Kong and Macao have different autonomy and different sources of funding. Colleges and universities in Guangdong province belong to the government leading, plan of resource allocation way, most funding from government funding, and Hong Kong and universities is based on the university education funding committee of the university evaluation results, and combining with the local economic situation, social resources, higher education policy funding Suggestions [7], Hong Kong and Macao colleges and universities funding for higher. Therefore, the source of financial support may become one of the obstacles to the high-quality development of cooperative school projects. At the same time, maintaining the operation and maintenance of educational digital technology in the cooperative school running project is an integral part of the school running funds, which may become an economic burden for the cooperative school running colleges and universities.

3.2.3 Social disadvantage (W-S2)

Although the culture of the Guangdong-Hong Kong-Macao Greater Bay Area has the same origin, the historical and social changes cause different educational concepts. For example, the young people in Hong Kong and Macao have some prejudices in their political attitude towards the sovereignty of the mainland. Long-term colonial rule, the strong infiltration of western culture and the long-term absence of national education lead to the low national identity of citizens in Hong Kong and Macao. The value differences of students may form conflicts and contradictions in the teaching of cooperative running schools, and affect the actual effect of running schools.

3.2.4 Technical disadvantage (W-T2)

For cooperative school projects, ensuring the compatibility and interoperability of online teaching platform is one of the technical problems. In digital means widely used in the background of education teaching, although open online communication channels between teachers and students, enrich the education teaching means, but also requires teachers to have skilled use of online teaching platform technology ability, with digital education can assign classroom teaching content actual "into the brain into the heart" teaching level. Therefore, we should pay attention to and strengthen the technical training for teachers to operate the online platform. At the same time, how

to accurately evaluate the actual learning effect of students during the online teaching period is still a technical problem that needs to be solved in the actual teaching process.

3.3 External opportunities for F University-T University cooperation

3.3.1 Political Opportunities (O-P)

"Promote a large bay area of Guangdong higher education cooperation development plan" is put forward, the large bay area into a national deepening the reform of higher education system mechanism, education services "Belt and Road" international cooperation, as well as the mainland and Hong Kong and Macao education comprehensive cooperation development of vivid model, built the worlds leading level of higher education system and international education demonstration zone. According to the Outline, the policy of "building a highland of education and talent in the Greater Bay Area" will provide more opportunities for universities in Guangdong, Hong Kong and Macao, promote the flexible development of cooperative education projects, promote the flow of teachers and students between the mainland and Hong Kong and Macao, and realize the sharing and transformation of scientific research achievements. Guangdong colleges and universities to grasp the policy opportunity, by era policy, actively explore with Hong Kong and universities in scientific research and teaching opportunities, ideological and political work in colleges and universities throughout the large bay area cooperation in running schools, guide young students to establish a firm ideal faith, the spirit of calcium, promote large bay area youth especially Hong Kong and Macao youth college students stereo understanding of national image, to promote the coordinated development of a large bay area of higher education.

3.3.2 Economic opportunity (O-E)

At present, the Greater Bay Area has gradually developed from labor-intensive to service trade and international finance. The new direction of economic development of Hong Kong and Macao has not been fully explored, and the focus of economic development and education industry will be adjusted accordingly. The education industry should keenly seize the economic development opportunities brought by the transfer of relevant industries, closely follow the needs of developing technical personnel training in the new era, and adjust the direction of professional setting and talent training accordingly. At the same time, with the help of the innovation and entrepreneurship environment of the Guangdong-Hong Kong-Macao Greater Bay Area, we will actively promote the circulation of talents in the Greater Bay Area market, gradually realize the two-way promotion of talent training and social benefits, and inject continuous talent impetus into the vigorous economic development of the Guangdong-Hong Kong-Macao Greater Bay Area.

