

# China

## International case study

Generic skills description	Comprehensive abilities.
Generic skills in the academic and vocational curriculum	Embedded and integrated into both the academic and vocational curriculum.
Skills teaching and learning approaches	For academic subjects, extracurricular activities are important to providing opportunities for experiential learning of skills to complement predominantly teacher directed instruction of subjects. Vocational subjects have greater opportunities for experiential and project-based learning.
Generic skills assessment	No formal assessment of generic skills.
Teacher autonomy	Autonomy in relation to teaching generic skills reflects a general approach of common curriculum and methods with some flexibility allowed when implemented by teachers.

This is a case study of generic skills in 14-19 education in **China** developed through a desk review of selected, mostly official documents. It is intended to be read alongside another 9 international case studies and an overarching summary report of the research *Sheffield Institute of Education* undertook in collaboration with *Centre for Education Systems* with funding from *The Charitable Foundation for Educational Development*. The project investigated how ‘generic skills’ are characterised, understood, and implemented across 10 jurisdictions, with particular reference to the relevance for England.

Authors **Hongjuan Zhu, Lisa Clarkson, Charlynn Pullen, Mark Boylan, Sarah Boodt**

## Summary

The Chinese education system is known for its traditional focus on academic and subject-specific knowledge. However, there has been a growing recognition of the importance of generic skills in preparing students on academic as well as vocational routes for the demands of the modern world. The integration of generic skills is encouraged through curriculum guidelines, but there is no formal assessment or qualifications for these skills. Schools and teachers play a crucial role in embedding the desired skills into their teaching practices.

The Chinese government has been actively promoting the integration of generic skills into education, through a framework called the National Basic Education Curriculum Reform. In addition, generic skills are reflected in Suzhi education (also known as comprehensive or holistic education), which is an educational approach in China that focuses on the overall development of individuals in moral, intellectual, physical, aesthetic, and personality dimensions. As an educational philosophy it has been widely recognised in China for generations.

# 1. Contextual factors

This section provides an overview of the country of China, beginning with its economic, social and educational context and an educational overview in section 1.1. Section 1.2 explores the key systems and structures of the education system. Section 1.3 covers the education workforce and professional status. Finally, section 1.4 describes how policy relating to skills is formed and enacted in China. These are all discussed in particular relation to generic skills.

## 1.1 Economic, social and educational context

China, the world's most populous country<sup>1</sup> and second-largest economy, is known for its sustained dynamic growth.<sup>2</sup> Politically, it is a one-party state run by representatives of the Communist Party of China. Beneath its outward stability, China's socio-economic landscape has been shaped by forces and tensions linked to its demographic shifts, unique industrial needs, and other factors as outlined below.

China's status as a global economic powerhouse has emerged from several decades of remarkable economic growth through rapid industrialisation.<sup>3</sup> Alongside its industrial agenda, the Chinese government has implemented policies focused on maintaining social stability, investing in infrastructure, and improving public services.<sup>4</sup> However, income inequality remains a concern, with a significant wealth gap between urban and rural areas.<sup>5</sup> International geopolitical tensions and China's assertive foreign policy also represent potential challenges to the country's stability.

China is undergoing significant demographic shifts. Its one-child policy (1980 to 2015), which aimed to curb population growth, led not just to a declining birth rate but also a gender ratio imbalance (males exceeding females)<sup>6</sup> linked to the impact of sex-based discrimination on child mortality. As a result, China faces the triple challenge of an aging population, a shrinking workforce, and a gender imbalance, putting pressures on the healthcare system, pension funds, and social services, and potentially impacting economic productivity and growth. To address these issues, China sought to boost the birth rate via the two-child policy in 2015<sup>7</sup> and three-child policy in 2021,<sup>8</sup> and mitigate the impact of labour shortages by raising the retirement age and promoting technological advancements.<sup>9</sup>

---

1 The World Bank, 2022a <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=CN>

2 The World Bank, 2013 <https://openknowledge.worldbank.org/server/api/core/bitstreams/74a6d2cc-ffb6-5340-86bb-ece1507f52ca/content>

