

Research on the Supply Status and Countermeasures of Private Vocational Education in China

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Private education is an important growth point in the development of education and an essential force in promoting educational reform, and private vocational education has broad prospects for development. This paper conducts a statistical analysis of the changes in the number of schools, students and teachers in private vocational schools in China from 2009 to 2015. It is found that the number of private secondary vocational schools, the number of new students' enrollment and that of students' enrollment have declined year by year, and the number of private secondary vocational schools accounted for about one fifth of all secondary vocational schools in China, while the number of new students' enrollment and that of students' enrollment accounted for about one tenth of the total number. In recent years, the ratio of enrollment in private vocational schools has decreased as a whole, which should be paid great attention to. Moreover, some corresponding countermeasures are put forward.

INTRODUCTION

China has carried out the school-running mechanism that is led by the government, guided by the industry and participated by enterprises. At present, a diversified school-running system, which is involved in the three-level planning of the provincial, municipal and county departments, the participation of industries, enterprises and social forces, and joint development by public and private schools, has been developed in the vocational education industry. Outline of the National Medium-and Long-Term Program for Education Reform and Development (2010-2020) (hereinafter referred to as the Outline), promulgated by China in 2010, made it clear that "Private education is an important growth point in the development of education and an essential force in promoting educational reform." Since then, throughout a variety of educational systems, private education has shown a momentum of rapid growth and strong attraction at all levels of educational systems (He, 2012).

In June 2012, the Ministry of Education issued the Implementation Opinions of the Ministry of Education on Encouraging and Guiding Private Capital's Entry into the Education Sector and Promoting the Sound Development of Private Education, which proposed that private capital should be encouraged and guided to enter the education sector in various ways. In the academic education sector, it is necessary to guide private primary and secondary schools to develop their own characteristics and to encourage the

development of private vocational education (Han, 2015). Premier Li Keqiang of the State Council chaired the executive meeting of the State Council on February 26, 2014 to deploy and accelerate the development of modern vocational education and to provide positive support for all kinds of school-running subjects to organize private vocational schools by means of sole proprietorship, joint venture and cooperation. In November 2016, the 24th Meeting of the Standing Committee of the Twelfth National People's Congress deliberated and adopted the Decision on Amending the Non-State Education Promotion Law of the People's Republic of China, which came into effect on September 1, 2017. In the context of classified management, especially the prohibition of compulsory education for profit, it is both a challenge and an opportunity for private vocational education. The following is a statistical analysis of the situation of private vocational education in the cultivation of vocational and technical talents (Wan, 2018).

OVERVIEW OF PRIVATE VOCATIONAL EDUCATION

Nowadays, with the development of economy, there is a booming demand for vocational and technical talents, while social forces have relative dominance in this aspect. Private vocational education is becoming an important force to cultivate and meet the needs and development of skilled talents. From the perspective of policies that encourage the development of private vocational schools in China and various problems arising in the public vocational schools, private vocational education is of broad prospects in development. By the end of 2016, there were 2,115 private secondary vocational schools in China, a decrease of 110 over the previous year, and the number of new students' enrollment was 736,400, an increase of 27,100 over the previous year. The number of students' enrollment was 1,841,400, an increase of 7,739 over the previous year. In addition, there were 220,600 students receiving non-formal education, and 2,424,600 students' enrollment in private higher vocational schools (Ministry of Education, 2017). Therefore, as far as the current situation is concerned, private vocational education has become a vital component that cannot be underestimated in the development of vocational education in China (Wang and Qi, 2017).

ANALYSIS OF SUPPLY STATUS IN PRIVATE VOCATIONAL EDUCATION

Number of Private Vocational Schools

The number of private vocational schools can roughly reflect the development of Vocational education. Table 1 shows the number of vocational schools and that of private vocational schools in China from 2009 to 2015. The data shows that the development of private higher vocational education is synchronized with that of higher vocational education in China, that the number of schools has increased slowly and that higher vocational education has accounted for a relatively small proportion in the whole vocational education sector. The number of private secondary vocational schools is also synchronized with that of secondary vocational education in China, and the number of schools has been continuously decreasing. As of 2015, the number of private secondary vocational schools decreased by 973 compared with that in 2009, and the number of private secondary vocational schools accounted for 19.86% of all secondary vocational schools in China. However, the number of private higher vocational schools increased by 7 in 2015 compared with that in 2010, accounting for 23.12% of all higher vocational schools in China.

TABLE 1
NUMBER OF PRIVATE VOCATIONAL SCHOOLS FROM 2009 TO 2015

Index / Year		2009	2010	2011	2012	2013	2014	2015
Number of vocational schools	Higher vocational schools	1,215	1,246	1,280	1,297	1,321	1,327	1,341
	Secondary vocational schools	14,401	13,872	13,093	12,663	12,262	11,878	11,202
Number of private vocational schools	Higher vocational schools	*	303	308	316	307	307	310
	Secondary vocational schools	3,198	3,123	2,856	2,649	2,482	2,343	2,225
Number of private colleges		658	676	698	707	718	728	734

Note: The number of private higher vocational schools is not made clear in China Statistical Yearbook and Educational Statistical Yearbook of China. The data of the number of private higher vocational schools is quoted from the report of a research institute. However, the indicator of “number of private colleges” can be used as a reference for the development trend, which can almost reflect the development trend of private higher vocational education. Therefore, Table 1 lists the number of private colleges as a reference.

Data source: Unless otherwise specified in this table, the original data comes from Annual Data, National Data, National Bureau of Statistics of China, <http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

Number of Students in Private Vocational Schools

Changes in Number of Students in the Development of Private Higher Vocational Education

The changes in number of students in the development of private higher vocational education from 2009 to 2015 are shown in Table 2. The data shows the number of new students' enrollment, the number of students' enrollment and the number of graduates in private higher vocational schools from 2009 to 2015. To better compare the data, the table also contains the number of new students' enrollment, the number of students' enrollment and the number of graduates in higher vocational schools in China from 2009 to 2015.

