



Zigen Fund Newsletter

For Grassroots Development in China Spring 2023

滋根会讯第 65 期

Donate by Credit card: www.zigenfund.com/donate

Donate by PayPal: www.paypal.com/fundraiser/charity/1404796



Zhangdian Primary School, Xinzhou District, Wuhan City, Hubei Province — 湖北省武汉市新洲区张店小学乡土文化进课堂——《指尖的技艺，学习刺绣》
Local culture into the classroom "Skills at Fingertips, Learning Embroidery"

我们共同的未来

——建立可持续发展的社区

杨贵平

(本文部分节选自湖北武汉市第三届可持续发展论坛开幕式杨贵平老师演讲稿)

今天我和大家分享在过去三十年滋根在农村推广“教育促进可持续发展”及创建绿色生态文明学校和乡村，从理念到实践的经验。联合国于 1987 年提出可持续发展，是针对当前主流的发展不停增加生产，获得利润，刺激扩大消费、累积资本。而地球的资源是有限的，无限的增加生产和有限的资源形成巨大的矛盾。1992 年，联合国在巴西里约召开的世界环境与发



展大会，有 179 个国家首脑参加，会议提出“可持续发展”三个支柱：经济活跃，环境保护，社会公平。2000 年，联合国又增加了可持续发展的第四个支柱：文化多样性。这四个支柱一个都不能少，个个都重要。并不是只要经济发展了别的问题都解决了，不能为了经济增长而破坏了环境与社会公平，它们是相互关联的。

从 1987 年提出可持续发展以来，近半个世纪过去了，不幸的是我们所面对的气候变化越来越严重，暴雨、地震、火灾……生物多样性面临的危机也很严重。国与国之间贫富差距逐年扩大，很多丰富多彩的民族文化、地方文化也在急剧消失，被消费文化所取代。可持续发展的四个支柱都面临着危机。

多年来，可持续发展教育有着清楚的框架、内容、理念、过程，及很多国家在推进教育促进可持续发展的经验。1992 年联合国环境与发展大会通过的《21 世纪议程》提出，促进可持续发展，教育是关键。现在的教育只是为了提高人的技能，为了人找工作和个人成长，在全球化和世界的变动中这样的教育是不够的，教育就有了重要的使命，即促使每一个人，从幼儿到中年到老年，获得促进可持续发展的重要议题的知识、态度、技能和参与行动。这些议题包括气候变化、生物多样性、贫困、消费的生活形态和生产等和可持续发展四个支柱有关的紧急的议题。通过教育，希望人们有公共的觉悟、价值观和行为的改变。

滋根扎根农村三十多年，始终从事乡村教育和乡村的发展。早年重点在支持女童上学和学校的基础设施、基础教育，见证了中国的城市化、工业化的过程，随着免费教育的推行，城乡人们生活品质明显提高，通过支持入学受教育来扶贫的时代过去了。滋根也将重点转移到了在农村的基础教育，职业和成人教育中推广教育促进可持续发展，同时支持建立绿色生态文明学校和绿色生态文明村。在中国飞速发展的同时，我们在农村也看到了土地、水的污染，自然资源的破坏，传承千年的丰富多彩的文化在流失。这些内容在乡村成人教育和学校教育中是非常欠缺的，目前的教育系统对这些内容关注都是不够的。

我们在乡村推广可持续发展教育的同时也面临了很多的困难与矛盾。例如可持续发展倡导的价值观是节俭，与当前的增加生产、扩大消费是矛盾的；学校的课程与当地的文化和生活基本上是不结合的；学校对老师的评估也完全是与学生的考试成绩挂钩。目前来看，环境教育、可持续发展教育在中国、乃至世界都还没有得到主流的认可，所以推动起来必然会有很多困难。让可持续发展教育成为主流的道路还非



常长，但对于我们人类来说，它是非常欠缺、必要和紧急的。

虽然遇到很多困难，但为什么滋根项目学校中很多老师还非常积极呢？我们支持地区的乡村老师基本来自本土，对本地环境破坏、很珍惜的乡土文化慢慢流失被城市文化取代、被人们看不起，且这些都没有在学校课程中体现的现象，表示非常担心和焦虑，觉得现在的孩子对家乡的认同越来越淡漠。现在农村年轻人都外出务工，仅留下老人、妇女、留守儿童之后，乡村振兴、乡村可持续发展的前景到底在哪里？老师们面对此情此景，也非常痛惜，并在寻找不同的解决方法。所以，这些老师参加了培训和绿色生态文明学校建设后，就非常投入，觉得不能仅仅在学校教课本知识，要与生活结合地开展教育，老师们也认识到可持续发展并不高大上，就在我们的身边，有很多事情可以做。



以下是参与培训的一些老师的反馈：

- 可持续发展并不是一个高大上的名词，它就在我们身边，需要每个人的参与！
- 培训让我很震撼！我是个很内向的学习者，但是参与式的学习让我放开了许多。每节课都会在我平静的心里溅起阵阵浪花，每一朵浪花都让我体会到了学习的快乐！
- 我以前认为可持续发展就是保护环境，现在知道了可持续发展是要以人为本的可持续发展下去，它包括了环境、教育、文化等等。
- 在乡土文化的课题上，我们通过讨论，大家畅所欲言，对家乡本土的文化，乃至传承千年的中华文化进行了深刻的剖析，然后分享出来给大家，这触动了我对本民族文化的认同和保护欲。
- 我以前认为环境教育在课堂上完成就行了，现在觉得环境教育也可以与生活相结合，带领学生们感受大自然。

在培训课程以外，我们也在中国的农村支持建设绿色生态文明学校和绿色生态文明村。绿色生态文明学校的目的就是在学校中能够融入有关环境保护、乡土文化传承创新、性别平等、家庭学校村庄合作等方面的综合性教育内容，与学校课程结合。目前，滋根已经在中国近 14 个省 30 多个县支持了超过百所的绿色生态文明学校，主要得益于当地教育部门的支持与学校老师的积极参与。在可持续发展的框架下，我们针对乡村学校的老师，开发了“共创可持续发展的乡村，教师培训课程”，“青春期女童性健康教育老师培训课程”；针对乡村的成人教育老师和从事农村工作的骨干，开发了“

乡村振兴 - 可持续发展人才培训课程”。

滋根在农村做了这么多年实践，看到农村具有非常大的潜力，我们的梦想是希望通过可持续发展教育培养每一个人，无论是幼儿、少年，还是中年人、老年人，都能有环保的知识、意识，了解尊重家乡的文化，关心自己的家乡，为家乡可持续发展发挥力量，采取行动；同时能够放眼世界，对不可持续发展的的问题有所分辨，对此有批判意识。如果中国每一个人都能这样，中国一定是世界上最伟大的国家，带领大家创造一个可持续发展的未来。我们共同盼望、共同勉励，通过点滴工作来促进可持续发展的未来社会。

滋根支持的绿色生态文明学校老师教学教案举例

认识玉米皮粘贴画	【民间技艺类】	种植活动分享会	【劳动实践类】
树叶拼贴画	【民间技艺类】	农村垃圾处理实验研究	【污染物治理类】
家乡干鲜果品品鉴会	【家乡风采类】	美术课中的变“废”为宝	【可持续生活方式类】
认识身边的中草药	【家乡风采类】	科学认识水资源	【水资源保护类】

绿色生态文明示范点校不同人群的改变

受益群体：绿色生态文明学校的老师，学生和家

老师的改变

- 老师参加“共创可持续发展乡村-教师培训”
- 将培训课程内容融入课堂教学，校内校外活动并写成教案
- 老师引导学生参与教案的教学活动，培养学生获得教案中的知识、态度和技能

学校的改变

- 学校要有建立绿校的政策支持
- 学校成立绿色生态文明校的推动小组
- 学校的校容校貌有改变：如：有节能环保的设施，有校园，没有污染源等，
- 学校的班级和校园环境布置突出乡土文化与环保，
- 学校要保证足够的课时（每周不少于2课时）
- 对教学的老师要有激励机制。

学生的改变

- 学校老师参加培训，撰写可行的与日常教学相结合的教学教案，将培训课程相关内容融入课堂教学及学生小组活动；
- 培养学生获得教案中相关的知识、态度、技能和参与：例如：垃圾回收分类，提倡勤劳节俭，人与环境共生，三节省（3R—Reduce, Reuse, Recycle），乡土文化不是落后的等相关的知识，态度，价值观，技能和行动

家长的改变

- 家长参与绿校学校的活动，家长会更积极参与学校的环保活动，乡土文化活动

学校要起试点示范推广作用

- 组织参观，召开县、地区推广会议，媒体报道，学校定期活动介绍等。



Our Shared Future —Building Sustainable Communities

Pat Yang

(Part of the paragraph is excerpted from the speech of Mrs. Yang at the opening ceremony of the 3rd Sustainable Development Forum in Wuhan, Hubei)

Today I will share with you the experience of Zigen in promoting "education for sustainable development" and creating Green Eco School and Green Eco Village in rural areas over the past 30 years, from the concept to the practice. Sustainable development was proposed by the United Nations in 1987 in response to the current mainstream development in which production is constantly increased to make profits and stimulate the expansion of consumption and accumulation of capital. However, the Earth's resources are finite, and there is a major contradiction between unlimited increase in production and finite resources. In 1992, the United Nations Conference on Environment and Development was held in Rio de Janeiro, Brazil, with the participation of 179 heads of state. The Conference proposed three pillars of sustainable development: economic dynamism, environmental protection, and social equity. In 2000, the United Nations added a fourth pillar of sustainable development: cultural diversity. All these four pillars are essential, and each of them is considered valuable. It is not the case that all other problems can be addressed as long as the economy grows. We cannot grow economically at the expense of the environment and social equity, as they are interrelated.

Today I will share with you the experience of Zigen in promoting "education for sustainable development" and creating Green Eco School and Green Eco Village in rural areas over the past 30 years, from the concept to the practice. Sustainable development was proposed by the United Nations in 1987 in response to the current mainstream development in which production is constantly increased to make profits and stimulate the expansion of consumption and accumulation of capital. However, the Earth's resources are finite, and there is a major contradiction between unlimited increase in production and finite resources. In 1992, the United Nations Conference on Environment and Development was held in Rio de Janeiro, Brazil, with the participation of 179 heads of state. The Conference proposed three pillars of sustainable development: economic dynamism, environmental protection, and social equity. In 2000, the United Nations added a fourth pillar of sustainable development: cultural diversity. All these four pillars are



essential, and each of them is considered valuable. It is not the case that all other problems can be addressed as long as the economy grows. We cannot grow economically at the expense of the environment and social equity, as they are interrelated.

For many years, education for sustainable development has had a well-defined framework, content, philosophy, and process, as well as the experience of many countries in promoting education for sustainable development. Agenda 21, adopted by the United Nations Conference on Environment and Development in 1992, states that education is the key to promoting sustainable development. Education nowadays is only about improving people's skills, about getting a job and about personal growth. In the midst of globalization and the changes in the world, such education is not enough, and education is given an important mission. That is, it aims to enable everyone, from early childhood to middle age to old age, to acquire the knowledge, attitudes, skills and participation in actions on critical issues that promote sustainable development. These include urgent issues related to the four pillars of sustainable development, such as climate change, biodiversity, poverty, and consumption lifestyles and production. Through education, it is hoped that people will change their public consciousness, values and behavior.

