



Zigen Fund Newsletter

For Grassroots Development in China Spring 2026

滋根会讯第 71 期

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贵州松桃苗族自治县盘信镇完小的学生可持续发展教育之环境保护美术课画作
Painting on environmental protection for Students at Panxin Primary School in Songtao Miao Autonomous County, Guizhou

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弘扬历史主动精神，将可持续发展教育进行到底

联合国教科文原中国可持续发展教育项目全国工作委员会执行主任 史根东



在时间长河的奔涌之中，滋根如一株深深扎根于乡村沃土的大树，以特有的韧性、信念与智慧，数十年如一日默默滋养着中国农村教育的发展。从青年理想的炽热播撒，到振兴乡村的躬耕不辍；从生态文明的先行探索，到面向可持续未来的薪火相传——滋根人以高度的历史主动精神，在时代洪流中刻下了独特而深远的教育印记。今天，当“可持续发展”成为人类共同的时代命题，系统梳理并弘扬滋根这份弥足珍贵的历史主动精神，将其史诗般的可持续发

展教育实践推向更深更远的未来，具有格外深远的意义。

滋根历史主动精神的深刻内涵：一部坚韧奋进的乡村教育史诗

滋根的历史主动精神，并非抽象的理念，而是融入血脉、贯穿行动的精神品格，是在回应时代挑战中孕育出的实践智慧。改革开放初期，在社会转型的激荡与奋起之中，以杨贵平为代表的一群海外华侨，深入到中国最贫困的乡村。最初，是捐赠书籍、设立助学金；后来，是创办识字班、修缮校舍；再后来，是系统推动乡村教育发展。在物质匮乏的年代，他们“人拉肩扛”，把知识的星火送往偏远山寨。这不仅是教育行动，更是新一代青年对爱国主义与社会责任的自觉践行。

滋根人很早就认识到：教育不能孤立存在，它与乡村发展血脉相连。于是，他们提出“教育促进乡村发展”的理念，把学校视为乡村振兴的核心发动机。从支持女童入学、打破性别藩篱，到资助教师培训、提升教学质量；从建立校园农业实践基地，到推动乡土文化传承与社区活动建设——教育被赋予了更广阔的社会意义。

当全球生态危机日益凸显，滋根再次展现出历史主动的前瞻视野，率先将生态文明理念深度融入乡村教育。他们推动学校建设生态小花园、雨水收集系统、垃圾分类点，让环保知识可视可感；开



发教育促进可持续发展系列课程，举办低碳主题活动，使学校影响家庭、家庭带动社区。在此基础上，滋根进一步探索城乡可持续发展教育（ESD）模式。这一模式强调：本土化扎根；实践性导向，社区共同参与。它不仅是对国际 ESD 理论的回应，更是来自中国乡村土壤的创造性贡献。

通过出版研究报告、举办国内外研讨会、参与政策倡导，滋根主动将中国乡村经验推向国际舞台，为全球可持续发展教育提供了来自东方、扎根泥土的解决方案，提升了中国民间组织在全球议题中的话语权。与此同时，滋根主动完成代际传承，形成老中青结合的专家团队，为未来持续发展奠定坚实基础。

将可持续发展教育进行到底：以历史主动精神开辟未来新境界

站在新的历史起点上，滋根三十余年的实践经验亟需被系统梳理、理论升华与更广泛推广。从理性层面看，滋根逐步形成了相对完整的可持续发展教育理念框架，其核心在于以教育促进人与自然的和谐共生，以代际公平与社会正义为价值逻辑，在运行机制上构建“学校—家庭—社区”协同联动的治理结构，在育人模式上强调跨学科整合、体验式学习与批判性思维培养，并在评价体系上注重过程性、发展性以及多元主体参与，从而突破传统以结果为导向的单一评价方式。在实践层面，滋根将乡土文化系统融入课程体系之中，推动建立“生活环境即教育场域”的实践模式，使学生在真实情境中理解家乡、认识生态与社会议题，同时构建绿色校园管理机制，使校园本身成为可持续发展理念的实践空间。近十多年来，滋根累计支持近 200 所绿色生态文明学校，将教育促进可持续发展（ESD）理念系统融入农村九年义务教育体系，并在职业教育与成人教育领域展开试点示范，逐步形成了具有中国乡村特色的可持续发展教育实践路径。

面向未来，可持续发展教育的深化与拓展，需要在体系建设与实践路径上实现整体推进。首先，应在更大范围内扩展绿色生态文

明学校网络，建设数以千计具有示范意义的绿色生态文明学校，同时推动师范院校将可持续发展教育纳入核心课程体系，使未来教师在培养阶段即具备可持续发展的核心素养。与此同时，应建立教师专业成长共同体，通过搭建线上线下融合的学习平台，开发模块化、实践导向的培训课程，如 ESD 理念通识、项目式学习设计、可持续校园管理等，促进教育工作者在理念、方法与行动层面的持续提升，并将可持续发展教育的实践能力与成果纳入教师和校长的评价与晋升体系，形成制度化的激励机制。

在社会实践层面，应构建分学段、递进式的参与体系，使不同年龄阶段的学习者都能在真实情境中践行可持续发展理念，例如大学生参与乡村旅游资源调查与规划，高中生参与社区花园建设与维护，初中生开展本地河流水质监测与环保宣传，小学生参与校园垃圾分类管理与“光盘行动”监督，使可持续发展成为贯穿成长全过程的行动实践。同时，应搭建“美丽中国·青年可持续行动”等创新平台，通过设立专项基金支持优秀团队，举办成果交流研讨活动，并借助媒体传播青年实践案例和突出贡献，使乡村振兴与绿色转型成为新时代青年成长的重要课堂与价值舞台，从而在更广泛的社会层面汇聚推动中国可持续发展的青年力量。当数十万、上百万青年将青春激情与专业能力融入美丽中国建设，当绿色足迹遍布乡野与城市社区，可持续发展的未来便不再遥远。

2030 年，联合国《2030 可持续发展议程》即将接受历史检验。将可持续发展教育进行到底，是教育工作者面临的重大挑战与历史责任。滋根的历史主动精神，是一份穿越时空的珍贵遗产，它昭示着我们：唯有主动把握时代脉搏，主动回应社会需求，主动拥抱变革创新，才能在历史的洪流中开辟新局。这是一场需要国家、社会、学校、家庭和个人共同参与的伟大事业。当可持续发展的理念深深植根于每一所学校、每一颗心灵，我们方能无愧于历史，不负于未来。

Carrying Forward the Spirit of Historical Initiative and Advancing Education for Sustainable Development to the End

Gendong Shi, Former Executive Director, National Working Committee of UNESCO's China Project on Education for Sustainable Development

Amid the surging currents of history, Zigen has stood like a great tree deeply rooted in the fertile soil of rural communities. With resilience, conviction, and wisdom, it has quietly nurtured the development of rural education in China for decades. From the passionate aspirations of youth to tireless dedication to rural revitalization; from pioneering explorations in ecological civilization to the intergenerational transmission of a sustainable future—Zigen has embodied a strong spirit of historical initiative, leaving a distinctive and far-reaching imprint on education in our time. Today, as "sustainable development" has become a shared global imperative, it is of profound significance to systematically review and carry forward this invaluable spirit of historical initiative and to propel Zigen's epic practice of education for sustainable development (ESD) toward an even deeper and broader future.

The Profound Connotation of Zigen's Spirit of Historical Initiative: An Epic of Perseverance in Rural Education

Zigen's spirit of historical initiative is not an abstract concept; it is a living ethos embedded in action—a form of practical wisdom forged in response to the challenges of each era. In the early years of China's reform and opening-up, amid social



transformation and renewal, a group of overseas Chinese led by Yang Guiping went deep into some of China's poorest rural areas. What began as book donations and scholarships evolved into literacy classes and school renovations, and eventually into systematic efforts to promote rural educational development. In times of material scarcity, they carried books on their shoulders and by hand, bringing sparks of knowledge to remote mountain villages. This was not merely an educational undertaking; it was a conscious expression of patriotism and social responsibility by a new generation.

Zigen recognized early on that education does not exist in isolation; it is intrinsically linked to rural development. Thus, it advanced the concept of "education promoting rural development," positioning schools as engines of rural revitalization. From supporting girls' enrollment and breaking gender barriers, to funding teacher training and improving teaching quality; from establishing campus agricultural practice bases to promoting the preservation of local culture and community engagement—education was endowed with broader social meaning.

As global ecological crises intensified, Zigen once again demonstrated forward-looking historical initiative by integrating the concept of ecological civilization into rural education. Schools were encouraged to build ecological gardens, rainwater collection systems, and waste-sorting stations, making environmental knowledge visible and tangible. A series of ESD curricula and low-carbon initiatives were developed so that schools could influence families and families, in turn, could influence communities. On this foundation, Zigen further explored an urban-rural ESD model characterized by localization, practice orientation, and community participation. This model not only responded to international ESD theory but also represented a creative contribution rooted in China's rural soil.

Through publishing research reports, organizing domestic and international seminars, and engaging in policy advocacy, Zigen proactively brought China's rural experience to the global stage, offering soil-rooted solutions from the East to global ESD efforts and enhancing the voice of Chinese civil society in international discourse. At the same time, Zigen ensured intergenerational continuity by building a team of experts spanning senior, mid-career, and young professionals, laying a solid foundation for sustainable growth.

Advancing Education for Sustainable Development to the End: Opening New Horizons Through Historical Initiative

At a new historical juncture, Zigen's more than thirty years of experience urgently require systematic consolidation, theoretical refinement, and broader dissemination. Conceptually, Zigen has gradually formed a relatively comprehensive ESD framework. At its core is education that promotes harmonious coexistence between humanity and nature; its value logic centers on intergenerational equity and social justice; its operational mechanism builds a collaborative governance structure linking schools, families, and communities; its pedagogical model emphasizes interdisciplinary integration, experiential learning, and critical thinking; and its evaluation system highlights process-oriented, developmental, and multi-stakeholder participation, moving beyond traditional outcome-based assessment.

In practice, Zigen has integrated local culture into curricula, promoting a model in which "the living environment becomes the learning environment." Students engage with their hometowns, ecological systems, and social issues through authentic contexts, while green campus governance transforms schools into living laboratories of sustainability. Over the past decade, Zigen has supported nearly 200 Green Eco-Schools, systematically embedding ESD principles into rural nine-year compulsory education, and piloting initiatives in vocational and adult education—gradually forming a distinctly rural Chinese pathway for ESD practice.

Looking ahead, deepening and expanding ESD requires systemic advancement. First, the network of Green Eco-Schools should be expanded to thousands of model institutions, while normal universities incorporate ESD into core curricula to equip future teachers with sustainability competencies from the outset. Teacher professional communities should be strengthened through blended online-offline platforms and modular, practice-oriented training programs covering ESD foundations, project-based learning design, and sustainable campus management. ESD competencies and achievements should be incorporated into teacher and principal evaluation and promotion systems to create institutional incentives.

At the level of social practice, a progressive, age-appropriate participation system should be established: university students conducting rural tourism resource surveys and planning; high school students maintaining community gardens; middle school students monitoring local river water quality and promoting environmental awareness; primary school students managing campus waste sorting and "Clean Plate" campaigns. In this way, sustainability becomes a lifelong practice embedded throughout growth.

Innovative platforms such as "Beautiful China · Youth Sustainable Action" should be developed, supported by special funds, exchange forums, and media dissemination of exemplary youth initiatives. As hundreds of thousands—even millions—of young people integrate their passion and professional skills into building a Beautiful China, and as green footprints spread across villages and cities alike, the future of sustainable development will draw ever closer.

By 2030, the United Nations' 2030 Agenda for Sustainable Development will face historical evaluation. Advancing ESD to the end is both a major challenge and a historic responsibility for educators. Zigen's spirit of historical initiative is a precious legacy across time. It reminds us that only by proactively grasping the pulse of the era, responding to social needs, and embracing innovation can we open new horizons amid historical tides. This is a great undertaking requiring the joint participation of the state, society, schools, families, and individuals. When the principles of sustainable development take deep root in every school and every heart, we will be worthy of history and accountable to the future.