TABLE 2
CHANGES IN THE NUMBER OF STUDENTS IN THE DEVELOPMENT OF PRIVATE
HIGHER VOCATIONAL EDUCATION FROM 2009 TO 2015

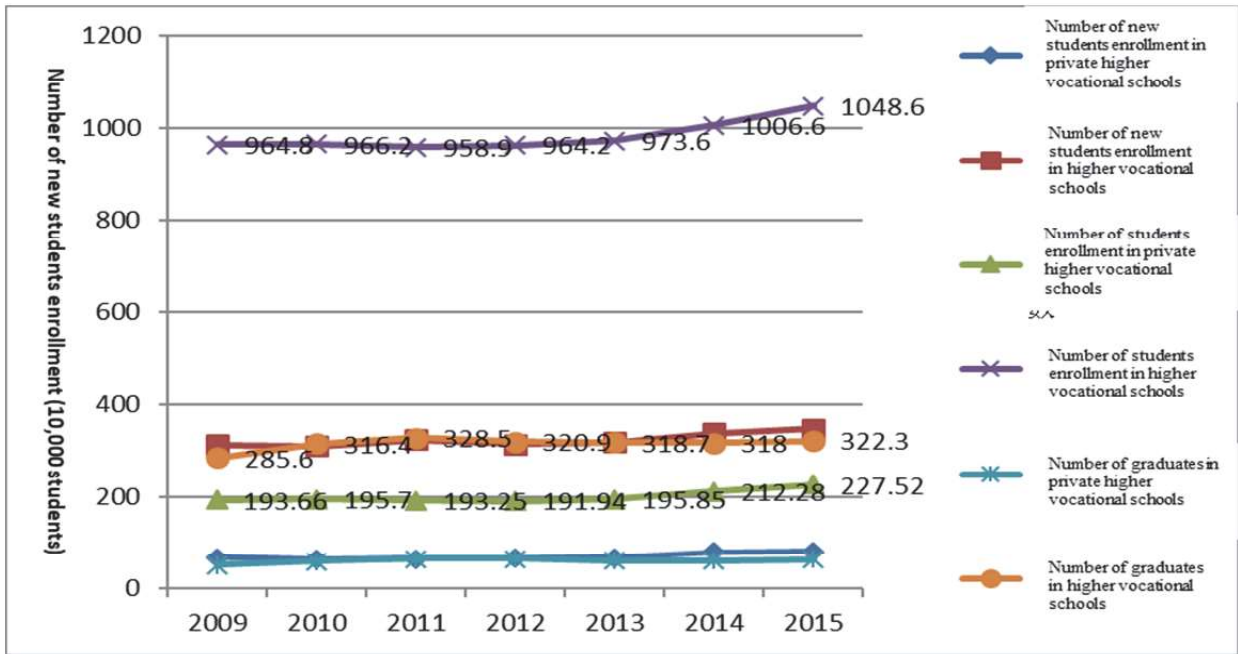
Index / Year	2009	2010	2011	2012	2013	2014	2015	
Private higher vocational schools	Number of new students' enrollment	67.3	64.15	65.41	65.75	68.03	80.17	81.29
	Number of students' enrollment	193.66	195.7	193.25	191.94	195.85	212.28	227.52
	Number of graduates	50.42	59	64.99	64.31	61.32	61.14	62.84
Higher vocational schools	Number of new students' enrollment	313.4	310.5	324.9	314.8	318.4	338	348.4
	Number of students' enrollment	964.8	966.2	958.9	964.2	973.6	1,006.6	1,048.6
	Number of graduates	285.6	316.4	328.5	320.9	318.7	318	322.3

Data source: National Bureau of Statistics of China, sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

As shown in Figure 1, the number of new students' enrollment in private higher vocational schools has been growing steadily since 2009, increasing from 673,000 in 2009 to 812,900 in 2015. The corresponding number of new students' enrollment in higher vocational schools in China increased from 3,134,000 to 3,484,000. There is a certain gap in the number of new students' enrollment between the two types of schools from 2009 to 2015, and private higher vocational schools have enrolled a smaller number of new students, but the two have maintained the synchronous growth in the number of new students' enrollment from 2009 to 2015.

According to the number of students' enrollment and the number of graduates shown in Figure 1, the number of students' enrollment in private higher vocational schools is far lower than that in higher vocational schools in China, and there is a huge gap in the number of graduates in private higher vocational schools. The number of students' enrollment and number of graduates of the two types of schools changed synchronously from 2009 to 2015, dominated by a growth trend.

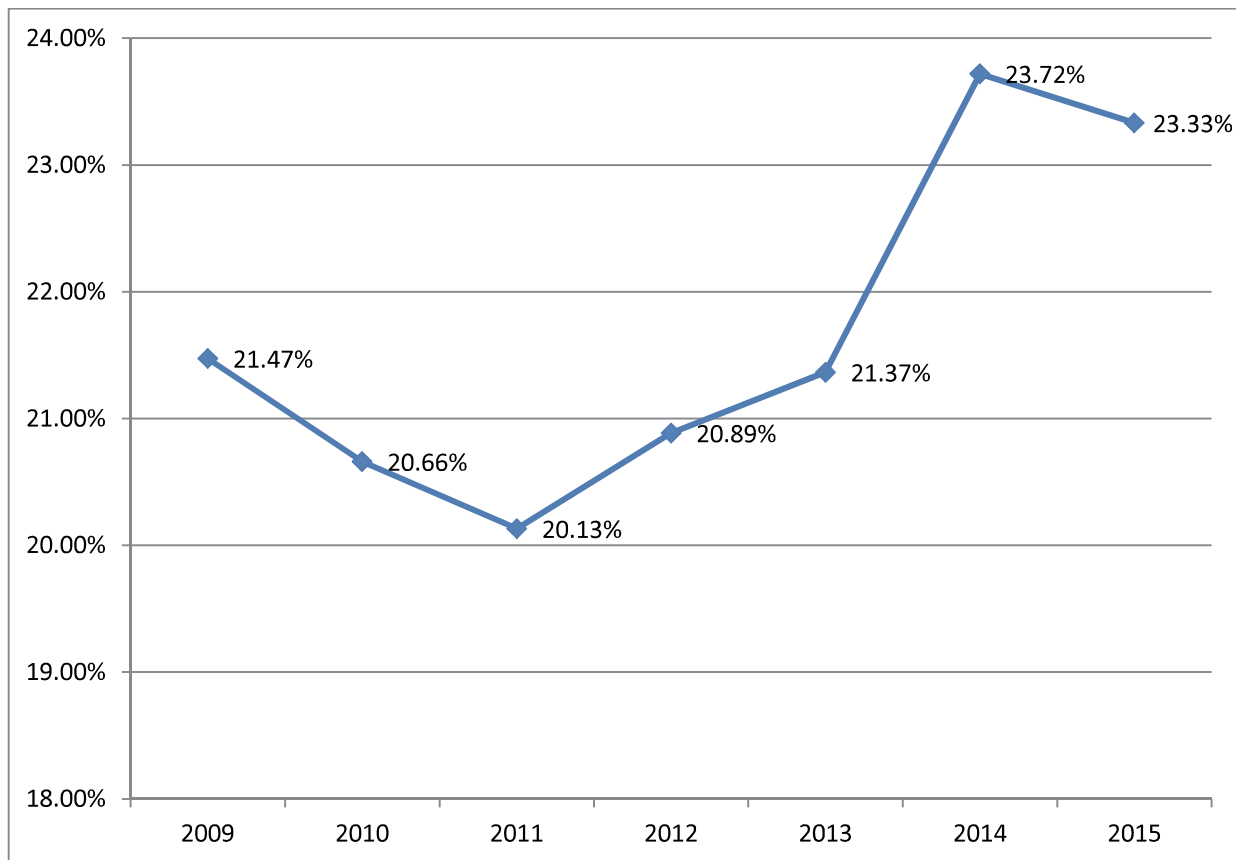
FIGURE 1
CHANGES IN NUMBER OF STUDENTS IN PRIVATE HIGHER VOCATIONAL SCHOOLS 2009-2015



