

## Special Issue

# Sustainable Early Childhood Education for the Sustainable Development of Aging China

### Message from the Guest Editors

This Special Issue aims to thoroughly explore the impact of the three-child policy on the sustainable development of children, parents, teachers, and society with economic, populational, psychological, pedagogical, and other scientific approaches. It welcomes contributions such as national surveys, group interviews, case studies, and program evaluation studies; evidence-informed reviews and opinion pieces; or other suggestions of your choice. In addition, we are interested in empirical studies using cross-sectional, longitudinal designs, and mixed methods. In particular, this Special Issue will focus on (but is not limited to) the impact of the three-child policy on (1) the development and implementation of sustainable early childhood education policies; (2) the implementation of quality assessment, assurance, and improvement programs at national, regional, and local levels; (3) the sustainable development and supply of professional teachers; (4) the sustainable development of young children in the digital era; (5) Chinese parents and family functioning for sustainable development; and (6) the sustainable development of early childhood institutions in aging China.

### Guest Editors

Prof. Dr. Philip Hui Li

Prof. Dr. Yong Jiang

Prof. Dr. Xiumin Hong

Dr. Li Luo

### Deadline for manuscript submissions

closed (1 May 2023)



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### Editor-in-Chief

Prof. Dr. Marc A. Rosen

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