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农村留守儿童 教育研究

基于陕西省的实地调研

王 谊 著

从陕西省农村留守儿童生存现状调研出发，将问卷调查、实地观察、深度访谈等质性研究与量化研究结合起来，对农村留守儿童生活、学习、心理健康、情感、品行等七个方面进行了全景式的梳理与分析

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前 言

农村留守儿童是我国经济发展转型期出现的一个特殊的未成年群体，其核心问题是教育问题。留守儿童教育问题是一个上位概念，它涵盖的范围远超过教育问题，是多种矛盾与冲突综合性的客观体现，涉及诸如社会制度、经济发展、家庭结构等一系列社会失调现象，属于综合性社会问题。妥善解决这一问题，是推动我国经济建设，维护社会安定团结，提高全民素质，实现社会公平的迫切需要。

本书围绕留守儿童教育这一主题，以教育政策学、系统管理理论、边缘化理论、公共产品理论、经济学等相关理论为指导，在文献综述与评价的基础上，遵循“提出问题—揭示问题—确认问题—解决问题”的研究思路，从陕西省农村留守儿童生存现状调研出发，将问卷调查、实地观察、深度访谈等质性研究与量化研究结合起来，整体把握，对农村留守儿童生活、学习、心理健康、情感、品行七个方面进行了全景式的梳理与分析，在此基础上，厘清影响农村留守儿童教育的主要因素，甄别留守儿童教育面临的主要问题，最后从宏观、中观、微观三个层面，就如何改善农村留守儿童教育问题的政策、协作机制以及应然措施提出建议。

全书包括五个部分，共十章。

第一部分（包括第一、二章）为研究方案设计及理论分析部分。本部分主要阐述了选题背景、研究目的和意义，对国内外相关研究动态进行较为客观的评述；阐明研究思路，确定研究方法，构建了以教育学、管理学、社会学、经济学等多学科相关理论为基础的分析框架，为后续研究奠定理论基础，使其更具科学性和规范性。

第二部分（包括第三、四、五、六章）为基础分析部分，属于揭示问题的章节。这部分在对陕西省陕北、关中、陕南三地留守儿童现状调查的基础上，主要对农村留守儿童的监护、生活、学习、心理健康、情感、品行以及安全等诸多方面的状况进行梳理与分析。农民外出务工成为不可逆转的潮流，其中，父外留守儿童各方面所受到的不良影响最小。也就是说，对于多数家庭而言，效用最大化的选择不是夫妻双方外出，而是丈夫外出务工而母亲留在家里。从目前农村的现状来看，留守儿童面临的最大问题是情感问题，许多心理问题的存在都与他们的情感诉求得不到有效满足有关；其次为品行问题，人为剥夺了留守儿童道德成长的榜样教育，道德判断与行为失范也就有迹可循；受家长文化素质的制约，自身观念的偏差，家庭学习辅导空缺是农村留守儿童面临的普遍问题；农村留守儿童的安全问题，不容乐观，留守女童尤甚。

第三部分（包括第七、八章）为系统分析部分，属于确认问题的章节。通过对家庭、学校、社会以及儿童自身四大影响因素进行深入探究，旨在找寻改善留守儿童教育现状的切入点，并以发展的角度对目前留守儿童教育所面临的主要问题进行了甄别与总结，并在此基础上对留守儿童教育问题的特点进行剖析。认为，农村留守儿童只是农村儿童的一部分，

不可能将留守儿童与非留守儿童完全割裂开来，他们有着儿童面临的共性问题；农村留守儿童教育问题作为农村教育问题的一个组成部分，同样面临着农村教育的共性问题；农村留守儿童教育面临的共性问题主要体现为两个方面：首先，城乡义务教育非均衡问题；其次农村教育体制尚未完全理顺的问题；“留守”状态增加了农村儿童的脆弱性，也使得留守儿童教育产生了一定的个性问题。农村留守儿童教育面临的个性问题也主要体现为两个方面：一是家庭、学校、社会教育不衔接问题；二是留守状态下的诸多问题；农村留守儿童教育问题是一个具有复杂性、失衡性、分异性的问题，其管理行为主体涉及政府、学校、家庭、社会，而这四者在留守儿童成长过程中，很难划分明确的责任范围。换言之，问题的解决仅仅依靠一个行为主体，一个环节，一个层面均不具有操作性。寻找治本良方，城乡经济、社会、教育均衡发展才是真正的突破口。

第四部分（第九章）为建议部分，属于解决问题章节。对陕西三地市农村留守儿童教育经验进行了典型性分析，整合其做法与经验，在现有情况下，从宏观、中观、微观三个层面，就如何改善农村留守儿童教育现状的政策、协作机制以及应然措施提出建议。

宏观层面即政策建议，①源头上保证城乡儿童公共服务均等化；②增加农村教育的公共财政支持，促进城乡教育资源均衡化发展；③保证未成年人权益，加强对留守儿童的社会福利；④农村教育政策设计思想的正位。中观层面即构建协作联动的农村留守儿童公共服务体系，①构建政府主导下的协作联动的城乡义务教育体系；②双管齐下，强化学校教育公共服务体系；③区分对待，借助外力完善修正家庭教育体系；④建立双向维权取向的广泛的社会支持网络。微观层

面即应然措施，①素质教育目标下更具针对性的学校教育措施；②强化弥补家庭教育功能的管护措施；③逐步归位型的家庭教育措施；④以社区为依托，开展多元化社会教育的措施。

第五部分（第十章），为结论与拓展部分。主要对本书研究的内容进行了总结，主要结论如下：①农村留守儿童教育问题的解决有赖于源头机制；②农村留守儿童教育问题的解决有赖于城乡联动的协作机制；③在整个农村留守儿童教育链条中，学校应该居于核心地位；④必须重视农村留守儿童教育问题的分异性特点；⑤应该客观看待留守儿童心理健康问题。最后，指出研究的不足以及后续研究的两大方向。