Data source: National Bureau of Statistics of China, sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

The changes in the proportion of the number of new students' enrollment in private higher vocational schools to that of higher vocational schools in China are shown in Figure 2. The data shows that the number of new students' enrollment in private vocational schools remained stagnant from 2009 to 2011, which may be due to the rapid development of China's higher vocational education and the expansion of students' enrollment, leading to the decline of the proportion for three consecutive years, from 21.47% in 2009 to the lowest level of 20.31% in 2011. Since then, the proportion has continued to rise. By 2015, the number of new students' enrollment in private higher vocational schools accounted for 23.33% of the number of new students' enrollment in higher vocational schools in China.

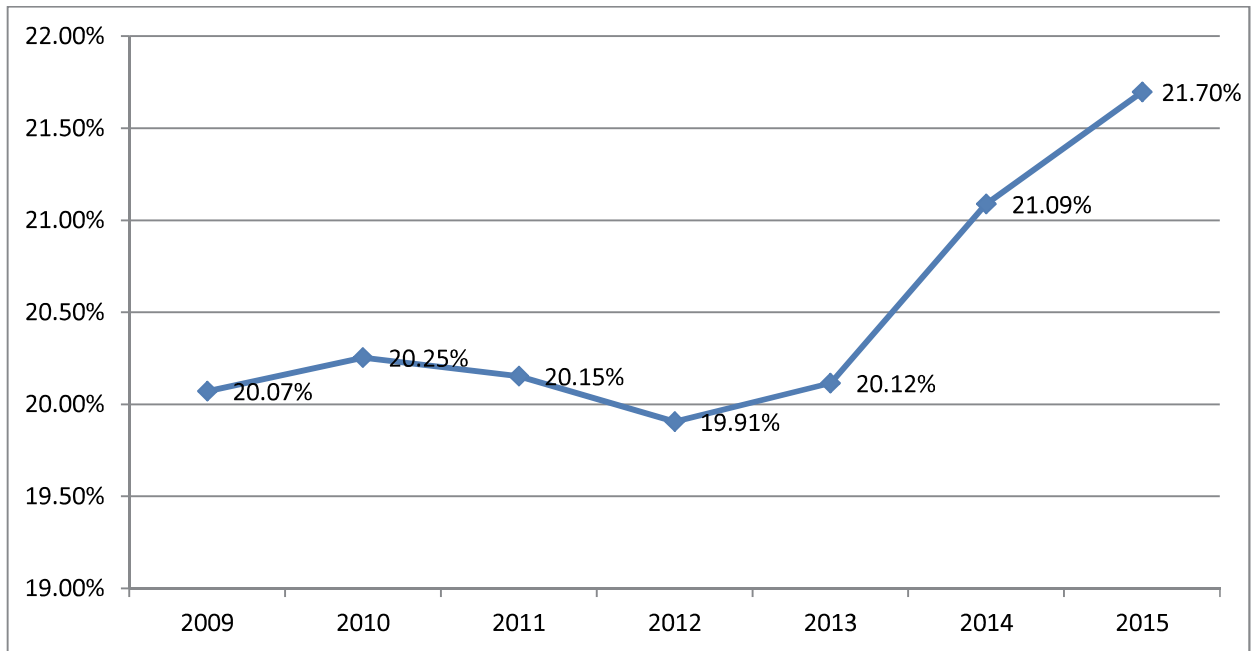
FIGURE 2
CHANGES IN THE PROPORTION OF NEW STUDENTS' ENROLLMENT IN PRIVATE
HIGHER VOCATIONAL SCHOOLS TO THE NUMBER OF NEW STUDENTS'
ENROLLMENT IN HIGHER VOCATIONAL SCHOOLS 2009-2015



Data source: National Bureau of Statistics of China, calculated and sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

The changes in the proportion of the number of students' enrollment in private higher vocational schools to that of higher vocational schools in China are shown in Figure 3. The proportion rose from 20.07% in 2009 to 21.70% in 2015.

