

Research on the Necessity and Challenge of Macao Universities Running Schools in Mainland China under the Background of Guangdong-Hong Kong-Macao Greater Bay Area

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Abstract

Among the four bay areas in the world, the Guangdong-Hong Kong-Macao Greater Bay Area has the largest volume, the most complex system and the most frequent resource circulation. However, the number and regional concentration of high-end colleges and universities in the Greater Bay Area are far less than those in the New York Bay Area and Tokyo Bay Area. The concentration of high-end talents and research and development ability brought by the concentration of colleges and universities can release the innovation and development potential of a certain region to the greatest extent and realize the sustainable development with points and aspects. Since the beginning of the new century, Macao's higher education has made remarkable achievements in its development, making significant contributions to the social prosperity and stability of Macao and the Greater Bay Area. In recent years, the scale of Macao colleges and universities has gradually expanded, and the disadvantages of insufficient local students and small land have gradually emerged. With the establishment of the development orientation of the four central cities in the Greater Bay Area and the increasing proportion of mainland students in Macao's universities, accelerating the promotion of Macao's universities to run schools in the mainland can not only expand the scale of Macao's universities, relieve the shortage of school space and students, but also release the quality education resources of Macao's universities, and further integrate Macao into the overall situation of national development. However, in this process, the country, the Greater Bay Area and Macao itself still have ideological, institutional and cultural concerns and discomfort, which brings many challenges for Macao universities to run schools in the mainland.

Keywords

Guangdong-Hong Kong-Macao Greater Bay Area, Macao universities and colleges, A central city, challenge.

1. Introduction

On 18 February 2019, the Central Committee of the Communist Party of China and The State Council jointly issued the Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area, which is guided by the new development concepts of high-quality transformation of Chinese industries, coordinated development of urban areas, environmental protection and building a high-level platform for external cooperation under the Belt and Road Initiative, and promotes deeper cooperation between the Mainland and Hong Kong and Macao. To further integrate capital, technology and human resources within the Bay Area, stimulate the Bay Area's innovation vitality, and create a world-class industrial innovation growth pole that radiates to the world.

The core basis of maintaining rapid development of industrial innovation is that high-quality scientific research institutions in colleges and universities provide a steady flow of talent

reserve and intellectual support. The New York Bay Area and the San Francisco Bay Area in the United States are home to Harvard University, Massachusetts Institute of Technology, Columbia University, Yale University, Stanford University, University of California and other top universities in the world, while the Tokyo Bay Area in Japan is home to 20 percent of the nation's universities, 25 percent of private research institutions, and more than 30 percent of faculty members.

The agglomeration effect of cutting-edge universities has realized the talent accumulation in New York, San Francisco and Tokyo Bay Area, which has brought about the rapid development of high-tech innovation industry. Centered on Wall Street, the Bay Area is home to 10 of the nation's largest consulting firms, the world's top law, securities and accounting firms, and 219 bank headquarters. Silicon Valley, located in the San Francisco Bay Area, has produced world-renowned technology giants such as Apple, Google, Microsoft, HP and Intel without any administrative intervention, while the Tokyo Bay Area has also produced famous technology companies such as Canon, Mitsubishi, SONY and Toshiba.

Among the four bay areas in the world, the Guangdong-Hong Kong-Macao Greater Bay Area has the shortest development time, the highest economic scale, land area and total population, and the most complete manufacturing categories. In terms of the number of top universities, the Guangdong-Hong Kong-Macao Greater Bay Area ranks only third, after the New York Bay Area and Tokyo Bay Area. The lack of quality universities has not fully unleashed the innovation potential of the Greater Bay Area. Due to historical reasons, Guangdong Province, the main body of the Guangdong-Hong Kong-Macao Greater Bay Area, has a big gap with other provinces in the number of cutting-edge universities such as 985 and 211, which is not consistent with the country's largest economic aggregate. Faced with this situation, Guangdong Province has adopted the method of introducing Jilin University, Harbin Institute of Technology, Beijing Normal University, Beijing Institute of Technology, University of Hong Kong, Chinese University of Hong Kong and other universities running schools in other places, as well as cooperating with high-quality universities in Hong Kong, Macao and overseas to fill the shortage of high-quality universities in Guangdong Province.

