

PRACTICES AND RESEARCHES OF GIRL EDUCATION

女童教育

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实践与研究

女童教育实践与研究



四川省小学教师培训中心 编著

Provincial Training Center for Elementary School Teachers of Sichuan

女童教育 实践与研究

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政府、社会、学校与家庭
都应对女童的教育给予特
别的关注和支持。

韦钰

一九九九年十二月

让女童教育之花盛开在中国西部

——《女童教育实践与研究》之序言

随着人类社会的不断发展进步，使教育在基本实现普及九年或十二年义务教育后，便把注意力更多地投向了社会处境不利的人群（有色人种、少数民族、贫困线以下人群以及妇女、残障人群等）。其中，女童是倍受社会关注的重要群体。

“女童是未来的母亲，教育好一个女童等于教育了两代人”。这个观点既打动人心又简单深刻。从人性的角度讲是最人道、最符合人权理念的，从教育的角度讲是符合公平原则的，从效益的角度讲是费省效宏的，从未来社会学的角度看是最有利于国家和民族的。

中国的女童教育研究和实践起步相对较晚，只有一百多年的历史。直到本世纪八十年代，随着中国向全世界庄严承诺在本世纪末基本实现普及九年义务教育后才进入高潮。《以女童为重点，促进贫困地区普及九年义务教育》（UNDP /CPR /96 /401 项目）在中国西部六省区的实施，对中国女童教育的理论和实践，以及中国西部实施普及九年制义务教育，起到了示范和推波助澜的作用。

中国的女童教育有与世界各国一致的共性，如提高入学率、增加就业率、争取男女平等、消除贫困等等，也有其独特的个性。这个独特的个性就是反对封建主义斗争的长期性和复杂性。众所周知，在中国五千多年的历史长河中，中国女性的头上一直压着政权、神权、夫权三座沉重的封建主义大山，由此形成的

“男尊女卑”观念、“男女授受不亲”的观念、“男主外、女主内”观念、“女子无才便是德”的观念、“学得好不如嫁得好”的观念，像一条条无形的绳索，束缚了女性的思想和自由，窒息了其理想的火花和创造力。中国辛亥革命和随后的“五四运动”是中国女性解放的第一个里程碑，它使中国妇女从思想禁锢和裹足的痛苦境地走向了社会。新中国的建立是中国妇女解放的第二个里程碑，它使中国妇女在实现男女平等的权利方面有了一系列史无前例的突破和法律的保证。但是，思想观念、意识形态领域中的有些问题仅靠法律还是不够的。法律解决了社会上有形的不平等（如买卖妇女、包办婚姻、童养媳、逼良为娼等），但无形的不平等（如性别歧视、同工不同酬等）仍随处可见。要解决思想观念和意识形态的问题必须从教育着手，移风易俗、改革陈规陋习。

直到本世纪九十年代，中国的教育理论家才从老祖宗的“因材施教”的教育思想中成功地推导出了“因性施教”的理论。“因性施教”理论的创立，为全世界女童教育提供了颠扑不破的理论内核。“因性施教”的性（Gender）强调了性别的差异，从而在教育的过程中针对性别的差异设计并实施教程。它的革命性在于重新认识性别差异在教育和社会中的地位和作用，不再是简单的搞男女分校或男女分上体育课，它已经深入到潜意识对女性心理、人格和成才的影响这样的领域。例如女童教育专家对现行中小学教材进行分析、统计后指出：“中小学教材中，正面的、成功的、能对女童起诱导、激励作用的女模特人物（如女英雄、女科学家、女劳模、女文学家等）数量大大低于男性，这对女性成才不利，容易形成“女不如男”的潜意识！”并由此提出教材改革必须考虑到有利于激励女童自尊、自强。当今女性教育已从传统的培养温柔贤淑的淑女型女性转向培养新时代职业型女性的方向发展，这是一个重大的、顺应历史潮流的转变！