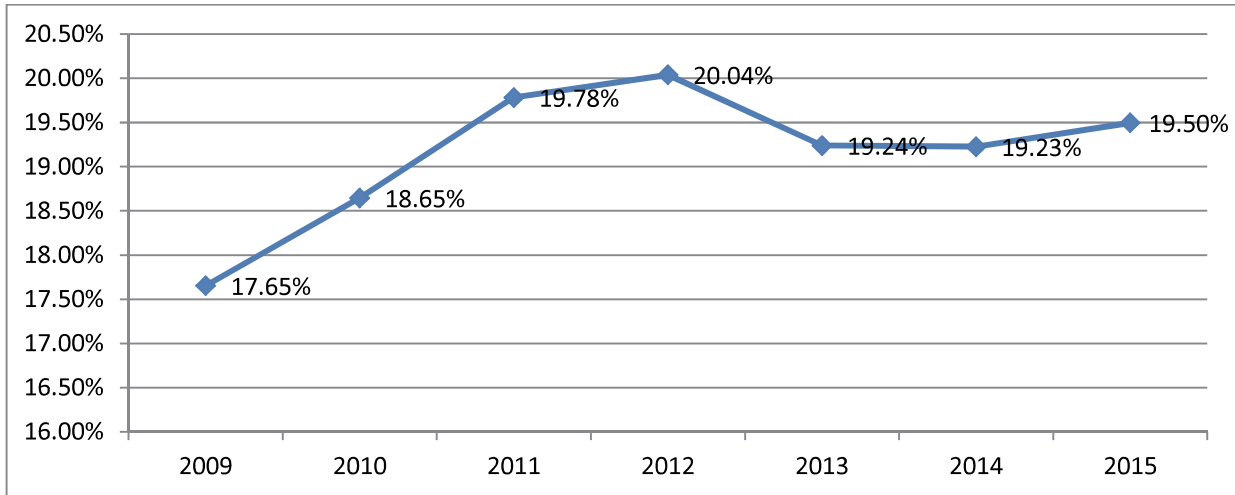
FIGURE 3
CHANGES IN THE PROPORTION OF THE NUMBER OF STUDENTS' ENROLLMENT IN PRIVATE HIGHER VOCATIONAL SCHOOLS VS. GOVERNMENT RUN HIGHER VOCATIONAL SCHOOLS FROM 2009-2015



Data source: National Bureau of Statistics of China, calculated and sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

The changes in the proportion of the number of graduates in private higher vocational schools to that of higher vocational schools in China are shown in Figure 4. The proportion rose from 17.65% in 2009 to 20.04% in 2012, and then declined to 19.50% in 2015.

FIGURE 4
CHANGES IN THE PROPORTION OF THE NUMBER OF GRADUATES IN PRIVATE HIGHER VOCATIONAL SCHOOLS VS. GOVERNMENT RUN HIGHER VOCATIONAL SCHOOLS FROM 2009-2015



Data source: National Bureau of Statistics of China, calculated and sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

From the above, China's private higher vocational education has maintained a steady growth trend. From the perspective of strong support from the state policy, it is expected to continue to grow on the whole and the proportion of the number of students in private higher vocational schools to that of higher vocational schools is expected to continue to grow. Moreover, private higher vocational education plays a more and more important role in the cultivation of senior vocational and technical talents and in the development of national economy.

Changes in Number of Students in the Development of Private Secondary Vocational Education

The changes in the number of students in the development of private secondary vocational education from 2009 to 2015 are shown in Table 3. The data shows the number of new students' enrollment, the number of students' enrollment and the number of graduates in private secondary vocational schools from 2009 to 2015. To better compare the data, the table also contains the number of new students' enrollment, the number of students' enrollment and the number of graduates in secondary vocational schools in China from 2009 to 2015.

As shown in Figure 5, the number of new students' enrollment in private secondary vocational schools has continued to decrease since 2009, from 1, 280,000 in 2009 to 709,000 in 2015. The corresponding number of new students' enrollment in the secondary vocational schools in China decreased from 8, 685,000 to 6,012,000, and private secondary vocational schools have enrolled a smaller number of new students, but the two have maintained the synchronous decline in the number of new students' enrollment from 2009 to 2015. The decline in the number of new students' enrollment in secondary vocational schools in China is greater than that in private secondary vocational schools.

TABLE 3
CHANGES IN THE NUMBER OF STUDENTS IN THE DEVELOPMENT OF PRIVATE
SECONDARY VOCATIONAL EDUCATION 2009-2015

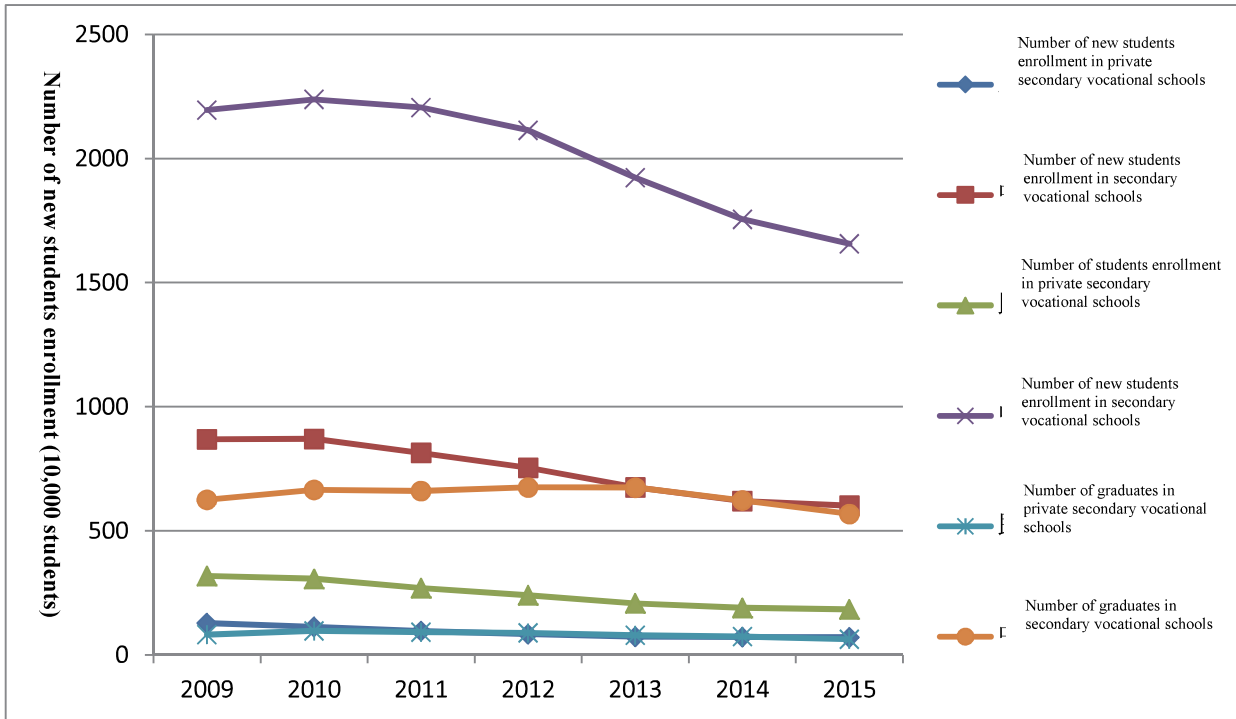
Index / Year	2009	2010	2011	2012	2013	2014	2015	
Private secondary vocational education	Number of new students' enrollment	128	113.2	95.7	83.8	73.2	72	70.9
	Number of students' enrollment	318.1	307	269.3	240.9	207.9	189.6	183.4
	Number of graduates	81.7	96.7	91.7	88.6	79.1	73.9	62.9
Secondary vocational education	Number of new students' enrollment	868.5	870.4	813.9	754.1	674.8	619.8	601.2
	Number of students' enrollment	2,195.2	2,238.5	2,205.3	2,113.7	1,923	1,755.3	1,656.7
	Number of graduates	625.2	665.3	660.3	674.9	674.4	622.9	567.9