2. Analysis of the current situation of higher education in Macao

2.1. Started late and developed rapidly

Compared with Guangdong and Hong Kong, Macao's higher education started late. Its modern higher education originated from the private University of East Asia in Macao founded in 1981. The University was acquired by the Macao and Portuguese government in 1988. In 1991, it was officially renamed the University of Macau, becoming the first formal university in the history of Macao. In the same year, the government was eager to establish a higher education system to cultivate talents needed by various industries in Macao. The University of Macau split into three parts, namely the University of Macau, the Asian (Macao) International Open University (later renamed City University of Macau), and the Macao Polytechnic Institute.

By 1999, Macao had seven universities, including four public and three private. After the return, Macau University of Science and Technology and the Institute of Innovation of China and the West were established in 2000 and 2001 respectively. At the same time, Macao Institute of Management was upgraded from a secondary professional institution to a higher institution. So far, the number of universities in Macao has reached ten. At the same time, the quality, scale and teaching staff of colleges and universities are also growing too large. With the University of Macao moving to the new Hengqin campus in 2013, its area has expanded by 20 times, and the quality of education has also undergone qualitative changes. In 2019, the University entered the Top 500 QS University Rankings for the first time, becoming a leader in the development of

higher education in Macao. In the 2021-2022 academic year, Macao has 2,784 teaching staff, 745 researchers and 44,052 students, an increase of nearly six times over 20 years ago.

2.2. Two super strong, each has its own characteristics

On the whole, the local higher education in Macao presents a situation of "two supernumeraries and many supernumeraries". The so-called "two supernumeraries" refer to the University of Macau and the Macao University of Science and Technology, which are both in the dominant position in terms of school scale, faculty strength, number of advantageous disciplines and international influence. "Multi-strength" refers to those universities with relatively weak school scale, faculty strength and international influence, but with certain advantages in the research of certain disciplines and with certain development potential as a whole. For example, the overall scale and influence of the university have been expanding in recent years, and its discipline construction focuses on humanities and social sciences as well as regional and country studies. Macao Polytechnic University, which will be upgraded from a college to a university in 2022, is well known for its research in science and engineering fields and the development of the "one country, two systems" system. In addition, the Macao School of Tourism and the University of St. Joseph focus on small but focused academic research. The Hotel and leisure management program of the Macao School of Tourism is ranked 23rd in the 2022 QS World University Rankings, while the University of St. Joseph has certain advantages in the cultural and legal studies of the Portuguese-speaking countries, as well as the Portuguese language and religious studies due to its background in the Portuguese Catholic Church.

Table 1: The Pattern of "Two Superpowers and two superpowers" in Macao's higher Education (2021/2022 academic year)

Institutions of higher learning	Nature of university	Registered student	Teaching staff	World ranking
University of Macau	Public comprehensive university	12038	740	QS322
Macao University of Science and Technology	Private comprehensive university	16819	736	QS701-750
City University of Macau	Private comprehensive university	7183	445	
Macao Polytechnic University	Public comprehensive university	4023	413	
Macao Institute of Tourism	Public applied university	1745	162	
University of Saint Joseph	Private university	1346	157	

Data source: Macau Education and Youth Development Council

2.3. Chinese and Western compatibility, international integration

As one of the central cities in the planning of the Guangdong-Hong Kong-Macao Greater Bay Area and an "open window" for China's cultural exchanges with other countries, Macao's higher education has always adhered to the educational philosophy of integrating China and the West and integrating with the world. The mainstream local universities are all members of the Guangdong-Hong Kong-Macao University Alliance, and have conducted exchanges and cooperation in various fields with many well-known universities and research institutes in the mainland, Hong Kong, Taiwan and internationally.

In terms of teaching language, in order to highlight the importance of connecting Macao with the international community, especially the Portuguese-speaking countries, universities in Macao generally adopt Chinese, English and Portuguese as their teaching languages. On the basis of keeping Chinese and English bilingualism as the main teaching and working language, it has continued to promote the local characteristics of Portuguese teaching by offering courses on Portuguese and studies in Portuguese-speaking countries, establishing the Alliance of Chinese-Portuguese bilingual Talents, setting up training for Chinese-Portuguese talents in Macao institutions of higher learning, providing special grants for cooperation in teaching and research, and holding the Forum for Presidents of higher learning institutions between China and Portuguese-speaking countries.