Zigen has been involved in rural education and development for more than 30 years, with roots in rural areas. In its early years, Zigen emphasized supporting girls' schooling and school infrastructure, as well as

basic education, witnessing how China has become urbanized and industrialized. With the introduction of free education, the quality of life in rural and urban areas has improved significantly, and the era of poverty alleviation by supporting access to education has ended. Zigen has also shifted its focus to promoting education for sustainable development in basic, vocational and adult education in rural areas, as well as supporting the establishment of Green Eco Schools and Green Eco Villages. While China is growing rapidly, we are witnessing in the rural areas that the land and water are being polluted, natural resources are being destroyed, and the rich and colorful culture that has been passed down for thousands of years is being lost. These elements are largely deficient in rural adult education and school education, and the current education system has not given enough attention to them.

We have been facing many difficulties and contradictions in promoting education for sustainable development in rural areas. For example, sustainable development advocates the value of frugality, which is in conflict with current efforts to increase production and expand consumption. The school curriculum is not integrated with the local culture and life, and the evaluation of teachers in schools is completely linked to students' examination scores. At present, environmental education and education for sustainable development are not yet recognized by the mainstream authorities in China and the world, so there are bound to be many difficulties in promoting them. It is a very long road to mainstream education for sustainable development, but it is very insufficient, necessary and urgent for all of us.

Despite the difficulties, why do many of the teachers

in Zigen's schools still take an active role? The rural teachers in our supporting areas, who are basically from the local community, have expressed great concern and anxiety, as the local environment is being destroyed, the cherished local culture is gradually being lost and replaced by urban culture and is being looked down upon by the people, and none of these problems are embodied in the school curriculum. They feel that the children nowadays are becoming more and more indifferent to the identity of their hometown. Nowadays, all the young people in rural areas are working away from their homes, leaving only the elderly, women and children behind, so what is the future of rural revitalization and sustainable development? Faced with this situation, the teachers also deplored the situation and were looking for different solutions. Therefore, after participating in the training sessions and building the Green Eco School, the teachers became very involved. They think that they cannot just teach lessons in textbooks at school, but that they need to educate in a way that is relevant to their lives. Also, the teachers are aware that sustainable development is not high-end, magnificent or classy, but rather all around us, and that we have a lot to do.



Here is the feedback from some of the teachers who attended the training sessions:

- Sustainable development is not a high-end, magnificent and classy term, but it is all around us and requires everyone's participation!
- The training blew me away! I'm a very introverted learner, but the participatory learning has helped me relax a lot. Every session splashed a wave in my calm mind, and every wave made me appreciate the joy of learning!
- I used to believe that sustainable development is about protecting the environment, but now I know that sustainable development is about human-centered sustainable development, involving the environment, education, culture and so on.
- In the topic of local culture, we discussed with each other and shared our deep analysis of our local culture and even the Chinese culture that has been passed down for thousands of years. It touched my desire to identify with and preserve our local culture.
- I used to see environmental education as something that could be done in the classroom, but now I think it can also be integrated into the lives of students and lead them to experience nature.



Examples of lesson plans from teachers of Green Eco Schools supported by Zigen

Recognizing corn husk paste paintings	[Folk arts]
Collage of leaves	[Folk Arts]
Dried and fresh fruits tasting from home	[Hometown style]
Knowing the herbs around you	[Hometown style]
Sharing of planting activities	[Labor practices]
Experimental study of rural garbage treatment	[Pollutant control]
Recycling waste materials in art classes	[Sustainable lifestyles]
Scientifically knowing water resources	[Water resources protection]

Zigen Fund Newsletter CONTENTS

我们共同的未来——建立可持续发展的社区

Our Shared Future —— Building Sustainable Communities

01

『学校教育 School Education』

07

传承民族文化，弘扬国学经典— 榕江县两汪乡中心校绿色生态文明学校创建工作	07
Transmitting National Culture, and Carrying Forward Classics of Chinese Studies—Development of Green Eco School in Liangwang Township Central Primary School of Rongjiang County	
- 我爱大课间 <i>I love the break</i>	
滋根助力三店二中绿色生态文明建设	10
Zigen Helps Sandian Street No.2 Middle School to Develop a Green Ecological Civilization	
滋根支持的云南省玉龙县的多所小学生生活设施接受验收	13
Living facilities of Zigen-supported elementary schools in Yulong County, Yunnan Province were accepted	
云南省玉龙县：传统民族文化活动丰富桃花完小校园生活	14
Yulong County, Yunnan Province: Traditional ethnic cultural activities enrich school life at Taohua Primary School	
内蒙古林西县：官地小学同学们用自己制作的手工作品祝贺教师节	14
Linxi County, Inner Mongolia: Students of Guandi Primary School congratulated Teacher's Day with their handmade works	
贵州省正安县：将女童健康包发放到学生手中	15
Zheng'an County, Guizhou Province: Girls' health kits distributed to students	

『女童性健康教育 Rural Adolescent Girls Sex Health Education』

15

『乡村发展与成人教育 Rural Development and Adult Education』

17

滋根携手共建绿色村庄 干部群众同心奋斗美好生活 17
 Zigen joined hands with Dasendian to build a Green Eco Village and the leaders and people worked together for a better life

“乡村振兴你我同行” 助力乡村振兴可持续发展实践案例征集正式启动 25
 “Revitalizing the Village by You and Me” -- Call for cases of sustainable development practices to help revitalize the countryside was officially launched

『新闻快讯 Zigen News』

26

中国 - 东南亚生态文明视角下的教育促进农村可持续发展研讨会顺利召开 26
 The Seminar on Education for Sustainable Development in Rural Areas from the Perspective of China-Southeast Asia Ecological Civilization was successfully held

致力于中国乡村教育 34 年，滋根创始人杨贵平获中国第 12 届公益节“年度公益人物奖” 30
 Guiping Yang, Founder of Zigen, awarded "Philanthropist of the Year" at the 12th China Philanthropy Festival for 34 years of commitment to rural education in China

『学校教育 School Education』

传承民族文化，弘扬国学经典——榕江县两汪乡中心校绿色生态文明学校创建工作

Transmitting National Culture, and Carrying Forward Classics of Chinese Studies
 --Development of Green Eco School in Liangwang Township Central Primary School of Rongjiang County

- 我爱大课间 I love the break

两汪乡中心校位于贵州省榕江县雷公山腹地，距离县城 90 公里，是一所农村寄宿制完全小学，现有在校学生 376 人，专任教师 29 人。学校以《放飞理想》为校歌，以“传承民族文化，弘扬国学经典”为学校特色。

2016 年 3 月，在贵州省榕江县教育和科技局的牵线搭桥下，滋根在我校开展了第一个项目——女童健康教育，随后我校就与滋根结下了不解之缘。经过四年多的发展，学校在苗族文化传承、主题环境教育、劳动基地使用方面均积累了一定经验，可持续发展理念已在我校生根发芽、开花结果。

榕江县两汪乡是世界超短裙苗族之乡，有浓郁的民族文化色彩。每到三四月的农闲季节，很多当地超短裙苗族支系的青年男女就会到山坡上唱情歌。从 2017 年开始，学校聘



请到隔壁村寨的一名芦笙师傅和学校一位苗族老师共同开展芦笙舞教学。他们首先将学校其他有一定基础的老师培养成



辅导教师，并在儿童节前通过集体排练的方式让同学们有了基础掌握。在老师们的指导下，利用运动会等大型活动时间通过“芦笙舞比赛”的方式激励全体学生学习。芦笙舞具有粗犷欢快、简单易学的特点，学生们学习起来也比较有兴趣，现在，学生已经对芦笙舞有了充分掌握。学校将芦笙舞确定为大课间一项集体活动，老师和学生早晨会一起在本地艺人录制的芦笙调的伴奏下跳起芦笙舞，每周学校也会选择两个下午的社团活动时间，由苗族老师分别带领二十多名学生进一步学习芦笙的吹奏或排练民族舞蹈。在跳芦笙舞的过程中，学生们表现出浓厚的兴趣，也感受到苗族文化的独特魅力。

另一方面是染布技艺的传承，“超短裙”作为流行于当地百姓中的一类服饰，已成为当地民族服饰文化的标志。学校为了让同学们对超短裙的染制过程有系统的了解，增加民族认同感，便由周昌智老师牵头，在其他教师和部分家长的配合下，通过访问民族艺人、上网查阅资料等方式，对超短裙的布料种类、以蓝靛菜汁为代表的各类染料，以及染制的一道道工序做了充分的调查，并用文字和图片形式做了详细的介绍，编写出校本教材供学生学习掌握。在考察中，老师们发现百姓们以前都是用自己亲手缝制的布料来做超短裙，现在都是买白布再染色，一些古老的染制手艺也渐渐失传，

Located in the hinterland of Leigong Mountain in Rongjiang County, Guizhou Province, 90 kilometers away from the county town, Liangwang Township Central Primary School is a rural complete elementary school for boarding, with 376 students and 29 full-time teachers. The school's school song is "Let Your Dreams Go", and it features "Transmitting National Culture, and Carrying Forward Classics of Chinese Studies."

In March 2016, Zigen launched its first project in our school - Girls' Health Education - with the assistance of the Education and Technology Bureau of Rongjiang County, Guizhou Province. Our school has since become itightly bound to Zigen. After more than four years of development, our school has accumulated some experience in Miao cultural heritage, thematic environmental education, and the use of labor bases, and the concept of sustainable development has taken root, blossomed and produced results in our school.

Liangwang Township of Rongjiang County is the hometown of the world's Duanqun Miao people, with a strong ethnic culture. During the slack farming season in March and April, many boys and girls from the local Duanqun Miao branch will sing love songs on the hillside. Since 2017, the school has hired a Lusheng teacher from the neighboring village and a Miao teacher

这些都反映出民族传统技艺传承的紧迫性。

绿校建设给学校带来的又一变化就是节能环保设施的补充完备，除了每一个班级配备了环保垃圾收集箱，在滋根的资助下，学校获得十盏太阳能路灯的支持，夜晚学校的操场更加明亮，方便了寄宿生晚自习课间在操场的活动；在滋根的资助下，学校还获得一个很大的空气能热水器安放在洗澡间的上方，每周一到周四的下午开放供学生使用。自从热水器安装后，学生运动出汗后就会主动去洗澡，卫生习惯得到很大改进，普遍更加注重个人卫生了。

除了环保设施的增补，为了推进环境教育和劳动教育，学校也建设了生态科普劳动基地和后花园花卉种植实践基地。学校首先利用校舍后边的一些小面积空地种植了豆角等蔬菜和一些香料。到了综合实践活动课的时间，老师就会带领学生走进基地参与到种植、田间管理到收获的全过程。学校又于2019年征得学校后山的两亩土地用于栽种杜鹃花。杜鹃花是以前当地家家户户普遍种植的花卉品种，学校之所以选种也是让学生对当地的自然风物有更多的了解感受。

未来，两汪乡中心小学将在继续推广芦笙舞课间活动的基础上，加快染布技艺校本教材的完善，并探索劳动基地课程实践的创新模式，从多方面加快绿色生态文明学校的创建。



from the school to teach the Lusheng dance. They first trained other teachers at the school who had some basic knowledge to be tutors, and helped the students to master the basics through group rehearsals before the Children's Day. Under the guidance of the teachers, all students were encouraged to learn the dance through the "Lusheng dance competition" during the field day and other large events. The Lusheng dance is rough and cheerful, easy to learn, and the students are interested in learning it. Now, students have mastered the Lusheng dance. The school has designated the Lusheng dance as a group activity during recess, and teachers and students perform the Lusheng dance together in the morning to the accompaniment of a Lusheng tune recorded by a local artist. Two afternoons a week, the school also organizes club activities where the Miao teachers lead

more than 20 students to learn how to play the Lusheng or rehearse the ethnic dance. The students showed great interest in Lusheng dance and experienced the unique charm of Miao culture.

