



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院



田家炳基金會  
Tin Ka Ping Foundation



# 生根·生产·生活：面向农村发展的教育

## Land, Labor, and Life: Education for Rural Development

香港大学教育学院《中国农村教育研究文献资料库》介绍  
An Introduction to the HKU Faculty of Education *China Rural Education Literature Database*

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# 文献库项目“天团” Database Project Team



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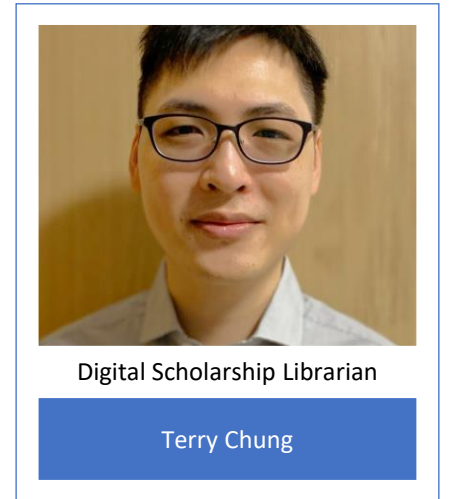
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# 中国农村教育文献数据库

## China Rural Education Literature Database (CREL)

<https://crel.lib.hku.hk/>

第一期: 514文献  
Phase I: 514 Publications

### 文献种类

#### Type of Publication

- Article (509) 期刊论文 (509)
- Book (3) 专著/合集 (3)
- Inbook (1) 书内章节 (1)
- Inproceedings (1) 会议发言 (1)

The screenshot shows the homepage of the China Rural Education Literature Database (CREL). At the top left, there is a logo for the Faculty of Education, The University of Hong Kong, and the CREL logo. To the right, there are links for 'Home' and 'Advanced Search'. The main heading is 'China Rural Education Literature' in large, bold, blue letters. Below the heading is a search bar with the placeholder text 'Enter your keywords' and a 'Search' button. At the bottom, there is a 'Sponsored by' section with logos for the Tin Ka Ping Foundation and another organization. Below that, it lists the 'Project Leader: WANG Dan' and the 'Project Team: CHEN Jiaxin, SHI Hejia, SHI Tangsenyi, SU Chao, TENG Yuan'. On the right side of the page, there is a photograph of a traditional Chinese building with a mountain range in the background.

# 文献分类 Literature Categorization

## Subject

- Community (54)
- Parents (95)
- Schools (53)
- Students (160)
- Teachers (105)

主题  
社区  
家长  
学校  
学生  
教师

## Research Method

- Case Study (31)
- Essay (48)
- Historical (21)
- Mix-Method (28)
- Qualitative (169)
- Quantitative (166)
- Review/Overview (49)

[^ See Less](#)

## Temporal Coverage

- Post 1949 (13)
- 2001- (466)
- 1978-2001 (17)
- 1968-1978 (2)
- 1949-1968 (5)
- 1904-1949 (7)

[v See More](#)

## Topic

- Administration and Governance (15)
- Aims and Ideologies (43)
- Curriculum (12)
- Economics of Education (20)
- Policy (98)

## Type of Education

- Higher Education (60)
- Kindergarten (4)
- Normal/ Teacher Education (11)
- Primary Education (91)
- Secondary Education (41)
- Vocational Education (17)

## 研究方法

案例研究  
论述  
历史研究  
混合研究  
质性研究  
量化研究  
回顾总结

## 研究时段

1949年之后  
2001年之后  
1978-2001  
1968-1978  
1949-1968  
1904-1949

## 主题

教育管理  
教育目的  
课程  
教育经济  
教育政策  
教育阶段  
高等教育  
幼稚园  
教师教育  
小学教育  
中学教育  
职业教育

## Issue

- Boarding Schools (3)
- Cultural Capital (30)
- Dropout (13)
- Educational Expectation (39)
- Educational Migration (14)
- Enrollment (16)
- Ethnic Minority (1)
- Hukou (3)
- Identity (10)
- Labor Education (4)
- Left-Behind Children (29)
- Meritocracy (2)
- Migrant Children (29)
- Parent-School Relations (1)
- Parenting (24)
- Poverty Alleviation (1)
- Private Education (4)
- Professional Development (14)
- Psychological Well-Being (6)
- Return to Education (9)
- Rural Development (44)
- Rural-Urban Inequality (57)
- School Consolidation (21)
- School Experience (5)
- School Funding (2)
- Small-Scale School (6)
- Social Capital (2)
- Social Stratification (10)
- Teacher Rotation (1)
- Teacher Supply (58)
- Urbanization (9)
- Working Conditions (13)
- Youth Culture (16)

