



甘肃省联合国教科文组织协会
复式教学创新项目荣获联合国教科文组织亚太地区
教育创新促进发展中心 (APEID)

2014 教育创新 (文晖) 奖

The Innovative Project on Multi-grade Teaching by Gansu UNESCO won the Wenhui Award for Educational Innovation 2014 by UNESCO APEID



甘肃省联合国教科文组织协会
UNITED NATIONS OF EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION G.S.P.A
2015.2

概 述

“2014 第五届教育创新（文晖）奖”最近在杭州揭晓。该奖项由联合国教科文组织亚太地区教育创新促进发展中心 (Asia and Pacific Programme of Educational Innovation for Development—APEID)、中国联合国教科文组织全国委员会联合设立。该奖项每年评选一次，旨在表彰亚太地区在教育创新发展方面做出杰出贡献、通过开展教育创新改善教学质量的个人或机构，鼓励在改善教学质量方面持续的探索与创新，每年颁发一次。

甘肃省联合国教科文组织协会马培芳会长主持实施的

“创新复式教学，改善农村教育”项目荣获教科文组织 (APEID) “2014 教育创新文晖奖”。这是 2014 我国获奖的唯一项目，也是该奖项设立五年来我国获此殊荣的第三个教育创新项目。

第五届教育创新“文晖奖”共评选出 2 项团体奖项，3 项个人奖项，获奖项目及主持机构名单如下：

1. 创新复式教学，改善农村教育——【中国】甘肃省联合国教科文组织协会
2. 密克罗尼西亚本土儿童读物与教科书开发——【密克罗尼西亚】岛屿研究与教育机构
3. 小学教育质量独特干预体系创新构建 II——【孟加拉国】达卡·阿赫萨尼亚团队
4. 金融规划宣传计划项目——【马来西亚】大马财务规划理事会
5. 公众视野里的社区发展计划——【泰国】公众视野研究组织

甘肃省联合国教科文组织协会“创新复式教学，改善农村教育”项目获奖消息，全国 30 多家权威网络媒体和平面媒体进行了报道，甘肃电视台也在 2014 年 12 月 19 日晚间新闻作了报道。

甘肃省联合国教科文组织协会“创新复式教学，改善农村教育”项目获奖消息在教育界产生了较大的震动和影响。



2014 教育创新（文晖）奖奖状



中国联合国教科文组织全国委员会秘书长杜越（右 1）先生向荣获 2014 教育创新（文晖）奖的甘肃联合国教科文组织协会会长马培芳（右 2）先生等颁奖



2014 教育创新（文晖）奖奖杯

教育创新（文晖）奖背景及历届获奖情况

1. 背景介绍

亚太地区教育创新“文晖奖”是由联合国教科文组织亚太地区以教育创新促进发展项目（Asia and Pacific Programme of Educational Innovation for Development—APEID）、中国联合国教科文组织全国委员会联合设立。该奖项每年评选一次，旨在表彰亚太地区在教育创新发展方面做出杰出贡献、通过开展教育创新改善教学质量的个人或机构，鼓励在改善教学质量方面持续的探索与创新，每年颁发一次。

2. 历届文晖奖获奖情况

（1）首届文晖奖

背景情况

2010 中国杭州国际教育创新大会上，首届亚太地区教育创新奖“文晖奖”揭晓。本次大会由联合国教科文组织亚太地区教育局、中国联合国教科文组织全国委员会、中央教育科学研究所、浙江省教育厅、杭州市人民政府主办。中国教育部副部长陈小娅等出席，联合国教科文组织、世界银行等国际组织以及来自韩国、泰国、印度等亚太国家，非洲 9 国的代表参会。首届文晖奖以“促进人力资源开发的教育”为主题，经过教科文地区办事处及各国全委会推荐，有来自亚太地区的 34 个机构和个人参评，12 个项目和个人进入候选名单，最终评出 5 个奖项。

获奖情况介绍

柬埔寨的“高棉盲文与高棉手语创立”、中国北京外国语大学的“散文项目”获得“文晖奖”。此外，马来西亚的“农村智能学校标准项目”、印度草根信托组织的“改善印度西北方邦城市贫困区对穷人的教育”项目和印度的“凿壁上网教育项目”等项目获荣誉奖。

此次获奖的柬埔寨“高棉盲文与高棉手语创立”项目，为小语种高棉语开发盲文和手语，帮助柬埔寨残疾人群体接受国家系统教育、加速融入地方和全球社区。北京外国语大学的“散文项目”，选派英语志愿者教师支教，编写适合的教材，提供教师培训项目，为贫困和偏远地区孩子搭建语言交流的平台。

（2）第二届文晖奖

背景情况

第二届亚太地区教育创新奖“文晖奖”于 2011 中国杭州国际教育创新大会（文晖论坛）上揭晓。来自意大利、新加坡、韩国、不丹等国家的近 60 位国际代表及上千名国内代表参会。

获奖情况介绍

本届文晖奖获奖项目 2 项，终身成就特别奖和荣誉奖各 1 项。不丹的“学



2014 教育创新（文晖）奖评审委员会成员

会共存教育：午餐供给计划”、马来西亚的“社区参与提高学校绩效：Ulu Lubai 国民学校经验”2 个项目获奖。另外，泰国的“湄公河青年网：女儿和社区中心教育和计划”被评为荣誉奖。亚太地区国际教育和价值教育联合会创始人、终身名誉主席卢德 R. 基松宾博士（Dr. Lourdes R. Quisumbing）颁发终身成就特别奖。

Ulu Lubai 国民学校是马来西亚沙捞越州一所偏远的郊区学校，大多数社区成员都是伊班族人。伊班族人定居在伊班长屋中，仍然保持着传统的生活方式，其生存过度依赖于周边的自然资源，有着非常强烈的社区归属意识。Ulu Lubai 国民学校充分利用家长教师联合会，在家长的鼎力支持下，实行“团结精神计划”，提供学习中心，供学生、家长和社区共同享用；班级领养计划，定位于长屋的家长被指派领养照顾各班级，为学生们创造如家庭般温馨愉悦的学习环境；校内英语计划，组织英语学习活动，让孩子们能够学习掌握英语。通过鼓励学生就学并积极融入到学习过程中，小学考试评估达标率据报道连续数年达到 100%。为表彰其成就，该校成为马来西亚首个获得“高效能学校”的农村学校。

卢德 R. 基松宾博士为联合国教科文组织亚太地区国际教育和价值教育学会名誉会长、前任会长；菲律宾米里亚姆学院名誉退休教授；曾任菲律宾前教育、文化与体育部长；菲律宾联合国教科文组织全国委员会前秘书长。

（3）第三届文晖奖

背景情况

2012 年中国杭州国际教育创新大会上，第三届亚太地区教育创新奖“文晖奖”揭晓。本次大会由联合国教科文组织、中国联合国教科文组织全国委员会、中国教育科学研究院等机构主办。来自德国、法国、英国、蒙古、韩国、新加坡、毛里求斯、尼日利亚等国家的近 60 位国际代表及 600 余名国内代表参会。经由中国、印度、澳大利亚、泰国、韩国、文莱等多国专家组成的委员会评审。第三届“文晖奖”共有亚太地区的 42 个机构和个人参评。

获奖情况介绍

中国的“可持续发展教育创新”项目、印度的“搜寻”计划项目成为本届“文晖奖”获奖项目。此外，柬埔寨的“Voice for Change”项目、马来西亚的“绿色化学：走向可持续发展教育的途径”项目、巴布亚新几内亚的“绿色低碳社会创新”项目获得荣誉奖。

据了解，中国的“可持续发展教育创新”项目自 1998 年起的十余年间，在中国上千所中小学进行了创新教育的实验研究，目前已经成功地将教育的“可持续发展”议题由研究领域引向公共政策领域。而印度的“搜寻”计划从“价值教育”的主题出发，组织印度中小學生参与废物管理的全过程，旨在通过实践教育的方式培养学生的领导力与社会责任感。文晖奖专家委员会的评语说，北京可持续发展教育协会之所以成功是因为呼吁广大群体参与该项目，包括研究人员、教授、教师、学生、非政府组织代表和企业界代表。评委会认为，该项目获得了中央和地方政府的支持，并形成了全国性影响，同时形成了连接中国不同地区的广泛网络来共同推动可持续发展教育。其战略和方法也为其他国家进一步推广可持续发展教育提供了借鉴。

（4）第四届文晖奖

背景情况

第四届“文晖奖”在 2013 年中国杭州国际教育创新大会（文晖论坛）上揭晓。本届大会以“国际视野 智慧课堂”为主题，由联合国教科文组织、中国联合国教科文组织全国委员会、

浙江省教育厅及杭州市人民政府主办。来自马来西亚、印尼、新加坡、柬埔寨、泰国等国的 40 余位国际代表及来自国内教育界的代表参加此次大会。

获奖情况介绍

会上表彰了 2013 亚太地区教育创新“文晖奖”2 项获奖项目：马来西亚的“艺术创新——社区文化的多元表达方式”和柬埔寨的“柬埔寨传统艺术的振兴——大师教学项目”以及 5 项荣誉奖，包括南洋理工大学获颁两项荣誉奖，其他得主是泰国、柬埔寨和帛琉的机构。

南大校长室主任（学术项目）朴宥显博士领导的“iZ 英雄计划：培养 21 世纪数码媒体时代的公民教育计划”获颁荣誉奖。该项目是以数码媒体平台为基础，其目的是给儿童们一个有趣和互动的体验，来学习如何成为数码时代的公民以及应该具备的道德品质和批判性思维。另外，艺术、设计与媒体学院助理教授南希武山（音译）以其“从人类学到设计学：新丝绸之路上的文物管理工程”的项目也荣获荣誉奖。该项目旨在同东南亚非营利性的社会以手工为基础的团体就设计方面建立合作伙伴关系，以开创完整的合作模式。这是为了确保工艺品和相关产品能够保留文化完整性、提高工艺质量、并以此改善艺术工匠们的生活水平。

2014 教育创新（文晖）奖评选办法

重要日期

提名截止日期：2014 年 6 月 30 日

确定入围提名：2014 年 8 月中旬

终评并公布获奖名单：2014 年 9 月底

本届文晖奖主题

终身学习创新：通往未来的桥梁

申请资格

本届文晖奖将评选 2 名个人或机构奖项。获奖者将获得获奖证书及 2 万美元奖金。此外，对在创新教育实践方面做出重要贡献的个人或单位将颁发荣誉奖项。来自联合国教科文组织亚太地区成员国的个人和机构，凡已经设计并实施了重大的教育创新项目，并以此提升了教育的机会与质量，均将有资格申请本奖项。

被提名的候选人应具备以下资格：

- 对现在与将来在促进终身学习方面做出了贡献
- 在加强终身学习方面提升教与学的质量
- 在为终身学习的教育创新方面，致力于促进本土智慧与独创性，提升 21 世纪知识与技术

