



京津冀教育蓝皮书

BLUE BOOK OF EDUCATION IN BEIJING-TIANJIN-HEBEI

京津冀教育发展 研究报告

(2016~2017)

协同发展平台体系建设

主编 / 方中雄

副主编 / 桑锦龙 高兵

RESEARCH REPORT ON THE EDUCATION DEVELOPMENT OF
BEIJING-TIANJIN-HEBEI REGION (2016-2017)



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——协同发展平台体系建设

主 编 / 方中雄

副 主 编 / 桑锦龙 高 兵

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摘 要

“十三五”初期是京津冀协同发展战略从顶层规划走向落实的重要开端。教育协同发展作为其中不可缺少的一环,承载着重要的战略意义与使命。在深入贯彻党的十八大以来历届全会精神 and 习近平总书记系列重要讲话精神指引下,“协同发展”理念已经广泛渗透于区域社会发展的各个领域,“共生共赢”也成为三省市改革发展的重要价值取向。尽管三地在促进教育协同发展方面开展了许多工作、取得了一定成效,但是工作推进的过程仍是“摸着石头过河”。教育到底如何实现协同发展,时间表和路线图是什么,如何发挥教育在协同发展中的服务和引领作用等诸多问题,仍亟待科学、深入地研究与论证。这需要教育科研人员充分发挥思想库和智囊团的作用,为切实落实《京津冀协同发展规划纲要》的相关部署贡献力量。

随着京津冀教育协同发展进入全面落实的新阶段,搭建合理有效的平台系统日益凸显出其必要性和紧迫性。平台是由一系列“软”和“硬”要素组成的有机集合体,是为主体的创新活动提供服务的公共结构。区域教育平台体系就是由若干平台组成的公共服务系统,是基于本区域的教育和社会发展特点,在区域各级政府、学校、科研机构、企业及教育中介组织等的互动协同下,通过政策制度推进、合作项目落实、监督措施保障等形成的公共服务网络,其目的是促进教育要素的有效流动,提升教育成果转化,服务经济社会发展需求,服务社会公众需求,服务教育自身发展需求,进而实现区域教育水平的整体提升。鉴于此,作为支撑京津冀教育协同发展的重要载体,平台系统不仅有助于引导多方参与,实现资源有效整合,而且有助于破解京津冀教育发展中的瓶颈问题,是战略实施初期促进区域教育协同发展的关键引擎。



为此,北京教育科学研究院策划出版了《京津冀教育发展研究报告(2016~2017)》这一蓝皮书,并选择以“协同发展平台体系建设”为本年度报告的主题,旨在研究和回应京津冀区域教育协同发展战略实施初期的关键问题。该研究报告秉持学术性、原创性、前沿性和主题性相结合的原则,以“设计主题—组织研究—形成专题研究报告”为模式,组织京、津、冀三地的专业研究人员围绕主题框架内的热点、重点、难点问题展开研究,以期较为深入、全面地反映区域教育改革的实际情况,发展和分析战略落实中的经验与问题,从而更好地发挥教育科学研究为中央部门决策服务、为京津冀区域教育协同发展服务、为三省市教育服务的功能。

本蓝皮书在结构上分为“总报告”“政策篇”“实践篇”“专题篇”“地区篇”“经验篇”六大部分,共计15篇研究报告。“总报告”站在全局高度,从构建京津冀教育协同发展平台的战略意义,区域教育协同发展平台体系的组建形式,京津冀区域教育协同发展的现状与原因剖析,京津冀区域教育平台体系建设的思路、原则和目标,以及实现京津冀教育平台体系有效运转的政策建议五个方面对京津冀教育协同发展平台体系建设的核心问题进行了提纲挈领的系统分析。“政策篇”从理论视角出发,分别从京津冀区域教育宏观政策平台建设、教育财政保障机制建设、高等教育协同发展模式三个方面,深入探讨了相关战略和政策运作中的基本逻辑与本质规律。“实践篇”从实践视角出发,对《京津冀教育协同发展规划》颁布一年多时间以来,京津冀地区各级各类教育协同发展平台建设的实际情况及存在的问题等进行了描述和总结,包含区域高校联盟、高等职业教育协同发展、中小学教育合作三方面内容。“专题篇”从发展的视角出发,聚焦于京津冀教育协同发展现状、京津冀教育协同发展的评估体系构建、“互联网+”背景下京津冀教育信息平台建设,对区域教育协同发展平台建设中的现状与前沿热点进行了探索与展望。“地区篇”站在地方层面,分别对京、津、冀三地在区域教育协同发展中的角色与任务进行了深入分析,涉及北京市教育资源疏解平台建设、天津市教育资源联动平台建设、河北省教育资源承接平台建设三方面内容。“经验篇”则从比较的视角出发,分别从国际和国内两个视角对区

