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Research on the Driving Mechanisms and Governance Paths of Collaborative Education between Free Trade Port Industrial Clusters and Higher Education under the Perspective of Industry-Education Integration: A Case Study of Hainan Free Trade Port

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Abstract: The rapid emergence of Hainan Free Trade Ports distinctive "4 + 3 + 3" modern industrial clusters has led to a surge in demand for high-caliber, application-oriented, and internationally competent talents. Industry-education integration, as the core pathway for synergistic development between higher education and industry, is pivotal in addressing talent supply-demand mismatches within the free trade port and empowering industrial upgrading. This study examines the Hainan Free Trade Port as a case study, analyzes the practical foundations and key bottlenecks in collaborative talent cultivation between industrial clusters and higher education, and establishes a four-dimensional driving mechanism encompassing policy, market, innovation, and interest incentives. It proposes a systematic governance framework featuring multi-stakeholder collaboration, joint development of industry-education platforms, innovative governance mechanisms, and integrated resource allocation. These insights provide theoretical references and practical guidance for effectively aligning the education, talent, industrial, and innovation chains within the free trade port, thereby fostering high-quality synergistic development between higher education and industrial clusters.

Keywords: Industry-education integration; Hainan Free Trade Port; Industrial clusters; Higher education; Collaborative talent development; Incentive mechanisms; Governance pathways

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1. Introduction

The development of the Hainan Free Trade Port represents a major national strategy, accelerating the formation of a distinctive modern industrial cluster structured as "4 + 3 + 3", centered on tourism, modern service industries, high-tech sectors, and tropical specialty efficient agriculture, with emphasis on marine technology, aerospace, and the digital economy [1,2]. Industrial parks such as the Nanfan Silicon Valley, Wenchang Aerospace City, Yazhou Bay Science and Technology City, and Boao Lecheng have rapidly emerged, creating a synergistic ecosystem where three future-oriented industries (seed industry, deep-sea exploration, and aerospace) coexist with emerging clusters in tourism, logistics, finance, AI, and biomanufacturing. The clusters' development toward specialization, sophistication, and internationalization

urgently requires a substantial pool of versatile professionals equipped with specialized skills, practical expertise, global vision, and an innovative mindset.

Currently, although Hainan boasts 28 higher education institutions such as Hainan University and Hainan Normal University, their overall strength remains relatively weak, with insufficient high-quality resources and poor alignment between academic disciplines and industrial clusters [3]. Talent cultivation in these universities faces challenges, including a disconnect between theory and practice, outdated program offerings, low internationalization levels, and superficial university-industry collaboration [4]. This has led to a prominent structural contradiction characterized by a severe shortage of urgently needed industry talents and difficulties in graduate employment. Deepening industry-education integration and fostering collaborative talent development between higher education and industrial clusters has become a strategic choice for the Free Trade Port to overcome talent bottlenecks, stimulate innovation momentum, and achieve high-quality development.

2. Core concepts and theoretical foundations

2.1. Definition of core concepts

Industry-Education Integration: Guided by industrial needs, this approach promotes deep integration between industry and education, fostering collaboration among multiple stakeholders, including governments, universities, enterprises, and research institutions, and ensuring alignment among the education chain, talent chain, industrial chain, and innovation chain. This establishes a symbiotic development model where "industry guides education, and education supports industry."

Free Trade Port Industrial Clusters: Leveraging its policy and resource advantages, the Hainan Free Trade Port has fostered an industrial ecosystem comprising similar or related enterprises, research institutions, and service platforms concentrated in designated areas. This ecosystem is characterized by specialization, clustering, internationalization, and innovation-driven growth, encompassing distinctive clusters such as tourism, southern seed breeding, aerospace, deep-sea exploration, digital economy, and biomanufacturing.

Collaborative Talent Cultivation in Higher Education: Universities collaborate with governments, industries, and research institutions to integrate educational resources and industrial elements, reform the talent cultivation system, and jointly participate in the entire process of program development, curriculum design, practical teaching, faculty training, and scientific innovation, thereby cultivating high-quality talents that meet industrial demands [5].

2.2. Theoretical basis

The Industry-Education Integration Theory emphasizes the mutual dependence and reinforcement between education and industry: industry provides demand-oriented guidance and practical scenarios for education, while education supplies talent support and innovation momentum to industry. Its core lies in collaborative efforts among multiple stakeholders, integration of resources, and co-creation and sharing of value.

(1) Industrial Cluster Theory: Through agglomeration effects, synergistic effects, and innovation effects, industrial clusters reduce costs, enhance efficiency, and stimulate innovation, resulting in a demand for talent that is characterized by scale, specialization, and multidisciplinary expertise. This theory provides clear direction and a practical framework for talent cultivation in higher education.

