

Study on Optimizing the Modern Vocational Education System to Adapt to the High-Quality Economic Development of the Greater Bay Area

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ABSTRACT

In order to meet the demand for applied high-skilled talents in the economic development of the Greater Bay Area and to build a vocational education system that can adapt to high-quality economic development, we have conducted research on the professional construction and curriculum construction of a number of vocational institutions in the Greater Bay Area and made targeted recommendations to explore the construction of a vocational education development model with local characteristics of the Bay Area, enhance the local adaptability of vocational education and make vocational education better serve the Bay Area economy Construction.

Keywords: Vocational Education, Technical skills training, Greater Bay Area Vocational Education System.

1. INTRODUCTION

1.1. Background

In January 2019, the State Council issued the National Implementation Plan for Vocational Education Reform, which proposed to deepen the reform of the training model for the cultivation of complex technical and skilled personnel by drawing on the common practices of international vocational education and training, enhance the modernization of vocational education in the new era, and provide high-quality human resources support to promote economic and social development and improve national competitiveness^[1].

In February 2019, the Central Committee of the Communist Party of China (CPC) and the State Council issued the Outline of the Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area, and issued a notice requesting all regions and departments to earnestly implement it in conjunction with the actual situation. In the outline, the task of promoting education

cooperation, developing vocational education and building a highland of education and talents is clearly proposed.

In order to thoroughly implement Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and the spirit of the 19th Party Congress, thoroughly implement the important speeches and instructions of General Secretary Xi Jinping to Guangdong, fully implement the spirit of the National Education Conference, promote the province's vocational education "to expand capacity, improve quality and strengthen services", improve the quality of talent training, expand To fully implement the spirit of the National Education Conference, promote the province's vocational education to "expand capacity, improve quality and enhance services", improve the quality of talent training, expand the supply of high-quality technical and skilled personnel, enhance the ability to serve economic and social development, provide talent support and intellectual support for the province to achieve the "four leading positions in the country" and serve as "two important windows", and

formulate the "Guangdong Vocational Education The "Three-Year Action Plan to Expand Capacity, Improve Quality and Strengthen Services" (2019-2021) was formulated to focus on the development of vocational education^[2].

For example, in a press conference held in Dongguan City on December 28, 2020, Dongguan City was informed that it would implement an upgrade action plan for the "Capital of Skilled Talents" in 2021, to align the training needs of enterprises and workers around the "Made in Dongguan". Comprehensively deepen the "capital of skilled personnel" construction, shaping the skills to support the national advanced manufacturing capital ecology.

As China's economic construction and social development enter a new stage, industrial upgrading and economic restructuring continue to accelerate, the demand for technically skilled personnel in various industries is becoming more and more urgent, and the important status and role of vocational education is becoming more and more prominent. However, compared with developed countries, China's vocational education still has a system that is not perfect, the system is not sound enough, the participation of enterprises is not enough, supporting policies are not perfect, social recognition is not high, technical skills lack of upward mobility and other problems, the cities of the Greater Bay Area are facing the same problem. In order to meet the demand for applied high-skilled talents in the economic development of the Greater Bay Area, build a vocational education system that adapts to high-quality economic development, explore the development mode of vocational education with local characteristics of the Bay Area, enhance the local adaptability of vocational education, and make vocational education better serve the economic construction of the Bay Area. Through in-depth research, we will grasp the reform and construction of vocational institutions in Guangdong, Hong Kong and Macao Bay Area, make targeted suggestions and opinions, improve the quality of vocational education, and promote vocational education in the Bay Area to better serve the local economic and social development of the Bay Area.

2. THE IMPLEMENTATION OF THE MODERN VOCATIONAL EDUCATION SYSTEM CONSTRUCTION PLAN

In order to comprehensively implement the spirit of the 18th Party Congress and the Third Plenary Session of the 18th Central Committee, based on the Outline of the 12th Five-Year Plan for National Economic and Social Development, the Outline of the National Medium- and Long-term Education Reform and Development Plan (2010-2020), the Outline of the National Medium- and Long-term Talent Development

Plan (2010-2020), the Decision of the State Council on Accelerating the Development of Modern Vocational Education and the various industrial and Industry Planning, the Modern Vocational Education System Construction Plan 2014-2020 is formulated^[3].

