International Journal of World Economic Research
ISSN: 3080-9886 (Print), ISSN: 3080-9894 (Online) | Vol. 3, No. 3, 2026

Research on Coupled Iterative Development of Interdisciplinary Management Talents for the Low-Altitude Economy

Limei Yuan, Limei Lu

North China University of Science and Technology, Hebei, China

Abstract: Fostering and developing new-quality productivity constitutes China's core strategy for industrial transformation, upgrading and high-quality development. As a prioritized strategic emerging industry, the low-altitude economy is transitioning from localized pilot trials to large-scale demonstration and standardized supervision during the 15th Five-Year Plan (2026–2030). Accelerated industrial technological iteration, cross-sector integration of business models, continuous refinement of industrial standards, and dynamic updates of job requirements impose higher demands for interdisciplinarity, systematic design, and dynamic adaptability in talent development. Current university programs for low-altitude economy-related talent development suffer structural shortcomings, including fragmented coordination among educational stakeholders, insufficient interdisciplinary integration, static and rigid training frameworks, and lagging, one-dimensional evaluation systems. These deficiencies lead to supply-demand mismatches for interdisciplinary management talents and inadequate job readiness. Drawing on system coupling theory and closed-loop iterative optimization, this paper constructs a four-dimensional coupled education system encompassing government-university-enterprise-research stakeholders, training objectives, teaching-industry-research content, and multi-dimensional evaluation. It establishes a dual-cycle five-ring iterative mechanism of "fine semester-level adjustment + annual systematic upgrading", forming a new talent development model for interdisciplinary management talents that aligns with the dynamic characteristics of the low-altitude economy. This study shows that the multi-dimensional coupling system can break disciplinary barriers and stakeholder silos, integrate multi-party educational resources, and build a collaborative education framework; the closed-loop iterative mechanism enables talent development to dynamically adapt to industrial technological upgrading, policy revisions, and evolving job requirements. The findings offer theoretical support and practical references for constructing interdisciplinary low-altitude economy programs in universities, optimizing local talent policies for low-altitude industries, and developing talent pipelines for emerging industries.

Keywords: New-quality productivity, low-altitude economy, iterative development, interdisciplinary management talents, industry–education integration coupling mechanism.

1. Introduction

Driven by scientific and technological innovation, new-quality productivity serves as the core engine for building China's modern industrial system and cultivating growth poles for emerging industries. Integrating aviation technology, low-altitude airspace governance, intelligent administration and market operations, the low-altitude economy covers diverse application scenarios such as low-altitude inspection, urban air mobility, low-altitude logistics, emergency rescue, and industrial operational services. It functions as a vital vehicle through which new-quality productivity empowers the real economy (Zhang & Li, 2024). During the 15th Five-Year Plan (2026–2030), China's low-altitude airspace reform continues to advance, the coverage of industrial pilot projects expands steadily, and industry standardization accelerates. The sector enters a new development phase characterized by large-scale demonstration, standard formulation, and intelligent exploration. Unlike traditional standalone industries, the low-altitude economy features rapid technological iteration, cross-sector integration of business models, a dense policy framework, and continuously evolving job demands. Talent needs are no longer limited to frontline technical operators; there is a growing and urgent demand for interdisciplinary management talents equipped with technical literacy, policy compliance capabilities, operational coordination, risk control, and innovative expansion competencies (Huang & Qu, 2024). Such talents are core assets for ensuring compliant delivery of low-altitude projects, standardized operation of low-altitude operation bases, and orderly industrial expansion. They also represent a critical talent bottleneck constraining the high-quality development of the low-altitude economy.

Institutions of higher education are primary providers of talent for emerging industries. Chinese universities have gradually launched relevant talent development tracks for the low-altitude economy and initially established a development system for technical and skilled personnel. Nevertheless, prevailing educational paradigms still adhere to traditional disciplinary segmentation and static frameworks, making them poorly suited to the cross-sector industrial attributes of the low-altitude economy (Wu, 2024). From the perspective of talent development practice, the existing system contains multiple structural flaws. Collaboration among governments, universities, enterprises, and research institutes mostly remains at superficial levels, such as short-term internships, guest lectures, and basic joint initiatives. It lacks an in-depth coupling mechanism with clear rights and responsibilities, resource sharing, and benefit distribution. Industrial resources and research outputs can hardly be effectively converted into teaching resources. Disciplinary curricula remain fragmented: technical, management, and legal courses operate independently, and an interdisciplinary curriculum matrix has yet to be established. Talent development plans stay