申请方式

本奖项的组织者邀请亚太地区联合国教科文组织成员国的各国政府、教育机构、国际组织、非政府组织和个人提名候选人，具体程序如下：

· 提名应通过各国联合国教科文组织全国委员会、联合国教科文组织下属各办事处、各 UNESCO-APEID 联系中心以及其他与联合国教科文组织有关的国际组织递交。提名应使用官方的奖项申请表，该表可在下述网址下载：

<http://www.unescobkk.org/education/apeid/wenhuiaward2014>

甘肃省联合国教科文组织协会提交 APEID 的申请报告 (中文版)

2014 年 UNESCO-APEID 文晖教育创新奖申请表

官方专用

接收日期:

编 号:

项目信息

申请类别 (在相应选项上打 “√”)

个人 机构

项目名称: 创新复式教学, 改善农村教育

起始年份: 2004 年至今 结束年份: 正在进行:

申请人信息

姓名: 马培芳

职位: 会 长

学校 / 机构 / 组织: 甘肃省联合国教科文组织协会

通信地址: 甘肃省兰州市广场南路 13 号统办三号楼

邮编: 730030

国 家: 中国

电话 (办公室): 0931-8720972 电 话: 13909488043

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网站: www.gsunesco.org

所需材料

I 背景及成果描述

上世纪八十年代初, 甘肃省和地处西北、西南经济欠发达的省、区一样, 教育仍处在落后状态。初等教育尚未普及。提高入学率、巩固率、追求合格率和改善办学条件是普及初等教育的重点工作, 也是实现九年义务教育的基础工程。面对这样的教育需求, 经中国联合国教科文组织全国委员会与来访的联合国教科文组织亚太地区教育办事处 (UNESCO PROAP) 主任辛格博士商议, 拟由甘肃代表中国加盟已经启动的 “亚太地区提高小学生学业成就水平联合革新计划” (Joint Innovation Project on Raising the Achievement Level of Children in Primary Education) (简称 JIP)。这项计划是 APEID 计划内, 在初等教育领域开展的一项教育革新项目。旨在通过国家间的多边合作, 达到互相学习、互相交流、经验共享、共同发展的目的。1986 年, 时任甘肃省教育厅副厅长的马培芳先生 出任 JIP 计划工作委员会主任, 主持了 JIP 计划的实施。他不但把亚太地区各成员国共同认可的, 影响初等教育质量的关键因素作为改善初等教育的抓手,

而且还着力强化学校所在地教育发展需要采取的特殊办法。创造了伊斯兰群众聚居地改善教育“生态环境”，动员社会参与、家庭卷入的形式和方法。不少宗教上层人士聘任为学校名誉校长，建立了家长委员会，举办家长学校，实行学校开放日，使寺院、学校、家庭成员对儿童教育取得一致认识，从而使小学生的入学率、巩固率明显提高。

1989年甘肃省参与JIP计划的学校已扩大到500所。贵州省、云南省、河南省、河北省和青海省先后加盟JIP计划的实施，参与学校共达1082所。遂于1990年11月10日，成立了中国JIP省际合作协调小组，马培芳先生任组长。从此，把JIP计划从黄土高原扩大到青藏高原、云贵高原、冀中平原和中原腹地，为处境不利地区初等教育的改革发展注入了新的活力和巨大推动力。

1991年甘肃省初等教育革新实验研究成果获甘肃省社会科学成果特别奖。

1992年1月，甘肃省初等教育革新计划（JIP）的实施成效，为发展贫困地区的初等教育做出了突出贡献，获联合国教科文组织亚太地区教育办事处授予的“拉加·罗伊·辛格奖”（Raga Roy Singh Award）。（见附件）

1993年，全国教育科研规划领导小组基础教育学科组专家对甘肃省“全面提高小学教育质量联合革新计划（JIP）的实验研究成果进行了国家级鉴定，鉴定认为：“甘肃JIP是一种成功的教育实验，是国内教育综合实验的成功典范，具有国际水平”。（见附件）

1993年4月，马培芳先生谢绝了上级决定提拔升迁的职务。继续为初等教育的改革发展推进JIP计划。

1996年12月5日，联合国教科文组织亚太地区办事处授予马培芳“教育发展革新奖”（Award of “Fellows of ACEID”），表彰他在实施初等教育革新项目中所做出的贡献。（见附件）

1998年底马培芳从省教育厅领导职务上退下来。2001年由他倡议发起，创立“甘肃省联合国教科文组织协会，被选为会长。续写着城镇化进程中农村教育改革创新的新篇章。

2004年以后新的创新实践活动主要有：

（1）复式教学课堂创新模式试验研究与教师培训（见附件）（后有详述）资助方为美国福特基金会，为时3年（2004—2006）。创新了复式教学“垂直互动参与式”新方法，随开展教师培训，扩大效益。

（2）2007年主持开展“参与研究型教学模式的设计与操作”试验研究与教师培训。（见附件）为农村教师提供了教研促进教学的有效指导和帮助。并在甘肃省的成县、礼县、清水县、临洮县和青海互助、乐都县培训了农村教师2000多名。该项目合作方为澳大利亚国际发展署（AusAID），“小型活动项目”资助。为期一年。这项活动成为农村教师培训活动的补充内容，至今仍继续使用。

（3）复式教学课堂创新模式教师培训项目

2008—2010年，为了把复式教学创新模式推广开来，香港乐施会资助，在西部农村开展复式教学创新模式的教师培训项目。甘肃成县、礼县、麦积区、清水、临洮和青海乐都、互助县开展了教师培训，继续扩大受益面。先后培训了七县（区）7个学乡、镇区的170名复式教师，由他们作为“培训者”，在学区内、县（区）内继续扩大培训，先后有600多名复式教学的教师受到了培训，在教学中学习并运用创新的教学方法。

(4) 2014年又在临洮县小规模学校教学质量提升项目；复式教学创新方法继续扩大效益。

该项目得到香港郭氏基金会资助，为期两年。同样利用《复式教学课堂创新模式》教材，培训教师，覆盖全县18个乡镇，将从整体上提高小规模学校的教学质量，为农村城镇化进程中出现的小规模学校和教学点的改革发展提供有效支持。

这些成就，都是源于马培芳先生坚持深入教学第一线，把校长、教师的智慧和经验，提炼成指导革新教育实践的指导思想，并善于把这些思想，经过教师培训，转化为教师的教学行为。这种创新，用一句通俗的话来讲，就是靠自己的智慧解决自己问题。因此，创新实践活动，始终以革新教育思想为灵魂，以人员培训为基本手段，形成了不断创新、不断实践的循环链条，使革新实践不断地“由点到面”滚雪球式发展。

II 复式教学创新实践概要

复式教学课堂创新模式的实验研究与教师培训活动。

1. 缘起：

新世纪之初，农村经济社会发展加快，甘肃的九年义务教育已经普及。在农村城镇化的进程中，农村教育发生了巨大变化。其中有一种普遍的现象是：农村劳动力向城市转移，农村人口减少，农民子弟追求高质量的初等教育，进入城镇学校，农村小规模学校增加。在甘肃，由于山区面积大，居住分散，许多山区儿童，无法远离村庄上学，保留了不少小规模学校和“教学点”。在山川兼有的临洮县，全县18个乡镇54万人口，在农村中小学布局结构调整后，现有小学357所，百人以下的小学有205所，还保留了172处教学点，有1619个小学低年级学生在“教学点”上读书，占小学生总数的5.38%。在陇南山区，这类教学点更多。在“教学点”上学的低年级学生，成县占小学生总数的18%，礼县占小学生总数的16.2%，大约有10—15%的小学教师在小规模学校和教学点上从事复式教学。在全国1/3的人口，2/5的耕地分布在山区。由此说明，1/3的小学生居住在山区。2004年中国教育报介绍，在西南、西北地区一人一校的教学点有九万多个，占全国教学点（校）的80%以上，这些点校无疑是采用复式教学。在农村城镇化进程中，农村学生减少，农村学校的规模缩小，同年级学生人数减少，十人左右的教学点却在增加。这说明，采用复式教学的学校、班级、老师和学生都在增加之中。

面对农村教育的新变化、新问题和新的挑战，马培芳先生和他的伙伴们认为：按照国家新课程改革的要求，传统的“动、静搭配”的复式教学方法，已不适应新课程改革的要求，也与教育公平和家长追求高质量教育的期望相悖。

但是，存在复式教学的地方，大多在山区，经济欠发达，群众生活还不富裕，小学办学条件差，教师水平低，因此，小学适龄儿童入学率低、合格率低，留级率高，辍学率高。这里的教学质量和学生的命运，决定着未来山区的劳动力素质和经济社会发展的前景。当时，全国也没有解决这个问题的好办法。为此，共同商定，要进行实验研究，用自己的智慧解决自己的困难。创立一种“垂直互动参与式”课堂教学模式，以此培训小规模学校和教学点的教师，帮助他们改革教学，达到提高初等教育质量的目的。

2. 对传统复式教学模式的评价

长期以来，复式教学一直采用一个年级上课，其他年级自主作业，轮换授课的所谓“动”、

“静”搭配模式，这种模式的特点是：

——发挥了教师的中心和主导作用，学生该学的知识与技能用给予式的方法传授，学生掌握的比较扎实和牢固。

——教师控制课堂比较有序。对防止不同年级的“声浪干扰”方面有比较明显的效果。

——“小助手”培养使用比较好，有利于组织学生自学。

但以当代学习理念和新课程教学改革的理念要求，这种模式还存在一些明显的缺陷，主要是：

——仍然是以教师为中心，知识由教师单项传递，学生无法进行“自主、合作、探究”的学习，没有创造出学生充分发展的环境和机会。

——教师与学生对话，学生与文本对话时，学生总处在被动的接受状态，学生学习的自主、自能、自律能力没有得到充分开发，忽视了学生主动性的培养。

——教师忙于讲解和作业设计，没有创造学生自主活动、自由讨论的学习机会。

——合作学习和不同年级间的铺垫的作用没有发挥出来。

总之，“动静搭配”模式把复式教学的非主要矛盾“声浪干扰”当作中心问题，却把学生发展放在次要位置，在一定程度上限制了学生的主动、全面发展。我们改革创新的目的就是要解决这个问题。

3. 实验研究

1) 布点。

实验研究选定天水市麦积区花牛镇、陇南市成县红川镇、陇南市礼县阳坡乡为实验点，依托三个乡（镇）的中心小学，组织三个乡（镇）54所学校和复式教学点、教学班的老师参与。

2004年，三乡（镇）参与实验的54所小学中，有复式教学班的学校占55.5%；复式教学班占全部教学班的19.4%；复式教学班学生占学生总数的24.3%，从事复式教学的老师占教师总数的18.7%。由此可以看出，进行复式教学实验研究的必要性和受益师生各占的比重。

2) 试验研究的目标

试验研究的实质是改进传统的那种教师在一个年级教学，而让另一个年级进行自主作业，然后互为轮换的课堂教学模式。适当给予学生自主、合作、探究的时间和空间、机会和条件。其突破点在于：为复式课堂的教学构建一种单位时间内不同年级学生垂直互动，进行自主、合作、探究学习的教学模式，而不仅仅在同年级中进行合作互动。因此，试验研究的具体目的是：

