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Author

SIMING, Luo

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Abstract

The degree system in Mainland China has witnessed rapid development and changes in the past two decades, especially with the introduction of professional degrees. The article examines the socioeconomic factors that lead to these changes. However, this development is not without problems, such as imbalances in the classification and standing of professional degrees and degree rank structure, uncertain recognition of the status and the importance of professional degrees. In addition, other problems include a lack of qualified teachers, appropriate textbooks, as well as the articulation between professional degree and profession qualification, quality guarantee system, etc. The reasons for the changes and implications are discussed. From China's experience, the conclusion is drawn that certain education systems depend on particular types of economic structure, irrespective of the ideologies present. (HRK / Abstract übernommen)