On the other hand, it is the inheritance of the skill of cloth dyeing. As a popular dress among the local people, the mini-skirt has become a symbol of the dress culture of the local ethnic group. The school wanted the students to gain a systematic understanding of the dyeing process of the mini-skirt and to increase their sense of ethnic identity. Zhou Changzhi took the lead, with the cooperation of other teachers and some parents, in a thorough investigation of the types of fabrics used for the skirt, the various types of dyes represented by indigo juice, and the processes involved in dyeing the skirt through interviews with ethnic artists and online access to information. In addition, they made a detailed introduction in the form of text and pictures, and prepared a school-based textbook for students to learn and master. During the visit, the teachers found that people used to make skirts with their own hand-sewn fabrics, but now they buy white cloth and dye it, and some of the old dyeing techniques are gradually lost, which reflects the urgency of passing down the traditional ethnic crafts.

The establishment of the Green Eco School has made another difference to the school by completing the energy saving and environmental protection facilities. In addition to the provision of eco-friendly trash bins for each classroom, the school received support from Zigen for ten solar-powered street lights. Thanks to this, the school playground is brighter at night, making it easier for boarding students to enjoy their evening recesses in the playground. With the financial support of Zigen, the school also received a large air heater to be installed above the bathrooms, which is open for students to use every Monday through Thursday afternoon. Since the installation of the water heater, the students have taken the initiative to take showers after exercising and sweating. Their hygiene habits have been

greatly improved and they generally have become more conscious of personal hygiene.

In addition to the addition of environmental protection facilities, the school has also built an ecological science work base and a flower planting practice base in the back garden in order to promote environmental education and labor education. The school first used some small open space behind the school building to plant vegetables such as beans and some spices. During the time of comprehensive practical activities, teachers would lead students to participate in the planting, field management and harvesting process in the base. In 2019, the school acquired two mu of land at the rear of the school to plant rhododendrons. Rhododendron is a flower species that used to be commonly planted in local households, and the school chose to plant it so that the students could learn more about the local nature.

In the future, Liangwang Township Central Primary School will continue to promote the recess activity of Lusheng dance, and accelerate the improvement of school-based textbooks of cloth-dyeing skills. Also, it will explore the innovative mode of labor base curriculum practice and accelerate the development of Green Eco School from various aspects.



我爱大课间 I love the break

两汪中心校学生 夏胜琼

Shengqiong Xia, a student from Liangwang Township Central Primary School

每逢过年的时候，芦笙坪的主角苗妹们总会打扮得漂漂亮亮，头戴银帽，穿着老人们制作的超短裙，手戴银镯。你看那苗服上的做工多精致，一针一线都是老人们缝的，这些都是苗

族人民的服饰，穿着最美的服饰，跳最好的芦笙，犹如一道风景，可让我没想到的是踩芦笙竟成了学校的一种运动。

叮铃铃！下课了，同学们排着整齐的队伍向操场走去，



来到操场，同学们排成四排，运动进行曲响了，同学们就迈开双腿，双手紧握在腰间。你听，那整齐的脚步声，洋溢的青春活力；你看，同学们个个昂首挺胸，跑完了步，就迎来了踩芦笙时间，原本的四排变成了两排。芦笙声响起，每班的带队同学便甩出双手，迈开左脚和右脚。男生的动作稍大方、豪放一些，而女生的动作则小步一点，但手要甩大一些。

During the New Year, Miao girls, the stars of Lushengping, are always dressed up, wearing silver hats, mini skirts made by the older people, and silver bracelets. You can see how exquisite the craftsmanship is on the Miao clothes, where every stitch is sewn by the older people. These are the costumes of the Miao people. They wear the most beautiful costumes and dance the best Lusheng, just like a picture. But what I didn't expect was that the Lusheng dance became an exercise in school.

When the final bell rings, the students walk to the playground in neat rows, and when they come to the playground, they line up in four rows. When the Sporter March plays, the students spread their legs and clasp their hands around their waists. You can hear the neat footsteps expressing the youthful energy; you can see that the students all hold their heads high, and after running, it is time to step on the Lusheng, and the original four rows turn into two rows. When the sound of the Lusheng comes out, the leading students of each class throw out their hands and step on their left and right feet. The boys' movements are more aggressive and generous, while the girls' movements are slightly more modest, but their arms are swung wider. With the sound of Lusheng, the students move their bodies, without any mistake, stepping on and off. Every cell of their bodies seems to move with them, and their whole bodies are

随着芦笙的声音，同学们舞动着身姿，丝毫没有差错，踩着踩着，身体的每个细胞似乎也跟着动起来，不知被什么力量吸引了一样，整个身体都被带动了。

这样的课间操真是既锻炼了身体，又弘扬民族文化，把芦笙舞带入世界各地，让其他地区的人们知道在少数民族里还有一个踩芦笙舞的运动，这样的大课间谁不爱？

mobilized as if they were attracted by some power.

Such setting-up exercises during the break can not only exercise our body, but also carry forward the culture of the ethnic group. We are bringing the Lusheng dance to the rest of the world and showing people in other regions that there is a sport of Lusheng dancing in the minority. Everyone loves such a break.



滋根助力三店二中绿色生态文明建设

Zigen Helps Sandian Street No.2 Middle School to Develop a Green Ecological Civilization

湖北省武汉市新洲区三店二中彭文华

Wenhua Peng, Sandian Street No.2 Junior Middle School, Xinzhou District, Wuhan City, Hubei Province

三店街第二初级中学，坐落于新洲区东部的和平岗上，是一所农村偏远地区的全日制寄宿制初级中学。学校自有劳动实践基地 10 亩，共建单位研学基地 200 亩，现有学生 305 名，6 个教学班，35 名教师。

一、做好绿色生态文明建设常规工作的引路校

“可持续发展”进课堂，一线教师撰写绿色生态文明学校校本教案，践行可持续发展理念。我校作为区级“劳动教育共同体”牵头学校，每人至少分享一篇绿色生态建设劳动教育教

案，在校领导班子统一组织下，全校老师上交的绿色生态文明建设劳动教育教案达二十余篇，且十余篇获得一等奖。

发挥好劳动教育的功能。学生每年暑期开展劳动教育绿色行动社会实践活动，学校重视家校合作，学生会深入到学校服务区的乡村，宣传教育村民，共同弘扬乡土文化。学校组织制定了劳动教育实施方案，建设劳动馆、开展劳动实践、学生劳动积分兑换、全面评价学生的综合素质和能力，获得巨大成功。学校被确定为全区劳动教育联盟牵头单位，滋根实验基地。



二、做好绿色生态文明建设特色教育的创新校

2013年，学校创建劳动教育特色学校，核心领导老师主动承担项目工作，利用假日带着学生走村串户收集旧农具300多件，带着教师搜集农耕史料500多页。2018年，在三店二中校园内建成新洲首个“农耕文化展览馆”，展览馆成为学生劳动实习和游客农耕体验区，向人们普及了科技，记住了乡愁。

建成劳动银行超市、农家院落，开展学生积分兑换和农耕生活体验活动。学生通过劳动，不花一分钱就可以换得自己喜欢的商品，也不需要走远，在校园内就可以看古代民居，体验农耕生活的乐趣。

组建花卉社团，聘请区级教育专家现场指导教学，学生

Sandian Street No.2 Junior Middle School, located in the eastern Hepinggang of Xinzhou District, is a full-time boarding junior middle school in a remote rural area. The school has its own labor practice base of 10 mu, a research base of 200 mu jointly built with units, and it has 305 students from 6 teaching classes and 35 teachers.

学习植物的扦插，降低了花卉种植的成本，提高了花卉的成活率。学生在课堂接受到蛋壳、树叶、菜根等循环利用的理念，转化到了行动之中，增强了环保意识。

劳动教育基地建设科学合理，学生劳动课实践活动有条不紊开展。打造农村偏远学校劳动教育新范式，经验在全区研讨会、《湖北教育》、滋根“全国研讨会”上交流推广。

三、当好绿色生态文明建设教育科研的示范校

2021年，在李金亮书记、姜伟副校长、教研主任程浩军及全体老老师的共同努力之下，学校申报了省劳动教育课题，正在准备申报国家级劳动教育特色课题。

编制发行校本教材，劳动教育校本课进入课堂，并配备专任教师。《文明礼仪行为习惯读本》（2015年）、《在希望的田野上》（2014年）、《在希望的田野上——劳动感悟》（2016年）、《我的父辈——龙丘农耕》（2018年，三店二中内部出版），《劳动教育实施途径》（2019年）、《劳动教育理论学习手册》《劳动最光荣》（2020年，新洲区劳动教育共同体内部出版）。

2022年，区教育部门组织学校撰写基础教育教学案例，对于初次写案例的老师，都参加了区级案例撰写培训，学习写作范式，老师们在一线中做实自己的教育教学工作，突出负责的劳动教育特色，写日志，撰写区共同体劳动教育实践活动美篇，积累素材，提炼了丰富实践经验并进行推广。



I. To be a guiding school in the routine work of developing green ecological civilization

"Sustainable development" is introduced into the classroom, and front-line teachers write school-based lesson plans for Green Eco School to practice the concept of sustainable development. Our school is one of the



leading schools in the district-level "labor education community", and each teacher shared at least one lesson plan of labor education for developing green ecological civilization. With the unified organization of the school leadership team, all teachers submitted more than 20 lesson plans of labor education for developing green ecological civilization, and more than 10 of them won the first prize.



The function of labor education is well exercised. Every summer, the school organizes a social practice program for its students to engage in green activities for labor education. The school emphasizes home-school cooperation, and students will reach out to the villages in the scope of the school's services to publicize and educate villagers to promote local culture. The school has organized a labor education implementation plan, built a labor education center, and conducted labor practices, converted students' labor points, and comprehensively evaluated students' overall quality and ability, which has been a great success. The school has been identified as the leading unit of the regional labor education alliance in the district and the experimental base of Zigen.

II. To be an innovative school of special education for developing green ecological civilization

In 2013, the school was established as a special school for labor education. The key leaders and teachers took the initiative to undertake the project, leading students to collect more than 300 pieces of old farming tools from households in villages during holidays and teachers to collect more than 500 pages of farming history. In 2018, the first "Farming Culture Museum" in Xinzhou District was built on the campus of Sandian Street No.2 Junior Middle School. The museum has become an internship

area for students and a farming experience area for tourists, popularizing science and technology knowledge and recalling nostalgia.

A labor bank supermarket and a farming courtyard have been built, and students can redeem points and experience farming life. Through labor, students can redeem their favorite items without spending a penny, and they don't need to go far as they can view ancient dwellings and experience the fun of farming life on campus.

The school set up a flower club and hired educational experts at the district for on-site instruction. Students learn to take cuttings of plants, which reduces the cost of growing flowers and increases the survival rate of flowers. In the classroom, students are taught the concept of recycling eggshells, leaves and roots, putting it into action and increasing their awareness of environmental protection.

The labor education base was built in a scientific and rational way, and students' labor class practice activities were carried out in an orderly manner. The school has created a new paradigm of labor education in rural and remote schools, and its experience has been shared and popularized in regional seminars, the journal Hubei Education and Zigen's "National Seminar".



III. To be a model school of education and scientific research for developing green ecological civilization

In 2021, with the joint efforts of Secretary Jinliang Li, Vice Principal Wei Jiang, Director of Teaching and Research Haojun Cheng and all the teachers, the school applied for the provincial labor education project and is preparing to apply for the national special project of

labor education.

School-based teaching materials were prepared and published, and school-based labor education classes were introduced into classrooms with full-time teachers. The school compiled and published "Readings on Civilized Manners and Behavior" (2015), "In the Field of Hope" (2014), "In the Field of Hope - Labor Insights" (2016), "My Fathers and Mothers - Longqiu Farming" (2018, published internally by Sandian Street No.2 Junior Middle School), "Approach to the Implementation of Labor Education" (2019) and the "Learning Manual on the Theory of Labor Education" and "The Glory of Labor" (2020, published within the Xinzhou District Labor Education Community).

