

马培芳 马晓晴 著
甘肃教育出版社

为农村发展服务

教育

Education

Education
for Rural Development in China



PDF

ISBN 7-5423-1189-1



9 787542 311894 >

说 明

本书是为联合国粮农组织(FAO)提供的中国个案研究报告。

王嘉毅(西北师大副校长、教授)、万明钢(西北师大教科院院长、教授)、景民(甘肃省教科所所长、硕士)、白小平(甘肃农业大学副教授)是“报告”的咨询专家。

马晓晴(甘肃联合大学讲师)承担了“报告”英译和资料研究整理工作。

齐志勇(甘肃省教科所副所长)、许洁英(西北师大副教授)完成了英译审校。

在此一并表示感谢。

作者

2001年4月于兰州

ISBN 7-5423-1189-1/G · 936 定价:9.00 元



Members of International Rural Education
Training Center Visit Gansu in 2001

鄯善

110 191
PDG

前 言

《教育为农业和农村发展服务》是为联合国粮农组织(FAO-RAP)提供的一份中国个案研究报告。

本报告着重总结已经取得的实践经验,在此基础上尽可能吸取国内诸多研究人员、管理人员、实践者、教授和农村最基层的教育工作者的聪明才智,试图勾画出如何通过那些直接和间接为农民、农业和农村发展服务的各级各类涉农教育富有成效的实践活动。除了总结它们以往的实践和已经积累的经验之外,还吸纳了他们许多有价值的新见解及改革试验的创新和探索。不可否认,这些新思路、新见解和新的实验都会对未来的实践产生重要的影响。

开展这一研究最重要的目的,是以大量不可辩驳的事实向人们宣示:只有教育的改革和发展才能促进农民科技文化素质的提高,从而提高农业生产率,求得农村的可持续发展。为此,应当把教育作为农村发展中优先关注的领域。

长期以来,中国的教育存在着严重的脱离经济、社会、生产、生活实际的痼疾。有一种错误的观点,把农村的发展单纯地认为是经济问题,教育不可能与贫困等经济社会发展问题有直接关系,即使联系,也只不过是产生次要或边缘的影响作用。早在上世纪初,中国教育改革的先行者陶行知就一针见血地指出:中国的农村教育不与生产、生活实际相联系是走错了路。那个时候许多有志之

士就倡导过“平民教育”、“生活教育”、“职业教育”等,其最重要的目的莫过于要把农村的教育与农民的脱贫致富、农业生产的实践、农村发展的实际需要结合起来。但是受制于复杂的历史、社会原因,难以如愿。新中国建立以来,中国的教育几经曲折,力图使教育的改革与经济社会发展相适应的努力终未圆满成功。直到改革开放这二十年来,中国的教育才得以健康发展,特别是教育为农村发展服务的道路越走越宽。

本课题研究的范围和主要内容不可能涵盖教育的全部,“涉农教育”是研究的基本范围和重点内容。所谓“涉农教育”主要是指直接或间接为农民、农业、农村发展服务的教育。这类教育的主体是发生在农村的、以农村人口为主要对象的教育。不可否认,发生在城市里的农业高等教育和与农村产业相关的教育也是“涉农教育”的重要组成部分。因此“涉农教育”实际上包括了各级各类教育。

“农村发展”问题是一个非常复杂的系统工程。经济、社会、历史、文化、自然、地理、民族、宗教等,是包罗万象的。以“农村发展”为背景的、与农业发展相适应的教育,当然也是多学科、多层次、多样化的。为此,教育实践的目标就必须从新的视角来看待教育的全过程,包括目的、内容、方法、课程、教材、教师培训以及规划管理。所以,农村教育必须考虑与农民、农业、农村发展相关的学习需求,这种需求必须通过正确的教育思想指导下的、专门设计的教育干预手段才能实现。人们应当理性地面对诸多现实问题,以便通过教育来解决这些问题,而不是回避。因为许多问题已经超越了“单纯教育”的范畴。大量的改革实践已经证明:教育与农村发展缺乏直接联系的观念虽然正在艰难地改变着,但是仍须不断地转变传统的旧理念,以更广阔的视野来审视教育。

我们高兴地看到,1990年在泰国宗滴恩召开的世界全民教育

大会之后,中国政府为全民教育所做出的战略决策,所采取的切实步骤已经显见成效。本课题不过是这种成效的反映。

Foreword

Education for Agricultural and Rural Development and Food Security in China has been accomplished as a report of Chinese case study on the theme of All for Education and Food for All, which is initiated by Food and Agriculture Organization of the United Nations.

Focusing on summarizing the experience gained from our practice, the author tries to make a description of innovative ideas on rural education and draw a sketch with details about the practice that how the education at various levels directly or indirectly serves the aim of agricultural and rural development. With observation of the practical experience and achievements made by numerous researchers, administrators, pioneers and teaching staff at the grass-root level in China, this report is a collective reflection of many valuable new ideas and innovative actions that have been practiced with successful outcomes in the field of rural education development. All these ideas and activities will definitely continue to exert dynamic impact on the future practice.