3 The State Council, The People's Republic of China by Xinhua, 2022 [https://english.www.gov.cn/news/to-pnews/202210/16/content\\_WS634baf46c6d0a757729e14d4.html](https://english.www.gov.cn/news/to-pnews/202210/16/content_WS634baf46c6d0a757729e14d4.html)

4 The State Council, The People's Republic of China, 2021 [https://english.www.gov.cn/policies/latestreleases/202111/30/content\\_WS61a5d87fc6d0df57f98e5cbe.html](https://english.www.gov.cn/policies/latestreleases/202111/30/content_WS61a5d87fc6d0df57f98e5cbe.html)

5 Li & Luo, 2010

6 Salchli, 2023 from [https://static1.squarespace.com/static/5ea900f004e5b30763f2f581/t/6478d22110788d70a8a5c84b/1685639723627/%5BFinal%5D+Issue+3\\_English.pdf#page=43](https://static1.squarespace.com/static/5ea900f004e5b30763f2f581/t/6478d22110788d70a8a5c84b/1685639723627/%5BFinal%5D+Issue+3_English.pdf#page=43)

7 Zeng & Hesketh, 2016

8 Tatum, 2021

9 Feng, Yeung, Wang, & Zeng, 2019

The industrial agenda in China is complex and evolving. Continuing its economic transformation, it is seeking to transition from an export-driven model to one fuelled by domestic consumption, innovation, and high-end manufacturing, particularly in the field of intelligent manufacturing.<sup>10</sup> The country also faces the challenge of transitioning to a more environmentally sustainable economy. Currently, China is responsible for emitting approximately one-third of the world's greenhouse gases.<sup>11</sup> While it has taken steps towards the goal of carbon neutrality by investing significantly in renewable energy sources, initiating carbon reduction targets, and promoting green technologies, the scale of the challenge remains enormous.<sup>12</sup>

China also faces socio-political challenges, attracting international concerns about human rights violations and restrictions on freedom of speech and information. The Chinese government's treatment of ethnic and religious minorities, such as the Uighur population, has been widely condemned, while China's territorial disputes in the South China Sea and relationships with Taiwan, Hong Kong and Tibet continue to generate geopolitical tension. Also, China's Belt and Road Initiative, a massive infrastructure project spanning multiple countries, has raised questions about the partner nations' debt sustainability and China's growing global influence.

### **Educational overview**

China has a comprehensive and highly structured education system from primary to tertiary levels. The preschool stage is not compulsory but the sector is well developed. Education is highly valued in Chinese society, and the government has implemented various reforms to improve the quality and accessibility of education throughout the country. However, there are still disparities between rural and urban areas in terms of educational resources, facilities, and quality of teaching. Generally, urban residents have better access to high quality schools and higher education institutions than their rural counterparts.<sup>13</sup> Individuals from rural areas tend to have more limited educational prospects and are more likely to pursue vocational training or manual labour occupations.

Ethnicity also plays a role in shaping educational and job paths in China. Ethnic minorities, such as Tibetans, Uighurs, and other indigenous groups, often face discrimination and the additional challenges of limited resources, language barriers and cultural differences, resulting in a narrower range of educational and vocational options. In some cases, ethnically minoritised individuals are encouraged to pursue careers in fields that preserve and promote their cultural heritage, such as traditional crafts, arts, or tourism.<sup>14</sup>

While the state has sought to reduce these educational and work disparities, the factors of ethnicity and rural/urban location continue to mediate opportunities and outcomes. Nevertheless, China's ongoing social and economic development – particularly the evolving skills needs of the workforce – may be the impetus for greater efforts to promote inclusive education and equality of opportunity for all individuals regardless of background.