unchanged for extended periods, and their update pace lags behind industrial technological innovation and policy adjustments, resulting in insufficient forward-looking design in training. Assessments prioritize written examinations of theoretical knowledge while neglecting evaluation of practical competencies, integrated management, and emergency risk response. Consequently, talent development objectives become disconnected from industrial job requirements (Han, 2024). These issues produce graduates with narrow skill sets, weak job readiness, and limited capacity for sustainable professional growth, resulting in pronounced structural mismatch between talent supply and industrial demand.

Promoting deep industry–education integration, implementing dynamically adaptive training, and strengthening science-education synergy are key priorities for higher education reform targeting emerging industries across the Asia-Pacific region (Guo & Wu, 2024). Existing research largely focuses on micro-level reforms such as standalone curriculum redesign, skills training, and superficial university-enterprise cooperation for the low-altitude economy. There is relatively limited systematic research on the complete development framework, multi-stakeholder coordination mechanisms, and dynamic iterative development models for interdisciplinary management talents. Few long-term educational frameworks have been built to accommodate the continuously evolving features of the low-altitude economy. Against the backdrop of new-quality productivity, this paper applies system coupling theory and closed-loop iterative optimization to construct a four-dimensional coupled collaborative education system and a dual-cycle closed-loop iterative optimization mechanism. It addresses practical challenges in developing interdisciplinary talents for emerging industries and establishes an educational framework combining static foundational training, continuous dynamic refinement, and long-term alignment with industrial development. The paper provides actionable pathways for developing low-altitude economy majors in Chinese universities and offers localized references for nurturing interdisciplinary talents in comparable emerging industries across the Asia-Pacific region.

2. Literature Review and Theoretical Foundation

2.1. Research on Talent Development for Emerging Industries

As new-quality productivity initiatives move forward, talent development for strategic emerging industries has become a prominent research topic in higher education and industrial economics. Scholars generally recognize that emerging industries including the low-altitude economy and intelligent manufacturing are technology-driven, marked by interdisciplinary integration, rapid technological iteration, and continuous business model innovation. These industries have overturned the mono-disciplinary, static, standardized talent development models associated with traditional industries (Li, 2024). Within conventional university disciplinary structures, curricula update slowly, practical training is disconnected from industrial frontlines, and industrial stakeholders participate minimally in talent development. Such systems struggle to meet talent demands created by evolving job profiles, updated technical standards, and expanding business portfolios in emerging industries. Under the guidance of new-quality productivity, talent development prioritizes interdisciplinary competence, innovation capacity, growth potential, and dynamic adaptability. Talent development systems must achieve bidirectional linkage and mutual empowerment with industrial progress.

In applied research, Chinese scholars have extensively explored industry–education integration, interdisciplinary curriculum design, and university-enterprise collaborative training models for emerging industries. Some studies focus on building interdisciplinary curriculum clusters to break barriers between technical and management coursework; others seek to refine university-enterprise cooperation frameworks and strengthen vocational skill training. However, gaps persist in current scholarship. Most studies focus on static development systems built around fixed curricula and training plans, without dynamic iterative mechanisms to respond to rapid industrial shifts. Research tends to center on universities and enterprises, with insufficient discussion of coordinated coupling and joint training involving government and research institute partners. This makes it difficult to fundamentally resolve structural contradictions between talent supply and demand in emerging industries.

2.2. Coupled Iterative Theory and Adaptation Logic of Talent Development

Originating from systems science, coupling theory describes multiple independent subsystems that generate synergistic effects: the overall efficiency of the system exceeds the simple sum of its individual components through resource exchange, complementary strengths, mutual constraints, and coordinated coexistence (Han, 2024). University talent development for emerging industries constitutes a typical complex system consisting of four subsystems: educational stakeholders, development objectives, teaching content, and evaluation mechanisms. Under traditional education models, these subsystems operate in isolation and create disciplinary silos — the root cause of fragmented talent development and poor adaptability. By introducing coupling theory into talent development, systemic barriers can be removed through comprehensive, end-to-end deep coupling. Dispersed educational resources are consolidated to form an integrated, systematic collaborative education system that maximizes educational outcomes.

