

B 教育蓝皮书[®]

LUE BOOK OF EDUCATION

21世纪教育研究院 / 编

中国教育发展报告 (2013)

ANNUAL REPORT ON CHINA'S EDUCATION (2013)

主 编 / 杨东平

副主编 / 黄胜利



社会科学文献出版社
SOCIAL SCIENCES ACADEMIC PRESS (CHINA)

2013
版



21世纪教育研究院 / 编

中国教育发展报告 (2013)

ANNUAL REPORT ON CHINA'S EDUCATION
(2013)

主 编 / 杨东平
副主编 / 黄胜利



社会科学文献出版社
SOCIAL SCIENCES ACADEMIC PRESS (CHINA)

图书在版编目(CIP)数据

中国教育发展报告. 2013/杨东平主编. —北京: 社会科学文献出版社, 2013. 3

(教育蓝皮书)

ISBN 978-7-5097-4321-8

I. ①中… II. ①杨… III. ①教育事业-研究报告-中国-2013 IV. ①G52

中国版本图书馆 CIP 数据核字 (2013) 第 035624 号

教育蓝皮书

中国教育发展报告 (2013)

主 编 / 杨东平

副 主 编 / 黄胜利

出 版 人 / 谢寿光

出 版 者 / 社会科学文献出版社

地 址 / 北京市西城区北三环中路甲 29 号院 3 号楼华龙大厦

邮政编码 / 100029

责任部门 / 皮书出版中心 (010) 59367127

电子信箱 / pishubu@ssap.cn

项目统筹 / 姚冬梅

经 销 / 社会科学文献出版社市场营销中心 (010) 59367081 59367089

读者服务 / 读者服务中心 (010) 59367028

责任编辑 / 姚冬梅

责任校对 / 杜若佳

责任印制 / 岳 阳

印 装 / 北京季蜂印刷有限公司

开 本 / 787mm × 1092mm 1/16

版 次 / 2013 年 3 月第 1 版

印 次 / 2013 年 3 月第 1 次印刷


书 号 / ISBN 978-7-5097-4321-8

定 价 / 69.00 元

印 张 / 22.5

字 数 / 363 千字

本书如有破损、缺页、装订错误, 请与本社读者服务中心联系更换

 版权所有 翻印必究

教育蓝皮书编委会

主 编 杨东平

副 主 编 黄胜利

课题核心组成员

杨东平 黄胜利 柴纯青 熊丙奇 刘胡权
杨 旻 曾国华 王 烽 储朝晖 周大平
周 详

本书作者 (以文序排列)

程方平 杨东平 吴遵民 李新玲 王 帅
周金燕 祁 翔 朱旭东 康永祥 吕 超
汪履维 杨 旻 熊丙奇 郭 娇 王伯庆
罗惠文 何小雪 韩嘉玲 高 勇 张 妍
韩承明 刘胡权 柴纯青 方建锋 梁国胜
鹿永建 王国明 王学男 阿呷热哈莫
周文辉 李明磊 周 玲

摘 要

2012年是中国经济社会稳定发展、教育改革逐渐深入的一年。贯彻落实《国家中长期教育改革和发展规划纲要（2010~2020年）》（简称《教育规划纲要》）进入第二年，一些公众关注的热点、难点问题得到明显改善，地方政府和学校自下而上的教育改革日趋活跃。年末，党的十八大进一步明确了教育发展的方向，宣示了举办“人民满意的教育”、改善教育民生、深化改革，实现“中国梦”的理想。

国务院会同教育部等部门制定了多项政策，鼓励地方进一步促进义务教育均衡发展。这一政策执行以来已经取得了一定成就。但是，区域之间、区域内部之间教育不均衡的现实依然存在，尤其是薄弱地区和农村地区的不均衡问题依然突出。近几年“小升初”的竞争在一些大城市呈现加剧的局面，甚至波及“幼升小”（从幼儿园升入小学）。与“小升初”挂钩的“奥数热”，屡经治理，但在一些大城市依然热度不减。