Data source: The original data comes from Annual Data, National Data, National Bureau of Statistics of China, sorted by the project team. <http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

From the changes in the number of students' enrollment and the number of graduates shown in Figure 5, the number of students' enrollment in private secondary vocational schools is far lower than that of secondary vocational schools in China, and there is a huge gap in the number of graduates in private secondary vocational schools. But from 2009 to 2015, the number of students' enrollment and the number of graduates in the two types of schools changed synchronously from 2009 to 2015, dominated by a declining trend. The declines in the number of students' enrollment and the number of graduates in private secondary vocational schools are both smaller than those of secondary vocational schools in China.

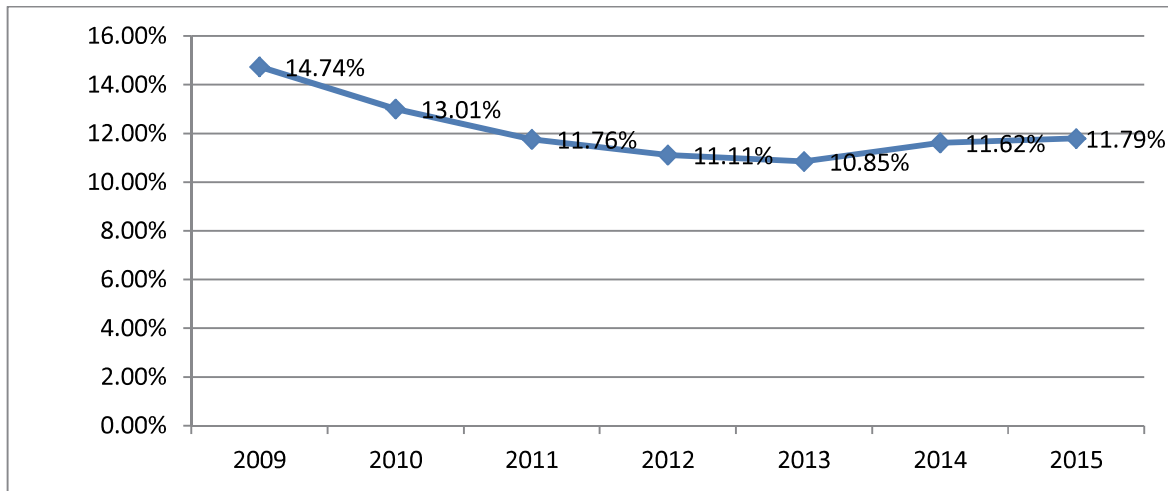
The changes in the proportion of the number of new students' enrollment in private secondary vocational schools to that of secondary vocational schools in China are shown in Figure 6. The data shows that the scale of secondary vocational education in China has been declining from 2009 to 2015, and the number of new students' enrollment has been constantly decreasing. Moreover, the proportion of the number of new students' enrollment in private secondary vocational schools to that of secondary vocational schools in China has been declining for five consecutive years and reached the lowest level of 10.85% in 2013. After that, it had a slight increase and rose to 11.79% in 2015, with a decline of 2.95% compared with that in 2009.

FIGURE 5
CHANGES IN THE NUMBER OF STUDENTS IN PRIVATE SECONDARY VOCATIONAL SCHOOLS 2009-2015



Data source: National Bureau of Statistics of China, sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

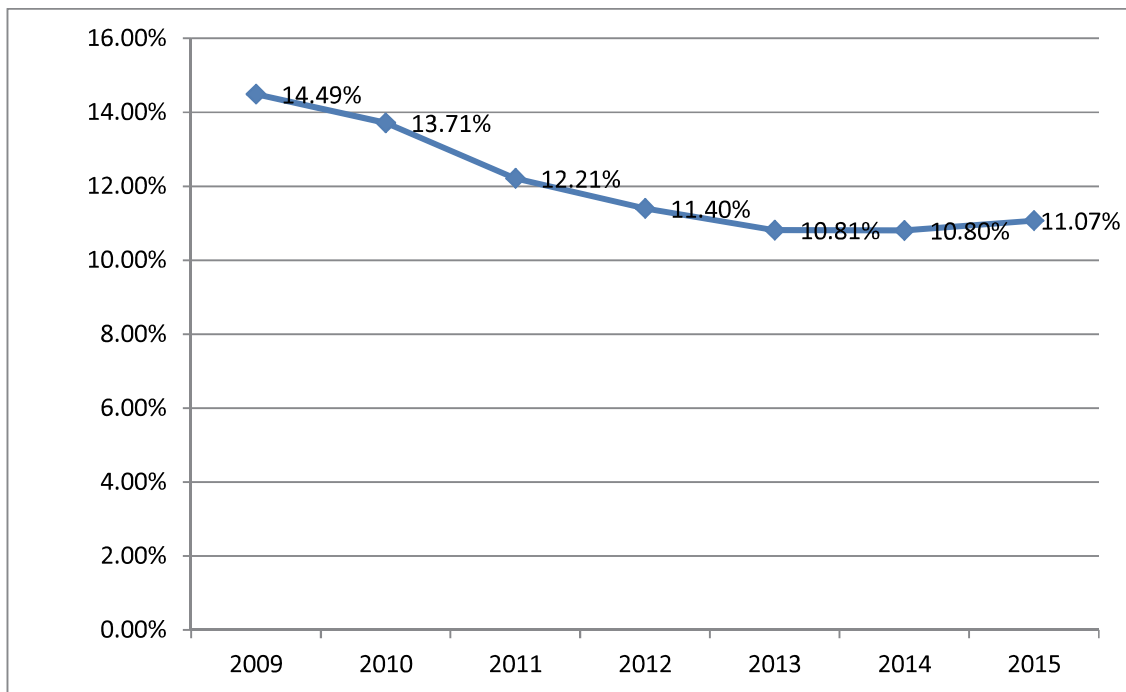
FIGURE 6
CHANGES IN THE PROPORTION OF NEW STUDENTS' ENROLLMENT IN PRIVATE SECONDARY VOCATIONAL SCHOOLS VS. GOVERNMENT RUN VOCATIONAL SCHOOLS 2009-2015



Data source: National Bureau of Statistics of China, calculated and sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

The changes in the proportion of the number of students' enrollment in private secondary vocational schools to that of secondary vocational schools in China are shown in Figure 6. The data shows the proportion decreased from 14.49% in 2009 to 10.81% in 2013, and rose to 11.07% in 2015, indicating that the proportion of the number of students' enrollment in private secondary vocational schools to that of secondary vocational schools in China declined. The figure in 2015 decreased by 3.42% compared with that in 2009.