(2) The Theory of Collaborative Governance: Multiple stakeholders (government, universities, enterprises, and industry associations), driven by shared objectives, achieve cross-departmental, cross-sectoral, and cross-stakeholder collaboration through institutional frameworks, resource sharing, clear division of responsibilities, and interest alignment, thereby addressing the challenges of fragmented governance.

(3) The New Quality Productivity Theory: Led by technological innovation and with data as the key element, it promotes the deep integration of digital technologies with the real economy, provides a digital, intelligent, and integrated

development pathway for industry-education collaboration, and empowers innovative models of collaborative education [6,7].

3. The practical foundation for collaborative talent development between industrial clusters and higher Education IN the Hainan Free Trade Port

3.1. Rapid rise of industrial clusters and strong demand for talent

The Hainan Free Trade Port has established a "4 + 3 + 3" industrial system, giving rise to several industrial clusters valued at hundreds of billions and trillions of yuan. The tourism sector has developed into an international tourism and consumption hub, creating demand for professionals in tourism management, cross-border e-commerce, duty-free retail, and cultural tourism innovation. The development of tropical high-efficiency agriculture and the Southern Breeding Silicon Valley urgently requires talent in seed industry innovation, tropical agricultural technology, and agricultural product processing. High-tech industrial clusters in aerospace, deep-sea exploration, digital economy, and biomanufacturing have significantly increased demand for high-end professionals in AI, big data, aerospace engineering, marine technology, and biopharmaceuticals. By 2025, the talent gap in the ports' key industries is projected to exceed 150,000, providing strong impetus for collaborative talent development.

3.2. Higher education has developed steadily, with a solid foundation for talent cultivation

Hainan currently has 28 regular higher education institutions, including 11 undergraduate universities and 26 doctoral programs, forming a comprehensive higher education system that covers undergraduate, vocational, and postgraduate education. Hainan University has been selected for the "Double First-Class" initiative, while distinctive institutions such as Hainan Normal University and Hainan Medical University are developing rapidly. Vocational colleges focus on the industries of the free trade port, establishing key program clusters in tourism management, e-commerce, and marine engineering. Universities continue to deepen industry-education integration by jointly establishing industry colleges, practice bases, and laboratories with enterprises, with collaborative talent cultivation efforts yielding initial results [8].

3.3. Synergistic policy benefits and enhanced institutional safeguards

The state and Hainan have introduced a series of policies to promote industry-education integration: the "Overall Plan for the Construction of the Hainan Free Trade Port" supports the development of an international education innovation island and the deepening of industry-education integration; the "Several Opinions on Deepening Industry-Education Integration" outlines tasks such as collaborative talent cultivation between schools and enterprises and the establishment of industry colleges; Hainan has issued the "Implementation Plan for Industry-Education Integration Pilots," encouraging universities to jointly establish industry-education consortia and modern industry colleges with industrial parks and leading enterprises, offering preferential policies in land use, taxation, and funding. The free trade ports' "zero tariffs and low tax rates" policy attracts high-quality domestic and international educational resources and industrial capital, providing policy support for collaborative talent cultivation.

3.4. Practical exploration of industry-education integration: Accumulating valuable experience

Hainan explores various collaborative education models: First, the park-university-enterprise model, where Yazhou Bay Science and Technology City and Wenchang Aerospace City collaborate with universities and enterprises to establish industry-academia-research platforms and implement customized talent training programs; Second, the modern industrial college model, where universities partner with leading enterprises to establish specialized colleges in tourism, digital economy, and biomanufacturing, adopting an integrated education approach that combines job training, curriculum development, skills competitions, certification programs, and innovation initiatives [9]; Third, the dual-mentor model involves both corporate mentors and university faculty who jointly teach, guide practical training, and supervise research

projects; Fourth, the international cooperation model, leveraging the International Education Innovation Island to engage overseas universities and multinational corporations for global collaborative education initiatives.

4. The core bottleneck in collaborative talent development at the Hainan Free Trade Port

4.1. Insufficient coordination among stakeholders and fragmented governance mechanisms

The responsibilities and authorities among the government, universities, enterprises, and industry associations are unclear, and their collaboration is ineffective. The government lacks adequate coordination and fails to establish cross-departmental and cross-regional collaboration mechanisms; universities demonstrate weak initiative in aligning with industry needs, their discipline and program offerings lag, and their talent cultivation plans are out of sync with industry demands; enterprises show limited enthusiasm for participation, tending to prioritize employment over talent development, with insufficient investment and superficial involvement; industry associations are absent and have failed to effectively establish talent standards or bridge the supply-demand gap. The absence of a stable collaborative mechanism among these stakeholders renders collaborative talent cultivation largely superficial.

