

在中国推广全面性教育：面向学校、社会与政策的多层次策略

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摘要：全面性教育（CSE）是优质教育的重要组成部分，也是联合国《2030 年可持续发展议程》的核心关切之一。中国拥有全球最庞大的青年人口之一，既有责任也有紧迫感需要全面实施 CSE。本文探讨了在三个相互关联的层面推广 CSE 的策略：微观（学校）、中观（社会）和宏观（政策）。在微观层面，学校可优先关注领导力、教师培训、学生参与以及支持性环境的营造。在中观层面，家长和社会组织在塑造价值观和提供资源方面至关重要。在宏观层面，政府可负责课程设计、与卫生部门协调以及建立监测机制。通过整合这些层面，CSE 能够为促进中国青年的健康、平等和社会包容做出贡献。

关键词：全面性教育；学校；社会；政策

Promoting Comprehensive Sexuality Education in China: Multi-Level Strategies for Schools, Society, and Policy

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Abstract: Comprehensive sexuality education (CSE) is a vital component of quality education and a central concern of the UN 2030 Agenda for Sustainable Development. With one of the largest youth populations globally, China has both the responsibility and urgency to implement CSE comprehensively. This paper examines strategies to promote CSE across three interrelated levels: micro (school), meso (society), and macro (policy). At the micro level, schools may prioritize leadership, teacher training, student engagement, and supportive environments. At the meso level, parents and social organizations are crucial in shaping values and providing resources. At the macro level, governments may design curricula, coordinate with health sectors, and establish monitoring mechanisms. By integrating these levels, CSE can contribute to health, equality, and social inclusion for China's youth.

Keywords: Comprehensive sexuality education; Schools; Society; Policy

0 引言

联合国教科文组织（UNESCO, 2018:16）将 CSE 定义为一种基于课程的过程，涉及性存在的认知、情感、身体和社会层面。它旨在使年轻人掌握维护尊严、发展尊重他人的关系以及保护自身权利所需的知识、价值观和技能。CSE 具有循证、适龄、螺旋式结构、文化适应性等特点，并致力于促进性别平等和非歧视。

《布鲁塞尔宣言》和联合国《2030 年议程》等全球承诺强化了对 CSE 的需求，这些承诺强调优质教育（目标 4）、良好健康与福祉（目标 3）以及性别平等（目标 5）（United Nations, 2019a）。在中国，1.65 亿青少年（United

Nations, 2010）面临着包括艾滋病病毒、意外怀孕和基于性别的暴力在内的风险，这些风险往往源于知识不足。《人口与计划生育法》（2001）等国家立法以及《中国妇女发展纲要（2011-2020 年）》等政策框架（State Council, 2013）规定并支持开展关于健康与平等的青少年教育。然而，实施情况仍参差不齐。许多学校将 CSE 融入科学或健康课程，但未给予充足课时，且性别、权利和暴力等敏感话题常被忽视，尤其是在农村或资源不足地区（United Nations, 2010）。因此，本文基于 Blalock（1979）提出的三个相互关联的层面——微观（学校）、中观（社会）和宏观（政策），进一步阐述推广 CSE 的策略。

1 微观层面：学校

学校是实施 CSE 的前沿阵地。领导者对学生的学业成就具有显著影响 (Leithwood et al., 2006)。有效的学校领导者可能理解 CSE 的重要性, 支持教师工作, 并将其纳入学校战略规划 (Bush, 2008)。分布式领导能够加强协作, 减少对等级模式的依赖, 并强化学校文化 (Bush & Glover, 2012; Harris, 2013)。领导者可根据当地情况调整课程, 推广共享价值观, 并在利益相关者之间建立信任 (Fullan, 2005)。

教师是 CSE 实施的核心行动者。他们需要专业准备、持续培训以及处理文化敏感议题的信心 (Schleicher, 2011)。职前培养项目应嵌入 CSE 内容, 而资格认证考试也应评估相关知识 (UNESCO, 2018)。定期的专业发展和同行协作有助于教师保持更新的技能和价值观, 从而营造支持性的教学文化。

学生应成为塑造 CSE 的积极参与者。联合国《青年代表指南》(2010) 倡导青年参与政策和课程设计。学校应发挥学生会和论坛的作用, 让青少年贡献想法, 从而增强他们的主人翁意识和课程的关联性。同伴主导的倡议和学习小组可以支持实施, 促进批判性反思, 并减少污名化。