Modern vocational education is a type of education that serves the needs of economic and social development, is oriented to economic and social development and the front line of production and service, cultivates high-quality workers and technical skill talents and promotes sustainable professional development of all workers. The establishment of modern vocational education system is an institutional arrangement to promote modern vocational education to serve the transformation, restructuring, reform, employment, people's livelihood and the simultaneous development of industrialization, informatization, urbanization and agricultural modernization, which is essential for creating an upgraded version of China's economy, creating a greater talent dividend, promoting employment and improving people's livelihood, strengthening social construction and cultural construction, meeting the diversified needs of people's production and life, and achieving the Chinese dream of national rejuvenation. realizing the Chinese dream of great rejuvenation of the Chinese nation are of great significance^[4].

In order to thoroughly implement Xi Jinping's thought of socialism with Chinese characteristics in the new era and the spirit of the 19th Party Congress, deeply implement General Secretary Xi Jinping's important speeches and important instructions and instructions to Guangdong, and fully implement the spirit of the National Education Conference, the Guangdong Provincial People's Government in February 2019, issued the "Guangdong Vocational Education "Expansion, Quality Improvement, and Strong Service "Three-Year Action Plan (2019-2021)" to promote vocational education in Guangdong Province to "expand capacity, improve quality and strengthen services", improve the quality of talent training, expand the supply of high-quality technical and skilled personnel, and enhance the ability to serve economic and social development, closely following the provincial party committee The "1+1+9" work plan, focusing on serving major strategies, actively adapting to the new trends and requirements of the new round of technological revolution and industrial change, focusing on deepening reform, stimulating vitality, and providing high-quality technical and skilled personnel support for regional economic and social development.

The schools in the Greater Bay Area actively implement the "Modern Vocational Education System Planning 2014-2020", and the professional settings closely match the industrial layout of the cities and industries. Take Shenzhen Vocational and Technical

College as an example, at present, all the majors of the school are in line with the industrial layout of Shenzhen 7+7+7, and the school and enterprises build a vocational education group, and cooperate deeply with each other to cultivate technical skill talents by building a special industrial college and modern apprenticeship system. The "six fusion" and "six common" deep integration of industry and education between schools and enterprises has been included in the "Shenzhen experience" by the National Development and Reform Commission for national promotion and reference.

3. CONSTRUCTION OF VOCATIONAL EDUCATION IN THE GREATER BAY AREA

3.1. Initiatives and implementation effects on sharing of high-quality professional education resources

Focusing on the requirements of industrial development and talent cultivation in the Guangdong-Hong Kong-Macao Greater Bay Area, Guangdong Province has actively built several exchange platforms, integrated vocational education resources of the three places, explored multi-level exchanges and cooperation, and realized complementary advantages. At present, more than 20 alliances have been established, including the Guangdong-Hong Kong-Macao Greater Bay Area Vocational Education Industry-Teaching Alliance, Guangdong-Hong Kong-Macao Greater Bay Area Vocational Education Teacher Development Alliance, Guangdong-Hong Kong-Macao Greater Bay Area Tourism Vocational Education Alliance, Guangdong "Belt and Road" Vocational Education Alliance, and South China "Belt and Road" Rail Transportation More than 20 alliances and cooperation platforms, such as the Alliance for Integration of Education and Industry. Relying on such exchange platforms, we can further promote the sharing of resources, complementary advantages, collaborative innovation and win-win cooperation among vocational institutions in the three regions, optimize resource allocation and functional integration, improve the adaptability of vocational education and serve the economic and social development of the Guangdong-Hong Kong-Macao Greater Bay Area.

Taking Jiangmen Polytechnic as an example, the university, as an initial member of the Guangdong-Hong Kong-Macao Greater Bay Area Tourism Vocational Education Alliance, actively participates in the cooperation of tourism vocational education in the Greater Bay Area, and takes the lead in introducing the Macao Occupational Skills Recognition Benchmark (MORS) into the teaching reform by selecting teachers and students to visit, study and exchange with the Macao Tourism Institute. 2018, the university organized

more than 20 students of tourism management and hotel management to Macao Tourism College for exchange and study visits, and the students participating in the program responded positively to this, saying that they gained a lot from the exchange process with Macao students.