通过对教育资源的可及性和家庭资源拥有性两个维度的考察，农村留守儿童在教育资源的获得和家庭资源的获得上弱于城镇儿童等其他儿童群体，这些差别通过教育资源和家庭资源而延伸到儿童成长的各个方面。21世纪教育研究院通过在全国范围的调查，认为农村学校调整顺应学龄人口减少的变化，集中教育资源办学，农村学校条件得到一定程度的改善，但西部农村学生上学距离过远，农民家庭教育负担加重，导致出现新的辍学现象。

农村教师队伍建设凸显诸多亮点，进一步完善了宏观政策设计，但仍存在和面临着许多亟待解决的问题。特岗教师是当前补充农村教师队伍的最主要力量，在最基层的农村小学、教学点，特岗教师的补充依然面临多重困境。近些年我国农村学前教育发展迅速，但规范扩张和质量提升的压力依然存在。

针对农村教育问题，教育部出台政策，提出“底部攻坚”，重点解决好村



小、教学点的教师问题。各地政府和民间机构也从改善办学条件、提升教师素质和待遇、推进学校特色发展等方面入手，提高教育质量，振兴农村小规模学校。与此同时，台湾地区政府、地方及学校、民间等多元主体从学生背景条件的改善、学校硬件设施的优化和课程教学的改善、教师专业表现的提升等方面做出了积极的努力，对大陆发展农村教育、改变农村面貌有一定的启示和借鉴意义。

至2012年底，包括北京、上海、广东在内的全国27个省、自治区、直辖市均已出台异地高考改革方案，各地异地高考改革方案的出台，是实质性的高考改革的“破冰”之举。然而，彻底解决异地高考问题要与高考改革相结合，大力推进重点高校自主招生改革。

教育部发布了多项以提高质量为核心、激发高等学校活力的项目，在制度探索、人才培养模式和机制创新等方面取得了新进展。然而，高校发布的质量年度报告却与公众的预期相差甚远。随着考研人数的逐年增长，我国研究生教育处于发展的战略转型期，全面提高质量是这一阶段的核心任务。

伴随不可逆转的高等教育大众化趋势，高职院校面临生源下降等生存和发展的严重挑战。未来5~10年，高职教育要继续深化管理体系、学位体系、生均拨款、准入制度等方面的改革。我国民办教育发展整体数量稳中有升，注重内涵建设的需求加大。

《教育规划纲要》实施两年来，地方的教育制度创新进入活跃期。21世纪教育研究院举办的“第三届地方教育制度创新奖”评选，呈现了我国地方教育制度创新的若干新特点。未来教育制度创新要继续突破体制机制障碍，推动教育制度综合改革。课堂改革的10年中，山东、山西是最有代表性的两个省份，所属典型改革学校的课堂模式影响巨大。山东省自2009年底开始，由三方合力推动中小学家长委员会建设。这种模式对于推动中小学家长委员会的建设具有可资借鉴的意义。

实现4%的投入目标，成为近年来各级政府年度工作的重中之重。2012年，4%备受全社会关注，“达标”已没有悬念，人们更为关注的是政府建立教育投入可持续增长的长效机制、公平有效的资源分配机制。调查显示多数公众积极评价近三年来教育公平改善的状况，但仍有两成多的公众对彻底治理“择校热”缺乏信心。

Abstract

In 2012, China's economic and social development maintained steady, and education reforms were gradually pushed forward in depth. The year 2012 is the second year in implementing the "National Guidelines for Medium-and Long-term Educational Reform and Development". Significant progresses have been made in some hot and difficult fields attracting public concern and self-directed education reforms initiated by local governments and schools have been made become increasingly active. At the end of the year the 18th National Congress of the Communist Party of China (NCCPC) further clarified the developmental orientation of education and declared to work hard to run education to the satisfaction of the people, improve people's wellbeing in education, deepen education reform and realize the ideal of "Chinese Dream".

The State Council jointly with Ministry of Education (MOE) and other departments concerned has established a series of policies to encourage local governments to promote balanced development of compulsory education. And some achievements have been made. But the unbalance issue between regions and within the region still existed and was more obvious in poor and rural areas. In recent years the competition of the transition from primary school graduates to junior high schools in some large cities became heating up, even affected the entrance for the school-age children to primary schools. The Mathematical Olympiad training related to the transition of primary school graduates to junior high schools has been governed repeatedly, but the heat kept going strong in some large cities.