——构建“自主、合作、探究”型的“垂直互动参与式”复式教学新模式，使复式教师根据学生的需求进行设计和操作；

——培训教师，学习运用“垂直互动”教学模式，提高他们对新课程改革的适应能力学会创新，转变陈旧的教学方式和学习方法；

——改进教学，提高学校对学生、家长的吸引力，以便提高入学率、巩固率、合格率及教学质量；

——吸引地方政府、教育部门和社区群众对复式教学的关注和支持，促进教育公平、均衡和平等发展。

3) 编写教材

为了适应“垂直互动”教学的需要，试验研究的成果要体现在将要编写的教师培训教材中。教学的基本要求是：

——要突破动、静单一结构，构建“垂直互动”模式。即从单一的横向搭配，变为横向和垂直的多元互动。实现学生与书本、教师与学生、同级学生、不同年级学生之间的互动，使“自主、合作、探究”的学习方法落实在课堂上。

——改进传统的动静搭配的课堂教学模式，增加动静的频率。同年级、不同年级在互动中互助，在互助中参与，在教学中探索，共同进行研究性学习。“静”是由教师指导、帮助学生自己设计作业练习，自主完成作业，由一“动”、一“静”变成多“动”多“静”或同“动”同“静”。

——单式班教师与复式班教师共同合作，一起参与复式教学研究，探索单式班分层教学与个性化教学，以便优势互补，共同提高。

——这种教学模式，打破了传统的分时性学习情景，给不同年级的学生提供了共时性学习资源和发展空间。

在这种思路指引下，组成了三个试验区共有 61 人参加的试验创新“垂直互动”教学模式教材编写组，确定分十一个单元，分别试验、结题、撰写。编写的过程成为创新的实践、教改的实践和培训教师的实践，最终形成了完整的教材，由专家审定，2005 年由甘肃人民出版社出版发行。（附件）

4）成果扩散

第一步，2005 年在三个试验乡（镇）依托中心小学，在 54 所学校反复多次培训本乡（镇）复式教学的老师，并编写出版了教材。

第二步，2006 年在三个试验乡（镇）所在县，扩大培训范围。这种培训，依托试验乡，培训了成县、礼县、麦积区三区（区）26 个乡（镇），407 所小学的 800 多名复式教学教师，受益学生 57936 人。

第三步，在三县（区）培训的基础上，又扩大到灰县、两当、清水、临洮、会宁、安定区、通渭、靖远八县（区）的 20 个乡（镇）250 所学校的 2000 多名教师，约 2 万名学生受益。

与此同时，青海省互助县、乐都县也加盟培训行列。先后于 2006 年、2009 年两次主办全国复式教学专业委员会年会，及复式教学西部论坛。向全国 16 个省（区）的教育同行介绍了经验，展示了试验成果，也为兄弟省市培训了教学教研骨干。据甘肃、青海两省统计，先后接受复式教学创新模式培训的教师达 5000 多人。

本项目的创新成果和教师培训，促进了三个方面的转变：

第一，社会影响好。社区村民对复式教学的态度转变了。教学点的教学改革活动引起了家长的关注和支持；乡（镇）政府也积极配合、支持；教学改革成为社区居民关心的大事，有些辍学儿童重新返校，大家都是关心教育弱势群体。

第二，教育行政部门对复式教学的由冷淡变热情，认识和关注程度空前提高。

第三，改变了教师的教学理念与教学方法。“垂直互动”新模式开始体现在课堂教学活动中，促进了教学质量的提高。

据三个试验乡（镇）的统计，复式教学班学生成绩合格率提高很快。（见下表）

试验校	学生数	语、数双科合格率		
		2004年	2006年	提率%
天水花牛中心校	463	70.6	91.6	21.0
礼县阳坡中心校	995	28.6	69.3	40.5
成县红川中心校	313	49.3	75.2	31.8

4. **合作者。**美国福特基金会（2004—2006）共资助 60 万人民币。

5. 监测与评估（见附件）

2006 年，创新成果通过国家鉴定。经全国教育科学规划领导小组专家组鉴定认为：

1) 该课题研究指导思想正确。整个研究理念既坚持一切从实际出发的原则，又坚持创新的原则。因此，研究前提比较可靠，研究问题比较真实，研究结论比较合理可信，并具有创新性特点。

2) 该课题研究方法科学适当。在整个研究过程中较好地运用了行动研究方法，即：研究问题来自实际工作需要，研究在实际工作中进行，研究队伍有实际工作者参加，研究成果为实际工作者理解、掌握和实施，研究工作以解决实际问题、改善社会行为为目的。在这方面，该课题为教育科研工作者树立了一个范例。

3) 该课题的理论研究成果具有一定的开创性，丰富了复式教学理念。使复式教学的传统理论得到创新和发展。

4) 该课题实验研究成果丰硕且有一定的创新性和可操作性。研究所创造的“垂直互动”复式教学模式从根本上改变了传统复式教学模式中呆板的动静结构，创造了在异年级学生间互动的生动活泼的教学局面，提高了复式教学的质量和效率。

鉴于以上四点，鉴定组认为，该课题成果是一项优秀的科研成果，具有普遍指导意义，对解决边远农村和山区的教育实际问题具有广泛的应用与开发前景。

专家组长：卓晴君（原中央教科所所长）

成 员：张武升（天津教科院院长、教授）

邢 真（天津教科院教授）

王宗敏（天津教科院教授）

蓝 健（中央教科所研究员）

6. 主要创新特点

垂直互动的课堂教学模式，主要是通过教学资源整合，打破年级与学科界限，创新教学新空间，让不同年级的学生在互动中成长，在互动中学习新的知识。“互动”是“垂直互动参与式”最根本的特征，而不怕声浪干扰。也就是说，“垂直互动参与式”是在互动过程中实现的，是在互动状态中推进教学活动的。因此，这种模式是动态的教学模式，是将“参与”、“探究”教学方法和“合作——达标”教学模式，创造性的融入复式教学，体现了“以学习者为中心”的理念，它淡化了动静，优化动静，淡化了教师对学生控制，强化了学生之间的互动，把学习权交给了学生，构建了有意义的知识结构，促进了学生进行创造性和批判性思考，形成了不排斥动静，而发展了动静，形成了另类课堂教学结构。这种结构，化“声浪干扰”为积极因素，促进了学科之间、年级之间的渗透、互助和促进，充分体现了灵活性。同科不同年级互动、异科不同年级互动、“动静”与“垂直”分层结合互动，活动及合作讨论结合互动。这样就为

复式课堂的教学构建了一个单位时间内不同年级学生垂直互动、自主、合作探究的教学模式，这是创新模式的实质和突破点。它的好处是：不同年级的学生产生能力互补，增进了不同年级间的交流，减少了学生学习的焦虑，使学习困难生有效的融入了课堂，产生了强烈的成功感，自由、轻松的参与合作，在许多成功中找到了自己发挥特长的位置，提高了学习效果。

7. 挑战、限制及应用措施

“重直互动参与式”课堂教学创新模式的应用需要注意四个环节：

1) 整合教材。以课程标准为依据，对不同年级、不同学科的教材，从内容主题、情景、知识、学习方法、体裁、题材等方面寻找最多最大的相似性、相关性，有选择、有变通、创造性地整合资源，使不同年级的同科、异科之间在知识、情感、学习方法等方面得到互相衬托、补充、拓展和推进。

2) 做好“互动”的铺垫。提前布置学生做好必要的学习准备。

3) 精心设计学案。备课必须遵循学生学、教师教的理念，从学生如何学的角度入手，深入挖掘不同科目、不同年级教学内容的“垂直”因素，将其恰当设计为师生、生生、年级互动的学习活动，以使学习内容结构化、学习内容问题化、学习内容在互动过程中的呈现层次性效果。

4) 灵活运用学案，善于营造学习氛围。从学生、科目、教材内容的实际出发，善于再现生活场景、提问、角色扮演、语言描绘、课件呈现、音乐渲染等，促进沟通和互动；要恰当应用教学媒体；要恰当灵活运用各种教学技能，如提问、合作讨论、互动等；要不断反思教学活动，积累精彩片断，找到成功与失败的原因，以便不断改进教与学的活动。

8. 创新实践的可持续性及其未来的发展计划

“垂直互动参与式”体现了先进的教育思想与教学方法，创新了复式课堂教学模式。由于始终以培训提高教师的能力水平为主，以培养提高骨干教师为切入点，不管这个学校有没有复式班，这种培训仍然是有用的，可以恰当的应用到单式教学中去。因此，在动态发展的复式教学中，教师不会成为提高复式教学质量的阻力。这是“垂直互动”可持续发展的重要保证。这种模式近几年的广泛扩散和应用，已经说明了这种模式的发展前景是可以持续的。我们将多方寻求资助，在甘肃进一步扩大教师培训和信息传播。

9. 支持提名的证明材料

1) 教科文亚太办事处文件：“拉加·罗伊·辛格奖”

2) 教科文亚太办事处文件：“教育发展革新奖”

3) 教师培训教材：《复式教学课堂创新模式》

甘肃人民出版社 2005.11 主编：马培芳

4) 教师培训教材：《参与研究型课堂教学模式的设计与操作》

甘肃人民出版社 2006.11 主编：马培芳

5) 马培芳专著：《伴随教科文的故事》

甘肃省联合国教科文组织协会 2011.9

6) 国家鉴定意见：国家教育科学研究规划办公专家组鉴定意见

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复式教学的创新：从“动静搭配”到“垂直互动”

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为了追求教育公平、质量和效益相统一的目标，为弱势群体的教育提供专业支持和服务，甘肃省联合国教科文组织协会与天水麦积区、礼县、成县教育局合作，从 2004 年开始进行了为期三年的复式教学课堂创新模式——“垂直互动参与式”的实验研究，获得了初步成效，其成果正逐步扩展到其他区域。