The aim of this research is to confirm through lots of facts that education innovation is the only way to upgrade the scientific and cultural quality of the farmers, which is the dynamic initiative accountable for the improvement of agricultural productivity, and the sustainable development

in rural areas of China. Therefore, education should be treated as the priority action field when considering the strategies of poverty alleviation in rural areas.

For quite a long time, the development of rural education has been seriously affected by the problem of being apart from the actual development of the society, economy and life reality. Regarding the development of rural education just as an economic endeavor, it is impossible to find the direct relationship between education, poverty alleviation and social development, which is tangential rather direct. As early as at the beginning of last century, Mr. Tao Xingzhi, the pioneer of Chinese education reformer, said to the point that if education development in China was not integrated with the reality of actual production and real life, it must go a wrong way. At that time, many other educators with the lofty ideal also suggested that rural education should be practiced to satisfy the needs of poverty alleviation, and rural development through such education as Citizenship Education, Life-long Education and Vocational Education. But due to the complicated historical and social reasons, these ideals had not been turned into reality. Since the foundation of the People's Republic of China, the development of education has gone a rough and circuitous way. It is not until the adoption of the reform and opening-to-the outside policy that education development in China has finally been able to get on the right track of smooth development. Since then, particularly, education in China began to be integrated more and more closely with the overall social development.

It is impossible to cover everything on the educational development in China just in this report. The basic scope and core content of rural education is concentrated on education for the development of agriculture and

rural community. With improvement of rural population quality as its major target, the activities of rural education include all the endeavors made by various kinds of education, not only in rural areas, but also in urban areas. Besides the development of basic education and technical training in rural areas, the rural education also refers to higher education and all the other kinds of education related directly or indirectly to the agricultural productivity in rural areas. They are also regarded as the important parts of the rural education. Actually, the development of rural education covers all kinds of education at all levels in China.

Rural Education is a complicated and systematic mechanism, which involves issues on economy, society, history, culture, nature, geography, nationality, religion and etc. With the broad background of rural development, rural education is conducted with various forms at various levels to meet the needs of the rural development. Therefore, we must take a new perspective to review the whole process of educational reform including the aim, methods, contents, curriculum, textbooks and teaching materials, teachers' training, planning and administration. And we must take consideration of the specific learning needs of the farmers for the development of agriculture and rural community now and in the future. These needs can be materialized only through effective educational intervention designed under the guidance of correct educational thoughts. Facing the problems in the reality of rural development, we should be reasonable and try to find the deep-rooted causes. The development of education can not solve all these problems because many of them have gone beyond the "pure education". Lots of facts during the reform in China have shown that it is not an easy and simple action to establish the idea that education should be closely connected with the overall rural develop-

ment. The transformation, anyway, takes place continuously now, and people have begun to look at education from a new perspective.

We are glad to see that, the great cause of Education for All put forward at the World Conference in Thailand in 1990 has been carried out effectively all over the world. With strategic decision made and effective measures taken by the State Government, significant outcomes have been achieved for education development in China. The present research is a reflection on the efficient practice in rural education development through efforts made by people of all sectors and the governments at various levels throughout the country.

Background

As early as in 1972, the International Committee for Education Development of UNESCO pointed out that if the social differences between the places within a country or the economic differences between the countries have become big enough to impede the development of the whole world, the only reasonable solution is focusing on the people that are educationally disadvantaged. With the increasing difference between the city and the rural areas, and that between agricultural labor and non - agricultural labor, the rural population living on and even below the lowest living standards become the most disadvantaged, and is required to the country take political, societal and educational measures. Today, the balky traditional rural economy also brings new demand, which makes children as well as the young and the adult give birth to an imperious requirement for education, especially those who have been excluded from the institutional education because of disadvantaged situations.

Nineteen years later, on the opening ceremony of the International Symposium on Rural Education held in Taian, Shandong Province of China, the General Secretary of the UNESCO addressed that the rural education in developing countries has the great significance. Today, most of the people fragile to hurt are living in the rural areas. "The rural population makes up 58 percent of the total population in the world. In those most

under - developed countries, the rural population consists of 82 percent of the whole country's population; in all the developing countries, the rural population makes up 67 percent... Therefore, rural education is one of the priorities of the UNESCO's work."

In developing countries, rural education sets educational targets at the overall development of the population in the rural areas. This is a strategy made in accordance with the special demands of universalizing basic education, eradicating illiteracy, carrying out education for women and girls and developing special education, which is put forward by the international society facing the challenge of the 21st century. It was pointed out in the Working Report of the International Symposium on Rural Education (June, 1991) that the most serious problems in the progress of human civilization are reflected collectively in these areas (rural areas), such as high rate of infant death, lack of access to education, low literacy rate, short span of life, lack of health care, environment deterioration, shortage of drinking water facilities and the low standard of housing. It is estimated that on the average, the population in the rural areas can get only half of the public health care and hygiene service enjoyed by the urban population, and a quarter of the sanitation facilities... The literate population makes up 98 percent in the industrialized countries, 60 percent in the developing countries, and only 37 percent in the most undeveloped countries... The rate of drop-outs in primary schools makes up as high as 60 percent in the most undeveloped countries, and 39 percent in the developing countries, while only 11 percent in the industrialized countries. The rural education discussed here is to emphasize on educational development that occurs in the rural areas of a city-rural dual society, serves the demand of the rural economic and social development, and

facilitates the transformation for the rural population to modern civilization.