『学校教育 SCHOOL EDUCATION』

◆ 奖助学金 Financial Aids

滋根支持西南大学大学生公益奖助学金颁奖暨乡村美育可持续发展大学生创新研究项目交流会

Zigen Supports Southwest University Scholarship and Student Innovation Research Exchange on Sustainable Development of Rural Aesthetic Education

黄刚 Gang Huang

为鼓励青年大学生积极投身乡村教育公益事业，弘扬志愿服务精神，激发创新研究热情，2025年12月11日下午，第五届滋根西南大学公益奖助学金颁奖暨乡村美育可持续发展大学生创新研究项目交流会在田家炳教育学部518教室隆重举行。

教育学部副部长赵鑫教授向滋根表达感谢，并向获奖同学表示祝贺。赵部长用“扎根的力量”“美育的亮色”与“创新的温度”寄语学子，希望同学们深刻理解“滋根”内涵，在教育中既“扎根”更“育根”，在美育中让“乡村看见”，在实践中重“人情联结”，真正成为乡村教育的种子。

获奖学生代表本科2024级教育技术学专业颜静同学在发言中真挚地表达了对资助的感谢并分享了自己在志愿服务中的深切体会。本科2023级教育学专业赵汝琪同学作为农耕文化教育创新社社长，汇报了在滋根项目资助下开展的寒暑假社会实践项目情况，展示了扎实的实践经历与丰富的探索成果。

To encourage university students to actively engage in rural education public service, promote the spirit of volunteerism, and inspire enthusiasm for innovative research, the Fifth Zigen-Southwest University Public Service Scholarship Awards Ceremony and Exchange Conference on University Student Innovation Research Projects for the Sustainable Development of Rural Aesthetic Education was grandly held on the afternoon of December 11th, 2025, in Room 518 of the Tian Jiabing Faculty of Education.

Professor Zhao Xin, Deputy Dean of the Faculty of Education, expressed sincere gratitude to Zigen and extended congratulations to the award recipients. Using the phrases “the power of taking root,” “the vibrant colors of aesthetic education,” and “the warmth of innovation,” Professor Zhao encouraged students to deeply understand the meaning of “Zigen.” He urged them not only to “take root” but also to “nurture roots” in education, to help “make rural communities visible” through aesthetic education, and to value human connection in practice—so as to truly become seeds for the future of rural education.

Student Yan Jing, a 2024 undergraduate majoring in Educational Technology and representative of the award recipients, delivered a heartfelt speech expressing gratitude for the support and sharing her profound experiences in volunteer service. Student Zhao Ruqi, a 2023 undergraduate majoring in Education and president of the Agricultural Culture Education Innovation Society, reported on the winter and summer social practice projects carried out with funding from Zigen. She presented substantial practical experiences and rich exploratory achievements resulting from the project.



云南省玉龙县中小学奖助学金受助学生家访

Home Visits to Financial Aid Recipients in Yulong County, Yunnan Province

2025年11月，滋根云南项目工作人员黄刚在太安乡中心完小李玉春老师的带领下通过随机抽取的方式来到太安乡汝南村委会，针对几位接受滋根奖助学金资助的学生家庭做家访。

太安乡位于玉龙纳西族自治县西南部，以纳西族为主，传统的纳西族东巴文化、民风民俗和纳西乐舞保存完整，且更为古朴。李玉春老师，原来是太安乡汝南村委会汝南小学的校长，根据李老师说，奖助学金项目是学校通过召开年级主任和班主任专项讨论会议，确定推荐来自如南村委会的品学兼优的：孤儿，事实孤儿，因为疾病、变故、离异的单亲家庭，多子女就学，家庭成员有重大残疾、疾病等各种原因

导致家庭经济收入相对困难，曾经被国家重点帮扶的“建档立卡户”或者边沿家庭的学生。这些受助名额在班级推荐，学校公示过程中也很顺利地得到了通过，没有收到投诉和反对的意见。

一谈起滋根支持的奖助学金，李老师非常的激动，他在学校门口接到我，热情地拉着我的手说：感谢滋根这些年来一直克服各种困难，优先确保针对我们高寒山区片，偏远、贫瘠的民族乡镇中相对更加困难的的边沿家庭的孩子的奖助学金，为学校的控辍保学工作提供了必要而有力的保障！对于受助的学生来讲，给予的帮助和支持不仅仅局限于奖助学金的资金支持，更重要的还在于对受助学生和家庭克服困难、持续求学的积极精神，奋发图强等优秀品质的认可和鼓励！

In November 2025, Huang Gang, a staff member of Zigen's Yunnan Project, conducted home visits to several students receiving Zigen financial aids in Runan Village Committee of Ta'an Township. The visits were carried out through random selection and were accompanied by Teacher Yuchun Li from Ta'an Township Central Primary School.

Ta'an Township is located in the southwestern part of Yulong Naxi Autonomous County and is predominantly inhabited by the Naxi ethnic group. Traditional Naxi Dongba culture, local customs, and Naxi music and dance have been well preserved there, retaining a particularly ancient and authentic character.

Teacher Yuchun Li Yuchun previously served as principal of Runan Primary School under the Runan Village Committee in Ta'an Township. According to teacher Li, the financial aid program is implemented through special meetings of grade-level directors and homeroom teachers to determine recommended students from Runan Village Committee who demonstrate both academic excellence and good character. Eligible students include orphans, de facto orphans, children from single-parent families due to illness, unforeseen circumstances, or divorce, families with multiple children in school, households with members suffering from major disabilities or serious illnesses, as well as students from formerly registered impoverished households (“registered poverty households”) or marginal families facing economic hardship. During the class-level recommendation and school-wide public announcement process, the selection of financial aid recipients proceeded smoothly, with no complaints or objections received.

When speaking about Zigen's financial aid support, teacher Li became visibly emotional. He welcomed me at the school gate, warmly grasped my hand, and said, “We are deeply grateful to Zigen for overcoming various difficulties over the years and prioritizing financial support for children from relatively more disadvantaged marginal families in our high-altitude, remote, and economically challenged ethnic township. This has provided essential and powerful support for the school's efforts to prevent dropouts and ensure school attendance. For the students who receive assistance, the support goes far beyond financial aid. More importantly, it represents recognition and encouragement of their perseverance in overcoming hardships, their commitment to continuing their education, and their determination to strive for a better future.”



去年十月，杨贵平老师走访玉龙太安县受资助学生家庭，了解学生家庭情况

In October, Mrs. Guiping Yang visited the families of students in Yulong Tai'an County

◆ 共创可持续发展的乡村：教师培训 Together Building Sustainable Village: Teachers Training Program

2025 年，滋根“共创可持续发展的乡村：教师培训”在多地顺利开展，以“以人为中心的可持续发展”为核心理念，推动绿色生态文明教育在校园落地生根。

海南省保亭黎族苗族自治县

2025 年 9 月 12 日，“共创可持续发展的乡村：教师培训”在保亭黎族苗族自治县新政镇中心学校顺利启动。来自保亭黎族苗族自治县教育局教育研修中心 6 位负责全县教师培训工作的骨干，以及新政镇中心学校、毛文小学、报什小学、石让小学、毛朋小学的 44 名一线教师，共同参加了为期 3 天的专题培训。

本次培训围绕八个专题系统展开：以人为中心的可持续发展与教育促进可持续发展；以学生为中心的教学理念与实践；学校、家庭与村庄的合作；乡土文化传承；性别教育；环境教育；绿色生态文明学校创建；绿色生态文明学校实践行动及教案撰写与授课。

培训采用参与式、体验式教学方式，通过小组讨论、案例分享、情景演练等形式，引导教师深入思考如何将理念转化为课堂行动。参





训教师普遍认为，前六大专题在理论与内容层面极大拓展了乡村教师的教育视野；专题式授课与参与式研学相结合的方式，让教师在愉悦的氛围中学习成长，耳目一新、收获颇丰。

大家纷纷表示，要将所学理念灵活运用于日常课堂与活动课程中，增强课堂的趣味性与启发性，提升教学质量和学生参与度，使课堂真正对学生“有吸引力”。

后两个专题——“绿色生态文明学校创建”与“绿色生态文明学校实践行动及教案撰写和授课”——更具实践导向，帮助学校将理念落实到整体规划、校园管理和课堂设计之中，从课前准备到课堂实施，再到课后反思与延伸，形成完整的行动闭环。

浙江省宁波市奉化区

在中国滋根与宁波市奉化区人民教育基金会及奉化区工贸旅游学校的共同推动下，9月24日至26日，“共创可持续发展的乡村”主题教师培训顺利举行。来自多地的40余名骨干教师参与了此次研修。

本次课程设计科学精炼、理论与实践并重，通过系统化、参与式学习方式，为教师注入可持续发展教育的新理念与新方法。

首场专题《职成协同赋能青年可持续发展创新创业》由滋根培训师胡家臣主讲，深入探讨职业教育与成人教育协同育人的路径，强调培养青年可持续发展素养与创新创业能力的重要性。

随后，在培训师高阳与罗丽红的带领下，教师们通过《分组与团建活动》迅速破冰，构建学习共同体。下午的《环境教育与教学实践》工作坊中，罗丽红老师引导教师思考如何将环境教育理念有机融入学科教学与校本实践，提升学生的生态文明意识与行动能力。

北京市社会科学院研究员韩嘉玲博士带来的《乡土文化与教育》专题讲座，则引领教师深入思考如何挖掘、保护并活化本土文化资源，使乡土文化成为滋养学生家乡情怀、促进文化传承的鲜活教材。



河北省丰宁满族自治县

10月17日至19日，“共创可持续发展的乡村：教师培训”在丰宁满族自治县第四小学举行，100余名教师参与培训，为“绿色生态文明学校”创建注入新的动力。

此次培训的一大亮点，是来自丰宁满族自治县特教中心的教师首次大规模参与。该中心前身为1991年创建的“丰宁聋哑学校”，是承德市最早成立的县域特教学校之一，承担着全县残障儿童送教上门、随班就读培训指导等重要任务。目前中心共有82名在校学生、7个教学班、31名教职工，其中少数民族学生占多数。

本次培训特邀罗丽红、杨永生、黄静三位中国滋根生态文明教育培训师授课，采用“专题授课+分组团建+评估反馈”的模式，确保理论学习与实践反思深度结合。

培训过程中，教师们结合各自学校实际展开热烈讨论。各小组围绕议题交流思考与设想：有的提出利用校园周边农田开展“农耕体验课”，在实践中渗透生态保护理念；有的计划收集整理本地传说故事，编写校本阅读材料；还有的从课程设计、校园空间营造、家校社协同等方面提出系统化改进方案。

在成果展示环节，思维火花频频迸发。大家逐渐形成共识：“绿色学校”的建设路径与“生态文明”的实践落地，并非抽象概念，而是融入校园日常生活的点滴行动，是通过真实体验，在孩子心中播种对自然的热爱与责任。



上海市崇明区

11月9日，由滋根主办，崇明区教育学院承办、崇明区实验中学协办的绿色生态文明学校建设教师培训顺利举行。教育学院副院长郭春飞从崇明生态教育发展及课程教学改革等层面，阐释了可持续发展教育的重要意义，并希望教师们加强交流研讨，把学习成果转化为推进学校生态文明建设的具体行动，培养具有生态责任感的新时代青少年。

本次培训围绕可持续发展的四大支柱——经济活跃、环境责任、社会公平与文化多样性，注重理论与实践结合，助力教师专业成长。课程内容涵盖多个专题：《绿色生态文明学校创建》系统介绍创建流程与实施路径，指导学校构建学生、教师与学校协同发展的绿色机制；《可持续发展教育——赋能教师育未来公民》结合崇明生态发展实践，围绕可持续发展的核心理念与17项目标，阐释生态教育的时代价值；《环境教育与教学实践》梳理环境教育的发展脉络与实施路径；《乡土文化与教育》探讨如何将乡土文化融入课堂，增强学生家国情怀；《性别教育与平等》强调树立正确性别观念，营造平等和谐的教育环境；《家校社协同体系构建的思考》围绕家校社合作的价值与实践路径展开研讨；《以学生为中心的教学》倡导从“以教为主”转向“以学为本”，让学习真正发生；《守乡土根脉 育绿色新人》分享乡村教师在绿校创建与乡村项目中的实践经验，展现教师角色的转变与成长；《以真实情境为锚点，构建跨学科研究



课程》结合案例，探索将课堂延伸至真实生活情境，推动跨学科融合与学生全面发展。

整场培训主题鲜明、内容务实，为推动绿色生态文明学校建设提供了清晰路径与实践方向。

In 2025, Zigen's Together Building Sustainable Village: Teachers Training Program was successfully implemented in several regions, guided by the core concept of Human-centered sustainable development, promoting Green Ecological Civilization education to take root in schools.