In addition to courses related to the Portuguese language and Portuguese-speaking countries, courses in other disciplines, such as law, communication studies, journalism, tourism and social sciences, adopt the Chinese-English bilingual teaching model, while taking into account one country, two systems and comparative studies between China and Portuguese-speaking countries. In addition, while meeting the needs of local students in Macao, it will also recruit a large number of students from the mainland, Hong Kong, Taiwan and overseas students, and the proportion of students is diversified and international.

3. The necessity for Macao universities to run schools in the Mainland

3.1. Different levels of development in Guangdong, Hong Kong and Macao create opportunities for the sustainable development of colleges and universities in Macao

The Guangdong-Hong Kong-Macao Greater Bay Area, with three different systems, is an important test base for exploring deep cross-border regional cooperation and integration. One of its core strategies is to build a cutting-edge education and talent training highland, boost the innovative development of high-tech industries in the Greater Bay Area, and achieve a high degree of integration of industry and research. Among the three areas in the Greater Bay Area, Hong Kong and Macao are already at a high level of development, while the Mainland is still at a medium stage of development. The different development stages of Guangdong, Hong Kong and Macao provide a rare opportunity for the further development of higher education institutions in Hong Kong and Macao. Although the mainland has a lower development stage, it has stronger development impetus and broader development space, while the development speed of Hong Kong and Macao is relatively slow. Only by actively investing in the development and construction of the mainland can we obtain more lasting development in a wider world.

Over the past decade or so, Hong Kong universities have contributed greatly to the rapid development of industry-research integration in the Greater Bay Area. In 2005, Hong Kong Baptist University and Beijing Normal University jointly established Beijing Normal University-Hong Kong Baptist Union International College in Zhuhai, which was the first university in Hong Kong and Macao to run schools in mainland China. To date, United International College has trained tens of thousands of undergraduate students and thousands of graduate students, most

of whom have chosen to devote themselves to the Greater Bay Area. Four Hong Kongers and two mainlanders who studied in Hong Kong universities are among the 22 heads of unicorns in the Greater Bay Area. In 2006, DJI Innovation Technology Co., Ltd. was founded in Shenzhen as a research and development project of Hong Kong University of Science and Technology. After more than 10 years of development, the UAV products developed by the company have occupied 90% of the global UAV market, becoming a leading brand in the field of cutting-edge technology innovation in China. In 2014, the Chinese University of Hong Kong set up a campus in Shenzhen. So far, the university has brought more than 520 experts and scholars in various fields to the Greater Bay Area, including four Nobel Prize winners. According to the 14th Five-Year Plan for Education Development in Guangdong Province in 2021, apart from the Hong Kong Baptist University and the Chinese University of Hong Kong, five Hong Kong universities, including the Hong Kong University of Science and Technology and the City University of Hong Kong, will be encouraged to set up campuses on the mainland.

In stark contrast to the universities in Hong Kong actively engaged in the construction of the Bay Area, the universities in Macao did not continue to run schools in the mainland during the 20 years after the return, except for the University of Macao's overall relocation to Guangdong-Macao in-depth cooperation zone in Hengqin in 2013. Although the Hengqin Campus of the University of Macau is geographically located in the Guangdong-Macao in-depth cooperation zone in Hengqin of Zhuhai, it still belongs to Macao administratively. If you want to go to the University of Macau from Guangdong-Macao in-depth cooperation zone in Hengqin, you must first enter Macao through Hengqin Port, and then go through an undersea tunnel directly to the campus after a 20-minute shuttle bus commute. Unlike the mainland campuses of Hong Kong Baptist University and the Chinese University of Hong Kong, where students are mostly mainland students, the Hengqin Campus of the University of Macau has a majority of local students in Macao. Due to the border barriers between the two places, the employment scope of its graduates is mostly limited to Macao or Hong Kong, which fails to further unleash the potential of talents training in the Greater Bay Area. The other two public universities in Macao, Macao Polytechnic University and Macao Institute of Tourism, have not been mentioned in the "promoting high-quality universities from Hong Kong and Macao to run schools in Guangdong Province" in the "14th Five-Year Plan" for Education Development in Guangdong Province. Only Macao University of Science and Technology and City University of Macau will cooperate to run schools in Zhuhai and Guangzhou, but the specific construction date has not been decided yet. As two universities with a large scale of running schools in Macao and the proportion of mainland students is much higher than that of local students, the final completion of their mainland campuses will inevitably open a new chapter of Macao's higher education in mainland China.

