

学校编码: 10384

分类号_____密级_____

学号: B200117002

UDC _____

厦 门 大 学

博 士 学 位 论 文

发达国家高等教育体系变革比较研究

A Comparative Study on the Changing of Higher Education
System in Some Developed Countries

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论文提交日期: 2009 年 10 月

论文答辩日期: 2009 年 月

学位授予日期: 2009 年 月

答辩委员会主席: _____

评 阅 人: _____

2009 年 10 月

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内 容 摘 要

改革开放三十年来,我国的高等教育体系有长足的发展和巨大的变化,取得了许多显著的成绩。但是,随着我国经济体制改革的不断深入和现代化建设的发展,我国现有的高等教育体系与社会主义市场经济体制不相适应的问题,不能完全适应新形势发展需要的问题也日渐突出。因此,有选择地研究若干发达国家高等教育体系的演变与改革的情况,探寻世界各国高等教育的发展轨迹,总结他们在发展过程中的经验与教训,是非常必要的。

本论文以法、英、德、美、日五个发达国家为研究对象,进行了这方面的探索。全文由八章构成,除第一章为绪论,第八章为总结外,用六章的篇幅(二、三、四、五、六、七章)详细论述了这几个国家高等教育体系形成、发展和变革的历程。为加深对高等教育体系发展规律的认识,本文以高等教育体系发展阶段为纲,以国家为目,以“高等教育内、外部规律”理论为指导,以一种大视角对高等教育体系进行比较研究,从而更好地展现了高等教育体系作为一个整体的运行与发展轨迹。用翔实的资料论证了:

高等教育的发展是一个历史的过程,各国的高等教育体系都经历了一个从无到有,从小到大,从简单到复杂,从单一到多样的发展过程。一般认为,现代大学最早发端于12世纪欧洲的法国和意大利,后来才通过各种途径逐渐传播到欧洲和世界的其他地区。如后来英国的牛津、剑桥,德国的大学,美国初期的学院等都带有法国大学的一些特征。各国的高等教育体系都呈现出显著的“年轮结构”的特征,即不同的历史发展阶段都会有不同类型的高等教育机构出现,如,英国的伦敦大学和新大学,法国的大学校,德国和法国的工业技术教育学校,美国的赠地学院和州立大学等。这些不同类型的高等教育机构的出现,都是因社会经济发展的需要而出现发展的,这也说明高等教育体系发展变革与社会的发展是息息相关的。

世界各国在历史发展和社会经济建设过程中建立了具有自身特色的高等教育体系。这些国家高等教育的产生,发展,变革虽然背景不同,发展历程不同,但都是应国家社会经济建设,发展需要而产生,为了更好地适应本国的社会经济发展需要而调整,改革。但由于各国的社会、政治、文化和教育传统的不同,其高等教育产生的背景、发展历程也很不一样,在发展中各自形成了不同的特点。

如美国从其独立到 20 世纪初，经历了漫长的演变过程，通过高等教育本土化及高等教育德国化运动，终于建立了比较完善的、独具特色的高等教育体系，形成学校类型多样化、办学经费来源多样化、课程设置宽泛、董事会管理的独特的特点。英国的高等教育体系在二战后几经改革，从 1963 年发布《罗宾斯报告》到 1988 年的《教育改革法》以及 1991 年的教育白皮书《高等教育：一个新的框架》，形成了其独特的“二元——趋同——趋同下的多元”模式和高校分类、发展的多样性、自主性和流动性的特点。二战后，德国和日本从战争的废墟中重新建设，由于重视高等教育在经济和社会发展中的作用，国家和政府花大力气建设高等教育，形成了体现时代特征，“以职业为导向”的、全方位、开放型的高等教育体系。其注重学生独立性与创新能力的培养，注重理论联系实际的特点对我国当前高等教育体系改革很有启发。

第二次世界大战的结束既是世界政治、社会和经济发展的一个分水岭，也是世界各国高等教育发展，体系变革的一个分水岭。二战前和二战后，世界各国的高等教育发展有明显的差异。表现在发展的速度、办学规模、办学方式、管理、投资、招生、大学理念等诸方面都发生了很大的变化。