It is not difficult for people to understand the concepts of "urban areas" and "rural areas" in the world today. However, in different countries at various development levels with particular historical backgrounds, people may have different ideas in understanding the concept of the rural education. Particularly in the developed country, after decades of readjustment and reform, the industrialization and the utilization of natural resources have basically satisfied the living needs of both newly increased population and the existing population. Therefore, the population flowed into cities can be absorbed and dissolved for a relatively long time. This is the so-called process of industrialization and urbanization, which actually is the process of increasing the rate of the urban population among the total. In the developed countries, the difference of living standards between urban areas and the rural areas has been nearly eliminated. While in many developing countries, people are still strikingly impressed by the big social and economic gap between the cities and the rural areas.

Due to the difference between the city and the rural areas, the difference between the urban education and the rural education naturally occurs. Generally speaking, rural education refers to all the education activities that take place in the rural areas, targeting at the overall development of rural population and serving the development of rural social economy with the enhancement of the agricultural productivity and the facilitation of the urbanization of rural areas. Nevertheless, this definition can not be applied to the countries where there is little difference between the city and the rural areas. In the under-developed regions, the difference between the rural areas and the city is doomed to lead to the difference

between rural education and education in urban areas; and rural education is also different from agricultural education in terms of the different targeting population and the contents. As a kind of specialized education, agricultural education in both developed and developing countries has been transformed to education for rural development and food security for all.

At the beginning of last century, there were quite some pioneers of educational reform in China, namely Huang Yanpei, Tao Xingzhi and Yan Yangchun, who successively initiated the ideas of rural education, education for common people, vocational education and life education. All these propositions were related to the reform and construction of the rural areas. However, due to the historical and political reasons plus the influence of the traditional ideology, these pioneers could neither realize their dream of "saving the nation through education" nor could they enable education to be the main strategy of vitalizing the nation at that time. But their penetrating views and foresight to make rural education serve the rural development is still the fundamental starting point for today's rural education.

After the foundation of the new China in 1949, rural education in China has achieved effective restoration and development, but also through a tortuous path. Till the time of reform and opening to the outside policy adopted, with the fast progress of the nation's economy, the development of education including rural education has been guided on a correct path. In the early 1980s, a heated discussion was carried out about whom the education should serve. This discussion gave rise to a historical transition. As a result, the experiment on educational reform and the comprehensive reform on rural education in Hebei Province came into be-

ing respectively in 1982 and 1987. In 1986, the State made the decision of educational reform, in which it is clearly stipulated that "The basic tasks of rural education are enhancing the quality of the labor force and facilitating the economic re-construction in rural areas." Based on this understanding of rural education, the comprehensive reform on rural education has been initiated all over the country since 1987. The issue on how to enable rural education serve the rural development was emphasized on the agenda of governments at all levels with the highest priority. Meanwhile, the State also put great stress on the new ways of poverty alleviation: self-developing model and intellectual supporting model. The strategy of vitalizing the nation through science and education was put forward, carried out and exerted a deep impact on the development of rural education. The significance of rural education has been recognized by more and more people, and also proved efficient by more and more facts.

目 录

前 言	(1)
第一章 总 论	(1)
一、背景	(1)
二、结论	(5)
第二章 农村教育对农村发展的重要意义及基本概念	(7)
一、农村教育对农村发展的重要意义	(8)
二、农村教育的宗旨、性质及特点	(10)
三、农村教育的功能、目标和任务	(14)
第三章 农业和农村发展对教育提出了新的需求	(19)
一、农业发展的主要任务	(20)
二、农业发展需要新技术、新知识	(21)
三、农村发展需要多种人才	(22)
四、农村需要教育树立服务农业的思想	(23)
第四章 中国农村教育的改革提高了为农业、农村发展 服务的能力	(29)
一、教育改革的目标	(29)
二、教育改革的成效	(32)
三、教育改革的基本经验	(42)
第五章 促进贫困地区教育改革与发展的有效方法	(44)
一、贫困地区的经济、社会背景	(44)

二、农村贫困地区教育面临的问题和困难	(46)
三、贫困地区的教育为脱贫致富服务的有效做法	(53)
第六章 教育为农村发展服务的行动策略与方法	(58)
一、确定策略与方法的着眼点——针对性	(58)
二、确定策略与方法的出发点——目的性	(59)
三、行动策略的着重点——有效性	(59)
四、实施方法之建议	(62)
主要参考资料	(65)
附录	(66)
案例之一：甘肃省农村教育与农村发展的实践	(66)
主要参考资料	(99)
案例之二：发展农村成人教育，为农村发展服务	(100)