## 研究问题

寄宿学校  
文化资本  
辍学  
教育期望  
教育移民 (陪读)  
入学机会  
少数民族  
户口  
身份认同  
劳动教育  
留守儿童  
优绩主义  
流动儿童  
家校关系  
教养方式  
扶贫  
私立教育  
专业发展  
心理健康  
教育回报  
农村发展  
城乡不平等  
撤点并校  
学校经历  
学校经费  
小规模学校  
文化资本  
社会分层  
教师轮岗  
教师供给  
城市化  
工作条件  
青少年文化

# 农村教育研究主流言说 (I) : 分配性正义

## Mainstream Discourses in Rural Education Research: Distributive Justice



- 核心：城乡机会不平等
- Central issue: Rural-urban disparities in opportunity
- 诉求：教育公平
- Demand: Educational equality
- 方法：资源均衡分配
- Method: Equal distribution of resources
- 目标：追赶城市教育
- Goal: Model rural schools after urban school
- 后果：城市精英教育，离土离乡
- Consequences: Elite education, city oriented, disconnected from the rural context

# “离农”与“为农”之争

## The Debate in Rural Education: For City or For Country

- “离农”教育的危害 The harms of city-centered education
  - 农村文化边缘化 Marginalization of rural culture
  - 农村社会凋敝 Decline of rural society
  - 农村文化精英流向城市 Rural brain drain

- “为农”教育的主张 The principles of education for the countryside
  - 独立于城市的价值取向 Values distinct from urban education
  - 农村文化自信 Respecting rural cultures
  - 服务于农村和农业 Serving rural communities and agriculture

村文化式微的现状进行探析的基础上,揭示了城本主义的农村教育价值取向导致乡村文化的边缘化和乡村社会的凋敝。从深层意义来理解,城乡的差别就是文化的差别,城乡的对立就是文化价值的对立。当前城乡文化差别已在事实上造成了城乡文化价值的对立,即现代与传统、开放与保守、先进与落后、文明与野蛮的对立。农村教育移植了城市模式,很可能使受过这种教育模式的农村孩子对自己的本土文化越来越陌生,甚至越来越厌恶、鄙视。<sup>[16]</sup>农村文明与城市文明事实上存在的巨大反差,势必导致农村孩子缺乏对农村文化的认同。<sup>[17]18</sup>于是,大量乡村文化精英流向城市,乡土文化的继承出现断裂,<sup>[9]</sup>乡村文化逐渐式微。

“为农”的农村教育价值取向是一种主张农村教育理应立足于农村、以农民为主体、以农村为中心的农本主义教育价值取向。持这种教育取向的研究者普遍认为,农村教育在性质上理应“姓农”,于是将农村教育定位于农村和农业,<sup>[3]125</sup>以培育适合农村社会发展需要的应用型人才为宗旨,主张农村教育要让农村孩子从小能够认识农村,热爱农村,具有服务农村、发展农村、振兴农村的理想情怀和实际本领,<sup>[4]</sup>实现农村教育对乡村社会的根本改造。“为农”的农村教育价值格外强调农村绝不是城市的跟班,也不是城市的附庸,它需要有自身独立的价值取向。<sup>[5]</sup>一言以蔽之,农村教育要为农村发展服务。<sup>[6]185</sup>

# “为农”教育主流言说(II): 文化扶农

## Mainstream Discourses in Rural Education Research: Agrarian Culture

化中华传统文化。可以说,中华文化是在一块一块的乡土中生长出来的。中国社会以乡村为基础,并以乡村为主体,各种文化,多是从乡村而来,又为乡村而有。这就可以解释为什么中华文化具有明显的乡土特征:人们在乡土中寻找做人的价值与准则,以故土命名学术思想,如著名的“洛学”“浙东学派”“泰州学派”“桐城学派”;人们以自身为故乡代言并以故乡为骄傲,如柳柳州、程伊川、张南皮、袁项城、绩溪胡适等等,故土成为我们的立身之本。

乡土不仅仅是指自然环境,它更是精神化的、富有人格色彩的自然。“乡土乃是精神上的根本情感,是与被体验,或能够体验的土地的全体统合,因此乡土不单是指自然环境,它是由体验而受到同化的、精神化的自然,换言之,就是富有人格色彩的自然。”(Boa & Palfreyman, 2000, p. 362) 乡土及其文化是“每一个人终身的精神支柱,在人格形成中起着重要的作用”(奥田真丈,河野重男,1993,第176页),是维系社区内和社区间,维系人与人、人与自然、人与社会和谐关系的重要基石,是乡村青少年成长的重要物质和精神源泉,是他们成长发展的精神场域与天然的教育资源。