同时, 安全包容的环境至关重要 (Macfarlane & Woods, 2017)。学校可对歧视、欺凌或骚扰采取零容忍态度, 并提供适当的设施, 包括私密性良好的卫生间和咨询服务。充足的资金和人力资源是必要的, 尤其是在资源匮乏地区 (Stoll, 2015)。数字平台和在线资源可以弥补教师专业知识的不足, 并扩大获取全面教材的渠道。

教师以外的其他学校工作人员也对 CSE 有所贡献。卫生工作者和辅导员可就性别认同或艾滋病病毒预防等问题提供保密咨询 (UNESCO, 2018)。安保和后勤人员应接受培训, 以识别和防止欺凌、骚扰或暴力。因此, 全校参与的方式有助于确保形成持续的保护性环境。

2 中观层面：社会

家长在青少年对性的态度形成中起着决定性作用 (UNESCO, 2019b)。家长的支持可以增强 CSE 的接受度和有效性, 而根植于文化规范的抵制往往会阻碍其实施。有证据表明, CSE 并不会加速性行为的发生, 反而会延迟初次性行为时间、提高避孕措施使用率并减少风险行为 (UNFPA, 2015)。对家长进行教育可以消除误解, 而家校合作 (包括家长参与学校治理) 则能提高透明度和信任度 (Bush, 2006; Long, 2019)。然而, 家长对性别平等的示范作用也至关重要。调查显示, 受家庭动态影响, 中国青年

中仍存在持续的性别偏见 (UNESCO & UNFPA, 2019)。embody 平等关系的家庭有助于培养对性别角色更健康的认知。

除家庭外, 社会组织和社区团体也至关重要。非政府组织、社区领袖和卫生专业人员能够提供资源、举办讲习班并减少污名。协作性倡议可以实现资源共享和信息的一致性。大众传媒显著影响公众舆论和政府应对 (Dimmock & Walker, 2000)。若管理得当, 传媒可向广大受众传播准确的 CSE 信息。数字平台——社交媒体、应用程序和教育网站——提供了互动资源, 能够吸引青少年并补充课堂学习。

此外, 基于社区的卫生服务提供者和民间社会组织也可以与学校合作提供服务, 例如生殖健康咨询、艾滋病病毒检测和计划生育建议。通过在政策与日常生活之间架起桥梁, 社会组织确保了年轻人在不同环境中都能获得持续的支持。

3 宏观层面：政策

国家政策框架对于 CSE 的推广和可持续性不可或缺。联合国教科文组织 (2018) 概述了八个核心概念——从关系到性健康——可按年龄组进行定制。课程应强调人权、性别平等、包容性和参与式教学法 (Population Council, 2014)。适应文化和地区多样性至关重要 (Dimmock & Walker, 2000)。例如, 在中国, 可以采取分阶段的方法, 在全面推广前优先选择试点地区。实施模式也多种多样。独立设科可以凸显其重要性, 但可能面临课时不足的问题; 而将 CSE 融入现有科目的模式则可能面临内容被稀释的风险 (UNESCO, 2015b)。

此外, 跨部门合作至关重要。日益增长的艾滋病病毒感染病例——从 2012 年的 41,929 例增至 2018 年的 64,170 凸显了紧迫性。教育与卫生部门之间的合作有助于预防工作, 并与联合国艾滋病规划署的 90-90-90 目标保持一致。有证据表明, CSE 能够减少艾滋病病毒传播, 且不会增加性活动 (Kirby, 2007; Burns & Köster, 2016)。

另外, 监测与评估体系可确保持续的质量。挑战包括与其他科目的融合、实施不均衡以及缺乏标准化评估 (Keogh et al., 2018)。评估框架应衡量多个层面的成果: 学生的知识与态度 (例如, 安全套使用自我效能、性别理解)、教师培训与教学法、学校环境以及政策支持 (UNFPA, 2014)。英国教育标准局的督导框架提供了一个有用的范例, 其指标涵盖学业成就、教学质量、领导力和安全性 (Ofsted, 2012)。因此, 中国的政策亦可将其作为

推广 CSE 的参考。

4 结语

在中国推广 CSE 需要全面、多层次的策略。在微观层面,学校可优先关注有效的领导力、训练有素且充满自信的教师、积极的学生参与、安全的环境以及全体员工的投入。在中观层面,家长和社会组织可着力应对文化阻力、示范性别平等并提供基于社区的支持。在宏观层面,政府可设计符合文化背景的课程、加强与卫生系统的协作,并建立健全的监测与评估机制。所有层面的协调行动对于保障年轻人的健康、权利与尊严,同时建设包容平等的社会至关重要。

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