Taking Zhuhai City Polytechnic as an example, the school has jointly established the Guangdong-Hong Kong-Macao Greater Bay Area VET Alliance with Shenzhen Information Vocational Technology College to promote VET information interchange and resource sharing, and established Zhuhai VET Group with Guangdong Institute of Science and Technology, which has been established as a national VET Group construction project.

3.2. Initiatives and implementation effects of modern apprenticeship education and other aspects

The vocational colleges and universities in the Greater Bay Area attach great importance to the modern apprenticeship pilot work, firmly grasp the basic features of the modern apprenticeship system "enrollment and recruitment integration, dual identity of enterprise employees and school students, school-enterprise dual master sportsman", closely combined with industrial development needs to choose the right profession, suitable enterprises to carry out pilot, explore the implementation of enrollment and recruitment integration. To deepen the reform of the talent training model of engineering, strengthen the combination of full-time and dual "double tutor" team construction, the establishment of a management system that reflects the characteristics of modern apprenticeship.

The number of pilot colleges in 2020 reached 68, accounting for 76% of the total number of colleges in the province, and by September 2020, there were about 19,146 students enrolled in the modern apprenticeship system, ranking among the top in the country. Among them, there have been three batches of 38 units included in the Ministry of Education modern apprenticeship pilot units, covering 397 professional points, with a cumulative pilot scale of 4,565 people.

3.3. The differentiation of tourism, elderly and other professional issues

At present, there are 22,500 students enrolled in tourism-related majors in Guangdong higher vocational institutions within the Greater Bay Area, with 6542 graduates expected in 2021. Tourism-related majors include tourism management, tourism English, forest ecological tourism, leisure services and management, hotel management, study tour management and services, exhibition planning and management, etc.; there are

34,800 students enrolled in pension-related majors, with 7,934 graduates in 2021. The majors related to the elderly mainly include nursing, geriatric health care and management, geriatric service and management, home economics service and management, community management and service, community rehabilitation and Chinese medicine health care, etc.

In terms of building the differentiation between the Greater Bay Area and Hong Kong and Macao, the schools in the Greater Bay Area actively participate in the training and forums of the vocational education category in the Greater Bay Area, and actively conduct exchanges and learning with other vocational institutions in the Bay Area, especially those in the Macao and Hong Kong regions, regarding tourism, elderly care and other majors, and introduce advanced professional standards and industry standards to reduce the differences.

Take Jiangmen Polytechnic as an example, the school's tourism management program is an early batch of higher vocational institutions in the Greater Bay Area that signed a cooperation framework agreement with the Macau Institute of Tourism, taking the lead in introducing the Macau Occupational Skills Recognition Benchmark (MORS) into the talent training process, and organizing 23 students to obtain the MORS vocational qualification for front office attendants in 2020. The school's catering training room and guest room training room also went to the Macau Tourism Institute for a site visit during the upgrading process, and the room now meets the needs for training and assessment of the Macau Occupational Skills Recognition Benchmark for Western, Chinese and guest room trades.

Taking Shenzhen Polytechnic as an example, the university actively carries out cooperation with Hong Kong and Macao. In order to promote and enhance the level of social services in the Guangdong-Hong Kong-Macao Greater Bay Area, the university explores a research project on the elderly system in the Greater Bay Area with the Hong Kong Social Service Professional Alliance Limited to promote research and cooperation between Shenzhen and Hong Kong on the elderly system and standards. At the same time, the university actively communicated with the Hong Kong Association of Elderly Services on the "introduction" of Hong Kong elderly care service standards, and plans to introduce Hong Kong standards to promote the software and hardware of elderly care institutions in Shenzhen through the promotion of standards to the cadres and practitioners of elderly care business in Shenzhen, and support pilot institutions to complete the certification of Hong Kong elderly care standards. We plan to introduce Hong Kong standards to promote the upgrading of software and hardware of senior care institutions in Shenzhen and enhance the competitiveness of the industry with Hong Kong-style quality services.