当今乡村所面临的严峻形势是,人们从身体到心理,全面逃离乡土、投身城市。振兴乡村的目标之一是创造各种条件,让人们至少从心理上期盼生养自己的乡土更美好,并在适当的时候直接或间接投身于乡土建设。乡土教材就是为这一目标提供精神支持的武器。乡土教材是有形的乡土文化,它最直接的目的是培养乡村青少年热爱自己的乡土。它通过乡土知识和乡土文化的传播,培养学生的乡土意识、乡土情感,使学生通过了解乡土,达到热爱乡土的目的,寻找自己“一方水土一方人”的自我认同和文化自信。

优点: 扩展了正义的内容, 引入文化和社会的维度, 不再仅仅局限于分配

Merits: Conception of justice expanded, inclusive of cultural and social dimensions, not limited to distribution

问题: 农民不买账! 向城的趋势加强而非减弱

Problems: Peasants don't buy it! Urban-orientation strengthened rather than weakened

- 传统文化
- Traditional culture
- 自然与精神家园
- Nature and spiritual homeland
- 乡土教育: 文化自信
- Rural education for cultural confidence



生根  
Roots

# 文化扶农的理论贫困：没有生产无法生根 (I)

Theoretical Paucity of Cultural Rurality: Unrooted Without Agricultural Production (I)

## 离农的主要动机：逃离农业

Main driver of flight from the countryside: escaping agriculture

教育移民同时也是逃离农业劳动的一种方式。97%的受访者认为务农是农村唯一可能的工作。农业意味着辛劳和贫穷。受访者在讨论务农时使用了“辛苦”、“整天不得闲”、“收入低”或“不挣钱”等词汇。一位祖母说道：

现在务农根本养活不了自己。我们需要买油、肉、肥料、农药、饲料等，这些都要钱……我基本上一天从早到晚都在地里做。一年到头，累死累活，只能挣到吃饭的钱。

这一抱怨揭示了小农在市场上的弱势地位。他们的生计受制于农资市场和日用品市场的价格控制。该县小农的农业收入仅够维持生计。只有老人可以接受务农作为一种生活方式，主要因为他们城市里找不到工作。

Relocation also was a way for them to avoid farm work in the countryside; 97 percent of the interviewees considered farming to be the only work available in rural villages. Farming meant drudgery and poverty. Interviewees used words like “backbreaking,” “work all day,” and “low income” or “no income” when discussing farming. As one grandparent stated:

Farming can't earn us a living nowadays. We need to buy oil, pork, chemical fertilizer, pesticides, fodder, etc. . . . I worked nearly every day on the land. All year round, my hard work could only earn what we eat.

This testimony revealed the powerless positions of small farmers in the marketplace. Their livelihood was controlled by market prices of both agricultural inputs and life's necessities. Earnings from farming in this county were at a subsistence level for small producers. Only the elderly still accepted farming as a way of life, mostly because they could not gain any work in the city. None of the *peidu* families wanted their children to work the land.<sup>59</sup>

生产

Production



# 文化扶农的理论贫困：没有生产无法生根 (II)

Theoretical Paucity of Cultural Rurality: Unrooted Without Agricultural Production (II)

## “为农”教育方向遭遇批判 Critiques of Education for the Countryside

而“为农”教育则使农村教育走向另一个极端，即把农村教育变为只是为了满足农民实际需要的单一的教育模式，它只强调为农村学生回乡务农奠定基础，而忽视他们通过升学改变个人生活际遇、向社会流动的夙愿

因而，过于重视农村教育的“为农”价值，势必会产生诸多负面影响：一方面，不利于农村学生个人的发展。“为农”的农村教育，如提升教育质量、提升农村劳动力文化水平相，难以真正融入发展带来不少麻，农村教育不能

农村教育

这种二元对立的思维模式，它不应该照搬城市化的“应试教育”，不应该拘囿于单一的升学教育，而理应能够满足升学、进城务工和服务于乡村振兴战略等不同的需求，回到立德树人的教育宗旨上。

单一的农村教育价值取向已经无法满足新时代农民和农村社会的多元发展的需要，其价值取向应该走向多元、多样和融合。

中华人民共和国成立 70 多年后的今日，中国城镇化率已超 60% 且每年以一个百分点的速率加速推进，一方面通过将农业人口大量转移到城市展开非农就业提高农民收益；另一方面，通过提高农

Today, 70 years after the founding of the PRC, China's urbanization rate has surpassed 60% and is growing by 1% per year. This on the one hand raises peasants' income by transferring large numbers of rural population to the city and opening up non-agricultural employment; on the other hand, it creates the foundations for individual peasants to

经济靠城市，人口要转移，**农业没前途**

Economy dependent on the city, population must transfer to the city

**NO FUTURE IN AGRICULTURE**

农”，二者并不冲突，“目的论”取向的农村教育工作者无须在“为农”和“离农”的命题下过多争论，因为二者都是共同为创造农村和城市美好生活服务的。

these two. Teleologically-oriented rural education workers need not argue too much over the question of “for the countryside” vs. “non-rural,” because both serve the betterment of life in country and city.