Hainan Province – Baoting Li and Miao Autonomous County

On September 12th, 2025, the Together Building Sustainable Village: Teachers Training Program officially launched at Xinzheng Town Central School in Baoting Li and Miao Autonomous County.

Six key staff members responsible for county-wide teacher training from the Education Research and Training Center of the Baoting Education Bureau, along with 44 frontline teachers from Xinzheng Town Central School, Maowen Primary School, Baoshi Primary School, Shirang Primary School, and Maopeng Primary School, participated in the three-day thematic training.

The training was systematically organized around eight major topics: Human-centered sustainable development and Education for Sustainable Development; Student-centered teaching philosophy and practice; Cooperation among schools, families, and villages; Local Culture preservation and innovation into the classroom teaching; Gender education; Environmental education; Green Eco School development; Green Eco School practical actions, lesson planning, and classroom implementation.

The program adopted Participatory and Interactive Teaching methods, incorporating group discussions, case sharing, and scenario simulations to guide teachers in transforming idea into classroom action.

Participating teachers widely acknowledged that the first six modules significantly broadened rural educators' professional vision. The combination of thematic lectures and participatory learning created an engaging atmosphere that fostered both insight and growth.

Teachers expressed their commitment to flexibly applying what they had learned in daily classroom teaching and activity-based courses, enhancing both engagement and inspiration to make lessons truly appealing to students.

The final two modules—Green Eco School development and Green Eco School practical implementation and lesson design—were highly practice-oriented. They helped schools integrate idea into overall planning, campus management, and classroom design, forming a complete action cycle from preparation and implementation to reflection and extension.



Zhejiang Province – Fenghua District, Ningbo City

From September 24th to September 26th, 2025, under the joint efforts of China Zigen Association for Rural Education and Development, the Fenghua District People's Education Foundation, and Fenghua Industry, Trade and Tourism School, the themed teacher training program was successfully conducted. More than 40 backbone teachers from various regions participated.

The course design was concise and systematic, balancing theory and practice, and introducing new idea and methodologies for Sustainable Development education.

The opening session, "Coordinated Empowerment of Vocational and Adult Education for Youth Sustainable Innovation and Entrepreneurship," was delivered by Zigen trainer teacher Jiachen Hu. The session explored pathways for collaboration between vocational and adult education and emphasized cultivating youth competencies in Sustainable development and innovation.

Subsequently, under the guidance of trainers Yang Gao and Lihong Luo, participants engaged in group-building activities to establish a learning community. During the afternoon workshop on Environmental Education and Teaching Practice, Luo Lihong guided teachers in integrating environmental education into subject teaching and school-based practice, strengthening students' ecological awareness and action capacity.

Dr. Jialing Han, researcher at the Beijing Academy of Social Sciences, delivered a lecture titled "Local Culture and Education," encouraging teachers to explore, preserve, and revitalize local cultural resources so that Local Culture becomes a living educational resource that nurtures students' sense of belonging and cultural continuity.





Hebei Province – Fengning Manchu Autonomous County

From October 17th to October 19th, 2025, the training program was held at Fengning No. 4 Primary School, with more than 100 teachers participating, injecting new momentum into the development of Green Eco Schools.

A notable highlight was the large-scale participation of teachers from the Fengning Special Education Center, formerly established in 1991 as Fengning School for the Deaf and Mute—one of the earliest county-level special education schools in Chengde. The center currently serves 82 students across seven classes with 31 staff members, the majority of students being from ethnic minority backgrounds.

The training invited three ecological civilization education trainers from China Zigen Mrs. Lihong Luo, Mr. Yongsheng Yang, and Mrs. Jing Huang—and adopted a model of "thematic lectures + group building + evaluation and feedback" to ensure deep integration of theory and reflection.

Teachers engaged in active discussions grounded in their school contexts. Groups proposed initiatives such as: Conducting agricultural experience courses using nearby farmland to integrate ecological protection into practice; Collecting local legends and compiling school-based reading materials; Developing systematic improvement plans spanning curriculum design, campus environment creation, and school-family-community collaboration.

During the showcase session, lively exchanges of ideas led to a shared understanding: The path toward Green Eco School development and the implementation of ecological civilization is not abstract—it lies in everyday campus actions and real-life experiences that plant seeds of love and responsibility for nature in children's hearts.



Shanghai – Chongming District

On November 9th, 2025, a Green Eco School development teacher training was successfully held, organized by Zigen, hosted by the Chongming District Institute of Education, and co-organized by Chongming Experimental Middle School.

Mr. Chunfei Guo, Deputy Director of the Institute, elaborated on the importance of Education for Sustainable Development in light of Chongming's ecological education development and curriculum reform. He encouraged teachers to translate learning outcomes into concrete actions that advance ecological civilization in schools and cultivate ecologically responsible youth.

The training centered on the four pillars of Sustainable development—economic vitality, environmental responsibility, social equity, and cultural diversity—emphasizing integration of theory and practice.

Key modules included: Green Eco School development; Education for Sustainable Development—Empowering Teachers to Cultivate Future Citizens; Environmental Education and Teaching Practice; Local Culture and Education; Gender Education and Equality; Building a School–Family–Community Collaborative System; Student-centered Teaching; Preserving Local Roots and Nurturing Green Youth; Anchoring in Real-life Contexts to Build Interdisciplinary Learning Courses. The training was thematically clear and practically grounded, providing a structured pathway and actionable direction for advancing Green Eco School development.



参加培训的教师此次培训的心得体会

教育理念的转变：从“离土”到“向土”。过去的教育常常引导学生向往外部世界，却忽视了对家乡的认知。培训让我们明白，真正的素质教育应该以乡土为根基，让孩子们先了解、热爱自己的家乡，从而建立文化自信与归属感。

在以后的授课中我将不再局限于课本，尝试将本地的风物、历史、民俗融入教学设计。例如：语文课：引导学生收集整理本地民间故事、谚语；科学/劳技课：带领学生观察本地植物，学习传统的农耕智慧，甚至开辟一块小菜园；美术/音乐课：学习剪纸、泥塑等手工艺，学唱地方民歌。采用“动”的教学方法：我将借鉴培训中的参与式方法，把课堂搬到户外、搬到社区。邀请本地手艺人、长者走进课堂，讲述家乡的故事，让教学与真实生活紧密相连。培养学生的“根”之情感：最重要的是，我将有意识地在教学中激发学生对于乡土文化的认同感和自豪感。让他们明白，家乡的文化是宝贵的，了解家乡、建设家乡是一件有意义的事情。

——靳晓芳老师

此次学习更让我明确了教育工作者的责任。可持续发展不是少数人的事，而是需要全社会共同参与，而教师正是连接知识与行动

的桥梁。未来，我会将环境教育融入日常教学：在科学课上分析生态系统平衡，在语文课上撰写环保主题文章，在美术课上用废旧材料创作作品，让“可持续发展”的理念渗透到每一个教学环节。同时，我也会带动更多同事参与进来，通过教研活动分享实践经验，共同打造“全员参与、全程渗透”的环境教育氛围。这次学习不仅是一次知识的更新，更是一次教育理念的重塑。我将带着这份收获，在教学中践行可持续发展理念，引导学生成为“既能守护当下，又能创造未来”的环保使者，为推动人与自然和谐共生贡献教育力量。

——徐蕴琪老师

最触动我的是课件中提到的“乡土文化危机”：河北青龙满族自治县的调查显示，多数满族师生不了解本民族语言、节日，甚至无人会写满文。我们丰宁满族自治县又何尝不是这样呢，又有多少老师还会提到“满文”“满语”。我们不仅是知识的传授者，更是乡土文化的“守护者”。在今后的课堂上，我可以带学生调查家乡的老建筑，记录长辈口中的民间故事，让学生在触摸乡土的过程中找到“文化归属感”。未来我会从不同角度深入了解乡土文化，把乡土的“根”植入课堂，让学生在了解家乡、热爱家乡中，成长为有文化自信、有责任担当的新时代少年。

——张红伟老师

今天的培训让我关于环境教育有了更深入地理解，让我意识到小学环境教育的核心是“接地气”。培训中提到“让家乡的小河靓起来”“学会垃圾分类，助力文明村校”等案例，给了我很多启发。我们班孩子大多来自农村，我计划下周就开展“班级环保小侦探”活动：让孩子分组观察家乡的环境——比如村口的小河有没有垃圾、田埂上的地膜多不多、校园里的水龙头有没有滴水，然后用画图或简单文字记录下来，再一起讨论“我们能做什么”。这种从孩子视角出发的实践，既能培养他们的观察能力，又能让环保意识自然萌芽。

——张志妙老师

Reflections from Teachers Participating in the Training

A Transformation in Educational Philosophy: From "Leaving the Land" to "Rooted in the Land" In the past, education often guided students to aspire toward the outside world while neglecting understanding of their own hometowns. This training helped us realize that true quality education should be rooted in local culture. Children should first come to know and love their own hometowns, thereby developing cultural confidence and a strong sense of belonging.

In my future teaching, I will no longer confine myself to textbooks. Instead, I will integrate local landscapes, history, and folk traditions into lesson design. For example: Chinese Language Class: Guide students to collect and compile local folktales and proverbs. Science / Labor & Skills Class: Lead students to observe local plants, learn traditional agricultural wisdom, and even cultivate a small vegetable garden. Art / Music Class: Teach paper-cutting and clay sculpture, and learn to sing local folk songs.

I will adopt more dynamic and participatory teaching methods inspired by the training. I plan to move the classroom outdoors and into the community, inviting local artisans and elders to share stories of our hometown so that teaching becomes closely connected to real life. Most importantly, I will consciously nurture students' emotional connection to their roots. I want them to understand that their hometown culture is precious, and that learning about and contributing to their hometown is meaningful and worthwhile.

— Xiaofang Jin

This training has also deepened my understanding of the responsibilities of educators. Sustainable development is not the responsibility of a few individuals; it requires the participation of the whole society. Teachers serve as the bridge between knowledge and action. In the future, I will integrate environmental education into my daily teaching. In science classes, we will analyze ecosystem balance; in Chinese language classes, students will write essays on environmental themes; in art classes, they will create works using recycled materials. In this way, the concept of sustainable development will permeate every aspect of teaching.

At the same time, I will encourage more colleagues to participate by sharing practical experiences through teaching and research activities, working together to build an atmosphere of environmental education characterized by "whole-staff participation and whole-process integration." This training was not only an update of knowledge, but also a reshaping of educational philosophy. I will carry these insights into my teaching practice, guiding students to become environmental stewards who can both safeguard the present and create the future, and contribute educational strength to the harmonious coexistence between humanity and nature.

— Yunqi Xu

What moved me most was the "crisis of local culture" mentioned in the training materials. A survey conducted in Qinglong Manchu Autonomous County of Hebei Province showed that most Manchu teachers and students do not understand their own ethnic language or festivals, and that almost no one can write Manchu script. Is this not also true in



Fengning Manchu Autonomous County? How many teachers still mention "Manchu script" or "Manchu language"?