4.2. Imbalance in supply-demand matching and lagging integration of professional clusters

The alignment between university program offerings and industrial clusters remains inadequate: Traditional programs are oversupplied, while urgently needed disciplines such as aerospace technology, deep-sea engineering, cross-border finance, international law, and digital cultural innovation are in short supply; program clusters fail to match industrial clusters, with rigid disciplinary boundaries and insufficient interdisciplinary integration; curriculum systems are outdated, emphasizing theory over practice and lacking coverage of cutting-edge industrial technologies, international regulations, and practical skills; talent cultivation suffers from severe homogenization, resulting in an insufficient supply of applied, innovative, and internationally competent professionals.

4.3. Inadequate integration of resource elements and weak practice-based education

Insufficient resource sharing between universities and enterprises: University research facilities and talent resources remain closed to industry, while enterprise practice scenarios, technology platforms, and industry resources are not deeply integrated into teaching; the development of practice bases lags, with few “factories within universities and universities within factories” operating inefficiently, resulting in insufficient student practice hours and monotonous content; there is a shortage of dual-qualified teachers, as university faculty lack practical industry experience while enterprise mentors possess inadequate teaching capabilities, and the two-way talent mobility mechanism remains underdeveloped; digital empowerment is inadequate, with a lack of digital education scenarios such as smart teaching, virtual simulation, and online practical training [10].

4.4. The incentive mechanism is inadequate, with insufficient endogenous motivation

Policy-driven approaches adopt a one-size-fits-all approach, lacking targeted support for the distinctive industries of the free trade port; market-driven mechanisms are weakened, with high participation costs and low returns for enterprises, resulting in a lack of intrinsic motivation to view talent cultivation as an investment; innovation-driven development is insufficient, as mechanisms for university-industry collaborative research and technology commercialization remain inflexible, leading to a disconnect between academic research and industrial technological innovation; there is a lack of interest-driven incentives, with an imperfect benefit distribution mechanism that fails to effectively coordinate the interests of universities, enterprises, and students, thereby undermining collaborative sustainability.

4.5. The level of internationalization is relatively low, failing to adequately meet the requirements of the free trade port

The free trade port is highly open and urgently requires international talent, yet collaborative international education among universities lags: insufficient introduction of high-quality international educational resources, low-level and narrow-scope cooperation with foreign universities; curriculum systems not aligned with international standards, lacking content on international regulations, cross-cultural communication, and foreign language application; shortage of international faculty with limited global perspectives and industry experience; superficial international university-industry collaboration, failing to establish a coordinated system for international talent cultivation, scientific research innovation, and technology transfer.

5. The driving mechanism for collaborative talent development between free trade port industrial clusters and higher education

5.1. Policy drive: Top-level design empowers, institutional guarantees lead

Policy serves as the core guarantee for collaborative talent cultivation. First, a coordinated planning mechanism: the government formulates a specialized plan for industry-education integration in the free trade port, clarifying the objectives, tasks, and pathways for collaboration between industrial clusters and universities, while establishing a cross-departmental (education, development and reform, industry and information technology, talent) coordination mechanism to optimize resource allocation. Second, a targeted support mechanism: specialized policies are introduced for distinctive industries such as southern seed breeding, aerospace, and deep-sea exploration to assist universities in developing specialized program clusters, industry colleges, and industry-education alliances, with provisions including financial subsidies, tax incentives, and preferential land use. Third, an evaluation and incentive mechanism: the effectiveness of industry-education integration is incorporated into university performance assessments and enterprise qualification evaluations, with outstanding entities receiving recognition and rewards to enhance participation motivation.

5.2. Market-driven: Precise supply-demand alignment, driven by industrial needs

The market serves as the core guiding principle for collaborative talent development. Firstly, the talent supply-demand early-warning mechanism involves the government working with industry associations and leading enterprises to regularly release talent demand reports for industrial clusters, catalogs of scarce positions, and skill standards, guiding universities to dynamically adjust their academic programs and training curricula. Secondly, the university-enterprise demand alignment mechanism establishes an industry-education integration information platform to achieve precise matching between talent needs, program offerings, and collaborative projects. Thirdly, the market-oriented training mechanism enables universities to reconstruct their curriculum systems, teaching content, and practical components based on industry job standards, technical specifications, and professional competencies, ensuring that graduates are immediately employable and proficient upon entry into the workforce.