世界各国都在相互学习借鉴中发展、成长。从中世纪到 19 世纪以前，相互学习和借鉴大多还是个体或局部的行为，高等教育体系是从发达国家向比较贫穷落后的国家传播，特别是向其殖民地输出和推行。二战以后，特别是 20 世纪后半期以来，世界各国由于发展的需要、通讯技术的发展，相互之间的交流、学习、借鉴越来越频繁，比历史上任何时期都要多。同时，这种交流学习是双向的，而不再是单向的。只要某国或某校有那一点好的措施，好的经验，很快就会被他国，或别的学校借鉴，引用。因而，世界各国的高等教育发展出现了许多趋同性的发展态势，如国际化，多样化，市场化改革；重视提高高等教育的质量；重视发展私立高等教育，发挥私立高等教育的作用；引入企业化管理，加强终身教育体系的建设等。

这些发达国家高等教育体系建设的成功经验和失败教训对我国目前高等教育体系的改革均具有一定的借鉴作用。

关键词：发达国家；高等教育体系；比较研究

ABSTRACT

After three decades reform and opening in China, the Chinese higher education system has got a lot of achievements. But, along with the constantly deep-going economic system reform and modernization, the existing higher education system in China can't fully meet the needs of the socialist market economy system and new situation. Therefore, it is necessary to select some developed countries' higher education systems as research objects to analyse their evolution and reform. Through analysis, we can find the experiences and take warning from them. At the same time, we can know their methods to deal with new situation and problems and to adjust and reform to suit and meet the personnel and higher educational needs of social economic development.

The development of higher education is a historical process. Almost all of the countries' higher education systems in the world had experienced a process of from the have-nots to the haves, from small to large, from simple to complex, and from single to variety. Generally speaking, the first modern university originated in France and Italy in 12th century and later gradually spread to Europe and other parts of the world through different ways. So the Oxford and Cambridge in England, German universities and colleges in early America all carried some characteristics of the French universities. Different countries higher education systems showed the same tree-ring structure which means different higher education institutions appeared in different historical stages, such as London University and New Universities in England, grand school in France, Industrial Technical Schools in Germany and French, land-grant colleges and state universities in America, etc.. The development of social economy caused the appearance and development of these institutions. It indicates that the development and reform of higher education system is closely related to the social development.

In the historical development and socio-building process, countries all over the world have established their higher education systems with their own characteristics. From above we can see that the background of origination, development, evolution and developmental process of these countries higher education were different, but they all appeared, adjusted and evolved to meet the needs of the countries' social economic construction and development. Because of the different social, political,

cultural and educational tradition in these countries, their higher education systems showed different characteristics. From independence to the early 20th century, American higher education experienced a long process of evolution. Through localization and Germanization movement of Higher Education, it established a relatively perfect and unique higher education system and formed school type diversification, funding diversification, curriculum broad, and Board of Trustees management. After the World War II, British higher education experienced several reforms, such as Robbins Report (1963), Education Reform Act (1988), and White Paper on Education -- Higher Education: a new framework. These reforms promoted the British higher education to form a unique “Binary - Convergence - the convergence under the multivariate” model and College classification, developmental diversity, autonomy, mobility and developmental characteristics. At the same period, the Germany and Japan re-constructed from the ashes of war. As emphasising on the huge affection of high education on economic and social development, the nations and governments took great efforts to build higher education and formed a reflecting the times’ characteristics, "job-oriented", and comprehensive open higher education system. Its emphasis on student’s independence and innovation ability and focusing on integrating theory with practice can enlighten current higher education system reform in China.

The end of World War II is not only the dividing line of worlds’ politic, social and economic development but the dividing line of worlds’ higher education development and system evolution. Before and after World War II, different countries’ higher education had significant differences which reflected in the great change of developmental speed, school size, school methods, management, investment, enrolment and notion of university.

Countries all over the world learn from each other to develop and grow. From the middle Ages to the 19th century, learning from each other was most individual behaviour. Higher education systems spread from developed countries to relatively poor and backward countries, especially to colony. From latter 20th century, especially after the World War II, because of the needs of development and communication technology development, countries all over the world learned more from each other than before. It was not longer one-way but mutual communication. As long as a country or an institution had some good measurements and experiences,

other countries and institutions would learn from them soon. Thus, there are many developing trends of convergence the entire world, such as internationalisation, diversification and market-oriented reform; emphasis on quality improvement; emphasis on development of private higher education and playing the role of it; introduction of a corporate management, strengthen the construction of lifelong education system.

The successful experience and failure of developed countries' higher education system construction have some reference for the current higher education reform in China.

Key words: Developed Countries; Higher Education Institutions; Comparative Study

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