3.2. Guangdong, Hong Kong and Macao have different development goals, and Macao colleges and universities running in mainland China can coordinate higher education resources in the Bay Area

The Guangdong-Hong Kong-Macao Greater Bay Area strategy takes urban agglomeration as the basic unit of development, points and areas, and regional division of labor and cooperation as the development model of China's urbanization in the new era. In the process of coordinated development, different cities have different emphasis on division of labor. Therefore, vicious competition among Guangdong, Hong Kong and Macao should be avoided due to the convergence of development, which will harm their economic development and social stability. In the Greater Bay Area Plan, Hong Kong, Guangzhou and Shenzhen are positioned to focus on technological innovation and high-end financial services, which requires a concentration of research institutions to provide intellectual support. Macao is positioned as a "one center, one platform and one base", that is, a world tourism and leisure center, a service platform for

business cooperation between China and Portuguese-speaking countries, as well as an exchange and cooperation base with Chinese culture as the mainstream and diverse cultures co-existing. It is the only one among the four major cities in the Greater Bay Area that does not take cutting-edge technological innovation as its main business.

Macao has only 680,000 permanent residents but 10 institutions of higher learning, eight of which offer bachelor's degrees or higher. The proportion of its resident population and universities offering bachelor's degree or above is much higher than that of other cities in the Greater Bay Area.

Table 2: Number of Permanent Residents and Universities in 11 Cities of Guangdong-Hong Kong-Macao Greater Bay Area (2021)

city	Permanent population (ten thousand)	An institution that grants bachelor's degrees or higher	Permanent population/Proportion of universities
Hong Kong	741	24	30.8
Macau	68	8	8.5
Guangzhou	1881	26	72.3
Shenzhen	1768	11	160.7
Zhuhai	246	6	41.0
Foshan	961	2	480.5
Huizhou	606	1	606.0
Dongguan	1053	3	351.0
Zhongshan	446	1	446.0
Jiangmen	483	1	483.0
Zhaoqing	413	3	137.6
total	8666	86	100.7

Data source: The author sorted by himself

The lower the ratio of permanent residents to colleges and universities, the richer the higher education resources in the region. Macao has the highest concentration of higher education within the Guangdong-Hong Kong-Macao Greater Bay Area with a ratio of 8.5, while Shenzhen, which is positioned as the "capital of innovation and creativity", has a ratio of 160.7. Without considering the quality of colleges and universities, The concentration of its higher education resources is even lower than that of Zhaoqing, a common city in the Greater Bay Area, and it ranks the last among the four major central cities. Macao and Shenzhen have a serious development orientation imbalance in the concentrated development of higher education. The result of this imbalance is that the colleges and universities in Macao are not enough due to the industrial structure and the shortage of school-age young people. It has been Mired in a shortage of local students, an ever-expanding proportion of mainland students, and the fact that most research and innovation achievements and graduates cannot connect with the development of industries dominated by gambling and tourism economy. Shenzhen, on the other hand, suffers from a serious imbalance between its political orientation, economic development level and local higher education level. With the continuous deepening of the coordinated development of the Guangdong-Hong Kong-Macao Greater Bay Area, the in-depth development of Macao universities in the mainland will be more conducive to alleviating the imbalance of development goals and resource allocation in the Greater Bay Area, more conducive to the diversification of disciplines in Macao universities, and more conducive to improving the quality of higher education in Macao.

3.3. Lack of local students and school scale, and lack of sustainable development potential of colleges and universities

Due to the restriction of developable land area, the overall scale of higher education in Macao is relatively small except for the University of Macau relocated to Hengqin. With the continuous expansion of the scale of universities in Macao in recent years, the development of many newly opened research centers and laboratories is limited due to the lack of available campus area. With the continuous expansion of the recruitment of Macao colleges and universities in the mainland, the contradiction between the limited space of school buildings and the increase of the number of students is becoming more and more prominent. The carrying capacity of campus public places such as student dormitories, libraries, canteens and activity centers has been seriously insufficient. Many colleges and universities can only relieve the pressure of insufficient space of the main campus by renting off-campus office buildings and residential buildings.