# 小农的苦痛：产业链的最底端

## Peasants' Pain: On the Lowest Rung of the Value Chain

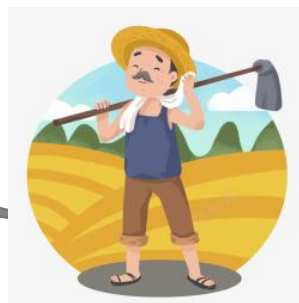
上游Upstream

Rising agricultural input prices



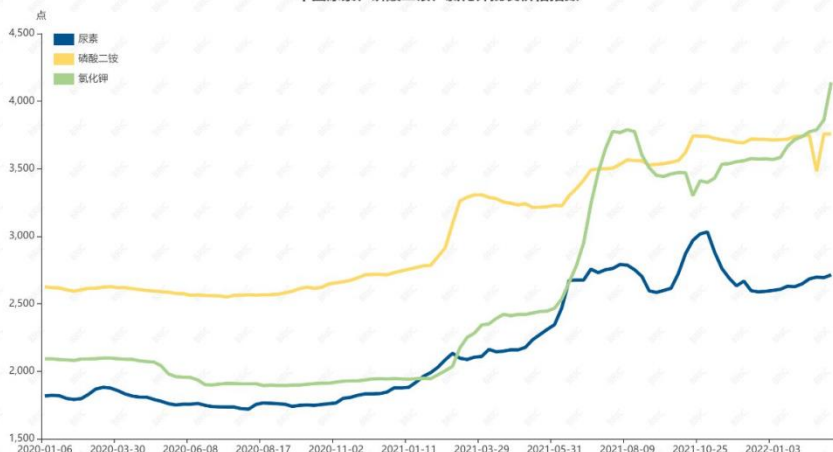
下游Downstream

初级农产品定价权受控于粮商和中间商  
Power of primary agricultural product price setting in the hands of grain merchants and middlemen



Urea, DAP, & Potassium Chloride China Wholesale Price Indices

中国尿素、磷酸二铵、氯化钾批发价格指数



来源：布瑞克农业数据终端

一亩地上茬种植小麦，平均亩产1000斤×1.1元/斤（按高质量小麦价格算）=1100元；其中要减去生产成本（耕地80元，种子80元，肥料130元，播种70元，农药45元，收割70元，其他费用50元），合计生产成本525元，用总收入1100元-生产成本525元=净收入575元；

下茬玉米，平均亩产1200斤×0.8元/斤=960元，其中生产成本（种子60元，播种70元，肥料160元，农药40元，收割80元，运输等其他费用100元），合计生产成本510元，用总收入960元-生产成本510元=净收入450元。

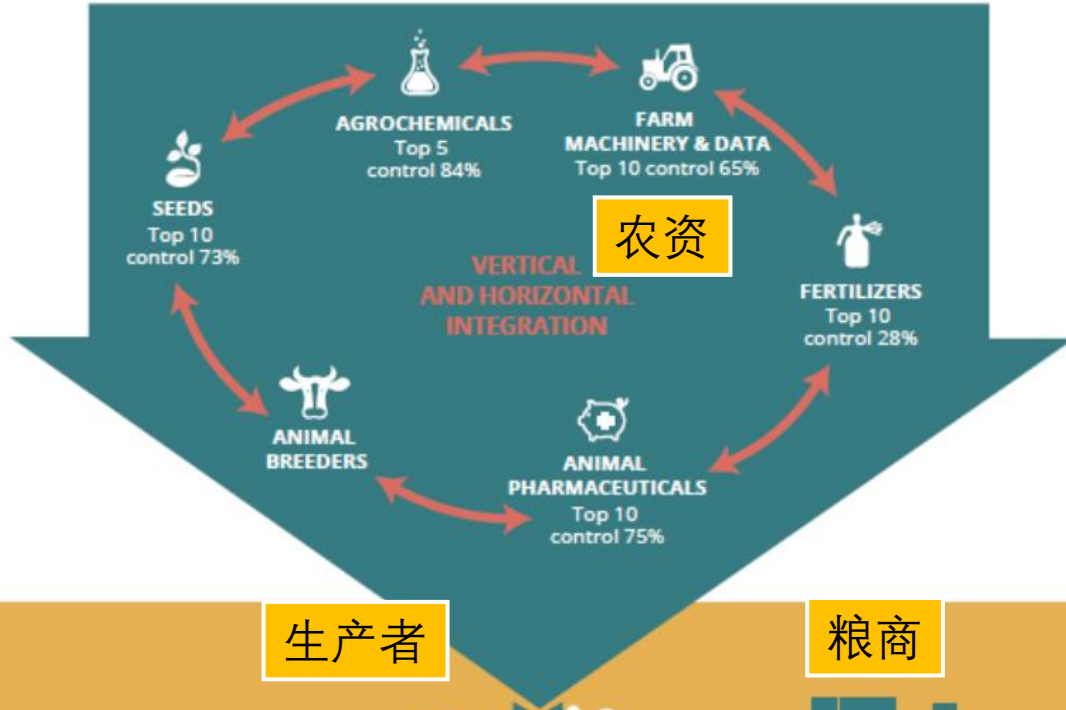
每亩地年收入1025元，按平均每家十亩地算，年收入应该在10000元左右，但这是建立在风调雨顺的基础之上，如果遇到自然灾害或雇人劳作而产生的费用，都会让这个年收入缩水不少。另外这也是一家人的整体收入，如果按照五口之家来算，平均每人年收入约2000元。