3.3.3 Social Opportunities (O-S2)

Along with the movement of residents in the Guangdong-Hong Kong-Macao Greater Bay Area, cultural exchanges bring certain social opportunities for the diversification and characteristics of the Guangdong-Hong Kong-Macao Greater Bay Area. The rich historical and cultural heritage of Guangdong province has brought a profound cultural foundation for the cooperation between universities in Guangdong, Hong Kong and Macao, and provided sufficient student source support for the huge population base. Through the cooperative school program, students from Guangdong province can have access to more advanced teaching methods and cutting-edge subject knowledge in Hong Kong and Macao, and students from Hong Kong and Macao can also have an in-depth understanding of the culture and development opportunities of the Bay Area, so as to help build a talent highland in the Guangdong-Hong Kong-Macao Greater Bay Area. At the same time, it will

actively explore the education and teaching content that promote cultural integration and arouse emotional resonance, excavate targeted and effective ideological and political elements, and subtly implement "ideological and political education" with "like salt in water".

3.3.4 Technical Opportunities (W-T2)

In the digital era, the construction of digital China has provided an important technical guarantee for the education power, and the digitalization of higher education is an inevitable trend of development [8]. The digitalization of education further promotes the internationalization of education and provides technical support for the cultivation of high-quality talents in the new era. The cooperative education program of F University-T University actively gives full play to the advantages of education digitalization and strives to create intelligent online classroom, which provides technical opportunities for consolidating and expanding the leading advantage of F University in foreign language subjects in the country and promoting the internationalization of F University education. At the same time, the cooperation in running schools project give full play to the advantages of T university in international curriculum development, break the traditional education mode of board and limitations, the use of artificial intelligence, digital teaching resources innovation foreign language teaching mode and means, to create characteristic foreign language professional courses, promote the integration of foreign language teaching and information technology, improve the foreign language talents training digital learning conditions. We are committed to letting students cultivate their digital thinking in the learning process and improve their new media literacy.

3.4 External threat of F university-T University cooperation in running schools

3.4.1 Political Threats (T1-P)

To implement the fundamental task of cultivating people by virtue is the basic requirement of the talent training goal of the Guangdong-Hong Kong-Macao Greater Bay Area. How to maintain the political direction of talent training in the cooperative school environment and guide students to strengthen their ideals and beliefs in the western ideological trend is the potential threat of the cooperative school project. Foreign forces may try to influence Chinas education system and talent training direction through cooperation in running schools. In view of the influence of different political, economic and cultural systems in Hong Kong and Macao in the historical development process, their educational concepts and value orientation are different from those of the mainland, and political threats may occur in the process of cooperation in running schools.

3.4.2 The Economic Threat (T1-E)

At present, the liquidity of talents and funds in the Guangdong-Hong Kong-Macao Greater Bay Area is increasingly stable, but the cooperative school projects are faced with economic threats such as unstable international economic environment, financial support risks, pressure on school costs, intensified market competition and uncertain economic benefits. As global economic development difficulties increase, western countries frequently put pressure and blockade on Chinese high-tech enterprises and scientific research institutions, which may affect the funding source and market demand of cooperative school projects.

3.4.3 Social Threat (T1-S2)

Driven by the general trend of education integration in the Guangdong-Hong Kong-Macao

Greater Bay Area, more and more university cooperative school projects will emerge, and the competition between different cooperative school projects is bound to intensify, and the social recognition of cooperative school projects may be affected. Once the competition is too fierce, there are bad competitive behaviors such as false propaganda and malicious slander, which will reduce the social trust in the cooperative school-running projects.

3.4.4 Technical Threat (T1-T2)

The online teaching platform of cooperative schools may be unstable, which affects the teaching progress of the course and students learning experience. It may also face information security risks, such as the disclosure of personal information of teachers and students, and the destruction of teaching resources. Cooperative universities need to strengthen cooperation in equipment security, software update and other aspects to ensure the smooth operation of online education platforms. In addition, how to use the online teaching platform, virtual laboratory and other modern technologies to enrich the course content and teaching forms, and to ensure that the effectiveness of the ideological and political education of the course is not weakened, is also a technical threat that needs to be solved urgently.