域教育协同发展的理论与实践问题进行了梳理分析，旨在为京津冀教育协同发展平台建设提供视角更为广阔的借鉴和启示。

本年度报告力图理论联系实际，多角度、多层次反映京津冀教育协同发展平台体系建设的形势、进展与问题，进而提出推动和完善不同层级领域平台建设的改革建议，以期为参与京津冀教育协同发展的教育决策部门、教育管理者、教育科研工作者等相关主体提供有益参考。

Abstract

The early period of the 13th Five-Year Plan period (2016 – 2020) marks the beginning of the strategy of promoting coordinated development of the Beijing-Tianjin-Hebei Region to go from central planning to its implementation. As an indispensable part of this move, the coordinated development of education in the region is an important mission of strategic value. Under the guidance of the principle of all plenary sessions of the CPC Central Committee since the 18th CPC National Congress and a series of important speeches made by Party General Secretary Xi Jinping, the concept of “coordinated development” has penetrated extensively into various fields of the regional social development, making “mutualism and win-win” an important value orientation of the three areas of the region for their reform and development. Although the three have done a lot to promote the coordinated development of education with certain success, the work is still done cautiously in a pilot way. How to achieve the goal and what about the timetable and road map? How to bring into play the role of education in serving and guiding the coordinated development? There are still a number of issues in urgent need of scientific and in-depth research and demonstration. This requires scientific researchers on education to give full play to the functions of think tanks so as to contribute to the earnest implementation of the Guidelines for the Coordinated Development of the Beijing-Tianjin-Hebei Region.

As the coordinated development of the Beijing-Tianjin-Hebei Region is being carried out comprehensively, a reasonable and effective public platform should be built urgently. The platform consists of “soft” and “hard” elements, aiming to serve the innovative activities. As a public service system composed of several platforms, the regional education platform system, established in accordance with the educational and social development characteristics of the region, aims to

promote the effective flow of educational elements, enhance the transformation of educational achievements and serve the needs of economic and social development, the public and educational development so as to raise the overall education level of the region. This will be achieved with joint efforts of the governments at all levels, schools, scientific research institutions, enterprises and educational intermediary agencies in the region by promoting the implementation of policies and cooperation projects and carrying out supervisory measure. In view of this, as an important carrier to support the coordinated development of education in the region, this platform system is conducive to guiding multi-party participation, realizing effective integration of resources and breaking the bottleneck in the educational development of the region. It is a driving force of key importance for the coordinated regional development of education.

To this end, the Beijing Academy of Educational Sciences published the white paper entitled *Research Report on the Educational Development of Beijing-Tianjin-Hebei Region*. With “construction of a platform system for the coordinated development” as the theme of the first chapter, the paper aims to find answers to key issues concerning the initial implementation of the strategy of promoting coordinated development of the region. On the principle of being academic, original, cutting-edge and thematic, this paper was formed after systematic research on the designated themes by the researchers in Beijing, Tianjin and Hebei. They studied the hot, key and difficult issues under the framework of the themes to give a profound and overall introduction of the actual educational reform and development of the region and analyze the experience and problems in implementation of the strategy. Thus, the function of educational science research in serving the decision-making of the central departments, coordinated educational development of the region and the education of the three places can be brought into play in a more satisfactory way.