---

<sup>10</sup> Tsui, 2021

<sup>11</sup> The World Bank, 2022b <https://www.worldbank.org/en/news/press-release/2022/10/12/china-s-transition-to-a-low-carbon-economy-and-climate-resilience-needs-shifts-in-resources-and-technologies>

<sup>12</sup> The World Bank, 2018 <https://www.worldbank.org/en/topic/regional-integration/brief/belt-and-road-initiative>

<sup>13</sup> Gruijters, 2022

<sup>14</sup> Qian, 2013

Finally, a précis of Suzhi education is important for this educational overview of China. Also known as comprehensive or holistic education, Suzhi education focuses on the overall development of individuals rather than just academic proficiency. It was introduced in China during the 1980s as a response to the limitations of exam-oriented education. The intense competition had led to overemphasis on test performance and rote learning, at the expense of holistic student development. Suzhi education aimed to support students to develop in moral, intellectual, physical, aesthetic, and personality dimensions, to become well-rounded individuals.<sup>15</sup>

## 1.2 Key educational systems and structures

### Curricula, assessment and qualifications

China has two sets of high stakes exams, the first taken at age 15 at the end of lower (junior) secondary school, and the second taken at 18 at an academic senior school or a vocational school. At the senior level (15 to 18), academic and vocational tracks have similar compulsory modules in Chinese Language, Mathematics, Foreign Languages (usually English), Ideology and Politics, History, Physics, Chemistry, Information Technology, and Arts. Students take these subjects at different levels depending on their abilities. Other courses are optional. Programmes for vocational learners also include work-related learning.

Students on the academic track take the National Higher Education Entrance Examination (Gaokao) at the end of senior secondary school. This qualification is one of the most important exams in China and determines which type of HE institution a student can attend. China has a complex higher education system with a wide range of institutions. Different institutions lead to different career paths, so the pressure to achieve the required Gaokao grades is high. Students normally begin higher education at age 18.

Most vocational learners enter the labour market directly at 18 or when their formal education finishes, but there are final examinations if they prefer onward study or training. Students on the vocational track who wish to pursue higher education normally take the National Vocational College Entrance Examination. They also have the option to take the Gaokao.

### School/college organisation

In China, the education system has several stages: pre-school, primary, secondary, and higher education. The compulsory elements are six years of primary education and three years of junior secondary education. **Figure 1** depicts the stages from primary to higher education.

After completing primary education, students proceed to junior secondary education for three years, aged 11/12 to 14/15. A very small number of students go to vocational junior secondary schools. There are only nine of these schools in China,<sup>16</sup> located mainly in rural regions with underdeveloped economies. Graduates typically pursue careers as farmers or lower-skilled workers but they do have the option to take exams to progress to senior secondary education.<sup>17</sup>