中国女童的性别差异表现在哪些方面？是生理的？心理的？

还是伦理的?或许是综合因素的?!在约占中国人口十分之一的四川省选择两个人口超过百万的农业大县作项目点,无疑是有代表性的。我们作了大量基础性的工作,其中最重要、也最有价值的是连续三年对近4000名男女童进行了青春早期生理发育状况调查、《学习适应性测验》(AAT)、《14种人格因素测验》(CPQ)、《心理健康诊断测验》(MHT)等多项实验检测,通过用计算机处理收集到的检测资料,我们得到了许多重要的信息和结论。如:项目启动时,8所项目小学三、四、五年级女童除聪慧性、有恒性、世故性与常模相比不存在显著差异外,其他11种因素都存在显著差异。尤其是紧张性、兴奋性、忧虑性、敏感性偏高,而轻松性、恃强性偏低。而且,在项目小学内部,随着年级增高,女童与男童相比心理差别扩大,即恃强性、轻松性较男童低,而忧虑性、紧张性比男童高。整体看来,五年级女童学习适应性存在的问题比三年级多一些。根据各项检测结果及比较分析说明,贫困地区女童存在着以学习焦虑为主的焦虑心理问题,过敏、恐怖、烦恼、抑郁等情绪情感心理问题,自卑、自责、自信心方面的自我意识心理问题,对人交往心理问题。同时,贫困地区女童生理发育也有提前趋势。因此,在小学阶段也必须对贫困地区女童加强生理卫生教育和青春早期性心理健康教育。

很显然,我们把研究的侧重点是放在女童心理健康上的。

在401项目的执行过程中,我们在项目县还设计了许多有针对性的女童教育活动,着重培育女童“自尊、自信、自立、自强”的“四自精神”,并辅之以劳动技能和职业技能培训,收到了良好的效果,本书也收录了部分成功的案例附在书中,以供广大教师参考和借鉴。

四川省在执行401项目的过程中,最大的特点是以科研课题为先导,以教师培训为中心,以教师培训单位为支撑,以科学的

态度去研究中国女童教育的理论和实践。因此，我们除了得到 UNDP 一些经费和教学硬件方面的援助外，更重要的是革新了教育观念，例如项目国际顾问、美国奥多米尼大学教育改革教授爱伦先生多次到四川项目点的学校讲授微格教学和“2+2 教学评估方法”；国内顾问李之保先生亲自到项目县指导设计项目实施计划，并辅导基层教师从事教育科研。因此，培养了一大批工作和生活 在农村的基层骨干教师，出了一批教学科研初步成果，树立了一批农村基础教育示范学校，创立了四川“女童整合教育模式”。

《女童教育实践与研究》填补了四川教育学和心理学领域中的一块空白，对中国的女童教育研究无疑也是具有积极意义的一个重要贡献。这本书既是 UNDP /CPR /96 /401 项目的成果之一，也是该项目四川分项目全体工作人员辛勤劳作的结晶，更是世纪之交、千年更替之际，四川教育在迈向 21 世纪的一块敲门砖，是四川教育界献给新世纪的一份厚礼！

我们谨以此书呈献给 UNDP 驻中国的官员们，感谢他们对中国女童给予的关怀和爱心！

我们谨以此书呈献给教育界的同行，让这些来自中国四川女童的实验调查资料和信息，丰富你们的思想，碰撞出更灿烂的智慧火花！

我们谨以此书呈献给全世界关注女童教育的人们，让大家和我们共享这个成果，共同去开创 21 世纪女童教育辉煌的明天！

汪风雄

1999 年 10 月于成都

Blossoms of Girl Education in Western China

——By **Fengxiong Wang**

With the consistent development of human society and the preliminary universalization of nine-year or twelve-year compulsory education, focus of educators has now shifted to the disadvantaged groups in our society (including colored races, ethnic minorities, people under poverty line, women, the handicapped, etc), among which girls are those who have attracted much attention.

“Girls are future mothers, education for one girl means education for two generations.” Simple as this conception is, it is very profound and soul touching. From the perspective of human nature, it can best embody humanity and enjoyment of basic human rights. From the perspective of education, it is fair and just. From the perspective of efficiency, it is the most economic. From the perspective of future sociology, it is the most beneficial to the state and nation!