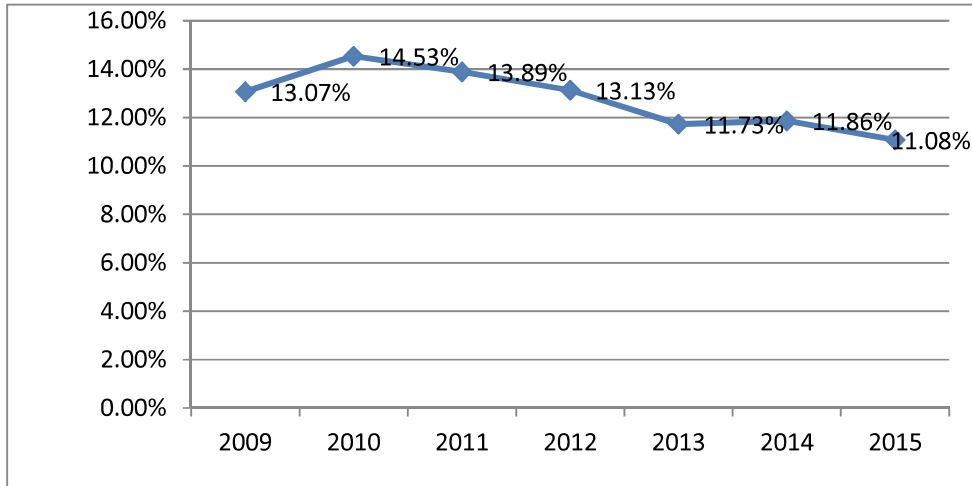
FIGURE 7
CHANGES IN THE PROPORTION OF THE NUMBER OF STUDENTS' ENROLLMENT IN PRIVATE SECONDARY VOCATIONAL SCHOOLS VS. GOVERNMENT RUN SECONDARY VOCATIONAL SCHOOLS 2009-2015



Data source: National Bureau of Statistics of China, calculated and sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

The changes in the proportion of the number of graduates in private secondary vocational schools to that of secondary vocational schools in China are shown in Figure 8, while the proportion decreased from 13.07% in 2009 to the lowest level of 11.08% in 2015. It declined by 3.45% compared with the highest level of 14.53% in 2010

FIGURE 8
CHANGES IN THE PROPORTION OF THE NUMBER OF GRADUATES IN PRIVATE
SECONDARY VOCATIONAL SCHOOLS TO THE NUMBER OF GRADUATES IN
SECONDARY VOCATIONAL SCHOOLS FROM 2009 TO 2015



Data source: The original data comes from Annual Data, National Data, National Bureau of Statistics of China, calculated and sorted by the project team.
<http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

In a word, the development trend of private secondary vocational schools is mostly in line with that of secondary vocational education in China, and has been in a downward trend. However, in recent years, the Chinese government has issued policies and preferences to support vocational education. Therefore, the private secondary vocational education may go out of the downward path and maintain a stable trend, so that it will continue to be an important part of the cultivation of vocational and technical talents in China.

Changes in Number of Teachers in Private Vocational Education

Secondary vocational education plays the most significant role in the cultivation of skilled talents in vocational education in China in terms of the number and scale of such talents. Therefore, the following will analyze the changes in the number of teachers in the development of private secondary vocational education corresponding to the changes in the number of teachers in secondary vocational education.

TABLE 4
CHANGES IN THE NUMBER OF TEACHERS IN PRIVATE SECONDARY VOCATIONAL SCHOOLS 2009-2015

Unit: 10,000 teachers

Index / Year		2009	2010	2011	2012	2013	2014	2015
Private secondary vocational schools	Number of teachers and staff	17.1	16.6	14.9	13.4	11.8	11.1	10.7
	Number of full-time teachers	10.7	10.3	9.6	8.8	7.8	7.4	7.2
	Proportion of full-time teachers	62.6%	62.0%	64.4%	65.7%	66.1%	66.7%	67.3%
	Number of students' enrollment	318.1	307.0	269.3	240.9	207.9	189.6	183.4
	Student-teacher ratio	29.7	29.8	28.1	27.4	26.7	25.6	25.5
All secondary schools	Number of teachers and staff	123	122	121	119	115	113	110
	Number of full-time teachers	87	87	88	88	87	86	84
	Proportion of full-time teachers	70.7%	71.3%	72.7%	73.9%	75.7%	76.1%	76.4%
	Number of students' enrollment	2,195.2	2,238.5	2,205.3	2,113.7	1,923	1,755.3	1,656.7
	Student-teacher ratio	25.2	25.7	25.1	24.0	22.1	20.4	19.7