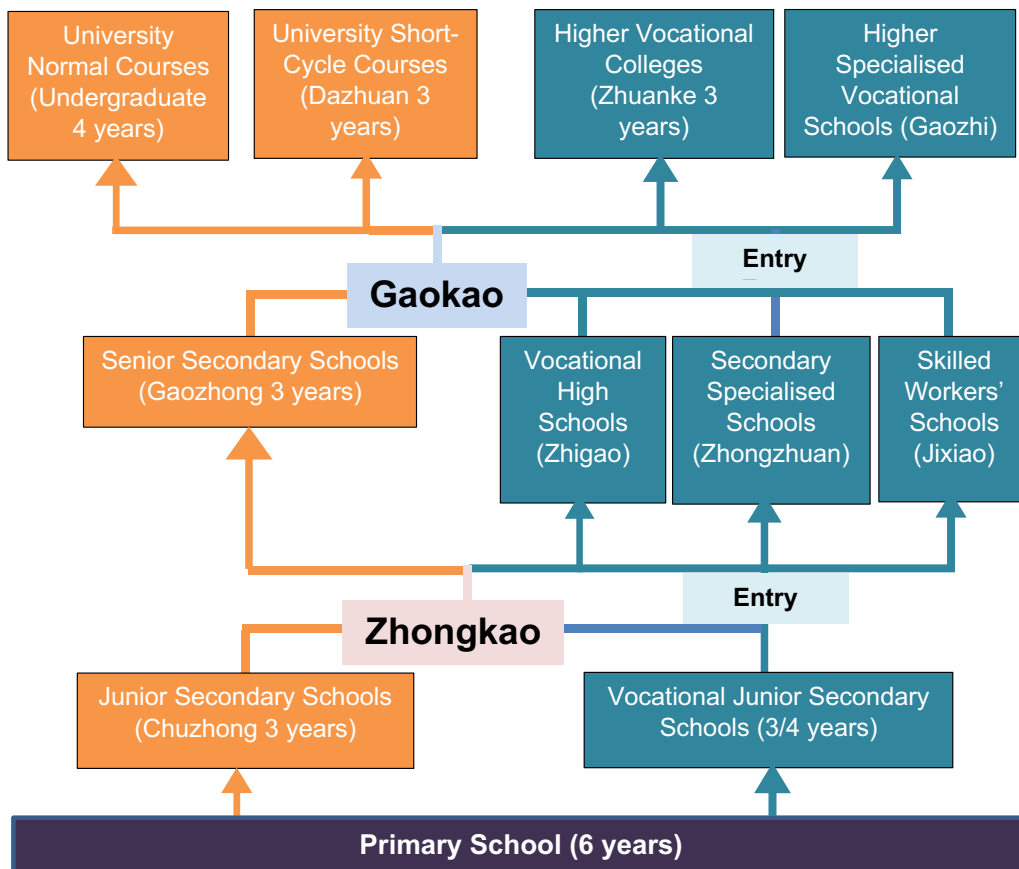
---

<sup>15</sup> Pang, Cheng, Yu, & Wu, 2020

<sup>16</sup> Ministry of Education, 2022a [http://www.moe.gov.cn/jyb\\_sjzl/sjzl\\_fztjgb/202209/t20220914\\_660850.html](http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202209/t20220914_660850.html)

<sup>17</sup> Stewart, 2015 <https://ncee.org/wp-content/uploads/2015/03/CHINAVETFINAL1.pdf>

**Figure 1: Education system in China (Author produced figure)**



Senior secondary education is for students aged 15/16 to 17/18 and is split into academic and vocational routes. Students on the academic track spend three years in senior secondary schools which prepare them for university. The vocational track has three different types of schools: (1) secondary specialised schools, the most sought-after option, offering three-year certificate courses after which students can enter the workforce; (2) vocational high schools, leading either to the labour market or further education at tertiary vocational colleges; (3) skilled workers' schools, offering certificate courses (one to five years, depending on subject) leading to state occupational licences. Graduates from these schools normally enter the labour market.

### 1.3 Education workforce and professional status

Teacher qualification and certification in China are prerequisites for individuals to work as teachers in formal educational settings. The process aims to ensure that all teachers possess the knowledge, skills and competencies necessary for professional practice.<sup>18</sup> There are distinctions between vocational and academic teacher qualifications, as follows.

Vocational teachers at secondary level are in one of three categories: teachers in specialised schools; teachers for cultural and technical theory at crafts schools; and practice-guiding teachers in skilled workers' schools and vocational secondary schools. Teachers in all categories are

<sup>18</sup> Ye, Zhu, & Lo, 2019

required to meet the Secondary Vocational Teachers Standards which demand a combination of general education competencies and vocational expertise, including practical experience and up-to-date know-how. Additionally, vocational teachers at the post-secondary non-tertiary and tertiary education levels are expected to hold tertiary-level degrees and possess relevant work experience.<sup>19</sup>

Academic teachers need higher-level academic qualifications, as teaching in academic schools is a graduate-only profession. In 2020, China's Ministry of Education implemented reforms to primary and secondary teacher certification, aiming to provide a more accessible pathway into teaching. The reforms allowed certain categories of postgraduate and undergraduate students to progress to teacher certification by passing examinations developed by their own schools. This meant that they no longer needed to take the National Teacher Certification Examination.<sup>20</sup>

### **Professional status and autonomy**

In China, teachers typically are required to adhere to a prescribed curriculum and textbook but they do have some limited autonomy over teaching methods. In following the curriculum, teachers are expected to cover the essential concepts and meet the prescribed learning outcomes, to support students to achieve the required educational standards. In this sense, curriculum adherence is central to China's standardised education, helping to maintain consistency across schools. However, within the boundaries of the curriculum, teachers have freedom to design lesson plans and employ instructional strategies that align with their students' needs and interests. This flexibility allows teachers to adapt the curriculum to the local context, incorporate the most relevant examples, and create engaging learning experiences for students.

The extent of teachers' autonomy varies with the subject being taught, the grade level, and local policies. Some subjects have more rigid curricula due to standardised assessments or national requirements, while others allow for more flexibility. Individual school policies and leadership styles also influence the degree of autonomy teachers can exercise to shape teaching and learning.

