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# Research on the Construction and Path of the “Industry-Education Integration + Internationalization” Mode of Running Private Colleges under the Background of Hainan Free Trade Port

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**Abstract:** The development of Hainan Free Trade Port has created an urgent demand for internationalized and interdisciplinary technical professionals. The deep integration of industry-education collaboration and internationalized education has become the core approach for private universities to align with the Free Trade Port’s industrial development and highlight their distinctive educational features. Currently, private universities in Hainan face challenges such as insufficient synergy between industry-education integration and internationalization, weak alignment between their operational models and the Free Trade Port’s industrial needs, and limited capacity to integrate international educational resources. These issues hinder the synchronization between talent cultivation and the Free Trade Port’s development. Against the backdrop of Hainan Free Trade Port construction, this paper leverages the flexible operational mechanisms of private universities to define the core essence of the “industry-education integration + internationalization” educational model. It analyzes the practical motivations and fundamental principles behind its establishment, conducts research from three dimensions—framework development, core element integration, and implementation path exploration—and proposes supporting strategies. The study aims to provide theoretical references and practical paradigms for private universities in Hainan to develop distinctive educational models compatible with the Free Trade Port’s development and cultivate interdisciplinary international talents.

**Keywords:** Hainan Free Trade Port; private universities; industry-education integration; internationalized education; model construction; implementation path

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**Online publication:** November 26, 2025

## 1. Introduction

The development of Hainan Free Trade Port represents a pivotal national strategy. Its focus on trade liberalization, investment facilitation, and the upgrading of key industries like tourism, modern services, and high-tech sectors has created an urgent demand for versatile professionals with practical expertise, global vision, and cross-cultural communication skills. As a vital component of Hainan’s higher education system, private universities—thanks to their flexible operational mechanisms, strong market responsiveness, and close industry-academia partnerships—have become crucial platforms for

aligning with the Free Trade Port's industrial needs and cultivating applied, internationally-oriented talents. The integration of industry and education, a core philosophy of vocational and applied higher education, has made internationalization an inevitable trend in talent development under the Free Trade Port framework. This deep integration isn't merely additive; rather, it strategically combines international educational resources and standards with local industry-education systems, guided by the Free Trade Port's industrial demands, to establish a new educational model tailored for its development<sup>[1]</sup>.

Currently, the industry-education integration and internationalization of private universities in Hainan predominantly operate in a "one-way advancement" mode. While industry-education collaboration primarily focuses on local enterprise partnerships, it lacks alignment with global industrial resources. Internationalization efforts mainly concentrate on language training and academic exchanges, which remain disconnected from industrial demands<sup>[2]</sup>. This insufficient synergy between these two aspects creates a misalignment between the current educational models and the talent requirements of the free trade port, making it challenging to cultivate interdisciplinary international talents that meet the needs of the free trade port's industrial development. Against this backdrop, researching the construction and implementation pathways of the "industry-education integration+ internationalization" model in Hainan's private universities serves not only as an intrinsic need for private institutions to overcome developmental bottlenecks and achieve distinctive education, but also as an inevitable choice to support the development of Hainan Free Trade Port and fulfill their social mission of talent cultivation<sup>[3]</sup>.

## **2. The core connotation and construction principles of the "industry-education integration + internationalization" educational model in private universities under the background of hainan free trade port**

### **2.1. Core connotation**

Under the Hainan Free Trade Port framework, the "industry-education integration + internationalization" model for private universities centers on the development needs of key industries in the Free Trade Port. Leveraging the flexible operational mechanisms of private institutions, this model integrates local industrial resources with global educational resources and industry standards. It incorporates international educational philosophies, content, and methodologies throughout the entire industry-education integration process, establishing an integrated system characterized by "industry demand-driven guidance, international resource empowerment, collaborative talent cultivation between schools and enterprises, and coordinated development between educational institutions and local communities." The core objective is to achieve deep synergy between "localized industry-education integration" and "internationalized educational models." By introducing advanced international vocational education standards, curriculum systems, and faculty resources, and aligning them with the job requirements, practical projects, and talent standards of local industries and enterprises in the Free Trade Port, the model cultivates versatile talents equipped with practical local industry skills, international professional competence, and cross-cultural service capabilities. Ultimately, this achieves synchronized development and mutual empowerment between private universities and the Free Trade Port's industrial growth<sup>[4-6]</sup>.