3.4. Construction of vocational education materials

The Outline of the Development Plan for the Greater Bay Area of Guangdong, Hong Kong and Macao states, "Actively expand cooperation in the Greater Bay Area in the fields of education, culture, tourism and social security, and jointly create a quality living circle with high quality public services, livability, industry and tourism." In recent years, the Guangdong Provincial Government has launched a series of favorable policies to promote the vigorous development of vocational education in the Guangdong-Hong Kong-Macao Greater Bay Area and create a highland of vocational education in the World Bay Area.

In terms of textbook publishing, the Ministry of Education promulgated the Measures for the Management of Textbooks in Vocational Colleges and Universities in 2019, on the basis of which, the establishment of the Greater Bay Area Vocational Education Publishing House can appropriately concentrate the advantageous resources of the region and publish textbooks suitable for the characteristics of vocational education in the Greater Bay Area, which can appropriately promote the construction of a modern vocational education system in the Greater Bay Area.

However, from the perspective of textbook publishing, the "Greater Bay Area" publishing house tends to give priority to the local area, which makes it difficult to ensure the quality of textbooks in a sustainable manner due to the lack of national competition. Moreover, high-quality teaching materials are generally concentrated in national publishers such as Higher Education Press, which have established good cooperation with high-quality vocational schools in the Greater Bay Area.

3.5. Students' academic promotion

In addressing the academic promotion of outstanding students in vocational education, the Guangdong Provincial Department of Education and departments at all levels, actively carry out reform and construction in the following areas.

First, to launch the pilot reform of the examination and enrollment system. 2020 to basically establish a modern education examination and enrollment system of Guangdong characteristics, the formation of a classification test, comprehensive evaluation, multiple admissions examination and enrollment model, improve the promotion of fair, scientific selection, supervision and strong institutional mechanisms, the construction of lifelong learning bridging all levels and types of education, recognition of a variety of learning outcomes "overpass The "lifelong learning bridge" that connects all levels and types of education and recognizes various

learning outcomes, provides a strong guarantee to run a satisfactory education for the people and build a strong human resource country, and provides strong talent support to achieve the "two hundred years" goal and the Chinese dream of the great rejuvenation of the Chinese nation.

Second, improve the admission examination system of higher vocational colleges. The Guangdong Provincial Department of Education has expanded the scale of the pilot projects of three-to-two vocational training and higher vocational undergraduate co-education, and steadily promoted the pilot projects of secondary school graduates studying for undergraduate degree, so as to smooth the growth channel of technical talents and meet the diversified talent needs of enterprises. 2021, 80 higher vocational colleges and 275 secondary schools in the province will carry out the pilot projects of three-to-two vocational training and arrange enrollment plans for 86,010 students; 58 58 institutions of higher education and 29 undergraduate colleges and universities will carry out the pilot project of co-education of students from three to two colleges and universities, and arrange enrollment plans for 12,480 students; 9 undergraduate colleges and universities will recruit graduates from secondary schools, and arrange plans for 810 students.

Third, the implementation of policies to support skills competitions. According to the Notice of the Ministry of Education on the Admission of Winners of the WorldSkills Competition, all the Chinese national team representatives who won the WorldSkills Competition sponsored by the WorldSkills Organization are qualified to be guaranteed to be sent to universities for further study. Secondary school graduates who meet the entry requirements for college entrance examination can be guaranteed to the corresponding senior or undergraduate majors in colleges and universities; senior graduates who meet the entry requirements for college education can be guaranteed to the corresponding undergraduate majors in colleges and universities. Guangdong issued the Notice of Guangdong Provincial Department of Education on the Independent Enrollment Work of Higher Vocational Colleges and Universities in 2021. Candidates who have won prizes in vocational skills competitions sponsored by provincial-level (or above) administrative departments may be exempted from the examination for admission if they meet the relevant requirements after verification of their qualifications by the enrolling institutions and after public announcement of no objection; issued the Notice of Guangdong Provincial Office of Admission Committee on the Good Enrollment Work of Higher Vocational Colleges and Universities in Guangdong in 2021 Notice of the Examination for the Admission of Specialized Colleges and Universities", for candidates who meet the relevant provisions of our province's general college admissions

application and have won awards in the National Vocational College Skills Competition (hereinafter referred to as the Vocational College Competition) sponsored by the Ministry of Education and other 37 departments or the People's Republic of China Vocational Skills Competition (hereinafter referred to as the Vocational Skills Competition) sponsored by the Ministry of Human Resources and Social Security, according to the awards won can be in their general college admissions Cultural class provincial examination scores based on the total score of 5-15 points increase in the value of filing.