We are not only transmitters of knowledge, but also guardians of local culture. In future classes, I can guide students to investigate historic buildings in their hometown and record folktales told by elders. Through engaging with their local culture, students can develop a sense of cultural belonging. Going forward, I will explore local culture from different perspectives and plant the "roots" of our homeland into the classroom, helping students grow into a new generation with cultural confidence and a strong sense of responsibility by understanding and loving their hometown.

— Hongwei Zhang

Today's training gave me a deeper understanding of environmental education and made me realize that its core in primary education is to remain grounded and practical. The examples mentioned in the training, such as "Beautifying the Small River in Our Hometown" and "Learning Waste Sorting to Support Civilized Villages and Schools," were particularly inspiring.

Most students in my class come from rural areas. I plan to launch a "Class Environmental Detective" activity next week. Students will work in groups to observe the local environment—for example, whether there is garbage in the river at the village entrance, whether plastic mulch is scattered along field ridges, and whether faucets on campus are leaking. They will record their findings through drawings or simple written notes and then discuss together: "What can we do?" This kind of practice, starting from children's own perspectives, not only cultivates their observation skills but also allows environmental awareness to take root naturally.

— Zhimiao Zhang

2025 年度教师培训项目重要合作伙伴交流培训活动在开展

Important Partners Exchange & Training Event for the 2025 Teacher Training Program Held in Beijing

11月29日，2025年度滋根乡村教师培训项目重要合作伙伴交流培训活动在开展。来自上海市崇明区、浙江省宁波市奉化区、贵州省松桃苗族自治县、河北省青龙满族自治县、河北省丰宁满族自治县、海南省保亭黎族苗族自治县、云南省玉龙纳西族自治县等地的教育行政和业务主管部门、“绿色生态文明学校”项目实施学校的负责人、一线教师代表等30多人前来参加本次交流培训，特邀项目专家教授和部分捐款人代表同期参与。

此次交流培训活动目的在于进一步提升在乡村推广可持续发展教育的重要性及紧迫性，有系统地推广农村可持续发展教育项目框架、长期目标、具体目标、项目成果及其效果评估等方面的认知；总结与剖析生态文明与可持续发展教育主流化的形式和实践、融入教师培训与实践、融入课程教学与学生实践、绿色生态文明学校发挥试点与示范作用等项目开展的现状和不足，有针对性地探讨县域教师培训与“绿色生态文明学校”项目转型升级的重点内容及实施计划、可能遇到的困难及其解决方案。



On November 29th, the Important Partners Exchange and Training Event for the 2025 Zigen Rural Teacher Training Program was held in Beijing.

More than 30 participants attended the event, including representatives from education administrative and professional supervisory departments, principals of schools implementing the "Green Eco School" project, and frontline teacher representatives from Chongming District of Shanghai, Fenghua District of Ningbo City in Zhejiang Province, Songtao Miao Autonomous County in Guizhou Province, Qinglong Manchu Autonomous County in Hebei Province, Fengning Manchu Autonomous County in Hebei Province, Baoting Li and Miao Autonomous County in Hainan Province, and Yulong Naxi

Autonomous County in Yunnan Province. Invited project experts, professors, and several donor representatives also participated in the exchange and training activities.

The purpose of this exchange and training event was to further strengthen understanding of the importance and urgency of promoting Education for Sustainable Development (ESD) in rural areas. It aimed to systematically enhance participants' awareness of the rural sustainable development education project framework, long-term and specific objectives, project outcomes, and impact evaluation.

The event also reviewed and analyzed the current progress and challenges in mainstreaming ecological civilization and sustainable development education, including integrating these concepts into teacher training and practice, incorporating them into curriculum and student activities, and leveraging Green Eco Schools as pilot and demonstration models. In addition, participants engaged in targeted discussions on the key priorities, implementation plans, potential challenges, and corresponding solutions for upgrading county-level teacher training and advancing the transformation of the Green Eco School initiative.

◆ 绿色生态文明学校 Green Eco School

环境教育 Environmental Protection

探秘海洋公园 守护生物家园——向化小学开展“生物多样性”生态教育社会实践活动

Exploring the Ocean Park, Protecting Our Living Planet — Xianghua Primary School Conducts a Biodiversity-Themed Ecological Education Field Trip



为提升学生对自然科学的兴趣，增强保护生物多样性与海洋环境的责任感。10月21日，向化小学组织学生赴上海海昌海洋公园开展以“探秘海洋公园·守护生物家园”为主题的生态教育社会实践活动。

活动中，孩子们在辅导员与老师的指导下有序参观了多个主题展馆。梦幻的“珊瑚水母馆”中绚丽的珊瑚与摇曳的水母，展现出海洋生态的多样与脆弱；“南极企鹅馆”里憨态可掬的企鹅引来孩子们对极地生命的连连惊叹。而在“冰山北极馆”和“海兽探秘馆”中，北极熊的威武、北极狼的灵动以及海豹海牛的悠然自得等，进一步拓展了孩子们对极地与深海生物的认识，深化了对全球生物多样性的认知。

本次社会实践是一堂行走的沉浸式的生物多样性生态教育课。它打破了课堂的边界，让孩子们得以从南北极到热带珊瑚礁，全方位近距离地观察与感知。通过此次活动的孩子们不仅增长了见识，拓宽了视野，更深刻认识到地球是所有生命共有的家园。保护生物多样性、维护生态平衡是每一个人都应承担的责任。孩

子们纷纷表示，愿从自身做起，争做海洋与自然的守护者。

文 / 图 上海市崇明区向化小学

To spark students' interest in natural science and strengthen their sense of responsibility for protecting biodiversity and the marine environment, on October 21st, Xianghua Primary School organized a field-based ecological education activity at Shanghai Haichang Ocean Park under the theme “Exploring the Ocean Park · Protecting Our Living Planet.”

During the visit, students toured several themed exhibition halls in an orderly manner under the guidance of instructors and teachers. In the enchanting “Coral and Jellyfish Pavilion,” the vibrant corals and gently drifting jellyfish showcased both the diversity and fragility of marine ecosystems. In the “Antarctic Penguin Pavilion,” the charming penguins drew continuous expressions of amazement from the children as they learned about life in polar regions. Meanwhile, in the “Arctic Iceberg Pavilion” and the “Marine Mammal Discovery Pavilion,” the majesty of polar bears, the agility of Arctic wolves, and the leisurely presence of seals and manatees further broadened the students' understanding of polar and deep-sea species, deepening their awareness of global biodiversity.



This field trip was an immersive, “walking classroom” on biodiversity and ecological education. It broke the boundaries of traditional classroom learning, allowing students to observe and experience ecosystems ranging from the Arctic and Antarctic to tropical coral reefs in a comprehensive and close-up way. Through this activity, students not only expanded their knowledge and broadened their horizons, but also gained a deeper understanding that the Earth is a shared home for all living beings. Protecting biodiversity and maintaining ecological balance are responsibilities that everyone must shoulder. Many students expressed their determination to start with themselves and become guardians of the ocean and the natural world.

Text/Photos: Xianghua Primary School, Chongming District, Shanghai

将生态种子播撒进孩子心田

Sowing the Seeds of Ecology in Children's Hearts

八月份在静宁县教育局的组织下，我有幸参加了滋根农村中小学“生态文明教育”科普行动研修。这次培训为我们提供了一场聚焦生态文明教育实践的深度学习之旅，内容充实、形式新颖，让我们这些参与的乡村教师收获颇丰！培训归来，“生态文明”这四个字，在我心里生了根。

我们开始把课堂搬到窗外。看校园里那棵老槐树，我让他们环抱树干，听风吹叶响。“树吸进去的是坏空气，吐出来的是好空气，它是大自然的清洁工，所以我们要多种树。”

农村的孩子们或许说不出“可持续发展”这样的大词，但他们懂得了不摘花、不踩苗，懂得了节约一张纸、一滴水。那天放学，有个孩子指着天边的晚霞说：“老师，天空洗脸了，真好看。”我忽然觉得，我播下的不是知识的种子，而是唤醒——唤醒他们对脚下这片土地最原始、最深沉的爱。当爱护环境成为一种本能，成为“自己家的事”，生态文明就不再是课本里的词句，而是他们未来生活中，那片永不褪色的底色。

甘肃省静宁县 王帅前老师

In August, I had the privilege of participating in the Zigen Rural Primary and Secondary School “Ecological Civilization Education” Science Outreach Training Program. This training provided us with an in-depth learning journey focused on the practice of ecological civilization education. Rich in content and innovative in format, it brought tremendous gains to us rural teachers who took part. After returning from the training, the words “ecological civilization” truly took root in my heart.

We began moving our classroom beyond the walls. Standing by the old locust tree on campus, I asked the students to wrap their arms around its trunk and listen to the sound of the wind rustling through the leaves. “Trees take in bad air and give out good air. They are nature's cleaners, so we should plant more trees,” I told them. Perhaps rural children cannot yet articulate big terms like “sustainable development,” but they understand not to pick flowers or trample seedlings. They know to save a sheet of paper and a drop of water. One afternoon after school, a child pointed to the glowing sunset and said, “Teacher, the sky has washed its face—it looks so beautiful.” In that moment, I realized that what I had planted was not merely seeds of knowledge, but awakening—an awakening of their most instinctive and profound love for the land beneath their feet.

When caring for the environment becomes an instinct, something that feels like “our own family's responsibility,” ecological civilization will no longer be a phrase in a textbook. Instead, it will become the enduring foundation of their future lives, a background color that never fades.

Shuaiqian Wang, Jingning County, Gansu Province



乡土文化进课堂 Local Culture enters the Classroom

“童声传匠意，故事绽芳菲”——三拨子中心小学文化传承故事大赛

“Children's Voices Carry Craftsmanship, Stories in Bloom” — Cultural Heritage Storytelling Competition at Sanbozi Central Primary School

一方红纸，剪得出花鸟虫鱼，剪不尽匠人心血；一块蓝布，染得成云纹水浪，染不尽岁月情长；一缕丝线，绣得出龙凤呈祥，绣不断文化根脉；10月28日下午，三拨子中心小学的操场上，一场以“童声传匠意，故事绽芳菲”为主题的非遗文化传承故事大赛悄然拉开帷幕，一场关于“传承”的盛会，点燃了孩子们的激情。这里没有华丽的辞藻竞赛，只有老手艺背后的真心诉说；没有遥远的文化说教，只有孩子与乡土文化的温暖联结。我们期待，借稚嫩之声，讲透竹编、剪纸、泥塑的故事。

比赛开始，同学们依次上台演讲，围绕“老物件背后的非遗故事”展开叙述。他们的演讲内容生动具体，通过一件件承载历史记忆的老物件，如传统手工艺品、民俗用品等，将非遗文化与生活场景相结合，展现了非遗技艺的独特价值和传承意义。

愿孩子们携这份热爱，让老物件的故事越讲越响，让非遗的火种越传越亮；愿这份文化的芬芳，能漫过校园的晨光，融进岁月的长流，永远鲜活，永远滚烫。

文/图 河北省秦皇岛市青龙满族自治县三拨子中心小学

A sheet of red paper can be cut into flowers, birds, insects, and fish—yet it cannot fully express the artisan's devotion. A piece of blue cloth can be dyed into cloud patterns and flowing waves—yet it cannot exhaust the depth of years gone by. A single thread can embroider dragons and phoenixes in auspicious harmony—yet it cannot sever the roots of culture.

On the afternoon of October 28th, the playground of Sanbozi Central Primary School came alive as the Cultural Heritage Storytelling Competition, themed “Children's Voices Carry Craftsmanship, Stories in Bloom,” quietly unfolded. It was a celebration of inheritance—one that ignited the passion of the children. There was no contest of ornate rhetoric, only heartfelt storytelling behind traditional crafts; no distant cultural preaching, only a warm connection between children and their local heritage. Through their youthful voices, we hoped to bring to life the stories of bamboo weaving, paper-cutting, and clay sculpture.