### **2.2. Basic principles of construction**

Guided by the Free Trade Port Initiative and aligned with industrial demands: The program consistently prioritizes talent needs in Hainan Free Trade Port's key sectors (tourism and wellness, cross-border e-commerce, digital economy, modern manufacturing, etc.). It designs educational models and training systems based on the competency requirements for international industrial development, ensuring precise alignment between talent cultivation and the Free Trade Port's industrial growth. International empowerment with local implementation: The program introduces high-quality international educational resources, industry standards, and training models, while adapting them to Hainan's local industrial characteristics and the practical realities of private higher education institutions. This approach avoids superficial internationalization that neglects local context, ensuring seamless integration of global resources with the local industry-

education collaboration system<sup>[7]</sup>.

**Collaborative School-Enterprise Integration:** Strengthening partnerships between private universities and local foreign enterprises in the Hainan Free Trade Port, overseas branches of multinational corporations in Hainan, and international industry associations. This collaboration drives joint development of global talent cultivation programs, curriculum systems, and practical training platforms, achieving bidirectional integration of educational and industrial resources. **Mechanism Innovation for Distinctive Development:** Leveraging the autonomy and flexibility of private universities, this initiative breaks down barriers in traditional industry-education integration and internationalization. It pioneers innovative mechanisms for collaborative talent development, resource alignment, and performance evaluation, ultimately establishing a distinctive educational model with Hainan Free Trade Port characteristics and private universities' unique identity<sup>[8]</sup>.

### **3. Framework construction of “industry-education integration + internationalization” educational model of private universities under the background of hainan free trade port**

Centered on the industrial demands of the free trade port, grounded in industry-education integration, and empowered by internationalization, we establish a “one-core, dual-drive, three-dimensional, four-integration” framework for the “industry-education integration + internationalization” educational model, achieving systematic synergy and coordinated development across all elements and stages.

**One Core:** Centered on the international talent demands of Hainan Free Trade Port's key industries, all educational initiatives are designed to meet global competency standards for industrial roles, ensuring targeted and adaptable training models. **Dual Drivers:** Powered by a “local industry-education integration system” and an “international educational resource system,” the former provides practical industry scenarios and job competency benchmarks, while the latter offers advanced curricula, faculty expertise, and evaluation standards. These two systems synergize to empower talent development. **Three Dimensions:** Establishing three pillars— “talent cultivation, faculty development, and platform construction” —the talent dimension integrates international curricula with local industry practices; the faculty dimension builds “dual-qualified + international” teaching teams; the platform dimension establishes “on-campus international training bases + off-campus industry-academia collaboration platforms.” **Four Integrations:** Achieving “alignment of curriculum standards with global industry norms, integration of teaching content with Free Trade Port projects, synergy between educational processes and international industry-academia cooperation, and alignment of evaluation systems with international talent standards,” driving comprehensive and deep integration of industry-education collaboration and globalized education<sup>[9-11]</sup>.

The framework breaks the traditional separation between industry-education integration and international education, integrating international concepts into three core aspects: talent cultivation, faculty development, and platform construction. Through four key integrations, it achieves organic resource consolidation, ensuring private universities' operations align with local industrial demands in the free trade port while maintaining an international development core<sup>[12]</sup>.

### **4. Implementation path of “industry-education integration + internationalization” educational model in private universities under the background of hainan free trade port**

#### **4.1. Restructuring of talent training system: integrating international standards with free trade port industry needs**

Talent cultivation serves as the core implementation vehicle for educational models. Guided by the international talent competency requirements of free trade port industries, it requires integrating international vocational education standards with local industrial job specifications to reconstruct an integrated international talent development system encompassing “job-course-competition-certification-innovation”. Firstly, schools and enterprises should collaboratively develop

international training programs. Jointly with foreign-related enterprises and multinational corporations in the free trade port, they should identify international competency requirements for industrial positions, determine knowledge, skill, and literacy objectives based on advanced international vocational education standards, and emphasize core competencies such as cross-cultural communication, international business operations, and cross-border project collaboration. Secondly, an integrated curriculum system combining “international courses + local industrial practice” should be developed. This involves introducing high-quality international professional courses, bilingual courses, and micro-courses, adapting them to local conditions through localization of free trade port industries, while adding specialized courses like free trade port policy interpretation, cross-border business operations, and international development of local industries. Projects from multinational enterprises in Hainan and international cooperation projects in free trade port industries should be transformed into teaching cases and practical topics. Thirdly, the international integration of “job-course-competition-certification” should be advanced. International professional qualification certificates and industry certification standards should be incorporated into the curriculum system, aligning with relevant international skills competitions in the free trade port. This enables integrated advancement of course learning, job practice, certification acquisition, and competition preparation, thereby enhancing students’ international professional competitiveness<sup>[13]</sup>.