Iterative optimization is a core concept in modern innovation management and innovative higher education. It refers to iterative weakness remediation and systemic upgrading via recurring closed-loop cycles informed by demand shifts, practical feedback, and data analysis to sustain quality improvement (Guo & Wu, 2024). Iterative development abandons the static mindset of "formulated once and applied indefinitely" and adopts the closed-loop logic: demand identification → scheme optimization → implementation → data analysis → system upgrading. This framework accommodates the dynamic traits of emerging industries: technological iteration, policy updates, and evolving job requirements. Combining coupling and iterative mechanisms addresses two core challenges in talent development: multi-stakeholder coordination and dynamic industrial adaptation. This combination aligns closely with educational needs created by cross-sector integration and continuous evolution within the low-altitude economy, providing robust theoretical foundations for the long-term

development of interdisciplinary management talents.

3. Practical Dilemmas in Developing Interdisciplinary Management Talents for the Low-Altitude Economy

3.1. Fragmented Coordination among Educational Stakeholders and Insufficient Depth of Industry–Education Integration

Universities currently serve as the primary implementers of low-altitude economy talent development, while governments, low-altitude enterprises, and research institutes do not fully leverage their educational capacity. Cooperation across these stakeholders mostly remains at superficial levels, including short-term internships, guest lectures, and basic joint initiatives. A durable, in-depth coordination mechanism with clear rights and responsibilities, resource exchange, and benefit sharing is absent. Enterprises rarely engage in core activities such as setting talent development standards, curriculum development, practical project design, and assessment. They only accept interns passively. Cutting-edge research outputs and industrial survey datasets from research institutes are seldom converted into teaching resources. Local governments roll out industrial support policies but lack dedicated linkage mechanisms for talent development. As a result, industry standards and job demand information cannot be promptly transmitted to universities. This fragmented operation disconnects talent development from real industrial contexts and requirements, limiting the effectiveness of collaborative education.

3.2. Pronounced Disciplinary Barriers and Inadequate Interdisciplinary Talent Development

Interdisciplinary management talents for the low-altitude economy must master multi-dimensional knowledge and capabilities, including low-altitude equipment technical principles, airspace management regulations, project operational workflows, and safety risk control. Yet the prevailing disciplinary framework retains a siloed structure. Courses in aeronautical engineering, public administration, economic law, and industrial economics are delivered independently, and an interdisciplinary curriculum matrix has not been established. Technical courses focus on equipment operation principles with limited coverage of management and regulatory content; management courses teach general operational theories without low-altitude industry case studies. An industry-oriented interdisciplinary curriculum system has not taken shape. Constrained by disciplinary boundaries, students develop fragmented knowledge bases, facing the common limitation: they understand technology but not operations, grasp management but lack airspace regulatory knowledge, and possess general theories without familiarity with low-altitude operational scenarios. They cannot satisfy the comprehensive competency requirements for interdisciplinary management positions.

3.3. Static and Inflexible Development Plans Unable to Keep Pace with Industrial Iteration

The low-altitude economy is undergoing rapid development. Airspace management policies, industrial technical standards, application scenarios, and job competency requirements keep evolving. However, university talent development plans, curriculum outlines, and practical training projects remain static for long periods, with lengthy revision cycles and low responsiveness. No regular mechanism exists for industrial demand analysis and scheme refinement. Talent development systems fail to keep pace with industrial technological innovation, policy revisions, and business expansion. Teaching content lags behind industry frontiers, practical training projects are decoupled from the latest real-world low-altitude applications, and graduate competencies fall short of updated job standards. This creates notable delays and mismatches in talent supply.

3.4. Outdated One-Dimensional Evaluation Systems and Misaligned Educational Priorities

Assessment for low-altitude economy-related training still follows traditional university evaluation models dominated by final written examinations and coursework, prioritizing rote memorization of theoretical knowledge. It neglects evaluation of core competencies for interdisciplinary roles, including project practice, compliance review, emergency response, team coordination, and innovative planning. Enterprises and industry experts rarely participate in evaluation activities. This single-dimensional assessment framework cannot fully measure students' comprehensive professional competencies, objectively reflect talent development quality, identify systemic weaknesses, or drive reform of development models. Evaluation priorities deviate from the goal of cultivating interdisciplinary talents for the low-altitude industry.