4. Education integrated development strategy of the Guangdong-Hong Kong-Macao Greater Bay Area based on the SWOT model

Through SWOT-PEST matrix analysis, this paper makes an overall analysis of the external opportunities, external threats, internal advantages and internal disadvantages of F university-T university cooperation project from four dimensions of politics, economy, society and technology. Based on the above analysis results, four development strategies are proposed again through SWOT analysis method, namely, "superior opportunity strategy", "inferior opportunity strategy", "superior threat strategy" and "inferior threat strategy" (see Table 2).

Table 2: F SWOT Development strategy

	Advantage of Strength	Disadvantage of Weakness
Opportunity Opportunity	Advantage Opportunity Strategy (SO)	Disward opportunity strategy (WO)
Threat Threat	Advantage Threat Strategy (ST)	Disinferior Threat Strategy (WT)

4.1 Advantage opportunity strategy (SO)

The general secretary stressed that to ensure that the cause of "one country, two systems", we must strengthen the education and training of young people in Hong Kong and Macao. Colleges and universities in the Guangdong-Hong Kong-Macao Greater Bay Area should take the Outline as the policy guidance, follow the philosophy of "cultivating education", cultivate high-level scientific and innovation talents as the development goal, improve the quality of cooperative education projects by "bringing in" and "going out", and promote the integrated high-quality development of education in the Greater Bay Area.

For the main body of the cooperative universities, the universities of both sides should reach a consensus on collaborative education and gather the joint force of education in the Bay Area. Focusing on major national strategies and regional development plans, one should actively participate in education cooperation, fully aligning the "small logic" of its own development with the "big logic" of the development of the Guangdong-Hong Kong-Macao Greater Bay Area. Set up

a coordination working group for cooperative school projects to improve the efficiency of cooperation and communication, and jointly discuss key contents such as teaching plan, curriculum and faculty construction. The cooperative education mechanism should be established, and the universities of both sides should form a joint force of "ideological and political education", and cultivate moral education throughout the whole process of cooperative education and teaching. The two universities should establish a collaborative governance evaluation and feedback mechanism. Based on the actual cooperation in running schools projects, they should develop scientific and reasonable evaluation indicators, encompassing multiple dimensions such as teaching quality, personnel training, and social services. By perfecting the collaborative governance mechanism and supervision quality evaluation system, the two universities can provide a solid guarantee for the sustainable and healthy development of cooperation in running schools projects.

4.2 Disadvantaged opportunity strategy (WO)

In terms of top-level design, it is urgent to formulate and introduce special regulations on school cooperation in the Guangdong-Hong Kong-Macao Greater Bay Area, clarify the principles and ideas of mainland universities running schools in Hong Kong and Macao, and provide more guidance for universities in the mainland and Hong Kong and Macao. At the same time, colleges and universities should actively give full play to the initiative of the main units of cooperative schools, combine their own discipline characteristics and advantages, actively expand the "social circle" of colleges and universities in the Greater Bay Area, strengthen the cooperation willingness between the two schools, and clarify the direction of cooperation. In terms of economy, we should actively expand the source channels of funds for cooperative schools, such as developing social donation channels for the society and attracting alumni of the two schools to set up scholarships for cooperative school projects. The fund management committee of the two schools has been established to strengthen the use and audit of funds for cooperative school projects. The cooperative governance mechanism and the supervision and quality evaluation system of the two schools have been continuously improved to provide a solid guarantee for the sustainable and healthy development of the cooperative school project. In society, cooperative universities in Guangdong province as ideological education mainstay, should be combined with lingnan red culture, Chinas modern history theme, show the practice of Chinese modernization in the large bay area, such as hong kong-Zhuhai-macao bridge, Guangdong "millions project", further cultivate large bay area students love Hong Kong love Macao spirit.