5.3. Innovation-driven: Technology empowers integration, and collaborative innovation facilitates progress

Innovation serves as the core driving force for collaborative education. First, the industry-academia-research collaborative innovation mechanism involves universities partnering with enterprises and research institutes to establish key laboratories, engineering centers, and technological innovation platforms, jointly addressing critical industrial technologies while engaging students in research projects to enhance their innovation capabilities. Second, the digital empowerment mechanism leverages VR/AR, virtual simulation, big data, and AI technologies to develop smart teaching platforms, digital training bases, and online industry colleges, overcoming spatial and temporal constraints to improve educational efficiency. Third, the interdisciplinary integration mechanism breaks down disciplinary barriers by promoting convergence

between engineering and business, science and agriculture, and humanities and information technology, fostering versatile and innovative talents.

5.4. Interest-driven: Co-creation of diverse values with shared benefits as the guarantee

Interests serve as the core bond in collaborative education. First, a cost-sharing mechanism involves the government, universities, and enterprises jointly contributing funds, venues, equipment, and human resources to reduce costs for each party. Second, a benefit-sharing mechanism clarifies the distribution ratios for returns from talent cultivation, research achievements, technical services, and intellectual property rights, enabling enterprises to obtain high-quality talent and technical support, universities to enhance their educational quality and research capabilities, and students to improve their employability and salary levels. Third, a risk-sharing mechanism establishes a collaborative education risk prevention and control system to mitigate cooperation risks and protect the legitimate rights and interests of all parties involved.

6. The governance approach for collaborative talent development in the Hainan Free Trade Port

6.1. Establish a collaborative governance system involving multiple stakeholders to enhance coordinated efforts

Improve the government coordination mechanism: Establish a provincial-level industry-education integration leading group, headed by provincial leaders, to coordinate educational, industrial, talent, and technological resources; formulate annual plans, project lists, and evaluation standards; and address departmental fragmentation and regional barriers. Strengthen universities primary responsibility: Universities should proactively engage with the free trade ports industrial clusters, optimize their disciplinary and program offerings, establish industry-aligned professional clusters, set up industry-education integration colleges, establish university-enterprise cooperation offices, and fully participate in collaborative talent cultivation.

Stimulating the vitality of enterprises: Cultivate enterprises that integrate industry and education, support leading enterprises in establishing industry-education consortia and industry associations, and encourage their deep involvement in program development, curriculum design, practical teaching, and faculty training to ensure enterprises fulfill their primary responsibility for talent cultivation. Leveraging the role of industry associations: These associations establish industry talent standards, teaching standards, and evaluation criteria; facilitate school-enterprise collaboration platforms; provide industry guidance, conduct quality assessments, and issue talent certifications; thereby enhancing the standardization of collaborative talent development.

6.2. Promote joint development of industry-education platforms to strengthen educational support

Establish industry-education consortia: Centered around industrial parks, integrate universities, enterprises, and research institutes to build municipal and industry-specific consortia, creating an integrated platform for “talent cultivation – technological innovation – industrial development.” Develop modern industrial colleges: Focusing on key industries such as tourism, southern seed breeding, aerospace, deep-sea exploration, digital economy, and biomanufacturing, establish modern industrial colleges through university-enterprise collaboration, implement a “dual-subject model with integrated work-study” training approach, and adopt “order-based classes, named classes, and apprenticeship systems.”

Co-building practical training bases: Establishing “factories within universities and universities within factories,” virtual simulation training centers, and innovation and entrepreneurship incubation bases to achieve seamless integration between teaching processes and production processes, training content and job skills, as well as graduation internships and employment positions. Establishing an international cooperation platform: Leveraging the International Education Innovation Island, attracting high-quality overseas universities and multinational enterprises to jointly establish Sino-foreign cooperative education institutions, international industry colleges, and international training bases, aligning with

international standards to cultivate globally competent talents.

6.3. Deepen the reform of talent cultivation models and enhance the quality of education

Professional clusters align with industrial clusters: Universities, centered around the free trade ports "4 + 3 + 3" industrial system, establish a framework of "key industries – core majors – supporting courses," phase out outdated programs, introduce in-demand majors, and develop distinctive professional clusters. The "job-course-competition-certificate-innovation" curriculum system is restructured: guided by industry job requirements, it integrates vocational standards, skills competitions, professional certifications, and innovation/entrepreneurship elements into courses, developing modular, project-based, and practice-oriented curricula with enhanced practical instruction (accounting for ≥ 50%).