## **1.4 Policy formation and implementation**

The Ministry of Education in China is the central government department responsible for making and implementing education policy at the national level. The MoE sets broad educational policies, guidelines and standards that shape the curriculum and other aspects of the education system. Curriculum development for academic education is a collaborative effort involving national, provincial and local authorities. The national government provides a general framework and guidelines for curriculum content, while provincial and local education departments have the flexibility to adjust and supplement the curriculum based on regional requirements. Accordingly, there may be variations in curriculum implementation and specific content delivery across different provinces and schools.

---

<sup>19</sup> UNESCO and UNEVOC with Central Institute for Vocational & Technical Education, Ministry of Education, China, 2018 [https://unevoc.unesco.org/wtdb/worldvetdatabase\\_chn\\_en.pdf](https://unevoc.unesco.org/wtdb/worldvetdatabase_chn_en.pdf) (page 8)

<sup>20</sup> Ministry of Education, 2021 [http://en.moe.gov.cn/features/2021TeachersDay/Educators/202109/t20210922\\_565560.html](http://en.moe.gov.cn/features/2021TeachersDay/Educators/202109/t20210922_565560.html)



Technical and Vocational Education and Training (TVET) falls under the jurisdiction of the Ministry of Education. The TVET curriculum is developed and revised by the Ministry of Education in partnership with the National Industrial Committee for Vocational Education and Teaching. To provide TVET education, institutions must obtain accreditation from local education authorities. The accreditation process follows policies and regulations set by the Ministry of Education nationally, to ensure that institutions meet the necessary standards and requirements for delivering TVET programmes.<sup>21</sup>

### **Policy implementation**

In China, education policymaking is predominantly a top-down process. Policy is formulated and handed down by government, although there is consultation and other mechanisms to incorporate the views of affected stakeholders. In the academic education system, provincial and local departments of education have the authority to adapt and implement national policies to suit the specific needs and characteristics of their respective regions. This allows for some degree of customisation of education policies and curriculum content. On the other hand, quality inspection processes are rigid and bureaucratic,<sup>22</sup> which suggests there is limited scope for deviation from national, provincial and local regulations.

The system of TVET governance in China was established by the Chinese State Council's Decision on Boosting Vocational Education in 2005. Here, the State Council declared its responsibility for coordinating the TVET sector and set out mechanisms for collaboration between vocational education departments. Additionally, the National Medium and Long Term Plan for Education Reform and Development (2010-2020) aimed to encourage stakeholder involvement, including from industry, in coordinating TVET programmes. For instance, the Regulation on Cooperation between Schools and Enterprises introduced pilot programmes such as Modern Apprenticeship and TVET Groups. These programmes facilitate cooperation between different stakeholders, enabling them to share the costs and benefits of TVET programmes.<sup>23</sup>

---

<sup>21</sup> UNESCO and UNEVOC with Central Institute for Vocational & Technical Education, Ministry of Education, China, 2018

<sup>22</sup> Zheng & Thomas, 2022

<sup>23</sup> UNESCO and UNEVOC with Central Institute for Vocational & Technical Education, Ministry of Education, China, 2018

## 2. Generic skills

The Chinese education system is well known for its traditional focus on academic and subject-specific knowledge. However, generic skills are increasingly recognised in China as important in preparing all students for the demands of the modern world. Education reforms reflect this growing recognition. Curriculum guidelines encourage the integration of generic skills, and schools and teachers play a crucial role in embedding them into their teaching practices.