一、传统复式教学模式的发展缺陷

长期以来，我国的复式教学受班级授课的影响和制约，一直采用在复式班内一个年级上课，其它年级自动作业的“动静搭配”教学模式。

这种传统的“动静搭配”复式教学模式具有如下特点：

1. 发挥了教师的中心与主导作用，学生该学的知识与技能用给予方式传授，学生掌握得比较扎实和牢固。

2. 教师对课堂的调控比较有序，对解决不同所级声浪干扰方面有较明显的优势。

3. 小助手培养、使用得比较好，有利于学生在教师组织安排下进行有序的自学。

但以当你学习理论和新课程改革的理念与实践要求进行分析，这种模式还存在以下局限和缺陷。主要表现在：

1. 仍然是“教师中心”，知识主要由教师单向传递，学生无法进行“自主、合作、探究”的学习，没有给学生创造充分的发展环境，也没有给予充分的发展机会。

2. 在教师与学生对话、学生与文本对话时，学生总是处在被动的接受状态。学生学习的自主、自能、自律没有得到充分开发，忽视了学生主动性的培养。

3. 教师在课堂教学中，精力主要用于讲解知识和知识作业设计，没有创造学生自主活动、自由讨论的学习机会。

4. 合作学习、不同提龄段的学生间铺垫不同，没有发挥作用。

总之，传统的“动静搭配”的复式教学把非主要矛盾（如声浪干扰）当作中心问题，却把学生发展放在次要地位，在一定程度上限制了学生的主动、全面的发展。

二、“垂直互动”创新实验的基本思想和框架

（一）“垂直互动”解析

所谓“垂直互动参与式”模式，主要是通过教学资源整合，打破年级与学科间的界限，创设新空间，让不同年级的学生在互助中成长。“垂直互动参与式”模式是复式教学中不同年级之间互动的教学模式，“互动”是垂直互动参与模式最根本的特征。也就是说，“垂直互动参与式”模式是在“互动”的进程中实现的，是在“互动”的状态中推进学习活动的。因此“垂直互动参与式”教学模式是一个动态的教学模式。这一模式将“参与式”“探究式”教学方法和“合作——达标”教学模式引入复式教学。该模式是在“以学习者为中心”的理念下构建的，它淡化了动静，优化了动静；淡化了教师对学生的控制权，强化了学生之间的互动（包括不同年级的互动），把学习的权利交给了学生，构建了有意义的知识结构，促进了学生进行创造性和批判性思考。该模式不否定传统的动静结构，而是根据需要在动静结构发展的基础上发展创

新，形成多元化的另类课堂教学结构，化“声浪干扰”为积极因素，促进学科之间、年级之间的渗透、互补与促进。其灵活性显示在以下四个方面：

- (1) 同科不同年级互动；
- (2) 不同科不同年级互动；
- (3) 动静与垂直分层结合互动；
- (4) 活动及合作讨论结合互动。

(二) “垂直互动”创新的实质与突破点

这一实验的实质是：改进传统的那种教师在一个年级直接教学，而另一个年级进行自动作业，然后互为轮换的教学模式，在其中给予学生自主、合作、探究的时间与空间，机会与条件。其突破点在于：为复式课堂的教学构建一个单位时间内的不同年级学生垂直互动，进行自主、合作、探究的教学模式，而不仅仅是在同年级中进行合作。

(三) “垂直互动”创新实验的目标是：

● 通过试验，构建“自主、合作、探究”型的复式教学模式，使复式教师便于根据学生的需求进行设计和操作。

● 对复式教师进行全员培训，提高他们对新课程改革的适应能力，学会创新，转变成就的教学方式和学生的学习方式。

● 改进教学，提高学校对学生、家长的吸引力，提高入学率、巩固率及学生学习质量。

● 吸引地方政府、教育部门和社区群众对复式教学的关注与支持，促进教育均衡、公平和平等发展。

(四) “垂直互动”创新试验的具体内容

长期以来，我国的复式教学都是自成体系，难以与单式教学合作与融合。它编写、使用专门的复式教材，教师需要进行复式教学专门方法的培训。本研究在以下方面进行了试验与研究：

——突破动静单一结构的一元模式，构建“垂直互动”模式。即从单一的横向搭配，变为横向与垂直的多元互动。实现学生与书本、教师与学生、同年级学生之间、不同年级学生之间的互动。使“自主、合作、探究”的学习方式具体落实在课堂上。（见案例1）

案例1：

教学步骤	互动年级及目标	互动形式	互动内容	时间
1	一二年级复式，提出要求，明确目标	分	一年级语文《妈妈的爱》，二年级社会《关心体贴父母》	5分钟
2	不同年级自学成才、互学、合作讨论交流	合	自由组织交流，互相阅读、朗读，提出问题，合作讨论	15分钟
3	全班反馈，总结分析	合	每组选出发言人，全班交流，教师总结	10分钟
4	设计作业，实践训练	分	各自根据目标完成作业联系	10分钟

这种结构的特点：

①教师备课时找出同一题材的教材加以整合，设计创新的教学模式。

②互动时有效地解决了复式教学中不同年级进行活动时造成的声浪干扰，使学习的主要内容在互动中进行。

③在课堂上加强了朗读与口语交流，不同于传统教学模式中的哑语教学。

④培养了学生分析问题、解决问题的能力 and 伙伴合作交流的学习习惯。

⑤共同参与的活动，不同年级学生的思维互相碰撞，做到大学生帮小学生，小学生促大学生。

⑥在学习过程中，还生成一些新目标，培养了学生自主学习、独立思考、反思和分析思维的精神。

——改进传统的“动静搭配”的课堂教学模式，增加动静的频率。同年级、不同年级在合作中互动，在互动中主动参与，在互动中探索，进行研究性学习；“静”中由教师指导、帮助学生自己设计作业练习，自主完成作业。由“一动一静”变为“多动多静”。

——单式班的教师与复式班教师共同开展和参与复式教学的研究，探索改进复式教学，同时改进单式教学，优势互补，共同提高。

总之，“垂直互动参与式”打破了传统的他时性学习情景，给不同年级的学生提供了共时性学习资源和发展空间。

三、操作过程

1. 垂直整合教材

这是运用“垂直互动”模式的第一步。要求从学校和学生的实际出发，以课程标准为依据，从教材内容、教学主题、情境、知识、学习方法、学习目标、体裁、题材等方面寻找最多最大的相似性、相关性，有选择、有变通、有创造性地整合资源，使不同年级的同科之间、异科之间在知识、情感、学习方法等方面得到互相衬托、补充、拓展和推进。

因此，教材整合不但是整合同科教材和课程，而且是整合不同科的课程和教材，摸索出教材的整合规律。

2. 做好“互动”的铺垫

“学习准备”是“垂直互动参与式”模式教学活动得以正常开展的有利保障。如，一年级语文课《小蝌蚪找妈妈》和二年级自然课《养蝌蚪》的垂直教学，提前布置学生养几只蝌蚪，观察它们的生活习性和变化。

3. 精心设计学案

运用“垂直互动参与式”模式备课，必须遵循以“学生学”确定“教师教”的教学理念，从学生“如何学”的角度入手，教师先深入挖掘不同科目、不同年级教学内容间的“垂直”因素，将其设计为师生互动、生生互动、年级互动的学生活动，备“学习内容结构化”，备“学习内容问题化”，备“学习内容在学习互动过程中的层次性”。

4. 灵活运用学案

(1) 营造互动的氛围

用“垂直互动参与式”模式教学，要根据学生实际、科目的搭配而采用不同的方法和创设不同的情境。如再现生活场景、提问、角色扮演、语言描绘、课件呈现、音乐渲染等。以便促进沟通、促进不同年级的互动。

(2) 恰当运用教学媒体

由于“垂直互动参与式”模式教学的特殊性，应用教学媒体，不仅要考虑教学材料和各年级学习内容的关联，还要考虑媒体呈现的资料对不同年级学生产生的影响和效果。同时还要考虑其获得的可能性、成本的值得性、使用的便利性等因素，因陋就简，能达到提高教学效果的目的即可。

(3) 恰当灵活运用各种教学技能

A. 提问：在运用这一技能时，既要注重层次性，对不同年级学生提出同一问题，让他们

从各自年级的学习内容和知识水平出发，从不同层面和角度解决问题；对不同年级的学生从不同梯度上提出内容、主旨相似或相近的问题，以利于相互启发和补充；按年级、学科和学习内容提出不同的问题，但要相互关联，或承接，或互补，或殊途同归，为垂直互动参与式教学提供目标、内容和条件。还要找准切入点，从共同的知识点上提问，从情感的互补上提问，从互动的支撑点上提问，从共同的目标点上提问。

B. 合作讨论：这里是指不同年级学生、教师共同思考、探究某一问题或获得某一技能的活动形式。它是“垂直互动参与式”模式教学活动开展的主要形式，更是其重要组成部分。这种“垂直互动参与式”模式下的合作讨论和学习具有以下几个显著特点：

●不同年级互动合作，产生能力互补

复式合作活动的过程构成了较复杂的信息源，学生所共享的信息量大。对于合作中的低年级学生，在学习过程中学到了自身学习内容以外的知识和技能，实现了“高年级带动低年级、指导低年级”的目标；对于高年级学生来说，在指导与合作中进一步巩固了知识，发展了多方面的能力，包括发展了学生的人际交往能力，使他们能够与不同年级的学生更好合作，接受别人的观点和思想。

●有效增进不同年级间同学的交流

几个不同年级同学同处一个教室，由同一位教师指导，不同年级同学近距离、相互配合的合作讨论一个问题，使每一名成员都会因为有共同的任务而思考、探究，有共同的喜忧，使学生极易产生亲近感，使语言、情感和思想交流更为畅通、自然，彼此能建立起良好的交往关系。

●能有效减少学生对学习的焦虑

这种讨论是支持性的，而不是竞争性的。有利于在课堂上形成一种友好、协调的氛围，培养学生间的友好、公平和责任感，使学生能放松地提出建议和意见，参加讨论，增强了高年级学生的自信心，消除了低年级同学的心理压力和各种顾虑。

●有利于不同年级中的学习困难学生融入课堂

这种学习使困难学生感觉不到学习压力，能自由、轻松地参与合作，在众多成员中更易找到适合自己、能够发挥自身特长的位置。年级互动中的合作讨论要求所有学生都平等参与，使困难学生更易于认识到自己所享有的学习权利，能主动、积极参与。同时，在合作学习中困难学生更容易体验到成功的快乐。这种强烈的“成功感”能帮助他们树立信心，提高学习效率。

为达到以上效果，教师必须根据学生的情况组建各种不同组合的小组，使困难学生能够找到在不同领域中自己的位置。

5. 反思教学活动

反思的方面主要是反思教师“教”的行为和分析学生“学”的行为，以便在今后的教学中能够针对具体问题进行改进。如哪些活动学生乐于参加，哪些活动学生的积极性比较高，哪些活动学生参与起来有困难等。

反思要注意积累精彩的教学片段，需从中找到成功的原因，以便在今后的教学中借鉴与运用。这些片段之所以“精彩”，是因为它符合学生的认知规律，激发了学生的学习热情。

四、创新实验取得的成效

经过三年努力，“垂直互动”实验研究的总体目标已实现。这就是：

1. 复式教师群体的教学专业能力有了提高。通过项目，实验区 54% 的复式教师参加过两次以上培训，30% 的教师参加过一次培训。39% 的教师仔细阅读和研究过培训教材，52% 的教

师阅读过培训教材。50%的教师将学到的东西转变为教学行为，实践了复式教学模式的创新，并取得了显著效果。复式教师感觉到对课堂教学创新有了具体的“抓手”。

2. 通过“垂直互动”实验研究，建立了复式教学研究培训机构。在农村中心校统筹下，建立复式教学教研培训机制。中心校单式班的骨干教师、学科带头人参与复式教学研究，与复式教师一起合作探讨，实现优势互补，共同受益。如此不仅培训了复式教师，而且把复式教学中的“因材施教”“分层教学”的个性化的教学理念和方法应用到单式教学中。