For a 1 mu rotation of wheat: average yield 1,000 jin/mu \* ¥ 1.1/jin (price of high-quality wheat) = ¥ 1,100; deduct ¥ 525 in production costs (arable land ¥ 80, seeds ¥ 80, fertilizer ¥ 130, sowing ¥ 70, pesticides ¥ 45, harvesting ¥ 70, other expenses ¥ 50), and **¥ 1100 - ¥ 525 = net income ¥ 575.**

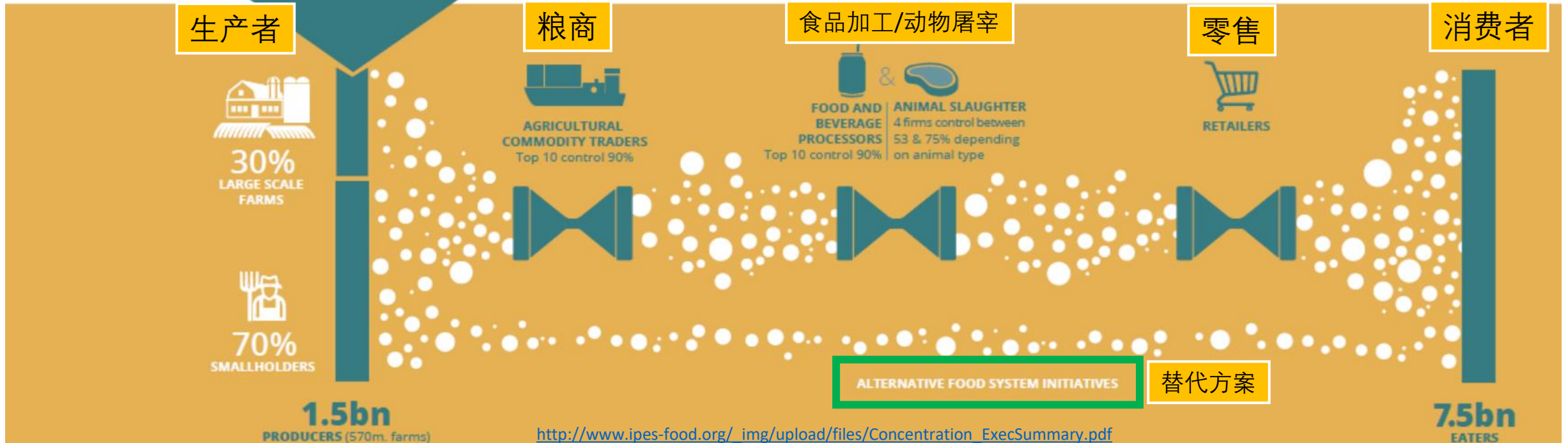
For maize, average yield 1200 jin/mu \* ¥ 0.8/jin = ¥ 960; total production cost is ¥ 510 (seed ¥ 60, sowing ¥ 70, fertilizer ¥ 160, pesticide ¥ 40, harvesting ¥ 80, shipping and other expenses ¥ 100); **¥ 960 - ¥ 510 = net income ¥ 450.**

Thus annual income per mu of land is ¥ 1,025. Based on an average of 10 mu of land per family, annual income should be around ¥ 10,000, but this is assuming ideal weather conditions. Natural disasters or the need to employ labor would significantly reduce annual income. Also, this is the overall income of a family. Assuming a family of five, per capita annual income per person is about ¥ 2,000.