4. Construction of a Four-Dimensional Coupled Development System for Low-Altitude Economy Interdisciplinary Talents

To tackle the four practical dilemmas outlined above and guided by talent demands under new-quality productivity, this paper applies system coupling theory to build a four-dimensional collaborative education system covering: stakeholder coupling among governments, universities, enterprises and research institutes; job-objective coupling; teaching-industry-research content coupling; and multi-dimensional evaluation coupling. The system breaks cross-domain barriers and establishes a cross-sector collaborative education framework.

4.1. Stakeholder Coupling: Establishing a Government–University–Enterprise–Research Collaborative Education Community

The system integrates resources from local governments, universities, leading low-altitude enterprises, and aviation research institutes to establish a joint committee for the development of low-altitude economy interdisciplinary talents. Parties sign collaborative education agreements to define rights and obligations, resource contributions, educational tasks, and intellectual property ownership, forming a long-term collaborative community with clear accountability, resource exchange, and benefit sharing. Local

governments coordinate regional low-altitude industrial planning, release industrial policies and job demand information, allocate industrial support resources, build multi-party communication platforms, and standardize industry talent development criteria. Leading low-altitude enterprises participate fully in talent development: contributing to talent standard formulation, curriculum design, real-project teaching, on-site practical training, and joint assessment. They provide access to low-altitude operation bases, operational projects, and training facilities, and assign senior industry managers to serve as enterprise mentors for on-the-job practical training and vocational competency cultivation. Universities deploy interdisciplinary faculty and oversee on-campus theoretical instruction, instructional design, and student administration. Research institutes convert cutting-edge low-altitude research outputs and industrial survey cases into teaching case libraries and jointly conduct research on industrial talent demands. The four stakeholders transition from loose ad-hoc cooperation toward deep coupling, achieving mutual empowerment and coordinated development.

4.2. Objective Coupling: Aligning Job Competency Requirements with Talent Development Standards

Based on industrial surveys, job task decomposition, and alumni follow-up investigations, this study systematically identifies core competencies required for interdisciplinary management roles in the low-altitude economy and builds a competency matrix across four dimensions: technical literacy, policy compliance, operational coordination, and innovative development. This realizes end-to-end coupling between industrial job requirements and university talent development objectives.

Technical literacy: Students master basic principles of low-altitude aircraft, equipment operational fundamentals, and features of low-altitude application scenarios, with basic technical identification and liaison capabilities.

Policy compliance: Students attain proficiency in airspace management regulations, low-altitude safety governance frameworks, and project approval procedures, with capacities for low-altitude project compliance review and risk prevention.

Operational coordination: Students develop practical skills in low-altitude project planning, base operation, cost management, team governance, and emergency response, with full-cycle project operation and management capabilities.

Innovative development: Students can conduct industrial market analysis, design new business models, and optimize commercial frameworks to meet the continuous innovation needs of the low-altitude industry.

Phased training objectives and graduation criteria are refined according to the competency matrix, embedding job competency requirements throughout the whole talent development process and resolving misalignment between training objectives and industrial needs.

4.3. Content Coupling: Building an Integrated Interdisciplinary Curriculum System of Teaching, Industry and Research

The traditional segmented teaching model is replaced with an integrated interdisciplinary training system framed as theoretical foundation, project empowerment, research enrichment, and practical competency development, facilitating deep coupling among classroom instruction, industrial practice, and research training. Modular interdisciplinary curriculum clusters are restructured into five modules: Fundamentals of Low-Altitude Technology; Airspace Policy and Regulations; Low-Altitude Project Operation and Management; Safety Risk Control; and Low-Altitude Industrial Innovation Practice. Outdated content is eliminated, and the latest industrial policies, technical standards, real industry cases, and incident review materials are continuously incorporated to ensure curricula keep pace with industrial frontiers.

Practical training is anchored in authentic industrial scenarios. Real enterprise projects, such as low-altitude inspection, low-altitude cultural tourism services, and emergency support missions, serve as training carriers. Students participate in full-cycle workflows including project planning, compliance filing, on-site management, and post-project review, translating classroom knowledge into job competencies. Science-education integration is promoted by opening research topics and industrial survey projects to students, engaging them in low-altitude industry surveys, policy research, and project scheme design. Research training strengthens students' capacity for innovative judgment and solution design.