In 2022, Xinzhou District Education Department organized schools to write their teaching cases in basic

education. Teachers who wrote cases for the first time attended district-level case writing training sessions to learn the writing paradigm. Teachers worked in the front line to solidify their education and teaching work, highlight the characteristics of labor education under their responsibility, keep a journal, write beautiful articles on labor education practice activities in the district community, accumulate materials, distill and promote their rich practical experience.



滋根支持的云南省玉龙县的多所小学生的生活设施接受验收

Living facilities of Zigen-supported elementary schools in Yulong County, Yunnan Province were accepted

2022年9月开始，滋根工作人员黄刚走访云南省玉龙县的多所小学，对滋根支持的石头乡中心完小、桃花小学，太安乡中心完小、汝南小学、天红小学的太阳能路灯、太阳能热水器、蔬菜简易大棚等设施进行了验收。

桃花小学的李校长说，滋根捐赠的太阳能路灯，完全遵照学校实用需求，在宿舍、厕所、教学楼等地方合理安装，服务真是太周到了！在安装太阳能热水器的过程中，还免费的为学校更换了漏水的老化水管，漏水的水龙头等。如果我们用办公经费来做，这些零零星星的检修又是一笔不小的开支！

From September 2022, Zigen's staff member Gang Huang visited many elementary schools in Yulong County, Yunnan Province. He examined and accepted the solar street lights, solar water heaters, and simple vegetable greenhouses at the Shitou Township Central Primary School, Taohua Primary School, Taian Township Central Primary School, Runan Primary School, and Tianhong Primary School, which were supported by Zigen.

Principal Li of Taohua Primary School said that the solar street lights donated by Zigen were installed in dormitories, toilets and school buildings exactly to meet the practical needs of the school, which was a very thoughtful service. During the installation of the solar water heaters, the workers also replaced leaking and aging water pipes, and leaking faucets for the school for free. If we do it with our office expenses, it will be a big expense to do all these repairs!



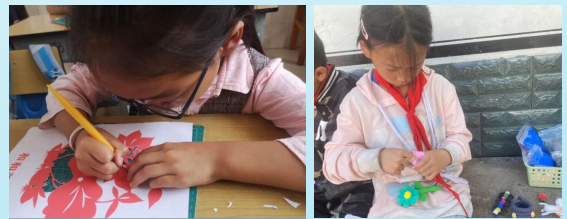


云南省玉龙县：传统民族文化活动丰富桃花完小校园生活

Yulong County, Yunnan Province: Traditional ethnic cultural activities enrich school life at Taohua Primary School

每周特定的地方民族文化与兴趣活动课堂，让桃花完小的孩子们颇为喜爱。不只因为那鲜艳的民族服装、各色的泥塑材料、精美的剪纸图案，多样的活动工具。在这样的特色课堂中，能学到很多小技艺，从好奇到尝试、从笨拙到熟悉，从观摩到创作，一件件作品在孩子们手中呈现，一段段乡音在琴弦上生成。

The children of Taohua Primary School love the weekly classes on local ethnic culture and interesting activities. It's not just the brightly colored ethnic costumes, the colorful clay sculptures, the beautiful paper-cutting patterns, and the variety of tools. In this special classes, students can learn many skills. From being curious to trying, from clumsy to familiar, from observing to creating, pieces of work are presented in children's hands, and segments of native sounds are created on the strings.



内蒙古林西县：官地小学同学们用自己制作的手工作品祝贺教师节

Linxi County, Inner Mongolia: Students of Guandi Primary School congratulated Teacher's Day with their handmade works

2022 年第 38 个教师节，内蒙古自治区林西县官地小学开展了丰富多彩的感恩师活动。孩子们通过一幅幅画作，一张张贺卡，一个个微视频隔空给老师们送来温馨的祝福和衷心的感谢。让我们一起看看同学们为亲爱的老师们带来的惊喜吧！

The 38th Teacher's Day, Guandi Primary School in Linxi County, Inner Mongolia Autonomous Region, carried out a variety of activities to express their gratitude to teachers. The children sent warm wishes and heartfelt thanks to their teachers through paintings, greeting cards and micro videos. Let's take a look at the surprises the students made for their dear teachers!



贵州省正安县：将女童健康包发放到学生手中

Zheng'an County, Guizhou Province: Girls' health kits distributed to students

受疫情影响，滋根捐赠给正安县的女童健康包未能如期发放。2022 年末，疫情形势放缓，学校陆续复课，滋根抓紧时机，把捐赠给正安县 7 所项目学校的五千多份女童健康包迅速送到学校，由学校组织辅导老师逐一发放到女同学手中。

Due to the COVID-19 epidemic, the health kits for girls donated by Zigen to Zheng'an County were not distributed as scheduled. 2022 November, the epidemic situation eased, and schools resumed classes successively. Zigen took advantage of the situation and quickly delivered more than 5,000 girls' health kits to the seven project schools in Zheng'an County, where the school counselors distributed them to the girls one by one.



『女童性健康教育 Rural Adolescent Girls Sex Health Education』

2022 年，滋根再次成功申请“2022 年中央财政支持社会组织参与社会服务项目”，并选定了贵州省遵义市正安县、四川省广元市旺苍县作为项目区县开展青春期女童性健康辅导项目，总预算资金 85 万元。

本项目分别为正安县和旺苍县培养了一批“青春期女童性健康教育课程”辅导教师，并在两县的初中女生中推广“青春期女童性健康辅导”各专题课程，帮助青春期女童尤其是农村地区 7-9 年級的住校、留守女童，增强自我保护意识、掌握必要的青春期、性健康教育知识和技能，唤起学校、家庭、社会合力为青春期女童的健康成长提供安全、友好、包容、支持的环境。

8 月 13 日和 8 月 25 日，青春期女童性健康辅导项目分别在贵州省正安县、四川省旺苍县举行了项目启动与捐赠仪式，滋根向旺苍县、正安县各中学青春期女童捐赠了价值约 45 万元的 10200 份健康包，健康包内含毛巾、卫生巾、指甲剪等日常生活用品，旨在引导女生养成良好的个人卫生习惯。



项目启动与捐赠仪式后，来自正安县 7 所学校、旺苍县 20 所学校的近两百名老师在贵州省教育厅教师发展中心研究员张瑞敏、武汉市新洲区心理工作室余慧琼等多位专家培训师的指导下，进行了为期两天的青春期女童性健康教育课程



研修活动。研修专题包括认识青春期性健康教育、青春期的变化、青春期的情感、青春期的情绪、你好我的月经朋友、性骚扰和性侵害、早婚早孕的危害、正确认识艾滋病、校园欺凌和校园暴力等 9 个专题。通过主题研修，老师们不仅掌握了丰富的青春期健康知识，并提高了授课技能，为后期面向学生开展课程辅导奠定了基础。

在 9 到 11 月间，贵州省正安县、四川省旺苍县的青春期女童性健康教育课程辅导老师持续面向各校初中女生开展青春期性健康教育专题授课活动，课程内容即为上述研修主题。为积极跟进辅导员老师在校辅导授课情况，滋根协助项目学校制定了青春期女童性健康辅导授课的排课表，并和正安县教育体育局、旺苍县教育局的对接人员、志愿者通过线上联络、实地走访等方式，对青春期女童性健康辅导情况进行了督导，并加强了对授课记录表填写的指导和收集，据统计，贵州省正安县 93 名课程辅导员面向学生开展了 768 个课时的辅导，受益 42318 人次；四川省旺苍县 97 名辅导员面向学生开展了 800 个课时的辅导，受益 37963 人次。

In 2022, Zigen was again awarded the "2022 Social Service Project of Social Organizations Supported by the Central Financial Administration". Moreover, Zheng'an County, Zunyi City, Guizhou Province and Wangcang County, Guangyuan City, Sichuan Province were selected as the project areas and counties for Rural Adolescent Girls Sex Health Education Teachers Training, with a total budget of RMB 850,000.

The project trained a group of tutors for Adolescent Girls' Sex Health Education Program in Zheng'an and Wangcang counties, and spread the courses of Rural Adolescent Girls Sex Health Education Teachers Training among junior high school girls in the two counties. It helps adolescent girls, especially those in grades 7-9 in rural areas who are residing in schools or left behind, to enhance their awareness of self-protection and acquire the necessary knowledge and skills for adolescent and sexual health education. In addition, it calls on schools, families and society to work together to provide a safe, friendly, inclusive and supportive environment for the healthy growth of adolescent girls.

On August 13 and August 25, the Rural Adolescent Girls Sex Health Education Teachers Training Program held project launch and donation ceremonies in Zheng'an County, Guizhou Province and Wangcang County, Sichuan Province, respectively. Zigen donated 10,200 health kits worth about RMB 450,000 to adolescent girls in various middle schools in Wangcang and Zheng'an



12 月，滋根与北京师范大学中国民族教育与多元文化研究中心合作把《从保护到赋能——农村青春期女童性健康教育教师用书》正式出版，首印 2500 册。该书将用于接下来各地开展的青春期女童性健康教育教师培训中去。



counties. The health kits contain towels, sanitary pads, nail clippers and other daily necessities to guide girls to develop proper personal hygiene habits.

After the project launch and donation ceremony, nearly 200 teachers from 7 schools in Zheng'an County

and 20 schools in Wangcang County conducted a two-day program on Rural Adolescent Girls Sex Health Education Teachers Training under the guidance of several expert trainers, including Ruimin Zhang, a researcher from the Teacher Development Center of Guizhou Provincial Department of Education, and Huiqiong Yu, a trainer from Wuhan Xinzhou District Psychology Studio. The workshop covered nine topics: Understanding Adolescent Sexual Health Education, Changes of Adolescence, Affection of Adolescence, Emotions of Adolescence, Hello My Period Friend, Sexual Harassment and Sexual Assault, Dangers of Early Marriage and Pregnancy, Proper Understanding of AIDS, School Bullying and School Violence. Through the thematic training, the teachers not only acquired rich knowledge of adolescent health, but also improved their teaching skills, which laid the foundation for conducting the counseling program for students later.

From September to November, counselors from the Rural Adolescent Girls Sex Health Education Teachers Training Program in Zheng'an County, Guizhou Province and Wangcang County, Sichuan Province continued to teach adolescent girls in their middle schools on adolescent sexual health education, covering the topics mentioned above. In order to actively follow up with the counselors' courses at school, Zigen assisted the project schools in developing a schedule of sexual health counseling classes for adolescent girls. In addition, the personnel for liaison with Zigen, Zheng'an County Bureau of Education and Sports and Wangcang County Bureau of Education, and volunteers supervised the counseling



of adolescent girls' sexual health through online contact and field visits, and strengthened the guidance and collection of lesson record forms. According to statistics, 93 counselors in Zheng'an County, Guizhou Province, offered 768 hours of counseling services to students, benefiting 42,318 persons. In Wangcang County, Sichuan Province, 97 counselors offered 800 hours of counseling services to students, benefiting 37,963 persons.

In December, Zigen and the China Research Center for Ethnic and Multicultural Education, Faculty of Education, Beijing Normal University published the book "From Protection to Empowerment - Sexual Health Education for Rural Adolescent Girls for Teachers" with an initial printing of 2,500 copies. The book will be used in the upcoming activities for Rural Adolescent Girls Sex Health Education Teachers Training.