An investigation found that in terms of attainment of education resources and possess of family resources the migrant workers' children who stay at their hometown were weaker than other children, and the differences would extend to all aspects of children growth. A national survey conducted by the 21st Century Education Research Institute indicated that in rural areas conforming to decrease of school-age children education resources were centralized to run schools and school conditions have been improved to a certain extent. But meanwhile new phenomena of drop-out



appeared because of distant school distance and heavy family burden.

On construction of rural school teachers some bright spots were highlighted such as further improvement of policy design at the macrocosm level, but a lot of urgent issues existed all the same. Specially-set-post teachers are the most important power in supplementing rural school teachers. At village schools and teaching spots supplement of specially-set-post teachers faced multiple difficulties. In recent years preschool education in rural areas has developed rapidly while pressures of regulated expansion and quality improvement still existed.

To resolve rural education issues MOE formulated policies and brought out the plan of “surmount difficulties from the bottom” with focus on teachers at village schools and teaching spots. Local governments and non-government organizations tried to increase education quality and revitalize small-scale rural schools as well by improving school conditions, increasing teachers' quality and salary, encouraging school development with specialties. Meanwhile measures such as improving living conditions, perfecting hardware facilities, making curricula teaching better, promoting professional development for teachers taken in Chinese Taipei by governments, non-government organizations and schools can be used for reference in mainland rural education.

Till the end of the year of 2012, 27 provinces around China including Beijing, Shanghai, Guangdong have issued policy to enable migrant workers' children to take the college entrance exam in the city where their parents work and live. That is an ice-breaking activity in reforming the National College Entrance Exam (NCEE). However the settlement of the matter should be taken into account with the reform of NCEE and vigorous advancement of the reform of autonomous recruitment of new students in key universities.

MOE implemented a great many projects with quality improvement as the focus to stimulate vitality of higher education institutions. Some new progresses have been achieved in institution exploration, talent cultivation model and mechanism creativity. But annual reports on education quality issued by universities are far away from what the public expected. As the increase of the number of taking part in the entrance exams for postgraduate schools postgraduate education in China was entering the stage of strategic transition with improving quality overall as the core.

With the irreversible trend of mass higher education, higher vocational colleges



faced serious survival and development challenges such as decrease of the source of recruitment. In the near future 5 – 10 years higher vocational education will continue to deepen reforms in management system, system of degree institution, per student financial aid, admittance institution. The number of non-state/private education institutions steadily increased as a whole and quality improvement needs more concerning.

Educational institution creativity in local areas became more and more active in the two years of the implementing of “National Guidelines for Medium-and Long-term Educational Reform and Development”. The third session of “local educational institution creativity awards” initiated by the 21st Century Education Research Institute saw new characters in local educational institution creativity. In the near future creativity of educational institution will continue to break through institution barriers and to push on comprehensive reform of educational institution. In the ten years of reform of school teaching Shandong and Shanxi provinces are representative and have great influence. In Shandong province the building of parent committee in schools jointly pushed on by three powers since the end of 2009 has important enlightenment.

Achieving 4% was the priority of governments at all levels in 2012. When 4% has been achieved more attentions have to be paid to continuous increase of government expenditure on education and equal and efficient resource allocation. According to the findings of surveys about the sensitivity of equality with education, most of the public actively appraise the improvement of educational equality in recent three years, but about 20% of the respondents are lack of confidence about thoroughly resolving the issue of school choice.

目 录



Ⅱ I 总报告

- Ⅱ.1 中国教育改革步履坚实,任重道远 程方平 杨东平 / 001

Ⅱ II 年度主题

主题一 促进义务教育均衡发展

- Ⅱ.2 义务教育均衡发展的区域特点和新问题 吴遵民 / 021
- Ⅱ.3 大城市“小升初”竞争与“奥数热”的治理 李新玲 / 030

主题二 促进农村教育科学发展

- Ⅱ.4 农村学校布局调整的调研与评价 王 帅 / 042
- Ⅱ.5 农村中小学学生学习生活调查研究 周金燕 祁 翔 / 054
- Ⅱ.6 我国农村教师队伍建设的年度进展 朱旭东 / 069
- Ⅱ.7 以质量标准为导向,促进农村学前教育内涵发展 康永祥 / 080
- Ⅱ.8 振兴农村小规模学校的地方实践与民间努力 吕 超 / 090
- Ⅱ.9 台湾社会现代化进程中农村教育的变迁及努力 汪履维 / 100



