

Policy Research on the Introduction of Talents from Hong Kong and Macao to Higher Education Institutions in Guangdong-Hong Kong-Macao Greater Bay Area

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Abstract: Higher education contributes powerful driving force to the economic advancement of the Guangdong-Hong Kong-Macao Greater Bay Area. The regional service mission of higher education has become increasingly important. This proposal will conduct the research on the introduction policies of talents from Hong Kong and Macau in higher education institutions in the Guangdong-Hong Kong-Macao Greater Bay Area. Meanwhile, the advantages and disadvantages will be discussed and analyzed in this proposal.

1. Introduction

At present, the actual situation in China is that the development levels of different regions are different, and then result in different foundations. Moving to high-quality development, it is impossible to advance at the same time. Some places and regions are needed as explorers and leaders. The Guangdong-Hong Kong-Macao Greater Bay Area has higher level growth from distinct aspects. It is fully qualified to demonstrate the implementation of new development concepts and high-quality development. Introducing talents from Hong Kong and Macao to higher education institutions in the Guangdong-Hong Kong-Macao Greater Bay Area can advocate collaboration around the whole bay under the trend of "One country, two systems".

Regional development is a trend in the 21st century of mainland China. On July 1, 2017, the Guangdong-Hong Kong-Macao Greater Bay Area was born, providing huge opportunity with economic promotion of urban agglomerations. The coordinated development of the Guangdong-Hong Kong-Macao Greater Bay Area has strong demand of new technology, but lack of technological innovation talents will directly affect the level of technological innovation. As main body of governance, local governments can only gain a competitive advantage if they have a correct understanding of the market and the external environment and actively implement regional brand development strategies [1]. The interactive and coordinated development of higher education and the regional economy immediately promotes inherent requirements of higher education itself, and also enhances competitiveness of the regional economy [2]. Therefore, the introduction of talents to serve in higher education institutions in the Greater Bay Area has important functions.

Mutual integration of education, talents and other factors in the Guangdong-Hong Kong-Macao Greater Bay Area are basic goals of the Guangdong-Hong Kong-Macao Greater Bay Area [3]. Government actively plays leading role to create a platform for cooperation and innovation in education and talents. At present, the main restricted problems of higher education in this area are complicated, such as mismatching between cooperative policies and actual needs, the communication system of innovative elements needs to be established, the development of higher education is not sufficient and internationalization capacity needs to be improved. Only by stepping up the introduction of higher education talents, accelerating the improvement of education and talent incentive measures,

and building a mechanism for transforming innovative knowledge and scientific and technological achievements, will it be conducive to integrating regional advantages and enhancing the international competitiveness of the Guangdong-Hong Kong-Macao Greater Bay Area.

2. Key Contexts

We can find out key contexts from the construction of the New York Bay Area, San Francisco Bay Area and Tokyo Bay Area. In promoting regional economic integration, Three Bay Areas are a community guided by sharing, collaboration, division of labor, and complementarity. The development of the New York Bay Area, the San Francisco Bay Area, and the Tokyo Bay Area mainly depend on integration of industries and interaction of ideas, thus forming a new path for regional cooperation, innovation and development [4]. We should pay attention to the growth of high-tech industries and coordinated innovation. For this goal, higher education development is prerequisite. There are many problems in the development process include differences in the management and operation of universities in the different area and gaps in the quality of higher education [5]. The Guangdong-Hong-Kong-Macao Greater Bay Area already has basic foundation of talent introduction training, however, talent and education are still the biggest challenges. The introduction of the talent introduction policy urgently needs to transform the institutional differences into institutional benefits. Higher education cooperation and regional innovation models in the Guangdong-Hong Kong-Macao Greater Bay Area will achieve complementary advantages, strengthen exchanges and cooperation in higher education in different regions, but also determine the economic promotion in the regional education domain [6].

3. A Brief Comparative Analysis

The fundamental factor affecting high-tech industries is higher education. Higher education is the engine of socio-economic technological development. Therefore, the introduction of outstanding talents from domestic and foreign institutions of higher education is crucial. The aim of Guangdong-Hong Kong-Macao Greater Bay Area is world-class bay area around 2030. To achieve such a grand goal, the successful experience of the construction of a world-class bay area is worth learning. Compared with the world-class Bay Area, higher education has played an important role.