The blue paper consists of six major parts: General Report, Practice Reports, Policy Reports, Special Topics, Regional Reports and Experience Reports, including 15 research reports. The “General Report” gives an overall, systematic analysis of the core issues concerning the building of the platform system for the coordinated educational development of the region from five aspects: the



current status of the educational development of the region, the strategic significance of the building of the platform for the coordinated educational development of the region, organization of this platform system, the main problems in the coordinated educational development of the region, the method, principle and target of the building of this platform system, and the policies and suggestions on effective operation of this platform system. The “Policy Reports” makes in-depth discussions on the basic logic and essential regulations in the operation of relevant strategy and policies from three aspects: macro policies for the regional education, financial security mechanism for the education and model of coordinated development of higher education. The “Practice Reports” sums up the actual situation and problems of the building of this platform in the past one year or more since the promulgation of the Guidelines mentioned above, covering three aspects: the alliance of universities and colleges in the region, coordinated development of the higher vocational education, and educational cooperation between primary and middle schools. The “Special Topics” focuses on the current situation of the regional coordinated educational development and building of an evaluation system for such development and a platform for educational information in the region under the background of “Internet plus”, and explore the hot issues in the building of the platform for coordinated educational development of the region. The “Regional Reports” makes a profound analysis of the role and task of the three in the coordinated regional educational development respectively, covering construction of three platforms: the platform for more effective use of the educational resources in Beijing, a platform for linkage with the educational resources in Tianjin, and a platform for educational resources in Hebei Province. The “Experience Reports” analyzes the theories and practical problems regarding the coordinated regional educational development from the international and domestic perspectives, with a view to providing a broader vision for the building of the platform for the regional coordinated educational development.

Combining theory with practice, the paper discusses the situation, progress and problems of building the platform system for the coordinated regional educational development from various perspectives and at various levels. On this

basis, it makes suggestions on reform for promoting and improving the building of platforms at various levels in an attempt to provide a useful reference for the educational decision-making departments and educational administrators and researchers who take part in promoting the regional coordinated educational development.

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总 报 告



General Report

B. 1

京津冀教育协同发展平台体系建设

高 兵*

摘 要: 京津冀区域教育协同发展平台体系是多主体、多功能的复杂性平台,其运行涉及众多主体间的联系和功能的耦合。北京是教育资源的疏解地,重点考虑如何在本地搭建教育资源疏解平台。天津是教育资源的联动地,重点考虑如何在本地搭建教育资源联动平台。河北是教育资源的承接地,重点考虑如何在本地搭建教育资源承接平台。以此为基础,从当地政府的立场出发,根据区域协同发展的总体要求,适应人口分布变化趋势和产业结构调整方向,从“政策制度”推进、“合作项目”落实、“监督措施”保障等方面构建公共服务网络平台,优化区域教育空间布局,优化各地教育功能。在平

* 高兵,北京教育科学研究院教育发展研究中心副主任、副研究员。



台体系建设思路，我们强调三个转向：一是平台建设的参与变量逐步由单一变量转向多元变量；二是平台建设的层次逐步由具体项目平台转向体制机制平台；三是平台建设由关注近期的焦点性问题逐步转向关注长远的前瞻性问题。教育协同发展平台体系建设要坚持因地制宜、互补共赢，坚持广泛参与、多方对接，坚持切实可行、权威有效，坚持循序渐进、兼顾效率与公平，遵循教育规律、因事制宜。为实现平台体系的有效运转，建议建立超省市层面的协调组织，加强政策制度的顶层设计，构建协同发展监测评价体系，重视中介组织和市场机制的调控作用，完善法律法规体系。

关键词： 京津冀 教育协同发展 平台体系

在京津冀协同发展战略的影响下，“协同发展”理念已经广泛渗透于区域社会发展的各个领域，“共生共赢”成为三省市发展的重要价值取向。随着京津冀协同发展进入全面落实的新阶段，搭建合理有效的平台系统能够引导多方参与、实现资源有效整合，是支撑区域协同发展的重要载体。平台体系的实现主要有两步，第一步是个人或组织形成的比较稳定的合作关系，即搭建平台；第二步是有足够多的组织参与合作，这些组织相互作用，共同构成可以合作的网络，即平台体系。搭建教育领域的协同发展平台进而形成平台体系，切实贯彻落实了《中共中央关于制定国民经济和社会发展第十三个五年规划的建议》提出的“五大发展理念”，是推进京津冀区域教育协同发展的模式创新，是通过地区开放促进教育分工协作、提高效率的有效途径，是破解京津冀教育发展瓶颈、促进区域教育协同发展的关键引擎。