4.4. Evaluation Coupling: Constructing a Multi-stakeholder Comprehensive Assessment Mechanism

The paper abandons assessment models relying solely on written examinations and establishes a four-dimensional coupled comprehensive evaluation system involving university instructors, enterprise mentors, and industry experts. It combines formative and summative assessment, quantitative scoring, and qualitative evaluation to comprehensively measure interdisciplinary talents' overall competencies.

This study proposes a weighting scheme: theoretical literacy (30%), on-site practical performance (40%), innovative research outputs (20%), and comprehensive professional literacy (10%). Universities may flexibly adjust these weights according to institutional positioning.

Theoretical literacy is assessed via interdisciplinary coursework examinations and policy case reports to test fundamental theories and regulatory knowledge. On-the-job practical assessment is led by enterprise mentors, evaluating practical capabilities, compliance awareness, and coordination skills based on performance in real projects and emergency drills. Innovation outputs are assessed through industrial design proposals, research reports, and innovative project deliverables to evaluate industrial insight and innovative planning capacity. Professional literacy assessment covers accountability, safety awareness, communication, teamwork, and lifelong learning mindset. Evaluation results feed back into all stages of talent development to form an evaluation-driven educational closed loop.

5. Design of the Closed-Loop Iterative Optimization Mechanism

The four-dimensional coupling system establishes the foundation for static collaborative education. To accommodate the iterative nature of the low-altitude industry,

this paper further develops a dual-cycle five-ring closed-loop iterative mechanism: fine semester-level adjustment + annual systematic upgrading. It establishes a routine optimization workflow for talent development to continuously narrow gaps between training outputs and industrial requirements.

5.1. Dual Iteration Cycle Design

A two-tier iteration framework balances granular dynamic adjustments and systemic annual upgrades. Semester-level fine adjustment represents short-cycle iteration focused on resolving instructional challenges within each semester. At the end of every semester, researchers conduct student surveys, practical training reviews, and interviews with teachers, students and enterprise mentors to identify weaknesses in curriculum content, practical training projects, and pedagogical approaches. Targeted revisions are applied to curriculum cases, practical tasks, teaching tools, and formative assessment indicators to remedy training gaps promptly and sustain steady improvements in teaching quality.

Annual systematic upgrading constitutes long-cycle iteration. At year-end, the government–university–enterprise–research joint development committee conducts systematic reviews. Drawing on annual policy updates, new technology adoption, shifting job requirements, alumni feedback, and evaluation data, the committee comprehensively revises and upgrades talent development plans, competency standards, curriculum modules, practical training frameworks, and assessment rules. This ensures the entire education system iterates and updates annually to align with industrial evolution.

5.2. Five-Ring Closed-Loop Iteration Workflow

A five-ring closed-loop workflow is established: demand identification → scheme optimization → implementation → data analysis → system upgrading, forming a self-sustaining optimization cycle.

Demand identification: A regular research mechanism is maintained among governments, universities, enterprises and research institutes. The team continuously collects low-altitude technology progress, airspace policy revisions, corporate recruitment criteria, alumni employment feedback, and employer evaluations to compile an annual industrial talent demand analysis report as the baseline for iterative optimization.

Scheme optimization: Drawing on the demand report, the joint committee dynamically updates the job competency matrix, revises talent development plans, course outlines, practical training projects, and evaluation indicators. Obsolete content is removed and modules covering emerging business models are added, aligning development schemes dynamically with industrial demands.

Implementation: Universities and enterprises deliver classroom teaching, project training, and research activities following revised schemes, apply updated training content and assessment criteria, and preserve full records of teaching, practical training and assessment data.

Data analysis: Course grades, practical training evaluations, enterprise feedback, and alumni follow-up data are aggregated. Analysts diagnose talent development gaps, weak competency areas, and bottlenecks limiting collaborative education and compile quality diagnosis reports.

System upgrading: Remedial adjustments are implemented according to diagnosis reports to complete the current iteration. The upgraded system enters the next round of demand identification. High-quality teaching cases, project outputs, and student works are archived to enrich the low-altitude economy teaching resource library.