『乡村发展与成人教育 Rural Development and Adult Education』

滋根携手共建绿色村庄 干部群众同心奋斗美好生活

Zigen joined hands with Dasendian to build a Green Eco Village and the leaders and people worked together for a better life

——河北省青龙县大森店绿色生态文明村访谈

--Interview on Dasendian Green Eco Village in Qinglong County, Hebei Province

大森店从一个贫困落后村庄，成为全国脱贫攻坚的先进，每一步都留有一群人的奋斗足迹。现今，越来越多的各级领导和社会组织都来关心和支持大森店，从起初希望能提供帮助，到现在还希望能找些经验。每一次来访，村里人总这么说：“没有滋根的支持，大森店不会有今天这样的发展。”而滋根却始终认为：“我们只是做了一点点，这都是大森店人自己干出来的”。



一、修桥

大森店村口有条河，冬天走冰，夏天趟河，汛期的时候就走不过去了，上学看病都受到影响。村里产的东西卖不出去，想买的东西也运送不进来，制约整个村经济社会发展，修桥是全村大伙的愿望。

杨贵平：2003年，滋根在青龙县项目联络员鲍万贵老师打电话给我，迫切希望滋根能支持修桥，我问为什么？他说因为有了海外华侨资助，他们就更好找其他部门得到支持。但当时滋根捐款主要是用来支持教育，我就联系杨坝老师以个人名义捐了10000元。

鲍际英：架桥得到各方面资助，滋根杨坝老师从美国飞来送了一万块钱，看着华侨都出钱了，我们自己也得筹集。当时架桥过程中杨老师和妹妹来时拍着我肩膀说‘这个小年轻人，一分钱没有都敢架桥’。当时给我们很大鼓励。架桥过程中老百姓人均收了20元，大概筹集了14000元钱，我们老百姓又自己出义务工，政府相关部门又资助了我们很多钱，整个修桥一共花了21万元。由于架桥的完成，桥修好后不但改善了村民交通，也搭建起和外界交往的机会，目前外界有21家单位组织开始关注村里并给予资助。

李光对：滋根后来也支持贵州省雷山县独南村修路的项目，场景是惊人的相似，全村人老少齐上阵，干群团结一心，硬是让岩壁变通途，把原计划修4米宽的路修成了8米，村民们在路侧巨大的岩石上写下了“人心齐，泰山移”。项目所产生的影响远不止于通路本身，只有支持最广大村民的最基本需要，才能得到村民最广泛的支持和最有力的参与，村民的智慧和担当才能真正表现出来。

鲍承安：滋根是花小钱办大事，四两拨千斤，修桥改变了干群关系，大伙儿发展的热情高涨起来了。是滋根引领我们以人为本，走可持续发展。将来日子会越来越好，但这种修桥的精神我们不能忘，要发扬下去。



二、绿色村庄建设

鲍际英：大森店村迄今已设计和实施了4个五年规划，第一个是杨老师从美国给我们发来绿色村庄规划，我们以这个为中心，“打造绿色乡村，构建和谐家园”，这是在滋根支持下在村口写的标语，对外要宣传努力打造绿色村庄，背面写着“干群同心协力，共建新型农村”。

李光对：关于绿色村庄的规划就是在大森店主要实施三个方面：一是要保证就近上学，接受基本的教育；二是开展成人教育，建立带头人和普通村民的综合发展和绿色发展知识、观念和技能；三是要发展合作机制，包括小型合作经济，促进老年人、妇女互助合作，并积极参与乡村建设。



（一）保留教学点

赵银凤：在2005年，根据当时国家政策，大森店教学点是要被撤点并校，学校面临撤并，滋根去县教育局和总校协调，搞“隔年招生，就近入学”，最终学校保留下来。周边河北村的村民和学生数都比我们多却撤了，我们这学生从当时的15人到现在的160多人。近些年来，通过滋根的联系和推荐，学校得到了更多组织的资助，办学





条件改善多了。村校共建是大森店小学的特点，我们将学校和家庭社会结合到一块，把学生和学生家长都教好了，也把村里的生活搞活了，各种节日都有我们自编自演的文化活动，评出了好公公、好婆婆、孝顺儿女和致富能人，戴大红花又发奖状，起到很好宣传教育作用。



（二）恢复成人教育，发展合作机制

李光对：2007年，滋根在隔河头镇办了一场乡村综合发展带头人培训班，当时就提出了“生产发展、生活宽裕、乡风文明、村容整洁、管理民主”要综合发展，而不只是经济增长，经济发展要平衡，要照顾到环境和文化、以及社会公平，所以要开展成人教育，促进村民互助合作。2008年，我们在县里成立了多个部门参与的农民成人教育讲师团，在隔河头、土门子2个乡镇的5个村建立村级成人教育学校，其中就包括大森店村，希望普通村民也能“就近上学”，也能有机会学习并参与新农村建设。

鲍际英：如果没有滋根带我去培训，去外面学习开阔视野，我还是一个民办老师，哪有机会接触温铁军、朱启臻和杨团这样的三农专家。参加了在隔河头总校的培训后（2007年乡村综合发展带头人培训），何慧丽教授带来了兰考文艺队和老年协会的经验。会后，滋根还带着当时的一些骨干还有我，以及别的村共七个人去了河南兰考进行参观，看到打大鼓等一些很好的活动受到不小启发，回来后我们就成立了妇女秧歌队；又请县文化局的王飞（农民成人教育讲师团老师）给教村民满族寸子秧歌，现在从小孩到老人都会，还成了省级非物质文化遗产。2008年我们又成立了全县第一个老年协会，改变了遗风遗俗，让老人自强自立。当时老年协会里面还有11个人的领导小组，如讨债组、调解组、文艺组、秧歌队等，从中老年协会作用很大。

赵银凤：大森店小学保留下来后，我们从家长学校发展到妇女学校、老年教育，妇女学校里面也有很多合作小组，有搞手工的、有搞文艺的、有做义工队的，人人都有事做，做这些都需要培训。开始的时候，滋根给我们家长学校、妇女学校、老年协会一些成人教育活动经费，大家一起商量怎么发展。现在没有资助，大家认识也提高了，每年都自编自导排练节目，运用文艺做法制宣传、道德提倡，办起来妇女节、重阳节、儿童节和元旦等活动，义工队和其他小组也坚持的很好，这些教育和文化活动让村民觉悟提高了许多。

（三）发展合作经济，传承生态农业

鲍际英：大森店是贫困村，还得琢磨能致富的产业，开村民代表大会，村民代表看到新品种黄冠梨发展效益好，然后反映到我这，我又和苗木货源地老县长杜连第联系，引进了新品种。栽植完成后，一家一户非常难以管理，当时滋根的许可老师带着农大的学生一块到我们这里搞座谈，帮助我们成立了黄冠梨协会，现在是果品合作社。滋根提供一部分资金支持，让大家实现了统一整地、栽植、施肥、浇水，管理，并提供打井机器和农药的钱和工钱。现在皇冠梨协会已经发展为国家级的果品专业合作社了，是村里的集体经济主要来源，也是带动村民走合作发展、共同富裕路的新起点。



第一个五年计划搞的绿色村庄建设，开始在鲍振文家试点建设了第一个沼气池，后来滋根又联系县里的新能源办共同投入建设了107个沼气池，县里的技术员（农民成人教育讲师团成员）给我们做沼气管护和使用培训，提出





“猪—沼—果三位一体”发展生态农业。我们又建立了生态农业协会，协调种植、养殖和生产生活的关系，养殖通过沼气变成很好的肥料还林还田了，家庭使用了沼气新能源点灯、烧水做饭减少了电费；对于养羊合作社，平坦的地方修上羊舍，羊可以直接到山上采食。它们吃的是中草药，喝地是山泉水，拉的是六味地黄丸，羊身上全都是宝。

第二个五年规划从2010年开始要建设居民小区，第三个五年规划有“五区四社”，包括种植区、养殖区、居民区、休闲娱乐区、农业综合服务区以及养羊合作社、果品合作社、资金互助合作社、食用菌合作社。

（四）探索城乡融合

鲍际英：我们现在搞发展不能只看大森店了，国家提城乡一体化发展。

第四个五年规划我们在发展乡村旅游和乡村养老。我们的新区也被评为省级节能低碳示范小区，我们村也被评为河北省美丽休闲乡村。原来的农家老院子，我们正在改造一部分为民宿，配合乡村旅游发展，现在农村人都往城里去，我们希望也能吸引城里人到森店来。城乡融合需要对市民和农民生活方式增加相互学习、相互适应，我们不要把民宿做成宾馆，到农村来要给他们多参加农村生产生活的机会。

另外一点就是，农村非常缺乏人才，几个村庄规划都是找别人帮着我写的，记得第四个规划是高阳和陈国强根据我的想法写出来，第三个规划也是火车上彭召昌博士把我说出来的打印出来。这些都是滋根给我们的人才支持。我们现在还有旅游合作社，缺这方面管理人才。随着大森店发展的深入，我们一直希望能请进来更多的人才，帮村里再培养人才，想在规划中也能加强这项工作。



三、新计划

滋根以前提绿色村庄，现在叫绿色生态文明村庄，是在可持续发展框架下发展的项目。绿色生态文明村项目是要用系统的思维对待乡村发展，促进乡村综合发展和可持续发展，我们的切入点正是通过教育促进可持续发展和乡村振兴，通过培养人才联动乡村五大振兴。项目的重点就是要建村民学习中心，通过村民学习中心促进学习型村庄建设，促进以人为本的可持续发展和乡村振兴。村民学习中心就像是一所村民学校，要有学员、有老师、有课程、有场所、有开展教学活动的条件。

学员除了村里的领导人才，还包括村庄不同领域的能推动综合发展的带头人，也可以在村庄不同群体的积极分子和普通村民，比如老年人、妇女、儿童、外出务工和回乡创业人员，从小孩到老年人都有通过学习参与家乡发展的机会。老师首先要参加“乡村振兴：可持续发展人才”课程的培训，并且还要发展与当地生产生活紧密结合的实用技能课程，从而把正确的发展观念和方法传播出来，满足乡村带头人和普通村民的学习和参与实践的需要；

乡村脱贫后要与乡村振兴衔接好，一定是要走以人为本，以人为本的综合发展和可持续发展道路，一定是所有村民都能参与对美好生活的追求，都能共享乡村发展的成果。



Each step of Dasendian's journey from a poverty-stricken and backward village to a national leader in the fight against poverty has been made by the efforts of a group of people. Nowadays, more and more leaders and social organizations at all levels are caring for and supporting Dasendian, from the initial expectation to help, to the present expectation to learn something from the experience. Every time someone visits the village, the villagers always say, "Without Zigen's support, Dasendian would not be where it is today." But Zigen always says, "We have only made a little effort, and it is all done by the villagers of Dasendian Village themselves."

I. Building a bridge

There is a river at the entrance of Dasendian Village, and it's frozen during the winter and the water level rises during the summer. It's impossible to cross during the flood season. As a result, children's schooling and villagers' medical care are affected. The village can't sell the things it produces, and villagers cannot get the things they want to buy delivered to the village, which restricts the economic and social development of the whole village. So, it is the wish of the whole village to build a bridge.



Guiping Yang: In 2003, Wangui Bao, Zigen's project liaison in Qinglong County, made a phone call to me, asking for Zigen's support to build the bridge. I wondered why. He told me that with the support from overseas Chinese, they would be more likely to seek support from other departments. But at that time, Zigen's donation was mainly to support education, so I contacted Xun Yang and donated RMB 10,000 on my own behalf.

Jiyang Bao: The bridge was funded by various parties. Zigen's Xun Yang, flew back to China from the US and donated RMB 10,000. We must raise the money ourselves, seeing that the overseas Chinese had contributed. During the building of the bridge, Mr. Yang and his sister patted me on the shoulder and said, 'This young man, dares to build a bridge without a penny'. It was a great encouragement to us. The villagers paid RMB 20 per person in the process of building the bridge, and about RMB 14,000 was raised. We villagers also volunteered their own labor, and the relevant government departments sponsored us with a substantial amount of funds. It cost a total of RMB 210,000 to build the bridge. Due to the completion of the bridge, it not only improved the access of the villagers to the outside world, but also created an opportunity to communicate with the outside world. At present, 21 external organizations have expressed their interest in the village and given financial support.