Since 2001, the Chinese government has actively promoted generic skills in education, as set out in the Compendium of Curriculum Reform for Basic Education. The reforms highlighted Suzhi education principles (see section 1 above) in curriculum design, aiming to establish a fresh foundation for the education system. The key objective is to nurture a sense of patriotism, collectivism, and socialism among students, while preserving and progressing significant Chinese customs. Students are also encouraged to develop an innovative mindset, practical skills, and a lifelong interest in learning, as well as acquiring scientific, artistic, and environmental knowledge.<sup>24</sup> In recent years, the Ministry of Education has shifted the discourse to refer to “comprehensive abilities” needed by students to prepare for the challenges of the 21st century. These encompass generic skills such as creativity, communication, collaboration, and problem-solving. The Ministry of Education’s National Basic Education Curriculum Reform in 2001 sets a framework for these comprehensive abilities in education, including in moral, intellectual, physical, aesthetic, and labour education domains.<sup>25</sup>

Generic skills are recognised as essential for all students, whether on academic or vocational routes, hence the efforts made to integrate generic skills (particularly communication, teamwork, and creativity) into both pathways. Nevertheless, the academic track places a stronger emphasis on subject-specific knowledge and the Gaokao. Vocational education aims primarily to equip students with technical skills for specific occupations but recognises the parallel importance of generic skills for employability and career success. There is no formal assessment of generic skills nor any discrete qualification for generic skills on either track.

Generic skills development is embedded in schooling in China in three main ways:

1. The Ministry of Education’s curriculum guidelines advise on integrating the skills across different subjects and educational levels.
2. Schools and teachers are then responsible for designing lessons and activities that promote generic skills development and application.
3. Extracurricular activities, such as student organisations and clubs, give students opportunities to cultivate their skills further. These activities often involve students in real-world scenarios, problem-solving tasks, and collaborative work, feeding into skills that are transferable across different domains.

---

<sup>24</sup> Yin, 2013

<sup>25</sup> Ministry of Education, 2018 [http://en.moe.gov.cn/Specials/Specials\\_Conference/conference\\_Achievements/201810/t20181009\\_350930.html](http://en.moe.gov.cn/Specials/Specials_Conference/conference_Achievements/201810/t20181009_350930.html)

### 3. Subject and vocational skills

In academic secondary education in China, students are offered a diverse range of subjects representing various disciplines. The programmes are designed to equip students with the knowledge, skills and perspectives necessary for their academic and personal development.

The key subjects in the national curriculum commonly taught in secondary schools are:<sup>26</sup>

- Chinese Language
- Mathematics
- Foreign Languages (usually English)
- Ideology and politics
- History
- Geography
- Physics
- Chemistry
- Biology
- Technology
- Physical and Health
- Arts (usually Music and Fine Arts)
- Labour
- Integrated Practical Activities

In vocational secondary education, the national curriculum consists of compulsory courses, limited elective courses, and optional elective courses. Compulsory courses are set by the government and include Chinese Language, Mathematics, Foreign Languages (usually English), Ideology and Politics, History, Physics, Chemistry, Information Technology, and Arts. These subjects are similar to those in the academic route, but the course content is generally tailored to be more accessible for vocational students. Limited elective courses are designed by the state to meet the vocational development needs of students to become skilled workers. Each school selects specific courses, which may include traditional Chinese culture, labour education, and vocational qualities. Optional elective courses include those set by individual schools depending on their characteristics, teaching conditions, diverse student needs, and local economic and social development needs.<sup>27</sup>

---

<sup>26</sup> Ministry of Education, 2022b <http://www.moe.gov.cn/srcsite/A26/s8001/202204/W020220420582343217634.pdf>

<sup>27</sup> Ibid

## 4. Teaching and learning approaches

In Chinese secondary education, teaching and learning approaches differ between academic and vocational pathways. In academic secondary schools, whose remit is broad-based academic education, teacher-led instruction is the dominant approach. Teachers, as knowledgeable authorities, deliver content and guide students through structured lessons. Their role is to impart knowledge, facilitate discussion, and provide guidance and feedback to students. Students acquire foundational knowledge and skills through this direct instruction, textbook-based learning, and teacher-led classroom activities.

In contrast, vocational secondary schools adopt a more hands-on, experiential learning approach, reflecting their focus on practical training and industry-specific knowledge to prepare students for work. The curriculum is therefore tailored to the needs of particular industries, such as automotive technology, culinary arts, healthcare, construction, and information technology. The emphasis is on supporting students to develop technical skills, problem-solving abilities, and a deep understanding of their chosen vocational fields. To do this, students engage in different learning environments and methods including workshops, laboratory work, and workplace training. Industry collaboration is key here. Schools establish partnerships with local businesses and vocational training centres to provide students with apprenticeships, internships, or on-the-job training opportunities where they can learn industry-specific skills and standards in an authentic environment.