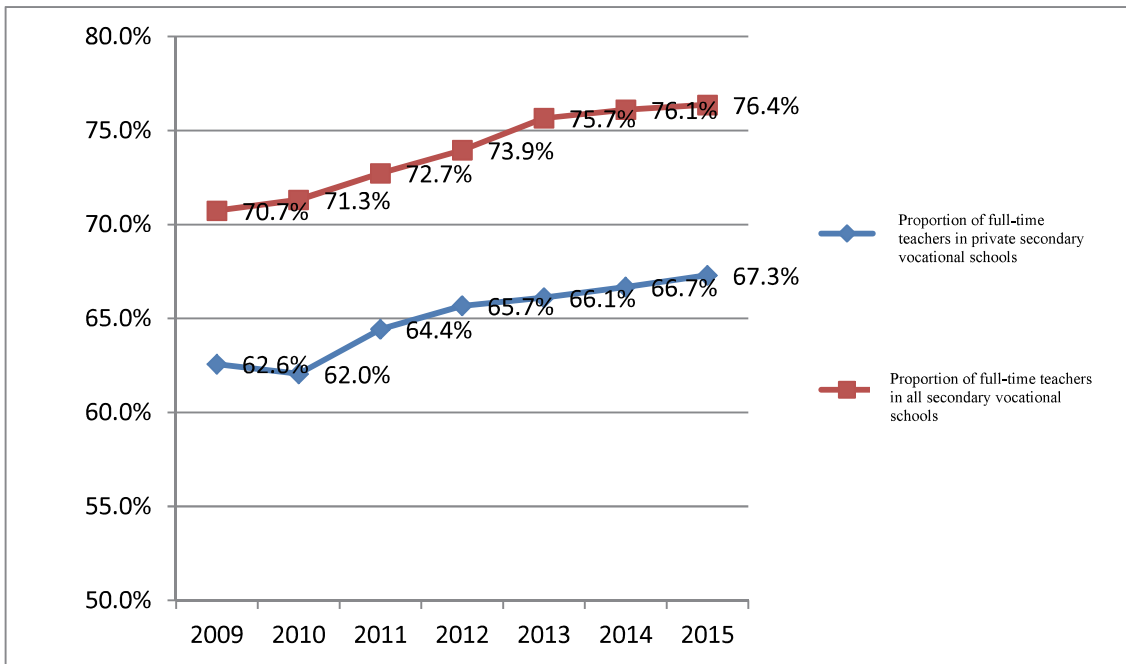
Note: The project team rounded the acquired data uniformly, as such, there may be slight errors in the student-teacher ratio and other indexes in the table.

Data source: The original data comes from Annual Data, National Data, National Bureau of Statistics of China, calculated and sorted by the project team. <http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

The changes in the number of teachers and its related indexes in private secondary vocational schools and all secondary vocational schools from 2009 to 2015 are shown in Table 4. From the data in the table, the proportion of full-time teachers in private secondary vocational schools is lower than that in all secondary vocational schools, with an average decrease of about 10% (Figure 9). Proportion of full-time teachers has been below 70%. The proportion continued to rise from 62.6% in 2009 to 67.3% in 2015, while the proportion in all secondary vocational schools was up to 76.4% in 2015. Therefore, there is still a huge space for the improvement of the proportion of full-time teachers in private secondary vocational schools as the proportion in all secondary vocational schools has been above 70%.

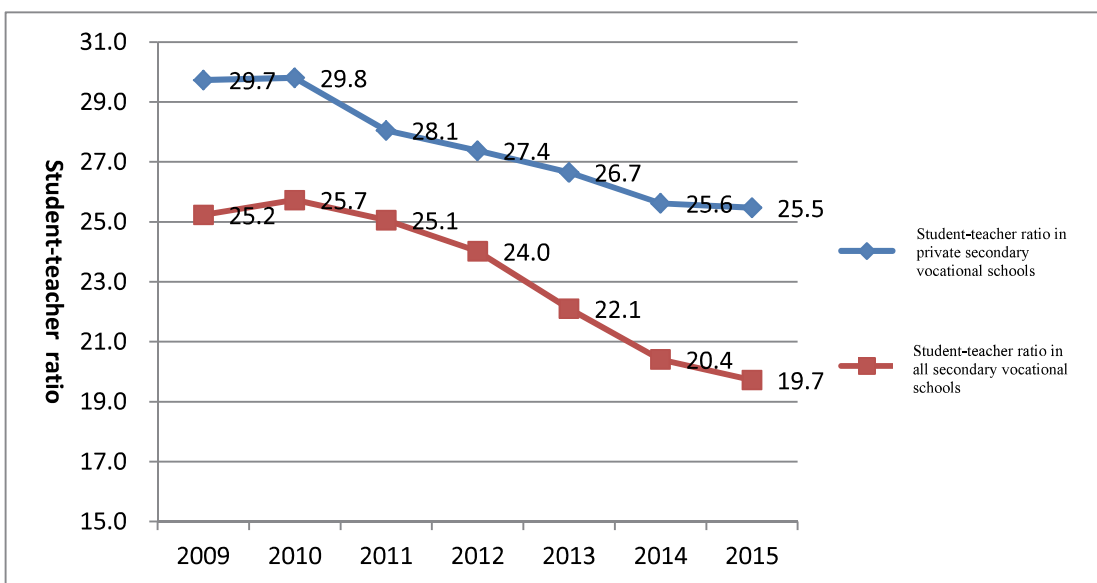
The student-teacher ratio of private secondary vocational schools is about 4-5 higher on average than that of all secondary vocational schools (Figure 10). The student-teacher ratio of all secondary vocational education schools decreased year by year from 25.2:1 in 2009 to about 20:1 in 2015, while that of private secondary vocational schools decreased year by year from 29.7:1 in 2009 to 25.5:1 by 2015. There is still a certain gap from the required ratio of 20:1 stipulated in the Standards for Setting up Secondary Vocational Schools.

FIGURE 9
CHANGES IN THE PROPORTION OF FULL-TIME TEACHERS IN PRIVATE SECONDARY VOCATIONAL SCHOOLS FROM 2009 TO 2015



Data source: The original data comes from Annual Data, National Data, National Bureau of Statistics of China, calculated by the project team. <http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

FIGURE 10
CHANGES IN STUDENT-TEACHER RATION IN PRIVATE SECONDARY VOCATIONAL SCHOOLS 2009 TO 2015



Data source: The original data comes from Annual Data, National Data, National Bureau of Statistics of China, calculated by the project team. <http://data.stats.gov.cn/adv.htm?m=advquery&cn=C01>

ANALYSIS OF PROBLEMS IN THE DEVELOPMENT OF PRIVATE VOCATIONAL EDUCATION

As an important part of China's vocational education, private vocational education has made great progress with the support of the national policy. At present, private vocational schools account for more than 10% of all vocational schools in China and have made significant contributions to the development of China's vocational education. Firstly, it effectively alleviates the deficiency of the government's public financial investment and fills in the shortage of educational resources. Secondly, it explores a new way for the innovation of vocational education system and facilitates the flexibility of vocational education mechanism and the effectiveness of the cultivation of vocational and technical talents. Thirdly, it provides a variety of educational modes for the public to choose, reflecting educational equity. However, there are also many problems and obstacles in the development of vocational education.