全球农资食品产业链垄断状况



资本和市场扼制着小农的脖子  
 Capital and the market dominate the small farmer  
 小规模家庭农业难以维持生计  
 Difficult to make a living through small-scale family farming  
 农民离乡背土  
 Peasants flee the countryside  
 流动儿童，留守儿童，陪读儿童，钟摆儿童  
 Migrant, left-behind, *peidu*, & “pendulum” children



# 农业的危机：资本的逻辑与食物消费革命

## The Crisis of Agriculture: The Logic of Capital and The Food Revolution

### 资本的逻辑：利润最大化

#### The Logic of Capital: Maximization of Profit

- 反生态的生产模式  
Anti-ecological modes of production
  - 过度生产—过度消费—过度浪费  
Overproduction-overconsumption-waste
  - 剥夺自然，破坏生态平衡  
Pillaging nature, destroying ecological balance

在生产过程中采取“计划报废”，即生产者有意为产品设计有限的使用寿命，使产品到一定的期限后报废，这种策略“尽管多年来受到批评，但仍在工业化经济体中根深蒂固。”<sup>[24]</sup>在上述策略的基础上还采取缩短产品寿命的方法，以加快产品的更新换代，使消费者消费更多的商品：“液晶显示器和电视的寿命下降了17%，其他信息技术如PC，笔记本电脑和移动电话的寿命在2000年至2010年间下降了10%。相比之下，荷兰2000年至2010年期间大型家用电器的寿命下降了7%，德国2004年至2012到2013年间，大型家用电器的寿命下降了7.8%。”<sup>[25]</sup>除上述两种策略以外，资本还通过广告、产品设计等方法加速产品过时，塑造消费者的消费理念和消费方式，使消费者“仅仅是广告的玩物或垃圾的囚犯。”

刘凤义, 赵豪杰, & 陈胜辉. (2019). 论资本逻辑下的资本主义生态危机. 当代经济研究, 287(7), 50-61.

### 食物消费革命

#### The Food Revolution

- 食物消费支出比例降至30%左右  
Food as a percentage of expenditure reduced to ~30%
- 营养水平显著提高，人均每日热量供应超过世界发达国家水平  
Clear increase in nutrition, per capita caloric supply above global developed nations average
- 食物尤其动物产品消费大幅提高 Large increase in food and esp. animal products consumption

National per capita consumption of major foodstuffs (kg)

表2 全国人均主要食物消费量（公斤）

年份	1990	2000	2010	2017	城镇	乡村	增减幅度
					Urban	Rural	% change
Cereals 口粮	239	206	194	169	149	194	-29%
Oils 食用油	6.0	8.2	10.9	15.6	17.1	13.6	160%
Meat 肉禽类	20.1	25.3	37.1	48.1	56.4	37.8	139%
Eggs 蛋类	6.3	11.8	11.0	15.0	17.4	11.5	138%
Dairy 奶类	4.2	5.5	12.5	18.2	25.6	8.3	233%
Seafood 水产品	6.5	11.7	17.3	20.7	27.4	11.1	218%
Animal prod 动物产品	37.1	54.3	88.9	101.9	126.8	68.7	175%

# 农业的危机：食物消费革命与农业生态极限

## The Crisis of Agriculture: The Food Revolution and Agriculture's Ecological Limits

China's adult overweight and obesity rates  
表6 中国成人的身体超重率和肥胖率

年份 Year	超重率 Overweight	肥胖率 Obese
1982	6%	0.6%
1992	12.8%	3.3%
2002	22.8%	7.1%
2012	30.1%	11.9%

来源：《中国居民营养与健康状况调查》，《中国居民营养与慢性病状况报告2015》。涵盖的人群为18岁及以上的成年人口。

International comparison of chemical fertilizer usage (2014-16 average, 10000  
表7 农用化肥施用量的国际比较（2014-16年三年平均数，万吨）

世界World	中国 CN	印度 IN	美国 US	巴西 BR	河南省 Henan Prov	英法德三国 GB+FR+DE
19551	5994	2617	2103	1426	712	694

来源：《国际统计年鉴》《中国统计年鉴》2016-2018年版。英法德三国数据为2014-15年均值。2016年中国农作物收获面积为14611万公顷，其中河南省为1447万公顷，印美巴三国为31582万公顷（其中印度为14778万公顷），英法德三国为2514万公顷。

Changes in the forest and agricultural acreage of Brazil, Argentina, and Indonesia  
表9 巴阿印三国的森林和农地面积变化（2000-2016，万ha）

	森林减少面积 Reduction in forest land	农地增加面积 Increase in cropland	大豆/棕榈园增加面积 Increase in soy/palm land
BR 巴西	2872	2214	1953
AR 阿根廷	504	2019	1092
ID 印尼	908	982	800