开发了“垂直互动”模式教师培训教材。由项目专家培训实验校的骨干教师，并以他们作为“培训者”培训全学区的复式教师。通过组织单式班骨干教师、学科带头人和有经验的复式教师共同参与，经过培训，使他们在自己的教学实践中，边实验、边总结、边评价、边编写各自的章节。2005年10月《农村小学复式教学课堂创新模式》的培训教材由甘肃人民出版社出版。

3. 实验成果开始向周边地区扩散。本项目的培训队的培训活动，已从三个乡扩散到46个乡，通过参与西北师范大学的“西部阳光行动”的教师培训活动，全国复式教学第七届学术年会，为四川、宁夏、陕西、安徽、青海等13个省区的教师进行了培训。

4. 本项目的实施，促进了教育理念的转变。分为三个层面。

第一，村民对复式教学的态度转变了。自从项目实施以来，复式教学试验点活跃起来了，得到了广大村民的积极欢迎和配合。乡政府和乡党委更是十分积极投入这项试验。村委会也积极为教师和学校办实事。实验研究项目已经不仅仅是学校的事情，而是已经成为当地社区大家的事情。一些辍学儿童开始返校，家长的热情很高。第二个层面是教育行政部门对复式教学的认识和重视空前提高。复式教学的思想开始渗入管理者的思想中，教育理念的转变引发了教育管理模式的创新。由于教材整合，教学顺序发生了变化。教务处及时设计出一至六年级教材合理整合方案，排课方式由传统的固定式排课转变为固定排课与灵活调课相结合的方式。校长带头走进复式课堂，听课、评课、查作业、查教案、与师生座谈；带头撰写复式教学论文、办讲座；深入教研组讨论制定单式与复式结合的教研机制的创建；指导研究活动的开展；加强复式教学办教学设施的更新。第三个层面是教师的教育理念得到更新，并开始体现在课堂教学活动中。在礼县的阳坡和石桥等地，教师的现代教育理念和教学水平在一些方面已明显超过城区的学校。

5. 实验区各复式教学班的合格率提高很快。（见下表）

实验校	学生数	双科合格率		
		04年	06年	提高
天水花牛中心校	463	70.6	91.6	21.0
礼县阳坡中心校	995	28.8	69.3	40.5
成县红川中心校	313	49.3	75.2	31.8

复式教学是各国实现教育公平的多样化途径中的一种，由于它灵活的班级设置和满足了人口稀疏地区教学的需要，复式教学成为国际社会公认的实现普及教育的有效手段。迄今，在许多发达国家的城市和农村，为了保障每个儿童都有学上，能够适应社会的发展，许多地方都还在使用复式教学，并不断向更新方向发展。从终生学习的角度来看复式教学，在一个多年级复式的班级中，儿童除了从教师的讲授和书本上学到知识以外，不同年龄学生还可以在学习上互相帮助，更重要的是学生学会了与不同年龄的人打交道。对复式教学现状的创新与研究在一定程度上体现了教育公平与平等的重要理念，在提高教学质量和效益，促进学生更好发展方面正在发挥着积极作用。

研究者的足迹



甘肃省联合国教科文协会马培芳会长
与项目组成员（部分）



21世纪教育研究院院长杨东平教授在复式教学
竞赛活动闭幕式上讲话



北京市教育科学研究院副院长张铁道博士
进行教师参与式培训



中国教育学会复式教学西部教育论坛代表



项目研究人员深入教学点开展活动



外国复式教学专家和农村教学点小朋友在一起

实践者的探索



西部农村复式教学项目启动会



丰富有趣的复式课堂教学



教师培训活动



复式教学示范课



垂直互动模式观摩教学

2014 教育创新“文晖奖”评选结果揭晓

——资料来源于联合国教科文组织亚太地区办事处官方网站

Wenhui (文晖) Award for Educational Innovation 2014

Educational Innovation for Cultural Expression

Congratulations to the winners!

Results of the Wenhui (文晖) Award for Educational Innovation 2014

Winners

- ▶ **Innovating Multi-grade Teaching, Promoting Rural Education**
Gansu UNESCO Association, People's Republic of China
- ▶ **Local Content Children's Books and Schoolbooks for Micronesia**
Island Research & Education Initiative, Micronesia

Honourable Commendations

- ▶ **Unique Intervention for Quality Primary Education Project II**
Dhaka Ahsania Mission, Bangladesh
- ▶ **Financial Planning Awareness Programs**
Malaysian Financial Planning Council, Malaysia
- ▶ **The Wide Horizons Community Development Program**
Wide Horizons, Thailand

For further information, contact:

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“Education is not a charity. It is a public good and a game changer that has an impact on all the development goals... A vision for quality lifelong education should be founded on equity and inclusion,” said Ms. Irina Bokova, Director-General of UNESCO, at the Global Meeting on Education for All in Muscat, Oman, in May 2014. She concluded that education is the best long-term investment a society can make in a more inclusive, sustainable and just future.

The theme of the Wenhui Award for Educational Innovation 2014, Innovation for Lifelong Learning: Bridging to the Future, is fully in line with Ms. Bokova’s vision of education and underscores the importance of learning throughout life for human fulfillment, peace, sustainable development, economic growth, gender equality and responsible global citizenship. This year’s Award also recognizes the potential of ICT to support lifelong learning now and in the future.

In judging the applications, Jury members took a broad view of lifelong learning to emphasize that learning begins in the womb and ends at the grave. It covers formal, non-formal and informal learning that enhances knowledge, skills and competencies for personal, social and economic development. Clearly, the intergeneration transmission of traditional wisdom coupled with the application of new

knowledge play a critical role for learning throughout life. With this holistic perspective of lifelong learning in mind, the Jury selected 2 winners and 3 honorable commendations.

While due recognition and appreciation cannot be conveyed individually to all applicants, the Jury members expressed their highest regards to the applicants for their exemplary efforts, and encouraged them and their respective institutions and sponsors to continue their quest to enable and empower young and old people alike to become lifelong learners so that they can contribute to the well-being of their family, community, country and the world.

Results of the Wenhui (文 暉) Award for Educational Innovation 2014

Winners

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For more information about the winners, visit

<http://www.unescobkk.org/education/apeid/news/news-details/article/wenhui-award-for-educational-innovation-2014-results-are-out/>.

Wenhui Award Secretariat

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甘肃省联合国教科文组织协会提交 APEID 的申请报告

(英文版)

Wenhui (文 晖) Award for Educational Innovation 2014
Innovation in Lifelong Learning: Bridging to the Future

APPLICATION FORM

Official Use

Date received: _____

Reference No: _____

Project information

Category of entry (tick one)

Individual

Institution

Title of Project: Innovating Multi-grade Teaching, Promoting Rural Education

Starting Year: 2004··· .·····.Ending Year: ··· ·····2014··········Ongoing:

Applicant information

First name: Peifang

Last name: Ma

Sex: Male Female

Job Title: Chairman

School/Institution/Organization: Gansu UNESCO Association, China

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Keeping on Learning and Innovating to Build a Bridge to Future Education —Innovative Educational Experience of Ma Peifang

I. Background and Description of the Achievements

In the early 1980' s Gansu Province, like other provinces and regions in northwest or southwest China, was still quite educationally backward and primary schooling was not yet universal. The emphases then were on raising the enrolment rate, maintaining the existing schooling rate, strengthening the pass rate and improving the general schooling conditions, which also constituted the basic aspects of the nine-year compulsory education. In view of those requirements a decision was made by the National Committee of UNESCO China and then visiting Dr. Abhimanyu Singh, director of UNESCO PROAP that

Gansu would, on behalf of China, join in the already launched Joint Innovation Project on Raising the Achievement Level of Children in Primary Education (JIP). This project was part of APEID, a program aiming at reforming elementary education, promoting mutual learning, mutual exchange, experience sharing and mutual development through a multi-lateral cooperation between nations.

In 1986 Mr. Ma Peifang, then vice-director of Gansu Educational Department, became the head of JIP and presided over the implementation of the program. Mr. Ma not only regarded as starting points those common factors recognized by Asian and Pacific members of UNESCO which affected the quality of elementary education, but also stressed on those special methods that could meet the urgent needs of specific local schools. For example, he created methods that were aimed at improving the educational “eco environment” of Muslim concentrated areas and engaging social forces and families into the educational process. Many religious leaders were appointed as honorary school principals, parental committees and schools were set up, and open school days were started, so as to reach an educational consensus between mosques, schools and family members, with the result that school enrollment rate has been raised and the existing numbers of pupils in schools consolidated quite obviously.

Up until 1989 schools participating in JIP had been expanded to 500 and practices for educational innovation were spreading. Thereafter Guizhou, Yunnan, Henan, Hebei and Qinghai provinces also joined in JIP, with altogether 1,082 schools involved in the program. On the 10th of November, 1990 a meeting by the directors of 6 provincial educational departments was held in Guiyang, whereby a coordinating group for JIP in China was set up, with Mr. Ma as its head. Since then JIP has spread from the Loess Plateau to Qinghai-Tibet Plateau, Yunnan-Guizhou Plateau and Middle China plains, providing new vigor and driving forces for the development of education in the disadvantaged areas of those provinces.

In 1991 the Result of Elementary Education Innovation in Gansu Province won a special award of the Provincial Social Science Achievements of the year..

In January, 1992 JIP of Gansu Province won the Raga Roy Singh Award from the Asian-Pacific Office of UNESCO for its remarkable contribution to the development of elementary education in poor areas. (see Appendixes)

Experts on Basic Education of the Chinese Educational Science Research Leading Group evaluated the experimental results of JIP in Gansu and decided that “JIP in Gansu has been a successful educational experiment of international level and can serve as a good example for comprehensive educational experiments in China” . (see Appendixes)

In April, 1993 Mr. Ma Peifang declined a promotion to a higher administrative position and continued to work to advance JIP for elementary educational reform and development.

On the 5th of December, 1996 Mr. Ma was given by the Asian-Pacific Office of UNESCO the Educational Innovation Award for his contribution to innovative elementary educational programs. (see Appendixes)

In 1998 Mr. Ma retired from his leader position in the Educational Department of Gansu Province. In 2001 he took the initiative and established the Gansu UNESCO Association and was elected its chairman. In this manner they continued JIP in Gansu and their innovation for elementary education thereof.

Since 2004 their innovative practical activities mainly include the following:

1. An Experimental Study on the Innovative Model for Multigrade Classroom Instruction and Teacher Training (see Appendixes and details below) sponsored by the Ford Foundation and lasting for 3 years (2004–2006).

2. In 2007 Gansu UNESCO Association presided over the experiment on the “Design and Operation of Participative and Research-oriented Teaching Model” and the teaching training related to it. (see Appendixes)

After experimental research the “participative and research-oriented” classroom teaching model was divided into seven operable methods: questioning and answering, discussion and feedback, self-designing, activity-motivating, referring to and using data, layered stimulation and mutual penetration

of different subjects. The innovative methods changed theory into practice and concepts into operable methods and techniques, providing effective guidance and help to rural teachers in their teaching enhanced by research. More than 200 rural teachers were trained for Chengxian, Lixian, Qingshui and Lintao counties in Gansu and Huzhu and Ledu counties in Qinghai.