Less Attraction in Private Vocational Education due to the Influence of Traditional Ideas

Since 2010, the number of private secondary vocational schools, the number of new students' enrollment and the number of students' enrollment have declined year after year, while the number of private secondary vocational schools accounts for about one fifth of the total number of secondary vocational schools in China, and the number of new students' enrollment and the number of students' enrollment both account for about one tenth of the total number. In recent years, the overall proportion of students' enrollment in private vocational schools has declined, which should be paid great attention to. It is worth rethinking that, on the one hand, vocational education, as a type of education with the ability to obtain resources from the market, should involve more social funds, but in fact, it is lacking in the attraction to social funds. On the contrary, the compulsory education sector is more attractive to investors. On the other hand, the traditional ideas lack a correct understanding of private vocational education, which is also a key obstacle to the development of private vocational education due to the lack of attraction in vocational education.

Lack of A Relatively Fair Platform in Private Vocational Education

Apart from social prejudice, the greatest prejudice and injustice in private vocational education derives from the fact that private vocational schools fail to be treated in the same way as public vocational schools in policy. Firstly, as of December 2016, 27 provinces (municipalities and autonomous regions) in China have introduced the system of appropriation per student for secondary vocational schools, among which it is only stipulated in Chongqing that private secondary vocational schools receive equal treatment. However, the system of expenditure per student of higher vocational education is all targeted at public schools. Secondly, China's tuition-free policy is also suitable for the eligible private secondary vocational schools, while local governments may prefer public vocational schools and purposely create difficulties for private vocational schools when implementing the policy, which, in fact, has set up a number of obstacles to the development of private vocational schools. Thirdly, there are many obstacles to the identity of teachers and students. The rights of teachers and students in private vocational schools to participate in specific activities have been greatly restricted, such as title evaluation, advanced studies and training, recognition and reward, which has also resulted in the loss and shortage of teachers, thereby reducing the quality of teaching and the reputation of schools in society. All these above have made private vocational schools in the unfavorable conditions in competition.

Less Stability in Basic Management of School-running Quality

In the eyes of the public, private vocational schools are generally lacking in normative management, and more arbitrary in management, while students may easily escape supervision. In terms of enrollment, teaching management, curriculum design and practical teaching, it is vulnerable to the will of the superior. Some systems exist in name only. What's more, some schools prefer more interests than the concept of vocational education, resulting in bad social impact and difficulties in enrollment, which will form a vicious cycle. For example, some schools ask students to make money in enterprises as student

workers, and misappropriate the tuition fees collected, which has seriously deviated from the purpose of school-running.

CONCLUSIONS AND SUGGESTIONS

The most important thing that cannot be discarded in private vocational education is the concept of vocational education. It is necessary for the Chinese government to clarify the status of private vocational education and standardize it in legal form. The scope of “private vocational education” should be clearly pointed out in the law, and the nature and level of private vocational education should be specified. Moreover, the legal responsibility of the government for private vocational education should be clarified, and the rights of private vocational schools in the allocation of various types of national financial funds, expenditure per student and subsidies should be made clear. Suggestions should be put forward to encourage and support the development of private vocational education, and the measures to support the development of private vocational education should be implemented, so as to enhance the autonomy of private vocational schools in running. Through the continuous improvement of relevant laws and regulations, it is important to change the way and means of government management on private vocational schools and achieve the transformation from administrative management to the integration of legal management, economic management and administrative management. Moreover, administrative intervention should be reduced, but policies and economic and legal means should be used more for management and regulation. As far as schools are concerned, they must closely combine the universal institutional requirements of the government with their own practical systems to maintain the durability and stability of the system. As far as society is concerned, it is necessary to actively cultivate intermediary organizations and establish the function of joint participation and evaluation. Through these measures, a fairer policy environment can be created to support the development of private vocational education.

To enhance the attraction of private vocational education, first of all, the Chinese government should issue corresponding support policies to attract entrepreneurs interested in the education sector to be willing and able to invest capital resources smoothly. Moreover, they can effectively utilize the resource superiority of corporate groups and combine the requirements of production technology and skills to serve the demand for the personnel in front-line production. Therefore, the interests of the enterprises themselves engaged in vocational education can be effectively integrated with the social interests of the large-scale training of skilled talents, so as to eliminate the obstacles that restrict the expansion of private vocational education in China. The government should make overall planning for the development direction, scale and level of private vocational schools, give full play to the guiding role of funds, and achieve the purpose of “effective investment, beneficial investment”. It is more important for the government to serve the schools than to supervise the schools, and the government should really regard private vocational education as the national vocational education to care and love it. Moreover, various policies should be issued to provide firm support and preferences to encourage enterprises, individuals and social groups to donate and contribute to running the schools. Besides, it is important to create a good atmosphere of public opinion in the entire society, and reward and commend enterprises, groups, and individuals who run schools or contribute to running schools and increase publicity to enhance the attraction of vocational education.

The road for private vocational education has been beset with difficulties, and its often in a competitive disadvantage. If the government is unable to establish an effective platform for fair competition, the fate of private vocational education can be imagined. Therefore, the government should ensure that the public and private vocational schools are on the same competitive platform. Without the power of the government, it is impossible to establish a platform for fair competition, so the government should break the restrictions in identity and endow equal rights and treat private and public schools in terms of teacher allocation, team building and participation in activities. Article 28 of the Non-State Education Promotion Law of the People's Republic of China (Revised) stipulates that “teachers and students in private schools shall have the same legal status as those in public schools.” The Outline reiterates that “Private schools, and their students and teachers shall be given the equal legal status to

public schools and their students and teachers.” However, it is less effective in practice, and the real effect is unsatisfactory, and there are many obstacles to the realization of the right to fair participation. A fair competition platform is essential for the development of private vocational education.

Private vocational schools should devote limited resources to characteristic development. Vocational schools should lay stress on developing their own characteristics, and focus on technology and skills in a certain field or direction, firmly follow the line of "specialization" and “expertise” in the training of skilled talents, effectively guarantee the quality of training, pay attention to the combination of students’ specialty and capacity, and innovate and develop, establish a good brand effect of vocational education, and link the mission of vocational education with that of enterprises. In addition, it is of great significance to actively adapt to the needs of social, economic and social development and industrial restructuring for vocational and technical talents, and take advantage of the flexible mechanism of the school itself, and pay attention to the practicality and effectiveness of running the school. As long as private vocational schools have clear goals, distinct characteristics and solid skills, there will be ample scope for their abilities.

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