本书在写作的过程中，参考了许多专家、学者的研究成果，在此表示诚挚的谢意！由于水平与时间的限制，书中难免存在不妥之处，还望读者不吝赐教。

Preface

The children left at home in rural areas are a special minor group that appeared in the economic transitional era in China, and the core issue with this group is their education. The educational issue of the home-left children is a hypernym concept, which covers more than education itself. It is an objective reflection of multiple conflicts and contradictions, which deals with a series of social maladjustment, such as the social system, economic development, family structure. Therefore, it is a comprehensive social issue. Proper solution of this problem is actually the impending demand of the economic development, social stability and security, social fairness and civil quality in China.

Based on the above background, following the logic order of “problem raising, revealing, affirming, solving”, this study, borrowing theories from the education policy, systematic management, marginalization theory, public products theory and economics etc. , began with the real education situation of the children left at home in Shaanxi province, trying to develop an overall picture of the living status of the home-left

children, with a combination of both qualitative and quantitative methods, such as observation, survey and field investigation etc. The main factors that affect the education of home-left children were further studied. Finally the suggestions were given on policies, coordination systems and countermeasures to solve the educational problems of the home-left children in rural areas.

This study includes 5 parts, or 10 chapters.

The first part, also chapter one and chapter two, deals with the design of the study plan and theoretical analysis. It states the background, the purpose and significance of the study after an objective review on the study advancement in both China and the world. The study clue and methodology are stated and an analytical framework is developed, based on multiple theories of education, sociology, psychology, management, economics, etc. which forms the theoretical foundation for the study to make it more of scientific reasons and standardability.

Part two, including chapter 3-6, makes fundamental analysis to reveal the educational problem with home-left children. Based on the investigation on the current status of the home-left children in northern Shaanxi, Guanzhong (middle part of Shaanxi) and southern Shaanxi, analysis was made on the aspects like custody, living, schooling, psychological health, emotion, moral status and safety etc. Farmers-going-out-for-job has been an irreversible trend in China. Comparatively, children with their fathers going out for jobs were found to be more lightly affected than those with both their

parents, or their mothers going out for jobs. Therefore, most families chose to have mothers left at home while fathers going out in accordance with the rule of utility maximization. The present situation shows that the most serious problem with the home-left children is their emotional perplexity as most of the home-left children's psychological problems are related to the dissatisfaction of their emotional pursuit. Followed is the problem with their morals and conducts. The absence of moral examples consequently leads to moral judgment and conduction anomie. As to the safety, it is more a serious problem with home-left girls in rural areas.

Part three, including chapter 7 and 8, makes systematical analysis as to affirm the issue. A profound study is conducted on the 4 major factors of family, school, society and children themselves, simply to find the breakthrough point to improve the home-left children's educational situation. The main educational problems with the home-left children was then discriminated and summarized in light of development. Analysis was also made on the characteristics of the educational problems. We believe that, as a proportion of the children in rural area, the home-left children are impossibly separated from other children. They face common problems. As a part of the rural education, there are of course similarities between the home-left children's education and the rural education. There are mainly two similarities. The first comes with the compulsory educational imbalance between the urban areas and the rural areas. The second is that the rural educational system needs to be rationalized. The home-leftness aggravates the fra-

gility of the rural children and leads to peculiarity of the home-left children's education, which is reflected in two aspects: one is that education is not well linked between family, school and the society. The other is the related problems with the home-leftness. Therefore, the educational issue of the home-left children is actually complicated, imbalanced and discriminated.

Part four, also chapter 9, provides suggestions to solve the problem. Typicalness analysis was done on the countermeasures adopted against the educational problems with the home-left children in three rural regions of Shaanxi. Integration of the countermeasures was made and experience summarized. Suggestions on policy, coordination system and countermeasures were provided to improve the educational situation of the home-left children in rural areas from the macro-, medium- and micro perspectives.

Suggestions on the macro- level, or policies, include: ①equalization of the public service for children in both urban and rural areas should be assured. ② the public financial support for the rural education be increased to enhance the balance of the educational resources between the urban and rural area. ③the rights and interests of the minors be protected, and the social welfare of the home-left children strengthened. ④ the design ideology of the educational policy in rural area be adjusted. Suggestions on the medium level refer to constructing the public service system of the home-left children in rural area, including: ①the government-oriented coordination mechanism of the compulsory education be constructed. ②the schooling

and public service system be strengthened. ③family educational system be improved and perfected with outside force. ④ social support network with double-way-oriented rights protection be constructed. Suggestions on the micro-level refer to the countermeasures, including: ① schooling measures with more pertinence under the goal of quality education be adopted. ②the family custody and protection be strengthened. ③regressive family measures should be gradually restored. In terms of school education, specific quality-oriented measures should be adopted. ④multiple social education measures be adopted on the base of community.

Part five, also chapter 10, summarizes and extends the study. This part makes a general summarization of the whole study as follows: ① the headstream mechanism plays a key role in solving the educational problem of the home-left children. ②the solving of the educational problem with the home-left children also depends on the coordination mechanism with linkage between urban and rural regions. ③school stands in the core position in the educational chain for the rural home-left children. ④high attention must be paid to the educational discrimination of the rural home-left children. ⑤mental health problems of the home-left children should be treated objectively. In the end, the weak points of the paper and the sequent study directions were provided.

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