Researches and practices of girl education in China began only more than one hundred years ago. It didn't experience a great leap forward until the 1980s, when China made the solemn commitment to the whole world to basically popularize nine-year compulsory education by the end of this century. Implementation of UNDP/CPR/96/401 in six western provinces in China, with its theme of “to emphasize girl education and promote nine-year compulsory

education in poor areas”, has set examples for and promoted the theoretic study and practices of China’s girl education and the universalization of nine-year compulsory education in western China.

Girl education in the world faces some common problems, such as the increase of enrollment and employment rates, promotion of gender equality, poverty elimination, etc. However, girl education in China has its own challenge of a prolonged and complicated fighting against feudalism. It is well known that during China’s history of five thousand years, there had been three mountains of feudalism on women’s backs, namely political authority, religious authority and husband authority. Many outrageous ideologies spawned in such circumstances like “Female is inferior to male.”, “Husband is privileged to work outside and wife is destined to do house work.”, “It’s a virtue of female to be without insight.”, “It is far better to have a good husband than good knowledge or achievements.”. These intangible chains bound females’ thoughts and freedom, throttled their sparkles of ideal and creativity. The revolution of 1911 and the following May 4th Movement came as the first milestone of China’s female liberation, which released Chinese females not only from foot-binding, but also from ideological bondage, encouraged them to integrate into the mainstream of society. Foundation of the People’s Republic of China was the second milestone, which brought about a series of unprecedented breakthroughs and legal instruments to guarantee gender equality in China. Notwithstanding all the improvements, legislation alone can not solve all the problems of conceptions and ideology. While the visible social inequality (including female trafficking, arranged marriage, child bride, forced prostitution, etc) can be eliminated

with legal weapons, those invisible social inequality (such as gender discrimination, different pay for different gender, etc) still prevail. Education remains the primary choice to cure all these social carbuncles. Only in this way, can we change the cliché traditions and mind-set.

Not until the 1990s, was a new theory of “gender-based education” developed from the traditional one of “aptitude-based education”. This irrefutable theory serves as a fundamental guideline for global girl education. Due emphasis is now given to gender difference and curriculum is designed and applied accordingly. This revolution enables us to re-define the role and influence of gender difference in education and society. Girls and boys are not simply attending different schools or P. E lessons. Educators are probing into the impact of sub-consciousness on female psychology, personality and development. Here is an example. Through analysis and statistical work, educational experts have pointed out that “in the current elementary and middle schools textbooks, there are much fewer positive and successful female exponents that can attract and encourage girls (such as heroines, female scientists, female model workers, female writers, etc) than there are such male exponents. This will exert negative influence on girl development and will foster the sub-consciousness of ‘female inferiority’!” They have further advocated and textbook reform must take into consideration those steps that can stimulate girls to build self-respect and to be self-support. Modern girl education is to cultivate professional females of the new times, instead of gentle and virtuous ladies in traditional sense. This shift is significant and in the trend of history.

What are the phenomena of gender difference in China? Are they physiological, psychological, ethical, or a combination of all the three factors? It is undoubtedly a wise decision to designate project counties of Sichuan two big agricultural counties with more than one million people for each. In the province like Sichuan, which accounts for almost one tenth of national population, such counties are representative. We have done numerous fundamental work, among which the most important and valuable are the yearly surveys and tests on near four thousand pupils, including Early Adolescent Physiological Development Survey, AAT, CPQ, MHT, etc. Results of these surveys and tests were processed with computers and we came up with a lot of valuable information and conclusions. For example, at the beginning of the project implementation, we collected statistics from girls of grade three to grade five in eight project schools and made a comparison with normal modulus. The result showed that although indices of intelligence, persistence and sophistication basically kept in line with normal modulus, there was stark disparity in other eleven factors. Indices of anxiety, excitation, worry and sensibility are especially high, while that of relaxation and confidence are especially low. Furthermore, even within a project school, the higher the grade is, the wider the psychological disparity between genders becomes. From lower grades to higher grades, girls become less and less confident and relaxed but more and more worried and anxious than boys do. Generally speaking, girls in grade five have more problems in academic adaptability than girls in grade three do. Test results and comparative analysis told us that among girls in poor areas, the following psychological problems prevail: anxiety (including being

anxious), emotion and feeling problems (including being over-sensitive, horrified, worried, depressed, etc), self-consciousness problems (including self-inferiority, self-condemnation, lack of confidence, etc). At the same time, physiological development of girls in poor areas tends to begin earlier. Therefore, elementary school educators must strengthen physiological health education and early adolescent sexual psychological health education of girls in these areas. It is unquestionable that focus of our study should be on the mental health of girls.