The shortage of local population and the decline in the number of births are another major obstacle to the sustainable development of higher education in Macao. Only 4,344 babies were born in Macao in 2022, the lowest birth rate since 1985. Although the increase rate of high school graduates continues to rise, with the decrease of the total number of graduates, the total number of Macao local university students also shows a declining trend. In 2018, the total number of Macao high school graduates was 4,677, the number of graduates was 4,343, with an increase rate of 92.9%; By 2022, the total number of high school graduates and the number of those who graduated from high school decreased to 3,981 and 3,837, while the rate of advancement increased to 96.4 percent. With the development of the mainland's economy, the promotion of higher education reputation and the support of relevant admission policies, the total number and percentage of Macao high school graduates entering mainland colleges and universities has been on the rise. In the past five years, the total number of Macao high school graduates entering mainland universities has increased from 1241 to 1497, accounting for 38.3% of the total number of graduates from 27.9%. The mainland has become the largest destination for high school graduates from Macao.

In order to alleviate the shortage of local students in Macao's colleges and universities, the scope and proportion of Macao's colleges and universities in mainland China are constantly expanding under the support of the central government's policies. In 2001, the five universities in Macao only enrolled students in 14 provinces and municipalities in the mainland. In 2007, the enrollment scope was expanded to 25 provinces and municipalities. In 2011, the enrollment scope was expanded to all 31 provinces, municipalities and autonomous regions in the mainland. Compared with Hong Kong, Macau recruited students on the mainland earlier. In 1988, the University of East Asia enrolled about 10 mainland students in Guangdong Province. The number rose from 357 in 2001 to 10,731 in 2021, accounting for more than 72 percent of Macau's total enrollment.

To sum up, if colleges and universities in Macao want to improve the teaching quality, expand the teaching area and improve the school scale, on the one hand, they need to rely on the huge student resources in the mainland, on the other hand, they need to rely on the sufficient land resources in the mainland. As Macao and the mainland implement the dual-track enrollment policy, there is no conflict between the mainland university volunteers of mainland high school graduates and Macao university volunteers. Moreover, with the continuous improvement of the reputation of Macao universities in recent years, the number of mainland students applying for Macao universities is increasing year by year, and the enrollment standard and the quality of students are also improving year by year. Taking the mainland enrollment standards for 2023/2024 academic year of some universities in Macao as an example, the University of Macau and Macao University of Science and Technology require mainland applicants to have more

than one provincial score in the college entrance examination. City University of Macau adopts the method of differential enrollment of key and general undergraduate courses. The enrollment standards of the two courses respectively require candidates to reach the provincial level of one and two courses or above. If universities in Macao can establish campuses in mainland China through cooperation with universities in mainland China or the government, it will not only expand the scale of its own schools, but also greatly alleviate the shortage of school space, and enable students in Mainland China and Macao to obtain a better learning and living experience with more appropriate tuition and living costs than those in Macao.

4. Challenges for Macao Universities to run schools in Mainland China

4.1. The concept of development still has concerns

There is a long standing legal regulation of Chinese Ministry of Education on the cooperation of overseas colleges and universities in running schools in the mainland. Its core idea lies in the fact that what the education of colleges and universities represents in the scope of a country is the exercise of the educational sovereignty of that country. The maintenance of educational sovereignty is, to a large extent, the maintenance of national sovereignty. In view of the relevant legislation of higher education, it is an infringement of national sovereignty to run a school independently in our territory. In Article 3 of the General provisions of the Measures for the Implementation of the Regulations on Chinese-Foreign Cooperation in Running Schools promulgated by the Ministry of Education in 2004 and still in use, it is stated that "the State encourages Chinese educational institutions to cooperate in running schools with foreign educational institutions whose academic level and educational and teaching quality have been widely recognized". Later, with the establishment of Hong Kong universities in the Greater Bay Area, universities from Hong Kong and Macao were required to belong to overseas universities together with foreign universities when they entered the Mainland.

However, both Hong Kong and Macao belong to the central government in terms of sovereignty and governance, and there is no prerequisite for the so-called infringement of China's sovereignty for their universities to run schools in the mainland. At the same time, the Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area clearly states that "to support the cooperation of universities in running schools in Guangdong, Hong Kong and Macao, and to innovate the mode of cooperation between the Mainland and Hong Kong and Macao in running schools", the core of which lies in the word "innovation". In the general requirements of the outline of the plan, it has been stressed on many occasions that the principle of "one country, two systems" should be accurately implemented, that we should emancipate our minds, explore boldly, adhere to the foundation of "one country" and make good use of the benefits of "two systems". However, as mentioned in the 14th Five-Year Plan for Education Development in Guangdong Province, universities in Hong Kong and Macao still need to cooperate with universities in mainland China in running schools. Macao University of Science and Technology plans to jointly establish Xiangshan University in Zhongshan with Sun Yat-sen University. City University of Macau plans to establish the Guangzhou Campus of City University of Macau in Guangzhou with Guangdong University of Science and Technology.

