

The Construction of International Higher Education Zone of Guangdong-Hong Kong-Macao Greater Bay Area: the Status Quo and Strategies

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Abstract: The Guangdong-Hong Kong-Macao Greater Bay Area International Higher Education Demonstration Zone came into being under the national strategy of Building a Greater Bay Area. Through SWOT situation analysis, it is found that as an international higher education demonstration zone, the construction of the Greater Bay Area has a series of internal advantages and disadvantages as well as external opportunities and challenges. According to Burton R Clark's Triangle Coordination Model theory, tripartite coordination between the national government, local universities and the market is the proper way to build the international higher education demonstration zone in Guangdong-Hong Kong-Macao Greater Bay Area.

Key Words: Guangdong-Hong Kong-Macao Greater Bay Area; International higher education Demonstration zone; The status quo; Strategy

1 Introduction

As a very practical educational policy, or concept or term, "International Educational Demonstration Zone" has its own characteristics in different countries. It is more often translated as "International Education Hub", aiming at higher education. Knight (2011), a famous expert on international education, put forward the classification of three different types of international education hubs: (1) Students-oriented Hub; (2) Technical /labor-oriented Hub; (3) Knowledge/innovation-oriented Hub. Among them, the "Knowledge/Innovation Hub" focuses on attracting foreign students, institutions and companies to build a dynamic system, integrating scientific research and industrial innovation. The Guangdong-Hong Kong-Macao Greater Bay Area is of this type, as the San Francisco Bay Area in that both are innovation/ knowledge-driven.

In February 2019, the Outline for the Development of the Guangdong-Hong Kong-Macao Greater Bay Area (hereinafter referred to as the Outline) first proposed the development of the International Education Demonstration Zone in Guangdong-Hong Kong-Macao Greater Bay Area. With this background, SWOT analysis is utilized to analyze the current situation of the International Education Demonstration Zone in the Greater Bay Area, and then the feasible strategies are discussed with the help of the "Triangle Coordination Model".

2 the Status Quo of International Higher Education Demonstration Zone in Guangdong-Hong Kong-Macao Greater Bay Area: a SWOT Analysis

The construction of the International Higher Education Demonstration Zone in Guangdong-Hong Kong-Macao Greater Bay Area should be based on a thorough analysis of the advantages and disadvantages of the higher education community in this area. Situation analysis, also known as SWOT analysis, is a strategic analysis from enterprises and is generally applied in strategic planning analysis of higher education in recent years, which mainly analyzes the Strengths, Weaknesses, Opportunities and Threats of the organization. To achieve the goal of building an international higher education demonstration zone in the Greater Bay Area, we need to clearly grasp the internal strengths and weaknesses as well as the external opportunities and challenges of the higher education cluster in the Greater Bay Area, which is also the "roadbed" for exploring the construction path of the demonstration zone. The SWOT analysis is shown in Chart 1.

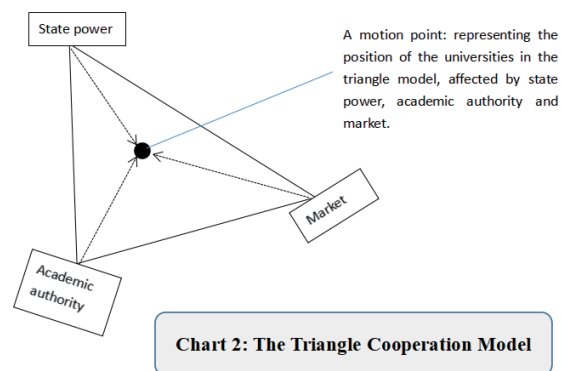
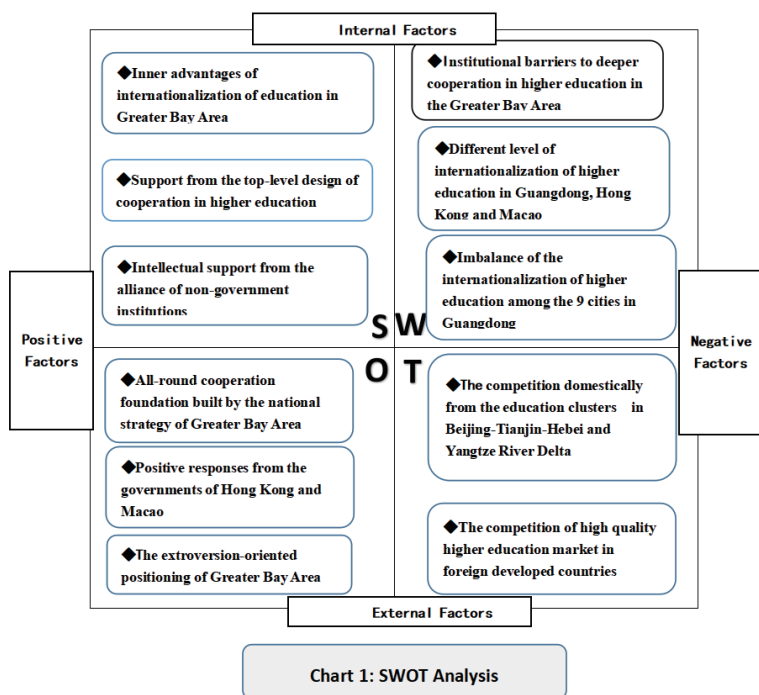
Through the above SWOT analysis, it is found that the construction of international education demonstration zone in Guangdong-Hong Kong-Macao Greater Bay Area has a series of internal and external advantages (Chen Xianzhe, 2019), which is a good foundation and guarantee for further development. However, it still has disadvantages and problems to be solved. The main problems are the bottlenecks and obstacles of the system mechanism, the uneven level of international education and the pressure of internal and external competition.