Innovative School-Enterprise Dual-Mentor Education Model: Establish a dual-mentor team consisting of "university faculty + enterprise mentors," where enterprise mentors handle practical teaching, case analysis, and skill guidance, while university faculty oversee theoretical instruction and academic supervision, implementing joint teaching, co-admission, and collaborative evaluation. Strengthening the Development of Dual-qualified Faculty: Establish a two-way talent mobility mechanism between schools and enterprises, supporting university faculty in undertaking on-the-job training and participating in technology R&D within enterprises, while inviting highly skilled professionals and key management personnel from enterprises to serve as part-time instructors at universities, and improving the faculty training, evaluation, and incentive systems.

6.4. Promote deep integration of resource elements to activate synergistic momentum

Talent Resource Integration: Breaking down barriers between universities and enterprises in talent acquisition, implementing "mutual talent recruitment, resource sharing, and shared responsibilities," and supporting joint research efforts and dual-part-time employment between university researchers and corporate technical professionals. Facility Resource Sharing: Universities open their laboratories, libraries, and research equipment to enterprises, while enterprises provide production lines, training bases, and technology platforms to universities, enabling efficient resource utilization.

Digital Resource Integration: Establish a provincial-level big data platform for industry-education integration, consolidating data on talent supply and demand, program development, teaching resources, practical training scenarios, and research outcomes to enable digital management and precision services. International Resource Acquisition: Leverage the free trade ports' open policies to introduce international curricula, textbooks, faculty, and certification systems, facilitating cross-curricular selection, mutual credit recognition, and reciprocal degree conferral to enhance the internationalization of talent cultivation.

6.5. Improve institutional mechanisms and innovation to ensure sustainable operation

Policy Guarantee Mechanism: The Free Trade Port Industry-Education Integration Regulation has been enacted, clarifying the rights and responsibilities of multiple stakeholders, cooperation standards, benefit distribution, and legal liabilities to provide institutional safeguards. Funding Mechanism: A provincial-level special fund for industry-education integration has been established to support platform development, curriculum design, faculty training, and project implementation; it also encourages participation from social and industrial capital, while introducing innovative financial products such as "Industry-Education Integration Loans" and "Intellectual Property Pledge Loans."

Evaluation and Feedback Mechanism: Establish a multi-stakeholder evaluation system involving the government, industry, enterprises, universities, and students to assess the effectiveness of collaborative education based on criteria such as program alignment, practical outcomes, employment quality, and industrial contribution, while creating a dynamic feedback and continuous improvement mechanism. Cultural Integration Mechanism: Foster a culture characterized by "industry-education symbiosis, collaborative innovation, and openness and inclusiveness," promoting deep integration of industrial culture, corporate culture, and campus culture to cultivate a fertile environment for collaborative education.

7. Conclusion and outlook

The industrial clusters in the Hainan Free Trade Port and their collaborative talent development with higher education benefit from a solid foundation characterized by robust industrial demand, a strong educational base, synergistic policy incentives, and extensive practical experience. However, they face challenges including insufficient coordination among stakeholders, an imbalance between supply and demand, inadequate resource integration, underdeveloped incentive mechanisms, and relatively low internationalization levels. From the perspective of industry-education integration, a four-dimensional incentive mechanism, driven by policy, market forces, innovation, and mutual interests, should be established. Through a systematic governance approach involving multi-stakeholder collaboration, joint development of industry-education platforms, reform of training models, seamless resource integration, and institutional innovation, the deep alignment of the education chain, talent pipeline, industrial chain, and innovation chain can be achieved. This will address the talent supply-demand mismatch and provide robust talent support and innovative momentum for the high-quality development of the Free Trade Ports industries.

In the future, as the free trade port development deepens and new quality productive forces advance, collaborative education will evolve to higher levels: First, digital and intelligent upgrades will see deep applications of generative AI, the metaverse, and digital twins, creating virtual industrial colleges, immersive training programs, and personalized educational models; Second, deep international integration will connect global educational and industrial resources, establishing an international education system where "studying in Hainan equals studying abroad"; Third, full industrial chain collaboration will extend talent cultivation to technology R&D, technology commercialization, and industrial incubation, forming a deeply integrated "industry-education-research-innovation city" ecosystem; Fourth, the free trade ports distinctive features will be highlighted through focused efforts on characteristic industries such as southern seed breeding, aerospace, deep-sea exploration, and tourism, creating replicable and scalable models for industry-education integration. Future research can further explore cutting-edge topics like digital empowerment, international collaboration, and sustainable benefit distribution to continuously refine the theoretical and practical framework for collaborative education in the free trade port.

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