This program was sponsored by the “Small Activity Program” of AusAID and lasted one year, which added in teacher training activities in rural areas and has continued to play its role.

3. Teacher Training Projects for the Innovative Multigrade Classroom Instruction Model

From 2008 to 2010, in order to promote the innovative multigrade instruction model a teacher training program sponsored by Hong Kong Oxfam was carried out in rural schools in Chengxian, Lixian, Maiji District of Tianshui, Qingshui, Liantao, Ledu and Huzhu. 170 teachers from seven school districts of the seven counties were trained and became trainers themselves, so that they would expand the training maneuver in their respective school district or county. Altogether 600 teachers for multigrade instruction had been trained and they have ever since put the innovative teaching methods into their teaching practice.

4. The Small School Teaching Quality Enhancement Project in Lintao County

From 2013 to 2015, cooperated with the 21st Century Teaching Research Institute of Beijing and sponsored by the Kuok Foundation from Hong Kong, a “Small School Teaching Quality Enhancement Project for Schools and Teaching Spots” is now being carried out and will last for two years. Also based upon the teaching material An Innovative Model for Multigrade Classroom Instruction, the teacher training project covers 18 townships of the county and will raise the overall teaching quality of small schools and provide effective support for reform and development of this kind of schools in the course of urbanization.

All those achievements have originated from Ma Peifang’s going to the frontline of teaching, combining the wisdom and experience of school masters and teachers and refining them into guiding principles for innovative teaching practice and, through teacher training, turning those ideas into practical teaching methods. This kind of innovation is, simply put, to use one’s own wisdom to solve one’s own problems. Therefore, the innovative practices have always focused on reform and, taking personnel training as their means, have continued in an incessant and ever trying cycle, thus making innovative practice into a good snowballing process.

II. A Summary of the Innovative Practices

Experimental research and teacher training activities concerning the innovative model for multigrade classroom instruction.

1. Background:

At the beginning of the new century the economical and social development of Chinese countryside quickened and the nine-year compulsory became universal in Gansu. In the course of urbanization rural education underwent big changes, one of which being that rural labor was being transferred to cities and rural population reduced. Correspondingly, the children of many peasants went to town and cities to pursue a higher quality elementary education, thus the number of small schools being increased in the countryside. In Gansu, a province dominated by mountainous areas and scattered human habitation, many children could not gain access to schools far away from their homes and thus a great number of small schools and teaching spots had to be maintained. In Lintao, a county with numerous mountains and valleys and a population of 540,000, 357 schools have been retained after the structural adjustment of rural elementary and secondary education, of which 205 have an enrollment of fewer than 100 students. There are also 172 teaching spots where 1,619 students are having their schooling, accounting for 5.38% of primary school pupils.

In the mountainous areas of Longnan Prefecture there are more such teaching spots and the proportion of lower grade pupils in them are 18% in Chengxian, and 16.2% in Lixian. And 10–15% teachers are engaged in multigrade instruction in small schools and teaching spots. Two fifths of the total population of China are distributed in mountainous regions and from this it can be estimated that one third of primary school pupils live in mountainous areas. According to a report in 2004 by China Education

Daily, there were more than 90,000 one-pupil teaching spots in the whole country, accounting for more than 80% of the total number of rural schools in China. In them doubtlessly multigrade instruction was the way of teaching. Urbanization in China in recent years has reduced the number of rural schools, their sizes and their numbers of students while, at the same time, teaching spots with 10 pupils or so have been increasing, which implies that schools, classes, teachers and pupils engaged in multigrade instruction have also been increasing.

Faced with new changes, new problems and new challenges connected with rural education, Mr. Ma and his colleagues concluded that, in view of the requirements of national curricular reform, the traditional “active-inactive” multigrade instruction was outdated and could not realize educational equality and meet the expectations of parents for their children to have a quality schooling.

Since multigrade instruction mostly existed in mountainous and underdeveloped areas where people were still living a poor life, the teaching and learning conditions were far from adequate and teachers’ quality was quite low, hence the low rate of enrollment of schooling children, the low pass rate, the high rate of staying down and the high rate of dropout. In those places the teaching quality and students’ performance in schools would decide the quality of future labor and the economic and social prospects. At that time, there was not yet a good nationwide solution for this problem. Therefore, Mr. Ma and his group, after careful deliberation, decided that experimental research needed to be carried out and the problem could be solved by using their own wisdom. That was how the “vertical interactive and participative teaching model” came into being which, ever since, has been used to train teachers from small schools and teaching spots, to help them reform their ways of teaching and improve the quality of elementary education.

2. An Evaluation of the Traditional Multigrade Instruction

For a long time multigrade instruction took the form of having one grade being taught, with pupils of other grades doing their school work at the same time and to be taught in their own turns, hence the “active-inactive” model of teaching whose characteristic were:

- The classroom was teacher-centered and teacher-guided, with the pupils unilaterally receiving knowledge and skills from the teacher and being able to learn things in a solid manner.

- The classroom was usually in a good order, able to prevent the “noise disturbance” from the activities of different grades.

- “Little pupil helpers” were well trained and could arrange for learning activities for their own grades.

However, measured by contemporary learning concepts and requirements from the new curricular reform, this model had some obvious defects, especially:

- The teacher was still regarded as the center and knowledge was transferred one way to the pupils, so that pupils themselves could not pursue “automatic, cooperative and investigative” learning and no chances were provided to bring their full potentials into play.

- When the teacher was conversing with pupils or when pupils were doing this with their text, the pupils were always in a passive receiving end, their self learning ability was not fully explored and their active sides were not adequately cultivated.

- The teacher was busy explaining the text and assigning work for pupils to do, not giving pupils chances for them to pursue activities themselves and to engage them into discussions.

- Cooperative learning and proper preparation for different grades were not fully done.

In sum, the “active-and-inactive” multigrade model regarded “noise disturbance” as a central problem in teaching and learning while putting pupils’ development in a relatively minor position which, to certain extent, hindered their automatic and overall learning. And this was the PROBLEM to be tackled by us.

3. Experimental Research

3.1. Selecting Experimental Venues

The experimental venues chosen were Huaniu township in Tianshui, Hongchuan township in Longnan and Yanpo township in Lixian, using three central primary schools as the bases to enlist the

participation of teachers from altogether 54 schools and multigrade teaching spots.

In 2004, of the 54 schools engaged in the program, 55.5% had multigrade classes, accounting for 19.4% of the total number of classes and for 24.3% of the total number of pupils. 18.7% of the teachers were conducting multigrade instruction. Hence the necessity of experimental research on multigrade instruction and the huge proportion of teachers and pupils who would benefit from such an endeavor.

3.2. Objectives of Experimental Research

The general goal of the experimental research was to improve on the traditional teaching model of having the teacher teaching only one grade at a time and letting other grades work by themselves and then teaching them in turns. Time, space, chances and conditions should be provided to pupils to let them learn and explore things by themselves and the breakthroughs should lie in creating a vertical and interactive model for multigrade instruction so that pupils of different grades could, at the same time, pursue automatic, cooperative and explorative learning activities and the interaction was not mainly carried out within the same grade. For this the specific objectives of the experimental research were designated as the following:

- To create an “automatic, cooperative and explorative” and “vertical, interactive and participative” multigrade instruction model, designed and operated to the needs of pupils.
- To train teachers for the “vertical, interactive and participative” instruction model and to help them enhance their ability to innovate, thus changing the old ways of teaching and learning.
- To improve teaching and attract pupils and parents to the schools, so as to raise the enrollment rate, continuance rate, pass rate and also the quality of teaching.
- To attract the attention and support of the local government, local educational department and the people around, so as to achieve educational fairness, balance and equal development.

3.3 Writing a Teacher Textbook

To meet the needs arising from the “vertical and interactive” teaching model, it was necessary to write a teacher training textbook that could reflect the results of the experimental research.

The basic requirements for teaching were:

- To break through the “active and inactive” structure of the past and create a “vertical and interactive” model, i.e. to change the unitary horizontal arrangement into horizontal and vertical interaction between pupils and textbooks, the teacher and pupils, pupils of the same grade and pupils of different grades, so that an “automatic, cooperative and explorative” learning process could be carried out in the classroom.
- To increase activeness in the classroom by encouraging mutual help and participation within the same grade and between different grades, so that learning would become a more conscious thing. To change the inactive situation where the teacher only assigned work to pupils and helped them design exercises into a situation under which different grades can do different things more actively at the same time.
- To encourage cooperation between single-grade and multigrade teachers, so that they would, at the same time, participate into multigrade teaching research, explore single-grade layered teaching and individualized learning for mutual utilization of their respective advantages and mutual improvement of their teaching quality.
- This teaching model broke the traditional time-sharing learning situation into a simultaneous interface where all the pupils could share learning resources and learning space more interactively.

Guided by this thinking, three experimental areas were formed, with 61 people participating in the writing of a teacher training textbook for the “vertical and interactive” instruction model. 11 units were decided upon, including the experimental, summing-up and writing parts. The textbook writing process was a time for the implementation of innovations, practices of teaching reform and training of teachers. The final product was the teacher training material published by Gausn People’s Press in 2005. (see Appendixes)

3.4. Dissemination of Experimental Results

First step: In 2005, supported by 3 experimental township central schools teachers for multigrade instruction from 54 schools were repeatedly trained and textbooks for this purpose written.

Second step: In 2006 the training effort was expanded to other places of the counties where these 3 central schools were located. More than 800 teachers for multigrade instruction from 407 schools in 26 townships of Chengxian, Lixian and Maiji were trained, which would benefit 57,936 pupils.

Third step: Based on the training experience from the 3 counties, efforts were expanded to 250 schools of 20 townships in Huixian, Liangdang, Qingshui, Lintao, Huining, Anding, Tongwei and Jingyuan counties, benefiting more than 2,000 teachers and about 20,000 pupils.

Meanwhile, teachers from Huzhu and Ledu counties of Qinghai Province also joined in the training process. In 2006 and 2009 two annual meetings of the National Multigrade Instruction Committee and a multigrade instruction forum for western China were held, whereby experiences and achievements in this respect were demonstrated to educators and teachers coming from 16 provinces and regions of China. At the same time, chief teachers from those places were also trained. According to estimates made by relevant departments of Gansu and Qinghai, the total number of teachers trained for the innovative multigrade instruction model amounted to more than 5,000.

The innovative achievements and teacher training content of the program have promoted changes in three aspects:

First, their social effects are good. Attitudes of people from relevant communities towards multigrade teaching have changed, in that teaching reform activities in those places are attracting more attention and support from parents and also the local township government, teaching reform has become a central issue, some drop-out pupils came back to school and the disadvantaged schooling groups have been cared about more than before.

Second, the attitude of educational departments towards multigrade instruction has changed from indifferent to enthusiastic and attention to it is of an ever high degree.