6. Conclusions and Educational Implications

6.1. Conclusions

Under the framework of new-quality productivity, rapid expansion of the low-altitude economy creates substantial demand for interdisciplinary management talents. Conventional talent development models relying on static siloed arrangements with universities as sole providers cannot meet industrial needs. Current low-altitude economy talent development faces four core challenges: fragmented multi-stakeholder coordination, insufficient interdisciplinary integration, rigid development plans, and one-dimensional evaluation systems. Based on coupling theory and iterative thinking, this paper constructs a four-dimensional coupled collaborative education system linking governments, universities, enterprises and research institutes. It dismantles barriers separating educational stakeholders, development objectives, teaching content, and evaluation mechanisms, enabling integration of multi-party resources and precise alignment between job competencies and instructional systems. Complementing this framework is the dual-cycle five-ring closed-loop iterative mechanism combining semester-level adjustments and annual upgrading, enabling continuous updates of talent development systems to match industrial technologies, policies, and evolving job requirements. The coupling framework addresses multi-stakeholder coordination and disciplinary segmentation; the iterative mechanism mitigates the lag of static training relative to industrial change. Combined, they form a long-term development paradigm for interdisciplinary management talents suited to the characteristics of the low-altitude economy, which is expected to improve graduates' job readiness and help ease structural supply-demand imbalance for interdisciplinary management talents in the low-altitude economy. This framework and insights can also offer theoretical references for talent development in other strategic emerging industries.

6.2. Educational Implications

First, advance deep coupled collaborative education across multiple stakeholders. Universities should proactively partner with local governments, low-altitude enterprises, and research institutes to build collaborative education communities, break stakeholder silos, and transition from superficial internship cooperation to deep coupling: co-developing talent standards, co-designing curricula, co-delivering practical training, and co-conducting assessment, fundamentally resolving disconnects between industry and education.

Second, promote interdisciplinary integrated education reform. Responding to job competency demands in the low-altitude economy, universities should break traditional disciplinary boundaries, build modular interdisciplinary curriculum clusters, embed authentic industrial projects and real-world cases throughout instruction, and prioritize cultivation of students' cross-domain comprehensive professional competencies to truly nurture interdisciplinary talents.

Third, implement a regular closed-loop iterative development mechanism. Universities should abandon static long-fixed training plans and build periodic review, diagnosis, and revision workflows. Training content and practical projects are continuously updated to benchmark industry frontiers, preserving the responsiveness and forward-looking nature of talent development systems.

Fourth, build multi-stakeholder comprehensive evaluation systems. Move beyond sole reliance on written examinations; incorporate enterprises and industry experts into assessment panels. Prioritize evaluation of core job competencies such as project practice and risk management, and leverage evaluation as a guiding tool to orient talent development toward real industrial competency requirements.

This study carries limitations. The effectiveness of the four-dimensional coupled iterative development model requires long-term teaching practice and sustained verification via alumni tracking data. Future research may draw on local low-altitude industry cases, quantitatively measure the performance of coupled collaborative education, and refine the iterative mechanism continuously. As new business models and technologies emerge in the low-altitude economy, this interdisciplinary talent development framework can be further refined to enrich the theoretical system of emerging-industry talent development under new-quality productivity.

References

[1] Huang, D., & Qu, Z. Y. (2024). Logic and path of cultivating innovative interdisciplinary talents in universities under new-quality productivity. Research in Higher Engineering Education, (2), 1–7.

[2] Wu, Y. (2024). Interdisciplinary construction: New track, new paradigm and new momentum. China Higher Education, (12), 4–7.

[3] Zhang, H., & Li, A. (2024). Talent demand structure and development system construction of low-altitude economy industry. Review of Industrial Economics, (5), 92–106.

[4] Li, Y. H. (2024). Research on talent supply mechanism of strategically emerging industries under new-quality productivity. Chinese Journal of Human Resource Development, (8), 68–78.

[5] Chen, J., & Yin, X. M. (2024). Leading the construction of modern industrial system with new-quality productivity. Qiushi, (10), 41–48.

[6] Guo, Q., & Wu, Y. (2024). Research on coupling and coordination between strategically emerging industries and talent development of regional higher education. Research in Higher Education, (6), 56–64.

[7] Han, J. Q. (2024). Research on dynamic adaptation mechanism of university talent development oriented by industrial demand. Education & Economy, (4), 34–41.

[8] Ministry of Industry and Information Technology. (2024). Implementation plan for the innovative application of general aviation equipment (2024–2030).

[9] Civil Aviation Administration of China, National Development and Reform Commission, & Ministry of Transport. (2026). Civil aviation development plan for the 15th Five-Year Plan period.

[10] State Council. (2026). Outline of the 15th Five-Year Plan for national economic and social development.