As the competition began, students took the stage one by one, sharing stories centered on “Intangible Cultural Heritage Behind Old Objects.” Their narratives were vivid and concrete. Through time-honored items carrying historical memory—such as traditional handicrafts and folk utensils—they wove intangible cultural heritage into everyday life, highlighting both the unique value of these crafts and the significance of their preservation and transmission.

May the children carry forward this passion, telling the stories of old objects ever more widely and brightly, passing on the flame of intangible cultural heritage so it shines ever stronger. May the fragrance of culture drift beyond the morning light of the campus, flow into the long river of time, and remain forever vibrant and warm.

Text/Photos: Sanbozi Central Primary School, Qinglong Manchu Autonomous County, Qinhuangdao City, Hebei Province



贵州侗文化博物馆走进松桃盘信镇民族完小

Guizhou Nuo Culture Museum Visits Panxin Ethnic Primary School in Songtao

龙正舟 Zhengzhou Long



6月24日，贵州侗文化博物馆携手松桃苗族自治县盘信镇民族完小，开展“侗韵传薪·考古启智”系列活动。盘信镇民族完小1500余名师生沉浸式感受贵州侗文化与考古文化魅力。

活动伊始，贵州侗文化博物馆宣教部主任杨正强生动讲述侗的起源、发展脉络与核心内涵，深入剖析馆藏侗面具、侗案画等文物的艺术价值与文化意义，让学生们全面了解侗文化在文化遗产体系中的重要性。

随后侗法器展示、“烈火烧身”“仙人合竹”“搬开山”“生吃火炭”“秤杆提米”

等侗戏侗技经典剧目轮番上演，精彩绝伦的表演引得现场师生惊叹连连。

紧接着，在考古盲盒体验活动中，学生们化身“小小考古学家”，在模拟考古场景里动手挖掘、清理“出土物”，探寻“文物”宝贝，体验考古工作的乐趣与艰辛，增强对考古文化遗产保护的认知。

通过丰富多元的形式，不仅让盘信镇民族完小师生领略到贵州侗文化与考古文化的独特魅力，更在少年儿童心中播下文化遗产保护的种子，有力推动文化传承与社会教育工作，为文化遗产的保护与发展注入新活力。

On June 24th, the Guizhou Nuo Culture Museum joined hands with Panxin Ethnic Primary School in Songtao Miao



Autonomous County to launch a series of activities under the theme “Passing on the Rhythm of Nuo, Inspiring Minds through Archaeology.” More than 1,500 teachers and students from the school immersed themselves in the rich charm of Guizhou’s Nuo culture and archaeological heritage.

At the beginning of the event, Yang Zhengqiang, Director of the Public Education Department of the Guizhou Nuo Culture Museum, vividly introduced the origins, historical development, and core connotations of Nuo culture. He offered in-depth interpretations of cultural relics in the museum’s collection—such as Nuo masks and Nuo ritual paintings—highlighting their artistic value and cultural significance. His presentation enabled students to gain a comprehensive understanding of the important role Nuo culture plays within the broader system of cultural heritage.

This was followed by displays of Nuo ritual instruments and a series of classic Nuo opera and performance pieces, including “Walking Through Fire,” “Immortal Joining the Bamboo,” “Moving the Mountain,” “Eating Burning Charcoal,” and “Lifting Rice with a Scale Beam.” The extraordinary performances drew continuous amazement from teachers and students alike.

Next came the “Archaeology Mystery Box” hands-on experience. Students transformed into “young archaeologists,” excavating and cleaning simulated “unearthed artifacts” in a mock archaeological setting. As they searched for hidden “relic treasures,” they experienced both the excitement and challenges of archaeological work, strengthening their awareness of the importance of protecting archaeological cultural heritage.

Through these diverse and engaging activities, teachers and students of Panxin Ethnic Primary School not only appreciated the unique appeal of Guizhou’s Nuo culture and archaeological heritage, but also planted seeds of cultural heritage preservation in the hearts of young people. The event effectively promoted cultural transmission and social education, injecting fresh vitality into the protection and development of cultural heritage.

劳动教育 Labor Education

马圈子中心小学“丰收童趣，乐享秋实”主题活动纪实

Maquanzi Central Primary School “Joyful Harvest, Delight in Autumn’s Bounty” Thematic Activity Report

金秋十月，马圈子小学迎来了 2025 年秋季“丰收童趣，乐享秋实”主题活动。孩子们走进百蔬园、百果园，亲手采摘瓜果蔬菜，聆听作物的故事，用画笔与巧手留住秋天的色彩，在欢声笑语中传递丰收的喜悦。这不仅是一场亲近自然、体验劳动的旅程，更是一堂生动的农耕文化课，让孩子们在收获中学会人与自然和谐相处。

各年级学生在老师带领下分工采摘各类作物，观察识别作物特征，了解其生长周期与营养价值；六年级学生动手参与糖葫芦制作，体验从田间到食品加工的完整过程。手工创作区里，学生们利用黏土、五谷、废旧纸板等材料，制作以丰收为主题的创意手工作品，优秀作品在校园展示。

通过本次活动，学生们近距离接触农作物，直观了解农耕文化，动手能力和团队协作意识在实践中得到提升。活动让孩子们在劳动中体验收获，在游戏中增进友谊，在展示中建立自信，进一步培养了珍惜粮食、热爱劳动的意识。我校将持续开展此类实践活动，推动可持续发展教育在自然与劳动中落地生根。

文 / 图 河北省秦皇岛市青龙满族自治县马圈子中心小学

In golden October, Maquanzi Primary School welcomed its 2025 Autumn thematic activity, “Joyful Harvest, Delight in Autumn’s Bounty.” Students entered the Vegetable Garden and Orchard, personally harvesting fruits and vegetables, listening to the stories of crops, and preserving the colors of autumn through painting and creative handcrafts. Amid laughter and joy, they shared the happiness of harvest. This was not only a journey of getting close to nature and experiencing labor firsthand, but also a vivid lesson in agricultural culture, helping children learn about harmonious coexistence between humanity and nature through the experience of harvest.

Under the guidance of their teachers, students from different grade levels worked collaboratively to harvest various crops. They observed and identified crop characteristics while learning about growth cycles and nutritional value. Sixth-grade students also participated in making candied hawthorn skewers, experiencing the complete process from field harvesting to food





preparation. In the handicraft creation area, students used clay, grains, and recycled cardboard to create harvest-themed artwork. Outstanding works were selected for display on campus.

Through this activity, students engaged closely with crops and gained a direct understanding of agricultural traditions. Their hands-on abilities and teamwork skills were strengthened through practical experience. The event allowed children to experience the joy of harvest through labor, deepen friendships through play, and build confidence through presentation. It further fostered awareness of cherishing food and valuing

hard work. Our school will continue to carry out such experiential activities, promoting the implementation of Education for Sustainable Development through nature-based and labor-centered learning.

Text/Photos: Maquanzi Central Primary School, Qinglong Manchu Autonomous County, Qinhuangdao City, Hebei Province

劳动与艺术交融的绿校创建实践

Green Eco School Development through the Integration of Labor and Arts Education

玉龙纳西族自治县有一所全寄宿制完全小学——太安乡中心完小，学校自开办以来非常重视对学生进行劳动教育和艺术教育，这种教育理念，不仅丰富了学生的校园学习生活，更在潜移默化中塑造了他们坚忍不拔的精神品质。

结合当地高寒气候，滋根及爱心人士为学校修建了共计 506 平米的蔬菜大棚作为劳动基地。中高年级每班负责一个大棚，班主任和科任教师利用劳动课带领学生翻地、施肥、播种、浇水、管理，根据季节的变换在大棚里种上各种新鲜的季节菜；蔬菜收获后轮流供应食堂。

学校同时挖掘、传承纳西民族文化，课后服务开设足球、书法等多个兴趣小组，其中勒巴舞更是成为学校艺术教育的亮点。学校不仅聘请了专业的勒巴舞老师，还专门邀请了民间勒巴舞传承人来学校进行指导，为学生们提供了最地道的勒巴舞教学。学校勒巴舞队曾多次代表太安乡到城区进行演出，得到社会的高度赞誉。勒巴舞不仅丰富了学生的课后生活，也成了学校文化的一张亮丽名片。更在潜移默化中培养了他们的文化自信和民族自豪感。



云南省丽江市玉龙纳西族自治县太安乡中心完小供稿

In Yulong Naxi Autonomous County, there is a fully boarding complete primary school—Ta' an Township Central Primary School. Since its establishment, the school has placed strong emphasis on labor education and arts education. This educational philosophy has not only enriched students' campus life, but also subtly cultivated perseverance and resilience in their character.

Taking into account the local high-altitude and cold climate, Zigen, together with caring donors, funded the construction of a total of 506 square meters of vegetable greenhouses as a labor education base for the school. Each class in the middle and upper grades is responsible for managing one greenhouse. Homeroom and subject teachers use labor classes to guide students in plowing, fertilizing, sowing, watering, and daily management. According to seasonal changes, various fresh vegetables are planted throughout the year. After harvest, the produce is supplied to the school cafeteria on a rotating basis.

At the same time, the school actively explores and preserves Naxi ethnic culture. As part of its after-school services, it offers a variety of interest groups, including soccer and calligraphy. Among them, Leba Dance has become a highlight of the school's arts education program. The school has not only hired professional Leba Dance instructors but also invited recognized folk inheritors of the dance to provide authentic instruction. The school's Leba Dance troupe has represented Ta' an Township in multiple performances in urban areas, earning widespread praise from the community. Leba Dance has enriched students' after-school life and become a distinctive cultural symbol of the school, while quietly fostering cultural confidence and ethnic pride among students. Text/Photos: Maquanzi Central Primary School, Qinglong Manchu Autonomous County, Qinhuangdao City, Hebei Province

Contributed by Ta' an Township Central Primary School, Yulong Naxi Autonomous County, Lijiang City, Yunnan Province



“亲子拾穗，感悟粮心”综合实践活动

“Parents and Children Gathering Wheat Ears, Understanding the Value of Grain” — A Comprehensive Practical Activity

为引导学生亲近自然、体验劳动艰辛、培养珍惜粮食的意识，我校组织开展了小学生周末在家拾麦穗综合实践活动。此次活动得到了家长们的积极配合，学生们热情参与，收获颇丰。

活动过程中，学生们在家长的陪同下，手持袋子，弯腰穿梭在麦田里，认真地捡拾着散落的麦穗。部分家长还借此机会，向孩子讲解了小麦从播种、生长到收获的全过程，让孩子们对农作物有了更全面地认识。

此次活动成效显著：学生亲身体会劳动不易，惜粮意识显著提升；学会辨别、捡拾麦穗的方法，动手与实践能力得到锻炼，家校互动也更为紧密；更在学生心中种下热爱劳动、尊重生态种植，不少学生回家后主动承担家务，真正做到了珍惜粮食、杜绝浪费。

河南省濮阳市范县濮城镇东关小学供稿



To encourage students to connect with nature, experience the hardships of labor, and cultivate awareness of cherishing food, our school organized a weekend practical activity in which primary school students gathered leftover wheat ears at home. The event received strong support from parents, and students participated enthusiastically, gaining meaningful experiences.

During the activity, accompanied by their parents, students carried bags and bent over in the wheat fields, carefully picking up scattered wheat ears. Some parents took this opportunity to explain the entire process of wheat cultivation—from sowing and growth to harvest—helping children gain a more comprehensive understanding of crops.

The activity achieved significant results. Students personally experienced the difficulty of farm work, leading to a noticeable increase in their awareness of valuing food. They learned how to identify and gather wheat ears, strengthening their hands-on and practical skills. Home-school interaction was also enhanced. More importantly, seeds of respect for labor and ecological farming were planted in students' hearts. Many students began voluntarily taking on household chores after returning home, truly putting into practice the principles of cherishing food and preventing waste.