New York Bay Area owns top high-level universities, such as the Columbia University, Cornell University, New Jersey and Massachusetts. These universities have a long history of running schools, profound cultural heritage, strong scientific research capabilities, and strong innovation capabilities, which have had a great radiation effect on the science and technology, economy, and culture. The new force emerging after the "Ivy League" is the "New Ivy League". Not only do these universities have rapid development, but they also have an outstanding academic reputation. These universities have provided a strong backup resource for the development of New York State.

When talking about San Francisco Bay Area Higher Education Cluster Development, Stanford University and the University of California, Berkeley are not only world's top universities but also leaders in the engineering and technology community in the United States. Secondly, San Francisco has collected lots of first-class universities. Although these universities are completely different from top research universities in terms of positioning, they can fully meet the needs of individualization and diversity of talents in the social and economic advancement. Thirdly, world-class community colleges clusters are in this area. California has 119 community colleges, including Santa Monica Community College and Irvine Valley College. Because these community colleges focus on undergraduate teaching and vocational education, they have made excellent effects to the advance of skilled personnel from economic, cultural, and social development aspects of the Bay Area.

Let us analyze Tokyo Bay Area Higher Education Cluster Development from three aspects. Firstly, the "super international universities" cluster is in this area. Japan established the "Super Global

University" program in 2014. There are 37 universities included in this program, in which 17 are occupied by the Tokyo Bay Area. Secondly, the "Higher-Education Talented Universities" cluster is in this area. In the "Super Internationalized University Program" implemented in 2014, the Japanese government also listed 42 "University for Traction International Talents", which aims to train international talents who can actively face challenges and comprehensively promote Japan's economic and social development. Thirdly, although universities such as Nihon University, Specialized University, Kokugakuin University, Aoyama Gakuin University, and Tokai University are not included in the "Super International University" program, they are members of the "Tokyo 12 University" alliance like other 7 universities. Also, there are several small, characteristic universities that focus on a certain subject area and have achieved domestic or even international leading levels.

Nowadays, the Guangdong-Hong Kong-Macao Greater Bay Area has got numbers of universities and shows several indicators, such as the total number of top 100 universities with advantages and huge development potential. Nevertheless, the ability of collaborative innovation in regional higher education is still insufficient, and the development pattern of international high-level university clusters has not yet formed. Therefore, it is of utmost importance to introduce talents as soon as possible to serve in higher learning organizations in the Guangdong-Hong Kong-Macao Greater Bay Area.

To sum up, international first-class bay area has common feature, which means a gathering center of global innovative resources and innovative talents, as well as a gathering center of high-level universities in the world. Higher education and industrial clusters has comprehensively promoted the accumulation of talents and capital, opened the key links from scientific and technological innovation to industrial applications, and truly achieved the perfect connection of "industry-research-policy"[7]. The development of such high-level university clusters, joint development, integration of production and education, and cross-border cooperation have promoted in-depth cooperation between universities and enterprises, promoted the marriage between science and technology, and enhanced the knowledge creation ability, talent training ability of universities, the ability to transform achievements has enhanced the core competitiveness of higher education.

4. Methodology

The literature data collected through the literature review method is used to study the nature and condition of the research object. Before conducting research on the feasibility of this policy, I will collect information in the form of questionnaires. 1,000 questionnaires will be distributed in top universities at home and abroad, and nearby graduates were invited to complete the questionnaire. The questionnaire will contain the following questions:

1. What do you think is the most important in the talent introduction policy?
2. What is your opinion on the talent introduction policy of this area?
3. What do you expect the working environment and work unit to look like?
4. What policies need to be in place to attract the talent needed by higher education institutions?
5. Do you think the existing talent introduction mechanism is perfect?

Collecting the answers to these questions will result in a deep understanding of the ideas of higher talent and improving the policies and systems for introducing talents into the development of the Guangdong-Hong Kong-Macao Greater Bay Area.

Conclusion

Guangdong-Hong Kong-Macao Greater Bay Area has its advantages and challenges. It is necessary to seek development of higher education clusters with Chinese characteristics. Establishing and improving the five major mechanisms of higher education overall planning, coordinated development, brand enhancement, legal protection, and resource sharing in the Guangdong-Hong Kong-Macao

Greater Bay Area will help cooperations of different universities, gathering of international high-end talents, and fully expansion for teachers' academic development.

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