Third, the teaching concepts and methods of teachers have changed and the new “vertical and interactive” model began to be employed in classroom activities, thus helping raising the teaching quality.

Statistics from the three experimental townships showed that the pass rate of pupils of multigrade instruction classes was raised quickly. (see the following table)

Experimental School	No. of Pupils	Pass Rate of Chinese and Mathematics		
		2004	2006	Raised by
Huniu Central School, Tianshui	463	70.6%	91.6%	21.0%
Yangpo Central School, Lixian	995	28.6%	69.3%	40.5%
Hongchuan Central School, Chengxin	313	49.3%	75.2%	31.8%

4. The Sponsor.

The Ford Foundation was the sponsor, providing 600,000 RMB yuan for the program from 2004 to 2006.

5. Monitoring and Evaluation (see Appendixes)

In 2006 the innovative achievement was certified by experts from the National Educational Science Design Leading Group and commented in the following:

1. The guiding principles for this research are well-founded. The research concepts throughout started from practical situations and were always innovation-oriented. Therefore, its premises were reliable, the problems tackled realistic, the conclusions reasonable and the whole process innovative.

2. The research methods are scientifically proper. The whole process was characterized by the operative method, i.e. the research problems were derived from the practical educational needs, the research was carried out in real work, the research team contained people from frontline teaching, the

research achievements were easily comprehended, learned and applied by teachers working in real situations, and the research was aimed at solving practical problems and improving on social behaviors. In this sense this research has set up a good example for other educational researchers.

3. The achievements from this research are quite innovative, enriching concepts on existing multigrade instruction and changing the traditional multigrade teaching theory into something more innovative and effective.

4. The achievements from this research are rich, innovative and operable. The “vertical and interactive” multigrade instruction model has fundamentally changed the traditional multigrade structure and created a teaching situation in which pupils of different grades can lively interact with each other, thus enhancing the teaching quality and learning efficiency.

Based upon the above four points, the evaluation team concluded that this research had achieved excellent results of universal application in Chinese rural and mountainous areas for solving realistic problems faced by the elementary education thereof.

Head of the expert team: Zhuo Qingjun (former director of the Central Educational Science Institute)

Team members: Zhang Wusheng (Professor and head of Tianjin Education Science Institute)
Xing Zhen (Professor from Tianjin Educational Science Institute)
Wang Zongmin (Professor from Tianjin Educational Science Institute)
Lan Jian (Researcher from the Central Educational Science Institute)

6. Major Features of Innovation

The vertical and interactive classroom model is meant, by integrating all the teaching resources available and breaking grade boundaries, to create an innovative teaching and learning space for pupils of different grades to learn things in a mutually active manner. Thus “interaction” is the most important feature of this model or, in other words, the “vertical and interactive” teaching and learning is realized in a mutually active process. The model combines the “participative” and “explorative” teaching methods and the “cooperative and target-oriented” teaching model into multigrade instruction, embodying the “learner-centered” concept, lessening the teacher’s control of the classroom, strengthening pupils’ interaction, leaving the learning mostly to pupils themselves, constructing a meaningful knowledge structure, facilitating pupils’ creative and critical thinking, and ultimately creating a classroom teaching situation that does not reject but, rather, elaborate on the dynamic and static aspects of teaching and learning. This structure can turn “noise disturbance” into an active element, facilitating the mutual penetration of different subjects and grades and making everything as flexible as possible. Mutual action can take place for the same and also a different subject of different grades, in an “active-inactive” and “vertical” manner and promoting cooperative discussions at the same time. Thus a vertically and mutually active, automatic, cooperative and explorative teaching model is created for pupils of different grades in a same time-space, hence its fundamental features of and breakthroughs in innovation. Its advantages are that pupils of different grades can help each other, that the exchange between them can be promoted while their learning anxiety reduced, that those with learning difficulties can integrate themselves into the whole learning process and thus achieve a feeling of success, and that the free, easy, participative and cooperative way of learning can help bring everyone’s initiative into full play and ultimately enhance their learning efficiency.

7. Challenges, Limitations and Their Solutions

The innovative “vertical, interactive and participative” classroom teaching model should be applies in view of the following four links:

(1) Integration of textbooks

Based on the curricular requirements, textbooks for different grades and subjects can be integrated according to topics, situations, knowledge types, learning methods, styles and themes, to find their maximum similarity and connectedness. Thus all the resources are selected, changed and put together creatively, so that the same and different subjects for different grades can complement, expand on and facilitate each other in knowledge provision, emotion exploration and learning methods, etc.

(2) Preparation for “interaction”, i.e. to assign work to pupils for them to make the necessary preparation.

(3) Designing the teaching materials carefully. The teacher should design the things to be taught and learned in ways that can reflect good teaching and learning concepts, orientate them to pupils’ leaning ability, explore the “vertical” elements of different subjects for different grades and design them into activities that can encourage the interaction between the teacher and pupils and between pupils themselves. In this way the learning content will be well-structured, problem-specified, and in the form of layered interaction.

(4) Using the teaching materials flexibly to create an easy leaning atmosphere. Things to be taught should be arranged in view of the real needs of pupils, subjects and learning contents, and they should facilitate question-asking, role-playing, situation-description, using musical aids, etc, to promote communication and interaction. When possible, teaching media are to be used too. In all everything should be designed in ways that can prompt pupils to ask questions and participate in discussions. The teacher should constantly sum up their teaching activities, accumulate those brilliant classroom scenarios or fragments and find out causes for successful and failed efforts, so as to continuously improve teaching and learning.

8. Sustainability of the Innovative Practice and Plan for Its Future Development

The “vertical and interactive participation” model embodies advanced educational ideas and teaching methods and is an innovation upon the traditional multigrade classroom instruction. Because this model always aims at raising the teacher’s ability and training the chief teachers for a school, it can be useful for any teacher whether he or she is teaching a multigrade or single grade class. Therefore, in this dynamic multigrade instruction process the teacher will never be a hindrance to quality enhancement, hence the sustainability of this “vertical and interactive” way of teaching. The popular spreading and application of this model in recent years have fully accounted for its sustainable development. We will enlist more help and support from various sources and further promote teacher training and information dissemination in this respect.

9. Materials Supporting Our Application for the Wenhui Award

A. Raga Roy Singh Award given by United Nations Educational, Scientific and Cultural Organization.

B. Award of “Fellows of ACEID” given by UNESCO’s Asia • Pacific Centre of Educational Innovation for Development.

C. Innovative Model for Multigrade Classroom Instruction, a teacher training material edited by Ma Peifang and published by Gansu People’s Press (2005.11)

D. Design and Operation of the Participative and Research-orientated Classroom Instruction Model, a teacher training material edited by Ma Peifang and published by Gansu People’s Press (2006.11)

E. My Story with the UNESCO by Ma Peifang of Gansu UNESCO Association (2011.9)

F. Certification Comments by the Expert Team of the National Education Science Research and Design Office (2006.12)

Gansu UNESCO Association

May the 31st, 2014

2014 教育创新“文晖奖”申报说明（英文版）

Wenhui (文晖) Award for Educational Innovation 2014

Innovation in Lifelong Learning: Bridging to the Future

Call for nominations

No one doubts the power of education. Educate mothers, and you empower women and save children's lives. Educate communities, and you transform societies and grow economies, noted Ms. Irina Bokova, Secretary-General of UNESCO.

Also, no one will dispute that learning is a lifelong process. Preparing children and young people for life in the 21st century does not stop just because they reach a certain age or are “done” with school. Young and old alike need to learn and adapt when confronted by increasing globalization, changing socio-economic trends and demands, transnational political and environmental realities, and new technologies at any age.

Accordingly, UNESCO's vision of education underlines a broad perspective to support flexible lifelong and life-wide learning opportunities through multiple pathways, and harnessing the potential of information and communication technology (ICT) to create a new culture of learning as and when appropriate.

The Wenhui (文晖) Award for Educational Innovation, established by the National Commission of the People's Republic of China for UNESCO, and coordinated by the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID), aims to recognize the contributions of educators and institutions which have optimized the potential of education and the human innovative spirit to address and resolve pressing issues and problems facing our world today.

For 2014, the theme of the Wenhui Award is Innovation in Lifelong Learning: Bridging to the Future in line with UNESCO's vision of education and the post-2015 education agenda to underscore the importance of learning throughout life for human fulfilment, peace, sustainable development, economic growth, gender equality and responsible global citizenship. The Award will also recognize the potential of ICT to support lifelong learning now and in the future.

Two individuals or institutions from the Asia and Pacific region will be selected by a jury of distinguished educators. The winners will each receive a Certificate of Excellence and prize money of US\$ 20,000 at the China Hangzhou International Conference on Educational Innovations. Certificates of Merit may also be

awarded to individuals or institutions that have demonstrated commendable innovative practices.

Who is eligible for the Award?

Individuals or institutions in UNESCO Member States in Asia and the Pacific region which have designed and implemented significant educational innovations leading to improved access to, and quality in, education in relation to the theme for 2014 will be eligible for the Award.

More specifically, the Jury will be looking for educational innovations that have:

- have helped to promote and enhance lifelong learning for now and in the future;
- improved the quality of teaching and learning in enhancing lifelong learning;
- fostered indigenous wisdom and ingenuity, as well 21st century knowledge and technology, in educational innovations for lifelong learning.

How to apply for the Award?

Applications can be submitted by government agencies, educational institutions, international organizations, non-governmental organizations and individuals in UNESCO Member States in the Asia and Pacific region. All applications should reach the Award Secretariat at UNESCO Bangkok through the National Commissions for UNESCO, UNESCO Offices and other organizations associated with UNESCO, using an official Award Application Form available online at the Award website.

More details about the Award, including the list of UNESCO offices and associated institutions, evaluation criteria, application process and conditions of entry, are available at the Award website:

<http://www.unescobkk.org/education/apeid/wenhuiaward2014>.

Important dates

Closing date for nominations	30 June 2014
Selection of shortlisted nominations	Mid–August 2014
Final selection and announcement of winners	End of September 2014

For further information, contact:

Wenhui Award Secretariat

UNESCO Bangkok

920 Sukhumvit Road, Prakanong

Bangkok 10110, Thailand

Tel: (66–2) 391–0577

Fax: (66–2) 391–0866

Email: apeid-award@unesco.org

Website: <http://www.unescobkk.org/education/apeid/wenhuiaward2014>

终身学习创新：通往未来的桥梁

——2014 教育创新“文晖奖”主题阐释（英文版）

According to the 2013/14 Education for All Global Monitoring Report, not a single EFA goal will be achieved by the target date in 2015 even though substantial advances have been made. At the same time, the report pointed out that it is not too late to accelerate progress and put into place a robust post-2015 education framework to tackle unfinished business while addressing new challenges.

No one doubts the power of education. Educate mothers, and you empower women and save children's lives. Educate communities, and you transform societies and grow economies, noted Ms. Irina Bokova, Director-General of UNESCO in the Foreword of the report.