Guangdui Li: Zigen later supported a road construction project in Dunan Village, Leishan County, Guizhou Province, and the scenes were strikingly similar. The whole village, young and old, united as one, made the rock wall into an open road, turning the planned 4-meter wide road into an 8-meter wide road. Villagers carved the motto that "when people are of the same mind, they could move Mount Tai" onto a huge rock on the side of the road. The impact of the project goes far beyond the road itself. Only by backing the most basic needs of the villagers can we win the broadest support and strongest participation from the villagers, and the wisdom and commitment of the villagers can be truly demonstrated.

Cheng'an Bao: Zigen does more with less, as the building of the bridge has changed the relationship between the leaders and the people, and everyone is encouraged to develop the village. It is Zigen that leads us to put people first and develop sustainably. Our future will be brighter and brighter, but we should never forget this spirit of bridge building and carry it forward.



II. Development of Green Eco Village

Jiying Bao: Dasendian Village has designed and implemented four five-year plans so far. The first one is the Green Eco Village plan that Mr. Yang sent to us from the United States. Based on this plan, we wrote a slogan at the entrance of the village with the support of Zigen, "Building a Green Eco Village, Making a Harmonious Home". It is to promote the efforts to build Green Eco Village externally, and on the back it says, "Working together with leaders and people, building a new rural village".

Guangdui Li: The plan for the Green Eco Village is to implement three main initiatives in Dasendian. First, it will ensure access to schooling and basic education in the vicinity. Second, adult education should be provided to foster knowledge, concepts and skills for integrated development and green development among the leaders and villagers in general. Third, it should develop cooperative mechanisms, including small cooperative economies, and facilitate mutual assistance and cooperation among the elderly and women, as well as active participation in village development.

i. Retention of teaching sites

Yinfeng Zhao: In 2005, according to the national policy at that time, Dasendian's teaching site was removed and combined with other schools. As the school was about to be abolished, Zigen approached the Education Bureau of the county and the main school to negotiate for "enrollment in alternate years, and schooling in the vicinity". In the end, the school was retained. The neighboring Hebei village had more villagers and students than we did, but their school site was removed, and the number of students in our school grew from 15 at the time to more than 160 today. In recent years, through Zigen's contacts and recommendations, the school has received more financial support from organizations, and its facilities have been much improved. Village-school cooperation is the hallmark of Dasendian Village Primary School. We have brought together the school, the families and the community and taught the students and their parents well. Moreover, we have enlivened the life of the village. We have made up and performed our original cultural activities in various festivals, and have evaluated the best father-in-law, mother-in-law, filial son and daughter, and those capable of making a fortune. These persons have been awarded with flowers and certificates, which have served as excellent means of propaganda and education.



ii. Restoring adult education and developing cooperation mechanisms

Guangdui Li: In 2007, Zigen held a training program for village leaders of comprehensive development in Gehetou Town. At that time, we put forward the concept of "productive development, prosperous living, civilized countryside, clean village, and democratic management". Comprehensive development of villages should not only focus on economic growth, but also on balanced economic development, taking into account the environment, culture, and social equity. That is why adult education is needed to promote mutual support and cooperation among villagers. In 2008, we set up an adult education lecturer group for farmers in the county with the participation of several departments, and set up village adult education schools in five villages in Gehetou and Tumenzi townships, including Dasendian Village. We hope that ordinary villagers can also attend adult education schools close to their homes, and have the opportunity to learn and participate in new countryside construction.





Jiying Bao: If Zigen had not brought me to the training and led me away from my hometown to study and broaden my horizon, I would have been a teacher working at a school run by the local people. I would never have had the chance to meet experts in agriculture like Tiejun Wen, Qizhen Zhu and Tuan Yang. After I participated in the training at the main campus at Gehetou Town (Training for Leaders of Integrated Village Development in 2007), Professor Huili He introduced the experience of the Literary and Artistic Team and the Senior Citizens' Association in Lankao. After the meeting, Zigen also led seven people from the village, including some leaders and me, to visit Lankao, Henan Province. We were greatly inspired by some very good activities such as playing drums, and after we came back, we organized a women's Yangge team. We also engaged Fei Wang of the Cultural Bureau of the county (a teacher of adult education for farmers) to teach the villagers the Manchu Cunzi Yangge. Nowadays, everyone, from children to the elderly, knows and performs such Yangge, and it has become a provincial intangible cultural heritage. In 2008, we set up the first senior citizens association in the county, which changed the customs and traditions left by the past generations and enabled the elderly to be self-reliant. At that time, there was a leadership group of 11 members in the association, such as debt collection group, mediation group, literature and art group, and Yangge team. The association has played a significant role since then.

Yinfeng Zhao: After Dasendian Village Primary School was retained, we went from a parent school to a women's school and senior education. There are many cooperative groups in the women's school, from crafts, to literature and arts, to volunteer teams. Everyone has something to do, and they all need training for doing that. In the beginning, Zigen granted us some funds for adult education activities in the parents' school, women's school and senior citizens' association, and we discussed how to develop them together. Now that there is no funding, we are more conscious. Every year, we write and rehearse our original programs, promote the legal system and morality through literature and art, and organize events for Women's Day, Double Ninth Festival, Children's Day and New Year's Day. The volunteer team and other groups have also been working very well. These educational and cultural activities have raised the awareness of the villagers.

iii. Developing cooperative economy, and passing on ecological agriculture

Jiying Bao: Dasendian Village is a poverty-stricken village, so we have to think about the industry that will make us well off. We held the villagers' representative meeting, and when the villagers' representative saw the new variety of crown pear with good development benefit, and then reported to me, I contacted Liandi Du, the former head of the county where the seedlings were sourced, and introduced the new variety. After the planting was finished, it was difficult to handle the fruit trees from one family to another. At that time, Ke Xu from Zigen came to us with students from the agricultural university, and held a seminar, helping us to set up the crown pear association, which is now a fruit cooperative. Zigen offered some capital support, so that everyone could unify the land preparation, planting, fertilization, watering, and management, and Zigen also provided money and labor wages for well drilling machines and pesticides. Now the Crown Pear Association has developed into a national professional fruit cooperative, and is the main source of the village's collective economy. It is also a new starting point to drive the villagers to take the road of cooperative development and common prosperity.





In the first five-year plan of Green Village, the first biogas digester was built in Zhenwen Bao's house as a pilot project. Later, Zigen contacted the county's New Energy Office and jointly invested in the construction of 107 biogas digesters. A technician from the county (a member of the lecturer group for farmers' adult education) trained us how to manage and use biogas, and proposed the developmental of ecological agriculture by integrating pig raising, biogas and fruits. We have also established an ecological agriculture association to coordinate the relationship between planting, farming and production. The biogas is a good fertilizer to restore the forests and fields, and the households use the new energy of biogas to light the lamps and boil the water and cook the meals, which reduces the electricity bill. For the sheep cooperative, the sheep sheds are built on flat areas, and the sheep can go directly to the mountains for food. The sheep eat herbs and drink spring water, and everything in them is a treasure.



The second five-year plan started in 2010 with the construction of residential communities. In the third five-year plan, there were five zones and four communities, namely, planting zone, breeding zone, residential zone, recreation zone, comprehensive agricultural service zone, and sheep cooperative, fruit cooperative, mutual fund cooperative, and edible mushroom cooperative.

iv. Exploring the integration of urban and rural areas

Jiying Bao: Now we cannot only focus on the development of Dasendian, as China proposes the integrated development of urban and rural areas. In the fourth five-year plan, we are developing rural tourism and rural pension services. Our new district has been named as a provincial demonstration district for energy saving and low carbon, and our village has been named as a beautiful leisure village in Hebei Province. We are transforming some of the old farmhouses into B&Bs to facilitate the development of rural tourism. Nowadays, rural residents are travelling to the city, and we hope to attract urban residents to Dasendian as well. The integration of urban and rural areas requires an increase in mutual learning and adaptation to the lifestyles of citizens and farmers. We should not make the B&B into a hotel, and give urban residents the opportunity to participate in rural production and life when they visit the countryside.

In addition, there is a severe shortage of talents in rural areas. I asked others to help me write some of the village plans. I remember the fourth plan was written by Yang Gao and Guoqiang Chen based on my ideas. The third plan was also printed out by Dr. Zhaochang Peng on the train according to what I had said. These are all the talents that Zigen has offered us. We also have a tourism cooperative, but we do not have enough talents to manage it. As the development of Dasendian progresses, we have been looking forward to bringing in more people to help train more people in the village. I would like to strengthen such efforts in the planning.

III. New plan

Zigen's Green Village, now known as Green Eco Village, is a project developed under the framework of sustainable development. The Green Eco Village project is a systemic approach to rural development, promoting integrated and sustainable development of villages. Our starting point is to promote education for sustainable development and rural revitalization, and to link the five major aspects of rural revitalization by cultivating talents. The focus of the project is to build a villagers' learning center to contribute to the





construction of a learning village and to promote human-centered sustainable development and rural revitalization. The villagers' learning center is like a villagers' school, which consists of participants and teachers, offers curriculum, and is equipped with space, and facilities to conduct teaching activities.

In addition to village leaders, participants can be leaders in different areas of the village who can contribute to the comprehensive development of the village, as well as active members of different groups of the village and ordinary villagers, such as the elderly, women, children, migrant workers and those who have returned to their hometowns to start their own businesses. From children to the elderly, everyone has the opportunity to learn and participate in the development of their hometowns. Teachers must first be trained in the "Revitalizing Village: Rural Sustainable Leadership Training Program" and develop courses in practical skills that are closely linked to local production and life. In this way, teachers can disseminate the correct development concepts and methods to meet the needs of village leaders and ordinary villagers to learn and participate in the practices.

After getting rid of poverty, the village should be connected with the strategy for rural revitalization, and it must follow the people-oriented and people-centered road of integrated development and sustainable development. All villagers must be able to take part in the pursuit of a better life and share the benefits of rural development.



“乡村振兴你我同行”助力乡村振兴可持续发展实践案例征集正式启动 “Revitalizing the Village by You and Me” -- Call for cases of sustainable development practices to help revitalize the countryside was officially launched

2023年1月3日，在教育部职业与成人教育司的指导和帮助下，滋根与中国教育电视台等相关单位开展合作，由国家级职业教育和成人教育示范县及县以下经过教育培训的学员及职业院校师生为对象，面向农业农村职业成人教育学校征集乡村振兴可持续发展实践案例视频。通过“乡村振兴你我同行”视频征集为项目切入点，讲述通过职成教育与培训的人在乡村发展与生活中的故事。征集内容包括乡村经济综合发展、乡村环境保护、包括乡土文化在内的中华优秀传统文化传承等乡村振兴五个维度的重要领域。

1月9日，教育部职成司在中国教育电视台召开了第一次会议，职成司表示，将积极推动中国开放大学和中国教育出版社做好滋根的培训、教案的设计、以及教材推广和出版等后续工作。中国教育电视台吴立宏主任表示：教育电视台将把此项工作作为品牌公益事业，全力以赴加以推进；为更好地推进此项活动，加大宣传力度，使更多的人了解此项活动的意义，扩大社会影响。



3月2日在教育部职业与成人教育司的指导下，中国教育电视台设立主会场，全国各地设立分会场以视频的方式对“乡村振兴你我同行”典型案例短视频征集与宣传活动的进展情况进行调度。

滋根希望通过此次项目的合作，能将可持续发展教育更好的融入到职成教育中去，推动社会各界对乡村振兴可持续发展的多维度关注与乡村振兴人才的培养。



On January 3, 2023, under the guidance and support of the Department of Vocational and Adult Education of the Ministry of Education, Zigen cooperated with China Education Television and other related organizations. The project aims to collect videos of sustainable development practices for revitalizing the countryside from vocational and adult education schools in rural and agricultural areas, targeting students who have undergone education and training in national vocational and adult education demonstration counties, as well as teachers and students from vocational colleges. Starting with the call of the videos themed by "Revitalizing the Countryside by You and Me", they tell the stories of people who have developed and lived in the countryside through vocational and adult education and training. The stories covered by the call include five important areas of rural revitalization, such as the integrated development of rural economy, rural environmental protection, and the inheritance of excellent traditional Chinese culture, including local culture.