Four is to expand the scale of college admissions. In order to effectively broaden the channels for vocational education students to go on to higher education, in recent years, Guangdong has actively strived for the Ministry of Education to expand the enrollment plan of general college education in our province, from 11,000 students in 2018 to 64,000 in 2021, accounting for about 25% of the year's higher education graduates, effectively improving the rate of higher education graduates going on to higher education.

3.6. Lifelong education construction

At present, our province is effective in building a lifelong education credit bank system to smooth the growth channel of technical and skilled talents, and up to now a total of 560,000 lifelong learning accounts have been established relying on Guangdong Lifelong Education Credit Bank, with 12.56 million credential results deposited, covering secondary school, college, undergraduate, training results and performance results, involving open education, vocational education, adult education and other types of education, and the effectiveness of promoting Take the lead in the country.

Effectively promoting the docking of qualification framework in Guangdong, Hong Kong and Macao Bay Area, Guangdong Provincial Department of Education, Guangdong Provincial Education Research Institute and Guangdong Credit Bank Management Center actively promote the docking of qualification framework in Guangdong, Hong Kong and Macao, and the three places visit each other for more than ten times for discussion. The Guangdong Provincial Department of Education signed the Letter of Intent on Cooperation on Guangdong-Hong Kong Qualifications Framework with the Education Bureau of the Hong Kong SAR Government, and the Letter of Intent on Cooperation on Education Training and Talent Exchange between Guangdong and Macao with the Education and Youth Affairs Bureau of the Macao SAR and the Higher Education Bureau of the Macao SAR Government during the tripartite seminar on the construction of Guangdong-Hong Kong-Macao Qualifications Framework, which further promoted the docking of

qualifications frameworks in the Guangdong-Hong Kong-Macao Bay Area.

3.7. Participation of third-party organizations in the evaluation of teaching quality

As a third-party educational data consulting and evaluation organization, there is MyCos Corporation, which measures and evaluates the employability of domestic college students and provides colleges and universities with database based employability evaluation reports and educational consulting services, such as MyCos' annual China College Student Employment Report (Employment Blue Book), which helps colleges and universities realize employment-oriented and result evaluation-based data management. In addition, each year, MyCos conducts a ranking of higher education institutions in Guangdong Province, and the ranking is published to the society for reference.

Taking Shenzhen Polytechnic as an example, it has continuously improved the talent training quality monitoring system and effectively established a third-party evaluation mechanism for talent training quality of higher vocational institutions, which has been cooperating with third-party evaluation agencies such as CCSS, MyCos and etc. for a long time. A number of other research institutions have been cooperating with third parties one after another to carry out teaching quality evaluation. Through cooperation with the third party, it is conducive to the school's timely access to effective data on the quality of school operation and talent training; it is conducive to promoting the school's more objective and clear understanding of its own development limitations and shortcomings; it can guide and promote the reform of the education model in terms of educational philosophy and guarantee the development of vocational education evaluation in the direction of impartiality, objectivity and professionalism.

4. SUGGESTIONS FOR BUILDING A MODERN VOCATIONAL EDUCATION SYSTEM

4.1. Optimize the professional structure and fit the development of the Great Bay Area

The document "Outline of the 14th Five-Year Plan and 2035 Vision for National Economic and Social Development of the People's Republic of China" has made a comprehensive deployment for the construction of a modern socialist country, and has planned many quantitative indicators, projects and application scenarios in economic, political, cultural, social and ecological aspects. The higher education institutions in Guangdong, Hong Kong and Macao Bay Area should take into account the relevant plans and visionary goals

in the 14th Five-Year Plan, realize the organic connection between the education system and the science and technology system, the industrial system and the social system, promote the high-quality development of vocational education, help the strategy of scientific and technological self-reliance and self-improvement, help support the construction of modern industrial system, help build a new development pattern, help the process of building digital China, and help the construction of digital China. The six major areas are to help the construction process of digital China, to help the comprehensive promotion of rural revitalization, to help promote green transformation and development, and to effectively enhance the ability to adapt to high-quality development.