Also, no one will dispute that learning is a lifelong process as there will always be unfinished business and new challenges – this is the nature of growth and development. Preparing children and young people for life in the 21st century does not stop just because they reach a certain age. Adults also need to learn and adapt when confronted by increasing globalization, changing socio-economic trends and demands, transnational political and environmental realities, and new technologies.

UNESCO's vision of education underlines a broad lifelong learning perspective so that young and old people alike can acquire the knowledge and skills needed to meet their personal expectations for a decent life and work, and in the process contribute to their country's development; respect human rights and diverse cultures; and be responsible citizens of the world. In fact, lifelong learning is a central principle of UNESCO's post-2015 education agenda to support flexible lifelong and life-wide learning opportunities through multiple pathways, and harnessing the potential of information and communication technology (ICT) to create a new culture of learning as and when appropriate.

Emphasizing the capacity of education and the human innovative spirit to address and resolve pressing issues and problems, the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID) and the National Commission of the People's Republic of China for UNESCO established the Wenhui (文晖) Award for Educational Innovation in 2010.

The Wenhui Award embodies two important elements of educational innovation. Wen (文) refers to all facets of civilization and culture, including wisdom, knowledge, moral and ethics, and encompasses the desire for learning and inquiry. Hui (晖) symbolizes the creative and radiant force of education that allows civilization and culture to flourish. Taken together, the Wenhui Award personifies the power of education in promoting learning and allowing individuals and cultures to innovate and grow. This Award will serve to improve the access to and quality of education and training, especially to those most in need. Given the challenges facing education, it is necessary to strengthen the commitment of individuals and institutions to continuously innovate and enlighten people now and in the future.

For 2014, the theme of the Wenhui Award is Innovation in Lifelong Learning: Bridging to the Future in line with UNESCO's vision of education and the post-2015 education agenda to underscore the importance of learning throughout life for human fulfilment, peace, sustainable development, economic growth, gender equality and responsible global citizenship. The Award will also recognize the potential of ICT to support lifelong learning now and in the future.

The winners and awardees of Certificates of Merit will be selected by a jury of distinguished educators from the Asia-Pacific region. The results will be announced through a variety of channels to share the

achievements of the winners and awardees.

What are the objectives of the Award?

The specific objectives of the Award are to:

- Value and encourage pioneering innovative practices in education that have helped to promote and enhance lifelong learning for now and in the future;
- Recognize the contributions of individuals or institutions which have improved the quality of teaching and learning in enhancing lifelong learning;
- Foster indigenous wisdom and ingenuity, as well 21st century knowledge and technology, in educational innovations for lifelong learning.

What is in the Award?

The Award shall be conferred on two individuals or institutions in recognition of their commitment and outstanding efforts in the development of educational innovations according to the theme of the year. The two winners will receive a Certificate of Excellence and prize money of US\$ 20,000 each at the Hangzhou International Conference on Educational Innovations. Certificates of Merit may also be awarded to individuals or institutions that have demonstrated commendable innovative practices.

Who is eligible for the Award?

Individuals or institutions from UNESCO Member States in Asia and the Pacific region that have designed and implemented significant educational innovation leading to improved access to, and quality in, education will be eligible for the Award.

To qualify for nomination for the 2014 Wenhui Award, the candidates shall possess the following qualifications or attributes:

- Have demonstrated their ability in developing innovative practices that have enhanced educational contents, pedagogies, skills and knowledge to enable lifelong learning.
- Have verified the positive impact of their innovations in education in bringing about noticeable changes in values, mindsets and practices about lifelong learning for now and in the future.
- Have proven their commitment in promoting and translating the principles of lifelong learning into action; and
- Have established that their innovative practices are current and relevant to the educational issues of the 21st century.

What are the evaluation criteria?

The emphasis of the Wenhui Award is on innovations in education, not scientific inventions. In line with the theme of the 2014 Award, Innovation in Lifelong Learning: Bridging to the Future, innovations that can demonstrate real changes in values, mindsets, practices and behaviours will be positively assessed. More specifically, the entries will be evaluated according to selected criteria reflecting the including but not limited to the following:

- Uniqueness and originality of the innovation
- Timeliness and relevance of the innovation
- Success and impact of the innovation
- Leadership and management of the innovation
- Quality of the supporting evidence
- Innovative use of available resources

- Potential for replication of the innovation
- Sustainability of the innovation

How to apply for the Award?

The Award organizers are calling for nominations from governments, educational institutions, international organizations, non-governmental organizations and individuals in Asia and Pacific countries following the procedure below.

- Nominations shall be submitted to the Award Secretariat at UNESCO Bangkok through the National Commissions for UNESCO, UNESCO Offices and other organizations associated with UNESCO, using an official Award Application Form available online at <http://www.unescobkk.org/education/apeid/wenhuiaward2014>.

- Each nomination must be accompanied by the following attachments:
 - o Description of the candidate's/institution's background and achievements (1 page, A4 size, in English)
 - o Summary of work, publications and other relevant documents of major importance (maximum of 4 pages, A4 size, in English)
 - o Evidence to support the nomination of the candidate (may be in English or local language)
 - o Letter(s) of recommendation (in English or local languages)
 - o Consent form for use and distribution of materials
- All nominations must reach the Award Secretariat by 30 June 2014. Please check with your nomination agency on the status of your submission.

- For list of UNESCO offices, see

http://portal.unesco.org/en/ev.php-URL_ID=34016&URL_DO=DO_TOPIC&URL_SECTION=201.html

- For list of National Commissions for UNESCO in the Asia-Pacific region, see

http://www.unesco.org/nep/index.php?lc=E®ion=3&module=national_commissions&web

Conditions of entry

- All entries must be from the Asia-Pacific region.
- The work must be attested to be authentic and original.
- The innovation must be current or initiated in the last five years.
- Shortlisted entries may be asked to supply more documents or evidence, if necessary.
- All entries must be accompanied by evidence that supports the nomination.
- All nominees will be responsible for the delivery of their materials to their respective nomination agencies and for checking that their materials are received by the Award Secretariat.
- All submissions will be taken to imply the granting of permission to publish all materials and particulars, without charge to UNESCO.
- All nominees must complete the consent form available online at the Award website permitting UNESCO to publish and share their work, on the understanding that the work will be fully acknowledged and credited to the relevant individuals or institutions stated in the nomination forms.
 - All materials submitted will not be returned.
 - The jury's decision is final and correspondence will not be entered into.

Important dates

Closing date for nominations	30 June 2014
Selection of shortlisted nominations	Mid–August 2014
Final selection and announcement of winners	End of September 2014
Award ceremony	To be confirmed

Visit the Award website <http://www.unescobkk.org/education/apeid/wenhuiaward2014> for details, including the following:

- The Wenhui (文暉) Award brochure
- Information and guidelines
- Application form
- Consent form

For further information, contact:

Wenhui Award Secretariat
APEID–UNESCO Bangkok
920 Sukhumvit Road, Prakanong
Bangkok 10110, Thailand
Tel: (66–2) 391–0577
Fax: (66–2) 391–0866
Email: apeid-award@unesco.org

About the Organizers

The Asia–Pacific Region counts for almost two thirds of the world population. In serving the 46 Member States and 2 Associate Members in the region, UNESCO has to take into account the diversity of the countries in terms of their size, culture, socio–economy status and environment. Supported by a network of a Regional Bureau for Education in Bangkok, a Regional Bureau for Science in Jakarta, five Cluster Offices (Almaty, Apia, Beijing, New Delhi and Tehran), and seven National Offices (Dhaka, Hanoi, Islamabad, Kabul, Kathmandu, Phnom Penh and Tashkent), UNESCO works to promote peace and human development through education, sciences, culture and communication, by facilitating international co–operation, setting common standards and fostering the dissemination of information.

The Asia–Pacific Programme of Educational Innovation for Development (APEID) is a regional inter–country cooperative programme based in the UNESCO Regional Bureau for Education in Bangkok, Thailand. APEID’ s mission is to contribute to sustainable human development through the design and implementation of educational programmes and projects, mainly at the post–primary level of education and focusing on educational innovation for development..

The National Commission of the People's Republic of China for UNESCO was established in February 1979. It acts as an agency of consultation, liaison and information, in addition to mobilizing and coordinating partnerships with civil society to contribute to the realization of UNESCO’ s objectives and implementation of its programmes.

The China Hangzhou International Conference on Educational Innovations was launched in 2003 in Xiacheng District, Hangzhou, to commemorate the achievements Xiacheng has made in educational innovations. Held every year since then, the Conference has become a formal event of the West Lake Expo, attracting participants from all over the world.

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甘肃省联合国教科文组织协会荣获 " 2014教育创新文晖奖 "

2014-12-19 16:21 来源: 西安晚报 编辑: admin

光明网兰州12月19日电(记者陈宗立)“2014教育创新文晖奖”日前在杭州揭晓。该奖项由联合国教科文组织亚太地区教育创新促进发展中心、中国联合国教科文组织全国委员会联合设立的。该奖项每年评选一次,旨在表彰亚太地区在教育创新发展方面做出杰出贡献、通过开展教育创新改善教学质量的个人或机构,鼓励在改善教学质量方面持续的探索与创新,每年颁发一次。

甘肃省联合国教科文组织协会马培芳会长主持实施的“创新复式教学,改善农村教育”项目

时政 | 国际 | 时评 | 理论 | 文化 | 科技 | 教育 | 经济 | 生活 | 法治 | 军事 | 卫生 | 养生 | 女人 | 娱乐 | 电视



聚焦时事热点 解读政情民意



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人大·政协·民族宗教·人物楷模·网友声音·纪实·热词·专题·即时消息

时政频道 » 国内



- 甘肃省联合国教科文组织协会获教育创新文晖奖 2014-12-19
- 腊月二十八热门火车票上午8点已售罄 2014-12-19
- 中国首个埃博拉疫苗获批进入临床 本月人体试验 2014-12-19
- [走青岛之三] 专业的生物科技园在于服务配套 2014-12-19
- 中纪委网站推出党纪法规库 提供党纪法规查询服务 2014-12-19



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www.news.cn

18万人报考下半年大学英语四六级考试 | 甘肃省高考加分政策实现瘦身 | 兰州中小学明年1月12日放假 3月1、2日开学

今日热点 时政 社会 资讯

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- 甘肃联合国教科文组织协会获“2014教育创新文晖奖”
- 兰州主城区公交大数据发布:最繁忙的公交线路是1路
- 即日起《兰州市物业服务收费管理实施办法》正式施行
- 金昌交警队车管所被驾校老板实名举报集体索贿
- 兰州11岁男孩溜冰落入2米深冰窟 铁路工人挺身而出
- 兰州将执行养老保险缴费新标准 最低100元最高2000元
- 甘肃一国家重点实验室因存问题被限期整改并减拨经费
- 35岁农家女因车祸高位瘫痪 病情加重欲捐全身器官
- 兰州公租房廉租房并轨 就业两年以上大学生可申请
- 麦积山风景区被住建部通报不达标 责令限期整改

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