During the implementation of UNDP/CPR/96/401, we designed many well-targeted educational activities for girls in project counties to foster their spirit of self-respect, self-confidence, self-support and self-improvement. These activities were coupled with labor and vocational skills training and achieved encouraging results. Some of the successful cases are included in this book for the reference of teachers.

The principal characteristic of project implementation in Sichuan Province is that our theoretic study and practices of girl education in China is guided by research subjects, focused on teacher training, supported by teacher training schools and conducted in a scientific way. Besides the financial and hardware support from UNDP, we changed our educational conception. For example, International Consultant, Professor Allen from USA gave quite a few lectures on microteaching and "2 + 2 educational evaluation method" in our project schools. Consultant in China, Mr. Zhibao Li went to project counties personally to direct the drafting of implementation plan and to help schoolteachers do educational research. In this way, a great number of schoolteachers in rural

areas were trained; many primary results have been achieved in our educational researches; a batch of schools have been promoted as models for primary education in rural areas; and the “Synergic Model of Girl Education” has been developed in Sichuan.

“Practices and Researches of Girl Education” fills a gap in the pedagogical and psychological research in Sichuan. It is also a positive contribution to girl education research in China. This book is not only a result of UNDP/CPR/96/401, but also the reward to the arduous work of the whole project team in Sichuan. Besides, it signifies an auspicious beginning of educational cause in Sichuan in the new century, and serves as a gift to the new millennium presented by the educational circle in Sichuan.

To officials of UNDP we dedicate this volume for their affection and attention to Chinese girls!

To our colleagues we dedicate this volume. We wish the experiment and survey materials and information about girls in Sichuan will enrich your thoughts and give you more inspirations!

To all those in the world who are concerned with girl education we dedicate this volume. We are willing to share with you our accomplishment, and work with you for a brilliant future of girl education in the 21st century!

Chengdu, Sichuan
October, 1999

前 言

当前，发展中国家的女童教育问题已经引起全球的普遍重视。这是人类文明进步的具体表现。女童教育问题包括两方面的内容：一是确保适龄女童全部入学，即解决女童“进得来、留得住”的问题；二是提高女童教育质量，即解决女童“学得好、用得上”的问题。近十多年来，国内外女童教育取得了许多新进展。但是，多数集中在解决前一方面的问题上。1996年开始的由中国与联合国开发计划署共同进行的教育合作项目“以女童为重点，促进贫困地区普及九年义务教育”(UNDP /CPR /96 /401)在我国西部六省区进行，四川省是其中之一。考虑到省情的整体情况，四川把项目县安排在颇具代表性的盆地中部两个丘陵农业大县上。这两县虽然也是省级贫困县，但是女童辍学问题并不十分突出，且通过宣传动员和政策措施很快就得以解决。因此，四川项目把重点和目标放在了女童教育问题的第二方面，即着重解决提高女童教育质量的问题，并期望在这方面进行一些前沿性、开创性、突破性的研究，获得可供全省或更大范围推广的经验。

“提高女童教育质量”这一任务是基于以下社会现实而提出来的：在小学阶段，女童各方面的表现并不比男童差，甚至不少女童强于男童；而在青年和成年人中，女性的学业和专业成就却普遍比男性差，尤其是在高科技领域及重要领导岗位方面。究其原因，不是女性智力水平先天差于男性，而是由于传统习俗和社会环境的影响造成女性心理品质的某一些方面如自信心等比男性差。针对这一情况，提高女童教育质量必须从以下方面努力：按

照因性施教、扬长补短、打好基础、立足预防的指导思想，在小学阶段对女童进行远大理想教育和心理健康教育，改革教法、指导学法，开发智力、培养创新精神和终身学习能力，加强体育和劳动技能教育等，以便使女童能抵御来自社会、家庭和学校的负面影响并获得可持续发展的能力，从而能够与男性同样均等享受成功机会。