Relevant vocational colleges and universities in the Greater Bay Area should give priority to the development of a number of emerging professions needed by industries such as advanced manufacturing, new energy, new materials, modern agriculture, modern information technology, biotechnology, artificial intelligence, etc., accelerate the construction of a number of professions in shortage of talents such as preschool, nursing, recreation, home economics, etc., renovate and upgrade a number of traditional professions such as iron and steel metallurgy, chemical medicine, construction engineering, light textile manufacturing, etc., and withdraw and eliminate those with excess supply, low employment rate and disappearing vocational jobs. Promote the integration of industry and education in schools.

4.2. Promote the integration of industry and education school-enterprise "dual" education

Combining regional characteristics and industrial development, formulate relevant policies to support vocational institutions in the Greater Bay Area according to their own characteristics and talent training needs, and take the initiative to cooperate with qualified enterprises in personnel training, technological innovation, employment and entrepreneurship, social services, cultural heritage, etc. Encourage schools and enterprises to jointly implement the modern apprenticeship system and the new apprenticeship system of enterprises, and encourage enterprises to use capital, technology, knowledge, facilities, equipment and management and other elements to participate in school-enterprise cooperation. At the same time, it is recommended to increase the construction of government-led "technician workstations" and other efforts to train more highly skilled personnel with good ideology and morality and high skill level, thus promoting industrial upgrading and technological progress of industries and enterprises, and helping to build a new high ground for the integration of industry and education in vocational education in the Bay Area.

4.3. Deepening education and teaching reform

According to the National Implementation Plan for Vocational Education Reform, the Pilot Program for Implementing the System of "Academic Certificate + Several Vocational Skill Level Certificates" in Institutions, the Action Plan for Improving the Quality and Excellence of Vocational Education (2020-2023), and the Opinions on Promoting the High-Quality Development of Modern Vocational Education We will deepen the reform of education and teaching and actively promote the reform of "three types of education".

1. Strengthen the construction of a dual-teacher teaching team. Strengthen the construction of teachers' ethics and style, and improve the quality of teachers. Develop standards for dual-teacher teachers, improve teacher recruitment, professional and technical job evaluation and performance assessment standards. Allocate professional teachers in accordance with the student-teacher ratio and structural requirements of vocational schools, and strengthen the construction of vocational and technical teacher training schools. All types of institutions should implement the provisions of teachers to practice in enterprises on a regular basis, support the backbone of enterprise technology to teach in schools, and promote the combination of fixed and mobile posts, schools and enterprises to hire each other part-time teacher construction reform. Continue to implement the plan to improve the quality of teachers in vocational institutions.

2. Innovative teaching models and methods. Improve the quality and effectiveness of ideological and political theory courses, and promote the socialist thinking of Xi Jinping in the new era of Chinese characteristics into the teaching materials, into the classroom, into the mind. Carry out project teaching, contextual teaching, modular teaching, promote the deep integration of information technology and education teaching, and improve the quality of classroom teaching.

3. Improve teaching contents and teaching materials. Update the teaching standards in a timely manner, and incorporate new technologies, new techniques, new specifications and typical production cases into the teaching contents in a timely manner. Deepen the implementation of the vocational skill level certificate system, improve the certification management methods, and strengthen the supervision afterwards. Integrate the advanced standards embodied in the vocational skill level certificates into the talent training program. Improve the "post lesson race certificate" comprehensive education mechanism, design and develop courses according to the actual production and job requirements, develop modular and systematic practical training course system, enhance students'

practical ability, strengthen the construction and management of teaching materials, and guide local, industry and school to build local special teaching materials, industry-applicable teaching materials and school-based professional teaching materials according to regulations.