来源：世界银行数据库；中国国家统计局编《国际统计年鉴2017》。

### 食物消费革命的后果：城市

#### Consequences of the food revolution: urban

- 营养过剩：超重、肥胖，富裕疾病  
Caloric excess: overweight, obesity, diseases of the wealthy

### 食物消费革命的后果：农业生态危机

#### Consequences of the food revolution: agriculture's ecological crisis

- 养殖-种植业分离，打破养料-能量循环链 Separation of livestock and crop farming, breaking of the nutrition-energy cycle
- 种植业过量化肥农药投入 Excessive use of chemical fertilizers in crop farming
- 养殖业高密度工业化，大量使用激素抗生素等药物 CAFOs, heavy use of growth hormones and antibiotics
- 追求高产，物种消亡 Pursuit of high crop yields, extinction of biodiversity
  - 苏、鄂、湘、渝、粤、桂6省区375个县，粮食作物地方品种从1956年的1万多个减少到目前的3000多个，消失了71.8%，其中不乏优质、抗病、耐瘠薄的特性品种 In the 375 counties of the six provinces of Jiangsu, Hubei, Hunan, Chongqing, Guangdong, and Guizhou, local varieties of food crops declined from 10,000+ in 1956 to 3000+ today, a decline of 71.8%. These include high-quality, disease resistant, and poor soil acclimated varieties.
- 进口猛增，外部依赖，外部生态冲突 Rapid growth in imports, foreign dependence, ecological conflict with other countries
  - 粮食自给率降至83% (2017) Food self-sufficiency declines to 83% (2017)
  - 农产品纯进口占用了出口国的总计8亿546万亩耕地(大豆占5.2亿亩)  
Food imports occupy 85.46 million mu of exporting country land (52 million mu in soybeans)

# 寻求出路：替代的农业模式和农村发展(I)

## Looking for ways out: Alternatives for agriculture and rural development (I)

### 生态农业，五位一体的发展模式

#### Ecological agriculture, five-dimensional holistic development

- **山东弘毅生态农场 Shandong Hongyi Ecological Farm**

- “六不用”：化肥、农药、地膜、激素、除草剂和转基因不用

Six Avoids: Chemical fertilizer, pesticides, plastic mulch sheeting, hormones, herbicides, GMOs

- 不制造病人，保护环境，保护物种，保存农业技艺，不排放反而吸收温室气体

Protect human health, the environment, biodiversity, and agricultural skills; absorb rather than emit greenhouse gasses

- 增加农民收入：每亩3-5倍 3-5 times increase in income per mu

- 种植、养殖、加工、销售、旅游，五位一体

Holistic development: crops, livestock, processing, sales, tourism

我国每年农药使用面积达1.8亿公顷次。半个世纪以来，使用的六六六农药就达400万吨、DDT 50多万吨，受污染的农田1330万公顷。农田耕作层中六六六、DDT的含量分别为0.72 ppm和0.42 ppm；土壤中累积的DDT总量约为8万吨。我国目前每年农药用量337万吨，分摊到13亿人身上，就是每个人2.59公斤！这些农药到哪里去？除了非常小的一部分发挥了杀虫的作用外，大部分进入了生态环境。

农药不仅仅在农田里使用，森林、草原、荒漠、湿地也在用，就是人口密集的城市居民小区里，也逃不开农药的阴影。

Nationally, pesticides are applied to over 180 million ha of land each year. Over the past half century, we have used 4 million tons of HCH pesticides and more than 500,000 tons of DDT, polluting 13.3 million ha of farmland. HCH and DDT content in the cultivated layer of farmland were 0.72 ppm and 0.42 ppm respectively; a total of ~80,000 tons of DDT have accumulated in the soil. Every year, our nation uses 3.37 million tons of pesticides, or 2.59 kg per person! Where do these pesticides go? Except for a very small amount that has killed insects, most have entered the environment. Pesticides are used not only on farmland, but also in forests, grasslands, deserts, and wetlands. Even densely populated urban residential areas cannot escape the shadow of pesticides.



用了转基因技术，又喷洒了专用农药，但害虫依然危害棉田（左）。农药都无可奈何的害虫——地老虎（右）

弘毅生态农场的灭虫方式：



在农田里安装诱虫灯（左）。诱虫灯夜晚的工作状态（右）

# 寻求出路： 替代的农业模式和农村发展(II)

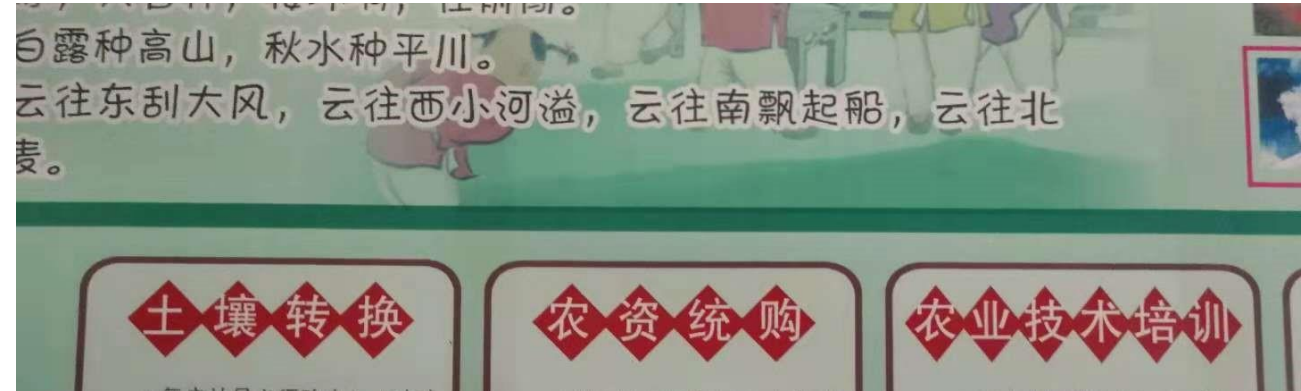
## Looking for ways out: Alternatives for agriculture and rural development (II)