On January 9, the Department of Vocational and Adult Education of the Ministry of Education held its first meeting at China Education Television. The Department of Vocational and Adult Education said it will proactively push The Open University of China and China Education Press to finish the training work of Zigen, the design of lesson plans, and the promotion and publication of textbooks and other follow-up tasks. Lihong Wu, the director of China Education Television, said that the



station will take this project as a brand name for public benefits and make every effort to promote it. Thus, to better promote this activity, it will step up publicity to make more people aware of the significance of this activity and expand its influence among the public.

On March 2, under the guidance of the Department of Vocational and Adult Education of the Ministry of Education, China Education Television set up the main venue and sub venues all over China. They dispatched the progress of the campaign for collecting and promoting typical cases in short videos themed by "Revitalizing the Countryside by You and Me".

Through the cooperation of this project, Zigen hopes that education for sustainable development can be better integrated into vocational and adult education, and that society will be more concerned about the sustainable development for rural revitalization and the cultivation of talents for rural revitalization from multiple dimensions.

『新闻快讯 Zigen News』

中国 - 东南亚生态文明视角下的教育促进农村可持续发展研讨会顺利召开

The Seminar on Education for Sustainable Development in Rural Areas from the Perspective of China-Southeast Asia Ecological Civilization was successfully held

2022年12月15-16日，中国 - 东南亚生态文明视角下的教育促进农村可持续发展研讨会在线上举行。会议由中国联合国教科文组织全国委员会指导，北京师范大学主办，联合国教科文组织国际农村教育研究与培训中心、北京师范大学教育学部、滋根乡村教育与发展促进会、东南亚教育部长组织、亚洲理工学院共同承办。会议紧扣生态文明建设和教育促进农村可持续发展这一主题，围绕“政策与实践”、“大学与在地探索”及“青年在行动”三个维度展开，深入

分享和探讨可持续发展教育根植农村、促进农村生态文明建设的经验、挑战、前景和蓝图。来自中国、老挝、泰国、菲律宾、柬埔寨、马来西亚、印度尼西亚等十多个国家相关领域的专家学者、青年代表、高校师生以及非政府机构的代表，共400余人线上参会。同时，逾千名观众通过云端直播共襄盛会。

会议开幕式由北京师范大学教育学部部长朱旭东主持。北京师范大学副校长周作宇，东南亚教育部长组织秘书长

Ethel Agnes Pascua-Valenzuela, 滋根乡村教育与发展促进会副会长姚军, 联合国教科文组织全国委员会秘书处秘书长秦昌威分别致辞。

会议开幕式上, 北京师范大学周作宇副校长对所有嘉宾和与会者表示热烈欢迎。他表示, 推动生态文明建设关系到人类共同的家园, 关涉全球共同利益, 关乎世界可持续的未来, 是迈向人类命运共同体的重要基础。同时, 他希望本次研讨会的举办有助于深化中国和东南亚各国的传统友谊, 为教育促进农村转型提供知识基础和实践案例, 从而加深国际社会对生态文明教育和教育促进农村可持续发展的认识, 为实现全球可持续发展目标作出贡献。



东南亚教育部长组织秘书长 Ethel Agnes Pascua-Valenzuela 提出, 东南亚各国认识到教育对于促进可持续发展的重要性, 需要加强国际合作和交流, 分享政策与实践经验。她进一步指出, 在推进生态文明议程的同时, 需要通过建设更具韧性的教育系统以加强青年人的技能学习, 并建立东南亚各国教育伙伴关系, 从而推动可持续发展目标的实现。

滋根乡村教育与发展促进会姚军副会长表示, 教育促进农村可持续发展是新时代国内需要, 也是国际关注的一项前瞻性、综合性、系统性工程。教育促进乡村可持续发展不可能一蹴而就, 希望各国共同构建合作网络, 在不断的探索与实践, 为教育促进乡村可持续发展作出新贡献。

联合国教科文组织全国委员会秘书处秘书长秦昌威表示, 本次会议聚焦生态文明与可持续发展教育的实践与创新, 对于探讨中国与东南亚之间的教育合作意义重大。他指出, 当前世界面临气候变化和生态环境恶化的严峻挑战, 生态文明建设是人类可持续发展的必由之路, 时代迫切要求我们从多方面研究并推动农村可持续发展, 从而实现农村地区的生态文明建设。

会议主旨报告环节由联合国教科文组织国际农村教育研究与培训中心(以下简称“农教中心”)副主任赵玉池主持。中国人民大学农村与农业发展学院教授温铁军, 联合国教科

文组织可持续发展教育部门负责人 Jun Morohashi, 菲律宾师范大学校长 Bert Tuga, 滋根创始人杨贵平, 联合国教科文组织中国可持续发展教育项目执行主任史根东分别发表演讲。嘉宾们从各自专业领域出发, 深度剖析了生态文明与乡村振兴的理念与核心价值, 透视教育促进中国农村可持续发展的路径, 总结教育促进农村地区实现 2030 议程方面的全球经验和地方智慧, 并分享了相关实践, 为教育促进农村可持续发展献计献策。

论坛一围绕“政策与实践”展开, 由北京师范大学国际与比较教育研究院副教授黄宇主持。泰国朱拉隆功大学综合创新学院执行副主任 Pietro Borsano, 暨南大学经济与社会研究院客座教授韩嘉玲, 东南亚教育部长组织区域农业研究中心主任 Glenn B Gregorio, 老挝国立大学教育学院教育学社会科学系主任 Phimpha Phiathep, 中国成人教育学会原副会长张昭文依次进行了报告。嘉宾们从社会经济、文化、科技、环境、教育等视角出发, 聚焦数字经济发展趋势下, 农村可持续发展所面临的机遇与挑战, 以及如何利用数字技术推动职业教育、社区教育和老年教育, 培养农业技能型人才, 演讲嘉宾们认为, 促进农村的可持续发展不能仅依赖科学技术, 将乡土教育、环境教育及终身学习纳入其中也至关重要。

论坛二由北京师范大学教育学部教授张莉莉主持。滋根乡村教育与发展促进会可持续发展教育项目专家李光对, 泰国朱拉隆功大学教育学院课程与教育部可持续发展教育中心主任 Athapol Anunthavorasakul, 亚洲理工学院发展规划管理与创新系主任 Mokbul Morshed Ahmad, 菲律宾师范大学助理教授 Arlyne Marasigan 围绕“大学与在地探索”这一议题展开深入交流, 共同探讨大学在推动农村可持续发展中的角色。专家们指出, 了解农村当地学校如何参与农村可持续发展进程, 以及如何弥合大学和小规模学校之间的鸿沟是一个需要长期努力的过程, 这一过程需要可持续的系统来维系高质量的教育, 并帮助建立和维护大学与当地的伙伴关系, 从而促进乡村振兴。





论坛三围绕“可持续发展的未来：青年在行动”展开，由农教中心项目助理王思瑶主持。会上，农教中心项目助理龚诗情分享了《农村可持续发展中的青少年参与：可持续发展教育项目的策略、角色与影响》调研报告。此后，华中农业大学李梓侨、西北农林科技大学杨皓文、亚洲理工学院的Arie Ekawie Baskhoro和Raksmei Phal、菲律宾师范大学Mark Ponce San Juan，各自分享了本社团在“鸟类保护”、“数字蜂巢”、“环境保护”、“农业发展”和“学生领导力”等方面所做的努力，同时也分析了当下青年行动中受到的人力资源、经费等方面的限制。他们共同表示，教育对社会发展各方面，尤其对于农业、环境的发展有着重要的意义，而教育事业本身的发展则需要多方的参与。他们强调，青年人有其特有的想象力与行动力，相信在未来，青年能为可持

On December 15-16, 2022, the Seminar on Education for Sustainable Development in Rural Areas from the Perspective of China-Southeast Asia Ecological Civilization was held online. The meeting was directed by the National Commission of the People's Republic of China for UNESCO, and hosted by Beijing Normal University. It was co-sponsored by UNESCO International Research and Training Center for Rural Education, Faculty of Education of Beijing Normal University, Zigen Association for Rural Education and Development, Southeast Asian Ministers of Education Organization, and Asian Institute of Technology. The meeting centered on the theme of ecological civilization construction and education for sustainable development in rural areas, with three dimensions: "policy and practice", "university and local exploration" and "youth in action". Participants shared and discussed the experiences, challenges, prospects and blueprints of education for sustainable development in rural areas and the promotion of rural ecological civilization. It was attended online by more than 400 experts and scholars, youth representatives, university teachers and students, and representatives of non-governmental organizations from more than 10 countries, including China, Laos, Thailand, the Philippines, Cambodia, Malaysia, and Indonesia. At the same time, more than 1,000 viewers joined the event via cloud live streaming platforms.

The opening ceremony of the seminar was hosted by Xudong Zhu, Director of the Faculty of Education of Beijing Normal University. Addresses were delivered by Zuoyu Zhou, Vice President of Beijing Normal University; Ethel Agnes Pascua-Valenzuela, Secretary General of the Southeast Asian Ministers of Education Organization,

续发展作出更多贡献。

论坛三最后，农教中心和合作机构共同发起《青年参与农村可持续发展行动倡议》。该倡议以“青年领导行动”、“农村可持续发展”、“生态文明”为三大关键词，指明环境保护、文化保育、公平与包容、技术与创新四大关键行动领域，号召更多青年参与并主导农村可持续发展行动，同时也呼吁教育部门共同努力，为农村可持续发展助力。

经过两天的深入交流、研讨，与会机构和代表加深了对生态文明建设和教育促进农村可持续发展的理解，分享了各自的实践和经验，并发起了青年参与教育促进农村可持续发展的行动倡议，为未来中国和东南亚各国间的合作和交流奠定基础。

Jun Yao, Vice President of Zigen Association for Rural Education and Development, and Changwei Qin, Secretary General of the Secretariat of the National Commission of the People's Republic of China for UNESCO.

At the opening ceremony, Vice President Zuoyu Zhou of Beijing Normal University extended a warm welcome to all guests and participants. He said that the promotion of ecological civilization is relevant to the common home of mankind, the common interests of the world, and the sustainable future of the world, and it is an essential foundation for moving towards a community with a shared future for mankind. At the same time, he hoped that the seminar would help deepen the traditional friendship between China and Southeast Asian countries and provide a knowledge base and practical cases for education for rural transformation. Thus, everyone can further the international community's awareness of education for ecological civilization and education for sustainable development in rural areas, and contribute to the achievement of global sustainable development goals.

Ethel Agnes Pascua-Valenzuela, Secretary General of the Southeast Asian Ministers of Education Organization, suggested that Southeast Asian countries should recognize the importance of education for sustainable development and enhance international cooperation and



exchange to share policy and practical experiences. She added that while advancing the ecological civilization agenda, we need to build a more resilient education system to facilitate young people's skills acquisition and build partnerships in education across Southeast Asia to advance the achievement of sustainable development goals.