4.4. Promote the construction of relevant vocational standards in Guangdong, Hong Kong and Macao, and explore the realization of interoperability and mutual recognition

Hong Kong and Macao have a large number of world-class professionals, an industrial structure complementary to that of the Mainland, an international business environment, and a high degree of recognition of international capital, which enables them to quickly integrate into the international economic system. Guangdong Province can support the landing of industries in Hong Kong and Macao, provide a broad domestic market, abundant labor supply, employment and entrepreneurial opportunities, and expand the development space of Hong Kong and Macao, and both sides can achieve complementary development. We can make full use of our geographical advantages to promote cooperation and exchange with government departments and similar institutions in Hong Kong and Macao, actively carry out the construction of occupational standards, explore the promotion of mutual recognition and "one test, two certificates" and other systems, for example, explore the promotion of "Hong Kong elderly care workers and health workers For example, we should explore the mutual recognition of the "Hong Kong standard for elderly care workers and health workers" and the "standard for recognition of vocational skill levels for elderly care workers", i.e. elderly care workers who have passed the "recognition of vocational skill levels for elderly care workers" can obtain a vocational skill level certificate recognized by the Mainland. At the same time, they can also obtain the skills certificate recognized by the Hong Kong Social Welfare Department.

4.5. Promote vocational skills competitions and establish a brand in the Bay Area

To strengthen government guidance and build the brand of "vocational skills competition" in the Bay Area, appropriate vocational skills competition projects can be established with the World Skills Competition and National Skills Competition, as well as the needs of industrial development in the Bay Area, and corresponding incentive policies can be formulated. On

the one hand, it can effectively promote the integration of industry and education, promote the full integration of skills training and industrial development, and enhance the influence and attractiveness of vocational education. On the other hand, it forms the brand effect of the Greater Bay Area, encourages local enterprises to introduce and train more skilled talents, and at the same time attracts more excellent enterprises to the Greater Bay Area.

4.6. Promote the construction of vocational undergraduate education and accelerate the establishment of vocational and technical universities

4.6.1. Promote the construction of vocational undergraduate education

At present, China's economy is in a critical period of transformation and upgrading, requiring a large number of technical skill talents, especially there is a great shortage of high-quality technical skill talents in advanced manufacturing and modern service industries, while the number of students trained by vocational education is far below the market demand. There is a serious shortage of high-end technical skilled personnel, which has become an important short board and constraint factor in building a strong manufacturing country. In line with the industrial transformation and upgrading, the quality and demand level of front-line technical skill talents has moved up, and it is urgent to upgrade the quality of vocational education personnel training, and to further improve the level and structure of higher vocational education, so as to accelerate the construction of knowledge-based, skill-based and innovative workforce.

As a type of education, vocational education is extended to undergraduate level, not only to meet the needs of society for diversified undergraduate education, but also to accelerate the construction of modern vocational education system. The main reason for the current low social status of vocational education and its lack of attraction to outstanding young people is that vocational education is limited to the specialist level and higher vocational education plays the role of "bottoming out" of higher education. In the background of the general emphasis on academic level, many talents who are interested in and have the potential to work in technical skills are reluctant to choose vocational education due to the limitation of academic level.

The society expects to build a high level and high level technical skill training system, and the people hope to have more channels for upward growth and success,

and to obtain stable jobs and income through high quality vocational education, so as to realize the dream of becoming skillful, skillful to become rich and skillful to serve the country.

4.6.2. Accelerate the construction of vocational and technical universities

With the reform of the enrollment examination method in Guangdong Province and the opening of the talent introduction policy, the number of high school age students who are registered in Guangdong Province is growing rapidly, and the shortage of general high school places will become bigger and bigger. It is suggested to accelerate the construction of 3-5 engineering vocational and technical universities during the 14th Five-Year Plan period, taking into account the existing vocational colleges and universities in Guangdong Province, and dovetailing with key areas such as new generation information technology industry, advanced equipment manufacturing industry, new material industry and biomedical industry in Guangdong Province, so as to cultivate more high-level and compound technical talents. At the same time, it will provide a clear path for secondary school students to upgrade their education and career development, and help alleviate the current shortage of general high school places.

5. CONCLUSION

By optimizing the structure of majors, matching the industrial development of the Greater Bay Area, integrating industry and education in various aspects, actively carrying out dual education in schools and enterprises, carrying out in-depth reform of "three teachings" in vocational institutions, and actively building vocational skills standards suitable for the Guangdong-Hong Kong-Macao Greater Bay Area, and connecting the training paths of secondary, higher vocational and vocational undergraduate, it can help cultivate more This will help cultivate more high-quality technical skills talents suitable for the Greater Bay Area and effectively promote the high-quality economic development of the Greater Bay Area.

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