Digital technology plays an important role in teaching and learning in both types of schools. In academic schools, digital tools and platforms are used to supplement classroom instruction, facilitate research, and promote interactive learning experiences. Technology integration aims to enhance students' digital literacy, information retrieval skills, and adaptability in the digital age. In vocational secondary schools, technology integration is central to the vocational training itself. For example, students learn to operate industry-specific machinery, use computer-aided design software, and apply digital tools relevant to their vocational fields.

Teachers in both academic and vocational schools are expected to integrate generic skills into the teaching and learning of their subject areas and to create opportunities for students to practise and develop the skills. For example, teachers promote cooperative learning strategies where students work together in groups or pairs. This encourages teamwork, communication, and collaboration, helping students develop interpersonal skills and work effectively in a team setting.

Assessment practices also differ between the secondary educational routes. In academic schools, there is typically a combination of formative and summative assessments. Formative assessments, such as quizzes, class participation, and homework, provide ongoing feedback to help teachers monitor students' progress and guide instruction. Summative assessments, such

as exams and standardized tests, measure students' achievement and provide benchmarks for student performance and university entrance. In vocational schools, assessments focus on vocational skills and competencies. Methods of assessment include practical examinations, skills demonstrations, industry-based assessments, and project work. These assessments determine students' readiness for specific vocations and their ability to perform tasks required in the workplace.

The assessment of generic skills is not formally conducted within secondary education. However, assessment practices across both academic and vocational schools may indirectly contribute to the development and evaluation of generic skills. For example, the assessment of creativity may apply to class activities, while collaboration skills may be considered during group projects.

## References

- Feng, Q., Yeung, W.-J. J., Wang, Z., & Zeng, Y. (2019). Age of Retirement and Human Capital in an Aging China, 2015–2050. *European Journal of Population*, 35, 29–62.
- Gruijters, R. J. (2022). Trends in educational stratification during China's Great Transformation. *Oxford Review of Education*, 48(3).
- Li, S., & Luo, C. (2010). Re-estimating the Income Gap between Urban and Rural Households in China. *Procedia - Social and Behavioral Sciences*, 2(5), 7151-7163.
- Ministry of Education. (2018). *Providing access to quality and equitable education for all-- Overview of progress in reforming and developing basic education since 18th CPC National Congress in 2012*. Retrieved May 2024, from: [http://en.moe.gov.cn/Specials/Specials\\_Conference/conference\\_Achievements/201810/t20181009\\_350930.html](http://en.moe.gov.cn/Specials/Specials_Conference/conference_Achievements/201810/t20181009_350930.html)
- Ministry of Education. (2019). *Notice of the General Office of the Ministry of Education on the issuance of the Programme for the Public Basic Curriculum of Secondary Vocational Schools*. Retrieved May 2024, from: [http://www.moe.gov.cn/srcsite/A07/moe\\_953/201911/t20191129\\_410208.html](http://www.moe.gov.cn/srcsite/A07/moe_953/201911/t20191129_410208.html)
- Ministry of Education. (2021). *Reform in primary and secondary teacher certification*. Retrieved May 2024, from: [http://en.moe.gov.cn/features/2021TeachersDay/Educators/202109/t20210922\\_565560.html](http://en.moe.gov.cn/features/2021TeachersDay/Educators/202109/t20210922_565560.html)
- Ministry of Education. (2022a). *2021 Statistical Bulletin on National Education Development*. Retrieved May 2024, from: [http://www.moe.gov.cn/jyb\\_sjzl/sjzl\\_fztjgb/202209/t20220914\\_660850.html](http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/202209/t20220914_660850.html)
- Ministry of Education. (2022b). *Compulsory education curriculum program*. Retrieved May 2024, from: <http://www.moe.gov.cn/srcsite/A26/s8001/202204/W020220420582343217634.pdf>
- Pang, H., Cheng, M., Yu, J., & Wu, J. (2020). Suzhi Education and General Education in China. *Suzhi Education and General Education in China*, 3(2).
- Qian, M. (2013). Vocational Education for China's Ethnic Minorities. *Chinese Education & Society*, 46(4), 75-82.
- Salchli, D. M. (2023). China's One-Child Policy: Implementation and Consequences. *Intercollegiate U.S.-China Journal*, 38-44. Retrieved May 2024, from [https://static1.squarespace.com/static/5ea900f004e5b30763f2f581/t/6478d22110788d70a8a5c84b/1685639723627/%5BFinal%5D+Issue+3\\_English.pdf#page=43](https://static1.squarespace.com/static/5ea900f004e5b30763f2f581/t/6478d22110788d70a8a5c84b/1685639723627/%5BFinal%5D+Issue+3_English.pdf#page=43)
- Stewart, V. (2015). *Made in China: Challenge and Innovation in China's Vocational Education and Training System - International Comparative Study of Leading Vocational Education Systems*. *National Center on Education and the Economy*. Retrieved May 2024, from: <http://ncee.org/wp-content/uploads/2015/03/CHINAVETFINAL1.pdf>