#### **4.2. Faculty development: Building a “Dual-qualified + International” teaching team**

Faculty serves as the cornerstone of the “industry-education integration + internationalization” educational model. To build a dual-qualified and internationalized teaching team with both academic expertise and industry practice capabilities, private universities should leverage flexible talent recruitment and cultivation mechanisms. Three key strategies are implemented: 1) Enhancing international competence through a dual approach: Recruiting overseas education experts and multinational corporate technical specialists as adjunct faculty, while sending core faculty members to overseas universities and free trade port partner enterprises for advanced training. This focuses on improving bilingual teaching skills, international curriculum development, and cross-border project guidance. 2) Deepening faculty exchanges: Establishing mutual appointment mechanisms between private universities and foreign enterprises in free trade ports, where corporate professionals and technical experts serve as practice instructors, while university faculty participate in international projects and cross-border operations, achieving dual empowerment of “teaching + practice.” 3) Forming collaborative international teaching teams: Creating discipline-specific teams comprising university faculty, corporate experts, and international adjuncts to jointly develop courses, conduct project-based teaching, and provide practical guidance, ensuring seamless integration of global educational concepts with local industry practices<sup>[14]</sup>.

#### **4.3. Construction of practice platform: building an international industry-education integration training platform combining campus and off-campus resources**

The practice platform serves as the hardware foundation for integrating industry-education collaboration and international education initiatives. It requires integrating campus resources with external industry resources to establish a dual-platform system comprising “on-campus international training bases + off-campus industry-academia cooperative international practice platforms,” providing students with immersive international industrial practice scenarios. First, develop on-campus international industry-education integration training bases by leveraging private university training facilities, collaborating with multinational corporations in the Free Trade Port and international industry associations. Introduce advanced international training equipment, technical standards, and project workflows to create bilingual training environments for simulated cross-border business operations. Second, jointly establish off-campus industry-academia cooperative international practice platforms through deep partnerships with foreign enterprises and multinational companies ‘Hainan branches in sectors like tourism wellness, cross-border e-commerce, and digital economy. These platforms will facilitate off-campus practice bases and innovation incubation centers, enabling students to participate in international business operations, cross-border project management, and industrial cooperation projects, thereby enhancing practical skills. Third, leverage key park resources in Hainan Free Trade Port by collaborating with Yangpu Economic Development Zone and

Haikou Comprehensive Bonded Zone. Establish school-local collaborative international practice platforms to organize students' participation in cross-border project practices within park enterprises, achieving precise alignment between talent cultivation and industrial development.

#### **4.4. Resource integration and expansion: deepening international and diversified cooperation among schools, localities and enterprises**

Private universities, constrained by limited resources, should adopt an open and collaborative approach to deepen international partnerships across three dimensions: university-local collaboration, university-industry collaboration, and university-university collaboration, thereby providing robust resource support for the “industry-education integration + internationalization” educational model. First, strengthen university-local coordination by proactively engaging with Hainan Free Trade Port's education and industrial authorities to secure policy support and resource allocation. Utilize government platforms to connect with international industrial cooperation projects and educational exchange resources, ensuring alignment between institutional models and the Free Trade Port's development policies. Second, deepen university-industry collaboration by establishing strategic partnerships with local foreign-related enterprises, multinational corporations, and international industry associations. This integration leverages enterprises' global project resources, technical expertise, and employment networks to achieve coordinated advancement in talent cultivation, project cooperation, and employment placement. Third, promote university-university international cooperation by collaborating with overseas applied universities and vocational institutions through joint training programs, mutual credit recognition, and faculty-student exchanges. Simultaneously, introduce high-quality educational resources from international universities to create a two-way empowerment mechanism that enhances both local industry-education integration and global university collaboration<sup>[15]</sup>.