Jun Yao, Vice President of Zigen Association for Rural Education and Development, said that education for sustainable development in rural areas represents a domestic need in the new era and a forward-looking, comprehensive and systematic project of international concern. He also added that education for sustainable development in rural areas cannot be accomplished overnight, and he hoped that countries would work together to build cooperation networks and make new contributions to education for sustainable development in rural areas through continuous explorations and practices.

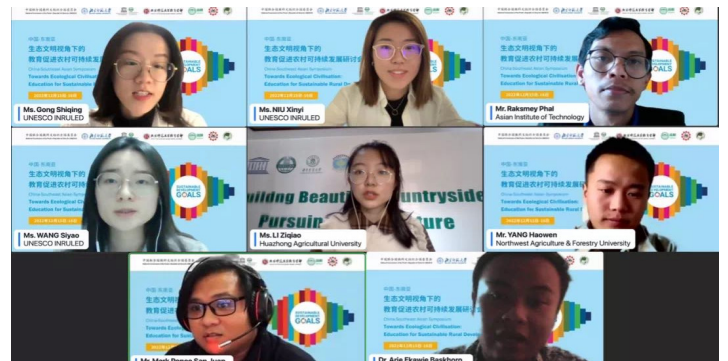
Changwei Qin, Secretary General of the Secretariat of the National Commission of the People's Republic of China for UNESCO, said that the conference featured the practice and innovation of ecological civilization and education for sustainable development, and it was very important to discuss the cooperation between China and Southeast Asia on education. He pointed out that the world is now facing the serious challenges of climate change and ecological degradation, and the development of ecological civilization is the only way to sustainable development of human beings. Moreover, the times call for us to examine and promote sustainable development in rural areas from various perspectives in order to build ecological civilization in rural areas.

The keynote presentation session was moderated by Yuchi Zhao, Deputy Director of the UNESCO International Research and Training Centre for Rural Education (hereinafter referred to as "UNESCO INRULED"). The presentations were delivered by Prof. Tiejun Wen of the School of Agricultural Economics and Rural Development of Renmin University of China, Jun Morohashi, Director of UNESCO's Department of Education for Sustainable Development, Bert Tuga, President of Philippine Normal University, and Guiping Yang, Founder of Zigen, Gendong Shi, Executive Director of UNESCO's Education for Sustainable Development Program in China. From their respective fields of expertise, the speakers presented an in-depth analysis of the concepts and core values of ecological civilization and rural revitalization, and inspected the path of education for sustainable

development in rural areas in China. They summarized global experiences and local wisdom on education for sustainable development in rural areas to achieve the 2030 Agenda, and shared relevant practices to offer suggestions for education for sustainable development in rural areas.

Forum 1 was organized around "Policy and Practice" and moderated by Associate Professor Yu Huang from the Institute of International and Comparative Education, Beijing Normal University. Presentations were made by Pietro Borsano, Executive Deputy Director, School of Integrated Innovation, Chulalongkorn University, Thailand; Jialing Han, Visiting Professor, Institute of Economic and Social Research, Jinan University; Glenn B Gregorio, Director of the Regional Agricultural Research Center of the Southeast Asian Ministers of Education Organization; Phimpha Phiathep, Head of the Department of Social Sciences in Education, Faculty of Education, National University of Laos, and Zhaowen Zhang, former Vice President of China Adult Education Association. The speakers focused on the opportunities and challenges of sustainable development in rural areas under the development trend of digital economy from the perspectives of socio-economic, cultural, technology, environment and education, and on how to use digital technology to promote vocational education, community education and senior education, and to cultivate skilled talents in agriculture. The speakers argued that the promotion of sustainable development in rural areas cannot rely on science and technology alone, but it is also crucial to incorporate vernacular education, environmental education and lifelong learning.

Forum 2 was moderated by Professor Lili Zhang from the Faculty of Education, Beijing Normal University. Guangdui Li, Program Specialist, Education for Sustainable Development, Zigen Association for Rural Education and Development, Athapol Anunthavorasakul, Director of the Center for Educational Research and Development for Sustainable Development,





Chulalongkorn University, Thailand; Mokbul Morshed Ahmad, Director of the Department of Development Planning Management and Innovation at the Asian Institute of Technology, and Arlyne Marasigan, Assistant Professor at the Philippine Normal University, discussed the role of universities in promoting sustainable development in rural areas through an in-depth debate on the topic of "Universities and Local Exploration". Experts noted that it takes long-term efforts to find out how local rural schools are involved in the process of sustainable development in rural areas and how to bridge the gap between large and small schools. It is a process that requires sustainable systems to ensure quality education and to help build and maintain partnerships between universities and local communities, thus contributing to rural revitalization.

Forum 3 was moderated by Siyao Wang, Program Assistant of UNESCO INRULED, and focused on "The Future of Sustainable Development: Youth in Action". During the session, Shiqing Gong, Program Assistant of UNESCO INRULED, shared her research report on "Youth Engagement in Sustainable Development in Rural Areas: Strategies, Roles and Impacts of Education for Sustainable Development Projects". Following this, Ziqiao Li from Huazhong Agricultural University, Haowen Yang from Northwestern A&F University, Arie Ekawie Baskoro and Raksmeay Phal from Asian Institute of Technology, and Mark Ponce San Juan from Philippine Normal University, shared their associations' efforts in "Bird Conservation", "Digital Hive", "Environmental Protection", "Agricultural Development" and "Student

Leadership". At the same time, they also analyzed the constraints of human resources and funding for youth initiatives today. They shared the view that education is crucial for all aspects of social development, especially for agricultural and environmental development, and that the development of education itself requires the participation of multiple parties. They emphasized that young people have their unique power of imagination and action and believe that young people can contribute more to sustainable development in the future.

At the end of Forum 3, UNESCO INRULED and partner organizations launched the Youth in Sustainable Development in Rural Areas - Action Initiative. The Initiative identifies four key areas of action: environmental protection, cultural conservation, equity and inclusion, technology and innovation, with the key words "youth-led action," "sustainable development in rural areas," and "ecological civilization". It calls for more young people to participate and take leadership in sustainable development initiatives in rural areas. It also called on the education sector to work together to contribute to sustainable development in rural areas.

After two days of in-depth conversations and discussions, the participants and delegates deepened their understanding of ecological civilization and education for sustainable development in rural areas, and shared their practices and experiences. In addition, they launched the Youth in Sustainable Development in Rural Areas - Action Initiative, laying the foundation for future cooperation and exchange between China and Southeast Asian countries.

致力于中国乡村教育 34 年，滋根创始人杨贵平获中国第 12 届公益节“年度公益人物奖”

Guiping Yang, Founder of Zigen, awarded "Philanthropist of the Year" at the 12th China Philanthropy Festival for 34 years of commitment to rural education in China

2022 年 12 月 28 至 29 日，第 12 届公益节在上海举行。公益节是中国最具知名度与影响力的公益盛会。活动有 1000 余位公益与商界领袖、专家学者及媒体代表通过线上、线下的方式出席，超过 200 位重要代表担任演讲嘉宾，深度参与媒体超过 300 家。活动旨在弘扬公益精神，倡导公益行为，历经 11 年的探索和实践，公益节已经成为中国公益慈善领域最具影响力的年度盛事。滋根创始人杨贵平喜获 2022 第 12 届公益节“年度公益人物奖”，这是杨贵平当选 2012 年《中国新闻周刊》影响中国年度人物之“公共利益



守望者”、2018年光明日报《教育家》杂志“改革开放四十年教育风云人物”之后获得的又一殊荣。

在“共筑可持续未来”主题论坛“年度致敬”环节，远在美国纽约的杨贵平应邀做视频发言，分享1988年发起成立滋根的缘起、滋根成立以来的公益理念、活动历程与项目实践。

中国近30年来有巨大变化，杨贵平过去着重偏远山区少数民族女童入学开始。2008年中国已发展了九年免费教育，滋根转型支持创建绿色生态文明学校和乡村，配合在1995年成立的滋根，促进以人为本的可持续发展，直接支持中国贫困乡村的基础教育、基本医疗卫生、环境教育、文化传承以及小型的经济项目。

杨贵平回顾了滋根在过去36年中国的乡村发展所做的点点滴滴。滋根的发起缘于在美国有一群华侨，其中很多人是从台湾和香港的美国留学生，希望能够长期的为祖国的农村能够做一些实事，所以大家就聚在了一起拿出工资的1%，以支持开展乡村教育与乡村发展的公益项目。自成立以来，滋根充分发挥了公益平台作用，一批批华侨给滋根长期捐款，通过滋根了解、关心、支持中国大陆的农村的发展。

On December 28-29, 2022, the 12th Philanthropy Festival was launched in Shanghai. The Festival is the most visible and influential public benefit event in China. More than 1,000 representatives of public service and business leaders, experts and scholars, and media representatives attended the event both online and offline, with over 200 key representatives as speakers and over 300 media outlets deeply involved. The event aims to promote the spirit of public benefit and advocate acts of public benefit. After 11 years of exploration and practice, the Festival has become the most influential annual event in the field of public benefit and charity in China. Guiping Yang, founder of Zigen, received the "Philanthropist of the Year" at the 12th Philanthropy Festival in 2022. It is another award of Guiping Yang after Yang was selected as the "Public Interest Watcher" in 2012 by China Newsweek and the "Education Figure of the Forty Years of Reform and Opening" in 2018 by Guangming Daily's Educator magazine.

In the "Annual Tribute" session of the forum entitled "Building a Sustainable Future", Guiping Yang, who is based in New York, USA, was invited to make a video presentation to share the origins of Zigen in 1988, its philosophy for public benefits, activities and practices since its establishment.

China has changed dramatically in the last 30 years, and Guiping Yang has focused on the enrollment of minority girls in remote mountainous areas. 2008 saw the development of nine years of free education in China. Zigen transitioned to support the development of Green Eco Schools and Villages. In conjunction with the founding of Zigen in 1995, Zigen promotes human-centered sustainable development by directly supporting basic education, basic health care, environmental education, cultural heritage, and small-scale financial projects in poor rural areas of China.

Guiping Yang reviewed what Zigen has done in rural development in China over the past 36 years. Zigen was founded by a group of overseas Chinese in the United States, many of whom were international students in the United States from Taiwan and Hong Kong, who wanted to do something for the rural areas of their home country in the long term. So the group gathered together to give 1% of their salary to support the development of public benefit projects for rural education and rural development. Since its inception, Zigen has given full play to its role as a public benefit platform, and groups of overseas Chinese have made long-term donations to Zigen to learn about, care about, and support the development of rural areas in the mainland of China through Zigen.



The Zigen Fund
136-61 41st Avenue, #355
Flushing, NY 11355
Website: www.zigenfund.org
Email: zigen@zigenfund.org
Phone: 718-353-5700

NONPROFIT
U.S. POSTAGE PAID
WEBSTER, TX
PERMIT NO. 184

请将此表沿虚线剪下，填写完整后按封底地址寄出 Please cut down the donation form along the broken line and mail it to us.

**Your tax deductible contribution will make a significant difference for
the rural children in China**

\$50_____ \$100_____ \$150_____ \$200_____ \$250_____

\$500_____ \$1000_____ \$2000_____ \$5000_____ OTHER_____

Name (English) _____
(Chinese) _____

Address: _____

Phone: _____

Email: _____

Please make check payable to: THE ZIGEN FUND

\$100 would support a rural child and would fulfill the dream of realizing a Green Eco School.
50,000 rural children and 100 Green Eco Schools await your support !

To make credit card or paypal a donation, please visit us at <http://zigenfund.org/donate/>, or mail your check
to our return address. 寄送支票地址 :

The Zigen Fund, 136-61 41st Avenue, #355, Flushing, NY 11355

Thank You for Your Support!