Ⅲ 特别关注

- Ⅲ.10 高等教育教学改革的新进展 杨 旻 / 108
- Ⅲ.11 “异地高考”破冰前行 熊丙奇 / 117
- Ⅲ.12 高等学校质量年度报告的实施和展望
..... 郭 娇 王伯庆 罗惠文 何小雪 / 128
- Ⅲ.13 城乡的延伸
——教育资源与家庭资源对城市和农村不同群体儿童的影响
..... 韩嘉玲 高 勇 张 妍 韩承明 / 137

Ⅳ 教育新观察

- Ⅳ.14 地方教育制度创新的进展及发展趋势 刘胡权 / 154
- Ⅳ.15 从山东到山西：审视中小学课堂改革 柴纯青 / 169
- Ⅳ.16 民办教育：发展转型与政策创新 方建锋 / 181
- Ⅳ.17 高职教育面临的危机和挑战 梁国胜 / 195
- Ⅳ.18 山东省建设中小学家长委员会的探索 鹿永建 / 203
- Ⅳ.19 农村特岗教师调查：现状与问题
..... 王国明 王学男 阿呷热哈莫 / 211
- Ⅳ.20 研究生教育战略转型期的改革与发展 周文辉 李明磊 / 225

Ⅴ 教育调查与评价

- Ⅴ.21 中国主要城市公众教育公平感调查（2012）
..... 21世纪教育研究院 / 233
- Ⅴ.22 迈向4%：2011年我国政府教育投入分析 周 玲 / 248

B VI 附 录

- B.23 2011 年全国教育事业发展统计公报 / 257
- B.24 2011 年全国教育经费执行情况统计公告 / 264
- B.25 2012 年中国教育大事记 / 267
- B.26 2012 年度十大教育新闻 / 290
- B.27 2012 年全国高考语文作文题汇集 / 291
- B.28 温家宝：在清华大学的演讲（全文） / 299
- B.29 第三届地方教育制度创新奖获奖名单 / 305
- B.30 新教育国际论坛《宁波宣言》 / 308
- B.31 杨东平：我为什么批评人大附中 / 310
- B.32 钱理群：我们缺失了什么，我们如何面对
——马小平编著《人文素养读本》序 / 313
- B.33 刘道玉：我心中的理想大学 / 318
- B.34 让每个学子都拥有公平的机会 / 321
- B.35 诗人胡兰兰致信教育部：救救被作业和分数绑架的孩子 / 331
- B.36 做美好的自我
——江苏启东中学学生江成博国旗下的讲话 / 337

CONTENTS



B I General Report

- B.1 Reform of Education in China Stepping Forward with a Solid
Pace and Going a Long Way *Cheng Fangping, Yang Dongping / 001*

B II Major Themes of the Year

Major Theme 1

- B.2 Regional Features and New Issues on the Balanced Development of
Compulsory Education *Wu Zunmin / 021*
- B.3 Competition on the Transition of Primary School Graduates to
Junior High Schools in Large Cities and Governance of
Mathematical Olympiad Training *Li Xinling / 030*

Major Theme 2

- B.4 An Investigation of Adjustment of School Mapping in Rural Areas
Wang Shuai / 042
- B.5 A Survey of Learning Life of Primary and Middle School Students
in Rural Areas *Zhou Jinyan, Qi Xiang / 054*
- B.6 Annual Improvement of Construction of Rural School Teachers in China
Zhu Xudong / 069



- B.7 Advancing Development of Preschool Education with Quality
Standard Oriented in Rural Areas *Kang Yongxiang / 080*
- B.8 Local Practices and Civilian Efforts on Revitalization of Small-scale
Schools in Rural Areas *Lyu Chao / 090*
- B.9 Changes and Efforts of Rural Education during the
Process of Modernization in Chinese Taipei *Wang Lyuwei / 100*