3 The Implementation Strategies for the Construction of International Higher Education Demonstration Zone in the Greater Bay Area

1. The Triangle Coordination Model

In the 1980s, American higher education scientist and sociologist Burton R Clark, put forward the Triangle Coordination theory, also known as the Triangle Coordination Model (as shown in Chart 2), based on the social division of labor theory and the research methods of political science, to explain the integration of higher education system. The triangle respectively represents the state power, academic authority and market, and the three forces game and coordinate with each other, jointly acting on resource integration of higher education system (Ou Yongyi, 2019). The international cluster development of higher education is also inseparable from the coordination of the country, institutions and market.

In Burton's model, "state power", "academic authority" and "market" are mutually restrained and coordinated to form a relatively stable triangle, which jointly acts on colleges and universities. Universities and colleges are a moving point within the triangle. When the power



of “state power”, “academic authority” and “market” exceeds the other two parties, the moving point of universities and colleges will favor the one with greater power. State power mainly plays a coordinating role and mainly carries out top-level design, that is, to check academic authority and market behavior from the level of policies and regulations. Academic authority relates to academic freedom and the authority of higher education affairs management, which has an important influence on educational decision-making. The market involves the supply and demand relationship between different groups related to education, such as the job market, school choice market, and social investment in education. The coordinated development of the three parties will affect the optimization and reorganization of various resources in the whole higher education system.

2. The Implementation Strategies for the Construction of International Higher Education Demonstration Zone in the Guangdong-Hong Kong-Macao Greater Bay Area

With the natural characteristics of "One-Country-Two-System, three customs zones, three legal jurisdictions and multiple centers", the construction of the Greater Bay Area as an international education demonstration area is confronted with many complex practical problems and obstacles, including multiple subjects, different educational concepts, institutional bottlenecks, etc. Starting from the national government, universities and the market, this study proposes the following construction paths or countermeasures:

From the angle of national government, a top-level design and planning from the top down should be strengthened and an institutional system suitable for the cooperation and development of higher education should be built.

(1) First of all, a “top-down” systematic review of institutional suitability is needed to be conducted to identify problems, making breakthroughs and innovations, and solving the long-term and deep-seated internal institutional and institutional obstacles that affect exchanges and cooperation. Secondly, to solve some fundamental problems, feasible measures should be taken, “including but not limited to the formulation of the regulations and implementation methods for the Mainstream-Hong Kong, Macao or Guangdong-Hong Kong, Macao higher education cooperation in running schools, with the focus on accelerating the innovation of the system and mechanism of the cooperation in running schools” (Wang Zhiqiang, 2019). Then an education cooperation and coordination center in the Greater Bay Area should be established by the Central government, Guangdong local government, Hong Kong Government and Macao government for unified planning and deployment.

(2) In the stand of colleges and universities, groundbreaking practice exploration of international teaching "from the bottom up" is supposed to be carried out to improve the international level, and build a world-class regional higher education center.

Adhere to the "internal integration, external introduction, effective gathering, increase output" four-in-one strategy. Internal integration refers to the full integration of internal international higher education resources among higher education institutions in the Greater Bay Area under top-level coordination; External introduction means that the Greater Bay Area (especially Guangdong) should strengthen the introduction of high-quality higher education resources from the world, explore the realization of the “Guangdong + Hong Kong + foreign” and “Guangdong + Macao + foreign” cooperative education model, and expand the levels and types of cooperation with foreign institutions of higher learning; Effective agglomeration refers to the establishment of an international university town park to gather international educational resources and give full play to the aggregation-spillover effect; Increasing export means building a globally-oriented education center and exporting high-quality higher education resources to Asia, Africa, Latin America and other developing countries and regions.

(3) From the view of the market, financial support, school-enterprise cooperation, evaluation system and other aspects should be promoted to enhance the construction of the International higher Education Demonstration Zone in Greater Bay Area. Social investment mechanism should be introduced into the construction of international education demonstration area to raise international education funds extensively. Besides, a close and strong cooperation between schools and enterprises is urgent. A third-party of market-oriented evaluation system should be introduced.

Conclusion

The construction of the International Higher Education Demonstration Zone in Guangdong-Hong Kong-Macao Greater Bay Area is carried out under the national strategy of building the Guangdong-Hong Kong-Macao Greater Bay Area. This study clarifies the internal and external advantages and disadvantages of the construction of the international education demonstration zone with the help of SWOT analysis, and proposes corresponding feasible and operational implementation strategies with the help of the Triangle Coordination Model theory. This study provides an explanatory framework and analytical logic for the construction of international education demonstration zone in the Greater Bay Area, and provides a feasible reference for solving the remaining practical problems. At the same time, this study will also help Guangdong to build an education highland in South China, a regional development pattern of “one nuclear belt, one district”, and create a new pattern of education opening to the outside world and regional cooperation.

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