Contributed by Dongguan Primary School, Pucheng Town, Fan County, Puyang City, Henan Province

『乡村发展 RURAL DEVELOPMENT』

以终身学习推动可持续发展和乡村振兴——2025 年乡村振兴可持续发展人才培训在北京举办

Promoting Sustainable Development and Rural Revitalization through Lifelong Learning — 2025 Sustainable Development Talent Training for Rural Revitalization Held in Beijing

12 月 2—4 日，由中国成人教育协会、中国滋根、联合国教科文组织国际农村教育研究与培训中心联合主办的乡村振兴可持续发展人才培训会在北京师范大学举行，来自 10 省近 50 名乡村带头人和从事农村成人教育的工作者参加。

本次培训邀请中国滋根首席专家杨贵平、中国农业大学教授朱启臻等多位专家开展专题授课，课程内容包括以人为本的可持续发展与乡村振兴，农村环境问题和保护，乡土文化传承、创新与推广，乡村经济的融合发展，建设终身学习的乡村——普及成人教育，乡村不同群体的需求及参与等专题。培训课程采用参与式教学模式，鼓励学员结合自身实践分享交流，助力学员掌握相关知识技能，提升思维与问

题解决能力。

学员们纷纷表示，培训内容系统贴合乡村实际，兼具理论与实践性，为推进乡村振兴提供了有力指导。大家在交流中分享本地实践经验与挑战，获得专家针对性建议。这次培训不仅让大家学习了终身学习推动可持续发展在乡村振兴中的作用及意义，更深刻体会到：乡村振兴不是一蹴而就的独行，而是需要政府、职业学校、村民和社会各界的携手共进。

From December 2nd to 4th, the Sustainable Development Talent Training for Rural Revitalization was held at Beijing Normal University. The event was jointly organized by the China Adult Education Association, China Zigen, and the UNESCO International Research and Training Centre for Rural Education. Nearly 50 rural leaders and practitioners engaged in rural adult education from 10 provinces participated in the training.

The program featured lectures by several distinguished experts, including Guiping Yang, Chief Expert of China Zigen, and Professor Qizhen Zhu of China Agricultural University. Key topics included people-centered sustainable development and rural revitalization, rural environmental issues and protection, inheritance, innovation, and promotion of local culture, integrated development of rural economies, building lifelong learning-oriented villages through the popularization of adult education, and addressing the needs and participation of different rural groups.

The training adopted a participatory teaching model, encouraging participants to integrate their own practical experiences into discussions and exchanges. The program aimed to equip attendees with relevant knowledge and skills while enhancing their critical thinking and problem-solving capacities.

Participants noted that the training content was systematic and closely aligned with rural realities, balancing theory with practice and providing strong guidance for advancing rural revitalization. Through exchanges, they shared local experiences and challenges and received targeted advice from experts. The training deepened participants' understanding of the role and significance of lifelong learning in promoting sustainable development within rural revitalization. More importantly, it reinforced the understanding that rural revitalization is not achieved overnight nor by a single actor, but requires collaborative efforts among governments, vocational schools, villagers, and all sectors of society.



◆ 绿色生态文明村庄 Green Eco Village

云南省昭通市朴粹合作社生态林种植进展

Progress of Ecological Forest Planting by Pucui Cooperative in Zhaotong, Yunnan Province

云南省昭通市朴粹种植农民专业合作社在滋根绿色生态文明村项目的支持下，在 2025 年下半年顺利开展了生态林种植项目，累计完成 22,000 棵树木的种植，并同步开展了动员大会、种植培训、检测、补助发放等工作。

项目选址于昭阳区北闸镇岩脚村、青岗岭乡新桥村、大山包镇车路村三地。启动前，合作社联动当地村社召开动员大会，宣讲项目内容、开展植树技术培训，凝聚农户共识、调动参与积极性，为项目推进筑牢基础。

8 月 10 日至 25 日，合作社组织村民参与种植，累计种植本地适生树种约 16 种共 22000 棵，有效提升区域植被覆盖率，增强村民环保意识与协作能力，助力当地生物多样性提升。

为保障种植成效，8 月 26 日至 9 月 5 日，合作社联合村社负责人开展种植检测评估，实地核查树苗数量与生长情况。本次实际种植 22045 棵，检测 21487 棵，损耗率控制在 3% 以内（属正常范围）。目前，种植工作已完成初步阶段，合作社正在筹备后续成活率检测工作。

With the support of Zigen's Green Eco Village Project, the Pucui Planting Farmers' Cooperative in Zhaotong City, Yunnan



种植前动员与培训
Pre-planting mobilization
and training



参与农户签字留档
participating farmers sign
off on their work



工作人员检查苗木
Staff inspect seedlings



种植检测中的柳杉
Cedar in planting testing



种植检测中的柏芝
Cypress in planting testing

Province, successfully implemented its ecological forest planting initiative in the second half of 2025. A total of 22,000 trees were planted, alongside mobilization meetings, technical training sessions, inspections, and subsidy distribution.

The project sites included Yanjiao Village in Beizha Town (Zhaoyang District), Xinqiao Village in Qinggangling Township, and Chelu Village in Dashanbao Town. Prior to implementation, the cooperative collaborated with local village committees to hold mobilization meetings, introduce project objectives, and provide tree-planting technical training, building consensus among farmers and encouraging active participation.

From August 10th to 25th, villagers took part in planting activities, cultivating approximately 22,000 trees of about 16 locally suitable species. The initiative effectively increased vegetation coverage, strengthened villagers' environmental awareness and cooperation, and contributed to local biodiversity enhancement.

To ensure planting effectiveness, from August 26th to September 5th, the cooperative worked with village representatives to conduct inspection and evaluation visits, verifying seedling quantities and growth conditions. A total of 22,045 trees were planted, with 21,487 confirmed during inspection. The loss rate was controlled within 3% (within the normal range). The initial planting phase has now been completed, and follow-up survival rate assessments are being prepared.

建设终身学习的可持续发展乡村 —— 试点村民学习中心 建设绿色生态文明乡村 Building Lifelong Learning-Oriented Sustainable Villages — Piloting Villagers' Learning Centers and Advancing Green Eco Villages

杨建 Jian Yang

自 2021 年以来，滋根持续支持张店村（湖北省武汉市新洲区）和大森店村（河北省青龙满族自治县）村民学习中心建设。通过试点打造学习中心、组建多类型村民学习小组、编印本土化教材、开发通识课程体系等举措，滋根不仅为村民创造了常态化、多元化的学习机会，更为妇女、老年人和青少年等重点群体提供了紧密结合生产生活实际的可持续发展知识与技能支持，推动乡村振兴理念在基层真正落地生根。

自 2024 年起，中国滋根联合当地成人教育部门和村委会，在隔河头镇正式挂牌成立大森店村民学习中心，并进一步完善张店村村民学习中心的功能与课程体系，系统开设涵盖文化素养、家庭教育、心理健康、可持续发展等主题的系列培训活动。课程设计生动多元，既注重理论引导，也强化实践操作，通过互动式、体验式教学方式，让村民在轻松愉悦的氛围中增长知识、提升能力，实现学习与生活、发展与振兴的良性互动。此次项目惠及大森店村 64 名、张店村 1548 名常住居民，尤其助力留守儿童与老人群体，社会影响深远。

大森店村学习中心在多方支持下规范运行，开设的课程遵循“有用、易学”原则，涵盖法律法规宣讲、家庭教育指导、农业技术指导、环境保护、乡土文化传承等内容。许多有关乡村可持续发展特色课程获村民与政府的一致好评，村民学习氛围显著浓厚。

湖北省张店村以村民组织建设为抓手，创办女红坊、文史研究会等组织，通过编印乡土文化读本、建设文史馆、开展特色培训，兼顾不同群体需求，激发村民自发参与建设的积极性，村湾环境与村民精神面貌显著提升，获各级认可并辐射周边村庄。

村民学习中心的建立不仅为村民提供了持续学习的平台，也成为推动乡村产业发展、提升村民素质、促进乡村振兴的重要力量。通过培训和实践，村民掌握了现代农业、文化传承、家庭教育和可持续发展相关知识，增强了自主发展的能力，形成推动乡村可持续发展的内生动力。

在浙江宁海县，滋根同样关注成人教育助力乡村振兴的项目。大佳何成人学校（艺术创富学院）为葛家村、涨坑村 200 余名村民开展了系列培训，内容涵盖非遗剪纸、香薰蜡烛、茶艺、手工银饰及编织挂件制作等。培训不仅提升了村民特别是妇女的实际操作技能，也激发了他们对传统文化的热爱，为乡村注入了可持续发展的新动力。

Since 2021, Zigen has continuously supported the establishment of Villagers' Learning Centers in Zhangdian Village (Xinzhou District, Wuhan, Hubei) and Dasendian Village (Qinglong, Hebei). Through pilot learning centers, the formation of diverse villagers' study groups, the compilation of localized teaching materials, and the development of general education curricula, Zigen has created regular and diversified learning opportunities for villagers. Special attention has been given to women, the

elderly, and youth, providing sustainable development knowledge and skills closely connected to daily production and life, thereby helping rural revitalization concepts take root at the grassroots level.

Since 2024, Zigen in collaboration with local adult education departments and village committees, has formally established the Dasendian Villagers' Learning Center in Gehetou Town and further strengthened the functions and curriculum system of the Zhangdian Villagers' Learning Center. A

systematic series of training programs has been launched, covering cultural literacy, family education, mental health, sustainable development, and related themes. Course design emphasizes both theoretical guidance and practical application, employing interactive and experiential teaching approaches to enable villagers to enhance their knowledge and skills in a relaxed and engaging environment. The project has benefited 64 residents in Dasendian Village and 1,548 permanent residents in Zhangdian Village, particularly supporting left-behind children and elderly residents, generating significant social impact.

The Dasendian Learning Center operates in a standardized manner with multi-stakeholder support. Its courses adhere to the principles of being “useful and accessible,” covering legal awareness, family education guidance, agricultural technology instruction, environmental protection, and local cultural heritage preservation. Many courses tailored to rural sustainable development have received positive recognition from both villagers and local government, fostering a stronger culture of learning within the community.

In Zhangdian Village, Hubei, organizational development has been leveraged as a key strategy. Initiatives such as women's handicraft workshops and local history research associations have been established. By publishing local culture readers, building a village history museum, and offering specialized training programs, the village has addressed the needs of different groups and stimulated residents' voluntary participation in community development. As a result, both the village environment and residents' outlook have significantly improved, earning recognition at various levels and influencing neighboring villages.

The establishment of Villagers' Learning Centers has not only provided a sustainable learning platform but has also become an important driving force for rural industrial development, improvement of villagers' quality, and rural revitalization. Through training and practice, villagers have acquired knowledge in modern agriculture, cultural heritage preservation, family education, and sustainable development, strengthening their capacity for self-driven growth and forming endogenous momentum for sustainable rural development.

Furthermore, in Ninghai County, Zhejiang Province, Zigen has also supported adult education initiatives contributing to rural revitalization. Dajiahe Adult School (Art and Entrepreneurship Institute) has provided a series of training programs for more than 200 villagers from Gejia Village and Zhangkeng Village. Training topics included intangible cultural heritage paper-cutting, scented candle making, tea art, handmade silver jewelry, and woven ornaments. These programs not only enhanced villagers' practical skills—especially among women—but also rekindled appreciation for traditional culture, injecting new momentum for sustainable rural development.