三年来，为实现项目工作目标，四川省省、县、镇三级项目工作人员付出了极大的辛劳。首先是连续三年对两县八所项目小学近4000名男女童进行儿童14种人格因素（CPQ）和学习适应性（AAT）测试，以及创造力创造欲测试、心理健康诊断测验（MHT）、女童青春早期生理发育状况调查，获得了大量真实可靠的原始资料，并通过分析研究得出了具有验证性和新颖性的结论。其次，进行了艰苦的行动研究和缜密的理论研究。四川项目一开始就确定了研究课题“四川省贫困地区农村女童教育特殊方法研究”，并把它分解成15个子课题由省、县、校三级共同完成，其中包括了大量的女童个案研究和女童教育活动设计。理论研究方面，收集了大量国内外已有的研究成果并进行分析、鉴别、整理，结合调查分析、行动研究形成了自己的观点。再次，始终做好对教师、家长和项目管理人员的培训工作。因为教师素质的高低直接决定了女童教育质量的高低，家庭的同步配合是提高女童教育质量的必要条件，而领导和管理则是项目成败的关键。三年来，在培训内容、形式、方法等方面积累了许多有益的经验。最后，四川项目进行了女童教育模式的探索和研究，概括出了“女童整合教育模式”。

《女童教育实践与研究》可以说是四川省UNDP/CPR/96/401项目工作的成果集。本书上篇是“理论篇”，简介国内外女童教育的历史沿革和近20年来的新进展，论述女童教育的现实意义、目的任务、原则途径，介绍国内外女童教育研究的成果，

说明女童教育研究的理论指导、基本原则和具体方法。中篇是“调查篇”，在说明儿童身心发展一般特点的基础上，重点介绍了四川项目进行的六方面的测试调查和分析结论。下篇是“行动篇”，论述和介绍了四川项目女童教育的内容和方法，包括女童教育与素质教育的关系，女童心理健康教育，学习能力和创造能力的培养，女童体育和劳技教育，女童个案研究成果和女童教育活动设计，以及教师培训、家长培训和政府行为等。

本书上篇由四川师范学院杜学元副教授编写，中篇由四川省小学教师培训中心吴润平高级讲师编写，下篇由四川省小学教师培训中心林光耀高级讲师编写，全书由林光耀统稿。主编、副主编和四川省小学教师培训中心杨东讲师参与了本书指导思想、框架结构的确定和审稿定稿工作。岳池县教师进修学校王锡森高级讲师和富顺县教师进修学校阮君宏高级讲师多次参加本书编写提纲的讨论，并提供了关于女童青春早期生理发育调查、女童创造力创造欲调查、女童心理健康诊断测试等材料。王锡森提供了女童体育和劳技教育、女童青春早期心理教育方面的初稿。两县项目管理办公室、县教师进修学校和项目小学的领导和教师们为本书提供了大量关于女童教育活动、女童个案研究、科研子课题成果等方面的材料，由于篇幅有限未能全部选入。UNDP/CPR/96 401 项目国内顾问李之保教授、上海市教育科学研究院周卫教授、北京师范大学史静寰教授对四川省女童教育项目和本书的编写给予了重要的理论指导，在此表示衷心的感谢。

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PREFACE

Girl education in developing countries has now become a focus of global concern. This can be taken as a proof of human civilization development. Girl education has two major contents: First, full enrollment for all girls at school age, which ensures availability and consistency of primary school education. Second, improvement of educational quality, which enables girls learn better and learn more practical knowledge. In the past decade or more, girl education has been very fruitful both domestically and internationally. However, most efforts have been on the first part. Since 1996, China joint hands with UNDP and carried out an educational cooperative project (UNDP/CPR/96/401) in six provinces and autonomous regions in western China, including Sichuan. Theme of this project is “to emphasize girl education and promote nine-year compulsory education in poor areas”. Given the overall condition of Sichuan, project counties were designated to two of its big and representative hilly agricultural counties in central Sichuan basin. Although they are poor counties at provincial level, dropout of girls is not very serious and can be solved through motivation and policy measures. In such case, the emphasis and aims of the project in Sichuan were on the second part of girl education. Our efforts are to improve the quality of girl education, to implement some pioneering and