合作起来，抵抗资本和市场钳制

Cooperate to resist the shackles of capital and the market

### • 农民合作联社 Small Farmers' Cooperative

- 农户入社条件包括接受土壤转化、家庭和睦、不能赌博  
Joining coop entails accepting soil transition, familial harmony and no gambling
- 统购统销，有机种植，生态养殖，农技培训 Joint buying and selling, organic farming, ecological animal husbandry, agricultural skills training
- 农产品加工，保护传统手工艺 Agricultural products processing, protecting traditional crafts
- 创造青年工作岗位 Creating jobs for youth
- 教育城市消费者 Educating urban consumers
- 幼儿学堂，老人扶助，文娱卫生 Children's school, support for the elderly, cultural activities and health



# “为农”的教育： 朝向生态与合作的农业农村

Education for the countryside: Moving towards an ecological and cooperative agricultural countryside





# 真正的“城乡一体化”：教育体系全面“农村化”

Genuine Rural-Urban Integration: Ruralization of the Overall Education System

## 农业农村的危机

### Crisis of the agricultural countryside

- 反映了当下经济发展模式的整体危机
- Reflects general crisis of present-day economic development model
- 超越城市与农村的界限
- Goes beyond boundaries of urban and rural
- 呼唤国家整体发展战略的调整
- Calls for adjustment in overall national development strategy

## “为农”的教育：并非只关系农村

### Not just about the countryside

- 朝向农业农村的未来
- Towards a future of an agricultural countryside
- 朝向国家整体社会经济发展的未来
- Towards a future of socialist economic development

# 可持续发展

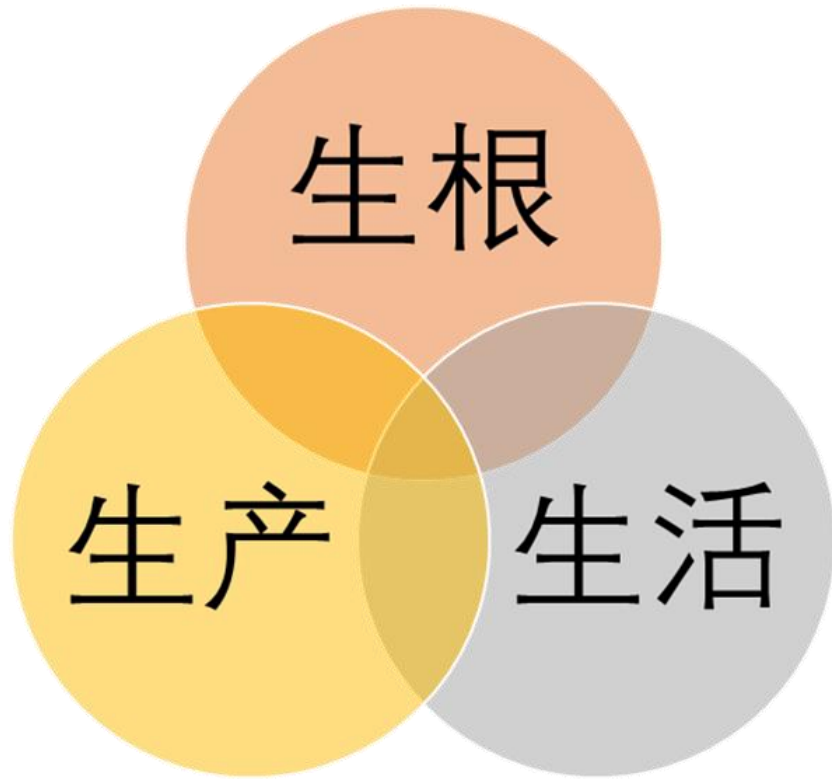
Sustainable Development

为何发展  
Why?

如何发展  
How?

发展为谁  
For whom?

教育的核心目标  
Central Aim of education



<https://crel.lib.hku.hk/>



路漫漫其修遠兮，吾輩上下而求索

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