『 公共教育与公益人才 PUBLIC EDUCATION AND PUBLIC WELFARE TALENT 』

教育赋能生态发展共绘可持续未来——教育促进生态文明与可持续发展学术会议
Education Empowering Ecological Development, Co-Creating a Sustainable Future
— Academic Conference on Education for Ecological Civilization and Sustainable Development

吴迪 邓媛 Di Wu, Yuan Deng

2025年10月28日，教育促进生态文明与可持续发展学术会议在中国农业大学人文与发展学院报告厅隆重召开。本次会议汇聚了国内外专家学者、一线教育工作者及乡村实践代表等，他们围绕教育在生态文明建设与可持续发展中的核心作用展开深度研讨，共商实践路径。



开幕式上，中国农业大学党委副书记王勇强调中国农大将发挥学科优势，为教育赋能生态发展提供智力支持；中国滋根罗义贤会长回顾了中国滋根三十年深耕乡村教育的实践历程，从乡村教育帮扶到生态教育推广，累计推动百余所乡村学校开展可持续发展教育试点，呼吁以教育为纽带破解乡村可持续发展难题；联合国教科文组织国际农村教育研究与培训中心主任周作宇从国际视野指出，教育是联合国 2030 年可持续发展议程的“加速器”，并介绍相关国际项目的中国经验。

主旨演讲环节，多位专家分享核心观点：滋根首席专家杨贵平结合三十年实践经验，提出亟需推动可持续发展教育（ESD）本土化落地。她介绍，滋根通过“推广可持续发展教育”“开发可持续发展教育培训课程”“建乡村绿色生态文明学校”“建绿色生态文明村庄”等举措在积极推动教育促进可持续发展。已在全国 12 省 20 余县建成 100 余所绿色生态文明学校，覆盖 5 万名学生，让乡村儿童在实践中理解生态保护与自身发展的紧密联系。

此外，联合国政府间气候变化专门委员会原副主席、2007 年诺贝尔和平奖共同获得者莫汉·穆纳辛格（Mohan Munasinghe）教授，围绕“多极世界中的平衡包容性绿色增长（BIGG）与低碳发展”展开分享。他指出，当前全球面临生态危机、贫富差距等多重挑战，而 1992 年里约地球峰会提出的“可持续发展经济学（Sustainomics）”框架，为整合解决多领域可持续发展问题提供了思路，其中平衡包容性绿色增长（BIGG）路径可有效对接联合国 2030 年可持续发展议程。

莫汉教授特别肯定中国在可持续发展领域的引领作用，他表示，中国通过金砖国家合作机制、上海合作组织、“一带一路”倡议等平台，将低碳技术、绿色发展理念与全球共享，尤其在多极世界格局下，中国以科技创新、社会治理创新协调经济繁荣、环境保护与社会包容的实践，为全球构建地球生态文明提供了重要参考。他呼吁通过多种路径培养具备系统思维与跨领域协作能力的人才，推动全球可持续发展目标落地。

下午，会议围绕“社会公平与包容性发展”“环境与发展”两大分议题研讨。前者聚焦教育推动社会公平与乡村共同体建设，后者探索环境治理、低碳发展与可持续教育的融合路径，专家与实践者分享经验、碰撞思路，评议人分别作总结并提出期望。此次会议的成功举办，为国内外可持续发展教育领域搭建了交流合作的坚实平台，凝聚“教育赋能生态发展”的广泛共识。未来，各方将继续深化合作，推动可持续发展教育与乡村振兴、生态保护、社会公平深度融合，为建设美丽中国、实现联合国 2030 年可持续发展目标及人类命运共同体贡献教育力量。



On October 28th, 2025, the Academic Conference on Education for Ecological Civilization and Sustainable Development was grandly held at the auditorium of the College of Humanities and Development, China Agricultural University. The conference brought together domestic and international scholars, frontline educators, and rural practitioners to engage in in-depth discussions on the central role of education in advancing ecological civilization and sustainable development, and to explore practical pathways forward.

At the opening ceremony, Mr. Yong Wang, Deputy Party Secretary of China Agricultural University, emphasized that the university would leverage its disciplinary strengths to provide intellectual support for education-driven ecological development. Mr. Yixian Luo, President of China Zigen, reviewed Zigen's more than 30 years of dedication to rural education—from supporting rural schooling to promoting ecological education. He noted that over 100 rural schools have participated in sustainable development education pilots, and called for using education as a bridge to address rural sustainability challenges. Mr. Zuoyu Zhou, Director of the UNESCO International Research and Training Centre for Rural Education, highlighted from an international perspective that education serves as an “accelerator” for the United Nations 2030 Agenda for Sustainable Development, and shared China's experience in related international initiatives.

During the keynote session, leading experts shared core insights. Mrs. Guiping Yang, Chief Expert of Zigen, drew upon three decades of field practice to stress the urgency of localizing Education for Sustainable Development (ESD). She introduced

Zigen's integrated approach, including promoting ESD, developing ESD training curricula, building Green Ecological Experimental Schools, and establishing Green Ecological Civilization Villages. To date, over 100 Green Ecological Experimental Schools have been established across more than 20 counties in 12 provinces, benefiting over 50,000 students and helping rural children understand the close connection between ecological protection and their own development.



Professor Mohan Munasinghe, former Vice Chair of the Intergovernmental Panel on Climate Change (IPCC) and co-recipient of the 2007 Nobel Peace Prize, delivered a keynote on “Balanced Inclusive Green Growth (BIGG) and Low-Carbon Development in a Multipolar World.” He observed that the world faces intertwined crises, including ecological degradation and widening inequality. The “Sustainomics” framework proposed at the 1992 Rio Earth Summit offers an integrated approach to sustainable development challenges, while the BIGG pathway aligns effectively with the UN 2030 Agenda. He particularly commended China’s leadership in sustainable development, noting its contributions through BRICS cooperation, the Shanghai Cooperation Organization, and the Belt and Road Initiative. In a multipolar world, China’s coordination of economic prosperity, environmental protection, and social inclusion through innovation offers valuable reference for building a global ecological civilization. He called for cultivating talents equipped with systems thinking and cross-sector collaboration skills to advance global sustainability goals.

In the afternoon, discussions were organized around two sub-themes: “Social Equity and Inclusive Development” and “Environment and Development.” Experts and practitioners exchanged ideas on education’s role in promoting social equity and rural community building, as well as integrating environmental governance, low-carbon development, and sustainable education. Commentators provided summaries and forward-looking recommendations. The conference successfully built a strong platform for international exchange and cooperation in sustainable development education, consolidating consensus on “education empowering ecological development.” Moving forward, stakeholders will deepen collaboration to integrate sustainable development education with rural revitalization, ecological protection, and social equity, contributing educational strength to the realization of the UN 2030 Sustainable Development Goals and a shared future for humanity.

贵州省乡村振兴与乡村可持续发展公益人才培训

2025 Guizhou Rural Revitalization: Sustainable Development NGO Leadership Training

2025年11月16日，“2025年度贵州省乡村振兴与乡村可持续发展公益人才培训”在贵阳圆满结业。本次培训为期三天、设置十个专题课程，吸引省、市、县三级社会组织、村级组织、公益机构等60余名学员参与。

培训以“提升贵州乡村公益人才可持续发展专业能力”为目标，围绕环境责任、经济活力、社会公平、文化多样性等核心领域开展密集教学。

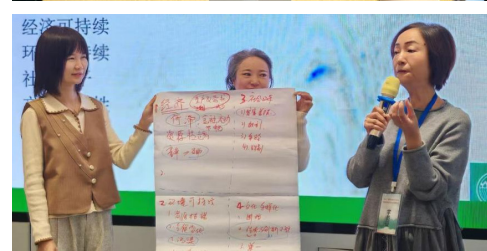
滋根创始人杨贵平女士三次授课，在讲授“以人为本的可持续发展”时，她从滋根三十余年中国农村一线经验出发，强调乡村振兴需要同时兼顾经济活跃、环境保护、文化多样性与社会公平，强调“教育促进可持续发展”在乡村治理中的基础作用。与蔡秀英老师共同分析乡村生态脆弱性并分享可行路径；张莉莉老师主讲性别平等与可持续发展，结合案例阐述农村妇女发展与社区可持续的关联；陆德泉博士分享云南农村实践案例，提出“发展型社会工作模式”，深受学员关注。

王丹老师剖析乡村教育结构性矛盾，强调乡村教育需融合课程、社区与文化，并带领学员总结知识、明确方向；李光对老师将三天课程内容转化为可落地的项目方案，包括：乡村学校绿色生态文明课程；妇女赋能小组；村级文化空间建设；乡村环境教育试点；农村青少年发展行动。

On November 16th, 2025, the Rural Revitalization: Sustainable Development NGO Leadership Training Program concluded successfully in Guiyang. The three-day program featured ten thematic modules and attracted over 60 participants from provincial, municipal, and county-level social organizations, village committees, and public welfare institutions.

The training aimed to enhance the professional capacity of rural public welfare talents in sustainable development, focusing on environmental responsibility, economic vitality, social equity, and cultural diversity.

Mrs. Guiping Yang, Founder of Zigen, delivered three sessions. In her lecture on “People-Centered Sustainable Development,” she drew on more than 30 years of rural experience to emphasize that rural revitalization must balance economic vitality, environmental protection, cultural diversity, and social equity, highlighting the foundational role of education in sustainable governance. Together with Xiuying Cai, she analyzed rural ecological vulnerability and proposed feasible pathways. Lili





Zhang discussed gender equality and sustainable development, illustrating the link between rural women's development and community sustainability. Dr. Dequan Lu shared rural practice cases from Yunnan and introduced a "development-oriented social work model," drawing strong interest from participants.

Dr. Dan Wang examined structural contradictions in rural education, stressing integration of curriculum, community, and culture. Mr. Guangdui Li translated the three-day learning outcomes into actionable project proposals, including Green Ecological Civilization curricula for rural schools, women's empowerment groups, village cultural space construction, environmental education pilots, and youth development initiatives.

滋根受邀参加北京大学深圳研究生院环境与能源国际交流与合作会议并分享实践成果

Zigen Invited to the International Conference on Environment and Energy at Peking University Shenzhen Graduate School

2025年10月30日，“环境与能源国际交流与合作会议”在北京大学深圳研究生院举行。滋根创始人杨贵平女士、滋根理事兼项目部高级顾问黄海峰教授以及滋根基金会高志云会长一行人受邀参会。杨贵平女士以“在农村推广教育促进可持续发展：欠缺、必要、紧急——滋根30年实践”为主题发表专题分享。深入阐述了滋根在乡村教育支持、助力可持续发展等领域的实践经验与成果，直观展现了社会组织在推动社会责任落地、衔接公益力量与社会发展需求中的关键作用，为在场嘉宾提供了公益视角下的实践参考。



On October 30th, 2025, the "International Conference on Environment and Energy Exchange and Cooperation" was held at Peking University Shenzhen Graduate School. Guiping Yang, Professor Haifeng Huang (Zigen Board Member and Senior Project Advisor), and Zhiyun Gao, President of The Zigen Fund, attended as invited guests.

Mrs. Guiping Yang delivered a keynote titled "Promoting Education for Sustainable Development in Rural Areas: Gaps, Necessity, and Urgency—Zigen's 30 Years of Practice." She elaborated on Zigen's experience in rural education support and sustainable development, highlighting the crucial role of social organizations in bridging public welfare forces with social development needs.

滋根与北京国际交流协会可持续发展专业委员会携手推动生态文明与可持续发展教育

Advancing Ecological Civilization and Sustainable Development Education in Partnership

2025年11月1日，北京国际交流协会可持续发展专业委员会在云南丽江雪山艺术小镇，召开“生态文明教育与可持续发展之道”专题研讨会，滋根创始人杨贵平老师带领团队受邀参加。并在“2025丽江生态旅居生活季”平行论坛中，与参会嘉宾们深入探讨生态文明教育的实践路径，推动丽江的可持续发展。

本次会议在“同根共振”的主题下展开，通过主题演讲、嘉宾对话、圆桌交流等多种形式，为现场参与者带来了一场思想与行动交织的生态文明盛宴。来自丽江本地滋根绿色生态文明学校项目示范校玉龙纳西族自治县太安乡中心完小的木梅芳校长分享了太安乡中心完小的实际案例，以及滋根绿色生态文明村项目村玉龙纳西族自治县美乐村绿色生态合作社社长的李秀林老师分享了滋根早期支持的“混农林”实践等在地项目，生动展示了推动民间力量在生态文明建设中的重要作用。

嘉宾对话环节围绕生态文明教育“知行转化”展开，专委会名誉会长庄先生强调民间组织对国家教育体系的补充作用；圆桌交流中，各方就推动玉龙纳西族自治县成为可持续发展示范县等议题深入探讨。此次研讨会促进了双方深度沟通，未来双方将深化合作，通过教育赋能、项目实践等方式，助力丽江玉龙纳西族自治县生态文明乡村建设提质升级。

On November 1st, 2025, the Sustainable Development Committee of the Beijing International Exchange Association held

a seminar titled “Ecological Civilization Education and the Path of Sustainable Development” at Lijiang Snow Mountain Art Town in Yunnan. Mrs. Guiping Yang led the Zigen delegation to participate.