4.3 Advantage Threat Strategy (ST)

Facing the new era, new opportunities and new challenges, large bay area universities closely around the national demand, focusing on frontier technology, integrate advantage resources, Hong Kong and Hong Kong, patriotic red spirit into the large bay area youth blood, cultivate interdisciplinary thinking and innovation ability of large bay area talents, contribute to the large bay area development youth. At the economic level, the two universities will give full play to the advantages of characteristic disciplines, provide scientific and accurate consulting services for government decision-making, industrial transformation, enterprise operation, social governance, and talent development, and provide strong intellectual support for the development of the Guangdong-Hong Kong-Macao Greater Bay Area into a world-class bay area. At the technical level, the universities should focus on leveraging their respective disciplinary advantages, transcending traditional subject boundaries, and strengthening the penetration of liberal arts. By embedding an interdisciplinary concept into their cooperation in running schools, they should prioritize the construction of an interdisciplinary curriculum system. In the field of interdisciplinary scientific

research and teaching, they should cooperate in-depth, jointly build a resource exchange platform, and promote the sharing and complementarity of educational resources in the Greater Bay Area. At the social level, we will seize the opportunity of cooperation in running schools, promote the substantive, deep-level and disciplinary integration of universities in the Greater Bay Area, and enhance the scientific and technological innovation ability to serve the national strategy.

4.4 Disadvantage threat strategy (WT)

Cooperation among universities in the Guangdong-Hong Kong-Macao Greater Bay Area should unswervingly adhere to the leadership of the Party, focus on the strategic needs of "one country, two systems", and integrate ideals and beliefs education throughout education and teaching, such as organizing visits to patriotic education bases and telling the story of the Greater Bay Area well. On the economic level, the universities should do a good job of "advancing" and grasp the initiative in cooperation in running schools. They should rigorously analyze the domestic and international economic situation, social dynamics, education policies, and other relevant factors. By in-depth interpretation of new policies and analysis of the possible impact of cooperation in running schools, they should advance the financial planning for such cooperation and strengthen project security. At the social level, efforts should be made to improve the quality of education, teaching, scientific research level and ability, and the construction of teachers in both sides of the cooperative school project, so as to improve the quality and reputation of the cooperative school projects.

5. Conclusion

This paper uses SWOT-PEST to analyze the cooperation situation of universities in the Guangdong-Hong Kong-Macao Greater Bay Area with the cooperation project between F University (Guangdong University) and T University (Universities in Hong Kong and Macao) as an example. It is concluded that the cooperation between universities in the Guangdong-Hong Kong-Macao Greater Bay Area has certain advantages, such as the encouragement of national policies, the economic environment of the Greater Bay Area, the advantages of Lingnan culture, the interdisciplinary of liberal arts and sciences and so on. But at the same time, it is also faced with the problems of policy connection caused by the differences in school-running system in Guangdong Province and Hong Kong and Macao, the capital pressure caused by different funding sources, and the teaching differences caused by the differences in teaching ideas.

Looking into the cooperation in universities in the Guangdong-Hong Kong-Macao Greater Bay Area, in terms of top-level design, the three local governments constantly strengthen policy coordination to provide broad space for their cooperation in running schools, and promote the deep integration of education resources in the Greater Bay Area through the establishment of a more flexible and efficient education management system. Economically, it will attract high-quality social resources into the education field, bring more stable financial support for cooperation in running schools, and further enhance the educational strength of universities in the Greater Bay Area. In terms of culture, the cultural exchange activities between teachers and students in colleges and universities in the Greater Bay Area will promote the formation of an open and inclusive educational and cultural ecology, bridge the differences in educational concepts, and stimulate the vitality of innovative education. In terms of technology, under the tide of digital information era, colleges and universities actively promote education digitalization, improve the intelligent level of education and teaching, strengthen technical guarantee to ensure the security of educational information, and realize the cross-school sharing of quality courses in colleges and universities. The cooperation in universities in the Greater Bay Area will continue to cultivate outstanding talents with global vision, innovative thinking and practical ability, inject continuous impetus into the

construction of the Greater Bay Area, and promote the Guangdong-Hong Kong-Macao Greater Bay Area to become a benchmark area for global education cooperation and development.

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