### **5. The guarantee strategies of the “industry-education integration + internationalization” mode of private universities in the background of hainan free trade port**

#### **5.1. Policy support: Seize the policy dividends of the free trade port and improve the supporting systems on campus**

Leverage the policy incentives of Hainan Free Trade Port in educational openness and industry-education integration. Actively apply for pilot projects on international education and industry-education integration demonstration bases, and seek government support in funding, project coordination, and resource allocation. Meanwhile, based on the actual conditions of private universities, improve internal management systems by formulating measures for international curriculum development, incentive mechanisms for school-enterprise collaborative education, and teacher internationalization training. Clearly define departmental responsibilities to provide institutional safeguards for implementing the educational model.

#### **5.2. Funding guarantee: Establishing a diversified funding system**

By leveraging private universities' financial resources and actively securing government funds for industry-education integration and educational internationalization, we aim to attract multinational corporations and foreign enterprises in the free trade zone to participate in school-enterprise collaborative education programs. This will establish a diversified funding system combining private university contributions, government special support, and corporate partnerships, ensuring adequate financial backing for international curriculum development, practical training platform construction, and global teacher training initiatives.

#### **5.3. Evaluation mechanism: Establishing a multi-dimensional evaluation system of “Industry-education integration + Internationalization”**

To break away from the traditional single evaluation model focused solely on teaching outcomes, a diversified assessment

system has been established, emphasizing the industrial fit of the free trade port, corporate satisfaction, and students' international career competitiveness. The evaluation involves private universities, free trade port enterprises, international industry associations, and students. Key assessment criteria include talent cultivation quality, curriculum system adaptability, faculty competence, and practical platform effectiveness. The evaluation combines process and outcome assessments, incorporating core indicators such as corporate international project performance, international certification acquisition rates, and students' cross-border employment quality to ensure the effectiveness of the educational model.

#### **5.4. Cultural safeguard: Cultivating an international education culture with free trade port characteristics**

Building on the open and inclusive regional culture of Hainan Free Trade Port, private universities should cultivate an educational ethos that combines "global vision, local identity, and practical skills." This can be achieved through initiatives like offering courses on Free Trade Port culture and international etiquette, hosting cultural exchange programs, and organizing student participation in international exhibitions and project services. These efforts will enhance the international competence and local service awareness of both faculty and students, integrating the concept of international education into every aspect of campus culture. Such practices will create a favorable cultural environment for implementing the "industry-education integration + internationalization" educational model.

## **6. Conclusion**

The development of Hainan Free Trade Port has created significant opportunities for private universities to pursue distinctive and internationalized growth. The "industry-education integration + internationalization" model serves as the core pathway for private institutions to align with the Free Trade Port's industrial demands and achieve high-quality development. At its core, this model facilitates deep collaboration between local industry-education integration and internationalized education, enabling international resources to empower local talent cultivation while industry-education integration supports the global implementation of educational models. The establishment of this model must prioritize the Free Trade Port's international talent needs, adhering to the principles of Free Trade Port orientation, international empowerment with local implementation, and collaborative resource integration between schools and enterprises. It constructs a framework system of "one core, dual drivers, three dimensions, and four integrations," advancing implementation through four key dimensions: talent cultivation systems, faculty development, practical platform establishment, and diversified resource integration.

The successful implementation of the "industry-education integration + internationalization" model in private higher education institutions requires comprehensive support in policy, funding, evaluation, and cultural development. Leveraging their flexible operational mechanisms, private universities in Hainan should capitalize on the policy benefits of the Free Trade Port, deepen multi-stakeholder collaborations (university-local governments, enterprises, and international partners), break down traditional institutional barriers, and innovate collaborative talent development frameworks. This approach will establish the "industry-education integration + internationalization" model as a key platform for cultivating versatile, globally competent professionals for the Free Trade Port. Such efforts not only highlight the distinctive strengths and core competitiveness of private universities but also fulfill their social mission to serve Hainan Free Trade Port development, achieving mutual empowerment and shared growth between higher education and regional economic advancement.

## **Funding**

China Private Education Association 2025 Annual Planning Topic-Youth Topic (Project No.: CANQN250244) Research on the Internationalization Model and Path of Private Universities under the Background of Hainan Free Trade Port.

## Disclosure statement

The author declares no conflict of interest.

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