Such a move still adopts the traditional approach of equating Hong Kong and Macao institutions of higher learning with overseas institutions of higher learning, which is contrary to the core concept of the development of the Greater Bay Area. On the one hand, it does not reflect the "innovative" mode of "innovating the mode of cooperation in running schools between the Mainland and Hong Kong and Macao" in the outline of the plan. On the other hand, it also reflects that the Central Government and the Greater Bay Area Government do not grant the national treatment of "one country" to Hong Kong and Macao universities in running schools. Instead, they only grant certain preferential policies to Hong Kong and Macao based on the concept of

"two systems". The above two aspects reflect that the central government and the Bay Area government still have concerns about the development concept of Macao universities running schools in the mainland under the increasing trend of the integration of the three Greater Bay Area areas.

4.2. Macao's local conservative tendency

Unlike high-quality public universities in Hong Kong, which actively seek cooperation with mainland universities and the government in running schools, mainstream public universities in Macao lack sufficient enthusiasm for cooperation with mainland universities in running schools. According to the "14th Five-Year Plan for Education Development in Guangdong Province" released by Guangdong Province, three to five new Guangdong-Hong Kong-Macao cooperative educational institutions will be established by 2025, and the Metropolitan University of Hong Kong, the Hong Kong Polytechnic University, the University of Hong Kong, the Macao University of Science and Technology and the City University of Macao will be promoted to run schools in Guangdong. Among the above five universities in Hong Kong and Macao, the universities in Hong Kong are all public, while the universities in Macao are private. The main reason for this status quo is the conservatism and protectionism in Macao. On the one hand, compared with the University of Macau, the total number of students in Macao Polytechnic University and Macau Institute of Tourism is relatively small. In the past five years, the growth rate of the total number of students in Macao is much lower than that in Macao University of Science and Technology and City University of Macau. In addition, the majority of students in these two schools are local students, accounting for more than 65%. On the other hand, as a local public university in Macao, recruiting a high proportion of mainland students is likely to cause dissatisfaction among local residents. Most Macao residents believe that if public universities do not give priority to local students, it will be a consumption of local taxpayers' money. Under the influence of these two factors, even though the University of Macau, as the most international and diversified university in Macao, still has more than 50% local students, it moved to Hengqin campus, but did not adopt the way of cooperation in running schools, but innovatively adopted the way of renting the land of Guangdong-Macao in-depth cooperation zone in Hengqin for running schools. As a result, the university is still under the jurisdiction of Macao Special Administrative Region. Both import and export are in Macao, which is also a compromise result of the game between the expansion of school scale and the consideration of local interests.

4.3. There is discomfort in the cultural system

Although the colonial culture and system in Macao is significantly lower than that in Hong Kong due to historical reasons, the lack of actual Portuguese rule in Macao for a long time leads to the absence of central administration in Macao for a long time. As a result, Macao society has evolved the community social and cultural tradition of "small government and large community". And the mainland under the long-term centralized rule of the formation of the "big government" society in the cultural system is very different. At the same time, Macao is a city with Chinese culture as the background and multi-culture coexistence. In the multi-culture, Western democratic and liberal culture is the dominant culture, which is widely recognized by the middle and upper classes, such as civil servants, professionals, enterprise managers and society presidents, who are deeply influenced by Western lifestyle and cultural education.

In the process of cooperating with mainland universities in running schools, administrative staff, teaching and research staff from Macao universities all belong to the upper middle class in Macao. Most of them have studied in Hong Kong, Macao, Taiwan or well-known western universities. They have received Western education for a long time, and their working language is English or Portuguese, so they have a deep acceptance of Western cultural system. Therefore, in the process of cooperation in running schools, it is inevitable that there will be conflicts due

to the different cultural systems of the two sides in the process of communication and cooperation between mainland managers, teaching and research staff and Australian staff. This requires personnel from both sides to maintain the operation of the institutions more carefully, otherwise it may affect the development of the cooperation in running schools between the two places.

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