B III Topics of Special Concern

- B.10 The New Development of Teaching Reform in Higher Education
Yang Min / 108
- B.11 The Reform of Enabling Migrant Workers' Children to Take the
College Entrance Exam in the City Where Their Parents Work
and Live Moving Forward *Xiong Bingqi / 117*
- B.12 Implementation and Prospects of Annual Report on Education
Quality Issues by Universities
Guo Jiao, Wang Boqing, Luo Huiwen and He Xiaoxue / 128
- B.13 Effect of Education Resources and Family Resources on Children
from City and Countryside
Han Jialing, Gao Yong, Zhang Yan and Han Chengming / 137

B IV New Observations

- B.14 Process and Development Trend of Local Education
Institution Creativity *Liu Huqian / 154*
- B.15 From Shandong to Shanxi Province: Looking at Reform of School
Teaching in Primary and Middle Schools *Chai Chunqing / 169*
- B.16 Non-State/Private Education: Development Transition and
Policy Creativity *Fang Jianfeng / 181*



- B.17 Crisis and Challenges in Higher Vocational Education *Liang Guosheng / 195*
- B.18 Exploration on Building of Parent Committee in Primary and Middle Schools in Shandong Province *Lu Yongjian / 203*
- B.19 A Survey on Specially-set-post Teachers in Rural Schools: Present Situation and Issues *Wang Guoming, Wang Xuenan and A Xia Re Ha Mo / 211*
- B.20 Reform and Development of Postgraduate Education in the Stage of Strategic Transition *Zhou Wenhui, Li Minglei / 225*

B V Investigations and Comments

- B.21 A Report on Surveys of Sensitivity of Equality with Education Expressed by the Public in Some Major Cities of China for the Year 2012 *21st Century Education Research Institute / 233*
- B.22 An Analysis of Public Expenditures on Education in 2011 *Zhou Ling / 248*

B VII Appendices

- B.23 Bulletin of Statistics of National Educational Development for 2011 / 257
- B.24 Official National Report on the Implementation of Budgetary Revenues and Expenditures in the Educational Sector for 2011 / 264
- B.25 Chronicles of Major Educational Events in 2012 / 267
- B.26 Ten Significant News Reports on Education in 2012 / 290
- B.27 A Collection of Topics of Chinese Composition Used in the College Entrance Examinations Administered in 2012 / 291
- B.28 Wen Jiabao: Speech Made in Tsinghua University / 299
- B.29 The List of Winners of the Third Session of "Local Educational Institution Creativity Awards" / 305



- B.30 International Forum on New Education 〈Ningbo Declaration〉 / 308
- B.31 Yang Dongping: Why I Criticize the High School Affiliated to
Renmin University of China / 310
- B.32 Qian Liqun: What We Defect, How We Face
—*Preface of Textbook on Humanistic Literacy Edited by Ma Xiaoping* / 313
- B.33 Liu Daoyu: My Ideal University / 318
- B.34 Make Every Student Have Equal Chance / 321
- B.35 A Letter Written by Poet Hu Lanlan to Ministry of Education:
Save those Children Kidnapped by Homework and Test Scores / 331
- B.36 Being Myself: Speech Made by a Middle School Student under the
National Flag in Qidong Middle School, Jiangsu Province / 337

总 报 告

General Report

B. 1

中国教育改革步履坚实，任重道远

程方平 杨东平*

摘 要：

教育改革和发展的大环境进一步优化。国家优先发展教育，在促进教育公平、农村教育、义务教育均衡发展等方面迈出新的步伐，2012年中国国家财政性教育经费占比首次达到4%。地方教育制度创新处于活跃期，教育体制改革获得有效推进。以提高质量为中心的高等教育改革在深入开展。与此同时，教育改革需要在改善民生和社会建设的视野中攻坚克难，破解制约教育改革发展的观念障碍和体制性障碍。

关键词：

教育改革 教育体制 教育规划纲要

2012年是中国经济社会稳定发展、教育改革逐渐深入的一年。贯彻落实

* 程方平，中国人民大学教授、什刹海书院副院长；杨东平，北京理工大学教育研究院教授，21世纪教育研究院院长。