Tatum, M. (2021). China's three-child policy. *The Lancet*, 397(10291), 2238. The State Council, The People's Republic of China. (2021). *China releases 5-year plan for public services*. Retrieved May 2024, from: [https://english.www.gov.cn/policies/latestreleases/202111/30/content\\_WS61a5d87fc6dodf57f98e5cbe.html](https://english.www.gov.cn/policies/latestreleases/202111/30/content_WS61a5d87fc6dodf57f98e5cbe.html)

The State Council, The People's Republic of China by Xinhua. (2022). *China — A global growth engine over past decade*. Retrieved May 2024, from: [https://english.www.gov.cn/news/topnews/202210/16/content\\_WS634baf46c6doa757729e14d4.html](https://english.www.gov.cn/news/topnews/202210/16/content_WS634baf46c6doa757729e14d4.html)

The World Bank. (2013). *China 2030: Building a Modern, Harmonious, and Creative Society*. Retrieved May 2024, from: <https://openknowledge.worldbank.org/server/api/core/bitstreams/74a6d2cc-ffb6-5340-86bb-ece1507f52ca/content>

The World Bank. (2018). *Belt and Road Initiative*. Retrieved May 2024, from: <https://www.worldbank.org/en/topic/regional-integration/brief/belt-and-road-initiative>

The World Bank. (2022a). *Population, total - China*. Retrieved May 2024, from: <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=CN>

The World Bank. (2022b). *China's Transition to a Low-Carbon Economy and Climate Resilience Needs Shifts in Resources and Technologies*. Retrieved May 2024, from: <https://www.worldbank.org/en/news/press-release/2022/10/12/china-s-transition-to-a-low-carbon-economy-and-climate-resilience-needs-shifts-in-resources-and-technologies>

Tsui, D. (2021). China's drive toward sustainability. *Tribology & Lubrication Technology*, 77(9), 18-20.

UNESCO and UNEVOC with Central Institute for Vocational and Technical Education, Ministry of Education, China. (2018). *TVET Country Profiles - China*. Retrieved May 2024, from: [https://unevoc.unesco.org/wtdb/worldtvtdatabase\\_chn\\_en.pdf](https://unevoc.unesco.org/wtdb/worldtvtdatabase_chn_en.pdf) (page 8)

Ye, J., Zhu, X., & Lo, L. N. (2019). Reform of teacher education in China: a survey of policies for systemic change. *Teachers and Teaching*, 25, 757-781.

Yin, H. (2013). Implementing the National Curriculum Reform In China: A Review of the Decade. *Front. Educ. China*, 8(3), 331-359.

Zeng, Y., & Hesketh, T. (2016). The effects of China's universal two-child policy. *The Lancet*, 388(10054), 1930-1938.

Zhao, K. (2020). Educating for Wholeness, but Beyond Competences: Challenges to Key-Competences-Based Education in China. *ECNU Review of Education*, 3(3), 470-487.

Zheng, H., & Thomas, S. M. (2022). The Challenges of School Inspection Practice in Demonstrating and Improving Education Quality: Stakeholder Perceptions in China. *Educational Assessment, Evaluation and Accountability*, 34(3), 391-422.