Under the theme “Resonating from the Same Roots,” the event featured keynote speeches, dialogues, and roundtable discussions. Mrs. Meifang Mu, Principal of Taian Township Central Primary School (a Green Ecological Experimental School in Yulong Naxi Autonomous County), shared practical experiences in green school development. Mr. Xiulin Li, head of Meile Village Green Ecological Cooperative, presented local agroforestry practices supported by Zigen. Discussions emphasized the role of civil society in ecological civilization construction and explored pathways for transforming knowledge into action.

During the guest dialogue session, discussions focused on the “integration of knowledge and action” in ecological civilization education. Mr. Christopher Chuang, Honorary Chair of the Special Committee, emphasized the complementary role that civil society organizations play in supporting and enriching the national education system. Participants engaged in in-depth exchanges on topics including advancing Yulong Naxi Autonomous County as a model county for sustainable development. Moving forward, both sides will further strengthen collaboration through educational empowerment and project-based initiatives, contributing to the upgrading and high-quality development of Green Eco Villages in Lijiang’s Yulong Naxi Autonomous County.



滋根代表参与“生态文明：从‘两山理论’到全球行动战略研讨会”并分享在中国乡村持续多年开展可持续发展教育的经验

Zigen Participates in the Symposium “Ecological Civilization: From the ‘Two Mountains Theory’ to Global Action”

2025年11月3日，上海举办“生态文明：从‘两山理论’到全球行动战略研讨会”，其“面向可持续发展的责任管理教育”专题会议上，数十位国内外重量级嘉宾、生态文明领域专家学者齐聚一堂，共同探讨“绿水青山就是金山银山”的新时代实践与全球行动路径。滋根创始人杨贵平老师及理事胡双多女士分别发表演讲并参与圆桌对话，并在会议上分享了滋根在中国农村推动可持续发展教育的三十多年实践与成果，引发与会专家学者的广泛关注。

本次研讨会由上海工程技术大学主办、联合国教科文组织等国际机构支持，旨在分享生态领域创新案例，探讨生态文明建设的中国路径与全球行动，推动中国生态智慧对接国际可持续发展议程。作为专题会议三面向可持续发展的责任管理教育——中国的实践与展望的重要发言嘉宾，杨贵平老师以“在中国农村推进教育促进可持续发展及建立绿色生态文明学校和乡村”为题，回顾了滋根自成立以来，在贵州、云南、河北等地推动乡村可持续发展教育、妇女赋能等方面的探索与实践。她强调：“教育是乡村振兴和生态文明建设的根基。滋根通过创建绿色生态文明学校与乡村，让可持续发展理念扎根农村，赋能社区可持续发展。”

中国滋根理事兼项目部高级顾问黄海峰教授在欢迎辞中阐述了可持续发展与生态文明建设的重要性。肯定滋根等民间组织实践为全球提供的宝贵经验。圆桌对话环节，胡双多与高校学者共同探讨了“人与自然和谐共生：跨国企业的角色”，提出应从小培养孩子亲近自然、保护家园的意识。此次会议挖掘中国传统文化生态智慧，推动本土理论与国际理念融合，展示中国责任管理教育创新实践。滋根三十余年的坚守，正是“绿水青山就是金山银山”理念在基层落地的生动体现。

On November 3rd, 2025, a symposium titled “Ecological Civilization: From the ‘Two Mountains Theory’ to Global Action Strategy” was held in Shanghai. The event, hosted by Shanghai University of Engineering Science with support from UNESCO and other international institutions, explored innovative ecological practices and global pathways. Mrs. Guiping Yang and Board Member Mrs. Shuangduo Hu delivered speeches and participated in roundtable discussions. Mrs. Yang reviewed Zigen’s decades of rural ESD practice in Guizhou, Yunnan, and Hebei, emphasizing that education is the foundation of rural revitalization and ecological civilization.

The seminar was hosted by Shanghai University of Engineering Science with support from international institutions including UNESCO. It aimed to share innovative practices in the ecological field, explore China’s pathway to ecological civilization and its global actions, and promote the alignment of China’s ecological wisdom with the international sustainable development agenda.

As a keynote speaker at Sub-Forum III, “Responsible Management Education for Sustainable Development: China’s Practice



and Prospects,” Ms. Yang Guiping delivered a presentation titled “Advancing Education for Sustainable Development and Building Green Eco-Schools and Villages in Rural China.” She reviewed Zigen’s decades-long efforts since its founding to promote rural education for sustainable development and women’s empowerment in provinces such as Guizhou, Yunnan, and Hebei. She emphasized: “Education is the foundation of rural revitalization and ecological civilization. By establishing Green Eco-Schools and Green Eco-Villages, Zigen enables the principles of sustainable development to take root in rural communities and empowers long-term community development.”

Professor Huang Haifeng, Board Member and Senior Project Advisor of Zigen, highlighted in his welcome remarks the significance of sustainable development and ecological civilization, affirming that the practical experiences of civil society organizations such as Zigen provide valuable lessons for the global community. During the roundtable dialogue, Mrs. Shuangduo Hu joined university scholars to discuss “Harmony Between Humanity and Nature: The Role of Multinational Corporations.” Participants stressed the importance of cultivating children’s awareness of environmental stewardship from an early age, encouraging them to connect with nature and protect their shared home.

The conference explored ecological wisdom embedded in traditional Chinese culture, promoted the integration of local theories with international concepts, and showcased China’s innovative practices in responsible management education. Zigen’s more than thirty years of dedication stand as a vivid example of the principle that “lucid waters and lush mountains are invaluable assets” being translated into concrete grassroots action.

滋根代表团出席 2025 年海南亚洲公益论坛

Zigen Delegation Attends the 2025 Asian Philanthropy Forum in Hainan



中国滋根理事吴迪（左一），滋根筹资推广张海燕（右一），国际生态发展联盟常务理事吴科杉（左二），中国滋根理事兼项目部高级顾问黄海峰（右二）
Board Member of China Zigen, Di Wu (far left); Zigen Fundraising and Outreach Officer, Haiyan Zhang (far right); Executive Council Member of the International Alliance for Ecological Development, Keshan Wu (second from left);
Board Member of China Zigen and Senior Project Advisor, Haifeng Huang (second from right)

2025 年 11 月 29 日，以“开放共建、创新发展”为主题的 2025 年亚洲公益论坛在海南琼海博鳌开幕。作为聚焦联合国可持续发展目标的全球性公益盛会，来自全球 16 个国家和地区的政府代表、国际组织负责人、慈善家、企业家及专家学者等共 600 余人汇聚博鳌，共商亚洲公益发展大计，携手应对全球可持续发展挑战，会议吸引了 90 余万人次在线观看直播。

作为论坛响应与支持单位，在开幕式上，外参会者致以问候，传递本土公益组织参与合作的热忱。下午的“可持续慈善创新”平行论坛中，他以“社会向善与科技向善共促中国高质量绿色发展”为题演讲，介绍了杨贵平创立滋根的初心及 30 年来的公益实践。

演讲中，黄海峰教授分享了滋根从女童教育资助，逐步拓展至教师培训、绿色生态文明学校建设等多领域的实践，通过一系列扎实项目改变了数万名乡村儿童、妇女等群体的命运，引发全场广泛共鸣。结合自身国际研究经验，阐释向善多元维度，通过多个案例展现科技向善的价值，呼吁各界以科技赋能公益、推动绿色发展转型。

On November 29th, 2025, the 2025 Asian Philanthropy Forum opened in Boao, Qionghai, Hainan, under the theme “Open Cooperation and Innovative Development.” Over 600 representatives from 16 countries and regions attended, with more than 900,000 online viewers.

As a supporting organization, Professor Haifeng Huang represented Zigen at the opening ceremony. At the parallel forum on “Innovative

Sustainable Philanthropy,” he delivered a speech titled “Promoting High-Quality Green Development in China through Social and Technological Goodness,” introducing Mrs. Guiping Yang’s founding vision and Zigen’s 30 years of work—from girls’ education sponsorship to teacher training and Green Eco School development—impacting tens of thousands of rural children and women.

Drawing on his international research experience, he elaborated on the multiple dimensions of “technology for good.” Through a series of case studies, he demonstrated the value of leveraging technology for social good and called on all sectors to harness technological innovation to empower public welfare initiatives and accelerate the transition toward green development.

2025 教育促进农村可持续发展国际研讨会在北京召开

2025 International Symposium on Education for Rural Sustainable Development Held in Beijing

2025 年 12 月 1 至 2 日，2025 教育促进农村可持续发展国际研讨会在北京师范大学召开。会议由联合国教科文组织国际农村教育研究与培训中心（农教中心）和中国滋根联合主办，来自国内外高校、国际组织、社会组织、基层学校和乡村创业者近 200 位代表现场参会，近 3000 人在线观看直播。

会上，农教中心携手亚洲可持续发展创业和外交研究院、中国滋根和东南亚教育部长组织可持续发展适度经济理念中心正式启动了“农村可持续发展青年赋能行动计划”。该计划旨在通过能力建设、实践孵化与跨区域协作，支持青年将创业教育与可持续发展目标相结合，培育服务农村社区的创新方案，推动青年从理念学习走向长期、可持续的实际行动。

主旨演讲环节，滋根创始人杨贵平指出，经济分化、气候危机与社会不平等问题凸显出现代发展模式的不可持续性。她回顾了中国滋根在乡村教育与社区发展方面的系统实践，强调通过教师培训、课程建设和社区学习中心，将可持续发展理念融入义务教育与成人教育，引导学生和社区在行动中理解并践行联合国可持续发展目标。

会议设置三场论坛及青年相关环节：论坛一由北京大学深圳研究生院客座教授、中国滋根项目部高级顾问黄海峰主持，围绕创业教育内涵拓展与政策融入展开研讨，明确创业教育应融入多领域政策框架；论坛二聚焦创业教育赋能农村社区发展，嘉宾强调多方协同构建乡村创业生态；论坛三由中国滋根可持续发展教育专家李光对致开幕辞，强调引导青年将可持续发展理念转化为行动。青年代表分享实践经验，开放讨论环节围绕青年参与乡村发展相关议题互动交流，闭幕式上联合国教科文组织国际农村教育研究与培训中心理事迈克尔·奥莫莱瓦呼吁青年积极投身乡村可持续发展事业。

From December 1st to 2nd, 2025, the 2025 International Symposium on Education for Rural Sustainable Development was held at Beijing Normal University, co-hosted by the UNESCO International Research and Training Centre for Rural Education and Zigen. Nearly 200 representatives attended onsite, with close to 3,000 online participants.

The symposium officially launched the “Rural Sustainable Development Youth Empowerment Action Plan,” aiming to integrate entrepreneurship education with the Sustainable Development Goals through capacity building, incubation, and cross-regional collaboration.

In her keynote, Mrs. Guiping Yang emphasized that economic polarization, climate crises, and social inequality expose the unsustainability of current development models. She highlighted Zigen’s systemic approach to integrating sustainable development concepts into compulsory and adult education through teacher training, curriculum development, and community learning centers.

Three thematic forums addressed entrepreneurship education integration, rural entrepreneurial ecosystems, and youth engagement. Mr. Michael Omolewa, Board Member of the UNESCO International Research and Training Centre for Rural Education, called upon youth to actively contribute to rural sustainable development. Through sustained dedication over three decades, Zigen continues to embody the principle that “lucid waters and lush mountains are invaluable assets,” advancing sustainable development from rural grassroots to global dialogue.



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